



**PARENTAL INVOLVEMENT IN TRAINING  
ON THE TRANSITIONING OF LEARNERS WITH  
INTELLECTUAL DISABILITY FROM SCHOOL TO  
EMPLOYMENT IN NAIROBI CITY COUNTY, KENYA**

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**Abstract:**

This study sought to investigate parental involvement and transitioning of learners with intellectual disabilities from school to employment in Nairobi City County, Kenya. The study utilized a descriptive survey research design. The study targeted 5 SNE centers, 65 SNE teachers, 5 head teachers and 900 parents with learners with ID. Purposive sampling was used to obtain the 5 SNE centers, 65 SNE teachers and 5 head teachers who were used for the study, while stratified sampling techniques were used to obtain 90 parents to participate in the study. Questionnaires for SNE teachers, interview schedules for head teachers, and focus group discussions for parents were administered for primary data collection. The validity and reliability of the instruments was ascertained through pilot testing. Data collected was subjected to Statistical Packages for Social Sciences (SPSS) version 27 for analysis and presented using frequency tables, percentages and figures. The study findings revealed concerning gaps and challenges. Teachers expressed mixed perceptions regarding parental understanding of ID needs (11.3% strongly disagreeing, 16.1% disagreeing, 27.4% unsure, 33.9% agreeing, 11.3% strongly agreeing). Similarly, there were discrepancies in perceptions of parental involvement in training programs (11.3% strongly disagreeing) and satisfaction with communication about transition (22.6% strongly disagreeing). The study concluded that parental involvement is critical in supporting the successful transition of learners with ID from school to employment. The dissatisfaction expressed by teachers regarding the overall collaboration and

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transition planning process indicates a clear need for schools to enhance communication strategies, establish structured engagement opportunities, and provide more support for parental involvement. The study recommended that school administrators should promote inclusive policies that mandate schools to engage parents as equal partners in the identification and planning processes for learners with ID. Provide resources and training for educators to facilitate effective collaboration with parents, ensuring that transition plans are tailored to meet each child's unique needs. The Ministry of Education, through quality assurance, should conduct training sessions for educators focused on effective communication strategies with parents of learners with ID. These sessions should emphasize the importance of clear, accessible, and culturally sensitive communication.

**Keywords:** employment, intellectual disability, learners with intellectual disability, parental involvement, transition

## 1. Introduction

Globally, parental involvement forms a significant element in the development of transition programs for students with special needs (Barnard-Brak & Lee, 2018). Al-Mahrezi *et al.* (2020) reported that students with intellectual disabilities were less likely than their typical peers to attend any post-secondary education programs. Parental involvement in transitioning learners with ID is of crucial value since it prepares these learners in order to be productive individuals in society once they secure employment (Garbacz *et al.*, 2018; White *et al.*, 2020; Han *et al.*, 2020). The primary objective of learner transition planning is to ensure that students with disabilities get maximum access to suitable prospects akin to those of their non-disabled peers (Balcazar *et al.*, 2020; Suleiman *et al.*, 2020; Carter *et al.*, 2020).

Olusegun (2019) conducted a related study in Botswana, which established that parental involvement in the transition process of learners with disabilities to the employment sector aids the child in adopting social behaviors that match their age and character, thereby making them suitable for employment. In Kenya, much emphasis has been laid on addressing the issues concerning parental involvement in the transition of learners with intellectual disabilities from school to employment, but a great deal remains to be accomplished (KNSPWD, 2019). The Children's Act (2001) stipulates that a disabled child shall have the right to be treated with dignity and be accorded appropriate medical treatment, special care education and training free of charge or at a reduced cost whenever possible (Mutuku *et al.*, 2019; Kariuki *et al.*, 2020).

Although the positive role effective parental involvement plays in the transition of their children with intellectual disabilities to the employment sector, studies from Kenya show that the involvement is quite insignificant, if any at all (Njeru *et al.*, 2018). Parental involvement in the transition of learners with disabilities to employment in Kenya is rare, and consequently, parents do not effectively meet the transitional

responsibility of their children with ID (Macharia *et al.*, 2020). The transition from school to employment presents significant challenges for learners with intellectual disabilities. The level of parental involvement during this critical phase can profoundly impact the success of their transition. Notably, in Kenya, there are efforts to address issues confronting learners with ID through the provision of laws, for instance, the Children Act (2001, 2022) and the People with Disability Act (PWDA) (2003), which stipulate parental involvement towards the transition of learners with ID to employment opportunities.

