INFLUENCE OF PARENTAL INVOLVEMENT ON SOCIAL SKILLS TRAINING FOR LEARNERS WITH INTELLECTUAL DISABILITIES IN SPECIAL UNITS IN KISUMU CENTRAL SUB COUNTY, KENYA

BY

MAYI FLORENCE MIDEGA

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN SPECIAL NEEDS EDUCATION

SCHOOL OF EDUCATION

MASENO UNIVERSITY

©2021

DECLARATION

Declaration by the Candidate:

This thesis is my original work and has not been presented for the award of a Degree in any other University.

Sign …………………………………………… Date……………………………

Mayi Florence Midega

PG/MED/066/2011

This thesis has been submitted for examination with our approval as University supervisors.

Sign ……………………………… Date ……………………………

Dr. Were, Michael

Department of Special Needs Education

Maseno University

Sign ………………………………………… Date …………………………

Dr. Ooko Odeny Michael

Department of Special Needs Education

Maseno University

ACKNOWLEDGEMENT

DEDICATION

This work is dedicated to my parents Mr. Dan Mayi Oriwa and the late Mrs. Joyce Nyangasi Mayi and my siblings; Martin, Mary, Allan and Maurice for their inspiration and support in my education. A special dedication goes to my dear spouse George Bob Menya Nyawanda, for his enduring support and to our children Justus, Millicent and Susan for their perseverance during this study.

ABSTRACT

Data from EARC Kisumu County (2017) on parental involvement in supporting and reinforcing of their children's learning of social skills at home revealed that 240 out of 525 parents in Kisumu County support interest in their children's learning social skills. Of these, 116 parents (48%) were from Kisumu Central sub-county compared to Nyando Sub-County 78(33%), Kisumu West Sub –County 32(13%) and Kisumu East- Sub –County 14(6%). Despite this involvement, parental influence on social skills training for learners with intellectual disabilities while at home in Kisumu Central Sub-County is still unknown. The purpose of this study was to determine the influence of parental involvement on social skills training for learners with intellectual disabilities in special units in Kisumu Central Sub County. The objectives of the study were to establish the influence of parental involvement in; communication skill development; development of interpersonal skills, the ability of learners to participate in social activities; and learners with intellectual disabilities to accept social roles on social skills training. The study was guided by a conceptual framework and adopted a descriptive survey design. The target population comprised of 116 learners with mild intellectual disability and 116 parents. Saturated sampling technique was employed in selecting sample size of 104 learners and 104 parents after 10% was used for piloting. Data was collected using questionnaires, interview and observation schedules. To ensure the validity of the instruments, the researcher relied on expert opinion from the two supervisors from special education department for face and content judgement. Reliability was computed using test retest method and a satisfactory reliability coefficient of 0.75 was achieved. Quantitative data was analyzed using the Statistical Package for Social Sciences (SPSS) version 22.0, employing both descriptive (frequency counts, percentages, means and standard deviation) and inferential statistical analysis using regression and ANOVA. Qualitative data was transcribed, analyzed and reported in themes and sub-themes. The study established a significant influence of parental involvement in the development of social skills on social skills training for learners with intellectual disabilities. However, the results revealed that their influence varied; communication skills development (Adjusted R^2= .368; p<.05); interpersonal skills (Adjusted R^2= .439; p<.05); initiating interest in social activities (Adjusted R^2= .502; p<.05) and social roles (Adjusted R^2= .478; p<.05). The study concluded that parental involvement in communication skills development, interpersonal skill development, social activities and social roles is instrumental in effecting positive social skills training for learners with intellectual disabilities. The study recommended that; parents ought to work hand in hand with teachers in order to equip learners with relevant social skills and Ministry of Education through school head teachers to sensitize parents on their roles in social skills training. Future research was suggested on influence of social skills training on learners' academic performance and role of school head teachers in enhancing parental involvement in social skills training of learners with intellectual disabilities.

TABLE OF CONTENTS

LIST OF ABBREVIATIONS

ANOVA-   Analysis of variance

EARC -   Educational Assessment and Resource Centre

GoK   -   Government of Kenya

K.C.S.E. -   Kenya Certificate of Secondary Education

KSH   -   Kenya Shilling

KSMH-   Kenya Society for the Mentally Handicapped

MoE-   Ministry of Education

NAP-   National Action Plan

SES-   Socio-economic Status

SNE-   Special Needs Education

SPSS-   Statistical Package for Social Sciences

SSR-   Social Skills Rating

SST-   Social Skills Training

U.K-   United Kingdom

UN-   United Nations

UNESCO-   United Nations Educational, Scientific and Cultural

Organization

UNICEF-   United Nation Children's Fund

USA-   United States of America

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter discusses the background to the study, statement of the problem, the purpose of the study, objectives of the study as well as research questions. The assumptions of the study, limitations and delimitations, significance of the study, theoretical framework and conceptual framework as well as operational definitions of key terms are also discussed.

1.2 Background of the Study

Social Skills are defined as a set of skills used for interacting and communicating with one another (Elliott, Racine, & Busse, 2010). Children with intellectual disabilities experience social difficulties such as low levels of social interaction, limited friendships, extended solitary play, low levels of social acceptance , poor social skills and negative responses to their attempts to social acceptance by peers (Baker & Donnelly, 2018, Baker, K. and Donnelly, M. 2010). Many people with Intellectual Disabilities have underdeveloped social skills, because the development of social skills relies heavily on certain intellectual abilities. Social skills enable people to function well in any social situation (Tammy Reynolds, 2012). Intervention to these deficits through social skill training (SST) is necessary to enable the children increase their ability to perform key social behaviours and related tasks that are important in achieving success in social situations (Bierman and Welsh 2012).

In USA, parental involvement in reinforcing social skills is instrumental in effecting positive change and making retention of learnt social skills a reality. When parents are involved in social skills training, they help to deepen a child's understanding and help in moving learned skills into the child's muscle memory (Nassau & Drotar, 2015; Nassau, J. H. and Drotar, D. 2015). The study reviewed many studies on social competences among

children with Central Nervous System (CNS)-related health conditions. The study similar to the current study, used almost similar age bracket of (4-14) years old, they both employed hypothesis testing and interview data. Among the many studies that were reviewed, no study reported data on specific functions such as communication skills. They evaluated social competencies but neglected children's social performance and social skills. All the studies were conducted at a single site which could possibly be hindered by the relatively small populations therefore it's not generalizable to the larger population. The current study sought to determine influence of parental involvement on the development of social skills training for learners with intellectual disability.

Studies have shown that children acquire necessary skills exponentially more quickly and deeply when parents and teachers work together (Zins, Bloodworth, Weissberg, &Walberg, 2018).If parents are able to work with their child at home, the child is going to be able to generalize the information across settings. What is taught at home will transcend into the school environment and vice versa. Consistency is key to appropriately teaching social skills. When parents and teachers are able to successfully work together to accomplish a common goal, learners with Intellectual Disabilities have a better chance of being more successful in school (Woodie,K.A.2007).Social skill training for learners with intellectual disabilities is very critical and many researchers agree that performance in the area is low compared to other learning areas yet the need for the same is mandatory.(American Psychiatric Association,2013).Secondly, Intellectual disability is related with challenges in social skills and the preservation of appropriate behaviour which cuts across all sphere of life for this category of people (Bouck&Park,2016).

Communication is parent–child interactions that play an important role in the development of children's social skills. In California a study by (Baker, 2007; Cumberland-Li, 2003; Leidy, 2010) on parent stress on child behavior,31 parents participated in the study. Children aged

2.5 to 5 years old with developmental disabilities were examined. The study employed a cross-sectional data and observational data. It could also be the result of intentional or unintentional information sharing which is interpreted between multiple entities and acted on in a desired way (Miguel & Gugerty, 2010). An effective communication should generate and maintain a desired effect, with the potential to increase that effect (Desforges & Britain, 2017). Communication for parental involvement should generally entail positive reinforcement, facilitating behaviour and eliminating undesirable behaviour which the reviewed studies lacked therefore calling for investigation.

In New York, parents are considered the key teachers, socializing agents and caregivers for children during early years. They are generally the first to observe and express concern about children who fail to form close and satisfying relationships with their peers, or who suffer loneliness and rejection (Rubin, Coplan &Bowker 2009). The influence of parents on social skills training is particularly crucial to children with intellectual disabilities especially in their child hood as a way of building their self esteem, reducing loneliness and peer rejection. Studies done on parental involvement in social skills development for learners with intellectual disability have indicated improvement of such learners' social interaction with their environments. (Lipkin&Okamoto, 2015) In their journal "The Individuals with Disabilities Education Act (IDEA, 2015)" indicated that it provided a legal mandate for parents to be part of the decision making process, to be planners, coordinators and advocates for their child's education and to assume the role of teacher at home (Rodgers, 2010).Another study by Wood, K.R., et al; (2021) on beliefs about social withdrawal in adolescence, the study population was 419 which is equally representative. The methodology applied was normative beliefs. Both studies dwelt in social withdrawal and shyness, but the reviewed studies did not look at influence of parental involvement on interpersonal skills development besides the children were different.

Kahen, Katz and Gottman (2016) conducted a study in the United States where they examined how mothers' and fathers' parenting behaviour during parent-child interaction related to children's ability to successfully interact with peers. Children's ability to engage in coordinated interaction and their negativity and positivity towards peers were examined. Observational data were collected on 56 families in both parent-child and peer interaction settings. Results suggested that father's emotional volatility was related to children's tendency to play at a low level of engagement with their best friends. Both mother's and father's affective communication were related to children's tendency to play at a higher level of engagement. Parental intrusiveness, low engagement and use of derisive humour were also related to children's negativity during peer interaction. Results indicated that both fathers and mothers provide a context for learners' development of the ability to engage in and maintain interpersonal interaction. Despite the findings, the study did not engage parents directly. The current study however went further not only to establish parental influence on the children interaction levels but also their interpersonal skills development. To achieve this, triangulation in method in the use of instruments was applied as opposed to the forgone study that only relied on observational data.

A study in India by Aruna Karra (2013), comparing social skills of children with intellectual disability attending regular special schools and home based programmes, a social skills rating scale was established. The findings reiterated that children in special schools achieved higher social skills compared to children at home. This may be due to the positive environment in schools which foster social skills in children. According to Guralnick, M.J., & Weinhouse (2017), in the schools, children interact with each other. Peer interaction is high compared to home environment. Research indicates that children learn social skills better when they are in groups, Kratchowill, T.R & French, D.C., (2015) agree that though teachers and parents are aware of the importance of social skills, a lot needs to be done. Both studies reviewed were

comparative studies while the current study focused only on learners with intellectual disability while at home. Comparararive studies are not specific so this gave room for further investigation on a more in depth and specific population for generalization of knowledge across board.

Low-income and African American children are at increased risk for school readiness deficits in terms of both cognitive and social development. A study by Connel, C.M & Prinz, R.J, (2012) examined the roles of childcare involvement and parent–child interaction quality on the development of school readiness and social skills among a low-income, minority sample of kindergarten children. Findings provided mixed evidence on the role of childcare exposure, with early entry into childcare predicting higher levels of social skills ratings and increased time per week in such settings predicting lower levels of social skills development. Childcare exposure had positive, although trend-level, relationships with other readiness-related outcomes after accounting for demographic characteristics of children and their families. Parent–child interactions characterized as structured and responsive to the child's needs and emotions were positively related to school readiness, social skills, and receptive communication skills development after accounting for demographic characteristics and childcare exposure. Another study by (Oravecz, L.M., et al, 2011), 185 African-American mothers and female care givers took part in a structured interview. The study used path analysis. There was no mediating effect found on the relationship between inter-partner conflict and child behaviour problems thus causing trigger to find out more on causal effect of interpersonal skills of the children.

In Africa, Madagascar, parental involvement in formal education was found to be positively related to children's social development (El Nokali, N.E.et al.2011) and is widely considered a hallmark of quality education. However, these studies refer to typical learners in formal education setting and not learners with disabilities. A study by (Sancassiani, F., et al, 2015),

on enhancing the emotional and social skills of the youth a problem focus approach was used to embrace character education and healthy lifestyle behaviours .Systematic review by searching papers in Pub Med was set from January 2000 to April 2014.In all the three studies including the current one, the age group category was almost similar. However, the reviewed studies were longitudinal and could of course compromise the findings hitherto. Statistics on the relationship between interpersonal skills development and training of social skills for learners with intellectual disabilities are particularly scarce.

In South Africa, most parents do not participate meaningfully in their children's education. This is evident in the poor attendance of parents at parents' meetings, their limited involvement in fundraising projects and low attendance at parents-teachers meetings (Mestry & Grobler, 2017). A study by Frances, Michelle, Joyce & Chrishana (2013) on the impact of family involvement on the education of children ages 3-8, 95 studies were reviewed for 10 years. The study reviewed family involvement practices as they affect young children's literacy, Math and Social-Emotional skills. The study designs varied. The study indicated that with guidance, many parents are interested in and are able to conduct learning activities at home with their young children. The study did not specify what aspect of parental involvement is attributed to children's success regarding parental influence on training of social skills by learners with intellectual disabilities.

In Kenya, successive governments have recognized the need to improve the general learning environment in schools by involving parents. The National Special Needs Education Policy Framework in conjunction with the Ministry of Education (MoE) acknowledged active and proactive primary role of parents and families as caregivers and health providers of their children (MoE, 2009). The Basic Education Act of Kenya (2013) requires the school Boards of Management to assess school needs with full participation of parents. The Kenya government is also committed to providing equal access to quality and relevant education and

training to all learners, including those with disabilities (Government of Kenya, 2005). To realize this, the government established the Kenya Institute of Special Education (KISE) in 1986 to meet the high demand of SNE teachers, (National Action Plan, 2003-2015). The government has also established special schools and units for learners with disabilities to meet the demand of the large number of such learners in the country, most of who are not in the learning institutions (National Action Plan, 2003-2015).Despite all the effort applied by the government, the influence of parental involvement on social skill training for learners with intellectual disabilities is still unknown.

A research project by Kipkemei, (2014) examined the role of parents in the acquisition of social skills by preschoolers in Lang'ata District, Nairobi. Quality time and the acquisition of social skills by preschoolers, the role of parents in providing materials suitable for acquisition of social skills by preschoolers, the role of space to facilitate acquisition of social skills, the effect of parenting styles on preschooler's social development on preschool children were also discussed. Walumoli & Wafula, (2017) investigated educational influence of 5-8 year olds children's aggressive behaviours. The study sample consisted of 40 teachers and 40 parents of aggressive children randomly selected.10 schools were randomly selected through stratified sampling. Qualitative data was analyzed through linear regression. The study established that children with aggressive behaviours faced challenges in their academic progress. They recommended among other aspects, parental help. However, the studies showed minimal role of parents to ensure that learners with intellectual disabilities were modelled for desired social roles. Moreover the study was carried out in Mwingi Central Sub-County and not Kisumu. The current study used saturated sampling as opposed to the latter's random selection that only gave a representation, besides the learners were also different. The current study went further to examine how parents influence social roles acquisition of their children.

In Kisumu Central Sub County of Kenya, many children with intellectual disabilities do not receive requisite intervention services until at a very late age, seriously hindering their learning (Petrenko, 2013). Many special schools do not accept learners until they are well into vital stages of development. The Educational Assessment and Resource Centre (EARC) lack the personnel and funding to provide adequate services for such young children. Moreover, most parents do not have sufficient knowledge on learners with intellectual disabilities or how to help them. This limits the success of support services wholesomely and may further hinder parenting from positively influencing the training of social skills for learners with intellectual disabilities (Petrenko, 2013). The development of social skills for learners with intellectual disabilities in the special units in Kisumu central sub county is generally deficient (Ochieng, 2009) leading to a critical need in establishing parental involvement on social skills training for learners with intellectual disabilities in the sub county. To further illustrate the comparison between parental involvements in different sub-counties, a pie chart was generated as shown in Figure 1.1.
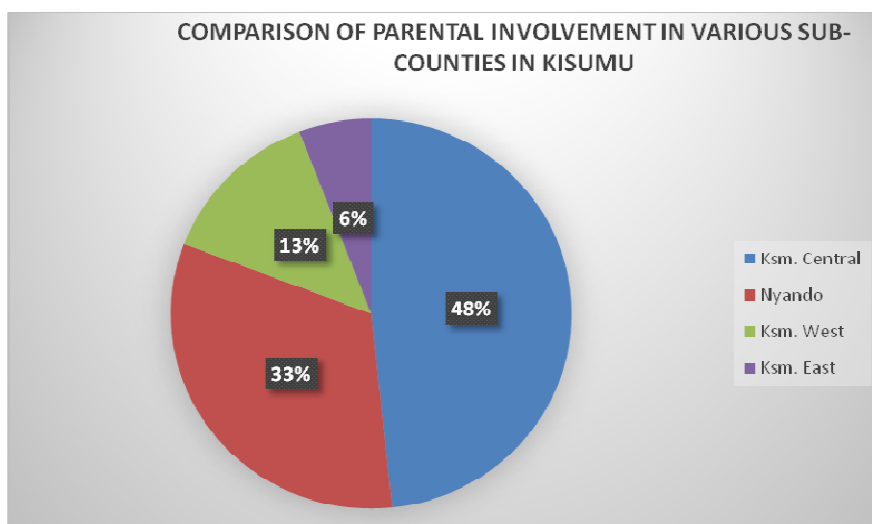
Figure 1: *Comparison between parental involvements in different sub-counties.*

Source: EARC, Kisumu County (2017)

1.3 Statement of the Problem

Social skills are acceptable behaviour that enable a person to interact effectively with others. Learning anticipates effective interaction between the teacher and the learners and among the learners themselves. Social skills training compared to other subjects in the curriculum imparts in the learners the abilities to interact, develop interpersonal relationships and other acceptable social behaviour which are necessary in day to day learning activities. Although formal social skill training is done in the schools, the curriculum envisages that if learners are to become proficient at using skills learnt in school, then it is better if parents are involved in reinforcing these skills at home.

While peers without disabilities learn social skills through observation, imitation and incidentally, those with Intellectual Disabilities require intensive training to develop these skills. However, preliminary information reveals that as much as learners are trained in social skills and show evidence of good performance, they tend to forget the skills learnt when they come back from home during the holidays, thus compelling teachers to repeat what had been learnt all over again. Studies have shown that when parents are involved in skills training of their children, the children retain information and apply the skills successfully. Studies have been done on learners with Intellectual Disability but those that address social skills are not known. Although deficits in social skills for learners with intellectual disabilities have been documented, the influence of parental involvement in social skills training for their children while at home is unknown. Performance in social skills compared to other subjects in the curriculum for learners with intellectual disability is lower. However, social skills are very critical for these learners as it enables them to interact throughout life.

Data from EARC Kisumu County (2017) on parental involvement in supporting and reinforcing of their children's learning of social skills at home revealed that 240 out of 525

parents in Kisumu County support interest in their children's learning social skills. Of these, 116 parents (48%) were from Kisumu Central sub-county compared to Nyando Sub-County 78(33%), Kisumu West Sub –County 32(13%) and Kisumu East- Sub –County 14(6%). Despite this involvement, parental influence on social skills training for learners with intellectual disabilities in Kisumu Central Sub-County is still unknown. Baseline survey state that these learners follow a curriculum in school and should continue to practice the same at home, the role of parents is very critical yet, it is not clear so there was need to establish the influence of parental involvement.

1.4 Purpose of the Study

The purpose of this study was to determine the influence of parental involvement on social skills training for learners with intellectual disabilities in special units in Kisumu central sub county.

1.5 Objectives of the Study

The objectives of this study were to:

1.   Establish the influence of parental involvement on communication skill development for learners with intellectual disabilities in social settings.

2.   Assess the influence of parental involvement on the development of interpersonal skills for learners with intellectual disabilities.

3.   Determine the influence of parental involvement on the ability of learners with intellectual disabilities to participate in social activities.

4.   Establish the influence of parental involvement on learners with mild intellectual disabilities to accept social roles in special units in Kisumu Central Sub- County.

1.6 Research Hypotheses

1.6.1 Null Hypothesis

H $_{01}$: Parental Involvement on the development of communication skill has no statistical significant influence on social skills training for learners with intellectual disabilities in social settings.

H $_{02}$: Parental involvement in the development of interpersonal skills has no statistical significant influence on social skills training for learners with intellectual disabilities in social settings.

H $_{03}$: Parental involvement in initiating interest in social activities has no statistical significant influence on social skill training for learners with intellectual disabilities in social settings.

H $_{04}$: Parental involvement in development of social roles /responsibilities has no statistical significant influence on social skills training for learners with intellectual disabilities in social settings.

1.6.2: Alternative Hypotheses

Ha1: Parental involvement on the development of communication skills has statistical significant influence on social skills training for learners with intellectual disabilities in social settings.

Ha2: Parental involvement on the development of interpersonal skills has statistical significant influence on social skill training for learners with intellectual disabilities in social settings.

Ha3: Parental involvement in initiating social activities has statistical significant influence on social skill training for learners with intellectual disabilities.

Ha4: Parental involvement in the development of social roles/responsibilities has statistical significant influence on social skills training for learners with intellectual disabilities.

1.7 Scope of the Study

The scope of the study was Kisumu Central Sub –county in Kisumu County.The respondents of the study were learners with mild intellectual disabilities in special units and their parents. The main area of interest was Social skills development of learners with intellectual disabilities referring to interpersonal relationships, positive behaviour and eradicating pernicious behaviour. Parental Involvement encompasses their role in communication skills development, interpersonal skills, social activities and social roles for learners with intellectual disabilities.

1.8 Significance of the Study

This study may enable the teachers to identify and use some of the strategies that parents apply to enable their children with intellectual disabilities acquire appropriate social skill development. It may help the Ministry of Education in formulating policies that may enhance training for these learners. It may strengthen relationship between the teachers, parents and the learners. It may assist the learners to improve their interpersonal relationships and relate well with their peers. It may also provide new information to the researchers interested in this area.

