

## Exploring the Effects of Parental Engagement on Special Needs Students' Learning within Tamale Metropolis Inclusive Schools.

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**ABSTRACT:-** *The effects of parental participation on the school success of children with learning deficits enrolled in the several inclusive schools in Tamale are investigated in this paper. Based on this current research, the degree to which parents help their special needs children learn is essential. These factors encouraged parents' involvement and the improved educational outcomes of such children. The study used an exclusively quantitative approach and methods to analyse the level and the antecedents of Parental Participation related to Children's school accomplishment and their functioning in society. The questionnaire method was utilised to collect the data and the participants included parents, teachers and administrators hence giving the current practice and consequences. The study further shows that parents' engagement increases the effectiveness of instructional practices in the learning and performance of impaired children. This underscores the need to develop strong partnerships between faculties, education establishments, and families. Finally, the paper recommends strategic and tailored policy implementation to improve parents' involvement within these inclusive schools.*

**Keywords:-** Inclusive Education, Parental Engagement, Educational Achievement, Children with Special Needs, Tamale Metropolis

### I. CONTEXT OF THE STUDY

Many studies in recent times have shown the vitality of parents'/family involvement in the learning of their children (Emerson et al., 2012; Haines et al., 2015). The pioneering study of Lindstrom and Garbacz (2016), asserted that education is not merely a classroom activity and reinforced the need for family time and contribution to a child's educational experience. Education is a process that involves transformation. Through education, children will increase their knowledge and comprehension, changing both in terms of what they know and are capable of doing. It is conceivable to think of an educational system composed of educators, institutions, and other institutional structures as including changing processes (Robila & Taylor, 2018).

The 2008 Global Monitoring Report for Education for All, published between the Dakar World Education Forum in 2000 and the 2015 EFA deadline, emphasises the notable progress developing countries have achieved towards universal enrolment and gender equality in basic education. According to Bines and Lei, (2011), Special education's availability has also improved. There are still numerous significant social, regional, and other disparities including those pertaining to special educational requirements even though many countries still have inadequate standards for education and hundreds of thousands of children are still not registered in primary school. Children and adults with disabilities have historically faced discrimination, human rights abuses, and barriers to education (Cole, 2011).

Many philanthropists thought that disabled people should be institutionalized to protect them from potential danger (Conrad, 2020). Many national and global policies and organisations, including UNESCO and UNICEF, have recognized and reiterated the importance of equal access to quality education as an essential

human right. Advocates for human rights have recognized the concept that every individual in a society possesses the inherent right to receive an education (Lawson & Beckett, 2020). All children should, at the very least, be required to participate in a public school program that is both free and mandatory throughout the entirety of their formative years (Robila & Taylor, 2018).

Many countries today hold to the view that they must provide every child regardless of their ability the opportunity to pursue an education. A disability may appear in many different ways and to different degrees, including but not limited to mental retardation, impairments of vision or hearing, and a great number of other conditions (Robila & Taylor, 2018).

It is an established conundrum over decades for schools and administrators to effectively accept parents as associates in the process of forming a plan for a child's education that is tailored to his or her own needs, however, schools have persisted in having difficulty building reliable, helpful, and fruitful partnerships with families (Tucker & Schwartz, 2013). In all ages, disabilities have been a mystery that affects individuals in many different ways all across the world. It is an act of empowerment for a child with learning difficulties to be educated. Parents should influence the character of programs that affect children's development if they wish special needs (SEN) children to achieve their fullest potential (Ferizi-Shala, 2017).

To develop in their children a love of learning that will continue throughout their entire lives as well as a passion for learning in and of itself, parents must actively participate in their children's educational initiatives (Ghazi, Ali, Shahzad, & Hukamdad, 2010).

Parents are the early role models for all young children in their immediate environments. In many parts of the world, one of the fundamental responsibilities of a parent is to help guarantee that their child is successful academically (Fingerman, 2016).

