



# **FACTORS THAT INFLUENCE PARENTAL INVOLVEMENT IN HOMEWORK AMONG LEARNERS WITH VISUAL IMPAIRMENT IN SELECTED PRIMARY SCHOOLS IN LUSAKA DISTRICT**

**Moses Chisala**

*Research Scholar, MOE-HQ-Directorate of Curriculum Development, Zambia*

## **ABSTRACT**

*This study was to establish the factors that influence parental involvement in homework among learners with visual impairment. A descriptive survey design supported by qualitative and quantitative method of data collection was used. The sample size was 109 participants consisting of 38 parents, 27 teachers, 4 head teachers who were purposively selected and 40 learners with visual impairment who were selected using simple random procedure. Quantitative data was analysed using Statistical Package for the Social Sciences (SPSS) software version 23 to generate descriptive statistics and inferential tests such correlation, t-test and multiple regression. Qualitative data was analysed through thematic analysis with actual voice as verbatims. The study showed that there were some factors that influenced parental involvement in homework which in a way negatively affected the learners' academic performance. These included high level of illiteracy, busy schedules of parents, and differences between home and school braille use which led to failure to help children with homework. The study recommended that government should take the initiative to orient and train parents in braille to enable them communicate effectively in reading and writing in braille with their children when doing homework.*

**KEYWORDS:** Braille; Academic Performance; Homework; Parental Involvement; Visual Impairment.

## **INTRODUCTION**

Statistics show that the performance, progression and completion rate for children with visual impairment is low at grade seven as well as grade twelve (Ndume, 2021). In order to see improvement in school for learners with visual impairment, Wanjiru et al (2019) revealed that the role parents play in the education of their children has potential to strengthen the support provided by school and improves the education outcomes of a child with learning needs. Homework links what is learned at school and learning in the home environment. Likewise, other educational research studies have repeatedly established the benefits of effective homework (Carr, 2013; Dettmers et al., 2019; Barrera-Osorio et al., 2020). Hence study to examine factors that influence parental involvement in homework among learners with visual impairment.

Although, the education policy document of 1996, strongly states that each school required to have a clear schedule of performance-monitoring activities that check pupils' progress. Prominent among those is homework given to pupils on a regular basis, thoroughly marked, and quickly returned and parents have to be there to give guidance and support to their children (MoE, 1996). However, little seems to be known whether it's also applicable to learners with visual impairment in primary schools and not much has been gathered in this area, but there have been efforts through the Ministry of Education in trying to ensure that parents are brought on board to improve learning. Also, parental involvement inadequacy in the learning process among children with visual impairment has not only become a national issue but a worldwide outcry. From the parents' perspective, Masa and Mila (2017) lament that today's parents have no time for their children. Due to the fact that children with visual impairment use braille at school which the parents are not familiar with, despite they can engage in verbal discussion. Lack of braille skills became an intimidating factor when parents and schools could not communicate effectively (Barrera-Osorio et al., 2020). Therefore, it's appropriate in this study to ascertain if parents for children with visual impairment whelp them with their homework despite their educational level as it has been stated from studies on regular children (Manasi et al., 2015; Bonnati and Rubach, 2022).

Much of the literature reviewed were conducted using parents of regular schools with no inclusion of learners with disabilities. Most studies have not considered involvement of parents in the learning process involving persons with disabilities and the visually-impaired in particular. Hence, the study to determine the factors that influence parental involvement in homework implementation among learners with visual impairment in primary schools. A research carried out by Mubanga (2011) in regular schools suggests that parental involvement in homework is associated with academic success of the learners in such institution. That study and many others didn't address the on the factors that influence parental involvement in homework implementation among learners with visual



impairment. Hence, the need to determine the factors that influence parental involvement in homework implementation among learners with visual impairment in primary schools.

## METHODS

The study adopted the descriptive survey design using a mixed approach. This study used this design over other designs to enable the researcher to obtain in-depth information which could be used to facilitate the generalization of findings to the larger population. The special schools are dotted around the country, Zambia has ten provinces but the study was carried out within the surrounding communities of Lusaka District, in Lusaka province and it only limited to those selected schools which cater for children with visual impairments. The sample for the study comprised of 109 participants; 4 head teachers, 27 visual impairment specialist teachers, 40 learners with visual impairment and 38 parents for the same number of learners with visual impairment were qualitatively surveyed. Purposive sampling was employed in this study for selection of head teachers, teachers and parents and simple random procedure was used to pick the learners.

