

**FAMILY DYNAMISM ON EDUCATIONAL PERFORMANCE OF LEARNERS  
WITH HEARING IMPAIRMENTS IN SELECTED PUBLIC PRIMARY  
SCHOOLS OF BUSIA COUNTY, KENYA**

**BY**

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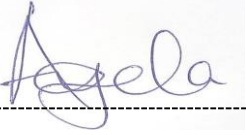
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## DECLARATION

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## **DEDICATION**

My family, for providing me with a peaceful, harmonious, and enabling environment as I endeavored to complete this study.

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## **ABBREVIATIONS AND ACRONYMS**

<b>ASL</b>	: American Sign Language
<b>EF</b>	: Executive Functioning
<b>HI</b>	: Hearing Impairment
<b>HL</b>	: Hearing Loss
<b>IEP</b>	: Individualized Education Progress
<b>IFSP</b>	: Individualized Family Support Program
<b>KIE</b>	: Kenya Institute of Education
<b>KNEC</b>	: Kenya National Examinations Council
<b>KSDC</b>	: Kenya Society for the Deaf Children
<b>KSL</b>	: Kenyan Sign Language
<b>KSLRP</b>	: Kenyan Sign Language Research Project
<b>LAP</b>	: Language Acquisition Device
<b>LOI</b>	: Language of Instruction
<b>MCE</b>	: Manual Coded English
<b>MHL</b>	: Minimum Hearing Loss
<b>MOE</b>	: Ministry of Education
<b>SASL</b>	: South African Sign Language
<b>SL</b>	: Sign Language
<b>SNE</b>	: Special Needs Education
<b>TC</b>	: Total Communication

## **ABSTRACT**

The research aimed to investigate family dynamism and its influence on educational performance of learners with hearing impairment in selected primary schools of Busia County, Kenya. The study objectives were to determine family dynamism strategies in promotion of educational performance of learners with hearing impairment, establish how IFSP can enhance educational performance of learners with hearing impairment, to assess resources used by families to support family dynamism for educational performance of learners with hearing impairment and to establish Challenges encountered by IFSP in enhancing educational performance of learners with hearing impairment in the selected public schools in Busia County. Bowen Family Frameworks Theory was employed in the study. The study employed a descriptive survey research approach, gathering data through interviews and structured questionnaires. The teachers and study institutions were chosen using the purposive sampling approach. Parents of students with hearing impairments from particular Busia County schools were picked at random. Three teachers and one administrator from each of the four chosen schools made up the key informants. The research had 60 responders in all. Version 17 of the Statistical Package for Social Sciences (SPSS) software was utilized to analyse the data. Frequencies and percentages were used to show the data. The study found that auditory oral strategy creates comprehension and mastery of spoken words, intonation and language rules via hearing with minimal degrees of visual support for language. Equally, the research established that there was no active Individualized Family Service Program (IFSP) in many of the study schools, there were no funds to cater for early intervention services to mitigate team demands for early intervention service program. It was also revealed that teachers spent time and were committed to helping the child and family in the identification of the child's strength and needs, the outcomes expected, and the support needed for the child and family. Lastly, there was no infants' and toddlers' programs which were initiated according to the expected standards of early intervention service program.

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.1 Introduction**

The study's background, problem statement, purpose, objectives, and research questions are all presented in this chapter along with the study's assumptions, limits, delineations, and importance, as well as its theoretical and conceptual framework and operational definitions of terminology.

#### **1.2 Background to the Study**

The primary objective of education is recognized as a fundamental human right to empower students to achieve their full potential. Since the United Nations declared education a human right in 1948, governments has made efforts to ensure that all children have access to schooling. Kids who are deaf or hard of hearing really face a lot of hurdles, especially when it comes to interacting socially and getting a decent education because of their hearing loss (Gravenstede, 2019). But, you know, it's becoming pretty clear that the biggest issue isn't just about getting them into schools. It's also about making sure they actually get a good education and tackling anything that might get in the way. These young people often have a tough time picking up language, and that can really impact how they do in school and how they connect with their peers (Marschark & Hauser, 2020). Studies indicate that if they don't get the right kind of help—like sign language interpreters, assistive technology, and tailored teaching methods—they can fall really behind in reading and overall school success (Marschark, 2020). Plus, having

families involved and getting early intervention services can make a huge difference. It not only helps boost their academics but also supports their emotional well-being (Knoors & Marschark, 2021). Yet, despite all this, a lot of countries—especially those that are low-income—still don't have the right policies or infrastructure in place to support these kids. This just makes the educational gaps even wider (Mugo & Kariuki, 2022).

Two categories of hearing impairment are deaf and hard of hearing. According to Gargiulo (2022), deaf people are those whose sense of hearing is not capable of processing language through audition, with or without intensification. Nearly deaf students are individuals whose hearing, despite its limitations, is useful, whether or not they use a portable amplifier. In order to improve residual hearing for these individuals, using hearing aids is usually required or preferred (Gargiulo, 2022). When someone has a Minimum Hearing Loss (MHL), they have difficulty hearing what is being said in the midst of background noise (Kuder, 2003). In Kenya, between 2.3% to 5.6% of school-going children have hearing impairment (Omondi, Ogol, Otieno & Macharia, 2021). Thus, communication becomes a barrier to these children both at school and at home, hence lack of interaction.

The estimate of people suffering from hearing disability problem is about 360 million or 5.3% according to the World Health Organization (WHO, 2021). Out of those with the problem of HI, 91% and 9% of the cases reported are children and adults respectively. According to the World Health Organisation (2021), hearing impairment affects more men than women. To be more precise, 44% of females and 56% of males suffer from

hearing dysfunction. Asia Pacific, South Asia, and Sub-Saharan Africa have the highest regional prevalences of hearing impairment in both adults and children (WHO, 2021). For example, it has been noted that students with hearing impairments seldom ever attend school in underdeveloped nations (WHO, 2021). Kenya is not left behind by this.

The World Federation of the Deaf estimates that there are more than 70 million deaf people in the world today. Equal chances in many facets of life, including education, are difficult for many of these people to get. To meet their demands, two different strategies have been developed. Using cutting-edge technology to lessen the effects of hearing loss and promote communication between deaf and hearing students is one strategy. To improve the integration of individuals with hearing impairments into the general population, the alternative strategy emphasizes rigorous speech training (Domagala, 2023). Mostly these happen in developed countries contrary to developing countries. Thus this study intends to find out family dynamism in selected public schools in Busia County, Kenya

Family dynamism is the energy and enthusiasm that a family puts into making new things happen or succeed. Family dynamism aims at activating and mobilizing family members into active participation of their siblings with hearing impairments to learn language and use it to support them for both formal and informal education as it may help to improve their academic performance.

Individual Family Service Plan (IFSP) for learners with hearing impairment is a strategy to provide support to a needy beneficiary in a family context. It is most appropriate in family dynamism to both nuclear and the larger family to moderate or limit language barrier (Becvar & Becvar, 2023). In embracing this plan, family members have a serious role to play in liaison with teachers to make learners with hearing impairments improve in a common language use. Promoting and highlighting speech components, vocabularies, syllables, pronunciations, articulation, intonation and rules of a language should be the primary duty of the family as agreed between the two parties (family and teachers), for familiarization and practice of that language to encourage comprehension and use of the same. The very language would be known, used, understood and enjoyed by the nuclear family, the larger family and those with hearing impairment. In such a situation, the language would ease communication hence promoting both informal and formal learning for improved educational performance because learning is achieved through interaction and sharing of ideas.

The engagement of Individual Family Service Plan (IFSP) as a strategy is believed to boost language of learners with hearing impairment through early identification and intervention services (James, DeGraffenreidt, Sadusky, Marcella, Franczkowski, Martin O'Malley & August, 2021). In the end, it spurs common language growth at home and school which leads to a boost in language development for academic excellence. The practice is commonly found in developed countries like America and Britain. The current study seeks to find out how family dynamism can engage IFSP to enhance education for learners with hearing impairment.

Promoting language development is the main goal of instruction for children with hearing impairments, according to Heward (2024). In order for people with hearing impairments to acquire communication skills and so fully engage in society, this is crucial. The deaf and severely hard of hearing do not fall within the bracket of handicapped people requiring special attention, but have special linguistic, cultural, and social identities as revealed in the study of English as a Foreign Language for Deaf and Hard-of-Hearing Learners conducted in Britain by Domagala (2023). This is because in their situation they have to conduct their lives using languages spoken by individuals with normal hearing if they are to survive in a world driven largely by modern technology and globalization. According to Domagala (2023), insufficient linguistic, cultural, and social potential is to be blamed on approaches, methods, and materials unqualified teachers used to develop language skills.

The academic achievement of hearing-impaired learners within a global context is most typically presented in a series of research studies that emphasize the interactional dynamics of families in the education process. Mitchell and Karchmer (2019) report a research study showing how children with hearing losses have important unique academic needs, and the most essential thing needed from their respective families to fill in these gaps is the ability to functionally communicate. Further evidence comes from a more recent study conducted by the World Health Organization (WHO) (2021) in which an estimation of around 34 million children in the world is made with profound and severe hearing loss that could benefit from education, and empirical evidence from low-income countries indicates the minuscule proportions among such children acquiring

educational assistance due to socioeconomic reasons. Similarly, UNICEF (2020) found that when families learn sign language or help to provide instruments that assist the hearing-impaired child to hear better, educational outcomes improve a lot.

In the USA and the UK, governments have, through their policies, attended the academic and family needs of high-income learners which ultimately led to good academic results (Spencer & Marschark, 2019). But in countries like Kenya and Nigeria, where the economy is below the middle level, resources are scarce and the academic performance of children with hearing impairments is low (Mitra, Posarac & Vick, 2020).

In the performance of learners with hearing impairments in Africa's education, it appears difficult to bridge the lag for systemic reasons of the challenge that now springs forth due to the emergence of the family as a key factor in support. According to Mugawe and Tuttle (2020), only 10% of the children with disabilities through Africa have access to formal education, where holdings on the ability to hear are a handicap proceeding further through barriers in communications, challenges in family structure, and socio-economic concerns. According to Abosi and Ozoji (2021), socio-economic factors such as poverty, parental illiteracy, and cultural attitudes toward disability significantly affect children with hearing impairments who attend school and how they perform academically. The educational achievements of students with hearing impairments in Nigeria are enhanced by family engagement practices, such as the use of sign language and parental participation in school events (Omoniyi & Oludipe, 2022). However, cultural stigmas often limit the extent of parental involvement, particularly in rural areas.

Similarly, in Ghana, strategies used by parents focuses on advancing creation and comprehension of communicable language that limits different degrees of visual help for language, words, intonation and pronunciations. Learners with hearing impairments, benefit significantly from a supportive family environment that fosters academic success. Family members organize routine meetings in schools to learn how best to communicate with their children (Akyeampong & Mensah, 2021). Thereafter engage their children at home to stimulate communication and interaction as a leeway to allow for schooling.

In East Africa, family dynamics are also a significant determinant of the educational performance of learners with hearing impairments. The East African Community (EAC) Disability Policy (2021) noted that a family has a major stake in the education of children with disabilities. The lack of resources and the cultural myths about disabilities fail to unlock the support from the family, therefore negatively influencing academic achievement. Results of the study conducted by Ssempala (2020) in Uganda declared that children whose families were equipped with sign language training had better academic outcomes compared to children whose families did not receive such support. A study in Tanzania by Nuhu and Mtana (2021) indicated that hearing-impaired learners performed poorly in school due to minimal support by families and weak communication channels.

The studies that have been carried out in Kenya have tried to explore how family dynamics influence the academic performance of learners with hearing impairments. The Kenya National Special Needs Education Policy Framework (2018) also places a lot of importance on the aspect of family support and particularly in the area of communication.

A study conducted by Mutua, Wanjiru, and Mugo found that children with hearing impairments whose families were more attentive toward education did better academically compared to those without family support. It was pinpointed that factors such as poverty, access to healthcare, and the education level of the parents further complicated the capacity of families to support children academically.

In Busia County, Onyango and Okumu (2023) took a closer look at how family support influences the education of students with hearing impairments. They discovered that a lot of families just aren't aware of disability rights or how crucial communication is. This lack of awareness, unfortunately, hits the learners hard, often dragging down their academic performance. Moreover, cultural views on disability—like stigma and marginalization—can really hold families back from getting involved in their kids' education. It's a tough situation, and it often results in lower performance in school. On top of that, financial struggles make it even harder for these families to access important resources, such as hearing aids or specialized educational programs. So, what does this all mean? Well, the connection between family dynamics and how well learners with hearing impairments do in school in Kenya—especially in Busia County—mirrors challenges that are happening all over the world, not just in Africa but also right here in East Africa. Even though there have been some efforts to enhance educational access, it's clear that family involvement is still a key player in shaping academic success. This study seeks to explore the impact of these family dynamics on learners with hearing impairments in selected public primary schools in Busia County, Kenya, using current research as a foundation.

### **1.3 Statement of the Problem**

Many hearing parents of learners with hearing impairments view their children as a complicated lot, particularly those grappling with emotional imbalances stemming from the onset of the disability (Owiyo, 2022). This results in neglect and a lack of engagement; some parents fear communicating with their children, reinforcing feelings of inadequacy in the children. Furthermore, these parents often send their children to school with the assumption that teachers are adequately equipped to address their needs, leading to a disconnect where parents rarely communicate with educators regarding their children's progress.

Cavazos (2023) highlights that, this lack of interpersonal closeness between learners with hearing impairment, their families, and teachers significantly impedes the learning process. The gap situation emerges from the observation that informal and incidental learning critical components of the learning process, is largely inaccessible to learners with hearing impairment. These learners miss out on vital learning opportunities that typically occur outside formal education due to insufficient family involvement and communication. The current study aimed at determining the extent to which family engagement and the use of common language can enhance the educational performance of learners with hearing impairment. Cavazos (2023) posits that early exposure to and practice of common language within the nuclear family and the broader society can improve educational outcomes for these learners. Additionally, labeling individuals with disabilities can adversely affect their self-esteem, self-concept, and psychological well-being (Wamocho, 2023).

Family dynamism is believed to foster cooperation among individuals with hearing impairments and their communities, thereby enhancing learning both formally and informally. Family dynamics play a really important role in building relationships that support learners who have hearing impairments. You know, these family connections can actually motivate and encourage these students, which can lead to better educational outcomes. However, when we take a look at the existing research, it's clear there's a big gap in understanding just how family dynamics affect the educational success of learners with hearing impairment. Sure, some studies—like those by Murithi in 2019 and Eveline in 2020—have touched on related topics, but there's still not enough focus on how family dynamics specifically influence educational performance, especially in the context of schools in Busia County. So, that's why this current study was undertaken. It aimed to dig into how family dynamics impact the educational performance of learners with hearing impairments in a few selected public schools in Busia County, Kenya. The goal was to explore effective strategies to boost educational success and figure out why these learners often face challenges in their studies, particularly regarding their language background.

#### **1.4 Purpose of the Study**

The research aimed to explore the effect of Family Dynamism on Educational Performance of learners with Hearing Impairments in selected public primary schools of Busia County, Kenya.

## **1.5 Objectives of the Study**

Objectives sought to:

- i. Determine family dynamism strategies in promotion of educational performance of learners with hearing impairment in selected public primary schools in Busia County.
- ii. Establish how IFSP enhances educational performance of learners with hearing impairment in the selected public schools in Busia County.
- iii. Assess resources used by families to support educational performance of learners with hearing impairment in the selected public schools in Busia County.
- iv. Establish challenges that families encounter in enhancing educational development of learners with hearing impairment in the selected public schools in Busia County.

## **1.6 Research Questions**

- i. What are the family dynamism strategies used for promotion of educational performance of learners with hearing impairment in the selected public schools in Busia County?
- ii. How does IFSP enhance educational performance of learners with hearing impairment in the selected public schools in Busia County?
- iii. What resources do families use to support educational performance of learners with hearing impairment in the selected public schools in Busia County?

- iv. What are the challenges encountered by families in enhancing educational development of learners with hearing impairment in the selected public schools in Busia County?

## **1.7 Significance of the Study**

Concerning educational programs for students with special needs, the current state of academic achievement for students with hearing impairments in Kenyan public schools is quite unsatisfactory. However, enhancing family dynamics could potentially boost the academic success of these students, provided that suitable measures are implemented. The presence of harmony in the family may promote elaborate discussion between the learner and other members of the family, hence enhancing the level of understanding of subject concepts. The findings of this study may help promote attitudinal, psychological and educational change for learners with hearing impairment, parents, teachers of learners with hearing impairment, the government of Kenya and all other stakeholders. The findings on family dynamism may enable community workers to enhance family support for learners with hearing impairment and other stakeholders to influence educational performance.

## **1.8 Limitations and Delimitations of the Study**

### **1.8.1 Limitations**

The distance between the schools under study was a challenge to the researcher since they are in different sub-counties within Busia County. Another limitation was finances that could not allow the researcher to carry out the study. However, despite these

challenges, the researcher managed to conduct the study with meagre finances, and through proper planning managed to cover all the distances. The short period of time given to carry out the study was a big limitation despite the researcher being able to use the meagre time appropriately for the study.

