

Teacher-Parent Collaboration and Academic Achievements of Learners with Learning Disabilities in Bamenda II And III Council Areas Mezam Division North West Region of Cameroon

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Abstract: This study investigated teacher- parent collaboration and academic achievement of learners with learning disabilities in inclusive schools in Bamenda II and III Municipalities. The main objective was to find out how Teacher- Parent collaboration affects academic achievement. Specific objectives were to find out how teacher- parent communication affects academic achievement, to assess how parental engagement affects academic achievement. To determine the extent to which Parent Teacher Association (PTA) support affects academic achievement of learners with learning disabilities in these Municipalities. Theoretically, three theories were reviewed, Maslow's Hierarchy of needs theory (1954-1971) Lev Vygotsky's constructivist learning theory (1896-1935) and Joyce Epstein's six steps theory of family involvement (1995). The population of the study was made up of inclusive schools in Bamenda II and III Council Areas. Accessible population comprised of three inclusive schools in these Bamenda. The sample size was made up of 58 respondents, Questionnaires were used to collect data from teachers and parents. The sampling technique used was the snowball sampling technique. The method of data analysis was inferential statistics. Meanwhile the statistical parametric test in the statistical package for social science (SPSS) version 26 was used. The results revealed that, there was a significant relationship between teacher parent communication and academic achievement of learners with learning disabilities. Also, the findings showed that there was a significant relationship between parental engagement in the education of learners with learning disabilities and their academic achievement. Another finding revealed that Parent Teacher Association is very important and plays a very important role in the life of learners with learning disabilities and that frequent meetings between parents and teachers of learners with learning disabilities can have a positive impact on the academic achievement of these children. Based on these findings, some recommendations were made that administrators should provide PTA with resources for their activities and policy makers should create policies that will involve teachers and parents, The authorities of the Municipalities should equally allocate funds and support programs and initiatives that foster teacher-parent programs. PTA should provide funds, recruit and train inclusive teachers for inclusive schools. Workshops and seminars should be organized where parents and teachers of these learners would be trained. Teachers and parents should have effective and frequent communication during the children's learning process. Parents of learners with learning disabilities should actively participate in school events and constantly supply their children with school needs. Prepare convenient reading spaces for their Children and assist children with their home works.

Key points: Collaboration, Teacher-parent communication, Parental Engagement, Learning Disabilities, Academic Achievements, Inclusive Education.

Introduction

The importance of teacher- parent collaboration in supporting the academic achievement of learners with learning disabilities cannot be over emphasized. Research has shown that when teachers and parents work together, students tend to perform better academically (Henderson, Mapp & Epstein, 2011). However, learners with learning disabilities often face unique challenges that require tailored support from both parents and teachers. Learning disabilities affect a significant number of students, posing challenges that can hinder their academic performances. Students who suffer from learning disorders usually struggle with specific subjects like reading, writing, Spelling and mathematics and this can go as far as affecting their daily living skills.

BACKGROUND

A look into the historical background of teacher-parent collaboration, shows that cooperative efforts played a significant role in children's education. In Africa, traditional communal systems emphasized the role of community and family in supporting children's learning (Mbiti 1969). In many African cultures, education was seen as a collective responsibility, with parents, extended family members, and community elders playing active roles in children's upbringing and education. In Cameroon, the concept of teacher- parent collaboration has evolved overtime. During the colonial era, Western-styled education was introduced, with a focus on formal schooling and teacher-centered instruction. Parental involvement was limited, and teachers were seen as the sole authorities in education (Fafunwa, 1974).

In the post-colonial era, Cameroon's educational system underwent significant reforms emphasizing decentralization and community involvement. The 1998 plan sector law emphasized the importance of parental participation in education, leading to the establishment of Parent-Teacher Associations (PTAs) in schools (Ministry of Education, 1998). Today, teacher-parent collaboration remains a priority in Cameroon's education sector. The 2013 Education Sector Strategy emphasizes the importance of community involvement and parental participation in education. However, challenges persist, including limited resources, inadequate infrastructures and socio-cultural barriers (Ministry of Education, 2013). However, teacher- parent collaboration in Bamenda II and III remains a challenge particularly for learners with learning disabilities.

Teacher-parent collaboration has a great impact in academic support of learners both at home and at school. When Teachers and parents collaborate, there is improvement in academics, social interaction, behavior change increased parental involvement and a better understanding of the needs of the learners. According to Dauod (2020), Teacher-parent collaboration does not only play a vital role in student development and adaptability. Collaboration with parents means an increase in information flow and internal complexity. Information flow should be reciprocal between the teachers and the parents of learners with learning disabilities. This will enhance children's learning leading to better improvement. Bashir (2023) opines that Parent -Teacher collaboration help children learn and build lifelong connection while also empowering parents to be involved in their children's educational journey.

Educational interventions are more likely to succeed when these parties collaborate and communicate effectively. Parents who participate more in educational home base activities tend to be more engaged in their children's educational environment, communicate with teachers more frequently and rate teacher's higher in communication efficacy (Bashir 2020). It boasts the learner's interest and improves attendance and will reduce absenteeism and will benefit them with proper time management and equally strengthens the bond between the parent and child.

Cook (2012) states that parents know the characteristics, strengths and weaknesses of their children more than anyone else. The parents are the most essential educators of their children who provide a multitude of experience that encourage learning. They are in a unique position to contribute in making an informed decision. This knowledge by parents will provide personal guidance and encouragement and inform teachers about their child's needs. Thus, they will play a more effective role in supporting their child's development on their strength and weaknesses. Information should

be frequent between Teachers and parents to enlighten the teacher mostly on the learning styles and methods of instructions.

Gedfie (2018) adds that Parent–teacher collaboration helps to motivate schools, improves teaching and learning and hence contributes towards better learning achievement more specifically. Research on special needs education and disabilities reveal that parent’s involvement in the education of their children improves student school attendance, social skills and academic success.

Laughram (2008) pivots that the function of a good teacher–parent relationship is much more than, a vehicle for status report from teacher to parents on a child’s performance or behavior. It is really a partnership providing a two-way information flow from the teacher to parent about the child’s classroom achievement and from parent to teacher about complimentary elements from the home environment. It provides mechanism for the participation in the child’s education in the home environment and it can be a link between classroom learning activities and at home learning activities.

Burke (2013) holds that, parental involvement provides a method for improving academic achievements both directly and indirectly. For example, the factors that directly affect student achievement includes the following; Parents completing home work with their children, attending school events and communicating with school. Joyce (2007) adds that when teachers and parents collaborate with the school, pupils are better prepared for placement. In the context of Bamenda II and III Council Areas we need to leverage teacher- parent collaboration to address educational challenges.

Teacher -Parent Collaboration

The concept of teacher-parent collaboration refers to the process of parents and teachers working together to support learners learning and development. This collaboration involves open communication for parents, regular meetings for teachers and parents and parents volunteering in classrooms. Teachers and parents are the two most influential forces in a child's life. To support the educational needs of the learners they have to work in synergy. It is a dynamic relationship based on open communication, mutual respect and a shared commitment to helping children thrive academically, socially and emotionally. Teacher- parent collaboration increase parental engagement. It can foster parent involvement in education and can equally build trust and strengthens relationship and better support for students. Effective parent-teacher relationships not only foster personal growth and educational opportunities but also mutual support for achieving goals at home and school (Miretzky, 2004).

When Teachers and parents collaborate and communicate effectively with the child at the fore front., educational interventions are more likely to succeed (Sheridan & Kratochwill, 1992). Sharifah (2001) highlights that, teachers took a prominent place in a child’s education with less emphasis on parents who took submissive or passive roles as mere volunteers or fundraisers. Therefore, it has been deemed vital for teachers and parents to cooperate and collaborate to create an effective learning environment for their children (Uchechukwo, 2023). These partnerships create environments that are welcoming, equitable, and conducive to learning and growth for all students.

Orikpete (2020) States that by engaging in dialogue, advocacy, and strategic planning, schools, parents, and communities can work together to dismantle barriers to educational equity, such as inequitable funding, resource disparities, and systemic biases, and create more just and inclusive educational systems. Partnerships for social improvement play a critical role in advocating for educational reforms and policies that promote equitable access to high-quality education for all students. Developing effective parent-teacher relationships is perceived as one of the most challenging aspects of teaching.

