



PARENTAL INFLUENCE ON THE EDUCATION OF THEIR VISUALLY IMPAIRED LEARNERS OF ST. FRANCIS SCHOOL FOR BLIND, KAPENGURIA-KENYA.

Manson B. Sichari. Rongo University

ABSTRACT

The study investigated the impact of parental involvement in the education of children who are visually impaired in west Pokot County. The main areas were; finding out if parents are involved in the education of children who are visually impaired, examine how parents are involved in the education of children with blindness, the challenges parents face in supporting education of their children, and relationship between parents and teachers in supporting learners with visual impairment. In order to look at the respondents holistically, the researcher decides to use a Case Study. The informants comprised of; the Head teachers, teachers, parents and pupils and they were 105 in number. The researcher used both Questionnaire and interview Guides for collecting data and it was analyzed using simple tables based on the objectives. The finding of the study revealed that ; majority of the parents still have a gap in getting involved in the education of their children who are blind, parents get involved particularly in paying fees and providing scholastic materials , parents still suffer from financial problem as well as negative attitude that hinder them from getting involved in their child's education. Parents and teachers need to work together to promote the education of children who are blind. In addition, the school administration should engage parents in meeting; encourage home visits as well as sensitization of parents. The study came up with some recommendations/suggestions which include; encouragement of parents to support their children at school, involvement of parents in school activities/decision that concern their children, motivation of parents to offer continued support to their children, ensuring that parents are helped to overcome the challenges they face in supporting education of their children, continuous sensitization of parents and other community members to change their attitude ,establishment of strong relationship between the parents and teachers for effective studies of these learners and school administration should ensure that these learners are followed up to their various localities, homes etc.

Key words; Parents, Visually Impaired, Teachers, Blindness, Disabled

Introduction

The term visual impairment is an umbrella term to mean blindness and low vision. It is the term used to refer to the kind of vision loss experienced by someone who cannot see at all or someone who has partial vision loss. According to the World Health Organization (WHO, August 2014), visual impairment is when the child's vision problem is permanent and cannot be corrected to give normal vision and this varies according to the degrees of visual impairment from mild loss to total blindness(no reaction to light)

On the other hand, blindness refers to inability to see. This may be categorized as totally without sight where the individuals rely primarily on the other senses. According to WHO(2014), blindness refers to having a visual acuity of less than 1/60 to no light perception. Blindness is observed by WHO(2014) in three categories ; a person with visual acuity in the range of less than 1/60 to light perception, a person with no light perception, a person whose vision and visual acuity cannot be determined.

Low vision exists when a person's sight cannot be corrected to normal vision by glasses or contact lenses but the person has some vision. According to WHO (2014), low vision refers to a person with impaired visual functioning even after treatment and/or standard refraction and has a visual acuity of less than 6/18 to light perception or vision field of less than 10° from the point of fixation but who uses or is potentially able to see thus having vision for the planning and/or when supported.

Blindness has some serious impact on learning such as difficulties in perceiving classroom instructions that involve the use of sight, problem in following visual pattern, object relationship and shape experience; difficulty in concept formation and development; problem with spatial awareness, difficulty completing a piece of work within a limited time, problem associating with their peers, problem with computation of skills among others.

Parents on the other hand are the caretakers of the offspring in their own species and should be able to create for a child stable nurturing home environment, a positive role model, play a positive and active part in children's life. They should be able to provide moral and spiritual guidance, set limits and provide consequences for the children's behavior.

In regards to learning, parents should be home teachers, provide for financial support, provide love and affection, provide for the basic needs of life such as food, shelter and clothing, provide educational materials such as books, pens, uniforms, Braille papers ,etc so as to support the learning of these children.

Therefore for the purpose of this study, the researcher focused on the effect of parental involvement on the education of children who are blind in the above school.

Statement of the Problem

From the researcher's experience, majority of parents of children who are blind are not supporting them while at school. These children have been left in the hands of teachers with little or no parental input. As such, these children are marginalized, feel neglected, frustrated, leading to poor performance and eventually drop out of school.

Purpose of the study.

The purpose of the study was to establish the involvement of parents in the education of their visually impaired children at St. Francis School for the blind at Kapenguria in West Pokot County. And also to confirm the influence of parents involvement in the education of disabled learners.