## **II. PROBLEM STATEMENT**

Ensuring inclusive education is essential for granting equitable chances and assistance to students with special needs (Bariroh, 2021). Further research is required, nevertheless, to look at how parental involvement affects children with disabilities learning in inclusive classrooms. Analyzing multiple relevant studies shows that the educational success of children with special needs depends much on parental participation.

According to Alimatu (2021), parents have apprehensions over the extent to which their children with impairments will successfully integrate into society as productive members, reflecting a more profound worry that extends beyond mere academic accomplishments. Studies indicate that the involvement of parents has a positive correlation with several phases of a child's educational needs, including academic performance, time dedicated to homework, good attitudes towards school, chance of remaining in school, and educational goals (Emerson, 2012).

In inclusive schools, notably in the Tamale Metropolitan Area, Research looking at the exact impact of parental participation on the learning needs of special children is required. The lack of research in this field emphasizes the need for a study aimed at determining how the involvement of parents affects the learning needs of special children in inclusive schools within Tamale.

## **III. THEREFORE THIS RESEARCH WAS MEANT TO:**

1. Examine the Level of Involvement of Parents in Educating Special Needs Children within Tamale Metropolis Inclusive Schools.
2. Find out the Factors that Promote the Involvement of Parents in Educating Special Needs Children within Tamale Metropolis Inclusive Schools.
3. Determine the Impact of Parental Involvement in the Learning Outcomes of Special Needs Children within Tamale Metropolis Inclusive Schools.

### **3.1 Research Questions**

1. What are the levels of involvement of parents with special needs children in their education?
2. What factors facilitate the involvement of parents in educating special needs children?
3. How does the involvement of parents contribute to the learning outcomes of special needs children?

## **IV. EXAMINATION OF RELATED LITERATURE**

The examination of the literature in this educational study uses a wide-ranging base to give background information on parental participation in schools. The section analyzed the related literature for the research. This section of the study was to offer a theoretical background for the study and find gaps in the existing research on how parents can help children with special needs learn.

#### **4.1 Theoretical Review**

The components of this paper looked at theories of parental participation or involvement, including Vygotsky's socio-cultural theory; for this reason, these theoretical concepts are analyzed from the stance of parental participation since they have a significant relationship regarding the subject matter being examined. *Lev Vygotsky's sociocultural theory* emphasized the connection between individuals and their environments which was partly influenced by Piaget's theories.

According to him, there is a multitude of evidence that exists and showcases the effect of social and cultural factors on the development and education of children (Vygotsky's Sociocultural Theory, 1999). Each person's life is shaped by the people in their immediate circle and the traditions of their community (Rieber, 2016). Given that parents and other family members are a child's first teachers and that most of their formative education takes place in the community, it stands to reason that the bonds that form between children and their relatives are of the utmost importance to the child's development and progress. As a result, social play is a potent educator for young children.

#### **4.2 The Levels of Parental Involvement in the Education of Children with Special Needs (SEN).**

Families or parents of special needs students have the responsibility to actively participate in the learning of their children, as recognized by legislation like the Individuals with Disabilities Education Act since 1975 (Hedeen, Moses, & Peter, 2011). According to UNESCO, inclusive education is an ongoing effort to ensure that all individuals receive an excellent education while recognizing and valuing their unique abilities and promoting equality. While special needs children are increasingly receiving inclusive education, it has not been scientifically proven beneficial due to a lack of empirical research (Hornby & Lafaele, 2011).

According to a study conducted by de Vos, Hamming, & Marang-van de Mheen, (2017), it seems that regular classroom teachers often struggle and find it unclear how to proactively support special education children in regular classrooms. In Ghana, educators have implemented a variety of teaching methods designed to reach students with exceptionalities (Inclusive Education Policy Ghana, 2015). Additionally, it has been demonstrated that Ghanaian educators who specialize in inclusive education work effectively with other educators and experts who do not work with special needs children to fulfil the individual requirements of their pupils (Nyarko, 2011). Special needs education is characterized in the Ghanaian setting as the process of developing support and service requests resulting from outstanding human talent, genetic or acquired disorders, or harmful environmental conditions (Nyarko, 2011; Peter, 2015).