### **1.8.2 Delimitations**

The research was confined to parents of learners with hearing impairment and their children from the three chosen public special schools in Busia and their teachers who teach learners with hearing impairments. The study relied on the information given by the respondents which was believed to be authentic. Schools with learners who have hearing impairments pursuing their education at primary school level were the ones that participated in the study.

### **1.9 Assumptions of the Study**

The research assumed that:

- i) Educational performance of learners with hearing impairment would improve as a result of family involvement in boosting their communication ability in the selected public schools of the study.
- ii) The parents of learners with hearing impairment were available and willing to respond to the questions.
- iii) Head teachers and teachers would allow the interviews to be conducted.

## **1.10 Theoretical and Conceptual Framework**

### **1.10.1 Theoretical Framework**

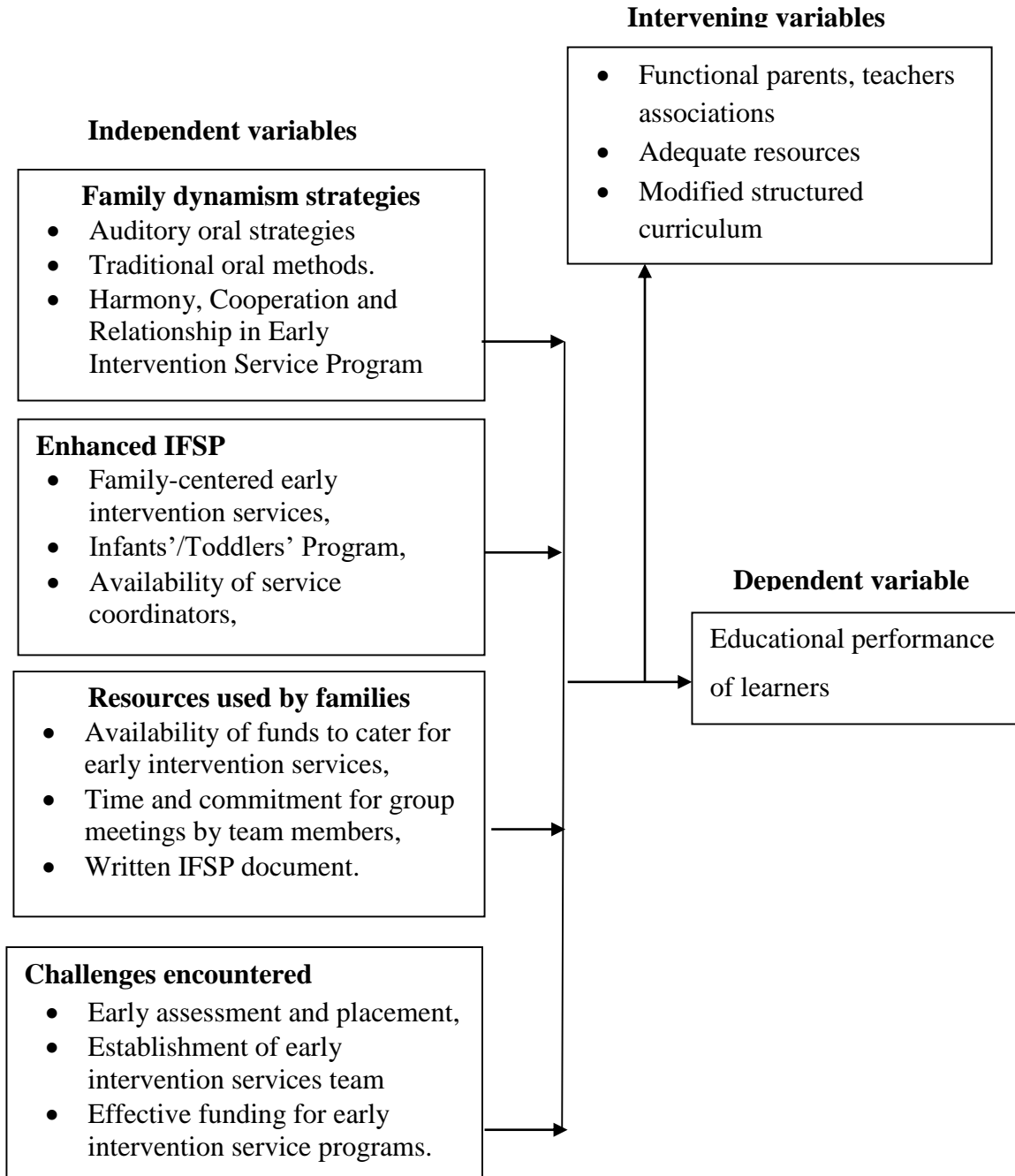
This research was guided by Bowen Family Systems theory developed by Dr. Murray Bowen (Bowen, 1978). This theory emphasizes the importance of family dynamics and interpersonal relationships in shaping individual behaviors and emotional responses. It posits that the interactions among family members play a critical role in understanding an individual's behavior and emotions, as they provide essential context for personal development. By examining the nature of these interactions, Bowen's theory facilitates a deeper assessment of familial relationships.

According to Bowen, individuals learn significantly from their family environment, absorbing reactions, moral values, and the approval or support of family members. This familial influence is crucial for developing the knowledge and skills necessary for academic success. The connectedness within a family and the nature of its interactions can either enhance or hinder the functioning of its members. When one family member experiences a change, it typically prompts corresponding changes in others, highlighting the interdependence within the family system. Learning is a pervasive process that occurs in various contexts, extending beyond formal educational settings. Much of this learning is informal, facilitated through observation and auditory experiences, emphasizing that emotional interdependence within families provides the foundational learning necessary for formal education.

Kerr (2006) explains that Dr. Bowen formulated his theory by integrating various cognitive frameworks to enhance understanding of human behavior through the lens of familial relationships. In this context, family dynamism, particularly through Individualized Family Service Plans (IFSP), plays a critical role in enhancing language development and social stimulation for learners with hearing impairments. Such support can lead to self-actualization, improved self-esteem, and greater acceptance, ultimately fostering better academic performance.

**Bowen Family Systems Theory:** Bowen Family Systems Theory offers a broad perspective in that it provides a frame for X-ray view of individual behavior in the context of family interactions. And, emphasizing interdependence, it points to the ways relational dynamics affect the development of individuals and, therefore, where to target efforts to intervene. The theory also provides practical frameworks that can be used in a counseling and education context for special needs individuals. But there are also weaknesses, like that the theory can be quite complex and need in-depth understanding and training to be able to apply correctly. It may also be at the risk of overemphasizing family dynamics and neglecting other important determinants of individual behavior. By focusing on the emotional interdependence and interactions within families, this study can explore how familial support, values, and communication impact learners' academic achievements. The theory guides the investigation into the role of family involvement in enhancing educational outcomes, particularly for learners with unique needs.

### 1.10.2 Conceptual Framework for the Study



**Figure 1.1: Family dynamism on academic performance**

When the nuclear family, extended family and other stakeholders show continuous and consistent closeness with individuals with HI, they become comfortable, socialized and improve their performance academically. It improves interaction level, participation, confidence, self-esteem and self-actualization.

Learners with hearing impairment may develop a positive attitude towards themselves and their peers, hence cooperation becomes automatic both at school and in the social settings to spur educational performance. Communication and discussion at family level would enhance social and behavioral adjustment, self-esteem and self- concept which transform into improved academic performance.

### **1.11 Operational Definition of Terms**

**Audiologist:** A healthcare professional who diagnoses and manages hearing impairments and balance disorders (Goulios, & Patuzzi, 2022).

**Educational Performance:** It refers to the growth in a student's achievement at a given grade level (Edukans, 2020).

**Family dynamism:** Energy and enthusiasm of the family that they may put in to make new things happen or succeed (Becvar & Becvar, 2023).

**Hearing impairment:** A partial or total inability to hear, which can affect a learner's ability to acquire language, communicate, and succeed academically (Gargiulo, 2020).

**Interpersonal relationship:** The interactions and social connections between learners, teachers, family members, and peers (Cavazos, 2023).

**Nurse:** A healthcare professional responsible for promoting the well-being of learners by addressing their medical needs, including ear infections (Swanepoel, Louw, & Hugo, 2022).

**Nutritionist:** A specialist in diet and nutrition who ensures that learners receive proper nourishment to support cognitive and physical development (Swanepoel, Louw, & Hugo, 2023).

**Occupational therapist:** A specialist who helps learners develop essential life and motor skills to improve their independence and participation in school activities (Swanepoel, Louw, & Hugo, 2020).

**Service coordinator:** An individual responsible for organizing and ensuring that learners with hearing impairments receive necessary support services, such as special education, healthcare, and assistive devices (DeGraffenreidt, Jr., Sadusky, Franczkowski, O'Malley, 2021).

**Social worker:** A professional who provides emotional, social, and educational support to learners with hearing impairments and their families (Gargiulo, 2022).

**Special Education:** A tailored educational approach designed to meet the learning needs of students with disabilities, including hearing impairments (Galgiulo, 2022).

**Speech and language pathologist:** A specialist who helps individuals with speech and language difficulties improve their communication skills (Niparko, 2020).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this part, studies from various researchers and educationists on family dynamism are reviewed in four sections. These include the extent of family dynamism strategies in enhancing educational performance of learners with hearing impairment, the role of IFSP in enhancing educational performance, resources used by families to promote educational performance and challenges families encounter in improving educational performance of learners with hearing impairment in the selected public schools in Busia County.

#### **2.2 Family Dynamism Strategies for Improving Educational Performance of Learners with hearing Impairment**

As per the National Council for Special Education (2009), oral language remains an area of great concern. Oral language as a strategy for family dynamism can develop in learners with hearing impairment through numerous approaches which are equally referred to as 'auditory oral'. This strategy focuses on advancing creation and comprehension of communicable language and limits different degrees of visual help for language, words, intonation and pronunciations. This can best be done via engagement of Individual Family Service Plan (IFSP) as a strategy which is believed can boost oral language of learners with hearing impairment through early identification and intervention services (DeGraffenreidt, Sadusky, Franczkowski, O'Malley, 2011).

In the end, family dynamism spurs common language growth at home and school which leads to a boost in language development for academic excellence. An early intervention program offers a variety of services, including early identification, assistive technology, family counseling, home visits, family training, medical services for diagnosis and evaluation, nursing care, nutrition support, physical therapy, occupational therapy, psychological services, social work assistance, screening and assessment, transportation, speech and language therapy, and vision services (DeGraffenreidt et al., 2011). These services are commonly found or offered in developed countries but rare or quite limited in developing countries like Kenya. This informed and prompted the researcher to find out how and to what extent family dynamism can be carried out in developing countries like Kenya. This establishment can equally help alleviate language problems among learners with hearing impairments and to improve their academic performance.

A team of experts, which includes special education teachers, medical professionals, psychologists, parents, school nurses, social workers, and counselors, conducts assessments for student placement in the United States (Niparko, 2000). The primary aim of early assessments is to facilitate early intervention through early detection. The special education system considers each student's position on a continuum, ranging from full mainstream integration to placement in specialized schools for students with hearing impairments.

In Japan, students with hearing impairments are sent to specialized classrooms known as tsukyuo inside regular schools, while those with more severe disabilities attend separate

special schools (Cawthon 2001). In Germany, students with special needs are assessed and put in special schools suited to their unique disability, including institutes for those with hearing impairments (Houghton 2003). It is critical to emphasize that kids with hearing impairments have thorough examinations, ensuring that they are enrolled in the most appropriate programs for effective learning and a smooth transition into adulthood.

Oster (2010) found that diagnosis of individual speech deviations forms the basis to initiate cooperation with family members of learners with hearing impairment. This can be done through involving an assessment first to establish the deviations that should be corrected in order to increase the ability of the learner with HI to have a language of communication with others in both formal and informal learning environment. Another strategy of addressing speech deficits by those with hearing impairment commonly found was using traditional speech training approaches which were in place even before the emergence of Computer Assisted Language Learning (CALL) devices. The author also experimented speech viewer, which was computer-aided in Swedish schools for the deaf as well as in the pre-school training of critically impaired children. The results showed that the speech viewer was objective and effective in assisting to increase the intelligibility of the speech of deaf children when used as a supplement to traditional speech training methods. In addition, the experiment with speech viewer indicated that computer-aided speech training may as well be used as an expansion of traditional speech training of critically hard-of hearing children.

In developed or industrialized countries, audiology continues to progress in areas such as screening, diagnostic evaluation, hearing aid fitting, and rehabilitation for individuals with hearing impairments. However, the situation is different in poorer nations, where there are limited numbers of audiologists and many children with hearing loss remain undiagnosed (McPherson & Brouillette, 2008). The researcher believes that to improve the academic performance of students with hearing impairments, this approach should be encouraged and implemented in local schools and homes to initiate and support the development of oral speech and language skills. In contrast to what occurs in Kenyan schools, the majority of audiologists receive their training, reside in developed nations with access to cutting-edge medical technology, and work there. Lack of government support for hearing healthcare, ignorance of the field, ignorance of hearing impairment, and a lack of educational programs in audiology are all contributing factors to the global scarcity of audiologists (Goulios & Patuzzi, 2008). The research has shown that family dynamism helps to minimize the gap of lacking specialists in order to function as a strategy which should be incorporated in all learning and healthcare institutions to promote cohesion. This could also help in early identification and correction of hearing deficiency in learners with hearing loss for improved educational performance. Developing countries are starting to employ more audiologists and set up programs for hearing healthcare (Cstellanos de Munoz & Sosa, 2008).

The future of audiology lies in its development as an autonomous profession in many developing countries, distinct from speech-language pathology. Several countries, like South Africa and India, currently offer both speech-language pathology and audiology

programmes. A significant concern within audiology programmes in these regions is the variability in educational standards, with universities and vocational or technical training institutions offering audiology education. This disparity contrasts with the highly standardized audiology programmes found in the United States (Basavaraj, 2008; Goulios & Patuzzi, 2008; Swanepoel, 2006). Standardisation of audiology education would be crucial for the advancement and recognition of audiology as a distinct and reliable profession in developing countries.

Nurses, technicians and other healthcare providers are usually incorporated to provide hearing services to teachers, parents and individual learners in developing countries. Keeping in touch and collaboration should be enhanced amongst the latter for arresting any unbecoming condition once detected. According to Swanepoel, Louw, and Hugo (2007), developing nations' urban regions have higher access to hearing healthcare than their rural ones. These services are located everywhere and more active to erase any language barrier discovered. To enable efficient use of amplification devices, there should be a sufficient number of hearing aid technicians who are qualified to maintain and fix them (McPherson & Brouillette, 2004). According to Basavaraj (2008), there should be no licensing fees, similar to India, where a licence for hearing aids is not necessary. Services for the ears, nose, and throat are offered, as well as the distribution of hearing aids. Additional services include ophthalmologists, paediatricians, special educators, audiologists, speech-language pathologists, throat doctors, chemists and grocery stores.

A research by Murithi (2019) evaluated the efficacy of an automated speech training system for students with hearing impairments in a few Nairobi County schools. The study found that the system, which combines visual and aural components with 3-D animation technology, greatly enhanced these trainees' communication abilities. The study's objective was to assess the effectiveness of the Automated Speech Training System in improving speech among hearing-impaired pupils attending particular Nairobi City County schools. A descriptive survey design and a single-subject research strategy were blended in the methodology's mixed research design. Thirteen teachers and thirty-two students with hearing impairments made up the study's population. Murithi's study was on establishing the effectiveness of speech training using automated speech training system while the current study was on family dynamism in promoting language development for learners who have hearing impairment to help improve academic performance in schools.

Achieng (2020) posits that modes of communication among learners in general and teachers created socialism which led to improvement of academic standards in the schools. Additionally, socialism reduced the gap between those with hearing impairments and their hearing counterparts, according to Achieng (2020). The purpose of the study was to ascertain how socialization affected the performance of students with hearing impairments at Thawabu Inclusive School in Embakasi, Nairobi City County, Kenya. The case study design was used with total study population of thirty two (32) respondents. Family dynamism is believed to be a cartelist for the promotion of social interaction which spearheads both formal and informal learning, hence the backbone of this study.

Ademokoya (2008) points out that communication is the greatest potential tool which hearing loss deprives a child with HI. Parents, as first resource persons that children interact with before attending school, are fully involved in improving quantity and quality of communication in order to enhance educational performance of these learners. In this case, parents have more knowledge about the child, and these are included in the learning activities. Parents are taught and encouraged to carry out their roles on how to handle their children at home. Speech was found to be the most contentious communication channel in Nigeria, according to Ademokoya's (2016) study on speech communication, development, and disorders. In any human settlement, speech was the most common and effective way to communicate. Even when speaking and signing at the same time, as was frequently the case when using whole speech and signs to instruct students with hearing impairments, more was stated than signed. By pointing out that social change may minimize the effects of any handicap, increase self-esteem and self-actualization, and alleviate communication hurdles, Farrell (2009) highlights the social model. This can only be done if parents take full responsibility in developing a language that eases communication to everybody at home and in school, which is not realized in schools in Busia County.

