Community and parental involvement in the education of learners with disabilities in a Rwandan community

Liana Musekiwa

Ph.D. Scholar

Tutor, Mbuga Teacher Training College

Rwanda

_____

ABSTRACT

Communities and parents play pivotal roles in shaping educational settings and preparing students for the complexities of the modern world. Their involvement in education is crucial for enhancing educational outcomes and fostering the social development of learners with disabilities. This study examines the roles of community and parental involvement in educating learners with disabilities in Mbuga community, Rwanda. A phenomenological approach was adopted, utilizing semi-structured, in-depth interviews and focus group discussions. The collected data was transcribed and analyzed thematically. A sample of 10 students with disabilities, 10 parents, 10 community members, and teachers was drawn through convenience sampling from Mbuga community in Rwanda. Epstein's parental involvement model guided this study with its dimensions. Effective community and parental involvement encompasses various dimensions, including academic achievement, participation in school activities, and advocacy for educational equity. The study findings revealed that the community and parents play a critical role in encouraging and supporting learners with disabilities, helping them improve their performance and reach their full potential. Through collaborative efforts among parents, communities, and educational institutions, a holistic approach to addressing the diverse needs of learners with disabilities is promoted. Parental involvement cultivates a supportive home environment conducive to learning that enhances academic performance and social-emotional development. The study recommends consistent, two-way communication between school authorities and parents to improve learning outcomes.

Keywords: Community, Parental involvement, Social improvement, learners with disabilities.

_____

1. INTRODUCTION

Education is a powerful tool for fostering equality and empowering individuals to contribute meaningfully to society. However, learners with disabilities often face unique challenges that require tailored approaches and collaborative efforts. In Rwanda, where community values and family connections play a pivotal role, involving parents and the wider community in educating learners with disabilities is crucial. This involvement enhances the quality of education and fosters inclusivity, understanding, and support for these learners. Exploring how parental and community participation can address challenges, create opportunities, and ensure sustainable educational practices for learners with disabilities offers a pathway to a more inclusive and equitable society.

Parental involvement ensures that learners with disabilities receive consistent support both at home and in school. When parents actively engage in their children's education by advocating for their needs, collaborating with teachers, or creating conducive learning environments, they contribute to the learners' holistic development (Li and Zhang, 2023). The significance of such involvement cannot be overstated, as it transcends the confines of classroom walls and extends into the fabric of communities (Hamm, Weiner, & Corcoran, 2021). Similarly, community participation, through awareness campaigns, mentorship programs, or the establishment of inclusive policies, fosters a culture of acceptance and empowerment. Collaboration among parents, communities, and educational institutions not only enhances academic achievements but also nurtures individuals equipped with the skills and values necessary for meaningful societal contribution (Cordova, Kilag, Andrin, Tañiza, Groenewald, & Abella, 2024).

Together, parents and communities play pivotal roles in shaping the educational landscape and preparing students for the complexities of the modern world. Collaborative partnerships between parents, communities, and educational institutions are essential for enhancing educational outcomes and fostering social improvement (Alam and Mohanty, 2023). This paper shows that such collaborative partnerships are fundamental in achieving two interconnected goals: improving educational outcomes and fostering social improvement. By working together, these stakeholders can influence their collective strengths to address educational challenges, advocate for equity, and cultivate environments where all individuals have the opportunity to thrive academically, socially, and emotionally.

As a nation committed to inclusivity and sustainable development, Rwanda provides an inspiring backdrop to explore how collective efforts can transform educational experiences for learners with disabilities. Understanding and implementing such collaborative frameworks can illuminate pathways to not only academic success but also social integration and self-empowerment for these learners.

1.1 Background

In many societies, including Rwanda, education for learners with disabilities has traditionally faced numerous challenges. These range from societal attitudes and misconceptions to practical barriers such as inadequate resources and inaccessible infrastructure (Hameed, 2023). While Rwanda has made notable strides in promoting inclusive education through policies and frameworks, gaps still exist in ensuring learners with disabilities receive the support they need to thrive academically and socially.