Sharifah and Wee (2001) are of the opinion that teachers take a more prominent place in a child’s education and less emphasis was given to the parents. Therefore, it has been deemed vital for teachers and parents to cooperate. Roles played by teachers and parents in public schools have shown a clear division. While the school focused on the academic teachings. Hill and Taylor (2004)

stressed that parents guided their children in social and spiritual aspects at home. A good collaboration between schools and homes can help build successful schools. Ramaiah (1990) affirms that, parents' roles were crucial in accelerating excellence in children and in the school's achievement. To enhance collaboration, teachers and parents must work together, recognizing each other's unique but equal contributions to the educational system.

According to Owen (2016), Parental participation, school improvement plans, and effective methods for involving parents have been linked to improved outcomes for children with special needs. Parents of children with learning disabilities are central to the learning of their children. They act as facilitators who continue the work of the teacher at home. The parents who are actively included in the teaching of pupils with Learning disabilities guide the learners towards creating meaning out of learning experiences. Learning experiences enable the learners to create value for learning, which leads to improved learning.

The Education for All Handicapped Children Act (EAHCA, 1975); the Education of the Handicapped Act Amendments (EHAA, 1986), and the Individuals with Disabilities Education Act Amendments (IDEA, 1997), recognize teacher-parent collaboration as an essential component in effective special educational practices. The underlying assumption of such partnerships is that teachers and parents should work together to provide the child with the best education possible. The function of a good parent-teacher relationship is much more than just a vehicle for status reports from teacher to parents on a child's performance or behavior. It is really a partnership providing two-way information flow from the teacher to the parents about the child's classroom achievements and from the parent to the teacher about the complementary elements in the home environment. It provides the mechanism for the teacher to invite and support the parents' active participation in the child's education in the home environment.

Narinasamy (2013), holds that the creation of effective inclusive schools requires a combination of teachers' and parents' knowledge and skills on instructional strategies and assessment practices. Many studies show that an inclusive school can be identified through its ability to work as a cohesive team. Learning to support, encourage, and empower parents of children with disabilities is a complex task for teacher candidates. Yet teacher-parent partnerships lead to improved outcomes for children with disabilities and at-risk learners. Murray (2018) adds that collaborative partnerships between schools, parents, and communities are essential for fostering a supportive ecosystem that promotes the holistic development and success of students. By working together, these stakeholders can leverage their unique strengths, resources, and expertise to address educational challenges, enhance student outcomes, and create a positive learning environment. Parent-teacher collaboration is recognized as a foundation for the academic and personal success of students.

Ramaiah (1990) says that a good collaboration between schools and homes can help build successful schools. He stressed that the support and cooperation from various parties, especially parents were needed as schools cannot function in isolation. Schools had moved from the initial detached approach from its community to form a close meaningful collaboration, reduce absenteeism, and decrease disruptive behavior. It is teachers who interact most frequently with students in the classroom and the foundation of supporting students lies in constant communication and collaboration between parents and instructors. Parents, teachers, and students with disabilities all benefit from parent-teacher collaboration (Bezdak, 2010).

Friend (2007) asserts that teacher-parent collaboration should be voluntary, the need to share resources, being responsible in decision-making, aim toward common goals, acknowledge each other's roles, the ability to work together intuitively to plan a formal program process, and finally trust and respect for each other. It is very important that teachers and parents understand special educational needs and the Individualized Education program (IEP) content, and the processes involved in order to work as a team (Mislán, 2009).

Teacher-parent communication

In the upbringing and education of children, the communication between educators and parents plays a significant role. The regularity and effectiveness of communication between the two parties allow for effective support of the child's development (Epstein, 2011; Hoover-Dempsey and Sandler, 1997). Their interaction can take various forms. The most well-known forms include parent-teacher conferences and PTA meetings hours, during which opportunities arise to discuss the student's academic performance, behavior, and other relevant general information. In addition to these, electronic communication has become a regular and mutual means of interaction involving individual and group messaging on various digital platforms that facilitate continuous information flow and feedback (Szöllősi, 2022). Thanks to the advancement of information and communication technologies, online communication has evolved significantly, offering opportunities through communication tools like school websites, online forums, meetings, and more, enabling quick and efficient discussions and information sharing.

Human interaction is based on communication. In order for a conversation to run smoothly, a consensus or understanding is developed through a shared effort to comprehend something (Abidin, 2017). It is inseparable from the primary contact between teachers and students and parents and students in the realm of education, particularly in schools. Interaction that may occur solely between teachers and students or between teachers and parents in both directions is by communication.

In the process of independent learning of students at home, communication between parents and students is unquestionably crucial. Since student activities after learning at school are then continued to carry out independent learning at home, the family environment becomes an essential element for students in evaluating further learning obtained while studying at school. Parents play a significant impact in deciding their child's academic success.

(Sun'iyah, 2020), pivots that parents' desire for their children's success must be balanced with parental obligations in managing and parenting functions. Although there is counseling for each child in terms of academic and nonacademic abilities, both teachers and parents must be able to communicate continuously regarding the development of children's academic abilities in order to evaluate children's achievement. (Valeza, 2017; Abdullah, 2022), see the need for synergy between teachers and parents in achieving learning goals as an important factor in enhancing student achievement. For communication to be effective, it's essential for both parties to be accessible to each other. In the lower levels, parents mostly accompany their children to school and pick them up at the end of classes, providing teachers with an opportunity for short conversations almost every day. These changes somewhat in the upper grades, where daily contact is not as common, as students commute independently. Therefore, interactions between parents and teachers occur mostly during pre-arranged time slots. Consequently, consultation hours play a more significant role here, but in general, parent-teacher communication is open for parents to reach out to teachers for discussion in case of any immediate issues.

According to Buda (1986) crucial element in communication with parents is that, the roles of communicator and receiver between educators and parents as well as the continuous feedbacks, can mutually shift. A primary characteristic of these interpersonal relationships is that the roles of participants in the interaction undergo continuous changes within communication actions. Another feature is that the participants in communication, whether intentionally or unintentionally, have some form of influence on each other. Communication between supportive educators and parents contribute to a child's social and academic development. Schools programs and events offer direct opportunities for educators and parents to meet and converse (Korkut, 2000 and Ozmen, 2016). Schools that offer frequent activities create opportunities for interaction between these partners and therefore promoting collaboration.

Parental engagement

When examining the engagement of parents, it's important to note that both teachers and parents social and cultural capital play a role in determining the manner and quality of their interaction.

According to Bourdieu (1986), social capital contributes to the durability and quality of individual relationships and according to Coleman (1988), social capital primarily manifests in the network of relationships among actors engaged in communication. Social capital enables information flow, requests for help, and assistance. Social and cultural capital which refers to networks, relationship and social connection will facilitate access to opportunities, information, resources, and support from parents, enhance social interaction between teachers, parents and the learners. With these, there will be improvement in parental involvement, teacher-parent relationship and learning outcomes.

According to Lareau (2011), even parents with higher social and cultural capital tend to exhibit greater partnership with the school and educator with lower cultural capital sometimes strive to maintain a respectful relationship with educators and accept their advice. This is evident in their communication, with parents possessing higher social and cultural capital being more effective communicators and more knowledgeable about school affairs and the education system. Through social and cultural capital, they become aware of opportunities like extracurricular activities and special programs.

Barnard (2016) is also of the opinion that parental involvement in the education of children has been shown to increase student achievement, improve attendance and reduce dropout rates. Specifically, parent-teacher partnerships have been shown to be an effective method of involving parents in the education of their children, and the benefits are well documented, when parents and teachers become partners, the partnership become associated with fewer student retentions and fewer referrals for unacceptable behavior. Children with disabilities need to be shown more love thereby giving a sense of belongingness. With this they will recognize that though with their disabilities they are still being valued both by their teachers and families.

Yacynth (2024) States that, parents often play a pivotal role in a child's education, especially when facing learning challenges. Parents create a pleasant learning environment, increase learners' confidence, motivation and academic achievements with learning issues and offer critical support and encouragements. By prioritizing targeted education, fostering open communication, and embracing technological solutions, Parents of learners with learning difficulties face significant challenges in their engagement. Many struggles with understanding the specific nature of their child's problems, leading to frustration and helplessness. Limited access to relevant educational resources and support compounds these challenges. Time restraints brought on by a job or other obligations may also prevent parents from actively supporting their children's academic endeavors. These challenges require targeted support, accessible information, and a collaborative partnership between parents and the educational system.

