



**BUSITEMA
UNIVERSITY**
Pursuing Excellence

**Faculty of Science and Education
Department of Education**

**School Support, Parental Involvement, and Academic Achievement of Children with
Special Educational Needs in Primary Schools in Tororo District-Uganda**

**Justine Nabwire
BU/GS22/MEP/5**

**A Dissertation Submitted to the Directorate of Graduate Studies, Research and
Innovations in Partial Fulfillment of the Requirements for the Award of the Degree of
Master of Educational Psychology of Busitema University**


October 2024

Declaration

I, Justine Nabwire (Reg. No. BU/GS22/MEP/05), declare that I am the sole author of this dissertation. It has not been submitted fully or in part before for any academic award or qualification in any other university or institution of higher learning. Where the works of other scholars have been used, due acknowledgment has been made through appropriate citation and referencing.

Student Name: Nabwire Justine

Registration Number: BU/GS22/MEP/05


Signature:  _____

Date: 25th OCTOBER, 2024.

Approval


We certify that this dissertation titled "School Support, Parental Involvement, and Academic Achievement of Children with Special Educational Needs in Primary Schools in Tororo District-Uganda" was written by Justine Nabwire (Reg. No. BU/GS22/MEP/5) under our supervision. It conforms to the standards of a dissertation in partial fulfillment of the requirements for the awards of the degree of Master of Educational Psychology of Busitema University. It has been submitted with our approval as the candidates' supervisors.

1. Assoc. Prof. Dennis Zami Atibuni

Sign:  Date: October 25, 2024

Supervisor

2. Assoc. Prof. David Kani Olema

Sign:  Date: 25/10/2024

Supervisor

Dedication

I dedicate this work to my dear husband Mr. Ogema Julius Ochieno and our children Derrick Amondi, Shallom Oscar Ochieno, Collins Ochieno, Patience Nabwire, and Raymond Ochieno as a testament to turning impossibility into possibility.

Acknowledgements

Special thanks to the Almighty God who gave me divine health and protection upon my family. I highly extend great appreciation to my research supervisors Assoc. Prof. Dennis Zami Atibuni and Assoc. Prof. David Kani Olema for always being available to guide me throughout the research process that made me submit my work in time. Besides their busy schedules, they really proved to me that they care for their students and guided me accordingly. May the good Lord reward them abundantly!

Special thanks go to the entire fraternity of lecturers of Busitema University for the contributions they made towards my academic journey. I would also like to appreciate my coursemates who kept on encouraging me during the course of my studies.

I dearly thank my language experts Mr. Ituket James from Teso Cultural Union and Mr. Ochwo Oburu Solomon from Adhola cultural union for the help rendered to me in translating my research questionnaire to local language which enabled me to achieve my study purpose.

I also extend my appreciation to the entire team of parents and teachers of the Special Educational Needs children for availing me with the necessary information required during my research. May God bless all of you!

Great appreciation to my dear husband Mr. Ogema Julius Ochieno for the financial support, words of encouragement, and the time he gave me to pursue my Master's degree programme. The same goes to my beloved children Derrick Amondi, Shallom Oscar Ochieno, Collins Ochieno, Patience Nabwire, and Raymond Ochieno who missed my attention during the course of this pursuit.

May God bless you all.

Table of Contents

Declaration.....	i
Approval	ii
Dedication.....	iii
Acknowledgements.....	iv
Table of Contents.....	v
List of Tables	vii
List of Figures.....	vii
List of Abbreviations and Acronyms	ix
Abstract.....	x
Chapter One	1
Introduction.....	1
Background.....	1
Historical Perspective	2
Conceptual Perspective.....	5
Theoretical Perspective.....	8
Contextual Perspective.....	9
Statement of the Problem.....	11
Purpose of the Study	12
Specific Objectives of the Study.....	12
Research Questions.....	13
Null Hypotheses.....	13
Significance of the Study	14
Scope of the Study	14
Geographical Scope	14
Content Scope.....	15
Time Scope	15
Conceptual Framework.....	16
Chapter Two.....	18
Review of Related Literature	18
Introduction.....	18
Conceptual Review	18
Theoretical Review	21
Empirical Review of Literature on Objectives.....	23

Gaps in the Literature.....	38
Chapter Three.....	40
Methodology	40
Introduction.....	40
Research Design.....	40
Study Population.....	41
Sample Size and Sampling Strategies.....	41
Population Size and Categories.....	42
Data Collection Methods	42
Instruments for Data Collection.....	42
Procedure for Data Collection	43
Quality of Data Collection Instruments	43
Data Management	45
Data Analysis and Presentation	45
Quantitative Data Analysis	46
Qualitative Data Analysis	46
Ethical Considerations	46
Chapter Four	47
Presentation of Results.....	47
Discussions	79
Conclusions.....	84
Recommendations of the Study	86
Study Limitations.....	87
Areas for Further Study	87
References.....	89
Appendices.....	108
Appendix A: Permission Letter by the Dean	108
Appendix B: Questionnaire for Parents	109
Appendix C: Ateso Questionnaire	115
Appendix D: Dhupadhola Questionnaire	121
Appendix E: Interview Guide	127
Appendix F: Similarity Index	132

List of Tables

Table 1	Population Size and Categories	Error! Bookmark not defined.
Table 2	Reliability Statistics Obtained from School Support, Parental Involvement and Academic Achievement of Children with Special Educational Needs.....	Error! Bookmark not defined.
Table 3	Category of Special Educational Needs Children.....	Error! Bookmark not defined.
Table 4	Demographic Characteristics of the Study Participants (N = 146).....	Error! Bookmark not defined.
Table 5	Mean Scores and Levels of the Study Variables	Error! Bookmark not defined.
Table 6	Demographics and levels of school support	Error! Bookmark not defined.
Table 7	Demographics and levels of parental involvement.....	Error! Bookmark not defined.
Table 8	Demographics and school based parental involvement...	Error! Bookmark not defined.
Table 9	Demographics and overall parental involvement	Error! Bookmark not defined.
Table 10	Demographics and mastery of knowledge and skills.....	Error! Bookmark not defined.
Table 11	Demographics and character.....	Error! Bookmark not defined.
Table 12	Demographics and quality of work.....	Error! Bookmark not defined.
Table 13	Demographics and overall academic achievement	Error! Bookmark not defined.
Table 14	Pearson Product Moment Correlation Coefficients	Error! Bookmark not defined.
Table 15	Simple Linear Regression of Influence of School Support on Parental Involvement	Error! Bookmark not defined.
Table 16	Simple Linear Regression of Influence of School Support on Academic Achievement	Error! Bookmark not defined.
Table 17	Simple Linear Regression of Influence of Parental Involvement on academic achievement	Error! Bookmark not defined.
Table 18	Demographic Data	Error! Bookmark not defined.

Table 19	Home-Based Parental involvement Scale	Error! Bookmark not defined.
Table 20	School-Based Parental Involvement Scale	Error! Bookmark not defined.
Table 21	Latir ma kipima niang pa Jonywol.....	Error! Bookmark not defined.
Table 22	Latir pa Jonywol	Error! Bookmark not defined.
Table 23	Demographic Data	Error! Bookmark not defined.
Table 24	Interview Guide for Parents	Error! Bookmark not defined.
Table 25	Demographic Data	Error! Bookmark not defined.
Table 26	Interview Guide for Teachers/Administrators ..	Error! Bookmark not defined.

List of Figures

Figure 1.1: Conceptual Framework showing how School Support, Parental involvement and Academic Achievement Influence each other-----

List of Abbreviations and Acronyms

ADHD:	Attention-Deficit/ Hyperactivity Disorder
ASA:	Autism Society of America
IDEA:	Individuals with Disabilities Education Act
IEPs:	Individualized Education Plans
NAPCW:	National Association for Parents of Children with Learning Disabilities
NGOs:	Non Government Organisations
PTAs:	Parent-Teacher Associations
SEN:	Special Educational Needs
SNE:	Special Needs Education

Abstract

This study investigated the influence of school support and parental involvement on academic achievement of learners with special educational needs in primary schools in Tororo District in Uganda. The study objectives included (a) to examine the influence of school support on the academic achievement, (b) to assess how parental involvement influences the academic achievement, (c) to explore the challenges associated with parental involvement, and (d) to determine the strategies for effectively mitigating the challenges. Triangulation approach was employed to blend quantitative and qualitative methods using sequential explanatory mixed methods research design. Quantitative data were collected from a stratified random sample of 146 out of 392 parents of learners with special educational needs while qualitative data were collected from a purposive sample of five parents and four teachers in key informant interviews, and 26 teachers in focus group discussions. Research instruments included standardized closed-ended questionnaires, interview guides, and focus group discussion guides. Quantitative data were analyzed at univariate levels using descriptive statistics and at bi-variate level using correlation and regression analyses. Qualitative data were transcribed, coded, and analyzed using thematic content analysis. The results showed a statistically significant regression of academic achievement on school support ($\beta = 0.475, t = 4.085, p = .000$), and statistically significant regression of academic achievement on parental involvement ($\beta = 0.585, t = 6.322, p = .000$). The study concluded that high school support and high parental involvement lead to high academic achievement. The study recommended that schools and educators should prioritize parental involvement and school support to enhance academic achievement, while policymakers should develop and implement policies that promote inclusive education, parental involvement, and school support for SEN children.

Chapter One

Introduction

Background

World over, academic achievement is a critical outcome for learners with special educational needs (SEN), influencing their future opportunities, quality of life, and social inclusion (Kirkpatrick et al., 2020; UNESCO, 2020). In 2022, the WHO noted that globally approximately fifteen percent of learners with SEN face unique challenges, including cognitive, emotional, and social difficulties in accessing quality education (WHO, 2022), which can impact their academic achievement (Hornby, 2020). Therefore, understanding the factors that influence academic achievement for learners with SEN is essential.

School support including individualized educational programs (IEPs), accommodations, and modifications, significantly impacts academic achievement for learners with SEN (Hornby, 2020; Miles & Singal, 2020). Effective school support can enhance academic engagement, motivation, and self-esteem. Parental involvement is crucial for learners with SEN, as it fosters a supportive learning environment, encourages academic engagement, and promotes positive relationships between parents, teachers, and learners (Epstein, 2011; Hornby, 2020).

In Tororo District, academic achievement of learners with special educational needs research reveals lower academic grades (Mwamwenda et al., 2020), Limited access to inclusive education (Tororo District Council, 2022), Inadequate teacher training and support (Mwamwenda et al., 2022), and cultural stigma and labeling of learners with SEN (Ubosa et al., 2020). Despite local efforts, empirical research investigating the combined impact of school support and parental involvement on academic achievement for learners with special educational needs in Tororo District is scarce.

Therefore, the aim of the study was to examine how school support and parental involvement influence the academic achievement of children with SEN, the challenges confronting parents in their engagement, and strategies they could employ to mitigate those challenges. The background to this study was presented based on the conceptual, historical, theoretical, and contextual perspectives.

Historical Perspective

The academic achievement of learners with special educational needs (SEN) has evolved significantly over the past century, with shifting paradigms and policies influencing their education globally. According to UNESCO (2020), with disabilities were either kept at home or placed in institutions and were often marginalized and excluded from educational settings. In the early 20th century, a paradigm shift occurred in the education of children with disabilities, marked by the establishment of special needs schools and classes (Kirkpatrick et al., 2020) and focused on medical model, labeling, and segregation (Waitoller & Kozleski, 2020). This transformation was fueled by parental advocacy, as parents began to demand educational opportunities for their children with disabilities (Kartz et al., 2020; Peterken et al., 2022). In the late 20th century and early 21st century, a paradigm shift occurred in special needs education, transitioning from segregated settings to inclusive education (UNESCO, 2020; WHO, 2022). Inclusive education emphasizes educating learners with disabilities alongside their peers in general education classrooms, promoting socialization, and equal access to education (Kartz et al., 2020; Sharma et al., 2021). Parents played a vital role in this transition, collaborating with educators to develop individualized support plans (Kartz et al., 2020), ensuring their children's needs were met within the general education classroom (Sharma et al., 2021) and advocating for their children's rights and inclusion in the general education (Peterken et al., 2022). In the 1970s, parent advocacy groups emerged, revolutionizing the landscape of special needs education (Kozleski & Thorius, 2020).

Organizations such as the National Association for Parents of Children with Learning Disabilities (NAPCWD) and the Autism Society of America (ASA) were established, providing a platform for parents to share information and resources (Peterken et al., 2022), support one another in navigating the special education systems (Kozleski & Thorius, 2020), and advocate for the rights and needs of children with disabilities (Sharma et al., 2021). Between 2000 and 2010, a shift towards inclusive education, emphasizing social inclusion and participation (UNESCO, 2020) and increased focus on parental involvement and collaboration (Kartz et al., 2020) occurred. Beyond 2010, there has been emphasis on personalized learning, technology integration, and evidence-based practices (Kirkpatrick et al., 2020), and growing recognition of cultural diversity and intersectionality in SEN education (Miles and Singal, 2020).

In Africa, academic achievement of learners with SEN has undergone significant transformations over the past century, influenced by colonialism, cultural traditions, and policy changes (Mbere 2020). In the 1980s and 1990s, African countries began to adopt policies and legislation supporting inclusive education (UNESCO, 2020). This shift towards inclusive education created opportunities for parents to become more involved in their children's education (Nketsia, 2021). Today, parental involvement in SEN education in Africa takes many forms, including: parent-teacher associations (PTAs) advocating for inclusive education (Afolayan, 2022) and community-based initiatives supporting children with SEN (Mwamza & Mwamza, 2022). In South Africa, academic achievement of children with disabilities has been shaped by apartheid-era segregation and exclusion (Muthukrishna & Schoeman, 2020), Post- apartheid era policies and legislation promoting inclusive education (South Africa Department of Basic Education, 2020), and international influences and human rights frameworks (United Nations, 2020).

In East Africa, learners with SEN faced significant barriers to education, including stigma, discrimination, and lack of access to inclusive education (Miles & Singal, 2020; Kassah, 2019). However, since the 1990s and 2000s, East African countries have made efforts to promote inclusive education through policies and programs. For instance, Kenya introduced reforms to enhance access to education (Kipkorir, 2020), Tanzania developed policies to promote inclusive education (Tungaraza, 2022), and Uganda established strategic plans to improve education outcomes (Nabacwa et al., 2020). These initiatives aimed to increase access to education for learners with SEN. Despite this progress, learners with SEN in East Africa continue to face challenges, including limited access to specialized resources and support, high dropout rates, and poor academic outcomes (Ajuwon & Oyewole, 2022). Research emphasize, the need of accessible infrastructure and technology, personalized learning plans, accommodations, continued investment in inclusive education, teacher training, community engagement to improve academic achievement for learners with SEN (Mwamuye, 2023; Oke & Adeniye, 2024).

In Uganda, children with disabilities were often excluded or marginalized, with limited access to education (Nabacwa et al., 2020) and parents typically serve as primary caregivers (Kaggwa et al., 2022). However, with the introduction of inclusive education policies in the 1990s, the Government of Uganda recognized the need for special needs education (Kassah, 2019), and established special schools, classes, and programs (Mwamwenda et al., 2022). In 1997, the Persons with Disabilities Act (PDA) were enacted, which aimed to protect the rights of individuals with disabilities and promote their inclusion in all aspects of society, including education. This legislation laid the foundation for increased parental involvement in special needs education by emphasizing the importance of parental participation in decision-making processes and educational planning (Uganda Ministry of Gender, Labour and Social Development, 1997). In the 2000s, Uganda made

further strides in promoting inclusive education. The government implemented policies and programs to support the education of children with disabilities, including the provision of special needs education units and resource centers in some schools. Parental involvement became more prominent as parents collaborated with educators to develop individualized education plans and ensure their children's needs were met (Ssendikaddiwa & Bakkabulindi, 2016). In 2014, the Ugandan Ministry of Education and Sports developed the Special Needs Education Policy, which outlined strategies for improving the quality and inclusivity of education for learners with disabilities according to sustainable development goal 4(SDG4) on quality education.

In Tororo District, initially children with disabilities were marginalized and excluded from education, with parents often being the primary caregivers (Mwesigye, 2017). Later, the Tororo District local government implemented initiatives to promote academic achievement of learners with SEN including; parent-teacher association (PTAs) to support children with SEN (Mwesigye, 2017), training parents and educators on inclusive education (Okurut, 2015). However, no study has been carried out in Tororo District about school support, parental involvement and academic achievement of children with special educational needs in primary schools. This study intended to fill this research gap to find out the interactions between school support, parental involvement and academic achievement of learners with SEN through scientific investigations in the field. This would provide insight that could be used to influence treatments and policy to improve the educational experiences of children with exceptional needs.

Conceptual Perspective

The key concepts to be understood in this study are schools support; Parental involvement; academic achievement; and special educational needs. School support encompasses several key components, including inclusive education policies and practices,

which ensure equal access to education for all learners (Hornby, 2020). Trained teachers and adequate resources are also essential for providing individualized support to learners with SEN (Epstein, 2019). Collaborative parent-teacher relationships and personalized learning plans further enhance the academic outcomes of learners with SEN (Kassah, 2019).

Additionally, accessible infrastructure and technology play a vital role in facilitating learning for learners with SEN (WHO, 2020). Teacher training and professional development programs are also critical for equipping teachers with the necessary skills to support learners with SEN (Miles & Singal, 2020). Finally, a supportive school climate and culture that promotes inclusivity, acceptance, and understanding is essential for fostering social integration and academic success among learners with SEN (UNESCO, 2020). By examining these components of school support, this study aimed to provide insights into the ways in which schools can effectively support learners with SEN in primary schools to achieve academic success and social integration.

In the context of this study, school support refers to the diverse resources, strategies, and services provided by schools to facilitate the academic achievement and social integration of learners with special educational needs (SEN) (Kassah, 2019; Miles & Singal, 2020). Effective school support is crucial for bridging the achievement gap between learners with SEN and their non-disabled peers (UNESCO, 2020).

Parental involvement encompasses various forms of engagement, including volunteering, decision-making, learning at home, collaboration with the community, advocating for accommodations and resources, and supporting homework and learning activities (Epstein, 2019; Henderson & map, 2019; Hornby, 2020; Kassah, 2019; Miles & Singal, 2020). Effective parental involvement is critical for enhancing academic achievement, improving social skills, increasing motivation, and fostering collaborative relationships between parents and educators (Hornby, 2020; UNESCO, 2020). According to the study,

parental involvement refers to the diverse ways parents engage with schools and support their children's education, particularly for learners with special educational needs (SEN) in primary schools.

Academic achievement encompasses the progress, learning outcomes, mastery of knowledge and skills, character, and quality of work as measured against established educational standards and objectives. Research has consistently shown that learners with SEN often face significant challenges in achieving academic success due to cognitive, emotional, and social difficulties (Kassah, 2019). However, effective school support and parental involvement can mitigate these challenges and enhance academic outcomes (Epstein, 2019, Hornby, 2020). According to Badilla-Quintana et al. (2020), academic achievement refers to the level of success or accomplishment attained by learners with disabilities or special educational needs in academic domains such as literacy skills (Ajuwon & Oyewole, 2022), numeracy skills (Mwamuye, 2023), social skills (Oke & Adeniyi, 2024), and emotional intelligence (UNESCO, 2020).

According to UNESCO (2020), SEN encompasses children and youth with disabilities, difficulties in learning, or other special educational needs requiring adaptations or accommodations to access education. This inclusive definition acknowledges the diversity of needs among learners and emphasizes the importance of tailored support. Special Educational Needs (SEN) refers to children who require additional support or accommodations to access education due to various challenges. These challenges include cognitive or intellectual disabilities (Katz et al., 2020), physical or sensory disabilities (Mwamza & Mwamza, 2022), emotional or behavioral difficulties (Nabacwa et al., 2020), autism spectrum disorder or other neurodevelopmental disorders (Tungaraza, 2022) and learning difficulties such as dyslexia, dyscalculia, or dysgraphia (Kaggwa et al., 2022).

Theoretical Perspective

The study was guided by the Ecological Systems Theory developed by Bronfenbrenner (1992), provides a comprehensive framework for understanding the academic achievement of learners with special educational needs (SEN) in primary schools. EST posits that academic achievement is influenced by five interconnected systems: microsystem, mesosystem, exosystem, macrosystem, and chronosystem. These systems interact to shape educational experiences, highlighting the significance of contextual factors.

The microsystem encompasses immediate environments such as family and school, where learners interact. Parental involvement and teacher support are crucial within this system (Epstein, 2011; Hornby, 2020). The mesosystem represents interactions between Microsystems, including home-school partnerships and teacher-parent collaboration (Kim & Lee, 2022). External environments, such as community resources and educational policies, comprise the exosystems (Miles & Singal, 2020).

Societal values, norms, and policies form the macrosystem, influencing cultural attitudes towards SEN and national education policies (Kassah, 2019; Uganda Government, 2019). The chronosystem considers temporal influences, including life transitions and historical context. Research indicates that school support and parental involvement significantly impact academic achievement for learners with SEN (Mwamwenda et al., 2022).

EST provides a holistic understanding of the complex interactions influencing academic achievement for learners with SEN. This framework guides investigations into school support, parental involvement, and academic achievement in primary schools. Understanding these ecological systems informs strategies to enhance academic outcomes for learners with SEN, emphasizing the importance of collaborative home-school relationships, teacher training, and inclusive education policies.

Contextual Perspective

Globally, learners with special educational needs (SEN) encounter substantial barriers to academic success, including inadequate resources and insufficient inclusive education policies (UNESCO, 2020). Disparities in academic achievement persist between learners with SEN and their non-disabled peers, highlighting the need for targeted support (UNESCO, 2020). The World Health Organization's Global Disability Action Plan (2014) underscores the importance of accessible education.

Research emphasizes the critical role of school and parental involvement in enhancing academic outcomes for learners with SEN (Epstein, 2011; Hornby, 2020). Approximately fifteen percent of the global population lives with disabilities, with one in five experiencing significant difficulties (World Health Organization, 2011). In recognition of the importance of inclusive education, the United Nations' Sustainable Development Goals (SDGs) affirm it as a human right (United Nation, 2006). Specifically, SDG 4 emphasizes ensuring inclusive and equitable quality education for all.

Recent studies continue to highlight the significance of addressing the unique needs of learners with SEN. For instance, a study by Kassah (2019) found that inclusive education policies and practices significantly impact academic achievement among learners with SEN. Similarly, Miles and Singal (2020) emphasized the need for teacher training and resource availability to support learners with SEN.

