

**TRANSITION FROM PRIMARY TO POST PRIMARY EDUCATION IN UGANDA:  
The Case of Learners with Impaired Hearing**

**Bonaventure Wasswa Ssebyanzi**

**RM 17 P02/003**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR  
OF PHILOSOPHY IN EDUCATION ADMINISTRATION AND MANAGEMENT OF UGANDA  
CHRISTIAN UNIVERSITY**

**August, 2024**



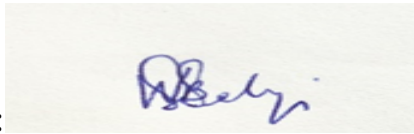
**UGANDA CHRISTIAN  
UNIVERSITY**

*A Centre of Excellence in the Heart of Africa*

## DECLARATION

I, Ssebyanzi Bonaventure Wasswa, do declare that this is my work and it has never been submitted in any University or Institution of Higher Learning for any academic award.

Signature:



Date: 10<sup>th</sup> August, 2024

## Approval

This work has been submitted with our approval as the supervisors:

Signature:



Dr. Mary Kagoire Ochieng

Date: 13<sup>th</sup> August, 2024.

Signature:



Date: 11<sup>th</sup> August, 2024.

Dr. Wilson Eduan

## ABSTRACT

In developed countries, the education of learners with hearing impairments was mainly started by families struggling to empower their children, and in Uganda, it was started by an individual. However, learners' progress from one level to the other was not satisfying, and analysis showed dwindling numbers from primary to post-primary levels. Using Schlossberg's transition theory, this study intended to identify issues related to the transition from primary to post-primary education. The four constructs of the theory, support, situation, self and strategy, also formed the study's objectives. The study was qualitative and used a phenomenological design. The primary study tool was interviews administered to all respondents. The study targeted hearing-impaired learners as main respondents in their special primary schools, though later also post-primary institutions that learners joined were considered. The other respondents were teachers, education officers, and parents.

Support to the learners was mainly provided by parents, NGOs, teachers, and fellow pupils. It was categorized into financial, pedagogical and emotional support. The findings revealed, among others, that most parents must do more for learners to transit; all NGOs had already left the areas. Thus, there was no guarantee of transition for most learners. The situation leading to the transition rotated on completing the seven years, doing PLE, and the poor performances barring the majority of them from transitioning to post-primary studies. The self of these learners were experiencing challenges, making them desperate. The stakeholders recommended setting up more post-primary institutions, integrating primary study content with skills, sensitizing parents more in SNE and availing information as some strategies to enhance transition.

## DEDICATION

This work is dedicated to my beloved father, the late Kaweesi Tibursio (RIP) and my loving mother Nalongo Namugga Maria for the love and firm foundation they laid down for my academic journey.

I also dedicate it to my mentors His Eminence Emmanuel Cardinal Wamala and the Very Rev. Mgr. Henry Kyabukasa (RIP) for being my source of inspiration. They always encouraged me to aspire for more.

## ACKNOWLEDGEMENT

In the first place, I thank the Almighty God who has enabled me to go through this study and for all the provisions. As a devotee of St. Jude, this was one of the desperate cases to which I give testimony to our patron.

I take this opportunity to appreciate the guidance and support I have received from my supervisors Dr. Kagoire Mary and Dr. Eduan Wilson. I am also grateful to Dr. Stella Eduan whom I started with as my main supervisor but she left though her guidance remained.

In a special way I thank my great friends Dr. Mugerwa Juliana, Mr. Ssemakula Godfrey and Mr. Mutyaba John. The great support you accorded me pushed me a lot in all the works necessary to handle the study. I am also grateful to the group discussion colleagues with whom we journeyed and by God's grace we have all reached the end. Beloved comrades Faith, David and Annet you are a wonderful team. Finally, I must acknowledge the encouragement from my family. They were not very visible in the journey but they were part of it. Thanks so much and may the Almighty God bless you abundantly.

## TABLE OF CONTENTS

<b>TRANSITION FROM PRIMARY TO POST PRIMARY EDUCATION IN UGANDA: The Case of Learners with Impaired Hearing</b> .....	1
<b>DECLARATION</b> .....	i
Approval.....	ii
<b>ABSTRACT</b> .....	iii
<b>DEDICATION</b> .....	iv
<b>ACKNOWLEDGEMENT</b> .....	v
Table of Contents.....	vi
<b>LIST OF TABLES</b> .....	ix
<b>LIST OF FIGURES</b> .....	x
<b>ACRONYMS</b> .....	xi
<b>CHAPTER ONE</b> .....	1
<b>BACKGROUND OF THE STUDY</b> .....	1
1.0 Introduction.....	1
1.1 Historical Background.....	2
Legislations.....	8
1.2 Research Philosophy.....	10
Theoretical Background .....	11
1.3 Conceptual Framework.....	16
1.4 Contextual Background.....	17
1.5 Problem Statement.....	21
1.6 Purpose of the Study.....	22
1.7 Objectives.....	23
1.8 Research Questions.....	23
1.9 Justification of the Study.....	24
1.10 Scope.....	26
1.10.1 Geographical Scope.....	26
1.10.2 Content Scope.....	26
1.11 Significance of the Research.....	27
<b>CHAPTER TWO</b> .....	28

<b>LITERATURE REVIEW</b> .....	28
2.0 Introduction .....	28
2.1 Theory and Transition .....	28
2.2 Support systems .....	30
2.3 The Situation and Learners' Transition .....	42
2.4 The self and Learners' Transition .....	48
2.4.1 Self-concept of deaf learners at the completion of primary studies. ....	48
2.4.2 Self determination of deaf learners .....	55
2.4.3 Self esteem of deaf learners .....	57
2.5 Strategy and Learners' Transition.....	60
2.6 Literature Gap .....	67
<b>CHAPTER THREE</b> .....	69
<b>RESEARCH METHODOLOGY</b> .....	69
3.0 Introduction .....	69
3.1 Phenomenology .....	69
3.3 Research Design.....	71
3.4 Study Area .....	71
3.5 Study Population .....	73
3.6 Sampling and Sample Selection .....	78
3.7 Research Instruments.....	79
3.8 Data Quality Control .....	80
3.9 Data Analysis and Processing .....	81
3.9 Research Ethical Considerations .....	81
<b>CHAPTER FOUR</b> .....	83
<b>DATA PRESENTATION AND ANALYSIS OF FINDINGS</b> .....	83
4.1 Introduction .....	83
4.2 Development of Themes and Theme Categories.....	84
<b>4.3 TRANSITION SUPPORT SYSTEMS</b> .....	84
4.3.1 Financial Support.....	85
4.3.2 Pedagogical .....	97
4.3.3 Emotional Support .....	109
<b>Drawings to Compliment the above Findings</b> .....	117

<b>4.4 The Situation at Transition.....</b>	<b>123</b>
4.4.1 Duration .....	124
4.4.2 Changes and Transition.....	127
<b>4.5 The self at Transition .....</b>	<b>131</b>
<b>4.6 Stakeholders’ Perceived Strategies for Transition.....</b>	<b>149</b>
<b>CHAPTER FIVE .....</b>	<b>161</b>
<b>DISCUSSION OF STUDY FINDINGS .....</b>	<b>161</b>
<b>5.1 Introduction .....</b>	<b>161</b>
<b>5.2 The Support systems of learners .....</b>	<b>161</b>
<b>5.3 The Situation of Learners at Transition.....</b>	<b>167</b>
<b>5.4 The Self and Transition .....</b>	<b>170</b>
<b>5.5 Perceived Strategies .....</b>	<b>174</b>
General Model.....	178
<b>6.1 Introduction .....</b>	<b>180</b>
<b>6.2 Conclusions.....</b>	<b>180</b>
<b>6.3 Recommendations for Practice.....</b>	<b>185</b>
<b>6.4 Recommendations for Further Research .....</b>	<b>187</b>
<b>References.....</b>	<b>190</b>
<b>APPENDIX 1: Data Collection Tools .....</b>	<b>204</b>
<b>Appendix 2: Codebook for Data Analysis .....</b>	<b>224</b>
<b>Appendix 3: Informed Consent Forms.....</b>	<b>274</b>

## LIST OF TABLES

Table 1: Learners' Transition from Primary to Secondary .....	20
Table 2: Study Participants .....	79
Table 3: Classification of Learners and Parents .....	83
Table 4: Themes and Sub-themes .....	84
Table 5: Codes of The Study Participants.....	273

## LIST OF FIGURES

<b>Figure 1: Schlossberg Transition Theory 4Ss Millen et al (2019); Domaga\la-Zyśk &amp; Podlewska (2019)</b> .....	29
<b>Figure 2: Major Themes on Support Systems</b> .....	85
<b>Figure 3: Emerged Outstanding Themes on Situational Dynamics</b> .....	123
<b>Figure 4: Emerging Factors of SELF</b> .....	132
<b>Figure 5: Significant Antecedents of Perceived Strategies</b> .....	150
<b>Figure 6: Hearing Impaired Learners Transition Model</b> .....	179

## ACRONYMS

ARV.....	Antiretroviral (Drugs)
ASL .....	American Sign Language
BCE .....	Before the Current Era
C I .....	Cochlear Implant
CRC .....	Convention on the Rights of the Child
CSL .....	Chinese Sign Language
CWD .....	Child With Disability
dB .....	Deci-bells
DEO .....	District Educational Officer
DIT .....	Directorate in Industrial Training
EMIS.....	Education Management Information System
HIV / AIDS .....	Human Immune virus /Acquired Immune Deficiency Syndrome
HP .....	Hörselpedagog
PTA .....	Parents and Teachers Association
MOE .....	Ministry of Education
MDD .....	Music Dance and Drama
NGO .....	Non-Governmental Organization
NUDIPU .....	National Union of Disabled Persons of Uganda
NUWODU .....	National Union of Women with Disabilities of Uganda
PLE .....	Primary Leaving Examinations
PWD .....	Persons With Disabilities
SNE .....	Special Needs Education
SDT .....	Self Determination Theory
UBOS .....	Uganda Bureau of Statistics
UCU REC .....	Uganda Christian university Research and Ethics Committee
UN .....	United Nations

UNCRPD ..... United Nations Convention on the Rights of Persons with Disability  
UNCST ..... Uganda National Council of Science and Technology  
UNESCO.....United Nations Educational, Scientific and Cultural Organization  
UNICEF.....United Nations International Children’s Emergency Fund  
UPE ..... Universal Primary Education  
USA ..... United States of America  
USE ..... Universal Secondary Education

## CHAPTER ONE

### BACKGROUND OF THE STUDY

#### 1.0 Introduction

Children with hearing impairments are a section of a more significant segment called Children with Disabilities (CWDs). The challenges CWDs face at school are many, given the limitations imposed by the disability. The United Nations (2000) looks at disability as a restriction or lack of ability (resulting from an impairment) to perform an activity in a manner or within the range considered normal for a human being. In Uganda, The Persons with Disabilities Act (2006) takes disability to be a substantial functional limitation of daily life activities caused by physical, mental or sensory impairment and environmental barriers resulting in limited participation. The restriction can be manifested as a deficit of psychological, physiological or anatomical structure. It disturbs the proper functioning of a body organ, such as the eyes, ears, limbs, brain, and others. The degree of defect to the body organ is used to categorize such a disability as mild, severe or profound. Some examples of these defects include blindness, deafness, paralysis of the limbs, and mental retardation, among others (*Four Types of Disabilities*, n.d.). People raise questions concerning the causes of these disabilities. Before the scientific era that gives medical explanations, the defects were attributed to annoyed gods or disrespected taboos and traditions in East Africa (Stone-MacDonald & Butera, 2012). When CWDs, for example, those with hearing impairment, are enrolled for school, they require exceptional support. The research intended to examine the influence of the four constructs of Schlossberg transition theory on learners with hearing impairments in their transition to post-primary

education in Uganda. The following sections present the background of the study, statement of the problem, purpose of the study, objectives of the study, scope of the study, significance, and justification.

### **1.1 Historical Background**

The education of learners with hearing impairments was preceded by a coming together of people with hearing impairments that is traced to about 7000 years according to British history (Moffatt-Feldman, 2013). The first child with hearing impairments reported to have undergone education is a painter named Quintus Pedius, who is said to have died in 43 BCE at 13 years of age. Whereas Egyptians were known to have respected people with hearing impairments, the Romans and Greeks are remembered for having killed their infants who had disabilities. Around the 16th to 20th century, formal teaching of people with hearing impairments started in Spain and spread to other European countries and later to Africa.

Spain is believed by most scholars to have been the first country to develop an interest in the education of people with hearing impairments (Radić-Šestić & Šešum, 2012; Amoako, 2019). This belief was premised on the fact that their descendants with hearing impairments could not inherit their wealth because of their inability to make a will. This instigated the affluent families to empower their children with hearing impairment with skills to read and write. Some could employ a teacher to instruct them from their homes or organize to put them together at one place (home) where an instructor would meet them. With time, this slowly developed into a school and the origins of education for people with hearing impairments.

During the 17th century, the Benedictine monks developed and published a system of sign and finger spelling (Amoako, 2019). The developed system of signs made a significant impact and was widely used in European and American education systems. This prompted some families in Spain to have a tutor to teach their children with hearing impairments from home. With time, families in America have adopted this practice, whereby affluent families hire teachers to instruct their children with hearing impairments from home. However, many scholars had a challenge calling this gathering of children from the same family a school. As a result, they were only recognized as the first formally established school for people with hearing impairments in Spain in 1805. Although comparisons are made according to the years, some information points to a controversy over what was being referred to as a school. This study focuses more on what surrounds what was being given and how it was given.

Unlike Spain, where the instructor had children from the same family, in France, Abbé Charles-Michel de l'Épée (1712 and 1789) started the first school referred to as The National Institution for Deaf-Mutes located in Paris since 1760 (Zimmerman & Horejes, 2017; Amoako, 2019) with at least sixty students who were boys and girls from different families and used a signed-based approach of instruction (Amoako, 2019) as opposed to the oral-based one that was most common at the time. This attracted other people, especially fellow clergy, to come and learn from him. At the same time, he also opted to teach the students together instead of using an individual approach.

Whereas the motivating factor in Spain was literacy so as to be able to write a will, in France at the time, they had two major intentions. One, they wanted a person with hearing impairments to learn at least a trade for self-reliance. Second, considering the

time of enlightenment in France by the 18th century, knowing how to read and write (literacy) was very important for everybody (Zimmerman & Horejes, 2017).

China is another country worth mentioning concerning the origins and development of education of people with hearing impairment. The Chinese people with hearing impairments in 1931 started their school in Hangzhou called Wushan School of the Deaf, and it is historically noted for having had a solid academic curriculum, unlike the other schools established by the non-deaf people. By 1949, when the People's Republic of China was established, there were 42 schools for people with hearing impairments with at least 2,400 learners. The majority of these schools were privately owned by people with hearing impairments. However, they became public schools in the subsequent years. It should be noted as well that these schools had an influence of Christianity as a factor behind their establishment.

Drawing from the above, recognition can be made of the attempts in terms of approaches that were being made to ensure that proper instruction of these learners is achieved. At this stage, it is clear that there were two approaches for the education of people with hearing impairments: sign-based and oral-based pedagogies. The two proponents, l'Eppe from France and Heinicke from Germany, used various publications and followers to further the debate about these approaches (Zimmerman & Horejes, 2017). In China, when the first school for people with hearing impairments, called Chefoo School for deaf students, started in 1887 at Tungchow, it applied an oral approach to instruction as opposed to the manual one that incorporates Sign Language. However, a decade later, they recognized the use of Signed Chinese, referred to as Chinese Sign Language (CSL), and thus two approaches came to be used simultaneously.

Unlike Spain, France and China, America rightly deserves special consideration as the first country in those days to develop the education of people with hearing impairments to the level of a university, thus pointing to a possibility of transition from one level to another. This education of people with hearing impairments in America has roots in England (Zimmerman & Horejes, 2017) and France (Lane & Philip, 2006), though the development to the university level is their original initiative. The first school for people with hearing impairments, the Connecticut School for the Deaf and Dumb, was established in 1817 by Rev. Thomas Hopkins Gallaudet and Laurent Clerc at Hartford, Connecticut. Today, this institution that was formally referred to as the American School for the Deaf and was located in West Hartford, Connecticut (Bianca, 2021) has grown into a university commonly referred to as Gallaudet College/University.

Although the education of people with hearing impairment is characterized by small numbers in most countries, China changed this history because the schools established there always attracted large numbers of learners. The history of education of people with hearing impairments in China is traced from the work of Rev. Charles Rogers Mill and his wife, Annette Thompson Mills (Johnson, K. et al. 2009; Lytle, R. et al. 2005). They founded the first school for people with hearing impairments, Chefoo School for the Deaf, in 1887 at Tungchow.

Educating people with hearing impairments in the developed world started as an initiative of individuals or families but not governments. Often, a family would employ a teacher to instruct their child/children from home. The standard methods used were oral or manual, and later, both were used. They slowly started setting up schools and consequently grew

up to the university level. The number of learners was small many times, but China was the first to have large numbers and many schools. Eventually, they also started taking these learners to mainstream schools to study with others, particularly as a continuation from one level of education to another. Thus, they offered us a genesis of transition plus the present-day inclusive education. In that same respect of studies, America was seen as the one with transition attempts since they even set up a university.

In Africa, this education is considered along the approaches employed to ensure proper instruction of the beneficiaries, which could implicitly enable them to grasp the study materials well and progress (transition). The first traces of education of the people with hearing impairments mainly were Christian missionaries, for example, in Zimbabwe, where an individual missionary founded the Henry Murrah School of the Deaf at Pamushana, Zimbabwe, in 1948 (Amoako, 2019). The oral and manual instruction approaches were employed, and in some places, they were used concurrently.

In Africa, the consideration of this education is made along the approaches that were being employed to ensure proper instruction of the beneficiaries which could implicitly not only enable them to grasp well the study materials but also to progress (transition). The first traces of education of the people with hearing impairments were by mostly Christian missionaries for example in Zimbabwe where an individual missionary found the Henry Murrah school of the deaf at Pamushana, Zimbabwe, in 1948 (Amoako, 2019). The oral and manual approaches of instruction were employed and in some places they were used concurrently.

In South Africa, a group of missionaries of Irish Dominican Nuns and the Dutch Reformed Church established the first school, Dominican Grimley Institute for the Deaf, at Cape Town in 1863 (Storbeck & Martin, 2010). They instructed learners using sign language (Amoako, 2019; Parkin, 2010), while those from Germany employed the two-handed European alphabet. However, this sparked conflict between the oral and signed (manual) modes (Gertz & Boudreault, 2016), which later saw the signed mode marginalized (Storbeck & Martin, 2010). Many other schools continued to be opened in other parts and adopted different modes of instruction, either manual or oral (Gertz & Boudreault, 2016: Storbeck & Martin, 2010).

The missionary groups enlarged their areas of operation by even getting to Zimbabwe by 1947, where Jairos Jiri Association established Jairos Jiri schools in the 1950s to care for people with hearing impairments (Mutswanga & Sithole, 2014). Despite these efforts of the original establishment, the care and provision of education for people with hearing impairments remained in the hands of the missionaries. At the same time, the government did only a minimum depending upon requests. This situation showed some lack of coordination between the people who were teaching children with hearing impairments and the government (Musengi et al., 2013), and this remained the state of affairs not until the 1987 Education Act and the Persons with Disability Act of 1992 came into force and led to some harmony (Mutswanga & Sithole, 2014).

In West Africa, similar initiatives were driven by precisely one individual missionary, Rev. Andrew Jackson Foster (1927-1987), who was also a person with hearing impairments and a graduate of Gallaudet University USA (Amoako, 2019). He opened up schools and moved across countries such as Ghana, Nigeria, Togo, Chad, Benin, Senegal and others (Amoako, 2019; Asonye & Edward, 2022; Runnels, 2017;). The schools used both oral and manual

approaches to instruction, and this attracted a large number of learners. In addition to basic education, the entrepreneur supplemented this with an institution for training teachers/instructors, which formed the highest level of education within this field of learners with hearing impairments.

In Uganda, the initiative to start the education of people with hearing impairments still came from an individual, Mrs. Julia Lule, who started the first school called Uganda School for the Deaf, located at Ntinda, Kampala, in 1960 in partnership with Buganda Kingdom government, the association of the people with hearing impairments and Church of Uganda. The school started at Mengo Primary School, then moved to Namirembe Infant, and finally, to its current location of Ntinda in Nakawa Division, Kampala. Consequently, there are now at least 14 recognised primary schools for people with hearing impairments in the different parts of the country, with only two secondary schools, Mbale Secondary and Wakiso Secondary Schools of the deaf (<http://www.julialulefoundation.org/>).

Since there are still only two secondary schools in the country, those who graduate from these primary schools try to join either inclusive/mainstream secondary schools or vocational training institutions or just remain at home. The historical overview has revealed that the initiatives to establish these schools have always been by individuals or organisations. Governments in most places have always taken time before getting involved in these works.

### **Legislations**

A series of legislations towards equal opportunity to education have been done from the international scene. The Universal Declaration of Human Rights (Assembly, 1948) was the

first to be promulgated. With this milestone, people became more aware of who a human being is without considering the limitations of each. As a result, more legislation has come into force to protect the rights, especially the right to education, of marginalized groups, including those with disabilities. These legislations include The Convention on the Rights of the Child (UN, 1989), The Jomtien World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs (United Nations Educational & Organization, 1994) (UNESCO, 1990), The Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994), The Dakar Framework for Action (UNESCO, 2000), The Convention on the Rights of Persons with Disabilities (UN, 2006) and others.

Apart from international legislation, there are also several national ones meant to safeguard the rights of every citizen, including those with disabilities. The Constitution of the Republic of Uganda (1995), in Article 21, declares equal rights to education for all people without excluding those with disability of all forms. In Article 32, the state commits itself to affirmative action for marginalized groups for different reasons, including disabilities. Article 35 explicitly mentions that PWDs have rights and that the state guarantees the full realization of their potential in life (Kirumira, 2016). This legislation was closely followed by the Children's Act of 1996, which is categorical in its emphasis that all children in the country must be educated. As the state fulfils its role, parents are urged to ensure all children attend school (Ojijo, 2014). Another legislation particular to PWDs is the Persons with Disabilities Act (2006). In section 5 of this Act, the government committed itself to providing education to PWDs, including setting up special schools where inclusive education fails to work.

## 1.2 Research Philosophy

This study adopted a constructivist and in some instances, interpretivist philosophies aligned to the position of a relativist ontology and a position of a subjectivist epistemology, in accordance with Denzin & Lincoln (2011).

*Constructivist philosophical paradigm*; is a research approach that affirms that people make their meaning plus knowledge of reality by experiencing phenomena and analyzing those experiences. It depends on the basis that social reality is an outcome of procedures that people always employ to make sense of their usual involvements and situations. According to Adom et al (2016); Blaikie (2011); Wella (2015), constructivists believe that understanding human action requires the researcher to understand the meaning embedded in the particular actions. Constructivism promotes diverse viewpoints and encourages learners to reflect on their work, evaluate and identify intermediary skills to attain knowledge based on their transition needs.

On the other hand, *Interpretivism*, according to Alharahshel & Pius (2020), is a philosophical school of thought that sets emphasis on recognizing, understanding, constructing and therefore interpreting the experiences of the people's meanings to issues - psychological and social behaviors. It is a promoter of qualitative data involvement in the research process. Consequently, the principles of interpretivism embrace people's abilities to create meaning of their experiences and their capacity to interpret their experiences. So, because interpretivism encircles the prominence of interpretation and subjective meaning - making it is one of the essential frameworks to provide, understand

and explain human experiences that are normally complex in nature and also, contextualizing phenomena.

According to Alharahshel & Pius (2020), interpretivism, therefore, assumes that the life of a rational human being can only be comprehended from her or his within because it is the individual who can ably comprehend one's consciousness - implying that human beings should not simply be coerced as puppets which react to social and physical forces; the way positivists perceive reality. Secondly, the social world does not "exist" without the knowledge of human beings; interpretivists believe in internal reality, though they do not accept that there is an independently knowable reality. Thirdly, viable studies should be undertaken using qualitative methods, such as case studies, trend, historical and legal analyses, etc. Fourth, acceptable research must be based on grounded theory techniques and lastly, on the research design, interpretivism believes in no particular right/correct path to knowledge, and no special method that automatically leads to intellectual progress. Therefore, as this study considers the understanding of experiences of the primary respondents (learners) about support systems, this philosophy was chosen as the most appropriate to guide it.

### **Theoretical Background**

Within the realm of the constructivist and interpretivist schools of thought, this study was then underpinned by Nancy Schlossberg's Transition Theory (1995) because it sought to construct and interpret the learners' experiences and views, particularly in regard to barriers onto transition. Although the theory originally described adults in transition, learner development theorists have also adopted the theory to provide an understanding of learners' transition challenges. Schlossberg's Transition Theory was chosen for this

study because it was developed from the constructs of support, situation, self and strategy (Powers, 2010; Coccarelli, 2010; Lee, McCoy, Zucker, & Mathur, 2014; Winter, 2014; Rall, 2016) also deemed central in the current study.

Schlossberg developed this theory to enable scholars to understand how people experience the various transitions in life. This resulted from the realization that even after adolescence, a human being is still subject to various changes that require adaptation (Schlossberg, 1981). The theory includes a characterization of transition, different forms of transition, the transition process, and factors that influence transition. According to the theory, transition refers to processes that change the ways in which some activities are performed. Lindstrom (2019) broadened this to become a whole process involving not only activities but also assets.

In this work, transition specifically refers to the move that learners experience as they change from primary to post-primary studies. Although transitions provide opportunities for growth and development, a positive outcome cannot be assumed for all individuals involved (Sargent & Schlossberg, 1988; Schlossberg et al., 1995).

Schlossberg's theory connotatively suggest salient types of transition for learners with hearing impairment - transitioning from primary to secondary school - major life events that result in changing roles during an individual's lifetime; anticipated transitions, exemplified by events such as graduating from primary school, attending secondary school, getting married, having children, starting a new job, or retiring (Schlossberg et al, 1995).

Although students with learning disabilities anticipate the academic transition from primary to secondary school, they seem to remain unprepared for many social and emotional situations they encounter in the transition process. Many of these learners fail to cope with leaving behind family, friends, and other valued support groups. They delay to adjust to new social settings and environmental challenges (Kosine, 2006). To help these students transition to higher education successfully, professionals working with this population of students need to understand the unique challenges and incorporate appropriate programming resources to help the learners overcome them (Kosine, 2006).

This theory uses four Constructs, often referred to as the 4S - support, Situation, Self, and Strategy. Schlossberg et al. (1995) note that an individual's situation is the combination of various aspects that occur when a person changes from one level to another. These may include the time, duration, control, trigger, previous experience and others (Anderson et al., 2012). Each transition, whether an event or non-event, is different. How these factors impact the individual and how an individual perceives the transition will determine how the transition is handled (Merriam, 1998; Sargent & Schlossberg, 1988). An individual who views the transition as a positive or neutral situation may be better equipped to handle it than someone who perceives it negatively (Sargent & Schlossberg, 1988). Research indicates that planning to transition from primary to subsequent advanced levels in a learner's academic journey is rewarding and effective. It is influenced by several variables including the self and support to an individual, plus the strategies employed to aid smooth transition (Belch, 2005; Kosine, 2006; Milsom & Hartley, 2005).

*Schlossberg's self* pertains to the person involved in the change process and the personal, demographic and psychological aspects around him/her, e.g. gender, age, health, values, and others (Anderson et al., 2011). The personal and demographic characteristics shape how an individual perceives what happens in his or her life (Merriam, 1998). Schlossberg et al. (1995) cite that these factors directly influence how individuals see their lives and their actions. Learners with hearing impairment may be unable to successfully cope with the transition to post-primary education because of personal issues presented by these factors and their impairments (Milsom & Hartley, 2005; Troiano et al., 2010).

*Support*, according to Schlossberg et al. (1995) is a construct adduced to resource provisions and supportive structures and systems - regarded critical in handling stress and the transition process. In this study, support is seen in connection with support systems. The Britannica Dictionary considers support systems to be a collection (or network) of people who can help an individual with material resources and even non-material ones like encouragement. On the side of learners with hearing impairments include teachers, parents, Special Needs experts, mentors, role models, medical personnel and others. support is comprised of three facets: types, functions, and measurements. Schlossberg's four types of support are intimate relationships, family units, networks of friends, and the institution and communities to which the individual belongs. Learners with hearing impairments need support from their academic institutions to cope with the transition from primary to post-primary. They also benefit from involvement in a community of learners with similar disabilities (Milsom & Hartley, 2005; Skinner, 1998).

The support systems' function is to help the individual take advantage of psychological resources, overcome emotional obstacles, and provide extra support in overcoming transitional changes (Schlossberg et al., 1995). Evans, Forney, Guido, Patton, and Renn (2010) identify the functions of social support as incorporating affect, affirmation, and aid. Affect is an expression of admiring or liking, whereas affirmation is an expression of agreement. Social support measurement refers to identifying the types of support present in an individual's life during a transition. Support can be classified as stable support, role-dependent support, and support likely to change (Schlossberg et al., 1995). Learners with hearing impairments seek various forms of support. Many of these learners receive support from their parents, friends, religious figures, counselors and staff. In her study on parents' perception of students' transition, Moore (2012) states that many students cite parents as a primary support system while in primary school and can continue to benefit from this support while in secondary and college.

*Strategies*, refer to the responses a person makes so as to cope with the changes e.g. managing the stress that transition brings and searching for more information about the situations (Anderson et al, 2012). Strategies are coping-responses that people utilize in order to avoid pain associated with the transition process (Pearlin & Schooler, 1978). Coping responses can be categorized as those that modify the situation, those that control the source of the problem, and those that help manage stress after the transition. Individuals can also use four coping modes with these responses: information-seeking, direct action, inhibition of action, and intrapsychic behavior. Contrary to these individuals (learners' with hearing impairment) may have trouble utilizing coping responses and modes during transitions. Some depend on their teachers and institution for appropriate

strategies that fit their learning style, personality, disability, and unique transitional situation (Milsom & Hartley, 2005; Schlossberg et al., 1995; Skinner, 1998).

### **1.3 Conceptual Framework**

This study employed various concepts, some of which were explicit, whereas others were implicit. This section gives some of those concepts and what they meant in this study.

According to the Persons with Disabilities Act (2006), a disability is a recognizable challenge to a person's body organs' normal function in supporting life and other performances. In this work, the term was used concerning what limits a person to do correctly, e.g., a deaf person has a hearing disability, a lame person has a physical disability, and a blind person has a sight disability.

Hearing impairment/Deafness is measured in decibels (dB), which helps to establish its degrees like mild, moderate, severe and profound. Some people are taken to have a mild degree of hearing loss (25dB to 40dB), followed by moderate (40dB to 60dB), then severe (60dB to 80dB) and profound (80dB and above) (Goman & Lin, 2016; Meadow, 2022). This study used this term to primarily refer to those with severe and profound degrees of hearing loss, necessitating particularly special schools for learning as opposed to inclusive ones.

Post-primary Education refers to the level of education after class seven of the primary level in Uganda. According to the Uganda Post-primary Education Sector Report (2002), it includes the academic secondary school sections of both lower (S1 to S4) and upper (S5 to

S6), plus the vocational training and farm schools that equip learners with skills like carpentry, tailoring, home economics, mechanics, animal husbandry and others.

According to Schlossberg's theory, transition refers to processes that change the ways of performing some activities. Lindstrom (2019) broadens this to include a whole process that involves not only activities but also assets. In this work, transition specifically referred to the move that learners experience as they change from primary to post-primary studies.

#### **1.4 Contextual Background**

Although the precise number of CWDs is not known globally, estimates show that between 93 million and 150 million children aged under 14 live with impairments (UNESCO, 2015). Of these, 6.4 per cent reside in Sub-Saharan Africa (UNICEF, 2016). In Uganda, estimates show that the prevalence of children with impairments is about 13%, which is approximately 2.5 million children living with some form of impairment.

However, statistics show that the overwhelming majority of CWDs in developing countries are being deprived of access to education, with only around 2% of children with disability across the continent attending school (Federici et al., 2017; UNICEF, 2016). Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) emphasizes the need for the governments in all countries to guarantee the same access to education for all children in both primary and post-primary education. It also calls for decent accommodations plus the necessary support needed, which is the one befitting general education, to provide the required education for hearing impairments (*Global Partnership for Education, 2018—Google Search*).

In Uganda, the government is praised for its efforts to establish an inclusive context where learners with impairments and those without comfortably study together, as affirmative action policy recommends. For example, at the national level, traces of support for the education of CWDs are visible in the (*government white paper on education 1992 pdf*–*Google Search*, n.d.), where education is included among those rights to which every person is entitled irrespective of their differences in abilities, influence, gender, background or otherwise. Another instrument that Uganda ratified is the *Children’s Statute (1996)*, which also stipulates the responsibilities of the government and other partners involved in educating all children, irrespective of their differences. Additionally, *The Universal Primary Education (UPE, 1997)* had a special consideration for families with CWDs and stated that “children with disabilities (Special Needs) have a priority over normal children”. Later, in 2006, the government enacted The Persons with Disabilities Act to give legal protection to PWDs according to the 1995 constitution.

The prevalence of disability is still high, standing at 12.5% for persons aged two years and above, according to the National Population and Housing Census 2014 (UBOS, 2014). Estimates show that approximately 44% of households in Uganda include a person with a disability, while 13% have a person with severe disability. With respect to disability and education, the outcomes are not good. For instance, the country grapples with unsatisfying numbers of CWDs who enrol in schools and resist dropping out until the completion of given stages, e.g. primary education. It is surprising that even with the implementation of Universal Primary Education (UPE) together with Universal Secondary Education (USE), many CWDs do not attend school and a few transit from primary level to post-primary levels, notwithstanding the quality of education provided by these schemes

which has been defined by high rates of failures (*ISER, 2013—Google Search, n.d.*). It is reported that in Uganda, only 9% of PWDs within the school-going age bracket are enrolled in primary schools. This is an extreme comparison on the 92% of the national average. Nonetheless, of this 9% who enroll at primary school, only about 6% of them do manage to transit to post-primary level (UNICEF, 2014).

Among learners with hearing impairments, school enrollment levels many times tend to be very low. For instance, in Uganda estimates show that there are at least 300,000 children with hearing impairments. Unlike the general enrolment of learners within the UPE program that stands at around 92%, only about 9% of learners with hearing impairments enrolled under the UPE arrangement. Another aspect affecting this enrolment is that there is no system for identifying infants with hearing impairment in Uganda, which consequently leads to late enrolment of learners to their appropriate schools (UNICEF, 2012; ISER, 2013). Learners with hearing impairments that enroll late at school experience challenges in learning and using sign language unlike those who are exposed to it early enough in their school life (*ISER, 2013—Google Search, n.d.*), and also the variations in age can have emotional implications that can finally affect transition.

Notwithstanding the above, whereas inclusive education programmes in many countries, including Uganda, have managed to increase enrollment of CWDs in school, a number of issues still remain in Uganda. In particular, there are concerns about the quality of educational experiences and failure of many to transit to other levels when they finish primary education. Table 1 shows the number of learners with hearing impairments comparatively aligned with others with disabilities completing the primary level and

transited into the secondary school level for the period 2012 to 2016. The researcher only ended with 2016 since the data for the years thereafter were still partial.

**Table 1: Learners’ Transition from Primary to Secondary**

PRIMARY					SECONDARY			
Year	Total Enrolment	CWDs	Deaf	The deaf as %	Total Enrolment	CWDs	Deaf	The deaf as %
2012	8,328,640	197,391	56,398	28.5	1,251,507	8,403	1,777	21.1
2013	8,459,720	173,767	50,799	29.2	1,362,439	8,230	1,529	18.5
2014	8,772,655	162,517	47,455	29.2	1,391,250	7,930	1,608	20.2
2015	8,264,317	148,095	44,665	30.2	1,284,008	15,502	1,320	8.5
2016	8,655,924	178,450	48,775	27.3	1,457,277	8,494	1,859	21.8

*Source: Ministry of Education EMIS data (2012, 2013, 2014, 2015, 2016)*

Table 1 demonstrates that whereas the enrolments of learners with hearing impairments at a primary level range between 28% - 30% of the total enrolment, the enrolments at the secondary drop in the range of 18% - 21% per year. Even though the post-primary level is more than secondary alone, this sharp drop in enrolment at secondary schools (which are more accessible than the rest due to Inclusive Education) is a strong indicator of a common phenomenon even at other segments of the post-primary level. The claim that secondary schools are more accessible than other post-primary institutions is built on the reality that ordinarily, there are more secondary schools in localities than vocational training centres. Therefore, such secondary schools would only enhance their staff with sign language interpreters to make the school inclusive. On the contrary, there are not always many

local vocational training centres. This implies that few existing vocational training centres are automatically distant from learners with hearing disabilities.

Although transition difficulties have been blamed on a limited number of specialized schools for CWDs, there is limited empirical evidence on the exclusive system factors that hinder the transition of CWDs from primary to post-primary education. This study, therefore, sets out to examine the support systems, situation, self and strategies for the deaf in primary schools and how these can influence their transition to post-primary education.

### **1.5 Problem Statement**

Many developing countries in Africa, including Uganda, have embraced International Conventions, which call upon governments to provide education to all citizens irrespective of their limitations (Macharia, 2018). In 1990, Uganda implemented the Convention on the Rights of the Child (CRC), and later in 2008, the Convention on the Rights of Persons with Disabilities (CRPD). Several agencies have been actively involved in advocating for people with disabilities - many UN agencies including the World Health Organization, the United Nations Population Fund, and the Office of the High Commissioner for Human Rights, among others, have been running various programmes to benefit PWDs and CWDs in Uganda (UNICEF, 2014). Further, several non governmental organizations, e.g. National Union of Women with Disabilities of Uganda (NUWODU) and the National Union of Disabled Persons of Uganda (NUDIPU) also run disability programmes and interventions at various levels.

Despite all these interventional agencies in the country, the learners with hearing impairments still face rising challenges, especially in the area of educational transition

from the primary level to secondary level. According to the National Population and Housing Census 2014 (UBOS, 2014), more than 80% of learners with hearing impairment do not transition from primary to post-primary level of education (EMIS data of 2012, 2013, 2014, 2015, 2016). The data from the Ministry of Education (Table 1.0) demonstrates that whereas the enrolments of learners with hearing impairments at primary level ranges between 28% - 30% of the national total enrolment, the enrolments at secondary drop to a range of between 18% - 21% of the total enrolment per year.

Although research interest in the education of people with hearing impairments has been growing, few studies have focused on the transition of these learners from primary to post-primary level. Most research efforts have focused on macro inadequacies such as policy and resource levels (MacArthur & Kelly, 2004). This study, consequently, attempted to understand the barriers that impede the transition of children with hearing impairments from primary level to secondary school level of education in this country.

### **1.6 Purpose of the Study**

This phenomenological research aimed at exploring the meaning of the transition experiences of learners with hearing impairment from primary to post-primary studies in Uganda using Schlossberg's transition theory and also to develop a more viable model to enhance relevance and practicability while dealing with issues connected to the transition of these learners here in Uganda, and possibly elsewhere.

## 1.7 Objectives.

This study was guided by the following objectives:

- (i) To analyze the available support systems for transitioning learners with hearing impairments to post-primary studies.
- (ii) To study the situation that influences learners with hearing impairments to transition to post-primary studies.
- (iii) To explore how the self of learners with hearing impairments influences transition to post-primary studies.
- (iv) To explore stakeholders' perceived strategies for transitioning learners with hearing impairments to post-primary studies.

## 1.8 Research Questions

The study was guided by one pertinent question: “How has each of Schlossberg’s transition constructs contributed to the transition of children with hearing impairments from primary education in Uganda?” The study specifically endeavoured to answer the following specific questions.

- (i) How do available support systems of learners with hearing impairments influence their transition to post-primary studies?
- (ii) How does the situation of learners with hearing impairments influence their transition to post-primary studies?
- (iii) How does the self of learners with hearing impairments influence their transition to post-primary studies?

- (iv) What are the stakeholders' perceived strategies for transition of learners with hearing impairments after they complete primary studies?

### **1.9 Justification of the Study**

With respect to disability and education, Uganda grapples with unsatisfying numbers of CWDs (including those with hearing impairments) who enroll in schools and resist dropping out until the completion of given stages of studies, e.g. primary education. Even after the implementation of Universal Primary Education (UPE) and later Universal Secondary Education (USE), many CWDs do not attend school; only a few manage to transit from primary level to post-primary levels, notwithstanding the quality of education provided by these schemes which has been defined by high rates of failures (*ISER, 2013–Google Search*, n.d.). Subsequently, only 9% of PWDs within the school-going age bracket are enrolled in primary schools, an extreme comparison to the 92% of the national average. Nonetheless, of the 9% who enroll on primary school, only about 6% manage to transit to the post-primary level (UNICEF, 2014).

Among learners with hearing impairments, their school enrollment levels often tend to be very low. For instance, in Uganda, estimates show that there are at least 300,000 children with hearing impairments. Unlike the general enrolment of learners within the UPE program, which stands at around 92%, only about 9% of learners with hearing impairments enrolled under the UPE arrangement. Another aspect affecting this enrolment is that there is no system for identifying infants with hearing impairment in Uganda, leading to late enrolment of learners to their appropriate schools (UNICEF, 2012; ISER, 2013). Learners with hearing impairments who enrol late at school experience challenges in learning and

using sign language, unlike those exposed to it early enough in school (*ISER, 2013–Google Search, n.d.*).

Information from Ministry of Education EMIS data (2012 - 2016) demonstrates that enrolment of learners with hearing impairments at the primary level in that period was 29% of the total enrolment; the enrolments at the secondary dropped to an average of 18% in the five years. Even though the post-primary level is higher than the secondary level alone, this sharp drop in enrolment at secondary schools (which are more accessible than the rest due to inclusive education) is a strong indicator of common phenomena even at other segments of the post-primary level. The failure of learners to transition to the post-primary level of education is a great challenge that calls for everyone's concern.

Education aims to make its beneficiaries self-reliant; this is achieved by the skills learners are equipped with and the different professions people attain after their studies. The current content of our primary school study material is elementary. It lays a foundation for other training for particular skills and professions. Skills can be attained through a continuation of academics in secondary school and, finally, university studies or vocational training for a specific skill that one can use for income generation. Therefore, a learner who needs to transition after primary education remains redundant and unable to attain self-reliance. In this respect, this study on the transition of learners with hearing impairments is vital so that everyone knows that without this transition, the education accorded to them cannot lead to self-reliance.

## **1.10 Scope**

In this section, the geographical and content research scopes are accordingly highlighted

### **1.10.1 Geographical Scope**

The study was conducted in four regions of the country: Eastern, Northern, Western and Central. Each region has several districts, but the researcher chose one district in every given region with a school for learners with hearing impairments. Finally, the researcher used only one school from the available schools of learners with hearing impairments in a chosen district. The focus on areas with these schools was important in exploring the transition barriers of learners with hearing impairments and providing easy identification of such learners and all other people with knowledge about CWDs. Finally, it is worth noting that the study used schools from all the country's regions.

### **1.10.2 Content Scope**

Subscribers to the movement Education for All (UNESCO, 2000) aimed at creating equal opportunities for all learners by 2015, and consequently, the UN Convention on the Rights of Persons with Disabilities (2006) ensured that the rights of all learners were included in the extent that every individual receives the necessary support. In this respect, this study is concerned with the support, situations, and self together with strategies and how they influence the transition of children with hearing impairments from primary to post-primary educational institutions. The researcher focused particular attention on the support systems, the situations of learners, and the self of learners after primary studies and on the strategies employed by the stakeholders to ensure adequate transition from

primary to secondary level. The study will strive to establish how these factors influence the transition to the post-primary education level.

### **1.11 Significance of the Research**

It was recognized that findings that address the transition of CWDs from primary to post-primary were necessary in Uganda. These findings revealed critical areas that require government, school and community interventions to improve education enrolment, completion rates and transition of learners with hearing impairments from primary to post-primary levels of education. The findings will also be helpful to government policymakers at central and local government levels, international agencies, and NGOs in several ways. Findings on the influence of school support systems for students on transition will have essential implications on what happens in classrooms when children with hearing impairments enroll for primary education. The findings will have important questions on whether the different support systems, situations, and strategies affect the transition from primary to post-primary education for children with hearing impairments. This could pave the way for interventions that will ensure the transition to post-primary education and contribute significantly to the education outcomes of CWDs.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

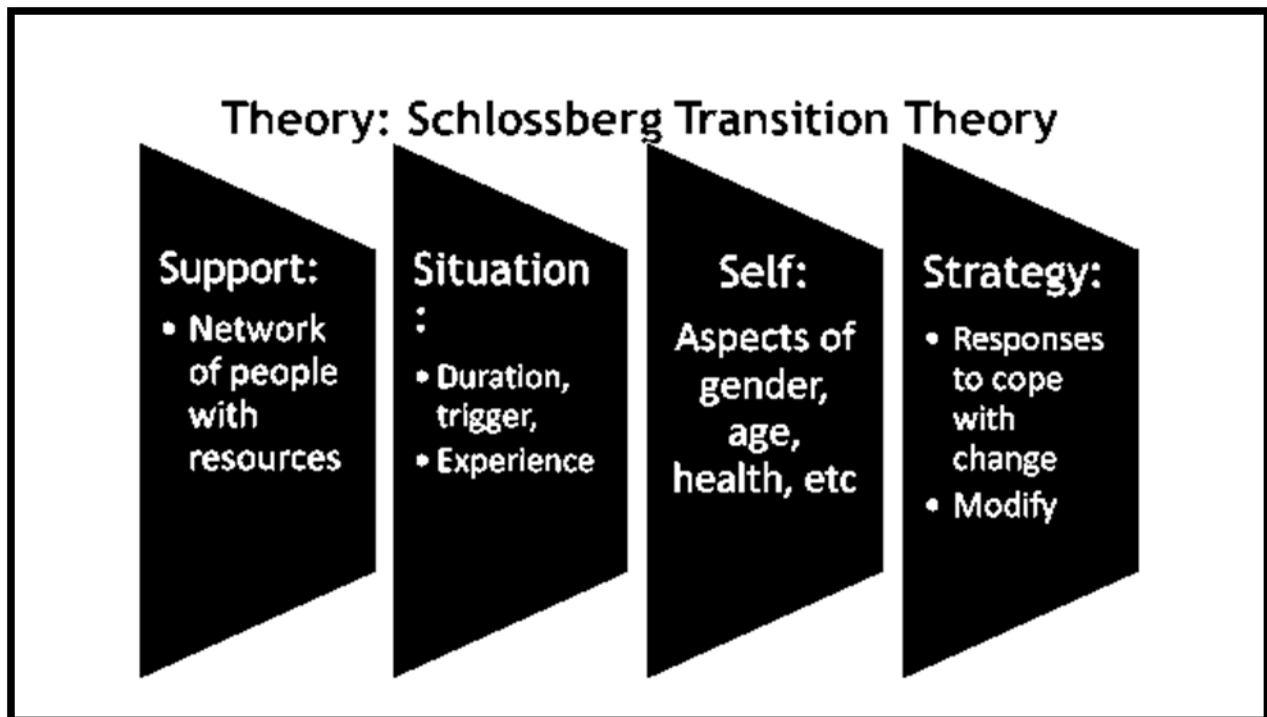
This chapter presents a review of literature that has been reviewed in accordance with the transition of deaf learners from primary to post-primary education. It has the theory of the study and the review of literature according to the different objectives; that is, to investigate the support systems for learners with hearing impairments for transition to post-primary studies, to examine the situation of these learners for transition to post-primary studies, to explore the self of learners for transition to post-primary studies, and to establish the strategies for transition to a post-primary level of learners with hearing impairments after primary studies.

#### **2.1 Theory and Transition**

Schlossberg looked at transition as any happening, or even a failed one that leads to modified interactions, schedules, presumptions and duties (Anderson et al., 2011). She categorized transitions into three: planned transitions, non-planned transitions and failed transitions. The planned transition can be predicted. For example, we can predict that after a learner completes primary school, s/he will join secondary school. The non-planned transitions are the ones that are not predicted or come by surprise. For instance, when a girl joins secondary school and gets pregnant during the course of her studies, it is a non-planned event. The failed transitions are those that were expected but did not happen. For instance, it is a failure for a student to sit for examinations and end up ungraded.

Schlossberg identified four significant sets of phenomena that influence a person in managing the changes brought about by a transition; support, situation, the self and strategies.

Figure 1: Schlossberg Transition Theory 4Ss Millen et al (2019); Domaga\la-Zyśk & Podlewska (2019)



These elements are sometimes called the 4 S's. Support particularly points to social support, which is a pillar in bringing together aspects like close relatives, acquaintances, colleagues, and community members facing transition stress. The situation involves aspects like the phenomena that start the transition, the time of the occurrence, the ability to regulate the change, role change, and duration. The next is the Self, which is concerned with the individual experiencing the change with defining aspects like wealth, community/tribal background, health, and others. Finally, there is a strategy concerned with players' responses to modify the situations to achieve (Millen et al., 2019), (Domaga\la-Zyśk & Podlewska, 2019). These responses may include confrontational

actions, barriers to actions, information seeking, and other behaviours (Evans et al., 2009).

This theory directly explains the transition in detail and even involves support, so it is the main theory used for the study.

## **2.2 Support systems**

According to the Ministry of Education (MOE, 2019), children with hearing impairments are young individuals whose age ranges from birth to 18 years (or 21 when they are still studying) with a permanent hearing loss that others technically call Auditory Neuropathy Spectrum Disorder.

Children with hearing impairments face many challenges in accessing primary education, making it very challenging to receive a quality education. Since the 1990s, countries have moved from an exclusive type of education (special education limited to only learners with a particular disability) to an inclusive education system which emphasizes enabling learners with disabilities to study alongside the rest of the learners in one classroom of a mainstream school (Phiri, 2021). A study (El-Zraigat, 2012) revealed the main challenges of learners with hearing impairments, including family-related, psychological, sociological, communicational, and study-related. The recommendation is to provide all learners, irrespective of their level of studies, with the essential services to enable them to attain the basics of life. However, Phiri (Phiri, 2021) asserts confusion because most learners with hearing impairments in mainstream schools (under the inclusive program) are challenged with communication as not all fellow learners, let alone the instructors, are grounded in sign language. These mainstream schools were an affordable choice for

many parents since the learners could commute from home. However, they have significant limitations in communication and safety as the learner uses busy roads every day. Due to safety reasons, the appropriate school for these learners is a Special primary school with boarding facilities, which, unfortunately, makes it very expensive for most learners from humble families.