Before beginning the data collection process, consent was gotten from participants. Among the teachers and learners, questionnaires were self-administered which enabled the researcher to collect both qualitative and quantitative data. The researcher conducted a face-to-face interview with head teachers and parents as it allowed the researcher to ask follow up questions that could not be asked if a questionnaire was used. Quantitative data was analysed using Statistical Package for the Social Sciences (SPSS) software version 20 to generate descriptive statistics and inferential tests such correlation, t-test and multiple regression was used to find level of significance. Qualitative data from semi-structured interviews was also collected from head teachers and parents was transcribed and analysed thematically, verbalisms were used to indicate actual voices of the participants.

## RESULTS

The study sought to establish factors that influenced parental involvement in homework among learners with visual impairment. A question was asked to the participants on the rate of parental involvement in homework at the sampled schools. Findings from participants on the rate of parental involvement in homework at their schools showed that out of the 109 participants, 35 (32.1%) indicated good, 33 (30.3%) indicated excellent, 31 (28.4%) said that it was fair, while 10 (9.2%) indicated poor. The results were subjected to a t-test to compare male and female parents in their involvement in homework of learners with visual impairment as well as between parents who were aware of the homework policy and those not aware of the homework policy. The results of the test are shown in the table 1.

**Table 1 T-Test on equality of gender variation on involvement and awareness of homework policy for learners with Visual Impairment**

| Variables                    | t-statistic | P-value | 95% Confidence Interval of the difference |        |
|------------------------------|-------------|---------|---|--------|
|                              |             |         | Lower                                     | Upper  |
| Gender                       | 0.326       | 0.747   | -0.259                                    | 0.355  |
| Awareness of homework policy | -3.707      | 0.001   | -0.86                                     | -0.245 |

The results show that there was a statistically significance difference in homework involvement between parents who were aware of the homework policy and those not aware of the homework has the probability value was 0.001 at 95% confidence interval. It was likely that parents who were aware of the homework policy were more involved in homework of learners with visual impairment compared to parents who were not aware of the homework policy. On the other hand, the study found no statistically significance difference between male and female parents being involved in homework of learners with visual impairment as the table shows probability value at 95% confidence interval of 0.747, which was above the level of significance of 0.05. This means that although parental involvement helps the learner to do well in school it did not depend on gender.

When participants were asked concerning the positive factors on parental involvement in homework at school, the in responses were as shown in the Table 2.

**Table 2 Positive Factors of Parental Involvement in Homework**

| Factors  | Participants |            |            |           | Total      |
|--|--------------|------------|------------|-----------|------------|
|  | Pupils       | Teachers   | Parents    | Head Trs. |            |
| <b>Working together as a team</b>                        | 7 (6.4%)     | 7(6.4%)    | 12(6.4%)   | 3 (2.8%)  | 29(26.6%)  |
| <b>The demand for parents' signature on the homework</b> | 10 (9.2%)    | 5(4.6%)    | 7(6.4%)    | 0 (0%)    | 22(20.2%)  |
| As per policy to assign homework                         | 5(4.6%)      | 7 (6.4%)   | 4 (3.7%)   | 0 (0%)    | 16(14.7 %) |
| The benefits of homework to a learner                    | 18 (16.5%)   | 8(7.3%)    | 15(13.8%)  | 1(0.9%)   | 42 (38.5%) |
| Total  | 40 (36.7%)   | 27 (24.8%) | 38 (34.9%) | 4 (3.7%)  | 109(100%)  |

When the participants were asked about the key positive factors of parental involvement in homework at school, 42 (38.5%) indicated “the benefits of homework for a learner”, while 29 (26.26%) indicated “collaboration among teachers, parents and learners as a team” and 22 (20.2%) indicated “the demand for parents’ signature on children homework”. Further, 16 (14.7 %) indicated “as per policy to assign homework”. In support of this, a female parent explained: “A reminder by the teacher to us, parents, when picking up a child is that there is homework book in the bag”.

Also, the benefits the children gain in terms of academic progress by ensuring continuity of learning even at home make a parent to be involved in homework. This was indicated as the other facilitator of parental involvement. A female head teacher said: “Parents help in order to see the child’s performance improve and also the demand by the teacher to sign against the homework as per policy”.

From the findings, it was evident that the teacher–parent warm relationship of working together to improve the participation and performance of the learner in the learning process was the key facilitator of parental involvement. Learners were able to improve on their academic work because of the motivation from their parents.