In Africa, learners with SEN confront additional obstacles that impede their academic success, including cultural stigma and limited resources (Kassah, 2019). The continent's average pass rate for learners with SEN has shown a gradual increase over the past five years: 43.2% out of 2,341,191 in 2019 (Kassah, 2019), 44.7% out of 2,503,219 in 2020 (Miles & Singal, 2020), 46.3% out of 2,671,902 in 2021 (African Development Bank 2022), 48.5% out of 2,857,109 in 2022 (UNESCO, 2023), and 50.1% out of 3,051,509 in 2023 (Africa

Union, 2024). Research underscores the critical role of inclusive education policies and practices in enhancing academic outcomes for learners with SEN in primary schools (Kassah, 2019). Effective implementation of these policies can mitigate the impact of cultural stigma and resource limitations. In East Africa, academic achievement of learners with special educational needs (SEN) remains a pressing concern, with varying pass rates across countries. In Kenya, for instance, the pass rates for learners with SEN have shown a steady increase from 48.5% in 2020 to 55.5% in 2023 (KIE, 2021-2024). In Uganda, the education system has made significant strides in inclusive education, but learners with SEN still face challenges. The Uganda National Examination Board (UNEB) has reported a gradual improvement in Primary Leaving Examination (PLE) results for learners with SEN. In 2019, 48.8% out of 28,349 learners passed, slightly increasing from 42.1% in 2018 (UCE, 2020). Although there was a decline in 2020, with 40.6% out of 27,133 passing, UNEB attributed this to the COVID-19 pandemic's impact on learning (UCE, 2021). However, the trend reversed in 2021, with 46.5% out of 28,439 passing, indicating enhanced inclusive education efforts (UCE, 2022). The 2022 results showed further improvement, with 50.2% out of 28,911 passing, and in 2023, the pass rate reached 52.1%, the highest recorded for learners with SEN (UCE, 2023-2024). This statistics demonstrates Uganda's commitment to inclusive education and highlight the importance of continued support for learners with SEN.

According to Tororo District's Annual Education Report (2020-2024), academic achievement of learners with SEN in Tororo District has demonstrated a gradual improvement over the past five years.

Table 1**Academic Achievement of Learners with SEN in Tororo District (2020-2024)**

Year	Number of Learners with SEN	Number of learners who passed	Pass rate (%)
2019	514	223	41.2%
2020	573	244	42.5%
2021	601	271	45.1%
2022	643	310	48.2%
2023	689	348	50.5%

Source: Tororo District Education Office (2020-2024): Annual Education Reports

The data indicates a steady increase in pass rates, from 41.2% in 2019 to 50.5% in 2023. Despite this progress, the pass rate remains relatively low, suggesting that additional support is necessary to enhance academic outcomes for learners with SEN. Research suggests that inadequate teacher training and professional development programs, ineffective inclusive education policies and practices, and limited parental involvement contribute to the persistent achievement gap (Kassah, 2019; Miles & Singal, 2020).

Statement of the Problem

Comprehensive support from schools and parents is crucial for learners with special educational needs (SEN) to achieve optimal academic success, social integration, and emotional well-being (Kassah, 2019; Miles & Singal, 2020). Ideally this support would encompass: inclusive educational policies and practices, trained teachers and adequate resources, collaborative parent-teacher relationships, personalized learning plans and equal opportunities for academic success.

However, learners with SEN in primary schools in Tororo District face significant challenges, including low academic achievement rates compared to their non-disabled peers (Tororo DEO, 2020-2024). This disparity may be attributed to: Inadequate funding for SEN

programs, limited teacher training and expertise, insufficient parental awareness and involvement, ineffective inclusive education policies and practices, and cultural and societal stigma (UNESCO, 2020).

Therefore, these challenges may lead to severe consequences, including: Reduced opportunities for further education and employment, increased dropout rates, low self-esteem and social isolation, perpetuation of social and economic disparities and limited contribution to societal development (Miles & Singal 2020).

Despite the critical role of school support and parental involvement in promoting academic achievement among learners with SEN in primary schools, there exists a knowledge gap regarding the influence of school support and parental involvement on academic achievement of learners with special educational needs (Kassah, 2019).

To address this gap, this study investigated the influence of school support and parental involvement on academic achievement among learners with SEN in primary schools in Tororo District, Eastern Uganda.

Purpose of the Study

This study intended to investigate how school support and parental involvement respectively influence academic achievement in the education of children with special educational needs in primary schools in Tororo District.

Specific Objectives of the Study

The objectives of this study included the following:

1. To examine the influence of school support on the academic achievement of children with special educational needs in primary schools in Tororo District.
2. To assess the influence of parental involvement on academic achievement of children with special educational needs in primary schools in Tororo District.

3. To explore the challenges associated with parental involvement in supporting the academic achievement of their children with special educational needs in primary schools in Tororo District.
4. To determine the strategies that can be employed to effectively mitigate the challenges faced by parents in supporting the academic achievement of their children with special educational needs in primary schools in Tororo District.

Research Questions

The following research questions were answered to achieve Objectives 1, 2, 3, and 4 respectively:

1. What is the influence of school support on the academic achievement of children with special educational needs in primary schools in Tororo District?
2. What is the influence of parental involvement on the academic achievement of children with special educational needs in primary schools in Tororo District?
3. What are the challenges associated with parental involvement in supporting the academic achievement of children with special needs in primary schools in Tororo District?
4. What effective strategies can be proposed to mitigate the challenges faced by parents in supporting the academic achievement of their children with special needs in primary schools in Tororo District?

Null Hypotheses

The following null hypotheses were tested to achieve objectives 1 and 2 respectively:

1. There is no statistically significant influence of school support on the academic achievement of children with special educational needs in primary schools in Tororo District.

2. There is no statistically significant influence of parental involvement on the academic achievement of children with special educational needs in primary schools in Tororo District.

Significance of the Study

The study findings may be significant to a wide spectrum of people. Teachers may use the data to enhance instructional strategies, parent-teacher communication, document the mistakes and injustices that a learner with special educational needs encounters in his or her family, community and educational institutions.

School administrators may use the findings to inform policies and practices that foster inclusive environments, allocate resources effectively, and promote collaboration between teachers, parents, and support staff.

Educational policy makers and funders may use the findings to ensure that schools have adequate and appropriate facilities, promote inclusive education, allocate resources, and ensure equitable access to quality education to learners with special educational needs.

The curriculum designers may use the findings to improve the substance of planned school experiences for the democratic benefit of all children in schools, independent of their physical development or psychosocial problems.

The parents may use the findings to stimulate academics' curiosity in how parents of special educational needs primary school pupils manage their formal education. They would receive feedback from it in order to do future study.

Scope of the Study

Geographical Scope

The study was conducted in primary schools in Tororo District in Eastern Uganda having children with SEN. Tororo District is bordered by Kenya in the East, Butaleja in the West, Mbale in the North and Busia District in the South. This area was chosen because the

academic achievement of learners with SEN sought to be low for the past three years of post-COVID-19 pandemic.

Content Scope

This study explored the influence of school support and parental involvement on the academic achievement of learners with special educational needs in primary schools in Tororo District, with a focus on identifying effective strategies for enhancing academic outcomes.

Time Scope

The data for the study covered a two years period (2022-2024). Investigating the post-COVID-19 pandemic period, provided a unique opportunity to investigate how school support and parental involvement influenced learners with SEN' academic recovery and resilience in the face of pandemic-related disruptions.

Conceptual Framework

Independent Variable (IV 1)

School Support

- Inclusive education Policies and Practices
- Teacher training and Professional Development
- Specialized Instruction
- Instructional aids and resources
- Individualized education plans (IEPs) Transition services
- Therapeutic Services

Dependent Variable

Academic Achievement

- Mastery of knowledge and skills
- Learning outcomes
- Character,
- Quality of work

Independent Variable (IV 2)

Parental Involvement

- Parenting
- Communication with the teacher
- Volunteering
- Learning at home
- Decision-making
- Collaborating with the community

Figure 1. Conceptual framework showing how school support and parental involvement influence the academic achievement of learners with SEN in primary schools in Tororo District.

The Conceptual framework in Figure 1 shows that the independent variable (IV1) school support is comprised of teacher training and professional development, instructional aids and resources, inclusive practices, personalized learning plans, specialized instruction, transition services and therapeutic services. Independent variable (IV2) parental involvement comprises of parenting practices, communicating, volunteering in school activities, learning at home, decision-making and collaboration between school and parents. While the

dependent variable (DV) academic achievement comprises of learning outcomes, mastery of knowledge and skills, character and quality of work.

As school support and parental involvement increases, it is assumed that academic achievement also increases and if school support and parental involvement is low, it assumed that academic achievement also becomes low in the education of learners with special educational needs. However, academic achievement depends on effective communication and collaboration between parents and the school. Hence high academic achievement of learners will be facilitated by both high school support and high parental involvement.

Chapter Two

Review of Related Literature

Introduction

This chapter presented conceptual, theoretical and empirical review of literature about how school support and parental involvement influence the academic achievement of children with special educational needs and made a conclusion on the literature by identifying the research gaps. The reviewed materials were organized in accordance with the four research objectives and questions in the context of the topic under study.

Conceptual Review

School Support

Hendarman et al. (2020) define school support as “the provision of individualized accommodations, services, and resources to facilitate the educational experiences of learners with disabilities” (p. 15). According to Kumar et al. (2022) describe school support as “the collaborative efforts between educators, families, and community partners to create inclusive learning environments that foster social-emotional growth and academic success” (p. 12). Additionally, Mwamwenda et al. (2021) conceptualize school support as “the comprehensive and coordinated provision of instructional, emotional, and environmental support to promote the academic achievement and well-being of students with SEN” (p. 8).

According to the study, “School support refers to the collaborative and individualized accommodations, services, resources, instructional strategies, emotional support, and environmental modifications by the educators, administrators, peers, and family members to facilitate the academic achievement, social integration, and emotional well-being of children with special educational needs.”

Wang et al. (2020) defined school support as various forms of assistance, aid, or resources provided to learners, teachers, and educational institutions to enhance learning and

overall educational experience. This support can include academic tutoring, counseling services, financial aid, infrastructure development, and educational programs designed to meet the needs of learners and promote their success in school. Over time, school support has been questioned by many researchers as having a great impact on parents' involvement in the education of their children with SEN hence leading to learners' low academic achievement (Harris et al., 2018; Jeynes, 2017).

Parental Involvement

According to Hill and Taylor (2019) define parental involvement as “the active participation of parents in their children’s education, including communication with teachers, attendance at school events, and support for learning at home” (p.20). Additionally, Jeynes (2020) describes parental involvement as “the extent to which parents engage in activities that promote their children’s academic success, such as monitoring homework, attending parent-teacher conferences, and volunteering in the school activities” (p. 15). However, Epstein et al. (2022) conceptualize parental involvement as “the collaborative relationships between parents, educators, and community members to support student learning, socialization, and emotional growth” (p. 10).

Nantongo (2018) defined parental involvement as active participation of parents in their children’s education and overall well-being. Similarly, Darko-Asumadu and Sika-Bright (2021) defined parental involvement as being aware of and engaged in schoolwork, understanding the relationship between parenting skills and academic performance, and showing commitment to support pupils in learning.

Finally, integrating these perspectives to the study, “Parental involvement refers to the active and collaborative engagement of parents in their children’s education, encompassing parent-teacher communication, attending school events and meetings, helping learners in homework and learning activities, participating in decision- making processes and perceived

level of support and advocacy to promote academic achievement, socialization, and emotional well-being of children with SEN.”

Academic Achievement

Every Student Succeeds Act (ESSA, 2019) defines academic achievement as “the demonstration of knowledge, skills, and competencies in core academic subjects, including reading, writing, mathematics, science, and social studies.” Whereas Klingner et al. (2020) describe academic achievement as “the attainment of academic goals, including grades, test scores, and mastery of skills and knowledge.” Furthermore, Hattie (2022) conceptualizes academic achievement as “the culmination of student learning, encompassing cognitive, metacognitive, and affective outcomes.”

Basing on the study, academic achievement was operationalized as “the demonstration of knowledge, skills and competencies in core academic subjects, as well as the attainment of academic goals and mastery of skills and knowledge, encompassing cognitive, metacognitive, and affective outcomes.”

According to Hattie (2015), academic achievement as a dependent variable denotes the measurable outcomes and successes a learner attains in their educational endeavors. It includes factors such as children’s grades, standardized test scores, school attendance; class participation and participation in co curricular activities (Hübner et al., 2022). Academic grades and scores of learners are majorly influenced by the ways parents perceive their role in the education of their children with special educational needs.

Special Educational Needs

According to UNESCO (2019) defines special educational needs as disabilities, difficulties, or disadvantages that require additional support to ensure to ensure equal access to education. Hallahan et al. (2020) defines SEN as “learning difficulties, or disabilities that necessitate specialized instruction and support.” Additionally, Florian (2022) conceptualizes

SEN as “diverse needs requiring inclusive education, including disabilities, learning difficulties, language barriers, and cultural differences.”

By integrating these perspectives, the study operationalized special educational needs as the diverse requirements of children who face challenges in accessing education due to disabilities, learning difficulties, language barriers, cultural differences, or other disadvantages, necessitating individualized support and inclusive education practices.

Special Needs Education

According to UNESCO (2020), special needs education (SNE) encompasses instruction and support services designed to meet the diverse needs of learners. This definition emphasizes the importance of inclusivity and equal access to learning. Scholars define SNE as an educational process that recognizes and responds to individual differences, including disabilities, learning difficulties, or giftedness (Kart et al., 2020; Nabacwa et al., 2020). Mwamza and Mwamza (2022) describe SNE as an approach that values diversity, promotes inclusivity, and provides accommodations to ensure equal access to learning. This perspective highlights the need for personalized instruction and support services.

Theoretical Review

This study is guided by three theoretical frameworks: Family Systems Theory, Theory of Parent-School-community Partnerships, and Ecological Systems Theory. These theories provide insights into the influence of school support and parental involvement on academic achievement of learners with special educational needs (SEN).

Family Systems Theory (Bowen, 1966) views families as dynamic systems with interconnected components, emphasizing interdependence, emotional relationships, and adaptations to change. Research highlights the importance of considering family emotional dynamics when supporting children with SEN (Hart, 2017; Murray, 2018). However, this

theory has limitations, such as a narrow focus on internal systems and difficulty measuring family dynamics (Kasiga, 2017).

To address these limitations, Epstein's Theory of Parent-School-Community Partnerships (Epstein, 2011) was employed. This theory emphasizes collaborative partnerships among schools, families, and communities, identifying six types of involvement. School support and parental involvement are crucial in providing accommodations for learners with SEN (Kasiga, 2017). While Epstein's theory provides a practical framework, it overlooks individual learner needs and power dynamics (Epstein, 2011).

Ecological Systems Theory (Bronfenbrenner, 1992) offers a comprehensive framework, viewing child development as influenced by five interconnected systems. School support and parental involvement are vital in the microsystem, directly impacting academic achievement (Hendarman, 2017; Nketsia, 2021). Recent studies support this theory, showing parental involvement positively impacts academic achievement for children with SEN (Barten et al., 2022). Although Ecological Systems Theory provides a broad framework, it has limitations, such as complexity and oversimplification of dynamic interactions (Bronfenbrenner, 1992). Additionally, it does not deeply analyze family dynamics, such as family size, marital status, socioeconomic status, and family behaviors, which can positively impact academic success.

However, Ecological Systems Theory (Bronfenbrenner, 1992) was chosen to guide the study over Family Systems Theory and Epstein's Theory of Parent-School-Community because it provides a holistic understanding of the factors influencing academic achievement of learners with special educational needs (SEN), making it the most suitable guiding framework for the study.

Empirical Review of Literature on Objectives

This section will include a comprehensive review of the literature on four themes: the influence of school support on academic achievement; the influence parental involvement on academic achievement; and the challenges associated to parental involvement and strategies to overcome them as presented below.

School Support and Academic Achievement of Children with Special Educational Needs in Primary Schools in Tororo District

Inclusive Education Policies and Practices and Academic Achievement

The study conducted by Molina Roldan et al. (2021) found a significant positive correlation between inclusive education policies and academic achievement, suggesting that schools with inclusive policies and practices tend to have better academic outcomes for learners with special educational needs. However, the study also identified barriers to inclusive education, including lack of resources, inadequate teacher training, and negative attitudes towards inclusion. These findings highlight the need for schools to address these challenges and prioritize inclusive education policies and practices.

On the other hand, Dalgaard et al. (2022) states that children with special educational needs may or not benefit from this inclusiveness in terms of overall academic performance, self-esteem, and involvement. Whereas Alzahrani et al. (2019) suggests that Peer connection in private settings can also improve social and emotional development which has an impact on academic accomplishment.

As a result the school should make efforts to support parents in attitude change towards learners with special educational needs that can significantly impact on their academic performance. Supportive attitudes, encouragement, and active participation from parents can enhance their children's motivation and feeling of self, thereby fostering academic success. Conversely negative perceptions or lack of understanding can undermine a

child's confidence and hinder their learning potential. A nurturing and inclusive environment, along with effective communication and collaboration between parents and educators, is essential for academic growth of these children is (Gedfie et al., 2020).

Anwar (2017) discovered in his research that, despite having access to mainstream school, disabled children faced discrimination and exclusion due to their circumstances hence leading to low academic performance. Some schools require parents to pick up their children with severe disabilities hence resulting into school dropouts (Shekhar, 2020). This decision contradicts the Government's vow in the Government White Paper on Education (1992) to provide basic school education to all citizens, regardless of origin, social group or gender.

According to Vanderpuye (2013), some parents believed that because the government preferred to give free education to all, it was the government's exclusive responsibility to educate their children with special educational needs. As a result, they felt there was no reason for them to be engaged, the concept that the government should give everything a child needs for school, leaving both teachers and children without access to academic materials that could support their education hence leading to poor performance.

Therefore, it is the responsibility of the school to support these parents to understand their role and that of the government. In addition, Lebona (2023) emphasizes that inclusion, comfort, health are crucial elements of a safe and supportive learning environment for all learners, particularly for those with special educational needs.

Teacher Training and Professional Development and Academic Achievement of Children with Special Educational Needs

Kering et al. (2019) explored the relationship between key teacher characteristics and academic performance of learners with hearing impairments. They found that most teachers in special primary schools were highly qualified and experienced, possessing the necessary pedagogical skills to support them. However, despite this, the academic achievement of

learners with hearing impairments in these schools remained below average in the final examinations. This implied the need to enhance teachers' capacities through workshops and seminars focusing on modern strategies for effective management of these learners. Additionally, it suggested that field officers should strengthen curriculum support services, and monitor these processes.

Teacher training and professional development can significantly influence the academic achievement of learners with special educational needs, such as those with Attention-Deficit/Hyperactivity Disorder (ADHD) (Chronis-Tuscano & Clarke, 2022). By providing educators with enhanced skills and knowledge in supporting learners with SEN, schools can create a more inclusive learning environment. This, in turn can lead to improved academic success. Moreover, empowering teachers to implement effective behavior management strategies can have a positive ripple effect on learners' long-term developmental health and well-being.

In-service teachers can and should be supported through professional development to enhance their delivery of inclusive education as analyzed by (Donath et al., 2022). Teachers and other staff members receive ongoing training on the newest methods and approaches for assisting learners with special educational needs, ensuring that they are knowledgeable and equipped to help.

Specialized Instruction and Academic Achievement of Children with Special Educational Needs

According to the studies analyzed by Jacob et al. (2020), teachers with a depth of pedagogical content knowledge are superior educators and motivators. This implies that teachers should be well-versed in the pedagogy and subject areas that they are supposed to teach so that they motivate learners with special educational needs to learn.

In a similar way, Crispel and Kasperski, (2021) noticed that teachers who have received training in creative teaching strategies are more compassionate and tolerant towards children with special educational needs in inclusive settings. The finest special education management occurs when qualified educators and adequate support workers are present.

Anwar (2017)' research states that majority of teachers lacked the abilities required to manage special educational needs pupils in conventional classroom settings hence resulting in poor performance and short attention spans. One of the most significant tasks and skills of special education teachers is the ability to detect distinctions between specific learner groups and employ a variety of instructional tactics to create a welcoming environment for each and every learner Hernández et al., (2022).

According to Goodwin et al. (2022), the educational attainments of learners with special educational needs is based on the employment of customized teaching and learning materials to promote textbook use in classroom teaching and learning processes, as well as the adoption of an intuitive approach to science study, grouping special educational needs and non- SEN learners, collaborative problem-solving and participatory teaching and learning all-inclusive education in general and the academic outcomes of learners with special educational needs.

Vitalaki et al. (2018) posits that to adopt a more inclusive teaching style, classroom teachers must have a wide range of pedagogical skills, including acting, showing, experimenting, role playing, creative writing, narrative speech, and other cutting-edge techniques, to ensure that all learners, particularly those with special educational needs, have equitable access to education.

Skilled and knowledgeable special education teachers who are aware of the various requirements of learners with disabilities are necessary for providing effective instruction and assistance. In a research carried out by Okech et al. (2021), it was found that schools lacked

qualified teachers who could deal with the learning difficulties of learners with special educational needs and use of sign language. Because they lacked the necessary skills and knowledge to effectively teach learners with disabilities, teachers turned down requests to work with them.

Adewumi and Mosito (2019) found that teachers adapt their approaches for learners with special educational needs, even when lacking specialized training or qualifications. The study also highlighted several challenges teachers encounter in integrating these learners, such as limited parental involvement, heavy workloads, inadequate preparation, and shortage of resources. Despite these difficulties, the research indicated that teachers utilized effective strategies for inclusion, including offering remedial support, employing instructional Aids, assigning individuals tasks, and communicating with parents about their children's needs.

Instructional Aids and Resources and Academic Achievement of Children with Special Educational Needs

Assistive technology, such as adaptive devices or text-to-speech software, can be utilized in education to empower children with special educational needs to engage in academic activities more deeply. Wahome (2021) discovered that the usage of assistive technology minimizes the barriers that learners with special educational needs confront during the teaching and learning process through contacts with teachers. It also enables learners to access the curriculum in the same way that their classmates who do not have impairments do, giving them more confidence to participate in inclusive learning environments.

Similarly, schools that lack the tools and support services that SEN learners require, such as Braille and visual materials, are perceived as unwelcoming to persons with disabilities and should not be used for their educational development. This is especially true in schools with difficult-to-access surroundings and infrastructure (Adjanku, 2020).

Similarly, Kongo and Cheboi (2021) found that a lack of adequate learning materials significantly contributed to the low academic performance in integrated public primary schools in Baringo County in Kenya. The study highlighted that visually impaired children faced insufficient resources, inadequate school support systems, and an unfavorable learning environment. It recommended that school administrations and the government enhance funding for learning resources for learners with special educational needs to create a barrier-free learning environment.

The study by Tohara (2021) explored how digital literacy skills can enhance teaching and learning practices for learners with SEN in Malaysia, focusing on teachers' perspectives regarding cognitive skills, technology, and ethics. The results indicated that a model of digital literacy skills can improve teaching and learning methods in digital environments for SEN learners.

Barrett et al. (2019) argues that schools should facilitate learning by providing suitable infrastructure, such as classroom furnishings, seating arrangements, bathrooms, and water sources, to allow children with special educational needs to learn efficiently. Connecting networks should also be accessible to learners with impairments. Classrooms and schools are practically outdated in this day and age without ICT amenities. Teachers and learners are being treated unfairly, according to (Okech et al., 2021).

Usman and Madudili (2019) in their study points out the factors influencing the academic performance of learners with special educational needs as quality of teachers, a lack of teaching/learning resources, school discipline, and a supportive learning environment.

The findings of Garcia-Redondo et al. (2019) suggest that instructional Aids and resources, such as educational videogames, can play a vital role in enhancing the academic achievement of learners with SEN. By harnessing the potential of videogames to nurture diverse intelligences, talents, and abilities, educators can create a supportive learning

environment that addresses specific areas of deficit, including attention deficits in learners with learning difficulties. This innovative approach can help bridge the gap in academic achievement and foster inclusive learning experiences.

Individualized Education Plans (IEPs) and Academic Achievement of Children with Special Educational Needs

This ensures accurate identification, the development of IEPs (Individualized education plans), as well as the implementation and evaluation of those programs. When children's IEPs take into account their level of impairment as well as their character, cognitive capacity, personality, and experience, their academic performance increases (Mngo & Mngo, 2018).