Teachers and parents of these children need to flow in communication in order to be involved in their child's learning and also attend workshops organized by the school so as to learn more on the nature of their children's disabilities and how they could assist them at home and also to support them with resources needed at school to support their learning.

Dang (2023) states that there is an old Chinese saying which states that "If a child is uneducated his parents are to be blamed" In general, parental involvement refers to parents' role in educating their children which can take numerous forms, such as homework assistance, School related discussions and visiting the school to speak with teachers. Thus, parental participation encompasses parent educational goals and expectations and how parents encourage achievements at home, school and within the parent child relationship.

According to Arwena (2021), children who do not have parental involvement in their schooling may perform poorly or perhaps fail in school. In contrast to children who receive constant parental attention, particularly for their learning activities at home, children will be encouraged to be more active and eager to learn when they realize that their parents have the same drive to excel. So as to improve the learning outcomes or learning successes attained by students, Parents should be aware of and comprehend the school base learning and child handling programs of their children's teachers so that they can be continued at home by parents or child's careers.

Parents must recognize that pupils can attain optimal growth if they are supported by proper handling and are honest about their child's health. Communication between teachers and parents regarding the academic growth of pupils is of course crucial. Although there is counseling for each student in terms of academic and nonacademic abilities, both teachers and parents must be able to communicate continuously regarding the development of children's academic abilities in order to evaluate children's achievement.

Parent- Teachers Association Support

Parents Teachers' Association is an association that comprises of parents/guardians of students or pupils. They meet annually or quarterly to discuss matters on the educational, moral and spiritual well-being of the students or pupils of any learning organization, either at the nursery or primary level or at the secondary level (Onderi & Makori, 2013). According to them, this association is basically made up of two arms, the executive and the general assembly. The general assembly meets at designed times either quarterly or yearly while the executives meet as often as the need arises. The executive arm of this association is made up of duly elected parents or guardians and the school management such as the head teachers, principals and school administrators.

Obiabo (2013), states that education is expensive because money is needed to hire, train and pay teachers; provide facilities like classrooms, laboratories, studios, workshops and replace consumable equipment on a continuous basis. Moreover, it is unfortunate that school administrators in their efforts at raising internal revenue, has faced difficulties in effectively managing their respective schools. Parents Teachers Associations (PTA) has played a very significant role in the funding of all the pyramids of the educational system. Their power has hijacked much function in the administrative structure of the school systems,

Ugwulashi (2012) opines that PTA now takes responsibility of determining many policies that exist in most schools today for its overall development and also assist the school administrators in the aspect of funding which includes; provision of instructional materials, infrastructural facilities, money and teachers. This assistance facilitates learning for these learners.

Lin (2010) reports that PTAs are involving parents in classroom decisions, promoting communication, social events and fundraising, and lobbying the state and national legislation on behalf of the students. Microsoft (2007) and Audu (2018), posit that the PTA, where they are functional built, blocks, provides funds for schools' activities, recruits staff for schools, and participates in schools' decision-makings. They help in fund raising, maintenance of discipline, seeing to the welfare of the school and creating a bond between the school, the home, and the community and between the parents and the teachers and building parental involvement at school, and other activities relating to the welfare of the school rather than the progress of individual pupils.

Ali (2018) found that Parent Teachers' Associations have contributed a lot in most of the aspects of school's management such as: maintenance of discipline, school-community relations, provision of welfare, health, games and recreational facilities as well as communication. PTA assist schools in dealing with students' disciplinary problems, mobilizing support for school administration from disposed individuals and government. Owobu (2019) adds that PTA participates in the maintenance of discipline, motivation of students for academic performance, maintenance of good community relationship, and provision of basic infrastructure but failed to participate in the administration and organization of academic programs. However, for the roles played by PTA in the management of schools today, it has become necessary to state that PTA is regarded as one of the community agencies in the education system which is making things work and function well in school milieu.

Special education:

Special needs education is a type of education designs for individuals with special needs, disabilities or disorders that requires adaptations or modifications to the learning environment, curriculum or instruction. It is an ambiguous term that can mean 'peculiar', 'unusual' or of special importance'. 'Special' may refer, for example, to an individual with exceptional talent or a lack of talent for a certain activity or to an individual's exceptional property or characteristic. Thus, special'

can contain either a positive or a negative value judgment. In special education, however, 'special' usually refers to an individual's undesirable characteristic or way of functioning in relation to an end considered as crucial (Wilson, 2002)

In special education context 'special needs' refers to an ability or activity that is viewed as important or even necessary for people. For example, pupils are seen to have a need to learn to read and write. If an individual pupil does not learn to read and write with the help of ordinary teaching methods, in an ordinary way and pace, he or she is seen to have a special need to learn to read and write. And when someone is said to have a special need, it is implied that his or her need is unusual and involves an aim of special importance. These learners need assistance and it can only be collaborative.

Benuh (2009) reports that some students with disabilities who are integrated into mainstream schools in the North West Region of Cameroon, have few supports in the schools for students or teachers to accommodate their specific learning needs. Special needs education places the focus on the individual student and is intended to tailor the teaching to student needs. Special education has often come to signify the exclusion of students from regular or mainstream classes. In recognition of these concerns, efforts have been made to incorporate special education into mainstream schools.

Integrated education signifies placing students with disabilities in regular classrooms, sometimes without adequate attention to their specific learning needs and accommodations. Concerns, efforts have been made to incorporate special education into mainstream schools. Though parents are the natural caretakers of their own children, society too has a responsibility for the care and wellbeing of all its members.

Sall (2018) states that in the second half of the 20th century, new thinking and new approach opened for the education of children with developmental disabilities. It was then understood that a child with a disability is not a different kind of person, but it is a child with special needs, and like all other members of society, people with disabilities should have the same rights to education, work and full participation in society.

The early model for inclusive education was found in special education for children with disabilities when children were classified based on a medical model. Based on their level of disability, then the children were separated and placed into special classes (Florian, 2014). Most children with disabilities that attended special schools, were excluded from public education, and were kept out of mainstream society. This was done under the assumption that such children are unable to reach satisfactory learning outcomes and would make no added value to the society and its economic development (Proffer, 2018).

Learning disabilities

National institute for neurological disorder (2014) defines learning disabilities as disorders that affect the ability to understand or use spoken or written language, do mathematical calculations, coordinate movements, or direct attention. Although learning disabilities occur in very young children, the disorders are usually not recognized until the child reaches school age. Learning disabilities are a lifelong condition; they are not outgrown or cured, though many people develop coping techniques through special education, tutoring, medication, therapy, personal development, or adaptation of learning skills.

Learning disability is a group of disorders that affects people's ability to either interpret what they see and hear or to link information from different parts of the brain. These limitations can show up in many ways: as specific difficulties with spoken and written language, coordination, self-control, or attention. Such difficulties extend to schoolwork and can impede learning to read, write, or do mathematics. A learning disability is a neurological disorder that affects the brain's ability to receive, process, store, and respond to information. The term learning disability is used to describe the seemingly unexplained difficulty a person of at least average intelligence has in acquiring basic academic skills. These skills are essential for success at school and work, and for coping with life in

general. “Learning disability” does not stand for a single disorder. It is a term that refers to a group of disorders

As per the Rights of Persons with Disabilities Act, (2016) "Specific learning disabilities" means a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematical calculations and includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia.

Dyslexia is defined as “disorders that involve difficulty in learning to read or interpret words, letters, and other symbols, but that do not affect general intelligence.” The word comes from the Greek words dys – meaning “bad” and lex – referring to words. Broadly interpreted, it means a difficulty with the printed word.

Dysgraphia: Individuals with dysgraphia have issues with fine motor control, making it difficult for them to form letters, close circles, join lines, and make loops. Writing is a painstaking task, and individuals with dysgraphia have difficulty producing legible handwriting.

Parents of students with disabilities often encounter difficulties navigating the special education system. Indeed, many parents find daunting the task of understanding relevant special education regulations and no adversarial advocacy techniques (Stoner, 2005). The repercussions of this lack of parental involvement and knowledge are sweeping. Lack of parental participation leads to inappropriate and unsound educational programs for students with disabilities (Fish,2008).