However, the concerned community influence has never been positive; in most cases, it has been negative. Historically, people have had different perceptions and beliefs about disabilities, which have led society to exclude people with disabilities. Disability used to be considered as a punishment from the gods (Albrecht, 2021), and the community believes that: one who has a disability, their parents have sinned, and that was their reward to have a child with disability. For a long time, communities have discriminated, segregated, and alienated children with disabilities, especially when it comes to their schooling.

A look at African communities shows that disability has been a major cause of educational exclusion. In traditional African beliefs, children with disabilities were seen as a source of shame to the family and kept in back rooms where no one could see them. Negative cultural beliefs associated with punishment, evil, and witchcraft relegated people with disabilities and their families to second-class citizenship, marginalizing them in their communities. In such conditions, thinking about their education would be a miracle.

A key factor in addressing educational exclusion lies in the involvement of parents and communities. Research has shown that parental and community engagement can significantly enhance educational outcomes for children with disabilities, fostering a sense of belonging and reducing stigma (Hameed, 2023; Raza and Iqbal, 2023). In Rwanda, where communal values and collective responsibility are deeply ingrained, leveraging these cultural strengths to support learners with disabilities offers immense potential.

The Rwandan government has also recognized the importance of community participation in inclusive education. Policies such as the inclusion of Community Education Volunteers (CEVs) aim to mobilize communities and raise awareness about the rights and needs of learners with disabilities (Rwanda Basic Education). Additionally, international organizations like UNICEF have emphasized the significance of family and community collaboration in inclusive education, providing frameworks and best practices that can be adapted to the Rwandan context.

By exploring the interplay between parental and community involvement in the education of learners with disability, this study seeks to address critical questions about the effectiveness of collaborative approaches, identify best practices, and highlight areas for improvement. The findings will contribute to the ongoing efforts to build a more inclusive and equitable education system, not only in Rwanda but also in similar settings worldwide.

2. STATEMENT OF THE PROBLEM

Learners with disabilities in Rwanda encounter numerous barriers to accessing quality education, including societal stigma, inadequate infrastructure, insufficient resources, and limited educator training. Despite policy efforts to promote inclusive education, the active involvement of parents and communities in supporting these learners remains insufficient. This lack of collaboration leads to challenges such as isolation, low academic achievement, and restricted social integration, undermining their potential to thrive. Addressing this issue necessitates exploring effective

strategies to enhance parental and community engagement, fostering inclusive frameworks that improve educational outcomes and ensure equitable opportunities for learners with disabilities.

2.1 Rationale for the study

The rationale for this study is rooted in the urgent need to address the educational disparities faced by learners with disabilities in Rwanda. Despite governmental and international efforts to promote inclusive education, significant challenges persist, including limited resources, societal stigma, and inadequate support systems. In a community-oriented society like Rwanda, the active participation of parents and the broader community holds immense potential to bridge these gaps. By examining the role of parental and community involvement, this study seeks to highlight effective strategies for fostering inclusivity, enhancing learning outcomes, and empowering learners with disabilities. Ultimately, the findings aim to contribute to the development of sustainable, collaborative frameworks that promote equitable education for all learners.

3.   RESEARCH OBJECTIVES:

1.   Investigate the role of parental involvement in improving educational outcomes for learners with disabilities in a Rwandan community.
2.   Identify the challenges faced by parents and communities in supporting inclusive education.

3.1 Research questions:

1.   How does parental involvement impact the educational outcomes of learners with disabilities in a Rwandan community?
2.   What challenges do parents and communities face in supporting inclusive education for learners with disabilities?