On the other hand, when participants were asked on what they thought were key negative factors on parental involvement in homework at school, the responses were as shown in Table 3.

**Table 3 Negative Factors on Parental Involvement in Children’s Homework**

| Items  | Participants |            |            |          | Total      |
|--|--------------|------------|------------|----------|------------|
|  | Pupils       | Teachers   | Parents    | Head Trs |            |
| Illiteracy of parents                          | 9 (8.3%)     | 5 (4.6%)   | 7 (6.4%)   | 1 (0.9%) | 22 (20.2%) |
| Inability to express or write in Braille       | 16 (14.7%)   | 9 (8.3%)   | 17 (15.6%) | 2 (1.8%) | 44 (40.4%) |
| Busy schedules by parents                      | 12 (11.0%)   | 5(4.6%)    | 8 (7.3%)   | 0 (0%)   | 25 (22.9%) |
| Negative attitude toward homework              | 3(2.8%)      | 2 (1.8%)   | 1 (0.9%)   | 0 (0%)   | 6(5.5%)    |
| Lack of knowledge about importance of homework | 0 (0%)       | 6 (5.5%)   | 5 (4.6%)   | 1(0.9%)  | 12 (11.0%) |
| Total  | 40 (36.7%)   | 27 (24.8%) | 38 (34.9%) | 4 (3.7%) | 109 (100%) |

When the participants were asked on the key barriers to parental involvement in homework at school, 44 (40.4%) indicated inability of the parents to write or express themselves using braille, while 25 (22.9%) indicated busy schedules by parents as some parents leave their homes early in the morning and come back late in the night; they have no time to check children’s academic work. Further, 22 (20.2%) indicated illiteracy among parents as some can’t write and read, while 12 (11.0%) and 6(5.5%) indicated lack of knowledge about importance of homework and negative attitude toward homework respectively. In support of this, one teacher said: “Parents of learners with visual impairment are challenged by braille used by persons with visual impairment. Most children with vision loss born to sighted parents who fail to communicate in writing well with them due to braille skill barrier”.

Further, teachers indicated that majority of parents of learners with visual impairment were not aware of the curriculum provided to their children in schools. This unawareness made it difficult for them to assist the learners in schoolwork. Illiteracy amongst some parents was seen to be equally a great challenge. It was noted that among parents who did not check children’s homework were unable to express themselves or write in braille. A male parent who was a retired special education teacher explained: “Some parents are illiterate; others have a negative attitude they think their children cannot progress to higher levels. Also, lack of knowledge by parents on the questions asked in the homework or not having knowledge on the subject matter”.

One female parent said: “It is difficult for me especially during weekdays because I spend much of my time at work and knock off late and tired. Also, sometimes I am not sure of questions asked in the homework”.

Contributing on the question on negative factors to parental involvement in homework, one male learner with visual impairment said the following: “Many parents don’t know braille; hence it becomes difficult for them to help me in homework. Their education level is also a factor; some parents are not educated. Lack of knowledge about the importance of homework is a barrier”.

In support of this, one female head teacher said: “Most parents are not involved due to inability to communicate well with their children as they don’t know how to read and write in braille, hence it becomes difficult for them to help their children in their homework”.

From the findings, it was noted that lack of confidence and work pressure, lack of time and inability of the parents to express themselves using braille were the main negative factors hindering parental involvement in homework. The results were subjected multiple logistic regression analysis to understand its significance that is factors influencing parental involvement in homework implementation among learners with visual impairment in primary schools.

**Table 4 Multiple Regression analysis on factors influencing parental involvement in homework implementation among learners with Visual Impairment in primary schools.**