Objectives of the study

The objectives of the study were:

- To find out if parents are involved in the education of children who are blind.
- To examine how parents are involved in the education of children who are blind.
- To establish the challenges parents face in supporting education of their children with visual impairment.
- To establish how parents and teachers are supporting learners who are visually impaired.

Research Questions

The following research questions guided the study:

1. How are parents involved in the education of their visually impaired children?
2. How are parents involved in the education of their visually impaired children?
3. What challenges are parents facing in supporting their children who are visually impaired?
4. How do teachers and parents support the education of visually impaired learners?
5. **Scope of the Study**

The study was carried out in St. Francis School for the blind, West Pokot County. This was because the researcher was concerned about the involvement of parents in the education of children who are blind in the school. The school is found within Kapenguriatowship in West Pokot County on the highway to Lodwar from Kitale.

Significance of the study

It is hoped that parents would be motivated to offer continued support in the learning of their visually impaired children. It may overcome the challenges parents face as they become involved in the education of their visually impaired learners. It may establish strong partnership between the parents and teachers for effective learning of their visually impaired learners. It would serve as source of motivation for these learners sincetheir parents will understand the importance of their involvement in the education of the visually impaired children.

Limitations/Delimitations

There were transport challenges since researcher is far from the area of study. Besides respondents (parents) were scattered all over Kenya. The leaners took questionnaires to their parents. There was financial problem to meet research requirements such as stationary, typing cost, transport fare, etc. This problem was solved through the intervention of friends and well-wishers. There was fear of little time to carry the research since some of the respondents were not available. The researcher requested for extended of period for the research.

METHODOLOGY

Introduction

Berg&Brucev(2009) assert that methodology is the general research strategy that outlines the way which research is to be undertaken and among other things, identifies the methods to be used in it. On the other hand, Bruyn(1996) defines methodology as the way in which we approach problems and seek answers.

Therefore this chapter describes the methodology that will be used for the data collection; study design, study area, population study ,sampling techniques , research instruments, procedure for data collection and data analysis.

Study Design

Ojacor(2004) mentions that study design is a plan , structure and strategy of carrying out research work. Whereas Polit and Hungler(1999) , explain that study design is a “ Blues Print” or outline for conducting the study in such a way that maximum control will be ever used.

This study involved one of the major approaches in research that is a **Case Study**. Thomas (2011) defines case study as analysis of persons,events, decisions, periods, projects, policies,institutions or other systems that are studied holistically by one or more methods. On the other hand, Yin (2009) states that case study is an empirical study that investigates a contemporary phenomenon in depth and with its real life context.

A case study is chosen because of the researcher’s in depth local knowledge that puts him in a position to offer reasoned lines of explanation based on this rich knowledge of setting and circumstances. It allows for exploration and also develops holistic and meaningful characteristics of real life events.(Creswell,2009). On the other hand, Weinstein (2010) states that in case study research, the researchers are influenced by their experiences, often only weak generalizations can be mad and also its reliability and validity remains in doubt.

Study Population

Polit and Hungler(1999) defines a population as the totality of all subjects that conform to a set of specification, comprising the entire group of persons that is of interest to the researcher and to whom the research results can be generalized.

Therefore the populations for this study were the head teacher, teachers, parents and pupils of St. Francis School for the Blind – Kapenguria.

Sampling Techniques

According to Rick (2006), sampling is the process of selecting a group of subject for a study in such a way that the individuals represent the larger group from which they were selected.

Therefore the selection of the respondents will be done by **Purposive Sampling** bearing in mind that the selected respondents will have the right information for the study and are knowledgeable. Semakula(2000) says purposive sampling use human judgment in selecting units and have no theoretical basis for estimating population characteristics. Therefore, the sample will comprise of 100 parents, 105 learners, 15 teachers and 1 Head teacher.