Theoretical Framework: Epstein' Model of Parental Involvement Theory
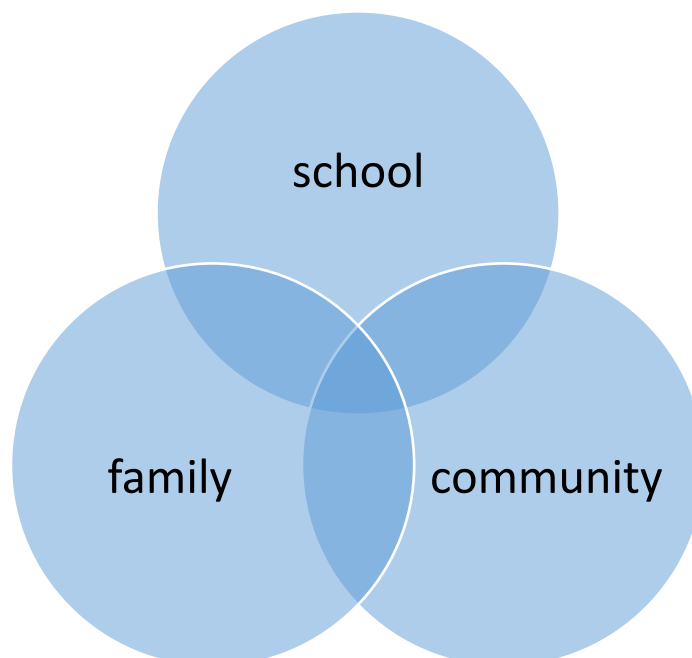
The study was guided by Epstein's theory (2002) revolves around the framework types of involvement, which emphasizes the collaboration between schools, families, and communities to support children's education and development.

Epstein (2002) tried to group the theory into 6 types of parental involvement (such as childcare, interactive, undertaking, home-based learning, making decisions, and collaboration within the surrounding area), each of which has an impact on many different practices in the carrying out of the partnership. These have a good impact on children

when they are applied by instructors and parents. Parents' engagement in their children's education will produce a good result for them throughout their educational journey, either directly or indirectly. Then, parents should be responsive so that home-based and college-based learning are complementary, and learners will believe that learning can happen from anywhere, including their homes, their surroundings (Nordin et al., 2015).

(Clinton & Hattie, 2013) show that parental participation not only affects learners' accomplishment positively, but also helps the student in high and quality of education outcomes and best performance at school. Parents must help students and be involved in their learning to increase their performance and provide needed resources. Nonetheless, both schools and parents are unsure how to make it work. Parents' involvement in the educational system may benefit both children and schools.

As a result, Clinton and Hattie (2013) believe that parents are the key person to help learners by attending school meetings evaluating academic report of his or student and showing commitment to their children's learning by attending parent-teacher meeting to review true situation of teaching process, a better understanding of performance of learners and instructors to determine where the youngsters are having difficulties and how to solve those challenges. On the other hand, schools must do their part to encourage parents' involvement in education and promote some of the crucial tasks, such as making parents feel welcome at school, including parents in decision-making, and putting in place programs to provide information about parenting skills and community resources (Clinton and Hattie, 2013)

Relevant literature

Parental and community involvement has been widely recognized as a cornerstone of inclusive education for learners with disabilities. Parental involvement in education refers to the active participation of parents or guardians in their children's learning and educational experiences (Farooq and Asim, 2020). Studies emphasize that active parental engagement enhances academic achievement, emotional well-being, and social integration for children with special needs. For example, research highlights that parents' beliefs, expectations, and experiences significantly influence the psycho-educational development of learners with disabilities. Similarly, community participation fosters inclusivity by reducing stigma and providing additional support services.

Family involvement

Family is the first place for a child to feel accepted and get the required support and guidance for him/her to live a meaningful life in their community. As for the learners with disabilities, parents are the ones with a historical background that might be needed by the teacher. Different researchers discussed the family involvement in the education of children with disabilities. Hameed (2023), for instance, confirms that family is the primary context for children's learning. The experience of progressively more demanding activities and interactions at home lays the foundations for subsequent developmental transitions, for example, socialization. The child's inclusion within society has to start with inclusion within the family (Bowen and Kisida, 2023). Knowledge and skills acquired by the child in school will endure and well well-controlled if they can also be trained at home or outside the school environment with the help and guidance of their parents. Thus complementing the activities.