Considering the value of support that a learner gets to enable them to transit, some scholars have dug deep into the social support given to families to enable their children to transit. The benefits of social support extended to families of children with hearing impairments are innumerable. According to various studies done in this respect, families with robust social support systems often can handle several challenges more effectively than families without such support. The benefits of this support rely considerably on the parent's resolve to raise a child with hearing impairments (Poon & Zaidman-Zait). In addition to the ordinary parental roles of raising children, there are more demands on those taking care of children with impairments. It is worth noting that parental roles towards a child with impairments come with more stress, most especially for parents without impairments who are raising a child with impairments.

According to Schlossberg, social support is primarily found in one's relatives, family circles, acquaintances, and the entire society (Evans et al., 2009). Support for deaf children transitioning to post-primary education is expected from their families (parents and guardians), fellow learners, and the school as an institution (Powers, 2010) with its academic and non-academic workers. Some studies dealing with support were reviewed, and the following are some of them.

To start with, (Holmström & Schönström, 2017) conducted a study using municipalities in Sweden to unveil the resources available to deaf students in mainstream schools. To serve PWDs well, Sweden has a resource person referred to as hörselpedagog (HP) at a local government level (like municipalities) whose services include following up on the proper support of deaf students in schools. This study employed two questionnaires and an interview. The first was a quantitative one emailed to all 290 municipalities. This was followed by a qualitative survey with semi-structured interviews involving 9 HPs and a questionnaire to 73 HPs. The study's findings revealed insufficient resource personnel for deaf students in schools. At the same time, there was no uniformity regarding what each municipality was offering to deaf learners. In some areas, these students receive many resources regarding teaching and the general environment, whereas in others, they hardly get what to use. In general, the type of support differs according to municipalities, schools, and teachers. It is worth noting that although this study was about resources available to deaf students, the researcher did not include people who are deaf or hard of hearing themselves among the participants. The availability of school resources falls under support from institutions and communities for deaf learners, given the transition. Let us consider another study.

The following study came from South Africa, where (Moloi & Motaung, 2014) set out to dig deeper into ways of improving the type of education being offered to learners with hearing impairments. They undertook the study at the University of Technology. The study's authors used a literature review to develop recommendations on the different aspects of the study concern. The study revealed that universities that enrol deaf students provide services to support their studies. These services include interpreting sign

language, taking notes, class instructions/teaching, using assistive devices, invigilation (Moloi & Motaung, 2014) and others. Taking notes during a lecture is vital for a student, but it can get complicated for a deaf student. Students must pay attention to an interpreter and a teacher's demonstrations. Thus, assistance is necessary. Assistance is the real-time captioning. This technological device translates a speaker's message into an electronic text as one speaks. The text is available on a screen for a while and can be printed. If these support services (sign language interpreting, taking notes, plus time captioning) are provided in every school, it would enhance the quality of their education, motivate learners with hearing impairments, and ensure growth in transition to higher levels.

Another research was done in Kenya by (Joel et al., 2013), who intended to reveal the availability of support services and other resources that benefit deaf learners in mainstream schools in Kakamega County. The study used a descriptive survey design that involved learners with hearing impairments, learners who hear well, and teachers and head teachers as participants. The data collection tools included questionnaires and interviews. Descriptive statistics was used for quantitative data, and categories of themes and sub-themes were used for qualitative data.

The main findings indicated a presence of Special Needs teachers, but the role models needed to be increased. These teachers were mainly trained through in-service programs. There were services of individualized coaching plus audiological assessments but no interpretation services. Also, instructional materials were available, but the textbooks needed to be sufficient for the learners. It was also noted that learners had hearing aids

obtained mainly from parents and a few from donors/organizations. A reasonable attempt was made to support deaf learners in mainstream schools. The presence of role models needed more emphasis to achieve transition because their presence convinces these learners that it is possible.

At the same time, another study by the Speech-Hearing Association focused on how important it is to have the ability to hear all speech sounds for one's growth of speech, knowledge of a specific language, communicating with others, and studying. They point out a significant implication of delaying the diagnosis of a child's hearing loss: the effect of under-development, especially the ability for studies. Then, if the hearing challenge is identified early in a child's life, the recommended interventions would begin early, and loss in language development would be avoided (McKee et al., 2022); (ASHA, 2022). The same study also reports on hearing rehabilitation, which entails providing training and treatment to people with hearing impairments to improve their listening and sound detection. This process relies on using assistive devices according to the technology of the time (ASHA, 2022). When their hearing is enhanced, the learners can follow the teachings and consequently transition to the next level of studies. The school first identifies the specific needs of every particular learner through the prior interactions the parents get with teachers before the commencement of learning. This is vital for teachers and parents to help the learners accordingly. Apart from this, an aspect of parents' involvement was considered.

Okatch (2011) highlighted aspects that make it expensive to work to finance Special Needs Education. These include transportation (as these schools are not as many as the others),

the teacher-pupil ratio calls for more staff, specialized support staff, boarding facilities, exceptional pupils' supplies, medical facilities (like hearing aids), and others. Put in perspective, an aspect like transport has the following implications. First, learners with hearing impairments are at risk of moving every day on the road since they are limited in hearing vehicles and other road users. Second, as their schools are not many, even taking them to a boarding school calls for some reasonable bus fare between home and school. In other circumstances, it is impractical because the distances are too great to cover daily.

Like all pupils, learners with hearing impairments should relax through extracurricular activities, especially sports, in addition to the usual study programs. This helps to reduce the demands of academics (NatSIP, 2015).

A continued review of related literature firmly upholds that learners with hearing impairments entirely belong to the category of Special Needs learners (Hallahan et al., 2013; Smith, 2007; Beveridge, 1999; Moores, 2001) as cited in (El-Zraigat & Smadi, 2012). The instruction of such learners always calls for specialized teachers who can respond to their particular needs (Beveridge, 2000), for instance, communication by using Sign Language. Specialized instructors are vital because hearing loss affects a learner's development in communication and, consequently, other aspects, including the social, cognitive and academic pace of achievement (Moores, 2001), cited in (El-Zraigat, 2012).

Governments came up with an alternative of inclusive education to bridge the gap between learners with special needs and those without special needs. There is a need to bridge the gap between educational practices for deaf learners and their hearing

colleagues by adapting to the “school culture” and “culturally responsive pedagogy” (Taylor & Sobel, 2011) approaches developed by Jerome Bruner and Gloria Ladson-Billings to build interaction and collaboration between students and teachers. In this respect, schools are encouraged to adopt the bilingual-bicultural model, which allows both signed and spoken languages to be used equally in a school setting. This enables collaboration among people who are deaf or hard of hearing and their hearing peers (Mkama, 2021). This collaboration can be implemented depending on the technical guidance and infrastructure put in place by specialized teachers after assessing the abilities and needs of available learners. The assessment determines the teaching approaches to be employed for the benefit of all learners (Terlektsi, 2020). The primary concern of inclusive education is to help learners with impairments access education even without necessarily going to a special school which might be a distance from them (Hadjikakou, 2005).

In support of the above, Scholars like Wood and Lazzari, as cited (Hadjikakou, 2005), emphasize that inclusion provides an opportunity for a learner with impairments to access education quickly by location, sharing studies with peers with whom s/he is to share life in the community after studies and finally having individualized instructions which ensure that none of the learners is left behind. Considered an intervention, inclusive education would highly promote language development and communication skills (Terlektsi, 2019). It is in the same regard that deaf students are supposed to be socially and academically included with others (Musengi, 2017), plus being helped with the use of technology as a means for inclusion (Constantinou, 2018).

In addition to all these instruction technicalities, there should also be a deliberate move to ensure that school structures are modified and adapted to guarantee accessibility to learners and all people with impairments (NatSIP, 2017). Although being deaf is unrelated to physical structures, multi-disability is a reality. It is possible to have a deaf learner with a physical disability. In that respect, such a learner will always require a ramp to access classrooms.

Continuing with support services, a study conducted by (Hadjikakou, 2005) established that services like making classroom walls soundproof, training in advocacy, guidance and counselling of learners, having appropriate SN teachers, having peer support sessions, and in-service training for would-be instructors were all considered necessary by the respondents. A note is made that apart from some delays, hearing loss does not impede learning, and thus, when learners are availed of the necessary support, they can progress with their fellows without impairments. As a result, it is good not to lose but to have high hopes for deaf learners, for they can also be as productive as others (NatSIP, 2017).

Focusing specifically on some particular support services, Psychological Support and Counselling is now explored more. In some countries, psychologists are appointed to offer support services to both learners and parents in schools on a regular basis as recommended by school authorities. Other institutions have gone a step further by employing a school counsellor stationed at the school to handle learners' needs with their families (Hadjikakou, 2005). When these efforts are coupled with proper skills in sign language for communication, a good self-image of a learner, use of assistive devices, and self-esteem, they consequently improve a learner's wellbeing (Fraser, 2020).

Inclusion can be practiced either by having learners with impairments in the same class with the rest or by having a block of classrooms (a unit) only for learners with impairments within the same compound of a mainstream school. Some schools have opted for the separate unit arrangement to promote academic and social development through easy communication amongst themselves (Adoyo, 2007). However, in another study, it was reported that these learners with hearing impairments in a mainstream arrangement ended up with minimal interactions with the other learners, very few friends, and generally feeling as if rejected by the others. This may lead to a feeling of isolation although in an environment full of many people (Wauters, 2008). Some suggested ways of addressing it include governments' commitment to an inclusive teacher training program, parent involvement, community involvement, and general Sign Language training for all people to enhance communication for all people which can result in attitude and mind-set change towards the education of learners with hearing impairments in the communities (Miles, 2011). The involvement of parents in children's education programs is not just a suggested way but a significant positive predictor of overcoming many of these challenges (Calderon, 2000).

Terlektsi (2019) proposed interventions that considered accessibility to learning irrespective of the location and type of school, plus skills development, to enable learners to be self-determining agents. The study looked at equal access to education, and it was concerned with producing independent learners who were well-prepared for adult life, self-reliant, and employable. In another study conducted (NatSIP, 2017), it is suggested that schools should ensure that all staff (both teaching and support staff) go through the necessary Special Needs training to get equipped with the required skills. This helps

guarantee that pupils are supported accordingly without losing the required learning, which promotes progress and is monitored according to the learner's feedback. This would finally ensure that support is provided to learners and that instructors and teachers are keen on strategies that ensure continuous support.

The result of the provided support and its effect on pupils' progress requires constant reviews to ensure that barriers are regularly minimized. This entirely depends on using pupils' and parents' views so that the education institution progressively develops systems for counteracting barriers (NatSIP, 2017). For proper learning progress, there had been struggles with auditory training and other interventions for spoken language and listening skills, but the results still needed to be conclusive. Other interventions include Therapy for listening and speech skills, which was to be monitored by parents to maximize such skills in learners. Despite the contributions of these interventions, the Rapid Evidence Assessment (REA) is the most effective, though its implementation details could not be obtained (Terlektsi, 2019).

In the same regard, this study by Terlesktsi (2019) revealed that having the entire school use sign language was the most effective for ensuring proper communication between those with hearing impairments and those without. The results here would be realized through weekly sessions of learning sign language by all school community members (staff and pupils). For all schools that adopted this way of learning, sign language was used within classroom instructions and even outside during playtime. It should be noted that this work provided that people accept that deaf pupils have the potential to study just like other pupils. According to NatSIP (2017), hearing impairment is not a learning

disability, which means that learners with this impairment can achieve the same academic achievement as other learners, provided they receive the required support. The required support generally includes communication (using sign language), assistive devices to amplify the hearing and emotional treatments.

Another note to be made pertains to the challenges learners with hearing impairments experience in literacy development since there is no rhyming between age and language (Hassanzadeh & Nikkhoo, 2019). In the same respect, learners with hearing impairments face real challenges with the details of language, such as decoding, phonology (Kyle & Harris, 2011), grammar, and syntax, which are vital for comprehension. The language aspect of reading is so vital to be analyzed more.

In language studies, reading literacy is among the most essential skills for every learner to acquire. As a result, it needs to be evaluated frequently in all pupils, particularly those with hearing impairments. Most learners' reading ability is often compared to that of many other learners at their level of education. This is why identifying their reading challenges is vital and, consequently, choosing an appropriate support approach for their improvement (Staden, 2013). As the learners progress, the reading aspect claims a central position in accessing the study curriculum. As some educationists noted, there is a precise movement from 'learning to read' to another level of 'reading to learn' (Worsfold et al., 2018). Therefore, the reading deficiencies these learners experience can make it hard for them to progress smoothly in their academic endeavours (Walter & Dirmyer, 2013). Thus, they need continuous support to attain literacy skills. Regarding access to literacy, vocabulary and phonological awareness are the more consistent predictors for deaf

children's reading skills. Research has demonstrated that phonology is a vital in developing skills for learners with hearing impairments (Lederberg et al., 2014).

Another aspect that scholars brought to light is that Deaf learners can be disabled by oppressive social and educational practices done by professionals who disempower both them and their families. This is done explicitly by an individual or group who is intolerant of the differences and refuses to celebrate diversity (Moore, 2012). According to a study (Moore, 2012), many times, one family's problems would be retold by another whose circumstances were different, except that they, too, had a deaf child in the family. The study focused on families with deaf children, the complexity of what happens to them and the directness with which they could recall often painful chains of events.

Drawing from the above literature, the School factors recognized for successfully promoting learners with disabilities may include support from the administration, required resources, timetables for planning with SN teachers for adaptations and in-service professional training (Knors & Marschark, 2014). After considering the school factors, the attention is geared towards classroom factors determining the success of learners with impairments. These include time spent during teaching and learning work, instructor's attitudes, and the support given to learners, the competence of SN teachers, and their relationship with the other teachers.

In conclusion, all the above-found limitations and challenges in educating deaf learners end up bouncing back to a parent's support. When the challenges are fewer, the parent finds it manageable. When the challenges are overwhelming, they can lead to parenting stress, which can be demanding to manage. Some scholars have realized that there are

particular problems of the current generation that parents experience, leading to parenting stress. There are claims that delays in language learning and challenging behaviours are related to this stress. Otherwise, knowing the causes of stress for learners with hearing impairments helps them work out possible solutions (Quittner, 2011). Thus, raising children with hearing impairments poses several challenges to parents, leading to long-term stress (Zaidman-Zait, 2016). It is thus vital to give social support not only to individual deaf learners but also to families with deaf children.

### **2.3 The Situation and Learners' Transition**

UNICEF estimates that around 40% of children with hearing impairments are out of school at primary level and 55% by secondary school (Clark, 2021). According to a report by Transforming Education, one in five deaf children remains in contact with a teacher after primary school. This makes most of them effectively cut off from their education (Clark, Joanna, 2022). Most children with hearing impairments in rural schools have rarely met deaf adults in those schools. Children with hearing impairments are constantly surrounded by wide-eyed children staring at them (Vasishta, 2010). Searching for an appropriate language in a community of people with hearing impairments starts with a recognition of complicated struggles for communication amongst a given group of people (Lucas, 2014).

According to Schlossberg theory, situation is about the way a person perceives the transition (Powers, 2010). It has pillars of trigger, regulation, change of duties, period of time (permanent or temporary), earlier involvements and evaluation (Evans et al., 2009). A consideration of each of these pillars according to the personal perception of the transition leads to the judgement of whether the transition is constructive or not, desired,

expected or otherwise (Powers, 2010). As a result, the judgement will lead to the determination of whether the timing of the transition is the appropriate one or not. In the education of the deaf and their transition to the post-primary level, the reviewed literature unveiled other contributors like pupils, family, teachers, peers, school, environment, age at transition, and the size and type of school (A Systematic Literature Review, 2019). Deaf learners also considered these as aspects of the situation at transition. Here are some of the reviewed literatures on situation.

Due to a lack of self-acceptance, several learners with hearing impairments experience difficulties continuing their studies. Unfortunately, they fail to acknowledge their state and think they cannot achieve it. These learners with hearing impairments often suffer low self-esteem due to comparing themselves with their peers without impairments, their family members, challenges in communication, and others (Warner-Czyz & Loy, 2015).

The level at which one becomes impaired also seems to determine a child's progress. According to Szymanski, Lutz, Shahan, and Gala (2013), the majority of learners with hearing impairments who drop out of school are those who become impaired later in life. They are challenged to enrol in sign language, and the difficulties they experience in learning the language often frustrate them. The challenges of learning the skill of sign language may even hinder them from learning lip reading (RCIIDEA, 2006).

Language and communication are the first barriers a deaf child faces and determine the educational journey of such a learner (NDCS, 2021). To put it in perspective, acquiring elementary English is a real challenge to most learners with hearing impairments. The bodies concerned with language instruction for learners with hearing impairments are still

challenged with the right and effective means of language instruction to use. This limitation is also reflected in their reading, and it is painfully felt while interacting with the rest of the learners without impairments.

The above limitations make it difficult for a good number of learners with hearing impairments to interact with the rest of the population freely, and it becomes worse for some learners with impairments who have ever been teased because of their predicaments. In this respect, some researchers have established how some learners with hearing impairments experience real hurdles in starting and sustaining conversations with peers without hearing impairments (Logsdon, 2020). The differences among people have paved the way for forming a community for people with hearing impairments, and parents feel that their children with hearing impairments ought to have membership in it to acquire that culture right from the beginning of their study journey. The special schools for learners with hearing impairments offer a unique opportunity for learners to acquire that culture. Consequently, all learners who go through those special schools can form circles of communication that are never limited by communication lapses, and they can sustain such bonding even beyond school time. This has been achieved in many instances because of the support of teachers (Logsdon, 2020).

According to various research, exposing these learners to the same curriculum as the other learners and the high expectations from their teachers have always propelled them to work hard to prove themselves, leading to success in their studies. The parents also contribute to motivating their children to study, primarily through close monitoring by communication and supporting the presence of skilled professionals guiding them in their

studies. In addition to ensuring good studies, the parents supported their participation in activities outside class, such as games and sports (Reed, 2008).

To enable proper communication, parents have opted to avail cochlear implants to their children with hearing impairments when they are still toddlers. With these implants, parents have always been advised to use an oral-only approach in instructing those children. However, there is scanty evidence that it leads to the acquisition of spoken language, reading skills, and others compared to their peers without impairments (Marschark et al., 2007). Otherwise, some evidence has demonstrated that learners exposed to American Sign Language (ASL) during infancy acquire better spoken language than the rest (Davidson et al., 2014; Hassanzadeh, 2012).

Recent studies into language acquisition have recommended not focusing on the child's limitations in learning a language but instead emphasizing exposure to language when a child is growing up (Gulati, 2003). Ensuring these learners are well catered for is particularly laid upon their parents, teachers, and SN instructors, who can make early interventions to guarantee language acquisition.

The most recent studies in this field have revealed that difficulties in communication exist even at the postsecondary level, and thus leading learners with hearing impairments not to follow class instructions properly as it is presumed (Marschark et al, 2004). This state of affairs ends up making it difficult to determine the actual indicators of study performance that need to be analyzed.

While still critically considering factors that affect the academic achievement of learners with hearing impairments, educationists raised the issue of educational placement (Stinson & Kluwin, 2003). The two significant placements include a special school arrangement and an inclusive setting. One determining factor that has been considered for influencing achievement is the mode of communication during instructions; in one setting, one form of communication is used, while in another, it is more than one.

Learners with hearing impairments raised in a background where parents are ignorant of sign language are challenged in adapting to primary education since they tend to lack signs. This situation can be aggravated if such learners do not manage to attend preschool to become adequately skilled in sign language, and it gets worse if such a learner is unable to get an SN teacher for some private instructions. As a result, such a learner becomes almost illiterate and has severe difficulties in reading, writing, and arithmetic, which makes it hard for them to finish primary education (RCIIDEA, 2006).

In addition, another research took place in Swaziland by (Ntinda et al., 2019) to bring out teachers' experiences in Special Needs schools. The study employed a qualitative exploratory research design. The findings revealed that teachers were experiencing gaps in professionally handling deaf learners while using the same curriculum as mainstream schools. This greatly hindered the instruction of people who were deaf or hard of hearing. There were also variations in the sign language used. The government should develop a standardized version of this language. It was also observed that parental involvement was insufficient. On the side of teachers, there was a need for in-service training to fit in the

field appropriately. All the above are vital blocks of the school and environment, providing a situation through which a deaf child will consequently transit to post-primary levels.

At the same time, in a concern to increase the number of Children with Disabilities (CWDs) going to school, (Elder & Kuja, 2019) engaged in research on inclusive education in Kenyan primary schools. The initiatives led to the establishment of inclusion committees at schools, with teachers appreciating co-teaching and abolishing the distance between people from mainstream schools and those from special schools. The study's findings led them to appreciate inclusive education and use it with the inclusion committees at all schools to encourage CWDs to enrol in studies. It was to be extended to other parts of the country as well. When well implemented in the country, this inclusion can create a good situation for learners to transition to other levels.

In conclusion, while having an overview of these works on the Situation, there is an observable convergence of contributors at the school and its environment. As a result, the proper Situation for transition seems to be determined by the school. The involvement of parents and the establishment of inclusion committees are all intended to improve the school's performance to ensure the transition. As parents are also vital in the entire process due to the various forms of support they give, they have always to be considered. It should be noted that learner's people who are hard of hearing only need hearing aids to be enabled to get sound, which is amplified by those assistive devices. The unfortunate aspect is that these assistive devices are costly, according to the economic status of most parents. Consequently, this leads to difficulties

in communication as learners are not grounded in sign language and lack devices that could enable them to get sounds (Mitchel, 2010).

## **2.4 The self and Learners' Transition**

### **2.4.1 Self-concept of deaf learners at the completion of primary studies.**

According to the theory, this transition phenomenon focuses on the advantages and disadvantages a candidate carries to the transition (Powers, 2010). These may involve individual aspects and demographical qualities like one's years, health status, income, ethnical background and others (Evans et al., 2009). In addition, the self can also include other resources like psychological growth, perception, values, and interest. The strength of the self that enables a candidate to remain focused firmly is mainly from self-concept, self-determination, self-esteem and self-advocacy (Brice & Strauss, 2016; Hendrix, 2015; Luckner & Sebald, 2013; Mekonnen et al., 2016; Mousavi et al., 2017). A good number of the reviewed literature treats at least one of these.

Elliot (2005) studied self-esteem among learners with hearing impairments registered in a college. That quantitative study at California State University discovered that identifying with fellow learners with hearing impairments improved one's self-esteem. Again, the degree of the hearing impairment influences a person's self-esteem. This is because those with excellent hearing impairment have higher self-esteem since they do not deny their situation. In addition, the people with hearing impairments who can get along with hearing people and those with hearing impairments also have a more recognizable self-esteem. However, a note should be made that the research referenced here was done with a small

and non-diverse population. Secondly, the environment for the sample was a mainstream university college. This necessitated carrying out the same study on a more significant population.

At a later time, Marschark et al. (2015) researched predicting the academic achievement of learners with hearing impairments. It was carried out with an understanding that the performance of learners with hearing impairments relies on aspects intrinsic to the students themselves, like languages, family characteristics (parents' education, their income), and experiences within and out of school. The study employed secondary data, which was analysed using the National Longitudinal Transition Study-2 (NLTS 2). From the study, it was found that deaf students, on average, scored highest in maths and lowest in passage comprehension and science.

These findings uphold that the academic achievement of these learners is highly related to the ability of the learners themselves, family background in studies and the school involvement concerning these learners. Deaf students' achievements were understood to be related to their racial and ethnic mentalities in terms of education, socioeconomic status, and parents' education. In school experiences, it was discovered that when deaf students are held back for a grade or once expelled from a school, it affects their reading comprehension and maths. Surprisingly, this is more so for those in special schools and affects those in mainstream schools less. This study emphasises that it is by understanding the various needs and strengths of deaf students that a teacher can instruct them accordingly.

At the same time, it has been established that people's successful performance relies much on the availability of opportunities within their areas of jurisdiction. However, this reality is callous for a child having any form of impairment. So, suppose a child has an impairment, and the identification, evaluation, and diagnosis are made during infancy. In that case, such a child is likely to grow generally with the ability to overcome late development. The academic success of deaf children has been a historical issue. A closer analysis of the study progress of learners with hearing impairments has historically shown undesirable results compared to the other learners without impairments. The analysis mostly zeroed on areas of writing and reading as aspects that call for more concern and effort (Choudhry & Noor, 2021).

The following study was done by Anju et al. (2020). Anju et al. (2020) researched scholastic outcomes and coping abilities of learners having cochlear implants and studying in inclusive institutions in 2020. The outcomes revealed that 29% of kids recognized and organized intricate directions in oral understanding. Then, critically analyzing oral expression, 13% of these learners attained the typical skills for articulation. Regarding reading skills, 19.3% could blend noises correctly to frame words. Then, for the writing skill, 74% of learners could carefully replicate the given words, sentences, and sentences without mistakes. Looking at Math, 41.9% of learners accomplished mathematical exercises within the exact precision and pace as their counterparts, the fellows without hearing impairments. According to the teachers in the study, 71% of learners executed above the average class mark in all scholastic domains. The favourable effects of early treatment, ideal age, therapy for hearing eating, auditory verbal therapy, and assistance to the parents and instructors on academic results of deaf kids.

In relation to the above, in a study by Toblin (2020) it was concluded that learners whose hearing impairment falls within the category of moderate had excellent communication verbally plus good study results, while those learners whose impairment was beyond the moderate level had real challenges with language. These outcomes of research shade more light on the relevance of professional treatments, aided by hearing gadgets together with early treatment. These make it possible for individuals to specify their needs and the ability to create appropriate awareness to have them addressed.

Another researcher, Hendrix (2015) worked on self-advocacy skills for deaf children. Self-advocacy is taken to be the potential of an individual to specify their needs and the ability to create appropriate awareness to have them addressed (Luckner & Sebald, 2013). It is taken to work well for a person who is autonomous. This study used a design referred to as cross-sectional survey for handling data of both quantitative and qualitative. The collection of data was done using a Likert-scale five-point ratings questionnaire. The participants of the study were teachers of the deaf of pre-school up to third grade pupils. The study outcomes revealed a correlation between skills that are taught in class and those inherent of a child. One of the taught skills was the value of wearing hearing technology consistently. Data also revealed that children were given a chance to practice skills of their current education setting but not a chance to practice skills required in mainstream settings in the future. It is notable that the study had no information about children who had transitioned to inclusive education settings. Self-advocacy skills for the current level of learners should be taught and practiced but as well those of the next levels of education to prepare well for transition.

In a nutshell, although the review has not exhausted all the demographic components, the reviewed literature demonstrated how components like self-esteem, self-advocacy and others can greatly contribute to the self of a deaf learner with practical bearings to the academic performance. After self-esteem and self-advocacy, here now comes self-concept.

Self-concept is a collection of beliefs about oneself (Ashton, 2019). Self-concept measurement can be problematic because of its multifaceted nature. This is simply because there are literally dozens of ways in which people can perceive themselves. One of the ways that people have perceived themselves during the time of studies is referred to as the academic or learning self-concept (Burden, 2008). Academic Self-concept includes elements such as enjoyment and involvement in learning and problem solving, sense of agency, feelings about the nature of learning, general feelings of competence/ability and feelings of learned helplessness and anxiety. These ones vary based on whether the student is disabled or not. The recent past has recognized a growing interest in the education of challenged students by the general public. The interest is a community response to the National Policy on Education (2004) made by the Federal Government.

Continuing with self-concept, Isaac, et al (2011) carried out a research on Senior Secondary students within Port Harcourt Metropolis concerning the Relationship between their Self-Concept and Mathematics Performance. The findings of the study revealed that

Mathematics Self-concept has a strong relationship with the Performance in Mathematics which consequently leads to a feeling of satisfaction by the student. These outcomes imply that Mathematics and self-concept, plus performance in other study areas as well, have a strong relationship meaning that a change in self-concept affects performance. As a result, a strong recommendation was made to educational stakeholders (designers of programmes, parents/guardians, teachers and students) to consider the development of self-concept as a vital aim as compared to achievement. This recommendation is not any far from what can be recommended in the Ugandan context as we explore the self of deaf children at the completion of primary studies.

An attempt to unveil learners' perception of their limitations in learning, performance and the social support led Alrehaili (2015) to a discovery that learners looked at the limitations with a hope of overcoming them often had a possibility of succeeding. This perception ended up giving them a positive self-concept with more energy of trying instead of those with a negative concept that can even lead them into desperation. Learners with a positive self-concept had a feeling of safety and social support which helped them to have good performance even in Mathematics. In relation to the above, a study was conducted by Seema (2002) pertaining to sex and class performance. It concluded that performers on both extremes (high and low) are similar in self-concept as far as it is related to satisfaction and happiness.

The phenomenon of hearing impairment greatly affects an individual particularly concerning communication which in turn lowers someone's self-concept. Most studies focusing on the challenge of communication experienced by learners with hearing impairments in the struggle to have a positive self-concept affirm that having a good

communicative environment during infancy coupled with acceptance are great contributors to achieving that self-concept (Mekonnen, Hannu, Elina, & Matti, 2016). The challenge of hearing impairment varying in intensity being traced to either starting before acquiring a language or after is brought about by some individuals completely lacking speech or having a little of it. This can be seen in the practical life when some of these individuals have varying pitches; low or high. At the same time, there are others who tend to have a bit audible yet non coherent sounds that seem strange for people. In relation to all these and to boost self-concept of learners with hearing impairments, several studies have raised serious implications for counselling and special education and the desire to train the counselors in question (Parah, 2021).

Basing on findings of scholars, many learners with hearing impairments are not at the same level of grasping and using emotional terminologies (Knors & Marschark, 2014). This clearly affects the development of their self-concept. When learners know the mind of other people, their emotions, and involvements, it becomes easy for them to reflect on their own and their implications to studies. It is in this respect that a recommendation is made for SN instructors to be appointed to inclusive schools to support learners with hearing impairments in these struggles together with the academics.

In conclusion, the review of Literature has highlighted several factors that have a bearing on the self-concept of learners with hearing impairments. These include unconducive communication environment especially during infancy, lack of trust because of negative attitudes, unsatisfactory parental bonding, being isolated in society, lack of skills in sign language, poor cultural image, and others (Hintermair, 2008). In relation to the above,

McIlroy & Storbeck, (2011) found people with hearing impairments having a high self-esteem due to having identities within the culturally and bi-culturally deaf. And in another recent research, Hintermair (2008) studies 629 people with hearing impairments and established the difference in their self-esteem; the ones having marginal acculturation had lower self-esteem while those having a stronger cultural identity were even satisfied with life. It is encouraging that the findings here rhyme well with outcomes of other researches on the same topic (McIlroy & Storbeck, 2011; Maxwell-McCaw, 2001).

As the growth of one's self-concept relies so much on the individual's life involvements and their meaning starting from infancy, it is quite predictable that language is a great component of its process (Edwards & Crocker, 2008). This is the reason why the communication limitations experienced by these learners has negative implication on their knowledge of what other people go through which would contribute to a better knowledge of their lives as well (Edwards & Crocker, 2008).

#### **2.4.2 Self determination of deaf learners**

Self-determination is a collection of a person's potentials, mental abilities, and convictions that equip an individual to be focused, resolved and independent in life. It relies so much on an individual knowing his/her gifts and limitations along with the convictions concerning one's capabilities and effectiveness. Basing on such abilities and beliefs, people end up with a potential of taking care of themselves with a possibility of growing up into successful people (Gelber et al., 2020).

self-determined people always work according to their life requirements and choices, set up attainments to achieve, control their emotions and actions, and always make proper

assessment of the direction of their actions for necessary adjustments if need be (Cho, Wehmeyer, & Kingston, 2012). And individuals who are not determined are known for being lazy, not committed, never set up goals to achieve, and have all sorts of reasons as to why they just look on without acting (Ormrod, 2011).

According to Lee, Wehmeyer & Shogren (2015), peoples' feelings, understanding, and physical potential leading to self-determination can be trained and attained over a period of time through one's life. The school study system has a possibility of including training of learners in aspects that build up their self-determination for instance, training in problem-solving techniques, goal setting, regular exercises and others. It should be, however, that learners with hearing impairments may call for more instructions to get grounded in the appropriate medium of instruction, understanding and necessary skills.

Meanwhile, skills of Self-determination are praised for empowering learners to be in-charge of their own lives and these skills can help to predict possible achievements for learners with impairments in life after school (Mazzotti et al., 2016). Shogren et al. (2015) looked critically at self-determination as that character in an individual with a potential of causing and leading to changes in a person's life. In a research mounted by McAbee Drasgow, & Lowrey (2017) where participants who were people with hearing impairments were asked their view of "quality of life", self-determination was frequently submitted as the best theme with descriptions of the construct. As earlier considered, Self-determination includes factors like emotional perceptions, beliefs, and potential capabilities which help a person to choose constructive directions in life. The unfortunate note is that learners with hearing impairments have limitations in most of these factors

thus making it challenging for them. Self-Determination Theory (SDT) asserts that individuals are active participants with the aspirations to grow, take on challenges, and make new experiences their own (Deci & Ryan, 2012).

Two behavioral psychologists, Ryan and Deci, came up with a theory, Self-Determination Theory, anchored on three major factors; connectedness, ability, and independence (Adams, Little & Ryan, 2017). Connectedness pertains to being related to individuals that can motivate and lead to growth, and as such it is the first step in being self-determined. Then, ability is the resolution to achieve success by actively engaging in learning about self and being in charge. Lastly, independence points to the feeling of personally choosing a direction to take without influence of others.

Several studies have revealed that when self-determination is employed in people's lives, individuals can ably get involved in making choices, focus on developed goals, pursue the goals and finally assess the developments. This notion of self-determination is not limited to only adults for Erwin and colleagues in 2009 asserted that it is possible to have it among children of early as two years (Erwin et al, 2009). Although these toddlers may have limitation in aspects like being independent, being introduced to the notion at that age slowly starts shaping their lives in that direction and molds them into self-determined people later in life (Gordey, 2022).

#### **2.4.3 Self esteem of deaf learners**

Learners with hearing impairments are more inclined to having low self-esteem even when they get assistive devices like Cochlear implants (CIs). This esteem tends to affect their communication with others plus their life in general. When assistive devices are provided

to them, they seem to challenge their acceptance by peers, they have to make some emotional adjustments, and finally affect their esteem (Theunissen et al., 2014).

As learners with hearing impairments grow towards adolescence their Self-esteem declines, most likely because of the feedback they keep getting from their peers, instructors, and family members after comparing them with other learners without impairments particularly in regards to performance in class work, sports, and athletics. They can also get lower self-esteem as compared to their peers without impairments because of their physiques since their appearance always has assistive devices. Deeper investigations into this phenomenon have praised early identification of the challenge plus subsequent interventions as playing a vital role in the successful learning of communication skills. In general learners who get early identification usually report positive results as far as growth in self-esteem is concerned (Leigh & Maxwell-McCaw, 2014).

In life many people desire to interact with people whose normal life performance is regarded as successful. Many times this depends on one's self-regard and it has been noted that members of minority groups (for instance people with hearing impairments) tend to have a negative self-regard because of the perceptions of other members of the society without impairments. There are some factors that have been known to uphold the esteem of members with impairments for instance, the stage of life when the impairment started, the type of school one attends, the communication at home, the degree of the impairment's severity, and the kind of assistive devices used.

According to literature, the type of communication a learner with hearing impairments enjoys with the parents determines a lot in his/her growth. Apart from Sign Language, another skill that enhances communication is Lip-reading though most people have not labored to acquire it. This skill is known for helping people with hearing impairments to get words that challenge their hearing (Khalifa, 2020). The acquisition of this skill favours mostly people who got the impairment later in life but not during infancy. Often programs for learners with hearing impairments include training in lip-reading so as to enhance communication opportunities with the rest of the community members. This skill can also be taught to family members of people with hearing impairments to enable communication from either side (NDCS, Lip-reading, 2022).

There are several types of schools that learners with hearing impairments can go to but the most common ones are boarding schools for them only and the inclusive ones whereby they commute from home and the school includes even learners without impairments. A boarding school for only learners with hearing impairments seems to be the most preferred option for them since the mode of communication is Sign Language for all and it leads to high self-esteem for all of them. This is mainly because learners socialize freely without seeing deafness as a limitation for only some of them. They really feel at home in those Special Schools because there is never any feeling of a negative attitude as all of them share the same characteristics.

In conclusion, from the several literatures reviewed the self of deaf children at the completion of primary studies is explored. The literature reviewed in this area centers around Self-concept of learners with hearing impairments at the completion of primary

studies. The reviewed Literature highlighted several factors that affect the self-concept of learners with hearing impairments. These include poor communication skills of parents, negative attitude towards people with hearing impairments, unsatisfactory bonding with mothers, expressions of mistrust because of inequality, and limitations in communication either by Sign language or lip-reading.

From the literature, Self-determination of deaf children at the completion of primary studies was also explored. This was understood to be a collection of abilities, understanding, and convictions that guide people to be focused, living a self-controlled life that leads to responsible independence in choice of life. It was pointed out that learners with hearing impairments having profound hearing impairment was most likely to suffer from low self-esteem even with Cochlear implants (CIs) and other assistive devices. The supply of these tends to enhance communication skills among these learners as well as to improve their quality of life.

## **2.5 Strategy and Learners' Transition**

This phenomenon of transition centres on the means a candidate employees to flexibly manage the changes and stresses brought about by the transition (Powers, 2010). These means also include factors that change the state of affairs and those that regulate the meaning of the challenge (Evans et al., 2009). A few studies have been identified on Strategy.

By following the teachings of Anderson, Goodman, and Schlossberg (2012), Strategies take different forms but they are mostly categorized in three ways, 1) Factors that change the state of affairs to foster for interactions, sharing of views, optimistic action, and involving

others. 2) Factors that regulate the meaning of the challenge especially by neutralizing its influences. 3) Factors that assist the said individual amidst stress and other challenges (as cited in Anderson, Goodman, and Schlossberg, 2012).

DeVilbiss (2014), in a research about students that were conditionally admitted from secondary to college observed that the mentioned factors may not always apply exactly to all circumstances but the meaning and idea can help. The study gives possible other ways of managing, like modifying the study ways, working for more involvement in the teaching-learning process, and also intentionally meeting more people with better connections. Furthermore, seeking for advice in this study was highly regarded and learners could consult elder peers at school even their parents to share about the challenges being experienced.

In terms of factors with the ability of managing stressful occurrences DeVilbiss (2014), suggested living in hope, relaxing, having regulated services, regulating one's reflections, and others. Apparently, hopefulness was noticed at multiple points for example having good performance in class and general school activities, establishing friendships, and preparing one's future engagements even after studies. A couple of participants discharged their emotions by interacting with their parents particularly on challenging events they experienced, and others posted their frustrations on social media. The study generally notes that conditionally admitted students used the strategies opting to be positive.

In a study concerning transition of students with impairments from school to college, Bonanni (2015) opines that strategies are coping measures that are employed to manage

painful situations during the time of transition. These measures are classified into those that change the state of affairs, those with the potential of regulating the origin of the challenge, and lastly measures with the ability of managing the post-transitional stress. Quite often, learners with impairments have not been using these measures in managing transitions and their implications. In some instances, they have used counselors as their support since they have proved to accompany them satisfactorily basing on knowing their characters, ways of studying, the particular impairments, and circumstances of their transitions (Milsom & Hartley, 2005).

Majority of students with impairments manage the challenging demands during transition by accepting provisions made by officials dealing with learners with impairments or their assistants. Although this is a great help to those learners, there are those who miss out because of not knowing they have no knowledge at all of such arrangements (Bolt, Decker, Lloyd, & Morlock, 2011), yet others have limitations in using such provisions because of the state of affairs in a given institute (Troiano et al., 2010; Walpole & Chaskes, 2011). Despite the possible limitations, Milsom and Hartley (2005) affirm that students with skills in self-avocation can satisfactorily access resources that end up giving them a smooth transition to college. Coccarelli (2010) also postulates that practice of self-avocation can always enable a student to manage the transition to college.

Troiano et al. (2010) reported that learners with impairments who participated in arrangements addressing transition challenges acquired skills in both academic and social realms which make their transition very easy; they also cited that such programs gave them a sense of community belonging. Similarly, a study by Bonanni (2015) revealed that students who take part in arrangements of that kind get in touch with fellow workers of

the kind and end up with many connections with a potential of bailing out an institution. These students with such exposures mostly end up benefiting at the higher education level leading to earning of a degree unlike their peers who choose not to part in the programs. In line with strategies stemming from Schlossberg's theory, Bonanni (2015) noted that keeping time is such a vital component in the transition process. Respondents of this study chose to use time factor in choosing between school work and social events. Earlier studies by Ciocco (2011), and Walpole and Chaskes (2011), had pointed out time as a precious resource that enhances transition of learners with impairments.

Bonanni (2015) further noted that for a successful transition to happen, the involvement of the community is a crucial component. The study discovered that having membership in a given organization or club during school time can later enrich an individual with connections that are vital in having smooth transitions to college studies and beyond. The connections formed by students at any level have been found to have a possibility of forming support systems that are so helpful in transitions (Troiano et al., 2010). The connections have as well greatly contributed to retention of students in institutions of learning (Cortiella & Horowitz, 2014).

According to Millen, Dorn, and Luckner (2019) another contributing factor that enables a student to remain happy, joyful and interested in studies is friendship. This component of life is the first bonding that learners get involved in away from their family members. This bonding guides a learner to overcome personal limitations in the areas of social and emotional growth, solving conflicts, negotiating with others and other life skills (Millen et al., 2019). Hearing impairment has been identified as a factor making it challenging to

initiate and sustain friendships (Adkins, 2020). Some analyses have shown learners with hearing impairments having few friends partly because of their minimized level of interaction with people. Conversely, those who accept to engage more freely with more people end up with more developed communication skills and experience transitions with ease (Adkins, 2020).

While critically focusing on the experiences of transition between learners with impairments and those without impairments, attention gets drawn to the differences between the two groups. In line with these differences, Hussey and Smith (2010) clarify that one of the expected roles of colleges or universities is to guarantee learners to have positive experiences of transition rather than having negative experiences. The positive or negative experiences are often traced from some of the factors that determine transition and these may include the family background, gender of the candidate, class potential for studies and others (Lee, Almonte, Youn, 2013).

Furthermore, the decision and process to transit to higher education is also determined by social factors. While considering the social factors, Ribchester, Ross & Rees (2014) also brought in the value of self-determination and also friendship plus their implications to the transition of learners with impairment. Digging deeper in the social factors, Ribchester, Ross & Rees (2014) decided to focus on the online social network as used by students' weeks before reporting at the college. It was found the students awaiting enrollment to universities and other tertiary institutes are habitually great users of social media.

In line with social media, Ellison, Steinfeld, and Lampe (2007) considered available platforms that can be used by many people, for instance Facebook. These resources are vital in collecting contacts from which individuals select the ones to keep and also use some to get new ones. In this way, social media greatly contributes to building a social capital both for the individual and institution (Donnison et al., 2017). Having built the contacts into a social capital, one institution initiated communication with the new students who were not even at campus. In this respect, social media strategies were used to bring together students and animate them before reporting and therefore a journey of smooth transition was started to minimize the stresses always associated with.

After years of acknowledging who they are, people with hearing impairments finally established their own community with some customs and rituals that are performed. The formed community depends so much on the support from the individual members of the group whose only addition are the professional skills that they use to compete with members of the hearing community (Holcomb, 2013). The determination to use resources generated from among themselves seems to be a strong defining quality however, it is highly challenged by their numbers and those skilled to have professional skills so as to guarantee a substantial support.

Also, the community of people with hearing impairments keeps a conviction of sharing the received support with members who are studying together with those in work. They can be easily defined by keeping to the same circle, keeping company with the same people they work with at one workplace, the same people they studied with most likely in a special school, going to a common worship center, doing a common project, and others (Holcomb, 2013).

On the issue of transition, Barclay 2017 opined that every learner with hearing impairments has to embrace strategies to use in order to manage the stress arising from those changes. It is a must for each learner to get equipped with skills and knowledge of coping with the resulting changes (Barclay, 2017) which, consequently, is the only assurance for success in the studies.

In a study at Rowan University, Shaginaw (2018) took strategies to be the measures students use to manage the changes and difficulties they encounter. Although the study was focused on students with hearing impairments in an inclusive university, the response tended to be similar even with those students without impairments. They expressed that whenever they needed support or had questions, the available centers always handled their concerns just like any other students. The infrastructure concerned with transition challenges was effective to all students and they were capable of managing the related stresses.

Aldridge, 2015 carried out a study in Washington University and it was about teacher collaboration and its implications. He used collaboration to refer to “working with another person, or group of people, to achieve a goal”. The collaboration involves families, special needs teachers, other professionals like audiologists, occupational therapists, social workers, caregivers, speech-language pathologists, etc. The ultimate aim of bringing all these together was to have a full inclusion of all students. In the study under question, this was achieved and the number of special needs learners increased. The method of this study was entirely a literature review and not an empirical one, it employed a Social Capital Theory. This theory values relationships that guide access to resources, for instance, “emotional support, educational materials, knowledge, guidance”, etc. The

other aspects of the theory are social networks, centralization, and collective efficacy. In conclusion, collaborative efforts are a must and a strategy for transition of deaf learners from one level to another.

The next study is of (Kisanga, 2017) who investigated on educational barriers of students with sensory impairment and their coping strategies. The study took a case study design with 27 students as participants who were selected purposively from Tanzania's institutions of higher learning. Data were collected by using interviews that were semi-structured, accompanied by questionnaires that were open-ended, plus discussions of focus groups. Then thematic analysis was used to analyse data. The researcher discovered educational barriers to include scarcity of learning materials and lecturers, communication particularly to the learners with hearing impairments, information inaccessibility, curriculum and environmental inaccessibility. There were also attitudinal barriers seen in society's negative perception of such students, by socially isolating them and difficulties in making friendship. The coping strategies impaired students employed were problem-focused (like determination, persistence and active participation in class) and emotional-focused ones (like accepting one's impairment, perceiving impairment as an opportunity to do one's best, etc.). Also government's review of its education sector to consider inclusive education was looked at as a possible strategy to overcome the barriers.

## **2.6 Literature Gap**

In conclusion, the reviewed studies provided collaboration, being problem-focused and emotionally-focused as some of the strategies that enable students to manage transition. However, although Kisanga (2017) used students as participants for the study, these were

students of institutions of higher learning. In addition, studies have been carried out at all levels of education of learners with hearing impairment but none has been done in the Ugandan context. Literature regarding transition of learners with hearing impairment from one level to another seems to be non-existent in Uganda though these learners transit up to university level. The current study, focused on learners transiting from Primary to post-primary studies in a Ugandan context to reveal the support systems, situation, the self and strategies of transition of learners with hearing impairments from primary to post-primary through the lens of Schlossberg Transition theory is thus vital.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This section presents the research methods employed, the research philosophy, the research design, the population, the sampling methods, and the sample size. It also includes methods for data collection, tools, the data collection process, validity and reliability, data management together with analysis, and ethical considerations of the research.

This qualitative study used interview guides for data collection. One was for learners, and the second was for stakeholders in the education of learners with hearing impairments. These included head teachers, teachers, district education officers, and parents/guardians. The interview guides were constructed according to the four constructs of Schlossberg's Transition theory: support, situation, self, and strategy. Thirty-one respondents participated in the study, and their collected data was analyzed using thematic data analysis.

#### 3.1 Phenomenology

Some scholars have explained it as the study of a being, its reality, and its meaning. It intends to get to the core of the being that can be described: what it is and the experience of living by/with it. There are three types of phenomenology: transcendental, hermeneutic, and existential phenomenology (Kafle, 2011).

Among the different types of phenomenological research designs, this study adopted a hermeneutic phenomenology because of the value of the participants' descriptions of

phenomena in their lived life experiences. As the current study was on the transition of learners with hearing impairments, each learner could submit his/her views of this transition and the possibilities of its occurrence from his/her perspective.

The proponent of this type of phenomenology was Martin Heidegger (1889-1976), a follower/student of Edmund Husserl (1859-1938), who had earlier developed Transcendental Phenomenology. Hermeneutic phenomenology believes that it is not easy to discard all knowledge about reality, but it calls for a struggle to avoid subjective perceptions and reach the objective reality of a being as perceived by an individual (Farrow et al., 2020).

Phenomenology has been acknowledged as helpful in interpreting participants' views of reality. These views are never the same, but this approach takes note of their differences. This research design explains these differences, leading to an understanding. Otherwise, the challenge with it is often the large volumes of data that get collected, which thus become demanding to analyze (Farrow et al., 2020).

This study used a type of phenomenology called Hermeneutic phenomenology, which uses a process whereby a researcher journeys together with the participants to reveal a deeper understanding of an item (phenomenon) under investigation, for instance, the phenomenon of transition as seen by learners, teachers, parents and other participants in this study. It is widely used because it assists researchers in interpreting the descriptions of people's experiences (Wella, 2015). Phenomenology helps a researcher to interact more with the natural world under study (Van Manen, M., 2016) and finally interpret it. Nonetheless, hermeneutic phenomenology was also opted for its rhyming with the

constructivist paradigm and is highly suited to this research's aims and questions. This is because the paradigm is based on people giving meaning to their experiences as they reflect on them. This study also paid more attention to the meanings participants gave to their experiences.

### **3.3 Research Design**

Within the phenomenological framework, the constructivist and interpretivist philosophies, this study employed a qualitative research approach with guided and open inquiry - inductive in nature, starting from a general worldview and concluding with analyzing of data which reveals patterns or themes (Creswell, 2007). The qualitative inquiry was considered appropriate as the researcher was interested in understanding the meanings people attach to psycho-social and environmental phenomena (Denzin & Lincoln, 2008, 2011).

There are normally two types of descriptions that can be identified; a description of peoples' lived experience and a description of the meaning of that experience of the people. The description of the meaning of peoples' experience has been found to contain a stronger element of interpretation (Van Manen, 2016; Wella, 2015). This rhymes well with qualitative studies where a phenomenological approach that emphasizes interpretative orientation rather than descriptive is preferred (Van Manen, 2016).

### **3.4 Study Area**

The study was carried out in four regions of the country: Eastern, Northern, Western and Central. Each region had several districts, and at least in one or more of them, there was a school for children with hearing impairments which was purposively selected to

represent the district and region. The other institutions purposively selected included those where learners had transited to; majority being vocational training institutions - located near the respective primary schools.