1.9 Limitations of the Study

i.   Due to stigmatization, some parents were reluctant to take part in the study. They were assured of confidentiality of the information provided.

ii. Prospective respondents thus the learners, found it difficult to interact with a stranger who is not having intellectual disabilities. Sensitization was done before the actual study commenced.

1.10 Assumptions of the Study

i.   Special Units train learners with mild intellectual disabilities in social skills.

ii. Parents were involved in social skills training of their children with intellectual disabilities while at home since their role was very critical.

iii. All the learners in special units were day scholars therefore making it easy to involve their parents.

1.11 Conceptual Framework

A conceptual framework is a model that uses diagram to show the relationship between variables (Oso & Onen, 2009). This study was based on the framework depicted in Figure 1.2.

```
┌──────────────────────────────────────────────────────────────────────┐
│  ┌─────────────────────────────┐          ┌──────────────────────────┐│
│  │ Independent Variable        │          │ Dependent variable       ││
│  │ Influence of    Parental    │          │ Social Skills Training   ││
│  │ Involvement on:             │          │  • Interpersonal         ││
│  │  • Communication skills     │─────────▶│    Relationships         ││
│  │    development              │          │  • Positive Behaviour    ││
│  │  • Interpersonal skills     │          │  • Eradicating           ││
│  │    development              │          │    pernicious Behaviour  ││
│  │  • Social Activities        │          └──────────────────────────┘│
│  │  • Social Roles             │                                       │
│  └─────────────────────────────┘                                       │
│                     ┌────────────────────┐                             │
│                     │   Intervening      │                             │
│                     │   Variables        │                             │
│                     │  - Parent SES      │                             │
│                     │  - Environment     │                             │
│                     │  - School context  │                             │
│                     └────────────────────┘                             │
└──────────────────────────────────────────────────────────────────────┘
```
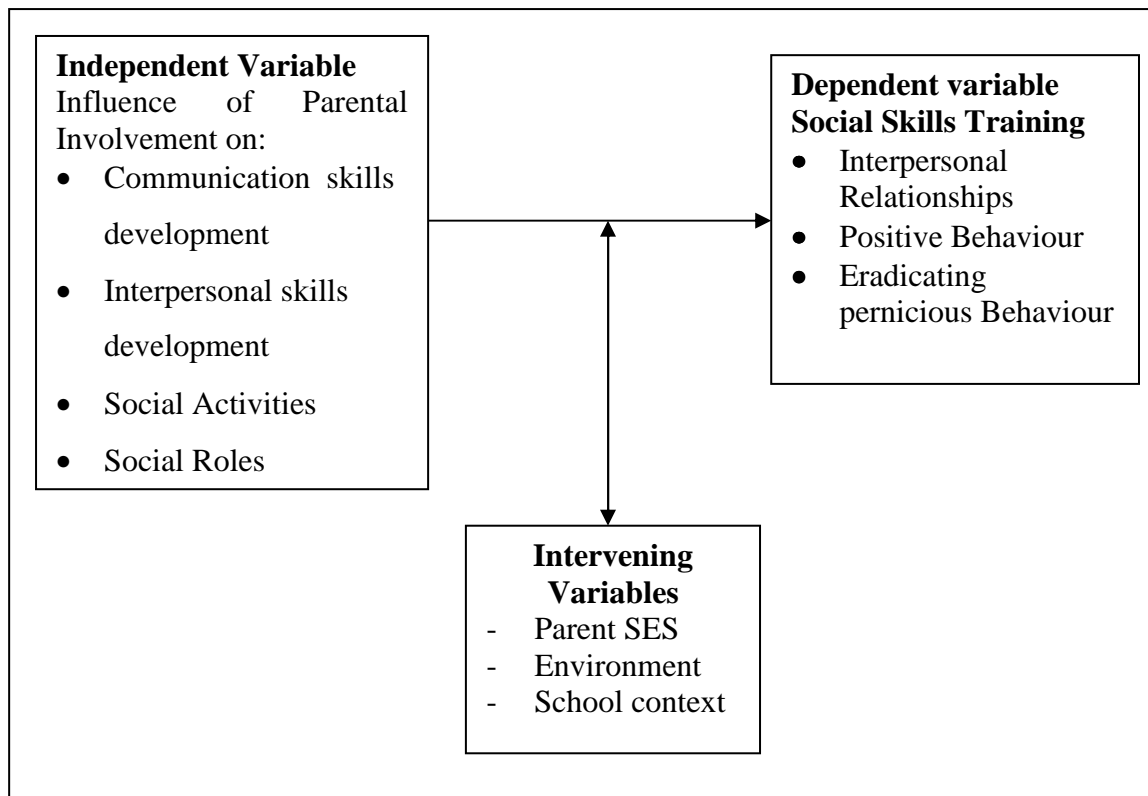
Figure 2: *Conceptual Framework of Parental Involvement.*

(Source: Researcher, 2018)

In the conceptual framework depicted in Figure 1.2, parental involvement was the independent variable and social skills training was the dependent variable. The strategies to enhance social skills training is through parental communication, interpersonal skills development, social skills activities development and social roles development. If these strategies are employed in the early stages of child development, then a lot of progress could be realized towards achieving the required skills (Nassau & Drotar, 2015). Training of social skills, was the dependent variable, and was characterized by establishment of interpersonal relationships, peer acceptance, friendships and termination of negative or pernicious interpersonal relationships**.** The framework holds that if there was effective parental communication, interpersonal skills development, social skills activities development and social roles development then training of social skills for learners would be high (Baker & Donelly,2018). However, this relationship could be modified by parental socio-economic status, the school context and environment where the learner lives (intervening variables) as postulated by Woodie, K.A.(2007). However, if social skill training is not effective then positive results cannot be realized. This could lead to pernicious and negative behaviour displayed (Desforges & Britain, 2017).

1.12 Definition of Operational Terms

Communication Skills: Acceptable interaction abilities that play an important role in the development of children's social skills.

Intellectual Disability: A generalized disorder appearing before adulthood, characterized by significantly impaired cognitive functioning and deficits in two or more adaptive behaviours.

Interpersonal Skills: Behaviours and tactics a person uses to interact effectively with other people.

Interpersonal Relationship: Is a strong bond between two or more people ranging from short term to long term association.

Mild Intellectual Disability Refers to deficits in intellectual functions pertaining to abstract thinking leading to limitations in academic learning.

Parent: Any person who brings up and cares for a child such as a father, mother, stepparent, grandparent, legal guardian or a combination of all.

Parenting: Providing care like housing, health, nutrition, social support and safety.

Parental Involvement: Active participation of parents in matters pertaining to reinforcing social skills to learners with intellectual disabilities.

Pernicious Behaviour Exceedingly harmful behaviour that poses risk to others in social setting.

Positive Behaviour: A socially acceptable behaviour that doesn't pose a risk to oneself or others.

Social Activities: Activities in which one meets and spends time with others.

Social Roles: A set of behaviour that are expected of a person with intellectual disability in social settings.

Social Skills Training: Direct instruction of certain psychological results in social situations.

Social Skills: Learned behaviours that are socially acceptable and which enable an individual to interact successfully with others.

Special Unit: An institution which facilitates access to education for learners with special needs in mainstream education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents review of related literature as per the objectives of the study thus parental involvement and communication skills development, parental involvement and interpersonal skills development, parental involvement and social activities and parental involvement and social roles. It has also discussed the gaps in the reviewed study vis-à-vis the current study.

2.2 Parental Involvement and Communication Skills Training

Parental communication is the process of parent–child interactions that play an important role in the development of children's social skills (Baker *et al*., 2007; Cumberland-Li *et al.,* 2003; Leidy et al., 2010). It entails positive reinforcement, facilitating behaviour and eliminating undesirable behaviour. These interactions may provide a context in which children learn and assimilate adaptive social skills. For instance, while interacting with parents, children learn social rules (e.g. turn-taking and negotiation strategies) as well as ways to decode emotional cues (Guralnick, 2017). The quality of parent–child interactions appears to have long-term effects on social development for both typically developing children and children with developmental disabilities (McDowell and Parke, 2009; Skibbe *et al*., 2010).These sentiments could be valid but the actual influence of parental communication on training of social skills is unclear.

In Europe, Runcan, Constantineanu & Lelics (2012) studied the role of communication in the parent-child interaction. The study applied interview as a survey method and the instrument was the questionnaire applied on a sample of 100 parents from Romania. The study concluded that the role of communication is a significant factor in the development of interaction between parents and children. The previous study just like the current one was

based on quantitative research. Data was analyzed using correlation analysis. Both studies negate that the better the parent communicates with the child, the better the interaction between the two becomes. However, as opposed to the current study, structured interview was employed as a quantitative rather than qualitative tool which created lack or less of validity and credibility of the study leaving room for further study.

In Latin America a study by Davidson & Cardemil (2009) examined the associations among parent-child relationship characteristics, acculturation and enculturation, and child externalizing symptoms. The study employed a sample of 40 Latino parent-adolescent dyads from Worcester, Massachusetts. Children were aged between 10-14 years. The majority of parents in the sample were women. Both parents and their children completed the Abbreviated Multidimensional Acculturation Scale. To assess child functioning, parents completed a 113-item Child Behaviour Checklist. Data was analyzed using both Bivariate Pearson Correlations and Multiple Regression Analysis. The previous study did not use questionnaires or interview schedules for in-depth collection of information like the current study.

In Kentucky, Cherry (2016) carried out a study on communication patterns and experiences of children in single parent families .An inductive qualitative approach was used. Interviews were conducted with eleven participants gathered from undergraduate classes, who had lived with their single parents for a minimum of 3 years. In order to analyze the data, open and axial codes were created from the interviews .Results revealed the importance of open communication in single parent families and what they learnt through their experiences living with their custodial parent .However, the study population was too small for accurate representation, the 3 years of stay with the custodial parents weren't enough for parent-child interaction. Moreover, the study only used one data collection tool thus for interview while

the current study had a larger population, and a triangulation in the use of instruments. Besides, the current study looked at learners with intellectual disability as opposed to typical undergraduate adolescents.

In Romania, Runcan, P.L.et.al (2 012) studied the role of communication in the parent-child interaction. The purpose of the study was to determine the importance of communication in parent-child interaction. The study applied structured interview as a survey method, and the instrument used was questionnaire, applied on a sample of 100 parents from Romania. Both male and female subjects were used .A single category of parents subjects aged between 30 and 50 years was used. The study's conclusions highlight the role of communication as a significant factor in the development of the qualitative relationship of interaction between parents and children. Another study by (Millard, S.K., Zebrwoski, P., and Kelman, E., 2018) focused on an evidence based intervention for young children who stutter. Population was a large cohort of children who stutter. Hierarchical Multiple Regression Analyses were conducted. Children and parents completed a range of assessments oat 4 time points. This took a very long time thus 12 months later which could easily lead to compromising of findings .Communication is more than stuttering parse there are other aspects such as conversations, greetings, eye contact and even expressing needs that need to be explored.

A study done in the U.K Hampshire to determine parental influence in child communication revealed that skills for communication are developed through parental influence (Essays,UK.2013).The study used a set of families .It applied a longitudinal survey on children from age 3 to 18.The study employed videotaped interviews and questionnaires only. However, the current study is descriptive in nature and has employed multiple units of enquiry thus, questionnaires, interviews and observation checklists. Moreover, the foregone study took a long time which could compromise the study outcomes. A study from New York by Lee, J.N., (2015) focusing on the effectiveness of point-of-view video modelling as a

social skills intervention for children with autism spectrum disorders. Even though the latter study elicits those individuals with autism spectrum disorder like those with intellectual disabilities have deficits in social communication and interaction it did not address parental involvement or learners with intellectual disabilities.

Annalisa, Natalie, Chris and Jake (2012) of University of Arizona examined how parents' and adult children's behavioural manifestations of shyness are associated with perceived family communication. A theoretical model predicted that shyness would be negatively associated with social skills, and socials skills would, in turn, be positively associated with perceived family communication. Participants included 111 parent-adult child dyads. Parents and adult children completed measures of shyness, social skills, and perceived family communication in an online questionnaire. Results of structural equation modelling indicated that, as predicted, parent and adult child shyness were negatively associated with their own social skills. In addition, adult children's social skills were significantly associated with perceived family communication. The study has not focused on the influence of parental communication on social skill training of learners with intellectual disabilities. The method of data collection of the forgone study was online, while the current study involved personal interaction with parents leading to a more in depth response.

In Egypt, Safwat & Sheikhany (2014), commended that positive quality parent-child interactions is essential for shaping a child's language development. The study included 100 parents and their children (60 women & 40 men) their ages ranging between 27-43 years. The children ages ranged between 27-49 months. Parents filled questionnaires on their beliefs about causes of delayed language development. There was significant positive association between the parent's interaction and the child's total language age. The latter study has not focused on intervention services that could increase the quality of these interactions such as by parental involvement which was done by the current study.

In Uganda, Mahuro & Hungo, (2016) investigated parental participation and academic achievement. This paper extracts data from a cross-sectional survey involving 2,669 grade six students attending public and private primary schools in rural Eastern Uganda. It used regression mode and control for individual, school and household. Results indicated that parental participation plays a pivotal role in motivating children to improve their academic grades. For students to reap maximum benefits in education learning should not be left solely to the student- teacher academic relationship but should be extended to include active parental involvement in addition to social skill training.

In Kenya, a study by Ondieki, L.G (2012) focused on the role of parental involvement in preschooler's academic work in Dandora Educational Zone of Nairobi County. The instruments used in collection of data included analysis of records, questionnaires and interview schedules. Pearson's correlation coefficient was employed in determining the relationship between parental participation in various activities and Preschooler's performance. Finally, the study concluded that arranging for appropriate study time and space contributes to the better performance of the preschoolers. Despite the fact that this documentation is valid, the influence of parental communication on social skill training of learners with intellectual disabilities is not clear.

In Nyando Division of Kisumu County a study by (Odawo, A.D., 2013) on parental characteristics as they influence performance in language activities of pre scholars, used a descriptive study similar to the current study of one point gathered a lot of data in a short time, used questionnaire to collect data administered by the researchers themselves leading to high level of validity of the study. Demographic data of the above study implied a fair number of parents were self employed and had a basic education of KSCE, implying high positivity involvement hence high performance in language development and social skills for the current study. Unlike the current study that focused on learners with intellectual

disability, it dwelt on typical preschoolers' language development which is just a minute aspect of social skills on the contrary; it only employed the use of a questionnaire which was limited in collecting in-depth data. While typical learners learn language and social skills incidentally, their peers with intellectual disability require intensive training, therefore this calls for investigation.

2.3 Parental Involvement and Interpersonal Skills Training

Inter-Personal Social Skills are the ability to understand others' emotional states, wants, and needs are critical not only for success in school but also success in life. It is also a "quality of life" issue, which will help students with and without disabilities to build relationships, find happiness, and succeed economically. It can also contribute to a positive classroom environment. (Webster, J., 2019) Children with disabilities, especially Intellectual Disorders, often need to be taught appropriate social interactions, such as making requests, initiating interaction, sharing, exercising reciprocity (give and take), and turn taking. Teaching appropriate interactions can involve modelling, role-playing and scripting successfully learning and generalizing of appropriate interactions requires lots of practice. Children with disabilities often do not have the skills to initiate and sustain mutual relationships. In cases with students with Intellectual Disability, they need to be explicitly taught the components of friendship or relationships (El Nokali, N.E. 2010).

Interpersonal Skills Training is concerned with how families help children at home with social skills homework, physical prompts and coaching (Armstrong & Pherson, M.C., 2008). As Adams, Womack & Caldarella (2010), notes most parental participation in children's education occurs in the home. Myra B. Middleton & Gwendolyn (2004) advise that schools should capitalize upon what parents are already doing and help families to assist and interact with their children on home learning activities that reinforce what is being taught in school. According to Kevi & Role (2010), schools should increase parents' understanding of the

curriculum and the skills their children need to develop at each stage in their schooling. This as Paul Benson Kristie L. (2008) points out should support home learning and provide children with opportunities to practice skills and continue learning outside the school with parental support. Helping with home work is about helping with activities from school to promote the pupils' learning of social skills (Woodie & Karen, 2018), but physical prompts are concerned with holding a child's hand to extend a toy to a friend while coaching entails using social skill autopsies for example discussing outcomes after a child failed to use social skill (Achim, A.M., et al 2014) the combination of three pronged assistances should boost training of social skills of learners.

In California, a study by Dixon, Graber & Brooks-Gunn (2008) reported that conflictual parent-child relationships can lead to familial problems and poor emotional outcomes. These effects can be even more impactful on children who have disabilities or impairments. Fenning, Baker, Baker & Crnic (2014) found that children with borderline intellectual functioning had more difficult and challenging behaviours if their parents were not engaging and were negative and intrusive. The above sentiments may be similar but contrary too in the sense that the ongoing study focused on parental involvement on training of their children concerning interpersonal skills as opposed to the unspecified challenging behaviour mentioned in the latter study.

In Australia, another study by Spence, S.H., and Brechman, M., (2012) on treatment of childhood social phobia. Fifty children aged 7-14 years with a principle diagnosis of social phobia were randomly assigned to either child focused cognitive-behaviour therapy plus parent involvement. The integrated programme involved intensive social skills training. After treatment, few children in the treatment conditions retained a clinical diagnosis of social phobia. There was a trend towards superior results when parents were involved in treatment,

though this effect was not statistically significant and moreover the current study doesn't subject learners to a clinical treatment.

A study by Gurlanick, M.J., Weinhouse, E., (2017), focused on the peer relations of preschool children with communication disorders .The peer- related social interactions of preschool age children with communication disorders were compared to those of normally developing age-mates. All the children participated in a series of short-term play groups. An analysis of peer preference patterns revealed that children with communication disorders in mainstream settings were less socially integrated in the play groups than normally developing children. Despite these findings, the interpersonal skills of learners with intellectual disabilities are not known.

In India, Guralnick & Weinhouse (2017) assert that children with intellectual disabilities initiate fewer social interactions and demonstrate fewer responses to peers when compared to typical children. As early as pre-school, many children with intellectual disabilities have difficulty forming friendships. They tend to interact less frequently with peers and engage more frequently in solitary or unoccupied activities. The former study is a comparative study between children with intellectual disabilities and typical children while the foregoing study focused on learners with the same condition but in special units only, giving a vivid picture concerning their interpersonal skills development.

In Washington D.C according to Rubin, K.H., &Dwyer, K.M., (2016), Fifth-graders' ($N = 162$; 93 girls) relationships with parents and friends were examined with respect to their main and interactive effects on psychosocial functioning. Participants reported on parental support, the quality of their best friendships, self-worth, and perceptions of social competence. Peers reported on aggression, shyness and withdrawal, and rejection and victimization. Mothers reported on psychological adjustment. Perceived parental support and friendship quality

predicted higher global self-worth and social competence and less internalizing problems. Perceived parental support predicted fewer externalizing problems, and paternal (not maternal) support predicted lower rejection and victimization. Friendship quality predicted lower rejection and victimization for only girls. Having a supportive mother protected boys from the effects of low-quality friendships on their perceived social competence. High friendship quality buffered the effects of low maternal support on girls' internalizing difficulties. The sentiments could be valid unfortunately, the latter study focused on typical children from across elementary schools of Washington D.C.as opposed to the current study on learners with intellectual disability in special units.

In England, Guralnick (2010) studied family and child influences on the peer related social competence of young children with developmental delays. The study applied a conceptual model of children's peer-related social competence by identifying information processing and emotional regulation processes governing the production of social strategies occurring during social tasks .The study designed an intervention programme framework to promote children's peer related social competence .The above study however, dwelt on a combination of developmental disabilities in the larger community while the current study narrowed down to learners with intellectual disabilities in special units who go back home and so parents have access to reinforcing skills hitherto learnt at school.

A study from the University of Canada (2010) on participation of children with and without Disabilities in Social, Recreational and Leisure Activities, compared activity participation and friendship in typically developing children, children with Autism Spectrum Disorder and children with intellectual disability between the ages of 5 and 17 years .The study involved 99 typically developing children, 65 children with Autism Spectrum Disorder and 30 children with intellectual disability. The typically developing children engaged in significantly more

social and recreational activities and had more friends than the children with disabilities. Notable differences emerged among groups in the percentage of activities the children participated in with peers, parents and/or other adults. Some significant differences were noted between the Autistic Spectrum Disorder and intellectual disability groups. The above study was a comparative one didn't explore more precisely 'with whom' these activities were occurring. The current study is specific on influence of parental involvement on developing the learner's interest in participating in social activities. Moreover, the study is specific to learners with intellectual disabilities.

In Canada as study by Navas and Ross (2013) on the impact of parental facilitation on children's play with an unfamiliar peer, Pairs of preschoolers and their parents (mothers and fathers on separate occasions) were videotaped under two conditions in an ABABA design. Children were rated as higher in social competence with their peers under conditions of parental facilitation than under conditions where parents were passive. Younger preschoolers benefited from parental assistance more than older preschoolers; younger children were less able to maintain peer interaction without parental assistance. The latter study did not look at the influence of parents on interpersonal skills training for learners with intellectual disabilities.

In California, McDowell and Parke (2014) studied the links between parent behaviours and children's peer relations both concurrently and one year later. A multi-method approach - including observations of parent– child interactions, parent report, child report, and teacher and peer ratings - was used to evaluate a tripartite model of family - peer relations. They found that parent–child interaction, parent advice giving, and parental provision of opportunities by both mothers and fathers predict children's social competence and, in turn, social acceptance one year later. Just like in the case of Maturana & Andrea, (2013), they did

not delve into the actual influence of parental home teaching on the interpersonal skills training by learners with intellectual disabilities.