Table 1: Sample Characteristics

CATEGORY	NO.	REASON FOR PARTICIPATION	RESPONDENT'S CODE
Head teacher	1	He is concerned with the general welfare of the school.	H1
Teachers	15	They are responsible for academic and the day to day affairs of the children.	T1,T2,T3,T4,T5,T6,T7,T8,T9, T10,T11,T12,T13,T14,T15
Parents	100	They are the main reasons for carrying the research.	P1,P2,P3,P4,P5,P6,P7,P8 etc.
Learners	105	They are the final beneficiaries of the research.	L1,L2,L3,L4,L5,L6,L7 etc.
TOTAL	221		

Research Instruments/Tools

Research instruments are measurement tools designed to obtain data on a topic of interest from research subjects (Ellis 2012). In order to obtain comprehensive information, the researcher will use **structured questionnaire**. This is because structured questions enable the researcher to collect a large amount of data and can work well in situation where you cannot record the interview in full. It also emphasizes reliability, that is, by focusing on lots of structured questions you may not have the chance to really explore what interviewee wants to tell you2(Gillham,2008)

However, **interview guide** will also be used in order to obtain qualitative data.According toMason (2004), an interview guide is a list of topics, themes or area to be covered in a semi structured interview. This is normally created in advance of the interview by the researcher and is constructed in such a way as to allow flexibility and flux in the topics and areas that are to be covered.

However, Wyse (2014) states that an interview guide is an important tool because; accurate screening can be possible, that is, the individual being interviewed is unable to provide false information during screening questions such as gender, age or race. It captures verbal and non-verbal responses including body language. The interviewer is the one that has control over the interview and keep the interviewee focused and on tract to completion.

Conducting any type of research interview using interview guide is time consuming particularly if they are recorded and fully transcribed, limit responses and the data obtained may not be reliable if there are faults transcribed, limit responses and data obtained may not be reliable if there are faults especially in structured interview. Therefore the researcher will record the responses from the interviewees on the copies of the interview guide.

The Appendices give more information about the research instruments to be used.

For this study, the researcher shall use a Questionnaire for head teacher, teachers and some parents since they are always busy with other work. Gilliam (2008) defines questionnaire as a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. He added that questionnaires have some advantage over some other types of surveys in that they are cheap, do not requires as much as effort from the questioner and often have standardized answers that make it simple to compile data. However, Mellenbergh (2008) asserts that standardized data in a questionnaire may frustrate users and also limited by fact that

respondents must be able to read the questions and respond to them; questions about complex issues may be difficult to compose thus, respondents may not find it easy to place their responses.

Interview shall be used for pupils and some parents who may not read on their own. According to Gill (2008), interview is a face to face interaction for the purpose of exploring the views, experiences, beliefs and /or motivations of individuals on specific matters. It provides deeper understanding of social phenomena, they are appropriate for exploring sensitive topics where participants may not want to talk about such issues in group. On the other hand, McNamara (1999) defines interview as the purpose of research. The main disadvantages of interviews are; they can be time consuming; setting up, interviewing, transcribing, analyzing, feedback, reporting etc, are as well costly (McNamara, 1999)

Procedure for Data Collection

The researcher designed his research instruments, after approval by the supervisor he got a written introductory letter from the University endorsed by the Dean of Students. He went out to the field to collect data from the respondents as he introduced himself and explained his intentions to the respondents. Thereafter, the researcher requested for information from all the informants.

The respondents were assured of the confidentiality of the data. The interviewer used unstructured interview guide and the information (data) was recorded by the researcher.

Data Analysis

Analysis of data is a process of inspecting, cleaning, cleaning, transforming, and modeling data with the goal of discovering useful information, suggesting conclusion, and suggesting decision making process (Creswell, 2009). Data analysis has multiple facets and approaches encompassing diverse techniques under a variety of names, in different business, science and social science domains. This study is purely quantitative. The data analysis was done by the use of descriptive statistics in the form of frequency counts, means and percentages. The finding was presented in the form of tables.

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

Introduction

This chapter is meant to provide detailed analysis and presentation. It is therefore focused on the research objectives which are reproduced here as follows: to find out if parents are involved in the education of children who are blind, examine how parents are involved in the education of children who are blind, establish the challenges parents face in supporting education of the children and to establish the relationship between parents and teachers in supporting learners who are blind.

The data analysis is presented with the help of tables which indicate the identified themes, responses, frequency scores and respective scores in percentages. The informants were sampled as shown in the table below:

Table 2: The number of Respondents

Respondents	Number
Head teacher	1
Teachers	15
Parents	100
Pupils	105
Total	221

Parents Involvement in the Education of Visually Impaired Learners

Objective one was meant to find out if parent are involved in the education of children who are blind. The findings are as indicated in section below.

a.) Section A: Head teacher’s Response

On the question of whether parents are involved in the education of their children, the head teacher responded that majority of the parents are not involved in the education of their children and the few who are involved need some follow-up from the school administration.