The strategy of play-based early intervention program by parents is a Relationship Development Intervention (RDI), which begins first with helping children to bond with parents then develop relationship with others (Gutstein, 2001). This is a parent-based clinical treatment for people and other relationship-based scatters through play. This program depends on the model of Experience Sharing created by Steven Gutstein and is

used in Applied Behavior Analysis (ABA) (Spreckley & Boyd, 2009). It assists children in building up their academic, social, self-improvement and behavioral skills expected to collaborate with others and to adapt to the difficulties of regular daily existence. ABA treatment appears as an exceptionally organized program intended to meet the individual necessities of every child, while building the establishments for long teaching (Spreckley & Boyd, 2009). ABA accepts that children are bound to rehearse practices or reactions that are compensated, and they are more averse to proceed with practices that are not remunerated. After which, the support is decreased until the child can learn without remunerations.

In a study by Cavazos (2013) on interpersonal relationship, distinguished the parts of interpersonal skills as non-verbal communication, verbal communication, listening skills, problem-solving, negotiation, assertiveness and decision-making. Communication is the exchange of ideas, information, thoughts and feelings. He found out that without positive interpersonal relationship amongst learners with hearing impairment and parents, there could be less language development hence communication breakdown leading to poor academic performance.

Walker, Dunbar, Meldrum, Whiteford, Carrington, Hand, and Nicholson (2012) examined how parents and educators in Australia felt about the performance of students with developmental impairments as they transitioned to school. Information was gathered from teachers and parents of 54 children (15 girls and 39 males). The children ranged in age from 4.11 to 6.10 years, with a mean age of 5.6 years. According to the study, these

adolescents' achievement with educational stability may be attributed to the involvement of both parents and instructors. When these key stakeholders are included in molding learners with hearing impairment at an early stage, they develop a language and build confidence which transcends into good performance academically. Another study by Rimm-Kaufmann & Pianta (2000) based on Bronfenbrenner's model also established that involving both teachers and parents is very crucial for successful transition of young children with special needs. In light of this, the current study aims to determine whether parents effectively fulfill their roles in providing training that equips learners with the skills necessary for leading an independent life.

### **2.3 The Role of IFSP in Promoting Educational Performance**

A child's developmental progress, family priorities, strengths, and requirements, as well as the anticipated results and objectives for the child's growth and development, are all included in the Individualised Family Service Plan (IFSP), a comprehensive agreement and legal document. The Maryland Developmental Disabilities Administration ([www.mdecgateway.org](http://www.mdecgateway.org)) states that this plan provides a guide for promoting the entire health of the child. Regardless of grade level or gender, research indicates that kids who have good, positive connections with both their parents and instructors are better likely to adjust to the demands of academic studies and school. According to Baker (2006), this research emphasizes how crucial it is to create a cooperative and encouraging atmosphere that supports a child's intellectual, social, and emotional growth.

The IFSP is a program that describes how a child develops right from the time of initiating the program as it progresses. The IFSP team has to know how that child is progressing in relation to other kids his or her age in order to provide services that will fulfil his or her developmental requirements and to determine where to start. The teachers in many instances act as the team leader for coordination of activities of IFSP programs to succeed. The teacher is also the custodian of all family, child and entire group records of activities for the development of the learner.

In their research on the impact of family involvement in the education of children aged 3 to 8, Frances, Van, Michelle, Maier, Joyce, Epstein, and Chrishana (2013) found that many parents are both interested in and capable of participating in learning activities at home with their young children when provided with appropriate guidance. These activities, which improve children's vocabulary, listening comprehension, word reading speeds, story comprehension, and other reading skills, consist of shared book reading, dialogic reading, home tutoring, and family discussions. During an evaluation, various support providers inquire about the child's daily activities, including their interactions with others, which reflect personal-social skills, as well as their abilities to dress and feed themselves, showcasing adaptive skills. They also participate in play with your child to assess their cognitive abilities, language skills, and both fine and gross motor skills.

According to Individuals with Disabilities Education Act (IDEA, 2004), HI is a developmental disability significantly affecting social interaction, verbal/non-verbal communication, behavior and educational performance. Learners with hearing

impairment experience long life pervasive difficulties with social skills and the ability to interact appropriately with others in all social levels; hence these are the entry ways to all relationships (Francis, 2008). In some societies, more than three quarters of all economically active children under the age of 18 years are unpaid family workers assisting in both agriculture and non-agricultural enterprises (Keunga, 2008). Disabilities like HI that impede the capacity to socialize with others can be devastating to the person affected and others around him or her. Social impairments in persons with HI significantly affect the involvement with others in education, vocational and social settings, (National Education Association (NEA), 2006).

Dockett and Perry, (2004) in research on effective transitions explains that involvement of parents and teachers is a clear indication of success in helping these children acquire vocational skills and thus have effective transition after graduation. The purpose of this Australian study was to determine the essential elements that adults believed were most important for a smooth transition. Because each group expressed distinct worries, the grounded theory results demonstrated that the transition is not the same for the two adult groups. This is because both emphasize different areas of learners' preparedness which guarantees that the learner is prepared adequately in all dimensions. As teachers strictly evaluate learners' abilities to follow school routines, parents usually evaluate learners' academic skills while supporting learners' preparedness in social and communication skills as very significant for their future lives. Another study conducted in USA by Giallo, Kiehuis, Treyvaud and Mathews, (2008) on psychometric evaluation of the parents' self-efficacy in managing transition to school scale explained that parents would

be more confident when learners' social life is stronger. Strong social life demonstrates learners' ability to engage with the public in a respectable way.

Three to four out of every 1,000 babies born in the US are thought to have permanent bilateral hearing loss, and many more have late-onset hearing impairments (Buchman, Adunka, Zdanski, & Pillsbury, 2011). According to Olusanya et al. (2007), around 6 out of every 1,000 infants worldwide are born with irreversible hearing loss. Compared to individuals who receive a later diagnosis, research indicates that language development is substantially improved by early detection and management for hearing loss. All degrees of hearing loss, from minor to extensive, can cause language difficulties. Thus, at the critical stage of language acquisition, early diagnosis of hearing impairments is essential for promoting the development of language skills (Moeller, 2000).

Yoshinaga-Itano, Sedey, Coulter, and Mel (1998) conducted a comparison of the receptive and expressive language skills of 72 hard-of-hearing children whose hearing loss was identified before the age of six months with those of 78 children whose hearing loss was diagnosed after that age. Early intervention services were provided to all participants within an average of two months following their diagnosis. The Minnesota Child Development Inventory was utilized to evaluate the receptive and expressive language skills of these children. According to the study, children with hearing loss who had intervention services prior to six months of age showed superior expressive and receptive language abilities compared to those who got assistance beyond that time. This benefit in language development is explained by the important role auditory stimulation

plays in promoting the best possible speech and language development in infants. Regardless of the degree of hearing loss, advantages in language acquisition were seen. Programs for Universal Newborn Hearing Screening (UNHS) are being implemented to help with the early identification and management of hearing loss in infants (Young, Reilly, & Burke, 2011).

Bruder (2016) conducted a qualitative analysis on the implementation of the Individualized Family Service Plan (IFSP) in the U.S., focusing on its impact on early intervention services for children with disabilities. The study found that IFSP significantly enhances cognitive, social, and academic outcomes for children with hearing impairments, primarily through family-centered services. However, the research highlighted a gap in long-term analysis, particularly concerning the effects of IFSP beyond early childhood education. Furthermore, comparative studies across different countries and socio-economic contexts are still lacking.

For example, McWilliam (2020) conducted longitudinal, mixed-methods research in the U.S., Canada, and Australia, using both surveys and an interviewer method with both families and educators. The results indicated how IFSP is a key factor in increasing school readiness and academic success through the involvement of families in the opportunities early on. Two main gaps in the literature were identified; first challenges faced by low-income families in accessing these services, and second the lack of studies exploring the IFSP within the diversity of educational settings, as researchers were encouraged to target this area with further studies.

## **2.4 Resources Necessary in the Promotion of Family Dynamism**

A research on the obstacles to the effective implementation of inclusive education for students with hearing impairments in Murang'a was conducted by Wanjiku (2014). With a sample size of 51 individuals chosen using both probability and non-probability procedures, five schools were specifically chosen for the study. Five head teachers, fifteen teachers, five education officers, fifteen parents, and eleven LHI were distributed throughout the sample. She found that a number of factors, such as a lack of funding for school administration and development, a shortage of qualified teachers for students with hearing impairments, and the attitudes of educators and parents towards inclusive education, were impeding the adoption of inclusive education for students with hearing impairments in public regular schools. The study on the adjustment of systems to accommodate learners with hearing impairment established that only minimal measures were made in the schools hence making learning unfavorable for learners with HI.

A written IFSP documentation that includes a cover page, details about the kid and family, and the contact details of the service coordinator and IFSP team members is useful and crucial, claim DeGraffenreidt, Sadusky, Franczkowski, and O'Malley (2011). A predicted date range for a child's transition planning meetings, as well as anticipated meeting dates and yearly IFSP evaluations, are also listed on the front page. Another crucial tool that should be made available is a worksheet that helps early intervention service providers consider the child's needs and abilities. The worksheet is a crucial evaluation tool that helps assess how well a child is developing in relation to other kids their same age. As DeGraffenreidt, et al, (2011) put it, worksheets for early intervention

services need to stipulate how to develop positive social-emotional skills and acquisition appropriate action to meet needs of the individual learner and the family.

Learners with HI frequently experience social distance during their early years of life and significantly after because of communication barriers. Maybe their social environmental factors basically don't "fit" them. Communication impairment is connected to expanded danger of testing conduct and diminished open doors for school association (Sigatoos, Arthur, Kelly & Battlefield, 2006). Some of the social communication deficits affecting HI social interaction and performance in education include failure to maintain eye contact, turn-taking, sharing conversation, playing with peers, following instructions, asking and answering questions, making friendships, ability to understand or use appropriate body language hence, affecting social interaction with teachers, peers, teacher aides and others therefore limiting educational performance.

Turnbull et al. (2017) did a mixed-methods study in the United States to examine the resources that promote family dynamism and their impact on the educational outcomes of children with disabilities. The research uncovered that access to comprehensive social services, including family counseling, financial support, and educational resources, significantly improved family involvement in their children's education, resulting in better academic performance. However, a key research gap was identified in understanding how these resources vary across different socio-economic groups, especially in lower-income families, who may not have equal access to such services.

The 2019 qualitative research by Bailey and Simeonsson investigated how specialized educational resources help European families maintain dynamic environments. The research demonstrated that individualized learning tools, assistive technologies and parental training programs proved to be essential resources for children who have hearing impairments. The study revealed that culturally appropriate resources and family training programs remain inadequate for diverse backgrounds while emphasizing the necessity for more customized interventions.

Jackson et al. Jackson and colleagues (2020) conducted longitudinal research across several nations to evaluate the impact of community resources like support groups and advocacy organizations on family dynamics. When families actively engaged with community resources they experienced higher involvement in their children's education which resulted in better academic results. Additional studies are required to understand the long-term viability of community programs particularly in regions that face financial constraints.

Van Rensburg and Phasha (2021) conducted a case study in South Africa to examine how government and non-governmental resources impact family dynamics for children with disabilities. Government-funded support programs like grants and healthcare services helped families support their children's education according to the study findings. The study revealed a research deficiency regarding specialized educational resources availability which remains particularly problematic in rural areas where these services are scarce or non-existent

The 2022 study by Ngidi and Maphalala utilized a cross-sectional survey in Nigeria to investigate how parental education initiatives and financial support affect family participation in their children with HI's education. The study showed that financial aid recipients who took part in parenting training became more engaged with their children's education which resulted in better school performance. The study showed positive results but identified a deficiency in sustainable financial support because most programs were limited to short durations without long-term support.

In Ethiopia, Melesse and Reda (2020) conducted a mixed-methods study to examine how community-based resources, particularly local NGOs and family support services, can be involved in promoting family dynamism. According to the study, the family gets support from the communities at the emotional and financial level and shows high involvement in educational activities for their children. Findings, nonetheless, indicate a lack of consistency and availability of that service, particularly in disadvantaged rural areas where, due to the high demand of dependent families, such resources are needed urgently.

In Uganda, Kitembo and Nsubuga (2021) carried out qualitative research to establish how specialized teachers for children with disabilities, guidance and counseling help to be more dynamic in the family for children with disabilities, and learning materials promote, or do promote family dynamism for children with disabilities. The study found that schools that provide tailor-made resources for the child and the family can better improve academic outcomes among children with HI. The study also identified a content gap in that specific area by mentioning how public schools have been weak in such provisions as compared to the private ones.

Mwakalobo and Mturi (2022) undertook a quantitative study in Tanzania to explore the role of government policies and resource allocation in supporting family dynamism. The authors found policies on free primary education and material support to families raised family involvement in child education. Results explicitly state much lags in policy implementation within the rural setting, which often accompanied unevenness in resource allocation. Such disparities were also found in family engagement and educational outcomes for hearing-impaired children.

Using a Kenyan case study in Nairobi, Nyakundi, and Amadi (2022:9–16) examine how the availability of financial resources, parenting programs, and government support systems condition family dynamism. It emerged from the study that families continually receiving financial support, such as cash transfers and subsidies for assistive devices, tend to be more child-oriented, leading to better academic performance on the part of the children. However, such gaps were also noted in the reach of the support systems, more particularly in the rural and marginalized areas where access to government programs is quite low.

Ogutu and Kamau (2023) adopted a mixed-method design in their study to assess the contributions of Community-Based Organizations (CBOs) towards encouraging family involvement in the education of children with disabilities in Busia County, Kenya. According to their results, CBOs would avail the necessary resources i.e., parental counseling, financial support, and learning materials for children who are only hearing impaired, which then improved family involvement and education achievement among

the children. This study unveiled one of the weakest links in sustaining this intervention because most CBOs were financially constrained hence could not support families in the long term.

The existing literature on the resource base necessary for fostering the dynamism of families throughout the world and, in particular, Africa, regionally, and within Kenya demonstrates that a multivariate resource base—financial aid, parental training, community support, and government policies, would help to enhance the participation of families in education. Major gaps still exist in empirical research, particularly on sustainability and consistency in environments, especially rural and underserved. Further studies will need to consider how much access variation exists between social classes and cultural settings, concerning resources facilitating family dynamism. These shall need to be undertaken if only equitable educational outcomes are to be realized for children with hearing impairments in Busia County, Kenya, and other similar situations. The present study, therefore, seeks to establish the influence of family dynamism on the academic achievement of learners with HI in selected primary schools in Busia County.

## **2.5 Challenges of Families in Enhancing Educational Performance**

Lindsay and Dockrell (2019) carried out a quantitative research study in the UK examining challenges that families of children who are deaf or have disabilities associated with hearing face in enhancing the educational performance of their children. The methodology used in the study was the survey. More than 500 families provided data, and the results revealed major challenges that impeded family involvement in

children's education primarily due to problems in access to specialized educational resources, monetary issues as well as low support services. Another salient implication of the study is knowledge gaps regarding the long-term consequences of these challenges on academic outcomes in relation to the transition of children into higher education.

Shogren and Turnbull (2021) carried out a mixed-methods survey and focus group study in the US to identify and describe barriers experienced by families in supporting children's educational development. Based on the study findings, although there is relatively structured policy support available through such acts as IDEA, constant challenges remain due to lack of teacher preparation, communication issues between schools and parents, and low provision of regular inclusive education services. This study found the gap in unexplained facets of the stress that families experience, something barely touched by the literature.

In a longitudinal study conducted in multiple countries, Guralnick (2020) focused on parental challenges in advocating for the educational needs of their children. Through qualitative in-depth interviews and standardized assessments, it clearly emerged from the research that understanding the working of educational systems, and most particularly how documents, such as IEPs or IFSPs, are appropriately implemented, posed a major problem for many parents. Identified research gaps were studies on parent advocacy experiences in low- and middle-income countries due to understaffing and services availability issues.

A South African qualitative study conducted by Chataika and Mckenzie (2021) about the experiences of families of children with HI. The authors interviewed them and discussed data collected from 100 families from cities and towns. The study found poverty, disability stigma, and educational resources are major challenges that inhibit family input in the process of providing their children's education. It also recommended more research to study such matters on family engagement under social stigma, most notably in rural areas where cultural beliefs are mostly used to heighten exclusion.

Mugo and Kariuki (2022) conducted a mixed-methods study in Nigeria using surveys and observational data to critically assess the problems that families are up against in their support of the educational development of children with HI. The results revealed that the children are challenged by insufficient early intervention programs, expensive learning tools special for them, and misconceptions about disabilities by the society at large. The research indicated a void regarding structuring strategies of affordable accessible assistive technologies to help parents of low-income families, most of whom reside in rural areas and need these aids.

In Ethiopia, Wolde and Wondimu (2020) opted for a case study as a research design to explain the challenges of the family in engaging with the educational system for their HI children. The educators interviewed mentioned that families had an enormous struggle with the communication barrier not only within their unit but also with school management. Teachers' ignorance of the available services rendered to HI children by organizations complicated parents' effort further. The researchers said that there is a gap

in the literature to give proper recognition of the role of parental education programs in facilitating the families to cross the communication barriers.

The case study by Mwangi and Wanjohi (2020) in Tanzania sought to uncover the challenges that are faced by families of children with disabilities with reference to the educational system. Through interviews and focus group discussions, it was ascertained that financial difficulties inhibit families from providing essential support toward the education of their children, such as procuring assistive devices or paying fees for special education services. Indeed, it can be argued that there is also a great challenge in geographical isolation since the researchers found that there were families in remote areas of rural Tanzania where schools for the child needed were not available. The study gap is that there are no policies stipulated to address the geographical disparities that affect access to education.