According to Srivastava (2024) learners with special educational needs achieve greater academic success when involved in individualized education programs (IEPs). IEPs are essential for addressing each learner's unique learning requirements and enhancing overall academic performance. The effectiveness of IEPs is significantly influenced by the level of teacher support, family engagement, and the adaptation of instructional methods. When IEPs are implemented with sufficient resources and support, they greatly enhance learner progress. Additionally, parental involvement in the IEP process and ongoing professional development for educators are crucial for success.

Individualized Education Plans (IEPs) have a significant impact on the academic achievement of children of children with special educational needs. A study by Kurth et al. (2023) found that high-quality IEPs that included specific, measurable, and achievable goals were associated with improved academic outcomes for learners with SEN. Similarly, Jimenez et al. (2022) discovered that IEPs that emphasized evidence-based practices and included progress monitoring led to increased academic achievement and reduced achievement gaps for learner with special educational needs.

Furthermore, research by Bouch et al. (2019) highlighted the importance of IEP alignment with state standards in promoting academic achievement. The findings revealed that IEPs that were aligned with the state standards led to improved academic outcomes and increased access to general education curriculum for learners with SEN. Additionally, Mastropieri et al. (2020) explored the impact of IEP goal setting on academic achievement. The findings suggested that IEPs with specific, challenging, and attainable goals led to improved academic outcomes and increased learner motivation. Hence, emphasis of high-quality goal setting, evidence-based practices, and alignment with the state standards, IEPs can promote improved academic outcomes and increased access to general education curriculum.

Transition Services and Academic Achievement of Children with Special Educational Needs

Research has consistently shown that transition services play a crucial role in supporting the academic achievement of children with SEN as the transition from lower level to higher level in education or employment. A study by Test et al. (2020) found that transition services that emphasized learner-centered planning, career development and interagency collaboration led to improved academic achievement and post-secondary outcomes. In a similar way, Rowe et al. (2022) discovered that transition services that included explicit instruction in self-determination skills, such as goal-setting and self-advocacy, resulted in increased academic achievement and improved post-secondary transition outcomes.

According to Mazzotti et al. (2019) highlights the importance of family involvement in transition services. The study found that transition services that included family members in planning process led to improved academic achievement and increased post-secondary participation for learners with special educational needs. Furthermore, a study by Kohler et al. (2023) explored the impact of transition services on academic achievement for learners

with specific learning disabilities. The findings suggested that transitions services that emphasized accommodations and modifications, such as assistive technology and extra time to complete assignments, led to improved academic achievement and increased post-secondary success. Therefore, emphasizing learner-centered planning, self-determination skills, family involvement, and accommodations, transition services can promote improved academic outcomes and increased success in children's educational journey.

Therapeutic Services and Academic Achievement of Children with Special Educational Needs

Studies have shown that therapeutic services, such as counseling, occupational therapy, and speech therapy, can have a positive influence on the academic achievement of learners with special educational needs. Castillo et al. (2022) found that school-based counseling services led to improved academic achievement and reduced behavioral problems for learners with emotional and behavioral disorders. Similarly, a study by Watling et al. (2020) discovered that occupational therapy services that emphasized sensory integration and motor skills development resulted in improved academic achievement and increased participation in general education classes for learners with autism spectrum disorder.

Cirrin et al. (2019) highlighted the importance of speech therapy services in supporting academic achievement for learners with language-based learning disabilities. The study found that speech therapy services that emphasized phonological awareness and reading comprehension led to improved academic achievement and increased reading proficiency.

Additionally, Machalicek et al. (2023) explored the impact of therapeutic services on academic achievement of learners with traumatic brain injury. The findings suggested that therapeutic services that emphasized cognitive rehabilitation and compensatory strategies led to improved academic achievement and increased return to general education classes. Hence,

providing Individualized Education Support and accommodations, therapeutic services, can promote improved academic outcomes and increased participation in general education classes.

Parental Involvement and Academic Achievement Children with Special Educational Needs in Primary Schools in Tororo District

Parenting and Academic Achievement of Children with Special Educational Needs

Mugumya et al. (2023) discovered that parents' understanding of satisfying their children's basic needs and connecting with them accurately predicted their academic success. Nzeh and Akulue (2022) study' findings imply that parents should ensure that children follow basic behaviors such as appropriate hygiene, getting enough sleep, and getting immunized, as these can considerably reduce school absences. Furthermore, it was proposed that schools should strive to create policies and cultures that promote learners' individual and group wellbeing, which improves academic success.

Checa and Abundis-Gutierrez (2018) contend that a learner's academic achievement may be strongly influenced by their parenting style. The study found that authoritative parenting has always been associated with higher academic achievement, whereas authoritarian, permissive, and negligent parenting was associated with lower school performance. This indicates that parents who are welcoming and responsible fosters academic performance of their children with special educational needs than those who are neglectful, obedience and permissive.

Additionally, a study by Resch et al. (2023) explored the impact of parenting stress on academic achievement for learners with special educational needs. The findings suggested that parents who experienced high levels of stress had children with lower academic achievement, highlighting the importance of supporting parents in managing stress. However,

engaging in activities that support learning and collaboration with teachers, parents can promote improved academic outcomes and increased social skills.

Home Learning Support and Academic Achievement of Children with Special Educational Needs

Research has shown that home learning support can have a positive influence on the academic achievement of learners with special educational needs. A study by Hornby et al. (2022) found that parents who provided home learning support, such as reading and math activities, reported high academic achievement and increased confidence for their children with special educational needs.

According to, Gan and Bilige (2019) defined parental participation as characteristics of home-based education such as parental expectations, homework aid, emotional support, and parent-child communication. The study identified four levels of parental participation at home as supportive, strict, and disengaged. As a result, the study recommended that parents should involve their children in democratic decision-making and communicate effectively with them in order to help them learn.

Similarly, Darko-Asumadu and Sika-Bright (2021) noticed that parents' participation has great impact on children's academic achievement. The study found that family size had a negative impact on learner's academic performance since their parents did not provide the basic assistance they required to excel academically, nor did they supply them with the basic necessities.

Additionally, a study by Khan et al. (2019) revealed that the majority of respondents were pleased with their home environment, despite the fact that a big number of them lacked separate study rooms and had little possibilities for in-home engagement on household problems. According to the findings, learners should be provided with private study rooms in addition to all the other resources necessary for their academic progress.

Fletcher et al. (2020) discovered that home-based learning programs, such as online resources and educational games, were effective in improving academic achievement and social skills for learners with autism spectrum disorder. Furthermore, Jeynes (2019) highlighted the importance of parental involvement in home learning support. The study found that parents who were actively involved in their children's home learning activities reported improved academic achievement and increased parental satisfaction.

Volunteering and Academic Achievement of Children with Special Educational Needs

In terms of volunteering, the research by Mugumya et al. (2023) revealed that parents' voluntary participation in school decision-making and infrastructure construction was favorably connected with academic achievement. Parents have expressed interest in assisting the school in raising funds to modernize its facilities, notably the classrooms. They also attended activities such as the yearly general meeting of instructors and parents, as well as class days during which crucial decisions are made.

Darko-Asumadu and Sika-Bright (2021) provide more evidence for this position, claiming that a parent's degree of education and career may have contributed to their children's lack of school attendance. Parental participation was found to have a significant impact on the academic achievement of learners with special educational needs. These findings imply that parent participation in school events is essential for learners' skill development and socialization, as well as enhancing children's safety at school (Hamlin and Li, 2020).

Parent/ Teacher Communication and Academic Achievement of Children with Special Educational Needs

According to Choge and Edabu (2023), communication allows parents to better understand how the school operates, how learners do academically, and how the school handles policies such as penalty resolution procedures. Communication between parents and

schools should be promoted because it is a two-way street that leads to better academic achievements for pupils.

In similar way, Assefa and Sintayehu (2019) states that parents of excelling children demonstrated the highest level of involvement by consistently exchanging information about their children's academic achievement with instructors and staff and meeting all school requirements. This research tends to bring to light the importance of parents actively participating in all school activities of their children irrespective of their socio-economic background.

School/Parent/Community Collaboration and Academic Achievement of Children with Special Educational Needs

Massucco (2020) in their research advises schools and parents to collaborate in a community setting by involving in diverse community groups, such as businesses, cultural and civic organizations, and integrate the local community into school activities. Đurišić and Bunijevac (2017) suggest that parents can monitor their children's conduct at home and collaborate with the school on academics. This type of cooperation effectively reduces tensions between parents and educators over disciplinary and academic concerns.

Contrary, in the research of Correia et al. (2021) parents said that, regardless of the type of impairment, they were not receiving one-on-one help, relevant material, or evaluative comments from instructors, and were only minimally involved in the individualized education program (IEP) process.

Decision-Making and Academic Achievement of Children with Special Educational Needs

According to Love et al. (2017), families should actively participate in their children's educational decisions and have a unique voice when it comes to advocating for inclusion of learners with intellectual and developmental disabilities. Similarly, low levels of parental involvement were identified in decision-making, community service and participation in

school-related events (Gedfie et al., 2020). Parents must continue connection with the administration and teachers of their children in order to provide proper guidance and monitor their children's development in school activities. This will be evidenced during the researcher's interactions with parents and teachers in Tororo District where the study will take place.

Oranga (2022) found that parents of students with intellectual disabilities created a safe home environment, transported their children to school, and monitored their behavior, and somewhat provided food and educational resources. In contrast, the findings also indicated that parents did not engage in their children's extracurricular activities, expose them to diverse learning environments, volunteer at school, offer sufficient educational materials, and join school committees or associations, or communicate with the school regarding their children's well-being and academic achievement.

Werang (2024) highlights the significance of parental involvement and the necessity of fostering a positive and supportive school atmosphere to enhance learners' academic achievement. The learners' academic progress is influenced by both the school environment and parental support, which can happen simultaneously.

Challenges Faced in Parental Involvement of Children with Special Educational Needs

Communities and parents of children with special education needs must overcome numerous challenges. According to the article on Italian educators by Colombo and Santagati (2022), integrating kids with special educational needs or impairments might be a difficult undertaking. They claim that learning pace mobility is uncontrollable. When returning to Uganda, parents and educators regularly lament how difficult it may be to address their pupils' social requirements. However, there is a misunderstanding. There are children who have special abilities that their parents and teachers take advantage of or disregard for no

apparent reason. A genius is a child who has great intelligence and has special educational needs. These children are not normal by the norms of abnormal psychology.

According to Manzocco (2023), a genius is someone who can deceive anyone without them recognizing it. This type of scenario is common in families, schools and society as a whole. Instead of designing such children as individuals who demand special attention and care, it is common practice to ignore or even punish them for being stubborn. The researcher intends to uncover hidden information that parents and other stakeholders may use to help their children reach their maximum potential.

Strategies used in Mitigating the Challenges Faced in Parental Involvement of Children with Special Educational Needs

Talafha (2022) believes that when parents are unwilling to participate in their children's special education, an integrated method should be used. This is accomplished by involving all relevant parties, including government, organizations, schools, children and successful disabled persons. Another strategy could be to enact legislation compelling parents to provide mandatory care for the children who are typically looked down upon by society.

In their well-researched work, Satorn et al. (2022) believed that the best solution to parental involvement in the education of children with special educational needs is to operationalize inclusion policy. This method is appealing. However, in many situations, governments adopt rules that are just on paper and are occasionally enacted, but monitoring and evaluation remain a pipe dream.

Additionally, collaborative partnerships between parents and teachers are essential. Regular parent-teacher conferences, co-creating Individualized Education Plans (IEPs), and open communication channels foster a supportive environment (Nketsia, 2021; Kasiga, 2020). Parent education and training programs, such as workshops, support groups, and

online resources, empower parents to advocate for their children (Barten et al., 2022; Mwamza & Mwamza, 2022).

Finally, family-centered interventions, including family-centered care and home-school collaboration programs, enhance parental self-efficacy and academic outcomes (Hart, 2019); Kaggwa et al., 2022). Culturally sensitive teaching practices and inclusive school environments address systemic barriers and promote diversity (Nabacwaet ., 2020; Mwesigye et al., 2022). Integrating technology, such as virtual conferences and online learning platforms, increases accessibility and convenience (Kasiga, 2020; Tungaraza, 2022).

Gaps in the Literature

According to the foregoing review of related literature, no study analyzed the complicated relationships between school support, parental involvement, and academic performance of children with special educational needs was done in primary schools but laid their focus in secondary schools (Kumar et al., 2022; Mwanwenda et al., 2021). They did not, however, observe a link between school support, parental involvement and academic achievement of children with special educational needs in primary schools (Jeynes, 2020).

The study intended to employ sequential explanatory mixed-method design and simple linear regression and correlation analysis, both of which had not been used in the reviewed studies of parental engagement (Epstein et al., 2022). According to Ajuwon and Oyewole (2022) used a mixed-methods approach to investigate parental involvement in education. Descriptive statistics and thematic analysis showed positive outcomes of parental engagement. In a similar way, Kassah (2019) conducted a sequential explanatory mixed-methods study on inclusive education. Descriptive statistics and content analysis emphasized the role of school culture.

Additionally, Epstein (2019) conducted a descriptive study examining school support and family partnerships. Frequency analysis highlighted the importance of communication.

Finally, Mwamuye (2023) employed a case study design to examine school support systems for learners with SEN. Content analysis highlighted the importance of individualized education plans. When it came to special needs education, it was clear that the majority of researchers noticed the need for parental involvement in the inclusive education (Florian et al., 2022). As a result, the study made assumptions about the facts concerning research gaps.

Chapter Three

Methodology

Introduction

The researcher employed triangulation approach in this study. This is a method of collecting data that blends quantitative and qualitative methodologies. The quantitative data was analyzed and presented in tables and figures and qualitative data was interpreted in written and spoken narratives and conclusions were drawn.

Research Design

This study utilized a sequential explanatory mixed- methods design (Cresswell & Plano Clark, 2011) to intergrate quantitative and qualitative data. The research was conducted in two phases, beginning with the collection and analysis of quantitative data, followed by qualitative data collection. The quantitative phase aimed to investigate the influence school support and parental involvement on academic achievement in the education of learners with special educational needs (SEN). Quantitative data were collected, entered into SPSS, coded, transformed, analyzed, and interpreted using inferential and descriptive statistics (Field, 2018).

The findings from the quantitative phase informed the qualitative phase, addressing the study's limitations and providing in-depth insights into the experiences of learners with SEN and their parents. Specifically, the quantitative results guided the development of interview protocols and sampling strategies for the qualitative phase (Cresswell & Plano Clark, 2011). This sequential approach enabled a comprehensive understanding of how school support and parental involvement influence academic achievement among learners with SEN.

Study Population

The study targeted parents/caregivers and teachers in schools with learners with special educational need (SEN), as they possessed relevant information to address the research questions (Cresswell & Plano Clark, 2011). Specifically, teachers who were handling learners with SEN were selected to participate in study. Trained teachers in special needs education were selected for individual interviews to offer in-depth insights (Kvale & Brinkmann, 2014), while Teachers who did not have qualifications in special needs education participated in focused group discussions to gather detailed information about their experiences and perspectives (Krueger & Casey, 2000). A small number of parents with extensive knowledge and experience caring for children with SEN were interviewed individually, while the majority of parents participated in the quantitative strand through questionnaires (Dillman et al., 2014).

Sample Size and Sampling Strategies

This study employed a multi-stage sampling design to select participants from Tororo District. Purposive sampling was used to select three counties in Tororo District, ensuring representation from diverse geographical locations. Census inquiry was employed to select nine primary schools with special educational needs children, ensuring comprehensive coverage of schools with SEN programs.

The study selected 146 out of 392 parents through stratified random sampling to ensure representation from diverse demographic backgrounds to participate in the quantitative study. Purposive sampling was used to select 5 parents and four teachers with knowledge and experience regarding SEN learners to provide valuable insights through qualitative key informant interviews. Again other 26 teachers were purposively sampled from 172 teachers in the nine selected primary schools to participate in focus group discussions. This sampling design and strategy enabled the study to gather valuable data on school

support, parental involvement, and academic achievement of learners with SEN in primary schools in Tororo District. The study population and sample size are summarized in Table 2.

Table 2

Population Size and Categories

Category	Research Instrument	Target Population	Sample Size	Approach	Sampling Strategy
Parents	Questionnaires	392	146	Quantitative	Stratified Random Sampling
	Key informant interview		05	Qualitative	Purposive sampling
Teachers	Interviews	172	04	Qualitative	Purposive sampling
	Focus group discussion		26	Qualitative	Purposive sampling
Total		564	181		

Source: School staff lists and registers (2024)

Data Collection Methods

As previously stated, the study predominantly employed a mixed-methods approach in a sequential manner. When collecting data, the researcher employed an integrated study plan that included quantitative methodologies. Literate parents received their English questionnaires in person, and non literate parents were guided by translated questionnaires either in Dhupadhola or Ateso. The major purpose was to avoid information misunderstandings and waste. A guided interview plan was used for direct interviews with literate parents. The interview guide and guided questionnaire are found in the Appendix.

Instruments for Data Collection

The research was guided by interview guides to collect qualitative data for objective 4 and 5 and standardized closed-ended school support questionnaires, parental engagement surveys and academic success evaluation instruments were employed to collect quantitative data for objective 1 and 2. The questionnaire was adapted and modified by the researcher. This was distributed to parents who were literate, for those who were not literate but had

information, the researcher employed research assistants to guide and read for them items in the questionnaire using local languages Dhupadhola and Ateso.

Procedure for Data Collection

After approval of the research proposal, the researcher obtained a letter of introduction from the Dean Faculty of Science and Education introducing her to schools and seeking permission to conduct research on parents and teachers about school support, parental involvement and academic achievement of children with SEN. Respondents were asked to complete closed-ended questionnaires regarding their opinions, involvement in their children's education and academic performance. After some time, the chosen respondents were interviewed individually or in focused groups to learn more about their experiences and perspectives of academic accomplishment and parental involvement.

Quality of Data Collection Instruments

Validity of the Questionnaire

According to Creswell & Plano Clark (2011) defines validity as the extent to which a research instrument measures what it claims to measure. In other words, validity assesses whether the research instruments accurately capture the intended constructs. Validity can be improved using multiple data sources and methods (Creswell & Plano Clark, 2011, ensuring clear and concise instrument items (DeVellis, 2017). In this study, the validity of the instrument was measured using the content validity index (CVI) before a pilot study. CVI was used to ensure that the research instrument measures what it intends to measure aligning with SEN expert's perspectives (Lynn, 1986). The formula for content validity index (Amin, 2005) is shown below:

$$\text{CVI} = \frac{\text{Number of items rated as relevant}}{\text{All items in the questionnaire}}$$

The CVIs of the various instruments are shown in Table 3:

Table 3***CVIs of the Instruments***

Instrument	Number of items	Items rated as relevant	CVI
School Support Scale	16	12	.75
Parental Involvement Scale	21	18	.86
Academic Achievement Scale	11	11	1.00
Interview guide for teachers and parents	14	12	.86
Focus group discussion guide for teachers	15	14	.93

Reliability of the Questionnaire

Reliability was tested by piloting the instrument in two schools which was not included in the study. A Cronbach's alpha was calculated, yielding an overall value of $\alpha = 0.82$ over the acceptable threshold of .70 (Amin, 2005) for reliable instrument. The subscales of school support, parental involvement, and academic achievement from the field, had Cronbach α values of .763, .830, and .869, respectively. These figures indicated the consistency of the scales.

Validity and Reliability of the Interview Guide and Focus Group Discussion

Reliability and validity address issues about the quality and appropriateness of the method used in carrying out a research. Hence reliability is equivalent to quality while validity is equivalent to appropriateness. To ensure the validity and reliability of the qualitative data collection instruments, the researcher ensured credibility/trustworthiness, transferability/application, dependability/consistency, and confirmability/neutrality. Ensuring credibility/trustworthiness involved researcher reporting to the SEN learners' parents and teachers the findings of the study to affirm its authenticity. Transferability/application was ensured by describing the context and the assumptions that guided the research. To ensure dependability or consistency, the researcher took note of the ever changing context within which SEN learners are engaged, hence bringing on board key informants. Confirmability or neutrality was attained by using data triangulation and methodological triangulation.

Data Management

The study employed a mixed-methods approach, utilizing both nominal and likert scales to measure variables (Creswell & Clark, 2018). Field questionnaire were collected from all participants, and those that were fully filled were sorted out. The fully filled questionnaires were coded and data entered in the Statistical package for social scientists (SPSS) was analyzed and interpreted. Qualitative data obtained from interviews and focused group discussions were transcribed to word document, interpreted, through coding and categorizing them into themes and subthemes related to study objectives. All the filled questionnaires, verbatim reports from interviewees and focused group discussions were kept in a safe custody only accessible to the researcher to protect the confidentiality of the participants.

Specifically, respondents' demographics (marital status, gender, age, level of education, and employment status) were categorized using a nominal scale (Bryman & Bell, 2019). Attitudinal variables were assessed using a 5-point Likert scale, ranging from 1 = strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree (Jamieson, 2004). To determine variables, a formula was applied: $(1-5\text{-point scale} / 3) = 1.33$ (Pallant, 2020). Consequently, variable levels were categorized as: low: 1.00- 2.33, moderate: 2.34- 3.67, and high: 3.68-5.00. Means were computed to interpret findings, and correlation and regression analyses were conducted to test study hypotheses (Field, 2018).

Data Analysis and Presentation

The beginning of this exercise emerged during data collection and management in the field. The quantitative primary data was analyzed using Statistical package for social scientists (SPSS).

Quantitative Data Analysis

Quantitative data from the field excursions were analyzed at descriptive levels using frequencies, percentages, means, and standard deviations. At bi-variate level the study hypotheses were tested using correlation and regression analyses to assess how school support and parental involvement influences the academic achievement of learners with SEN.

Qualitative Data Analysis

In analysis of qualitative data, patterns and connections within and between categories of data collected were established, mainly using the content analysis method. Data was presented in form of notes, word-by-word transcripts, single brief phases and full paragraphs. Qualitative data was transcribed, coded, and analyzed using thematic content analysis. The thick interpretative phenomenological analysis narratives were instrumental in clarifying the quantitative findings.

Ethical Considerations

During the study, the researcher prioritized ethical considerations to ensure a responsible and respectful research process. Informed consent was obtained from participants, clearly outlining the purpose, risks, and benefits of the study. This allowed participants to make informed decisions about their involvement.

Confidentiality was safeguarded to maintain trust and ensure participants felt secure sharing personal and sensitive information. Participants' autonomy was respected, allowing them to make decisions without coercion. Sensitive topics, such as those potentially triggering emotional distress, were handled with care and sensitivity to protect participants' well-being and dignity.

Throughout the research process, professional standards of conduct and integrity were upheld, ensuring honesty, transparency, and objectivity. This maintained public trust in research and its findings.

Chapter Four

Presentation of Results

Introduction

This chapter will consider the presentation of data and findings of the study as it will be revealed by the response rate, regarding demographic characteristics, descriptive and inferential statistics, correlation analysis, regression analysis, and content thematic analysis.

Response Rate

A total of 148 parents were sampled, and 146 (98.6%) completed and returned the questionnaires (see Table 3). Additionally, all five parents with expertise in caring for children with special educational needs (SEN) and all four teachers with specialized qualifications in special needs education who were sampled participated in in-depth interviews as per Table 4.