In Nairobi City County, Kenya, parental involvement in the transition of learners with ID has not been robust. It is for this reason that this study seeks to investigate parental involvement practices in transitioning learners with ID towards employment. Despite the provisions of the Children's Act, 2022, which emphasizes inclusive education and transition support for learners with disabilities, many transitioning students with intellectual disabilities in Nairobi City County, Kenya, face significant challenges in securing gainful employment. Studies suggest that parental involvement plays a crucial role in overcoming these challenges, yet there is limited understanding of the specific practices parents adopt and the effectiveness of those practices in the Nairobi context. This lack of knowledge impedes the development of targeted interventions and support systems that empower parents to effectively guide their children towards successful employment outcomes.

### **1.1 Objective of the Study**

1. To determine parental involvement in training on the transitioning of learners with intellectual disability from school to employment in Nairobi City County, Kenya.

## **2. Literature Review**

### **2.1 Theoretical Review**

The study was guided by the Social-Cognitive Theory by Bandura (1986). Human behavior results from the mutual determinism relating individual and social together, with ecological aspects operating simultaneously to impact each other (Bandura, 1986). Learners observe and internalize behaviors they witness in their environment, particularly those modeled by significant figures like parents. In this context, parents actively engaged in the transition process – attending workshops, advocating for their child's needs, and supporting skill development – provide a powerful model for learners to emulate. This observed parental engagement can motivate learners to take ownership of their transition journey and foster confidence in their ability to secure and maintain employment.

Bandura's concept of self-efficacy refers to an individual's belief in their ability to perform a specific task. Parental involvement can positively impact learner self-efficacy in several ways. Firstly, parents acting as advocates and collaborators demonstrate their belief in their child's potential, which can bolster the learner's own confidence. Secondly,

by providing practical support and guidance during job search and workplace integration, parents help learners develop necessary skills and navigate potential challenges, further strengthening their sense of capability. Understanding how Social-Cognitive Theory informs the relationship between parental involvement and learner outcomes can significantly enhance the study's findings. By analyzing the specific behaviors and interactions within families where parents are actively involved in the transition process, this study could gain deeper insights into the mechanisms through which this involvement translates into increased self-efficacy, motivation, and, ultimately, successful employment integration for learners with intellectual disabilities in Nairobi City County.

## 2.2 Empirical Studies and Knowledge Gaps

Kellems and Morningstar (2019) suggest that schools should offer informational sessions, such as "future nights," where parents are provided with resource information. Information provided could include materials on what governmental programs the transitioning student may be eligible for (social security disability), what social services are available, and how to access community resources in the area. This is corroborated by a study that suggests that it is available to them. Pre-conference training not only assists parents in being better prepared for the actual meeting but also helps them to better understand their role in the upcoming meeting (Kellems & Morningstar, 2019).

In America, a study conducted by Carter *et al.* (2020) revealed that training programs focused on job search skills, advocacy strategies, and resource navigation empowered parents to become better advocates for their children's employment opportunities. A study by McGill *et al.* (2020) identified parental concerns about inadequate program information, lack of culturally responsive services, and limited time commitments as barriers to engagement. Conversely, supportive school-family partnerships and accessible training formats were found to encourage participation (Carlson *et al.*, 2020).

In Rwanda, Uwimana *et al.* (2019) investigated the impact of a vocational training program incorporating parental involvement on the employment outcomes of LWID. The program provided parents with workshops on job search skills, workplace expectations, and strategies to support their children during the transition. Compared to a control group receiving traditional vocational training, LWID graduates whose parents participated in the program demonstrated higher rates of job acquisition, longer job tenure, and greater job satisfaction. Thus, this study is intended to determine how parents are involved in parental training on the transitioning of learners with ID from school to employment in Nairobi City County, Kenya.

A related study carried out in Uganda by Akello and Oketch (2019) focused on the effectiveness of a parent-training program designed to equip parents with skills and knowledge to support their children's transition to employment. The program included components on identifying individual abilities, exploring vocational options, and navigating support services. Findings suggested that the program significantly improved

parents' confidence and skills in advocating for their children's needs and collaborating with other stakeholders. Thus, this study is intended to determine how parents are involved in parental training on the transitioning of learners with ID from school to employment in Nairobi City County, Kenya.