For Behavior (2015), collaboration between school staff and parents is crucial in supporting special needs pupils to achieve their academic aspirations. Despite this, Murtonen (2020) argues, that schools are still ill-equipped to embrace inclusive education. Furthermore, the advantages of inclusive education versus special education for special needs pupils are debatable (Ford et al., 2013).

According to a contemporary model of child rearing proposed by Harris, Freeman, & Aerni, (2009), Participation of families and relatives in a child's education is vital for their growth. This idea should inspire parents to persistently look for ways to help their children grow. Yuen-han MO & Tak-Mau Chan (2022), conducted a study, that showed that relatives of children with severe needs experience significant concern about their wards' future.

Participating actively in the schooling of their children has helped in boosting parent's confidence while simultaneously increasing the child's sense of accomplishment. Educational goals for special needs students should be developed in partnership with schools and relatives or families, who should also partner to choose and execute appropriate instructional methods. There is the need for us to offer assistance to persons with disabilities in schools and their homes.

This becomes possible when parents and teachers have a closer association as well. According to Goodman *et al.* (2014), the caregivers of handicapped children need to be willing to go more closely into the issue, probe deeper into the more relevant questions, assess and look at the answers, and at the same time explore alternatives that would serve best their children's interests (Mabuza, 2017).

Balli (2016), emphasizes the interconnectedness and reciprocal nature of parental involvement in both home and school environments, encompassing educational monitoring and engagement in school-related activities.

Talking about the education or learning of children with difficulties, the degree of family engagement ultimately determines quite a lot. Studies repeatedly reveal that, especially for persons or children who have difficulty in learning, the lively contribution to their children's education improves their intellectual, social, and emotional growth. Various strategies can be implemented to identify the significance of parents being involved in ensuring the overall well-being and success of children with special needs.

These strategies range from urging for suitable learning. Adaptations to cultivating supportive conditions at home. Parents, lawmakers, and teachers have to all realize how crucial it is to cooperate to provide these children with the tools they need to thrive personally as well as intellectually. Encouragement of strong cooperation among families and educational institutions will help us to create inclusive learning environments

that satisfy the particular needs of persons with impairments. This will finally help these children to attain long-term success and satisfy their needs.

#### **4.3 The Role of Parents in Improving the Learning Outcomes of Children with Special Needs (SEN).**

Regarding the educational successes of children with exceptional education needs (SEN), parental engagement is both crucial and complicated. Some studies suggest that more parental participation can be the trigger for a child's better academic performance (Becker et al., 2015; Seidu, 2018). Four decades of thorough study shows that parental participation in the learning progress of children's education improves their accomplishment in the classroom.

An extensive survey conducted by Hill & Tyson (2009) has revealed the following advantages for students, families, and schools. First, students performed better academically independent of their socioeconomic standing, race or ethnicity, or the educational level of their parents. Additionally, students do better on tests, have greater attendance, and regularly finish their assignments. Parents frequently act as their children's champions, collaborating closely with teachers and other support personnel to guarantee that their children's exceptional needs are recognized and met in the classroom. To create Individualized Education Programs (IEPs) that are precisely suited to the needs of each child with special education needs, parent-teacher collaboration is important (Muhammad, 2015).

The involvement of parents in extending and reinforcing classroom learning is crucial. This entails creating a nurturing home environment that promotes curiosity, exploration, and ongoing education (Griffith, 2015). Home activities have the potential to supplement and strengthen the knowledge and abilities imparted in the classroom, thereby making a significant contribution to the child's all-around educational progress. SEN is frequently accompanied by social and emotional difficulties. Parents make a substantial contribution to their children's emotional well-being through the provision of a nurturing and empathetic atmosphere (Sui-chu & Douglas, 2014). Provision of emotional support, promotion of social interactions, and nurturing of alliances are all vital elements of familial assistance for children with SEN.