Kisembo and Nsubuga (2021) carried out a survey in Uganda to quantify the difficulties families face in ensuring their hearing-impaired children achieve their educational success. Results of the study revealed that poor infrastructure, inadequacy of specialized staff, and social stigma to a great extent stand in the way of meaningful family participation. Heavy reliance on the inadequate infrastructure means that mostly the rural families are disadvantaged more as the educational support services are mainly based in the urban areas. The long-term effects of these infrastructural inadequacies on academic outcomes have not been well understood by other scholars up to that time.

In one of the cross-sectional studies carried out by Mugo and Mutua (2022) in Kenya set across a number of counties although Busia one of them, the aim was to find out the difficulties families undergo in ensuring an improved educational performance among children with HI. The study was explanatory in nature where both families and educators were surveyed and interviewed. The findings implied that monetary challenges were the major issue since very few families could be able to buy either the assistive device or even tutor to the child. Furthermore, there was no support or provision from the government even for the rural areas on which this issue was stressed, therefore further complicating their efforts to help their children make educational advancements. More government policy-based research has been called upon in the study to further find out how to reduce such disparities.

Wanyama and Okumu (2023) ran a qualitative study in Busia County on socio-cultural challenges of families with HI children. Results were elicited mainly through the deep-rooted cultural stigma against disability, which often resulted in social isolation for both the child and the family. Such isolation decreased the opportunity for the family to become involved in the learning process on an active basis. Authors noted a gap in the perception shift through education and community sensitization programs regarding cultural views of disability and to enhance family participation in learning even further. They carried out research on the financial difficulties experienced by families in academic investments for a child with HI in Nairobi and Kisumu counties. The research reveals high poverty levels compounded by very high direct and indirect costs of offering special education as among the obstacles for effective family participation. It surfaced a

research gap in developing low-cost but effective educational interventions for supporting low-income families both in urban and rural settings.

Empirical literature from different parts of the world, Africa, regions, and Kenya itself indicates the challenges families of children with HI encounter in their efforts to improve the educational performance of the children. These include lack of financial provision, non-availability of resources, social stigma, and relatively low support from the government, especially in the villages. Long-term research gaps are equally reported in the literature, regarding the extent to which these adversities evolve correctly over the periodic report life and the effectiveness of interventions in reducing the same. More studies are therefore needed to find long-lasting commitments in experiencing less wealthy nations for predisposing all families to appropriate support in the educational ascendancy of hearing impaired children.

## **2.6 Summary of Literature Review**

The literature review has brought out relevant gaps that shaped the premise of the present investigation. It is noteworthy that the majority of research conducted in both rich and developing nations has been reviewed: In order to enhance the education of students with HI in Nairobi, Murithi (2019) conducted a study on the impacts of speech training utilizing an automated speech training system. Eveline's (2020) study assessed how socialization affected the academic achievement of students with HI in an inclusive primary school in Embakasi, Nairobi County. The tactics that can be employed to teach language to students with HI are analyzed in other evaluated research. The goal of the

current project is to help students with HI in Busia County schools by building family dynamics. The study will attempt an in-depth analysis of the role family dynamics play in improving educational performances of learners with HI. Moreover, the study will try to find out why learners persistently score low results and should such results be attributed to a weak linguistic foundation. Therefore, the study seeks to lay the basis for the analysis of how family dynamics influence the educational attainments of learners with HI in the selected public primary schools in Busia County-Kenya.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This section presents how the study's objectives are met. It shall include information on the target population, study site, sampling methods, sample size and research design, data collection and analysis methods, and research tools (interview guide and questionnaires), as well as validity, reliability, pilot study research, data collecting methods, data analysis, and logistical and ethical issues.

#### **3.2 Research Design**

Descriptive research was applied in this study to provide a systematic inquiry on the influence of family dynamics on the academic performance of HI learners in Busia County. Descriptive research tries to give an adequate description of a phenomenon in an attempt to get at its various aspects of operation. This design involves the systematic collection of data from a particular population to analyze a situation in more depth for Mugenda and Mugenda (2003) to explain it in their stipulated way.

The choice of the descriptive design placed the selection of this research well, in view of the fact that it aimed to provide a clear understanding of relationships and dynamics within the family members of learners with the hearing impaired. Descriptive designs as explained by Kombo and Tromp (2006) typically try to outline and articulate the characteristics and variables that are present in a given social system, for instance, a

school environment. This would help to understand the complexities with which familial interactions are presented as impacts in learning outcomes while at the same time also explaining how family dynamics contribute toward or against academic performance for learners.

Rich information can be gathered by the researcher using a descriptive research design to conduct surveys, interviews, and observations, to have a rich data set reflecting realities faced by learners with hearing impairments and their families. Thus, the same design does not only facilitate the availability of quantitative data for statistical analysis but the combination can also bring in some qualitative insights about the lived experiences of the participants. Therefore, he can make descriptions, summaries, and interpretations of the data collected which will eventually reveal the whole picture about the effect of family dynamism on educational performance.

Moreover, the descriptive design is preferred since it does not attempt to manipulate variables and establish cause-effect relationships. It only describes a situation at one point in time. This feature is very good for this study since it agrees with the objective of looking at the dynamics without holding anything dynamic constant that might bring some bias to the findings. The descriptive research design, ultimately, offers an appropriate scaffold under which to study the labyrinthine relationships within family dynamics and educational performance among learners with hearing impairments in Busia County. Such findings can therefore inform interventions and support mechanisms directed at their needs.

### **3.2.1 Study Variables**

In this study, variables have been categorized into independent and dependent variables. Both the variables will play a pivotal role to comprehend dynamics impacting educational performance among learners with hearing impairment.

Independent variables comprised some major concepts that will bring possible changes in the results of the research. This is referred to as family functioning and has a great impact on the process of education of the hearing impaired. Clear language, as well as visual aids, help break down communication barriers; thereby, encouraging learners to actively engage in their educational process. Where members of the family give emotional support, tension levels will typically decrease; therefore, learners will participate in academic activities since it increases the level of self-esteem. This includes parental support in school activities as a form of positive involvement which builds a healthy learning climate of support for academic growth.

Another crucial independent variable is the Individualized Family Service Plans (IFSP). These, of course, are plans that get to the needs of children with disabilities so that they can get the correct kind of help they need to go through the process of learning. IFSPs help to set goals and to pull family, educator, and therapist collaboration together to promote use of similar educational methods across settings.

The family resources also have a key input into the support provided to the learners with this impairment. That is, financial resources can set the ability of a family to access

educational materials, specialized tutoring of assistive technologies. High social support with family, friends, or some community-based organizations, therefore, avails more emotional and practical help to the families in navigating the challenges which come along with the growth of a child with hearing impairment. That is to say, access to books and technology as educational resources also adds to the learning experiences of parents and children and creates an empowered environment for them to participate more effectively in instruction.

Despite these boosts, families face multiplicity of challenges that act as barriers to family dynamism. For example, parents can turn out to be the very detractors of essential support since they may find it difficult to concentrate on the educational needs of this child due to his personal problems. Sometimes, family members are not very much informed about the problems of deafness and what is meant by the best practice for helping the deaf. The general attitude of society toward the disabled is one of non-acceptance, and it further isolates these families' attempts to be active in supporting the child in education.

The dependent variable is the educational performance of the hearing-impaired learners, which can be measured by several indicators. One of the primary measures is academic achievement, which is reflected through results obtained through standardized tests, grades, and other evaluations that bring out the understanding of a learner in a certain curriculum. The other, but equally important measure, is class participation, as it reflects confidence and the communication skills of the student in classroom activities and

discussions. Equally critical is the development of social skills--peer and teacher interaction will tell how effective family support proves about fostering social integration and interpersonal abilities. And, last but not least, this is emotional and behavioral adjustment in educational settings that all sum up to learner performance as it largely depends on how well learners can manage their emotions and behaviors in relation to the successes and wellness of their academics.

This paper tries to probe very deep into the relationship that exists between strategies of family dynamism and the educational performance of hearing impaired learners. The study will make an effort to come up with various independent variables that impact the dependent variable and thus be able to suggest how better family dynamics might be used to increase educational results for these learners.

### **3.3 Location of the Study**

The study was conducted in selected primary schools in Busia County in the Western region of Kenya. The location was chosen because it has learners with hearing impairment and they perform dismally. Little research in the area of family dynamism has been conducted in the region. The county's main socio-economic activity is farming and fishing. The county was chosen because most families with deaf children have subjected them to working as herdsmen, 'shamba' boys and house helps. They are hardly taken to school since it is believed that they are not able to perform academically. According to a report by Elimu Yetu Coalition (2020) on access to special needs

education in Kenya, Busia County was ranked no. 43 out of 47 counties in access to education by special need learners thus the rationale for the current study.

### **3.4 Target and Study Population**

The target population comprised of all learners with hearing impairment in the 4 selected public special schools for HI in Busia County. The target population comprised of 4 school administrators, 21 classroom teachers, 219 learners with hearing impairments and 219 parents of learners with hearing impairment from the four chosen schools. Totaling to 463 participants (Individual School Records of 2024).

### **3.5 Sampling Techniques and Sample Size**

#### **3.5.1 Sampling Technique**

The researcher employed a non-probability selection method known as purposeful sampling, in which they intentionally select study participants based on specific predetermined traits or criteria. This method allows researchers to focus on individuals who possess attributes or experiences that are critical to understanding the research question. For instance, in a study examining the impact of family dynamics on learners with HI, researchers might use purposive sampling to identify and select parents of such learners, educators experienced in special education, and the learners themselves. This technique is advantageous as it enables the collection of in-depth and relevant data from a targeted group, ensuring that the sample reflects the specific context of the study. However, while purposive sampling can provide valuable insights, it may limit the

generalizability of the results to a broader population since the sample is not randomly selected.

Purposive sampling technique was used to select the four public special schools in Busia County because they were the only HI special schools in Busia County. The schools were chosen because they had learners with HI in upper classes who could respond to questionnaires. Random sampling was used to sample learners with HI while purposive sampling was used to sample class teachers from each of the selected public schools because they teach the deaf children. The researcher used purposive sampling for parents for the study because they are the parents of the learners. Random sampling was used to sample four learners from upper primary from every one of the chosen schools.

### **3.5.2 Sample Size**

The research sample size comprised of 4 headteachers, 4 teachers from each of the selected schools, totaling to 16 teachers, 5 learners with HI from each school. Parents of selected learners with hearing impairment from each school also participated in the study (Table 3.1). Twenty learners with HI were selected from the upper primary section who could fill questionnaires. For this study, 60 participants in total were chosen. This figure is sufficient to form a sample in a study of this kind since it represents over 20% of the instructors and learners in the four study schools (Gay, 2022).

**Table 3.1: Sample Size**

	<b>Mundika</b>	<b>Mundere</b>	<b>Alupe</b>	<b>Nangina</b>	<b>Total</b>
Head teachers	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>4</b>
Teachers	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>16</b>
Parents	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>20</b>
Learners with hearing impairment	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>20</b>
<b>Total</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>60</b>

### **3.6 Research Instruments**

Data was gathered by means of questionnaires and interview guides. Primary data was collected using three pretested structured questionnaires.

An interview guide was utilized to gather data on the headteachers' opinions in addition to the questionnaires. This was considered acceptable as the interview technique of data collection is adaptable and may be used in a range of contexts to learn more about how family dynamics affect the academic achievement of learners with HI.

#### **3.6.1 Questionnaires**

Questionnaires are utilised because they can gather a lot of data in a reasonable amount of time, claims Orodho (2024). According to Kombo and Tromp (2022), questionnaires guarantee that the information required may be simply recounted and that its secrecy is maintained. Responses were in the respondent's own words, and the questionnaires were

devoid of interviewer bias. Questionnaires were given to teachers, parents and learners with hearing impairment. Teachers used questionnaires for quick data collection given their busy schedule due to poor staff establishment in schools by that time.

Every question on the survey was created to specifically address one of the study topics or the purpose (Mugenda & Mugenda, 2003). Both closed-ended and open-ended questions were included in the surveys. To avoid response and information bias, both qualitative and quantitative data gathering techniques were utilized. This was done in order to ensure the accuracy, validity, and dependability of the information obtained from the respondents (Orodho, 2004).

### **3.6.2 Interview Schedule**

The researcher conducted interviews with head teachers to gather detailed information that questionnaires were unable to reveal. An open-ended interview format was selected to highlight and uncover insights that questionnaires might miss. This approach also facilitates the building of relationships with the participants, allowing the researcher to capture a comprehensive and nuanced range of information from the respondents.

### **3.7 Pilot Study**

The primary research did not utilize the pilot study conducted at the Kakapel School for the Deaf in Busia County. This school was chosen because its demographic and situational characteristics aligned closely with those of the main research. The pilot study included three students with HI, two instructors, one school administrator, and three

parents of students with hearing impairments. The pilot study's results contributed to the refinement of the research instruments and helped clarify any ambiguities.

### **3.7.1 Validity**

The extent to which findings from the data analysis accurately reflect the phenomenon being studied is known as validity (Mutai, 2023). By posing accurate questions, it guarantees that the instruments are pertinent to the research (Mugenda & Mugenda, 2003). Research tools must be reliable for a study to be successful. The study evaluated facial validity, criteria, and content. To guarantee the validity of the instrument, the researcher requested the supervisor's permission and expert opinion.

### **3.7.2 Reliability**

The instruments' reliability was established using the test-retest procedure. This entailed giving the identical surveys to the same respondents again, separated by two weeks, and comparing the two results. Creswell (2003) asserts that triangulating different bits of information, evaluating the evidence from the sources, and using it to create arguments for themes may make qualitative data accurate and dependable. The Spearman rank order correlation coefficient (Rho) method was used to assess reliability and link the two test results.

$$\text{Rho} = \rho = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

Where:  $P(Rho)$  is Spearman correlation index

$D$  is the difference in ranks for a pair of scores

$n$  is the number of scores within each distribution.

A reliability measure of 0.75 was established.

### **3.8 Data Collection Techniques**

The data collection was done through interviews and questionnaires. The two languages, English and Kiswahili were used in the research, because there were those who may not explicitly express themselves in one of the languages and could use the other alternative one for clarity purposes. The researcher performed the interviews and gave the respondents their questionnaires in person. In order to get information on the respondents' behaviour, involvement, and response, the researcher watched participants fill out and turn in the questionnaires in a typical classroom environment.

### **3.9 Data Analysis**

The descriptive statistical approach was utilized to analyze the data. Thematic analysis was used to qualitatively examine the interview schedule responses. The Statistical Package was utilized to analyze quantitative data for the Social Sciences curriculum. The data was quantitatively analyzed using descriptive statistics, such as frequencies and percentages.

### **3.10 Logistical and Ethical Considerations**

The dean of the graduate school at Kenyatta University gave authorization letter. Further, the research acquired research permit from the National Commission for Science, Technology, and Innovation (NACOSTI). Subsequently, the researcher sought permission from the Busia County Education Office to conduct research in the participating schools. After visiting these schools, the researcher requested permission from the administration to utilize questionnaires and conduct interviews for data collection.

Moreover, before the study was conducted, respondents were briefed on the issue of anonymity and confidentiality. To ensure maximal protection of the collected data, it was explained to the respondents that the information is safe, kept in privacy and is only for research. Participants were asked not to put down any identifying information in the survey instruments to address the issue of confidentiality.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS, ANALYSIS AND DISCUSSION**

#### **4.1 Introduction**

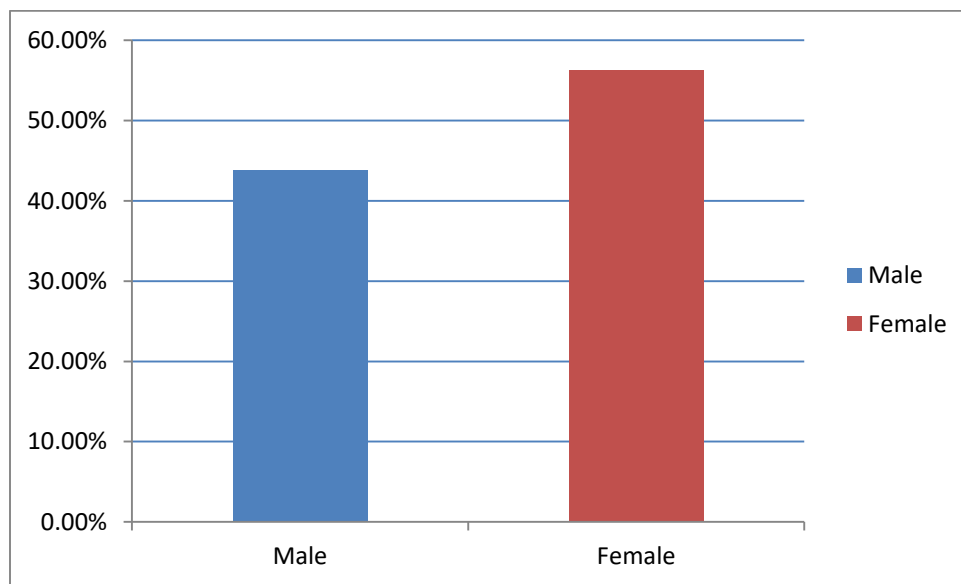
This study sought to investigate the influence of family dynamics on the academic achievement of hearing-impaired students in selected government primary schools in Busia County, Kenya. This chapter presents the presentation, analysis, and interpretation of the findings. Conclusions of the study were drawn based on the interpretations of the findings of the study. Following is the response of respondents to be viewed in light of the study's objectives:

- i) Establish family dynamism strategies in the promotion of educational performance for learners with hearing impairment in selected public primary schools in Busia County.
- ii) To establish how IFSP enhances educational performance of learners with hearing impairment in the selected public schools in Busia County.
- iii) To assess resources used by families to support educational performance of learners with hearing impairment in the selected public schools in Busia County.
- iv) To establish challenges encountered in enhancing educational development of learners with hearing impairment in the selected public schools in Busia County.