Statement of the Problem

Despite the growing recognition of teacher-parent collaboration and academic achievements of learners with learning disabilities in inclusive schools, there seem to face some challenges in their studies that might lead to poor academics. Studies show that an inclusive school can be identified through “its ability to work as a cohesive team with a combination of teachers and parents’ knowledge, skills and assessment practices” which seem not to be the case in Cameroon. The social unrest due to the prevailing Anglophone crisis resulted to separation of families where some children migrated to other regions for studies, some inclusive schools shut down in Bamenda II and III Council Areas and the few that exist may lack accommodative tools, inadequate infrastructures, insufficient trained teachers, limited financial resources and lack of collaborative strategies for teachers and parents such as frequent visit to school by parents, frequent phone calls to parents to report learners progress, parents volunteering, parents participation in school activities and involvement in decision making and PTA support which might improve academic outcomes of learners. Does it therefore mean that learners with learning disabilities will perform better if teachers and parents apply adequate collaborative strategies in their learning? This gap necessitates an investigation into teacher-parent collaboration and academic achievement of learners with learning disabilities in Bamenda II and III council areas. Addressing these challenges is vital for creating a more effective and supportive collaboration in order to enhance academic achievements for learners with learning disabilities.

Objectives of the study

The following objectives were used to guide the study

Main Objective

The purpose of the study was to investigate the effect of Teacher-parent collaboration and academic achievement of learners with learning disabilities in inclusive schools in Bamenda II and III Municipalities.

Specific Objectives

To find out the extent to which teacher-parent communication affect academic achievement of learners with learning disabilities in inclusive schools in Bamenda II and III Municipalities.

To assess the effect of parental engagement in academic achievement of learners with learning disabilities in inclusive schools in Bamenda II and III Municipality.

To determine the extent to which PTA support affects academic achievements of learners with learning disabilities in inclusive schools in Bamenda II and III Municipalities.

Research Questions

The following research questions were formulated to guide the study

Main Research Question

How does Teacher-parent collaboration affect academic achievement of learners with learning disabilities in inclusive schools in Bamenda II and III Municipalities?

Specific Research Questions

Three specific research questions were formulated to guide the study

To what extent does Teacher-parent communication affect the academic achievements of learners with learning disabilities in inclusive schools in Bamenda II And III Municipalities?

How does parental engagement affect academic achievements of learners with learning disabilities in inclusive schools in Bamenda II and III Municipalities?

To what extent does PTA support affect the academic achievement of learners with learning disabilities in inclusive schools in Bamenda II and III Municipalities.

METHODOLOGY

This study used the quantitative research methods and a descriptive survey research design and purposive sampling technique. This was necessary for this work because participants were selected based on the relevance of the study objectives.

Area of the study

This study is carried out in the North West Region, precisely in Bamenda II and III Council Areas. Bamenda II and III comprise mostly of citizens who have travelled in from other parts of the country or region purposely for work, school or businesses. Due to the political, educational, cultural ecological edge of Bamenda, it has attracted a good number of regular and inclusive schools. Bamenda II and III are bordered in the North by Bafut Sub Division, In the East by Tubah sub-Division, in the West by Bali Sub Division and in the South by Santa Sub Division.

Population of the study

The target population of this study comprised of 32 teachers and 63 parents of three inclusive schools which were selected through snowball from Bamenda Municipalities. These were ITCIG SENTTI inclusive Nursery and Primary school Small Mankon Bamenda II, NACTAR inclusive Nursery and Primary school mile three Nkwen Bamenda and lastly Cameroon Baptist inclusive nursery and Primary school Bamenda III.

Table 1 : Distribution of targeted population

S/N	School	Teachers	Parents
1	ITCIG SENTTI Mankon Bamenda II	10	25
2	CBC inclusive Nursery and Primary School Nkwen Bamenda III	14	28
3	NECTAR Mile III Inclusive Nursery and Primary School Nkwen Bamenda III	08	10
TOTAL		32	63

Source: Field work, (2025)

The accessible population of this study comprised of teachers and parents from ITCIG-SENTTI, CBC Nkwen, and NECTAR nursery and primary school Mile three Nkwen in Bamenda II and III.

Table 2 : Distribution of accessible population

S/N	School	Teachers	Parents
1	ITCIG SENTTI Inclusive Nursery and Primary School small Mankon Bamenda II	6	15
2	CBC Inclusive Nursery and Primary School Nkwen Bamenda III.	7	15
3	NACTAR Inclusive Nursery and Primary School Nkwen Bamenda III.	5	10
TOTAL		18	40

Source: Field work, (2025)

Table 3 Distribution of sample size

S/N	School	Teachers	Parents
1	ITCIG SENTTI Inclusive Nursery and Primary School small Mankon	6	15
2	CBC Inclusive Nursery and Primary School Nkwen	7	15
3	NECTAR Inclusive Nursery and Primary School Nkwen	5	10
TOTAL		18	40

Source: Field work, (2025)

Sampling Technique

The researchers used purposive and snowballs sample techniques to select 40 parents and 18 Teachers to work with. This was done by the selection of participants based on the study objectives. It was also done by identifying the various potential participants. This was by working with the school staff to identify teachers and parents of the learners with learning disabilities.

Table 4 Cronbach's alpha

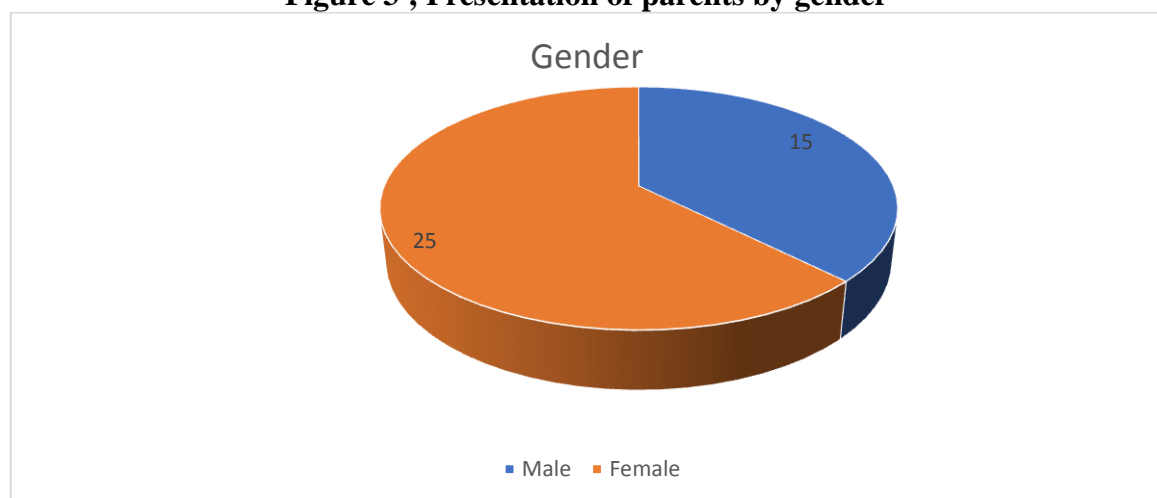
Construct variable	Number of items	Chronbach's Alpha
All	30	0.85

PRESENTATION OF FINDINGS

Data collected were analyzed using both descriptive and inferential statistics. This was done with the use of SPSS version 26 and Microsoft excel. The findings are presented in three sections: demographic data, descriptive statistics and inferential statistics. The interest of descriptive statistics was to categorize and present the prevalence of each of the indicators of parent-teacher collaboration as well as the academic achievement of learners with disabilities. While the interest of inferential statistics was to verify how each indicator of parent-teacher collaboration affected the academic achievement of learners with disability.