According to Seidu (2018), consistent communication between educators and parents is essential for tracking the development of the child, recognizing barriers, and executing suitable interventions. By attending parent-teacher conferences, reviewing report cards, and remaining up-to-date on their child's academic and social progress, parents can engage in active participation. Parents might participate in activities that bolster particular aptitudes associated with their child's educational requirements. These activities may encompass engaging in reading exercises, strengthening mathematical principles, or enhancing both fine and gross motor abilities inside the confines of one's home. Customizing activities based on the child's aptitudes and limitations enhances a comprehensive approach to fostering skill acquisition.

Parents play a part in the decision-making process when children with special educational needs (SEN) move from one grade level or school setting to another. It is important to work together with teachers to guarantee a seamless transition and maintain ongoing success (Alice Galper, 1997). Ultimately, parents' advocacy and participation are essential to the overall development and attainment of Special needs children's education. Parents help create an inclusive environment that matches their children's needs by lobbying for individualized educational programs, navigating complex systems, and communicating with educators.

Parent, teacher, and school administration collaboration improves academic support and tackles social and emotional issues, fostering a holistic education. Parents work hard to improve SEN children's learning results and support their education as champions for their rights and well-being. Schools and parents have to cooperate to establish inclusive, caring environments in which children may thrive.

#### **4.4 Factors that Encourage Effective Parental Partaking in the Education of Pupils with Learning Disabilities.**

The overall well-being and school achievement of a child mostly rely on the amount of parental participation in the educational progress, particularly about persons with disabilities in the classroom (SEN). The collaborative efforts of teachers, parents, and community members can be harnessed to promote inclusive learning and cater to the requirements of children with special needs (Peters, 2007).

A good learning environment that meets the various requirements of all children, particularly those with disabilities, depends on the efforts of professionals to cooperate among themselves. Starting a focused awareness campaign is essential to spread the idea that education is a natural entitlement of every human being (Mugote, 2019).

According to Barton, Drake, Perez, Louis, & George (2004), The presence of positive attitudes within a community regarding disability-related issues greatly enhanced and created an enabling environment that supported parents and provided for the measures relating to the education of disabled children. These measures

included the search for and provision of mobility, visual, and hearing assistive devices that are designed to help children with SEN access the social and physical environments of schools.

Enable parents by arming them with knowledge regarding the impairment of their children, their rights to an education, and the resources for help that are out there (Mabuza, 2017). Encourage cooperation between parents and teachers, understanding that each is essential to the child's growth. Offering Invitations to parents to take part in events and events at school so that the children and family may feel like they belong. Promote the development of a complete educational environment that appreciates diversity and recognizes the particular needs of children with disabilities.

Parents should be given education sessions and resources on how to support the educational progress of their kids at home. Furthermore, families of children with SEN should be informed about community resources and support groups that they can join to assist their learning about children with SEN (Daudji et al., 2011). In a similar vein, Croot, Grant, Cooper, & Mathers, (2008) stressed that advocacy organisations for families of children with special requirements should be founded. These organizations give parents a forum for interaction, experience sharing, and emotional support from one another. These groups might provide a platform for discussing strategies, resources, and methods of activism.

Inform parents of any behavioral changes as well as the academic and social growth of their children. Discuss both your good work and any areas that could need more care or assistance (Zúñiga, 2015). Epstein & Herrick (2006) stated that establishing a school climate that honors and encourages parental engagement in the teaching and learning process and recognizes and values the special input parents may provide to their child's education.

Ultimately, it is essential for parents to keenly partake in the education of children who have difficulties (SEN). Students' health, happiness, and academic performance are all improved when parents, teachers, and other professionals work together. To cultivate a robust relationship between schools and parents, it is necessary to implement measures such as open dialogue, empowerment, individualized education programs, and an inclusive atmosphere.