Parental involvement in the education of learners with disabilities has been widely recognized as a key determinant of academic success and overall student well-being (Beard and Thomson, 2021). When parents actively engage in their children's educational journey, they contribute to a supportive home environment that fosters learning, reinforces positive behaviors, and instills a sense of value for education (Hsu and Chen, 2023). In a similar sense, Bowen and Kisida (2023) say that the parents should be included in the school because information about processes, system and intervention in the school are needed by parents; the responsibility for the care is important, and fundamentally, more time and the most intimate knowledge are parents' responsibility (Otani, 2020).

Parental involvement can positively impact learner self-efficacy in several ways. Firstly, parents acting as advocates and collaborators demonstrate their belief in their child's potential, which can boost the learner's confidence. Secondly, by providing practical support and guidance during learning, parents help learners develop necessary skills and navigate potential challenges, further strengthening their sense of capability.

Onunka et al. (2023) state that parents are considered to be the most important primary role models in their children's immediate surroundings, and ensuring their children's academic achievement and success in school is one of the most

important aspirations of every parent in many cultures. In other words, parents are vital for the academic success of their children. Parents are the ones who take their children to school and support them in their schooling. In this regard, we can confirm that children's positive social, emotional, and cognitive growth is associated with their active participation in home environments that are warm, stimulating, and responsive (Hameed 2023). Otani (2020) calls the family a home learning environment and confirms that the family has particular issues when children have special educational needs

To illustrate this concept of home learning environment, we may take the example of parents of a child with visual impairment and describe different responsibilities they have towards that child. Parents of this child are responsible for meeting the basic needs of the child, such as teaching him daily living skills, communication skills, and mobility. They are also responsible for giving the psychological background of the child. The training given by the teacher has to be reinforced by the family members if those skills are to be perfected by the child. Examples can be given for other types of disability, too. In simple parents are the first teachers of their children. As mentioned with the theory, parenting is very important in the lives of learners with disabilities' education.

Community engagement

Community engagement in education refers to the active involvement of local communities in supporting and enriching the educational experiences of students (Anoke et al., 2023). It emphasizes the collaboration between schools, families, businesses, non-profit organizations, and other stakeholders to collectively contribute to the success of learners. Community engagement is vital because it recognizes that education extends beyond the boundaries of the school and acknowledges the diverse resources and expertise available within the community to support student learning and development (Borup et al., 2020; Udokwu et al., 2023). Communities can provide additional resources such as books, technology, funding, and facilities to enhance the learning environment and expand educational opportunities for learners with disability (Onunka et al., 2023). Mentors from the community can offer guidance, support, and role modeling to students, helping them develop skills, explore career pathways, and navigate challenges. Hence, an African proverb that says, 'It takes a village to educate a child.'

Collaborations between schools and local businesses or industries to provide internships, job shadowing opportunities, guest speakers, and curriculum input, preparing students for future careers and addressing workforce needs (Kirkpatrick et al., 2022; Babarinde et al., 2023). Initiatives that involve students in addressing community needs through volunteerism, service learning, and civic engagement foster a sense of social responsibility and empathy. Programs that engage parents, community members, and school staff in joint decision-making, planning, and implementation of initiatives to support student success, such as family literacy programs, parent workshops, and community-based afterschool programs ((Borup et al., 2020; Miller and Hutchins, 2021). Matching students with mentors from the community who provide guidance, support, and encouragement, helping students set goals, build confidence, and develop essential life skills (Okunade et al., 2023; Orikpete et al., 2023).

Community engagement in education extends the support network beyond the family unit, enriching the educational experience through diverse perspectives, resources, and opportunities (Kelty and Wakabayashi, 2020).

In the Rwandan context, the role of community-driven initiatives and local leadership has been pivotal in promoting inclusive education. Policies such as the inclusion of Community Education Volunteers (CEVs) aim to mobilize communities and raise awareness about the rights and needs of learners with disabilities (REB 2020). Furthermore, international frameworks like the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) underscore the importance of parental and community collaboration in creating inclusive educational environments.