Demographic information of respondents

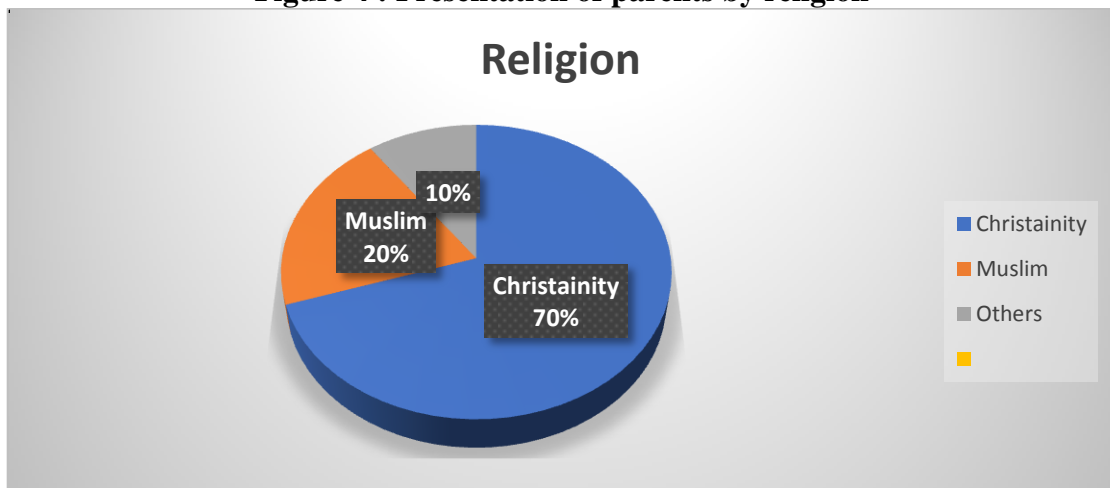
The demographic information is presented according gender, religion and age.

Figure 3 ; Presentation of parents by gender

Source: Field Data (2025)

Figure 3 Shows that 15(37.5%) of the parents were male and 25 (62.5%) were female

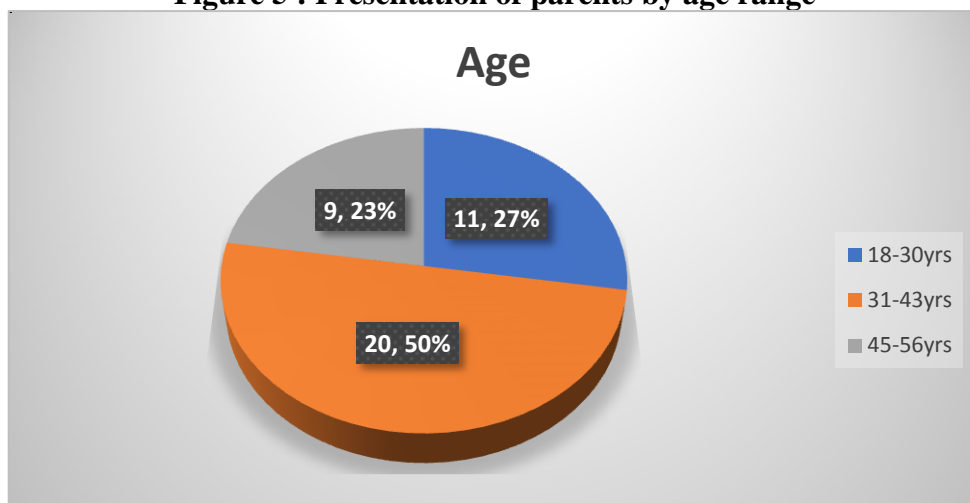
Figure 4 : Presentation of parents by religion



Source: Field Data (2025)

Figure shows that 28(70%) of the parents were Christians, 8(20%) were Muslims and 4 (10%) others.

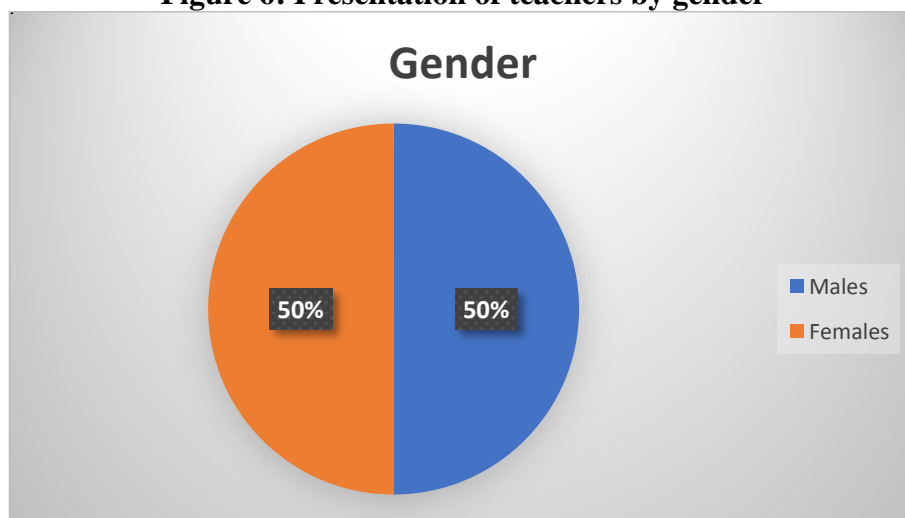
Figure 5 : Presentation of parents by age range



Source: Field Data (2025)

Figure 5 shows that 11(27%) of the parents were of the age range 18-30years, 20 (50%) were of the age range 31-43 years and 9(23%) were aged 45-56years.

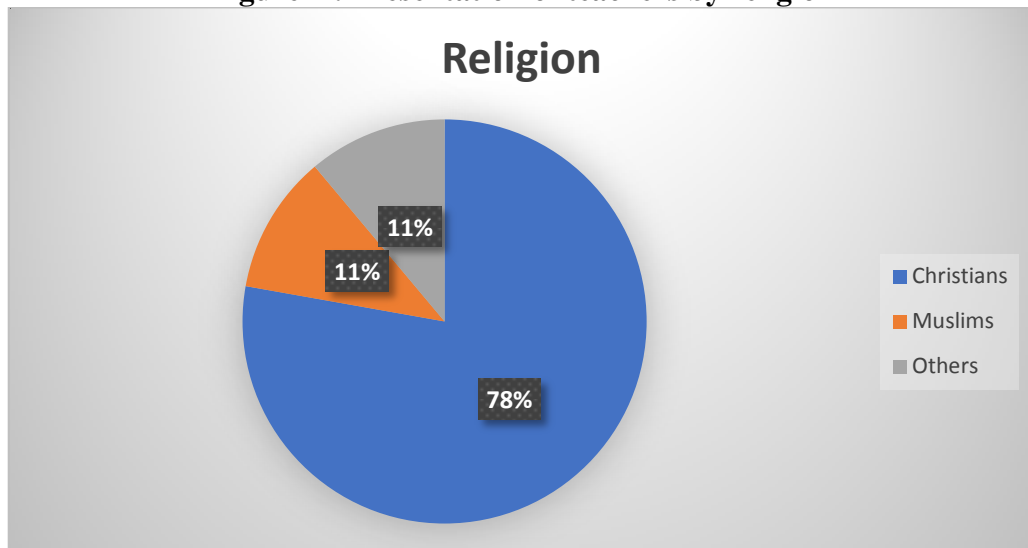
Figure 6: Presentation of teachers by gender



Source: Field Data (2025)

Figure 6 indicates that there 9 (50%) males and 9 (50%) female teachers

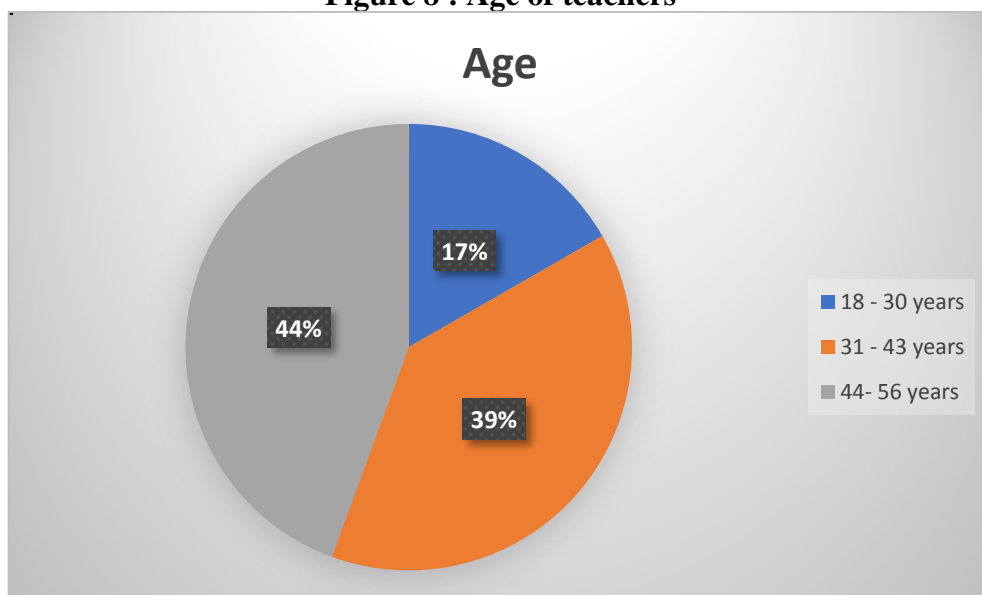
Figure 7 : Presentation of teachers by religion



Source: Field Data (2025)

Figure 7 shows that amongst the teachers there were 14 (77.8%) Christians, 2(11.1%) Muslims and 2(11.1%) others.