In Kenya, Onyango and Kimani (2021) examined the effectiveness of a parent training program designed to enhance their knowledge and skills in advocacy and transition planning for their children with intellectual disabilities. The results showed that trained parents became more confident in identifying their children's needs, negotiating with service providers, and advocating for appropriate employment opportunities. The authors suggest that empowering parents through continuous training and support can significantly improve transition outcomes for this population. Based on this, this study sought to determine how parents are involved in parental training on the transitioning of learners with ID from school to employment in Nairobi City County, Kenya.

### 2.3 Conceptual Framework

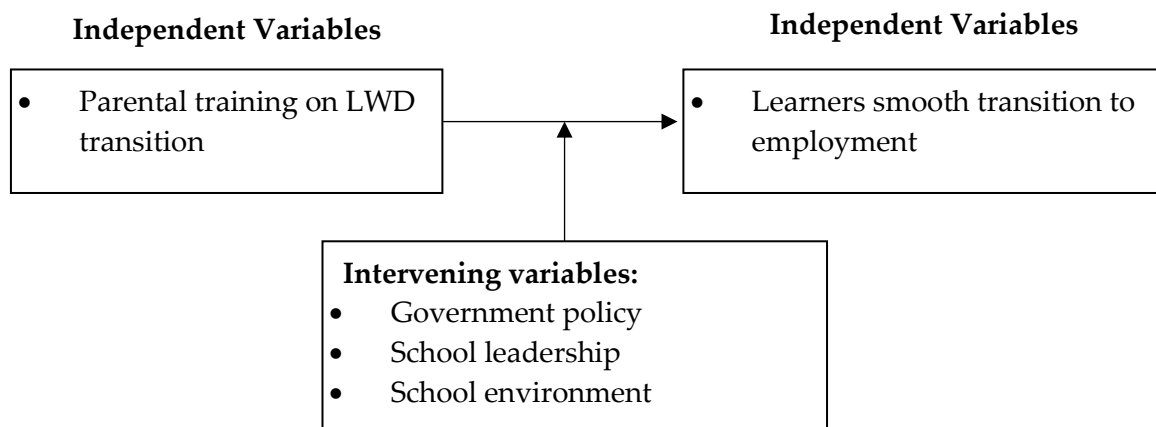


Figure 1: Conceptual Framework

## 3. Methodology

### 3.1 Study Locale

The study was conducted in Nairobi City County, one of the 47 counties of Kenya. Nairobi County, the third-smallest yet the most populous county, is coterminous with the city of Nairobi, which serves as the capital and largest city of Kenya. The study took place in Nairobi City County because of its five SNE centers, some of which offer vocational training necessitating learners' transition into the employment world. Moreover, Nairobi City County, Kenya, was selected for this study on parental involvement practices in transitioning learners with intellectual disabilities from school to employment due to its status as the capital city and economic hub of Kenya, reflecting urban dynamics that uniquely impact the transition process.

### 3.2 Research Design and Target Population

The study utilized a descriptive survey research design. A survey design allowed the use of various methods of data collection, such as focus group discussions, interview methods, and observation guides (Mugenda and Mugenda, 2003). Parental participation in the transition of learners with ID made a survey design the most appropriate choice, as it involved people's roles, duties, and conditions. The study employed a mixed-methods approach to comprehensively investigate parental involvement practices in facilitating the transition of learners with intellectual disabilities from school to employment in Nairobi City County, Kenya. Quantitative data were gathered through questionnaires and Focused Group Discussions among SNE teachers and parents, respectively. The target population comprised 5 SNE centers catering for learners with intellectual disabilities (LWID). It included SNE teachers (n=65), head teachers (n=5), and parents of LWID (n=900), resulting in a total estimated target population of 970 (n=970).

### 3.3 Sampling Techniques and Sample Size

The special needs education centers in Nairobi City County formed the sampling frame. In each of the 5 SNE centers, all teachers of SNE were utilized for the study to create a sample of 65 SNE teachers. Purposive sampling was used to obtain 5 head teachers for the study. For parent sampling, the parents were grouped according to the 8 classes of their children. In each of the 6 classes, 11 parents were randomly sampled, and in each of the remaining two classes, 12 parents were also randomly sampled, making a total of 90 parents used for the study. Simple random sampling was used to select parents who participated in the study. Small pieces of paper labeled "Yes" or "No" were used for this purpose. This procedure was repeated in all centers and classes until the required sample size of 90 was obtained. A sample size of 5 SNE centers was selected from the study area. One hundred percent (100%) of the head teachers, 100% of the SNE teachers, and 10% of parents were sampled for the study. Sixteen-point five percent (16.5%) of the target population was preferred.