## 4.2 Demographic Distribution of Teachers of Learners with HI

### 4.2.1 Gender of Teachers of Learners with HI

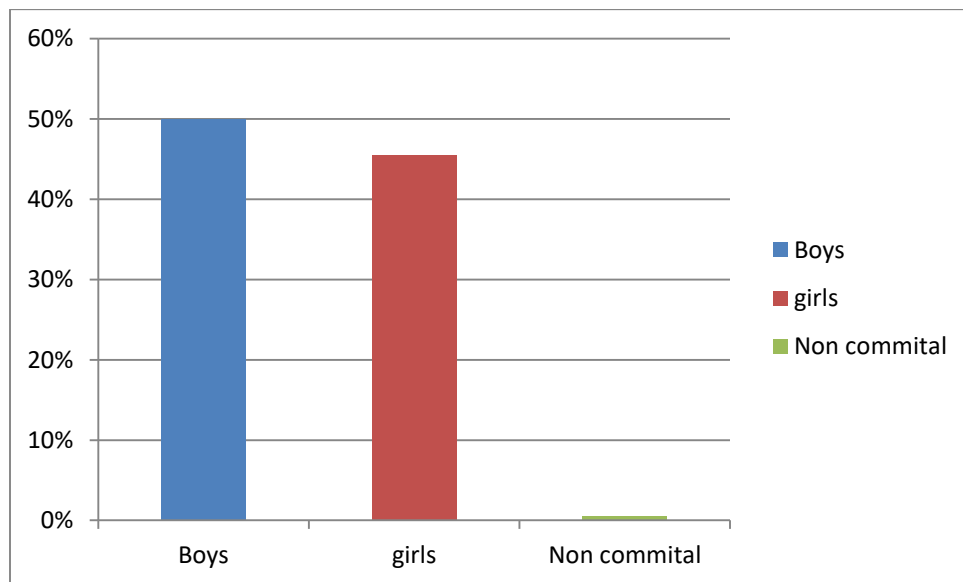
Gender of teachers in the study schools is important in determining representation in a study of this nature. Out of 16 teachers in the study, 9 (56.25%) were female while 7 (43.75%) were male. This gender representation was as shown in figure 4.1. This showed that there was gender disparity in favor of females in the general composition of teachers. This showed that women were more aligned and attached to learners with disabilities compared to their male counterparts. Mainly female teachers possessed passion, sympathy and empathy for those individuals with impairments as mothers and teachers. Similarly, teachers who were posted to the schools had varied educational and professional training levels.



**Figure 4.1: Gender of teachers of learners with HI**

#### 4.2.2 Gender of Learners with HI

The research aimed to explore the gender of learners with HI in the study population. It was revealed that majority 10 (50%) were boys, 9 (45%) were girls while 1(5%) failed to disclose his / her gender. The finding showed that both gender were almost equal for the study (Figure 4.2).



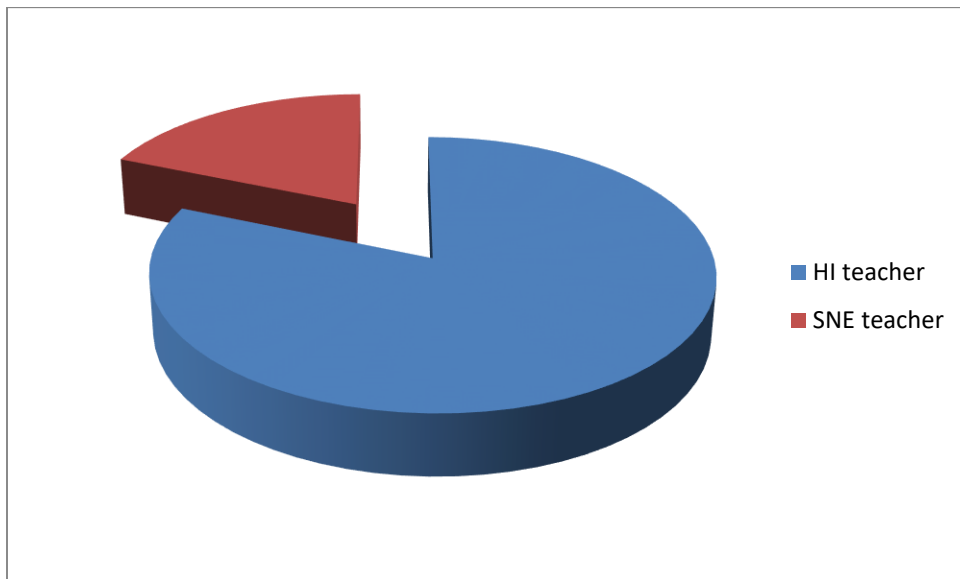
**Figure 4.2: Gender of learners with HI**

#### 4.2.3 Professional Qualification of Teachers of Learners with HI

Majority of teachers in the schools of the study 13(81.25%) were specially trained teachers of learners with hearing impairment with Bachelor of Education degrees, 3 (18.75%) were certificate and diploma holders in special needs education from Kenya Institute of Special Education (KISE). They had enjoyed serving in that capacity for a long time. The three were special trained education teachers but not for learners with HI (Figure 4.3). All of these teachers were formerly P1 teachers who underwent professional

advancement while serving as teachers. The finding reveals that most of these teachers are fully trained in area of special education and have passion for learners with special needs.

The results corroborate those of Ndege's (2010) study on the variables impacting school performance, which indicated that pupils' academic performance is influenced by the professional training of instructors.

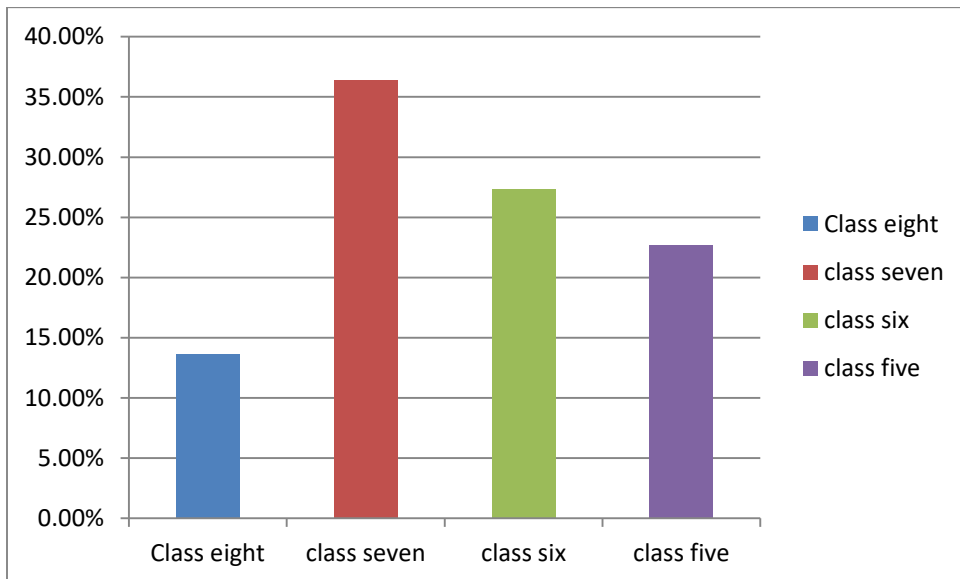


**Figure 4.3: Professional qualifications of teachers**

#### **4.2.4 Classes of Learners Selected from the Study School**

Four different classes of learners with HI were chosen for the research. These included classes five to eight which were purposively selected to help in data collection for the study. Majority of learner respondents were from standard seven 36.4%, followed by standard six (27.3%), standard eight (22.7%) and lastly standard five (13.6%). Learner

respondents per class were randomly picked hence they were not the same (Figure 4.4). This result indicated signs of overprotection and less attention for education of girls by parents as it happens to even other hearing learners in many communities. The girl child is less privileged to attend education in many communities in Kenya compared to boys besides any disability if there is. The number of boys and girls who participated in the study was 12 and 8 respectively. The study established that 12 (68%) of the learners with HI were boys and 8 (32%) were girls (Table 4.1).



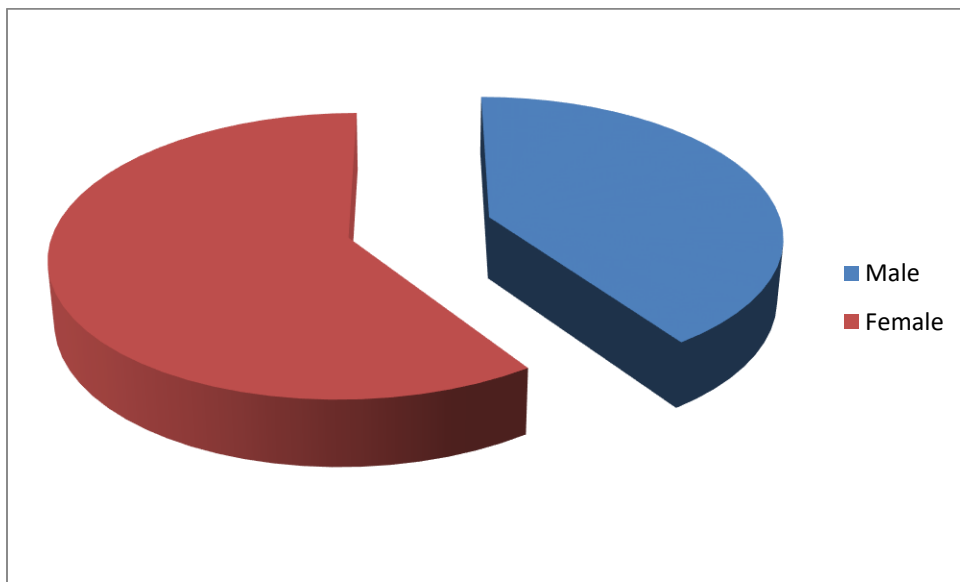
**Figure 4.4: Classes of learner respondents**

The learners with HI were made useful and helpful, unlike in the past. Many used to be slain, dumped into the wilderness for untamed animals to eat, or concealed in secret locations where tourists would not find them. The results showed that parents' love and relationship with their disabled children had improved, and as a result, the children

deserved education to enhance their educational progress, especially in terms of academic performance in school environments.

#### 4.2.5 Gender of Parents

Parents of learners with HI were asked to specify their gender. The male parents were 8(32%) while 12(68%) were female (Figure 4.5).



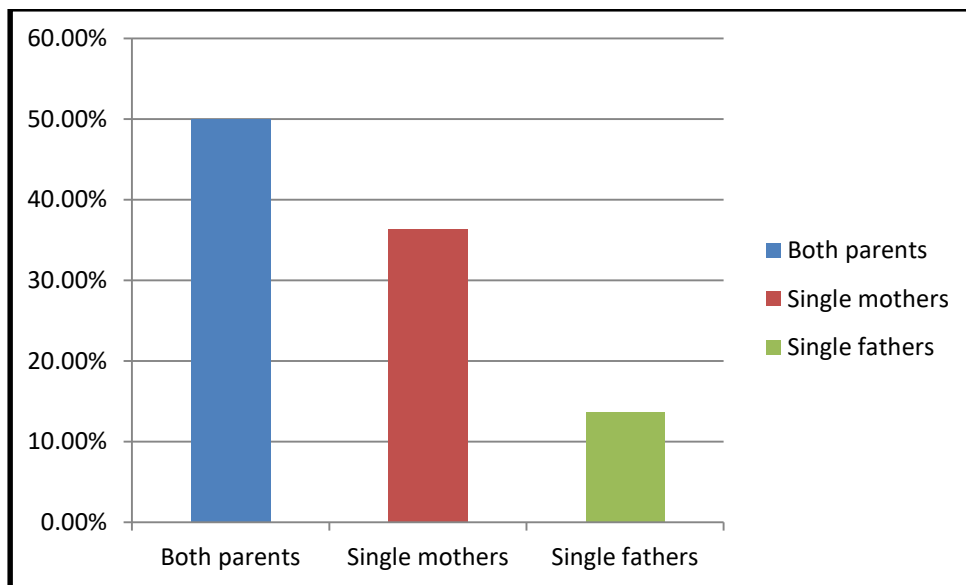
**Figure 4.5: Gender of parents**

#### 4.2.6 Parents of Learners with Hearing Impairment

The researcher believed it was important to find out who the learners with HI lived with at home. A question was asked to parents to investigate on the parenting of the learners. The finding revealed that majority 11(62%) learners with hearing impairment lived with both parents, single mothers 7(34%) while the remaining 2 (8.6%) were staying with their fathers only (Figure 4.7). Majority of single mothers said it was as a result of hostility and

disharmony which arose after realizing the deafness of their children which led to separation and divorce.

The study finding shows the type and nature of lifestyle led by learners with hearing impairment which most likely contributed to under-performance in education due to inadequate language use (speech and vocabulary). Perception of speech sounds precedes production and therefore, speech sounds that are not well backgrounded are most difficult to hear and more difficult to articulate (Muriithi, 2019). A well-grounded speech and language should begin from home and in the absence of that, there is always instability of both spoken language, vocabularies and language rules.

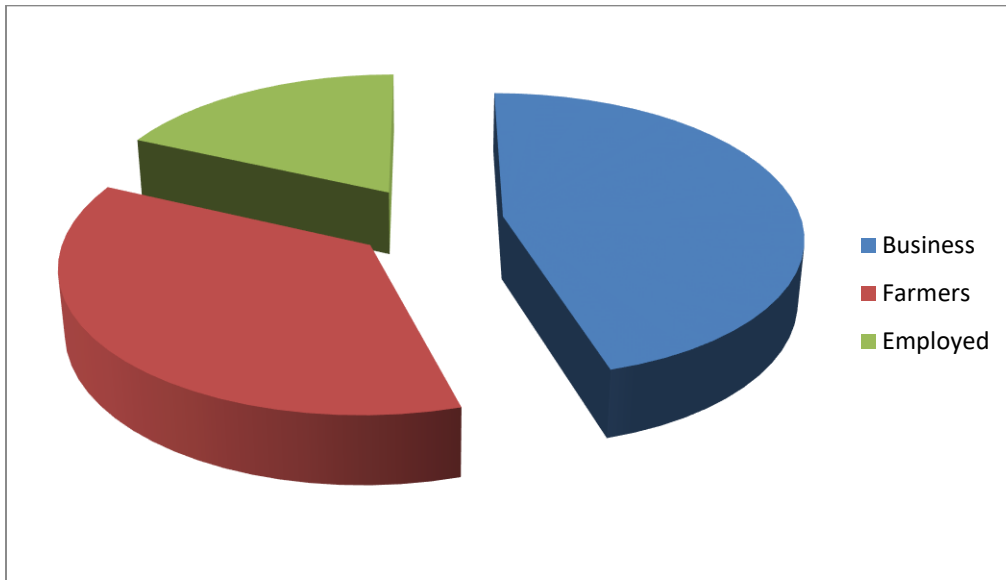


**Figure 4.6: Parentage of learners with HI**

#### **4.2.7 Parents' Source of Livelihood**

Parents were asked to state their source of livelihood for their support and upkeep back at home. Majority 9(45.46%) said they were businesspeople, 7(36.36%) were farmers and the remaining 4(18.18%) were employed. The business category of parents was to be specified and so, the size and nature of their businesses was small scale (vegetable vendors) and medium scale businesses (shop operators). They were all women who were once married but were divorced after having given birth to these children with HI. The finding of the study is an indicator of how vulnerable the learners with HI are and why language improvement becomes rather difficult. The attention and time span spent with these children at home is minimal or not there to aid language and speech improvement for their educational performance.

The finding support Murithi (2019) who found that language development progresses from frequent hearing and usage of language to alleviate lack of the same. The use of auditory oral instruction aims to minimize the need for visual support in language comprehension by emphasizing the spoken language's role in both creation and understanding (Beattie, 2006). Some forms of oral education, as proposed by Hogan et al. (2008), concentrate on auditory language reception or comprehension alone, reinforcing the importance of aural learning in language acquisition.