Research highlights that when parents actively participate in their children's education, it fosters better learning outcomes and emotional well-being. Similarly, community engagement plays a vital role in creating an inclusive environment by raising awareness, reducing stigma, and providing additional support services. For instance, a study conducted in Kamonyi District, Rwanda, demonstrated the positive impact of community involvement in promoting inclusive education, emphasizing the role of local leaders, educators, and parents in supporting learners with disabilities.

4.METHODOLOGIES

The research methodology adopted for the study was qualitative, conforming to the interpretive research paradigm that guided the study. The premise of interpretive research is that reality is socially constructed; therefore, there are multiple realities (Moahi, 2022). This paradigm recognizes that reality is subjective and based on individual interpretation, making qualitative research methodology ideally suited for this approach. The paradigm was appropriate for this research because it aimed to find the reality based on the participants' experiences of the external world. A phenomenological research design was utilized, primarily to gather and analyze non-numerical data and understand individuals' social reality (Borg, 2024). This design was chosen to align with the researchers' objective: to discover the impact of parental and community engagement and to collect the experiences shared by participants in a dialogic process within their natural environment.

Participants

Participants were purposively and conveniently selected. The study recruited a total of 35 participants. These participants included 10 students with disabilities, 10 parents of learners with disabilities, 10 community members, and 5 teachers. These were taken from Mbuga community.

Data collection methods

The researchers used interviews and focus group discussions to collect data from the participants. Semi-structured interviews enabled the researchers and the participants to engage in dialogue, allowing each party to follow up on the dialogue. Follow-ups on the dialogue enabled the researchers and participants to understand each other and bring relevant and quality data to the fray. A focus group is another method that the researcher used to collect data from participants. It is a research technique used to collect data through group interaction, and people share their perceptions and feelings toward a phenomenon. It enables more data to be captured within a short period. The interviews and focus group discussions were done in a convenient place for the participants. Interviews lasted from 15 to 25 minutes, while FGDs took 45 to 90 minutes. Both IDIs and FGDs were recorded using a digital recorder.

Findings and Discussions

Enhancing Training Initiatives

In an interview session, parents were asked whether the school provided training programs on the issues of learners with disabilities. The responses from parents indicate varying practices and meetings regarding the provision of parental training programs. Schools established formal meetings and programs aimed at equipping parents with knowledge and skills relevant to their children.

P1 highlighted that, "*Yes, the school organizes regular workshops specifically designed for parents of learners with disabilities. These sessions cover topics such as caring for them and navigating support services needed in their education.*"

P 2 said, "*I appreciate the efforts made by the school, but I think there could be more interactive sessions where we discuss specific challenges that we meet and solutions.*"

The above proactive approach suggests a recognition of the importance of parental involvement in preparing learners with disabilities to be engaged in the learning process.

Further, in a focused group discussion with parents and community members on the availability of training programs and meetings specifically tailored to the caring and support of learners with disabilities. Many acknowledged the efforts made by schools to provide such programs, highlighting initiatives like workshops, seminars, and informational sessions.

A parent noted, "*Yes, the school organizes workshops where they guide us on how to take care of our children and give them the support that is needed in school and at home. It's helpful to learn about these issues and show them love and support strategies.*" (FGD 5)

"*We are not aware of the issues of disabilities; hence, we do not know what to do even if we want to assist''* (FGD 2)

Another member acknowledged that *"It was my first time to hear the policies on people with disabilities that were explained in the meeting.''*