## V. METHODOLOGY

This research employs a quantitative approach in conducting this survey. As explained by Maree (2010), quantitative research techniques are systematic and objective methods of retrieving and presenting information based on numerical data from a part of the population to be able to infer the entire population in question. The primary data primarily focused upon was gathered from teachers in the special schools and parents of the pupils within inclusive schools in the Tamale Metropolis. Additionally, secondary data was acquired through extensive reading and reviews of similar studies, others were as well adopted and evaluated regarding special and inclusive schools in Ghana.

### 5.1 Population and Sampling

The study makes use of the **Simple Random Sampling** technique to pick out all the respondents for this particular study (regular classroom teachers, special school teachers, and parents of special needs children).

- ✚ *Inclusive Schools Teachers (IST)* = (30)
- ✚ *Regular School Teachers (RST)* = (70)
- ✚ *Parents of Pupils with Disabilities (PPD)* = (100)
- ✚ **Total** = 30+70+100 = **200 Participants**

### Data Sources

This section of the research paper outlines the tools utilized in the process of gathering the data. The features and instruments utilized in the research comprise questionnaires made up of closed-ended questions. To ensure a well-rounded and comprehensive understanding, various areas and data sources were consulted in this study to gather diverse perspectives from experts in the same or related fields of study. The researcher went to great lengths to gather information. The researcher designed and distributed an extensive questionnaire to parents of SEN children, teachers, and heads of regular and special Schools. Additionally, thorough analysis of reports, conference proceedings, and academic papers that explored the topic of parental involvement in the education of children with SEN and its effects.

### Ethical Considerations

A study's credibility is boosted by ethical concerns (Mugote, 2019). Bryman (2004) asserted that it was essential to protect human participants or subjects in any study. During the study, the researchers endeavoured to prevent the occurrence of all unethical circumstances. But also made sure that the following ethical issues were taken into account: gathering participant information on their demographics (like age, gender, and caste).

**Study Results**

This study was done concurrently using a quantitative approach to meet three distinct objectives. The study's key objective was to ascertain the consequences of parental engagement on the learning outcomes of special needs children within inclusive schools in the Tamale metropolis. The following are the results of the quantitative (Descriptive statistics) responses to items on parental expectations, parents' level of involvement, and parental involvement factors were rated by the respondents on a three-point Likert scale. The responses were *Agree, Disagree, and Neutral*; Represented by **A, D, and N**, respectively. To aid in the analysis and presentation, the D values were amalgamated as Disagree, and A and N values were treated as Table.

**Table 1. Gender, Age, and Educational Qualification of Respondents**

Gender of Respondents	Frequency (%)	Age Group	Frequency (%)	Educational Qualification	Frequency
Male	110(55%)	30-35	65(32.5%)	Basic	96(48%)
Female	90(45%)	36-55	100(50%)	Secondary	85(42.5%)
Others		Above	35(17.5%)	Tertiary	19(9.5%)
				Others	
Total	200(100%)		200(100%)		200(100%)

The results from Table 1 show that 55% of the participants in the study were males, with a majority falling within the age range of 30-55. On the other hand, 45% of the participants were females. In terms of educational qualification, 48% attended up to basic school, 42.5% had education up to secondary level, and 9.5% attended tertiary education.

**Table 2. Levels of Parental Involvement in the Education of Children with Special Needs**

Indicator	Agree%	Disagree%	Neutral	Total%
1. Teachers do inform us about our children's performance	60(30)	120(60)	20(10)	(100%)
2. Parents do receive written notes from teachers about how their children are doing in school	20(10)	180(90)		(100%)
3. Teachers do visit parents at home to discuss issues concerning their children's education	80(40)	120(60)	(0)	(100%)
4. Schools do sometimes inform parents about events and activities of the school	140(70)	40(20)	20(10)	(100%)
5. Children's report cards do inform parents about their children's performance in school	140(70)	20(10)	40(20)	(100%)
6. Schools always invite parents to conferences and other discussions	180(90)	20(10)	0(0)	(100%)
7. All parents attend PTA meetings regularly	(0)	140(70)	60(30)	(100%)
8. Parents contribute to securing teaching and learning materials in schools	60(30)	120(60)	20(10)	(100%)
9. Schools always invite parents to take part in decision-making	120(60)	40(10)	40(20)	(100%)
10. Schools respect parents' views during decision-making	160(80)	20(10)	20(10)	(100%)