**Figure 4.7: Parents' occupation**

### **4.3 Family Dynamic Strategies for Educational Performance of Learners with HI**

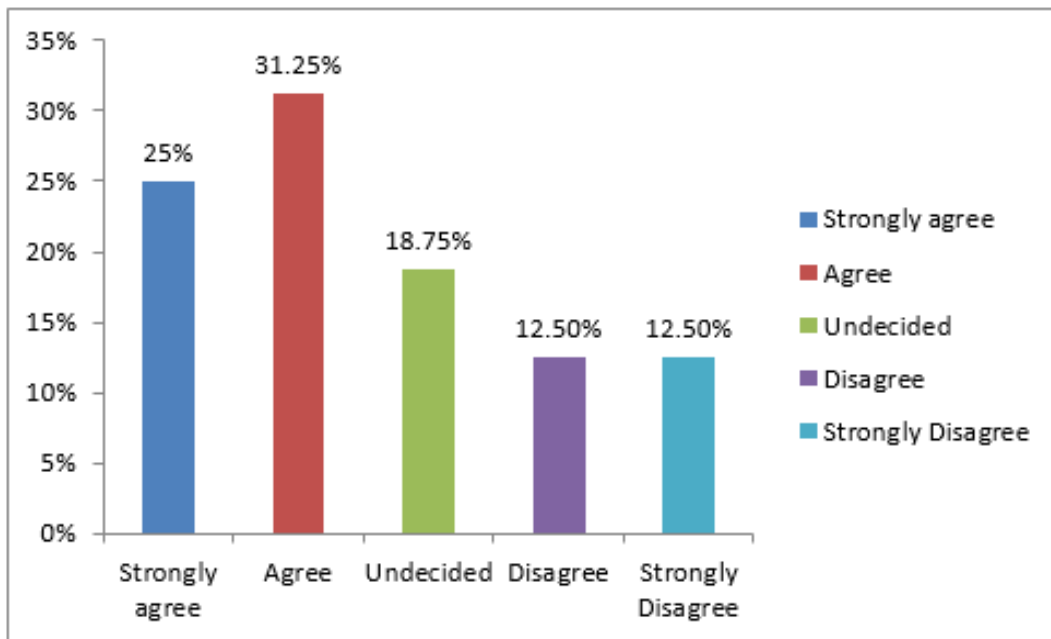
The first objective was to determine family dynamic strategies for educational performance of learners with HI in the selected public schools of the study. The subsection was discussed under the following sub headings, auditory oral strategies and traditional oral methods.

#### **4.3.1 Auditory Oral Strategies**

Subsequently, teachers were asked to indicate their perception on auditory oral strategies in regard to language enhancement for improved performance in schools by learners with HI. The findings were 6(25.0%) strongly agreed, 7(31.25%) agreed, 3(18.75) were neutral, 2(12.5%) disagreed while another 2(12.5%) strongly disagreed (Figure 4.9). The revelation shows that majority 56.3% of teachers were in agreement that auditory oral strategy creates comprehension and mastery of spoken words, intonation and language

rules via hearing with minimal degrees of visual support for language use. It was equally surprising to note that a fairly reasonable percentage (18.75%) of teachers were not sensitive enough to note any difference. The 25% teacher respondents who disagreed could be the lot who were not specially trained teachers for learners with HI.

The finding supports that of the National Council for Special Education (2009) that oral language remains an area of great concern to all learners with HI. In addition, Hogan, et al (2008) equally found that oral education which includes auditory verbal method improves attention and comprehension of language solely via hearing or audition to learners with HI.



**Figure 4.8: Auditory oral strategies**

### 4.3.2 Traditional Strategy

Subsequently, teachers were asked to indicate their perception on oral traditional strategy in regard to language enhancement for improved performance in schools by learners with HI. The findings were 6(25.0%) strongly agreed, 7(31.25%) agreed, 3(18.75) were neutral, 2(12.5%) disagreed while another 2(12.5%) strongly disagreed. The findings reveal that most 56.3% of teachers were in agreement that traditional oral methods create comprehension and mastery of spoken words, intonation and language rules via hearing with minimal degrees either visual support for language use. It was equally surprising to note that a fairly reasonable percentage (18.75%) of parents were not sensitive enough to note any difference.

The finding supports that of the National Council for Special Education (2009) that oral language remains an area of great concern to all learners with hearing impairment.

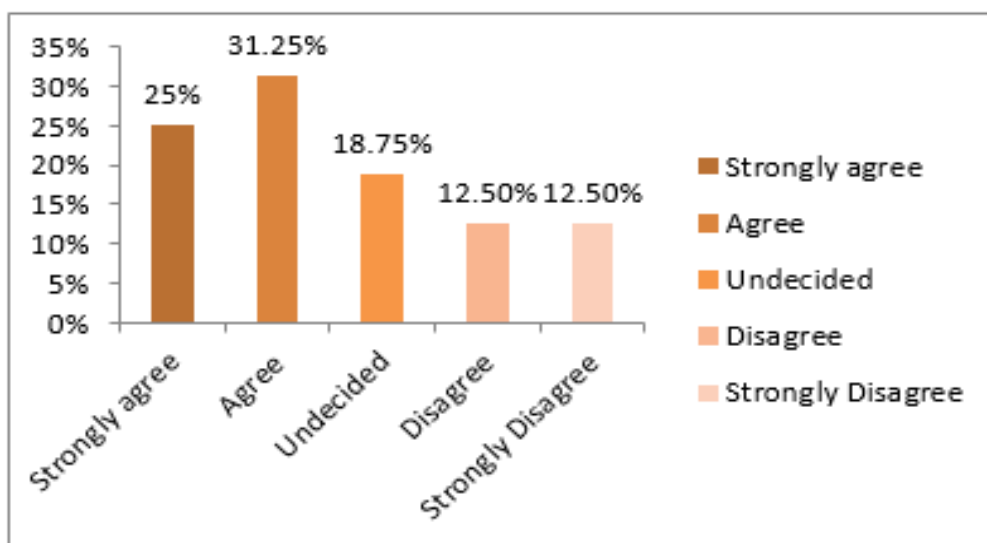


Figure 4.9: Oral tradition strategies

### 4.3.3 Harmony, Cooperation and Relationship in Early Intervention Service Program

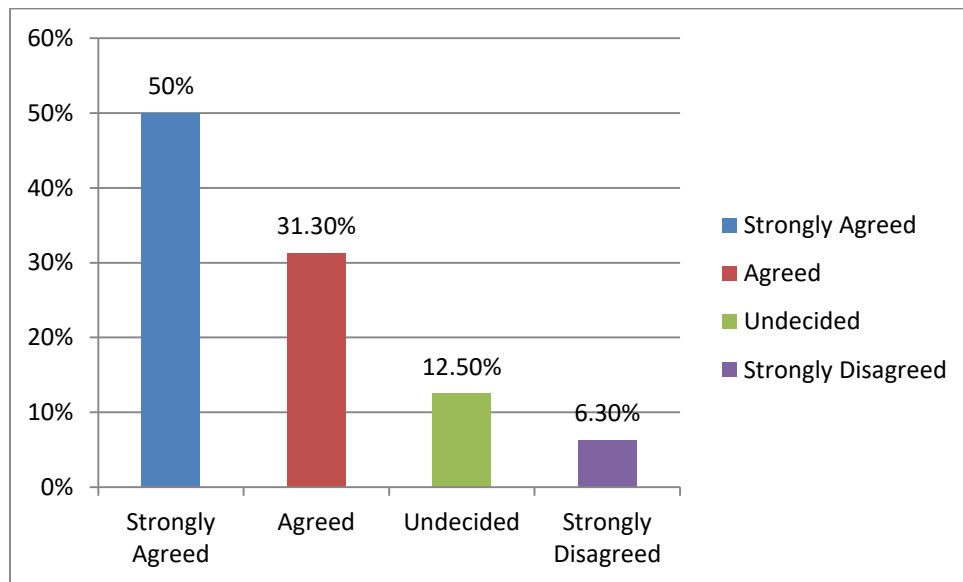
Teachers were questioned about whether they believed that using auditory oral tactics in the early intervention service program may help ensure harmony, collaboration, and positive relationships within a family. The outcome was that 6(31.5%) strongly agreed, 9 (43.8%) agreed, 3(12.5%) were undecided while another 2(9.1%) disagreed. The finding showed that the strategy-initiated harmony, cooperation and good relationship through common mode of communication used in the nuclear, the larger family and at school (Table 4.1). Over two-thirds of the teachers agreed that family dynamic strategy of auditory oral empowered listening, attentiveness, commonness in mode of communication which in turn constitutes to improve learning. Consistent use of the strategy in the nuclear and the larger families translate to improved formal and informal learning which helps uplift performance of learners with HI in their respective schools. Almost one-quarter of the teachers disagreed with that statement.

**Table 4.1: Impact of Common mode of communication**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>
Impact of Common	6	9	3	2
mode of communication	31.5%	43.8%	12.5%	9.1%

Further, teachers were asked to indicate whether cooperation among learners with hearing impairment, parents and siblings could lead to active communication and participation for

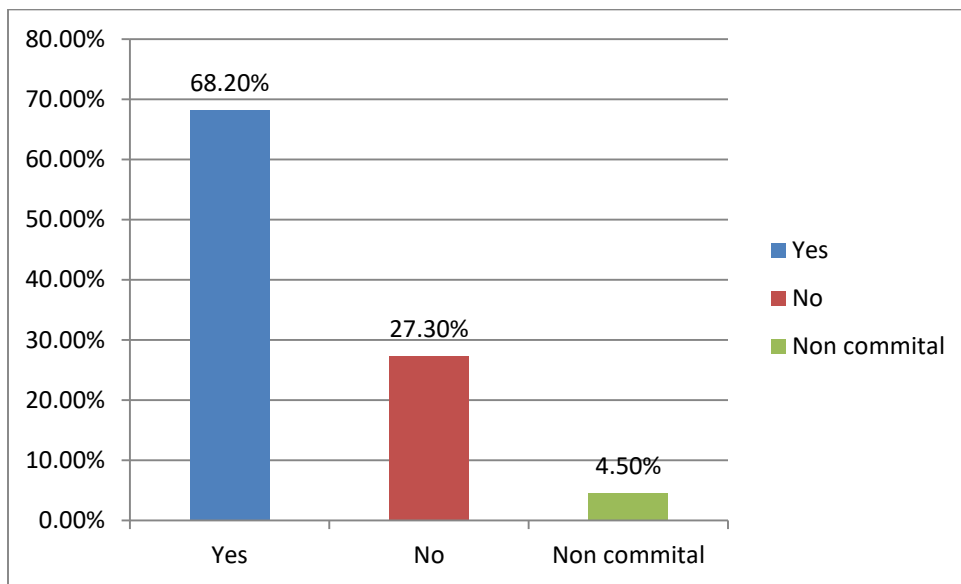
educational performance of learners with HI (Figure 4.9). The finding shows that 10(50%) strongly agreed, 6(31.3%) agreed, 3(12.5%) were undecided while 1(6.3%) strongly disagreed. Overwhelming 81.3% agreed that cooperation among learners with hearing impairment, siblings and their parents improves communication which leads to improved language and speech development for educational performance.



**Figure 4.10: Cooperation among learners with HI, parents and siblings**

#### **Use of common language at home for improved learning**

A question was asked whether the use of common language at home and the larger society as a strategy of family dynamism can help improve learning for educational performance of learners with hearing impairment in schools. Majority 14(68.2%) of learners said ‘yes’, 5(27.3%) said ‘no’ while 1(4.5%) failed to answer that question (Figure 4.10).



**Figure 4.11: Use of common language at home for improved learning**

Interview findings with headteachers and parents reveal that Families employ various strategies to enhance the educational performance of learners with HI. Many parents focus on creating supportive home environments that facilitate learning, which includes using visual aids and interactive methods to assist their children in grasping concepts more effectively. They also emphasized on the importance of open communication, discussing daily school activities and encouraging dialogue with educators. One parent noted,

“We try to make our home a learning space. We have charts and pictures on the walls to help my child understand better.”

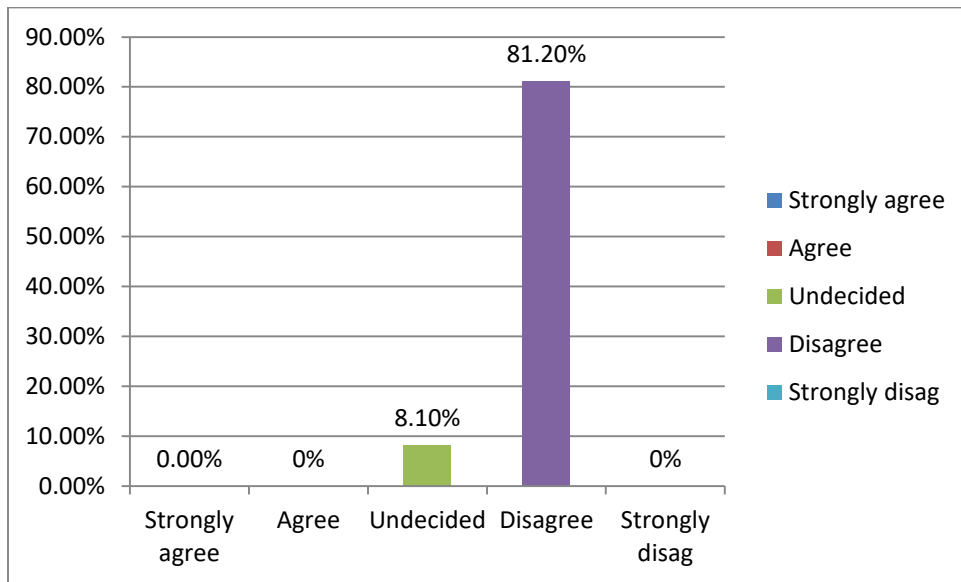
Another remarked, “I attend all school meetings and workshops to learn how I can support my child. It’s crucial to be involved.” This collaborative approach underscores the significant role of family involvement in promoting educational success.

#### **4.4 IFSP and Enhancement of Educational Performance of Learners with HI**

The second research objective was to establish whether Individualized Family Service Plan as a family dynamic program, enhanced performance of learners with HI or not. The responses were discussed under the following sub-headings; family-centered early intervention services, Infants'/Toddlers' Program, availability of service coordinators, assessment of development and review of the IFSP guidance in setting priorities.

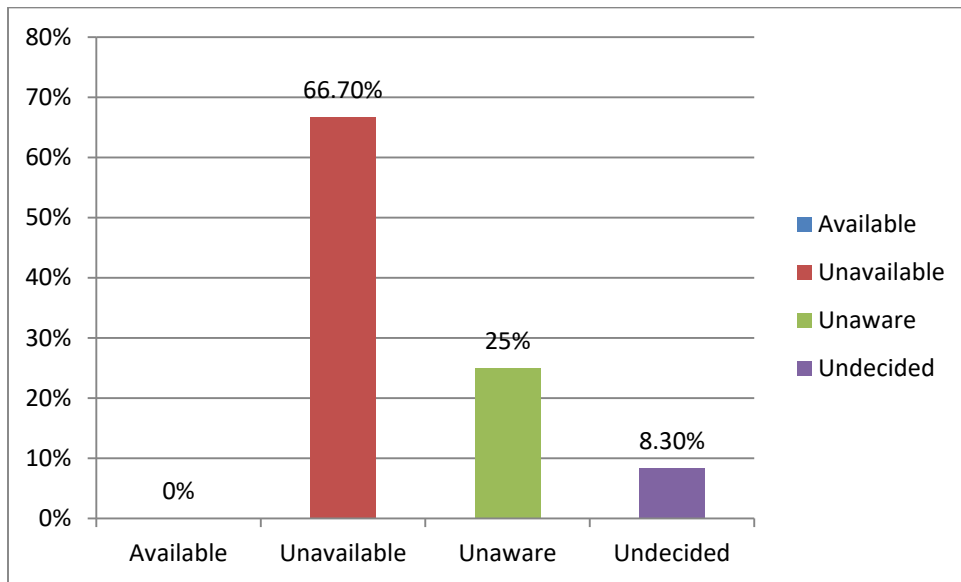
##### **4.4.1 Family-Centered Early Intervention Services**

Parents and teachers were asked their views as to whether family-centered early intervention services initiative was there in their schools or not, to formalize IFSP. The result showed that majority 16 (81.2%) of parent respondents said there was no such a group or organization in the area, 2(9.1%) were undecided while the remaining 2 (9.1%) agreed that their children attended family-centred early intervention services (Figure 4.11). For individual family service program to be effective, family centered early intervention services ought to be initiated where all parties agree on what, when, where and how the identified necessary services are to be carried out to the individual learner. The program seems to be very unpopular though very important for family dynamism to enhance learning of learners with hearing impairment. Parents should be made to participate and to be active in family-centred early intervention services to ensure their children go through the program to improve education system as early as possible to let them perform well just like their counterparts with hearing.