Table 4

Response Rate

Instrument	Targeted Sample	Acquired Sample	Response Rate (%)
Questionnaire	148	146	98.6%
Interview Guide	09	09	100%
Total	157	155	99.3%

Source: Primary Data (2024)

The results presented in Table 4 indicate that the researcher targeted a sample of 157 respondents. Out of these, 155 participants responded through both questionnaire and interview guide, yielding a response rate of 99.3% (Garcia-Cedillo et al., 2022). This high response rate supports the reliability of the data collected (Epstein, 2019).

Demographic Characteristics

The demographics included marital status, gender, age, highest level of education, and employment status of participant. The number and percentage of participants in the various categories of each of these demographic characteristics are presented in Table 5.

Table 5

Demographic Characteristics of Parents (N = 146)

		Frequency	Percent
Marital status	Single	13	8.9
	Married	133	91.1
Gender	Male	70	47.9
	Female	76	52.1
Age	20-29	9	6.2
	30-39	66	45.2
	40-49	60	41.1
	50+	11	7.5
Highest level of education	None	65	44.5
	Certificate	63	43.2
	Diploma	10	6.8
	Bachelors Degree	8	5.5
Employment status	Unemployed	87	59.6
	Public employee	12	8.2
	Private employee	10	6.8
	Self employed	36	24.7
	Retired	1	.7
Total		146	100.0

Source: Field data by the researcher, 2024

Results in Table 5 show that majority of the participants were married, 133 (91.1%), and female, 76(52.1%) indicates that this group may be primarily responsible for childcare and education decisions. Small proportions were young in the age bracket of 20-29, 9(6.2%); and very old above 50 years of age, 11(7.5%) respectively, suggesting a concentrated middle-aged group. A substantial number of respondents had no formal education, 65(44.5%); and the educated were mainly certificate holders, 63(43.2%). This implies limited access to quality education and potential difficulties in supporting children's educational needs. The

majority, 87(59.6), were unemployed, and 36(24.7%), were self-employment, suggesting economic instability and potential barriers to investing in children's education.

Objective One: To examine the influence of School Support on the Academic Achievement of Children with Special Educational Needs in primary schools in Tororo District

Objective 1 sought to examine the influence of school support on academic achievement of learners with special educational needs in primary schools in Tororo District. To achieve this objective, the following statistical analyses were conducted: Descriptive statistics, descriptive analyses, correlation and regression analyses of school support and academic achievement. The findings from these analyses are presented in the following tables.

Table 6**Responses on School Support in Primary Schools in Tororo District**

Item	SD	D	N	A	SA	M	SD	Level
1. The school provides an inclusive environment for my child with special educational needs	8(5.5%)	43(29.5%)	15(10.3%)	53(39.7%)	22(15.1%)	3.29	1.20	Moderate
2. The school clearly communicates school policies and procedures to parents of children with SEN.	—	6(4.1%)	16(11.0%)	75(51.4%)	49(33.6%)	4.14	0.77	High
3. Teachers always incorporate my SEN child in classroom activities.	—	37(25.3%)	7(4.8%)	40(27.4%)	62(42.5%)	3.87	1.22	High
4. Teachers have received adequate training to support my child with SEN.	2(1.4%)	12(8.2%)	4(2.7%)	89(61.0%)	39(26.7%)	4.03	0.87	High
5. Teachers have the necessary skills to support my child with SEN.	4(2.7%)	53(36.3%)	7(4.8%)	47(32.2%)	35(24.0%)	3.38	1.27	Moderate
6. The school provides individualized instructions tailored to learners with SEN.	1(0.7%)	2(1.4%)	9(6.2%)	100(68.5%)	34(23.3%)	4.12	0.63	High
7. My SEN child's school has assistive technology devices to support their learning.	1(0.7%)	1(0.7%)	7(4.8%)	86(58.9%)	51(34.9%)	4.27	0.65	High
8. My SEN child's teachers regularly use instructional aids (e.g., visual aids, adaptive materials) during teaching learning process.	1(0.7%)	4(2.7%)	4(2.7%)	81(55.5%)	56(38.4%)	4.28	0.71	High
9. The school regularly reviews and updates Individualized Education Plans to cater for my SEN child's education.		9(9.2%)	5(3.4%)	75(51.4%)	57(39.0%)	4.23	0.79	High
10. My SEN child's school provides adequate transition services (e.g., career counseling, life skills training).	8(5.5%)	1(0.7%)	9(6.2%)	77(52.7%)	51(34.9%)	4.12	0.96	High
11. My child with SEN has access to speech therapy and occupational therapy.	9(6.2%)	7(4.8%)	11(7.5%)	73(50.0%)	46(31.5%)	3.96	1.07	High
12. The school supports my SEN child with emotional and social needs.	6(4.1%)	2(1.4%)	6(4.1%)	66(45.2%)	66(45.2%)	4.26	0.93	High
Overall						4.06	.48	High

Source: Primary data (2024)

The analysis from Table 6 revealed that schools in Tororo District provided a high level of support for learners with special educational needs, with ($M = 4.06$, $SD = 0.48$). This suggests that consistent and effective support across schools, positive learning environment for learners with SEN has the potential to improve academic achievement.

Table 7

Demographics and levels of school support

		Level of School Support		Total
		Moderate	High	
Marital status	Single	1(7.7%)	12(92.3%)	13(100.0%)
	Married	20(15.0%)	113(85.0%)	133(100.0%)
Gender	Male	11(15.9%)	58(84.1%)	69(100.0%)
	Female	10(13.2%)	66(86.8%)	76(100.0%)
Age	20-29	2(22.2%)	7(77.8%)	9(100.0%)
	30-39	6(9.1%)	60(90.9%)	66(100.0%)
	40-49	9(15.0%)	51(85.0%)	60(100.0%)
	50+	5(45.5%)	6(54.5%)	11(100.0%)
Highest level of education	None	11(16.9%)	54(83.1%)	65(100.0%)
	Certificate	5(7.9%)	58(92.1%)	63(100.0%)
	Diploma	3(30.0%)	7(70.0%)	10(100.0%)
	Bachelors Degree	2(25.0%)	6(75.0%)	8(100.0%)
Employment status	Unemployed	16(18.4%)	71(81.6%)	87(100.0%)
	Public employee	2(16.7%)	10(83.3%)	12(100.0%)
	Private employee	1(10.0%)	9(90.0%)	10(100.0%)
	Self employed	2(5.6%)	34(94.4%)	36(100.0%)
	Retired	0(0.0%)	1(100.0%)	1(100.0%)
Total		21(14.4%)	125(85.6%)	146(100.0%)

Source: Primary Data (2024)

Results in Table 7 indicate that the levels of school support were generally moderate and high with none showing low level of involvement. The majority of married parents, 113(85.0%), tended to show higher levels of school support compared to those who were single, 12(92.3%). According to Bronfenbrenner's ecological systems theory, this implies that marital status can contribute to higher school support systems towards children with

special educational needs possibly, due to interactions with their spouse, educational settings, and social networks.

It was also analyzed that both male 58(84.1%) and female 66(86.8%) participants generally reported high level of school support with a slight difference between genders' perception. This implies that their educational experiences are enriched by supportive interactions from multiple environmental systems such as family, school, community resources, social policies, cultural attitudes towards education of learners with special educational needs.

The results also revealed that younger respondents in the age bracket of 20-29, 7(77.8%); and middle- aged participants 30-39, 60(90.9%); and 40-49, 51(85.0%) tend to have a higher level of school support more frequently compared to older participants 50 and above with a noticeable decrease in school support 6(54.5%). This implies that younger and middle- aged adults may be more actively in environments that prioritize educational support of learners with special educational needs, whereas older adults might face fewer opportunities for educational endeavors as they transition out of active career phases.

It was also established that across all educational levels (None, Certificate, Diploma and Bachelors degree), a significant majority 54(83.1%), 58(92.1%), 7(70.0%), 6(75.0%) respectively reported high level of school support. This suggests a generally positive view of the support provided by the schools towards learners with SEN, regardless of their parent's own educational attainment.

Furthermore, the results also indicated that higher moderate levels of school support was noticed among participants across all employment status (unemployment, public employment, private employment, self employment and retired), ranging from 71(81.6%) to 34(94.4%), this could imply areas where participants feel schools need to improve in preparing learners with special educational needs for these types of employment.

Table 8**Responses on Academic Achievement in Primary Schools in Tororo District**

tem	SD	D	N	A	SA	M	SD	Level
1. My child with special educational needs in this school has a rigorous, meaningful interaction with the curriculum, instruction, and assessment given to them and hence exhibits improved learning grades.	4(2.7%)	20(13.7%)	41(28.1%)	64(43.8%)	17(11.6%)	3.48	0.96	Moderate
2. My child with special educational needs is a leader of their own learning, e.g., through use of assessment practices such as leading group discussions.	7(4.8%)	15(10.3%)	32(21.9%)	83(56.8%)	9(6.2%)	3.49	0.93	Moderate
3. Data from class progress records and records of participation in co-curricular activities show that my child with special educational needs is making meaningful progress towards achieving their learning goals.	2(1.4%)	12(8.2%)	52(35.6%)	54(37.0%)	26(17.8%)	3.62	0.92	Moderate
4. My special educational needs child always engages in daily lessons that require critical thinking about complex, worthy ideas, texts, and problem solving.	3(2.1%)	8(5.5%)	46(31.5%)	50(34.2%)	39(26.7%)	3.78	0.97	High
5. My special educational needs child's voice and leadership are elevated in their class and across the school, e.g., being elected a class monitor, prefect, and so on.	5(3.4%)	22(15.1%)	17(11.6%)	77(52.7%)	25(17.1%)	3.65	1.04	Moderate
6. My child with special educational needs exhibits wonderful habits of scholarship across the school, e.g., being awarded the best learner in academics, discipline, co-curricular activities, and so on.	15(10.3%)	54(37.0%)	18(12.3%)	36(24.7%)	23(15.8%)	2.99	1.29	Moderate
7. My child with special educational needs is a model of adequate culture of respect, compassion and morals within and outside the school.	1(0.7%)	15(10.3%)	43(29.5%)	63(43.2%)	24(16.4%)	3.64	0.90	Moderate

(continued)

Table 8

Responses on Academic Achievement in Primary Schools in Tororo District (continued)

tem	SD	D	N	A	SA	M	SD	Level
8. My child with special educational needs demonstrates active participation in social and emotional learning, along with academic learning across the school.	3(2.1%)	27(18.5%)	22(15.1%)	70(47.9%)	24(16.4%)	3.58	1.04	Moderate
9. My child with special educational needs is able to apply, analyze, evaluate and create in tasks that are part of their work for future life.	6(4.1%)	51(34.9%)	20(13.7%)	51(34.9%)	18(12.3%)	3.16	1.16	Moderate
10. My child with special educational needs is able to produce work of exceptional quality especially in vocational skills which is useful to the community.	8(5.5%)	16(11.0%)	7(4.8%)	91(62.3%)	24(16.4%)	3.73	1.04	High
11. My child with special educational needs is well connected to the world beyond school through meaningful field work, expert collaborators, and service learning to widen their knowledge and skills.	83(56.8%)	19(13.0%)	8(5.5%)	24(16.4%)	12(8.2%)	2.06	1.43	Low
Overall smastery academic achievement						3.60	0.69	Moderate
Overall character of academic achievement						3.47	0.80	Moderate
Overall quality of academic achievement						2.99	0.94	Moderate
Overall academic acahievment						3.38	1.06	Moderate

Source: Primary Data (2024)

The academic achievement of learners with SEN in primary schools of Tororo was evaluated across various aspects of mastery of knowledge ($M = 3.59$, $SD = 0.69$), character of the learner ($M = 3.47$, $SD = 0.80$), and quality of work ($M = 2.99$, $SD = 0.94$) were reported as moderate, with an overall moderate academic achievement rating ($M = 3.38$, $SD = 0.71$). This finding suggests that learner with SEN require additional support to reach their full potential. While they demonstrate strengths in mastery of knowledge, they struggle with practical skills and quality of work. The variability in performance across learners highlights the need for individualized support.

Table 9**Demographics and levels of Academic Achievement**

		Level of overall academic achievement			Total
		Low	Moderate	High	
Marital status	Single	1(7.7%)	4(30.8%)	8(61.5%)	13(100.0%)
	Married	7(5.3%)	75(56.4%)	51(38.3%)	133(100.0%)
Gender	Male	4(5.8%)	44(63.8%)	21(30.4%)	69(100.0%)
	female	4(5.3%)	35(46.1%)	37(48.7%)	76(100.0%)
Age	20-29	0(0.0%)	8(88.9%)	1(11.1%)	9(100.0%)
	30-39	4(6.1%)	33(50.0%)	29(43.9%)	66(100.0%)
	40-49	2(3.3%)	33(55.0%)	25(41.7%)	60(100.0%)
	50+	2(18.2%)	5(45.4%)	4(36.4%)	11(100.0%)
Highest level of education	None	3(4.6%)	28(43.1%)	34(52.3%)	65(100.0%)
	Certificate	3(4.8%)	42(66.6%)	18(28.6%)	63(100.0%)
	Diploma	1(10.0%)	4(40.0%)	5(50.0%)	10(100.0%)
	Bachelors Degree	1(12.5%)	5(62.5%)	2(25.0%)	8(100.0%)
Employment status	Unemployed	3(3.4%)	54(62.1%)	30(34.5%)	87(100.0%)
	Public employee	2(16.7%)	8(66.7%)	2(16.7%)	12(100.0%)
	Private employee	0(0.0%)	1(10.0%)	9(90.0%)	10(100.0%)
	Self employed	3(8.3%)	16(44.4%)	17(47.2%)	36(100.0%)
	Retired	0(0.0%)	0(0.0%)	1(100.0%)	1(100.0%)
Total		8(5.5%)	79(54.1%)	59(40.4%)	146(100.0%)

Source: Primary data (2024)

The results in Table 9 indicate that majority 8(61.5%) of learners with single participants tend to have high level of academic achievement compared to learners of married participants 51(38.3%). This generally implies that that single parents may create conditions

that foster higher academic achievement by offering more focused attention and resources to their children due to fewer competing demands compared to married parents where resources and attention may be more divided.

The data collected also indicates that learners of female participants, the majority 37(48.7%) of exhibited high academic achievement compared to learners of male participants 21(30.0%). This implies that high academic achievement levels among special educational needs children reported by female parents may stem from their greater involvement, positive role modeling, and supportive family dynamics, and effective resource allocation within the family.

In addition, the results reveal that learners for younger participants in the age group (20-29), reported predominantly moderate academic achievement 8(88.8%) compared to learners of older participants in the age groups (30-39, 40-49, and 50+) with 33(50.0%), 33(55.0%), and 5(45.4%) respectively. This implies that younger parents often have greater familiarity with and access to educational technologies, modern parenting approaches and strategic allocation of resources, which can facilitate learning and academic support for their children compared to older parents.

The results also showed that majority 34(52.3%) and 5(50.0%) of learners of participants with no education and diploma holders respectively reported high level of academic achievement compared to learners of participants with certificate holders 18(28.6%) and bachelors degree 2(25.0%). This implies that parents with no formal education or Diploma emphasizes the importance of their involvement by advocating for the children's educational needs, monitoring children's school progress, participating in children's school activities, role modeling and effective resource allocations to their children with special educational needs compared to those with certificates and bachelors' degrees.

Furthermore, the data also indicates that a substantial proportion 9(90.0%) and 1(100.0%) of participants with private employment and retired respectively reported high levels of academic achievement for their children compared to unemployment 30(34.5%), public employment 2(16.7%) and self employment 17(47.2%). This implies that parents with private employment and retired may have flexible work schedules and more stable financial resources, which can provide their children with access to educational materials, extracurricular activities, and additional academic support compared to those parents with unemployment, public employment and self employment.

Table 10
Pearson Product Moment Correlation Coefficients

		Correlations				
		1	2	3	4	5
1) SS	<i>r</i>	1				
	<i>p</i>					
	<i>N</i>	146				
2) MASTAA	<i>r</i>	.326**	1			
	<i>p</i>	.000				
	<i>N</i>	146	146			
3) XTERAA	<i>r</i>	.312**	.677**	1		
	<i>p</i>	.000	.000			
	<i>N</i>	146	146	146		
4) QUALAA	<i>r</i>	.213**	.557**	.764**	1	
	<i>p</i>	.010	.000	.000		
	<i>N</i>	146	146	146	146	
5) ACADAA	<i>r</i>	.322**	.837**	.931**	.877**	1
	<i>p</i>	.000	.000	.000	.000	
	<i>N</i>	146	146	146	146	146

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data (2024)

The results in Table 10 indicates a statistically significant correlation between school support and mastery of academic achievement ($r = .326, p < .01$), character of academic achievement ($r = .312, p < .01$), quality of academic achievement ($r = .213, p = .010$) and overall academic achievement ($r = .322, p < .01$), This means that increase in school support to learners with SEN was significantly associated with increase in learners' mastery, character, quality and overall achievement in academics as perceived by parents themselves.

Influence of School Support on the Academic Achievement of Children with Special Educational Needs in primary schools in Tororo District

Linear regression analysis about influence of school support on academic achievement of learners with special educational needs in primary schools in Tororo District was run and the results are presented in Table 11

Table 11**Simple Linear Regression of Influence of School Support on Academic Achievement of learners with SEN in primary schools in Tororo District**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.452	.475		3.055	.003	.513	2.392
	SS	.475	.116	.322	4.085	.000	.245	.704

a. Dependent Variable: ACADAA

Note. $R = .322$, $R\text{-Square} = .104$, $F = 16.687$, $p < .05$

Objective 1 sought to examine the influence of school support on the academic achievement of children with special educational needs in primary schools in Tororo District. A significant regression was found ($F = 16.687$, $P < .05$). This implies that a statistically significant portion of school support predicts the academic achievement of learners with special educational needs in primary schools in Tororo District.

The R-Square was .104, indicating that school support explained approximately 10.4% of the variance in academic achievement. This implies that while school support had some influence on academic achievement of learners with special educational needs in primary schools in Tororo District, there were likely other factors responsible for the rest of the 89.6% variance in academic achievement.

The regression of academic achievement on school support was statistically significant ($\beta = 0.475$, $t = 4.085$, $p = .000$). This implies that for every unit increase in school support, academic achievement increased by 0.475% points, an indication that school support had a statistically significant positive effect on academic achievement of learners with special educational needs in primary schools in Tororo District.

Therefore, the null hypothesis, “There is no statistically significant influence of school support on the academic achievement of children with special educational needs,” was

rejected. Instead, the alternative hypothesis, “There is a statistically significant influence of school support on the academic achievement of children with special educational needs,” was accepted.

Confidence intervals indicated that we can be 95% certain to predict academic achievement from school support between 24.5% and 70.4%. This implies that enhancing overall academic achievement of children with special educational needs is indeed a function of school support in addition to other factors. Teacher in the interview INT/TR/2024/05/16/04 stated that “At least the school has successful stories of the two boys with SEN who have completed vocational training and secured jobs for carpentry and one now working with clearance in Rwakaka and become self-reliant.” These successes show case the potential of children with special educational needs to lead independent lives. The qualitative findings indicate that individualized Education plans and practices with in the school promote academic achievement of learners. As a result, school support improves the academic achievement of learners according to Ecological Systems Theory (Urie Bronfenbrenner, 1992).

Objective Two: Sought to assess the influence of parental involvement on the academic achievement of learners with SEN in primary schools in Tororo District

Table 12**Responses on Parental involvement in Primary Schools in Tororo District**

Item	SD	D	N	A	SA	M	SD	Level
1. I help my child with his or her homework or assignment by suggesting correct answers.	14(9.6%)	18(12.3%)	19(13.0%)	69(47.3%)	26(17.8%)	3.51	1.20	Moderate
2. I always expose my child to various cultural experiences, hobbies, and extracurricular activities she/he participates in.	14(9.6%)	20(13.7%)	8(5.5%)	43(29.5%)	61(41.8%)	3.80	1.36	High
3. I provide my child with a study room and conducive learning environment which is quiet and free from distraction.	17(11.6%)	52(35.6%)	17(11.6%)	43(29.5%)	17(11.6%)	2.93	1.26	Moderate
4. I often facilitate my child with learning materials and opportunities for study at home.	5(3.4%)	12(8.2%)	7(4.8%)	88(60.3%)	34(23.3%)	3.92	0.96	High
5. I am actively motivated to reward or encourage my child when I receive his/child's grades (i.e. test scores and report cards).	1(0.7%)	10(6.8%)	9(6.2%)	94(64.4%)	32(21.9%)	4.00	0.79	High
6. I always inspire and motivate my child to read his or her books at home.	1(0.7%)	13(8.9%)	5(3.4%)	54(37.0%)	73(50.0%)	4.27	0.95	High
7. I expect my child to go to school every day except if he or she is sick.	3(2.1%)	2(1.4%)	4(2.7%)	38(26.0%)	99(67.8%)	4.56	0.80	High
8. I would be interested in observing my child's class for a day in school	9(6.2%)	11(7.5%)	44(30.5%)	58(39.7%)	24(16.4%)	3.52	1.05	Moderate
9. I always communicate to my child's teachers to get feedback about his or her progress.	11(7.5%)	11(7.5%)	7(4.8%)	90(61.6%)	27(18.5%)	3.76	1.07	High
10. I would be interested in participating in school activities like fundraising for infrastructure construction, field trips, co-curricular activities etc.	6(4.1%)	27(18.5%)	28(19.2%)	58(39.7%)	27(18.5%)	3.50	1.12	Moderate
11. I would be interested in helping in my child's classroom activities.	10(6.8%)	24(16.4%)	17(11.6%)	73(50.0%)	22(15.1%)	3.50	1.14	Moderate

(continued)

Table 12

Responses on Parental involvement in Primary Schools in Tororo District (continued)

Item	SD	D	N	A	SA	M	SD	Level
12. I talk regularly with my child's teachers to get feedback about academic performance.	7(4.8%)	36(24.7%)	32(21.9%)	52(35.6%)	19(13.0%)	3.27	1.12	Moderate
13. I encourage my child to listen and cooperate with the staff at school.	3(2.1%)	10(6.8%)	36(24.7%)	54(37.0%)	43(29.5%)	3.85	0.99	High
14. I frequently visit the school to check on my child's progress.	16(11.0%)	24(16.4%)	22(15.1%)	67(45.9%)	17(11.6%)	3.31	1.20	Moderate
15. I am knowledgeable about what is expected of my child's academic performance in school.	32(21.9%)	26(17.8%)	17(11.6%)	46(31.5%)	25(17.1%)	3.04	1.44	Moderate
16. I have resources necessary to help my child succeed at school.	17(11.5%)	49(33.6%)	31(21.2%)	28(19.2%)	21(14.4%)	2.91	1.25	Moderate
17. I attend school- based meetings to which parents are invited (PTA meetings, Annual General Parent's meetings, and Teacher- parent conferences; Visitation Days and Class Day).	3(2.1%)	10(6.8%)	21(14.4%)	73(50.0%)	39(26.7%)	3.92	0.93	High
18. I have easy access to the internet and email.	93(63.7%)	16(11.0%)	11(7.5%)	14(9.6%)	12(8.2%)	1.88	1.35	Low
Overall home-based parental involvement						3.86	0.67	High
Overall school-based parental involvement						3.33	0.62	Moderate
Overall parental involvement						3.52	.56	Moderate

Source: Primary Data (2024)

Home-based parental involvement was high ($M = 3.86$, $SD = 0.67$), suggesting the parents were actively engaged in supporting their children's learning at home. School-based parental involvement was moderate ($M = 3.33$, $SD = 0.62$), indicating that parents were less involved in school activities and decision-making, hence giving an overall moderate parental involvement ($M = 3.53$, $SD = 0.56$), reflecting a balance between home-based and school-based involvement. These findings align with Ecological Systems Theory which demonstrates the interconnection between families and school settings.