Whether parents are willing to send their children to school, he noted that parents of children who are visually impaired are not willing to send their children to school because of negative attitude.

b) Section B: Teachers’ Responses

Table 3: Whether parents are involved in the Education of Children who are blind

No.	Factor	Responses	Frequency	Percentage
1	Whether parents are involved	• Yes	20	25%
		• No	60	75%
		•		
		Total	80	100
2.	Whether parents are willing to send their children to school	• Yes	40	50
		• No	40	50
		Total	80	100

When teachers were asked whether parents are involved in the education of their children, most respondents (75%) acknowledged that parents are not involved in the education of their children.

While only one respondent representing (25%) noted that parents are involved in the education of their children.

When the question of whether parents are willing to send their children to school, (50%) of the respondents argued that parents are willing, whereas (50%) said that parents are not willing to send their children to school.

Parents’ Responses

Table 4. Whether parents are involved in the Education of children who are blind

NO.	Factor	Responses	Frequency	Percentage
01	Whether parents are involved	• Yes	40	40
		• No	60	60
		Total	100	100
02	Whether parents are willing to send their children to school.	• Yes	20	20
		• No	80	80
			100	100

When parents were asked whether they are involved in the education of their children, most of the respondents (60%) acknowledged that they are not involved in the education of their children. On the other hand, only (40%) of the respondents argued that they are involved in the education of their children.

On the question of whether parents are willing to send their children to school, majority of the respondents (80%) said that they don't will to send their children to school, while only(20%) argued that they always send their children to school.

Pupils' Responses

Table 5: Whether parents are involved in the education of children who are blind

No.	Factor	Responses	Frequency	Percentage
01	Whether parents are involved	• Yes	20	20
		• No	80	80
		Total	100	100
02	Whether parents are willing to send their children to school.	• Yes	40	40
		• No	60	60
		Total	100	100

On the findings whether their parents are involved in their education, majority of the respondents (80%) said that their parent are not involved, whereas (20%) reported that their parents are involved in their education.

On the question whether parents are willing to send their children to school,(60%) of the respondents said that parents were not willing to send their children to school while only (40%)argued that parents were willing to send their children to school.

This uncooperativeness from the parents is due to their belief that visually impaired students are not economically viable to the family.

How parents involvement in the Education of their children

Objective two tried to examine how parents are involved in the education of the visually impaired children.

a.) Head teacher's Response

In this finding, the head teachers agreed the majority of parents got involved in their children's education through payment of Parent Teacher Association (PTA) contribution and provision of scholastic materials.

Regarding how the school could make parents be involved in the education of their children, the head teachers agreed that the school would engage parents in meetings and workshops hence enhancing sensitization to them and the local community. This arrangement helped in the improvement of the parents' attitude towards their visually impaired children.

b.) Teachers' Response

Table 6: How parents are involved in the Education of children who are blind

No.	Factor	Responses	Frequency	Percentage
01	How parents are involved	• Paying PTA	40	40
		• Scholastic materials	40	40
		• Not supporting	20	20
		Total	100	100
02	Ways of making parents involved.	• Through meetings	40	40
		• Through sensitizing	40	40
		• Organizing parents' day.	20	20
		Total	100	100

Regarding how parents are involved in the education of their children who are blind,(40%) of the teachers acknowledged that parents are involved in paying fees and the same percentage of the respondents say that parents get involved in the education of their children by providing scholastic. Whereas (20%) of the respondents argued that parents do not offer any support towards the education of their children.

On the question of how to make these parents involved in the education of their children, majority of the respondents representing (80%) acknowledged that parent can be made to get involved by inviting them in meeting and through sensitization. While only (20%) argued that parents can get involved by organizing parents' day in the school.