**Figure 4.12: Parents perception on Family-centered early intervention services**

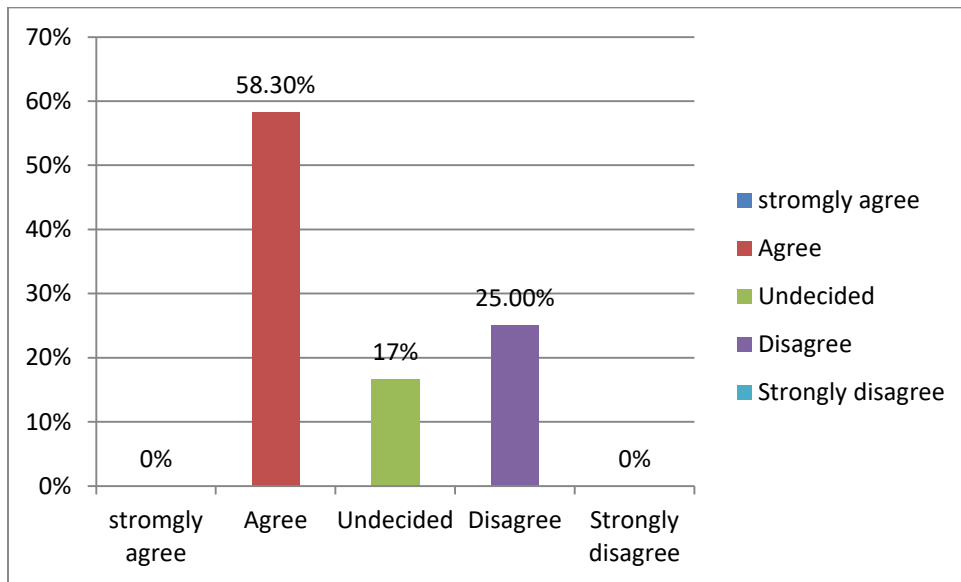
Similarly, teacher respondents were asked their perception towards family-centered early intervention services. Majority 11(66.7%) said such services were not available in the school surroundings, 4(25%) were unaware of the service while 1(8.3%) failed to respond to that question (figure 4.12). Those who agreed that the services are there in schools could be, misunderstood the question. From the responses of both teachers and parents, family-centred early intervention services seemed to be a new program hence did not exist at all.



**Figure 4.13: Teachers’ perception on family-centered early intervention services**

#### **4.4.2 Infants’ and Toddlers’ Program**

The study further sought to establish whether infants’ and toddlers’ program existed in schools of study, the services and support provided to the child and family to enhance performance of learners with hearing impairment. Most of the teachers 9(58.3%) said the program was there and very supportive, 4(25%) said the program was not in their schools and 3(16.7%) could not tell whether the program existed or not (Figure 4.13). Individual family service program operates efficiently when infants’ and toddlers’ program team meets frequently to compare notes and chart a way forward for the individual child and family (DeGraffenreidt et al., 2011).



**Figure 4.14: Infants' and Toddlers' Program**

Interview findings from parents and head teachers revealed that the Individualized Family Service Plan (IFSP) is viewed as a vital tool for tailoring educational strategies to meet the unique needs of learners with HI. Families appreciate the guidance provided through the IFSP, which helps them set achievable educational goals for their children. Regular reviews of the IFSP allow for continuous improvements in educational strategies, making it a dynamic support system. As one parent stated, “The IFSP has been a game changer for us; it gives clear goals that we can work towards as a family.” Another parent shared, “We have regular meetings with the teachers to update the IFSP, which really helps my child stay on track.” These sentiments highlight the positive impact of the IFSP on academic outcomes.

## **4.5 Resources for Family Dynamism to Support Educational Performance of Learners with HI**

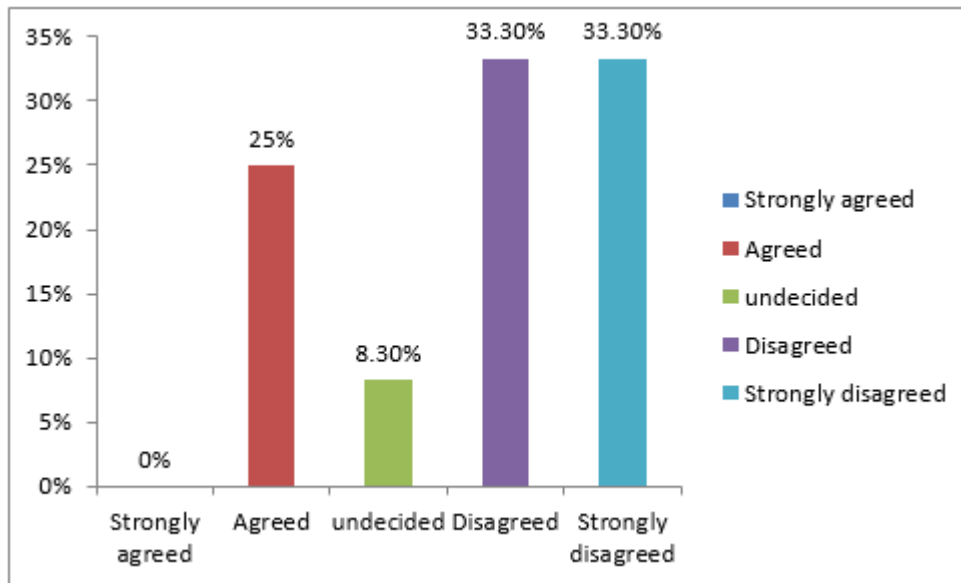
The third objective of this study sought to examine how resources supporting family dynamism for educational performance of learners with HI in the chosen schools. The findings were discussed under the following sub-headings; availability of funds to cater for early intervention services, time and commitment for group meetings by team members, and a written IFSP document. The data was collected from teachers and parents regarding resources for family dynamism to support educational development of learners with HI from the chosen schools.

### **4.5.1 Availability of Funds to Cater for Early Intervention Services**

Teachers were questioned their views in regard to availability of funds to facilitate family infant service program in enhancing educational performance of learners with HI. The results uncovered that 5(33.3%) disagreed with the statement that there were enough funds to mitigate team demands for early intervention service program, 5(33.3%) strongly disagreed with the statement, 2(8.3%) was neutral while 4(25%) agreed with the statement (Figure 4.14).

The revelation showed that Individual Family Service Program was not practiced in many schools as a result of lack of financial support to sustain activities of the team. The 25% of the teachers who agreed that there were enough funds to sustain Individualized Family Service Program may have confused it with Individualized Educational Program which is being used nowadays in many schools for learners with varied impairments. The 8.3% of

the teacher respondents perhaps had no idea of what Individualized Family Service Program entails and therefore had no clue on what to say at that point in time. The finding supports Wanjiko, (2014) who uncovered that lack of funds made inclusion of learners with disabilities difficult.



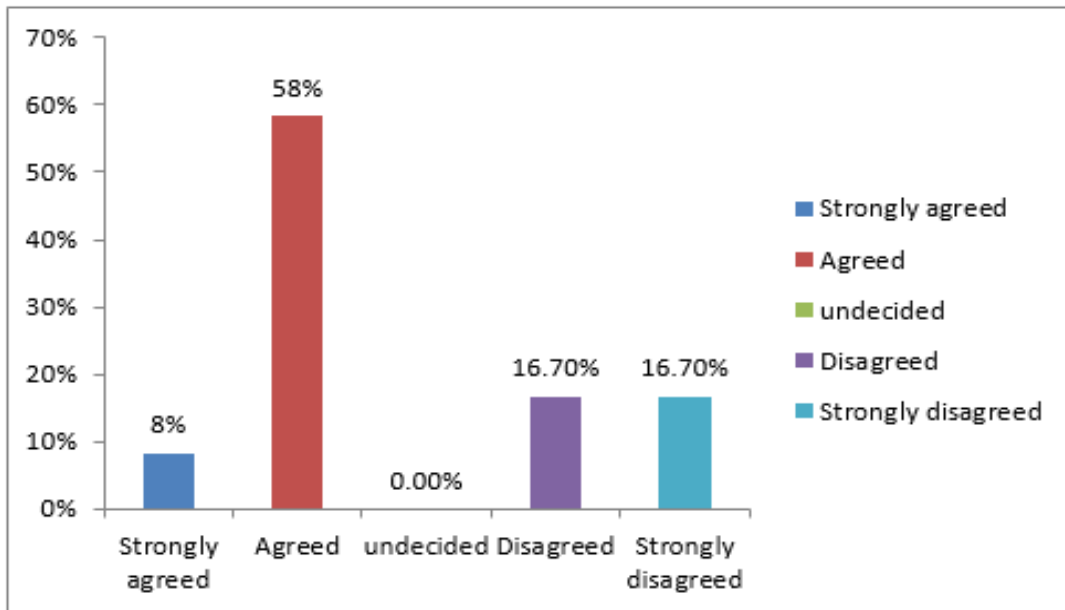
**Figure 4.15: Teachers’ response on funds for IFSP**

On the other hand, parents of learners with HI as well were asked the same question of whether there were enough funds to facilitate team demands for early intervention service program. All parents (100%) said there were no funds to sustain group team meetings and therefore such meetings did not exist among the family, the child, teachers and other team members to mitigate the child’s development and to monitor any progress.

#### **4.5.2 Time and Commitment for Group Meetings**

Teachers were asked how committed they were and whether they spared time for team meetings with an aim of helping child/family chart a way forward for the development of individual child and family. Majority 8(58.33%) of teacher respondents agreed they spared time and were committed to helping the child and family in the identification of the child's strength and needs, the outcomes expected and the support to be provided to the child and family. Another 2(8.3%) strongly agreed, 3(16.7%) disagreed while the remaining 3(16.7%) strongly disagreed (Figure 4.15).

The overwhelming 66.9% of teachers were in agreement that they spared time and were committed to helping the child and family in the identification of the child's strength and needs, the outcomes expected and the support to be provided to the child and family. They equally expressed time limitations in terms of free time for consultation and charting a way forward.



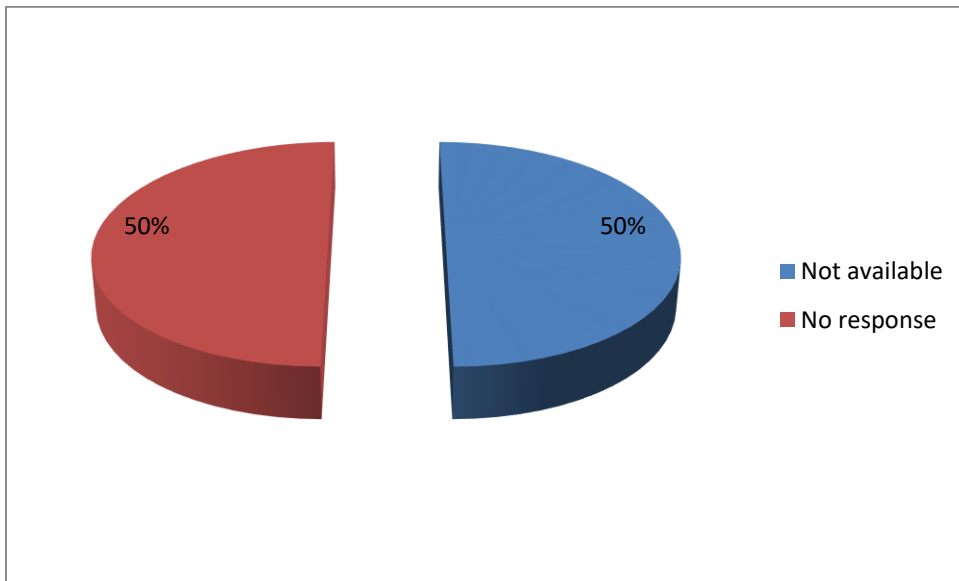
**Figure 4.16: Teachers’ response on time and commitment**

### 4.5.3 Written IFSP Document

Information regarding the child and family, the contact details of the service coordinator and IFSP team members, the dates of the anticipated meetings, the yearly IFSP reviews, and the anticipated time frame for the child's transition are all verified in a written IFSP document. Teachers were asked if the documents were there in the study schools. A half 8(50%) of teacher respondents said they were not there in the schools for early intervention services while another 8(50%) failed to respond to that question (Figure 4.15).

The 50% of the teacher respondents who failed to respond, could be, were not aware of these IFSP written documents and therefore had nothing worthy saying. The other 50% of the teachers who said the documents were not there in schools, seem to know of the

documents but they were not available in the schools of study. The results reveals how vulnerable learners with HI and other types of impairments survive as concerns parental collaboration with teachers occur.



**Figure 4.17: Teachers’ response on written IFSP document**

Families utilize a diverse range of resources to support the educational performance of learners with HI, including educational materials, technology (such as hearing aids and speech-to-text applications), and community support networks. Local organizations often provide additional educational resources and workshops specifically tailored for these learners. However, many parents expressed that financial constraints can limit their access to certain essential resources. One parent explained, “We have invested in a good hearing aid; it makes a huge difference in class.” Another added, “There are community groups that provide materials and workshops for us, which are very helpful.” Despite the available resources, financial challenges remain a significant hurdle for some families.

#### **4.6 Challenges Encountered by IFSP Team in Educational Development of Learners with HI**

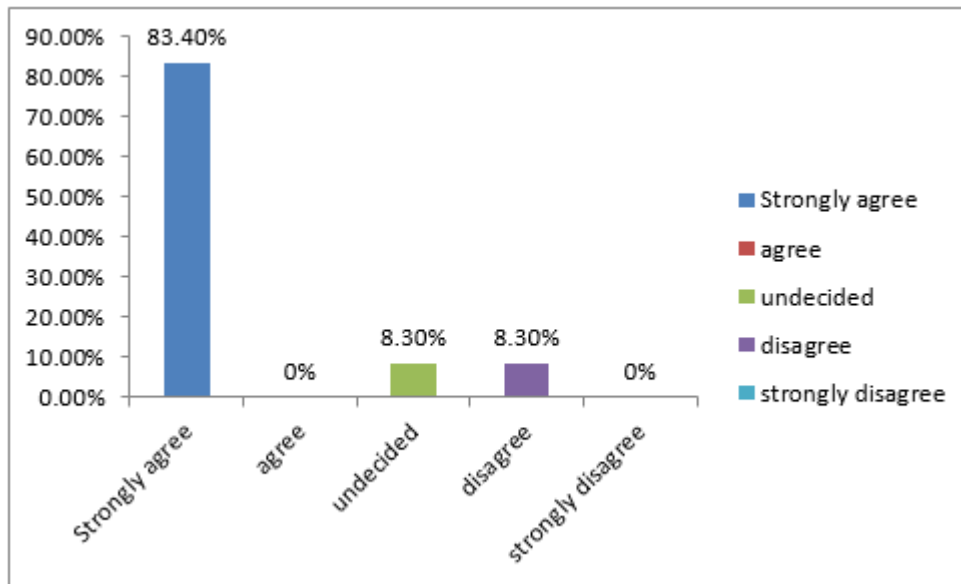
The fourth research objective sought to establish IFSP challenges encountered by the team in educational performance of learners with HI in the selected public schools of study. The discussion was organized under the following sub-headings; early assessment and placement, establishment of early intervention services team (infants and toddlers program) and effective funding for early intervention service programs. Respondents cited several factors that challenged educational assessment for early intervention services of the child and family. Factors that were mentioned were many but the researcher investigated on cost of educational assessment, availability of qualified assessment personnel and assessment equipment.

##### **4.6.1 Cost of Assessment in Education**

Cost of assessment in education was one factor considered to be checked on how it affected effective assessment for placement of learners with HI in a child/family early intervention set-up. The research outcomes uncovered that majority 12(83.3%) of the teacher respondents strongly agreed with that statement, 2(8.3%) disagreed while the remaining 2(8.3%) was neutral (Figure 4.16). This result confirms the findings of Nyakundi (2015), who discovered that the primary factor influencing education in all forms, even for learners with HI, is cost.

The results also support the research by Hegarty (2002), who asserted that, unlike the hearing learners whose cost of education is the same, the case for learners with special

needs is different. Family dynamism dictates that the child and family should have a common approach into issues that promote learning and development of the child. It works well if the problem is established early, frequently and consistently worked on by the child and family in collaboration with early intervention service team.



**Figure 4.18: Cost of assessment in Education**

#### **4.6.2 Qualified Personnel for Composition of IFSP Team**

This research aimed to explore whether the composition of IFSP team had qualified professionals. Family dynamism entails cooperation and collaboration of the child, the family, the special education teacher, nurse, audiologist, occupational therapist, nutritionist, physical therapist, psychologist, service coordinator, and social worker. Every partner has a role to play which has to be done effectively.

The participants were requested to tick from the given list those professionals in their team of IFSP. Majority 8(50%) of the teacher respondents had eight professionals in their team i.e. almost a two thirds of qualified professionals, 5(33.3%) said there were no composition of a team of professionals for the program in their schools. The remaining 3(16.7%) said the team had three professionals i.e. quarterly composed in their schools (Table 4.1). Generally, there was no complete composition of early intervention services' team as it is in developed countries.

**Table 4.2: Availability of qualified personnel**

<b>Response</b>	<b>Frequency</b>	<b>Per cent</b>
Complete team	0	0
Two thirds of the team	6	50
One quarter of the team	2	16.7
Not there at all	4	33.3
<b>Total</b>	<b>12</b>	<b>100.0</b>

It is clear from the results that different schools had varied number of team members of professionals to influence and initiate early intervention services to learners with HI in the study schools in the County. The revelation shows that there were different team formations. The IFSP teams were led by professionally qualified teachers for learners with HI who act as team leaders and coordinators.