**Table 1: Sample Size**

	<b>Target population</b>	<b>Sample size</b>	<b>Percentage (%)</b>
Head teachers	5	5	100
SNE teachers	65	65	100
Parents	900	90	10
<b>Totals</b>	<b>970</b>	<b>160</b>	<b>16.5</b>

### 3.4 Research Instruments

The research instruments for this study were the questionnaire for SNE teachers, interview schedules for head teachers, and focused group discussions for parents. The questionnaires and interview schedule instruments were developed by the researcher to measure the impacts of parental involvement in the transition of learners with intellectual disabilities from school to employment.

### **3.4 Pilot Study**

A pilot study was conducted using one SNE center in Nairobi City County. The SNE center that participated in the pilot study was not included in the main study. Data collected from the pilot tests were used to establish the reliability of the instruments. Piloting revealed any potential problems, gaps, or inconsistencies in the methodology, tools, or procedures, allowing refinement before full-scale implementation. This minimized errors and optimized successful data collection. Additionally, piloting provided a preliminary assessment of the quality and validity of the data, informing adjustments to research procedures, recruitment strategies, or intervention protocols. Validity testing was carried out on both the research instruments through expert consultation and the items generated. The reliability of the research instruments was estimated using the Cronbach Alpha method.

### **3.5 Data Collection Procedures**

The researcher sought permission from the head teachers of the selected SNE centers to meet the SNE teachers and explained to them the purpose of the research, reassuring them of confidentiality. The questionnaires were administered, and a time and day were agreed upon to collect them from a central place at the sampled SNE centers. An interview schedule was used to supplement and validate information obtained from other sources. In addition, the interview schedule was used since it generally yielded the highest cooperation and lowest refusal rates, offered high response quality, and took advantage of the interviewer's presence for multi-method data collection (Downer & Myers, 2018). Parents were invited to participate in the focus group discussions through letters sent to them by the head teachers. Focus group discussions were carried out with 10 groups of parents on the school grounds. The focus group interviews were conducted with the assistance of two trained research assistants. The discussions focused on answering the research questions regarding the impacts of parental involvement in the transition of learners with intellectual disabilities from school to employment. A structured interview schedule was used to collect information from the groups, and the discussion points were noted down for analysis purposes.

### **3.6 Data Analysis**

The completed questionnaires were scored, and values were tabulated using a five-point Likert scale of strongly agree, agree, disagree, strongly disagree, and not sure. The data collected were coded and analyzed using the statistical package for social sciences (SPSS Version 27). Descriptive statistics were used to analyze the data and variables involved, summarizing frequencies and percentages to provide a general overview of the sample. Additionally, a one-way ANOVA test was used to compare the scores among the variables involved. In-depth interviews and FGDs with head teachers and a group of parents were conducted respectively to generate qualitative data. The thematic analysis approach was used to identify themes from these data. Colaizz's descriptive

phenomenological method approach to data analysis was employed as described by Morrow, Rodriguez, and King (2015).

#### 4. Results And Discussions

Data obtained from the field were analyzed using descriptive statistics with the aid of the Statistical Package for Social Science (SPSS). Out of the sampled respondents, all 5 head teachers, 62 SNE teachers and 84 parents participated in the study, translating to a response rate of 94%. Complete participation ensures that the sample is fully representative of the target population.

##### 4.1 Bio-Data of the Respondents

Bio-data of the respondents were analyzed descriptively using frequency and percentage as presented in Table 2:

**Table 2: Bio-Data of the Respondents**

Demographic Information of the Teachers		Frequency	%
Gender	Male	18	29.0%
	Female	44	71.0%
	Total	62	100.0%
Age	25-30 years	16	25.8%
	31-40 years	20	32.3%
	41-50 years	12	19.4%
	Above 50 years	14	22.6%
	Total	62	100.0%
Highest level of education	Certificate	16	25.8%
	Diploma	25	40.3%
	Bachelor's Degree	11	17.7%
	Masters	10	16.1%
	Total	62	100.0%
Working experience	<1 year	6	9.7%
	2-4 years	26	41.9%
	5-7 years	19	30.6%
	>8 years	11	17.7%
	Total	62	100.0%
Demographic Information of Teachers		Frequency	%
Gender	Male	4	80.0%
	Female	1	20.0%
	Total	5	100.0%
Age bracket	31-40yrs	0	0.0%
	41-50 yrs	2	40.0%
	>50yrs	3	60.0%
	Total	5	100.0%
Highest level of education	Certificate	0	0.0%
	Diploma	1	20.0%
	Bachelor's Degree	3	60.0%



	Masters	1	20.0%
	Total	5	100.0%
Years served	<1 year	1	20.0%
	2-4 years	1	20.0%
	5-7 years	2	40.0%
	>8 years	1	20.0%
	Total	5	100.0%
<b>Demographic Information of Parents</b>		<b>Frequency</b>	<b>%</b>
Gender	Male	27	32.1%
	Female	57	67.9%
	Total	84	100.0%
Age bracket	31-40yrs	16	19.0%
	41-50 yrs	34	40.5%
	>50yrs	34	40.5%
	Total	84	100.0%

Findings in Table 2 showed that the majority of head teachers were male, constituting 80.0% (4 head teachers), while 20.0% were female (1 head teacher). Age distribution revealed that none of the head teachers were in the 31-40 years age bracket, while 40.0% fell within the 41-50 years age group (2 head teachers), and 60.0% were above 50 years old (3 head teachers). Educationally, 60.0% of head teachers held a Bachelor's Degree (3 head teachers), 20.0% had a Diploma (1 head teacher), and 20.0% possessed a Master's Degree (1 head teacher). In terms of years of service, 20.0% of head teachers had less than 1 year of experience (1 head teacher), another 20.0% had 2-4 years of experience (1 head teacher), 40.0% had 5-7 years of experience (2 head teachers), and the remaining 20.0% had more than 8 years of experience (1 head teacher). Among the parents surveyed, 67.9% were female (57 parents) and 32.1% were male (27 parents). Age distribution indicated that 19.0% of parents were in the 31-40 years age bracket (16 parents), while 40.5% were aged 41-50 years (34 parents), and another 40.5% were above 50 years old (34 parents).

#### **4.2 Parental Involvement in Training on the Transitioning of Learners with Intellectual Disability**

The key aim of this study was to determine parental involvement in training on the transitioning of learners with intellectual disability from school to employment in Nairobi City County, Kenya. To accomplish this, teachers were asked to show their level of agreement with various statements associated with parental involvement in training on the transitioning of learners with intellectual disability. A 5-point item scale was used to analyze their responses and the results were as presented in Table 4.3.

**Table 3: Teachers' Rating on the Parental Involvement  
 in Training on the Transitioning of Learners with ID**

Item		Frequency	%	Mean	Std. Dev
The school offers parental training programs	Strongly Disagree	7	11.3%	2.79	1.058
	Disagree	19	30.6%		
	Not Sure	18	29.0%		
	Agree	16	25.8%		
	Strongly Agree	2	3.2%		
	Total	62	100.0%		
There are adequate parental training program	Strongly Disagree	12	19.4%	3.13	1.299
	Disagree	7	11.3%		
	Not Sure	9	14.5%		
	Agree	29	46.8%		
	Strongly Agree	5	8.1%		
	Total	62	100.0%		
Parents are invited to attend parental training program	Strongly Disagree	9	14.5%	2.89	1.103
	Disagree	13	21.0%		
	Not Sure	17	27.4%		
	Agree	22	35.5%		
	Strongly Agree	1	1.6%		
	Total	62	100.0%		
I am satisfied with parental trainings offered by the school	Strongly Disagree	15	24.2%	2.84	1.321
	Disagree	10	16.1%		
	Not Sure	11	17.7%		
	Agree	22	35.5%		
	Strongly Agree	4	6.5%		
	Total	62	100.0%		