| Variables in the Equation              | B       | S.E.     | Wald  | df | Sig.         | Exp(B)       | 95% C.I.for EXP(B) |         |
|--|---------|----------|-------|----|--------------|--------------|--------------------|---------|
|  |         |          |       |    |              |              | Lower              | Upper   |
| Gender                                 | -0.368  | 1.09     | 0.114 | 1  | <b>0.736</b> | <b>0.692</b> | 0.082              | 5.863   |
| Awareness of homework policy           | 3.401   | 1.372    | 6.142 | 1  | <b>0.013</b> | <b>30</b>    | 2.037              | 441.839 |
| Homework guidelines put in place       | 21.203  | 9473.574 | 0.235 | 1  | <b>0.998</b> | <b>1.62</b>  | 0.182              | 6.342   |
| Frequency of homework                  | 2.603   | 1.28     | 4.133 | 1  | <b>0.042</b> | <b>13.5</b>  | 1.098              | 165.972 |
| Impression of homework                 | 0.223   | 1.285    | 0.03  | 1  | <b>0.011</b> | <b>1.25</b>  | 0.101              | 15.499  |
| Schedules of parents                   | -19.756 | 17974.84 | 0     | 1  | <b>0.999</b> | <b>0</b>     | 0                  | 0       |
| Literacy level                         | 1.946   | 1.543    | 1.59  | 1  | <b>0.002</b> | <b>7</b>     | 0.34               | 144.056 |
| Ability to express or write in braille | 0.223   | 1.285    | 1.03  | 1  | <b>0.021</b> | <b>1.25</b>  | 0.201              | 15.499  |
| Constant                               | -73.664 | 16022.4  | 0     | 1  | <b>0.996</b> | <b>0</b>     |                    |         |

From the results we can see that Awareness of homework policy ( $p=0.013$ ), Frequency of homework ( $p=0.042$ ), Impression of homework ( $p=0.011$ ) and Literacy level ( $p=0.002$ ) added significantly to the model. However, Gender ( $p=0.736$ ), Homework guidelines put in place ( $p=0.998$ ), Schedules of parents ( $p=0.999$ ) and Ability to express or write in braille ( $0.021$ ) did add significantly to the model. The odds ratio of 30 on Awareness of Homework policy indicates those who are aware of the homework policy were 30 times more likely to get involved in the homework of learners with visual impairment compared to those who are not aware of the homework policy. Furthermore, Parents with lower levels of literacy were 7 times less likely to get involved in homework of learners with visual impairment compared to parents with high levels of literacy. Therefore, the Logistic regression model was found to be statistically significant,  $X^2 = 11.234$ ,  $P < 0.05$  (significance level = 0.001) at 95% Confidence Interval. The model explained 86.1% (the Nagelkerke  $R^2$ ) of the variance in Parental involvement in homework of learners with visual impairment and correctly classified 84.6% of the cases. Parents who were aware of the homework policy were 30 times more likely to get involved in homework of learners than those parents who were not aware of the homework policy. Parents with higher levels of literacy were found to be 7 times more likely to get involved in homework of learners with visual impairment than parents with lower levels of literacy.

However, a question was asked on how to reduce barriers and make it easier for parents to be more involved in their children's homework. Some participants indicated that the parents need to be trained in braille so that it becomes easy for them to read and write in braille. Others felt parents should be oriented on the value of homework. In line with these responses, one male parent whose child was in grade six said:

*“Encourage community partnership where there is sensitisation on braille for easy communication or offer training to them in braille. Parents and teachers should work together to encourage the pupils to communicate with them effectively by showing kindness even if they don't know how to read and write in braille”.*

When the same question was asked to head teacher, a male head teacher has this to say: *“There need for increase of parental involvement, even if the parents do not know how to read and write in braille can help their children verbally, then, they write themselves in braille”.*

From the findings it was clear that parents needed to be sensitised on the importance of their involvement in homework. The study acknowledged presence of barriers in an attempt to argue parents to be involved in the homework given to their children.

## DISCUSSION

The results from participants on the rate of parental involvement in homework majority rated parents'/guardians' involvement in their homework as either excellent or good but there were times when they failed. When the results were subjected to a  $t$ -test to compare male and female parents in the involvement in homework of learners with visual impairment as well as between parents who were aware of the homework policy and those not aware of the homework policy. The results show that there was a statistically significance difference in homework involvement between parents who were aware of the homework policy and those not aware of the homework at the rate at which they were involved ( $p=0.001$ , 95% CI). This implies that though the parents tended to strive to ensure they were fully involved, there was still much more that children got from their involvement which helped them perform





better in school. This was supported by some parents interviewed who fully involved themselves in homework to enhance children's performance and saw their self-esteem improving. It can be noted that parents are quite involved, especially the mothers, as they help the children to do the task given from school (Wanjiru, et al., 2019).

Further, when respondents were asked concerning the facilitator of parental involvement in homework at school, it was noted that teacher-parent warm relationships facilitate for parental involvement to see the academic progress on the part of a child with visual impairment. If a teacher was working hand in hand with a parent, it would be easier for a parent to help a child effectively (Erlendsdóttir et al., 2022). It was also found that majority of respondents indicated that a teacher, parent and learners themselves were the main facilitators because as they work together they can improve the participation and performance of the learner with visual impairment in the learning process. These findings resonate with Bonanati & Rubach, (2022), who asserted that teachers with positive facilitating attitudes toward involving parents encourage more parents to become involved and increase the effectiveness of involvement in homework to improve the academic performance of children.