Figure 8 : Age of teachers



Source: Field Data (2025)

Figure 8 shows that 3(16.7%) teachers were of age 18-30years, 7 (38.9%) were in the range 31-43years, and 8 (44.4%) were within 44-56years

Analysis According to Research Questions

Research question one: To what extent does Teacher-parent communication affect the academic achievements of learners with learning disabilities in inclusive schools?

In an attempt to answer research question one, data from items 4 to 8 from both parents and teachers' questionnaires were analyzed as follows:

Table 5: Parents’ responses on teacher-parent communication

Items	SA	A	D	SD	Collapsed agreement	Collapsed disagreement	Mean	SD
I feel free to visit my child’s teacher at any time in school.	10	26	4	0	36 (90%)	4(10%)	3.51	.57
There is frequent communication about the progress of my child from the teacher.	14	22	2	2	36(90%)	4(10%)	3.27	.75
I am satisfied with the method used for communication by the teacher of my child e.g. phones and Emails.	5	27	6	2	32(80%)	8(20%)	2.87	.68
The parents frequently receive feed backs from the teacher concerning my child’s progress	13	17	10	0	30(75%)	10(25%)	3.07	.76
There is a forum where teachers and parents discuss issues about the education of my child.	18	13	7	2	31(77.75%)	9(22.5%)	3.17	.90
Multiple response set average					33(82.5%)	7(17.55)	3.18	.73

Source: Fieldwork (2025)

Table 5 reveals that a wide majority of 36 (90%) parents agreed that they felt free to visit their child’s teacher at any time in school while a minority of 4(10%) disagreed. Similarly, a whopping majority of 36 (90%) agreed that there was frequent communication about the progress of my child from the teacher while 4 (10%) disagreed. In like manner, 32 (80%) agreed that they were satisfied with the method used for communication by their child’s teacher while 8(20%) disagreed. The trends continued with 30 (75%) agreeing that they frequently receive feed backs from the teacher concerning their child’s progress while 10 (25%) disagreed. Still, a majority of 31 (77.75%) agreed that there was a forum where teachers and parents discuss issues about the education of children while 9 (22.5%) disagreed.

Summarily, from the multiple response set average, 33 (82.5%) of the responses on parent-teacher communication from the parents’ perspective were positive and 7(17.5%) were negative. The mean for parent-teacher communication from parents’ perspective was 3.18. This is above the average of 2.5 on a 4-point scale. It can therefore, be inferred that there was high level of communication between parents of special needs children and teachers. The standard deviation was 0.73. This is small and this implies that the responses were similar.

Table 6: Teachers’ responses on teacher-parent communication

Items	SA	A	D	SD	Collapsed agreement	Collapsed disagreement	Mean	SD
I feel free to welcome my pupils’ parents at any time.	16	2	0	0	18(100)	0%	3.88	.32
I frequently communicate pupils progress to their parent.	10	7	1	0	17(94%)	1(6%)	3.55	.51
I use a variety of methods to communicate with parents e.g. phones, emails, meetings and other means.	9	7	2	0	16 (88.8%)	2(11.1%)	3.38	.70
I feel that my communication with parents is effective in supporting learners with learning disabilities.	2	14	2	0	16 (88.8%)	2(11.1%)	3.00	.48

There is a forum where teachers and parents communicate about their child’s progress	7	11	0	0	18(100%)	0%	3.38	.50
Multiple response set average					17(94%)	1(6%)	3.44	.50

Source: Fieldwork (2025)

Table 6 shows that all the 18 (100%) teachers agreed that they felt free to welcome their pupil’s parents at any time. A whopping majority of 17 (94%) agreed that they frequently communicate pupils’ progress to their parent while only 1 (6%) disagreed. Similarly, 16 (88.8%) agreed that they use a variety of methods of communicate with parents e.g. phones, emails, meetings and other means while only 2 (11.1%) disagreed. In like manner, 16 (88.8%) teachers agreed that they felt that their communication with parents was effective in supporting learners with learning disabilities while 2(11.1%) disagreed. Again, all the teachers agreed that there was a forum where teachers and parents communicate about their child’s progress.

Summarily, from the multiple response set, an average of 17(94%) responses on parent-teacher communication from the teachers’ perspective were positive and 1(6%) were negative. The mean for parent-teacher communication from teachers’ perspective was 3.34. This is above the average of 2.5 on a 4-point scale. It can therefore, be inferred that there was high level of communication between parents of special needs children and teachers. The standard deviation was 0.50. This is small and this implies that the responses were similar.

Research question two: How does parental engagement affect the academic achievements of learners with learning disabilities in i inclusive schools in Bamenda II and III council Areas

Table 7: Level of parental involvement from parents’ perspective

Items	SA	A	D	SD	Collapsed agreement	Collapsed disagreement	Mean	SD
I volunteer at school or in class to support the learning of the children.	16	13	11	0	29(72.5%)	11(27.5%)	3.12	.82
I participate in decision making process of my child.	17	17	4	2	34(85%)	6(15%)	3.22	.83
I assist in doing my child’s homework	14	24	2	0	38(95%)	2(5%)	3.35	.48
I am involved in decision making of the school.	16	18	6	0	34(85%)	6(15%)	3.25	.75
Language barrier makes me not to be engaged in my child’s studies.	9	15	14	2	24(60%)	16(40%)	2.77	.86
Multiple response set average					32(80%)	8(20%)	3.14	.75

Source: Fieldwork (2025)

Table 8 shows that a majority of 29 (72.5%) of the parents agreed that they volunteer at school or in class to support the learning of the children while 11 (27.5%) disagreed. Similarly, a wide majority of 34(85%) agreed that they participate in decision making process of my child and a minority of 6(15%) disagreed. Equally, a whopping majority of 38(95%) agreed that they assist in doing my child’s homework while 2(5%) disagreed. In like manner, 34(85%) agreed that they are involved in decision making of the school and 6(15%) disagreed. The trend continued with 24(60%) agreeing that language barrier makes me not to be engaged in my child’s studies and 16(40%) disagreed.

Summarily, from the multiple response set, an average of 32 (80%) responses on parental involvement from the parents’ perspective were positive and 8(20) were negative. The mean for parental involvement from parents’ perspective was 3.14. This is above the average of 2.5 on a 4-point scale. It can therefore, be inferred that there was high level of parental involvement was high. The standard deviation was 0.75. This is small and this implies that the responses were similar.

Table 8: Level of parental involvement from teachers' perspective

Items	SA	A	D	SD	Collapsed agreement	Collapsed disagreement	Mean	SD
Parents provide assistive technology for their children's learning	11	6	1	0	17(94.4%)	1(5.6%)	3.55	.61
Parents supply materials and other resources to meet up with children needs.	3	15	0	0	18(100%)	0%	3.16	.68
Parents are involved in the decision making of their children e.g individualized education plans (IEPs).	5	11	2	0	16(88.8%)	2(11.2%)	3.17	.61
Parents assist children in doing their home works.	6	12	0	0	18(100%)	0%	3.33	.48
Parents do not hesitate when invited to school on issues concerning their children.	13	0	1	4	13(72.2%)	5(27.8%)	3.22	1.30
Multiple response set average					16(88.8%)	2(11.2%)	3.29	.74

Source: Fieldwork (2025)

Table 10 reveals that a whopping majority of 17(94.4%) teachers agreed that parents provide assistive technology for their children's learning while only 1(5.6%) disagreed. All the teachers (100%) agreed that parents supply materials and other resources to meet up with children needs. A majority of 16(88.8%) agreed that parents are involved in the decision making of their children e.g individualized education plans (IEPs) while only 2(11.2%) disagreed. All the 18 teachers agreed that parents assist children in doing their home works. A majority of 13 (72.2%) agreed that parents do not hesitate when invited to school on issues concerning their children while 5(27.8%) disagreed.