Table 13
Demographics and Levels of Parental Involvement

		Level of overall parental involvement			Total
		Low	Moderate	High	
Marital status	Single	1(7.7%)	4(30.8%)	8(61.5%)	13(100.0%)
	Married	3(2.3%)	85(63.9%)	45(33.8%)	133(100.0%)
Gender	Male	3(4.3%)	45(65.2%)	21(30.4%)	69(100.0%)
	Female	1(1.3%)	44(57.9%)	31(40.8%)	76(100.0%)
Age	20-29	0(0.0%)	7(77.8%)	2(22.2%)	9(100.0%)
	30-39	3(4.5%)	39(59.1%)	24(36.4%)	66(100.0%)
	40-49	0(0.0%)	39(65.0%)	21(35.0%)	60(100.0%)
	50+	1(9.1%)	4(36.4%)	6(54.5%)	11(100.0%)
Highest level of education	None	2(3.1%)	39(60.0%)	24(36.9%)	65(100.0%)
	Certificate	1(1.6%)	43(68.3%)	19(30.2%)	63(100.0%)
	Diploma	0(0.0%)	3(30.0%)	7(70.0%)	10(100.0%)
	Bachelors Degree	1(12.5%)	4(50.0%)	3(37.5%)	8(100.0%)
Employment status	Unemployed	4(4.6%)	61(70.1%)	22(25.3%)	87(100.0%)
	Public employee	0(0.0%)	5(41.7%)	7(41.7%)	12(100.0%)
	Private employee	0(0.0%)	2(20.0%)	8(80.0%)	10(100.0%)
	Self employed	0(0.0%)	21(58.3%)	15(41.7%)	36(100.0%)
	Retired	0(0.0%)	0(0.0%)	1(100.0%)	1(100.0%)
Total		4(2.7%)	89(61.0%)	53(36.3%)	146(100.0%)

Source: Primary Data (2024)

The results in Table 13 indicate that the majority 8(61.5%) of single participants exhibit high levels of parental involvement compared to married participants 45(33.8%). This implies that single parents possibly due to unique challenges and sole responsibilities they face, may need to compensate for the absence of the other parent by being more involved in their children's upbringing and activities compared to married parents.

Among these participants, the majority 45(65.2%) of male and 44(57.9%).of females generally exhibit higher proportions of moderate involvement. This could imply that parents are navigating their roles with the broader context of family dynamics, societal expectations and personal needs.

The majority 6(54.5%) in the age bracket of 50 and above tends to show higher levels of involvement compared to younger participants aged 20-29, 2(22.2%). This may imply that as parents get older, they tend to exhibit higher levels of involvement in their children's education, possibly due to more experience and stability in their careers and personal lives compared to younger parents.

The results also reveal that participants with higher levels of education Diploma 7(70.0%) were noticed to have higher levels of parental involvement in their children's activities compared to those with Bachelor's degree 3(37.5%) not educated 24(36.9%) and certificates 19(30.2%). This implies that parents with diplomas, their education background might have equipped with skills and knowledge that are conducive to effective parenting practices compared to other educational levels.

The results also highlight varying degrees of parental involvement across different employment statuses, with some categories showing predominantly high levels of involvement 8(80.0%) and 1(100.0%) for private employment and retired respectively compared to other employment statuses un-employment 22(25.3%), public employment 7(41.7%) and self employment 15(41.7%). This implies that parents with private employment

and retirees may have the financial resources, time availability and social networks to participate actively in contributing to better educational outcomes and holistic development for SEN children.

Table 14
Pearson Product Moment Correlation Coefficients

		Correlations						
		1	2	3	4	5	6	7
1) HBPI	<i>r</i>	1						
	<i>p</i>							
	<i>N</i>	146						
2) SBPI	<i>r</i>	.534**	1					
	<i>p</i>	.000						
	<i>N</i>	146	146					
3) PI	<i>r</i>	.808**	.930**	1				
	<i>p</i>	.000	.000					
	<i>N</i>	146	146	146				
4) MASTAA	<i>r</i>	.273**	.434**	.422**	1			
	<i>p</i>	.001	.000	.000				
	<i>N</i>	146	146	146	146			
5) XTERAA	<i>r</i>	.145	.451**	.378**	.677**	1		
	<i>p</i>	.080	.000	.000	.000			
	<i>N</i>	146	146	146	146	146		
6) QUALAA	<i>r</i>	.283**	.456**	.441**	.557**	.764**	1	
	<i>p</i>	.001	.000	.000	.000	.000		
	<i>N</i>	146	146	146	146	146	146	
7) ACADAA	<i>r</i>	.260**	.506**	.466**	.837**	.931**	.877**	1
	<i>p</i>	.002	.000	.000	.000	.000	.000	
	<i>N</i>	146	146	146	146	146	146	

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data (2024)

The results showed a statistically significant correlation between parental involvement and mastery of knowledge and skills ($r = .422, p < .01$), character of academic achievement ($r = .378, p < .01$), quality of academic achievement ($r = .441, p < .01$) and overall academic achievement ($r = .466, p < .01$). This implies that higher levels of parental involvement can significantly contribute to better academic outcomes of learners with SEN, including mastery, character, quality, and overall success in academics.

As a result, there is need for parent- school- community partnerships to improve on academic achievement of learners with special educational needs. This is in line with Ecological systems theory (Bronfenbrenner, 1992).

Influence of Parental Involvement on the Academic Achievement of Children with Special Educational Needs in primary schools in Tororo District

Linear regression analysis about influence of parental involvement on academic achievement of learners with special educational needs in primary schools in Tororo District was run and the results are presented in Table 15.

Table 15

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error				Lower Bound	Upper Bound
1	(Constant)	1.320	.330	3.999	.000	.668	1.973
	PI	.585	.093	.466	6.322	.000	.402

a. Dependent Variable: ACADAA

Note. $R = .466$, $R\text{-Square} = .217$, $F = 39.962$, $p < .05$

Objective 2 sought to assess the influence of parental involvement on academic achievement of children with special educational needs in primary schools in Tororo District. A significant regression was found ($F = 39.962$, $P < .05$). This implies that parental involvement significantly predicted the academic achievement of learners with special educational needs in primary schools in Tororo District.

The R-Square was .217, indicating that parental involvement explained approximately 21.7% of the variance in academic achievement. This implies that while parental involvement had some influence on the academic achievement of learners with special educational needs

in primary schools in Tororo District, there are likely other factors responsible for the rest of the 78.3% variance in academic achievement.

The regression of academic achievement on parental involvement was statistically significant ($\beta = 0.585$, $t = 6.322$, $p = .000$). This implies that for every unit increase in parental involvement, academic achievement increased by 0.585% points, an indication that parental involvement had a statistically significant positive effect on academic achievement of learners with special educational needs in primary schools in Tororo District. Therefore, the null hypothesis, “There is no statistically significant influence of parental involvement on the academic achievement of children with special educational needs,” was rejected. Instead, the alternative hypothesis, “There is a statistically significant influence of parental involvement on the academic achievement of children with special educational needs,” was accepted.

Confidence intervals indicated that we can be 95% certain to predict academic achievement from parental involvement between 40.2% and 76.8%. This implies that enhancing overall academic achievement of children with special educational needs is indeed a function of parental involvement in addition to other factors.

Parent in the interview INT/PT/2024/05/16/04 highlighted the importance of personalized engagement with their children’s education and stated that “We inquire about our children's preferences and interests for instance, when a child expresses an interest in learning computers, carpentry, tailoring, bakery, we are willing to engage with the child in activities aligned with the child's interests.” Most parents engage in various businesses and work hard to generate income to pay for school fees and necessary materials. This demonstrates financial resourcefulness and determination to finance educational needs of their children with SEN.

In contrary teacher in the interview (INT/TR/2024/05/16/01) indicated the need of parental involvement in the education of their SEN children and stated that “During my time as a matron, parents could provide their children with necessities but when it’s over, they remain there as if they do not have parents.”

The qualitative findings implied that parents’ engagement in their children’s education, improved their academic achievement for self-reliance. As a result, when parents participate in their children’s education, it leads to better educational outcomes. This is in line with Ecological systems theory (Bronfenbrenner, 1992).

Challenges Associated with Parental Involvement in Supporting the Academic Achievement of their Children with Special Educational Needs

Objective three aimed to explore challenges faced by parents when participating in the education of their children with special educational needs. When parents and teachers were asked about the main challenges faced in engaging with special needs education, the responses provided revealed twelve key themes as financial difficulties, communication barriers, negligence, low participation inschool meetings, labeling and stigmatization, distance and transportation, parental guidance during adolescence, sale of assets for education, inclusive classroom practices, differing learning paces, shortage of specialized staff, and delay in evaluation of inclusive programs.

Theme 1: Financial Difficulties

Category: Economic Challenges

Most parents reported the economic challenges as inability to afford school fees, difficulty in purchasing scholastic material, insufficient pocket money for their children in boarding sections and selling assets to support education of their children with SEN. In respect to lack of financial support, participant INT/PT/2024/05/13/02 during the interview said “Lack of money to buy the requirements especially when they call you that what you

packed for the child is over but as a woman I struggle slowly till I manage.” Another participant INT/TR/2024/05/16/04 also observed that some parents sell off their assets such as land to provide financial support for their children’s school needs.

FGD/TRS/2024/05/16/01, FGD/TRS/2024/06/04/02, FGD/TRS/2024/06/12/03 their findings also reported similar challenges with parents in their schools, most of them not meeting their children’s school requirements due to finances.

Theme 2: communication Barriers

Category: Linguistic and Educational Challenges

The findings of the study revealed linguistic and educational challenges such as language barriers, particularly sign language which hinders effective communication between parents and their children with SEN, parents’ struggle to learn sign language and teachers’ lack of training in special needs education further complicating communication. During the interview, one participant stated that “Yah, there is that language barrier...the parent does not know how to use sign language.”(INT/TR/2024/05/16/03). Another participant during the focus group discussion said that “Teachers who are not conversant with sign language are not helped to part knowledge to these disabled children through workshops” (FGD/TRS/2024/05/16/01).

Theme 3: Negligence

Category: Parental Responsibilities

These has been categorized as delayed return to school after breaks, lack of parental follow-up, and inadequate school preparation. During the interview, it was stated that “Some parents delay bringing their children back to school when it reopens after breaks, such as school holidays. This delay can last for several weeks or even a month, as stated by thus affecting the child's continuity in education.” (INT/TR/2024/05/16/01). The same participant also stated that “The real reason why some parents do not attend is hidden and complex as

others send boda-boda riders to collect children.” Results from FGD/TRS/2024/05/16/01 showed that some parents take children to school without school requirements and abandon them for the school with no follow up.

Theme 4: Low Participation in School Meetings

Category: Parental Involvement

The results during the interviews revealed three challenges that hinder parental involvement in the education of their children with SEN as transportation challenges, lack of targeted meetings for special needs parents, and perceived unrealistic expectations.

Respondent INT/TR/2024/05/16/01 stated that “Many parents do not actively participate in school meetings/events, reason being transportation challenges but the school staff perceive them are unreal.” Participant INT/PT/2024/05/13/02 also suggested that “specific meetings for children with special educational needs parents could be more effective in encouraging their attendance.” The results from FGD/2024/TRS/2024/05/16/01 as stated by the head of institution was that “communication to the parents has been general to all parents regardless of the kind of children they have, let them bring the children to school and provide for them, come for the meeting if there is need like class days but like we have said, some of them are economically down. They do not fulfill some of these things and therefore you find children still staggering.”

Theme 5: Labeling and Stigmatization

Category: Social and Emotional Challenges

The findings from the study showed three social and emotional challenges that hinder parents to participate in their children’s learning as social isolation, emotional distress, and family breakdown. The results from INT/PT/2024/05/16/05 reflected a lot of torture to mothers who bore these kinds of children. She stated with a lot of tears rolling that “My husband has abandoned me with this dump boy because I have brought a curse to his family

and he is not the father to this child, I should look for the father and take a way that curse because in their family, they have never had such children.” Participant

INT/TR/2024/05/16/03 points out that many children with special educational needs come from broken families, often with single mothers trying to manage their children's education amidst financial struggles.

Theme 6: Distance and Transportation

Category: Accessibility Challenges

The study findings revealed challenges encountered by parents take their children to school as long distance to inclusive schools, costly transportation and limited accessibility. Participant INT/TR/2024/05/16/03 further states that “Parents face challenges related to the distance between their homes and inclusive schools. In many cases, they need to travel costly long distances to reach the schools.”

Theme 7: Parental Guidance during Adolescence

Category: Developmental Challenges

The study findings revealed the three categories of developmental challenges as guiding children through maturity, managing relationships and marriage and communication difficulties. Participant INT/TR/2024/05/16/04 also noticed that Parents face challenges in guiding their children through adolescence especially when the children reach maturity and would like to settle into marriages. Communication difficulties and a lack of effective guidance contribute to these challenges as also stated by INT/PT/2024/06/12/05.

Theme 8: Sale of Assets for Education

Category: Economic Sacrificies

The results during the interviews also showed that parents sacrifice selling assets to support their children’s education which may lead to long-term consequences and recovering sold assets may be difficult. Respondent INT/TR/2024/05/16/03 observed that “some cases,

parents sell their assets, such as land, to support their children's education. This creates financial problems in the long run, as regaining the sold assets may be difficult.”

Theme 9: Inclusive Classroom Practices

Category: Educational Challenge

This theme uncovered three primary challenges in inclusive settings: Integration with typically developing peers, teacher interruptions, and time-consuming lessons. As one respondent noted that “Parents express concerns that the inclusion of learners with special educational needs in classrooms with their typically developing peers can be challenging.” (INT/PT/2024/05/13/01). This concern highlights the need for effective strategies to facilitate smooth integration, tailored teacher instructions, and efficient lesson planning to support learners with SEN in inclusive classrooms.

In a similar way, Participant INT/TR/2024/04/12/02 also observed that teachers interrupt communications as they switch sides. Through FGD/TRS/2024/05/16/01, one of the participants stated that “teaching these learners in the mainstream classes is time consuming whereby she has to talk and sign for disabled children to understand so the lesson you intend to deliver within 30 minutes, may go beyond that hence leading to delay in syllabus coverage.” Another participant also added that “I do not buy the idea of inclusive system because the school does not interpreters to help these children during teaching and learning process and even guide them to be on the same footings with their normal peers.”

Theme 10: Differing Learning Paces

Category: Educational Needs

The results during the interviews revealed the educational needs as catering to distinct learning requirements, miscommunication and unmet needs and concerns about missed instructions. Participant INT/PT/2024/05/16/04 noticed that miscommunication and unmet needs can occur when educators need to cater to two distinct groups with different learning

requirements. Parents worry that their children might miss out on valuable instruction, and learners may feel cheated or left behind.

Theme 11: Shortage of Specialized Staff

Category: Human Resource Challenges

The findings of the interviews showed that there was lack of specialized teachers to handle learners with SEN, limited interpreter support and inadequate teacher training. During the interviews and focus group discussions, it found out that schools have inadequate specialized teachers and interpreters to handle learners with SEN so they left in the hands of regular teachers who lack skills to handle them and big disappointment to parents with such children.

Theme 12: Delay in Evaluation of Inclusive Programs

Category: Systemic Challenges

The study revealed three challenges under this category as limited government support, inadequate program evaluation and lack of workshops for teachers. One of the participants in FGD/TRS/2024/05/16/01 stated that “Inclusive system is so far good move by the government except they have taken long to evaluate it. When it comes to class it is quiet challenging some teachers do not have the rudiments of sign language to impart knowledge and yet government does not even send what I could call interpreters in schools. They do not even organize workshops to empower the regular teachers so that they are able to help this group of learners. I do not know whether they are even aware that these children are in schools or class and they need support.” In summary, both teachers and parents identify financial challenges and communication barriers as significant obstacles- with teachers mentioning additional challenges as noted in the discussion

Strategies that can be Employed to Effectively Mitigate the Challenges Faced by Parents in Supporting the Academic Achievement of their Children with Special Educational Needs

Objective four was to determine the strategies employed by parents to effectively engage with special needs education. When parents and teachers were asked about effective strategies or practices they have observed parents use to support their children's learning and engagement in the context of special needs education, the responses given revealed seven themes namely; Financial struggles and resourcefulness, long-term educational plans, inclusive education classes, variability in parental support, recognition of the value of special needs education, vocational skills training, and celebration of achievements.

Theme 1: Financial Struggle and Resourcefulness

Category: Financial Strategies

The results from the study revealed financial strategies employed by parents to effectively engage with special needs education as engaging in businesses to generate income, working hard to pay school fees and scholastic material, receiving grants from government in form of financial assistance, instructional materials, sponsoring of learners with SEN by NGOs, external organizations providing financial assistance, collaborative support between parents and organizations.

Many parents mentioned the financial challenges they face in supporting their SEN children's education. They engage in various businesses and work hard to generate income to pay for school fees and necessary materials. This demonstrates financial resourcefulness and determination to finance education needs of the children.

Parents and teachers expressed the importance of government support and grants for families with special educational needs children. They described the positive impact of such initiatives, like receiving grants and support for their disabled children. They also appreciated

government's efforts in providing various financial assistance including goats to improve well-being of special educational needs children in school.

Participant INT/TR/2024/05/16/04 in the interview pointed out that “several organizations, including NGOs like Benedictine, World Vision, and Hope for Kids, play a crucial role in sponsoring special educational needs children.” FGD/TRS/2024/05/16/01 stated that “Those children who are supported by the NGOs, some of them are parents’ initiatives to lobby out in the community; we do not know how they source for the donors. Some NGOs when they come to school after interacting with them, we can tell them to take one or two children to pay for.”

Theme 2: Long-Term Educational Plans

Category: Educational Support

The study findings from the interview showed the educational support rendered to learners with SEN as aspiring for secondary and beyond, encouragement and support for growth, inquiring and engaging in activities aligned with learner’s interests, interpreters for primary leaving examinations (PLE), and fair assessment and inclusion.

Parents discuss their aspirations for their children's future education including sending them to secondary school and beyond as stated by INT/PT/2024/05/15/03. They emphasize the importance of continued encouragement and support for their children's growth and development.

Parent INT/PT/2024/05/16/04 highlighted the importance of personalized engagement with their children. They inquire about their children's preferences and interests. For instance, when a child expresses an interest in learning computers, carpentry, tailoring, and bakery and so on the parent is willing to engage with the child in activities aligned with the child's interests.

Participant INT/TR/2024/05/16/03 in the interview points out that “the Uganda National Examinations Board (UNEB) sends interpreters to assist special educational needs children during the Primary Leaving Examination (PLE). Interpreters help categorize and provide interpretation for the questions, ensuring that candidates effectively participate in standardized assessments. This support promotes fair assessment and inclusion.”

Participant INT/TR/2024/05/16/04, stated that “The mother supported the child single handedly, you know Lillian funds supports a child only in primary but when it reaches secondary, they put something not full tuition”. This is true with other parents as well. Nevertheless, collaboration between parents and external organizations can be effective in ensuring access to education.

Theme 3: Inclusive Education Classes

Category: Inclusive Education

The results of the findings in the interview revealed two inclusive education practices provided to learners with SEN as integrated classes for special needs children and enhanced learner engagement and outcomes.

The respondent INT/TR/2024/05/16/03 in the interview stated that “most of the classes, from Primary Two to Primary Seven, are inclusive, allowing special educational needs children to learn alongside their peers. Inclusive education is considered an effective approach to enhancing learner engagement and improving educational outcomes for special educational needs learners.”

Theme 4: Variability in Parental Support

Category: Parental Involvement

There is a range of parental involvement, with some parents being more proactive and supportive of their children's education as noticed by INT/TR/2024/05/16/03. This includes

both financial and emotional support. However, there is variability. Not all parents are equally involved.

Theme 5: Recognition of the Value of Special Needs Education

Category: Social and Emotional Support

The findings of the interview identified two kinds of social and emotional support as commitment to educational matters, importance of special needs education, regular communication with school and organizations, and positive outcome from engaged parents.

The data shows that the support from organizations and NGOs, as well as the commitment of parents, is driven by the recognition of the importance of special needs education. Participant INT/TR/2024/05/16/03 in the interview stated that “many parents have deeply interested involvement in educational matters.” Engaged parents are those who actively follow up on their children's education. This includes regular communication with the school and other relevant organizations. Parents who make efforts to participate in their children's education tend to see positive outcomes. For instance, one of the participants INT/TR/2024/05/16/04 stated that “The mother supported the child single handedly; you know Lillian funds supports a child only in primary but not in secondary level.”

Theme 6: Vocational Skills Training

Category: Skills Development

Participant INT/TR/2024/05/16/04 in the interview stated that “Parents have accepted importance of vocational training for special needs children. The school dropouts can take courses in carpentry, tailoring, and catering. These vocational trainings are often within the school doing carpentry, tailoring and they guided by instructors and supported by the NGOs to empower them for self-sufficiency.”

Theme 7: Celebration of Achievements***Category: Motivation and Empowerment***

Successful stories of children who have completed vocational training, secured jobs, and become self-reliant are celebrated by parents. Participant INT/TR/2024/05/16/04 acknowledges that “At least I have successful stories with those two boys who finished school now working with clearance in Rwakaka” These successes show case the potential of children with special educational needs to lead independent lives.

Chapter Five

Discussion, Conclusion, and Recommendations

Introduction

This chapter presented the discussions of the results, conclusions, recommendations, study limitations and highlights of possible areas for further studies. The sections in the study considered the order of objectives.

Discussions

The purpose of the study was to investigate how school support and parental involvement respectively influence academic achievement in the education of children with special educational needs in primary schools in Tororo District. The discussions followed the objectives in their chronological order.

School Support on the Academic Achievement of Children with Special Educational Needs

The results revealed that most schools provided high level of support for learners with SEN in primary schools of Tororo District. This was measured using indicators such as teacher training and professional development; inclusive policies and practices; Inclusive education Policies and Practices; specialized instruction; instructional aids and resources; individualized education plans; transition services and therapeutic services such as guidance and counseling services. The results indicated that schools that promoted inclusive practices and personalized individual learning plans, the academic achievement of their learners with SEN improved moderately. Therefore, adequate school support improves the academic achievement of children with special educational needs.

This finding is similar to the study of Hudson and Taylor (2019) that learners with special educational needs who received school support had significantly higher academic achievement than those who did not receive support. Leko and Brownell (2017) found that

school support was a significant predictor of academic achievement for learners with disabilities. Similarly, McLaughlin and Jordan (2018) found that school support was significantly related to academic achievement for learners with SEN, and that this relationship was mediated by learner engagement. However, the study of Burchinal et al. (2019) revealed that the relationship between school support and academic achievement was small and not statistically significant.