The first site was a well-established government - aided primary school that is widely known in the region of its location due to the many years of existence. It was getting learners from various districts of the region because of its popularity. It whad been church-founded on a big chunk of land on which were the classrooms, dormitories (separated from the classroom blocks by playing fields of football and netball), school gardens, staff residences. There was a small structure that was housing a skills training centre basically for tailoring and woodwork. This skilling school was a little separated from the primary school but still on school land. It was learnt that it was meant for learners who complete primary school studies and cannot continue to secondary school.

The second site was a school located on the outskirts of a city, which occupies several acres of land. Historically, an individual expatriate interested in children with hearing impairments had established it. It is said that it started as a toddler school and later grew into a primary school. It had well-set-up classroom blocks but was small and only seemed to be enough for a single stream classes. The school has land for spacious play fields, food and fruit gardens, staff accommodation, and an inclusive vocational secondary school where one of the respondents was schooling.

The third site was a school that had been privately established but later taken on by government. Unlike the other schools visited, it was not only for those with hearing impairments but also had children with other impairments. In this respect, children with

hearing impairments only formed a segment of the learners' and teachers' populations. This school was also enrolling from many districts in the region and beyond.

The fourth site was a school located within a city environment, which had existed for at least twenty years. Being in a city environment requires more land; it was squeezed but with an enrolment of at least two hundred learners from Nursery to primary seven. They had enough classrooms but needed more streams for particular classes as some structures within the limited area were for the boarding section. It had been started by the church as a private school, but later, it was taken over by the government to be a government-aided school. As in other schools, it had learners from different parts of the region and the country.

The fifth study site was an inclusive vocational secondary school near a primary school for learners with hearing impairments. The researcher included it at a later stage of the study after finding out that there were learners who had transited from the primary school that had been selected for the study. The construction of some school structures was still ongoing as it had only existed for ten years. As an inclusive school, it was noticeable that some staff members knew sign language while others did not. The number of learners with hearing impairments was smaller for the offered academic and vocational skills training.

### **3.5 Study Population**

The primary study population consisted of learners with hearing impairments who had been categorized into those in the primary seven class, those who had transitioned to secondary schools or vocational training, and finally, those who had not transitioned. Considering these categories of learners, the study intended to interact with at least three

learners connected to each study site. The learners in the seven primary classes were at the schools. However, those who had transited or not would only be gotten by snowball, by either their former teachers available at the school or their fellow learners.

At the first site of the study, the class teacher selected a learner to be interviewed among those available in the primary seven classes. After that learner who was still in primary school, the headteacher helped the researcher get one of the learners who had transited from primary to the vocational training section attached to the primary school. This learner was the only one available because the section had few learners, and owing to the time of COVID-19, many learners were caught up in the distant areas where they come from. This learner was doing a tailoring course and could respond well to the study interview. Lastly, the school administration helped the researcher contact one former learner who had not managed to transit. This participant lived a few kilometres from the school and had finished primary studies in about two years. With these three participants, the projected number of respondents for this category of learners was attained at the first study site.

At the second study site, the researcher randomly chose one learner from a small group of primary seven pupils available at school. After that interview, the headteacher directed the researcher to a neighbouring inclusive vocational and secondary school where a learner who had graduated from that primary school some time back was studying. The learner was interviewed, and he was majoring in vocational training in addition to secondary school academic work. Afterwards, the teacher directed the researcher to one former learner within the locality who had not continued their studies but remained at

home with their parents for about three years. Ultimately, the study got three participants connected with the second site.

Continuing to the third site, unfortunately, the researcher did not get the intended learners of primary seven to participate in the study because they had returned home to meet some requirements as candidates. Then, the researcher was helped by a teacher to meet one of the former school pupils working at the same institution in the tailoring department. This participant went for a tailoring course after the primary seven studies and, at completion, got a job in the same school that involved uniforms. Then, this participant (school tailor) helped connect the researcher to another former pupil who had not been able to continue with their studies and was living within the locality. The last participant for this site was a student who had briefly done secondary school studies in one inclusive secondary school about ten kilometres from the primary school. It had become challenging to continue with studies due to distance, logistics and communication and had dropped out of school. With these respondents, getting three participants for that site had become possible.

After the third site, the researcher proceeded to the fourth site, where the class teacher of the primary seven class presented his pupils. The researcher randomly selected one of them to participate in the study. The same teacher was instrumental in linking the researcher to a former pupil who did not continue his studies after primary seven. This participant later referred the researcher to another former pupil who was also staying at home with the parents after failing to raise fees for the next level of studies. In conclusion, this last site also helped connect the researcher to the ideal number of three pupils, the intended number of participants per school.

The next category of participants for the study are parents, and at the first study site, the researcher managed to meet and interview one parent whose child had not managed to continue with any studies after primary school. The parent lived a distance of a few kilometres from the school, and he was cooperative and unreserved in his responses. After this parent, getting another one was impossible since the rest lived a long distance away, specifically in other districts.

Then, the school administrators at the second study site helped guide the researcher to one parent of a learner who did not transit and who was living within the locality. After interacting with that parent, she helped provide contacts for another fellow parent whose child also had not been able to transit. The ideal number of parents for the study site had been achieved with these two parents.

After the second study site, the researcher continued to the third site, where he first got a parent of a learner who finished vocational training as a course after primary seven studies. After that, following the guidance given by the headteacher, the researcher got a parent whose child was studying in one of the two secondary schools for learners with hearing impairments in the country.

Finally, at the last study site, the researcher quickly obtained the proposed number of two parents per site due to the generous cooperation of the teacher of the Primary Seven class. The two parents were available in the same district where the school is located. One of their children had transited to an inclusive centre for vocational training; the other had not continued with any studies.

District Education Officers (DEO) of the districts where the study sites were located were selected for this study. In the first district, the DEO accepted to avail himself for the interview after ascertaining the authenticity of the researcher and the university he studies. He knew how this category of learners was fairing in the district. Continuing to the second study site, the DEO had very pressing commitments, and he later suggested that the interview should be brief. All the pertinent sections of the interview were handled, and the researcher appreciated the Officer for the opportunity to participate in the study. At the third study site, the Officer there had a background in SNE and was happy that studies were being done in that field. He passionately responded to all the interview questions and even pointed out some SNE areas requiring more attention. Lastly, the researcher interacted with the DEO of the fourth study site, who responded from a rich experience and concern he had after working with learners with different impairments. He put off all other cares and offered himself for the interview because of the field of education it was concerned with. This fourth interview marked the end of the researcher's interactions with the DEOs of the study sites.

The next category of participants was the headteachers of schools where the study was conducted. The researcher had no choice of which to take since every school had one headteacher. They all welcomed the researcher and willingly accepted to participate in the study by answering the interview questions and availing other information, such as contacts of former pupils and parents. It is worth noting that whereas one headteacher was a specialist in SNE who even offered some lectures at a university, there was another who had no skills at all in SNE. He was appointed to the school just like any other school

where a headteacher can be transferred. He was slowly struggling to get some sign language skills and other aspects of instructing learners with hearing impairments.

The teachers, too - those in the primary seven class were also selected to participate in the study. Although the researcher had hoped to interview only class teachers because of their presumed concern for the future of their learners, in one school, the primary seven class teacher was not available, and the headteacher availed one of the teachers of that class to participate in the study. The teachers who participated generally had experience in handling such learners and their parents in terms of the possibilities after primary school studies. This category of participants concluded the section of the study population, which included learners with hearing impairments, parents, District Education Officers, headteachers and teachers.

### **3.6 Sampling and Sample Selection**

Since this study was qualitative, it was considered that the generalization of results depending on statistics was not necessary. Quite often, non-probabilistic samples are preferred in qualitative studies where saturation is used as a guide in data collection (Teague et al., 2010). A more particular consideration for sampling for this specific study was made depending on the phenomenology research method. Scholars generally have differing views about the exact size of a sample that can be used in studies employing phenomenological methods. Whereas Cresswell and Poth (2017) pointed out a sample of 5 - 25 participants, Batholomew et al. (2021) did not commit themselves to a specific number. However, they encouraged smaller samples to enhance more excellent quality since it is valuable for the voices of participants to be considered. Then, since the study was carried out during the Covid - 19 period, which was marked with many limitations in

accessing people, the researcher considered convenience sampling (Creswell, 2014), which basically counts on a respondent's availability and convenience. As this study was concerned with the support systems of these learners, small samples of pertinent contributors were considered from each of the four study sites, including learners, parents, teachers, headteachers, and District Education Officers (DEO).

**Table 2: Study Participants**

Category of Participant	Expected Participants per Study Site	Study Sites	Actual Number got
1. Learners	3	4	12(38.7%)
2. Parents	2	4	7(22.6%)
3. Teachers	1	4	4 (12.9%)
4. Headteachers	1	4	4 (12.9%)
5. DEOs	1	4	4 (12.9%)
Total number of Participants			31(100.0%)

Source: Field information, 2023

NOTE: Parents accessed were seven not eight

### 3.7 Research Instruments

The main instruments were interview guides - one for learners and another for stakeholders in the education of learners with hearing impairments (parents, teachers, district officials and local leaders). Each of these interview guides consisted of questions asking about the study participants' perceptions and experiences towards support systems and their influence on transition to post-primary education. The interview guide to learners was used with the assistance from the sign language interpreter(s) to maintain effectiveness of the interview sessions. The interview guide was supplemented with information from other observable and displayed school documents on students'

transitions, at least in two schools. Where such was missing, the researcher requested the administration for it. The other two had issues with how this information is kept.

Further, the researcher involved the learners in making drawings as a way of expressing their thoughts and feelings on the issues under investigation. Drawing is one of the many child-based methodologies that may enable the children to be active participants in a study (Farokhi & Hashemi, 2011). The children were given a theme to guide their drawings according to the objectives of the study. They were tasked to express, in drawing, an individual whom each one takes to have been more supportive than others to their studies. The researcher (with the help of the sign language assistants) led each of the children to talk about the meaning of the drawing. The explanations supplemented data from the interviews as Kuhn (2003); Literat (2013); Søndergaard & Reventlow (2019) advised.

### **3.8 Data Quality Control**

*Validity*, in a study is about the accuracy of the account towards the participants' realities (Creswell & Tashakkori, 2007). In qualitative studies, it can be achieved by prolonged engagement, clarifying a researcher's bias, peer review, detailed description, using various methods and others (Creswell, 2009) in (Powers, 2010). Respondents of this study were requested and guided to review their responses during the interviews. At the same time, to ensure rigour that qualitative data collected during the interviews is valid, the researcher followed the standard procedures of conducting interviews; obtaining consent from participants, choosing an appropriate place and time for the interview, ensuring that the language is convenient for the respondents (use of sign-language expertise during interactions the with impaired learners) and the use of probing and respondent validation.

In this case, when the researcher found unexpected concepts and controversial issues during the interview session, he could follow up those surprises by probing rather than dismissing them, Chen (2012) advises likewise. After collecting all this data, the researcher proceeded to analyze it.

### **3.9 Data Analysis and Processing**

Thematic analysis relying on the most outstanding themes was used and determined with computed percentages. The procedure involved a review and categorization of the textual data, which were put under different themes and coded, deemed to be meaningful according to the study' objectives. The coding procedure included gathering all interview data, arranging it systematically, reducing it to smaller units, putting together related ones, and finally looking for patterns according to the objectives and research questions. Identifying themes emanating from the collected data, often called open coding, marked the accurate analysis stage of the study. At the open coding stage, the researcher systematically named the various groupings under which the studied phenomenon was being categorized. Lastly, the direct quotations of answers emerging from specific respondents, bringing out their views and voices were tracked and documented, verbatim to help readers understand the exact thoughts of respondents in relation to the study questions.

### **3.9 Research Ethical Considerations**

According to the sensitivity of the field that was being studied together with the primary respondents of the study (learners with hearing impairments), the researcher had to underscore the ethical considerations onto such studies and moreso, the participants. The

national guidelines for studies involving minors (8 years and above) were strictly followed, in accordance with the National Guidelines for Research Involving Humans as Research Participants (2014); contained in 'The National Council for Science and Technology (NCST)'. Accordingly, NCST (among other things) obliges a researcher to obtain a child's assent after the consent of the parent/guardian. This was strictly observed during data collection.

*Permissions*, besides the researcher obtaining written approval from The Uganda National Council of Science and Technology (UNCST), the researcher also got a formal go-ahead from Uganda Christian University Research Ethics Committee (UCU REC), to conduct the research.

*Consent, confidentiality and anonymity*; informed consent was henceforth obtained from all study respondents before interviews were conducted; their confidentiality and anonymity ascertained. The informed consent form was signed prior to the research engagements.

*Plagiarism*, the research report had to be subjected to anti-plagiarism software to ensure that its content conformed to the similarity index. Where plagiarism issues were recognised, the work had to be rephrased to attain the required final similarity index percentage acceptable by the Uganda Christian University School of Postgraduate Studies.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS OF FINDINGS

#### 4.1 Introduction

This section makes a detailed presentation of the collected qualitative data and its analysis from the participating Learners who are still in primary schools, learners who transited to post-primary, parents, teachers, and education officers. The procedure of presenting the findings follows the research questions, as indicated in Chapter 1, and the theory in Chapter 1.2, which follows the order of the developed themes and categories. A consistent analysis is made, as discussed in section 3.2 of the research design and section 3.8 of data analysis in the methodology chapter. Moreover, a pertinent model to represent the salient underpinnings of each objective/research question is entrenched to enable future researchers and educationalists to access handy information regarding the most significant underpinnings of the issues investigated in this study. At the end of this chapter, a general model encapsulating all the significant findings is highlighted.

For clarity concerning the participants of this study, learners with hearing impairments and parents are further categorized into those at the primary level, post-primary level, and those who did not transit after the primary level. The numbers for each of these categories are thus presented in the following table:

***Table 3: Classification of Learners and Parents***

Category of Participants	In Primary	Transited	Not transited	Total
Learners with impairments	3 (25%)	3 (25%)	6 (50%)	12
Parents of Learners	1 (14.2%)	3 (42.9%)	3 (42.9%)	7

*Source: Study Data*

## 4.2 Development of Themes and Theme Categories

This section presents the findings, along with an analysis and interpretation of the main themes and their categories as they arise from the interviews.

The table below presents the major themes of the study and the subthemes that emerged from the data based on the research and interview questions;

**Table 4: Themes and Sub-themes**

<b>Theme 1</b>	<b>Transition Support Systems</b>	<b>Response rate</b>
	a) Financial Support	93.4%
	b) Pedagogical Support	85.3%
	c) Emotional Support	79.2%
<b>Theme 2</b>	<b>Situation of Learners at Transition</b>	
	a) Duration of primary education	73.0%
	b) Changes at Transition	90.3%
	c) Learned skills	93.1%
<b>Theme 3</b>	<b>The Self/Individual and Transition</b>	
	a) Gender and transition	81.7%
	b) Talent and Learners' transition	87.7%
	c) Learners' Health and Transition	88.2%
	d) Family Socioeconomic status	84.7%
	e) Cultural beliefs & mentality on education	89.4%
	f) Personal Values and Transition	85.8%
<b>Theme 4</b>	<b>The perceived Strategies for Transition</b>	
	a) Transition Advice to learners	76.3%
	b) Information on Post-Primary Institutions	78.4%

*Source: Study Data*

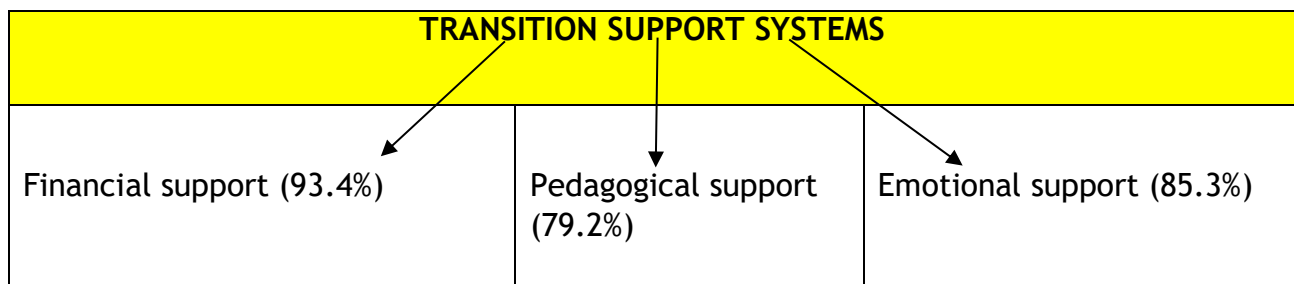
## 4.3 TRANSITION SUPPORT SYSTEMS

The first objective of this research sought to investigate the support systems of learners with hearing impairments. The participants presented their experiences during the transition from primary to post-primary. According to Schlossberg's Transition Theory, the experiences were more or less similar to the respondents' support factors. Schlossberg et

al. (1995) inferred that support is a vital resource in managing stress typical of a transition process. According to this theory, there are four categories of support: close relatives, family circles, collaborations of acquaintances, and the society of one is belonging to.

The findings from learners and other participants produced several themes that explained the support systems for learners, particularly through their contributions at the completion of primary school studies. These most outstanding themes included financial support (93% respondent rate), pedagogical support (79% respondent rate), and emotional support (85% respondent rate) - figure 3. Each of these themes revealed salient issues.

**Figure 2: Major Themes on Support Systems**



Source: Field (2022)

### 4.3.1 Financial Support

This theme considered participants' expressions, indicating the sponsors' ability to keep the learners at school by providing resources to finance their needs. About 93.4% (figure 3) said that this was usually in the form of school fees, scholastic materials, and transportation to school. According to participants, this support was being provided by parents/guardians and donor organizations.

It was revealed that one of the major contributions the parents/guardians were making to help those learners continue with their studies after primary school was the payment

of school fees; identified as the primary source of funding that was enabling the schools to hire qualified teachers, provide teaching aids, maintain facilities, and purchase equipment that were deemed essential for effective classroom instructions. Many of the participants' expressions (slightly over 87%) indicated that parents are solely responsible for paying school fees for learners with hearing impairment; much as they may not pay promptly, they endeavour to help their children continue with their studies to post-primary. Participant PKI1, a learner still in primary states, thus;

*“My parents endeavor to pay school fees for me on top of the other many things they do for my studies...”*

Participant PKII2, a learner who transited, expressed that their parents consider them last when paying school fees; this stresses the learners as the school administration consistently reminds them of defaulting fees payment. In the participants' own words;

*“My father pays fees of the others and later says that he has no money for my fees. Sometimes he tells me to wait until he gets money yet the term has already begun. When I keep reminding him he says I can go and he will send the money later. Later at school my name appears on the list of those who have not yet paid.”*

Participant PKIII a learner that did not transit reveals similar insights into stress arising out of parents' failure to pay school fees and this disrupts the academic activities;

*“Sometimes when my mother brings me to school, she pleads with the headteacher to accept some little payment. But they keep reminding me at school to complete the payments so as not to miss examinations. Some of the times the term ends before another payment is done.”*

Almost all the teachers that participated in this study (about 94%) also expressed sentiments similar to those of learners; indicating that the parents were trying to support the learners with payment of school fees, although the learners could eventually drop out of school. In Participant PKV1's words;

*“...even those parents who struggle financially, they try with the little they have to pay fees for their children with hearing impairments. At times, you may take a while without seeing a learner from some of those parents and later you find out that it became financially difficult for them. Then such a learner drops out.”*

In fact, almost all the headteachers involved in the study (95%) observed that parents pay school fees for other children and then pay for these in instalments. According to one headteacher (KIV1),

*“There are parents who send them at the beginning of a term without fees. They complain about the transport charges and requirements. Then they request for some grace period. They later do partial payments after paying fees of the other children in the family who have no disabilities. Sometimes a term ends before any other supplement to the partial payment is done.”*

Another participant, KIV2, a Headteacher, added that the schools were being put in a challenging position by parents who were sending learners with third parties, like motorbike riders, without school fees. In participant KIV2's words;

*“...parents intentionally avoid coming to the schools. They entrust their children to bodaboda riders to drop them at the schools. When you ask the boda rider about some of the requirements for the pupil all he says is that he was told to bring the child to school. Yet we often find it difficult to reject our pupils because of their conditions.”*

Further, participant PKVIII, a Parent whose expressions were in agreement with those of learners and school administrators, noted that school fees and distance for learners with hearing impairments were high and other children's fees challenged them.

*“The fees for boarding together with the distance to school is a challenge yet also other children in other schools keep demanding. It is too heavy; that is why I failed.”*

In addition, participant KVI1, an education officer, noted that even parents who had the ability wanted to avoid paying school fees for learners with hearing impairment to transition to post-primary education. They would prefer to rely on schools to get them donors. In the participant's own words;

*“They pay according to their ability but there are those who always want schools to get them donors even when they can pay.”*

School fees are paid not only by parents but also by some donor organizations. The following are some of the responses concerning the sub-theme of organizations contributing to school fees.

In Uganda, education is often regarded as the key to success, yet it remains an elusive dream for many learners with hearing impairments because of the rising tuition and other school requirements the parents cannot afford. To support their transition, non-governmental organizations have often been providing support to learners with hearing impairments to facilitate their studies both at primary and post-primary education.

The respondents' expressions in this study (about 15%) revealed that some donor organizations were facilitating the learners' financial and other requirements that have enabled the transition and sustainability of some learners in post primary education. In this particular instance, a learner in Primary confessed that the defaulters' list was no longer stressing them since the 'organization pays their school fees'; PKI2:

*“There is an organization that pays school fees for me. As a result, the studying becomes smooth and peaceful since there are no worries of being on the list of fees defaulters...”*

A Participant, PKII2, a learner who transited, also agreed that Donor organisations were supporting paying of fees even though their services and contracts were for a few years, distorting the transition and continuation of learners' education.

*"I had my fees paid by an NGO (Non-Governmental Organization). They were very supportive but they went away."*

A learner who did not transit (Participant PKIII2) similarly maintained that donor organisations support school fees for a given period.

*"They could pay fees but for some learners and for only a given period of time."*

The views expressed by teachers (Participant PKV2) indicated that Donor organisations support learners with hearing impairments with school fees, though they supporting a few, they would withdraw the support once the learners did not transit;

*"After an organization has started with some pupils, it does not easily take on more pupils. They keep a certain number of them. They pay a percentage of the fees and conclude their work afterwards. When they leave school, then it is the end of their program."*

Further, the sentiments expressed by headteachers and Education officers indicated that Donor organizations support learners with half of the school fees and encourage parents to pay the other half. In the words of participants **PKIV1** and PKVI1, respectively;

*"The organizations contribute half of the fees for the needy girls, and as a result, they reduce the burden faced by the parents. This also motivates the parents to keep the children in school. Each organization differs in its way of working. Some take only one gender. The majority of them only pay a portion of the fees and leave the balance to the parents or the community."*

*"There were organizations helping parents in paying fees. Some of them would pay half and encourage parents to pay the remainder. Unfortunately, today all organizations have left."*

Participant PKIX1 a parent of one of the learners who transited also concurs that donor organizations support learners with hearing impairments however they withdraw support sometimes before end of primary education which distorts transition into post primary.

Participant PKIX1, a parent of one of the learners who transited, also concurs that donor organizations support learners with hearing impairments; however, they withdraw support sometimes before the end of primary education, which distorts transition into post-primary.

*“They help but do not always take long time and before a child finishes primary they are already gone.”*

The next sub-theme within Financial Support was ‘taking these learners to school’.

The findings revealed that transporting learners with hearing impairment to school was a supportive activity that parents/guardians engage in to help them transition to post-primary education (89%).

A Participant learner PKI1 who was in primary school noted thus;

*“My parents bring me back to school, but sometimes I wait for them first before taking the others. Then, because of delays, they often create stories about the journey to my school and how much money they need. Often, I am the last to be taken, or else they tell a boda rider to bring me.”*

A Learner who did not transit PKIII2, also had expressions indicating the crucial role of their parents in transporting them to school, despite the few challenges they encountered;

*“My mother would always be happy when she took me back to school, but it was never consistent. She would even take two terms without taking me but begging another person to take me.”*

Further findings indicate that some parents delegate the responsibility of taking their children with hearing impairments to school to motorbike riders without school requirements. Participant *PKII2*, a learner who transited to post-primary education thus notes;

*“Unlike the primary school that was a long distance, the secondary is closer. There is a boda rider who takes me most of the time. He takes me in the afternoon although many times I am not with all the requirements.”*

The issue of school accessibility was also affecting other forms of support (77%), such as the provision of scholastic materials. In this regard, one teacher participant, *PKV2*, revealed that parents support their children with scholastic materials according to the school circular; however, parents fail to keep track of their children’s education progress because of the distance between the schools and their residences.

*“Parents give the pupil's school requirements (according to the school circulars) and some instalment of school fees. Unfortunately, some of them do not keep monitoring the pupils' situation. They express that the distance from home to school is long and expensive. Thus, some pupils live in need from around the middle of a term as parents fail to supply the requirements.”*

After taking learners to school, another financially supportive activity is providing scholastic materials. As noted in the paying of school fees earlier, materials are also provided by both parents and donor organisations. Thus, the next sub-theme is about the provision of scholastic materials by parents/guardians of learners.

The respondents’ views of this study continued to clarify that Parents and Donor Organizations supported the transition of children with hearing impairments with scholastic materials. Scholastic materials apply to various items that learners employ for

smooth learning and teaching, such as books, pens, colours, mathematical sets, and many others. Participants who were learners still in primary confirmed that their parents supported them with the provision of scholastic materials despite the delays. In Participant PKI2's own words;

*“My parent provides me with clothes, school bag, and other scholastic materials like books, pens, mathematical sets and sugar. At times I have to be patient for a while before I can get the materials supplied even if we need them in class, for instance, a math set.”*

Participant PKI2 further revealed that the delays are caused by the existence of their siblings and the distance to their school was quite far which attracted other costs.

*“My parent says that we are many children at home and each of us makes requests to the same person. The others study near home and for me to bring me the needed materials it even involves transport. So it is expensive.”*

Additionally, Participant **PKII2**, a transited learner, expressed similar sentiments about the parents/guardians' support of providing scholastic materials. Though they received the requirements at the beginning of the term, the guardians did not follow up during the term, and the students had to depend on their peers' kindness:

*“I get books, pens, pencils, and other things from home when I come to school at the beginning of the term. However, most of the time, my guardian does not come for visitation to see what I have and what is finished. So, I always depend on others' kindness for the last part of the term. One teacher is very caring to me when I am in need. I thank her very much.”*

Participant PKV1, a teacher, agreed with learners that parents support their children with hearing impairments with scholastic materials despite their uniqueness, though they are always disappointed by their performance.

*“Children with hearing impairments have unique scholastic materials, and their parents are often there to help provide for them. However, parents often feel uncomfortable about their pupils’ performance and compare them with the other children in the family...”*

Similarly, another teacher participant, PKV2, revealed that parents support their children with scholastic materials according to the school circular. However, parents do not keep track of their children’s education activities because of the distance between the school and their residencies.

*“Parents provide the pupil’s school requirements (according to the school circulars) and an instalment of school fees. Unfortunately, some parents do not monitor the pupils’ situation. Some express that the distance from home to school is long and expensive. Thus, some pupils live in need from around the middle of a term as parents fail to supply.”*

In support of the parents’ supportive role towards provision of scholastic materials to children, a participant PKVI2 an education officer revealed how they encourage parents to provide as it is improper to provide other children and neglect those with hearing impairments.

In support of the parents’ supportive role in providing scholastic materials to children, a participant, PKVI2, an education officer, revealed how they encourage parents to provide as it is improper to provide to other children and neglect those with hearing impairments.

*“I encourage parents to provide the required materials to their children. There is a challenge in finance, but it is not proper only to give to other children without considering those with impairment.”*

Donor organisations are another category of people who participated in this supportive activity of providing scholastic materials. Both the learners and the other participants expressed their knowledge and experiences regarding the scholastic material support provided by the Donor organisation, as presented in the next section.

Further, study findings indicate that apart from parents, Donor organisations supported learners with hearing impairments with scholastic materials such as books, tapes, pencils, uniforms, shoes, etc. for the purposes of their studies. Regarding this kind of support, Participant PKI2, a learner still in primary school, confessed that such organisations delivered such materials, and learners received them.

*“When I had just joined the school, there were donors who used to give us pencils, pens, books, sharpening machines, rulers and textbooks. They were bringing boxes of things, and we could be called to line up in front of the office, and each of us would get. Now they no longer come, and I have to get from home.”*

Learners who transited also confirmed that donor organisations supported them with scholastic materials and also supported the school with textbooks. In the word of participant PKII2's own words;

*“People from donor organizations gave me, and my fellow pupils exercise books, reams of papers and pens, [and after a while of some thinking, she remembered and added], and girls sanitary towels. Once, they even donated textbooks to our school.”*

Similarly, Participant PKV2, a teacher who supported learners' expressions, confirmed that the donor organisation supported learners with hearing impairment with scholastic materials. They cited some donor organisations that supported this transition thus;

*“CRANE, which is one of the leading organizations, donates materials like text books, pens, and computers to the learners on top of providing partial school fees.”*

Additionally, a teacher participant in PKV2 stressed that donor organisations go to the community to search for children with hearing impairments and support them, and their support facilitates a smooth transition to post-primary.

*“Sight Savers help find children with hearing impairments in the villages and take them to school. They pay fees and buy materials and machines to use during skills training, which makes the learning of these children a smooth endeavour.”*

The above reports show that parents and donor organizations support these learners. The last aspect of this support is the economic status of the learners’ families, which determines how parents and guardians take care of the learner and the possibility of transition.

The study findings revealed that poverty significantly hindered the continuation of studies for learners with hearing impairment. They expressed that failure to pay fees and other requirements due to poverty leads some learners to drop out of school.

Participant learners who were in primary school held expressions that indicated that learners with hearing impairment did not transit because of poverty; such families could not even visit the learners at school, and thus, they were continuously in need. With the multiplication of requirements at post-primary institutions, the learners drop out after primary seven. In the words of PKI4,

*“I have seen that some poor families do not even visit their children at school. Thus, after P.7, they do not continue with studies because the needs of students multiply at that level.”*

Another learner, Participant PKI5 in primary school, shared similar sentiments regarding how poverty hinders learners with hearing impairment from transitioning to post-primary schools.

*“Poverty hinders us from continuing due to the difficulty in raising money for school fees. There are also many secondary and vocational training requirements, which translates into more money. So, after primary school, one remains at home.”*

Participant learners who transitioned to post-primary noted concern that they looked for their primary classmates to no avail, and many times, they were not in school because of requirements multiplied at that level. In the words of Participant PKII7,

*“Whenever I ask my friends about some of our classmates of P.7 they keep responding, ‘That one did not continue. S/he is just at home’. And many times the cause is money which is greater than how it was in the primary school.”*

The teachers supplemented the learners’ expressions, noting that parents even hide and change phone contacts to avoid follow-ups from school about requirements for their learners with hearing impairments. Such actions from parents do not encourage the transition of these learners into post-primary studies. The teacher participant PKV3 noted thus;

*“Due to poverty, some parents keep changing their phone numbers and giving learners to bodaboda cyclists to bring to school instead of themselves. They are afraid of follow-up calls from school due to non-payment of fees. Therefore, they*

*keep hiding by changing their phone numbers and not bringing the learners themselves.”*

Findings further revealed that parents of learners with disabilities whose fees were paid by donors could not afford to support their children when donors pulled out, which distorted their transition. Further revelations showed that even parents who were well off did not consider their children’s post-primary education as a priority and thus concentrated on other children but ended up neglecting those with hearing impairment, which distorted their transition to post-primary studies. A Participant teacher *PKV4* noted;

*“When NGOs withdrew, most parents could not manage to pay fees. They were happy when donors were helping them and had not considered the donors closing down their programs. Surprisingly, wealthy parents also do not consider the education of these children a priority. They concentrate on others without disabilities and seem not to be interested in the future of these. Maybe they need some sensitization.”*

Although the responses on the socio-economic status of the families of deaf learners have shown that even learners from rich families can drop out of school, the majority of those who fail to continue are from low-income families. They experience difficulties in meeting the required payments for their children’s studies.

#### **4.3.2 Pedagogical**

The respondents (79.2%) - Figure 3, enlisted a variety of pedagogical support systems that were helping the transitions from primary to post-primary. Pedagogical support for Learners with hearing impairments was found to arise from the schools themselves, with the intention of helping learners cope with the stress of transiting from primary to post-

primary and benefiting from involvement with a community of learners having the same disabilities.

Several themes related to Schlossberg's support construct emerged from the study findings. One most outstanding function of support systems identified was pedagogical (78%); assisting the individual to benefit from the available psychological resources, managing emotional barriers, and equipping one with abilities/skills to counteract the changes (Schlossberg et al., 1995). Learners with hearing impairments in this study were supported by teachers, peers, counsellors, and religious leaders, among others.

The sub-themes that recount Schlossberg's support construct of this theory that emerged include the offering of teaching services, provision of vocational skills, and group discussions, which are explained in the subsequent sections.

Learners and other participants' expressions indicate that offering teachers teaching services helps the learners continue with education after the primary school level. The expressions of participant learners still in primary school indicated that teachers taught them sign language, which is essential at all levels of their studies and beyond. In Participant PKI1's own words,

*“Teachers teach us sign language, which is essential for continuing our studies. It is the first training we get at school, and it helps us as the language of instruction at all levels of studies.”*

Another expression of Participant PKI2, a learner in primary, revealed that teachers supported them with neat handwriting skills, which helped them when writing their examinations.

*“Apart from the other subjects, my teachers have taught me neat handwriting. This helps me, especially when I am writing examinations, so that examiners can read whatever I write. A teacher I met in my home area during holidays pointed out to me the value of neat handwriting. I thank my teachers for giving that to us.”*

In a related version, participant PKII1, who transited, revealed that measurement skills, as instructed by teachers, help them while doing their tailoring course. The Participant noted;

*“My teachers give me good instructions during skills training in tailoring. I remember the teacher who taught us measurements in a maths class. It is so helpful in tailoring. All should take it seriously because of its usefulness.”*

Participant PKIX1, a parent of a transited learner, also revealed similar expressions about the pedagogical support learners with hearing impairments received from their teachers. They noted that teachers willingly taught learners despite their condition, as expressed below;

*“The teachers are always willing to teach in all conditions as a way of helping these learners to continue with studies after primary school. They even tolerate being with those learners without full payments. We struggle to fulfil our responsibility but the situation is not easy.”*

Further revelations by parents indicate that teachers also continuously monitor learners; they even have one-on-one meetings with learners to ensure that they are on par with other learners.

*“Many teachers are committed to their work. They keep monitoring the ability of learners and direct them accordingly. Apart from class teaching, they even go to*

*the extent of one-on-one teaching so that a child is not left behind.” (Participant PKIX1)*

Participant PKV1’s expressions revealed, however, that learners with hearing impairments require genuine attention, which calls for the employment of more teachers.

*“The concern comes with the attention these learners require depending on their differences. That is when it requires more teachers for the same class.”*

Findings further revealed that ineffective pedagogical support may result in a negative transition for learners with hearing impairment. The expressions of Participant PKX1, whose child did not transit, show that failure to consider the condition of these learners and support them with proper instruction tools like sign language results in a failed transition to post-primary. In the participant’s own words;

*“The state of learners with hearing impairments differ from others but sometimes I would find one of the teachers of my son as if taking them like others. He was not using the signs so much but doing a lot of talking yet I knew my son always is looking for the signs. In the end that is one of the subjects he did not pass.”*

Apart from academic teaching, vocational skills were mentioned, which also help learners continue with education after primary school studies. Some other respondents referred to them as life skills that finally enable a learner to be self-reliant. They can also help a person earn some money to help them even support themselves with studies. According to the participants, the training in these skills is mainly sponsored by donor organizations.

Regarding this component of support, participant PKII1, a learner who transitioned to vocational secondary school, boldly expressed what organizations have done to help them.

The learners revealed that they acquired skills that helped them start income-generating activities while they were at school.

*“The organizations have helped train me and others in poultry and piggery, in addition to the knowledge we receive from school. I have used those skills to start keeping some chickens and pigs at home as a source of income. I work with my parents, and they help to feed them when I am here at school. Unfortunately, all of these organizations have now left.”*”

Additionally, the comments of participant PKI12, a learner who transitioned to vocational education, revealed that this support element is crucial for transition because the skills gained have helped them raise resources to help them enroll at the vocational training centre. In the participant's own words;

*“They trained us in better methods of growing food and fruits. After primary school, I used the time to grow maize and pineapples. We used some of the maize for food at home, feed for the chicken project, and the rest I sold. The money from the chicken and the maize sold helped me enroll in the vocational training centre.”*

Like learner participants, the teacher participants' expressions indicate that vocational and entrepreneurship training support was essential to transition children with hearing impairments. The skills acquired helped learners start income-generating activities, facilitating their post-primary education. Participant PKV1 commented;

*“The organizations have helped to provide them with agricultural training. These have mainly been growing maize, bananas, pineapples, and ground nuts. They use those skills first at school when producing food and fruits. Later, they implement them in their homes.”*

Also, the expressions of other teacher participants revealed that in addition to training, the learners are facilitated with tool kits which enable them to start earning from the skills gained. They noted with concern that it was unfortunate that such an organisation left. In the words of Participant PKV2,

*“They bought for them sawing machines and materials for tailoring training. All learners who could take a skill development course would be enabled at its completion to have a machine to use and materials/fabrics to start them off.”*

And then in participant PKV3’s words;

*“They offered them skills training in leather work, like making open shoes, liquid soap, and weaving. After primary school studies, those who could not continue depended on some of those skills for survival. But currently, none of the NGOs is still available. They have all left!”*

To concretize their submissions, the learner’s highlighted four organizations that helped them continue with education after the primary level: Cheshire, UNAD, Window Trust, and Deaf Link.

Furthermore, the teachers and parents gave a longer list of organizations that were helping learners with hearing impairments continue with education after the primary level. These comprised World Vision, Raising Voices, Global Children Uganda, Children Chance International (CCI), Voluntary Services Overseas (VSO), GCU - Farming God’s Way, AMIGOS WORLDWIDE, Compassion (a church organization), organization ANE, Missionaries of the Poor, Sight Savers International, FAG, FANHAM, Window International or Window Trust, USDC (Uganda Society for Disabled Children), Love One Uganda, Starky Hearing Foundation, Some Indians, and E.N.T. department of a Hospital. They reported that it is

unfortunate that no NGO is still helping children in the primary school section. These organizations' services had all along included paying school fees, providing scholastic materials, vocational skills, farm training, and guidance and counselling.

Participant PKI2 in a learner's expressions indicate that the teachers or learners sometimes lead this initiative. They value this avenue for the encouragement they get from fellow learners and friends that keeps them on track without dropping out of school. In the participant's own words;

*“The teachers put us in pairs and groups to help us with the guidance of our leader. When we meet, we continue sharing the material covered in class, plus some examination questions on the particular topics.” (PKI2)*

Another participants supplemented with how they handle the group sharing:

*“We discuss past papers that our teachers supply us with. Each of us brings out some information, which we put together to get answers to the given questions. This has helped me pass the subjects that used to challenge me. Now, I am studying without fear of poor performance.” (PKVI3)*

Then the group concrete benefits include:

*“Through these discussions, we are encouraged by one another not to drop out but to persevere to the end. This is mainly because low marks used to cause problems with some of our guardians.” (PKI3)*

As this help is at the level of learners themselves, the other participants involved in their education did not make any responses to it.

Learners with hearing impairments were asked about the help they get from fellow pupils and friends to continue their studies after primary school. From the interview interactions,

the following forms of emotional support were established: sharing, encouraging one another, and caring for one another.

The sharing reported by the learners encompassed a wide range of items, providing a comprehensive understanding of the support they receive. These items included academics, health, behaviour, tools of work, and others. As fellow pupils and friends, the learners shared these items, as Participant PKI4, a primary learner, narrated their sharing experiences.

Learners with hearing impairments were asked about the help they get from fellow pupils and friends to continue their studies after primary school. From the interview interactions, the following forms of emotional support were established: sharing, encouraging one another, and caring for one another.

The sharing reported by the learners encompassed a wide range of items, providing a comprehensive understanding of the support they receive. These items included academics, health, behaviour, tools of work, and others. As fellow pupils and friends, the learners shared these items.

Participant PKI4, a primary learner, narrated their sharing experiences;

*“...We freely share ideas on academics, health, and early pregnancies. Each one of us has something more than the other. Some are good with classwork. They help us to repeat what the teachers teach us, and we then do the exercises with more understanding. Some of us have experience with health issues. Some know some local herbs that can be better than tablets. We rely so much on their generous*

*sharing. Others are helpful with information about challenging situations, like those about pregnancies....”*

In agreement with the primary learner, Participant PKII3, a learner who transited to a vocational institute, expressed similar sentiments about sharing. The learner mentions that they share tools and depend on each other in different ways.

*“We share tools during classes and work. The training institute wants each student to have all the tools, but not all our parents/guardians are capable. Each of us depends on the other in different ways.”*

Further, the study findings show that teachers believed that it was a good gesture when the learners supported each other through sharing study materials and even food; they note that it helps them not only in their transition to post-primary education but also in getting along in the community. Participant PKV4 notes thus;

*“On top of sharing ideas, these kids also go on to share deeply the study materials and edibles as well. It is a good gesture that we encourage since life is about helping one another.”*

Findings also indicate that while learners with hearing impairments supported themselves and shared resources, they did so in a school setting, more so in the community of fellow learners with hearing impairments. However, they only shared and interacted within the school setting because no learners are alike. One of the participant's parents PKVIII2 expressed thus;

*“Although I can see them sharing with one another at school, it is not the same case when it comes to holidays. My son has fellow pupils of his class in the neighbourhood who are from other schools. I do not see him relating to them about studies. Unfortunately, there are no children with hearing impairments in the whole locality.”*

The parent Participant PKIII2 further notes that this could be attributed to a communication barrier between children with hearing impairment and children in the neighbourhood who do not know sign language.

*“I am not certain whether it is because they studied in different schools or not having covered the same topic... Maybe it is about a language of communication; I think it is because they do not know sign language.”*

This sharing enhances the learners' fraternity and enables them to continue with education after primary school. Apart from sharing, there was also an aspect of encouraging one another.

Encouraging one another was presented as one form of support provided by fellow pupils and friends to learners with hearing impairments towards continuing their studies after primary school. In this study, participant PKI4, a learner in primary school, acknowledged that they encourage each other to continue their studies, which supports them during the transition to post-primary studies.

*“I get support from other fellow learners. This is mostly about my classwork. When I do not perform well, a classmate always repeats whatever the teachers teach. Such fellow learners encouraged me that it was possible, and we encouraged each other to continue our studies.”*

In addition, primary learners also mentioned that they are encouraged by fellow learners with hearing impairments who have transited but usually come back to encourage them and share transition experiences. In Participant PKI5's words;

*“Those who have studied to higher levels, even university, keep coming to encourage us. They always share with us how it was at the primary level and when*

*they joined the subsequent levels. They point out the challenges at the different levels and how they overcame them. Some even help to teach us some topics. We always feel encouraged by their experiences.”*

In a similar version, Participant PKV3, a teacher, agreed with learners' expressions that their fellow learners who transited come back to encourage those aspiring to transit, which makes their transition less challenging.

*“Those who joined post-primary studies return to encourage their fellows, who admire them. Those include students in secondary schools and vocational skills training. They share their experiences there, which shows it is possible. This minimises the fear most of them have concerning the next level of studies.”*

Another teacher participant's expressions indicate that learners empower each other through Child-to-Child Programs and share experiences. Also, the school community has a culture of older learners empowering young ones, entrenching a culture of transition. Even when they are transiting into another institution, they move in with some level of confidence. In the words of Participant PKV4,

*“At school, we have a child-to-child program where pupils of the same level/class are empowered to help each other. Also, in the general school community, the older ones help the young in parental ways, for instance, by washing their clothes. At meals, we have a culture of serving young ones first. The older ones ensure this is followed so the young do not miss food.”*

Findings also revealed that, learners in inclusive schools who are not impaired supported their colleagues. They support their colleagues by interpreting study materials especially those that are not conversant with sign language. Participant PKV3 comments thus;

*“Pupils without impairments help interpret study materials for pupils with hearing impairments. This happens mainly when some instructors still need to be grounded in sign language.”*

In summary, these activities from fellow pupils are essential for learners to continue with education.

Also, it was necessary to find out if, apart from teachers, there were other people at schools that are mainly concerned with learners with hearing impairments and their studies. If so, these were to be named.

As per the feedback from the learners, it was evident that their studies were not solely the responsibility of teachers. Matrons, watchmen, cooks, dormitory mothers, librarians, herdsmen, farm workers, priests, some other White visitors, and prefects all played significant roles in supporting their academic endeavours. While it was expected that there would be specialized professionals, such as speech therapists, to assist the Special Needs teachers, this was not the case.

Equally important, a relatively more enormous list was presented by the parents regarding those concerned with the studies of these learners apart from teachers. The list included Matrons / Dorm mothers, Watchmen, sign language interpreters, nursing aid / Nurses, Cooks, Counsellors, Bursars, MDD trainers, School Management Committee members, Parents and Teacher Association (PTA) members, Role models (those who went through the school), School Secretary, Physiotherapists, Dispensary staff, Social workers, Instructors, Care-givers, and Support staff. The above provide Guidance and counselling, help in feeding, offer security, and often encourage the learners.

In summarizing the study's first objective, the interview findings, based on financial, pedagogical, and emotional support, revealed the essential entities for learners with hearing impairments. Among the several entities with activities that support learners with hearing impairments, parents, teachers, donor organizations and fellow learners were frequently named as essential support for deaf learners. Therefore, they form the support system for deaf learners after their primary level studies and transition into post-primary.

#### **4.3.3 Emotional Support**

As Schlossberg's transition theory guides, support systems help individuals to take advantage of available resources, to premanage emotional barriers (Schlossberg et al., 1995). This study's outcomes revealed that learners with hearing impairments received emotional support in various forms (85% of respondents - figure 3), particularly from their families, peers, psychologists, and teachers, in their transition to post-primary education.

In line with Schlossberg's transition theory, a wide array of support systems manifest in various forms, forming the thematic findings of this section. These encompass guidance, counselling, parental affection, peer support, and mutual care and encouragement, providing a comprehensive understanding of the support available to learners with hearing impairments.

The initial and most prevalent form of support was guidance and counselling, which was provided and sponsored by parents, teachers, and even donor organizations. The following section presents a detailed account of the guidance and counselling experiences offered to learners in transition by their parents.

Regarding parental guidance and counselling of learners, Participant PKV1, a teacher, observed that some children are knowledgeable of their intentions towards education and can challenge teachers; this accrues from the guidance given by their parents. However, some learners are not guided by their parents at all.

*“Parents guide their children in education. We see that when children come to school. Some develop ideas on challenging subjects and possible ways of managing them. The parents also give them some career guidance. Some of the learners do share what they intend to study. However, some come with nothing at all.”*

Additionally, another participant teacher’s comments show that learners from their parents are guided on how to conduct themselves in the community. However, those facilitated by guardians know nothing, and teachers must start from nowhere to guide the learners. In Participant PKV2’s own words own words;

*“Parents also guide children in relating with the community members, as some of these could target them. It is good that most girls' parents give them some briefing. They inform them about the tricks wrong people often use to trap innocent children. This helps us teachers as there is already a base to build. We have also noted that a good number of those who do not come from their biological parents often have no idea at all. Most guardians fulfil the duty of bringing the child to school.”*

After the guidance of parents, there are responses concerning guidance by teachers. This guidance by teachers is not limited to only the learners but also to parents. While offering guidance to learners with hearing impairments, sometimes teachers have to include the parents so that the possible future of the learner is clear to both. Regarding this,

participant PKI1, a transitioned learner, argues that teachers are all-around: They teach, instruct, counsel, and do many more things for the learners and themselves.

*“Teachers guide me through life, give instructions for skills, interpret study materials, and teach me how to have neat handwriting. I see a teacher as one who knows many things. One teacher here can talk to a pupil with concerns about sanitation and smartness, as well as the skills of living a healthy life and living well with others.”*

*“Teachers also go ahead to guide our parents according to the abilities of a child. When a parent comes to school, mostly class-teachers use the moment to give details of the pupil’s abilities plus some possible courses of study. This helps a parent while making decisions about such a learner.” (Participant PKI2)*

In addition to the learners, participants who were parents in this study did not differ from the learners in terms of the guidance they received from the teachers that helped their children transition to post-primary education.

One of the participant's parents, PKIII1's comments reflect guidance offered by teachers during meetings. Teachers point out the strengths and weaknesses of learners to parents, which helps parents determine which direction to take for the post-primary transition.

*“Teachers guide parents during meetings about their children's education and provide career guidance. They point out a parent's child's abilities and strengths. They help show a parent the most helpful way a child can take to save time doing things that s/he cannot.”*

Similarly, another parent applauds the teachers concerned about learners whose parents do not follow up to understand how their children should transition to post-primary education. It was noted that the learners’ responsibility is for both parents and

teachers. However the neglect by some parents distorts the transition process of learners to post-primary education. In Participant PKIII2's words,

*“Teachers show great concern for learners whose parents are rarely at school for meetings or visitations. They say that teaching requires parents and teachers to work together for the good of the learner. They complain about parents sending pupils to school on motorbikes and changing their phone contacts. They say that it can help them hide from school authorities, but their children are never helped as they are supposed to be.”*

Some donor organizations came up with an initiative to offer guidance and counselling services that are vital in clarifying issues relating to the transition of learners to post primary education. Participant teachers reported the counselling services were also provided by organizations; revealing that the organizations would organize counselling sessions using professional counsellors and interpreters. These were guiding the learners with hearing impairment in their transition to post-primary education. In Participant PKV2's words;

*“These organizations have done a great job of putting counselling sessions through which vital information is passed on to the children. They hire professional counsellors whom they bring to a school. They also pay an interpreter who works with a counsellor for communication purposes. They regularly come to school to ensure that every child is helped.”*

After the sub-theme of guidance and counselling different people provide, the next sub-theme is emotional support. According to the responses, teachers mainly offer this support at schools.

Offering emotional support to learners was revealed to be one of the ways teachers have helped learners continue their studies after primary school. Concerning this support, Participant PKI1, a Learner in primary, confessed that teachers give them emotional support at times when they feel like giving up on their studies, mainly due to their academic performance;

*“Teachers often give me emotional support, and they also support other learners. There are moments when I find myself exhausted and wanting to stop there with my studies. Other times, I feel the studies are challenging and too demanding, especially when I get few marks... In such times, the teacher always helps to talk to me and shows me hope for a better tomorrow both in and after my studies. This is vital in helping us continue our studies even after primary school.”*

The learners who had already transited to the post-primary level also expressed similar impressions regarding the support offered by the teachers. Their former teachers always followed up with them to understand how they were getting on with the post-primary academic settings. In Participant PKII3’s words;

*“The teachers do a follow-up of us not only to our homes but also to the post-primary schools we joined. They take information about our homes and parents. They can even ask for more details about a person’s life and health. Such a teacher would interact with your parent closely and even travel to your home. My teacher knows my home and the secondary school I went to. She is interested in my progress.”*

In addition, the findings revealed that teachers brought role models to inspire learners with hearing impairments. On this aspect, Participant PKVIII2, a parent, mentioned that teachers invited persons with hearing impairments who have successfully gone through

the education systems. This gives hope to the learners that they can also successfully transition from primary to post-primary.