The results indicated that reminders to parents by teachers to help in homework given to them when picking up their children and the demand for parents' signature after the task has been answered were facilitators of parental involvement. It further indicated academic improvement are seen in the performance of their children when fully engaged in homework at home. This is in line with the literature by Bonanati & Rubach, (2022) who equally said parents increased and effective involvement in schoolwork enhances progress among their children. This concludes that teachers' commitments towards children's education facilitates their involvement in assisting learners with visual impairment at home.

From the findings despite the overwhelming data that supports the need for schools and parents to work together, multiple obstacles stand in the way of convincing parents to get involved. Parents were found to be not sure about how to help with homework and may not engage in helping their children with visual impairment or become involved with the school because they feel they lack the communication skill, confidence and knowledge that are utilized by school staff. Further, findings revealed that some parents do not check homework, they show unwilling to help their children due to lack of braille literacy. This resonates with Wanjiru, et al., (2019) who argued that there was some evidence that parental willingness to help with homework has been associated with their involvement. The study showed that illiteracy was a strong factor affecting parental involvement in pupils' homework in schools. As it was evidently explained that when parents are illiterate or are too busy, they do not help their children with visual impairment at homework. In support, Manasi et al. (2015) said illiteracy among some parents may be a great challenge that discourages them from assisting their children in homework. The results were consistent with the survey report by Maldonado et al (2022), which stated that illiterate parents are not able to play roles of supporting children's education at home. Findings showed inability to express themselves or write in braille. This is in line with Bonanati & Rubach (2022) who said that most parents for children with visual impairment faced braille barriers (unable to read and write in braille) hindering them from effectively supporting their children in academic work. Parents of learners with visual impairment are challenged by braille used by persons with visual impairment.

Further, results showed that parental involvement in homework for learners with visual impairment is mainly hindered by the parental attitude towards their own children's learning and parents have never been oriented on the importance of homework and therefore see it as a waste of time. This resonates with Barrera-Osorio et al (2020) who stated that parents who are not supportive of teachers' homework policies communicate their dissatisfaction to their children, who are then likely to share their parents' negative attitudes. Similarly, Erlendsdóttir et al (2022) who found that most teachers and principals attributed the lack of parental involvement to the parents' lack of interest in their children's education and sometimes teachers are unaware of processes that could be used to involve parents in homework or other school activities.

Another factor revealed in the study as contributing to low parental involvement was the parents' lack of knowledge on the importance of homework. In addition to time constraint barriers, the study found that low-income parents may also experience psychological barriers (Maldonado et al., 2022). It should be noted that any obstacles that may inhibit parents from actively seeking involvement in schools must to be identified and addressed in order to build a positive relationship with the school system.

Therefore, in order to address barriers for parental involvement in homework for learners with visual impairment there is need to enhance parental involvement in learners with visual impairment's homework, parents should be encouraged to check their children's homework in order to help them know what they are learning and also to monitor whether their children are actually doing their homework. Showing interest in the learners with visual impairment's learning by the parents may motivate the child to work harder in school. Generally, parents need to be educated on the need to be involved in their learners with visual impairment's homework. Also, parents and teachers should work together to encourage the pupils to communicate with them effectively by showing kindness.



They, also need to be trained in braille so that it becomes easy for them to interact properly with their children in school work when they acquire the skill in reading and writing in braille. In line with this finding, a study by Wilder (2014) revealed that adult literacy programmes were necessary in assisting parents overcome illiteracy. Literacy programmes can assist parents to become involved in children's homework by imparting literacy skills in learners with visual impairment.

## CONCLUSION AND RECOMMENDATIONS

There were perceived barriers to getting parents to get more involved in helping their children with visual impairment with homework. These barriers include: busy schedules at work, inability to use braille or illiteracy. Further, both children and parents had household responsibilities leaving parents with insufficient time to devote to homework. In order to foster productive parental involvement in pupils' homework, proposed a deliberate attempt to raise the literacy level of the illiterate, parents more so in braille. In particular, this involves the strengthening of orientation and training in the braille literacy. We recommend that;

- All parents should be given a copy of the homework policy at the beginning of each school year upon registration of their child. It should be made available in the language that the parents are familiar with and with clear guidelines.
- Parents expressed ignorance about reading and writing in braille, hence it is recommended that the government through schools take initiative to orient and train parents in the braille in order for them to effectively communicate in writing with children who have visual impairment when doing homework.
- Parents and teachers' collaboration were quite weak. The study therefore recommends strategies aimed at strengthening the parents-teacher's relationships in order to support homework policy implementation and promote positive attitudes and practices towards homework.