The school tries its best, but I think they could provide more detailed information on issues of disabilities and the policies for us to understand more." (FGD 3)
P3
"Last time I attended the meeting at school, and was told that I had to buy hearing aids for my child. I don't even know what that is, though the teacher explained it to me.''
Responses from focus group discussions show that some people from the community have little knowledge about the issues and needs of these children. The above reflection highlights opportunities for tailor training programs to better meet the diverse needs of parents and ensure comprehensive support. Parents expressed satisfaction with the comprehensiveness and relevance of the training offered, while others felt that there was room for improvement.
This feedback underscores the importance of responsive and flexible training approaches that cater to the individual needs and preferences of parents. The findings of this study corroborate those of Kellems and Morningstar (2019), who emphasize the importance of informational sessions and workshops for parents. They argue that providing parents with detailed information about disability issues and community resources enhances their ability to support their children's education. The findings of the present study are supported by those of **Carter et al. (2020**), who highlight the effectiveness of training programs, meetings, and workshops. Such programs empower parents to become effective advocates for their children, thereby enhancing their overall outcomes. Conversely, McGill et al. (2020) identified barriers such as inadequate program information and limited culturally responsive services that hinder parental engagement in planning.

Impact of Parental Involvement
Role of family
Parents emphasized the importance of being actively involved in their children's lives and education, as indicated by their responses.
"I regularly talk to my child about his learning experiences and help with some homework " (FGD2).
"Collaboration is good; I usually talk to the teacher of my child because sometimes my child will be having difficulties with her homework." (FGD1)
Sometimes the child fails to explain what is needed, so I ask other parents who have children in the same school. (FDG4)
Educators believe that bringing more families and community members into the process of schooling is one way to help boost student achievement (**Sheldon, 2003**). In this regard, the research sought to know the role of family in the education of learners with disability. Family is the first and important place to initiate the child's education. As they support their child with required items such as books, pens, and pencils. Family is a key factor in a child's emotional, social, and cognitive development. CWDs' school achievements are closely connected to the kind of support they receive from their families.
Parents who actively engage in their children's education contribute to improved academic performance, emotional well-being, and social integration. Their involvement may include attending school meetings, advocating for their children's needs, and creating supportive home environments.

Challenges **Faced**:
Barriers such as financial constraints, societal stigma, lack of resources, and limited knowledge about disabilities hinder effective parental and community involvement. Economic constraints and inadequate infrastructure may also exacerbate these challenges, according to the author.

Financial constraints
The findings show that parents are participating in and contributing to their children's education; however, they face some challenges. Parents interviewed provided the following responses, with most noting financial problems as their primary barrier.
P1 said
As much as I want my daughter to be in school, I have a lot of challenges, like the resources that are needed in school. I survive on selling, and I will not get money to buy items needed at school, as we want food to eat at home.

P2

I have five children they all need to go to school, which puts the burden on me to buy uniforms for all of them. There are some extra resources needed for the one with disability, which I find difficult to buy because the items are expensive.

The source of income for the majority of parents is agriculture, livestock, and vending. Those sources are not sufficient given the size of the space where to practice them, and sometimes the availability of parents to practice those activities. Most parents in villages are employed in low-income jobs and struggle to fulfil basic living needs, preventing them from getting involved in the education of their children (Bowen and Kisida, 2023) Some parents feel uncomfortable about their lower economic status and would prefer to stay away from teachers, fearing that they would be questioned for not supporting their child. This is similar to what takes place in the Mbuga community in Rwanda, where the study was conducted. Taking into account the Rwandan context, one can confirm that the above-mentioned barriers are all observed among many parents in rural areas of Rwanda.

Among these parents, some might have more than one child with disability, and it presents them challenge to take them to school, especially if one is using a wheelchair. This meaningful and important exercise is also time-consuming economically. The added cost of schooling CWDs is again an added constraint to the economic situation of the family having a child with disability.

Strategies for Improvement

Findings may highlight the need for training programs for parents and community members, improved communication channels between schools and families, and the establishment of inclusive education frameworks.

There are several strategies to increase parental engagement in children's education, depending on the circumstances. Epstein devised a paradigm with six critical characteristics for parental engagement in education, in which these dimensions may serve as strategies to promote parents' involvement in education.

Parenting entails a parent's obligation to address their children's basic requirements, such as housing, health care, nutrition, and clothing, as well as improve the usefulness of home conditions that support children's learning, such as buying necessary books and stationery, and being adaptive in sharing information with and promoting appropriate behaviors for school achievement (Epstein, 2011). Parents have these obligations regarding the education of their children.