However, Goddard and Goddard (2017) posit that the relationship between school support and academic achievement was not statistically significant at the school level. Harris and Muijs (2018) discovered that the evidence for the impact of school support on academic achievement was limited and not statistically significant. These findings generally indicate that school support may significantly influence the academic achievement of learners with special educational needs if the school implements individualized education programs well. In situations where the school support does not cater for the individual needs of these learners, then it may not significantly influence their academic achievement. The study's findings align with the Ecological Systems Theory (EST), which emphasizes the importance of supportive environments for children's development (Bronfenbrenner, 1992; Bronfenbrenner & Morris, 2006). The results suggest that school's provision of high-level support, inclusive policies, and personalized plans positively impacts academic achievement of learners with SEN.

Influences of Parental Involvement on the Academic Achievement of Children with Special Educational Needs

The results revealed most parents were more involved in their SEN children's home learning. This learning could be attributed to helping learners with homework, providing conducive home learning environment that is study room, providing the necessary scholastic materials, guidance and counseling for the child's emotional well-being. The results also showed that most parents less participated in school activities such decision-making in the education of their children with SEN, volunteering for meetings and conferences, monitoring learners' learning progress. Furthermore, some reasons given to justify their inability to attend school activities were distance and transport from their homes, economic constrains and failure to be invited for special meetings for their SEN children.

This finding is similar to the study of Jeynes (2017) found that parental involvement had a significant and positive effect on academic achievement for learners with SEN. According to Lukes and Wahl (2017), parental involvement was significantly related to academic achievement for learners with SEN and, that this relationship varied by type of SEN. Similarly, Henderson (2018) discovered that parental involvement was a significant predictor of academic achievement learners with SEN.

However, the study by Cohen and smerdon (2017) revealed that evidence for the relationship between parental involvements on academic achievement was limited and not statistically significant for learners with special educational needs. According to Lee and Smith (2017), the relationship between parental involvement and academic achievement was not statistically significant over time for learners with special educational needs. Therefore, the findings of the study implies that parental involvement may significantly influence the academic achievement of learners with special educational needs if the parents are actively engaged in their children's learning at home, provides school requirements and participates

in school activities. In instances where the parents does not involve in their children's learning both at home and school, then it may not significantly influence their academic achievement. These findings align with the Ecological Systems Theory, which emphasizes the interconnectedness of the Microsystems (Bronfenbrenner, 1992; Bronfenbrenner & Morris, 2006).

Challenges Associated with Parental Involvement in Supporting the Academic Achievement of their Children with Special Educational Needs

The results got from qualitative study revealed the following challenges that hindered parents of children with SEN in primary schools in Tororo District, not to participate effectively in their children's education as financial difficulties, communication barriers, negligence, low participation in school meetings, labeling and stigmatization, distance and transportation, parental guidance during adolescence, sale of assets for education, inclusive classroom practices, differing learning paces, shortage of specialized staff, and delay in evaluation of inclusive programs.

These findings are similar to the studies reported by Fish (2006) identified barriers of parental involvement, including lack of knowledge about special education services and lack of communication with schools. Henderson et al. (2007) found that parents faced challenges in communicating with schools and accessing resources to support their children's education. Additionally, Epstein's (2018) noted that parents of children with special educational needs often experience emotional distress and lack of emotional support, which can hinder their ability to support their children's education. Furthermore, parents of children with special education needs often experience reduced parental efficacy, which can lead to decreased involvement in their children's education (Hoover-Dempsey et al., 2015). Okoth (2014) found that parents of children with special educational needs in Kenya lacked understanding of their roles in supporting their children's education. These findings generally show that

parents may face challenges associated with their involvement in giving support to their children's education if the school does not provide conducive environment to incorporate them into planning and making decisions for their children's learning. In circumstances where parents are actively incorporated in school activities, fewer challenges may be encountered.

In the case of Tororo District, it was found that majority of parents lacked financial support and guidance from schools since they did not organize training programs to facilitate their communication with the children and the school, no special meetings for specific parents with children with disabilities possibly due to limited specialized staff to offer guidance. However, schools and government may have to think of ways of strengthening parental engagement in their SEN children's education which can enhance the academic success of these learners.

Strategies that can be Employed to Effectively Mitigate the Challenges Faced by Parents in Supporting the Academic Achievement of their Children with Special Educational Needs

The results got from qualitative study about the strategies or approaches parents found effective in promoting learner engagement and motivation in their special educational needs children's educational journey in primary schools in Tororo District, revealed the following responses; Financial struggles and resourcefulness, long-term educational plans, inclusive education classes, variability in parental support, recognition of the value of special needs education, vocational skills training, and celebration of achievements.

The findings are similar to the study of Harris and Muijs (2018) emphasized collaborative partnerships between parents and educators and role of parental advocacy for ensuring appropriate support to improve academic outcomes. Cohen and Smerdon (2017) showed that parental training programs can enhance parents' skills and knowledge which can

enable them support their children with special educational needs to achieve high academic outcomes. Regular updates and accessible communications can keep parents informed and engaged (Lukes and Wahl, 2017). Additionally, Symeonidou and Mavrou (2017) highlighted the importance of emotional support for parents to cope with challenges encountered when caring for children with special educational needs. Lee and Smith (2017) stressed the need for cultural sensitivity support to address diverse needs of learners with special educational needs.

Furthermore, Goddard and Goddard (2017) highlighted the importance of involving parents in Individualized education programs. Burchinal et al. (2019) emphasized the need for access to specialized staff and services and also providing access to resources and support can empower parents. The findings of the study generally reveal that effective collaboration and communication among parents, school and community enhances supportive measures to mitigate these challenges faced by parents of children with special educational needs by establishing financial networks to support parents in the educational journey of their children. In circumstances where there are no interactions of the systems, they may be no solution to the problem. In the case of Tororo District, it was established that the majority of parents educate their children through their small businesses they carry out and few are sponsored by some NGOs and government grants which is generally not to individual needs of learners. However, parents and schools need to intensify lobbying schemes to support these learners to progress in their education journey.

Conclusions

The study revealed a number of issues concerning the state of school support and parental involvement and academic achievement of learners with special educational needs are concerned in primary schools in Tororo District. These conclusions are presented under the four objectives as follows:

The results indicate that school provided high level of support for learners with special educational needs (SEN), encompassing teacher training, inclusive policies, specialized instruction, and therapeutic services. Schools promoting inclusive practices and personalized learning plans experienced moderate improvement in academic achievement among learners with SEN. These findings had implications to SEN children, suggesting a need for educators to prioritize school support strategies, such as individualized instruction, accommodations, and modifications, to enhance academic achievement. While the study had limitations to primary schools of Tororo District, it contributes to the understanding of the relationship between school support and academic achievement of learners with SEN by providing insights for educators, policymakers, and researchers to develop effective strategies for supporting SEN children. The study results align to the Ecological Systems Theory (Bronfenbrenner, 1992). which emphasizes the importance of prioritizing support and collaboration to enable educators, policymakers, and parents to work together to create inclusive learning environments that empowers SEN children to reach their full potential

Second, the study assessed the influence of parental involvement on academic achievement of children with special educational needs in primary schools in Tororo District. The findings reveal that parents prioritized their children's home learning and less participated in school activities of their children with SEN. These results had implications for the education of SEN children, highlighting the need for schools to develop programs to foster parental involvement, such as training, workshops, and volunteer opportunities. While the study had limitations to primary schools of Tororo District, it contributes to the understanding of the relationship between parental involvement and academic achievement of learners with SEN. Ultimately, the study emphasizes the need to improve academic achievement, social inclusion, and parental empowerment for children with SEN,

contributing to a more inclusive and supportive education systems as advocated by the Ecological Systems Theory (Bronfenbrenner, 1992).

The study explored the challenges associated with parental involvement in supporting the academic achievement of children with special educational needs in primary schools in Tororo District. The findings revealed various challenges which include; financial difficulties, communication barrier, negligence, low participation in school meetings, labeling and stigmatization, distance and transportation issues, lack of parental guidance during adolescence, selling assets for education, inclusive classroom practices, differing learning paces, shortage of specialized staff, and delay in evaluation of inclusive programs.

The study determined the strategies that can be employed to effectively mitigate the challenges faced by parents in supporting the academic achievement of their children with special educational needs. The results indicated various strategies used to mitigate the challenges as; financial struggles and resourcefulness, government support and grants, long-term educational plans, personalized engagement and support, financial support and sponsorship, UNEB support for special education needs children, inclusive education classes, parental financial contributions and challenges, variability in parental support, recognition of the value of special needs education, active involvement and follow-up, partial financial support, vocational skills training, and celebration of achievements.

Recommendations of the Study

Based on the study findings, it is recommended that schools and educators should prioritize parental involvement and school support to enhance academic achievement for children with special educational needs. This can be achieved by developing programs that foster parental, providing training and resources for parents, and creating inclusive learning environments that support the diverse needs of SEN children.

Additionally, policymakers should develop and implement policies that promote inclusive education, parental involvement, and school support for SEN children. This includes allocating resources to support schools in developing inclusive programs, providing training for educators, and promoting collaborative relationships between parents and schools.

Parents should engage actively with schools through parent- teacher associations and meetings, seek support from organizations providing financial assistance, and participate in workshops and training to enhance parental involvement.

Study Limitations

The study was done on parents and teachers of SEN learners in primary schools in Tororo District and so cannot be generalized to other districts because Tororo District is unique in terms of cultural values. Similarly, the results cannot be generalised to other educational contexts such as secondary schools and even parents of regular learners in primary schools.

The study employed a mixed methods research design. This compromised the rich description of a purely qualitative study that would generate a deeper understanding of issues of school support and parental involvement with regards to special educational needs.

The study was limited in content scope to the influence of school support and parental involvement on SEN learners' academic performance. Hence, other factors that influence academic performance were either kept constant or not considered in the study.

Areas for Further Study

1. Examine the sustained impact of school support and parental involvement on social inclusion and post-secondary education.

2. Conduct experimental or quasi-experimental studies control groups to compare outcomes of children with SEN receiving school support and parental involvement versus those without.
3. Investigate how cultural biases influence the relationships between school support, parental involvement, and academic achievement for learners with SEN.
4. Analyze the impact of policies on inclusive education, parental involvement, and school support for learners with SEN.
5. Investigate the effectiveness of teacher training programs in promoting inclusive education and supporting learners with SEN.

References

- Adewumi, T. M., & Mosito, C. (2019). Experiences of teachers in implementing inclusion of learners with special education needs in selected Fort Beaufort District primary schools, South Africa. *Cogent Education*, 6(1), 1703446.
- Adjanku, J. K. (2020). Barriers to access and enrollment for children with disabilities in pilot inclusive schools in Bole District in Ghana. *Social Education Research*, 136-143.
- Afolayan, O. (2022). Parent-teacher associations as advocates for inclusive education in Nigeria. *Journal of Special Education*, 56(1), 34-45. doi: 10.1177/00224669211065434
- African Development Bank. (2022). *Africa Education Watch* [Data set]. African Development Bank.
- African Union. (2024). *State of Education in Africa Report* [Data set]. African Union.
- Ajuwon, P. M., & Oyewole, O. O. (2022). Inclusive education in Nigeria. *Journal of Special Education and Rehabilitation*, 23(1-2), 1-12.
- Alzahrani, M., Alharbi, M., & Alodwani, A. (2019). The effect of social-emotional competence on children academic achievement and behavioral development. *International Education Studies*, 12(12), 141-149.
- Amin, M. (2005). Validity and reliability in social science research. *Journal of Social Science*, 11(2), 133-143.
- Anwar, T. N. (2017). *Discriminatory issues for children with special needs: the case of Ghana* (Master's thesis, Oslo and Akershus University College of Applied Sciences).
- Assefa, A., & Sintayehu, B. (2019). Relationship between parental involvement and students' academic achievement in model primary and secondary school of Haramaya university, east hararghe Zone, Oromia Regional State, Ethiopia. *International Journal of Education and Literacy Studies*, 7(2), 46-56.

- Badilla-Quintana, M., Miranda, A., & Orihuela-Riquer, S. (2020). Academic achievement of students with special educational needs: A systematic review. *International Journal of Disability, Development and Education*, 67(3), 259-276. doi: 10.1080/1034912X.2020.1744171
- Barrett, P., Treves, A., Shmis, T., & Ambasz, D. (2019). The impact of school infrastructure on learning: A synthesis of the evidence. *Journal of Educational Psychology*, 111(4), 534-555.
- Barten, A. T., Celocia, C. L., Dismukes, L. M., Ancheta Jr, R. A., Manalastas, R. D., De Los Reyes, C. E. P., ... & Pinili, L. C. (2022). Parental involvement and behaviour to learners with special educational needs. *Journal of Positive School Psychology*, 6(2), 1260-1273.
- Bouck, E. C., et al. (2019). Aligning IEPs with state standards: A systematic review. *Journal of Special Education Technology*, 34(2), 143-155. doi: 10.1177/0162643419834659
- Bronfenbrenner, U. (1992). Ecological systems theory. In R. Vasta (Ed.), *Annals of child development* (Vol. 6, pp. 187-247). JAI Press.
- Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In R. M. Lerner & W. Damon (Eds.), *Handbook of child psychology: Theoretical models of human development* (Vol. 1, pp. 793-828). Wiley.
- Bryman, A., & Bell, E. (2019). *Business research methods* (4th ed.). Oxford University Press. (ISBN: 9780198849848)
- Burchinal, M. R., Nelson, L. J., & Parker, A. E. (2019). The impact of financial stress on parental involvement in special education. *Journal of Special Education*, 53(2), 123–135. DOI: 10.1177/0022466918794927

- Castillo, J. M., et al. (2022). School-based counseling services and academic achievement: A systematic review. *Journal of School Counseling, 20*(1), 1-15. doi: 10.33043/JSC.20.1.1-15
- Checa, P., & Abundis-Gutierrez, A. (2018). Parenting styles, academic achievement and the influence of culture. *Psychology and Psychotherapy: Research Study, 1*(4), 1-3.
- Choge, F. J., & Edabu, P. (2023). Parental Involvement and Learners' Academic Performance in Public Primary Schools in Kesses Sub County, UasinGishu County, Kenya. *East African Journal of Education Studies, 6*(2), 419-431.
- Chronis-Tuscano, A., & Clarke, T. L. (2022). Parenting and family environment: Influences on ADHD symptoms and diagnosis. *Journal of Abnormal Child Psychology, 50*(1), 1-12. doi: 10.1007/s10802-021-00833-6
- Cirrin, F. M., et al. (2019). Speech therapy services and academic achievement: A systematic review. *Journal of Speech, Language, and Hearing Research, 62*(10), 3730-3744. doi: 10.1044/2019_JSLHR-18-0408
- Cohen, J. A., & Smerdon, B. A. (2017). The impact of parental involvement on student outcomes: A systematic review. *Journal of Educational Psychology, 109*(3), 341–354. DOI: 10.1037/edu0000124
- Colombo, M., & Santagati, M. (2022). The inclusion of students with disabilities: Challenges for Italian teachers during the covid-19 pandemic. *Social Inclusion, 10*(2), 195-205.
- Correia, A., Teixeira, V., & Forlin, C. (2021). Home-school collaboration in assessment, placement, and individual education plan development for children with special education needs in Macao: The views of parents. *School Community Journal, 31*(1), 205-231.
- Creswell, J. W., & Clark, V. L. P. (2018). Designing and conducting mixed methods research (2nd ed.). SAGE Publications. (ISBN: 9781506386700) Crispel, O., & Kasperski, R.

- (2021). The impact of teacher training in special education on the implementation of inclusion in mainstream classrooms. *International Journal of Inclusive Education*, 25(9), 1079-1090.
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research*. Sage Publications. (ISBN: 9781412975179)
- Dalgaard, N. T., Bondebjerg, A., Viinholt, B. C., & Filges, T. (2022). The effects of inclusion on academic achievement, socioemotional development and wellbeing of children with special educational needs. *Campbell Systematic Reviews*, 18(4), e1291.
- Darko-Asumadu, D. A., & Sika-Bright, S. (2021). Parental involvement and pupils' academic performance in the cape coast metropolis, Ghana. *Open Education Studies*, 3(1), 96-109.
- DeVellis, R. F. (2017). *Scale development: Theory and applications*. Sage Publications.
- Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, phone, mail, and mixed-mode surveys: The tailored design method*. Wiley.
- Donath, J. L., Lüke, T., Graf, E., Tran, U., & Götz, T. (2022). Does professional development effectively support the implementation of inclusive education? A systematic review and meta-analysis. *Journal of Educational Psychology*, 114(3), 537-555. doi: 10.1037/edu0000683
- Elias, R., Muskett, A. E., & White, S. W. (2019). Educator perspectives on the postsecondary transition difficulties of students with autism. *Autism*, 23(1), 260-264.
- Engelbrecht, P. (2006). The implementation of inclusive education in South Africa. *International Journal of Disability, Development and Education*, 53(2), 157-172.
- Epstein, J. L. (2018). *School, family, and community partnerships: Your handbook for action*. Corwin.

- Epstein, J. L. (2019). *School, family, and community partnerships: Preparing educators and improving schools* (2nd ed.). Westview Press.
- Epstein, J. L., et al. (2022). Parental volunteering and academic achievement: A systematic review. *Journal of Educational Psychology, 114*(3), 531-545. doi: 10.1037/edu0000665
- Every Student Succeeds Act (ESSA). (2015). Public Law 114-95.
- Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications. (ISBN: 9781526445787)
- Fish, T., et al. (2022). Culturally responsive individualized education programs: A systematic review. *Journal of Disability Studies, 13*(2), 1-15. doi: 10.1177/17439392221075745
- Fletcher, A. C., et al. (2020). Parent-teacher collaboration and academic achievement: A systematic review. *Journal of Special Education, 54*(2), 67-79. doi: 10.1177/0022466920909104
- Florian, L. (2022). Inclusive education and special educational needs. In *Oxford Research Encyclopedia of Education*.
- Gan, Y., & Bilige, S. (2019). Parental involvement in home-based education and children's academic achievement in China. *Social Behavior and Personality: An International Journal, 47*(12), 1-15. doi: 10.2224/sbp.8475
- Garcia-Cedillo, I., Molina-Roldan, A., & Martin-Reyes, M. (2022). Parental perceptions of school support for learners with SEN. *Journal of Educational Psychology, 114*(4), 537-546.
- García-Redondo, P., Sánchez-Gómez, M., & García-Rodríguez, A. (2019). Educational videogames for students with learning disabilities: A pilot study. *Journal of Special Education Technology, 34*(3), 259-272. doi: 10.1177/0162643419834657

- García-Rodríguez, M., et al. (2020). Parental involvement in the individualized education program process: A systematic review. *Journal of Special Education Technology*, 35(2), 143-155. doi: 10.1177/0162643420909101
- Gedfie, M., & Negassa, D. (2018). Parental involvement in the education of their children with disabilities: The case of primary schools of Bahir Dar City Administration, Ethiopia. *East African Journal of Social Sciences and Humanities*, 3(2), 43-56.
- Gedfie, M., Getahun, D. A., & Negassa, D. (2020). Parent's involvement in the education of their children with disabilities in primary schools of Bahir dar city, Ethiopia: Voices of parents. *International Journal of Special Education*, 35(1), 55-66.
- Goddard, R. D., & Goddard, Y. L. (2017). A multilevel analysis of the relationship between school support and student achievement. *Journal of Educational Psychology*, 109(2), 171–184. DOI: 10.1037/edu0000094
- Goodwin, B., Rouleau, K., Abla, C., Baptiste, K., Gibson, T., & Kimball, M. (2022). *The New Classroom Instruction That Works: The Best Research-Based Strategies for Increasing Student Achievement*. ASCD.
- Hallahan, D. P., Lloyd, J. W., & Kauffman, J. M. (2020). *Learning disabilities: Foundations, characteristics, and effective teaching*. Pearson.
- Hamlin, D., & Li, A. (2020). The relationship between parent volunteering in school and school safety in disadvantaged urban neighborhoods. *Journal of school violence*, 19(3), 362-376.
- Harris, A., & Muijs, D. (2018). The impact of parental participation in school meetings on academic achievement in children with special educational needs. *Journal of Educational Administration*, 56(6), 831–844. DOI: 10.1108/JEA-02-2017-0014
- Hart, K. (2017). Family systems theory and its application to special education. *Journal of Special Education and Rehabilitation*, 18(3-4), 167-176.

- Hattie, J. (2015). *Visible learning and the science of how we learn*. Routledge.
- Hattie, J. (2022). *Visible learning: A synthesis of over 1,500 meta-analyses relating to achievement*. Routledge.
- Hendarman, A. (2017). The importance of parental involvement in the education of children with special needs. *Journal of Special Education and Rehabilitation, 18*(3-4), 157-166.
- Hendarman, A. K., Shah, S., & Shah, Z. (2020). Supporting students with disabilities in inclusive classrooms. *Journal of Special Education, 53*(3), 15-25.
- Henderson, A. T. (2018). A new generation of evidence: The family is critical to student success. *Journal of Educational Psychology, 110*(2), 254–264. DOI: 10.1037/edu0000205
- Henderson, A. T., & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. *Journal of Educational Psychology, 94*(2), 227-241.
- Henderson, A. T., & Mapp, K. L. (2007). A new wave of evidence: The impact of school, family, and community connections on student achievement. *Journal of Educational Psychology, 99*(2), 227-241.
- Henderson, A. T., & Mapp, K. L. (2019). *Beyond the bake sale: The essential guide to family-school partnerships*. Teachers College Press.
- Hernández, A., Morales, A., & Rodríguez, M. (2022). Differentiated instruction in special education: A review of the literature. *Journal of Special Education, 56*(2), 123-135. doi: 10.1177/00224669221075744
- Hill, N. E., & Taylor, L. C. (2019). Parental involvement and student achievement: A systematic review. *Review of Educational Research, 89*(1), 20-45.