Parents' Responses

Table 7: How parents are involved in the education of children who are blind

No.	Factor	Responses	Frequency	Percentage
01.	How parents are involved	• Paying PTA	60	60
		• Scholastic materials	20	20
		• Not supporting	20	20
		Total	100	100
02	Ways of making parents involved	• Through meetings.	60	60
		• Through sensitizing	20	20
		• Organizing parents' day.	20	20
		Total	100	100

Regarding how parents are involved in the education of their children who are blind,(60%) of the parents acknowledge that they are involved in paying fees. Whereas (20%) of the respondents argued that parents are involved by providing scholastic materials. On the other hand, (20%) of the respondents argued that they do not offer any support towards the education of their children. This implies that today many parents are keen at the education of their children regardless of their disabling conditions.

On the question of how to make these parents be involved in the education of their children, majority of the respondents representing (60%) acknowledged that parent can be made to get involved by inviting them in meeting. While only (40%) argued that parents can get involved through sensitization of parents and organizing parents' day, workshops etc.

Pupils' Response

Table 8: How parents are involved in the Education of Children who are blind.

No.	Factor	Responses	Frequency	Percentage
01	How parents are involved	• Paying PTA	40	40
		• Scholastic materials	40	40
		• Not supporting	20	20
		Total	100	100
02	Ways of making parents involved	• Through meetings	60	60
		• Through sensitizing	20	20
		• Organizing parents' day.	20	20
		Total	100	100

On the question of how parents are involved in the education of their children who are blind, (80%) of the pupils acknowledged that their parents are involved by paying fees and providing scholastic materials. On the other hand, (20%) of the respondents argued that their parents do not offer any support towards their education. They still believe that the visually impaired learners are the property of the government, well-wishers and donors.

Regarding the question of how to make these parents get involved in the education of their children, majority of the respondents representing (60 %) acknowledged that the parent can be made to get involved by inviting them in meetings. Whereas (40%) said that parents can get involved through sensitization, organizing parent's day and visiting their homes.

Hardships Experienced by parents

Objective three focused on the challenges parents face in supporting education of their children who are blind.

Head teacher's Response

On the question of whether parents face some challenges in supporting the education of their children, the head teacher responded that the parents are majorly faced with financial problem that hinder them from supporting their children.

Concerning the question of how to overcome the challenges parents face in supporting their children at school, the head teacher said that there is need to engage parents in meeting so as to guide and counsel them to go about with the challenges they face

Teachers' Responses

Table 9: Challenges parents Face in supporting their children

No.	Factor	Responses	Frequency	Percentage
01	Challenges faced by parents	• Negative attitude	20	20
		• Financial problem	40	40
		• Responsibility burden	40	40
		Total	100	100
02	How to overcome the challenges	• Engaging them in meetings	40	40
		• Home visits	20	20
		• Sensitization	20	20
		Total	100	100

On the question of whether parents face some challenges in supporting the education of their children who are blind, (40%) of the respondents mentioned that parents are faced with financial problem which prevent them from supporting their children. In addition,(20%)of the respondents argued that parents face negative attitude from fellow parents as well as the school authority. The same percentage that is (20%) of the respondents argued that parents are faced with responsibility burden.

Regarding the question of how to overcome the challenges parents face in supporting their children at school, (40%) acknowledged that the school and other stake holders should engage parents in meetings. (20%) said that there is need for sensitizing them on how to overcome those challenges. In addition, (20%) of the respondents said that there is need for the teachers to organize home visits to these parents where they can be encouraged to support their children regardless of their condition.

Parents' Responses

Table 10: Challenges parents face in supporting their children

No.	Factor	Responses	Frequency	Percentage
01	Challenges faced by parents	• negative attitude	40	40
		• financial problem	40	40
		• responsibility	20	20
		Total	100	100
02	How to overcome the challenges	Engaging them in meetings	60	60
		Home visits	20	20
		Sensitization.	20	20
		Total	100	100

On the question of whether parents face some challenges in supporting the education of their children who are blind,(40%) of the respondents mentioned that parents are faced with financial problem which prevent them from supporting their children as well as negative attitude. In addition,(20%) of the respondents argued that parents are faced with responsibility burden.

Regarding the question of how to overcome the challenges parents face their children at school,(60%) acknowledged that the school and other stakeholders should engage parents in meetings.(20%) said that there is need for sensitizing them on how to overcome those challenges . In addition,(20%) of the respondents said that there is need for the teachers to organize home visit to these parents.

