

**PERSPECTIVES OF PARENTS ON SOCIO-EMOTIONAL CHALLENGES FACED IN
EDUCATING LEARNERS WITH HEARING IMPAIRMENTS**

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ABSTRACT

Every child has a right to free and compulsory education at Primary and Secondary levels. The same rights are accorded children with hearing impairments. Further, parents have a right to choose the kind of education to be given to their children. The purpose of this study was to establish the perspectives of parents on socio-emotional challenges faced in educating learners with hearing impairments in Kenya. This study adopted a qualitative research approach and a case study research design and was informed by the Social Model of Disability as propagated by Union of Physically Impaired Against Segregation (UPIAS). The target population was 177 comprising 150 parents of learners with hearing impairments, 26 teachers and 1 Quality Assurance and Standards Officer. The study employed purposive and saturated sampling techniques to select a sample size of 30 parents, 13 teachers and 1 Quality Assurance and Standards Officer. Data was collected by use of interview schedules, focus group discussion guides and document analysis guide. Trustworthiness was established by use of detailed report of the process within the study, member checks and overlapping methods. Data was analyzed using thematic analysis technique as proposed by Braun and Clarke. The study established that: most parents of learners with hearing impairments held the view that both they and their children suffered discrimination and misunderstanding on account of hearing impairment, parents and children often had conflict related to poor communication and parents could not effectively discipline their children with hearing impairments because of lack of language of communication. Recommendations of this study were that parents and the society be sensitized on the rights of learners with hearing impairment and parents be encouraged and facilitated to learn sign language. The findings of this study may be useful to educators in understanding the perspectives parents have on socio-emotional challenges of educating learners with hearing impairments and therefore put in place relevant support systems.

Key words: Hearing, Impairment, Parents, Learners, Stress, Emotion, Socio-emotional, education

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