According to Epstein's framework of parental involvement, the second most important aspect of parents' engagement in their children's education is communication. This considers the link between parents and schools in terms of educational planning and their children's accomplishment through various communication channels (Epstein, 2009). Exchanging information in conversation is very important, as it leads to attending meetings and workshops. Additionally, the grounds for communication between parents were connected to the appraisal of the student's academic development and other school-related difficulties. This brings understanding between the teacher and the parent.

Volunteering aims to enlist and coordinate parental support and assistance in the class, on field trips, in the library, in the cafeteria, in the supervision of kids' sports and cultural activities, and in fundraising (Monadjem, 2003).

Assisting children with assignments, goal-setting, and additional activities linked to the curriculum. According to studies, homework may be beneficial or detrimental to both parents and instructors, as it improves the child's academic performance.

Decision making is a process of parents' engagement, in Epstein's theory which help parents in participating in.

Collaboration with community members, business people, and other agencies that can provide support for learners with disabilities.

5. CONCLUSION

The findings of this study underscore the critical role of parental and community involvement in the education of learners with disabilities in Rwanda. Active engagement from parents and communities not only enhances academic outcomes but also fosters emotional well-being, boosts confidence, and social integration for these learners. Despite the challenges identified, such as societal stigma and limited resources, the study highlights the immense potential of

leveraging Rwanda's strong communal values to promote inclusivity and collaboration. By addressing barriers and implementing culturally relevant strategies, stakeholders can create a more supportive and equitable educational environment. This study contributes valuable insights into the development of sustainable frameworks that empower learners with disabilities and strengthen the collective efforts of families, communities, and schools.

RECOMMENDATIONS

Based on the findings of the study, the researcher makes the following recommendations. The study recommends consistent, two-way communication between school authorities and parents to enhance learning outcomes. More workshops and training sessions should be conducted to educate parents about the importance of their involvement in the education of learners with disabilities. Focusing on equipping parents with strategies to support their children academically and emotionally. Another recommendation is to strengthen community engagement by developing programs that raise awareness about disabilities and promote inclusivity. Encourage local leaders and organizations to actively participate in supporting learners with disabilities.

Limitations

I acknowledge that this research was conducted in the Southern province of Rwanda, and the findings may not be generalized to the whole country. Also, the study does not include other communities found in the country. They might have different perceptions of the topic.

REFERENCES

Albrecht, D. (2021). *The journey from traditional parent involvement to an alliance for empowerment:* A paradigm shift. Theory into Practice, 60(1), 7-17.

Alinsunurin, J. (2020). School learning climate in the lens of parental involvement and school leadership: lessons for inclusiveness among public schools. *Smart Learning Environments*, *7*(1), 25.

Thomson, S.I. (2021). *Breaking barriers: District and school administrators engaging family and community as a key determinant of student success.* Urban Education, 56(7), 1067-1105.

Borup, J., Graham, C.R., West, R.E., Archambault, L., & Spring, K.J. (2020). *Academic communities of engagement: An expansive lens for examining support structures in blended and online learning.* Educational Technology Research and Development, 68, 807- 832.

Bowen, D. H., & Kisida, B. (2024). Investigating arts education effects on school engagement and climate. *Educational Policy*, *38*(5), 1077-1107. https://doi.org/10.1177/08959048231174880

Bryan, J., Williams, J. M., & Griffin, D. (2020). Fostering educational resilience and opportunities in urban schools through equity-focused school–family–community partnerships. *Professional School Counseling*, *23*(1_part_2), 2156759X19899179. https://doi.org/10.1177/2156759X19899179

Datnow, A., Yoshisato, M., Macdonald, B., Trejos, J., & Kennedy, B.C. (2023). Bridging Educational Change and Social Justice: A Call to the Field. Educational Researcher, 52(1), 29-38.