Pupils' Responses

Table 11: Challenges parents Face in supporting their children

No.	Factor	Responses	Frequency	Percentage
01	Challenges faced by parents	<ul style="list-style-type: none"> • negative attitude • financial problem • responsibility burden 	20 60 20	20 60 20
		Total	100	100
02	How to overcome the challenges	<ul style="list-style-type: none"> • engaging them in meetings • home visits • sensitization 	60 20 20	60 20 20
		Total	100	100

Regarding whether parents face some challenges in supporting the education of their children who are blind, (60%) of the respondents mentioned that parents are faced with financial problem which prevent them from supporting them. In addition, (40%) of the respondents argued that parents are faced with responsibility burden as well as negative attitude.

Regarding the question of how to overcome the challenges parents face in supporting their children at school, (60%) acknowledged that the school and other stakeholders should engage the parents in meetings. (20%) said that there is need for sensitizing them on how to overcome those challenges. In addition, (20%) of the respondents said that there is need for the teachers to organize home visits to these parents. They should be encouraged to come up with small scale business ventures.

Parents and Teachers Support of the Education of Visually Impaired Learners

Objective four meant to ascertain whether relationship exists between teachers and parents in supporting learners who are blind in the school.

Head teacher's Response

Regarding the question of why parents and teachers should relate, the respondent said that it helps to improve the performance of these learners as well as getting relevant information about the child. It is therefore very important for the teachers and parents to work very closely to enhance the education of the visually impaired learner.

Concerning the question of how the school can promote parent-teacher relationship, the head teacher responded by saying that the school can organize parents' meeting so that parents and teacher can discuss issues related to education of these children. The parents and teachers Association (PTA) should organize educational tours involving the parents and teachers.

Teachers' Responses

Table12: Relationship between teachers and parents

No.	Factor	Responses	Frequency	Percentage
01	Why parents and teachers should relate	• To improve performance	50	50
		• Get relevance information	25	25
		• Monitor the child's progress	25	25
		Total	100	100
02	How to promote parents – teachers relationship.	• Home visit	25	25
		• Invitation for meetings	50	50
		• Providing report forms	25	25
		Total	100	100

This table presents the reason why relationship must exist between parents and teachers as well as how to promote the relationships. It is noted that majority of the respondents (50%) agreed that strong relationship must exist between parents and teachers in order to improve the performance of visually impaired learners. Whereas (25%) said that children progress can easily be monitored by parents if mutual relationship exist between parents and teachers. In addition,(25%) argued that relevant information can be obtained from parents if there is strong relationship between them.

On the question of how this relationship can be promoted, (50%) of the respondents that parents should constantly be invited in meeting so that they are they are able to know the teachers of their children. (25%) of the respondents representing (25%) acknowledged that home visit by the teachers is the key which in turn will prompt parents to visit the school too.(25%) also said that to promote good relationship between parents and teachers, teachers should always provide feedback inform of report forms to the parents about their children's progress.

Parents' Responses

Table 13: Relationship between Teachers and Parents

No.	Factor	Responses	Frequency	Percentage
01	Why parents and teachers should relate.	• To improve performance	60	60
		• Get relevant information	20	20
		• Monitor the child's progress.	20	20
		Total	100	100
02	How to promote parents-teachers relationship.	• Home visit	40	40
		• Invitation meetings	40	40
		• Providing report forms	20	20
		Total	100	100

This table presents the reason why relationship must exist between parents and teachers as well as how to promote the relationship. It is noted that majority of the respondents (60%) agreed that strong relationship must exist between parents and teachers in order to improve the performance of visually impaired learners. (20%) Said that children progress can easily be monitored by parents if mutual relationship exist between parents and teachers. In addition (20%) argued that relevant information can be obtained from parents if there is strong relationship between them.

On the question of how this relationship can be promoted (40%) of the respondents acknowledged that home visit by the teachers is the key which in turn will enable the parents to visit the school too. (20%) also said that to promote good relationship between parents and teachers should always provide feedback inform of report forms to the parents about their child’s progress.