*“The teachers bring role models to school to inspire learners. These are primarily people who have made recognizable achievements in either studies or work despite living in challenging conditions. For example, a PhD holder who is a person with hearing impairments was brought to talk to them. They asked him many questions, and he highly encouraged them.”*

The study also revealed that teachers advocate for learners with hearing impairments. On this element, Participant PKVIII3, a parent, argues that teachers speak up for the learners and fight for their rights more than their parents, who are not conversant with their children’s rights. The participant commented thus;

*“Just like parents, teachers act as the voice of their learners. They speak for them and help fight for their rights. They even do more than parents since some of us parents need to be more knowledgeable about the rights of PWDs. The teachers are knowledgeable, and they often advocate for them.”*

The last item of emotional support limited to learners with hearing impairments is peer-to-peer support. This reveals the different ways learners support themselves to continue with studies after the primary school level.

The respondents were also asked about the advice to learners to ensure continuation of studies from primary to post-primary. In this area, a diverse array of advice was shared. Learner participants who had successfully transitioned offered unique insights, such as the importance of discipline and respect for teachers;

*“I request learners to behave well, especially by respecting teachers. It helps them to feel cared for and concerned. They can then help you, especially in your studies.”* (Participant PKI4)

In a similar version, a parent participant PKVIII1 also advises learners to be disciplined;

*“I encourage them to be disciplined and morally upright. This motivates a teacher to journey with them sincerely. Such a teacher will even feel compelled to ensure that a learner proceeds with studies. He can help make connections because of his confidence in that particular learner.”*

Another learner who transited PKII8 advised their colleagues never to give up despite challenges, citing those who persevered in even more complex times at university. The learner noted thus;

*“When we are at school and experience challenges, we should not drop out but persevere. Those who have attended university always say it is not easy and was even more difficult in their time.”*

Furthermore, learners with hearing impairments were advised not to neglect their talents because many learners like them progressed because of their talent, and there were more chances of getting help in school than outside of it. A learner who transited participant PKII5 commented thus;

*“Let us not neglect our talents but continue to develop them. Many have progressed because of their abilities. Some sponsors are interested in learners with talents. We should also stay at school and learn because that is where we can get chances.”*

Regarding academic performance, learners with hearing impairments were advised to get training in sign language. Participant PKII4, who transited, advises thus;

*“I advise some learners to go and be trained as sign language interpreters and return to do it here at school. Then, those who have studied up to university should keep coming back to interact with others. They did it once in our school, and it was perfect.”*

Participants who transited further advised that learners with hearing impairment should adapt and study hard and get used to interpreting the questions in their way if they need to pass PLE and proceed to post-primary. In Participant PKII3’s words:

*“As learners with hearing impairments, we should learn hard, or we will fail. We need to get used even to the questions because we always have to interpret those questions in our own way... Please read books to prepare well for PLE.”*

Also, transited learners advised their colleagues to advocate for more study materials, such as recorded tapes for teaching and learning sign language. This helps them start classes early and complete primary studies.

*“We should request that the district authorities get more tapes to teach and learn sign language in our school. They are accommodating and do not take too much time to learn. Using little time also helps us start classes early and finish primary-level studies quickly...” (Participant PKII2)*

Furthermore, participant teachers advised learners to embrace education because it opens many doors in their lives. In Participant PKV3’s own words;

*“I wish to inform learners that education is a key to life exposures and experiences. It opens so many doors in a person’s life. With time, it makes one a professional in a field of work. Therefore, when they embrace education well, it will reduce or even eliminate their uselessness in life.”*

### Drawings to Compliment the above Findings

In addition to the interviews, the study's primary respondents were also requested to express themselves by drawing a person who has supported their studies. Since responding to the interview was individual, this exercise was also at the individual level. Some participants could draw, and others could not for various reasons. After drawing, the learners had to explain why each chose to draw the person in the picture. Therefore, this exercise was guided by two instructions: draw the person who has been so supportive in your studies, and after that, give concrete reasons for drawing that person.

Below are the expressions of participants in pictures;







From the above drawings, the following observations were made;

Seven participants managed to draw. Out of the seven drawings, one depicts a teacher, two for fathers, and four for mothers. The participants gave several reasons for choosing to draw the individual that appears in their particular drawings.

For a teacher the learners' expressions indicated that they were grateful for the support from their teachers, especially in communicating using sign language and the efforts of the teachers towards the studies of the learners. Participant **PK116**, a learner who transited, commented thus;

*“The teacher has been more supportive of me. He taught me sign language, and I could better understand my studies and fellow pupils. I could express myself, and people could respond as I expected. Before coming to school, I could make gestures to people with much effort, but in the end, I would only be disappointed by the*

*response. It was so good at school that I could communicate with fellow learners and teachers after learning sign language. I could follow the lessons in class and answer questions and exercises.”*

About the drawing of the fathers, the learners’ expressions indicated that fathers support their children by providing for their school fees and scholastic materials and catering for their transportation to school. Their comments were as follows;

*“He pays my fees. He pays them at once, so I am sent home after the end of the term. He is continually working to see that I also get things like my siblings, for instance, being at school. It took him a while before I started studying, yet others started when they were young, but later, I also started. The schools of the others are a bit near home, but mine is a distance. This adds to the expenses, but he pays it all.” (Participant PKI3)*

*“My father pays fees, provides money for requirements, gets someone to bring me to school, and even, at the end of the term, sends me someone to take me home for holidays. Sometimes he gives Mum money to come and visit me and bring me some things I need. She often tells me what he wished Mum to buy for me and the things he could not manage because of little money.” (Participant PKII6)*

When asked on going back home at the end of the term, Participant KII6, a learner who transited noted;

*“Some of the times I delay for a day before going until someone comes for me. There are times when my dad himself has come or sent our elder brother.”*

Regarding the drawing of a mother, the learners’ expressions revealed that mothers support their children by paying their school fees, providing for their school requirements, and providing transportation to school. In addition, mothers follow up with school programs and visit their children to establish how they are doing in school. They also offer emotional and social support through guidance and counselling, as well as advising them

on how to conduct themselves in the community. The learners' expressions are summarized below;

*“My mother is concerned about my studies. My dad pays the fees, and for her, she pays for my uniform. She does not want me to be sent back home for anything. She wants me to be settled, so she even buys me food at school. She gives me some money, which is kept with the school bursar so that whenever I need some things, I can get the money and buy them.” (Participant PKII2)*

*“Our mother is the one we stay with. She talks about our dad, but he does not stay with us. She takes me to school, pays fees and gives me the requirements. Because I am not alone, she does the same to my other brothers and sisters. Sometimes, she pays part of the fees, brings more on visitation, or sends it on the bursar's phone. The same can also happen with requirements. She can provide some at the beginning of the term and clears others with time.” (Participant PKII5)*

*“My school's location is different from our home district, so it is a distance, but my mother visits me every school visitation day. I am always eagerly waiting to see her and spend time with her. She first talks with my teacher, and later, we sit under a tree in the compound. She carries things for me and some others for my close friend. She spends time with me at school, and we share many stories about home and school.” (Participant PKII5)*

*“She buys the school requirements. Because of the distance, my mum wishes to give me everything I need at school so that there is no need to travel again. She gets a person to take me to school. Sometimes, a taxi driver from our area takes me, and my mother pays him some more money to take me to school.” (Participant PKI5)*

*“My mother thinks a lot about me. She knows all my teachers and talks to them. She asks them the things I need in order to perform well. Then she tries to provide, although she has little money. She talks to me about the dangers at school and on*

*the roads and how to avoid them. She tells me to be aware of some bad company that can distract me from my studies.” (Participant PK12)*

When asked more about the mothers’ work, the learners responded as follows:

*“She is a farmer. She grows crops like maize, coffee, beans, and fruits. She sells some at harvest time, and the rest is for food at home. That is how she gets the money.” (Participant PK12)*

Another learner answered:

*“She sells fruits and some food in a local trading center. She also has a small garden where we grow the food we eat.” (Participant PK11)*

As participants were asked to draw a drawing of a person who has been more supportive in their studies, learners’ expressions demonstrated that mothers had been the most supportive in their transition.

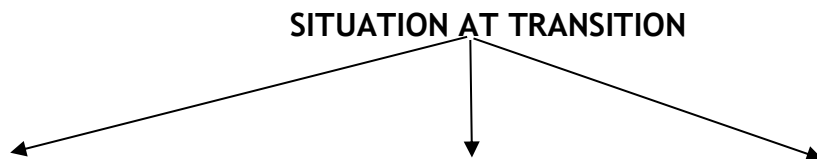
The researcher took more interest in discovering why pupils depict mothers as the most supportive. On contacting teachers, Participant KV2 pointed out:

*“The phenomenon of disability challenges many families. Most fathers tend to accuse mothers of being the cause of the issue. Some claim that there are no such children in their family/clan. So, the mother is held responsible. In that case, the father does only a minimum and leaves the rest to the mother. It also reaches a time when he declares that he has done his best and tells the woman to find ways of supporting her child. That is how she ends up being the centre of everything that pertains to that particular child. There are also extremes where the father leaves the home and only visits them occasionally.”*

The pictorial incidence and subsequent interpretation was done by a teacher. He clarified that to many learners, their mothers were considered to be the most outstanding and supportive figures compared to the fathers and teachers.

#### 4.4 The Situation at Transition

The study's second objective was to examine situational dynamics experienced by children with hearing impairments upon transition to post-primary studies. To achieve this, interviews were conducted with the learners and stakeholders. These interviews, guided by Schlossberg's theoretical authority, revealed several themes that explained the situation of these learners at the completion of primary school studies. The most outstanding themes (over 70% response rates) that emerged are summarised in figure 4 with corresponding percentages:



**Figure 3: Emerged Outstanding Themes on Situational Dynamics**

Duration of primary education (73.0%)	Changes at transition (90.3%)	Learned skills (93.1%)
---------------------------------------	-------------------------------	------------------------

Source: Field (2021)

There are many situational issues that crop up by the time learners with hearing impairments transit from primary to post-primary studies. It was established that these included aspects like the *time of the change, its spark, and ability to regulate it, change of duties, among others*. Unfortunately, these were being perceived differently by

learners - consequently determining the probability to transition to the next level of post-primary education. To critically look at the situation, the study first.

#### 4.4.1 Duration

In regard with the issue of time, participants showed that the seven years of primary education was greatly an appropriate duration for primary studies (73%). The participants (learners, teachers, parents, and education officers) agreed that seven years was enough to prepare learners with hearing impairments for a transition to post-primary education.

From the learners' point of view, there were mixed expressions regarding the duration of primary education. In the words of several learners, seven years was sufficient, but it was only being affected insufficient teachers. Participant PKI1, a learner in primary school, noted that most content is covered in that time;

*“It has helped me a lot to start from nursery school (to learn signs) before primary school. Some topics are hard without nursery school, although others are simple. A seven-year study period is thus sufficient for primary education because much of the content is covered in that time.”*

A learner participant who transited reveals similar expressions that seven years are adequate. In Participant PKII4's own words;

*“The seven years of primary education are enough, in case there is a need for any adjustment it should only be in regards to the number of teachers which should be supplemented to have 2 or 3 per class. This can help to save time.”*

In contrast to these views, some learners held differing views about the seven years. However, those who were against the seven years had several reasons; the dominant ones zeroed in on the period taken doing primary studies. In regard, a Participant who transited

argued that the seven years should be reduced for learners with hearing impairments because most of them join school when they are old. The participant PKII noted thus;

*“The seven years should be shortened. (After scratching the head a bit, she suggested the shortening) Nursery should be reduced to two years. Each class of primary should be only half year. This is because a good number of these learners come to school when they are already advanced a bit in age.”*

A participant learner who did not manage to transition to post-primary studies and dropped out had expressions indicating that the seven years are not enough because the work of learners with hearing impairments needs translation, unlike average learners. These learners enroll in school when they are older, and, coupled with automatically promoting them even when they have not performed well; the seven years are not enough. These factors lead to poor performance, especially at PLE of learners with hearing impairment,, disrupting their transition to post-primary studies. In Participant PKIII2’s own words;

*“Seven years do not seem enough for us. The amount of class work we covered was the same as the others, but we needed more time to translate it into our language. The other learners without impairments just study right away, so they have no problem with time. Also, some of us come to school late. This factor affects our speed in getting things being taught. Now, there is a practice of just being promoted to the next class even if you have not performed well. In the new class, you cannot return to the previous class’s work. This is why a good number of us get poor marks at PLE and, as a result, fail to continue.”*

Many of the other people involved in the studies of these learners upheld that the years are enough based on the curriculum. The difference only comes due to learners' ability and instructors' availability.

Further findings indicate that other teacher participants concur that seven years are enough, though this is disrupted by the teacher-pupil ratio of SNE, which is not adequate.

Participant PKV2 reports

*“The years are enough but it depends on the ability of the learner. Some are slow learners while others can be very fast. If a teacher has a number according to the teacher-pupil ratio of SNE it can be possible to cover the content within those years.”*

Participant PKV3 supplemented thus;

*“The seven years are enough, but there is understaffing. Many times, the posting authorities treat these schools almost like the others. In practice, it is rare for them to consider the teacher-pupil ratio of SNE schools and give them more teachers.”*

On the contrary, a participant teacher had a varying view of the seven years of primary education that depended on earlier research he had carried out. He claimed that when learners with hearing impairment are in primary seven, they are at a level with primary four or five work. Participant PKV4 notes thus:

*“Seven years is not enough time. From a study I carried out with one lecturer we found that by the time they are in P.7 that is when they are more at home with work of P.4 or P.5. Therefore, I suggest about 10 years of primary studies.”*

In the same way, Participant PKVI3, an Education officer, argued that past learners have gone through the system and performed despite challenges. Therefore, seven years are enough for learners with hearing impairment to transition to post-primary studies. In the officer's words;

*“Those who have gone through the system in the past have managed to perform. There are differences due to several factors but the seven years are enough.”*

Findings further established that some parents shared similar sentiments with learners that the seven years were too many because, most of the time, their children with hearing impairment report late for school and they spend another three years in Nursery. Participant PKVIII2 comments thus;

*“The seven years are many. Nursery should be only two years instead of three. Many times our children come to school late. That should be considered as well.”*

From the above, we notice that the view of the majority of respondents, especially teachers and learners, is to uphold the seven years of primary school studies.

#### 4.4.2 Changes and Transition

The respondents were asked to describe the changes that take place while a learner is crossing from primary to post-primary level. From the interview interactions several themes came out. Some of these themes were particular to the learners or stakeholders while several were common to both groups. The most outstanding responses provided on changes and transition are encapsulated in the representative figure 4 with a response rate of 90.3%. The figure is a crucial tool intended to understand and address part of the needs of these learners to interface with the changes that confront them before, upon and after transition. The learners expressed worry on the difficulty they were facing to adjust while crossing from primary schools that were special schools into Inclusive educational institutions; secondly, their exposure to new and more subjects, changes in knowledge, changes in character and the changing behavioral dynamics were also deemed

as substantial deterrents. The changes at transition in a way linked to Schlossberg transition theory as narrated in the sections that follow.

Expressions of participating learners who transitioned into post-primary education but went to institutions that take both those with impairments and those without revealed that the learning environment in those inclusive institutions was difficult to adopt. The participants noted that learners with hearing impairments experienced hard times while interacting with typical learners. The other learners bullied them and did not consider them equals. Participant PKII5 expressed as follows:

*“As learners with hearing impairments, we find it difficult to mix with learners without them. Those learners oppress us or make us suffer, take girls for sex, and later dump them. They do not consider us as equal to them.”*

Regarding content at post-primary, Participant PKII4, who transited, further noted that the level is very demanding as they are introduced to many subjects, which calls for extra effort. In their own words;

*“At the post-primary level of education, we are exposed to many Subjects. It is very demanding, requiring us to put in extra effort. On top of this, there is much competition in studies among students at that level.”*

In line with the learners’ revelations, Participant PKV4, a teacher, also acknowledged that learners who transit to post-primary acquire broad knowledge that is essential for handling life aspects. They noted that post-primary education has shaped learners with hearing impairment to become more productive and practical out of school. The teachers commented on this as follows:

*“At this level, learners acquire more knowledge and skills. They look at issues more broadly. They acquire more skills to handle various aspects of life, especially*

*the practical ones. These skills shape them more for the period out of school. They even become more productive at work assigned to them.”*

Findings from this study further revealed that learners' character changes when they transition into post-primary education. Out of experience, participants who were teachers and parents made submissions in this respect. On a different note, a participant who was an education officer commented that learners become chaotic, and the participant continued to point out that, out of this excitement, some girls get pregnant and drop out of school. Participant PKVI4 noted thus;

*“Some learners become chaotic and stubborn when they join post-primary education. Their sex urge grows, and as a result, many get involved in fornication (with an expression of sadness). On the side of girls, there can be cases of pregnancy leading to dropping out of school.”*

Further, participating parents expressed similar concerns to those of the education officers. Their expressions revealed that learners who transition to post-primary become aggressive while others learn bad habits of abusing drugs, and this is common among boys. The parent Participant PKIX1 commented thus;

*“These learners can become more aggressive as they join post-primary levels of education. They start joining bad groups and start doing lousy behaviour like drinking alcohol and smoking. This is most common in boys.”*

On the contrary, a participant teacher, PKV3, expressed that learners in post-primary become more responsible about their appearance in public.

*“The learners begin to take proper care of themselves. This could be attributed to the adolescence stage of life. They are concerned with their appearance before other people.”*

Parents and teachers demonstrated maturity in learners who transition to post-primary studies. Participant PKIX1 noticed that with the transition to post-primary education, the learners with hearing impairments become more responsible, settled, relaxed and respectful. In addition, they learn to encourage their fellow learners to study beyond the primary level. In the parents' own words;

*“The children start feeling more mature and responsible and as a result they start taking good care of themselves. They become mature, finally settle, relax, and even get time to take care of themselves. They no longer run about like children. It is like they are respecting themselves.”*

*“They are happy with the next level of studies. They come back to encourage their fellows to take studying seriously so that they can also go beyond the primary level.”*

Additionally, the expressions advanced by teachers indicate that learners with hearing impairments are excited about transitioning to post-primary education. The learners also still cherish their primary school education despite the transition. The teacher Participants PKV1 AND PKV2 commented thus;

*“They are happy with the new level, but they still like their primary school (in a surprising way). They keep coming back to it, and they call it their school and home.” (PKV1)*

*“They are willing and proud to move to the next level, but they do not forget where they came from in everything they do. They highly regard and treasure their primary school.”*

*“They are happy at finishing PLE and joining secondary where there is much joy at secondary school.” (PKV2)*

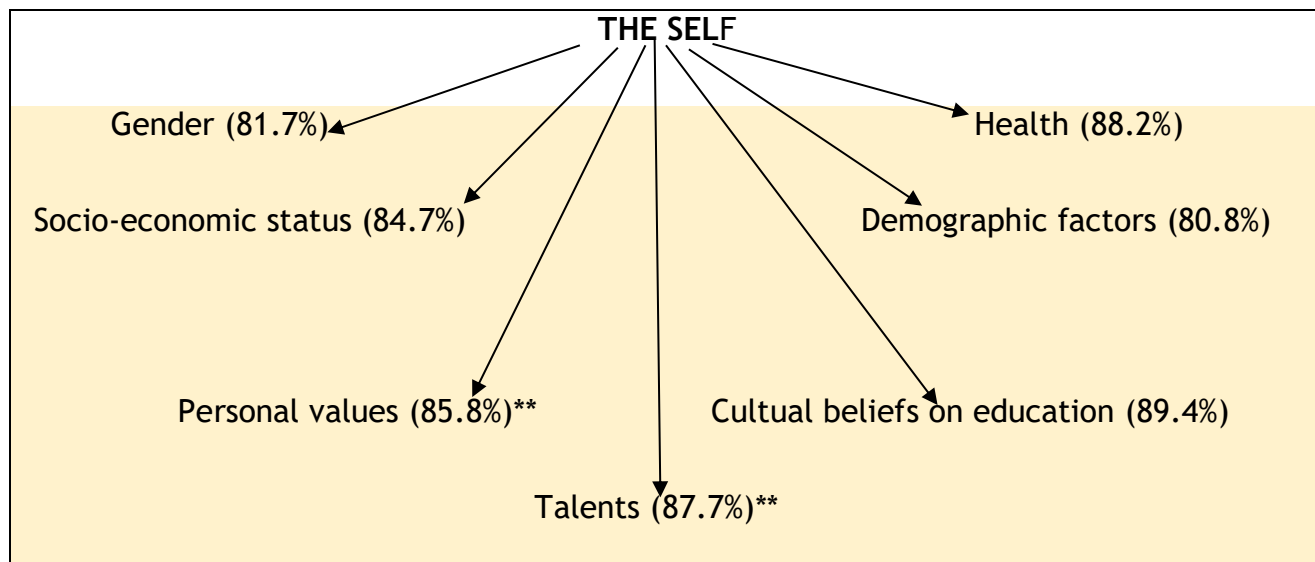
The research findings reveal a fascinating journey for learners as they transition from primary to post-primary levels. They face challenges, such as adjusting to new environments and behaviours, which can lead to chaotic behaviour. However, as they acquire new skills and knowledge, they demonstrate a remarkable level of maturity during these transition stages.

#### **4.5 The self at Transition**

The third objective of this research was to examine learners' self-image after completing primary studies and its influence on their transition to post-primary education. To achieve this, several interviews were conducted with the learners and stakeholders. Through these interactions, several themes emerged that explained the individual learner's involvement in the change process after primary school studies.

The interview interactions with the participants yielded to a rich tapestry of themes, some of which intricately woven within the Schlossberg's construct of self, which is bifurcated into personal demographical aspects and psychological resources that shape a person's perception of life events (Schlossberg et al., 1995). The most outstanding aspects of the self at transition (according to response rates) and depicted as percentages, are indicated as sub-themes in figure 5; gender (81.7%), socio-economic status (84.7%), economic status (76.8%), Demographic factors (80.8%), cultural beliefs (89.4%), Health (88.2%) and personal values (85.8%).

Figure 4: Emerging Factors of SELF



Source: Data (2022)

The first question sought to determine, from the respondents' experience, which number between boys and girls has been more significant in continuing with education after the primary level. It was established that more girls than boys with hearing impairments were found to transition to post-primary education. The respondents astutely observed that donor NGOs were supporting more girls than boys, leading to the perception that girls are afforded more opportunities to continue their education. In this regard, gender was found out to be a highly significant determinant of the incidence of transition from primary to secondary education among learners with hearing impairments in Uganda (81.7%).

Participant PKI4 poignantly remarked;

*“I have seen that most NGOs are more sympathetic to girls than boys. Some tend to enroll only girls or a higher number of girls than boys. So, girls have more chances of continuing their studies than boys.”*

Another Participant, PKII5, a learner who transited, expressed that boys at the age of transition to post-primary make some earnings from little jobs and lose interest in continuation with studies, unlike girls. In the interviewee's own words;

*“Many boys do not want to continue with their studies. After primary school, they start doing some little jobs. They often get excited and attracted to money and lose interest in studying.”*

However, there were those who responded that there are more boys than girls that continue with studies after the primary school level.

The learners who stated that boys were more than girls gave reasons to substantiate their views. They argued that boys were always getting guidance from fellow boys and this has been one of the instrumental motivators for their transition.

Participant PKI3 noted thus;

*“Boys are more because they talk to their fellows and encourage them to continue with studies.”*

Similarly, another participant (PKII6), a learner who had transited argued that boys are constantly serious about their studies; they concentrate and revise, unlike the girls who behave irresponsibly - something that is always consequential.

*“I know boys are more in number because they are serious, do not play with their studies, and perform well. Many of the boys concentrate in class and revise. They seem more responsible, but girls usually misbehave with boys they find in those new schools who take advantage of them.”*

Furthermore, continuing with why boys can be more than girls at transition, participant PKII5, a learner who transited, advanced several reasons boys transit more than girls.

He noted that girls with hearing impairment are vulnerable to sexual assault and unwanted pregnancy and eventually drop out; unfortunately, they become pregnant by boys without impairment who continue with their education. The participant narrated thus;

*“For me, boys are more because girls are more vulnerable to sex and end up pregnant. I have seen girls who had sponsorship, but when they became pregnant, they dropped out of school. Unfortunately, even when stubborn boys make girls pregnant, they can continue studying. This is one of the reasons that the number of girls in post-primary studies is lower than that of boys.”*

One female Participant who failed to transit due to pregnancy gave some clarification. She noted that girls with hearing impairment transit at an age when they are where they are taken advantage of with gifts. Because they fail to express themselves and have poor self-advocacy, they get impregnated and drop out of school and thus, a reason why more boys transit than girls. In Participant PKIII2’s own words;

*“The changes that occur around adolescence make one start feeling attracted to other people in an extraordinary way than in the past. With time, other people (males) also show interest in you. The interest comes with care, concern and some gifts. In doing such things, you feel that a person is appreciating you, and you realise that at least someone does not see you as a burden. It is very consoling, especially when it happens in those first days of getting close to someone. It is an enjoyable experience. Of course, most of the time, it can end up leading to issues like pregnancy and, therefore, failure to transit.”*

After these learners' responses, a summary is provided on which number is more significant. After that, teachers, parents, and other participants' responses to this question are considered.

The findings of this study further revealed that teachers' and parents' experiences regarding gender disparities of transiting to post-primary studies were divergent. Their expressions indicate that more boys with hearing impairments transited than girls. This was mainly because girls with hearing impairment were vulnerable and victims of sexual assaults, cultural issues and attitudes that endangered their progress into post-primary studies. One of the participant's teachers PKV2 noted thus;

*“Girls are affected by the issues of early marriages, defilement, etc., but boys are far-sighted. Due to early marriages, some girls even fail to wait for PLE. Other girls may transit but drop out within the first or second year due to relationship-related issues. For boys, many times they persevere with studying and end up crossing from one level to another.”*

Another teacher, Participant PKV3, shared similar sentiments and further noted that girls with hearing impairments are taken advantage of because they fail to express themselves. This is common with especially motorcyclists who take advantage of a group of girls with hearing impairment. Unfortunately, their disappearance from school has become a regular occurrence:

*“Those girls often fail to continue their studies due to environmental changes, early marriages, and pregnancies. It is expected to see one girl after another disappear from school. Sometimes, such girls are close friends and can end up being deceived by bodaboda riders.”*

Further, findings show that girls with hearing impairment, unlike boys, are not protected against unfortunate occurrences like early marriages and pregnancies. They need more essential requirements like sanitary pads and trusted adults for guidance. This is commonly because of failure to communicate their predicament. Consequently, this leads

to frequent absenteeism from school and eventually dropping out, drastically reducing the number of those who transit, unlike boys. Participant PKV4 narrated thus;

*“Unlike boys, girls are not well protected against pregnancies and early marriages, and some girls miss school during uncomfortable times when they do not have requirements like pads. Some of these life aspects challenge them; if no trusted adult is close to her, she may easily give up studying. Also, when she is regularly absent, it disturbs her focus on her studies and performance.”*

Some parents came out candidly with comments concerning the treatment of girls by some parents. Their expressions indicate that some parents do not support the transition to post-primary of girls with hearing impairment. These learners are intentionally assigned tasks and remain at home instead of school. This is because some parents fear that their children will be taken advantage of because of their hearing impairment condition; as such, they think that staying home is safer. In the words of participant PKVIII2,

*“Parents are also to blame because some keep girls at home to cook and do home activities instead of mothers. Certain families tend to assign too much work to a growing-up girl without considering much the demands of school. They think their children will be waylaid away from home, and it is worse to take care of them when they are molested. Then, they end up having little time for their studies and dropping out.”*

Further, findings from participating parents revealed that parents do not trust girls, and this, combined with a hearing impairment, worsens the attitude that girls are not bright. They maintain that their children with this impairment, especially girls, would only handle a few demanding and challenging environments, especially post-primary studies. This

mistrust by parents destroys the transition of girls with hearing impairment, unlike boys.

A Parent Participant PKVIII1 narrated thus;

*“Parents do not seem to trust girls more than boys; they still believe girls are not naturally bright. Thus, some keep them in school for a while but not to see them continuing to higher levels. They think that girls are unable to manage the challenges of demanding studies.”*

Therefore, based on the views of teachers and parents, boys are always comparatively more likely than girls to continue with studies after the primary level.

Aside from gender, other factors significantly influence learners' transition, particularly their talents and skills. Learners were asked about their personal qualities and abilities that could contribute to the continuity of studies from primary to post-primary. The focus was primarily on talents related to games, sports, MDD, and production skills, underscoring the importance of nurturing these qualities in students.

Findings from this study revealed that talented and skilled learners had opportunities to transition into post-primary institutions. In this regard, a primary participant's comment indicated that their talented classmates were picked on by donors and studied for free.

In the words of Participant PKI5,

*“Whites picked my talented classmates, especially in football, for further studies. (With confidence, he continued to state.) Again, the talented ones study for free. So, at least those who are talented do not worry much because some people just come looking for them.”*

Similarly, Participant PKII6, a learner who transited, shared the same view that talented learners, for example, in sports, transited to post-primary studies because they got

sponsorships for school fees and school requirements. The learners further adduced that talented learners can continue easily since everything is always arranged for them.

*“Talents have helped some of our friends to be sponsored for further studies, especially football, netball, athletics, and MDD. The sponsorship often includes not just tuition but also school requirements. They also receive both bus fare and pocket money. It is not difficult to continue with studies because even arrangements are made by other people. You only keep receiving invitations and admissions.”*

In a similar version, teachers in this study confirmed the learners' expressions that talented learners transited to post-primary—according to teachers, talents and skills contributed a lot to continuation with studies to post-primary education. They noted that skills gained from their talents develop values like time management and personal hygiene, which help them transition and be self-reliant. Participant PKV1, a teacher, noted thus;

*“Talented learners maintain good hygiene and sanitation and are good at time management. The values they acquire from their areas of talent are also used to improve their studies. Such qualities help them develop skills for self-reliance.”*

Teachers also observed that learners got sponsorships for further studies because of their talents. Participant PKV2 noted;

*“Talents contribute a lot. For example, one boy was taken to Mbale S.S. because of football, and one girl who is talented in art/weaving got sponsors because of that.”*

And participant PHV4 as well noted;

*“Talents help them to get sponsors. A particular case exists: “Sight savers” used to help children in this category.”*

Study findings revealed that skilled learners were productive and generated income to finance their studies. Their productivity also attracts donors' attention, who in turn support them. This dramatically enables their transition to post-primary education, as Participant Teachers PKV3 narrated;

*“Those skilled in production (like growing crops and making items for sale) contribute to their studies in that way. They use their skills to produce items, which they then sell to pay for their educational needs. However, some sponsors are moved by learners who have some production skills. They can promote them and use such people as role models to inspire other people in society. In that way, they support such individuals even in their studies.”*

Participant PKV4 supplemented thus;

*“Personal qualities contribute significantly to the continuation of education, especially football, MDD, and others. Students mainly pursue vocational studies rather than academics. They even get certificates from DIT (Directorate of Industrial Training).”*

Findings further show that parents agreed with teachers and learners regarding the influence of talent on transition. A Participating parent revealed that their son, who was talented in football, was offered vacancies in several institutions because of his talent.

Participant PKVII2 commented thus;

*“Talents contribute to continuation, particularly regarding what to take after the primary level, depending on academic capabilities. I learnt this from my son, who is talented in football. Several institutions offered him study vacancies because of his talent.”*

Similarly, another parent participant, PKIX1, confessed that those who are talented get sponsorship, and the sponsorship is attached to further studies, which ensures that learners transit to post-primary education;

*“Talent in games and sports contributes a lot, given that talented people get sponsorships for further studies. As all the institutions interested in such a candidate know that s/he is still a student, the offer is tied to studies. In that way, the candidate transits to the next level. The talent helps him/her to continue with studies.”.*”

Another parent Participant PKIX 2 noted that even those learners who had no intentions of transition, get bursaries and once everything is catered for they have no reason but to transit to post primary studies.

*“Talents have helped them get bursaries, especially football, athletics, and music (MDD). Even those who disagreed with the idea of continuation did it. This is because almost all things were catered for, and so there was no reason for a person not to study.”*

The above responses from all study participants clearly demonstrate that talents make a great contribution to the continuation of studies after the primary level. The majority of the respondents showed that sponsors are greatly motivated by talents like sports, MDD, and production skills. After talents, the next factor for consideration was health.

Under health, they reported that poor health results in learners dropping out of school and as a result, children fail to progress from primary to post-primary level. In their own words, the learners responded that endless consumption of drugs, especially ARVs, leads to failure of transition to post-primary. This implies that health was crucial to the transition of learners with hearing impairment. Once their health is compromised, the

transition is more destructed as the impairment condition already challenges it. A learner participant PKI5 in primary recounts thus;

*“HIV, cough, malaria have disturbed my classmates. Learners with these diseases finally end up dropping out and as a result they fail to continue with studies from primary to post-primary level. The most challenging has been HIV. Majority of those with HIV were born with it. They have medicine to use but still they get disturbances although some say they get tired with taking drugs endlessly.”*

Like their counterparts in primary school, learners who transited confessed that having health problems accelerates the failure of learners with hearing impairments to transition to post-primary. They note that when learners who already have hearing impairment acquire more health issues like mental health problems and HIV, they find it more problematic to relate with others and hence discontinue further studies;

*“I have some friends who have failed to continue to post-primary level as a result of mental issues, cough/ flue, stomach problems, dental issues, malaria, HIV, and others. When a learner is found to have some mental challenges, it become difficult for such a one to fit well with others. They tend to look at him/her differently... Many times, s/he ends up dropping out of school.” (Participant PKII6)*

The teachers as well agreed with the learners when they reported that poor health coupled with hearing impairments destructs transition of learners with hearing impairment into post primary education. The teachers pointed out that learners with hearing impairments who are frequently sick end up dropping out of school because they miss out on lessons and it is difficult to catch up when they have hearing issues. This culminates into poor performance and failure to transit to the next level. In the teacher’s own words;

*“Poor health affects their continuation. Several students are challenged by ill health, and some end up dropping out. The particular cases here are those who frequently fall sick. They drop out of school partly because they miss several lessons, and it becomes difficult for them to catch up with the rest, especially if they have hearing issues. Again, because of lost lessons, their examination performances are not always good enough to support the transition to the next level.” (Participant PKV1)*

Findings from teacher participant PKV2 further revealed that learners with hearing impairments feel tired of medicine because of poor diet at school, distorting their education continuation. The teachers further noted that skills development is a better option for such learners;

*“Learners who are HIV positive, those with Cancer, and those with Sickle cells feel tired of medicine, especially taking tablets on a poor school diet. Teachers usually advise parents of those learners to take them to institutions of skills development where studies do not take long before a person starts to work.”*

Further comments by teachers revealed that learners with hearing impairments who have a physical disability suffer stigmatization from fellow learners and as a result it become so difficult for them to continue with studies to post primary. Participant PKV3 noted;

*“One learner was using clutches due to physical impairment and was HIV positive. It was not possible to continue with studies and had to drop out. This was possibly due to so much attention (health-wise) that he needed and it couldn't easily be got from school.”*

In addition, another teacher noted that learners with hearing impairment and other multiple disabilities get their motivation of studying affected and consequently their transition into post-primary, especially those that are deaf and blind.

In addition, another teacher noted that learners with hearing impairment and other multiple disabilities find their motivation to study affected, and consequently, their transition into post-primary, especially those who are deaf and blind;

*“Ill health affects the child’s morale of studying. Those affected here include the HIV positive, multiple disabilities (especially of intellectual impairment), dyslexia, etc. Even teaching they gets more complex e.g. one who is deaf and blind.”*  
(Participant PKV4)

In addition, participant PKVIII2’s expressions indicated that learners with a hearing impairment are expensive to maintain because they need special schools that are not always near home. He noted that when this is coupled with ill health, the learners with hearing impairment become expensive and unsustainable, and consequently, their transition to post-primary is challenging,

*“Ill health makes a learner’s support at school too expensive. As a parent you already feel the burden of school fees, school of the learners being very far and requirements. If then the situation necessitates buying medicine regularly or even taking a learner in and out of hospital and then back to school, it becomes too challenging to sustain. Consequently, such learners end up dropping out of school.”*

The above responses show how ill health destabilises the smooth flow of the school life of learners with hearing impairments. Consequently, it makes it difficult for majority of such learners to continue with studies.

The study findings revealed aspects of cultural beliefs on education, particularly of learners with hearing impairments. The challenge of cultural mentalities that do not value (and even discourage) education was reported not to be expected in the localities, but they do exist. Participating learners who had not transited gave a response to it, and

teachers and some parents re-echoed their expressions. Expressions of a participant who did not transit indicated that parents had no intentions of educating their child with a hearing impairment. Authorities forced them, destabilising the home's peace, which disrupted the learners and discouraged them from transiting into post-primary education. The learner narrated;

*It was challenging to go to school. My parents were not willing, but the Local Leaders came with some men with guns and spoke in prominent voices. They ordered them to bring money to take me to school. Then, in class, I was the only one who was very tall, but the others were small. Unfortunately, most of the time, others were able to answer the teachers' questions except me. I could not give a correct answer. Then, whenever I returned home, my parents would always start working in the morning and afternoon, looking for money for fees. They said the leaders would punish them if they could not get it. They no longer had peace. Therefore, after PLE, I did not want to continue. It had been too much.”*  
(Participant PKIII2)

In a similar version the teachers recounted the negative attitude of the parents in educating their children with hearing impairments especially girls who are only forced into marriage than studies. Participant PKIII2, a teacher, thus noted;

*“There are some communities in the area that force their girls into early marriage instead of education. For them the most important thing is to see their daughter getting married. They do not care which level of education the young person is at provided they get a suitor. The next thing is just marriage.”*

Another participant teacher PKV1 noted that children with hearing impairment are hidden and are not brought to school at all.

*“The communities that still have a negative attitude towards education would never bring their children to school at all. So, it is not even just about continuing*

*with education but not coming to school at all. They never bring them to start school. At the same time, as these children have impairments, they keep them in hiding so that nobody sees them at all.”*

Another teacher PKV2 also shared a similar argument that parents hide children with hearing impairment not until such children are helped by a tipoff to the authorities. Such learners hardly transit to post primary education. In the teacher’s own words;

*“Parents with a negative attitude are still there. Some of these end up hiding their children with disability and, so miss school. It is only when some individual gives a hint about a child being hidden that such a one can be helped.”*

There were some parents who seemed to know their fellow parents a little bit more. They revealed that those with a negative attitude towards education are still in existence. Findings showed that there were parents who even cursed their children because of going to school. This implies a failed transition to post-primary of those learners with a hearing impairment because they lack the support of their family from the beginning. In the words of Participant PKIII1;

*“Though not common, it is true and I have heard that some parents even curse their children if they go to school. It is difficult to know what they fear about education. Otherwise going to the extent of cursing a child for going to school is something really negative!”*

Another participant, a parent PKVIII3, noted that children especially girls with hearing impairment are only considered a source of bride wealth and therefore their families have no consideration of their studies beyond primary school. The parent recounted;

*“There are people with a negative attitude towards education. They do not want to see their children go to school. They force those children to get married instead*

*of going to school. There is bride wealth in marriage, whereas in education, you have to keep paying fees every time the child is at school.”*

The above responses show that there are still communities that have a negative attitude towards education. In this regard, the question of bringing children to a primary school is the first before we consider continuation of education after the primary level.

There were also personal values raised as contributing to transition and the major ones included discipline, and the fear of God. Strong personal values were reported to have helped these children a lot in life and there were some responses from the learners pertaining to this area. The learners’ expressions revealed that discipline is crucial if a learner wishes to aim at higher studies. A Learner in Primary Participant PKI1 commented;

*“Many of us are disciplined. We respect people especially our teachers plus every adult who comes around. We respect and follow instructions given by teachers and other people around most especially teachers who shape our direction for further studies.”*

Similarly, another learner Participant PKI2’s comments showed that indiscipline of some of their colleagues tainted their records and led to their failure to get admitted in other schools which disrupted their transition for further studies;

*“To some of my fellows, discipline is still being built. Some few have bad behavior. On some occasions, the school authorities have even been forced to give some punishments. If some fellows are dismissed from school they get a bad record and it becomes difficult to find a school which accommodates bad behavior.”*

On the value of loving God, the learners' expressions indicated that learners with hearing impairment seek God's guidance and trust in God to help them perform better in exams so that they transit to further studies. Participant PKI3 narrated thus;

*"We always pray. Sometimes some religious leaders come. If they don't come, we pray by ourselves because the fear of the lord is the beginning of wisdom. We need this prayer so that God can guide us even in higher studies because we are already challenged with inability of hearing."* (PKI3)

Learner PKI4 continued saying;

*"A teacher leads us to church and interprets for us. We thank God that our school is just near a church. We pray on Sundays but during the week some of us go for daily mass because with God on our side we can easily pass the exams and proceed to secondary school."* (PKI4)

One of the teachers PKV3 confirmed the learners' love of God and prayer thus;

*"Some of them love God so much that they even go to church by themselves for daily prayers (mass) in the morning. I felt challenged and I also started going to pray and interpret for them."*

The responses demonstrate that majority of these learners are disciplined and have a fear of God which helps them to perform better and transit to further studies.

Additionally, there was an issue with these learners' commitment to studies and the most concrete responses came from specifically teachers. In general, they reported that learners with hearing impairments are committed; they love to study, and have a lot of interest and commitment which helps them achieve some steps of transiting like passing exams. However, the teacher participant further noted that some are disturbed by bad

groups which disrupt their transition to post primary studies. Participant PKVI4 an Education officer, thus noted;

*“They are really committed to studying. Due to such commitment, they really felt the effect of the lock down. When the schools re-opened, they shared how they felt the loss of time they just spent at home. Some expressed that they did not have any study materials with them. Therefore, they were not at peace just being at home.”*

In addition, participant PKVIII2, a parent, further noted that learners with hearing impairments are committed to studies and even compel their parents to enrol them during holidays;

*“They are committed to learning. At the end of a holiday, they compel their parents to bring them back to school. They are always yearning to re-connect with their teachers at school. For the beginners, the only thing they need to kick-start them is learning of sign language.”*

Participating teachers’ expressions were similar to parents’ and officers’, where they noted that learners with hearing impairment expect only simple work. They just look on when things get complicated. Participant PKVII4 narrated;

*“They like to study but only expect simple work. When the works/exercises become complicated they just look on. Otherwise, they come in time and keep in class as expected.”*

In general, participants testified that majority of these learners are committed and love studies though they have no competition in their condition and need to be pushed when things do get complicated.

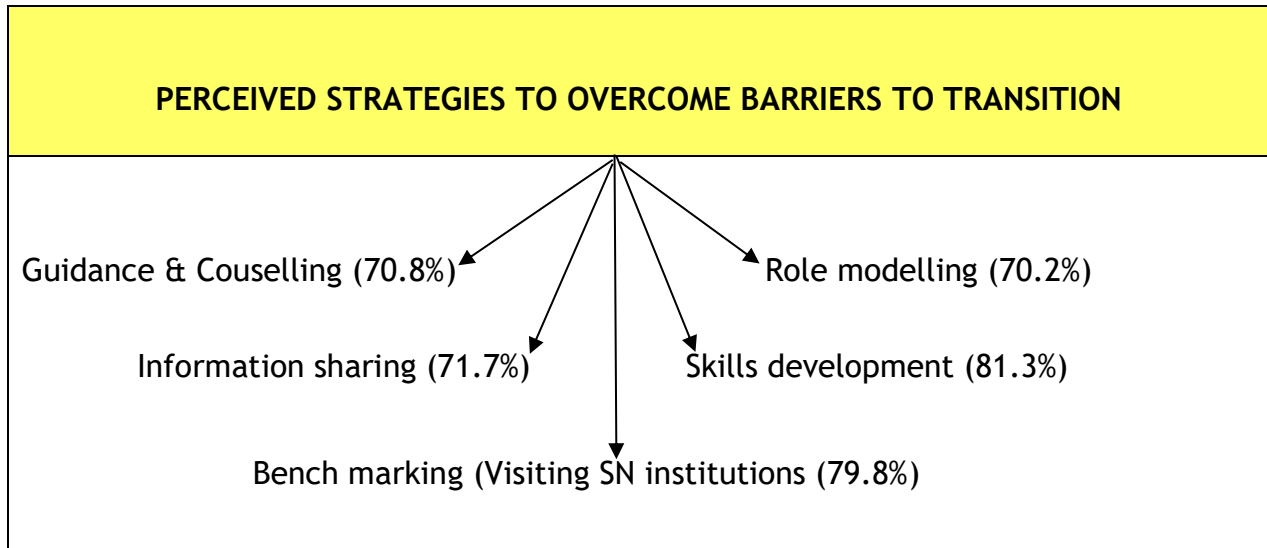
*“They always look at school as their ‘home’. That is why they are always yearning to end the holidays and come back. They love studying but accompanied with some pushing. They don’t have competition because of their condition.” (Participant PKV3)*

Finally, the above findings on the self have revealed that the number of boys and girls who continue with studies depends on circumstances. Then the issue of ill-health has always led to learners dropping out of school and failing to continue with post primary studies almost the same way as poverty does. At the same time, talented learners and those with personal values of discipline and fear of God stand a better chance compared to others. The issue of communities with a negative mentality towards education is still a great cause to worry as children with hearing impairments are hidden and do not go to school.

#### **4.6 Stakeholders’ Perceived Strategies for Transition**

The fourth objective of the research is to establish learners' perceived strategies for transitioning to a post-primary level of education after completing primary studies. In response to this, several questions were asked to the learners, parents, and teachers during an interview and significant themes and subthemes emerged, figure 6.

**Figure 5: Significant Antecedents of Perceived Strategies**



Source: Data (2022)

From these responses, the barriers that the majority of respondents emphasized included high school fees, poor academic performance at the completion of the primary level, studies being harder at post-primary, special post-primary institutions for learners with hearing impairments being few and distant, lack of interpreters (especially in inclusive institutions), and families' poverty making it challenging to have all requirements.

Regarding financial challenges, participants who transited noted that, learners can start income generating activities which can supplement their parents and donor organizations' support. The learner Participant PKI5 noted thus;

*“We can start some projects at home, like growing food for sale, keeping some animals, and making bricks. In this way, we will have partly solved the issue of fees and some requirements. We will then supplement what parents and organizations provide us with.”*

Another learner participant, PKIII2, who did not transit, had expressions indicating that appealing and fundraising through donor organizations could help them raise school fees and machines for skills training. In the interviewee's words;

*“I appeal to donors (NGOs) and all people of good will to come to our rescue in terms of school fees and other materials and machines in skills training. We have tried to do something but it has become too difficult on our own. The prices of most items are really high.”*

The findings revealed that the government needs to train more sign language instructors regarding institutional barriers. This can improve the learning of learners with hearing impairment in two ways. First, it makes more post-primary institutions inclusive, and second, it reduces the distance these learners have to travel for their education.

Participant PKII5, a learner who transited, noted thus;

*“I suggest that the government train more teachers and instructors in sign language. This could help make more secondary schools and institutions inclusive. Later, it will not be necessary to travel long distances looking for special secondary or vocational training.”*

A participant teacher, PKV3, also shared similar sentiments of making post-primary institutions for learners with hearing impairment accessible at least in each district.

*“The government should make education of these learners more accessible by having more post-primary institutions. If possible, they could put up an institution in each district. They can also make other institutions inclusive by having interpreters there.”*

In addition, the findings revealed that special needs teachers need to participate in marking and setting final exams for learners with hearing impairment. This is because they

understand the expressions of such learners, and they can lead to better academic performance and admission into post-primary institutions. A participant teacher, PKV1's, commented;

*“Special Needs teachers should be involved in setting examinations for learners with disabilities. There was a change when they started participating in marking examinations since they knew how these learners express themselves. In that way, performance will be better and, as a result, pass with marks that can guarantee their admission to post-primary studies.”*

Findings further established that there is a need for regular workshops and training in sign language for instructors, normal learners, and parents, among others, which can improve the communication between learners with hearing impairments and other people. This can give them confidence to join post-primary institutions without communication barriers. Participant PKV4, a teacher commented;

*“More and regular workshops of sign language training should be organized for teachers, instructors, parents and even other learners. There was such a program in our school of the deaf every Wednesday and Saturday. At that time, it enabled more people to communicate well with our learners.”*

The findings also established strategies for addressing the academic challenges that distracted learners with hearing impairment from going to post-primary institutions. Learners in primary noted that they had to listen to teachers to pass PLE because they were always there despite their difficulties. In the words of participant PKI4;

*“To pass the PLE well, we should listen to and be close to our teachers. We should always look for them whenever we need help with study materials. They are there to help us, and they are always willing.”*

Additionally, a learner, Participant PKII6, who transited, urged learners to consider academics and skills development, which take little time to train.

*“I advise more learners with hearing impairments to consider skills development instead of only studying academics. The skills are efficient and helpful in producing items for sale. The courses take little time. After starting to work, one can make money to pay for his/her continuous training.”*

Participants who were teachers in this study argued that frequent counselling and guidance could help learners with hearing impairment get the courage to continue post-primary studies. Unfortunately, teachers cannot do this because of too many teaching demands. A Participant teacher PKV1 recommended thus;

*“I highly recommend frequent Guidance and Counseling for deaf learners so they don't get discouraged. Teachers can help, but the demands of teaching may not make them fully committed to this role. On the contrary, if there is someone specifically for counselling, it can be more helpful.”*

The teachers further stated that frequent visits and interaction with learners who transited and reached higher levels motivates and encourages young learners to transit to post primary studies. In the words of participant PKV2;

*“The visits by role models can keep them motivated. The most practical group here are the people with hearing impairments who have studied up to university to keep coming to encourage others that it is possible”.*

The suggested solutions include appealing to the government and NGOs for finances, setting up more institutions for learners with hearing impairments plus making the rest

more inclusive, training more teachers/instructors, parents and community members in sign language, hard work in academics by learners with hearing impairments, involving role models and finally guidance and counselling services to the learners.