In Kenya, a study by Opondo, Kimengi and Sika (2015) on Factors Inhibiting the intellectually challenged in the Acquisition of Skills in Ugenya District, descriptive survey design was used. The study targeted parents/guardians and teachers in the schools studied. Purposive sampling techniques were used to sample the respondents. A total of 76 respondents responded to the research instruments. Questionnaires and interview schedules were used as instruments for data collection. Both quantitative and qualitative data analysis techniques were used to analyze the data. Among the major findings, the study established that the major challenges facing the acquisition of learning among the intellectually disabled included: students' involvement in interruptive behaviours which interferes with cognitive functioning and inability to cope with frustrations. Even though the study focused on learners with intellectual disabilities, it generalized diverse skills learnt other than look into interpersonal skills for learners with intellectual disabilities which is critical for this study.

A related study by Ruteere (2013) investigated effectiveness of teaching methods for acquisition of daily living skills by learners with intellectual challenges. The study found that no single teaching method for learners with disabilities can work alone. Another study by Ndemba (2014) investigated the influence of interactive teaching methods on the implementation of life skills curriculum in primary schools in Igembe South district, Kenya. This research adopted a descriptive survey design, on a sample of 21 head-teachers, 65 teachers and 260 pupils, revealed that teachers used cooperative learning strategies such as group discussions as a strategy in the implementation of life skills curriculum. The role of parents in interpersonal skill training for learners with intellectual disability is a critical component that calls for establishment given that parents are the care givers of these learners in their childhood as a way of enhancing positive social interactions.

Another study in Kisumu Municipality by (Ang'ienda, L.A., 2013) investigated the influence of parental involvement in the children's learning process outcome in public primary schools. The Literature study investigated existing programmes: School visitation, Provision of healthy learning environment, constant communication by the school and volunteering in school activities by the parents as components of parental involvement in schools. The study adopted descriptive survey study in investigating the influence of parental involvement. Questionnaires were used for primary data collection. Descriptive statistical components such as measures of central tendencies and dispersions were used to analyse the responses, concerns and views of the respondents to give general descriptions of data. Both the previous and the current studies established that parental involvement influences both social skills and academic performance unfortunately the former study only employed descriptive analysis ignoring inferential statistics to show the actual levels of significant influence catered for by the current study.

2.4 Parental Involvement and Social Skills Activities

 Social skills activities are necessary to form and sustain relationships with others. These skills may be acquired through gradual learning and are largely influenced by a variety of social agents present in the culture. This process of learning and acquiring in the society is called socialization and when these skills are performed adequately they are referred to as social competency. Social competence includes both social skills and adaptive behaviour (Gresham, 2010) Children differ greatly in their social traits because of the influence of family, neighbourhood and school environment which are important units of a society. Schools and classrooms are social environments where children function effectively from instructional activities that occur in an interactional context. However learners with intellectual disability encompass a group of people with varying needs. They learn things more slowly than other children of the same age. They have a deficit in one or more areas

like self-care, home living, communication and social skills, use of community resources which are necessary in initiating social activities (Guralnick,et al, 2017).

In Lithuania, Europe research shows (Virbaliene, R. &Romeris, and M. 2014) that teachers often consider the interests and expectations of parents of a child with a disability ill-informed or unrealistic; therefore, the parents' desires and concerns remain unheard of by teachers and are not integrated into the education process. Even though research has been undertaken in Lithuania to understand and develop methods and models through which children with disabilities, their parents, and specialists may work for the benefit of the student through greater collaboration (Ališauskienė & Miltenienė, 2017), social integration takes place mainly at the legal and institutional level, not through empowerment of the actual participants who are parents of learners with intellectual disabilities. The study had a sample of 1518 professionals distributed according to type of schools. Even though the sample was generalizable, it ignored the input of parents of learners with disabilities. The number of males compared to females was lower implying that females are more involved in the children's education than males. Theoretical analysis and questionnaire based survey arrived at conclusions that mainstream school class preferred to enrol only very severe cases of disability that leaves room for further inquiry on their social development.

In Sweden, a study by (Kristen, Patrikson &Fridlund, B. 2010), parents of children and adolescents with disabilities constitute an important link in the chain that makes a sporting activity possible (Colon, 2011). Family influence and support are important for all children and adolescents, whether they have a disability or not. At the same time, family support is especially important for the development of adolescents with disabilities (Blum, 2015). Family support is aimed at stimulating every child and adolescent to reach his or her full potential. Today, sports with different degrees of community support are only enjoyed by a minority of children and adolescents with disabilities. There are few studies available that

focus on parents' conceptions of their children's participation in sports, and the advantages and disadvantages of their participation in sporting activities are seldom discussed (Castaneda and Sherrill, 2009). Parents of children with physical disabilities mentioned the physical and emotional benefits of sport participation. The parents also reported that barriers still exist, such as a lack of disability-specific opportunities (Colon, 2011). Parents of children with and without disabilities have been found to be among the primary sport socializers (Zoë rink, 2018). While the sentiments are valid, the influence of parental involvement in sports of learners with intellectual disability is unknown.

In USA ,a study by Frances, Van, Michelle, Joyce and Chrishana (2013) on family and community involvement has shown that children are more successful in school when their parents and teachers communicate well and work together effectively (Epstein, 2011; Henderson, Mapp, Johnson, & Davies, 2017). Countless studies indicate that, at any grade level, including prekindergarten, challenging curriculum, important learning goals, effective assessments, responsive feedback for students and parental involvement are important for increasing student achievement, attendance, behaviour, and other important school outcomes (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2011; Marzano, 2003; Sheldon, 2003).Having studied all the aspects, the actual influence of collaboration on social skill training by learners with intellectual disabilities is not known.

A study by J. J. Wood (2006) in Los Angeles used a theoretical model of the role of parental intrusiveness in the development of childhood separation anxiety disorder which was presented and tested. Parents who act intrusively tend to take over tasks that children are (or could be) performing independently, thereby limiting mastery experiences and inducing dependence on caregivers. Families of children diagnosed with an anxiety disorder, aged 6–13 years, participated (N = 40). Child anxiety was assessed with a diagnostic interview and

rating scales. A novel measure of intrusiveness based on behavioural observations and self-reports was developed, following seven principles for enhancing the psychometric properties of parenting measures. There was initial evidence of strong psychometric properties for the intrusiveness measure, which was associated with children's separation anxiety symptoms, but as predicted, not with other types of anxiety symptoms. Parental intrusiveness appears to be specifically linked with separation anxiety among children with anxiety disorders. The study delved in children with anxiety disorder which is a clinical issue as opposed to the present study that focused on learners with intellectual disabilities.

In the USA a study by Angel Fettig &Michaelene .M. (2011) compared the relationship between a functional assessment based parent intervention and preschoolers' challenging behaviour. The researchers collaborated with parents to design the intervention .Results indicated that parents were able to implement the interventions and the children's' challenging behaviours were reduced .Despite the similarities of the studies, in the foregoing study parents have not been trained but their involvement is critical for this study. A study by Heinman, T. (2010) established that identifying and integrating resources and services from the community strengthens school programs, family practices, and student learning and development. Another study by Walz & Benson (2012) also found that information for students and families on community health, culture, recreational, social support and other programs promoted learning of social skills services. Information on community activities that link to learning skills and talents improve learning of social skills also (Webster, 2019). These studies generally show that school and community are overlapping. In effect it is fair to conclude that collaboration has a significant effect on learners training of social skills. However the applicability of these findings to Kisumu Central sub County to Kenya in general is not clear.

A study in Israel by (Asaf Lev, Adi Bichman et al, 2020) explored the nature of parental involvement in youth basketball in Israel with regard to parenting styles. It was established that parental involvement in their child's sporting activity has vast implications on the child's motivation and enjoyment a matter agreeable by both studies. The study used two questionnaires given to 173 youth basketball players and their parents. Differences in gender roles revealed that fathers were more involved with logistics while mothers were more dominant in emotional involvement .The study used SPSS(v.24) data was expressed as means and SD, inferential statistics was missing to validate the study further.

In recent years the Kenyan government has taken a few important steps to protect the rights of its disabled population. On March 30, 2007 Kenya ratified the UN Convention on the Rights of Persons with Disabilities. Additionally, in 2010, Kenya passed a new constitution which, in chapter 4, part 3, section 54, stipulates the rights of individuals with disabilities. The Kenya Society for the Mentally Handicapped (KSMH) is working to secure the rights of individuals with disabilities in Kenya (UN, 2010).Despite all the efforts employed; the actual influence of parents on social activities of their children with intellectual disabilities is unclear.

2.5 Parental Involvement and Social Roles/Responsibilities

Social responsibility/role is an aspect of social behaviour. It includes communication with adults and demonstration of care (Denham, Hatfield, Smethurst, Tan, & Tribe, 2010). Responsibility is an important quality to possess for appropriate socialization. Everyone is responsible for their own actions and because of responsibility; people decide how they are going to respond when socializing with others. Based on societal rules, learners with intellectual disabilities tend to respond in an inappropriate way because they do not understand the concepts of appropriate socialization. (Nind & Kellett, 2008). When students feel respected for who they are, not what they should be, they gain a sense of belonging; and

then they are free to develop their potential, (Evans, Corsini, & Gazda, 2006). Identifying social and psychological influences affecting children's attitudes about physical activity is an important step in understanding individual differences in children's activity involvement.

A study in the U.S by Brustad (2019), examined the influence of parental socialization and children's psychological characteristics upon attraction to physical activity. Fourth-grade children (*N*=81) with physical disabilities completed questionnaires assessing perceived physical competence and attraction to physical activity. Parents also completed questionnaires assessing their physical activity orientations and level of encouragement of their child's physical activity. A proposed model linking four sets of social and psychological variables was tested through path analysis. The results generally supported the hypothesized model and suggested that parental physical activity orientations, parental encouragement levels, children's gender, and children's perceived physical competence are important influences upon children's attraction to physical activity. The above sentiments are not known among learners with intellectual disability in relation to parental involvement. Besides, the study focused on learners with physical disability.

Parenting is the process by which a family establishes home environments to support its children in school.(Noack,2010) examined school and parental influences on adolescents' occupational exploration. Analyses of data from 859 6th, 8th, and 10th graders attending high- and lower-track high schools in the German federal state of Thuringia suggested more extensive exploration among students closer to the school-to-work transition. Besides cross-sectional effects of parenting and achievement orientation at school, acceptance and openness students experienced in class predicted increases of their exploratory behaviours. Multilevel analyses showed, however, that school effects operated on the level of subjective perceptions (individual level), but not on the level of intersubjective reality (classroom level). Families

should create home environments that support learning by applying current information on children's health, nutrition, discipline, adolescents' needs, and parenting approaches (Fidrych, 2010). At the same time, schools should seek to understand and incorporate aspects of their pupils' family life into what is taught in classroom (Ondieki, 2012), and assist families with parenting skills, family support, understanding child and adolescent development and setting of home conditions that support learning at each age and grade level (Walumoli&Wafula, 2017).The value of parental participation is widely accepted, but participation is difficult to promote and maintain. Schools are becoming more diverse, and a great challenge facing educators is meeting the needs of all students (Epstein, J., 2011).

The effects of impairments on children's patterns of daily activity were studied by (Brown & Gordon, 2009) in New York. Activity pattern indicator diary was used to document typical daily activities of 239 children with disabilities and 519 nondisabled children. Activities of the two groups were compared using analysis of covariance techniques. Although significant statistical differences were minor to moderate, except for indicators of dependence. Results indicated similar developmental patterns for the two groups, but children with Intellectual disabilities had less involvement with education with increasing age. The above study compared both learners with and without disabilities while the ongoing study focused on learners with intellectual disabilities specifically implying that it can be used for generalization of knowledge for learners of this category.

In Canada,(Tara. C.& Brianna McGuire,2007) studied 'The lived experience among children with Disabilities' It described participation in activities outside of school to children with physical and neurological disabilities and their parents. Semi-structured interviews were conducted with eight children and their parents. Results indicated that the children enjoyed the same activities as those children without these disabilities. The role of parent in providing opportunities for participation and the importance of environmental and personal resources

are particularly important. The former study used a very small population, it only conducted interviews as opposed to the foregoing study that used triangulation of data collection tools for better generalization. The learners were also a mixed group not those with intellectual disabilities only.

Aggressive behaviours are observable in children as early as 18 months of age (Frances, 2013). In fact, research has shown that parent-child physical play is an important component of socialization (Frances et al., 2013). While this is not generally disputed, the actual influence of parental involvement on social skills training is generally lacking. A study by Gresham, et al. (2014) in Australia was designed to enhance the resilience of a group of children with mild intellectual challenges as they prepared to make the transition to high school. There was a significant intervention effect for the protective factor of social support, with a trend towards significance for tolerance. Even though this study was critical for many aspects of functioning and well-being, it did not specify the influence of parenting on training of social roles to their children with intellectual disabilities as an area to be addressed with the intervention.

In Vienna, Austria , McDowell Stewart (2014) a study on the role of parents in training children with intellectual disability identified parents' multiple roles in the education of children with intellectual disability .Two children, male and female and their parents were involved in the programme. The study employed Diaries for parents, interviews for both parents and teachers and a weekly evaluation report. The participants were repeatedly pre-tested, experimented and post tested. The findings indicated that parents are the best teachers for learning of functional and community living skills so they ought to be involved in the education of their children with disabilities just as the current study agrees. The foregone

study was experimental while the current study is descriptive with a population that points to generalization of study findings across other settings.

Chitiyo (2007) noted that in Kenya, parents' organizations have developed as strong advocates on the rights of people with intellectual disabilities. Amongst the oldest of parents' organization is the Kenya Association for intellectually handicapped and Kenya Society for the Mentally Handicapped. Common parenting practices include establishment of parent resource centres, parents' rooms or parents clubs either on or off school premises (Linart, 2014). Such programs are guided by the belief that parents are capable of learning new technique skills, strategies for helping children learn at home and ways to become involved at school, as well as nutrition, safety and housing (Smith, 2006) yet the influence of parenting on social skills training is not known among learners with intellectual disabilities.

A study by (Makewa, L.N., Role, E. and Otewa, F., 2011) sought to investigate selected parental factors that affect the academic achievement of grade six pupils in Kisumu City in Kenya. The study used a causal comparative research design. Two research instruments were used; questionnaires were administered to the grade six pupils and their parents. Document analysis was also used to determine the pupils' academic performance. These were then analyzed using descriptive and inferential statistics. The investigation targeted both public and private primary schools in the city, selected pupils of grade 6, and their parents. Out of the 115 schools in Kisumu City, a total of 12 public schools and 8 private schools were selected using stratified sampling technique. Four hundred (400) pupils of grade six and 400 parents were selected to participate in the research. The findings revealed that socio-economic status, parental level of education, family size, family type and parental involvement affect the academic performance of pupils as well as social skills acquisition however, the specific indicator of parental involvement in social interaction was missing.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design and area; variables under study; the population under study; sampling techniques and sample size. It also discusses research instruments, data collection techniques and data analysis.

3.2 Research Design

This study adopted descriptive survey research design. A survey is a detailed study of a geographical area to collect data on attitudes, impressions, opinions and satisfaction levels by polling a section of the population (Orodho, 2010).An effective survey requires measurable objectives, effective question design, effective response strategy and meaningful data summary. A survey is most appropriate in studies without manipulation (Oso, 2013). Manipulation is a deliberate alteration of variables (Orodho, 2010). In this study, variables cannot be manipulated because communication, interpersonal skills, social activities and social roles are issues which the researcher has no control over. Absence of manipulation points to survey design as the most viable design. The design is relevant to the study because it enabled the researcher to examine a lot of data within a short period. It is also applicable where variables being studied already exists (Oso, 2013).

3.3 Area of the Study

The study was carried out in Kisumu Central Sub County of Kisumu County. It has a population of 168,892 persons. The area in km^2 is approximately 32.70. The sub-county is found within Kisumu County lying within longitudes 33^0 20'E and 35^0 20'E and latitudes 0^0 20'S and 0^0 50'S. The County is relatively densely populated compared with the rest of the other sub counties in the region. The county has a population of 968,909 persons (Gok,

2009). With an area of 2,085.9 km^2, Kisumu County has a population density of 460 per square kilometres. Kisumu is located in the former Nyanza Province of Kenya, on the shores of Lake Victoria.

It is the third largest city in Kenya, "and the poorest of the major towns. In 2006, the UN Settlements Program found that 48% of the urban population in Kisumu lived within the absolute poverty bracket and 53.4% of the population lived below the food poverty line (UN, 2006). Furthermore, Kisumu Central Sub County has an unemployment rate of 30% and 52% of the working population making just 3,000-4,000 KSH/month in the informal sector. The poverty rates in Kisumu are pertinent for the present study as people living in poverty are at a greater risk of developing a disability, and have a limited capacity to manage the disability (UNICEF, 2013). Poverty stricken families are less involved in the training of their children thus influencing social skill competence of learners with intellectual disabilities. There are 116 learners with mild intellectual disabilities in 10 special units in the sub county. Kisumu Central Sub County was selected because according to data from the EARCs Kisumu County, (2017) majority of parents supported teaching and reinforcing of their children' learning at home yet the achievement of such interaction is not clear as well as parental knowledge on social skills. This makes it a better point from which to gauge matters parental training for social skills for learners with intellectual disability in the county.

3.4 The Study Population

The study population comprised of 116 learners with mild intellectual disabilities in special units in Kisumu Central Sub County and 116 parents (EARCs Kisumu County, 2017). The respondents of this study therefore were parents and their children with mild intellectual disabilities. Parents were involved because it is at this level where parental involvement is most critical and hence they are at a better position to provide guidance on social skills

(UNESCO, 2011). More so, the curriculum design for learners with intellectual disability charges parents with the role of training their children social skills. Policy for SNE (Ministry of Education, 2018) also requires parents to take part in the education of their children with disabilities.

3.5 Sample Size and Sampling Techniques

The sample comprised of 104 learners with mild intellectual disabilities in Kisumu Central Sub County and 104 parents, after 10% had been removed for piloting.

Table 1: *Sampling Frame*

Respondents	N	n (f)	n (%)
Parents	104	104	100.0
Learners	104	104	100.0
Total	208	208	100.0

This study adopted saturated sampling technique. This technique is used to refer to gathering and collecting data till the point where no new insights are being observed (Oso, 2013). The concept of data saturation is considered as important because it addresses whether a study is based on adequate sample to demonstrate content validity (Fusch &Ness, 2015).

3.6 Instruments for Data Collection

This study used questionnaires, interview schedules and observation methods to collect data.

3.6.1 Questionnaire for Parents

A questionnaire is a collection of precise pre-formulated written items designed to obtain specific information to meet particular needs for a research, and to which research participants are expected to respond usually in writing (Oso, 2013). Questionnaire is mostly used in determination of the level of knowledge on an issue, opinions, attitudes, beliefs, ideas, feelings, experiences, as well as to gather general information about the respondents (Oso, 2013). The questionnaires of this study sought to find out the influence of parental

40

involvement on the communication skill development for their learners with intellectual disabilities, learner's interpersonal skills development, the learner's ability to participate in social activities and acceptance of social roles. The researcher organized meetings at school with parents to enlighten them on the intention of the study and therein give them the questionnaires. The researcher did follow-up through phone calls and clarified ambiguities.

The main advantages of a questionnaire are its ability to collect a lot of data in a short period of time; it is also uniform as each participant receives the same set of questions phrased in exactly the same way (Oso, 2013). But it has certain weaknesses: For example it produces mostly surface information and it rarely produces unexpected information, since there is no probing of respondents' answers (Oso, 2013). To counter these weaknesses, interview schedule came in handy Orodho, (2010).

3.6.2. Social Skills Rating for Parents

In addition to the questionnaires, the researcher employed a Social Skills Rating by Parents. The state of Social skills acquisition was rated by parents who were required to answer questions on the learners' achievement of various skills. Social skills rating system evaluated the social behaviours of children. Assessment of social skills is a necessary requirement to develop and evaluate the effectiveness of cognitive and behavioural interventions (Gresham &Elliot, 2011). The social skills was measured using 15 itemed questionnaire, whose items gauged the child skills on how and when to use a repertoire of social behaviours appropriately, including tone of voice, hand gestures, facial expressions, body posture, working cooperatively with others, and responding effectively in situations where conflict might occur. Parents rated their children ability on these skills on a scale in the range of 1 to 5, where high rating implied high social skills. The advantages of social skills rating are; it helps identify struggling or at risk children, allows teachers to differentiate based on learners' needs and also provides ground for behaviour interventions (Christina Phillips, 2014).

3.6.3 Interview Schedule for Parents

According to Meredith (2007), interviews consist of oral questions asked by the interviewer and oral responses by the research participants and have the advantages of being adaptable, interviewers being able to follow up with a respondents answer to ask why they believe, feel or responded accordingly.

To validate the quantitative data, qualitative data was collected from 20 parents who were interviewed. The parents were chosen using simple random techniques from the pool of all parents who took and filled questionnaires. The parents were met at school meetings by the researcher for interviews having been pre notified. Other parents who may not have turned up for the meetings were met at home or places of convenience. Semi- structured interview enjoys its popularity because it is flexible, accessible, and intelligible and is also capable of disclosing important and often hidden facets of human behaviour. It is the most effective and convenient means of gathering information (Kvale and Brinkmann, 2009).It was suitable for this study in catering for illiterate respondents who were not able to do questionnaires. Interview schedule also helped to exhaust details that may not have been captured by questionnaires.

3.6.4 Observation Checklist for Learners with intellectual Disabilities

Spark and Dennis (2012), affirm that an observation checklist is a pre-prepared list of things that an observer is going to look at when observing a class, an individual or an activity. The researcher used observation checklist to observe social skills competency of learners with intellectual disability. The researcher observed the learners in groups of 10 per observation visit.

 In deciding to use observation as a data collection method, the researcher considered the fact that observation, as a data collection technique, is independent of a respondent's willingness

to respond. It is therefore relatively less demanding on active corporation of the respondent as interviews and questionnaires. Because of these attributes, it was deemed suitable for collecting data on social skills. Observation enabled the researcher to see, verify and check the status of social skills instead of relying only on what is said about the learners by their parents. Observation also enabled the researcher to obtain information that was related directly to what was happening at that moment of the study devoid of past behaviour and future intentions or attitudes.