Farooq, M. S., & Asim, I. (2020). Parental involvement as predictor for self-regulated learning and academic achievement of students at secondary school level. *Journal of Educational Sciences & Research*, *7*(1).

Gil, E., & Johnson, A. (2024). "We, as parents, do have a voice": Learning from community-based programs effectively engaging parents in urban communities. *Urban Education*, *59*(4), 1048-1077. https://doi.org/10.1177/00420859211068466

Hagos, G., & Van Wyk, M. M. (2021). Parental involvement in children's academic achievements: A case of Ethiopian Schooling. *The International Journal of Educational Organization and Leadership*, *28*(1), 123.

Hameed, R. (2023). The Role of Parents in Education. How to Support Your Child's Learning At Home. *Harf-o-Sukhan*, *7*(2), 227-241.

Hsu, P. C., & Chen, R. S. (2023). Analyzing the mechanisms by which digital platforms influence family-school partnerships among parents of young children. *Sustainability*, *15*(24), 16708. https://doi.org/10.3390/su152416708

Kelty, N. E., & Wakabayashi, T. (2020). Family engagement in schools: Parent, educator, and community perspectives. *Sage Open*, *10*(4), 2158244020973024. https://doi.org/10.1177/2158244020973024

Li, C., & Zhang, C. (2024). Transformative perspectives in physical education evaluation: Empowering diverse stakeholders for holistic learning experiences in the era of big data. *Journal of the Knowledge Economy*, *15*(3), 13334-13360.

Malone, H.J. (2020). Community schools: Bridging educational change through partnerships. Journal of Educational Change, 21, 487-497.

Medina, M.A., Cosby, G., & Grim, J. (2020). Community engagement through partnerships: Lessons learned from a decade of full-service community school implementation. In Reviewing the Success of Full-Service Community Schools in the US (pp. 128-146). Routledge.

Miller, G. E., & Hutchins, D. (2021). Family-School-Community Partnering: Where Are We Now? Where Are We Going?. In *Advances in Family-School-Community Partnering* (pp. 104-130). Routledge

Otani, M. (2020). Parental involvement and academic achievement among elementary and middle school students. *Asia Pacific Education Review*, *21*(1), 1-25.

 Penuel, W.R., Riedy, R., Barber, M.S., Peurach, D.J., LeBouef, W.A., & Clark, T. (2020). Principles of collaborative education research with stakeholders: Toward requirements for a new research and development infrastructure. Review of Educational Research, 90(5), 627-674.

Prakhov, I., Kotomina, O., & Sazhina, A. (2020). Parental involvement and the educational trajectories of youth in Russia. *International Journal of Educational Development*, *78*, 102252. https://doi.org/10.1016/j.ijedudev.2020.102252

Raza, A. A., & Iqbal, A. (2023). Exploring the Long-Term Impact of Parental Involvement on Children's Educational Achievements at Primary Level: A Grounded Theory. *Pakistan Languages and Humanities Review*, *7*(3), 788-799. https://doi.org/10.47205/plhr.2023(7-III)68

Stanley, D. A., & Gilzene, A. (2023). Listening, engaging, advocating, and partnering (LEAP): A model for responsible community engagement for educational leaders. *Journal of research on leadership education*, *18*(2), 253-276.https://doi.org/10.1177/1942775122107640

Stanley, S. M., Carlson, R. G., Rhoades, G. K., Markman, H. J., Ritchie, L. L., & Hawkins, A. J. (2020). Best practices in relationship education focused on intimate relationships. *Family Relations*, *69*(3), 497-519. https://doi.org/10.1111/fare.12419

Statti, A., & Torres, K.M. (2020). Digital literacy: The need for technology integration and its impact on learning and engagement in community school environments. Peabody Journal of Education, 95(1), 90-100. International Journal of Applied Research in Social Sciences, Volume 6, Issue 3, March 2024 Eden, Chisom, Adeniyi, P.No. 372-382 Page 382

Warren, S. R. (2022). Defining culturally responsive school, family, and community partnerships. *Building culturally responsive partnerships among schools, families, and communities*, 9-45.