Findings further revealed that learners with hearing impairment who did not perform well at primary should not drop out. They are encouraged to transition into skills development, which can help them other than class work. Participant PKII3, who transited noted;

*“I encourage those who find academics challenging not to just drop but to opt for skills development. The school opens to us many ways that can help us in life, not just classroom work.”*

Participating parents, for instance, PKVIII1, also agreed with learners that if academics fail, they should learn skills for self-reliance, such as metal fabrication, because there have been reports of people with hearing impairments concentrating at work and producing quality work.

*“These learners should never give up. They have potential, and there is a lot that they can do when they are focused. Also, let each learn a skill for self-reliance. People have reported that when they are working practically (e.g., metal fabrication, carpentry, etc.), they concentrate until they finish. So, their products are often well made. They concentrate because they use the same hands for communication as well.”*

Another parent’s expressions revealed that acquiring some skills would greatly help the learners with hearing impairment. Participant PKIII noted thus;

*“I continuously encourage them to study academically and also acquire some vocational skills. These skills can help a person earn money to clear some needs at school. Let the pupils be disciplined, hardworking even at domestic work, and obedient.” (PKVIII1)*

Another barrier that was expressed mainly for the transition to secondary studies was the many subjects, a new curriculum and complex terminologies, especially in science fields. As learners brought up the barrier, the teachers of secondary schools responded to it in some of the following submissions.

*“There are indeed many subjects compared to the four essential areas at the primary school. However, many of them are to introduce a learner to fields of study so that later, s/he chooses according to one’s ability, interest and future dreams. The teachers help them with career guidance so that they make informed choices when the time comes to do so. The school first teaches all subjects for two terms and in the third one they choose. Due to how it is done, some learners even get a challenge in choosing. They seem to like many of them, which may be due to academic ability and future dreams.” (Participant PKV2)*

Another teacher Participant PKV1 elaborated as follows;

*“There are many subjects, but the teachers are always close to the students. Currently, there are two types of curriculum in secondary schools. The first set of students using the new curriculum are in senior three. These were even disturbed by COVID-19 times, and they missed almost a full year. There are main subjects (core) and electives for subjects. To make it easier for students, the teachers first teach all of them for a while (instead of just one term) and later help each of them to choose a few subjects.”*

Regarding the difficult terminologies that are especially common with sciences, a submission was made:

*“Sign language has much room for creativity. After noting the spelling of the terms, the teacher and students suggest a contraction and a sign they can use for it. The teacher then helps the class to note how they will be writing it (particular to their sign language class) and how it can be written in a general form (English) used in an examination. These are some of the issues that cause classes of students of this kind to take longer. It is also partly why they are given more time in the examinations to ensure they know the expressions used to answer the questions.”*  
(Participant PKV4)

The above responses from teachers helped to clear some of the issues learners had raised concerning the many subjects, new curriculum and difficult terminologies.

From these responses, many respondents put emphasis on the learners giving priority to education, being disciplined, persevering amidst challenges of studying, those who have studied coming back as role models of those that are still at the lower levels, guidance and counselling, forming associations for unity and financial initiatives, and learning a skill for self-reliance.

Finally, learners, teachers and parents were asked if there had been any orientation given to them to know about the possible post-primary institutions learners can join. The findings revealed that there were many sources of information about post primary institutions. Learners with hearing impairments had possibilities of accessing this information by their own efforts and parents, as well.

These responses were put together and categorised into the perceived strategies stakeholders considered for transition and a summary of which is presented on the chart below.

The comments of learners who had transited revealed that they got information from neighbours and acknowledged that their school gave little information about post primary institutions. Participant PKII6, a learner who transited, narrated thus;

*“I learnt of Wakiso secondary school from neighbours since our primary school gave just a little information about post primary studies. The neighbours are the ones who helped my parents to make connections with the school; so that is how I finally got to the school and continued with studies.”*

Further, another learner’s comments indicated that they got information from a catholic priest and narrated thus:

*“I got information about the secondary school from a Catholic priest who used to come for spiritual programs at school. He wrote the name of the school for us and even directed us. When I told my parent about it she suggested that we go there during holidays. That is how it all started.” (Participant PKII4)*

Similarly, another learner Participant PKII3 who had transited noted that information was got from PLE invigilators. She noted thus:

*“I learnt of the secondary school first from the PLE invigilators and later from teachers. After the sharing with the invigilators, I then contacted our teachers of primary seven. They talked of the two secondary schools and some vocational centres where one can go for skills training.”*

Concerning the School's deliberate efforts to avail learners with information about post primary institutions, learners revealed that they had been contacted by post primary institutions to join them after primary. Participant PKI5 recounted that;

*“The headteacher and teachers from the nearby secondary school used to call us to join the school when the time comes. Another time a teacher from Wakiso secondary school for the deaf came calling upon us to join them there.”*

Additionally, the participating teacher confirmed;

*“Learners also get visits by teachers from post primary schools and through these visits they talk about future studies.” (Participant PKV4)*

Furthermore, learners who transited revealed that they were informed by their teachers who even advised them about forms they could fill to join post primary institutions after primary studies. Participant PKII3 recounted;

*“Teachers from our primary school informed us about the secondary school. One time our teachers told us that we were to fill forms about schools to join after primary studies. Then they wrote the available secondary schools that we could consider. That was the first time I learnt of those schools.”*

It was also established that the schools were taking learners for tours and visits to post primary institutions especially those enrolling learners with hearing impairment. These helped them to make friends that would later encourage them to continue with studies after primary.

*“They have tours to secondary schools and vocational training of learners with hearing impairments within the district and the neighbouring one. As part of the tours they go and watch sports activities from these schools.” (Participant PKV1)*

However, another teacher PKV2, commented;

*“The learners are sent out to Visit other schools of learners of the same category for sports and other events. This not only enables them to make friends but also makes them appreciate the values of attending schools. With time they keep at school instead of dropping out.”*

According to the finding, too, it was found out that parents/guardians and donor organisations were giving learners information regarding post primary institutions. A participating learner (PKII7) who had transited confessed, nonetheless, that they had no clue about post primary education until the donor informed them of secondary studies;

*“It was a donor who informed me about secondary school studies. I had not thought of other studies after primary school as there was not such a school even in the district. Again, at school nothing was ever said about it. So it was after that time that I started thinking about it.”*

Another participant similarly confessed that her parent advised them to go for a skilling course in tailoring after primary and besides all the tours were to vocational schools and naturally they were conditioned to go for a skills institution. The learner Participant PKII8 commented thus;

*“My parent is the one who advised me to come for tailoring training. At school we only visited a vocational school but no secondary school of those with hearing impairments. So, all I kept thinking about was something practical and as a result took tailoring.”*

For PKII5, this was said;

*“I got information about post primary institutions not from school but from my mother. She is so concerned and always making plans about my future. I do not know where or who she asked but in holidays she started telling me about possible institutions for us where I can go after primary studies.”*

The teacher participants, in addition, pointed out that learners were also getting information about post primary institutions of the deaf from NUDIPU. They were sharing brochures with detailed information about post primary institutions which helps them to link-up with these institutions for further studies. Participant PKV4 narrated;

*“The NUDIPU office near the school offers information about places of vocational training after primary studies. They have some leaflets that they share with learners. Those leaflets have information about individual schools and the addresses. Learners make use of them to make connections with possible institutions of further studies after the primary level.”*

From the above responses, it was confirmed that learners were receiving some information about the possible post primary institutions. In some schools this was a deliberate effort to guide learners on their next step in education, while in others this was not the case.

In conclusion, this forth objective focused on strategies of continuing with studies after the primary school level. The first aspect investigated the possible barriers learners experience in the struggle to continue with studies. The respondents offered several suggestions to counteract these barriers. Afterwards, the issue of how primary schools handle orientation and preparation of these learners to the next level of studies was probed. It was established that some schools do not intentionally prepare the learners, whereas others have some arrangements through which they get information about possible institutions after primary school. Given the above contributions by participants, only some learners with hearing impairments could be in position to continue with studies after the primary school level.

## CHAPTER FIVE

### DISCUSSION OF STUDY FINDINGS

#### 5.1 Introduction

This chapter will present a discussion of the main themes of the study presented according to the four constructs of Schlossberg's theory that guided it. The themes were generated from the data collected from learners with hearing impairments in primary schools, those who transited, those who failed to transit, teachers and parents according to how they understood the transition experiences of these learners. The discussion will try to relate the themes, the constructs and reviewed literature of the study, starting from the support systems, situation, the self and finally, the perceived strategies of the transition.

#### 5.2 The Support systems of learners

This study acknowledged that support is a vital aspect in managing the stress related to the transition process for learners with hearing impairment. The results of this study established that learners' transition is supported through the realized types of support i.e. financial support, pedagogical and emotional support. These components of a support system are rendered by the learners' close relatives, peers, acquaintances and their institutions of study particularly through the teachers in accordance with Schlossberg et al (1995).

The research findings revealed that parents were giving more significant support to these learners, thus motivating them not only to study but also to transition to post-primary education. This perception was demonstrated by the parents' willingness to support the learners financially with school fees, scholastic materials and even transportation to access the schools. This finding rhymes well with Walpole and Chaskes (2011) and

Coccarelli (2010), who established that learners with impairments highly depend on parents as the most reliable source of support during their transition from high school to college. Similarly, the findings demonstrate that parents support the learners' transition even at lower primary to post-primary levels.

Findings also showed that the transition of learners with hearing impairments was supported through networks. In this regard, non-governmental organizations supported their transition to post-primary studies. Results showed that donor organizations support learners with school fees, scholastic materials, and transportation. However, it was noted that these organizations' periods of service and their support have not been for a long time. This is consistent with Schlossberg et al (1995), who had already classified support into three categories: one with stability, another one which depends on the duty being performed, and lastly the type that changes. In this respect, support from Donor organizations kept changing depending on the availability of resources, interest and period of service (contract). These research findings also align with Evans et al. (2009), who argued that support is mainly found among close relatives, acquaintances, and communities (Evans et al., 2009). It is also noted that Powers (2010) cited that support for learners with hearing impairments transitioning to post-primary is expected from their families (parents and guardians), fellow learners, and the school as an institution in general.

Further assessment of the support systems revealed that some provisions were insufficient. In some cases, parents and donor organizations did not provide school fees plus scholastic materials, which greatly challenged the transition of learners with hearing

impairment into post-primary studies. This supports the views of Schlossberg et al. (1995) that support is likely to change. The findings reveal the challenges parents of these learners experience in keeping the learners in schools that are distant from home and boarding schools. In a similar perspective, Okatch (2011) on the financing of Special Needs Education highlights the aspects that make their transition expensive, including transportation (as these schools are not as many as the others), the teacher-pupil ratio, which calls for more staff, specialized support staff, boarding facilities, exceptional pupils' supplies, medical facilities (like hearing aids), and others.

A deeper analysis of these challenges points to the socio-economic status of most families of learners with hearing impairments. As responses revealed that most families are of low income, this status greatly affected the transition of learners with hearing impairment to the next level of studies. Participants cited that parents who fail to visit their children at school do delegate transportation of learners to motorbike riders for fear of being demanded fee payments. When a learner considers never seeing a parent on visitation, always living in deficiency of requirements, being on the list of those who owe the school fees and others, s/he ends up being discouraged to continue with such life at the next level of education. In line with other studies, Ntekane A. (2018) reported earlier that one of the issues that affects parental involvement in the education of their children is low income.

Another theme related to Schlossberg's support component was pedagogical support during the transition of learners with hearing impairment. The findings revealed that teachers, donor organizations, and fellow learners mainly offer this support. The findings

support Milsom and Hartley (2005), who cited that Learners with hearing impairments always need to be supported by their institution of study so as to manage the stress of transition from primary to post-primary and profit from their collaboration with other learners of the same category.

The teacher's support is reflected through the teaching of sign language to open up proper communication, teaching other academic subjects, and finally, instructions on vocational skills for self-reliance. Moloi & Motaung's (2014) re-echo research in higher Institutions revealed that universities that enrol deaf students ought to provide services to support their studies. These services include hiring interpreters for Sign language, using assistive devices, providing people responsible for taking notes, and others.

Another essential point within the pedagogical support pertained to the new curriculum and its many subjects at the secondary level. The post-primary curriculum was very challenging compared to the few primary-level subjects. The experts' response revealed that the new curriculum is for the good of the learner. It is rich with practical skills that enable a learner to leave school with practical knowledge that can help him/her to be self-reliant. It is an advantage since learners choose from a wide range of study areas. As they progress to senior three, they are assessed and given a certificate by the Directorate of Industrial Training (DIT), recognized in the country and internationally. Another related issue was how these learners learned technical terminologies in different disciplines, especially science. It was found that teachers are creative in contracting and assigning particular signs to each of those terminologies in agreement with their learners. As a result, the terminologies do not challenge their studies at all.

In the same respect of equipping learners with skills, the donor organizations were reported to sponsor entrepreneur skills training in agriculture, especially in poultry, piggery, fruits and crop production. They also used to sponsor skills training in sawing, providing sawing machines plus leather works skills. These findings align with El-Zraigat (2012), who found out that students with hearing impairments always suffer limitations in studies, income generation, social interactions, setting up families and others. He thus recommended equipping them with skills that enable them to live a worthy life like the rest of the people.

Moreover, the results revealed that the support from fellow learners involved group discussions using past papers provided by teachers, plus encouraging one another not to drop out of school. This practically answers the call of Milsom & Hartley (2005) and Skinner (1998) that learners with hearing impairments, to cope with the challenges emanating from transition, ought to profit from collaborating with other learners within the same category of challenges. In this regard, learners supported each other in academics and were encouraged to advance to post-primary education.

Another aspect that emerged per Schlossberg's support component was emotional support. The participants noted that counselling and guidance by parents and teachers, showing care and concern by peers through sharing, and encouraging one another were forms of emotional support that promoted the transition to post-primary studies of learners with a hearing impairment. This finding rhymes well with Hadjidakou et al. (2005), who found out that activities like one-on-one plus group sharing, having SN teachers for learners with hearing impairments, insulating classroom walls against sound,

individual amplification, guidance and counselling are vital and strengthen transition of these learners. These findings still uphold the observations of Milsom & Hartley (2005) and Skinner (1998) that Learners with hearing impairments require support from their former schools to manage the transitional demands and benefit from a community of learners with similar disabilities.

The findings further established that donor organizations emotionally supported the transition of learners with hearing impairments by paying professional service providers to do counselling and guidance. This finding supports research by Eshun, F. A. (2016), who assessed the needs and services in a school of learners with hearing impairments and recommended that leaders use appropriate necessary resources in professionally training people to provide counselling services. In this study, this support was provided by donor organizations because schools did not have allocations for such a service apart from the little input from teachers.

Further, using drawings, the learners with hearing impairments expressed a person who had been most supportive in their transition to post-primary studies. Out of the seven participants' drawings, one depicted a teacher, two depicted fathers and four depicted mothers. These learners pointed out that mothers offer the most support to them; they rhymed well with the findings of Zaidman-Zait et al. (2018), which acknowledged that mothers had a greater involvement, unlike fathers, in the intervention programs. Surprisingly, these mothers who seem to be more concerned with their children with hearing impairments are not all economically empowered to support such children in post-primary education. This experience also points to the stress these mothers of children

with hearing impairments undergo, as Aliakbari Dehkordi et al. (2011) studied when they were compared with mothers of children with other impairments plus those without impairments. All these show that, compared to other stakeholders, mothers are very concerned about their children's well-being and education, as well as the transition to higher levels of learning.

### **5.3 The Situation of Learners at Transition**

The study respondents had many experiences transitioning from primary to post-primary education. These experiences are categorized into themes according to the situation construct of Schlossberg's theory, which includes the cause of the transition, the opportune time, and independence and role change during the transition of these learners. Findings showed that the cause of the transition to post-primary studies was the completion of the years meant for primary school studies. Practically, the completion of the class is marked by sitting the Primary Leaving Examinations, a national event, and the outcome of the PLE launches the transition to post-primary studies. The performance of each learner at PLE has implications for the subsequent course of direction; those who pass PLE have a positive perception of the transition, while those who fail end up with a shuddered hope for transitioning to the next level of education. The findings support Sargent & Schlossberg (1988) that the factors surrounding the situation affect the individual and that the individual's perception of the transition dramatically contributes to how it is handled. Similarly, the findings also showed how PLE results are handled influenced the attitude of learners with hearing impairment towards transition for further

studies; those who passed wished to go for further studies, while those who failed developed negative perceptions of the transition.

The opportune time of transition was another situation theme that emerged during the study, whereby the majority of participants expressed that the seven years of primary studies were sufficient, though a few gave varying years. The variation results from some research and perceptions of stakeholders who have experience talking to advanced school learners due to health reasons, having been hidden by family members, and others. These factors raise a genuine concern about whether there can always be a specific duration that fits every learner. Taking the majority response of seven years implies that during those years, learners with hearing impairments were being prepared by teachers and parents to transition from primary and proceed to post-primary studies. Therefore, planning early for the transition from primary to post-primary education for learners with hearing impairment is essential. These findings are vital in answering the questions that Schlossberg (2008) raised, including whether the transition was before the appropriate time. Is it at the appropriate time, that is, on time? Or is it beyond the appropriate time?

The findings of this study denoted that the timing of seven years of primary education was appropriate for learners with hearing impairment to transition to post-primary education. These findings align with Powers (2010), who cited that consideration of such a pillar according to the personal perception of the transition leads to the judgement of whether the transition is constructive or not, desired or expected. Similarly, the findings revealed that time for preparation was sufficient, hence informing their judgement and looking forward to another level in their education.

According to Schlossberg's theory, having control over transition was the final component of the situation. Schlossberg looks at control concerning the candidate's ability to regulate the change process. Participants with hearing impairment who transitioned to post-primary levels did not have control over the transition process. They had to fit in the 'framework' (arrangement) determined by the system of the government. Participating teachers added that the government and all that learners designed this framework had to do was to excel academically. The performance at PLE enables learners with hearing impairment to choose either a continuation of academics in secondary school or formal skills training in vocational institutes. Therefore, learners with hearing impairment whose view of their inability to modify government policy is positive are more skilled in managing transition, unlike those taking it negatively, according to Sargent & Schlossberg (1988).

Learners who participated in the study revealed the issues affecting their readiness to transit and performance. It was noted that the issue of starting school later than other learners affects their pace of study, and consequently, their content coverage may sometimes be different from the other learners. Therefore, by the end of the seven years, it is likely that these learners would have covered only some of the study content; hence, the performance of learners with hearing impairments cannot be matched with that of the rest of the learners. As such, they are always left with one transition option: informal skills training. These findings are in line with Jones, G. A., & Wang, W. (2021), who established the concerns of people with hearing impairments that they did not want things done for them without their input as they claimed, "Nothing about us without us". It was a call to involve them in programs meant for them. Similar sentiments were re-echoed in research by Richardson, W., & Postman, N. (2013), who opined that we should stop

delivering curriculum to kids; we must start discovering it with them. Similarly, in this study, learners with hearing impairment expressed their non-involvement in things that shape their future because they summed up with other learners who have no similar concerns and assessed using the same standards. This left them out of control of the situation determining the course and transition for further studies.

#### **5.4 The Self and Transition**

According to the self-component of Schlossberg's theory, five major themes emerged from this research. They focused on the individual involved in the transition process, plus the personal and psychological aspects around him/her. Findings indicated that gender, age, socio-economic status, health and cultural mentality were themes related to Schlossberg et al (1995) Self theoretical component. The findings revealed that girls and boys faced challenges that sabotaged their transition to post-primary studies. Males with hearing impairments who opted not to transit were influenced by involvement in income-generating activities, which discouraged them from continuing with their studies. However, the opportunities for females with hearing impairments to transition to post-primary education were dwindling because of a lack of self-esteem since they were being taken advantage of, especially sexually, in addition to unfortunate occurrences like early marriages. The only obvious advantage that females had over males was the attraction of donor attention, especially for fees, unlike their male counterparts. The findings thus made clear that female learners with hearing impairments lacked self-advocacy, which Luckner & Sebald (2013) pointed out as the potential of an individual to specify their needs and the ability to create appropriate awareness of having them addressed. On the

contrary, males with hearing impairment interacted with other learners who transitioned and gained confidence to transition from primary to post-primary studies.

Additionally, it was discovered that females with hearing impairment were entrusted with domestic roles in the families, unlike their male counterparts. Responsibilities of such kinds negatively affected the number of girls who could transition to post-primary studies. This is one of the personal issues that female learners with hearing impairment have great difficulties managing in transit to post-primary education (Milsom & Hartley, 2005; Troiano et al., 2010). The findings also support Schlossberg et al. (1995) assumption that these aspects determine individual perceptions of life and the direction of life that a person chooses. In this study, females with hearing impairment who were continuously being diverted from studies into other chores were greatly distracted from transitioning to post-primary studies compared to their counterparts, the boys.

The health of the learners was another prevalent theme regarding the transition of these learners in this research. It should be acknowledged that sickness is not particular to people with hearing impairments. However, when they experience ill-health, it gets more complicated as it is an addition to an already existing condition. Participants mentioned that when learners with hearing loss faced health issues like others in society, they were far more affected by the sicknesses, unlike their typical peers. Respondents mentioned learners who were born with HIV/AIDS and had to keep taking ARV medicine. Without appropriate counselling, some of these learners end up losing hope due to their hearing limitation and continuous taking of medicine without the hope of getting better by taking medicine. Some end up desperate and fail to see the value of transitioning to another

level of study. These results support Merriam (1998), who opined that individual and other identifying qualities determine one's perception of life.

Similarly, the participants noted sicknesses like sickle cell, cancer, dyslexia, and multiple disabilities. Whereas sickle cells and cancer can be a challenge to the rest of the people, to these learners, they are also an addition to an already-existing challenge of hearing impairment. Consequently, it is easy for such a learner not to transition to the next level of studies because of despair. This is in line with Schlossberg et al. (1995), who cited that these aspects determine individual perceptions of life and a person's life direction. Similarly, the ill health of learners with hearing impairment coupled with multiple disabilities discourages learners from transitioning to post-primary studies.

According to Schlossberg's theory, another factor in line with the self-component was the mentality of the family background concerning the education of learners with hearing impairment. Study findings established that some communities hide their children with hearing impairments since they consider them a shameful occurrence. This is partly the reason why some of them come to school late. The findings are in line with Marschark et al. (2015), who conducted a study about determining the academic attainment of learners with hearing impairments and established that deaf students' achievements were understood to be related as well to their racial and ethnic mentalities in education. In this research, not all children with hearing impairment were brought to school because parents did not value educating such learners.

Furthermore, findings revealed that the negative cultural mentality of educating learners with hearing impairment extends to the extent of parents cursing their children who

accept going to school against the parents' will. These attitudes from the findings conform to research outcomes by Stone-MacDonald and Butera (2012), which established that some families hide these children to avoid public shame, and others see them as a burden as well. As a result of this attitude, in this study, learners with a hearing impairment ended up not transiting to post-primary studies, having been discouraged.

Further, economic issues were exacerbated by more costs associated with post-primary education, which were anticipated to be high, for instance, fees and other requirements in secondary schools and vocational training. To demonstrate how heavy it was to most families, all learners whom donors were supporting ended up just remaining at home when those donors left. This family economic situation often discourages a student from transitioning to the next level of studies. These findings re-echo research by Schmidt & Mawenu (2013), who cited that poor parents could only enrol their children in UPE and USE. Some of those children aggravate this with impairments whose schools are not available in every locality. Consequently, they drop out of school because their parents fail to raise their school requirements.

Despite the above-limiting factors, the self of learners with hearing impairments has some values that could encourage others to help them. One of these values is discipline. Participants pointed out this aspect and put it together with the love of God. In one school, a teacher pointed out being challenged by how committed they were to attending church and that she was also compelled to go there to interpret for them. Together with the love of God, they were also praised for loving their studies. This finding supports Pearlin & Schooler (1978), who affirmed that psychological resources include personal

characteristics that individuals use to counteract threats in life. In this case, learners with hearing impairment drew upon God to help them withstand the challenges of transition to post-primary studies.

Finally, findings also revealed that technically, within the teaching-learning process, learners with hearing impairments are only okay with simple works/questions that only require a little application of knowledge. This supports Knoors & Marschark's (2014) findings that learners with hearing impairments often remain behind their peers in their grasp and application of vocabularies related to emotions. This is likely to affect the development of a multifaceted self-concept. For this reason, some of these learners require some push in the field of studies; if not, they fail to transition to post-primary education.

### **5.5 Perceived Strategies**

The stakeholders reported various strategies learners adopt to manage stress and changes from transition to post-primary studies. The mechanisms adopted by learners with hearing impairment were said to involve coping responses categorized as those that modify the state of affairs, those that regulate the source of the problem, and those with the potential to contain the stress after the transition. All these aspects are anchored at Schlossberg's component of the self at transition. Participants cited several coping mechanisms for barriers related to their academic performance that ultimately affected their transition.

Additionally, learners with hearing impairments sought information and guidance from former learners who successfully transitioned. These students often visited and encouraged them as their role models, which, in turn, helped them take on transition challenges with the hope of succeeding just like their models. Furthermore, with the technical aspect of how examination questions are set, the learners urged the government to involve teachers of Special Needs in setting examinations for their category of learners. This can significantly help to set examinations in the forms of communication that learners with hearing impairment understand better. This clarity in examination questions will improve performance and enable them to transition to post-primary studies. This resembles Devilbiss's (2014) findings, where conditionally admitted students adopted measures such as modifying their study routines after a poorly done test, planning for more active involvement in the teaching-learning process, and engaging experienced people referred to as resource people. Then, whenever these learners needed to visit their parents due to challenges, they would seek advice from their elder peers and other responsible adults around the school. Similarly, in this study, learners sought advice from mentors and urged the government to address their concerns about involving SNE teachers in setting summative examinations for them.

Concerning the small number of interpreters and generally Special Needs teachers/instructors in inclusive institutions, learners called upon the government to train more people in this field. There can be interpreters who are not teachers, and these can be assigned to some individuals, particularly in inclusive institutions, but the ideal is to have teachers with skills in handling SNE learners. When there are interpreters and instructors in inclusive post-primary institutions, it helps learners with hearing

impairments access education services nearer to home than all of them struggling to go to the only two special secondary schools available in the country. This implies that learners with hearing impairments advocated for measures to ease their transition to post-primary education. The findings are in line with earlier research by Schlossberg et al. (1995) and Skinner (1998), who cited that learners with disabilities require the services of counsellors plus other appropriate institutions for the necessary support of their type of studying, their needs, their impairments, and the specific situation of their transition. Similarly, they re-echo the Walpole & Chaskes (2011) research, which noted that satisfying self-advocacy abilities can assist learners in finding and using the resources of the given institution, thus making the transition to post-primary studies easily attainable.

Furthermore, there was a call to the government to make the education of learners with hearing impairments more accessible. The two secondary schools, one located in the East and another in the Central region, are very few to serve the whole country. Basing the requirements of setting up structures accessible by all people, notably all categories of Special Needs, makes constructing such institutions an expensive venture. Therefore, the responding stakeholders suggested that together and working through her Ministry of Education and Sports, the government could collaborate with donor organizations and people of goodwill in this regard. This collaboration is one of the practices regarded by Almalki, S. (2022) that significantly helps overcome limitations to transitions of SNE in Saudi high schools. Again, Kinsella-Meier and Gala (2016) emphasize how collaboration is essential in pooling resources to set up more complex facilities that benefit the entire community.

The last limitation to transition is the lack of information about the possible institutions available for studies at the next level. Some of the schools visited did not have an organized way of orienting learners to the next level. As a result, some learners got stranded and failed to transit. This lack of orientation information can lead to serious setbacks in a student's planning for subsequent studies.

However, in some schools, learners received the appropriate information that helped them and their families to plan for the next level of studies. The teachers could refer learners to special secondary schools. Such experiences demonstrate that learners from such schools where information was given about secondary schools or other possible studies of the post-primary level found it easy to plan accordingly. It regulates their stress concerning transition and, thus, is a good management practice that provides learners with the necessary information. This also supports Schlossberg et al. (1995) and Skinner's (1998) findings that learners with disabilities require the services of counsellors plus other appropriate institutions for the necessary support in accordance with their type of studying, their needs, their impairments, and the specific situation of their transition.

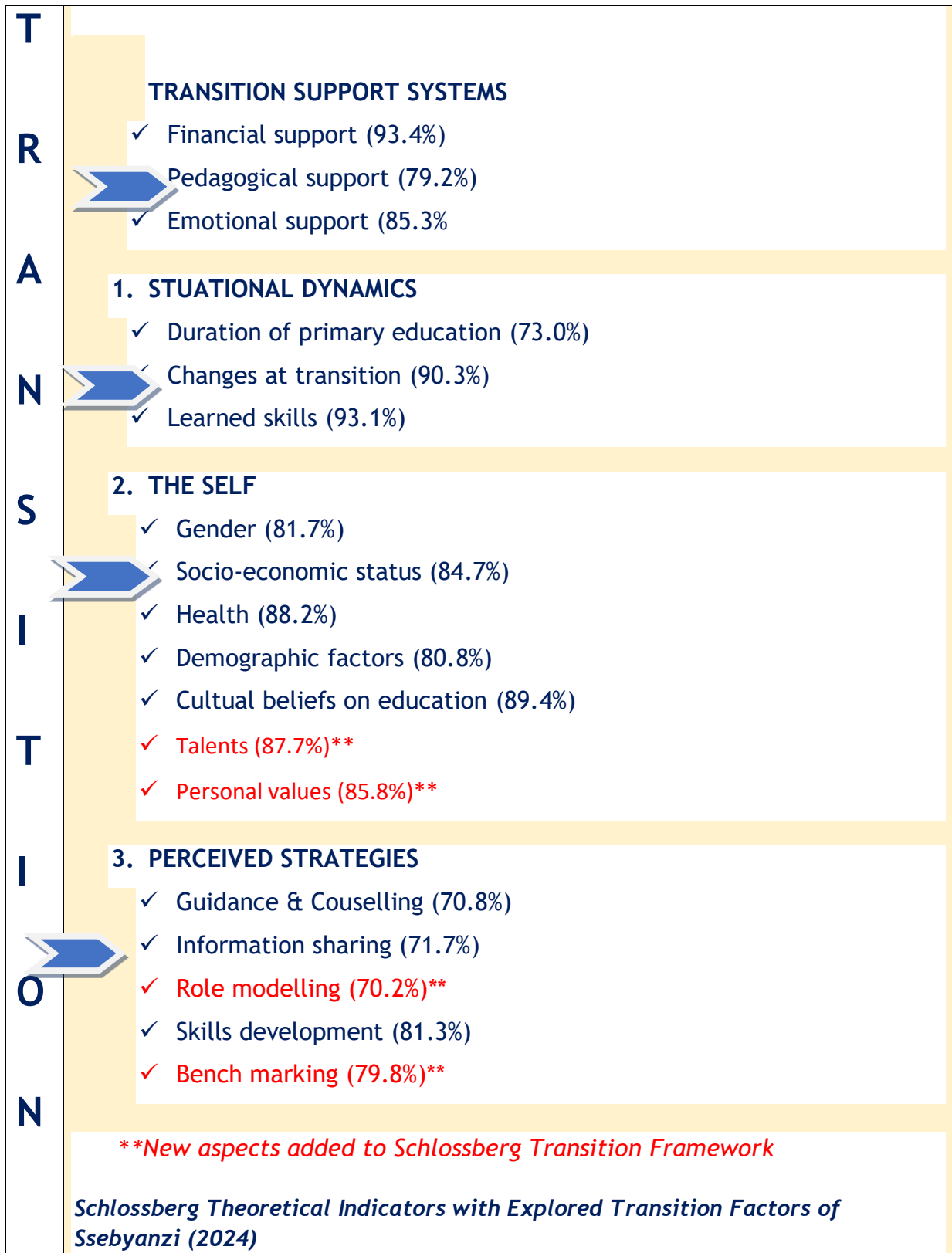
Additionally, Participants noted that learners with hearing impairment visited other schools for events like sports. The learners used the opportunity to reach out to institutions in transition and interact with other learners to make friends and get information about possible transition institutions. This is in line with Millen, Dorn, and Luckner (2019), whose findings made it clear that for friendship to thrive, a sense of enjoyment and happiness must be guaranteed. Similarly, Adkins (2020) noted the value of friendships in assuring one belonging, social security, assistance, and a sense of direction

leading to self-worth. This study's learners with hearing impairment used friendship to gather the information they needed to transition to post-primary education. Adkins (2020) also agreed with the findings of this research that all categories of people with impairments who engage in social interactions and develop friendships more readily find transitioning in different stages easier. However, among the schools visited, some needed a record of organizing such events, distracting learners with hearing impairments from transitioning to post-primary education.

### **General Model**

A general model combining the selected elements of Schlossberg et al's theoretical antecedents with the explored factors, according to the current findings (learner talents, learner personal values, role modelling and bench marking) was developed (Figure 6). This was done with the hope that it will, henceforth, become the reliable instrument for utilisation by the academia and educational management publics, as well as the concerned families to effectively deal with the issues affecting transition of learners (particularly those with impaired hearing); from primary to post-primary education.

Figure 6: Hearing Impaired Learners Transition Model



## CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

### 6.1 Introduction

This study aimed to understand the transition experiences of learners with hearing impairments from primary to Post-primary education in Uganda through the lens of Schlossberg's transition theory. Data were collected from learners, teachers, parents, and district education officers on the transition experiences of learners with hearing impairments in order to understand how they make meaning of the transition from primary to post-primary education. The themes and composite textural-structural descriptions were presented in Chapter 4. Chapter Six includes conclusions and recommendation.

### 6.2 Conclusions

Different stakeholders, including parents, guardians, teachers, and NGOs, supported the education of learners with hearing impairments. This support took the categories of financial, pedagogical and emotional forms whereby financial mainly catered for school fees, scholastic materials, and access to schools (transport); pedagogical embodied services about teaching and instructions in skills training; and lastly, emotional involved the assistance provided in terms of guidance, counselling and encouragement for transition to post-primary levels of education. The study found that these different forms of support existed to some degree at the various study sites. However, they were not sufficient to guarantee the transition of all learners.

The financial support from parents was mainly offered by mothers, the majority of whom needed to be economically empowered. Supporting this type of learners was inevitably

demanding due to the form it takes. As these learners had limitations in hearing, having them as day scholars would expose them to many dangers on the road, and as a result, many of their schools were boarding schools. Managing boarding schools was demanding for the schools, making the parents meet many expenses to keep learners there. These struggling parents, primarily mothers, tended to pay in instalments, but due to lack of funds, some would fail to complete the school dues while a few struggled to support them up to the completion of primary seven class. Some persistent parents tended to enrol their learners for post-primary studies, though some ended up dropping out after one or two years. This demonstrated the insufficiency of the financial support for the transition of the learners.

The next is pedagogical support, primarily by teachers and other instructors in vocational skills training institutes. However, most of them needed SNE skills to enable learners to follow the lessons well. It was presumed that SNE teachers staff at least special schools for learners with hearing impairments, but the study revealed that teachers were posted to any school irrespective of the school's speciality or the teacher's skills. The inclusive schools were expected to have a mixture of teachers, and classes were expected to either have teachers with SNE skills or an interpreter to support a learner with impairment, but this was also not the case. This lack of SNE teachers or interpreters wasted learners' time, and, finally, there were learners who gave up their studies because they failed to gain anything. Consequently, the transition could not be substantially considered when learners had not steadily progressed from one class to another.

While deeply considering this lack of SNE instructors, it was surprising to realize that there is a public university in the country with a fully-fledged faculty for Special Needs education. For many years, it had attracted large numbers of students. Then it was puzzling when schools were found with insufficient numbers of SNE teachers, not even interpreters who could enhance the instructional communications given by non-SNE-skilled teachers.

One apparent effect of unsatisfactory pedagogical support was the poor performance of learners at the summative PLE. When learners needed to follow the class instructions well, it was challenging for them to be able to answer examinations set from such inputs at the end of primary studies. The transition to post-primary level studies, specifically secondary school studies, was conditioned by a learner's performance since there were marks that cannot guarantee enrollment at that level. In this case, the inability to follow classroom instructions leads to difficulties in transition.

Another aspect of pedagogical support was integrating vocational skills into primary school study content. It was an initiative heavily loaded with the benefits of equipping a learner with skills for self-reliance and creating a source of income from which a learner could support further study endeavours. These skills were in various fields, including agriculture, which might include food production, cash crops, fruits and others, leather, wood, and many others. This integration was highly praised for allowing learners to apply the acquired knowledge to lived experiences and even realize the benefits of earning money.

At the emotional level, much of the professional support was provided by teachers and counsellors who tended to be limited by skills in SNE and appropriate communication. The

schools that got services from professional counsellors with interpreters who assisted them with communication were always financed by NGOs. In addition to funding counselling services, these NGOs also paid percentages of school fees; they provided some scholastic materials and, in some schools, contributed incentives to the teaching staff to raise their morale. Unfortunately, these organizations worked on contracts for a few years, and it was tough for them to support a learner from lower primary until the transition to post-primary. The common occurrence was that when an NGO pulled out of a school because of the expiry of its contract, the learners also would stop coming to school because of a lack of support and, finally, failure to transition to the next level of studies.

After primary school studies, the transition to the next level was highly challenged by accessibility. The listed fourteen primary schools had candidates sitting the national summative examinations, leading them to post-primary studies every year. If only the secondary school level was considered, all these learners would become candidates for admission to only two secondary schools in the country, located in the Eastern and Central regions. As a result, most students had to spend a lot of funds on transport to access the two schools. This challenge of accessibility still applied to both particular and inclusive vocational skills training institutes for learners with hearing impairments. They were few and, therefore, not within the reach of many learners, making transition hard to attain.

Because of structural differences in educational environments, learners with hearing impairments experienced difficulties transitioning from primary to post-primary institutions. This involved learners becoming more independent, taking the primary self-advocate role from their parents and being responsible for their academic success. This

could lead learners to become their advocates and thus hold responsibility for their academics to have a more positive transition from primary to post-primary studies. Learner advocated to have SNE teachers setting summative examinations, demanded teaching aids like sign language tapes/videos and have post-primary institutions closer to them by location for accessibility purposes. This highlighted the importance of self-advocacy training at the primary level. Increasing self-advocacy training would help learners with hearing impairment to develop the skills they needed to inculcate confidence in their abilities, thus ensuring a successful transition.

Institutional support was important and valuable for learners with hearing impairments to transition from primary to post-primary studies. Teachers understood the challenges of particular learners and, therefore, advocated for some extra time, especially during examinations. This would enable them to be at par with other learners, which improved their academic performance and ensured their transition from primary to post-primary level of education.

Additionally, there were limitations in getting information concerning possible post-primary institutions that learners could join after primary studies. When a learner would enrol for studies, it could be presumed that other details about what happens after the given level would be easy, but this was not always true. This weakness affected the transition rate, yet some more learners would have been able to further their education. The technicality involved was that parents tended to depend on schools to assist them, yet schools took it for granted that parents will try to care for their learners. As a result, learners missed out on transition even when they would have managed.

### 6.3 Recommendations for Practice

Based upon the findings presented in this study and other previous research on the topic, the following recommendations for practice to attain transition of learners with hearing impairments were presented:

Primary schools should prepare their learners with hearing impairments well to transition to post-primary education. *Primary school* is an integral period in which the necessary academic, social, and psychological skills are built to succeed in a post-primary setting. Self-advocacy, study habits, awareness and acceptance of disability, and community engagement are essential skills that learners can build upon to attain transition. Teachers and counsellors should focus on preparing these learners more during their junior years through frequent individual and group meetings with counsellors and providing hands-on, applicable ways to practice these skills.

Primary schools should also pay special attention to building self-advocacy skills. Self-advocacy skills allow learners to better adjust to a less structured environment. They also help learners overcome self-doubt and stigmatization by increasing their academic confidence. As the skills help learners with hearing impairment take over the role of advocacy from their parents, they are an essential step in the learners' transition process.

As parents are the most significant source of support for these learners, schools should make arrangements for their training based on the major tenets of transition. Such arrangements can even help to equip skills and awaken a sense of duty in those parents who tend to be unbothered by their children's needs. They also need to be educated on

the importance of helping their children become more independent through advocating for themselves.

Similarly, post-primary institutions should oblige deaf learners to participate in all approved transitional programs. It is recommendable that every learner participates in transitional programs so as to be equipped with essential skills to succeed at the post-primary level. These programs also help learners with hearing impairment connect to other students under similar circumstances who could fraternally serve as support during the transition process.

It was noted that, in general, the coping strategies the participants tended to employ were assets. However, the participants needed help to identify and regularly implement strategies that would be assets or develop a wide range of positive coping strategies. For this reason, it would be beneficial for primary schools to help learners develop and identify such positive coping strategies. Relatedly, simply presenting and discussing information on Schlossberg's transition model in the best way learners with hearing impairments understand it could help learners identify their coping assets and liabilities and strengthen their resources to strive for a successful transition.

In terms of the self, there needs to be more control over what the institutions can have in this area, though there are still several aspects that the institutions can do. In regards to assisting students in strengthening resources related to ego development and outlook, a likely way would be through one-on-one meetings, perhaps with academic advisors or academic coaches. These one-on-one meetings allow teachers to understand where students are in their ego development and their outlooks. Additionally, in these settings,

learners can be guided through discussions and problem-solving to encourage learners with hearing impairments to see their effects, work towards positive changes and development, and build resiliency.

Despite the limitations in information concerning possible post-primary institutions for learners, role models can be a great source of information and inspiration for learners in transition. Every school has some old students who have made remarkable achievements in life, especially in the academic field, for instance, those who have studied up to university or those who have done it through formal training to some professional levels. When such people are invited to schools to share their educational endeavours with young ones, their stories greatly inspire, encourage, and strengthen the young ones, which consequently leads to a transition.

Another valuable venture that schools can exploit to ensure the transition of learners is an arrangement of transitional programmes. These are highly credited for exposing learners to interactions with other transitioned learners who help them gain information and guidance on addressing the transition challenges they experienced. These events can include sports galas and visiting post-primary institutions where they interact with other students. Through these programs, they make friends who can supply information about available post-primary institutions. The interactions from such initiatives can offer learners more detailed information from fellow learners who have gone through the experiences and equip them with appropriate skills for managing possible setbacks.

#### **6.4 Recommendations for Further Research**

Very little research was available that applied Schlossberg's transition theory to the transition from primary to post-primary and even beyond for learners with disabilities, particularly in Uganda. For this reason, additional, similar studies of other groups of learners besides learners with hearing impairments (like those with sight impairments, physical impairments, and others) would profitably add to the research base of people with disabilities.

Again, a longitudinal study should examine the transition of learners with hearing impairments from the beginning of their last year in primary school until the end of their first year of post-primary education. This method can provide a broader range of valuable data.

A study should be conducted using a mixed method approach with a survey, personal interview, and focus group component. Also, a control group of learners without impairments could be used for comparison.

Research should be done to explore transitional help programs used in primary and post-primary institutions and to examine whether they meet the needs of learners with hearing impairments in their transition process.

The seven years of primary education in which even learners with disabilities fit do not seem to satisfy every stakeholder. More studies could be done to avoid a situation in which people are just obliged to embrace only one option.

The insufficient number of SNE teachers and interpreters when a university trains them in significant numbers calls for a study because of its implications for education transition.

A study needs to be done on life-threatening sicknesses in learners with impairments and how schools' management supports them.

Finally, a study could be conducted on how learners with hearing impairments transition from post-primary studies to university and into the workforce in Uganda.

## References

- Adams, N., Little, T. D., & Ryan, R. M. (2017). Self-determination theory. In *Development of self-determination through the life-course* (pp. 47-54). Springer, Dordrecht.
- Anderson, M. L., Goodman, J., & Schlossberg, N. K. (2011). *Counseling adults in transition: Linking Schlossberg's theory with practice in a diverse world*. New York: Springer Publishing Company.
- Adkins, C. S. (2020). The transition experiences of deaf and hard of hearing students into postsecondary education. *Murray State Theses and Dissertations*.
- Adom, D., Yeboah, A., & Ankrah, A. K. (2016). Constructivism philosophical paradigm: Implication for research, teaching and learning. *Global journal of arts humanities and social sciences*, 4(10), 1-9.
- Adoyo, P. O. (2007). Educating deaf children in an inclusive setting in Kenya: Challenges and considerations. *Electronic journal for inclusive education*, 2(2), 8.
- Akello, J. (2019). Association between parental involvement and academic achievement of deaf children at Mulago school for the deaf, Kampala, Uganda. *African Health Sciences*, 19 (2), 2270-2281.
- Aldridge, J. A. (2015). Teacher collaboration: Implications for transitions, student achievement, and inclusion. *Independent Studies and Capstones*.
- Aldridge, J. (2016). *Participatory research: Working with vulnerable groups in research and practice*. Policy Press. Joel, O., Kochung, E., Kabuka, E. K., Charles, W. M., & Oracha, A. P. (n.d.). *Support Services And Resources In Regular Primary Schools With Hearing Impaired Learners In Kenya: A Case Study Of Kakamega County*.
- Akanlig-Pare, G., Mugeere, A., Singh, R. R., & Zeshan, U. (2021). Disadvantage and marginalisation in special education systems for deaf students in India, Ghana, and Uganda: A comparative analysis. *Read, Write, Easy: Research, practice and innovation in deaf multiliteracies*, 2(6), 119-173.
- Aliakbari Dehkordi, M., Kakojoibari, A. A., Mohtashami, T., & Yektakhah, S. (2011). Stress in mothers of hearing impaired children compared to mothers of normal and other disabled children. *Bimonthly Audiology-Tehran University of Medical Sciences*, 20(1), 128-136.
- Almalki, S. (2022). Transition services for high school students with intellectual disability in Saudi Arabia: Issues and recommendations. *International Journal of Developmental Disabilities*, 68(6), 880-888.
- Almalki, S. (2022). Transition services for high school students with intellectual disability in Saudi Arabia: Issues and recommendations. *International Journal of Developmental Disabilities*, 68(6), 880-888.
- Amoako, S. F. (2019). Sixty years of deaf education in Ghana (1957-2017). *Commun Disord Deaf Stud Hearing Aids*, 7(1), 1-11.

- Anderson, M. L., Goodman, J., & Schlossberg, N. K. (2011). *Counseling adults in transition: Linking Schlossberg's theory with practice in a diverse world*. New York: Springer Publishing Company.
- Ando, Y. (2004). The Changing Transition to Adulthood in Japan: Timing and Order of Events in the Life Course. *Human Science* 9(14) 227-249.
- Aras, I., Stevanović, R., Vlahović, S., Stevanović, S., Kolarić, B., & Kondić, L. (2014). Health related quality of life in parents of children with speech and hearing impairment. *International journal of pediatric otorhinolaryngology*, 78(2), 323-329.
- Asha., (2022, March 2). American Speech-Language-hearing Association . Retrieved June 7, 2022, from <https://www.asha.org/public/hearing/support-services-for-children/>
- Asonye, E., & Edward, M. (2022). Deaf Education and signed language situation in Ghana and Nigeria. *Signed languages, interpreting, and the Deaf Community in Ghana and West Africa*.
- Assembly, U. G. (1948). Universal declaration of human rights. *UN General Assembly*, 302(2), 14-25.
- Bat-Chava, Y. (2000). Diversity of deaf identities. *American annals of the deaf*, 420-428.
- Beveridge, S. (2000). Education Selection Support for Learning (1999) J. Evans. The impact of the Special Educational Needs Tribunal on local education authorities' policy and planning for special educational needs. Vol. 14, No. 2, pp. 74-79. *Child Psychology and Psychiatry Review*, 5(4), 184-188.
- Bianca, J. (2021). The Evolution of Deaf Education in the United States-A Historical Analysis with Recommendations for Enhancing Deaf Education in the Future.
- Blaikie, N. (2011). *Designing social research: The logic of anticipation*. John Wiley & Sons.
- Boss, E. F., Niparko, J. K., Gaskin, D. J., & Levinson, K. L. (2011). Socioeconomic disparities for hearing-impaired children in the United States. *The Laryngoscope*, 121(4), 860-866.
- Bonanni, Margaret, "In transition: examining students with learning disabilities' transition from high school to college through Schlossberg's transition theory" (2015). Theses and Dissertations. 514. <https://rdw.rowan.edu/etd/514>
- Brice, P. J., & Strauss, G. (2016). Deaf adolescents in a hearing world: a review of factors affecting psychosocial adaptation. *Adolescent health, medicine and therapeutics*, 67-76.
- Bridges, W. (1986). Managing organizational transitions. *Organizational Dynamics*, 15(1), 24-33.