3.7 Validity and Reliability of the Instruments

Reliability, validity and piloting are necessary to ensure that the study meets the basic parameters required in the main study (Orodho, J.A 2010).

3.7.1 Validity of the Instruments

Validity refers to the degree to which the explanations of a phenomenon or the findings of a study match the realities of the world, or the extent to which a questionnaire actually measures what it is intended to measure (Oso, 2013). Validity of the instruments was evaluated and improved through face validity method. This method was selected because of its ease in computation, understand ability, focus on agreement of relevance and provision of both item and scale information (Orodho, 2010). To ensure face and content validity of the research instruments, two supervisors who are experts from the department of Special Needs of Maseno University were requested to make judgment on the Instruments based on their relevance of content in the adapted questionnaires. They made amendments on format of the questionnaires and provided feedback to the researcher who made amendments on the format of the questionnaires and content in general. Their recommendations were incorporated in the final questionnaires to enable collection of data valid for analysis. However, for the qualitative data, validity was ensured by arranging the items in the interview schedule from

simple to complex. The language used was also made clearer and simpler for probing for more details.

3.7.2 Reliability of the Instruments

Reliability is a measure of the consistency with which research participants understand, interpret and respond to the item in an instrument (Oso, 2013). The researcher employed a test-re-test method to determine the reliability of the instruments. Test-re-test method is a statistical technique used to estimate components of measurement error by repeating the measurement process on the same subjects, under conditions as similar as possible, and comparing the observations using a suitable technique (Orodho, 2010). The method was selected because it was the most conservative method for assessing the outcomes of two tests generated in the same way from the same content domain over time (Orodho, 2010). This was the simplest way of testing the stability and reliability of an instrument. The researcher conducted an intraclass correlation between the first measurement (test) and a subsequent measurement (retest), which was conducted after two weeks. A test–retest reliability coefficient of 0.75 which was achieved led to the conclusion that the instruments were of adequate reliability, in line with recommendation of Creswell (2013) and Orodho (2009).

3.7.3 Piloting of the Study Instrument

A pilot study was conducted to ensure reliability in the measuring instruments. Piloting was done using 12 parents which was 10% of the population of 116. The piloted parents were excluded from the main study. The issues with data collection discovered during pilot study were improved on and incorporated in the final study, where necessary.

3.8 Data Collection Procedure

Data collection procedure began after the proposal had been accepted and approved by the university supervisors. During data collection, both ethical and logistical considerations were

observed by the researcher. The researcher sought permit from the Maseno University Ethics and Review Committee and from Kisumu Central Sub County Education Office. The researcher visited heads of each special unit who gave the authorization to interact with teachers and learners in order to show them the interest to carry out the research. The first visit was for acquainting oneself with special units, obtaining consent and sought for contacts of parents to request for parents' consent to carry out research on the learners. The subsequent visits of the schools were to observe the learners with intellectual disabilities in special units in Kisumu Central Sub County, Kenya. The parents were distributed with questionnaires in a school meeting, where they filled them with assistance of the researcher. For the interview, the selected parents were met at their homes or places of their convenience.

3.9 Data Analysis

Data was analyzed using descriptive statistics design of (frequency counts, percentages, means and standard deviation) then results were reported in tables and figures. In Quantitative data, means were computed for scores awarded to the parents' rating on parental involvement in social skill training influences on skills acquisition of learners with Intellectual disabilities. Likert scale was developed and the rating scale determining the parental influence was classified as Not at all (1), Very smaller extent (2), Small extent (3), Large extent (4), Very large extent (5). The influence of involvement of parents in social skills training of their children with intellectual disabilities was measured by compiling means as follows-mean score of 0-3 low level while mean score of above 3 was deemed to be high level. Similarly, a Likert scale for rating social skill achievement by the parents was developed and the rating scale was classified as Never(1),Rarely (2),Sometimes,(3)Mostly (4),Always (5) .

To establish the relationship between   Parental Involvement and Social Skills Training and skills acquisition by learners with Intellectual Disability, regression and ANOVA techniques

were employed. Analysis of Variance (ANOVA) consists of calculations that provide information about levels of variability within a regression model and form a basis for tests of significance. It indicates whether an Independent Variable is a significant predictor of Dependent Variable (Cohen, J., & Cohen, P. 2013). In this study it indicates that parental involvement is a predictor of Social Skills training for learners with Intellectual Disabilities. The qualitative data generated from interviews and observation checklists were categorized in themes in accordance with research objectives and reported in narrative form. In essence, the qualitative data was used to reinforce the quantitative data.

3.10 Ethical Considerations

Permission was sought from School of Graduate Studies and permit was obtained from Maseno University Ethics Review Committee (MUERC). Permission was also sought for from the Ministry of Education through the Kisumu County Education Director and the heads of the primary schools of concern. In addition, assent was sought from the minor's parent, guardian or other appropriate adults with duty of care. Those involved in the study were protected in all aspects (Piper & Simons, 2015). Further to uphold confidentiality the participants did not indicate their names on the questionnaires rather the tools were serialized to enhance tracking, analysis and easy entry (Henn Weinstan &Foard 2006). Voluntary participation was emphasized and dissemination of information (findings) done with respondents' consent. The raw data from the field were kept under key and lock where only the researcher could access. The processed data was stored in computer encrypted by a password accessible only to the principle investigator protected from unauthorized persons and strictly kept to be used for sole purpose of this study.

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the results and discussions based on analysis of data collected from the field using questionnaires, interview guides and observation methods. Data was collected from parents of learners with intellectual disabilities in Kisumu Central Sub County. The findings and interpretation of the study have been sub-divided into sections and subsections and presented on the basis of the study objectives and hypothesis. The quantitative data was analyzed using both descriptive and inferential statistics. Descriptive statistics was used to describe the views of the respondents on each sub-scale, while the inferential statistics helped to make inferences and draw conclusions. All tests of significance were computed at $\alpha = 0.05$.The Statistical Package for Social Sciences (SPSS) version 22.0 was used to analyze the quantitative data. This chapter also presents qualitative results and discussions of the data collected from in-depth interviews with parents. For the qualitative data, a thematic analysis approach was used.

4.2 Hypotheses of the Study

$H_0 1$: Parental involvement on the development of communication skill has no statistical significant influence on social skills training for learners with intellectual disabilities in social settings.

$H_0 2$: Parental involvement on the development of interpersonal skills has no statistical significant influence on social skills training for learners with intellectual disabilities.

$H_0 3$: Parental involvement in social skill activities has no statistical significant influence on acquisition of social skills training for learners with intellectual disabilities.

$H_0 4$: Parental involvement on social roles has no statistical significant influence on social skills training for learners with intellectual disabilities.

4.3 Questionnaire Return Rate and Demographic Characteristics

4.3.1: Questionnaire Return Rate

In this study, a total of 98 parent respondents returned the questionnaires against an estimated sample size of 104 respondents. While out of 104 learners who were sampled for the study, only 96 of them were observed. This resulted into a response rate of 94.2% and 92.3% for the parents and learners, respectively, with overall response rate being 93.3%, as shown in Table 2.

Table 2: *Response Rate*

Respondents	Number sampled	Number participated	Return rate
Parent	104	98	94.2%
Learners	104	96	92.3%
Total	**208**	**194**	**93.3%**

Source: Survey data (2019)

This response rate was sufficient, representative and conforms to Oso and Onen (2014) specification that a response rate of 50% is adequate, 60% is good and a response rate of 70% and above is excellent for analysis and reporting on a survey study. Based on this assertion, the current study's response rate of 93.3% is therefore excellent. The recorded high response rate was attributed to the fact that the instruments in this study were personally administered by the researcher to the respondents, who were pre-notified of the intended intention of the study. It was also realized because the researcher followed up the target respondents, who had been preselected, based on saturated sampling, booked appointments with them in advance via phone calls and conducted guided administration of questionnaires. It was also due to extra efforts that were made in form of visits to the respondents to fill-in and return the questionnaires and follow up calls to clarify queries as well as prompt the respondents to fill the questionnaires. For the learners, the researcher made prior arrangements with the teachers

who ensured the selected learners were available for observation. A high response rate enhances validity of the study.

4.3.2: Demographic Information of Parents' Respondents

Parents' demographic information was considered necessary for the determination of whether the respondents were representative sample, in terms of characteristics, of the target population for generalization of the results of the study. The parents' demographic information investigated included gender and level of education, as summarized in Table 3.

Table 3: *Gender and Educational Level of the Respondents*

Bio-data	Count	Percentage	Cumulative percentage
Gender			
Male	40	40.8	40.8
Female	58	59.2	100.0
Total	**98**	**100.0**	
Parents'/Guardian Level of Education			
University	14	14.3%	14.3
Tertiary	21	21.4%	35.7
Secondary	39	39.8%	75.5
Primary	20	20.4%	95.9
None	4	4.1%	100.0
Total	**98**	**100.0**	

Source: Survey Data (2019)

It is evident that majority (59.2%) of the parents who took part in the survey were females, with only 40.8% of them being males. This finding confirms that generally mothers are more available and involved with their children social skills trainings than the fathers. The more female parents could also be as a result of the African belief that child care is the domain of women. On the parents' level of education, it was established from the results of the survey that a higher proportion (39.8%) of the respondents had secondary level of education and 35.7% of them had at least tertiary education. However, other levels of education were also represented, with only 4.1% of them having no formal education, reflecting that most of the parents have at least basic education. The fact that most of the parents or guardians have at

least basic education implies that the influence of intervening factor (parental level of education) has therefore been significantly excluded from the study. Parental education has been identified as the single strongest correlate of child's social skill training. Nonetheless, the fact that parents of varied educational level took part in the study implies that the results of this study can be generalized across the study population, with very minimal precaution.

On their ages, the results shown in Figure 4.1 reveals that although over three quarters (75.5%) of the parents were above twenty-eight years of age, of which majority were advanced in age that may also be a contributing factor in the onset of a disability, there were some 6.1% of them who were below the age of majority (27 years).
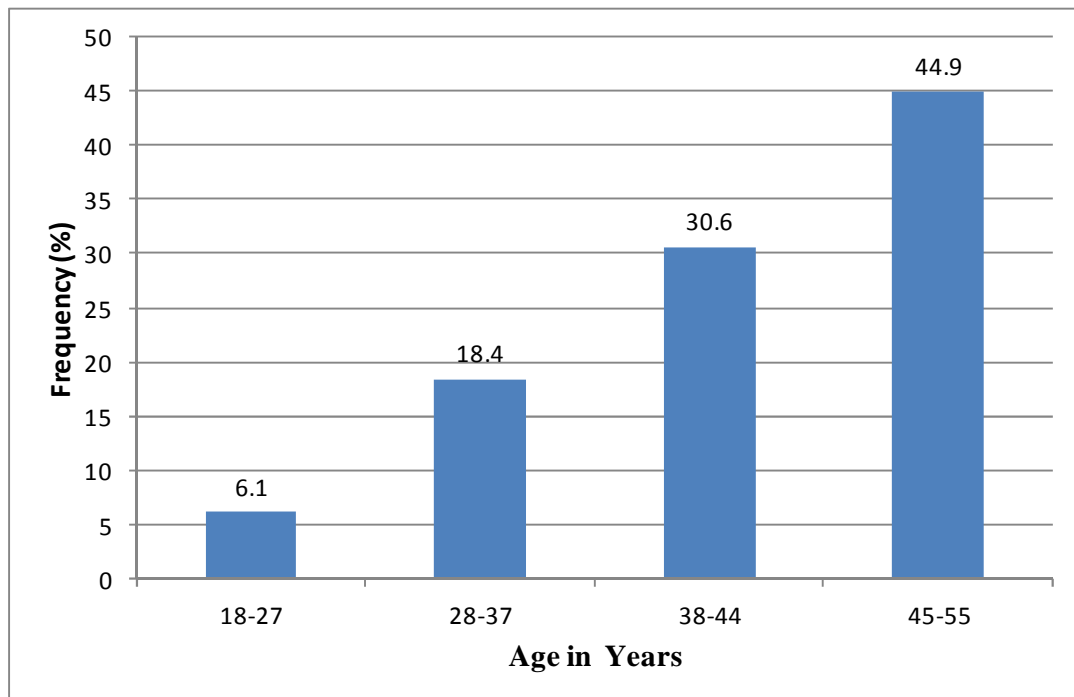
Figure 3: *Age Distribution of the Respondents*

The study sought to explore economic activities of the respondents and the findings were displayed in Figure 3.
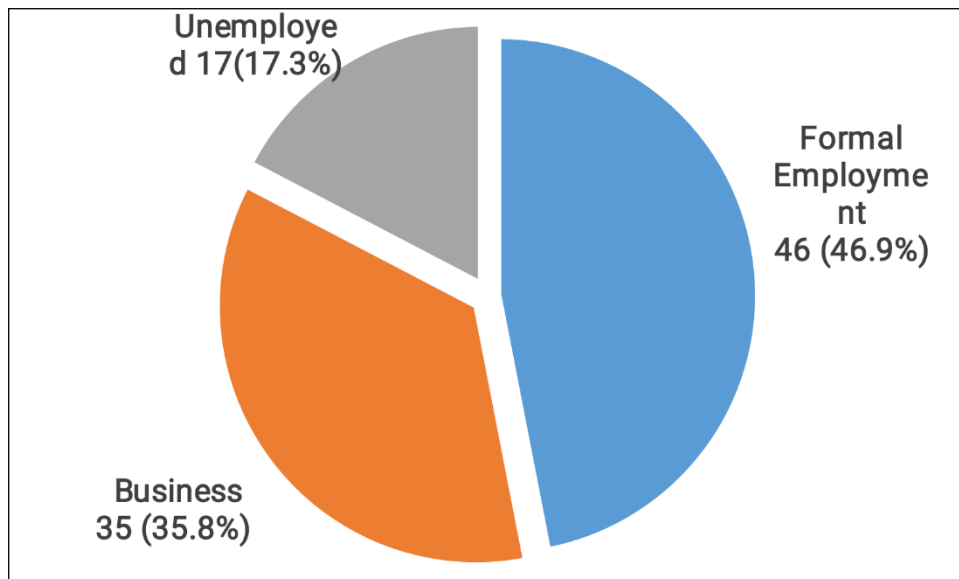
Survey data (2018)

Figure 4: *Occupation of the Respondents*

The results of the survey established that although majority of the parents were either engaged in formal employments or business, a respectable proportion (17.3%) of them were unemployed. The number of parents without any form of employment could possibly be a hindrance to a strong parental involvement in their children's training, due to the fact that poverty could be biting. The findings were consistent with Smith (2006), who found out that low Socio-economic Status is linked with lower rates of parents involvement.

4.3.3: Demographic Information of the Observed Learners

The researcher made observation of the learners, whose demographic information was summarized, as shown in Table 4.

Table 4: *Demographic Information of the Observed Learners*

	Frequency	Frequency (%)	Cumulative Frequency
Gender			
Male	38	39.6	39.6
Female	58	60.4	100.0
Total	96	100.0	
Approximate Age			
7-12 years	21	21.9	21.9
13-18 years	68	70.8	91.7
Above 18 years	7	7.3	100.0
Total		**100.0**	

Source: Survey data (2019)

From the exploratory data analysis of the learners' demographic information, the findings show that 58 (60.4%) of the observed learners were females and the rest were males. This indicates that all gender was represented in the study and secondly mothers are also keen in involving the girl child in school. On their ages, majority of the learners were in the age group of 13-18 years and the rest of the learners were either in the age group of 7-12 and above 18 years, which negates their dalliance in development compared to their peers without disability, therefore laying a firmer foundation for this study.

4.4: Learners' Social Skills Training Ratings by the Parents of Learners in Special Units in Kisumu Central Sub County Kenya.

The purpose of the study was to determine the influence of parental involvement on training of social skills for learners with intellectual disability in special units in Kisumu Central Sub County. Hence, the study sought to investigate the social skill training of the learners because it was the dependent variable of the study. The perceived social skills training was measured using a 15 itemed Likert scaled questionnaire filled by the parents and through observation rating scale filled by the researcher.

4.4.1: Learners' Social Skills Ratings by the Parents

Using the rating scale of 1 to 5, the parents of the learners with intellectual disabilities were asked to rate their child's Skills in Social Behaviour using the words, always (5) to never (1), which reflects the way the child exhibits such behaviour in daily activities. Their responses were presented in frequency percentages, means and standard deviation, as summarized in Table 5.

Table 5: *Social Skills Ratings by the Parents*

Item	5	4	3	2	1	Mean	SD
1. My child varies his/her vocal tone, when communicating with people.	28 (28.6%)	13 (13.3%)	29 (29.6%)	13 (13.3%)	15 (15.3%)	3.24	1.40
2. My child uses appropriate hand gestures during conversations	17 (17.3%)	22 (22.4%)	23 (23.5%)	26 (26.5%)	10 (10.2%)	3.09	1.26
3. The child applies the right body posture and use relevant facial expressions.	16 (16.3%)	21 (21.4%)	30 (30.6%)	19 (19.4%)	12 (12.2%)	3.10	1.25
4. The child cooperatively works/plays with other children.	16 (16.3%)	17 (17.3%)	22 (22.4%)	36 (36.7%)	7 (7.1%)	3.00	1.22
5. My child responds effectively in situations where there is likelihood of conflict.	11 (11.2%)	18 (18.4%)	30 (30.6%)	23 (23.5%)	16 (16.3%)	2.87	1.23
6. The child makes appropriate eye contact when talking.	17 (17.3%)	15 (15.3%)	32 (32.7%)	26 (26.5%)	8 (8.2%)	3.10	1.20
7. The child disobeys rules or requests from other children and adults.	4 (4.1%)	10 (10.2%)	28 (28.6%)	31 (31.6%)	25 (25.5%)	2.40	1.10
8. The child rarely interacts and develops friendship with other children.	12 (12.2%)	8 (8.2%)	35 (35.7%)	32 (32.7%)	11 (11.2%)	2.83	1.14
9. The child has difficulty accepting friend's ideas for play.	9 (9.2%)	15 (15.3%)	31 (31.6%)	24 (24.5%)	19 (19.4%)	2.77	1.21
10. My child is usually the leader of his/her play mate and directs the activities of the group.	19 (19.4%)	13 (13.3%)	28 (28.6%)	26 (26.5%)	12 (12.2%)	3.08	1.30
11. The child shows concern for other children.	13 (13.3%)	16 (16.3%)	22 (22.4%)	29 (29.6%)	18 (18.4%)	2.85	1.30
12. The child feels bad when others are sad.	15 (15.3%)	16 (16.3%)	26 (26.5%)	29 (29.6%)	12 (12.2%)	3.02	1.25
13. My child takes turn in a conversation.	11 (11.2%)	12 (12.2%)	34 (34.7%)	31 (31.6%)	10.2	2.93	1.13
14. My child fidgets unnecessarily and moves around too much.	8 (8.2%)	14 (14.3%)	18 (18.4%)	31 (31.6%)	27 (27.6%)	2.56	1.26
15. The child accepts his/her mistake and accepts correction.	15 (15.3%)	14 (14.3%)	23 (23.5%)	26 (26.5%)	20 (20.4%)	2.90	1.34
Mean average social skills rating						2.94	1.37

Key: 5-Always; 4-Mostly; 3-Sometimes; 2-Rarely and 1-Never; SD-standard deviation
Source: Survey data (2018)

The results of the survey revealed that majority of the learners with intellectual disabilities in Kisumu Central Sub-County have moderate skills in social behaviour. This was reflected by their parents overall mean ratings of 2.94 (SD=1.37) on social skills ratings, in the scale of 1 to 5. The study established that many of the learners depict low skills in interacting and communicating with other people, which is a reflection of low social skills rating. For example, more than a fifth 20 (20.4%) of the parents who participated in the survey indicated that their children with intellectual disabilities rarely interact and develop friendship with other children, reflecting social skill rating of 2.83 (SD=1.14). Equally, nearly one out of four 24 (24.8%) others confirmed that their children have difficulty in accepting friend's ideas for play, a sign of poor social interaction ability.

On the same note, more than a third 33 (34.0%) of the parents indicated that their children hardly work/play cooperatively with other children and 28 (28.6%) of the parents observed that their children sometimes disobey rules or requests from other children and adults. These findings conform to the assertion by Baker & Donnelly (2018) that children with intellectual disabilities experience social difficulties such as low levels of social interaction, limited friendships, extended friendless play, low levels of social acceptance, poor social skills and negative responses to the attempts to social acceptance by peers. This negates a call for further investigations on whether the parents are involved in working together with their children while at home or not.

In addition, it emerged that many of the children with intellectual disabilities have underdeveloped social skills. For example, inappropriate use of gestures, uncoordinated facial expressions and poor tonal variation was confirmed as common characteristics they exhibit. More than a third 36 (36.7%) of the parents who participated in the survey said that their children rarely use appropriate hand gestures during communication and 31 (31.6%) others also pointed out that their children hardly apply the right body posture and hardly use

relevant facial expressions. Similarly, only 28 (28.6%) of the parents alluded that their children vary his/her vocal tone appropriately, always when communicating with people. Suffice, a respectable proportion 34 (34.7%) of the parents who filled the questionnaires indicated that their children rarely make appropriate eye contact when talking. This is not surprising because the development of social skills of these kinds relies heavily on certain intellectual abilities, which children with intellectual disabilities may lack.