Pupils’ Reponses

Table 14: relationship between teachers and parents

No	Factor	Responses	Frequency	Percentage
01	why parents and teachers should relate	• to improve performance	60	60
		• get relevant information	20	20
		• monitor the child’s progress	20	20
		TOTAL	100	100
02	How to promote parents-teachers relationship	• home visit	20	20
		• invitation for meetings	60	60
		• providing report forms	20	20
		Total	100	100

This table presents the reason why relationship must exist between parents and teachers as well as how to promote the relationship. It is noted that the majority of the respondents (60%) agreed that strong relationships must exist between parents and teachers in order to improve their performance. Whereas (20%) said that children progress can easily be monitored by parents if mutual relationships exist between parents and teachers. In addition, (20%) argued that relevant information can be obtained from parents if there is strong relationship between them.

On the question of how relationship can be promoted. (60%) of the respondents said that parents should constantly be invited in meetings. (20%) of the respondents acknowledged that home visit by the teachers is key which in turn will prompt parents to visit the school too. Another (20%) also said that to promote a good relationship between parents and teachers, teachers should always provide feedback inform of report forms to the parents about their child’s progress.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Introduction

In this chapter, the main focus was on the discussion of the findings, drawing conclusions and making recommendations.

Discussions of Findings on Objective One

Objective one was meant to find out if parents are involved in the education of their children who are blind.

The key finding in this objective was that parents were not involved in the education of their children who are blind and in St. Francis School for the blind (66.7%).

In St. Francis School for the blind, parents are not involved in the education of their children and their efforts tend to be over shadowed by parents who are supportive to the education of their children. This study is therefore conducted at the opportune time to shed light on what should be done to ensure that parents are involved in supporting their children in schools for visually impaired learners in Kenya.

Lamb (2009) states that in the most successful schools, the effective engagement of parents has a profound impact on the children's progress and therefore something should be done to ensure the parents are involved in the education of their children.

Discussion on Findings on Objective Two

Objective two was meant to find out how parents are involved in the education of children who are blind.

The key findings on how parents are involved in the education of children who are blind are that, parents are responsible for paying fees and providing scholastic materials. This was revealed by 10 respondents representing (66.6%)

This finding is in line with research conducted by Enterprise City school (2015), which asserts that the more parents participate in school of their children in a sustained way, at every level in advocacy, decision making, as fundraisers, providers of scholastic materials as well as home teachers- the better for students achievement.

In St. Francis School for Blind, most of the parents seem to be fully aware of their roles of financial contribution as well as providing scholastic materials. However, what is on the ground is quite theoretical, the participation of parents in the education of their children is still wanting. However, if parents continue to be engaged as fundraisers and also providers of scholastic material meaning fully, the finding is most likely to bridge the existing crucial gap in parental involvement in St. Francis School for the blind.

Discussion of the Findings in Objective Three

Objective three was meant to establish the challenges parents face in supporting education of their visually impaired children.

The key findings in this study indicate that parents still have serious challenges of negative attitude from school and the entire community at large as indicated by 7 respondents representing (46.7%).

This study is supported by Whitaker (2007) which states that negative attitude and embarrassment is one of the reasons for lack of parental involvement. Parents would not serve much desire to return to a place that only serves to remind them of their weakness and failure.

Another finding in this objective reveals that the same percentage of the respondents that is (46.7%) have a challenge of financial problem. This finding agrees with Thurston and Navarrete (2003) which adds that the impact of poverty; poor parents are far less likely to be involved in school based activities.

These findings still leave the school in a very big dilemma as most parents of children who are blind are poor and are faced with negative attitude which puts the learning of these children wanting. Hence the need of everybody's effort to ensure they needed learning. A part from the parents, the siblings, relatives, stakeholders and the local community should be involved in the Education of the visually impaired learners.

Discussion of Objective Four

Objective four was meant to ascertain the relationship that exists between teachers and parents in supporting learners who are blind in school.

The key finding in this area of study indicates that teachers and parents need to co-exist in order to improve the performance of these learners are revealed by 7 respondents representing (47%) this finding is supported by Blog (2015) which states that the lack of parental involvement lowers teachers morale. Pupils benefit from parental involvement and partnership with teachers because involvement parents develop greater appreciation for the challenges that teachers face in the classroom with their children hence becoming motivated to help these learners perform well.

This study reveals that for a better performance of learners who are visually impaired, parents and teachers need to work as partners.