- Bryman, A. (2012). *Social research methods* (Fourth Edition). Oxford: Oxford University Press.
- Choudhry, A. F., Noor, H. S., Shahid, R., Mukhtar, T., Zahra, S. M., & Butt, G. A. (2021). Academic Performance of Hearing Impaired Children Who Received Early Intervention. *Journal of Pharmaceutical Research International*, 33(57A), 227-234.
- Council, D. C. (2017). Statement prepared August 2017. *Policy*.
- Curle, D., Jamieson, J., Buchanan, M., Poon, B. T., Zaidman-Zait, A., & Norman, N. (2017). The transition from early intervention to school for children who are deaf or hard of hearing: Administrator perspectives. *The Journal of Deaf Studies and Deaf Education*, 22 (1), 131-140..
- Chen, L. (2012). *A mixed methods study investigating intangibles in the banking sector* (Doctoral dissertation, University of Glasgow).
- Chickering, A., & Schlossberg, N. (1995). *Getting the most out of college* (pp. 234-253). NJ: Upper Saddle River, Prentice Hall.
- Chickering, A. W., Lynch, A. Q., & Schlossberg, N. K. (1989). *Improving higher education environments for adults*. San Francisco: Jossey-Bass.
- Choudhry, A. F., Noor, H. S., Shahid, R., Mukhtar, T., Zahra, S. M., & Butt, G. A. (2021). Academic Performance of Hearing Impaired Children Who Received Early Intervention. *Journal of Pharmaceutical Research International*, 33(57A), 227-234.
- Constantinou, V., Ioannou, A., Klironomos, I., Antona, M., & Stephanidis, C. (2020). Technology support for the inclusion of deaf students in mainstream schools: a summary of research from 2007 to 2017. *Universal Access in the Information Society*, 19, 195-200.
- Creswell, J. W. (2009). *Research design: Qualitative and mixed methods approaches*. London and Thousand Oaks: Sage Publications.
- Creswell, J. W., & Tashakkori, A. (2007). Differing perspectives on mixed methods research. *Journal of mixed methods research*, 1(4), 303-308.
- Creswell, J. W., Hanson, W. E., Clark Plano, V. L., & Morales, A. (2007). Qualitative research designs: Selection and implementation. *The counseling psychologist*, 35(2), 236-264.
- Deci, E. L., & Ryan, R. M. (2012). Self-determination theory. *Handbook of theories of social psychology*, 1(20), 416-436.
- Definition of "Deaf." (n.d.). *Canadian Association of the Deaf - Association Des Sourds Du Canada*. Retrieved February 10, 2020, from <http://cad.ca/issues-positions/definition-of-deaf/>

- Denzin, N. K., & Lincoln, Y. S. (2008). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Strategies of qualitative inquiry* (pp. 1-43). London: Sage Publications, Inc.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The Sage handbook of qualitative research*. London: Sage Publications.
- DeVilbiss, S. E. (2014). *The transition experience: Understanding the transition from high school to college for conditionally-admitted students using the lens of Schlossberg's transition theory*. The University of Nebraska-Lincoln.
- Domagalla-Zyśk, E., & Podlewska, A. (2019). Strategies of oral communication of deaf and hard-of-hearing (D/HH) non-native English users. *European Journal of Special Needs Education, 34*(2), 156-171.
- Drake, K. (2021). *Automatic Promotion Policy and Academic Performance in Selected Primary Schools in Kabale Municipality* (Doctoral dissertation, Kabale University).
- Ehrich, L. C. (1999). Untangling the threads and coils of the web of phenomenology. *Education Research and Perspectives, 26*(2), 19-44.
- Elder, B. C., & Kuja, B. (2019). Going to school for the first time: Inclusion committee members increasing the number of students with disabilities in primary schools in Kenya. *International Journal of Inclusive Education, 23*(3), 261-279.
- El-Zraigat, I. A., & Smadi, Y. (2012). Challenges of educating students who are deaf and hard of hearing in Jordan. *International Journal of Humanities and Social Science, 2*(8), 150-158.
- Erting, C. (1978). Language policy & deaf ethnicity in the United States. *Sign Language Studies, 139-152*.
- Erwin, E. J., Brotherson, M. J., Palmer, S. B., Cook, C. C., Weigel, C. J., & Summers, J. A. (2009). How to promote self-determination for young children with disabilities: Evidenced-based strategies for early childhood practitioners and families. *Young Exceptional Children, 12*(2), 27-37.
- Eshun, F. A. (2016). *Assessing counselling needs and services of hearing impaired students of the Cape Coast School for the Deaf* (Doctoral dissertation, University of Cape Coast).
- Estrella, V., & Lundberg, C. A. (2006). Moving In, Moving Through, Moving Out. Nancy K. Schlossberg's Transition Theory Victoria Estrella Carol A. Lundberg, PhD CSA 552: Process of Adult Development 27, January 2006 Research Paper: Student Development Theorist, 17.
- Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice*. San Francisco: John Wiley & Sons.
- Feher-Prout, T. (2005). Stress and Coping in Families with Deaf Children. Theoretical and Review Articles. *The Journal of Deaf Studies and Deaf Education, 1*(3), 155-166.

- Farokhi, M., & Hashemi, M. (2011). The analysis of children's drawings: Social, emotional, physical, and psychological aspects. *Procedia-Social and Behavioral Sciences*, 30, 2219-2224.
- Farrow, R., Iniesto, F., Weller, M., & Pitt, R. (2020). *GO-GN research methods handbook*. Milton Keynes: Global OER Graduate Network.
- Federici, S., Bracalenti, M., Meloni, F., & Luciano, J. V. (2017). World Health Organization disability assessment schedule 2.0: An international systematic review. *Disability and Rehabilitation*, 39(23), 2347-2380.
- Fraser, B. (2010). Spain, 1795: Reconsidering Lorenzo Hervás y Panduro (1735-1809) and the visual language of the deaf. *Dieciocho*, 33, 259-277.
- Fordyce, M. (2013). *Post-school Transitions of People who are Deaf or Hard of Hearing*. Edinburgh: The University of Edinburgh.
- Garay, S. V. (2002). Transition planning process: Giving deaf students a voice. In *2002 PEPNet Conference Proceedings* (p. 134).
- Gertz, G., & Boudreault, P. (Eds.). (2016). *The SAGE deaf studies encyclopedia*. Sage Publications.
- Gicheru, E. (2013). The psychology of unmarried men in Nairobi: A case study of three bachelors over forty. *African Journal of History and Culture*, 5(6), 126.
- Glickman, N. S., & Harvey, M. A. (2013). *Culturally affirmative psychotherapy with deaf persons*. New York: Routledge.
- Global Partnership for Education, 2018—Google Search*. (n.d.). Retrieved February 20, 2020, from [https://www.google.com/search?sxsrf=ALeKk00DBnJM1ks47AcNkUu6dBeZYLiw-A%3A1582184680830&ei=6DhOXrKWMo27gweD0JCoCg&q=Global+Partnership+for+Education%2C+2018&oeq=Global+Partnership+for+Education%2C+2018&gs\\_l=psy-ab.3..0i22i30l2.1247457.1248562..1249554...1.0..0.563.947.3-1j0j1.....0....1j2..gws-wiz.....6..35i302i39j35i362i39.kFn4LjfYj2A&ved=0ahUKEwiyqvqe0d\\_nAhWN3eAKHQM0BkUQ4dUDCAs&uact=5](https://www.google.com/search?sxsrf=ALeKk00DBnJM1ks47AcNkUu6dBeZYLiw-A%3A1582184680830&ei=6DhOXrKWMo27gweD0JCoCg&q=Global+Partnership+for+Education%2C+2018&oeq=Global+Partnership+for+Education%2C+2018&gs_l=psy-ab.3..0i22i30l2.1247457.1248562..1249554...1.0..0.563.947.3-1j0j1.....0....1j2..gws-wiz.....6..35i302i39j35i362i39.kFn4LjfYj2A&ved=0ahUKEwiyqvqe0d_nAhWN3eAKHQM0BkUQ4dUDCAs&uact=5)
- Goman, A. M., & Lin, F. R. (2016). Prevalence of hearing loss by severity in the United States. *American journal of public health*, 106(10), 1820-1822.
- Goodman, J., Schlossberg, N. K., & Anderson, M. L. (2006). *Counseling adults in transition: Linking practice with theory*. Washington: Springer Publishing Co.
- Gordey, D. (2022). Promoting Self-Determination in Children with Hearing Loss. Retrieved June 12, 2022, from <https://canadianaudiologist.ca/self-determination-pediatric-feature/>
- government white paper on education 1992 pdf—Google Search*. (n.d.). Retrieved February 20, 2020, from

[https://www.google.com/search?sxsrf=ALeKk00zZ1nDzwjaKOlVCU1\\_BlXKtpY5lw%3A1582185961499&ei=6T1OXs2JHpGxUq70rcAJ&q=government+white+paper+on+education+1992+pdf&toq=Government+White+Paper+1992&gs\\_l=psy-ab.3.1.0i7i30l3j0j0i8i67j0i30.98230.102689..109243...1.1..0.493.875.3-1j1.....0....1j2..gws-wiz.....7..0i71j35i362i39j0i22i30.rJM2bFi8ZyA](https://www.google.com/search?sxsrf=ALeKk00zZ1nDzwjaKOlVCU1_BlXKtpY5lw%3A1582185961499&ei=6T1OXs2JHpGxUq70rcAJ&q=government+white+paper+on+education+1992+pdf&toq=Government+White+Paper+1992&gs_l=psy-ab.3.1.0i7i30l3j0j0i8i67j0i30.98230.102689..109243...1.1..0.493.875.3-1j1.....0....1j2..gws-wiz.....7..0i71j35i362i39j0i22i30.rJM2bFi8ZyA)

- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods*, 18(1), 59-82.
- Hadjikakou, K., Petridou, L., & Stylianou, C. (2005). Evaluation of the support services provided to deaf children attending secondary general schools in Cyprus. *Journal of Deaf Studies and Deaf Education*, 10(2), 203-211.
- Hallahan, D. E., Kauffman, J. M., & Pullen, P. C. (2013). *Exceptional Learners: An Introduction to Special Education: Pearson New International Edition*. Pearson Higher Ed.
- Hamilton, H. (2011). Memory skills of deaf learners: Implications and applications. *American Annals of the Deaf*, 156(4), 402-423.
- Hassanzadeh, S., & Nikkhoo, F. (2019). Reading Literacy Development of Deaf Students in Special Schools in Iran. *International Journal of Special Education*, 34(1), 245-254.
- Hebbeler, K., & Spiker, D. (2016). Supporting young children with disabilities. *The future of children*, 185-205.
- Hendrix, A. (2015). *Self-Advocacy Skills in Children who are Deaf or Hard of Hearing: Listening and Spoken Language Teacher Perceptions in Preschool through Third Grade Settings*.
- Henderson, R. J., Johnson, A., & Moodie, S. (2014). Parent-to-parent support for parents with children who are deaf or hard of hearing: A conceptual framework. *American Journal of Audiology*, 23(4), 437-448.
- Holcomb, T. K. (2023). *Introduction to Deaf Culture*. Oxford University Press.
- Holmström, I., & Schönström, K. (2017). Resources for deaf and hard-of-hearing students in mainstream schools in Sweden. A survey. *Deafness & Education International*, 19(1), 29-39.
- <https://www.britannica.com/dictionary/support-system>
- Hughes, L. A., Banks, P., & Terras, M. M. (2013). Secondary school transition for children with special educational needs: a literature review. *Support for Learning*, 28(1), 24-34.
- Humphries, T., Kushalnagar, P., Mathur, G., Napoli, D. J., Rathmann, C., & Smith, S. (2019). Support for parents of deaf children: Common questions and informed, evidence-based answers. *International journal of pediatric otorhinolaryngology*, 118, 134-142.

- ISER, 2013—Google Search. (n.d.). Retrieved February 20, 2020, from [https://www.google.com/search?xsrf=ALeKk02zCEUduXtywf8y8UxvU-GpfH4-XA%3A1582186073378&ei=WT5OXvLcFq-ljLsP9vSs0AI&q=ISER%2C+2013&oq=ISER%2C+2013&gs\\_l=psy-ab.3..33i160.101224.102532..103612...1.1..0.371.371.3-1.....0....1j2..gws-wiz.....8..0i71j35i362i39.7x9Ji5eGNRM&ved=0ahUKEwiy7fy21t\\_nAhUvBGMBHXY6CyoQ4dUDCAs&uact=5](https://www.google.com/search?xsrf=ALeKk02zCEUduXtywf8y8UxvU-GpfH4-XA%3A1582186073378&ei=WT5OXvLcFq-ljLsP9vSs0AI&q=ISER%2C+2013&oq=ISER%2C+2013&gs_l=psy-ab.3..33i160.101224.102532..103612...1.1..0.371.371.3-1.....0....1j2..gws-wiz.....8..0i71j35i362i39.7x9Ji5eGNRM&ved=0ahUKEwiy7fy21t_nAhUvBGMBHXY6CyoQ4dUDCAs&uact=5)
- Jambor, E., & Elliott, M. (2005). Self-esteem and coping strategies among deaf students. *Journal of Deaf Studies and Deaf Education, 10*(1), 63-81.
- Jamieson, J. R., Zaidman-Zait, A., & Poon, B. (2011). Family support needs as perceived by parents of preadolescents and adolescents who are deaf or hard of hearing. *Deafness & education international, 13*(3), 110-130.
- Joel, O., Kochung, E., Kabuka, E. K., Charles, W. M., & Oracha, A. P. (2013). Support services and resources in regular primary schools with hearing impaired learners in Kenya: A case study of Kakamega County.
- Johnson, K., Lytle, R., & Yang, J. (2009). Deaf education and the deaf community in China: past, present and future.
- Jones, G. A., Ni, D., & Wang, W. (2021). Nothing about us without us: Deaf education and sign language access in China. *Deafness & Education International, 23*(3), 179-200.
- Kafle, N. P. (2011). Hermeneutic phenomenological research method simplified. *Bodhi: An interdisciplinary journal, 5*(1), 181-200.
- Karmelita, C. E. (2016). *Exploring adult learners' experiences transitioning to higher education*. The Pennsylvania State University.
- Kinsella-Meier, M. A., & Gala, N. M. (2016). Collaboration: Definitions and Explorations of an Essential Partnership. *Odyssey: New Directions in Deaf Education, 17*, 4-9.
- Kirumira, R. K. (2016). Chapter Three Examining Effectiveness Of International Standards. *Being" On the Margins": Exploring Intersections, 49*.
- Kisanga, S. E. (2017). *Educational barriers of students with sensory impairment and their coping strategies in Tanzanian higher education institutions*. Nottingham Trent University (United Kingdom).
- Kiyaga, N. B., & Moores, D. F. (2003). Deafness in sub-saharan Africa. *American annals of the deaf, 18-24*.
- Knors, H., & Marschark, M. (2014). *Teaching deaf learners: Psychological and developmental foundations*. OUP USA.
- Kuhn, P. (2003). Thematic drawing and focused, episodic interview upon the drawing—A method in order to approach to the children's point of view on movement, play and sports at school. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research, (Vol. 4, No. 1)*.

- Kyle, F. E., & Harris, M. (2011). Longitudinal patterns of emerging literacy in beginning deaf and hearing readers. *Journal of Deaf Studies and Deaf Education*, 16(3), 289-304.
- Lee, S. H., Wehmeyer, M. L., & Shogren, K. A. (2015). Effect of instruction with the self-determined learning model of instruction on students with disabilities: A meta-analysis. *Education and Training in Autism and Developmental Disabilities*, 237-247.
- Lederberg, A. R., Miller, E. M., Easterbrooks, S. R., & Connor, C. M. (2014). Foundations for literacy: An early literacy intervention for deaf and hard-of-hearing children. *Journal of deaf studies and deaf education*, 19(4), 438-455.
- Lincoln, Y. S. (2000). Paradigmatic controversies, contradictions, and emerging confluences. *Handbook of qualitative research*, 163-188.
- Lindstrom, D. D. (2019). From Community College Faculty to Dean: Using Schlossberg's Transition Theory to Understand the Transition Experience. St. Cloud State University.
- Literat, I. (2013). "A pencil for your thoughts": Participatory drawing as a visual research method with children and youth. *International Journal of Qualitative Methods*, 12(1), 84-98.
- Lochman, J. E., & Salekin, R. T. (2003). Behaviorally oriented interventions for children with aggressive behavior and/or conduct problems. *Behavior therapy*, 34(4), 493-515.
- Luckner, J. L., & Sebald, A. M. (2013). Promoting self-determination of students who are deaf or hard of hearing. *American Annals of the Deaf*, 158(3), 377-386.
- Lytle, R. R., Johnson, K. E., & Hui, Y. J. (2005). Deaf education in China: History, current issues, and emerging deaf voices. *American annals of the deaf*, 150(5), 457-469.
- MacArthur, J., & Kelly, B. (2004). Inclusion from the perspectives of students with disabilities. *SET: Research Information for Teachers*, 2(1), 44-48.
- Macharia, J. M. (2018). Cultural and environmental factors affecting transition of learners with physical disabilities from primary to secondary schools in Laikipia County, Kenya. *Unpublished thesis submitted to Kenyatta University*.
- Marschark, M., Shaver, D. M., Nagle, K. M., & Newman, L. A. (2015). Predicting the academic achievement of deaf and hard-of-hearing students from individual,

- household, communication, and educational factors. *Exceptional Children*, 81(3), 350-369.
- McKee, M., James, T. G., Helm, K. V., Marzolf, B., Chung, D. H., Williams, J., & Zazove, P. (2022). Reframing our health care system for patients with hearing loss. *Journal of Speech, Language, and Hearing Research*, 65(10), 3633-3645.
- Meadow, K. P. (2022). *Deafness and child development*. Univ of California Press.
- Mekonnen, M., Hannu, S., Elina, L., & Matti, K. (2016). The self-concept of deaf/hard-of-hearing and hearing students. *Journal of Deaf Studies and Deaf Education*, 21(4), 345-351.
- Merriam, S. B. (1998). *Qualitative Research and Case Study Applications in Education. Revised and Expanded from " Case Study Research in Education."*. Jossey-Bass Publishers, 350 Sansome St, San Francisco, CA 94104.
- Miles, S., Wapling, L., & Beart, J. (2011). Including deaf children in primary schools in Bushenyi, Uganda: a community-based initiative. *Third World Quarterly*, 32(8), 1515-1525.
- Millen, K., Dorn, B., & Luckner, J. L. (2019). Friendships and Self-Determination Among Students Who Are Deaf or Hard of Hearing. *American Annals of the Deaf*, 163(5), 576-595.
- Milsom, A., & Hartley, M. T. (2005). Assisting students with learning disabilities transitioning to college: What school counselors should know. *Professional School Counseling*, 8(5), 436-441.
- Mkama, I. (2021). *An In-depth Exploration of the First Phase of Inclusive Deaf Education in Tanzania* (Doctoral dissertation).
- Moffatt-Feldman, M. (2013). *The Inclusion Of Deaf Pupils Who Use Sign Language In Mainstream Classrooms*.
- Moges, R. T. (2020). From White Deaf People's Adversity to Black Deaf Gain. *Journal Committed to Social Change on Race and Ethnicity (JCSCORE)*, 6(1), 69-99.
- Moloi, K. C., & Motaung, R. R. (2014). Admission of and service provision for deaf students at a university of technology. *Mediterranean Journal of Social Sciences*, 5(10), 370-375.
- Moore, E. L., & Salvatore, C. A. (2012). Targeting a family B GPCR/RAMP receptor complex: CGRP receptor antagonists and migraine. *British journal of pharmacology*, 166(1), 66-78.
- Moses, A. M., Golos, D. B., & Holcomb, L. (2018). Perspectives on practice: Creating and using educational media with a cultural perspective of Deaf people. *Language Arts*, 96(1), 67-71.

- Mousavi, S. Z., Movallali, G., & Nare, N. M. (2017). Adolescents with deafness: A review of self-esteem and its components. *Auditory and Vestibular Research*, 26(3), 125-137.
- Musamali, K. (2018). An examination of transition models and processes: Introduction of an integrated approach. *Advances in Social Sciences Research Journal*, 5(6).
- Musengi, M., Ndofirepi, A., & Shumba, A. (2013). Rethinking education of deaf children in Zimbabwe: Challenges and opportunities for teacher education. *Journal of deaf studies and deaf education*, 18(1), 62-74.
- Mutswanga, P., & Sithole, C. (2014). Perceptions of people who are deaf on sign language teaching and communication by hearing people: Harare Urban, Zimbabwe.
- NatSIP. (2016). London: National Deaf Children's Society.
- NatSIP. (2019). London: National Deaf Children's Society.
- NatSIP. (2017). Supporting the achievement of deaf children in primary schools. London: National Deaf Children's Society.
- NDCS. (2014). Promoting positive post-school transitions for deaf young people in Scotland. Retrieved November 2022, 2022, from [https://www.ndcs.org.uk/media/3525/close\\_the\\_gap\\_scotland\\_report\\_web\\_dec\\_14.pdf](https://www.ndcs.org.uk/media/3525/close_the_gap_scotland_report_web_dec_14.pdf)
- Nikolopoulos, T. P., & Vlastarakos, P. V. (2010). Treating options for deaf children. *Early human development*, 86(11), 669-674.
- Nguyen, H. T. M. (2018). Factors Affecting Access to Education: The Experiences of Parents of Children Who Are Deaf or Hard of Hearing. *International Journal of Humanities and Social Sciences*, 12(12), 1576-1584.
- Ntekane, A. (2018). Parental involvement in education. *Research Gate*, 1, 1-5.
- Nyst, V. A., & Brentari, D. (2010). Sign languages in West Africa. *Sign languages-A Cambridge language survey*. 405-432.
- Ntinda, K., S'lungile, K. T., & Tfusi, B. (2019). Experiences of Teachers of Deaf and Hard-of-Hearing Students' in a Special Needs School: An Exploratory Study. *Journal of Education and Training Studies*, 7(7), 79-89.
- O'Brien, P., Fitzgerald, S., Brennan, C., Murphy, J., Curry, P., Murphy, D., ... & Mitchell, L. (2011). Transition from post-primary school for students with intellectual disabilities. *National Institute for Intellectual Disability (NIID), School of Social Work and Social Policy, Trinity College Dublin*.
- Ojijo, P. (2014). *Review of Education Policy in Uganda (Revised)*. Working Paper Submitted to Uganda National Curriculum Development Centre (NCDC).
- Okatch, P. A. (2011). *Mechanisms and effects of special education financing policy in Kenya* (Doctoral dissertation)

- Paludnevičienė, R., & Hauser, P. C. (2007). Early Deaf History Revealed: French Writings from 1764-1840 Translated.
- Parkin, I. (2010). Factors affecting deaf education in South Africa. *American Annals of the Deaf*, 155(4), 490-493.
- Pearlin, L. I., & Schooler, C. (1978). The structure of coping. *Journal of health and social behavior*, 19(1), 2-21.
- Pendleton, K. J. (2007). *Using Schlossberg's transition theory to identify coping strategies of welfare recipients attending postsecondary institutions*. University of Louisville.
- Phiri, P. P. (2021). *Teacher's experiences of implementing inclusive education in mainstream secondary schools in the Hhohho region, Eswatini (Swaziland)* (Doctoral dissertation).
- Poon, B. T., & Zaidman-Zait, A. (2014). Social support for parents of deaf children: Moving toward contextualized understanding. *Journal of Deaf Studies and Deaf Education*, 19(2), 176-188.
- Powers, M. S. (2010). *Applying Schlossberg's transition theory to nontraditional male drop-outs*.
- Punch, S. (2002). Research with children: The same or different from research with adults? *Childhood*, 9(3), 321-341.
- Quittner, A. L., Cejas, I., Barnard, J., & Niparko, J. K. (2016). Benefits of cochlear implantation on the whole child: Longitudinal changes in cognition, behavior, parenting, and health-related quality of life. *Pediatric Cochlear Implantation: Learning and the Brain*, 199-210.
- Radić-Šestić, M., Dimić, N., & Šešum, M. (2012). The beginnings of education of the deaf persons: Renaissance Europe (XIV-XVI century). *Specijalna edukacija i rehabilitacija*, 11(1), 147-165.
- Region, A., & Liang, X. (2002). Uganda post-primary education sector report. *Human Development*.
- Reid, K. (2019). *An Exploration of Resources Available to Deaf Children Attending Public and Deaf Community Schools*.
- Richardson, W., & Postman, N. (2013). Students first, not stuff. *Educational Leadership*, 70(6), 10-14
- Robert A. Stodden. (2005). *Essential tools Interagency Transition Team Development and Facilitation*. Minneapolis: ICI Publications.
- Rubin, A., & Babbie, E. R. (2012). *Brooks/Cole Empowerment Series: Essential Research Methods for Social Work*. Cengage Learning.
- Runnels, J. (2017). Dr. Andrew Foster: a literature review. *American annals of the deaf*, 162(3), 243-252

- Ryan, R. M.; Deci, E. L. (2000). "Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being". *American Psychologist*. 55 (1): 68-78.
- Ryder, R. (2017). *A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities*. Washington, D.C.: U.S. Department.
- Sargent, A. G., & Schlossberg, N. K. (1988). Managing adult transitions. *Training & Development Journal*, 42(12), 58-61.
- Saunders, M., Lewis, P., & Thornhill, A. (2007). *Research methods. Business Students 4th Edition Pearson Education Limited, England*.
- Schlossberg, N. K. And, O.(1981). Adult Transitions. *Counseling Psychologist*, 9(2), 2-51.
- Schlossberg, N. K. (1989). *Improving higher education environments for adults: Responsive programs and services from entry to departure*. Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104-1310.
- Scholssberg, N., Waters, E., & Goodman, J. (1995). Counseling adults in transition. *N. Scholossberg, E. Waters, & J. Goodman, Linking Practice With Theory*, 25-78.
- Schlossberg, N. K. (2008). *Overwhelmed: coping with life's ups and downs*, 2nd edn, M. Evans, Lanham, MD.
- Schlossberg, N. K. (2008). *Overwhelmed: Coping with life's ups and downs* (2nd ed.). Lanham, MD: Rowman & Littlefield Pub. Group.
- Schmidt, O., & Mawenu, R. (2013). How do low income parents pay school fees? A diary based inquiry from Western Uganda. In *European Microfinance Research Conference*.
- Sefotho, M. M. (2015). A researcher's dilemma: Philosophy in crafting dissertations and theses. *Journal of Social Sciences*, 42(1-2), 23-36.
- Shaginaw, K. (2018). *Transition, mattering and marginality: Deaf students in a hearing institution. Theses and Dissertations. 2625.* [HYPERLINK "https://rdw.rowan.edu/etd/2625" https://rdw.rowan.edu/etd/2625](https://rdw.rowan.edu/etd/2625)
- Shepherd, C. M., & Alpert, M. (2015). Using Technology to Provide Differentiated Instruction for Deaf Learners. *Journal of Instructional Pedagogies*, 16.
- Søndergaard, E., & Reventlow, S. (2019). Drawing as a facilitating approach when conducting research among children. *International Journal of Qualitative Methods*, 18, 1609406918822558.
- Staake, J. (2019, September 6). How to Help Students Who are Deaf/Hard of Hearing Succeed in School. Retrieved November 19, 2022, from <https://www.weareteachers.com/children-deaf-hard-of-hearing/>

- Steven J. Taylor (2017) Abbé Sicard's deaf education: empowering the mute, 1785-1820, *Disability & Society*, 32:8, 1288-1289,
- Stone-MacDonald, A., & Butera, G. D. (2012). Cultural beliefs and attitudes about disability in East Africa. *Review of Disability Studies: An International Journal*, 8(1)
- Storbeck, C., & Martin, D. (2010). South African deaf education and the deaf community. *American Annals of the Deaf*, 155(4), 488-490.
- Stow, A. (n.d.). *Andrew Foster: Establishing Deaf Education in Africa*. 12.
- Szymanski, C., Lutz, L., Shahan, C., & Gala, N. (2013). *Critical Needs of Students Who Are Deaf or Hard of Hearing: A Public Input Summary*. Laurent Clerc National Deaf Education Center. Publications and Information Dissemination, Clerc Center KDES PAS-6, 800 Florida Avenue NE, Washington, DC 20002-3695.
- Taylor, S. J. (2017). Abbé Sicard's deaf education: empowering the mute, 1785-1820.
- Taylor-Baptie, E. (2021). *The Experiences of Secondary School Transition for Deaf Children in Mainstream Education: A Participatory Research Approach* (Doctoral dissertation, University of East London).
- Taylor, S. V., & Sobel, D. M. (2011). *Culturally responsive pedagogy: Teaching like our students' lives matter* (Vol. 4). Brill.UK: Emerald Group Publishing Ltd.
- Teague, N. S., Srijan, A., Wongstitwilairoong, B., Poramathikul, K., Champathai, T., Ruksasiri, S., Pavlin, J., & Mason, C. J. (2010). Enteric Pathogen Sampling of Tourist Restaurants in Bangkok, Thailand. *Journal of Travel Medicine*, 17(2), 118-123.
- Terlektsi, E., Kreppner, J., Mahon, M., Worsfold, S., & Kennedy, C. R. (2020). Peer relationship experiences of deaf and hard-of-hearing adolescents. *The Journal of Deaf Studies and Deaf Education*, 25(2), 153-166.
- TherapyTravelers. (2017, December 29). Strategies for Teaching Hearing-Impaired and Deaf Students. Retrieved November 19, 2022, from <https://www.therapytravelers.com/strategies-teaching-hearing-impaired-deaf-students/>
- Troiano, P. F., Liefeld, J. A., & Trachtenberg, J. V. (2010). Academic support and college success for postsecondary students with learning disabilities. *Journal of College Reading and Learning*, 40(2), 35-44.
- UBo, S. (2014). *National population and housing census 2014*. Kampala Uganda.
- United Nations Educational, S., & Organization, C. (1994). *The Salamanca statement and framework for action on special needs education*. UNESCO Paris.
- Van Manen, M. (2016). *Researching lived experience: Human science for an action sensitive pedagogy*. Routledge.

- Van Rens, M., Haelermans, C., Groot, W., & Maassen van den Brink, H. (2018). Facilitating a successful transition to secondary school:(how) does it work? A systematic literature review. *Adolescent Research Review*, 3, 43-56.
- Van Staden, A. (2013). An evaluation of an intervention using sign language and multi-sensory coding to support word learning and reading comprehension of deaf signing children. *Child Language Teaching and Therapy*, 29(3), 305-318.
- Walpole, M., & Chaskes, J. (2011). Advising new students with disabilities: Challenges and opportunities. *Journal of College Orientation, Transition, and Retention*, 19(1), 37-48.
- Walter, G. G., & Dirmyer, R. (2013). The effect of education on the occupational status of deaf and hard of hearing 26-to-64-year-olds. *American annals of the deaf*, 158(1), 41-49.
- Warner-Czyz, A. D., Loy, B. A., Evans, C., Wetsel, A., & Tobey, E. A. (2015). Self-esteem in children and adolescents with hearing loss. *Trends in hearing*, 19, 2331216515572615.
- Waters, C. L., & Friesen, A. (2019). Parent experiences of raising a young child with multiple disabilities: The transition to preschool. *Research and Practice for Persons with Severe Disabilities*, 44(1), 20-36.
- Wella, K. (2015). *Experiencing HIV and AIDS information: a phenomenological study of serodiscordant couples in Malawi* (Doctoral dissertation, University of Sheffield).
- West, P., Sweeting, H., & Young, R. (2010). Transition matters: pupils' experiences of the primary-secondary school transition in the West of Scotland and consequences for well-being and attainment. *Research papers in education*, 25(1), 21-50.
- Westwood, P. (2020). *Commonsense methods for children with special needs and disabilities*. Routledge.
- Zaidman-Zait, A., Most, T., Tarrasch, R., & Haddad, E. (2018). Mothers' and fathers' involvement in intervention programs for deaf and hard of hearing children. *Disability and rehabilitation*, 40(11), 1301-1309.
- Zimmerman, H. G., & Horejes, T. (2017). Origins of deaf education: From alphabets to America. *Preparing to teach, committing to team: An introduction to educating children who are deaf hard of hearing (2017-2019)*. EHDI Learning Center.

## APPENDIX 1: Data Collection Tools

### INTERVIEW GUIDE FOR LEARNERS WITH HEARING IMPAIRMENTS

#### PART ONE: SUPPORT

1. How can you describe what your parents/guardians have done to help you continue with studies after primary school?
2. How has been your experience of teachers helping you continue with studies after primary school?
3. How have your fellow pupils and friends helped you to continue with studies after primary school?
4. Apart from teachers, did you have other people at school particularly concerned about you and your studies as a deaf learner?  
If yes, can you name them?  
How has been your experience with each of them?
5. Can you name any donor organisations (NGOs) which have helped you to continue with education after primary level?  
If they are there, how has your interaction with them been?
6. Is there any other person or organisation (not mentioned above) whose help has enabled you in any way to continue with studies after the primary level?  
What has the experience with them been like?

#### PART TWO: SITUATION

1. In your own view, how many years should primary education take?  
And why do you think so?  
How does that affect deaf pupils' continuation of studies from primary to post-primary?
2. Can you describe the changes that take place while crossing from primary to post-primary level?
  - a) How do those changes help deaf pupils to continue with studies from primary to post-primary?
  - b) How do they bar deaf pupils from continuing to post-primary studies?
3. The researcher will use probing to get more details especially for those not got from the answers of the preceding questions:
  - a) Previous experience and how it affects transition
  - b) Timing of the transition (on-time, off-time, etc) and its effects on transition
  - c) Any control over the transition
  - d) Assessment (how does it affect you?)

### **PART THREE: SELF**

1. From your experience, between boys and girls, which number has been greater in continuing with education after the primary level?  
Why do you think this is the case?  
How does this affect the continuation of deaf pupils studying from primary to post-primary?
2. What have you experienced as personal qualities/abilities/capabilities (talents) that can enable you to continue well with studies from primary to post-primary?
3. The researcher will probe the candidate on how the following factors can affect (contribute to) the continuation of deaf learners' studies from primary to post-primary:
  - a) Health
  - b) Socioeconomic status (of the family)
  - c) Tribe/ethnicity
  - d) Commitment to studies
  - e) Personal values (e.g religion)

### **PART FOUR: STRATEGIES**

1. How is the experience of joining post-primary studies? Any challenges involved? If yes, how can these be addressed?
2. The researcher will probe the respondent on the following:
  - a) Advice to deaf learners to ensure continuation of studies from primary to post-primary?
  - b) How is information about possible post primary institutions got?

## INTERVIEW GUIDE FOR STAKEHOLDERS IN EDUCATION OF LEARNERS WITH HEARING IMPAIRMENTS

### PART ONE: SUPPORT

1. How can you describe what the parents/guardians of deaf learners do to help those learners to continue with studies after primary school?
2. How has been your experience of teachers helping deaf learners to continue with studies after primary school?
3. What is it like for fellow pupils and friends to help deaf pupils to continue with studies after primary school?
4. Apart from teachers, are there other people at schools particularly concerned with deaf learners and their studies?  
If yes, can you name them?  
How has been the experience of the deaf learners with each of them?
5. Can you name any donor organisations (NGOs) which help deaf learners to continue with education after primary level?  
If they are there, how have their interaction with deaf learners been of help?
6. Is there any other person or organisation (not mentioned above) whose help has enabled deaf learners in any way to continue with studies after the primary level?  
What has the experience with them been like?

### PART TWO: SITUATION

1. In your own view, how many years should primary education take?  
And why do you think so?  
How does that affect deaf pupils' continuation of studies from primary to post-primary?
2. Can you describe the changes that take place while crossing from primary to post-primary level?
  - a) How do those changes help deaf pupils to continue with studies from primary to post-primary?
  - b) How do they bar deaf pupils from continuing to post-primary studies?
3. The researcher will use probing to get more details especially for those not got from the answers of the preceding questions:
  - a) Previous experience and how it affects transition
  - b) Timing of the transition (on-time, off-time, etc) and its effects on transition
  - c) Any control over the transition
  - d) Assessment (how does it affect you?)

### **PART THREE: SELF**

1. From your experience, between boys and girls, which number has been greater in continuing with education after the primary level?  
Why do you think this is the case?  
How does this affect the continuation of deaf pupils studying from primary to post-primary?
2. What have you experienced as personal qualities/abilities/capabilities (talents) that can enable a deaf learner to continue well with studies from primary to post-primary?
3. The researcher will probe the candidate on how the following factors can affect (contribute to) the continuation of deaf learners' studies from primary to post-primary:
  - a) Health
  - b) Socioeconomic status (of the family)
  - c) Tribe/ethnicity
  - d) Commitment to studies
  - e) Personal values (e.g religion)

### **PART FOUR: STRATEGIES**

1. How is the experience of deaf learners joining post-primary studies? Are there any challenges involved?  
If yes, how can these be addressed?
3. The researcher will probe the respondent on the following:
  - a) Advice to deaf learners to ensure continuation of studies from primary to post-primary?
  - b) How is information about possible post primary institutions got?

NU IYATAKITAI A (Ateso)

## APAPULA NAK'AINGISETA KANU ESISYAK LU KIMINGOK

### ATUTBET NA SODIT: AGANGAT

7. Oipone bo ani ingarakitotor ijo auriak/nu idarete ijo kanu aanyun ebe iyatakini ijo asyoman kon akonye akaulo na ijo angetakin asyoman na opuraimare?
8. Oipone bo ani ingarakitotor ijo ekesisyanakinak aanyun ebe iyatakini ijo asyoman kon akonye akaulo na angetakin asyoman na opuraimare?
9. Oipone bo ani lem igarakitotor ijo idwe kede ipadica kon aanyun ebe iyatakini ijo asyoman kon akonye akaulo na angetakin asyoman na opuraimare?
10. Karaida ejaasi ikesisyanakinak, ijo, ijaatar itunga icie osomero lu epodokitos nu asyoman kon kwape iraar ijo esisyan lo kiming?  
Arai ejaasi, ipedori ijo alimunun itunga ngun?  
Kaite kon ikoni bo aiswamanara kon kangin idope kakesi ai?
11. Ipedori ijo alimun lu Ojokotau (NGOs) lu apotu ingarakisi ijo aiyatakin asyoman kon toni angetakin adoketai na opuraimare?  
Arai ejaasi, oipone bo ani ejaar aiswamanara kon ka kes?
12. Ejai idyotunganan arai Eryonget (mere lo elimoro kokuju) lo abu agangat ke ingarak ijo aanyun ebe iyatakini ijo asyoman kon akonye akaulo na angetakin adoketai na opuraimare?  
Inyo isisyau ijo kane ejaasi kesi?

### ATUTUBET NA IAREET: EJAUTENE

4. Kotoma aomoom kon, ikaru imwasi ai ibusakinit asyoman na opuraimare ayangar?  
Kanu inyo iwomitor ijo kwangin?  
Oipone bo ani emunaara na asyoman naka idwe kalu kimingok anyoun opuraimare aiyatakin ingaren?
5. Ipedori ijo aitatam aijulanakineta nu ejaasi anyoun opuraimare aiyatakin ingaren?
  - c) Oipone bo ani ingarakinata aijulanakineta ngun idwe lu kimingok aiyatakin asyoman kec anyoun opuraimare aiyatakin ingaren?
  - d) Oipone bo ani egoli-golyoto aijulanakineta ngun idwe lu kimingok aiyatakin adoketana nu oingaren akaulo na adaun puraimare?
6. Ebuni angican aingitigit aingiseta kaidules kacut ngun nu ememeete abongonokineta kec ka'ingiset kana etupakini kwape nat:
  - e) Aijen kon na sek ka eipone lo igali-galyoto adoketai na etupakini.
  - f) Aitem nu ebeit aswam (toma-osaawa, kodauna esaawa ka acie da) kede kanu epote aiswamaun.
  - g) Iwaitin lu itikitikyet nu eminasi iswamaunos.
  - h) Aingito (oipone bo ani itotolikitor ijo)

#### **ATUTBET NA IUNIET: IJO ILOPET**

4. Kamisiikinet kon, kotoma isap kede apesur, lu angai ipu akaulo na angetakin asyoman na opuraimare?  
Kanu inyo iwomitor ijo eraar kwangin?  
Oipone bo ani egoli-golyo na asyoman na ikimingok anyoun opuraimare aiyatekin ingaren?
5. Inyo imisiik ijo bala nat (ajokisyo/apiryanuto/atalanta) na epedori ainakin ijo agogong aiyatakin anyoun opuraimare alosit adoketait na oingaren?
6. Ebuni angican aingitigit aingiseta nu ikamunitos eipone lo epedoritotor iboro lu elimoritai kokwap aingarakin asyoman na idwe kalu kimingok anyoun opuraimare kitoni ingaren:
  - f) Angeleu
  - g) Edumune (lo ekale)
  - h) Ateker/Etekerene
  - i) Ainyikokit asyoman
  - j) Iponesyo lu itojokaarit ilope (kwape nat ediini)

#### **ATUTUBET NA IWONGONET: NU ISWAMA**

4. Kitatam atyokisyo nu idum ijo kwape ikoku yen kiming kotoma asyoman kon akaulo na angetakin asyoman na opuraimare.  
Ipedori ijo aomoomoun iponesyo lu edaunete atyokisy881o ngun kanu aiyatakin asyoman kon ingaren?
5. Ikoni bo aijar na aiyatakin adoketait nak'asyoman acie ai? Ejaasi ainingosya toma? Arai ejaasi, oipone bo ani itikitikere kesi?
6. Ebuni angican aingitigit abongonokinan nuta:
  - c) Ani bo aicorakinete iinakini ijo ne ejaasi idwe lu kimingok tetere epedorete aiyatakin asyoman kec ingaren anyoun opuraimare kitoni adepar?
  - d) Ajaasi acie nu ipuda ijo aicorakin idwe lu kimingok kanu kesi aiyatakin ingaren arai kedautu asyoman na opuraimare?

## APAPULA NAK'AINGISETA KALU EYAITOS ASYOMAN NAKA IKIMINGOK

### ATUTUBET NA SODIT: AGANGAT

7. Oipone bo ani ingarakitotor auriak/nu idarete ikimingok aanyun ebe iyatakinete kesi ka'syoman kec akaulo na angetakin asyoman na opuraimare?
8. Oipone bo ani ingarakitotor ekesisyanakinak esisyak lu kimingok aanyun ebe iyatakinete kesi asyoman kec akaulo na angetakin asyoman na opuraimare?
9. Ipupi ijo biai arai ingarakinitos lucie idwe kede ipadica kec idwe lu kimingok aiyatakin asyoman kec akonye akaulo na angetakin asyoman na opuraimare?
10. Arai emameete ekesisyanakinak, ejaasi itunga icie osomero lu epodokitos esisyak lu kimingok kede asyoman kec?  
Arai ejaasi, ipedori ijo alimunun itunga ngun?  
Oipone bo ani ingarakitor ngin idope kakesi ikesisyak lu kimingok?
11. Ipedori ijo alimun lu Ojokotau (NGOs) lu ingarakitos esisyak lu kimingok aiyatakin asyoman toni angetakin adoketait na opuraimare?  
Arai ejaasi, oipone bo ani engarakina aiswamanara kec ka idwe lu kimingok?
12. Ejai idyo itunganan arai lu Ojokotau (mere lu elimoro kokuju) lo abu agangat ke ingarak ekesisyak aanyun ebe iyatakinete kesi asyoman kec akaulo na angetakin adoketait na opuraimare?  
Anyoika isisyau ijo kane ejaasi kesi?

### ATUTUBET NA IAREET: EJAUTENE

4. Kotoma aoomoom kon, ikaru imwasi ai ibusakinit asyoman na opuraimare ayangar?  
Kanu inyo iwomitor ijo kwangin?  
Oipone bo ani emunara na asyoman naka idwe kalu kimingok anyoun opuraimare aiyatakin ingaren?
5. Ipedori ijo aitatam aijulanakineta nu ejaasi anyoun opuraimare aiyatakin adoketait na oingaren?
- c) Oipone bo ani ingarakinata aijulanakineta ngun idwe lu kimingok aiyatakin ka'syoman kec anyoun opuraimare aiyatakin ingaren?
- d) Oipone bo ani egoli-golyoto aijulanakineta ngun idwe lu kimingok aiyatakin adoketa nu oingaren akaulo na adaun puraimare?
6. Ebuni angican aingitigit aingiseta kaidules kacut ngun nu mam edumakino abongonokineta kec kotoma aingiseta nu etupakinete kwape nat:
  - e) Aijen kon na sek ka eipone lo igali-galyoto adoketait na etupakini.
  - f) Aitem nu ebeit aswam (toma-osaawa, kodauna esaawa ka acie da) kanu epote aiswamaun.
  - g) Iwaitin lu itikitiket eijulanakine.
  - h) Aingito (oipone bo ani eroniar kenekon?)

## ATUTUBET NA IUNIET: IJO ILOPET

4. Kamisiikinet kon, kotoma isap kede apesur, lu angai ipu akaulo na angetakin asyoman na opuraimare?  
Kanu inyo iwomitor ijo eraar kwangin?  
Oipone bo ani egoli-golyo na asyoman na ikimingok anyoun opuraimare aiyatakin ingaren?
5. Inyo imisiik ijo bala nat (ajokisyo/apiryanto/atalanta) na epedori ainakin esisyan yen kiming agogong aiyatakin anyoun opuraimare alosit ingaren?
6. Ebuni angican aingitigit aingiseta nu ikamunitos eipone lo epedoritotor iboro lu elimoritai kokwap aingarakin asyoman na idwe kalu kimingok anyoun opuraimare kitoni ingaren:
  - f) Angeleu
  - g) Ejautene lo akeryanut (lo ekale)
  - h) Ateker/Etekerene
  - i) Ainyikokit asyoman
  - j) Iponesyo lu itojokaarit ilope (kwape nat ediini)

## ATUTUBET NA IWONGONET: NU ISWAMA

2. Ipedori ijo aitatam atyokisyo nu idum ijo kwape ikoku yen kiming kotoma asyoman kon akaulo na angetakin asyoman na opuraimare?  
  
Ipedori ijo aoomoun iponesyo lu edaunete atyokisyo ngun kanu aiyatakin asyoman kon ingaren?
3. Ikoni bo aijar na aiyatakin kadoketait nak' asyoman acie ai? Ejaasi ainingosya toma? Arai ejaasi, oipone bo ani itetenarereainigosyo ngun?
4. Ebuni angican aingitigit abongonokinon nuta:
  - c) Ani bo aicorakinete inakini ijo ne ejaasi idwe lu kimingok tetere epedorete aiyatakin asyoman kec ingaren anyoun opuraimare kitoni adepar?
  - d) Ajaasi acie nu ipuda ijo aicorakin idwe lu kimingok kanu kesi aiyatakin ingaren arai kedautu asyoman na opuraimare?

## TRANSLATION TO LUO

### LEYOTAM KEDE OTINO KWAN AME YIT GI OADING ONYO AME TYE KEDE GORO ME WINYO KOP (FOR DEAF LEARNERS)

#### PART ONE: KONY

1. Ngo ame iromo kobo aber ame onywali otimo me konyi me weki imede kede kwani iyu-nge tyeko kwani me Puraimari Cukul?
2. Ngo ame otimere ikwo-ni ikare ame opwonye ni obedo konyi weki imede kedi kwani iyu-nge tyeko kwani me Puraimari Cukul?
3. Kite ango ame otin kwan wadi-u kede owote ni okonyi kede me weki imede kede kwani iyu-nge tyeko kwani me Puraimari Cukul?
4. Apat opwonye, itye kede jo moro icukul ame tye kede ngec ikomi kede kwani acalo adding-yit? Ka tye, iromo coo nying-gi? Kodi ngec ango ame yin inwo ongo ibot gi?
5. Iromo coyo du lame pe jengere ikom gamente moro ame okonyi me mede ikwani iyu-nge rwom me Puraimari? Ka otye, kubere ni kedgi obedo ni-ngo?
6. Tye ngatoro onyo kampuni moro (ame pe openyo imalo-no) ame konygi-okonyi iyore moro kiken me mede kede kwani iyo nge rwom me Puraimari? Ngeci ked-gi obedo ni ngo?

#### PART TWO: SITUATION

1. Ineno ni, itamo ni kwan me Puraimari myero tyek mwaki adi? Pingo omio itamo amanono?
2. Iromo tito aloka-loka ame timere ikobo yi ipuraimari wot naka icinia?
  - a) Yore ango ame aloka-loka no okonyo kede oding-yit me mede kede pwoyere gi yaa ipuraimari naka icinia?
  - b) Yore ango ame gengo kede oding-yit ipe mede kede kwan gin aka icinia?
3. Atim-ikweda bino tic kede diro me nwongo ngec okene ame pe onwongere iyi agam ikom apeny ame openyo no:
  - a) Ingec okato kede yore abalo kede kubere irwom me kwan imalo.
  - b) Icawa iko-kome (iyi cawa onyo inge cawa) kede rac-gi ikom aloka-loka me kwan.
  - c) Agengoro ikom aloka-loka ni
  - d) Niang atut (peko ame inwongo iye)

#### PART THREE: SELF

1. Inyangi, iyia akina owobe kede onyira, nama ajo mene apol imede kwan gi iyonge Puraimari? Itamo ni ngo omio gini timere?  
Yore ango ame gini balo kede kwan oding-yit iyi Puraimari naka icinia?
2. Ngec ango ame inwongo acalo kite adano/gupu adanol teko adano (mic adano), ame konyo atin ame obedo adinga me mede ikwan aber caki ipuraimari naka icinia?
3. Atim-ikweda anwongo ngec ibot otino ikom kit ame jami magi balo onyo gengo kede mede ikwan ading-yit (adinga) caki ipuraimari tunu kede icinia:
  - a) Yot kom

- b) Teko apaco moro ni iyore me lim.
- c) Rok
- d) Tute ni idog kwan.
- e) Berere boti (aporere dini-ni)

#### **PART FOUR: STRATEGIES**

1. Iromo poro kong peki ame ibeo iye calo ading-yit (adinga) ikare ame itye imede kede kwani iyonge Puraimari Cukul?  
Iromo tito yore mogo ame twero gengo peki imalo-no me wek kwani mede anyim aber?
2. Ngeci akwako woti ipwonyere me cinia tye ni ngo? Nyo peki moro tye iye? Ka tye, yore ango ame oromo tyeko kede?
3. Atim-ikweda anwongo tyen kop kun penyo apeny adong-dongo alubere kede jami magi:
  - a) Miyo tam bang oding-yit me neon ni omede kede kwan gi anyim caki ipuraimari naka icinia.
  - b) Tam okene ame imiyo akwakere (alubere) kede mede kwan oding-yit anyim caki ipuraimari naka icinia?

## LEYOTAM KEDE JO ADONGO ALUBERE KEDE PWONYERE ODING-YIT

### PART ONE: KONY

1. Ngo ame iromo kobo aber alubere kede kita ame onywal ame otino-gi tye kede goro me winyo kop; itute gi me neon ni omede kede kwan gi iyu-nge tyeko Puraimari Cukul?
2. Onyo tye giromo ame otimere ikare ame opwonye tye akonyo otino a yit gi oding me mede ikwan gi iyu-nge tyeko Puraimari Cukul?
3. Ngo ame iromo kobo alubere kede otino wadi-gi kede owote mere irwom me konyo oding-yiti me wek-gi omede ikwan iyu-nge tyeko Puraimari Cukul?
4. Apat opwonye, tye jo moro icukul ame tye kede ngec akwako otino a yit gi oding medo kede kwan-gi?
5. Iromo coyo dul ame pe jengere ikom gamente moro ame konyo oding-yit me mede ikwan gi iyu-nge rwom me Puraimari? Ka otye, kubere gi kedgi obedo me kony ni-ngo?
6. Tye ngatoro onyo kampuni moro (ame pe openyo imalo-no) ame konygi-okonyo oding-yit iyore moro kiken me wek-gi omede kede kwan iyo nge rwom me Puraimari? Ngeci ked-gi obedo ni ngo?