*Source: Field Survey, 2024*

From Table 2, Thirty (30%) of the respondents agreed that teachers do inform them about their children's performance, 20% were neutral and 60% disagreed. Ten (10%) of the participants agreed they received written notice while 90% of respondents disagreed. Also, 70% of responses revealed that schools do inform them about their activities 10% were neutral and 20% disagreed. 30% agreed they contributed to providing TLM, 60% disagreed and 10% were neutral. Issues on decision-making revealed that 10% disagreed that school always respect their decision. 10% were neutral and 80% agreed.

**Table 3: Role of Parents in Improving the Learning Outcomes of Pupils with Special Needs**

Indicator	Agree	Disagree	Neutral	Total%
1. Parents' active involvement in their child's education significantly enhances the learning outcomes of children with SEN.	140 (70)	60 (30)	0 (0)	100%
2. Collaborative efforts between parents and teachers in implementing individualised education plans (IEPs) ensure largely the success of children with SEN	120 (60)	40 (20)	40 (20)	100%
3. The emotional support parents provide is a critical factor in fostering a positive learning environment and improving the academic performance of children with SEN.	60 (30)	100 (50)	40 (20)	100%
4. Children can now do things he/she could not do	160 (80)	40 (20)	40 (20)	100%
5. Parents who provide tailored support at home, aligned with their child's specific needs, contribute more effectively to the child's academic progress.	120 (60)	60 (30)	20 (10)	100%
6. The academic performance of children with special needs (SEN) improves when parents maintain open and regular communication with educators.	140 (70)	40 (20)	20 (10)	100%

**Source: Field Survey, 2024**

From the above (Table 3) result showed that 140 which sums up to 70% said that, there is improvement in the children's schools' academics with parental involvement, while 30% said that there is no improvement in children's school work. Also, 60% of the respondents indicated that there has been substantial academic improvement, it is because there was a joint movement between parents in the Individualized Education Program (IEP) and teachers provided separate lessons to assist pupils. 20% of the respondents were neutral, while 40 participants summing up 20% disagreed.

Again, from the above result, in terms of emotional support, 30% of the respondents indicated that parents support them with emotional help to achieve better in their children's education, while 20% were neutral. The percentage of children who managed well in their education before their parents' involvement was 80%, while 100 respondents representing 50% disagreed with the statement.

Regarding how overall pupils perform, 70% agreed that it was obvious that there was a sign of improvement in children's school performance before parental intervention. Twenty (20%) of the schoolchildren who were schooling during that time disagreed with the statement that there was a major development in children's placement performance. Also, 20 respondents representing 10% were neutral about their children's school performance.

Therefore, according to Mahama *et al.* (2023), the strengths and weaknesses of the current educational curricula must be exploited to enhance teacher education training programs to meet the needs of special children. Addressing the missing links, Ghanaian teachers must collaborate with parents to improve their level of cooperation for the maximum benefit of all stakeholders. It is then that special children receive more emotional and material support at home and school, which consequently improves their academic performance at school.

## VI. DISCUSSION OF FINDINGS.

With regards to the first research objective, the levels of parental involvement in educating special needs children revealed that there was a weak response in terms of teachers informing parents about children's performance in the sense that only 30% agreed to receive notice from teachers, 60% were neutral and 10% disagreed. This is why Fan *et al.* (2018), stated that the education of children with special needs depends heavily on their parents; therefore, parental contributions should never be undervalued (Fan, Li, *et al.*, 2018).