Although it is believed that many parents engage in social skill training to enable their children develop abilities to perform key social behaviours that are important in their lives, the results of the survey show that many children with intellectual disabilities whose parents were surveyed do not measure up as expected. Some 39.8% (39) of them do not respond effectively in situations where there is likelihood of conflict and others 22 (22.5%) fidget unnecessarily and move around too much. Equally, 38 (38.7%) of the parents asserted that their children are hardly the leaders of their play mates and rarely direct the activities of the group. This was worsened by the revelation that a respectable proportion 46 (46.9%) of the parents confirmed that their children rarely accept their mistakes and do not easily accept corrections. In the same vein, it emerged from the results of the survey that many of the children with intellectual disability exhibit low emotions. For instance, the findings of the study show that just a few of the children with intellectual disability feel bad when others are sad, as indicated by 15 (15.3%) of their parents. Equally, nearly a half 47 (48.0%) of the parents who took part in the survey accepted that their children hardly show concern for other children. This brings the conclusion that parents aren't carrying out their duties as they ought calling for a though investigation of parental investigation, and it is true they do then there could have been other factors that cause the social skills deficiencies in their children.

4.4.2: Learners' Social Skills Ratings by the Researcher

Using the rating scale of 1 to 5, the researcher, during an observation of the learners with intellectual disabilities in their natural setup rated their social skills in social behaviour using the rating scale from always (5) to never (1). Their ratings were presented in frequency percentages and means, as summarized in Table 6.

Table 6: *Ratings on Learners' Social Skills during Observation (n=96)*

Social skills	1	2	3	4	5	Mean
Responds appropriately to instructions.	90 (93.8%)	5 (5.2%)	1 (1.0%)	0 (0.0%)	0 (0.0%)	2.38
Makes eye contact during conversation.	31 (32.3%)	34 (35.4%)	3 (3.1%)	18 (18.8%)	10 (10.4%)	2.35
Refrains from interrupting others when they are talking.	30 (31.3%)	35 (36.5%)	4 (4.2%)	21 (21.9%)	6(6.3%)	2.32
Expresses needs verbally/non-verbally.	32 (33.3%)	38 (39.6%)	1 (1.0%)	14 (14.6%)	11 (11.5%)	2.30
Apologizes if he or she hurts the feelings of others.	36 (37.5%)	32 (33.3%)	1 (1.0%)	19 (19.8%)	8 (8.3%)	2.36
Identifies self by name.	29 (30.2%)	35 (36.5%)	10 (10.4%)	15 (15.6%)	7 (7.3%)	2.35
Seeks friendship with others in his/her group.	34 (35.4%)	29 (30.2%)	9 (9.4%)	17 (17.7%)	7 (7.3%)	2.23
Enjoys playing sports and games.	36 (37.5%)	32 (33.3%)	7 (7.3%)	17 (17.7%)	4 (4.2%)	2.55
Accepts other children to his/her corner.	36 (37.5%)	18 (18.8%)	10 (10.4%)	23 (24.0%)	9 (9.4%)	2.57
Maintaining friendships.	31 (32.3%)	27 (28.1%)	10 (10.4%)	14 (14.6%)	14 (14.6%)	2.00
Engages in singing with other children.	30 (31.3%)	44 (45.8%)	22 (22.9%)	0 (0.0%)	0 (0.0%)	2.21
Conserves his environment.	42 (43.8%)	30 (31.3%)	3 (3.1%)	13 (13.5%)	8 (8.3%)	2.48
Keeps personal effects safe.	31 (32.3%)	36 (37.5%)	3 (3.1%)	13 (13.5%)	13 (13.5%)	2.44
Takes part in house chores.	28 (29.2%)	40 (41.7%)	4 (4.2%)	16 (16.7%)	8 (8.3%)	2.59
Level of social skills among the learners with intellectual disabilities in special units						2.37

Key: 1-Never; 2-Rarely; 3-Sometimes; 4-Very often and 5-Always

Source: Survey data (2018)

Results from the researchers' observation revealed that many of the learners with intellectual disabilities in special units in Kisumu Central Sub County have low social skills. This was reflected by overall mean rating of 2.37 in the scale of 1 to 5. The study established that many of the learners do not interact freely nor communicate effectively with one another. Many of them exhibited social difficulties such as poor social interaction, limited friendships, long-drawn-out solitary play and negative responses to their attempts to social acceptance by their fellow children. For example, a significant proportion 90 (93.8%) of the observed learners were not able to appropriately respond to instructions. Likewise, only 18 (18.8%) of them were very often and 10 (10.4%) were always able to make appropriate eye contact during conversation, however, majority 65 (67.7%) of them were totally not able or only rarely able to make appropriate eye contact during conversation, reflecting a mean rating of 2.35 which was lower than the average stipulated mean of 3.00.

Their ability to refrain from interrupting others when they are talking was rated at 2.32, this was indicated by the fact that only 27 (28.2%) of the observed learners were either very often or always able to refrain from interrupting others when talking. However, more than two out of every three 65 (67.7%) of the observed learners never or rarely refrained from interrupting others when they are talking.

On the other hand, although many of the learners were not able to effectively express their needs either verbally or non-verbally, about one out of every four 25 (26.1%) of them, very often or always, were able to effectively express their needs either verbally or in non-verbal manner. On average, their ability to use both verbal and non-verbal methods to express their needs was rated at 2.30.

Similarly, the results of the survey revealed a low rating (mean=2.36) in their ability to apologize if he or she hurts the feelings of others. Only 8 (8.3%) of them were always kin to

apologize when they hurt the feelings of others, also 19 (19.8%) of the learners could very often apologize, but majority 68 (70.8%) of them were never kin to apologize when they hurt their friends. However, it was surprising that 64 (66.7%) of the observed learners were either only rarely (mean=2.35) or never able to identify themselves by name, only 22 (22.9%) of them were able to always identify themselves by names.

Equally, their ability to seek friendship with others in their group was rated at 2.23, with only 24 (25.0%) of the learners able to seek friendship with others in his/her group, however, 63 (65.6%) of the learners exhibited low ability to seek friendship with others in their group. On sports, the results of the survey indicate that only 21 (21.9%) of the learners enjoy playing sports and games, reflecting a mean rating of 2.55, majority 68 (70.8%) of the learners hardly enjoy playing sports and games. In fact, although 32 (33.4%) of the learners could accept others in their corner, 54 (56.3%) of them hardly accept other children to their corner. In addition, the observation revealed that only 28 (29.2%) of learners were able to maintain friendships, reflecting a mean rating of 2.00.

Similarly, the learners' ability to engage in singing with other children was rated at 2.21, with 74 (77.1%) of the learners totally not able to engage in singing with other children. Equally, mean rating of 2.48 was established on their ability to conserve their environment, with about three quarters 72 (75.1%) of the learners being unable to effectively conserve their environment. Likewise, from the observation it was revealed that only 26 (27.0%) of the observed learners were able to safely keep personal effects, reflecting a mean rating of 2.44. Equally, their ability to perform house chores was rated at 2.59. This was reflected by 68 (70.9%) of the learners who were found not to be able to take part in house chores, with only 24 (25.0%) of the learners able to take part in house chores. The researchers finding established that the observed learners portrayed very low social skills reflecting either negative parental involvement or non involvement. This could be alluded that many parents

considering the fact that most of them are either employed or self employed did not find time with their children.

4.5: Parental Involvement in the Development of Communication Skill and Social Skills Training for Learners with Intellectual Disabilities.

The first objective of the study was to establish how parental involvement on the development of communication skills influence social skills training for learners with intellectual disabilities. This objective was addressed by; first, investigating the level of parental involvement on the development of communication skills for learners with intellectual disabilities and, second, an inferential statistic was used to establish whether the influence of parental involvement on the development of communication skills has statistical significant influence on social skills training for learners with intellectual disabilities.

4.5.1: Parental Involvement on the Development of Communication Skills for Learners with Intellectual Disabilities.

The influence of parental involvement on the development of communication skills for the learners with intellectual disabilities was assessed through the use of a 12-itemed self-report questionnaire. The constructs of the items were indicators of parental involvement on the development of communication skills. They were provided with a 5-point Likert scale ranging from 1 to 5, where 1 meant "not at all" and 5 implied "very large extent" influence of parental involvement on the development of communication skills. Their responses were computed as percentage frequencies and means as shown in Table 7.

Table 7: *Response on Parental Development of Communication Skill*

Communication Abilities	VLE	LE	ME	SE	NA	Mean	SD
Show the child how to make eye contact during conversation	36 (36.7%)	21 (21.4%)	24 (24.5%)	16 (16.3%)	1 (1.0%)	3.74	1.15
Encourage the child to respond to instruction	32 (32.7%)	22 (22.4%)	18 (18.4%)	22 (22.4%)	4 (4.1%)	3.56	1.27
Encourage the child to express needs verbally/ non-verbally	30 (30.6%)	16 (16.3%)	16 (16.3%)	33 (33.7%)	3 (3.1%)	3.37	1.31
Encourage the child to identify objects by name at home and in the environment	36 (36.7%)	21 (21.4%)	14 (14.3%)	19 (19.4%)	8 (8.2%)	3.60	1.37
Show the child how to make requests.	34 (34.7%)	18 (18.4%)	6 (6.1%)	23 (23.5%)	17 (17.3%)	3.31	1.56
Show the child how to turn take during conversation	21 (21.4%)	16 (16.3%)	32 (32%)	19 (19.4%)	10 (10.2%)	3.22	1.27
Show the child how to make greetings	34 (34.7%)	22 (22.4%)	12 (12.2%)	20 (20.4%)	10 (10.2%)	3.55	1.41
Demonstrate to the child how to use gestures and body language during conversation	25 (25.5%)	27 (27.6%)	17 (17.3%)	19 (19.4%)	10 (10.2%)	3.43	1.33
Encourage the child to initiate conversation in communication	19 (19.4%)	17 (17.6%)	26 (26.5%)	24 (24.5%)	12	3.13	1.30
Encourage the child to maintain conversation in communication	19 (19.4%)	23 (23.5%)	19 (19.4%)	30 (30.6%)	7 (7.1%)	3.24	1.26
Encourage the child to use courtesy words	41 (41.9%)	10 (10.2%)	19 (19.4%)	19 (19.4%)	9 (9.2%)	3.64	1.43
Encourage the child to listen actively during conversation	42 (42.9%)	10 (10.2%)	13 (13.3%)	21 (21.4%)	12 (12.2%)	3.59	1.51
Mean average development of communication skills						3.42	1.02

KEY: VLE -Very Large Extent, LE-Large Extent, ME-Medium Extent, SE-Smaller Extent and NA- Not at All; SD-Standard deviation

Source: Survey data (2018)

The study sought to establish how parents are involved in the development of communication skills, as a way of social skill training, for their children with intellectual disability. The results of the survey revealed that, in general, there is reasonably large influence of parental involvement in the development of communication skills among learners with intellectual disability. This was reflected by overall average score of 3.42 (SD=1.02) in the scale of 1 to 5, with the scores in all the items ranging from a low of 3.13 to a high of 3.74.disabilities

(McDowell and Parke, 2009; Skibbe *et al*., 2010) confirm that the quality of parent–child interactions appears to have long-term effects on social development for both typically developing children and children with developmental disabilities. This finding is backed by 2 interviewees who asserted that they supported the development of their children's communication skills development by saying:

> *'I do believe strongly that children learn from those who live with them and this includes children with mental handicaps. I do teach my child to say thank you when appreciating, to say sorry when a mistake occurs and to say welcome when receiving guests. Although I make such attempts, my child hasn't improved his communication skills''* (Parent 1)

> *'I and my family do encourage the child to initiate conversation in communication. Whenever we are communicating within our home we give the child opportunity to talk about anything he likes. Sometimes, I insist that he takes up the task of praying for food, asking questions and answering questions whenever they are asked.''*(Parent15)

The above assertions give the impression that if parents interact closely with their children with intellectual disability, it would impact on them positive communication skills ,on the contrary, there purported participation does not seem to yield tangible fruits as their communication skills remain low.

However, a fairly large standard deviation of 1.02 may be interpreted to mean that there is a big variability among parents in the level of their involvement in development of communication skills, implying that some of them are much more involved in development of communication skills than others.

For instance, on initiation of conversation, the results of survey show that whereas only 19 (19.4%) of the parents were found to encourage their children to initiate conversation to a very large extent, close to a quarter 24 (24.5%) of the parents indicated they never at all encourage their children to initiate conversation in communication. This translates to an average mean of 3.13 (SD=1.30) on the scale of parental involvement in the development of

communication skills among the children with disability in intellectual development. In addition, although 42 (42.9%) of the parents alluded that they always encourage their children to maintain conversation in communication, 37 (37.7%) of the parents agreed that they hardly encourage their children to maintain conversation in communication. The findings concur with assertions of two participants who were interviewed who said that:

> *'I can't say that I encourage my child during conversations since he doesn't have speech. I actually keep him away from amongst my guests to avoid embarrassments. I don't let him communicate because I don't understand him either''*
> (Parent. 3)
> *"A child with mental disability doesn't know anything like talking to people not even to her siblings, they keep sending her away, they don't engage in conversations with her. Sometimes, when she wants to continue speaking they tell her stop claiming she speaks nonsense''* (Parent,9)

However, there was convergence in the findings on the manner of development of communication, where a significant majority 51 (52.1%) of the parents were found to encourage their children to use courteous words (mean=3.64; SD=1.43) and a further 52 (53.1%) of them always encouraged their children to listen actively during conversation (mean = 3.59; SD=1.51), which reflects a fairly large extent of parental involvement in development of communication skills. Closely related to being courteous, it emerged that some parents 37 (37.7%) equally make efforts to show their children how to take turns during conversations. It also came out that 56 (57.1%) of the parents help in the development of communication skills in their children by teaching them how to make greetings.

It emerged that more than a half 54 (55.1%) of the parents generally encourage their children to respond to instructions and teach them how to make requests. Similarly, the study shows that many parents teach their children how to use non-verbal communication skills. For instance, more than one out of every two parents 57 (58.1%) who took part in the survey were found to be showing their children how to make eye contact during conversation, which

63

translates to a fairly high rating (mean=3.74; SD=1.15) on development of communication skills. Equally, it was established that majority 52 (53.1%) of the parents to a large extent demonstrate to their children who have intellectual disability how to use gestures and body language during conversation. Therefore it implies that the parents play their role leaving the inconsistencies on the balance of where the discrepancies lie.

4.5.2: Influence of Parental Involvement in the Development of Communication Skills on Social Skills Training for Learners with Intellectual Disabilities.

$H_0 1$: *Parental involvement on the development of communication skill has no statistical significant influence on social skills training for learners with intellectual disabilities in social settings.*

To investigate the influence of parental involvement in the development of communication skills on social skills training for learners with intellectual disabilities, the null hypothesis was tested. A parametric test, simple linear regression analysis was conducted to estimate the level of influence, with scores on parental involvement in the development of communication skills as the independent variable and the influence of social skills training as dependent variable. These variables were computed from frequency of responses and converted into continuous scale, where high scale ratings implied high perceived level of parental involvement in the development of communication skills and social skills training for learners with intellectual disabilities and vice-versa. The significant level (p-value) was set at .05 such that if the p-value was less than 0.05, the null hypothesis would be rejected and conclusion reached that a significant difference does exist. If the p-value was larger than 0.05, it would be concluded that a significant difference does not exist. Table 8 shows the regression analysis results in SPSS output.

64

Table 8: *Regression Results- Influence of Parental Involvement in Developing Communication Abilities on Social Skills Ratings*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.612[a]	.374	.368	.50802

a. Predictors: (Constant), Parental involvement in developing communication abilities

b. Dependent Variable: Social Skills Ratings

It is evident from Table 8 that there is a plausible positive correlation (R=.612) between parental involvement in developing communication abilities and social skills ratings for learners with intellectual disabilities, with high level of parental involvement associated to better social skills ratings and vice-versa. The results further reveal that the level of parental involvement in developing communication abilities accounted for 36.8%, as signified by coefficient of Adjusted R^2=.368, of the variation in social skills ratings.

This finding implies that variation in the influence of parental involvement in developing communication abilities explains about 37% of the variability in social skills ratings for learners with intellectual disabilities. This is fairly large influence on a dependent variable by one predictor; hence, it reveals the importance of parental involvement in relations to acquisition of social skills for learners with intellectual disabilities (Woodie, K.A.2007).

Further, to determine whether parental involvement in developing communication abilities was a significant predictor of acquisition of social skills, Analysis of Variance (ANOVA) was computed in line with the recommendation by Tabachnick and Fidell (2019), where the relationship between parental involvement and communication skill development of learners is demonstrated as significant. The results highlight the importance of interaction of parents with their children to reduce negative effects of poor communication abilities. Ironically, this

is not the actual picture as a good number of learners exhibit deficiencies in some aspects of communication skills leading to pernicious behaviour exhibited by them.

Table 9: *ANOVA – Influence of Parental Involvement in Developing Communication Abilities on Social Skills Ratings*

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	14.822	1	14.822	57.429	.000[b]
1	Residual	24.776	96	.258		
	Total	39.598	97			

a. Dependent Variable: Social Skills Ratings
b. Predictors: (Constant), Parental involvement in developing communication abilities

Table 9 is ANOVA results output which reveals that, parental involvement in developing communication abilities significantly predict social skills ratings, F (1, 96) = 57.429, $p <$ .05. This signifies that the null hypothesis that: "*Parental involvement on the development of communication skill has no statistical significant influence on social skills training for learners with intellectual disabilities in social settings*", was rejected. It was therefore concluded that parental involvement on the development of communication skill has statistical significant influence on social skills training for learners with intellectual disabilities in social settings, with high level of parental involvement associated to better social skills ratings and vice-versa. A participant interviewed concurred with the findings by observing that parental involvement in developing communication abilities significantly predicts social skills ratings.

The participant asserted;

> '*When a parent engages the child in conversations, directing them how to say greetings, when to take turns and such, the child's communication skills should improve. However, it is not automatic as children with intellectual disabilities have deficiencies in communication skills, making it difficult for them to maintain conversations and even when to stop talking.*''(Parent 17)

The above assertion concurs that as much as parents claim they reinforce communication skills of their children, the evidence of deficiencies is paramount as highlighted by (Mc Dowell and Parke,2009) who assert that the quality of parent-child interactions appears to have long term social development for both typically developing children and children with intellectual development. The implication is therefore that either parents responses were not accurate in or there could be other factors which affect reinforcement which have not been identified yet.

4.6: Influence of Parental Involvement in the Development of Interpersonal Skills on Social Skills Training for Learners with Intellectual Disabilities.

The second objective of the study was to assess how parental involvement on the development of interpersonal skills influence social skills training for learners with intellectual disabilities. The objective was addressed by; first, investigating the influence of parental involvement on the development of interpersonal skills for learners with intellectual disabilities and, second, an inferential statistic was used to establish whether the influence of parental involvement on the development of interpersonal skills has statistical significant influence on social skills training for learners with intellectual disabilities.

4.6.1: The Influence of Parental Involvement on the Development of Interpersonal Skills for Learners with Intellectual Disabilities.

The influence of parental involvement on the development of interpersonal skills for the learners with intellectual disabilities was investigated through the use of a 10-itemed self-report questionnaire. The constructs of the items were indicators of parental involvement on the development of interpersonal skills, which were rated on a 5-point Likert scale ranging from 1 to 5, where 1 meant "not at all" and 5 implied "very large extent" influence of parental involvement on the development of interpersonal skills. Their responses were computed as percentage frequencies and means as shown in Table 10.

Table 10: *Response on Parental Development of Interpersonal Skills*

Interpersonal Skills	VLE	LE	ME	SE	NA	Mean	SD
Encourage the child to identify self by name	52 (52.0%)	15 (15.3%)	17 (17.3%)	11 (11.2%)	4 (4.1%)	3.97	1.24
Encourage the child to identify siblings and other peers by name	43 (43.9%)	16 (16.3%)	16 (16.3%)	19 (19.4%)	4 (4.1%)	3.75	1.31
Encourage the child to share own items with other people	33 (33.7%)	17 (17.3%)	18 (18.4%)	24 (24.5%)	6 (6.1%)	3.47	1.34
Encourage the child to befriend other peers	18 (18.4%)	27 (27.6%)	22 (22.4%)	22 (22.4%)	9 (9.2%)	3.24	1.25
Encourage the learner to maintain friendship with peers	18 (18.4%)	19 (19.4%)	31 (31.6%)	21 (21.4%)	9 (9.2%)	3.18	1.22
Encourage the child to express empathy towards others	27 (27.6%)	30 (30.6%)	17 (17.3%)	17 (17.3%)	7 (7.1%)	3.57	1.26
Involve the child in teamwork	23 (23.5%)	18 (18.4%)	25 (25.5%)	21 (21.4%)	11 (11.2%)	3.25	1.33
Encourage the child to play with other children	31 (31.6%)	27 (27.6%)	14 (14.3%)	22 (11.2%)	4 (4.1%)	3.65	1.26
Encourage the child to collaborate with peers	20 (20.4%)	23 (23.5%)	20 (20.4%)	25 (25.5%)	10 (10.2%)	3.24	1.30
Encourage the child to solve own conflict	27 (27.6%)	14 (14.3%)	16 (16.3%)	29 (29.6%)	12 (12.2%)	3.22	1.42
Overall mean level of parental involvement in development of interpersonal skills						3.43	0.96

KEY: VLE -Very Large Extent, LE-Large Extent, ME-Moderate Extent, SE-Smaller Extent and NA- Not at All; SD-Standard deviation
Source: Survey Data (2018)

The study sought to investigate the influence of parental involvement in the development of interpersonal skills to their children who have intellectual disability. The results of the survey revealed that many of the parents are, to a large extent, involved in development of interpersonal skills of these learners. This was showed by an overall mean of 3.43 with a standard deviation of 0.96, with all the items ranging from a mean of 3.18 to 3.97 on the scale of 1 to 5. For example, it was established that more than two thirds 67 (67.3%) of the parents always encourage their children to identify themselves by name translating to a mean of 3.97 in level of involvement in development of interpersonal skills. More than a half 59 (60.2%) of parents respondents, as a way of development of interpersonal skills, encourage their children to identify their siblings and other peers by name, which is a good interpersonal skill.