### PART TWO: SITUATION

1. Ineno ni, itamo ni kwan me Puraimari myero tyek mwaki adi? Pingo omio itamo amanono? Iyore ango ame balo kede mede kwan otino obedo oding-yit caki puraimari naka irwom me cinia?
2. Iromo tito aloka-loka ame timere ikobo yi ipuraimari wot naka icinia?
  - a) Yore ango ame aloka-loka no okonyo kede oding-yit me mede kede pwonyere gi yaa ipuraimari naka icinia?
  - b) Yore ango ame gengo kede oding-yit ipe mede kede kwan-gi naka icinia?
3. Atim-ikweda bino tic kede diro me nwongo ngec okene ame pe onwongere iyi agam ikom apeny ame openyo no:
  - a) Ngec okato kede yore abalo kede kubere irwom me kwan imalo.
  - b) Icawa iko-kome (iyi cawa onyo inge cawa) kede rac-gi ikom aloka-loka me kwan.
  - c) Agengoro ikom aloka-loka ni.
  - d) Niang atut (peko ame inwongo iye)

### PART THREE: SELF

1. Inyangi, iyia akina owobe kede onyira, nama ajo mene apol imede kwan-gi iyonge puraimari? Itamo ni ngo omio gini timere?  
Yore ango ame gini balo kede kwan oding-yit iyi puraimari naka icinia?
2. Ngec ango ame inwongo acalo; kite adano/gupu adano/teko adano (mic adano) ame twero konyo ading-yit me mede ikwan aber caki ipuraimari naka icinia?
3. Atim-ikweda anwongo ngec ibot atin ikom kit ame jami magi balo onyo gengo kede mede ikwan ading-yit (adinga) cari ipuraimari tunu kede icinia:
  - a) Yot kom

- b) Teko apaco moro ni iyore me lim
- c) Rok
- d) Tute ni idog kwan
- e) Berere boti (aporere dini-ni)

#### **PART FOUR: STRATEGIES**

1. Iromo poro kong peki mogo ame ading-yit (adinga) oboe iye ikare me mede ikwanere iyu-nge puraimari cukul? Iromo tito yore mogo ame twero gengo peki imalo-no me wek kwan mede anyim aber?
2. Ngeca ading-yit akwako woti ipwonyere me cinia tye ni ngo? Onyo peki mogo tye iye? Ka tye, yore ango ame oromo tyeko kede?
3. Atim-ikweda anwongo tyen kop kun penyo apeny adong-dongo alubere kede jami magi:
  - a) Miyo tam bang oding-yit me neon ni omede kede kwan gi anyim caki ipuraimari naka icinia?
  - b) Tam okene ame imiyo alubere kede mede kwan oding-yit anyim caki ipuraimari naka icinia?

## OKUHONDEKERA KWA ABEEGI BAKIBUUBU

### Ekicweka kya bubaanza: OBUYAMBI

1. Mulingo ki ogwosobora kusoboora ebikki Abazaire baawe/rundi abakulorera bakuyambire mukweyongerayo mu misoomo yawe?
2. Mulingo ki abasomesa baawe bakuyambire kweyongera nokusoma kwawe hanyuma wa kumara e'kitebbe kyamusanjju?
3. Mulingo ki abegenzi bawe abeegi na baywani bawe bakuyambira mu kusoma kwawee hanyuma wa kumara e'kitebbe kyamusanjju?
4. Ohireeho abasomesa, oinayo abantu banddi ha somero abaffireyo aha kusoma kwawe hanyuma wa kumara e'kitebbe kyamusanjju?  
Bwoba obaine, tuhe amabaara gabu  
Bikki byosangirre mubuli muntu?
5. Osobora okutuhayo ebitebbe (NGOs) ebikuyambireho okweyongerayo nokusoma hanyuma wa kumara e'kitebbe kyamusanjju?  
Webiraba biriryo, mukaba nimukwatagana mutta?
6. Yaliyyo muntu rundi ekitebbe kiwakozeze obuyambi bwe/bwabbu mukweyongerayo mumisomo yawe hanyuma wa kumara e'kitebbe kyamusanjju

### Ekicweka kya kabiiri: EMBEERA

1. Mukuroora kwawe, orulengo rwakubanza rusemereire rutwale emyaaka eingaya? Habwakki okutekereza batyo?  
Ekyo kijja kulemesa mulingo kki okusoma kwa kibubu okugenda mumaaiso?
2. Osobora okusobora empinduka hinduka ebaho omuntu bwaba aruga mu rulengo rwakubanza nagenda omurwakabiiri?
  - a) Mulingo kii kukiyambiramu bibubbu mukweyongerayo nokusoma murelengo rwakabiiri?
  - b) Mulingo kki gukilemesa kibubu mukweyongerayo aha' rulengo rwakabiiri?
3. Omuseruliriza aijja okusozesa bikaguzzo okutunga ebikwatana habinuu okusinga muno ebibatagambiro haiguru mubikaguzzo
  - a) Byetusangire no' mulingo gubilemesa empindu' hinduka
  - b) Okubaliira obwire bwa empidu' hinduka nne ebinyakurugiramu
  - c) Okulorera emidu' hinduka
  - d) Okukebera

### **Ekicweka kya kasattu: obwommu**

1. Mukumanya kwawe, abojjo nna baisiki,bohha abakusinga kweyongerayo mukusoma hanyuma wa rulengo orwakubanza? Ahabwakki okutekereza kiri kiiti? Kikwataganiraha nkaya nokweyongera nomukusoma kwaba kibbubu?
2. Ebikki byoina ebikusoboseize okulemara mu misoma yawee kuruga murulengo rwakubanza mpaka mu rwakabiri?
3. Omuseruliriza aijja okukoseza ebikaguzzo oggu akubigarukamu, mulingo kki ebintu binnu bitwatagana nokweyongerayo mumisomo ya kibbubu kuruga mu rulengo rwaku'banza mpaka mu rwakabiri?
  - a) Byabwomeezi
  - b) Ekitinisa kya hakka mu kikaa
  - c) Kabiila
  - d) Okweyayo mu byokusoma
  - e) Enyetwara yo'muntu (ediini)

### **Ekicweka kya kanna: okugonjjora emitalab'aine**

1. Soboora ebby byosanga mu;misomo yawe bwoba mukweyongerayo iwe nka obwana atahuura.  
Mulingo kki gwsobora kubikwatamu osobole kweyongerayo no kusoma kwawe
2. Kweyunga kwawe ku rulengo rwakubira kukutwairere otta? Oinayo buzibu byona bwosangire? Mulingo gwo sobora okubutangira?
3. Omuseruliriza aijja okukaaguliriiza aha
  - a) Ohabura aba'kibbubu kurora nti beyongera nakusoma kuruga mu'rulengo rwakubanza mpaka murwakabiri
  - b) Oina'yo kindi kyokugamba aha kweyongera mukusoma kwaba kibbubu kuruga mu rulengo rwakubanza mpaka mu rwakabiri

## OKUHONDEKERA KWA ABA'KUKURATIRA OKUSOMA GWA BAKIBUUBU

### Ekicweka kya bubaanza: OBUYAMBI

7. Mulingo ki ogwosobora kusoboora ebikki Abazaire rundi abalorera abaana bibakora okuyamba abaana bannu mumisooma yabu?
8. Mulingo ki gworozere abasomesa nibayamba aba'kibbubu nokusoma hanyuma wakumara e'kitebbe kyamusanjju?
9. Kiri ota mutaayi babbu na banywani ba'bakibbubu mukubayamba nokweyongerayo mukusoma?
10. Ohireeho abasomesa,oinayo abantu banddi ha somero abaffireyo aha kusoma kwawe hanyuma wa kumara e'kittebbe kyamusanjju?  
Bwoba obaine, tuhe amabaara gabu  
Bikki byosangirre mubuli muntu?
11. Osobora okutuhayo ebitebbe (NGOs) ebigabba obuyambi ku'bakibbubu kubasoboseza kweyongerayo hanyuma wa' ekitebbe kyamusanjju?
12. Yaliyyo muntu rundi ekitebbe ainne obuyambi/ agaba obuyambi obusoboseize aba'kibbubu kweyongerayo na'kusoma kwabbu?  
Bikki byosangire nabob?

### Ekicweka kya kabiiri: EMBEERA

4. Mukuroora kwawe,orulengo rwakubanza rusemereire rutwale emyaaka eingaya? Habwakki okutekereza batyo?  
Ekyo kijja kulemesa mulingo kki okusoma kwa kibbubu okugenda mumaaiso?
5. Osobora okusobora empinduka hinduka ebaho omuntu bwaba aruga mu rulengo rwakubanza nagenda omurwakabiiri?
  - c) Mulingo kii kukiyambiramu bibubbu mukweyongerayo nokusoma murelengo rwakabiiri?
  - d) Mulingo kki gukilemesa kibbubu mukweyongerayo aha'rulengo rwakabiiri?
6. Omuseruliriza aijja okusozesa bikaguzzo okutunga ebikwatana habinuu okusinga muno ebibatagambiro haiguru mubikaguzzo
  - e) Byetusangire no'mulingo gubilemesa empindu'hinduka
  - f) Okubaliira obwire bwa empidu'hinduka nne ebinyakurugiramu
  - g) Okulorera emidu'hinduka
  - h) Okukebera

## Ekicweka kya kasattu: obwommu

4. Mukumanya kwawe, abojjo nna baisiki, baraha abakusinga kweyongerayo mukusoma hanyuma wa rulengo orwakubanza? Ahabwakki okutekereza kiri kiiti? Kikwataganiraha nkaya nokweyongera nomukusoma kwaba kibbubu?
5. Ebikki ebiyambiraho mumulingo gwa(ebitone, obusobozi) mukusoma kwa'bakibbubbu kuruga murulengo rwakubanza mpaka mu rwakabiri?
6. Omuseruliriza aijja okukoseza ebikaguzzo oggu akubigarukamu, mulingo kki ebintu binu bitwatagana nokweyongerayo mumisomo ya kibbubu kuruga mu rulengo rwaku'banza mpaka mu rwakabiri?
  - f) Byabwomeezi
  - g) Ekitinisa kya hakka mu kika
  - h) Kabiila
  - i) Okweyayo mu byokusoma
  - j) Enyetwara yo'muntu (ediini)

## Ekicweka kya kanna (okugonjjora emitalab'aime)

4. Soboora ebby byosanga mu; misomo yawe bwoba mukweyongerayo iwe nka obwana atahuura.  
Mulingo kki gwasobora kubikwatamu osobole kweyongerayo no kusoma kwawe
5. Kweyunga kwawe ku rulengo rwakubira kukutwaira otta? Oinayo buzibu byona bwosangire? Mulingo gwo sobora okubutangira?
6. Omuseruliriza aijja okukaaguliriiza aha
  - c) Ohabura aba'kibbubu kurora nti beyongera nakusoma kuruga mu' rulengo rwakubanza mpaka murwakabiri
  - d) Oina'yo kindi kyokugamba aha kweyongera mukusoma kwaba kibbubu kuruga mu rulengo rwakubanza mpaka mu rwakabiri

## TRANSLATIONS : LUGANDA

### EBIBUZO BY'ABAYIZI

#### Ekitundu Ekisooka: Obuwagizi

1. Oyinza otya okunnyonyola bakadee bo byebakoze okukuyamba okweyongerayo n'emisomo oluvannyuma lwa kalaasi musanvu?
2. Kiki ky'oyinza okwogera ku ngeri abasomesa gyebakuyambyemu okulaba nga weyongerayo n'emisomo oluvannyuma lwa kalaasi musanvu?
3. Bayizi banno bo bakuyambye batya okulaba nga weyongerayo n'emisomo oluvannyuma lwa kalaasi musanvu?
4. Ng'ojeeko abasomesa, ku ssomero waaliwo abantu abalala abaali bakufaako n'okusoma kwo ng'omuyizi kiggala? Bwekiba bwekityo, batubuulire. Omulimu gwa buli omu ku bo gy'oli ogwogerako otya?
5. Osobola okutubuulirayo ebibiina bw'obwannakyewa (NGOs) ebikuyambye okusobola okweyongerayo n'okusoma oluvannyuma lwa kalaasi musanvu? Bwebiba nga gyebiri, obadde okulagana otya nabyo?
6. Waliwo omuntu omulala oba ekitongole (ekitayogeddwako waggulu) ekikuyambye mu ngeri yonna okusobola okweyongerayo n'okusoma oluvannyuma lwa kalaasi musanvu?  
Enkolaganayo nabo ebadde etya?

#### Ekitundu Ekyokubiri: Embeera

1. Mu kulaba kwo, okusoma kw'amasomero ga Primary kwanditutte emyaka emeka? Lwaki olowooza bw'otyo?  
Ekyo eky'emyaka kikwatagana kitya n'okweyongerayo okusoma okw'abayizi bakiggala oluvannyuma lwa kalaasi musanvu?
2. Osobola okutubuulirako ku nkyukaakyuka ezibaawo ng'abayizi bava ku mutendera ogwa Primary okugenda ku guddako?
  - a) Enkyukaakyuka ezo ziyamba zitya abayizi bakiggala okweyongerayo n'okusoma?
  - b) Enkyukaakyuka ezo zirobera zitya abayizi abo okweyongerayo n'okusoma?
3. Omunoonyereza ajjakwongerera okwekeneenya okusobola okuzuula ebisingawo naddala ebinaaba tebirabikidde mu ebyo ebikulembede waggulu:
  - a) Omuyizi byeyayitamu emabega n'engeri gyebikwataganamu n'okusoma okuva ku mutendera ogumu okudda ku mulala.
  - b) Ekiseera okukyuusa emitendera wekijjira (kyekisaanidde oba nedda) ate n'engeri kino gyekikosaamu enkyukakyuuka y'emitendera eno.
  - c) Waliwo engeri gyetusobola okuvunaanyizibwamu ku nkyukakyuuka eno?
  - d) Engeri abayizi gyebagezebamu (ebigezo ebibaweebwa) erina gyekosaamu enkyukakyuuka y'emitendera gino?

### **Ekitundu Ekyokusatu: Ebidda ku Muyizi**

1. Okusinzira ku ky'omanyi, ku bawala n'abalenzi, baluwa abasinza omuwendo omunene ogweyongerayo n'okusoma oluvannyuma lwa kalaasi musanvu? Lwaki olowooza nti kiri bwe kityo?  
Kino kiyinza kitya okukosa okweyongerayo mu kusoma okw'abayizi bakiggala?
2. Biki by'olabye omuyizi by'alina okuba nabyo (nga obusobozi oba ebitone) ebiyinza okumuyamba okweyongerayo n'okusoma oluvannyuma lwa kalaasi musanvu?
3. Omonoonyereza ajjakwongera okubuuza omuyizi ku bino wammanga engeri gyebikwataganamu n'okweyongerayo okusoma okw'abayizi bakiggala:
  - a) Eby'obulamu bw'omuyizi
  - b) Eby'enfuna by'eka gyava
  - c) Eggwanga ly'omuyizi (tribe)
  - d) Omuyizi byakkiririzaamu (okugeza eddiini, obuwangwa,)

### **Ekitundu Ekyokuna: Engeri Z'okuvvuunuka Ebisomooza**

1. Tubuulire ku biziyizo ng'omuyizi kiggala by'osanga mu kweyongerayo okusoma oluvannyuma lwa kalaasi musanvu.  
Magezi ki g'olaba agayinza okuyambako okuvvuunuka ebiziyizo bino?
2. Embeera efaanana etya mu kwegatta ku mutendera omulala ogw'okusoma oluvannyuma lwa kalaasi musanvu? Waliwo okusomoozebwa kwonna?  
Bwekiba nga wekuli, kuyinza kusalirwa magezi ki?
3. Omunoonyereza ajjakwongera okwekeneenya omuyizi ku bino:
  - a) Magezi ki goowa bayizi bano bakiggala okulaba nti beyongerayo okusoma oluvannyuma lwa kalaasi musanvu?
  - b) Waliwo ekirala kyonna ky'oyagala okwogerako ekikwatagana n'abayizi bakiggala okweyongerayo okusoma oluvannyuma lwa kalaasi musanvu?

## EBIBUZO BY'ABAVUNAANYIZIBWA KU BY'ENJIGIRIZA YA BAKIGGALA

### Ekitundu Ekisooka: Obuwagizi

1. Tubuulire ku bintu abazadde b'abayizi bakiggala byebakola okuyamba abayizi abo okweyongerayo n'emisomo oluvannyuma lwa kalaasi musanvu.
2. Ku lulwo, olabye abasomesa bayamba batya abayizi bakiggala okulaba nti basobola okweyongerayo n'okusoma oluvannyuma lwa kalaasi musanvu?
3. Abayizi bannabwe n'e mikwano gy'abayizi bano bakiggala olaba babayamba batya okubasobozesa okweyongerayo n'emisomo?
4. Ng'ogyeko abasomesa, waliwo abantu abalala ku masomero nga bavunaanyizibwa ku bayizi bakiggala n'okusoma kwabwe? Bwe kiba bwekityo, batubuulire okusinziira ku buvunaanyizibwa bwabwe.  
Okubeerawo kwabwe kugasizza kutya abayizi bakiggala?
5. Waliwo ebibiina by'obwannakyewa (NGOs) ebiyambyeko abayizi bano okweyongerayo n'okusoma oluvannyuma lwa kalaasi musanvu?  
Bwebibaayo, olabye biyambye bitya abayizi bano okweyongerayo n'emisomo?
6. Waliwo omuntu oba ekitongole (abatayogeddwako waggulu) abalina engeri yonna gyebayambyemu abayizi bakiggala okweyongerayo n'okusoma?  
Enkolagana yabwe n'abayizi ebadde etya?

### Ekitundu Ekyokubiri: Embeera

1. Mu kulaba kwo, okusoma ku mutendera gwa primary kwanditutte emyaka emeka?  
Era lwaki gwe olwooza bw'otyo?  
Ekyo kikosa kitya abayizi bakiggala n'okweyongerayo okusoma kwabwe oluvannyuma lwa kalaasi musanvu?
2. Tubuulire ku nkyukakyuuka ezibaawo omuyizi ng'ava ku mutendera gwa primary okwegatta ku mutendera oguddako.
  - a) Enkyukakyuuka ezo ziyamba zitya abayizi bakiggala okusobola okweyongerayo n'emisomo?
  - b) Ngeri ki enkyukakyuuka zino gyeziyinda okuziyiza abayizi bakiggala okweyongerayo n'emisomo?
3. Omunonyeereza ajjakwongera okwekenneenya okusobola okuzuula naddala ku bitoogeddwako waggulu ku:
  - a) Ebyaliwo mu bulamu bw'omuyizi n'engeri gyebikosaamu okweyongerayo n'emisomo.
  - b) Ekiseera okukyuusa emitendera wekujjira (kituufu oba nedda) ate n'engeri gyekiyinza okukosaamu okweyongerayo okusoma.
  - c) Waliwo engeri gyetusobola okuvunaanyizibwamu ku nkyukakyuuka?
  - d) Ebigezo birina engeri gyebikosaamu abayizi bano okweyongerayo?

### **Ekitundu Ekyokusatu: Ebidda ku Muyizi**

1. Ku lulwo, ku bayizi abawala n'abalenzi, baluwa abazze basinza omuwendo okweyongerayo n'okusoma oluvannyuma lwa kalaasi musanvu?  
Lwaki olowooza nti kiri bwekityo?  
Kino kikosa kitya abayizi bakiggala n'okweyongerayo kwabwe n'emisomo?
2. Biki gwe by'olaba omuyizi kiggala byasobola okuba nabyo (ng'ebitone, obusobozi mu kusoma) ebisobola okumwanguyizaako okweyongerayo n'emisomo oluvannyuma lwa kalaasi musanvu?
3. Omunoonyereza ajjakwongera okwekenneenya bino wammanga engeri gyebisobola okuyamba oba okukosa okweyongerayo okusoma oluvannyuma lwa kalaasi musanvu:
  - a) Eby'obulamu by'omuyizi
  - b) Eby'enfuna by'eka gyava
  - c) Eggwanga lye (tribe)
  - d) Okwagala n'okwemaliza emisomo
  - e) Byakkiririzaamu (eddiini, obuwangwa)

### **Ekitundu Ekyokuna: Engeri Z'okuvvuunuka Ebisomooza**

1. Tubuulire ku biziyizo omuyizi kiggala byasaanga mu kweyongerayo n'okusoma oluvannyuma lwa kalaasi musanvu.  
Ngeri ki bino gyebisobola okuvvuukibwamu okusobozesa omuyizi okweyongerayo n'okusoma?
2. Embeera n'obulamu bifaanana bitya abayizi bakiggala bwebegatta ku mutendera gw'okusoma oguddako ng'abamaze kalaasi musanvu?  
Waliwo okusomooza kwonna kwebasanga?  
Bwekubaawo, kusobola kutya okugonjolebwa?
3. Omunoonyereza ajjakwongera okwekenneenya ng'abuuza bino:
  - a) Magezi ki goowa abayizi bakiggala okusobola okweyongerayo n'emisomo oluvannyuma lwa kalaasi musanvu?
  - b) Waliwo ekirala kyonna kyewandyagadde okwongerako ekikwatagana n'abayizi bakiggala okweyongerayo n'emisomo oluvannyuma lwa kalaasi musanvu?

## Appendix 2: Codebook for Data Analysis

### Codebook for Data analysis concerning transition of Children with hearing impairment from primary to Post - primary Education

Verbatim quote	Description	Sub- theme	Main theme	%Mentioned
PKI1: <i>“My parents endeavor to pay school fees for me on top of the other many things they do for my studies.”</i>	Parents struggle to pay fees	Parents pay school fees ( n = 4 )	Financial support	80
PKII1: <i>“My father would pay fees of the others and later could say that he has no money for my fees. Sometimes he would tell me to wait until he would get money yet the term would have already begun. When I would keep reminding him he would say I could go and he would send the money later. Unfortunately, at school my name would appear on the list of the school fees defaulters.”</i>	Parents consider other children first and CWDs come last.	( n = 6 )		75
PKIII1: <i>“Sometimes when my mother would take me she would plead with the headteacher to accept some little payment. Many times the pleading would depend on how much she knew the headteacher. But they would keep reminding me at school to complete the payments so as not to miss examinations. Some of the times the term would end before another payment is done.”</i>	Female Parents are concerned about their children’s studies but resources are not easy to get.	( n = 2 )		100
PKV1: <i>“...even those parents who struggle financially, they try with the little they have to pay fees for their children with hearing impairments.</i>	Learners drop out due to	( n = 4 )		100

<p><i>At times, you may take a while without seeing a learner from some of those parents and later you find out that it became financially difficult for them. Then such a learner drops out.</i></p>	<p>financial challenges</p>			
<p><i>PKIV1: "...some parents send them at the beginning of a term without fees. They later do partial payments after paying fees of the other children in the family who have no disabilities."</i></p> <p><i>"There are parents who intentionally avoid coming to the schools. They entrust their children to bodaboda riders to drop them at the schools. When you ask the boda rider about some of the requirements for the pupil all he says is that he was told to bring the child to school. Yet we often find it difficult to reject our pupils because of their conditions."</i></p>	<p>There are parents who avoid paying fees and even entrust children to motorbike riders to bring them to school.</p>	<p>( n = 3 )</p>		<p>75</p>
<p><i>PKVIII1: "The fees for boarding together with the distance to school is a challenge yet also other children in other schools keep demanding. It is too heavy; that is why I failed."</i></p>	<p>Boarding charges and transport make fees of CWDs challenging.</p>	<p>( n = 4 )</p>		<p>80</p>
<p><i>PKVII1: "Many of those schools are not close to parents. Therefore parents spend a lot yet they are poor. This makes their fees high beyond parents' ability and so they need to be helped."</i></p>	<p>Busfare costs parents a lot in addition to fees.</p>	<p>( n = 3 )</p>		<p>75</p>
<p><i>PKVI1: "They pay according to their ability but there are those who always want schools to get them donors even when they can pay."</i></p>	<p>Parents wanting donors to pay fees even when they can.</p>	<p>( n = 2 )</p>		<p>50</p>
<p><i>PKI2: "There is an organization that pays school fees for me. As a result the studying becomes smooth and</i></p>	<p>Learners helped by donors find it easy.</p>	<p>Organizations paying fees</p>	<p>Financial Sup</p>	

<i>peaceful since there are no worries of being on the list of fees defaulters...”</i>		( n = 3 )	port	60
PKII2: <i>“I had my fees paid by an NGO (Non-Governmental Organization). They were very supportive but they went away.”</i>	NGO help is for a short while.	( n = 7 )		87.5
PKIII2: <i>“They could pay fees but for some learners and for only a given period of time.”</i>	NGOs cannot help all learners.	( n = 2 )		100
PKV2: <i>“After an organization has started with some pupils they do not easily take on more pupils. They keep a certain number of them. They pay a percentage of the fees and after a while they conclude their works. When they leave a school then it is the end of their program.”</i>		( n = 3 )		75
PKIV2: <i>“The organizations contribute half of the fees for the needy girls, and as a result they reduce on the burden faced by the parents. This also motivates the parents to keep the children in school. Each organisation differs in the way of working. Some take only one gender. Majority of them only pay a portion of the fees and leave the balance to the parents or the community.”</i>	NGOs take on some learners and do partial payments.	( n = 3 )		75
PKVI1: <i>“There were organizations helping parents in paying fees. Some of them would pay half and encourage parents to pay the remainder. Unfortunately today all organizations have left.”</i>		( n = 4 )		100
PKVIII1: <i>“They help but do not always take long time and before a child finishes primary they are already gone.”</i>	NGOs do partial payment and for a while.	( n = 3 )		60

<p>PKI1: “...My parents bring me back to school but sometimes I wait for them to first take the others. Then because of delays they often create stories about the journey to my school and how much money they need for it. Often I am the last to be taken or else they tell a bodaboda rider to bring me.”</p>	<p>Parents mostly consider CWDs after the other children</p>	<p>Taking learners to school</p> <p>( n = 4 )</p>		<p>80</p>
<p>PKII2: “Unlike the primary school that was a long distance, the secondary is closer. There is a boda rider who takes me most of the time. He takes me in the afternoon although many times I am not with all the requirements.”</p>		<p>( n = 3 )</p>		<p>37.5</p>
<p>PKIII2: “My mother would always be happy while taking me back to school but it was never consistent. She would even take two terms without taking me but begging another person to take me.”</p>	<p>It is common to entrust CWDs to other people.</p>	<p>( n = 1 )</p>		<p>50</p>
<p>PKVII2: “...the parents take the learners to school and if the learners are refusing, the police can be used to compel them even by beating. In our village we do not want young people who do not go to school. There are times when the use of force is inevitable.”</p> <p>On more probing, he clarified:</p> <p>“There are parents who are too lenient with their children. Other times the child can be missing out on essentials like fees and requirements and the school authorities turn back such pupils. There are also parents who do not show vigilance with pupils with disabilities and they keep</p>	<p>It also happens for parents to be forced to take learners to school, otherwise some are reluctant to do it.</p>	<p>( n = 3 )</p>		<p>75</p>

<p><i>postponing when to take them to school.”</i></p>				
<p><i>PKI2: “My parent provides me with clothes, school bag, and other scholastic materials like books, pens, maths sets and sugar. At times I have to wait for some time before I can get the materials supplied even if we need them in class, for instance, a math set.”</i></p> <p>On causes of the delay, she said:</p> <p><i>“My parent says that we are many children at home and each of us makes requests to the same person. The others study near home and for me to bring me the needed materials it even involves transport. So it is expensive.”</i></p>	<p>Parents can try to provide the materials but sometimes with delays.</p>	<p>Provision of scholastic materials by parents</p> <p>( n = 4 )</p>		<p>80</p>
<p><i>PKI2: “When I had just joined school there were donors who used to give us pencils, pens, books, sharpening machines, rulers and text books. They were bringing boxes of things and we could be called to line up in front of the office and each of us would get. Now they no longer come and I have to get from home.”</i></p>	<p>Donors can provide such material but not for all the years.</p>	<p>Provision of scholastic materials by donor organizations</p> <p>( n = 3 )</p>		<p>60</p>
<p><i>PKII2: “I get books, pens, pencils and other things from home when coming to school at the beginning of a term. But most of the times my guardian does not come for visitation to see what I have and what is finished. So for the last part of the term I am always depending on others’ kindness. One teacher is very caring to me when I am in need. I thank her very much.”</i></p>	<p>Parents can provide at the beginning but later it</p>	<p>Provision of scholastic materials by parents</p> <p>( n = 5 )</p>		<p>62.5</p>
<p><i>PKII2: “People from donor organizations give me and my fellow students exercise books, reams of papers and</i></p>		<p>Provision of scholastic materials</p>		

<p><i>pens, [and after a while of some thinking, she remembered and added] on top of giving us girls sanitary towels. Once they even donated text books to our school.”</i></p>	<p>depends on other peoples’ kindness or donors</p>	<p>by donor organizations  ( n = 2 )</p>		<p>25</p>
<p><i>PKIII1: “It was always a struggle to get fees but the requirements was always a great burden. The lists showing those requirements were always too long.”</i></p>	<p>Parents do</p>	<p>Provision of scholastic materials by parents ( n = 2 )</p>		<p>100</p>
<p><i>PKIII2: “The donors partially provided us some materials when we were finishing primary seven and they stopped their operations in the school. The coordinator of that NGO told me that my family can now take on their responsibility. When I talked to my parents during holidays they expressed challenges in managing the demands of the next level. And so when the time came they could not do it.”</i></p>	<p>do something supplemented by donors. When donors pull out the studies end.</p>	<p>Provision of scholastic materials by donor organizations  ( n = 1 )</p>		<p>50</p>
<p><i>PKV2: “Unfortunately some parents do not keep monitoring the pupils’ situation. There are those who express that the distance from home to school is long and expensive. Thus some pupils live in need from around the middle of a term as parents fail to supply.”</i></p>	<p>Materials get used up before end of a term yet parents do not always provide more.</p>	<p>Provision of scholastic materials by parents  ( n = 2 )</p>		<p>50</p>
<p><i>PKVI2: “I encourage parents to provide the required materials to their children. There is a challenge in finance but it is not proper only to give other</i></p>	<p>Parents are encouraged to provide</p>	<p>  ( n = 3 )</p>		<p>75</p>

<p><i>children without considering these ones with impairment.”</i></p>	<p>scholastic materials</p>			
<p>PKV2: <i>“CRANE, which is one of the leading organizations, donates materials like text books, pens, and computers to the learners on top of providing partial school fees. Sight Savers help to search for children with hearing impairments from the villages and take them to school. They pay fees, buy materials and machines to use during skills training. This makes the learning of these children a smooth endeavour.”</i></p>	<p>Donors provide a lot of help when they are around but they do not take long.</p>	<p>Provision of scholastic materials by donor organizations  ( n = 4 )</p>		<p>50</p>
<p><b>SOCIAL SUPPORT</b></p>				
<p>PKI1: <i>“Teachers teach us sign language which is essential for one to continue with studies. It is the first training we get at school and it helps us as the language of instructions at all levels of studies.”</i></p> <p>PKI2: <i>“Apart from the other subjects, my teachers have taught me neat handwriting. This helps me especially when I am writing examinations so that whatever I write is readable by examiners. A teacher I met in my home area during holidays is the one who pointed out to me the value of neat handwriting. I thank my teachers for giving that to us.”</i></p>	<p>Sign language opens all communications  And good handwriting is key for all studies</p>	<p>Offering teaching services  ( n = 4 )</p>	<p>Social Support</p>	<p>80</p>
<p>PKI11: <i>“My teachers give me good instructions during skills training in tailoring.” (She then demonstrated being instructed in cutting a piece of cloth according to measurements) I remember the teacher who taught us measurements in a maths class. It is so helpful in tailoring. All should take it serious because of its usefulness.”</i></p>	<p>The skills taught are practical in life</p>	<p>( n = 3 )</p>		<p>37.5</p>

<p>PKIII1: <i>“There was a teacher who was giving us hard things and could not sign well. I did not understand much of his work and did not pass that subject.”</i> (On being asked more about the subject the learner mentioned that it was science).</p> <p>PKIX1: <i>“The teachers are always willing to teach in all conditions as a way of helping these learners to continue with studies after primary school. They even tolerate being with those learners without full payments. We struggle to fulfil our responsibility but the situation is not easy.”</i></p>	<p>Teachers without signs get difficulty in teaching.</p>	<p>( n = 1 )</p>		<p>50</p>
<p>PKIX1: <i>“Many teachers are committed to their work. They keep monitoring the ability of learners and direct them accordingly. Apart from class teaching, they even go to the extent of one-on-one teaching so that a child is not left behind.”</i></p>	<p>Teachers of these learners are generally committed to them.</p>	<p>( n = 1 )</p>		<p>100</p>
<p>PKX1: <i>“The state of learners with hearing impairments differ from others but sometimes I would find one of the teachers of my son as if taking them like others. He was not using the signs so much but doing a lot of talking yet I knew my son always is looking for the signs. In the end that is one of the subjects he did not pass.”</i></p>	<p>Teachers without Sign-language do insufficient work</p>	<p>( n = 1 )</p>		<p>50</p>
<p>PKII1: <i>“The organizations have helped to train me and others in poultry and piggery. This is added to the knowledge we receive from school. I have used those skills to start keeping some chicken and pigs at home as a source of income. I work with my parents and they help to feed them when I am here at school. (with a different facial expression, he stated) Unfortunately all organisations have now left.”</i></p>	<p>Learners who put in practice the skills</p>	<p>Provision of Vocational skills</p> <p>( n = 6 )</p>		<p>75</p>

<p>PKI12: <i>“They trained us in better methods of growing food and fruits. After primary I used the time to grow maize and pineapples. For maize we used some for food at home, for feeds for the chicken project and the rest I sold. The money from the chicken and the maize sold helped me in enrolling in the vocational training centre.”</i></p>	<p>they are trained in get rewards; some benefit by using proceeds of those skills in furthering their studies.</p>			
<p>PKV1: <i>“The organizations have helped to provide them with agricultural trainings. These have mainly been in growing of maize, bananas, pineapples, and ground nuts. They use those skills first at school in producing food and fruits. Later they implement them in their homes.”</i></p> <p>PKV2: <i>“They bought for them sawing machines and materials for tailoring trainings. All learners who could take a skill development course would be enabled at its completion to have a machine to use and materials/fabrics to start them off.”</i></p>		<p>( n = 3 )</p>		<p>80</p>
<p>PKVI3: <i>“Some teachers include the recommended skills in the instructions to learners according to the content though many times they do it theoretically. Then our partners, mainly NGOs, supplement the instructions with provision of materials and machines.</i></p>	<p>NGOs provide materials and machines for the skills trained.</p>	<p>( n = 2 )</p>		<p>50</p>
<p>PKV3: <i>“They offered them skills training in leather works like making open shoes, then liquid soap and weaving. After primary school studies those who were not able to continue are depending on some of those skills for survival. (And with a show of concern, he informed) But currently</i></p>	<p>Those who fail to transit depend on the acquired</p>	<p>( n = 2 )</p>		<p>50</p>

<i>none of the NGOs is still available. They have all left!"</i>	skills for survival			
<i>PKVI2: "Teachers are concerned with their work and often they add in some skills to help the learners manage life. At the same time there are those who lack SNE skills who only do the basic."</i>	SNE teachers strive to do good work but the non-SNE struggle.	( n = 3 )		75
<i>PKI2: "The teachers put us in pairs and groups to help ourselves by the guidance of our own leader. When we meet, we continue sharing the material covered in class plus some examination questions on the particular topics."</i>  (with conviction and some mild nodding of the head)  <i>PKI3: "Through these discussions, we get encouragement from one another not to drop out but to persevere up to the end. This is mainly because low marks used to cause problems with some of our guardians."</i>	Discussions amongst learners help them to uplift each other and even encourage themselves not to drop out of school.	Group Discussions  ( n = 4 )		80
<i>PKIII2: "I have never seen or received anything from the Local Leader pertaining to my studies. Even after finishing primary studies he did not have any suggestion about what to do next."</i>	There are places where CWDs receive not concern or care.	( n = 2 )		100
<b>EMOTIONAL SUPPORT</b>				
<i>PKV1: "Parents provide a lot of guidance to children about education. We see that when children come to school. Some of them come with ideas on challenging subjects and possible ways of managing them. The parents also give them some career guidance. Some of the learners do share what they intend to study. However there are also those who come with nothing at all."</i>	Parents give the initial counselling and even career guidance to their children.  Most guardians do not give any	Guidance and counselling  ( n = 3 )		75

<p>PKV2: <i>“Parents also provide guidance to children in form of how to relate with the community members, as some of these could be targeting them. It is good most parents of girls give them some briefing. They give them information about the tricks wrong people often use to trap innocent children. This helps us teachers as there is already a base to build from. We have also noted that a good number of those who do not come from their biological parents often have no idea at all. Most guardians just fulfil the duty of bringing the child to school. ”</i></p>	<p>of these; they just ensure that the child comes to school.</p>			
<p>PKI1: <i>“Teachers guide me about life, give instructions for skills, interpretation of study materials, and how to have neat handwriting. I see a teacher as one who knows many things. One teacher here can take time to talk to a pupil with concern about sanitation and smartness, skills of living a healthy life, living well with others, etc.”</i></p> <p>PKI2: <i>“Teachers also go ahead to guide our parents according to the abilities of a child. When a parent comes to school, mostly class-teachers use the moment to give details of the pupil’s abilities plus some possible courses of study. (After thinking for a while he added) This helps a</i></p>	<p>Teachers guide and counsel learners in many aspects.</p> <p>They also guide parents on the appropriate ways of helping and planning for</p>	<p>The guidance teachers offer to parents</p> <p>( n = 4 )</p>		<p>80</p>

<p><i>parent while making decisions about such a learner.”</i></p>	<p>their children.</p>			
<p><i>PKVIII1: “Teachers guide parents during meetings about their children’s education, and also provide them with career guidance. They point out the abilities and strength of a parent’s child. They help in showing a parent the most helpful way a child can take so as not to waste a lot of time doing things that s/he is unable to.”</i></p> <p><i>PKVIII2: “Teachers show a lot of concern for learners whose parents are rare at school for meetings or visitations. They say that the work of teaching requires parents and teachers to move together for the good of the learner. They complain about parents who send pupils to school by boda-boda riders and keep changing their phone contacts. They say that it can help them to hide from school authorities but their children are never helped as they are supposed to be.”</i></p>	<p>Teachers are very helpful to parents as they know the children better. They guide parents on possible future courses for the particular learners.</p>	<p>( n = 3 )</p>		<p>60</p>
<p><i>PKV2: “These organizations have done a great job of putting in place counselling sessions through which several information is passed on to the children. They hire professional counsellors whom they bring to a school. They also pay an interpreter who works with a counsellor for communication purposes. They</i></p>	<p>Donor organizations pay for professional counselling services for the learners</p>	<p>( n = 4 )</p>		<p>100</p>

<p><i>regularly come to school to ensure that every child is helped.”</i></p>				
<p><i>PKI1: “Teachers often give me moral support (then she remembered to include others) and also they support other learners. There are moments when I find myself like exhausted and wanting to stop there with studies. Other times I feel as if the studies are very difficult and too demanding especially when I get few marks... In such times, the teacher always helps to talk to me and shows me hope for a better tomorrow both of studies and after studies. This is vital in helping us to continue with studies even after primary school.”</i></p>	<p>Teachers offer learners moral support that enables them to keep going with studies</p>	<p>( n = 4 )</p>		<p>80</p>
<p><i>PKI13: “The teachers do a follow-up of us not only to our homes but also to the post-primary schools we joined. They take information about our homes and parents. They can even ask for more details about a person’s life and health. Such a teacher would then interact with your parent closely and even travel to your home. (He then named one teacher and said) She knows my home and the secondary school I went to. She is interested in my progress.”</i></p>	<p>In supporting learners, teachers even follow them up from their homes up to the schools they join.</p>	<p>( n = 6 )</p>		<p>75</p>
<p><i>PKVIII2: “The teachers bring role models to school to inspire learners. These are mostly people who have made recognizable achievements in either studies or work despite living with some challenging conditions e.g. a PhD holder who is a person with hearing impairments was brought to talk to them. They asked him many questions and he highly encouraged them.”</i></p>	<p>Teachers bring role models to learners to encourage them.</p>	<p>( n = 4 )</p>		<p>80</p>

<p>PKVIII3: <i>“Just like parents, teachers act as the voice of their learners. They speak for them and help in fighting for their rights. I can say they even do more than parents since some of us parents are not very knowledgeable on the rights of PWDs. The teachers are knowledgeable and they often advocate for them.”</i></p>	<p>They even advocate for their rights.</p>			
<p>PKI4: <i>“..we freely share ideas on academics, health, early pregnancies (seemed like still counting but no more items were coming out). Each one of us has something more than the other. Some are good with class work. They help us to repeat what the teachers teach us and we then do the exercises with more understanding. Some of us have experience with health issues. Actually some know some local herbs that can be better than tablets. We rely so much on their generous sharing. There are also others who are helpful with information about challenging situations like those pertaining to pregnancies...”</i></p>	<p>Learners share in many aspects to help themselves in studies and beyond.</p>	<p>( n = 3 )</p>		<p>60</p>
<p>PKII3: <i>“We share tools during classes and work. The training institute wants each to have all the tools but not all our parents/guardians are capable. Each of us depends on the other in different aspects.”</i></p>	<p>Those in vocational training also share to support themselves.</p>	<p>( n = 6 )</p>		<p>75</p>
<p>PKV4: <i>“On top of sharing ideas, these kids also go on to share deeply the study materials and edibles as well. It is a good gesture that we encourage since life is about helping one another.”</i></p>	<p>Teachers encourage learners to share.</p>	<p>( n = 4 )</p>		<p>100</p>



<p><i>their fellows who end up admiring them. Those include students in secondary schools and vocational skills training. They share with them their experiences there which show that it is possible. This partly minimises the fear most of them usually have concerning the next level of studies.”</i></p> <p>PKV4: <i>“At school here we have a program called child-to-child where pupils of the same level/class are empowered to help each other. (After a bit of reflection he felt he had to add on something more) Also in the general school community, the older ones help the young ones in parental ways, for instance, washing their clothes. At meals, we have a culture of serving young ones first. (He added emphasis with the nodding of his head) The older ones always ensure that it is followed so that the young ones do not miss food.”</i></p>	<p>The learners from higher levels come back to encourage their fellow learners.</p> <p>The program of child-to-child at school trains them well in that aspect of helping others.</p>	<p>( n = 3 )</p> <p>( n = 4 )</p>		<p>75</p> <p>100</p>
<p>PKV3: (This comment is from one school where there were also non-impaired pupils) <i>“Pupils without impairments help to interpret study materials to pupils with hearing impairments. This happens mainly where some instructors are not yet grounded in sign language.”</i></p>	<p>Learners without impairments also help those in need.</p>	<p>( n = 1 )</p>		<p>25</p>
<p><b>THE SITUATION</b></p>				
<p>PKI1: <i>“It has helped me a lot to start from nursery school (to learn signs) before primary. Some topics are hard without nursery although others are simple. Seven years study period is thus sufficient for primary education. Much of the content is covered in that time.”</i></p>	<p>After nursery studies, the seven years are sufficient.</p>	<p>The number of years for primary education</p>	<p>The Situation</p>	<p>60</p>

		( n = 3 )		
PKII4: (With a facial expression of satisfaction, a learner responded) <i>“The seven years of primary education are enough, in case there is a need for any adjustment it should only be in regards to the number of teachers which should be supplemented to have 2 or 3 per class. This can help to save time.”</i>	The seven years are enough; only the number of teachers could be added.	( n = 6 )		75
PKII5: <i>“The seven years should be shortened. (After scratching the head a bit, she suggested the shortening) Nursery should be reduced to two years. Each class of primary should be only half year. This is because a good number of these learners come to school when they are already advanced a bit in age.”</i>	The number of years should be reduced instead.	( n = 2 )		25
PKIII2: <i>“The seven years do not seem enough for us. The amount of class work we cover is the same as others but for us we need more time even to translate into our language. The other learners without impairments just study right away and so they have no problem with time. Also some of us come to school a bit late. This affects our speed in getting things being taught. Now there is a practice of just being promoted to the next class even if you have not performed well. In the new class you cannot go back to the work of the previous class. This is why a good number of us get poor marks at PLE and as a result fail to continue.”</i>	Seven years are not enough due to the study content when even some learners come late to school.	( n = 1 )		50
PKV1: <i>“Those seven years are enough because our curriculum content can best be finished in that time. The concern comes with the attention</i>				

<p><i>these learners require depending on their differences. That is when it requires more teachers for the same class.”</i></p> <p><i>PKV2: “The years are enough. It depends on the ability of the learner. Some are slow learners while others can be very fast. If a teacher has a number according to the teacher-pupil ratio of SNE it can be possible to cover the content within those years.”</i></p> <p><i>PKV3: “The seven years are enough only that there is understaffing. Many times the posting authorities take these schools almost like the others. In practice it is not common for them to consider the teacher-pupil ratio of SNE schools and give them more teacher.”</i></p>	<p>The seven years are enough most especially when the teacher-pupil ratio is observed. Understaffing ought to be handled.</p>	<p>( n = 3 )</p>		<p>75</p>
<p><i>PKV4: “Seven years is not enough time. From a study I carried out with one lecturer we found that by the time they are in P.7 that is when they are more at home with work of P.4 or P.5. Therefore I suggest about 10 years of primary studies.”</i></p>	<p>A study showed that may be 10 years would be the appropriate .</p>	<p>( n = 1 )</p>		<p>25</p>
<p><i>PKVIII2: “The seven years are many. Nursery should be only two years instead of three. Many times our children come to school late. That should be considered as well.”</i></p>	<p>The years need to be reduced.</p>	<p>( n = 4 )</p>		<p>80</p>
<p><i>PKVI3: “Those who have gone through the system in the past have managed to perform. There are differences due to several factors but the seven years are enough.”</i></p>	<p>The seven years of primary are enough.</p>	<p>( n = 2 )</p>		<p>50</p>

<p>PKII4: <i>“Because of time, I don’t find it easy to remember most of the things we learnt in primary school. (In sort of a slow motion she supplemented) Even other learners have the same difficulties in thinking academically which has been caused by the long time spent in lock-down due to COVID-19.”</i></p>	<p>COVID-19 lockdown affected the pace of learning.</p>	<p>( n = 6 )</p>		<p>75</p>
<p>PKI5: <i>“As learners with hearing impairments we find it very hard to mix with learners without impairments. Those learners oppress us or make us suffer, take girls for sex and later dump them. They do not consider us as equal to them.”</i></p>	<p>These learners have challenges with the inclusive system.</p>	<p>( n = 4 )</p>		<p>80</p>
<p>PKII4: <i>“At post-primary level of education, we are exposed to very many Subjects. It is very demanding. This requires us to put in extra effort. On top of this, at that level, there is a lot of competition in studies amongst students.”</i></p>	<p>The study load at post-primary is more demanding.</p>	<p>( n = 7 )</p>		<p>87.5</p>
<p>PKII5: <i>“When I joined post primary level, my Knowledge changed (stopped a bit but like trying to find the most appropriate terms to use) and understanding improved. The way of thinking and looking at issues has changed and improved. This has helped me to make more and better decisions than before.”</i></p>	<p>Academic achievement changes &amp; improves at post-primary.</p>	<p>( n = 5 )</p>		<p>62.5</p>
<p>PKV4: <i>“At this level, learners acquire more knowledge and skills. They look at issues in a more broad way. They acquire more skills to use at handling various aspects of life especially the practical ones. These skills shape them more for the period out of school. They even</i></p>	<p>The level after primary equips them with more skills to</p>	<p>( n = 3 )</p>		<p>75</p>

<i>become more productive at works assigned to them.”</i>	manage life.			
PKVI4: <i>“Some learners become chaotic and stubborn when they join post primary education. Their sex urge grows and as a result many get involved in fornication (with expression of sadness). On the side of girls there can be cases of pregnancy leading to dropping out of school.”</i>	The transition can lead to negative issues in their behavior.	( n = 2 )		50
PKIX1: <i>“These learners can become more aggressive as they join post primary levels of education. They start joining bad groups and start doing bad behavior like drinking alcohol and smoking. This is most common to boys.”</i>	They can start bad behavior especially boys.	( n = 4 )		80
PKV3: <i>“The learners begin to take proper care of themselves. This could possibly be attributed to the adolescence stage of life. They are concerned with their appearances before other people.</i>  PKV4: <i>“The children start feeling more mature and responsible and as a result they start taking good care of themselves.”</i>	A sense of shame challenges them to care of themselves.	( n = 5 )		62.5
PKIX1: <i>“The children start feeling more mature and responsible and as a result they start taking good care of themselves.”</i>  PKIX1: <i>“They become mature and finally settle and relax and even get time to take care of themselves. They no longer run about like children. It is like they are respecting themselves.”</i>	A sense of responsibility becomes their guide.	( n = 4 )		80

<p>PKV1: <i>“They are happy with the new level but they still like their primary school (in a surprised way). They keep coming back to it. They call it their school and home.”</i></p>	<p>Despite transition, they keep in touch with their first school.</p>	<p>( n = 1 )</p>		<p>100</p>
<p>PKV2: <i>“They are willing and proud to move to the next level but in everything they do they do not forget where they came from. They highly regard and treasure their primary school.”</i></p> <p><i>“They are happy at finishing PLE and joining secondary where there is a lot of joy at secondary school.”</i></p>	<p>There is willingness to move to the next level.</p>	<p>( n = 3 )</p>		<p>60</p>
<p><b>THE SELF</b></p>				
<p>PKI4: <i>“I have seen here that most NGOs are more sympathetic to girls than boys. Some of them tend to enrol either girls only or a higher number of girls than boys. So the girls tend to stand more chances of continuing with studies than boys.”</i></p> <p>PKI5: <i>“We have learnt and also see it whenever there is a gathering that by population, girls are more than boys. So even for studies as their number is bigger they end up being more.”</i></p>	<p>The number cannot be certain all the time.</p>	<p>Comparison of boys and girls on transition</p> <p>( n = 4 )</p>	<p>The Self</p>	<p>80</p>
<p>PKII5: <i>“Many boys do not want to continue with studies. After primary school they start doing some little jobs. They often get excited and attracted to money and lose interest in studying.”</i></p>	<p>Boys get attracted to money and fail to transit.</p>	<p>( n = 4 )</p>		<p>50</p>
<p>PKI3: <i>“Boys are more because they talk to their fellows and encourage them to continue with studies.”</i></p>	<p>Boys talk to their fellows and encourage them to continue</p>	<p>( n = 3 )</p>		<p>60</p>

	with studies.			
<p>PKII5: <i>“For me boys are more because girls are more vulnerable to sex and end up pregnant. I have seen girls who had sponsorship but when they became pregnant they dropped out of school. Unfortunately even when stubborn boys make girls pregnant they can still remain studying. This is one of the reasons that has made the number of girls fewer than boys in post-primary studies.”</i></p> <p>PKII6: <i>“I know boys are more because they are serious; they don’t play with their studies and above all they perform well. Many of the boys concentrate in class and do revision. They seem to be more responsible.”</i></p>	<p>The boys who transit are more than girls because of issues of pregnancy.</p> <p>Boys are more responsible and perform well in studies.</p>	( n = 4 )		50
<p>PKIII2: <i>“The changes that take place around adolescence make one start feeling attracted to some other people in a very different way than in the past. With time, other people (males) start also showing interest in you. The interest comes with care, concern and some gifts. In doing such things, you get a feeling that a person is appreciating you and you realise that at least someone is not seeing you as burden. It is very consoling especially when it is happening in those first days of getting close to someone. It is an enjoyable experience. Of course most of the time it can end up leading to issues like pregnancy and therefore failure to transit.”</i></p>	<p>Changes at adolescence make girls appreciate people who show care to them unlike others who see them as burdens.</p>	( n = 1 )		50