Interview findings revealed that several challenges hinder the educational development of learners with HI, including a lack of trained staff in schools, inadequate resources, and societal stigma. Parents frequently express frustration over the limited availability of specialized educational programs that cater to their children's needs. Moreover, communication barriers between families and educational institutions present significant obstacles. One parent lamented, "Teachers often don't have the training needed to support my child, which makes learning difficult." Another emphasized the need for more special programs, stating, "We need more special programs in schools; the current ones are not enough for my child's needs." The sense of isolation expressed by many parents, with comments such as, "Sometimes, I feel like I'm fighting alone to ensure my child gets the support they deserve," underscores the critical need for enhanced support systems within the educational framework.

The findings of this study support Dossett and Munoz (2003), who argue that teachers are a critical factor in the attainment of quality education. Dossett and Munoz, (2003) went to explain that excellent education has been observed to be impacted by three primary elements; student-related factors, teacher-related factors and school-related factors. Further, in support of the study, Frankie and Dolor (2002), observes that, of all the pre-requisites for effective management of a learning institution, the most vital is the qualification of the personnel involved. The results of the research also support Kristensen (2006), who reveals that, the needs of learners with HI in primary schools in Uganda were not adequately met as a result of lack of trained personnel. The finding also supports Staten (2011), who notes that, for one to deal with a deaf student, he/she should

be a skilled professional. Communication is a crucial part of serving those who are hearing impaired hence cannot be done by those who are not professionally qualified in that field (Moore, 2010).

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

The research aimed to find out how family dynamics affected the academic achievement of students with hearing impairments in a few chosen primary schools in Busia County, Kenya. The main conclusions and results from the study are summarized in this section. There are also comments and recommendations for more research.

#### **5.2 Summary of Findings**

This section summarizes the findings of the study thematically as follows:

##### **5.2.1 Family Dynamism Strategies**

The findings from the study showed that auditory oral strategy created comprehensive and mastery of spoken words, intonation and language rules via hearing with minimal degrees of visual support for language development. This was confirmed by majority 56.3% of teachers who were in agreement that auditory oral strategy initiated in the early intervention services program enhanced child language development. It was equally noted that a fairly reasonable percentage (18.75%) of teachers were not sensitive enough to realize any difference in the outcome from early intervention service programs of family dynamism. It is significant to notice that 25% of instructor responders did not have specialised training to educate students with hearing impairments, hence they did

not fit in well. For example, teachers trained for physical impairment were posted in HI schools.

### **Harmony, cooperation and good relationship**

The study results uncovered that the oral strategy in early intervention service program initiated harmony, cooperation and good relationship through common mode of communication used at the nuclear, the extended family and at school. Over two-thirds of the teachers agreed that family dynamism strategy of auditory oral, empowered listening, attentiveness, commonness in mode of communication which in turn improves learning and general development of HI learners. Activating the use of the strategy in the early intervention services team, resulted into deeper understanding, development and all-round growth in the larger family which translated to improved formal and informal learning. In the end, it helped to uplift performance of learners with HI in their respective schools. Almost one-quarter of the teachers disagreed with the statement.

Teachers further indicated that cooperation among learners with HI, parents and siblings led to active communication and participation for improved educational performance of learners with HI. This was affirmed by the fact that an overwhelming 81.3% were in support that cooperation among learners with HI, siblings and their parents' improved communication, improved language and speech development for educational performance.

### **5.2.2 IFSP and Enhancement of Educational Performance of Learners with HI**

The research found that there was no active Individualized Family Service Program in many of the study schools. Majority 81.2% of parent respondents affirmed that there were no active teams for early intervention services program in the schools of study. A few parents 8.1% confirmed the existence of early intervention services program in their schools while another 8.1% were not aware of such programs in schools. For individual family service plan to be active and effective, early intervention services program ought to be initiated where all parties agree on what, when, where and how the identified necessary services are to be carried out for the child. The program seems to be very unpopular though very important for family dynamism to enhance learning of learners with HI. Parents should be made to participate and to be active in family centred early intervention services to ensure their children go through the program to improve education system as early as possible to let them perform well just like their counterparts without hearing challenges.

Similarly, majority 66.7% of teacher respondents were in agreement that family-centered early intervention services were not available in many schools of the study. Another 25% of the teachers were equally unaware of the service while 8.3% did not respond to that question. From the study finding, both teachers and parents confirmed that family-centred early intervention service programs seem to be new hence awareness should be enhanced especially in the developing countries such as Kenya.

Many teachers 58.3% accepted that infants' and toddlers' program was there and very supportive, another 25% were not in agreement of the presence of the program in their schools and 16.7% were not aware whether the program existed or not. Individualized family service program operates efficiently when infants' and toddlers' program team meets frequently to compare notes and chart a way forward for the individual child and family's development (DeGraffenreidt et al., 2011).

### **5.2.3 Resources for Family Dynamism to Support Learners with Hearing Impairment**

The finding showed that funds to cater for early intervention services were not available to mitigate team demands for early intervention services program. The revelation was reached from teachers responses of 66.7%. Despite that, a section of teachers 25% said in their school adequate funds could be found to facilitate early intervention services program for family dynamism. A portion of teachers 8.3% could not tell whether the schools had funds to facilitate implementation and smooth running of early intervention services program.

The revelation was a proof that Individualized Family Service Program was not common in most schools of many developing countries as a result of lack of financial muscle to sustain activities of the team. The finding supports Wanjiku, (2014), who established that lack of funds made inclusion of learners with disabilities difficult.

All parents 100% also confirmed that there were no funds to sustain early intervention services team meetings and development of activities amongst the family, the child, teachers and other team members to mitigate the child's development and monitoring of progress.

The revelation of the study showed that overwhelming 66.9% of teachers spared time and were committed to helping the child and family in the identification of the child's strength and needs, the outcomes expected and the support needed to be provided to the child and family. They equally expressed time limitations in terms of free time for consultation and charting a way forward.

The study found that \ half of the schools had written IFSP documents for record keeping of the child and family progress. On the other hand, the remaining half of the schools still had no documents for early intervention services.

#### **5.2.4 IFSP Challenges Encountered**

The finding of IFSP challenges noted that the cost of assessment for identification of individual child's problem for early intervention service program team was high for schools and parents to meet. That made it difficult for early detection for correct placement in early intervention service program at a good time. Most teachers 83.3% concurred with the statement, 8.3% were undecided while the remaining 8.3% were of the opinion that the cost was manageable.

The finding showed that no early intervention services teams were correctly composed according to the required standards of infant and toddlers' program. Majority 50% of teacher respondents confirmed that the highest team was composed of almost two thirds of qualified professionals. Another 33.3% said there was no composition of a team of professionals for the program in their schools. The remaining 2(16.7%) said the team is quarterly composed in their schools. In general, there was no team composition of early intervention services team as it is supposed to be in developed countries.

### **5.3 Conclusion**

The study's findings led to the following conclusions: aural oral technique uses less visual support for language development to help people understand and master spoken words, intonation, and language norms. There was no active individual family service program in many of the study schools. There were no funds to cater for early intervention services to mitigate team demands for early intervention service program. Teachers spent time and were committed to helping the child and family in the identification of the child's strengths and needs, the outcomes expected, and the support needed for the child and family. There was no infants' and toddlers' program which was composed according to the expected standards of early intervention service program.

### **5.4 Recommendations**

This section gives recommendations based on the research outcomes.

- i. Family dynamism should be encouraged and parents to form IFSP to support one another to promote educational performance of learners with HI.

- ii. Adequate funds should be availed for assessment to enable provision of equipment and trained professionals for early interventions.
- iii. Awareness needs to be created on IFSP, its importance and composition by professionals to improve family dynamism. This will improve educational performance of learners with hearing impairment.
- iv. The special education teacher, as an IFSP team leader, should coordinate families of children with HI to form strong IFSP which will enable them share experiences and support learners improve educational performance.
- v. The special education teacher equally should be well facilitated with resources to make his/her work easier in improving educational performance of learners with HI.

### **5.5 Areas for Further Research**

The following topics are suggested for more study by the researcher:

- i. This study was done in Busia County, a region that presents unique socio-economic characteristics. To enhance generalizability and deepen understanding of the topic, additional research should be conducted in other counties to facilitate cross-regional comparisons and identify potential differences.
- ii. Research to be conducted on Family dynamism of learners with other disabilities.
- iii. Research to be conducted on parental guidance as concerns developmental assessment for placement of learners with HI in schools.

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**APPENDIX I**

**TEACHERS' QUESTIONNAIRES**

**BIODATA**

Gender: Male  Female

Ages: 25 -30  31 – 35  36 – 40  41 -45  46 and above

Highest academic qualification attained;

Form IV  Form VI  University

Highest professional qualification attained;

P1  Diploma  Bachelor of education  master of education

Are you a professionally trained teacher for learners with hearing impairment?

Yes  No

If no, please explain the area you are specialized in-----

-----

**OTHER INFORMATION**

1. Number of pupils in your class-----

2. Classes you are teaching -----

3. Training level as a teacher -----

.....

4. What is your take on introduction of IFSP and family dynamism in your area of jurisdiction as a professional teacher.....

5. Is there early intervention service program in your area of operation?

6. In the list of professionals which constitute members of early intervention service team, tick those in your team. (**audiologist, occupational therapist, nurse, nutritionist, parents, service coordinator, physical therapist, social worker, psychologist, special educator, speech and language pathologist**)

**SECTION B**

Kindly answer to the claims below by marking the portion that fits your opinion. The statements have five possible responses on impact of family dynamism on learners with hearing impairments. Choose only ONE from each statement.

**Strongly Agree 5 Agree 4 Undecided 3 Disagree 2 Strongly disagree 1**

STATEMENT		RANKING				
		SA	A	U	D	SD
1.	Family dynamism can create impact if a common mode of communication is used at the nuclear and the larger family.					
2.	After the introduction of common language cooperation and understanding improved both at home and at school					
3.	Students with hearing impairments perform better academically when their families are dynamic.					
4.	When students with and without hearing impairments work together, students with hearing impairments					

	actively participate in class and group discussions.					
5.	Students with hearing impairments may perform better academically if the tools needed to foster family dynamism are available.					
6.	Parents in families are eligible to cover the cost of assessments in educational institutions.					
7.	Students with hearing impairments are placed in classes based on the team's recommendations.					
8.	Following the implementation of the baby and toddler program in study schools, the performance of students with hearing impairments can improve.					
9.	Written IFSP document is found in our schools for team leaders upkeep of records					
10.	Family dynamism has improved cooperation between learners, parents and teachers.					
11.	Cooperation amongst all stakeholders has improved educational performance of learners with hearing impairment					

## APPENDIX II

### QUESTIONNAIRE FOR LEARNERS WITH HEARING IMPAIRMENT

#### BIO DATA

1. Gender: Male  Female
2. Ages: 6 - 8  9- 11  12 – 15  16 and above
3. Name of school \_\_\_\_\_
4. Class: 1  2  3  4  5  6  7  8

#### HOME BACKGROUND

1. I have a father and mother Yes  No
2. We stay together at home with  
Father, mother and siblings  Mother and father only   
Mother and siblings only  Mother only   
Father and siblings only  Father only
3. We use a common language at home Yes  No
4. We play together at home. Yes  No  Not always   
If Not always, what happens sometimes when you are not playing together \_\_\_\_\_
5. My school levies are paid for promptly Yes  No   
If no, why \_\_\_\_\_
6. My parents provide for my assistive devices Yes  No   
If No, how do you get help? \_\_\_\_\_
7. Fear and shyness is reduced after introduction of common language. Yes ..... No...

## AT SCHOOL

Kindly answer to the claims below by marking the portion that fits your opinion. The statements have five possible responses on impact of family dynamism on learners with hearing impairment. Choose only ONE from each statement.

**Strongly Agree 5 Agree 4 Undecided 3 Disagree 2 Strongly disagree 1**

	STATEMENT	RANKING				
		SA	A	U	D	SD
8.	My sitting position in class is in front.					
9.	I use my hearing aid all the time.					
10.	In class, we discuss in groups of mixed abilities					
11.	Outside the classroom, we associate freely with my hearing counterparts without any gap.					
12.	In our class, we practice sharing of our belongings irrespective of size and disability.					
13.	I, at times seek assistance from classmates, the teachers and I receive the help.					
14.	In the field we enjoy playing together with my school mates.					
15.	I enjoy learning together with other hearing members of class.					
16.	Before family dynamism was introduced at school, learning was difficult and boring.					

17.	Most of my classmates with hearing can now communicate with me freely using sign language and other gestures.					
18.	The usage of the hearing Aids has really improved since the introduction of G/C.					
18	I always use a hearing aids					
19	I used to hide my hearing aids					
20	Introduction of guidance and counseling has helped me a lot					

### APPENDIX III

#### INTERVIEW GUIDE FOR H/TEACHERS

My name is Angela Auma from Kenyatta University. This interview schedule is to help the researcher gather information on influence of family dynamism on educational performance of learners with hearing impairment in selected primary schools in Bungoma County. Every piece of information provided will be handled with the highest confidentiality and privacy. Thank you for your time to participate in this interview.

1. School name \_\_\_\_\_
2. Age: Above 55  46-55  36 -45  26-35   
25 or below
3. How long have you taught learners with hearing impairment?
4. Academic qualifications: Diploma  B.Ed.  M. Ed
5. To what extent does family dynamics impact the educational performance of students with hearing impairments, and what are your expert opinions on this matter?
6. In what ways can resources for family dynamics be effectively utilized to influence the educational performance of learners with hearing impairments, and how might these resources be accessed and utilized?
7. I am aware of the eligibility criteria for the Infants and Toddlers Program and understand why it has been deemed suitable for my child.
8. As per my request, family members, friends, and/or childcare providers have been invited to participate in the Individualized Family Services Plan (IFSP) meeting to provide a comprehensive understanding of my child's needs and circumstances.

9. The first IFSP meeting with my child was conducted 45 calendar days after the referral.
10. Early intervention services commenced 30 calendar days after the IFSP was finalized.
11. During the IFSP meeting, I had the opportunity to share essential information about my child's family, as well as their unique needs and my personal aspirations for their future.
12. The IFSP team gave due consideration to my recommendations and incorporated them into the plan as needed.
13. The IFSP acknowledges and respects my child's exceptional strengths and specific developmental requirements, ensuring a tailored approach to their care.
14. The IFSP identifies opportunities for my child to learn and develop within the context of our daily routines and family interactions.
15. The IFSP outlines how early intervention services will be integrated into our daily life, incorporating activities and routines that are meaningful and accessible for my child.
16. Can you explain how the IFSP supports families in accessing community resources and services that are essential to our child's well-being and development?
17. The IFSP identifies service coordination and other service providers who will be involved in supporting my child's needs and development.
18. I felt comfortable asking questions throughout the IFSP meeting and early intervention services, and my questions were addressed and responded to in a satisfactory manner.

19. Following the IFSP meeting, I received a copy of the plan for my child, ensuring I am fully informed about their services and interventions."
20. I have provided written consent for early intervention services to begin, acknowledging my commitment to supporting my child's development."
21. Early intervention appointments have been scheduled at a time and place that is convenient and accessible for me and my family."
22. A follow-up IFSP review is scheduled in 6 months; however, I have the option to request a review at any time if I or my child's needs change.

**APPENDIX IV**  
**INTERVIEW GUIDE FOR PARENTS**

My name is Angela Auma from Kenyatta University. This interview schedule is to help the researcher gather information on influence of family dynamism on educational performance of learners with hearing impairment in selected primary schools in Bungoma County. Every piece of information provided will be handled with the highest confidentiality and privacy. Thank you for your time to participate in this interview.

1. Parent's name \_\_\_\_\_
2. Age: Above 55       46-55       36 -45       26-35   
25 or below
3. Academic qualifications:    Diploma       B.Ed.       M. Ed
4. What is your opinion regarding family dynamism of learners with hearing impairment?
5. What is your opinion in regards to resources for family dynamism and its influence on educational performance of learners with hearing impairment?
6. I comprehend the reasons why my child qualifies for the Infants' and Toddlers' Program.
7. I invited relatives, friends, and/or childcare providers to participate in my IFSP team meeting.
8. My initial Individualized Family Service Plan (IFSP) was finalized within 45 days of my referral.
9. My first services began 30 days after my IFSP was completed.

10. I provided information about my family and my child, including my hopes and goals for them.
11. My IFSP team took my suggestions into account.
12. My IFSP recognizes my child's unique strengths and developmental needs.
13. My IFSP highlights learning opportunities that can be integrated into our family's daily routines.
14. My IFSP details how services will be delivered during my child's everyday activities, routines, and environments.
15. My IFSP supports my family in accessing community resources and assistance.
16. My IFSP specifies the roles of my service coordinator and other service providers.
17. I felt at ease asking questions during my IFSP meeting and throughout the early intervention process.
18. I received a copy of my child's IFSP.
19. I have provided written consent for the services to begin.
20. My early intervention appointments have been arranged at mutually convenient times and locations.
21. My first review of the IFSP is planned for six months from now, but I have the option to request an earlier review at any time.

**APPENDIX V**  
**RESEARCH PERMIT**

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
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<p>This is to Certify that Miss. ANGELA PASCALIA AUMA of Kenyatta University, has been licensed to conduct research in Busia on the topic: INFLUENCE OF FAMILY DYNAMISM ON EDUCATIONAL PERFORMANCE OF LEARNERS WITH HEARING IMPAIRMENT IN SELECTED PRIMARY SCHOOLS IN BUSIA COUNTY, KENYA for the period ending : 02 December 2021.</p>	
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