It emerged that a sizeable proportion 50 (51.0%) of parents encourage their children to share their own items with other people as an aspect of interpersonal skills, 45 (50.0%) of them encourage their child to befriend other peers and 37 (37.8%) of them encourage the learner to maintain friendship with peers. It also emerged that more than one out of every four parents 27 (27.6%) who took part in the survey were found, to a very large extent, always encouraging their children to express empathy towards others.

Equally, the results of the survey established that close to a quarter 23 (23.5%) of the parents always involve their children in teamwork, translating to a mean involvement on development of interpersonal skills of 3.25 though with a fairly large variability among the parents as indicated by a standard deviation of 1.33. In addition, 58 (59.2%) of the parents generally encourage their children to play with other children and 43 (43.9%) of them mostly encourage their children to collaborate with peers so as to improve in their interpersonal skills as an aspect of social skill training.

This was alluded by one of the parents who had this to say:

> *''The social repertoires of children with intellectual disability are limited compared to those of normal children. They initiate fewer social interactions and demonstrate fewer responses to peers. They also have difficulty forming friendships. They tend to interact less frequently in solitary or unoccupied activities, nevertheless as parents we always encourage the children to collaborate with their peers. Unfortunately, the children still withdraw to themselves' (Parent 20)*

The fact that these children still show negative interpersonal relationships depicts a disconnection between what the parents do and how it's done, meaning there must be an aspect of involvement which is not clear.

Lastly, on conflict resolution, it emerged from the results of the survey that parents are generally sharply divided in a way of handling this matter. This was interpreted from the response of the parents who were sampled for this study, where although 41 (41.9%) of the parents respondents alluded that they always encourage their children to solve their own conflict, a similar proportion 41 (41.9%) of the parents agreed that they do this but only to a small extent. One of the parents alluded that:

> *''These children like being alone and therefore when they find themselves engaged with others, they end up either being violent or withdrawn, I do encourage my child to resolve conflicts more positively but to a smaller extent'''(Parent 18)*

4.6.2: Influence of Parental Involvement in Development of Interpersonal Skills on Social Skills Training for Learners with Intellectual Disabilities.

H$_0$2: *Parental involvement in development of interpersonal skills has no statistical significant influence on social skills training for learners with intellectual disabilities in social settings.*

To establish whether there is influence of parental involvement in development of interpersonal skills on social skills training for learners with intellectual disabilities, the null hypothesis was tested. This was done by use of Analysis of Variance (ANOVA) in line with

the recommendation by Tabachnick and Fidell (2019) to determine whether parental involvement in developing interpersonal skills was a significant predictor of acquisition of social skills. The significant level (p-value) was set at .05 such that if the p-value was less than 0.05, the null hypothesis would be rejected and conclusion reached that a significant difference does exist. If the p-value was larger than 0.05, it would be concluded that a significant difference does not exist.

Table 11: *ANOVA – Influence of Parental Involvement in Developing Interpersonal Skills on Social Skills Ratings*

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	17.609	1	17.609	76.879	.000[b]
1	Residual	21.989	96	.229		
	Total	39.598	97			

a. Dependent Variable: Social Skills Ratings

b. Predictors: (Constant), Parental involvement in development of interpersonal skills

Table 11 is ANOVA results output which reveals that, parental involvement in developing interpersonal skills significantly predict social skills ratings, $F (1, 96) = 57.429$, $p< .05$. This signifies that the null hypothesis that: "*Parental involvement on the development of interpersonal skills has no statistical significant influence on social skills training for learners with intellectual disabilities in social settings*" was rejected. It was therefore concluded that parental involvement on the development of interpersonal skills has statistical significant influence on social skills training for learners with intellectual disabilities in social settings.

Further, a simple linear regression analysis was conducted to estimate the influence of parental involvement in developing interpersonal skills on social skills training among

learners with intellectual disabilities in social settings.   Table 12 shows the regression analysis results in SPSS output.

Table 12: *Regression Results- Influence of Parental Involvement in Developing Interpersonal Skills on Social Skills Ratings*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.667[a]	.445	.439	.47859

a. Predictors: (Constant), Parental involvement in development of interpersonal skills
b. Dependent Variable: Social Skills Ratings

It is evident from Table 4.11 that there is a sizeable positive correlation (R=.667) between parental involvement in developing interpersonal skills and social skills ratings for learners with intellectual disabilities. The results further indicate that the level of parental involvement in developing interpersonal skills accounted for 43.9% (Adjusted R Square = .439) of the variation in social skills ratings. This is fairly large influence by this predictor, revealing the importance of parental involvement in developing interpersonal skills on the acquisition of positive social skills for learners with intellectual disabilities as is postulated by Jerry (2019) who agree that learners with intellectual disabilities often need to be taught appropriate social interactions such as making requests, initiating interaction, sharing, exercising reciprocity and turn taking. He also adds that teaching appropriate interactions requires lots of practice. On the same note, Nermeen (2010) agrees too by postulating that learners with disabilities do not have the skills to initiate and sustain mutual relationships, so they need to be taught explicitly the components of friendship. There is glaring evidence that there is a mismatch between the ideal and the actual situation on the ground. Deficiencies in interpersonal interactions of the same learners remain high thus calling for further investigations.

4.7: Parental Involvement in Initiating Interest in Social Activities for Learners with Intellectual Disabilities.

The influence of parental involvement in initiating interest in social activities for the learners with intellectual disabilities was investigated through the use of a 12-itemed questionnaire administered to parents of the children with intellectual disability. The constructs of the items which were indicators of parental involvement in initiation of interest in social activities, were rated ranging from 1 to 5, where 1 meant "not at all" and 5 implied "very large extent" level of parental initiation of social activities. Their responses were computed as percentage frequencies and means as shown in Table 4.12.

Table 13: *Response on Parental Involvement in Initiating Interest in Social Activities*

Social Activities	VLE	LE	ME	SE	NA	Mean	SD
Take the child to watch games and sports	24 (24.5%)	12 (12.2%)	22 (22.4%)	22 (22.4%)	18 (18.4%)	3.00	1.44
Sing together with the child	23 (23.5%)	25 (25.5%)	18 (18.4%)	20 (20.4%)	12 (12.2%)	3.26	1.35
Listen to music together with the child	20 (20.4%)	23 (23.5%)	21 (21.4%)	19 (19.4%)	15 (15.3%)	3.14	1.36
Take the child for a nature walk within the environment	22 (22.4%)	15 (15.3%)	23 (23.5%)	29 (29.6%)	9 (9.2%)	3.13	1.31
Watch movies with the child	12 (12.2%)	22 (22.4%)	15 (15.3%)	28 (28.6%)	21 (21.4%)	2.78	1.35
Dance together with the child	18 (18.4%)	17 (17.3%)	24 (24.5%)	24 (24.5%)	15 (15.3%)	3.02	1.34
Take the child to national celebrations	23 (23.5%)	11 (11.2%)	21 (21.4%)	23 (23.5%)	20 (20.4%)	2.98	1.46
Take the child for a visit to places of interest	29 (29.6%)	12 (12.2%)	19 (19.4%)	20 (20.4%)	18 (18.4%)	3.19	1.50
Take the child to watch drama festivals	18 (18.4%)	7 (7.1%)	20 (20.4%)	36 (36.7%)	17 (17.3%)	2.79	1.35
Take the child to shows	12 (12.2%)	15 (15.3%)	23 (23.5%)	27 (27.6%)	21 (21.4%)	2.77	1.30
Read interesting story books to the learner	34 (34.7%)	12 (12.2%)	17 (17.3%)	24 (24.5%)	11 (11.2%)	3.42	1.45
Play together with the child using different toys	38 (38.8%)	11 (11.2%)	15 (15.3%)	22 (22.4%)	12 (12.2%)	3.51	1.49
Overall mean parental in initiating interest in social activities						3.05	0.97

KEY: VLE -Very Large Extent, LE-Large Extent, ME-Moderate Extent, SE-Smaller Extent and NA- Not at All; SD-Standard deviation

Source: Survey data (2019)

In this objective, the study investigated the influence of parental involvement in initiating interest in social activities to their children with intellectual disability. From the exploratory data analysis of the responses of the parents who took part in the study, it was established that there is generally moderate level of parental involvement in initiation of interest in social activities. This was indicated by a rating of 3.05 (SD=0.97), with all the items ranging between 2.77 to 3.51. The results of the survey indicated that many parents are involved in

social activities with their children. For example, a half 49 (50.0%) of the parents who participated in the study play together with their children using different toys and 35 (35.7%) of them dance together. On the same note, it was established that some parents sing and listen to music together with their children. For instance, 18 (18.4%) of the parents confirmed that they always dance with their children, while close to a half 48 (49.0%) of the parents said that they not only dance but also sing together with their children.

In addition, it emerged from the findings of study that some parents as a way of training social skills watch games or sports together with their children. For instance, more than a third 36 (36.7%) of the parents who were sampled for the survey occasionally take their children to watch games and sports and a similar proportion of them watch movies together with their children. Equally, although many parents rarely do this, a significant proportion 56 (57.1%) of the parents occasionally take their children to watch drama festivals and another 50 (51.1%) of the parents confirmed that they sometimes take their children to shows whenever they are held. This is backed by a parent who noted as follows:

> *''Children with disability more so the ones with mental disability are more restricted in their participation ,have lower levels of fitness and have higher levels of obesity than the normal children. As parents we normally overestimate the risks over the benefits of physical activity in children with disabilities. We find it difficult to collaboratively generate goal directed activities, we tend to protect our children from playing sports/games either with us, peers or other adults. All the same we try our best to engage them in sports.''*
> *(Parent 11*

The over protectiveness and intrusiveness of parents of children with intellectual disability could possibly be the reason why these children don't show signs of improvement in social activities. More investigations need to be done to find out the mismatch.

In the same vein, it was discovered from the survey that more than one out of every three parents occasionally take their children to national celebrations, as was reflected by 34 (34.7%) of the parents who took part in the survey. However, the results of the study indicate that some parents take their children for a nature walk within their environment, as reflected by 22 (22.4%) of the respondents who said they always do this. Similarly, 41 (41.8%) of the sampled parents confirmed that they always take their children for a visit to places of their children's interest, translating to social skill training rating of 3.19 (SD =1.50). However, others 36 (36.9%) observed that they sometimes read interesting story books to their children in order to develop their social skills.

4.7.1: Influence of Parental Involvement in Initiating Interest in Social Activities on Social Skills Training for Learners with Intellectual Disabilities.

H$_0$3: *Parental involvement in initiating interest in social activities has no statistical significant influence on social skills training for learners with intellectual disabilities in social settings.*

To establish whether there is influence of parental involvement in initiating interest in social activities on social skills training for learners with intellectual disabilities, the null hypothesis was tested. Analysis of Variance (ANOVA) was used, in line with the recommendation by Tabachnick and Fidell (2019), to establish whether parental involvement in initiating interest in social activities was a significant predictor of acquisition of social skills. The significant level (p-value) was set at .05 such that if the p-value was less than 0.05, the null hypothesis would be rejected and conclusion reached that a significant difference does exist. If the p-value was larger than 0.05, it would be concluded that a significant difference does not exist.

Table 14: *ANOVA – Influence of Parental Involvement in Initiating Interest in Social Activities on Social Skills Ratings.*

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	20.087	1	20.087	98.832	.000[b]
1	Residual	19.511	96	.203		
	Total	39.598	97			

a. Dependent Variable: Social Skills Ratings
b. Predictors: (Constant), Parental involvement in initiating interest in social activities

From the ANOVA Table 14, it is evident that parental involvement in developing social activities significantly predicts social skills ratings, *F* (1, 96) = 98.832, *p*< .05. Given that p value =.000 was less than .05, the null hypothesis that: "*Parental involvement in initiating interest in social activities has no statistical significant influence on social skills training for learners with intellectual disabilities in social settings*", was rejected. It was therefore concluded that parental involvement in initiating interest in social activities has statistical significant influence on social skills training for learners with intellectual disabilities.

Additionally, a simple linear regression analysis was conducted to estimate the influence of parental involvement in initiating interest in social activities on social skills training for learners with intellectual disabilities. Table 15 shows the regression analysis results in SPSS output.

Table 15: *Regression Results- Influence of Parental Involvement in Initiating interest in social activities on Social Skills Ratings*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.712[a]	.507	.502	.45082

a. Predictors: (Constant), Parental involvement in initiating interest in social activities
b. Dependent Variable: Social Skills Ratings

It is evident from Table 15 that there is a fairly strong positive correlation (r=.712) between parental involvement in initiating interest in social activities and social skills ratings for

children with intellectual disabilities. The results further indicate that the level of parental involvement in initiating interest in social activities accounted for 50.2% (Adjusted R Square = .502) of the variation in social skills ratings. This is fairly large influence by this predictor, illuminating the importance of parental involvement in initiating interest in social activities on the acquisition of positive social skills for learners with intellectual disabilities (Colon,2011) posits that family influence and support are important especially in sports for children and adolescents, whether they have a disability or not. Kristen, Patrikson & Fridlund (2003) also propose that parents of children with disabilities constitute an important link in the chain that makes a sporting activity possible. In the same vein, Castaneda &Sherrill (2009) mentioned that parents of children with physical disabilities support the physical and emotional benefits of sport participation. The parents also reported that barriers still exist, such as lack of disability-specific opportunities. This implies that the efforts of parents in reinforcing social activities may be curtailed. Similarly, influence of parental involvement in sports of learners with intellectual disability is unknown.

4.8: Influence of Parental Involvement in Developing Social Roles/Responsibilities on Social Skills Training for Learners with Intellectual Disabilities.

The last objective of the study was to establish how parental involvement in developing social roles/responsibilities influence social skills training for learners with intellectual disabilities. The objective was addressed by; first, investigating the influence of parental involvement in developing social roles/responsibilities for learners with intellectual disabilities and, second, an inferential statistics was used to establish whether parental involvement in developing social roles/responsibilities has statistically significant influence on social skills training for learners with intellectual disabilities.

4.8.1: Influence of Parental Involvement in Developing Social Roles/Responsibilities for Learners with Intellectual Disabilities.

The influence of parental involvement in developing social roles/responsibilities for the learners with intellectual disabilities was explored through the use of a 12-itemed questionnaire administered to parents of the children with intellectual disability. The indicators of parental involvement in developing social roles/responsibilities were rated using scale ranging from 1 to 5, where 1 meant "not at all" and 5 implied "very large extent" of parental involvement in developing social roles/responsibilities. Their responses were computed as percentage frequencies and means as shown in Table 16.

Table 16: *Response on Parental Involvement in Developing Social Roles/Responsibilities*

Social Roles	VLE	LE	ME	SE	NA	Mean	SD
Encourage the child to take part in house chores.	42 (42.9%)	23 (23.5%)	20 (20.4%)	5 (5.1%)	8 (8.2%)	3.85	1.25
Assign leadership responsibility to the child at home.	29 (29.6%)	19 (19.4%)	27 (27.6%)	17 (17.3%)	6 (6.1%)	3.47	1.25
Show the child how to keep personal effect safe	38 (38.8%)	13 (13.3%)	17 (17.3%)	24 (24.5%)	6 (6.1%)	3.54	1.38
Encourage the child to maintain personal hygiene	44 (44.9%)	16 (16.3%)	14 (14.3%)	19 (19.4%)	5 (5.1%)	3.77	1.34
Involve the child in errands at home	18 (18.4%)	15 (15.3%)	28 (28.6%)	24 (24.5%)	13(13.3%)	3.03	1.30
Attend church together with the child	45 (45.9%)	12 (12.2%)	14 (14.3%)	16 (16.3%)	11 (11.2%)	3.68	1.47
Accompany the child to know how to use health facilities in the time of needs	37 (37.8%)	16 (16.3%)	15 (15.3%)	22 (22.4%)	8 (8.2%)	3.57	1.40
Accompany the child to know how to use shop/market facilities within the environment	18 (18.4%)	17 (17.3%)	34 (34.7%)	19 (19.4%)	10 (10.2%)	3.19	1.23
Encourage the child on how to use recreational places in the environment	16 (16.3%)	14 (14.3%)	29 (29.6%)	25 (25.5%)	14 (14.3%)	2.99	1.28
Encourage the child on how to make use of water resources within the	26 (26.5%)	15 (15.3%)	26 (26.5%)	18 (18.4%)	13 (13.3%)	3.30	1.38
Support the child to identify dangerous places within the environment	37 (37.8%)	15 (15.3%)	18 (18.4%)	20 (20.4%)	8 (8.2%)	3.62	1.39
Encourage the child to conserve environment within the home	25 (25.5%)	17 (17.3%)	25 (25.5%)	24 (24.5%)	7 (7.1%)	3.38	1.29
Overall Mean Level of Involvement in Developing Social Roles/Responsibilities						3.42	0.97

KEY: VLE -Very Large Extent, LE-Large Extent,   ME-Moderate Extent, SE-Smaller Extent and NA- Not at All; SD-Standard deviation

Source: Survey data (2019)

In this objective, the study investigated the extent to which the parents are involved in developing social roles/responsibilities for their children with intellectual disability. From the analysis of the responses, it was established that there is fairly strong parental involvement in developing social roles/responsibilities for the learner. This was indicated by a rating of 3.42 (SD=0.97), with all the items ranging between 3.03 to 3.85. This finding shows that many parents are involved in developing social roles/responsibilities of their children by encouraging them to take part in social responsibilities. For example, about two out of every three 65 (65.7%) of the parents who participated in the study confirm that they always encouraged their children to take part in house chores (mean=3.85) and 48 (49.0%) of them reveal that they often assign leadership responsibility to their children at home translating to a mean involvement in developing social roles/responsibilities for the learners of 3.47 (SD=1.25).

One participant interviewed observed that there are attempts by parents to assign responsibly to their children while at home though it always doesn't seem to yield tangible fruits. She asserted that:

> *'It is amazing how difficult it is to train a child with a mental disability. Unlike their counterparts who are normal, however much we try to assign the child responsibilities to carry out, the outcome is devastating. For instance my child is old enough but is not able to go to the shop and purchase goods, despite the fact that I encourage her to do the same.''*(Parent, 6)

From the excerpt it can be concluded that a big percentage of parents train their children in the necessary social skills even though their efforts don't seem to bear fruit. This therefore means there must be a mismatch with their training.

On the same note, it was established that many parents encourage their children to be self-responsible. For instance, 38 (38.8%) of the parents confirmed that they always show their children how to keep personal effects safe, while a significant majority 60 (61.2%) of the

parents said that they not only show their children how to keep personal effects safe but also encourage them to maintain personal hygiene, translating to a mean involvement in developing social responsibilities for the learners of 3.77.

Another parent agreed with the sentiments and said the following:

> ''Most of the time as a parent I normally introduce tasks to the child as I would like him to learn through demonstration. Parents are the best teachers for learning of functional and community living skills .Training of parents' in order to be involved in training of their children with disabilities is very necessary. These children rarely handle even simple tasks without assistance. Children with intellectual disability have difficulty in intellectual functioning and in the performance of day to day activities expected of a person of similar age .''(Parent 13)

Likewise, it emerged that some 33 (33.7%) parents involve their children in doing some errands at home and others 45 (45.9%) alluded that they always attend church together with their children. On the same tune, it was established that many parents make conscious effort to make their children get acquainted to the social facilities around their homes. For instance, more than one out of every two 53 (54.1%) parents who took part in the survey always accompany their children to the health facilities to make them know how to use it in the time of need and 34 (34.7%) of the parents sometimes accompany their children to the shop/market facilities within their locality just to make them be socially responsible and aware.

On being aware of their environment, the results of the survey reveal that although many parents shy off from showing their children leisure joints, however 29 (29.6%) of them indicated that they occasionally show and encourage their children on the use of recreational places in their environment. On conservation of the environment, 42 (42.8%) of the parents were found to always encourage their children to conserve environment within their home or locality and almost a similar proportion 41 (41.8%) of the parents always encourage their

children to make good use of water resources within their environment/home, which are indicators of social responsibility. In addition, more than a half 52 (53.1%) of the parents always help their children to identify dangerous places within the environment.

4.8.2: Influence of Parental Involvement in Development of Social Roles/Responsibilities on Social Skills Training for Learners with Intellectual Disabilities.

H₀4: *Parental involvement in development of social roles/responsibilities has no statistical significant influence on social skills training for learners with intellectual disabilities in social settings.*

To establish whether there is influence of parental involvement in developing social roles/responsibilities on social skills training for learners with intellectual disabilities, the null hypothesis was tested. Analysis of Variance (ANOVA) was used, in line with the recommendation by Tabachnick and Fidell (20d19), to establish whether parental involvement in developing social roles/responsibilities was a significant predictor of acquisition of social skills. The significant level (p-value) was set at .05 such that if the p-value was less than 0.05, the null hypothesis would be rejected and conclusion reached that a significant difference does exist. If the p-value was larger than 0.05, it would be concluded that a significant difference does not exist.

Table 17: *ANOVA-Influence of Parental Involvement in Development of Social Roles/Responsibilities on Social Skills Ratings.*

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	19.152	1	19.152	89.928	.000[b]
1	Residual	20.445	96	.213		
	Total	39.598	97			

a. Dependent Variable: Social Skills Ratings
b. Predictors: (Constant), Parental involvement in development of social roles/responsibilities

From the ANOVA Table 4.16, it is evident that parental involvement in developing social roles/responsibilities significantly predicts social skills ratings, F (1, 96) = 98.832, $p<$ .05. Given that p value =.000 was less than .05, the null hypothesis that: "*Parental involvement in developing social roles/responsibilities has no statistical significant influence on social skills training for learners with intellectual disabilities in social settings*", was rejected. It was therefore concluded that parental involvement in developing social roles/responsibilities has statistical significant influence on social skills training for learners with intellectual disabilities.

Further, a simple linear regression analysis was conducted to estimate the influence of parental involvement in developing social roles/responsibilities on social skills training for learners with intellectual disabilities. Table 18 shows the regression analysis results in SPSS output.