Summarily, from the multiple response set, an average of 16(88.8%) responses on parental involvement from the teachers' perspective were positive and 2(11.2%) were negative. The mean for parental involvement from teachers' perspective was 3.34. This is above the average of 2.5 on a 4-point scale. It can therefore, be inferred that there was high level of parental involvement. The standard deviation was 0.50. This is small and this implies that the responses were similar.

Research question three: To what extent does PTA support affect academic achievement of learners with learning disabilities in inclusive schools in Bamenda II and III council Areas.

In order to answer research question three, data from items 14 to 18 from both parents' and teachers' questionnaires were analyzed and presented as follows

Table 9: Parents' Responses on Parent-Teacher Association

Items	SA	A	D	SD	Collapsed agreement	Collapsed disagreement	Mean	SD
PTA supports teachers and parents with resources to support pupils learning.	19	9	12	0	28(70%)	12(30%)	3.17	.87
PTA organizes workshops and training sessions for parents and teachers.	22	14	4	0	36(90%)	4(10%)	3.45	.67
PTA collaborates with parents to develop individualized educational Plans (IEPs).	12	20	8	0	32(80%)	8(20%)	3.10	.70
I am satisfied with PTA's efforts to support children's activities.	6	24	8	2	30(75%)	10(25%)	2.85	.73

I am given opportunities at PTA to express how I feel about my child’s wellbeing in the school.	9	29	2	0	38(95%)	2(5%)	3.12	.64
Multiple response set average					32(80%)	8(20%)	3.14	.72

Source: Fieldwork (2025)

Table 13 shows that a majority of 28(70%) parents agreed that PTA support teachers and parents with resources to support pupils learning while 12(30%) disagreed. Also, a majority of 36(90%) agreed that PTA organizes workshops and training sessions for parents and teachers while 4(10%) disagreed. Similarly, 32(80%) agreed that PTA collaborates with parents to develop individualized educational Plans (IEPs) while 8(20%) disagreed. Still, a majority of 30(75%) agreed that they are satisfied with PTA’s efforts to support children’s activities while 10(25%) disagreed. In like manner, 38(95%) agreed that they are given opportunities at PTA to express how they feel about their child’s wellbeing in the school but 2(5%) disagreed.

Summarily, from the multiple response set, an average of 32 (80%) responses on PTA support from the parents’ perspective were positive and 8(20) were negative. The mean of PTA support from parents’ perspective was 3.14. This is above the average of 2.5 on a 4-point scale. It can therefore, be inferred that there was high level of PTA support. The standard deviation was 0.73. This is small and this implies that the responses were similar.

Table 10: Teachers’ Responses on Parent-Teacher Association

Items	SA	A	D	SD	Collapsed agreement	Collapsed disagreement	Mean	SD
PTA support teachers and parents with resources to support pupils learning	12	4	2	0	16 (88.8%)	2(11.1%)	3.56	.70
PTA organize workshops and training sessions for parents and teachers	7	7	2	2	14(77.7%)	4(22.3%)	3.06	.99
PTA collaborates with parents to develop individualized education plans (IEPs)	6	9	2	1	15(83.3%)	3(16.6%)	3.22	.64
PTA ensures that the school environment is inclusive	11	5	2	0	16 (88.8%)	2(11.1%)	3.50	.70
PTA recruits trained inclusive teachers	6	10	2	0	16 (88.8%)	2(11.1%)	3.44	.70
Multiple response set average					15(83.3%)	3(16.7%)	3.35	.75

Source: Fieldwork (2025)

Table 10 brings to limelight the fact that 16 (88.8%) of the teachers agreed that PTA support teachers and parents with resources to support pupils learning while 2(11.1%) disagreed. Similarly, 14(77.7%) agreed that PTA organizes workshops and training sessions for parents and teachers while 4(22.3%) disagreed. The trends continued with 15(83.3%) teachers agreeing that PTA collaborates with parents to develop individualized education plans (IEPs) while 3(16.6%) disagreed. In like manner, 16 (88.8%) agreed that PTA ensures that the school environment is inclusive while 2(11.1%) disagreed. Still, a majority of 16 (88.8%) agreed that PTA recruits trained inclusive teachers while 2(11.1%) disagreed.

Summarily, from the multiple response set, an average of 15(83.3%) responses on PTA support from the teachers’ perspective were positive and 3(16.7%) were negative. The mean of PTA support from teachers’ perspective was 3.35. This is above the average of 2.5 on a 4-point scale. It can therefore, be inferred that there was high level of PTA support. The standard deviation was 0.50. This is small and this implies that the responses were similar

Presentation of the dependent variable (academic achievement)

In order to measure the academic achievement of learners with learning disabilities, data from items 19 to 23 of both teachers' and parents' questionnaire were analyzed and presented as follows:

Table 11: Parents' responses on the academic performance of learners with disabilities

Items	SA	A	D	SD	Collapsed agreement	Collapsed disagreement	Mean	SD
The school provides adequate support to learners with learning disabilities.	17	22	1	0	39(97.5%)	1(2.5%)	3.40	.54
I am satisfied with my child's academic progress.	8	30	2	0	38(95%)	2(5%)	3.15	.48
I feel involved with my child's academic planning.	8	24	6	2	32(80%)	8(20%)	2.95	.74
The teacher provides adequate support for my child's learning need	10	23	7	0	33(82.5%)	7(17.5%)	3.07	.65
I do remediation every day to assist my child where need be.	14	21	3	2	35(87.5%)	5(12.5%)	3.17	.78
Multiple response set average					35(87.5%)	5(12.5%)	3.14	.64

Source: Fieldwork (2025)

Table 11 shows that a whopping majority of 39 (97.5%) parents agreed that the school provide adequate support to learners with learning disabilities while 1(2.5%) disagreed. Equally, a majority of 38(95%) agreed that they are satisfied with their child's academic progress while 2(5%) disagreed. Similarly, 32(80%) agreed that they feel involved with my child's academic planning while 8(20%) disagreed. In like manner, 33(82.5%) agreed that teachers provide adequate support for their child's learning need while 7(17.5%) disagreed. Equally, 35(87.5%) agreed that they do remediation every day to assist their children where need be while 5(12.5%) disagreed.

Summarily, from the multiple response set average, 35 (87.5%) of the responses on the academic achievement of learners with special needs from the parents' perspective were positive and 5(12.5%) were negative. The mean of academic achievement from parents' perspective was 3.14. This is above the average of 2.5 on a 4-point scale. It can therefore, be inferred that there was high level of academic achievement. The standard deviation was 0.73. This is small and this implies that the responses were similar.

Table 12: Teachers' responses on the academic performance of learners with disabilities

Items	SA	A	D	SD	Collapsed agreement	Collapsed disagreement	Mean	SD
I feel confident in my ability to support pupils with learning disabilities.	11	5	2	0	16(88.8%)	2(11.0%)	3.55	.70
The school provides adequate resources for supporting children with learning disabilities.	6	12	0	0	16(88.8%)	2(11.2%)	3.33	.48
I give enough time for children to complete their work.	11	3	4	0	14(65%)	4(35%)	3.50	.98
I feel that my teaching strategies are effective.	5	13	0	0	18(100%)	0%	3.27	.46
I communicate with parents about pupils with academic needs.	12	6	0	0	18(100%)	0%	3.66	.48
Multiple response set average					16(88.8%)	2(11.2%)	3.46	.62

Source: Fieldwork (2025)

Table 12 shows that 16(88.8%) teachers agreed that I feel confident in my ability to support pupils with learning disabilities while 2(11.2%) disagreed. Similarly, 16(88.8%) agreed that the school provides adequate resources for supporting children with learning disabilities while 2(11.2%) disagreed. In like manner, 14(65%) agreed that they give enough time for children to complete their work while 4(35%) disagreed. All teachers (18) agreed that they feel that my teaching strategies are effective. Similarly, all teachers (18) agreed that they communicate with parents about pupils with academic needs.

Summarily, from the multiple response set average, 16(88.8%) of the responses on the academic achievement of special need pupils from the teachers’ perspective were positive and 2(11.2%) were negative. The mean for academic achievement from teachers’ perspective was 3.46. This is above the average of 2.5 on a 4-point scale. It can therefore, be inferred that there was high level of achievement by learners with special needs. The standard deviation was 0.50. This is small and this implies that the responses were similar.