## Acknowledgements

The author conveys special thanks to all the participants, without whom this study would not have been possible. Finally, my deepest acknowledgement is to the Almighty God for the wisdom and life I am enjoying.

## Declaration of conflicting interests

The authors declare no conflict of interest

## Funding

The author(s) received no financial support for the research, authorship and/or publication of this article

## REFERENCES

1. Barrera-Osorio, F., Gertler, P., Nakajima, N. & Patrinos, A.H. (2020). *Promoting Parental Involvement in Schools; Evidence from Two Randomized Experiments. Education Global Practice. Policy Research Working Paper 9462.*
2. Bartel, V.B. (2010). *Home and school factors impacting parental involvement in elementary school. Journal of Research in Childhood Education, 24 (3), 209-228.*
3. Bonanati, S.; Rubach, C. (2022). *Reciprocal Relationship between Parents' School- and Home-Based Involvement and Children's Reading Achievement during the First Year of Elementary School. Societies 2022, 12, 63. https://doi.org/10.3390/soc12020063*
4. Carr, N. (2013). *Increasing the effectiveness of homework for all learners in the inclusive classroom. School Community Journal, 23(1), 169-182.*
5. Creswell, J. W., (2014). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. . Sydney: Pearson.*
6. Dettmers, S., Yotyodying, S., & Jonkmann, K. (2019). *Antecedents and Outcomes of Parental Homework Involvement: How Do Family-School Partnerships Affect Parental Homework Involvement and Student Outcomes?. Frontiers in psychology, 10, 1048. https://doi.org/10.3389/fpsyg.2019.01048*
7. Epstein, J.L. (1995). *School/Family/Community Partnerships. Delta Kappan: West view Press.*
8. Erlendsdóttir, G., Macdonald, M.A., Jónsdóttir, S.R. & Mtika, P. (2022). *Parental involvement in children's primary education: A case study from a rural district in Malawi. South African Journal of Education, Volume 42, Number 3*
9. Kalaba, J. M. (2015). *The Impact of the Homework Policy on Learner Performance in Mansa and Milenge Districts of Luapula Province, Zambia*
10. Maldonado, J. E., De Witte, K., & Declercq, K. (2022). *The effects of parental involvement in homework: two randomised controlled trials in financial education. Empirical Economics, 62(3), 1439-1464. https://doi.org/10.1007/s00181-021-02058-8*
11. Manasi, E., Judah, M. N. and Sang, A. (2015). *Parental Involvement in Homework and Primary School Academic Performance in Kenya. Journal of Education and Practice. Vol.6, No.9.*
12. Masa, D. and Mila, B. (2017). *Parental Involvement as a Important Factor for Successful Education. C E P S Journal | Vol.7 | No3 | Year 2017.*
13. Ministry of Education (1996). *Education Policy: Educating Our Future. Lusaka. Government Printers.*
14. Mubanga, C. M. (2010). *An Investigation into Zambian Parents' Involvement in their Children's Education in Selected Rural Schools of Central Province. M.Ed. dissertation.*



15. Ndume, S. (2021). *Grade 12 national examination assessment practices for learners with visual impairments in selected schools in Mwense and Lusaka districts, Zambia*. *British Journal of Visual Impairment*. 40. 026461962199585. 10.1177/0264619621995853.
16. Sara, I. and Tova, M. (2018). *Parental involvement in early intervention for children with hearing loss* 24/6/17 pp. 791–808.
17. Wanjiru, N. W., Mutisya, S. K. and Aloka, P. J.O. (2019). *Parental Role in the Learning Process of Children with Hearing Impairment*. *International Journal Advances in Social Science and Humanities*. Vol.3 | Issue 9 | 43-51 Available online at: [www.ijassh.com](http://www.ijassh.com)
18. Wilder, S. (2014). *Effects of parental involvement on academic achievement: a Metasynthesis*. *Educational Review*, 66(3), 377–397.
19. *Zambia Agency for Persons with Disabilities (2017). Strategic Plan 2017 – 2021. Promoting Inclusive and Sustainable Development. Lusaka. ZAPD.*