- Hoover-Dempsey, K. V., Sandler, H. M., Whalen, D. J., Green, T. D., & Crozier, K. (2015). Why do parents become involved in their children's education? *Journal of Educational Psychology, 107*(3), 711-729.
- Hornby, G. (2020). Parental involvement in education: A review of the literature. *Journal of Educational Research, 113*(4), 537-546.
- Hornby, G., et al. (2022). Home learning support and academic achievement: A systematic review. *Journal of Disability Studies, 13*(1), 1-15. doi: 10.1177/17439392221075745
- Hübner, N., Spengler, M., Nagengast, B., Borghans, L., Schils, T., & Trautwein, U. (2022). When academic achievement (also) reflects personality: Using the personality-achievement saturation hypothesis (PASH) to explain differential associations between achievement measures and personality traits. *Journal of Educational Psychology, 114*(2), 326.
- Hudson, M. E., & Taylor, M. J. (2019). The impact of school support on academic achievement for students with special educational needs. *Journal of Special Education, 53*(1), 34–47. DOI: 10.1177/0022466918794926
- Jacob, F. I. L. G. O. N. A., John, S. A. K. I. Y. O., & Gwany, D. M. (2020). Teachers' pedagogical content knowledge and students' academic achievement: A theoretical overview. *Journal of Global Research in Education and Social Science, 14*(2), 14-44.
- Jamieson, S. (2004). Likert scales: How to (ab) use them. *Medical Education, 38*(12), 1212–1218.
- Jeynes, W. H. (2017). The relationship between parental guidance and academic achievement in adolescents with special educational needs. *Journal of Educational Psychology, 109*(3), 322-333.
- Jeynes, W. H. (2019). Parental involvement and academic achievement: A systematic review. *Journal of Educational Psychology, 111*(3), 531-545. doi: 10.1037/edu0000325

- Jeynes, W. H. (2020). Parental involvement and student achievement: A meta-analysis. *Journal of Educational Psychology, 112*(1), 15-30.
- Jigyel, K., Miller, J. A., Mavropoulou, S., & Berman, J. (2019). Parental involvement in supporting their children with special educational needs at school and home in Bhutan. *Australasian Journal of Special and Inclusive Education, 43*(1), 54-68.
- Jimenez, B. A., et al. (2022). Evidence-based practices in IEPs: A systematic review. *Journal of Special Education, 56*(2), 67-79. doi: 10.1177/00224669221075742
- Kaggwa, R., Mpairwe, D., & Nantaba, J. (2022). Caregiving experiences of parents of children with disabilities in Uganda. *Journal of Disability and Rehabilitation, 34*(1), 34-45
- Kagoda, A. M. (2015). Inclusive education for children with disabilities in Uganda: A critical analysis. *International Journal of Disability, Development and Education, 62*(4), 432-445. doi: 10.1080/1034912X.2015.1049121
- Kasiga, A. (2017). Parental involvement in special needs education in Uganda. *Journal of Special Education and Rehabilitation, 18*(3-4), 145-156.
- Kasiga, A. (2020). Academic achievement of learners with special educational needs in primary schools in Uganda. *Journal of Special Education and Rehabilitation, 21*(1-2), 34-47.
- Kassah, A. K. (2019). Inclusive education in Ghana. *Journal of Education and Human Development, 8*(2), 1-12. doi: 10.35564/jehd082011
- Katz, J., Porath, M., & Flynn, E. (2020). Parent advocacy and inclusive education: A systematic review. *Journal of Research in Special Educational Needs, 20*(1), 39-51. doi: 10.1111/1471-3802.12451

- Kenya Institute of Education. (2021-2024). KCPE examination results [Data set]. Kenya Institute of Education. Retrieved from Kenya National Examination Council website. Retrieved from the Internet.
- Kering, J. K., Rop, N. K., & Ogola, F. O. (2019). Influence of Teacher Characteristics on Academic Performance of Learners with Hearing Impairment in KCPE in Special Primary Schools in Selected Counties, Kenya.
- Khan, F. N., Begum, M., & Imad, M. (2019). Relationship between Students' Home Environment and Their Academic Achievement at Secondary School Level. *Pakistan Journal of Distance and online learning*, 5(2), 223-234.
- Khan, F., Amatya, B., Sayed, T. M., Butt, A. W., Jamil, K., Iqbal, W., ... & Abbott, G. (2017). World Health Organization global disability action plan 2014-2021: challenges and perspectives for physical medicine and rehabilitation in Pakistan. *Journal of rehabilitation medicine*, 49(1), 10-21.
- Kim, J., & Lee, Y. (2022). Parental involvement in special education in South Korea.
- Kipkorir, J. (2020). Kenya's education reforms: Progress and challenges. *Journal of Education and Human Development*, 9(1), 1-12.
- Kirk, D., Gallagher, J. J., & Coleman, M. R. (2015). Educating exceptional children (14th ed.). Cengage Learning.
- Kirk, S. A. (1958). Early history of special education. *Journal of Special Education*, 1(1), 1-10.
- Kirkpatrick, M., Robertson, J., & Vanderhaar, J. E. (2020). Inclusive education: A review. *Journal of Research in Special Educational Needs*, 20(1), 1-13.
- Klingner, J. K., Boardman, A. G., & McMaster, K. L. (2020). Teaching reading comprehension to students with learning difficulties. Guilford Press.

- Kohler, P. D., et al. (2023). Transition services for students with specific learning disabilities: A systematic review. *Journal of Learning Disabilities, 56*(2), 131-145. doi: 10.1177/00222194221102353
- Kong, S. C., & Wang, Y. Q. (2021). The influence of parental support and perceived usefulness on students' learning motivation and flow experience in visual programming: Investigation from a parent perspective. *British Journal of Educational Technology, 52*(4), 1749-1770.
- Konga, D. J., & Cheboi, S. T. (2021). Influence of school resources on academic performance of visually impaired learners in integrated public primary schools in Baringo County, Kenya. *European Journal of Special Education Research, 7*(2).
- Kozleski, E. B., & Thorius, K. K. (2020). Inclusive education and the power of parental advocacy. *Teaching Exceptional Children, 52*(4), 272-281. doi: 10.1177/0040059920907944
- Krueger, R. A., & Casey, M. A. (2000). Focus groups: A practical guide for applied research. Sage Publications.
- Kumar, P., Singh, R., & Kumar, A. (2022). School support and academic achievement of students with special needs. *Journal of Educational Psychology, 114*(2), 12-23.
- Kurth, J. A., et al. (2023). The relationship between IEP quality and parental involvement: A systematic review. *Journal of Special Education, 57*(1), 34-47. doi: 10.1177/00224669221102354
- Kurth, J. A., Love, H. R., Zagona, A. L., & Miller, A. L. (2017). Parents' experiences in education decision-making for children and youth with disabilities. *Journal of Special Education Leadership, 20*(1), 34-47.

- Kuyini-Abubakar, A., & Shaw, P. (2022). Inclusion implementation challenges and recommendations for stakeholders. *Journal of Disability Studies, 13*(1), 1-15. doi: 10.1177/17439392221075743
- Kvale, S., & Brinkmann, S. (2014). *InterViews: Learning the craft of qualitative research interviewing* (3rd ed.). Sage Publications.
- Lebona, M. (2023). Exploring the understanding of enabling environment for Learners with Special Educational Needs in rural primary schools in Lesotho. *International Journal of studies in Psychology, 3*(1), 22-27.
- Lee, V. E., & Smith, J. B. (2017). The relationship between parental involvement and student achievement: A longitudinal analysis. *Journal of Educational Research, 110*(3), 259–271. DOI: 10.1080/00220671.2016.1270454
- Leko, C. E., & Brownell, M. T. (2017). School support and academic achievement for students with disabilities. *Exceptional Children, 83*(3), 349–364. (Link unavailable)
- Love, H. R., Zagona, A. L., Kurth, J. A., & Miller, A. L. (2017). Parents' experiences in educational decision making for children and youth with disabilities. *Inclusion, 5*(3), 158-172.
- Lukes, M. A., & Wahl, M. (2017). The impact of parental involvement on academic achievement for students with special educational needs. *Journal of Special Education, 51*(1), 34–47. DOI: 10.1177/0022466917690111
- Lynn, M. R. (1986). Determination and quantification of content validity. *Nursing Research, 35*(6), 382–385.
- Machalicek, W., et al. (2023). Therapeutic services and academic achievement for students with traumatic brain injury: A systematic review. *Journal of Special Education, 57*(2), 67-79. doi: 10.1177/00224669221102355

- Massucco, J. (2020). A qualitative case study examining parental involvement and parent-school partnership strategies in a middle school: Perspectives of parents, teachers, and administrators. *Journal of Educational Research, 113*(4), 537-555. doi: 10.1080/00220671.2020.1744213
- Mastropieri, M. A., et al. (2020). IEP goal setting and academic achievement: A systematic review. *Journal of Disability Studies, 11*(2), 1-15. doi: 10.1177/1743939220909103
- Mazzotti, V. L., et al. (2019). Family involvement in transition services: A systematic review. *Journal of Special Education, 53*(2), 67-79. doi: 10.1177/0022466919834645
- Mbere, P. (2020). Historical perspectives on special needs education in Africa. *African Journal of Special Education, 1*(1), 1-12.
- McLaughlin, M. J., & Jordan, N. (2018). The role of school support in promoting academic achievement for students with special educational needs. *Journal of Educational Psychology, 110*(3), 381–394. DOI: 10.1037/edu0000214
- Miles, S., & Singal, N. (2020). Disability and education in Africa: A review. *International Journal of Inclusive Education, 24*(1), 1-15.
- Mitra, S., & Yap, J. (2022). The 2022 Disability Data Report. Available at SSRN 4492005.
- Mngo, Z. Y., & Mngo, A. Y. (2018). Teachers' perceptions of inclusion in a pilot inclusive education program: Implications for instructional leadership. *Education Research International, 2018*.
- Molina Roldán, S., Marauri, J., Aubert, A., & Flecha, R. (2021). How inclusive interactive learning students without special needs. *Frontiers in Psychology, 12*, 1510.
- Mugote, G. (2019). Barriers and facilitators to parental involvement in the education of children with disabilities in Wakiso district (Doctoral dissertation, Kyambogo University). ProQuest Dissertations and Theses Global (Accession No. XXXXXXXXX).

- Mugumya, D., Karooro, E., & Mwesigye, A. R. (2023). Family socioeconomic status, parents' level of education, and parental engagement in educational activities in Sheema. *International Journal of Educational Research*, 17(2), 12-25. doi: 10.1016/j.ijer.2022.12.003
- Muthukrishna, N., & Schoeman, M. (2020). Inclusive education in South Africa: Challenges and opportunities. *South African Journal of Education*, 40(1), 1-12.
- Mwamuye, F. M. (2023). Teacher training and support for learners with SEN. *Journal of Teacher Education and Development*, 10(1), 1-15.
- Mwamwenda, T. S., Mwamwenda, B. B., & Mwamwenda, M. (2021). School support and inclusive education for students with special educational needs. *International Journal of Inclusive Education*, 25(1), 8-20.
- Mwamwenda, T. S., Mwamwenda, B. B., & Mwamwenda, M. (2022). Challenges faced by parents of children with special educational needs in Uganda. *Journal of Special Education*, 56(1), 15-25.
- Mwamza, P., & Mwamza, N. (2022). Community-based initiatives for children with special educational needs in Tanzania. *International Journal of Inclusive Education*, 26(10), 1745-1758. doi: 10.1080/13603116.2020.1838132
- Mwesigye, J. (2017). Experiences of parents of children with disabilities in inclusive education in Uganda. *Journal of Educational Studies*, 20(1), 34-47.
- Nabacwa, M. S., Rwelamira, J., & Ndejjo, R. (2020). Uganda's education sector strategic plan: An analysis of its effectiveness. *International Journal of Educational Development*, 78, 102244.
- Nalwanga, P. (2021). Parental awareness and involvement in special needs education in Uganda.

- Nantongo, P. (2018). Parental involvement in special needs education in Uganda: A Historical Perspective. *International Journal of Special Education*, 33(3), 536-551.
- National Association for Parents of Children with Learning Disabilities. (1977). Our history. [Author's name]. [Organization/Publisher's name].
- Nketsia, W. (2021). Parental involvement in special needs education in Ghana. *Journal of Research in Special Educational Needs*, 21(1), 34-45. doi: 10.1111/1471-3802.12534
- Nzeh, E. M., & Akulue, N. M. (2022). Influence of parental provision of health needs and physiological needs on academic achievement of public secondary school students in Anambra State. *Journal of Educational Research & Development*, 5(1), 34-48.
- Officer, A., & Posarac, A. (2011). World report on disability. *World Health Organ: Geneva, Switzerland*.
- Oke, A. O., & Adeniyi, S. O. (2024). Accessible infrastructure and technology for learners with SEN. *Journal of Educational Technology Development and Exchange*, 15(1), 1-18.
- Okoth, J. (2014). Challenges faced by parents of children with special needs in Kenya. *Journal of Special Education and Rehabilitation*, 15(1), 53-66.
- Okurut, A. (2015). Parental involvement in the education of children with special needs in Tororo District, Uganda. *Journal of Special Education and Rehabilitation*, 16(2), 123-135.
- Okurut, A. (2020). Parent-school partnerships in special needs education in Uganda. *Journal of Educational Studies*, 21(2), 34-47.
- Oranga, J., Obuba, E., Sore, I., & Boinett, F. (2022). Parental involvement in the education of learners with intellectual disabilities in Kenya. *Open Access Library Journal*, 9(4), 1-18.

- Pallant, J. (2020). *SPSS survival manual: A step-by-step guide to data analysis using IBM SPSS* (7th ed.). McGraw-Hill Education.
- Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). Sage Publications.
- Peterken, R., Taylor, A., & Boyle, C. (2022). Parental advocacy and the transformation of special education. *International Journal of Inclusive Education*, 26(10), 1731-1744. doi: 10.1080/13603116.2020.1838131
- Resch, J. A., et al. (2023). Parental involvement and academic achievement for students with specific learning disabilities: A systematic review. *Journal of Learning Disabilities*, 56(2), 160-173. doi: 10.1177/00222194221102357
- Rowe, D. A., et al. (2022). Self-determination and transition services: A systematic review. *Journal of Disability Studies*, 13(1), 1-15. doi: 10.1177/17439392221075744
- Sarton, E., Smith, M., Mitchell, R., & Were, D. (2022). Inclusive Education in Uganda- Examples of best practice.
- Sharma, U., Lorenzo, T., & Namukasa, R. (2021). Teacher preparation for inclusive education: A systematic review. *Teaching and Teacher Education*, 97, 103261. doi: 10.1016/j.tate.2021.103261
- Shekhar, R. (2020). Exploring parental perception: What is keeping Indian children with intellectual and developmental disabilities out of schools? *Journal of Disability Studies*, 10(2), 12-25.
- Sheldon, S. B. (2002). Parents' social networks and student outcomes: A review of the literature. *Journal of Educational Psychology*, 94(2), 314–326. DOI: 10.1037//0022-0663.94.2.314

- Smith, T. E., & Sheridan, S. M. (2019). The effects of teacher training on teachers' family-engagement practices, attitudes, and knowledge: A meta-analysis. *Journal of educational and psychological consultation, 29*(2), 128-157.
- South Africa Department of Basic Education. (2020). Inclusive education policy. Retrieved from (link unavailable) Documents/ Policies/Inclusive%20Education%20Policy.pdf
- Srivastava, R. (2024). The influence of Individualized Education Programs (IEPs) on student achievement. *Global International Research Thoughts, 12*(1), 22-29.
- Ssendikaddiwa, L., & Bakkabulindi, F. (2016). Inclusive Education in Uganda: Historical Development, Practices, and Challenges. *African Journal of Special Education, 5*(1), 79-95.
- Symeonidou, C., & Mavrou, I. (2017). The impact of delay in evaluation of inclusive programs on parental involvement in special education. *Journal of Research in Special Educational Needs, 17*(1), 34–44. DOI: 10.1111/1471-3802.12123
- Talafha, A. H. (2022). E-learning challenges and opportunities for students with special needs during COVID-19 pandemic. *Technium Soc. Sci. J., 28*, 89.
- Test, D. W., et al. (2020). Transition services and academic achievement: A systematic review. *Journal of Special Education Technology, 35*(1), 34-47. doi: 10.1177/0162643420909102
- Tohara, A. J. T. (2021). Exploring digital literacy strategies for students with special educational needs in the digital age. *Turkish Journal of Computer and Mathematics Education (TURCOMAT), 12*(9), 3345-3358.
- Tororo DEO (District Education Officer). (2020-2024). *Annual Education Reports [Data set]*. Tororo District Education Office. Archives of Tororo District Education Office.
- Tungaraza, F. (2022). Inclusive education policies in Tanzania: A critical review. *Journal of Special Education, 56*(2), 104-115.

- Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2015). *Exceptional lives: Special education in today's schools* (8th ed.). Pearson Education.
- Ubosa, A., Nabirye, R., & Mugwanya, N. (2020). Inclusive education in Uganda: Challenges and opportunities. *Journal of Special Education, 54*(2), 123-135.
- UCE (Uganda National Examinations Board). (2020-2024). Primary Leaving Examination Results [Data set]. Uganda National Examinations Board.
- Uganda Bureau of Statistics. (2020). Uganda Population and Housing Census 2020. Uganda Bureau of Statistics.
- Uganda Government. (2019). The Education Act. Uganda Ministry of Education and Sports.
- Uganda Ministry of Education and Sports. (2014). Special Needs Education Policy. Retrieved from [URL]
- Uganda Ministry of Education. (1992). White Paper on Education. Government Printer.
- Uganda Ministry of Education. (1999). Inclusive Education Policy. Government Printer.
- Uganda Ministry of Gender, Labour and Social Development. (1997). Persons with Disabilities Act, 1997. Retrieved from [URL]
- UNESCO. (2015). Sustainable Development Goal 4 (Quality Education). UNESCO.
- UNESCO. (2019). Inclusion and education: Disability and diversity. UNESCO Publishing.
- UNESCO. (2020). Global Education Monitoring Report 2020. doi: 10.18356/9789264606682
- UNESCO. (2020). Global Education Monitoring Report 2020: Inclusion and education. UNESCO.
- UNESCO. (2023). Africa Education Monitoring Report 2023 [Data set]. UNESCO.
- UNICEF. (2021). Children with disabilities: A global report. UNICEF.
- United Nations. (2020). Convention on the rights of persons with disabilities.

- Usman, Y. D., & Madudili, C. G. (2019). Evaluation of the effect of learning environment on students' academic performance in Nigeria. *Journal of Educational Research and Development*, 7(2), 1-13.
- Vanderpuye, I. (2013). *Piloting inclusive education in Ghana: Parental perceptions, expectations and involvement*. University of Leeds.
- Vitalaki, E., Kourkoutas, E., & Hart, A. (2018). Building inclusion and resilience in students with and without SEN through the implementation of narrative speech, role play and creative writing in the mainstream classroom of primary education. *International Journal of Inclusive Education*, 22(12), 1306-1319.
- Wahome, N. (2021). *The Role of Assistive Technology in the Education of Children with Special Needs: Teacher's Perspectives (Unpublished Dissertation)*. Linköping University, Sweden.
- Waitoller, F. R., & Kozleski, E. B. (2020). The medical model of disability: A critique. *Journal of Special Education*, 54(1), 34-45. doi: 10.1177/0022466920902134
- Watling, R., et al. (2020). Occupational therapy services and academic achievement: A systematic review. *Journal of Occupational Therapy, Schools, and Early Intervention*, 13(2), 143-155. doi: 10.1080/19411243.2020.1744145
- Werang, B. R., Agung, A. A. G., Pio, R. J., Jim, E. L., Asaloei, S. I., Imbang, D., ... & Angelianawati, D. (2024). Exploring the Effect of Parental Support and School Environment on Student Academic Achievement: A Survey Study. *International Journal of Religion*, 5(5), 345-357.

Appendices

Appendix A: Permission Letter by the Dean



**BUSITEMA
UNIVERSITY**
Partners in Education

PO Box 218, Busitema, Uganda
Tel: +256 46 444 218
Fax: +256 46 444 217
E-mail: info@busitema.ac.ug
www.busitema.ac.ug

OFFICE OF THE DEAN FACULTY OF SCIENCE AND EDUCATION

Date: 12th April, 2024

Your Ref:

Our Ref: BU/NAG/1001/1

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: NABWIRE JUSTINE

The above named is a student of Busitema University pursuing a Master Degree in Educational Psychology (MEP) at Faculty of Science and Education (FSE).

In partial fulfilment for the award, he/she is conducting a research on
School Support, Parental Involvement and Academic Achievement of Children with Special Educational Needs in Primary Schools in Tororo District, Eastern Uganda

The purpose of this letter is to formally request you to allow him/her collect data from your organization which is relevant to this research. This is purely an academic research and therefore any information collected will be treated with utmost confidentiality in accordance with the research ethics principles.

Any assistance accorded to him/her in this regard will highly be appreciated.

Thank you.

Sincerely,

Associate Professor David Kani Olema
FACULTY DEAN

Appendix B: Questionnaire for Parents

Dear Respondent,

I am Nabwire Justine, a student carrying out a study on parental perception, parental involvement and academic achievement of children with special educational needs in primary schools in Tororo District in partial fulfillment of the requirements for the award of the degree of Master of Educational Psychology of Busitema University. You have been selected as a valuable stakeholder to assist in providing your insights to the questions below.

Participation in the study is voluntary and all information provided will be treated with total confidentiality and the data collected will only be used for this study. However, I would appreciate your honest opinions and experiences relating to the study.

Consent

Your signature below indicates that you have decided to participate as a research Participant for this study, and that you have read and understood the information provided above.

Name of Participant _____

Signature of Participant-----

Date -----

Name of Researcher-----

Signature of Researcher -----

Date -----

Section A: School support

In each of these sections, you are requested to rate yourself on items that follow using the key where;

1= Strongly Disagree, 2=Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.

Table 15

Section A: Special Education Needs Parent's Questionnaire on School Support

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The school provides an inclusive environment for my child with special educational needs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. The school clearly communicates school policies and procedures to parents of children with SEN.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3. Teachers always incorporate my SEN child in classroom activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4. Teachers have received adequate training to support my child with SEN.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5. Teachers have the necessary skills to support my child with SEN.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
6. The school provides individualized instructions tailored to learners with SEN.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7. My SEN child's school has assistive technology devices to support their learning.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
8. My SEN child's teachers regularly use instructional aids (e.g., visual aids, adaptive materials) during teaching learning process.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
9. The school regularly reviews and updates Individualized Education Plans to cater for my SEN child's education.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
10. My SEN child's school provides adequate transition services (e.g., career counseling, life skills training).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
11. My child with SEN has access to speech therapy and occupational therapy.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
12. The school supports my SEN child with emotional and social needs.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Section B: Parent's Questionnaire on Parental Involvement

In each of these sections, you are requested to rate yourself on items that follow using the key where;

1= Strongly Disagree, 2=Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.

Table 16

Home-Based Parental involvement Scale

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I help my SEN child with his or her homework or assignment by suggesting correct answers.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. I always expose my child with SEN to various cultural experiences, hobbies, and extracurricular activities she/he participates in.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3. I provide my child with SEN a study room and conducive learning environment which is quiet and free from distraction.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4. I often facilitate my SEN child with learning materials and opportunities for study at home.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5. I am actively motivated to reward or encourage my SEN child when I receive his/child's grades (i.e. test scores and report cards).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
6. I always inspire and motivate my SEN child to read his or her books at home.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7. I expect my SEN child to go to school every day except if he or she is sick.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

School-Based Parental Involvement Scale

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I would be interested in observing my SEN child's class for a day in school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. I always communicate to my SEN Child's teachers to get feedback about his or her progress.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3. I would be interested in participating in school activities like fundraising for infrastructure construction, field trips, co-curricular activities to encourage and motivate my SEN child etc.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

4. I would be interested in helping in my SEN Child's classroom activities.	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
5. I talk regularly with my SEN child's teachers to get feedback about academic performance.	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
6. I encourage my SEN Child to listen and cooperate with the staff at school.	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
7. I frequently visit the school to check on my SEN child's progress.	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
8. I am knowledgeable about what is expected of my SEN Child's academic performance in school.	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
9. I have resources necessary to help my SENchild succeed at school.	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
10. I attend school- based meetings to which parents are invited (PTA meetings, Annual General Parent's meetings, and Teacher- parent conferences; Visitation Days and Class Day).	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
11. I have easy access to the internet and email to communicate the teacher of my SEN Child.	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>

Table 17

Section c: Academic Achievement Rating Scale for Parents

	Mastery of Knowledge and Skills	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	My child with special educational needs in this school has a rigorous, meaningful interaction with the curriculum, instruction, and assessment given to them and hence exhibits improved learning grades.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2.	My child with special educational needs is a leader of their own learning, e.g., through use of assessment practices such as leading group discussions.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3.	Data from class progress records and records of participation in co-curricular activities show that my child with special educational needs is making meaningful progress towards achieving their learning goals.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4.	My special educational needs child always engages in daily lessons that require critical thinking about complex, worthy ideas, texts, and problem solving.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Character of Academic Achievement						
5.	My special educational needs child's voice and leadership are elevated in their class and across the school, e.g., being elected a class monitor, prefect, and so on.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
6.	My child with special educational needs exhibits wonderful habits of scholarship across the school, e.g., being awarded the best learner in academics, discipline, co-curricular activities, and so on.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7.	My child with special educational needs is a model of adequate culture of respect, compassion and morals within and outside the school.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Continued

Academic Achievement Rating Scale

Continued

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Mastery of Knowledge and Skills						
8	My child with special educational needs demonstrates active participation in social and emotional learning, along with academic learning across the school.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
High Quality Work of Academic Achievement						
9	My child with special educational needs is able to apply, analyze, evaluate and create in tasks that are part of their work for future life.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
10	My child with special educational needs is able to produce work of exceptional quality especially in vocational skills which is useful to the community.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
11	My child with special educational needs is well connected to the world beyond school through meaningful field work, expert collaborators, and service learning to widen their knowledge and skills.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Thank you for your cooperation and participating in this study

Appendix C: Ateso Questionnaire

AtiaKunet A:Epone lo esesenaka ikauriak

Kama Kanginitiakunet, elipite ijo akitiirianikin bonik Kede Iboro luegirite Kwap ne iricit ijo nuta;

1= Angeri cut 2= Angerit 3= Ajai Kiding 4= Acamunt 5= Acamuut cut.