<p>PKV2: <i>“Girls are affected by the issues of early marriages, defilements, etc. but boys are far-sighted. Due to early marriages some girls even fail to wait for PLE. Other girls may transit but end up dropping out within the first or second year due to a relationship. For boys, many times they persevere with studying and end up crossing one level to another.”</i></p>	<p>Boys are saved from defilements and early marriages which help them to keep studying.</p>	<p>( n = 3 )</p>		<p>75</p>
<p>PKV3: <i>“Those girls often fail to continue with studies as a result of environmental changes, early marriages, and pregnancies. It is common to see one girl after another disappearing from school. Some of the times such are close friends and can end up being deceived by bodaboda riders.”</i></p>	<p>Environmental changes, early marriages and pregnancies affect girls’ studies unlike boys.</p>	<p>( n = 2 )</p>		<p>50</p>
<p>PKV4: <i>“Girls, unlike boys, are not well protected against pregnancies and early marriages, and the fact that some girls miss school during uncomfortable times when they don’t have requirements like pads. Some of these aspects of life challenge them and if no trusted adult is close to her, she may easily give up studies. Also when she is regularly absent it disturbs her focus on studies and performance.”</i></p>	<p>Girls can miss classes during menstrual times and this can accumulate to a lot of study losses unlike boys.</p>	<p>( n = 3 )</p>		<p>75</p>
<p>PKVIII2: <i>“Parents are also to blame due to the fact that some of them keep</i></p>				

<p><i>girls at home to cook and do home activities instead of mothers. Certain families tend to assign too much work to a growing-up girl without considering much the demands of school. Then they end up having very little time for their studies.”</i></p> <p><i>PKVIII1: “Parents don’t seem to trust girls more than boys; they still hold the mentality that girls are not naturally bright. Thus some of them keep them in school just for a while but not to see them continuing to higher levels. They think that girls are unable to manage the challenges of demanding studies.”</i></p>	<p>There are families that assign parental roles to their girls.</p> <p>There are parents who still think that girls cannot manage the challenging and demanding studies like boys.</p>	<p>Failure of girls to transit</p> <p>( n = 3 )</p> <p>( n = 4 )</p>		<p>60</p> <p>80</p>
<p><i>PKI5: “My classmates who are talented especially in football were picked by Whites for further studies... (with confidence he continued to state) Again the talented ones study for free. So at least those who are talented do not worry much because some people just come looking for them.”</i></p>	<p>The talented learner, like in sports, usually end up studying for free.</p>	<p>Transition of those who are talented</p> <p>( n = 4 )</p>		<p>80</p>
<p><i>PKII6: “Talents have helped some of our friends to be sponsored for further studies especially football, netball, athletics, and MDD. The sponsorship often includes not just tuition but also school requirements. They also receive both bus-fare and pocket money. One has no difficulty to continue with studies because even arrangements are done by other people. You only keep receiving invitations and admissions.”</i></p>	<p>Talent in sports, athletics and MDD have led learners to sponsorship, and thus transiting.</p>	<p>( n = 5 )</p>		<p>62.5</p>

<p>PKV1: <i>“Talented learners keep good hygiene and sanitation, and are good at time management. Those values got from the areas of talent are also used to improve the life of studies. Such qualities help them in transiting for skills development for self-reliance.”</i></p>	<p>Values like hygiene can help one to transit in skills development and self-reliance.</p>	<p>( n = 1 )</p>	<p>20</p>
<p>PKV2: <i>“Talents contribute a lot. Examples: one boy was taken to Mbale S.S. because of football. One girl who is talented in art/weaving work got sponsors because of that.”</i></p>	<p>Talents always help learners to get sponsors.</p>	<p>( n = 2 )</p>	<p>50</p>
<p>PKV3: <i>“Those skilled with production (like growing crops, making items for sale) contribute to their studies that way. They use their skills and produce items. Then they sell and pay for their educational needs. But some sponsors are moved by learners who have some production skills. They can promote them and use such people as role models to inspire other people in society. In that way they support such individuals even in studies.”</i></p>	<p>Learners with production skills can easily support themselves with proceeds from their skills and pay for their studies.</p>	<p>( n = 2 )</p>	<p>50</p>
<p>PKV4: <i>“Personal qualities contribute greatly to continuation of education especially football, MDD. They mostly join vocational studies as opposed to academics. They even get certificates from DIT (Directorate of Industrial Training).”</i></p>	<p>Learners with production skills can easily support themselves with proceeds from their skills and pay for their studies.</p>	<p>( n = 2 )</p>	<p>75</p>
<p>PKV4: <i>“Talents help them to get sponsors. There is a particular case on this:</i></p>	<p></p>	<p></p>	<p>100</p>

<p><i>“Sight savers” used to help children in this category.”</i></p>	<p>Personal qualities contribute to continuation of education.</p> <p>Talents help learners to get sponsors.</p>	<p>( n = 3 )</p> <p>( n = 4 )</p>		
<p>PKVIII2: <i>“Talents contribute to continuation particularly on what to take after primary level depending as well on academic capabilities. I learnt it from my son who is talented in football. There were several institutions offering him study vacancies because of his talent.”</i></p> <p>PKIX1: <i>“Talent in games and sports contributes a lot, given that those who are talented get sponsorship for further studies. As all the institutions that are interested in such a candidate know that s/he is still a student, the offer is tied to studies. In that way, the candidate transits to the next level. The talent helps him/her to continue with studies.”</i></p>	<p>Talents contribute to continuation of studies and may determine the type of studies.</p> <p>Games and sports talent highly get learners sponsorship for further studies.</p>	<p>( n = 2 )</p> <p>( n = 4 )</p>		<p>40</p> <p>80</p> <p>100</p>

<p>PKIX1: <i>“Talents have helped them to get bursaries most especially football, athletics, music (MDD). Even those who were not with the idea of continuation they did it. This is because almost all things were catered for and so there was no reason for a person not to study.”</i></p>	<p>Football, athletics, and music easily get learners bursaries that lead to transition.</p>	<p>( n = 5 )</p>		
<p>PKI5: <i>“HIV, cough, malaria have disturbed my classmates. Learners with these diseases finally end up dropping out and as a result they fail to continue with studies from primary to post-primary level. The most challenging has been HIV. Majority of those with HIV were born with it. They have medicine to use but still they get disturbances although some say they get tired of taking drugs endlessly.”</i></p> <p>PKII6: <i>“I have Some friends who have failed to continue to post-primary level as a result of mental issues, cough/flu, stomach problems, dental issues, malaria, HIV, and others. When a learner is found to have some mental challenges it becomes difficult for such a one to fit well with others. They tend to look at him/her differently... Many times s/he ends up dropping out of school.”</i></p>	<p>Diseases disturb learners a lot and can affect their transition.</p> <p>Learners with sicknesses including some mental issues tend to drop out of school.</p>	<p>Health of learners and how it affects their transition</p> <p>( n = 3 )</p> <p>( n = 7 )</p>		<p>60</p> <p>87.5</p>
<p>PKV1: <i>“Poor health really affects their continuation. Several students are challenged by ill-health and some</i></p>				

<p><i>end up dropping out. The particular cases here are those who frequently fall sick. They drop out of school partly because they miss out several lessons and it becomes difficult for them to catch up with the rest. Again because of lost lessons, their performances in examinations is not always good to support transition to the next level.”</i></p>	<p>Those who miss classes due to ill-health miss out on study content and end up performing badly, and thus fail to transit.</p>	<p>( n = 3 )</p>		<p>75</p>
<p>PKV2: <i>“Learners who are HIV positive, those with Cancer and Sickle cells feel tired of medicine especially tablets on a poor school diet. Teachers usually advise parents of those to branch them to skills development institutions where studies would not take long before a person starts to work.”</i></p>	<p>Learners who are perpetually on medicine get tired and parents often channel them to skills development institutions.</p>	<p>( n = 2 )</p>		<p>50</p>
<p>PKV3: <i>“One learner was using clutches due to physical impairment and was HIV positive. It was not possible to continue with studies and had to drop out. This was possibly due to so much attention (health-wise) that he needed and it couldn’t easily be got from school.”</i></p>				<p>75</p>
<p>PKV4: <i>“Ill health affects the child’s morale of studying. Those affected here include the HIV positive, multiple disabilities (especially of intellectual impairment), dyslexia, etc. Even teaching them is more complex e.g. one who is deaf and blind.”</i></p>	<p>Those with multiple disabilities loose morale and teaching them demands</p>	<p>( n = 3 )</p>		<p>100</p>

	for more skills from teachers.	( n = 4 )		
PKVIII2: <i>“Ill health makes a learner’s support at school too expensive. As a parent you already feel the burden of school fees and requirements. If then the situation necessitates buying medicine regularly or even taking a learner in and out of hospital and then back to school, it becomes too challenging to sustain. Consequently such learners end up dropping out of school.”</i>	Ill health makes support of such a learner too expensive.	( n = 4 )		80
PKI4: <i>“I have seen that some of the poor families even do not visit their children at school. Thus after P.7 they do not continue with studies because the needs of students even multiply at that level. However, majority of the learners’ families are in the middle class status.”</i>	Poverty makes it difficult for them to manage requirements for post-primary level.	( n = 4 )		80
PKI5: <i>“Poverty hinders us from continuation due to difficulty in raising money for school fees. The requirements both for secondary and vocational trainings are also many which translates into more money. So after primary school one remains at home.”</i>	Fees and requirements after primary are beyond their capability.	( n = 5 )		100
PKII7: <i>“Whenever I ask my friends about some of our classmates of P.7 they keep responding, ‘That one did not continue. s/he is just at home’. And many times the cause is money which is greater than how it was in the primary school.”</i>	Lack of money is the greatest reason barring learners	( n = 6 )		75

<p>PKII8: <i>“I have seen that some of the rich parents over-love their children. Consequently at post-primary, particularly in secondary schools, such learners fail to manage life and drop out. This is because unlike in the primary where a teacher can be close like a parent, in secondary a student has to stand on his own as an adult.”</i></p>	<p>from transiting.</p> <p>There are rich parents who love the children so much that they fail to detach themselves for study transition.</p>	<p>( n = 3 )</p>		<p>37.5</p>
<p>PKV3: <i>“Due to poverty, some parents keep changing phone numbers and give learners to boda boda cyclists to bring them to school instead of themselves. They are afraid of follow-up calls from school due to non-payment of fees. Therefore they keep hiding by changing their phone numbers. They also hide by not bringing the learner themselves.”</i></p> <p>PKV4: <i>“When NGOs withdrew, most parents could not manage to pay fees. They were happy when donors were helping them and they had not thought of the donors closing down their programs. Surprisingly, the rich parents also don’t take the education of these children as a priority. They concentrate on the others without disabilities and seem not to be interested in the future of these ones. Maybe they need some sensitization.”</i></p>	<p>Poverty makes some parents to hide from schools by changing phone lines, giving learners to cycle riders to take them to school.</p> <p>Parents failed to pay fees at the withdraw of NGOs.</p>	<p>( n = 3 )</p> <p>( n = 4 )</p>		<p>75</p> <p>100</p>
<p>PKIII2: <i>“It was challenging to go to school. My parents were not willing but the Local Leaders came with some men with guns and spoke in big voices.</i></p>	<p>There are parents who are only</p>	<p>Tribal or ethnic mentality</p>		



<p><i>level of education the young person is at provided they get a suitor. The next thing is just marriage.”</i></p> <p>PKVIII1: <i>“Though not common, it is true and I have heard that some parents even curse their children if they go to school. It is difficult to know what they fear about education. Otherwise going to the extent of cursing a child for going to school is something really negative!”</i></p> <p>PKVIII3: <i>“There are people with a negative attitude towards education. They do not want to see their children going to school. They instead force those children to get married instead of being at school. There is bride wealth in marriage whereas in education you have to keep paying fees every time the child is at school.”</i></p>	<p>marriages for their girls instead of education.</p> <p>Some parents even curse their children if they choose to go to school.</p> <p>Parents can also compare benefits of marriage (bride wealth) to education (paying fees instead).</p>	<p>( n = 2 )</p> <p>( n = 3 )</p>		<p>40</p> <p>060</p>
<p>PKI1: <i>“Many of us are disciplined. We respect people especially our teachers plus every adult who comes around. We respect and follow instructions given by teachers and other people around.”</i></p> <p>PKI2: <i>“To some of my fellows, discipline is still being built. Some few have bad behavior. (He was emphatic here). On some occasions, the school authorities have even been forced to give some punishments.”</i></p>	<p>Respect of teachers and other adults is a value.</p> <p>Mal-behaved learners are punished.</p>	<p>Personal value of discipline</p> <p>( n = 3 )</p> <p>( n = 2 )</p>		<p>60</p> <p>40</p>

<p>PKI3: <i>“We always pray. Sometimes some religious leaders come. If they don’t come we pray by ourselves.”</i></p> <p>PKI4: <i>“A teacher leads us to church and interprets for us. We thank God that our school is just near a church. We pray on Sundays but during the week some of us go for daily mass.”</i></p>	<p>Prayers and Sunday are valued.</p> <p>It is from them to go to church even in weekdays.</p>	<p>Love of God ( n = 4 )</p> <p>( n = 3 )</p>		<p>80</p> <p>60</p>
<p>PKV3: <i>“Some of them love God so much that they even go to church by themselves for daily prayers (mass) in the morning. I felt challenged and I also started going to pray and interpret for them.”</i></p>	<p>Their love of God can challenge other people to be with them.</p>	<p>( n = 2 )</p>		<p>50</p>
<p>PKVI4: <i>“They are really committed to studying. Due to such commitment they really felt the effect of the lock down. When the schools re-opened they shared how they felt the loss of time they just spent at home. Some expressed that they did not have any study materials with them. Therefore they were not at peace just being at home.”</i></p>	<p>They are known for commitment to studies. They even felt the effect of Covid-19</p>	<p>Commitment of learners to studies ( n = 2 )</p>		<p>50</p>
<p>PKVIII2: <i>“They are committed to learning. At the end of a holiday, they compel their parents to bring them back to school. They are always yearning to re-connect with their teachers at school. For the beginners, the only thing they need to kick-start them is learning of sign language.”</i></p>	<p>They pester the parents to bring them back to school.</p>	<p>( n = 2 )</p>		<p>50</p>
<p>PKV3: <i>“They always look at school as their ‘home’. That is why they are always yearning to end the holidays and come back. They love studying but accompanied with some pushing. They don’t have competition because of their condition.”</i></p>	<p>Due to love of studies, school is like a home for them.</p>	<p>( n = 3 )</p>		<p>75</p> <p>50</p>

<p>PKVII4: <i>“They like to study but only expect simple work. When the works/exercises become complicated they just look on. Otherwise they come in time and keep in class as expected.”</i></p>	<p>They like studies but not complicated ones.</p>	<p>( n = 2 )</p>		
<p>PKI2: <i>“For me the school fees of most secondary schools is a big challenge. (With a painful look she continued) and the requirements are many and expensive. This pertains to both our special schools and the inclusive ones. After going through a long list of all that is needed while knowing the parents’ abilities, you just decide by yourself...!”</i></p> <p>PKI3: <i>“We have very few secondary and vocational institutions of the deaf. The information available shows that the Special Secondary schools are only two in the country. Then the other schools (the inclusive ones) are hard for us because of scarcity of interpreters. Whenever a class is conducted without an interpreter we just come out empty handed.”</i></p> <p>PKI4: <i>“My parents are poor and no more NGOs at school. (He tries to list more problems by using fingers) And the machines in tailoring and leather work are also costly. We experience a lot of limitation. Every direction one thinks of taking has at least one or two limitations.”</i></p>	<p>The big amounts of fees and many requirements discourage these learners.</p> <p>The possible institutions for them are few and the inclusive ones lack interpreters</p> <p>A good number of institutions are</p>	<p>The barriers experienced for transition</p> <p>( n = 3 )</p> <p>The barrier of very few schools</p> <p>( n = 4 )</p> <p>( n = 6 )</p>	<p>STRATEGY FOR TRANSITION</p>	<p>60</p> <p>80</p> <p>75</p>

	expensive in fees and other requirements.			
PKII7: <i>“I find the post primary studies harder than primary ones. (with an expression of sincerity) unlike the four subjects we had in primary, at this level there are also more subjects and each of them goes into real details of the study materials. This is one of the reasons that sometimes things confuse me.”</i>	The subjects are many after transition.	( n = 4 )		50
PKV1: <i>“In examinations, learners with hearing impairments have a challenge with questions requiring application of knowledge (reasoning). They are mostly at home with knowledge questions (those that require a bit of reproducing what was given in class). So the setting of examinations is an issue. As SNE teachers were considered for marking, it is high time that they are considered for setting the examinations as well.”</i>	For examinations, it will be better to include SNE teachers in setting the papers.	Challenge with examination questions  ( n = 2 )		50
PKV2: <i>“Majority of them do not get good results at PLE. Thus they cannot easily continue with academics. The ministry already put down the minimum marks a student has to have so as to be enrolled for secondary school studies.”</i>	Often the PLE results bar them from enrolling into secondary schools.	( n = 3 )		75
PKV3: <i>“The available post primary institutions for the deaf are few and distant. For instance, Mbale and Wakiso secondary schools are the only two secondary schools of the deaf in the whole country. As they are boarding, the requirements are</i>				100





<p><i>difficult on our own. The prices of most items are really high.”</i></p> <p><i>PKII5: “I suggest to the government to train more teachers and instructors in sign language. It will help to increase on the number of available interpreters. This could help to make more secondary schools and institutions inclusive. Later it will not be necessary to travel long distances looking for special secondary or special vocational training.”</i></p> <p><i>PKII6: “I advise more learners with hearing impairments to also consider going for skills development instead of only looking at academics. The skills are very practical and helpful in producing items for sale. The courses do not take a lot of time. After starting to work, one can make money to pay for his/her continuous training.”</i></p>	<p>begged to help learners with fees and requirements.</p> <p>Call for more interpreters to support inclusive education.</p> <p>Skills development is a good option instead of only academic.</p>	<p>( n = 2 )</p> <p>( n = 6 )</p> <p>( n = 7 )</p>		<p>87.5</p>
<p><i>PKV1: “Special Needs teachers should be involved in setting examinations for learners with disabilities. When they started participating in marking examinations there was a change since they know how these learners express themselves. Now it is remaining including them in setting so that the examinations are in expressions that those learners</i></p>	<p>Involving SNE Teachers in setting examinations is crucial for their</p>	<p>Teachers’ suggested solutions to barriers</p>		<p>75</p>

<p><i>understand better. In that way the performance will be better and as a result pass with marks that can guarantee their admission to post-primary studies.”</i></p>	<p>performanc e.</p>	<p>( n = 3 )</p>		
<p><i>PKV2: “I advise learners to be at school all the time not to miss out on their studies. The good thing is that most of those special schools are boarding. They should be morally upright. This contributes a lot to their positive image from teachers and the teachers’ willingness to help them. Otherwise nobody wants to associate with an immoral person. Finally they should always be God-fearing people.”</i></p>	<p>Learners to be at school all the time, be morally upright and God-fearing people.</p>			<p>100</p>
<p><i>PKV3: “The government should make education of these learners more accessible by having more post primary institutions. If possible they could put up an institution in each district to reduce on the journeys learners have to make. They can also make other institutions inclusive by having interpreters there.”</i></p>		<p>( n = 4 )</p>		<p>75</p>
<p><i>PKV4: “More and regular workshops of sign language training should be organized for teachers, instructors, parents and even other learners. There was such a program in our school of the deaf every Wednesday and Saturday. At that time it enabled more people to communicate well with our learners.”</i></p>	<p>Appeal to government to have more SNE institutions for accessibility .</p>	<p>( n = 3 )</p>		<p>100</p>
<p><i>PKV1: “I highly recommend frequent Guidance and Counselling for deaf learners not to get discouraged. A good number of our learners are battling with a lot of issues and thus</i></p>				<p>75</p>

<p><i>require assistance. The teachers can help a bit but the demands of teaching may not make them fully committed to this role. On the contrary, if there is someone particularly for counselling it can be more helpful.”</i></p>	<p>Schools to have regular sign language trainings.</p>	<p>( n = 4 )</p>		<p>75</p>
<p><i>PKV2: “The visits by role models can keep them motivated. The most practical group here are the people with hearing impairments who have studied up to university to keep coming to encourage others that it is possible. The message they give them is very powerful since it is enhanced by their vivid study progress.”</i></p>	<p>To provide learners with Counselling and Guidance services.</p>	<p>( n = 3 )</p>		<p>50</p>
<p><i>PKV3: “Organizing people with hearing impairments to form associations. This reduces the negativity concerning their ability (or inability). It can also give them a voice and base concerning income generating initiatives.”</i></p>	<p>Visits by role models who are people with hearing impairments.</p>	<p>( n = 3 )</p>		

	Forming associations of people with hearing impairments.	( n = 2 )		
<p>PKI4: <i>“I request learners to behave well especially by respecting teachers. It helps them to have a feeling of care and concern. They can then help you especially in the studies. ”</i></p> <p>PKII8: <i>“When we are at school and experience challenges, we should not drop out but persevere. Those who have studied up to university always say it is not easy. It was even more difficult in their time.”</i></p> <p>PKI5: <i>“Let us not neglect our talents but continue to develop them. There are many who have progressed because of talents. There are sponsors who are interested in learners with talents. We should also stay at school and learn because that is where we can get chances from.”</i></p> <p>PKII4: <i>“I advise some learners to go and be trained as sign language interpreters and return to do it here at school. Then those who have studied up to university should keep coming back to interact with others.</i></p>	<p>Learner should respect teachers</p> <p>Persevere amidst challenges</p> <p>Talents can get one sponsors and keeping</p>	<p>Advice to learners to ensure transition</p> <p>( n = 3 )</p> <p>( n = 6 )</p> <p>( n = 2 )</p>		<p>60</p> <p>80</p> <p>40</p> <p>60</p>

<p><i>They did it once in our school and it was very good.”</i></p> <p><i>PKII3: “I encourage those who find academics challenging not to just drop but to opt for skills development. The school opens to us many ways that can help us in life, not just classroom work.”</i></p> <p><i>PKII2: “We should request the district authorities to get our school more tapes for teaching and learning of sign language. They are very helpful not to take too much time in learning. When we use little time it also helps us to start classes early and be quick to finish primary level studies.”</i></p> <p><i>PKII3: “As learners with hearing impairments we should learn hard or else we shall fail. We need to get used even to the questions because we always have to interpret those questions in our way... Please read books to prepare well for PLE.”</i></p>	<p>in school all the time.</p> <p>Training in Sign Language interpretation</p> <p>Opt for skills development</p> <p>Looking for tapes for Sign Language learning</p>	<p>( n = 3 )</p> <p>( n = 6 )</p> <p>( n = 2 )</p>		<p>80</p> <p>40</p> <p>40</p>
--	--	--	--	-------------------------------

	Prepare well for exams	( n = 2 )		
<p>PKVIII1: <i>“I encourage them to be disciplined and be morally upright. This motivates a teacher to journey with them sincerely. Such a teacher will even feel compelled to ensure that a learner proceeds with studies. He can help to make connections because of the confidence he has in that particular learner.”</i></p> <p><i>“These learners should never give up. There have potential and there is a lot that they can do when they are focused. Also let each learn a skill for self-reliance. People have reported that when they are working practically (e.g. metal fabrication, carpentry, etc.) they concentrate until they finish. So their products are many times well made. They concentrate because they use the same hands for communication as well.”</i></p> <p>PKVIII1: <i>“I continuously encourage them to study academically and also acquire some vocational skills. These skills can help a person to earn some little money to clear some needs at school. Let the pupils be disciplined, hardworking even at domestic work, and obedient.”</i></p>	<p>Learners always to be disciplined and morally upright.</p> <p>Learners should persevere in studies and even learn a skill.</p>	<p>Parents’ advice to learners</p> <p>( n = 2 )</p> <p>( n = 1 )</p>		<p>100</p> <p>10</p> <p>50</p>

	Study academics together with a vocational skill	( n = 1 )		
<p>PKV4: <i>“The adults with hearing impairments who have studied up to university should come back to encourage and inspire the younger ones. The testimonies they give them do enable them to see that it is possible.”</i></p> <p>PKV3: <i>“I wish to inform learners that education is a key to life exposures and experiences. It opens so many doors in a person’s life. With time it makes one a professional in a field of work. Therefore, when they embrace education well it will reduce or actually do away with their being useless in life.”</i></p>	<p>Visits of role models to be regular.</p> <p>Education is the key to life</p>	<p>Teachers’ advice to learners about transition</p> <p>( n = 2 )</p> <p>( n = 3 )</p>		75
<p>PKV2: <i>“It is true the subjects are many as compared to the four basic areas at the primary school. However, many of them are to introduce a learner to fields of study so that later s/he makes a choice according to one’s ability, interest and future dreams. The teachers help them with career guidance so that they make informed choices when the time comes to do so. The school first teaches all of the subjects for two terms and in the third one they choose. Due to the way it is done, some learners even get a challenge in choosing. They seem to like many of them may be due to academic ability and future dreams.”</i></p> <p>PKV1: <i>“The subjects are many but teachers are always close to the students.</i></p>	<p>The subjects are many but they are introductory. Put emphasis on career guidance by teachers before making choice.</p>	<p>Teachers’ advice on the new secondary curriculum</p> <p>( n = 3 )</p>		75

<p>Currently there are two types of curriculum in the secondary school. The first set of students using the new curriculum are in senior three. These were even disturbed by Covid times and they missed almost a full year. For subjects, there are main subjects (core) and electives. To make it easier for students, the teachers first teach all of them for a while (instead of just one term) and later help each of them to choose a few subjects.”</p>				75
<p>PKV4: “Sign language has a lot of room for creativity. After noting the spelling of the terms, the teacher and students make suggestions for a contraction and a sign they can use for it. The teacher then helps the class to note the way they will be writing it (particular to their class of sign language) and how it can be written in a general form (English) that can be used in an examination. These are some of the issues that cause classes of students of this kind to take longer time. It is as well partly the reason why they are given more time in the examinations to enable them be certain of the expressions used in answering the questions.”</p>	<p>Teachers first teach all subjects to enable transited students to choose with informed minds.</p>	<p>( n = 3 )</p>		50
	<p>By creativity each class assigns a sign name for each terminology . In exams, the additional time helps in the</p>	<p>( n = 2 )</p>		

	different translations .			
PKI15: <i>“The headteacher and teachers from the nearby secondary school used to call us to join the school when the time comes. Another time a teacher from Wakiso special secondary school came calling upon us to join them there.”</i>	Some institution try to advertise themselves among learners.	On Orientation to post-primary institutions ( n = 2 )		40
PKI17: <i>“It was a donor who informed me about secondary school studies. I had not thought of other studies after primary school as there was not such a school even in the district. Again at school nothing was ever said about it. So it was after that time that I started thinking about it.”</i>	Information may also be received in a non-organized from .	On Orientation ( n = 4 )		50
PKI18: <i>“My parent is the one who advised me to come for tailoring training. At school we only visited a vocational school but no secondary school of those with hearing impairments. So all I kept thinking about was something practical and as a result took tailoring.”</i>	Parents can be also a source of this information .	( n = 3 )		37.5
PKI16: <i>“I learnt of Wakiso secondary school from neighbours. Our primary school gave some little information about post primary studies. The neighbours are the ones who helped my parents to make connections with the school. So that is how I finally got to the school and continued with studies.”</i>	People like neighbours can also			62.

<p>PKII5: <i>“I got information about post primary institutions not from school but from my mother. She is so concerned and always making plans about my future. I do not know where or who she asked but in holidays she started telling me about possible institutions for us where I can go after primary studies.”</i></p>	<p>give information .</p>	<p>( n = 5 )</p>	<p>50</p>
<p>PKII4: <i>“I got information about the secondary school from a Catholic priest who used to come for spiritual programs at school. He wrote the name of the school for us and even directed us. When I told my parent about it she suggested that we go there during holidays. That is how it all started.”</i></p>	<p>There are parents who make efforts to plan for their young ones.</p>	<p>( n = 4 )</p>	<p>75</p>
<p>PKII3: <i>“Teachers from our primary school informed us about the secondary school. One time our teachers told us that we were to fill forms about schools to join after primary studies. Then they wrote the available secondary schools that we could consider. That was the first time I learnt of those schools.”</i></p>	<p>The people of good will can also provide learners with information .</p>	<p>( n = 6 )</p>	<p>37.5</p>
<p><i>“I learnt of the secondary school first from the PLE invigilators and later from teachers. After the sharing with the invigilators I then contacted our teachers of primary seven. They talked of the two secondary schools and some vocational centres where one can go for skills training.”</i></p>	<p>There are schools that still do their work.</p>		

	Information from other people.	( n = 3 )		25
		( n = 2 )		
<p>PKV2: <i>“The learners are set out to Visit other schools of learners of the same category for sports and other events. This not only enables them to make friends but also makes them appreciate the values of attending schools. With time they keep at school instead of dropping out.”</i></p> <p>PKV1: <i>“They have tours to secondary schools and vocational training of learners with hearing impairments like St. Kizito, Nile Vocation (these are in Masindi and Hoima). As part of the tours they go and watch sports activities from these schools.”</i></p> <p>PKV4: <i>“Learners also get visits by teachers from schools like St. Kizito and through these visits they talk about future studies.”</i></p>	<p>Visiting other schools exposes a learner to more information .</p> <p>Tours to post-primary institutions.</p>	<p>Teachers on possibilities of orientation</p> <p>( n = 2 )</p> <p>( n = 2 )</p>		<p>50</p> <p>50</p> <p>12.5</p> <p>75</p>

<p><i>“The NUDIPU office near the school offers information about places of vocational training after primary studies. They have some leaflets that they share with learners. Those leaflets have information about individual schools and the addresses. Learners make use of them to make connections with possible institutions of further studies after the primary level.”</i></p>	<p>Teachers of institutions visiting pupils.</p> <p>Organizations of SNE can provide information about</p> <p>Possible institutions for transition.</p>	<p>( n = 1 )</p> <p>( n = 6 )</p>		
<p>PKVI2: <i>“Whereas information is available at the district offices, we have had complaints of parents not getting it. There are posters given out but they are not even displayed at the noticeboards of schools.”</i></p>	<p>Information is not dispensed as expected.</p>	<p>( n = 2 )</p>		<p>50</p>

**Table 5: Codes of The Study Participants**

<b>Categories of Participants</b>	<b>Number</b>	<b>Code</b>
1. Learners still in primary school	3	KI
2. Learners who transited	3	KII
3. Learners who didn't transit	6	KIII
4. Headteachers	4	KIV
5. Teachers	4	KV
6. District Education Officers	4	KVI
7. Parents of learners still in primary	1	KVIII
8. Parents of learners who transited	3	KIX
9. Parents of learners who didn't transit	3	KX
Total number of Participants	31	

*Source: Collected Data of the Study*

## Appendix 3: Informed Consent Forms

AFOOMU NAKA ACAMANAR: Ateso

**Akou nak'akiro: Eswamae loka isomeroi kalu opuraimare ne ejaasi idwe lu kimingok ka arucokin kede asyoman naka oingaren ko Uganda.**

Erai ekakiror Bonaventure Ssebyanzi Wasswa, esisyan loka Uganda Christian University Mukono. Auta eong aitolot aingic eswamae loka isomeroi kalu opuraimare ne ejaasi idwe lu kimingok ka arucokin kede asyoman naka oingaren. Elosikit aingic na ajenun iponesyo luka ejaanakine ka ainingosya acie nu egoli-golete idwe lukimingok arucokin kede aisisya naka oingaren. Elipit eong ijo kaiyapepera ajaikin aingic na kwape ikabongonokinan aigiseta.

### Ainapeta nuka aingic

Itolosyo aingic na kotoma odistriktan iwongon lu esekuno ariino nu egitigita nuka Uganda kwape nat, **Kide, Engalakimak, To** ka ari nak'**Okiding**. Kotoma angina distrikt kalo esekunitai, ebuni angican asekun esomero edyope lo ikimingok kanu adumun ikiroria luka iedwe kalu engetakitos atukot na ikanyetaare kotoma okaru iare lu okau. Ebuni do ngesi airyamun kede icie kotoma odwe kalu kimingok arai kotoma osomeroi kalu kwana ejaasi kesi arai bon at ore (kanu angul alu mam kopedosi aiyatakin aisyom).

Ebuni angican aitaswam apapula na aingiseta, einer kede akanin ka ikajulan kanu einer kede esisyak lu kimingok. Kedaun nen, ebuni angican aingitingit itunga icie; auriak, esisyanakinak, ingarenok lu ocaalo kq ayaitok asyoman kodistrikt.

Aiyatakin ne ejaasi aingiseta nu, ebuni angican aibwaikin akiro acie keere nu ikamanara kede arucokina kana idwe kalu kosomeroi ka ofiisin luka Odistrikt.

### Ameda:

Ingarakinete akiro nu edumuni aingic na itunga lu ipu lu eyaitos akiro nuka asyoman kana idwe kalu ejaatar ainigosya alosikin atyokisyo nu egoli-golete idwe lu kimingok arucokin asyoman kec anyoun opuraimare kitoni atukono nu oingaren. Epote da bobo akiro nu aitogogong ejaanakine loka idwe kalu kimingok. Kanepekanen, epedoro aitaswam akiro nu kanu aingic kana oingaren kowai kalo asyoman kana ikimingok ka idwe lu engwalangwalauna keere.

**Ainigosya nu ejaikinos:**

Mam eong erereorit ainigosya nu ejaikinos aingic na. Naarai eponio aitolot aingic na koipone kalo aingitingit aingiseta ido keanyu angican ebe emamei ainapakina kane ejai yen ebongonokini, epedori ngesi aijulakin einer kec.

**Aitigogongooret naka aiyeya:**

Eponio aidar akiro nu einakino kotoma aiyeya ka aingadakin aiboisit na eyuara.

**Amamus abuikin toma aingic:**

Erai ijo ilopet isekuni ajaikin toma aingic na. Arai emamuun ijo eipud itolosyo aingic na, ijaatar ijo apedor anyoun kotoma ke.

**Atacakino kanu apak ka alosit:**

Ejaun ibore yen iyengunet kapak kana itolosere aingic ido inyakakino idyotunganan yen ebuni airyamun ka ekangican aiboisit kana egitara kane iswamai itunganan ngin arai ore.

**Yen edolokino arai ejaunos aingiseta:**

Arai ejaunos akiro acie arai aingiseta, ipedori ijo ainomakin ecaaman loka UCUREC 0772 405 357 arai lo eyait eipugae loka UCUREC 0775 737627.

**Alimunet naka acamanara arai**

Eong.....lo/na .....ikaru..... kedaun aitacaikin kasodi amisiikin aingic na, ngesi acamu ebe eong bon aloma toma aingic na ikamunit Eswamae loka isomeroi kalu opuraimare ne ejaasi idwe lu kimingok ka arucokin kede asyoman naka oingaren ko Uganda.

Eong.....lo/na .....ikaru..... kedaun  
aitacaikin kasodi amisiikin aingic na, ngesi acamu ebe eong bon aloma toma aingic na  
ikamunit Eswamae loka isomeroy kalu opuraimare ne ejaasi idwe lu kimingok ka arucokin  
kede asyoman naka oingaren ko Uganda.

Ikabongonokinan

Akan:

.....  
.....

Akan kayen edaran:.....

Aitigogongooret ka enamba ke UCU REC:

Ecaaman loka UCUREC

Prof. Peter Waiswa

.....  
+256772 405 357 [pwaiswa@musph.ac.ug](mailto:pwaiswa@musph.ac.ug)

Apaarasya.....

## INFORMED CONSENT FORM (Luo)

### **WEI ADONGO: KONY AME CUKUL PURAIMARI MIO BOT ODING-YIT KEDE KOBO BI IRWOM ME KWAN TUNU NAKA ICINIA I UGUNDA**

Nyiga obedo Bonaventure Ssebyanzi Wasswa, a tin kwan iyi Uganda Christian University Mukono. An atye akwano kwan akwako kede kit ame cukul me puraimari myero kony kede otino ame yit gi oding kede kobere gi itunu naka ikwan me cinia. Kwan tye me niango tyen kop akwako kony mogo kede gigi mogo ame gengo oding-yit me mede kede kwan-gi itunu naka icinia. Atye akwayi iworu adwong me konya ikwana-ni acalo agama apeny.

### **YORE ME KWANI**

Kwan obino timo I distrik angwen apupat itwok ping me Uganda, itung nyao, itung kide, itung poto ceng, kede itung dyrere me Uganda. Ikin distrik ame oyeru, atim-ikweda abino tic kede cukul acel ame pwoonyo oding-yit me nwongo nying otino ame otyeko kilaci abiro inge mwaka aryo angec. Inge dong, en awot neon oding-yit ame tye icinia onyo joo atye paco ame pe omede kede kwan. Atim-ikweda bino tic kede anyut me leb ame oding-yit tio kede me lok (kubere kede jo okene) kede agony lok bino leyo tame mogo kede oding-yit. Iyu nge, atim-ikweda bino penyo odito adongo calo onywal, opwoonye otela me kin paco kede joo aloyo pwoonyere i distrik. Medo ikom manono, atim-ikweda bino medo ginoro kike name kwako mede kwan otino icukul kede i opici adongo me distrik.

### **KONYERE MOGO**

Jami ame onwongo alubere kede kwani bino konyo joo adwong ame tye apwoony icukul ogoro calo cukul oding-yit, me miyo gi ngec ikom ngo agengo oding-yit me wot anyim kede kwan-gi me puraimari kede icinia. Jami ame onwongo bino konyo medo malu atek kwan oding-yit. Medo ikom manono, lo kame onwongo bino tic me medo rwom me kwan oding-yit kede otino mogo ame tye kede goro.

### **JAMI ARACO AME ROMO NGOLE**

An pe atye aneno ginoro arac atimere alubere kede kwan ni pien kwani obino timo kun otio kede apeny mogo kede ka atim-ikweda bino nwongo peko kede agama apeny; en bino nwongo yore okene aber me miyo agama apeny bedo abongo lworo.

**NYANG ATUT**

Ngec ame omio obino gwoko calo imung kun obino gwoko kana ame tye aber.

**TIC ME JALE**

Tute ni ipwonyere bino bedo jale. Ka ngata ame tye ikwani orwenyo oko ikor yoo, icoo onyo dako moro no tye kede twero me yao oko iye.

**CUL PI CAWA KEDE WOT**

Ginoro me weo obino miyo ikare me peny-nyo kede ginoro obino miyo me culu gini iwoto kede bot ngatoro kiken ame owoto orwate kede atim-ikweda kanoro okene apati ika ticere onyo ture.

**NGA AME MYERO OTI KEDE KA APENY TYE**

Pi ngecoro kiken, iromo goyo cim UCUREC Chair on 0772 405357 or UCUREC Administrator 0775 737627.

**NYANGI AKWAKO PWONYERE MAN**

An .....me..... mwaka.....alubere kede ngec ame amio kede anyang ipwonyere man, amoko ni an aye icunya ducu me keto cunya iyi kwan me yele me nwongo agam me konyo pwonyere oding-yit kede mede gi irwom me pwonyere me cinia i Uganda.

An .....me..... mwaka.....alubere kede ngec ame amio kede anyang ipwonyere man, acung caden ni an aye icunya ducu me keto cunya iyi kwan me yele me nwongo agam me konyo pwonyere oding-yit kede mede gi irwom me pwonyere me cinia i Uganda.

Alama agama apeny:.....

Alama anywali:.....

UCU REC Approval & Contacts:

UCUREC Chairperson

Prof. Peter Waiswa

.....  
+256772 405 357 [pwaiswa@musph.ac.ug](mailto:pwaiswa@musph.ac.ug)

Date.....

## APPENDIX: INFORMED CONSENT FORM (Runyoro)

### **OMUTWE: Obusagiki bwamasomero gomosingi hali abaana abaine ebisobere kweyongerera omumatendekero gahaiguru omu byenyegegesa omu Uganda.**

Amabara gange ninyowe Bonaventure Ssebyanzi Wasswa omwegi wa Uganda Christian University Mukono.

Okuseruliriza kwange ninyenda okuzoora obusagiki nobulemeezi hali abaana abaine ebisobere kulemwa kweyongerayo omumasomero gahaiguru. Ninkusaba obuyambi bwawe kuba omu hali abendakora nabo omukuseruliriza kwange.

#### **Engenderwaho**

Kuseruliriza kwange kujja kuba omubicweka biina (4); Ametemba, Hagati, Buruga izooba, Bugwa izooba. Buli kicheka omwegi agya kukora isomer liimu eryomusingi buli Nyamasaaza, natunga amabara gabaana abamazire ekyamusanju habwe myaka ebiri einyuma. Omwegi omu omuseruliriza agya kwongerera agende omumatendekero agahaiguru gamba aga Siniya nago agakutendeka ebyemikono oba agya kugenda nomumaka gabaana abaine ebisobere.

Omuseruliriza agya kukolesa ebihabuzo, oburorwaho bwemikono (sign language) kandi abe nomuhinduzi obu araba nabaana abaine ebisobere nabaza nabo. Agya kweyongerera ahabuze abantu abandi gamba nka bazaire, abeegesa, abalemi ba governmenti eyahagati nka ba LC I, bakuru bamasomero, abakuru Benyengesa ha Nyamasaaza akolesa nebyahindikirwe ebindi nibikwata abaana abaine ebisobere.

#### **Ebirungi**

Ebirarugamu nibigya kuyamba abantu abakukora nabaana abaine ebisobere kweyongerayo omumasomero gahaiguru. Kutungira obukonyezi hali abaana abaine ebisobere singa kusoboka. Kweyambisa abakwega abandi ebihandikirwa kuluga hali nyowe.

#### **Ebigwererezi**

Tunkurora bigwererezi byona omumaiso. Habwokuba kuseruliriza kwange ngya kuba nimpuliriza ebihabuzo kandi ntunge okuhuliliza no kuhaburwa.

#### **Kulinda Ensita**

Amakuru goona gendatunga ninyigya kugalinda kulungi muno omu nsita.

#### **Kukwataniza Oyegondeize**

Omuntu weena wendakora nawe nayegondeza, kandi aine obusinge kuleka kukora nanyowe singa ayenda.

#### **Kusaturwa Habwo Bwire Nendubata**

Akokunywa akataito nikabahebwa kandi na kasente kendubata singa oli aba atali hmulimo gwe.

**Omuntu Akukwatwaho Singa Aba Aine Ekihabuzo**

Niwe UCUREC Chair on 0772 405357 oba UCUREC Administrator 0775 737627

**Kugumya Kwomuntu Agambirweho**

Nyowe .....owa.....emyaka... bamazire  
kunsobora kandi nyetegereize habwokuseruliza ninyikiriza kuyamba nokwetaba hamutwe  
Obusagiki bwamasomero gomosingi hali abaana abaine ebisobere kweyongera  
omumatendekero gahaiguru omu byenyegegesa omu Uganda.

Nyowe .....owa.....emyaka... bamazire  
kunsobora kandi nyetegereize habwokuseruliza ninyikiriza kuyamba nokwetaba hamutwe  
Obusagiki bwamasomero gomosingi hali abaana abaine ebisobere kweyongera  
omumatendekero gahaiguru omu byenyegegesa omu Uganda.

Agalukiremu omukono (sign).....

Akamugwere omukono (sign).....

UCU REC Approval & Contacts:

UCUREC Chairperson

Prof. Peter Waiswa

.....  
+256772 405 357 [pwaiswa@musph.ac.ug](mailto:pwaiswa@musph.ac.ug)

Ebiro byokwezi (Date) .....

## **OKUKKIRIZA N’OKUSEMBA KW’AGENDA OKWETABA MU KUNOONYEREZA KUNO**

### **OMUTWE: Abawanirira Abayizi Bakiggala Okusobola Okweyongerayo N’okusoma Oluvannyuma Lw’omutendera gwa Primary.**

Nze Bonaventure Ssebyanzi Wasswa, omuyizi ku Uganda Christian University e Mukono. Ndi mukunoonyereza ku bantu abawanirira abayizi bakiggala okusobola okweyongerayo n’okusoma oluvannyuma lw’omutendera gwa Primary. Ekigendererwa kwekuzuula abo bonna abayambako ku bayizi abo ate n’ebyo ebiziyiza abayizi abo okweyongerayo n’emisomo. Nkusaba n’obwetoowaze okkirize okwetaba mu kunoonyereza kuno ng’omu ku abo abaddamu ebibuuzo.

#### **Ennambika**

Okunoonyereza kuno kwakukolebwa mu districts nnya okuva mu bitundu bya Uganda eby’enjawulo; obuvanjuba, obukiikakkono, obugwanjuba, ate ne mumasekkati. Mu buli district enalondebwa, tujja kukozeza essomero lya bakiggala okufuna amannya g’abayizi abaamala ekibiina ekyomusanvu mu myaka ebiri egiyise. Olwo tujja kweyongerayo okusisinkana abamu ku bayizi abo ku matendekero gyebyongerayo oba awaka gyebali (abo abataasobola kweyongerayo na kusoma kwonna). Omunoonyereza ajja kukozeza ebibuuzo ebitegekeddwa, olulimi lw’obubonero ate n’omuvvuunuzi w’olulimi olwo okusobola okwogeranya n’abayizi bakiggala. Oluvannyuma ajja kuisinkana n’okubuuza abavunaanyizibwa ku kusoma kw’abayizi abo naddala abazadde, abasomesa, abakulembeze b’ebitundu ate n’abakulira eby’enjigiriza ku district. Ng’ojjeeko bino, omunoonyereza anaafuna ebirala ebikwata ku kusoma kw’abayizi bano okuva ku masomero ate ne districts.

#### **Ebinaganyulwamu**

Ebinazuulwa bijja kuyamba bangi abavunaanyizibwa ku kusoma kw’abayizi abaliko obulemu naddala ebiziyiza abayizi abo okweyongerayo ku mutendera oguddako nga bamaze ekibiina ekyomusanvu. Era bijja kuyamba mu kwongera okulambika abayamba bakiggala ku masomero. Ku nkomerero ebinazuulwa bijja kweyambisibwa mu kunoonyereza okulala okukwata ku byenjigiriza by’abayizi abaliko obulemu.

#### **Eby’okwegendereza**

Okunoonyereza kuno sikulabamu buzibu bwekuyinza kutuusa ku bantu. Kino kisinziira ku kuba nti kwakukolebwa nga tubuuza bantu ebibuuzo. Omunoonyereza buli lwanalaba ng’ekibuuzo kikalubiriza omuntu anaasobolanga okukikyusa essira nalissa ku birala.

#### **Okukuuma Ebyaama**

Obubaka bwonna obunaatuweebwa bujja kukuuma nga bwakyama era nga tebusobola kusomolwa n’akamu.

## **Okwetabamu Okwakyeyagalire**

Okwetaba mu kunoonyereza kuno kwa kyeyagarire. Omuntu wawulirira nga takyasobola kweyongerayo, waddembe okukoma awo.

## **Okusiima**

Ebbanga omuntu lyamala n'omunoonyereza ng'addamu ebibuuzo lijja kusiimwa wakiri n'akokunywa. Naye singa ono asisinkana omunoonyereza mu kifo awatali wakaawe oba waakolera, ensimbi z'entambula zijja kumuddizibwanga.

## **Omuntu Gw'oyinza Okubuuza**

Singa oba n'ekibuuzo kyonna ekikwata ku ngeri okunoonyereza kuno gyekukwatiddwamu osobola okukubira ssentebe w'akakiiko akakola ku by'okunoonyereza ku Ssettendekero wa UCU ku 0772 405357 oba omuwandiisi ku 0775 737627.

## **Okukkiriza Okwetaba mu Kunoonyereza Kuno**

Nze..... Ow'e .....emyaka  
gyange.....nga mmaze okunyonyolwa n'okutegeera ebifa ku kunoonyereza kuno,  
nzikirizza ku lwange okukwetabamu nga kugenderera okuzuula abawanirira abayizi  
bakiggala n'engeri gyebabayambamu okweyongerayo n'emisomo oluvannyuma  
lw'omutendera gwa Primary wano mu Uganda.

Nze..... Ow'e .....emyaka  
gyange.....nga mmaze okunyonyolwa n'okutegeera ebifa ku kunoonyereza kuno,  
nzikirizza ku lwange okukwetabamu nga kugenderera okuzuula abawanirira abayizi  
bakiggala n'engeri gyebabayambamu okweyongerayo n'emisomo oluvannyuma  
lw'omutendera gwa Primary wano mu Uganda.

Omukono gw'eyetabye mu kunoonyereza .....

Omukono gw'omuzadde .....

UCU REC Approval & Contacts:

UCUREC Chairperson

Prof. Peter Waiswa

.....  
+256772 405 357 [pwaiswa@musph.ac.ug](mailto:pwaiswa@musph.ac.ug)

Ennaku z'omwezi .....

## draft protocol

### ORIGINALITY REPORT

<b>5</b> %	<b>5</b> %	<b>1</b> %	<b>2</b> %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

### PRIMARY SOURCES

<b>1</b>	<b>rdw.rowan.edu</b> Internet Source	<b>1</b> %
<b>2</b>	<b>repository.unam.edu.na</b> Internet Source	<b>&lt;1</b> %
<b>3</b>	<b>www.coursehero.com</b> Internet Source	<b>&lt;1</b> %
<b>4</b>	<b>repository.up.ac.za</b> Internet Source	<b>&lt;1</b> %
<b>5</b>	<b>core.ac.uk</b> Internet Source	<b>&lt;1</b> %
<b>6</b>	<b>Submitted to Kampala International University</b> Student Paper	<b>&lt;1</b> %
<b>7</b>	<b>dspace.unza.zm</b> Internet Source	<b>&lt;1</b> %
<b>8</b>	<b>repository.kemu.ac.ke:8080</b> Internet Source	<b>&lt;1</b> %
<b>9</b>	<b>uploads.documents.cimpres.io</b> Internet Source	<b>&lt;1</b> %