From Table 3, teachers' responses indicated a varied perception regarding the existence of parental training programs. Approximately 42.1% of respondents either disagreed or were unsure about the availability of such programs. This suggests a potential gap in consistent provision across schools in Nairobi City County. Similar variability was noted in perceptions of program adequacy, with 30.7% of teachers expressing either disagreement or uncertainty. This indicates that while some schools may offer training, there are concerns about the depth and effectiveness of these initiatives. The responses revealed a mixed practice in inviting parents to training sessions, with 35.5% agreeing and only 1.6% strongly agreeing that parents are adequately invited. This highlights a need for more proactive approaches to engage parents effectively. Teachers' perspectives on satisfaction with existing training programs also varied, with 41.9% either disagreeing or unsure about the effectiveness of current offerings. This suggests room for improvement in tailoring programs to meet the specific needs of parents and enhance their involvement. This study's findings corroborate with those of Kellems and Morningstar (2019) regarding the variability in parental training programs which highlighted that inconsistent availability and adequacy of training programs can hinder effective parental engagement in the transition process of learners with ID. Moreover, the findings of this study are supported by those of Onyango and Kimani (2021), who

emphasize the importance of continuous training to empower parents in advocating for their children's transition. Conversely, the findings of the present study contradict those of Uwimana *et al.* (2019) in terms of the extent of parental involvement in vocational training programs. While Uwimana *et al.* found that parental involvement significantly enhanced employment outcomes for learners with ID in Rwanda, the present study suggests a lower level of engagement in training programs in Nairobi City County, Kenya. This disparity may reflect differing educational contexts and levels of institutional support across regions.

#### **4.3.1 Qualitative Method: Thematic Analysis**

Qualitative data from the interview were thematically analyzed and discussed under the following common themes:

##### **Theme 1: Enhancing Parental Training Initiatives**

In an interview session, head teachers were asked whether their schools provided parental training programs on the transition of learners with ID from school to employment. The responses from head teachers indicate varying practices regarding the provision of parental training programs. Some schools have established formal programs aimed at equipping parents with knowledge and skills relevant to the transition process from school to employment for learners with ID. One head teacher highlighted,

*"Yes, our school organizes regular workshops specifically designed for parents of learners with ID. These sessions cover topics such as vocational training opportunities, job readiness skills, and navigating support services post-education."*

The above proactive approach suggests a recognition of the importance of parental involvement in preparing learners with ID for the workforce. Further, in a focused group discussion with parents on the availability of parental training programs specifically tailored to the transition of learners with ID from school to employment. Many acknowledged the efforts made by schools to provide such programs, highlighting initiatives like workshops, seminars, and informational sessions. A parent noted,

*"Yes, the school organizes workshops where they guide us on how to prepare our children for life after school. It's helpful to learn about vocational opportunities and support strategies."(FGD 5)*

##### **Theme 2: Continuous Evaluation and Improvement**

Headteachers expressed varied opinions regarding the adequacy of existing parental training programs. While some schools have robust initiatives in place that receive positive feedback, others acknowledge the need for improvement. A head teacher noted,

*"Our current programs are helpful, but there's room for enhancement. We could explore more interactive sessions that address practical concerns faced by parents, such as financial planning for their child's future employment."* (Headteacher from school C, male).

The above reflection highlights opportunities to tailor training programs to better meet the diverse needs of parents and ensure comprehensive support throughout the transition process. On the other hand, there was a mixed response regarding the adequacy of parental training programs. While some parents expressed satisfaction with the comprehensiveness and relevance of the training offered, others felt that there was room for improvement. One parent shared,

*"The school tries its best, but I think they could provide more detailed information on job placements and specific skills training."* (FGD 6)

The above finding indicates a need for schools to continuously assess and refine their training programs to better meet the diverse needs of parents and their children with ID.

### **Theme 3: Invitation of Parents to Attend Workshops**

Many head teachers reported actively inviting parents to attend workshops and training sessions related to the transition of learners with ID to employment. This inclusive approach aims to empower parents by providing them with essential information and resources. As one head teacher explained,

*"We send out invitations through multiple channels, including newsletters, parent-teacher meetings, and digital platforms, to ensure maximum participation. It's crucial for parents to feel informed and involved in their child's journey towards employment."* (Headteacher from school A, male).

Such efforts are pivotal in fostering collaborative relationships between schools and families, ultimately benefiting the transition outcomes for learners with ID. Parents appreciated the proactive approach of schools in inviting them to attend parental training programs. They viewed this invitation as a positive step towards fostering collaborative partnerships between parents and educators.