To back the findings, Hirano & Shanley (2018) claimed that education is not only restricted to the classroom and stressed the need for family time and engagement in a child's education. The analysis revealed that 70% of participants agreed that the school occasionally notifies parents about events and activities. Once

again, it was shown that 70% of respondents believed that children's report cards provide them with information about their academic progress and success. Additionally, it was shown that 90% of respondents thought that schools consistently extend invitations to them for talks and conferences.

Concerning this second objective, it was discovered that 70% of the participants agreed on the enhancement of literacy skills of children, whereas 30% of the participants held a contrary view on the improvement of their child's literacy skills. According to the study, a majority of the participants, 120 out of the total, established that there had been noticeable progress in children's numeracy skills. This is why Robila & Taylor (2018), highlight that through education, children increase their knowledge and comprehension, changing both in terms of what they know and what they are capable of doing. For a child to improve their academic skills, parents' participation is essential (Balli, 2016).

Concerning objective three, in terms of children's overall performance, 70% expressed agreement that there has been an improvement, while 20% disagreed, and 20 respondents, making up 10%, remained neutral about their children's performance in general. The factors mentioned by the participants that can promote parents' involvement in special needs children's education (SEN) included: if there is an effective partnership between parents and the school, provision of emotional support is also an important factor when it comes to special needs children's academic performance.

Again if parents are always informed by the schools concerning the progress of children, if schools educate and encourage parents on how to handle their special needs children, if there is regular engagement with parents and the need for their children to live happily and independently if there is social media group like WhatsApp that connect parents and teachers if there is a willingness in the schools to bring in parents into school activities and when parents have greater zeal in their children learning and feel that their wards are making a head-way in learning. According to Ghazi, Ali, Shahzad, & Khan, (2010), parents play a crucial role in fostering a lifelong love of learning and a genuine enthusiasm for education in their children. They contend that, particularly for pupils with physical or educational requirements, strong parental participation in their children's learning efforts is absolutely necessary for their general development.

## VII. CONCLUSION

Ultimately, the investigation of parental involvement in inclusive educational environments in the Tamale metropolis highlights its ability to positively impact the academic achievements and overall welfare of students with special needs. Through acknowledging and utilizing the influence of parental involvement, stakeholders can create an educational environment that is fair, inclusive, and empowering. These surroundings guarantee that each child has the opportunity to thrive and realise their best capability.

### Recommendations

In light of the findings, the researcher proffers the following recommendations:

- ⊙ All school management committees must ensure that individual teachers have the opportunity to discuss the academic progress of all children who have special educational needs with the parents of those students specifically.
- ⊙ Parents should get written updates from teachers about the educational development of their children at every meeting to which they are invited.
- ⊙ Teachers need to make it a habit to visit the homes of parents on occasion to discuss concerns that they have regarding their children.
- ⊙ All schools should make it a standard practice to inform parents about events and activities that are currently taking place or will take place at the school. This will help to improve the level of involvement of parents of children who have special educational needs in school-related matters.
- ⊙ The Ghana Education Service should collaborate with all school administrators to ensure that schools keep parents informed about their children's progress, that schools educate and encourage parents on how to handle their special needs children, that there is regular engagement with parents about the need for their children to live happily and independently, and that schools form social media groups such as WhatsApp.
- ⊙ The GES should contract special education experts to hold meetings and workshops with teachers to support parental involvement in special needs children's learning (SEN), to educate both teachers and parents about disability and how to deal with it, to assist schools in collaborating with parents, to ensure consistent consultation about the child's welfare and academics, and to ensure that teachers visit parents regularly.
- ⊙ The social welfare department should be asked for help in the form of money to help parents of children with special educational needs. Parents should also be taught about the risks of not taking care of their disabled children, and parents should be taught how to deal with students with disabilities in the classroom and how to get better medical care for their children.



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