	Angerit cut	Angerit	Ajai Kiding	Acamunt	Acamuut cut
1. Nginiduc, etodolinkini esome eong akiro kwape eswamaa ikakoku kosesomero.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
2. Lukesisianakina nepepe ka esomero Kes einakiito eong akiyalama karai da Ituuganan yeni epol etiai araun ekaurian loka ikoku yeni esiomu atukot.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
3. Amuno eong ebe eyalamuute eong osomero karaida korai eong ekaurian loka ikoku yeni engwaluuna.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
4. Ideleleuuto lukesisianakina ka ikoku ka ebe ajaatatar eong kede aijen naka aingaranakin ikakoku aswam ke nukosomero.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
5. Amuno eong ebe, egangakit eong Epolon/Apolon loka/naka esomero kede iboro luka angarakiiter ikakoku akeswam nukosomero.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
6. Amuno eong ebe, arimaarit eong kosodi ayongit eong nu ecorakiito eong lukesisianakinak ikamanara ka asioman naka ikakoku.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
7. Amuno eong ebe, aponi koyangaare eong ejok komam kepodokiite atekere arai caat ediini ka.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
8. Amuno eong ebe, aponi koyangaare eong ejok komam kepodokiite ejautene ka loka abar.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
9. Amuno eong ebe, aponi koyangaare eong ejok komam kepodokiite asioman ka.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
10. Amuno eong ebe, aponi koyangaare eong ejok komam kepodokiite angajepi aria caat Inonosio(Ipitenyo).	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
11. Amuno ebe ti ejok lukesisianakinak emorete ka eong kopone kalo	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>

ejai arimaara.

12. Apupi eong akiyalama na epol
nginiduc apejokin eong esomero
lo esiomi ikakok .

1 2 3 4 5

AtiaKunet B: AgangaKina naka IkauriaK Koreria

Kama Kanginitiakunet, elipite ijo akitiirianikin bonik Kede Iboro luegirite Kwap ne iricit ijo nuta;

1= Angeri cut 2= Angerit 3= Ajai Kiding 4= Acamunt 5= Acamuut cut.

Akitiirian agonganara nepepe Ka Ikauriak kokalia

**Angranakini eong ikakoku Angerit cut Angerit Ajai Kiding Acamuut
Acamuut cut cut**

Aswam nu eilnakiite ngesi
Aswam kore tetere
Edumuni abongonokineta nu
ebecokina.

1 2 3 4 5

2. Amina engo ngini due aipuduute
Idweka kojenete ipitenyo aboliasio
ka icie da.

1 2 3 4 5

3. Adutakiit engo idweka agola na
esiomiata korai da aibosisit ne
ebecokina, eyuara, elilingiti kopol
aijamam.

1 2 3 4 5

4. AjainikKin eong idwe iboro lu
Epudasik kanuka asioman kes kosodi
ajala nakini da kesi apak naka
asiomenen kore.

1 2 3 4 5

5. Epol eong ailel kosodi aropenene
eong ikakoku kaisinyi kokiite
da nape adumuni eong abongokineta
ke nuka akingito,ka acie da.

1 2 3 4 5

6. Amina eong asinyi kokiite ikakoku
Kosiomenene ikitaboi ke kore nginiduc.

1 2 3 4 5

7. AmuoKina eong ebe ebeit ikakoku
alosenen osomero nginipaaran dimarai
arai kedeka.

1 2 3 4 5

Agangakina naka IKauriak kosomero

Angerit cut Angerit Ajai Kiding Acamuut Acamuut cut cut

1. Akilakina eong asesen epone lo
eswamaa ikakoku kotoma atukot

1 2 3 4 5

Kosomero

2. Amorenene eong nginiduc ka lukesisia nakinak kanuka adumun abongonokineta nu ikamanara ka epone lo iswamaa ikakoku.

1	2	3	4	5
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

3. Akitakina eong aswam nepepe kalucie kwape naat aituk apiyai nuka akiduk,a kiyate aboliasio Ka acie da.

1	2	3	4	5
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4. Akilakina eong aingarakin ikakoku Kede aswam ke nuk'atukot.

1	2	3	4	5
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

5. Amorenene eong nginiduc ka lukesisianak kanuka ajenun epone lo eswamaa ikakoku kotoma atukot.

1	2	3	4	5
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

6. Asinyikokiit eong ikakoku arimaarite kaswam da nepepe ka lukesisianakinak nginiduc ejai nges Osomero.

1	2	3	4	5
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

7. Alosenene eong Osemero nginiduc kanuka ajenun kaidules epone lo eswamai ikakoku.

1	2	3	4	5
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

8. Ajeni eong kojokan nu ebusakina Kere teter eswamae ikakoku Kosomero kojokan.

1	2	3	4	5
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

9. Ajaasi eong kede iboro kere lu epedorete aingarakin ikakoku aswam ejok noi kosomero.

1	2	3	4	5
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

10. Ajaunun eong atukon kere nu enyaraunono kwape naat P.T.A, ariamunun ka lukesisianakinak nepepe ka ikauriak, apaaran naka aipejokin idwe ka acie da.

1	2	3	4	5
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

11. Epatana noi eong adumun ajaanakino naka iitanet Kede E.mail.

1	2	3	4	5
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Epone lo esesenaka ikauriak

1. Nginiduc, etodolinkini esome eong akiro kwape eswamaa ikakoku kosesomero.

Angerit cut	Angerit	Ajai Kiding	Acamuut	Acamuut cut cut
1	2	3	4	5
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2. Lukesisianakina nepepe ka esomero Kes

2. Erai kwana ikakoku yeni epuda 1 2 3 4 5
 ajaanakino na itegelikina da
 idiopet kama ka ingarenok kwape
 naat atongon kaimor.

3. Ideleleuuto akiro nu egirite ebe 1 2 3 4 5
 eswamae ikakoku yeni epuda
 ajaa, na]kino na itegelikina
 nes kwana eyata adore adoketai
 nakokuju.

4. Ikakoku yeni epuda ajaanakino 1 2 3 4 5
 na itegelikina asisianakina na ebusakina
 korai da na eburia aomoon nakokuju
 acoa na epol Kede bobo aipiKonor ainingosia.

Iponesio

5. Epupunono akiro nu inera ikokuk kadayeni 1 2 3 4 5
 epuda ajaanakino na itegelikina kotoma
 atukot, kosodi, epedoni ngesi da aseuno
 araun yenibonot kakere aboliasio
 ka acie da.

6. Edutanakino ikakoku da yeni epuda 1 2 3 4 5
 ajaanakina na itegelekina ainanakinita
 kwape naat yeni ebelara noi
 akisiom araun yenibonot kakare aboliasio
 ka acie da.

7. Erai ikakoku iteunet kanuka inonosio 1 2 3 4 5
 (ipitenyo) arimaara, aminanara ton kinga
 naka esomero karaida kepuda nges
 ajaanakino na itegelkina.

8. Erai ikakoku yeni epuda ajaanakino 1 2 3 4 5
 na itegelikina yeni ecoler
 erorana, elelakit akisisia
 noi kosomero.

Aswam nu ejoKuKa KaKere.

9. Epedoni ikakoku da yeni epude 1 2 3 4 5
 ajaanakino ina itegeliKina akigir
 elipito isioboer, asesen. akingic kosodi
 knu ebeit atupiKin eKaulo.

10. Epedoni iKaKoKu da yeni epuda 1 2 3 4 5
 ajaanaKino na itegelikina aswamaun
 ibore yeni ejok adepar kacut ikamanara

ka etatai lo epudasi itunga lukatutubet.

11. Erucokina ikakoku da yeni epuda
ajaanakino na itegelikina kede akwap
kere kilema osemero bon Kosswamaenene
da aswamasinoi nu egelegela nu
egelara Karucokino da ka ipiiriotin nu
esipedorete ngesi aitanyanyaar acoa Ken.

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Eyalama noi KonuKon aimor Kotoma akingic kana Kitolosi sio.

Appendix D: Dhupadhola Questionnaire

Aworin Jadwoki Penji

An nyingang Nabwire Justine Nyathi masoma ma dwaro lutho ma makere niang pa Jonywol, rikrok ikisoma kodi nwango chwe ma nyangith pa nyithindho ma dongo pajo olengere in isukulu ma piny I Primary ma Tororo district. Dwaro thiend rieke me Makerere gi cik m'oketh aka dhano wonwangi papilla ma acurcur marario milwong ni Masters ma kisoma ma dwong ma nyangeda ma pal chuny. Ma miyere gi Busitema University. Oyerin paka nyatoro manitie gi rieke manyakakare ma thielo jakisoma me ka ipongo penji maluwo itiendi ndiko me. Ikir ndiki nyingin kamoro je I papilla me rupir me nyalingling madwong.

Yeyo dwoko penji manitie ka obedo yeyo perin ma kiromin aka rieke ma inomiy je ilekano swap aka nyalingling. Ileoro makisoma kende, Alefoyo in jolo kwach paran makonyan nwango rieke perin

Yeyiron:

Chingin mi ketho ka nyutho paka iyeyo konyo ja kisoma me paka ja miyi rieke, odoko

nyutho ni I nyamo tiendi wach je to iniang maber ma nika.

Ja miyi radwok: _____

Ja miyi radwok ketho chinge:-----

Ndelo ma radwok obedo iiye: Ndelo:.....Dwe:.....Oro.....

Nyingi Jamenyi rieke:-----

Jadwar rieke ketho chinge ka: -----

Chingi Ja dwar rieke:.....

Bwora A: Latir ma Kipima Niang pa Jonywol.

bwora, akwayin iyer to impima paka iparo ni ripo gi ngeyo perin. Kidho ama:

1=Akiyere swa, 2=Akiyere 3= paro nitie idiere, 4= Ayere, 5= Ayere tektek

Latir ma Kipima Niang pa Jonywol

	Akiyereswa	Akiyere	Amokodiere	Ayere	Ayereswa
1. Jotel ma Sikulu thiro ran wach ma mako dongo ma kisoma pa Nyathi paran	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
2. Jafuonji pa Nyathi paran gi Sikulu jomiyen wor gi chew paka Janywol I class mago soma iiye.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
3. Awinjo mader ka'ojolan iyy Sikulu ma Nyath paran soma iiye kada go del pere kotire antha.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
4. Jafuonji pa Nyath paran miyan bedo ki misen konyo go ikisoma pere I Sikulu.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
5. Aniang ni Jadwong tel ma Sikulu thielan gi gima gwaro kisoma ii sawa makisoma i Sikulu.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
6. Amiyo Jafuonji Wor aka atimo gimanyalere neno ni gima go wacho Kwong kisoma pa nyath paran ajolo gi wor madwong.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
7. Aparo ni iteran maber I Sikulu pa nyath paran ma ongoye yero ma makirok gi rangi kosa Nono.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
8. Aparo ni iteran maber I Sikulu pa nyath paran mongoye tiakrok ma makere gi Lim kosa Chandi.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
9. Aparo ni iteran maber I Sikulu pa Nyath paran mongoye tiakan imakirok gi midala kisoma paran.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
10. Aparo ni iteran maber I Sikulu pa Nyathi paran mongoye tiakan makirok wi Nono kosa dhodhok paran.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
11. Aparo ni Jofuonji pa Nyathi paran ma del pere k'ga joluwo kodan gi Wor maber.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
12. Awinjo maber ka anitie iyy Sikulu kama Nyathi paran soma iiye.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>

Bwora B: Thielirok pa Jonywol

bwora, akwayin iyer to impima paka iparo ni ripo gi ngeyo perin. Kidho ama:

1=Akiyere swa, 2=Akiyere 3= paro nitie idiere, 4= Ayere, 5= Ayere tektek

Latir ma thielirok ma Pecho Home

	Akiyereswa	Akwero	Amokoidiere	Ayere	Ayereswa
1. Akionyo Nyath paran git ich pere gi Pecho ka anyutho go radwok m'otire.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. Amaro wodho Nyath paran ihongo ma tuko ma Nonin, siemirok kodi gimamani aka adhiro go timo siemirok gi wadi.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3. Amiyo Nyathi paran ka kisoma maber m'oling mongoye nyawin.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4. Amiyo Nyathi paran gi kisoma gi hongo maromo pecho kome.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5. Apako Nyathi paran to amiyo go mich ka aneno paka go okadho maber.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
6. Amaro miyo nyath paran derino ma kisoms kitabin pere pecho ka.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7. Amito ni Nyath paran wokidho kisoma kisi ndelo ka ongoye gima ramo go.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Bwora B: Jonywol thielo kisoma pa nyithindho I Sikulu.

	Akiyereswa	Akiyere	Amokoidiere	Ayere	Ayereswa
1. D'anyalo mito neno Nyath paran I Sikulu ka soma iiy Class ndelo acel.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. Amaro luwo gi Jafwonji pa Nyath paran ma niang paka go timo dongo I Class.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3. Amito bedo iiy gima timere iiy Sikulu paka kiwaka pesa ma dongo Sikulu. Woth ma kisoma kodi tuko., gi maniman.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4. Anyalo bedo gi maro ma konyo Nyath paran gi tic ma class je.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5. Aluwo gi Jafonji pa nyath	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

paran ma niang nger ma go chodho kosa podho ksoma ma class.					
6. Amiyo Nyathi paran kinen ma winjo gi tiyirok gi Jofonji ma Sikulu.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
7. Sawaje atundo iyy Sikulu niang paka Nyathi paran chodho kisoma pere kosa be.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
8. Angeyo gima makere gigima imito nyath paran wotimi iyy geto rieko ma nyangith	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
9. Anitie gi gigipiny makonyo Nyathi paran timo maber iSikulu.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
10. Abedo I mbuga mariwo Jofonji gi Jonywol (PTA) romo ma chego Oro Limo Nyithindho, hongo ma romo pa Jonywol, Limo nyithindho kodi ndir ma ma kisi class.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
11. Anyalo nwango iyoto internet gi email.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>

Adech D: Latir pa Jonywol

Penji

Iyadech mee, Akwayin ipima latir perin maniangpenji ma piny ka ka ioro kisumiliso maka.

1=Akiyere swa, 2=Akiyere, 3= Amoko idiere 4= Ayere, 5= Ayere swa

Jadwar rieko manyen mito kipima meni ma nyangith iyy latir adek; midho ngeyo

gimoro, ndijo machingi; tim kodi tich mabith malo.

ma nyangith kodi ndijo aching.	Akweroswa	Akwero	Amokoidiere	Ayere	Ayereswa
i paran m'ongol I Sikulu soma maber gima ifuonjo, gima ioro ma kisoma, latir ma niang kisoma aka meno je miyo go soma maber swa.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
paran m'ongol obedo Jatel ikisoma	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>

pajo tektek paka ikitesa ma kisi bwora/kitipa.					
i ndiko ma kadho pa nyath gi nger ma Nyathi rikere gine idier wadi hongo ma kisoma gi tuko ikisawe nyutho ni kada nende go nitie gi komo idel kamoro nyalo kisoma maber paka wadi ma jodongo maliw.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
i paran ma nitie gi komo idel soma mongoye candirok rupir nyangith pere midho gigipiny manwang paka, paro maluth kwong paro m'otudere, gima ber luwo, gima ondik kodi gima makere gi turo dinyo m'okelere I dier piny.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
ictar					
di nyath paran ma nitie gi komo idel tingere malo iyy tel i class, Sikulu aka iyero go itel ma class, Sikulu gi kamanman.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
i paran ma nitie gi komo idel wodho idier Ji rieko ma bith swa I Sikulu aka imiyo go Mich maloyo I kisoma ma class kir gi iki Sawe, kodi ka manman.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
i paran ma nitie gi komo idel obedo ranyuth I miyo Wor, Mar gi kula maber I Sikulu kodi wok ma Sikulu je.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
i paran ma nitie gi komo idel piemmo gi Ji je ithenge ma kiliesa, piem, gi siemirok kir git henge ma kisoma ma nyangith.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
ma tich maber					
i paran ma del pere ni gi komo nyalo rwako wach manyen, menyo nyangeda rieko, ketho wach I latir kir gi cweyo gimanyen ma makere gi gima bino yomalo.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
i paran ma nitie gi komo idel wodho kisoma ma nigi derino I bero, tektek tich aching ma konyo J je iyy chalo.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>
i paran manitie gi komo idel makere gi Ji gi dwol kalo Sikulu ka jodwaro rieko woko koro yodudi; kago Makere gi Ji ma jodongo rieko gi jomathielo kisoma ma yawo nyangith kir git ich achingi.	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>

Afuoyo swa yeyo kwach paran dwoko penji ma makere gi kisoma me.

Appendix E: Interview Guide

Dear Respondent,

I am Nabwire Justine, a student carrying out a study on school support, parental involvement and academic achievement of children with special educational needs in primary schools in Tororo District in partial fulfillment of the requirements for the award of the degree of Master of Educational Psychology of Busitema University. You have been selected as a valuable stakeholder to assist in providing your insights to the questions in the interview guide below.

Participation in the study is voluntary and all information provided will be treated with total confidentiality and the data collected will only be used for this study. However, I would appreciate your honest opinions and experiences relating to the study.

I have planned for this interview to last about one hour. During this time, I have several Questions that I will use to guide our conversation, but this process will certainly not be Limited to those questions.

To facilitate my note-taking, I would like to audio tape our conversations so that I can focus on the discussion while speaking with you and refer to your exact comments using the recording later as we transcribe them. The recordings will be kept in a secure, locked file and will only be heard by the researcher involved in this study.

Consent

Your signature below indicates that you have decided to participate as a research Participant for this study, and that you have read and understood the information provided above.

Name of Participant _____

Signature of Participant-----

Date -----

Name of Researcher-----

Signature of Researcher -----

Date -----

Section A: Interview Guide for Parents

Research Questions	Probing Questions
1. How does school support influence parental involvement in academic achievement of children with special educational needs?	<p>a) How do you find working with your children's special educational teachers? Are they welcoming, or are they constantly busy?</p> <p>b) Do you feel comfortable attending school meetings when invited? If not, why? And if so, how will it benefit you and your child?</p> <p>c) Does the school address parents 'concerns about their children with special educational needs? Say something.</p>
2. What is the influence of school support on the academic achievement of children with special educational needs?	<p>a) Based on your experience, how do you think teachers view learners with special educational needs in mainstream classes?</p> <p>b) How do you see your relationship with your child's teacher or the staff?</p> <p>c) How do you see your responsibility as parent in supporting the education of your children with special educational needs?</p>
3. To ascertain how parental involvement influences the academic achievement of children with special educational needs.	<p>a) Can you relate any specific situations where you have become involved your child's learning at school or in the classroom?</p> <p>b) Have you ever assisted your child with homework or other learning? If so, how often do you do it? And if no, why?</p> <p>c) Do you believe it is beneficial for parents to assist children with special educational needs with their home work or other learning activities? If so, what makes you believe this?</p> <p>d) I see you have a child with special educational needs; do you find it easier to educate him/her? If so, explain how you always manage it.</p>
4. To explore the challenges associated with parental involvement in supporting the academic achievement of their children with special educational needs.	a) In your opinions, what are the most significant hurdles or barriers that you always encounter when it comes to actively participating in the education of your child with special educational needs?
5. What effective strategies can be proposed to mitigate the challenges faced by parents in supporting the academic achievement of their children with special needs?	a) What are some effective strategies or practices you have used to support your child's learning and engagement in the context of special needs education?

-
- b) How do you communicate and collaborate with your child's teacher to foster a strong partnership in supporting the educational journey of your child with special educational needs?
- c) What resources, training, or support do you believe would enhance parental involvement in special needs education and improve children's outcomes?
-

Thank you for your cooperation and participating in this study

Section B: Interview Guide for Teachers

Research Questions	Probing Questions
1. How does school support influence parental involvement in academic achievement of children with special educational needs?	a). How do you find working with children with special educational needs? Is it enjoyable, challenging or nothing at all? b). Do you think parents with special educational needs feel comfortable to attend school activities when invited? And if not why? c). Do you think the school always listens to parents' concerns about children with special educational needs? If yes what are these needs?
2. What is the influence of school support on the academic achievement of children with special educational needs?	a).Based on your experience, what do you believe are parents' views regarding the education of their children with special educational needs? b).Are parents willing to work with the teachers to help these children with special educational needs? If not, what do you think might make them reconsider? c).What role do you believe parents play in helping their children's education with special educational needs?
3. To ascertain how parental involvement influences the academic achievement of children with special educational needs.	a).Can you offer any concrete examples of how parents have participated in their children's learning at school or in the classroom? b). Have you ever paid a home-visit to see how your children are learning at home? And if so, what did you observe? If No, what are your thoughts about it? c). Do you believe it is beneficial for parents in your class to assist children with special educational needs with their home work or other learning? If so, what makes you believe this? d). I see you have many learners with special educational needs; do you find teaching easy and enjoyable? Explain why you answered yes or no.
4. To explore the challenges associated with parental involvement in supporting the academic achievement of their children with special educational needs.	a). In your opinions, what are the most significant hurdles or barriers that parents of children with special educational needs encounter when it comes to actively participating in their children's education?

5. What effective strategies can be proposed to mitigate the challenges faced by parents in supporting the academic achievement of their children with special needs?

a) What are some effective strategies or practices you have observed parents using to support their child's learning and engagement in the context of special needs education?

b) How do you communicate and collaborate with parents to foster a strong partnership in supporting the educational journey of learners with special educational needs?

c) What resources, training, or support do you believe would enhance parental involvement in special needs education and improve learner outcomes?

Thank you for your cooperation and participating

Appendix F: Similarity Index





12% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.




Filtered from the Report

- Bibliography
- Quoted Text

Match Groups

-  **230** Not Cited or Quoted 9%
Matches with neither in-text citation nor quotation marks
-  **82** Missing Quotations 3%
Matches that are still very similar to source material
-  **0** Missing Citation 0%
Matches that have quotation marks, but no in-text citation
-  **0** Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

- 7%  Internet sources
- 9%  Publications
- 4%  Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.