#### **4.3.2 Satisfaction with Parental Trainings on the Transition of Learners with ID**

Opinions regarding satisfaction with parental training varied among participants. While some parents expressed overall satisfaction with the support and information provided, others expressed a desire for more tailored and personalized guidance. A parent expressed,

*"I appreciate the effort, but I think there could be more interactive sessions where we discuss specific challenges and solutions." (FDG 8).*

This feedback underscores the importance of responsive and flexible training approaches that cater to the individual needs and preferences of parents. This critical reflection underscores the importance of ongoing assessment and adaptation to ensure that parental training programs effectively meet the evolving needs of families and learners with ID. The findings of this study corroborate those of Kellems and Morningstar (2019), who emphasize the importance of informational sessions and workshops for parents. They argue that providing parents with detailed information about vocational opportunities and community resources enhances their ability to support their children's transition to employment. The findings of the present study are supported by those of Carter *et al.* (2020), who highlight the effectiveness of training programs that focus on job search skills, advocacy strategies, and navigating resources. Such programs empower parents to become effective advocates for their children's employment opportunities, thereby enhancing their overall transition outcomes. Conversely, McGill *et al.* (2020) identified barriers such as inadequate program information and limited culturally responsive services that hinder parental engagement in transition planning. In contrast, while the present study acknowledges variations in program quality and inclusivity across schools in Nairobi City County, it also highlights proactive efforts by some institutions to address these barriers through structured parental training initiatives.

## 5. Conclusions

In conclusion, the study underscores the critical role of parental involvement in supporting the successful transition of learners with ID from school to employment. While there are existing initiatives in Nairobi City County aimed at providing parental training, the study reveals significant gaps and variations in the provision and effectiveness of these programs. Addressing these gaps requires collaborative efforts between schools, policymakers, and parents to ensure standardized, inclusive, and impactful parental training initiatives. Continuous evaluation and adaptation of training programs based on feedback from both teachers and parents are essential to improving transition outcomes for learners with intellectual disabilities in the region.

## 6. Recommendations

- 1) The school administrators should promote inclusive policies that mandate schools to engage parents as equal partners in the identification and planning processes for learners with ID. Provide resources and training for educators to facilitate effective collaboration with parents, ensuring that transition plans are tailored to meet each child's unique needs.

- 2) Educational policymakers should prioritize continuous evaluation of existing training programs. This will ensure that programs are responsive to evolving parental needs and effectively contribute to improved transition outcomes for learners with ID.
- 3) The Ministry of Education, through quality assurance, should conduct training sessions for educators focused on effective communication strategies with parents of learners with ID. These sessions should emphasize the importance of clear, accessible, and culturally sensitive communication.

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### **Conflict of Interest Statement**

The authors declare no conflicts of interest.

### **About the Authors**

**Ondara Dorcah Kerubo** is a dedicated and compassionate Special Needs Education Teacher with over 20 years of experience at Mathare Special Training Centre, currently advancing expertise through a Master of Education in Special Needs degree at Kenyatta University. Committed to creating inclusive and supportive learning environments that cater to the diverse needs of students with disabilities, she is skilled in developing and implementing individualized education plans (IEPs) and employing evidence-based teaching strategies to enhance student learning and development. Dorcah's extensive experience includes roles such as Head of Department Tailoring Vocational Workshop, Head of Department Games and Sports, Member of Assessment and Placement of New Student Admissions team, and conducting home visits to assess students' needs and welfare. In addition to her teaching responsibilities, Dorcah has provided voluntary guidance and counselling services to parents and students, handled complaints and grievances from students and other stakeholders, and assisted learners with personal hygiene. Her collaborative approach ensures strong partnerships with parents, caregivers, and multidisciplinary teams to support student success. This teacher is also adept at behaviour management, differentiated instruction, and continuous assessment and evaluation to adapt instructional approaches based on data-driven insights. Her research interest focuses on parental involvement in training on the transitioning of

learners with intellectual disability from school to employment in Nairobi City County, Kenya. This research explores effective strategies for engaging parents in the transition process to enhance employment outcomes for learners with intellectual disabilities. Actively pursuing a Master of Education in Special Needs, she holds a Bachelor of Education (Special Needs) degree from Kenyatta University, a Diploma in Education, Clothing, and Textile Technology (Kenya Technical Training College), and a Diploma in Clothing and Textile Technology (The Kenya Polytechnic). As a leading advocate for inclusive education, she has participated in workshops and training sessions on the latest special education methodologies and technologies, continuously seeking innovative approaches to engage and motivate students.

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