Table 13: Summary of findings

Research questions/ hypotheses	Descriptive statistics	Inferential statistics
To what extent does Teacher-parent communication affect the academic achievements of learners with learning disabilities in inclusive schools in Bamenda municipality Ho1 Teacher-parent communication has no significant effects in academic achievement of learners with learning disabilities in inclusive schools in Bamenda municipality	An average of 33 (82.5%) responses on parent-teacher communication from the parents’ perspective were positive and 7(17.5%) were negative. The mean from parents’ view was 3.18. The standard deviation was 0.73. An average, 17(94%) of the responses from teachers’ perspective were positive and 1(6%)were negative. The mean for parent-teacher communication from teachers’ perspective was 3.34. The standard deviation was 0.50	Teacher-parent communication significantly affected academic achievement of learners with learning disabilities with a coefficient of determination of 0.116, P=0.009
Research question two: How does parental engagement affect the academic achievements of learners with learning disabilities in i inclusive schools in Bamenda municipality. Ho2. parental engagement has no significant effect in the academic achievements of learners with learning disabilities in inclusive school in Bamenda municipality	An average of 32 (80%) of the responses on parental involvement from the parents’ perspective were positive and 8(20) were negative. The mean for parental involvement from parents’ perspective was 3.14. The standard deviation was 0.75. an average of 16(88.8%) responses on parental involvement from the teachers’ perspective were positive and 2(11.2%)were negative. The mean for parental involvement from teachers’ perspective was 3.34. The standard deviation was 0.50.	Parental engagement significantly affected the academic achievements of learners with learning disabilities in inclusive school in Bamenda municipality with a coefficient of determination of 0.175, p=0.001
Research question three: To what extent does PTA support affect academic achievement of learners with learning disabilities in inclusive schools in Bamenda municipality. Ho3: PTA support has no significant effect in academic achievement of learners with	An average of 32 (80%) responses on PTA support from the parents’ perspective were positive and 8(20) were negative. The mean of PTA support from parents’ perspective was 3.14. The standard deviation was 0.73. An average of 15(83.3%) responses on PTA support from the teachers’ perspective were positive	PTA support significantly affected the academic achievements of learners with learning disabilities in inclusive school in Bamenda municipality with a coefficient of

learning disabilities in inclusive schools in Bamenda municipality.	and 3(16.7%) were negative. The mean of PTA support from teachers' perspective was 3.35. The standard deviation was 0.50	determination of 0.187, p=0.001
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DISCUSSION

Teacher-parent communication

According to the findings of the study, the null hypothesis was rejected and the alternative upheld which means teacher- parent communication in inclusive schools in Bamenda II and III Council Areas affected the academic achievements of learners with learning disabilities. These findings are in line with Adullah (2022) and Valeza, (2017) who posit that the need for synergy between teachers and parents in achieving learning goals is an important factor in enhancing learners' achievements. Consistent communication creates a stable learning environment, aligning teacher, parents on students' consent. Moreover, when there is regular communication between teachers and parents, issues that concern the child are identified earlier and addressed thereby supporting the learners' progress and concern. Two - ways communication helps build trust and mutual respect between teachers and parents allowing deep understanding of students' needs and progress, it equally facilitates collaboration to find solutions that benefits the learner. Communication has been facilitated by the use of technologies and it should be encouraged by inclusive schools in Bamenda Municipality to use platforms like emails, WhatsApp's, or other online portals for efficient communication. Parent-teacher collaboration is recognized as a foundation for the academic and personal success of their children, (Islam, 2019). Effective collaboration in education has been associated with reduced dropout rates, improved academic achievements, reduced absenteeism, and decreased disruptive behavior. It is teachers who interact most frequently with students in the classroom and the foundation of supporting students lies in constant communication and collaboration between parents and instructors. Maslow's hierarchy of needs theory is in support of this finding which states that the basic needs must be met before moving to the higher needs. Effective teacher-parent communication from Maslow's viewpoint ensure that the fundamental physiological and safety needs of the school be met first and the higher level needs such as belonging, esteem and self-actualization. Thus, the school should support learners with assistive technologies, family and community involvement, modification of instructions and tailored Individualized educational plan (IEPs) and create more opportunities for parents to frequently meet and discuss issues concerning their child's progress.

Parental engagement

Findings indicate that the null hypothesis was rejected and the alternative was upheld meaning that parental engagement affects academic achievement of learners with learning disabilities in Bamenda II and III Council Areas. These findings align with (Yacinth, 2024) who opined that parents often play a pivotal role in a child's education especially when facing learning challenges. Parents create a pleasant environment, increase learners' confidence, motivation and academic achievement with learning issues and offer critical support and encouragement. Similarly, Awena (2021) insinuates that children who do not have parental involvement in their studies may perform poorly or fail in contrast to children who have constant parental attention particularly for their learning activities at home, significantly high lightening the importance of parental engagement in supporting learners with learning disabilities. The practice of multiples channels for communication should be practiced in schools to engage parents in learners learning, example emails, phone calls, WhatsApp's conferences and other digital platforms. Parents should be given more opportunities to volunteer in class or get involved in events and school feasts. This will be more successful if the school atmosphere is welcoming for the parents, offer workshops or resources on parenting education and child developments, involvement in decision making of their children and encourage them to take leadership positions. Joyce Epstein's theory of family involvement goes hand-in-hand with creating a positive collaboration between teachers and parents through volunteering by parents in school and at home by assisting in doing homework and providing resources to support learners

and families. getting involved in decision making of their child and in helping families to understand child development and parenting skills.

Parents teacher Association (PTA) support

According to findings, the null hypothesis was rejected and the alternative upheld meaning therefore that, PTA support has an effect in academic achievements of learners with learning disabilities in Bamenda II and III. The above finding is supported by literature review, empirical studies and theories. Owobuet (2019) posit that PTA participate in the maintenance of discipline, motivation of students for academic performance, maintenance of good community relationship, and provision of basic infrastructure must not be over emphasized. The implication of the study highlights the need to foster strong PTA in schools especially in inclusive schools where these learners need more assistive technologies to assist in their learning and some families may not have the financial abilities to meet up. PTA can strengthen teacher parent collaboration by organizing events which will bring these partners together and will maintain regular communication with parents, teachers and administrators in order to ensure everyone is informed and involved. The voices of parents need to be heard and valued in decision making of their children and it is the duty of PTA to involve parents in the decision-making processes. schools should encourage more conferences to discuss students' progress and goals. In accordance with Obi (2013) who says PTA, where they are functional, built classrooms, blocks, provides funds for school's activities, recruits staff for schools, and participates in schools' decision-making. They help in fund raising, maintenance of discipline, seeing to the welfare of the school and creating a bond between the school, the home, and the community; between the parents and the teachers and building parental involvement at school, and other activities relating to the welfare of the school. Lev Vygotsky's social constructivist learning theory aligns with creating social interaction between teachers, parents and the learners. The zone of proximal development suggest that children learn best when challenged within a specific rang. Bringing both parties together they can identify and support learners by sharing insights and strategies. The theory highlights the importance of cultural and social context in shaping learning. Teacher-parent interaction can help teachers to understand learners' culture and social backgrounds, tailoring instructions to meet their needs. Vygotsky's theory suggest that knowledge is co-constructed through social interactions. The coming together of these two can facilitate knowledge by sharing perspectives and experiences.

Recommendations

Based on the findings of the study, some recommendations were made to improve teacher- parent collaboration and the academic achievements of learners with learning disabilities in Bamenda municipality based on teacher-parent communication, parental engagement and PTA support.

Teachers: Provide regular progress updates to parents through emails, phone calls and conferences and also participate in training on effective communication to engage parents in the education of their children.

Parents: they should actively participate in teacher- parents conferences, PTA meeting accepting leadership positions and volunteer opportunities. Parent should have frequent communication with the teacher to be fully informed about the child's progress. They should engage in supporting learning at home by creating a supportive learning environment for their children allowing them with enough time to study at home.

Administrators: The administration should provide PTA with resources for their activities and events. The administration should also provide channels for communication such as online portals and regular meetings. Lastly the administration should create opportunities for professional developments on effective communication and parental engagement.

PTA leaders: They should look for suitable strategies for teacher-parent communication, parental involvement and community building.

Policy makers: create policies that promote teacher- parent communication, parental engagement and PTA involvement. Allocate funds support programs and initiatives that foster teacher parent collaboration.

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