Table 18: *Regression Results-p Influence of Parental Involvement in Developing Social Roles/Responsibilities on Social Skills Ratings*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.695[a]	.484	.478	.46149

a. Predictors: (Constant), Parental involvement in development of social roles/responsibilities.
b. Dependent variable: Social Skills Rating.

It is evident from Table 18 that there is a strong positive correlation (R=.695) between parental involvement in developing social roles/responsibilities and social skills ratings for learners with intellectual disabilities. The results further indicated that the level of parental involvement in developing social roles/responsibilities explained 47.8% (Adjusted R Square = .478) of the variation in social skills ratings. This is a strong influence by this predictor, revealing the importance of parental involvement in developing social roles/responsibilities on the acquisition of positive social skills for learners with intellectual disabilities as

envisaged by (Tom, Tara & Brianna, 2007) who agree that the role of parent in providing opportunities for participation and the importance of environmental and personal resources are particularly important. However, (Brown & Gordon, 2009) did not document parental involvement or any form of participation but notes that children with Intellectual Disability had less involvement with social responsibilities with increasing age. The above sentiments imply that the role of parents in reinforcing positive initiation in social roles with their children with intellectual disability is very critical. Those are ideal situations yet the actual information states that as much as the parents are required to assist the learners develop positive social roles the same is still unknown since their efforts seem to bear no fruit.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discussed the summary of the study based on the study objectives. The implications from the findings and general conclusions were drawn. Recommendations to different stakeholders as well as suggestions for further research were also presented.

5.2 Summary

5.2.1 Communication Skills Development

The first objective was to establish how parental involvement on the development of communication skill influence social skills training for learners with intellectual disabilities in social settings. This study established that:

i. There was reasonably large influence of parental involvement in the development of communication skills among learners with intellectual disability reflected by an overall mean of 3.42 and (SD=1.02) in the scale of 1 to 5 with the scores in all the items ranging from a low of 3.13 to a high of 3.74 disabilities. This confirms that the quality of parent-child interactions appears to have long term effects on social development of learners with intellectual disabilities.

ii. Interview assertions gave the impression that if parents interact closely with their children with intellectual disability, it would impact on them positive communication skills, on the contrary, there purported participation did not seem to yield tangible fruits as their communication skills remained low.

iii. From the regression results there was a plausible positive correlation (R=.612) between parental involvement in developing communication abilities and social skills ratings for learners with intellectual disabilities, with high level of parental involvement associated to better social skills ratings and vice-versa. The results further revealed that the level of

parental involvement in developing communication abilities accounted for 36.8%, as signified by coefficient of Adjusted R^2=.368, of the variation in social skills ratings.

5.2.2 Interpersonal Skills Development

The second objective of this study was to assess how parental involvement on the development of interpersonal skills influence social skills training for learners with intellectual disabilities. This study established that:

i. Many of the parents are, to a large extent, involved in development of interpersonal skills of these learners. This was showed by an overall mean of 3.43 with a standard deviation of 0.96, with all the items ranging from a mean of 3.18 to 3.97 on the scale of 1 to 5.

ii. From the interview responses parents always encourage their children to collaborate with their peers. Unfortunately, the children still withdraw to themselves.

iii. There is a sizeable positive correlation (R=.667) between parental involvement in developing interpersonal skills and social skills ratings for learners with intellectual disabilities. The results further indicate that the level of parental involvement in developing interpersonal skills accounted for 43.9% (Adjusted R Square = .439) of the variation in social skills ratings. This is fairly large influence by this predictor, revealing the importance of parental involvement in developing interpersonal skills on the acquisition of positive social skills for learners with intellectual disabilities.

5.2.3 Social Skills Activities

The third objective of this study was to determine how parental involvement in social skill activities influence acquisition of social skills training for learners with intellectual disabilities. This study established that:

    i.   There is generally moderate level of parental involvement in initiation of interest in social activities. This was indicated by a rating of 3.05 (SD=0.97), with all the items ranging between 2.77 to 3.51. The results of the survey indicated that many parents are involved in social activities with their children. For example, a half 49 (50.0%) of the parents who participated in the study play together with their children using different toys and 35 (35.7%) of them dance together.

    ii.   From interview results, parents asserted that they try to engage their children in sports. The over protectiveness and intrusiveness of parents of children with intellectual disability could possibly be the reason why these children don't show signs of improvement in social activities. More investigations need to be done to find out the mismatch.

    iii.   There is a fairly strong positive correlation (r=.712) between parental involvement in initiating interest in social activities and social skills ratings for children with intellectual disabilities. The results further indicate that the level of parental involvement in initiating interest in social activities accounted for 50.2% (Adjusted R Square = .502) of the variation in social skills ratings. This is fairly large influence by this predictor, illuminating the importance of parental involvement in initiating interest in social activities on the acquisition of positive social skills for learners with intellectual disabilities.

5.2.4 Social Skill Role/Responsibilities

The last objective of this study was to establish how parental involvement on social roles influences social skills training for learners with intellectual disabilities. This study established that:

i. There is a fairly strong parental involvement in developing social roles/responsibilities for the learner. This was indicated by a rating of 3.42 (SD=0.97), with all the items ranging between 3.03 and 3.85. This finding shows that many parents are involved in developing social roles/responsibilities of their children by encouraging them to take part in social responsibilities. For example, about two out of every three 65 (65.7%) of the parents who participated in the study confirm that they always encouraged their children to take part in house chores (mean=3.85)

ii. According to interview of parents, most of the times parents normally introduce tasks to the children as they would like them to learn through demonstration. Parents are the best teachers for learning of functional and community living skills .Training of parents' in order to be involved in training of their children with disabilities is very necessary.

iii. There is a strong positive correlation (R=.695) between parental involvement in developing social roles/responsibilities and social skills ratings for learners with intellectual disabilities. The results further indicated that the level of parental involvement in developing social roles/responsibilities explained 47.8% (Adjusted R Square = .478) of the variation in social skills ratings. This is a strong influence by this predictor, revealing the importance of parental involvement in developing social roles/responsibilities on the acquisition of positive social skills for learners with intellectual   disabilities**.**

5.3 Conclusions

On the basis of the results of this study, the following conclusions were reached;

i. Parental involvement on the development of communication skill has statistical significant influence on social skills training for learners with intellectual disabilities in social settings, with high level of parental involvement associated to better social skills ratings and vice-versa. Quality of parent-child interactions appears to have long term social development for both typically developing children and those with disability.

ii. Parental involvement on the development of interpersonal skills has statistical significant influence on social skills training for learners with intellectual disabilities in social settings. Deficiencies in interpersonal interactions of the same learners remain high. It was concluded that parents may have been too busy to practice reinforcing those skills consistently since teaching appropriate interactions requires practice and time which majority don't have.

iii. Parental involvement in initiating interest in social activities has statistical significant influence on social skills training for learners with intellectual disabilities.

However this study concluded that since barriers still exist such as lack of disability specific opportunities, the efforts of parents in reinforcing social activities may have been curtailed leading to their children reflecting those deficiencies.

iv. Parental involvement in developing social roles/responsibilities has statistical significant influence on social skills training for learners with intellectual disabilities.

Deficiencies in ability to take up social roles among the learners were still great. This meant a mismatch between the training that the parents give to their children and the eventual acquisition of the skills.

5.4 Recommendations

This study came up with the following recommendations based on the objectives of the study:

1. The first objective was to establish how parental involvement on the development of communication skill influences social skills training for learners with intellectual disabilities in social settings. This study recommended that more emphasis should be laid by teachers to step up follow-up activities on the part of parents of learners with intellectual disabilities.

2. The second objective of this study was to assess how parental involvement on the development of interpersonal skills influence social skills training for learners with intellectual disabilities. This study recommended that parents should be trained with teachers on methods of playing their role and be sensitized on the importance of the same on their children with disability.

3. The third objective of this study was to determine how parental involvement in social skill activities influences acquisition of social skills training for learners with intellectual disabilities. This study recommended that there is need to review social skills curriculum to include clear parental roles to encourage their children in social activities.

4. The last objective of this study was to establish how parental involvement on social roles influences social skills training for learners with intellectual disabilities. This study recommended that teachers ought to carry out tests to measure skills competency of learners when they go for holidays and test again on return from holiday.

5.5 Suggestions for Further Research

1. There is need to extend the study from intellectual disability to other developmental disabilities.

2. A study could be carried out to establish whether mothers and fathers were involved equally in their children's social skills training in Kisumu Central Sub-County.

3. A specific study could be conducted on parental involvement in rural or remote areas to see the real image of their involvement.

4. Future research is suggested on influence of social skills training on learners' academic performance and role of school head teachers in enhancing parental involvement in social skills training of learners with intellectual disabilities.

REFERENCES

Achim, A.M. *et al.* (2014). Impact of Social Anxiety on Social Cognition and Functioning in Patients with recent – Onset Schizophrenia Spectrum Disorders. Journal Home page: www.elsevier.com/locate/sehres.

Adams, M. B. Womaok, S.A., Shatzer, R.H. ,& Caldarella, P.(2010). Parent Involvement in School Wide Social Skills Instruction: Practice and Perceptions of a Home not Program. Education, 13 (3), 513 – 528.

Alisauskas, A., Alisauskiene S. & Milteniene, L. (2017). Meeting Children's Special Educational Needs IN School. A Lithuanian Case. Proceeding of the International Scientifically Conference Volume II File IC: /Users /user/Downloads/552-856-1-SM.pdf.

American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSMV). Washington, DC, London, England; American Psychiatric Publishing.

Ang'ienda, L.A. (2013). Thesis: Influence of Parental Involvement in the Learning Process Outcome of Children in Public Primary Schools in Kisumu, Municipality. Kenya.

Antshel, K.M., & Remer,R.,(2010). Social Skills Training In Children with Attention Deficit Hyperactivity Disorder: A Randomized Controlled Clinical Trial. Journal of Clinical Child and Adolescent Psychology. PP. 153 – 165.

Armstrong & Pherson M.C.(2008). Homework as a critical Component in Social Skills Instruction Research Article: September, 1, 2008. http://doi10.1188/00599102400111.

Aruna Karra, (2013). Social Skills of Children with intellectual Disability attending Home Based Programme, and Children attending regular special schools – and A Comparative Study. International Journal of Humanities and Social Sciences Invention ISSN (ONLINE): 2319 – 7722, in (Print): 2319 – 7714 www.ijssi.org Volume 2 Issue 8 August 2013/pp 59 – 63

Analisa, Natalie, Chris & Jake, (2012). The Association between Parent and Adult Child Shyness, Social Skills and Perceived Family Communication Routledge, England. U.K.

Angel, F. and Michaelane M. (2011). Collaborating with parents in Reducing Children's Challenging Behaviours: Linking Functional Assessment to Intervention. Chapel Hill, U.SA. Retrieved on 20/9/18 from http://dx.doi.org/10.1155/2011/835941

Assaf, Lev, Adi Bichaman *et al.* (2020). No cutting Corners. The effect of Parental Involvement of Youth Basketball Players, In Israel Retrieved from doi: 10 – 3389/fpsyg.2020.60700.

Baker & Donelly,(2018)promoting Up stander Behavior to address Bullying in Schools. Journal Vol.29,NO.2 Retrieved on 21/10/18 from http://3ww.researchgate.net/publication/326928856-Teachers-Corner- Promoting- Up standers.

Benson, P.,et al, (2008). Maternal Involvement in the Education of Young Children with Autism Spectrum Disorders. Research Article. January, 1, 2008 http:doi.org10.1177/1361307075269 .

Bierman & Welsh (2012) Social Skill Training with children and Young People: Theory, Evidence and Practice. retrieved on 9/9/2018 from http://doi.org/10.1111/1475-35,88.00051.

Bireda, S. (October, 2009). *A look at community schools*. Washington, DC: Center for American Progress.

Blum, R. (2015). Young People with disabilities in Y. Wang and L. Kohler (eds. Protection and Promotion of Children's Health, pp. 211 – 19.

Bouck, E., & Park, J. (2016). Inclusion and Students with Intellectual Disability in General and Special Education Inclusion in an Age of Change: Impact on Students, with Disabilities (pp. 49 – 64). England, Emarald Group Publishing Limited.

Brooks &Bianca A,(2013) *"Extracurricular Activities And the Development of Social Skills in Children With Intellectual And Learning Disabilities."* Thesis, Georgia State University. Retrieved 29/9/15 from http://scholarworks.gsu.edu/psych-theses/108

Brown, M. , Gordon W.A: Actual and Perceived Differences in Activity Patterns of Able Bodied and Disabled Men. New York. University. Dissertation Abstracts International 43: 2314 B.

Brusted, R.J. (2019). Who will go out and Play? Parental and   psychological Influence on Children's Attaction to Physical Activity. In Pediatric Exercise Science. Vol. 5, Issue 3 Pg. 2010 – 223. doi:https://org/10.123/pos.5.3.210.

Castoneda, L. and Sherrill, C. (2009). "Family Participation in Challenger – Baseball: Critical Theory Perspectives: Adapted Physical Activity Quarterly 16 (4) : 372 – 88

Chery, Jessica, (2016). The Communication Patterns and Experiences of Children in Single Parent Families. *Master's Thesis & Specialist Projects Paper 1595.*

Chitiyo,M.& Chitiyo,G.(2007).Special Education in Southern Africa. Current challenges and Future threats; a journal of International Association of Special Education .Vol.8.No.1 Retrieved: http://www.lase.org/files/2007

Christina, P.(2014),Social Skill Rating System(SSRS)Retrieved on 26/10/18 from htpp://prezi.com/soetuqkhhpig/social-skill-system-ssrs/

Connell, C.M., Prinz, R.J.(2012). The Impact of Childcare and Parent – Child Interactions on School Readiness and social Skills Development for Low Income African American Children. Journal of School Psychology. Vol 40, Issue 2, March – April, 2012, pages 177 – 193. https://doi.org/10.1016/500-4405(02) 00090-0

Cohen, J., & Cohen, P. (2013). Applied Multiple Regression /Correlation Analysis for the Behaviour Sciences (2nd Ed.) New York Erlbaum.

Colon, K.M. (2011). "Sports and Recreation: Many Rewards, But barriers Exist "Exceptional Parent (March): 56 – 60.

Davidson, T.M. & Cardemil,(2014).Parent- Child Communication and Parental Involvement in Latino Adolescents Vol. 29 No. 1 pp 99 – 121 http://jea.sagepub.com.

Denham, A., Hatfield, S., Smethurst, N., Tan, E., & Tribe, C. (2010). The Effect of Social Skills Interventions in the Primary Educational Psychology in Practice, 22 (1), 33 – 51.

Desforges & Britain (2017). Boundary Dynamics: Implications for Building Parent-School Partnerships. School Community Journal, Vol. 9 NO. 2pp 9 – 26.   Retrieved on 22/10/18. From http://eric.ed.gov/?id=EJ867966.

Dixon, Graber and Brooks – Gunn.(2008). "The Roles of Respect for Practices in Parent-Child conflict among African American Latino and European American Families" Journal of Family Psychology 22 (1): 1 – 10 . March, 2008.

EL. Nokali, N.E. *et al.* (2011). Parent Involvement and Children's Academic and Social Development in Elementary School. Child Dev. 2011. May – June, 81 (3) 988 – 1005 doi: 10.1111/j.1467-8624-2011.01447.

Elliot, Racine, & Busse (2010) Social Skill Training in an Integrated Preschool Program. School Psychology Quarterly,Vol.16,No.2, PP.158-175. New York City.

Epstein, J. (2011). *School, family, and community partnerships*. Boulder: West view Press.

Epstein,J. (2011) can the Epstein Model of Parental Involvement Work in a High Minority, High- Poverty Elementary School? A case study. University of North Carolina, Chapel Hill.

Evans, T. R. & Gazda, G. (2006). Individual Education and the 4Rs Educational Leadership, 48, (1).

Fenning, Baker, Baker & Crnic.(2014). "Parent – Child Interaction over time in families
of Young Children with boarder line intellectual functioning. " Journal of family
Psychology 28 (3) 326 – 335 April, 2014. DOI.10.1037/A0036537.

Fidrych, M. (2010). Transition of Persons with Mental Retardation .School to work-
A Guide. Retrieved from www. Vocational Rehabilitation: beginner's Guide.

Frances L.V, Michelle F.,Joyce L.E.&Chrishana M.(2013)The Impact of Family Involvement
on the Education of Children Ages 3-8.Johns Hopkins University, MDRC.

Fusch, P.I., & Ness, L.R., (2015). Are there Yet? Data Saturation in Qualitative Research.
Walden University, Minnea Polis, Minnesota, U.S.A.

Guranlick, Wendy S., Benjet, Corina, Kurowski, Carolyn O., and Apostolerics, Nicholas H.
(2017)'' Predictors of Parent Involvement in Children's Schooling.'' Journal of
Educational Psychology 89:538-548

Gresham, F.M. (2010). Social Competence and Students with Behaviour Disorders:
Where we've been, where we are and where we should go. University of   California:
Riverside jstor.org/stable/42900487? Seq = 1.

Gresham & Elliot (2011). Comparability of the social skills rating system to the social skills
improvement system: Content and psychometric comparisons across elementary and
secondary age levels. Journal of school psychology Quarterly 26(1:27-44) Retrieved
on 26/10/18 from   http://wwww.researchgate.net/publication/232488945-
Comparability.

Guralnick, & M.J. (2004). Weinhouse, Peer related Social Interactions of Developmentally
delayed young children: Development and Characteristics. Developmental
psychology, pp. 815 – 827.

Guralnick, M.J., (2010). Interactions and the development of Handicapped children's
Social and Communicative competence. In : Foot H, Morgan M, Shute R, Editors.
Children helping Children. Sussex, England: John Wiley & Sons pg.
276 – 305. http://www.realstatistics.com/multiple-regression/anova-using
regression/

Heiman, T. (2010). Friendship Quality among children in three education settings. Journal of Intellectual and Developmental Disabilities (25) 1 – 12.

Henn, M. Weinstan, M. & Foard (2006). A short introduction to social Research. New Delhi Sage.

Journal of Applied Research in Intellectual Disabilities,(2010). "Participation of Children with and Without Disabilities in Social, Recreational and Leisure Activities" Vol. 23, Issue 3 pp.226 – 236 https://doi.org/10.111/j1468- 3148.2009.0052.x

Kratchowill, T.R. & D.C.,(2015). French, Social Skills Training for Withdrawn Children. School Psychology Review, 13 (3),339 – 341.

Kahen, Katz & Gottman, (2016). The Research: Linkages Between Parent-Child   Interaction and Conversations of Friends. Retrieved on 28/10/2018 from http://www.gottman.com/blog/the-research-linkages-between-oparent-child-interaction-and conversations-of-

Kipkemei, C.A.(2014).Role of Parents in the Acquisition of Social Skills by Preschoolers in Lang'ata District, Nairobi County, Kenya. Research Project; University of Nairobi ,Kenya.

Kristen, L. P., & Bengt.F.,(2010). Parents Conceptions of the Influences of Participation in a Sports Programme on their children and adolescents with   physical disabilities. EUROPEANPHYSICALEDUATION REVIEW (1356 336X Vol. 9(1): 23 – 41: 031178.

Lee, J.N., (2015). The Effectiveness of Point- of – View video modelling as a social skills Intervention for Children with Autism Spectrum Disorders. Journal of Rev. J. Autism. Dev Discord, 2: 414 – 428.

Linart,(2014).Romania National Report on processes of change in the lives of Persons with Intellectual Disabilities from Romania. http://www.inclusion-international.org/sida.

Lipkin, P.H., Okamoto, J. Paediatrics., (2015).The Individuals with Disabilities Education Act. (IDEA) for Children with Special Education Needs. 136 (6) e 1650 – 3 1662; DOI: HTTPS://DOI.ORG/10-1542/PEDS.2015-3409.

McDowell, A., & Stewart, J. (2014). The Relationship between Income and Children's Outcomes: A synthesis of Canadian Evidence.

Mc Intyr,L.L., et al,:(2010).Transition to Kindergarten: Family Experience and Involvement. Early Childhood Education Journal, Vol. 35, (1) DOI: 10.1007/s10643-007-0175-6

M.J. Gurlnick, & E Weinhouse, Peer Related Social Interactions of Developmentally delayed young children: Development and Characteristics. Development and Characteristics. Development at Psychology, 20, 2017, 815-827.

Maturana & Andrea, (2013), "Considering the Role of Children's Level of Responsiveness and Resistance on the Relations Between Maternal Interaction Behaviours and Children's Interaction Behaviours, with Peers of   School. " Masters Thesis, University of Tennesse. http://trace.tennessee.edu/utk-gradthes/2451.

Meredith D., Gall, Joyce P., & Borg, Walter R. (2007). Educational Research (8th Edition), AB Longman, Publishing.

Mermeen E. El Nokali, Heather, J. Bachman, Elizabeth Votruba – Drzal (2010).,Parent Involvement and Children's Academic and Social Development in Elementary School. Child Development, May 13 2010 DOI: 10.1111/j.1467-8624.2010.01447.x

Mestry & Grobler, (2017): Collaboration and Communication as effective strategies for Parent Involvement in Public Schools. University of Johannesburg, South Africa.

Michael J. Guaralmick, Robert T. Connor, *et al.* (2013). The Peer Relations of Pre School Children with Communication Disorders. Vol. 67, Issue 2 Retrieved on 23/09/18 from http://doi.org/10.111/j.1467-8624-2013tbo1746x

Ministry of Education (2018), Sector Policy for Learners and Trainers with
  Disabilities.
  www.education.go.ke/index.php/downloads/file/510-sector-policyforlearenrsand-
  trainees-with-disabilities.

Miguel & Gugerty, (2010). Can family involvement improve educational outcomes in
  developing countries? Retrieved on 21st October, 2018 from
  http://hdl.handl.net/10419/37533

Myra, B. Middleton * Gwendolyn Cartledge.(2010) The Effects of Social Skills
  Instruction and Parental Involvement on the Aggressive Behaviours of African
  American Males Research Article: April, 1, 2004.
  https://doi.org/10.1177/01454455960192003.