Conclusion

Arising from the decision of the research findings, it can be concluded that parents should get involved in the education of their children who are visually impaired by paying fees and providing scholastic materials since these are the basic necessities for any child's learning. This will enable the children to become self-reliant and live independently. In addition, regardless of the challenges parents go through such as negative as well as financial problem, parents and teachers should work as partners. This relationship will lead to improve performance of learners who are visually impaired.

Recommendations

With the findings and relevant conclusion drawn, the following recommendations are necessary as established by the objectives that guided the study.

.Parents should be encouraged to support their children at school by paying fees and providing scholastic materials.

.School administration should involve parents in school activities/decisions that concern their children.

.Parental involvement should be strengthened so as to promote better education of all the learners in the school.

.Parents should be motivated to offer continued support to their children.

.All stakeholders should ensure that they help parents overcome the challenges they face in supporting education of their children.

.There is need for continued sensitization of parents and other community members for change of attitude.

.There is need to establish strong relationship between the parents and teachers for effective studies of these learners.

.School administration should ensure that follow up of these learners are made to their different localities in order to strengthen parent-teacher relationship.

Suggestions

For better involvement in education of visually impaired learners by parents the following suggestions are hereby made:

- .The school should organize meeting for parents periodically to emphasize their roles.
- .The school authority should organize home visits to strengthen parental partnership with the teachers.
- .There is need for continuous awareness creation to sensitize parents on their roles.
- .There is need to involve the local council authorities to ensure that parents of visually impaired pupils are reached out so as to get closer to the education of their children.
- .The study was carried out on small scope basing on few respondents. The finding may not be enough to reveal all the necessary information.
- .Therefore the researcher further suggest that a wider scope with more respondents so as to get enough data to establish the level of parental involvement in the education of children who are visually impaired.

REFERENCES

- Beaker, G(2014). **The roles of parents – Involvement in children’s Academic**. USA: Pearson - Publishers.
- Bruce, L & Berg W (2009). **Qualitative Research Methods for the Social Science**. Boston: Pearson Publishers.
- Crewswell, J (2009). **Research Design, Qualitative and Quantitative and mix methods approaches** London: Sage Publication.
- Dalton, MJ (2010). **The Roles of Parents – Supporting your Learners**. London: Sage Publication.
- Dixon, A.(1992) Parents: Full partners in the decision making process. NSSP-Bulletin 76(543)
- Ellis T.J & Levy Y.(2012). **Data source for scholarly research: Towards a guide for novice researchers**. Canada:Frontiers in Education Conference.
- Enterprise City Schools (2014-2015). **School in sites**.New York: Pearson Publishers.
- Gillham, B(2008). **Developing a Questionnaire 2nd Edition**.London UK: Continuum international Publishing Group Limited.
- Heward (2009).**Exceptional Children – An Introduction to Special Education**.USA : Pearson Prentice Hall.
- Hornby, G.(2011. **Building Effective School- Family Partnerships**. New Zealand: Springer Science & Business Media.
- Jernigan, K.(1995). **National Federation of the Blind**.Michigan:Information Age Publishing.
- Koul, L(1997) **Methodology of Education Research(3rd Edition)**.Dehil: Vikas Publishing House PVT Ltd.

Leoni, M. (2013). **Supporting the Visually Impaired Learners** SNE magazine (18th Sep 2013) V3, Pg 11.

Mellenberg, G.J (2008). **Test and Questionnaires: Advising on Research Methods**. Netherlands: Johannes Van Kessel Publishing.

“Merriam –Webster” **Case Study**. (www.merriawebster.com magazine 2016).

Polit D.F & Hungler B.P (1999). **Journal of Nursing Research: Principles of and Methods** (6th Edition). Philadelphia: Sage Publication.

Rangarajan & Shields (2013). **A play Book for Research Methods**. London: Stillwater New Forum press.

Rick Y. (2006). **The Rationale of sampling** (4th Edition). New York: Merrill Publishing Company.

Ronald, F (2009). **What parents can do for their kids**- CNN. Com

Thomas, G. (2011). **How to do your case study**. London: Sage Publication.

Wall, K. (2011). **Special Needs and Early Years: A practitioner Guide**. London: Sage publication.

Yin, R.K (2009). **Case Study Researching and methods**. London: Thousand Oaks, Sage Publication Limited.