Naack, P., Kracke, B., Gniewosz, B. & Dietrich, J.,(2020)., Parental, and School effects
  on Students' Occupational Exploration, Journal of Vocational Behaviour
  Doi: 101016/j.jvb.2010.02.006.

Navas, & Ross (2013). Parents as Direct Facilitators of Children's Peer
  Relationships: Effects of Age of Child and Sex of Parent. Research Article,
  Retrieved on 28/10/2018 from http://doi.org/10.1177/02654075911083007

Nassau & Drotar (2015) , challenges and Strategies for Establishing Strong
  Partnerships Special Education and CLD Families. Northridge, U.S.A.

Ndemba (2014), Influence of Interactive Teaching Methods on Life Skills Curriculum
  Implementation in Public Primary Schools in Igembe South District, Kenya.
  "Master's Thesis, University of Nairobi, Kenya.

Nind, M. & Kellet, M. (2008). Responding to Individuals with Severe Learning Difficulties
  and Stereotyped Behaviour; Challenges for an Inclusive Era. European Journal of
  Special Needs Education: 17, (3), 265, 282.

Nord, C. W. and West, J., (2013). *Fathers' and mothers' involvement in their children's schools by family type and resident status*. U.S. Department of Education, National Centre for Education Statistics.

Ochieng, B. (2009). Kenya: predicament of a special school Africa News.

Odawo, A.D., (2013). Influence of Parental Characteristics of Performance in Language Activities of Pre-scholers in Nyando – Division, Kisumu – Kenya

Ogadho, W. A & Ajowi, J. O. (2013). Journal of Educational and Social Research. Vol.3 (1). Parent and Family Involvement Annotated Bibliography Prepared for NSTTAC by Dawn A.

Opondo, Kimengi & Sika (2015). Factors Inhibiting the Mentally Challenged in the Acquisition of Skills in Ugenya District, Siaya County. Kenya. Advances in Social Sciences Research Journal.

Oso & Onen (2009).Techniques of writing research proposals and reports. Nairobi; Kenya.

Oravecz, L. M. *et al.,* (2011). Assessing Low Income African – American Pre-Scholars Behaviur Problems in Relationship to Community Violence, Inter Partner Conflict, Parenting, Informal Social Support and Social Skills Retrieved from https://doi.org/10111/j.1365-2206.2010.00742.x.

Ondieki L.G.(2012)Parental Involvement in Preschooler's academic work in Dandora Educational Zone of Nairobi County, Kenya. Research Project, University of Nairobi.

Orodho, J.A. (2010) Elements of Education and Social Science Research Methods. Kenyatta University, Nairobi, Kenya.

Piper, H. & Simons H. (2015). Ethical Responsibility in Social Research. In research methods in the social Sciences. Edited by B. Somkeh & C. Lewin. London. Sage.

Petrenko,C.L.M. (2013). A review of Intervention Programms to Prevent and Treat Behavioural Problems in Young Children with Developmental Disabilities. Journal of Developmental Disability Vol. 25 (6): 10.1007/s110882-013-9336-2.

Rogers, S. (2010). Parents as Therapists: A responsible alternative collaboration of Responsibility to Exceptional Child, 33, 17 – 27.

Role, E. and Otewa, E. (2011). Parental Factors Affecting Academic Achievement of Grade Six Pupils in Kisumu City, Kenya.

Rubin, K.H. & Dwyer, K.M. (2016). Attachment, Friendship and Psycho social Functioning in Early Adolescence. J. Early Adolescence. 2016 Nov. 1: 24 (4): 326 – 356. doi:10.1177/0272431604268530

Rubin, K.H., Bowker, J.C., Arsead, M.G., & Coplan, R.J. (2018). Avoiding and Withdrawing from the PEER Group. In W.M. Bukowski, B. Laursen, & K.H. Rubin (Eds.), Handbook of Peer Interactions, Relationships and Groups (p. 322 – 346). The Guilford Press.

Runcan, P.L, Constantineanu, C. Lelics B. & Popa, D. (2012) The role of communication in the parent- child interaction. Journal of Social and Behavioral Sciences 46 (2012) 904-908 Retrieved from https://core.ac.uk/download/pdf/81955611.pdf.

Ruteere (2013). "Effectiveness of Teaching Methods for Daily – Living Skills to Learners with Mental Retardation in Special University of Kenyatta, Kenya.

Safwat, R.F & Sheikhany, A.R. (2014) Effect of parental interaction on language development in children. Original Article, Vol. 30(3) PP. 255-263 Retrieved fromwww.ejo.net/article.asp? Issn=1012-5574

Sancassiani, F. *et al.* (2015). Enhancing the Emotional and Social Skills of The Youth to Promote their wellbeing and positive development; A systematic Review of Universal School – based randomized Controlled Trials. Retrieved from doi.10.2174/17450179015110.

Spark & Dennis. (2012). Assessment without victims. Portland, OR Training Institute.

Strain,P.S., (2010).Social Behaviour Patterns of non handicapped and developmentally disabled friend pairs in Mainstream Pre School. *Analysis and Intervention in Development Disabilities, 4*, 2010, 15 – 28 .

Smith, J. G. (2006). Parental Involvement in Education among Low Income families: A case study. School Community Journal, 16 (1), 43-56.

Spence, S.H. and Brechman, M., (2011). The Treatment of Childhood Social Phobia: The Effectiveness of Social Skills Training – Based, Cognitive Behavioural Intervention, with and without Parental Involvement University of Queensland, Brisbane, Australia.

The National Special Needs Education Policy Framework (MOE, 2009).

Tabachinick, B. G. & Fidell, L.S. (2019). "Using Multivariate Statistics "7th Edition, Chapter 14, Boston: Pearson,). https://iccn.log.gov/2017040173.

Tara, C. & Brianna MC Guire: (200).Successful Participation; The Lived Experience among Children with disabilities. February, 1 2007. Canadian Journal of Occupational Therapy: https://doi.org/10.2182/cjot.06.10

Tschannen-Moran, M. and Hoy, A. W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education, 23*(6), 944-956.

UNESCO, (2015).Education for All global monitoring report: Education for All is affordable by 2015 and beyond. Retrieved from http://unesdoc.org/images/0021/002199/219998E.pdf on 24/2/2019.

UNICEF,(2013).State of the world's Children: Children with disabilities. Retrieved from http://Kenya.cbm.org/article/downloads/57831/SOWC_2013.pdf.

UN (2010), Kenya – Persons with Disabilities Act.

U.N. (2006). The Kenya Slum Upgrading Programme, Strategy Document.

Vibaliene, R. & Romeris, M . (2014). Alternation of Standpoint (Attitude) in Education System towards a Child with Special Needs. Proceeding of the International Scientifically conference May 23rd - 24th, 2014; Volume III Journals, RTA. Iv/Index.php/SIE/article/View file 727/841.

Walumoli & Wafula, (2017) "Educational Influence of the 5-8 year olds children's' Aggression 2nd Interdisciplinary International Scientific Conference, pp.14-15," Kibabii University. Kenya .

Walz, N.C., & Benson, B.A. (2012). Behavioural Phenotypes in Children with Dawn Syndrome, or Argelman Syndrome, Journal of Developmental and Physical Disabilities, (14), 307 – 321.

Webster. J,.(2019). How Social Skills can lead to Academic Success May 16, 2019. File:///c:user/users/Bob/dESKTOP/Teachingsococialskillsinspecialeducation.htm.

Wood, J.J. (2006). Parental Intrusiveness and Children's Separation Anxiety in a Clinical Sample. UOLA Department of Education, University of California, Moore, Hall, Los Angeles, U.S.A.

Wood, K.R., Coplan, R.J. Hipson, W.E., Julie C., Bowker, J.C.(2021). Normative Beliefs about Social Withdrawal in Adolescence. 30th March, 2021/https. New York.

Woodie, Karen A. (2018). The Importance of Social Skills Training as it Relates to Students with Learning Disabilities. University of Wisconsin-Stout. Menomonie, WI.

Zins, Bloodworth, Weissberg & Walberge, (2018), Social Participation and friendship quality of students with special educational needs in regular Greek Primary Schools: Retrieved on 21/10/18 from http://doi.org/10.1080/008856257.2018.1424779.

Zoerink, D.A. (2018). Exploring Sport Socialization Environments of Persons with Orthopedic Disabilities' Palaestra 8 (2) : 38 – 44.

APPENDICES

APPENDIX I: MASENO UNIVERSITY SCHOOL OF GRADUATE STUDIES APPROVAL LETTER

MASENO UNIVERSITY

SCHOOL OF GRADUATE STUDIES

Office of the Dean

Our Ref: PG/MED/066/2011
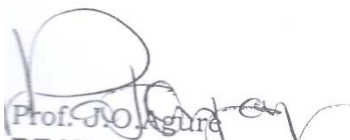
Private Bag, MASENO, KENYA
Tel:(057)351 22/351008/351011
FAX: 254-057-351153/351221
Email: sgs@maseno.ac.ke

Date: 25th April, 2019

TO WHOM IT MAY CONCERN

RE: PROPOSAL APPROVAL FOR MAYI FLORENCE MIDEGA — PG/MED/066/2011

The above named is registered in the Master of Education in Special Needs Education programme Maseno University. This is to confirm that her research proposal titled "Training for Learners with Intellectual Disabilities in Special Units in Kisumu Central Sub-County" has been approved for conduct of research subject to obtaining all other permissions/clearances that may be required beforehand.

Prof. J.O. Agure

DEAN, SCHOOL OF GRADUATE STUDIES

Maseno University

ISO 9001:2008 Certified

APPENDIX III: A LETTER FROM MINISTRY OF EDUCATION TO CONDUCT RESEARCH

REPUBLIC OF KENYA

MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Telegrams:

Telephone: Kisumu
Email: deokisumucentral@yahoo.com
When Replying Please Quote

REF: KSM/C/MSC/5/VOL.2/69

Sub-County Education Office
Kisumu Central Sub-County
P.O. Box 1914- 40100
KISUMU.

8th May, 2019

Headteachers
Public Primary Schools
Kisumu Central

RE: RESEARCH AUTHORIZATION – MAYI FLORENCE MIDEGA

This is to confirm that the above named person has been authorized by our office to visit special units within primary schools in Kisumu Central Sub County on **"Influence of Parental Involvement on Social Skills Training for Learners with Intellectual Disabilities in special units in Kisumu Central Sub County,** as part of her course requirement.

Further to that you are expected to share your findings with us in order to address those areas.

Note that the research should not interfere with the teaching/learning in the school and must therefore be carried out during outside the teaching/learning hours.

Ang'iela Charles
Sub County Director of Education
Kisumu Central

SUB-COUNTY DIRECTOR OF EDUCATION
KISUMU CENTRAL
08 MAY 2019
P.O. Box 1914 - 40100, KISUMU

APPENDIX III: A LETTER FROM MASENO UNIVESITY ETHICAL REVIEW COMMITTEE TO CONDUCT RESEARCH

MASENO UNIVERSITY ETHICS REVIEW COMMITTEE

Tel: +254 057 351 622 Ext: 3050
Fax: +254 057 351 221

Private Bag – 40105, Maseno, Kenya
Email: muerc-secretariate@maseno.ac.ke

FROM: Secretary - MUERC

DATE: 2nd August, 2019

TO: Florence Midega Mayi
     PG/MED/00066/2011
     Department of Special Needs Education
     School of Education
     Maseno University
     P. O. Box, Private Bag, Maseno, Kenya

REF: MSU/DRPI/MUERC/00714/19

RE: Influence of Parental Involvement on Social Skills Training for Learners with Intellectual Disabilities in Special Units in Kisumu Central Sub-County, Kenya. Proposal Reference Number MSU/DRPI/MUERC/00714/19

This is to inform you that the Maseno University Ethics Review Committee (MUERC) determined that the ethics issues were adequately addressed in the initial proposal. Consequently, the study is granted approval for implementation effective this 2nd day of August, 2019 for a period of one (1) year. This is subject to getting approvals from NACOSTI and other relevant authorities.

Please note that authorization to conduct this study will automatically expire on 1st August, 2020. If you plan to continue with the study beyond this date, please submit an application for continuation approval to the MUERC Secretariat by 15th July, 2020.

Approval for continuation of the study will be subject to successful submission of an annual progress report that is to reach the MUERC Secretariat by 15th July, 2020.

Please note that any unanticipated problems resulting from the conduct of this study must be reported to MUERC. You are required to submit any proposed changes to this study to MUERC for review and approval prior to initiation. Please advice MUERC when the study is completed or discontinued.

Thank you.

Dr. Bernard Guyah
Ag. Secretary,
Maseno University Ethics Review Committee.

Cc: Chairman,
Maseno University Ethics Review Committee.

MASENO UNIVERSITY IS ISO 9001:2008 CERTIFIED

APPENDIX IV: QUESTIONNAIRE FOR PARENTS OF LEARNERS IN SPECIAL UNITS KISUMU IN CENTRAL SUB COUNTY

Dear Respondent

You have been invited to participate in a study titled "Influence of Parental Involvement on training of social skills by learners in special units in Kisumu Central Sub County Kenya''. This study is being conducted **by Mayi Florence Midega** a master of Education student at Maseno University. There are no risks associated with participating in this study. All responses in this survey will be recorded anonymously. While you may not experience any direct monetary benefit from participation, information collected in this study should benefit all primary schools in Kenya in the future by fostering better understanding of parental involvement in educational issues in Kenya. Kindly provide the information asked and return your completed questions to the researcher, the study should take only 10 minutes to complete.

Section I: Background Information

Please complete the blank spaces or mark (√) one choice in the boxes provided.

i. Your gender:

    A. Male   [ ]   B: Female   [ ]

ii. Your educational level

    A. Master   [ ]   B: Degree   [ ]

    C.: Diploma   [ ]   D: None   [ ]

E: Others (Specify): ………………………………………………………

iii. Your occupation:

A. Teacher   [ ]   B: Business   [ ]

C. Doctor   [ ]   D: Jobless   [ ]

E: Others (Specify): …………………………………………………………..

iv. Your age

A. 24-27   [ ]   B. 28-37   [ ]

C. 38-44   [ ]   D. 45-55   [ ]

E. Others (Specify): …………………………………………………………

1. QUESTIONNAIRE FOR PARENTS ON THEIR INFLUENCE ON COMMUNICATION SKILL DEVELOPMENT FORLEARNERS WITH INTELLECTUAL DISABILITIES.

To what extent are you involved in the following communication abilities with your child who has intellectual disability?

S/N	Communication Abilities	VLE	LE	ME	SE	NA
1	Show the child how to make eye contact during conversation					
2	Encourage the child to respond to instruction					
3	Encourage the child to express needs verbally/ non-verbally					
4	Encourage the child to identify objects by name at home and in the environment					
5	Show the child how to make requests.					
6	Show the child how to turn take during conversation					
7	Show the child how to make greetings					
8	Demonstrate to the child how to use gestures and body language during conversation					
9	Encourage the child to initiate conversation in communication					
10	Encourage the child to maintain conversation in communication					
11	Encourage the child to use courtesy words					
12	Encourage the child to listen actively during conversation					
	Overall Mean					

KEY

5. Very Large Extent (VLE), 4. Large Extent (LE),3. Small Extent (SE)   2 . Smaller Extent (SME) 1. Not at All (NA)

2. QUESTIONNAIRE FOR PARENTS ON THEIR INFLUENCE ON INTERPERSONAL SKILL DEVELOPMENT FOR LEARNERS WITH INTELLECTUAL DISABILITIES.

To what extent are you involved in the development of interpersonal skills to your child who has intellectual disability?

S/N	Interpersonal Skills	VLE	LE	ME	SE	NA
1	Encourage the child to identify self by name					
2	Encourage the child to identify siblings and other peers by name					
3	Encourage the child to share own items with other people					
4	Encourage the child to befriend other peers					
5	Encourage the learner to maintain friendship with peers					
6	Encourage the child to express empathy towards others					
7	Involve the child in teamwork					
8	Encourage the child to play with other children					
9	Encourage the child to collaborate with peers					
10	Encourage the child to solve own conflict					
	Overall Mean					

KEY

5. Very Large Extent (VLE), 4. Large Extent (LE),3. Small Extent (SE) 2 . Smaller Extent (SME)1. Not at All (NA)

3. QUESTIONNAIRE FOR PARENTS ON THEIR INFLUENCE ON INITIATING INTEREST IN SOCIAL ACTIVITIES FOR LEARNERS WITH INTELLECTUAL DISABILITIES.

To what extent are you involved in initiating interest in social activities to your child who has intellectual disability?

S/N	Social Activities	VLE	LE	ME	SE	NA
1	Take the child to watch games and sports					
2	Sing together with the child					
3	Listen to music together with the child					
4	Take the child for a nature walk within the environment					
5	Watch movies with the child					
6	Dance together with the child					
7	Take the child to national celebrations					
8	Take the child for a visit to places of interest					
9	Take the child to watch drama festivals					
10	Take the child to shows					
11	Read interesting story books to the learner					
12	Play together with the child using different toys					
	Overall Mean					

KEY

5. Very Large Extent (VLE), 4. Large Extent (LE),3. Small Extent (SE) 2 . Smaller Extent (SME)1. Not at All (NA)

4. QUESTIONNAIRE FOR PARENTS ON THEIR INFLUENCE ON SOCIAL ROLES/RESPONSIBILITIES FOR LEARNERS WITH INTELLECTUAL DISABILITIES.

To what extent are you involved in developing social roles/responsibilities to your child who has intellectual disability?

S/N	Social Roles	VLE	LE	ME	SE	NA
1	Encourage the child to take part in house chores					
2	Assign leadership responsibility to the child at home					
3	Show the child how to keep personal effect safe					
4	Encourage the child to maintain personal hygiene					
5	Involve the child in errands at home					
6	Attend church together with the child					
7	Accompany the child to know how to uses health facilities in the time of needs					
8	Accompany the child to know how to use shop/market facilities within the environment					
9	Encourage the child on how to use recreational places in the environment					
10	Encourage the child on how to make use of water resources within the environment					
11	Support the child to identify dangerous places within the environment					
12	Encourage the child to conserve environment within the home					
	Overall Mean					

KEY

5. Very Large Extent (VLE), 4. Large Extent (LE),3. Small Extent (SE) 2 . Smaller Extent (SME)1. Not at All (NA)

5. **Social Skills Ratings by the Parents**

Using the rating scale of 1 to 5, rate your child's Skills in Social Behavior using the words, Always (5) to Never (1), reflecting the way the child exhibits such behavior in daily activities.

S/NO	Item	Always	Mostly	Sometimes	Rarely	Never
1.	My child varies his/her vocal tone, when communicating with people					
2.	My child uses appropriate hand gestures during communication					
3.	The child applies the right body posture and use relevant facial expressions					
4.	The child cooperatively works/plays with other children					
5.	My child responds effectively in situations where there is likelihood of conflict					
6.	The child makes appropriate eye contact when talking					
7.	The child disobeys rules or requests from other children and adults.					
8.	The child rarely interacts and develops friendship with other children.					
9.	The child has difficulty accepting friend's ideas for play					
10.	My child is usually the leader of his/her play mate and directs the activities of the group					
11.	The child shows concern for other children					
12.	The child feels bad when others are sad					
13.	My child takes turn in a conversation					
14.	My child fidgets unnecessarily and moves around too much					
15.	The child accepts his/her mistake and accepts correction.					

APENDIX V: INTERVIEW SCHEDULE FOR PARENTS

SECTION 1:BACKGROUND INFORMATION

i. Gender:

     a. Male   [ ]   B.   Female   [ ]

ii. What is your education level?

……………………………………………………………………………

iii. What is your occupation?...........................

iv. What is your age?....................................

SECTION 2:

1. How do you encourage your child to use courtesy language during communication?

……………………………………………………………………………

2. How do you reward your child when he behaves correctly?

……………………………………………………………………………

……………………………………………………………………………

3. How often do you play with your child?

…………………………………………………………………………..…

……………………………………………………………………………

4. What do you do in order to involve your child to initiate and maintain peer relations?

………………………………………………………………………….

………………………………………………………………………….

5. How do you help your child to extend a toy to another child?

…………………………………………………………………………..

……………………………………………………………………………

6. Where do you take your child to watch and play games and sports?

……………………………………………………………………………

7. What other social activities do you engage your child in?

……………………………………………………………………………

8. How do you show your child how to maintain personal hygiene?

……………………………………………………………………………

9. What do you do to encourage the child to participate in house chores?

……………………………………………………………………………

APPENDIX VI: OBSERVATION CHECKLIST FOR LEARNERS

1. Gender of child:

   A. Male   [ ]   B.   Female   [ ]

2. Approximate age:

   A. 7-12 years   [ ]   B.13-18 years   [ ]

   C. above 18 years [ ]

	Score				
Social skills	**1**	**2**	**3**	**4**	**5**
i. Responds to instructions.					
ii. Makes eye contact during conversation.					
iii. Refrains from interrupting others when they are talking.					
iv. Expresses needs verbally/non-verbally.					
v. Apologizes if he or she hurts the feelings of others.					
vi. Identifies self by name.					
vii. Seeks friendship with others in his/her group.					
viii. Enjoys playing sports and games.					
viii. Accepts other children to his/her corner.					
ix. Maintaining friendships.					
x. Engages in singing with other children.					
xi. Conserves his environment.					
xii. Keeps personal effects safe.					
xiii. Takes part in house chores.					

APPENDIX VII: POPULATION DISTRIBUTION BY SPECIAL UNITS IN KISUMU CENTRAL SUB COUNTY

Special Unit	Number of children with intellectual disabilities in the Special unit
1	10
2	12
3	12
4	09
5	12
6	11
7	10
8	11
9	13
10	16
Total	116

APPENDIX VIII: MAP OF THE STUDY AREA