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KEYWORDS	ABSTRACT
Parental Involvement, Academic Achievement, Students, Physical Impairments, Special Children	Introduction: Parent participation is an essential influence in the achievement of a child in school particularly the disabled who have other learning difficulties. Interested participation of parents improves motivation, self-confidence, and school performance of such children. The importance of this notwithstanding, very many parents of children with disabilities do not fully attend because of socioeconomic, educational and social factors. Parents and their role in special education in developing countries such as Pakistan have not been studied deeply. Thus, it is necessary to learn how parental involvement affects academic performance to enhance inclusive education. Objectives: The study aimed to investigate the parental involvement and academic achievement of students with physical impairments and to investigate the impact of parental involvement with academic achievement of students with physical impairments. Methodology: This was a descriptive quantitative research design. A total of 306 participants were selected from Special Education Schools of Peshawar. Data were collected from a total of 10 special schools. Data were collected using Simple Random sampling technique via a Self-developed questionnaire. The questionnaire was checked from reliability and validity before collection of the data. Data were analyzed using SPSS Version 26. Results: A total do 306 participants were included in the study. The majority (65%) of the participants were reported low parental involvement, 32% of the participants were reported 32% and 3% of the participants high involvement. The majority of children (37%) secured a B grade, followed by C, A (25%), and D grades. Linear regression analysis indicated a significant relationship between parental involvement and academic performance ($P = 0.001$, $R = 0.190$). Conclusion: The study concludes that the positive parental involvement has a positive effect on the academic achievement of children with disabilities. Improvement of parent-school collaboration, awareness and support programs can also greatly contribute to the learning outcomes and contribute to inclusive learning.
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Introduction

Education is a way for learners to gain knowledge, values, skills and habits that support them in growing mentally, socially, morally and financially (1). It helps people develop critical thinking, resolve problems, decide wisely and participate in society positively. Education is important on both a personal and national level, because it helps build responsible people and aids in the progress of the nation's economy and society (2).

Physical disability is described as partial or complete loss of physical functional capabilities, nerve or muscle difficulties and problems with composition and, or functioning of bones and joints such as amputation, arthritis, cerebral palsy (3). Physical impairments include any problem that affects a person's movement, ability to function or stamina. Some examples are congenital problems (for example, Spina bifida), disorders of the nervous system (for example, cerebral palsy), the loss of limbs (amputations), muscular dystrophy or an injury causing physical disability (4).

Physical impairments are chronic diseases that restrict the functionality, mobility, or dexterity of an individual. Though the impairment itself might not have a direct impact on cognitive ability, it poses both practical and social challenges, which affect education participation (5). Physically challenged students are often challenged in terms of accessibility, both in terms of the insufficiency in the classroom equipment, and the lack of assistive technologies. They become uncomfortable with fatigue, mobility disorders or health issues that disrupt learning (6).

Moreover, social stigma and discrimination tend to cause isolation and bullying or poor teacher expectations, which affect self-confidence and academic outcomes negatively (7). In this case, parental role cannot be ignored in terms of emotional support, accommodation, rights advocacy and support of the activities at home. Even if a physical condition isn't related to brains, it still might bring about academic problems for the student. Their school performance can change if they get the right support inside and outside of school (8).

Inclusive education tries to ensure that every student, including those with physical impairments, has access to equal learning chances (9). Despite of better policies and disability rights, students with physical disabilities are still faced with major problems in getting a good education and succeeding academically (10). There are many obstacles, these challenges are not only limited to infrastructure but also society, emotion and teaching (11). Parental involvement is one of the most important things that influence how well these students do in school (12).

Parental involvement is a wide-range of behaviors and practices in which parents are involved in the education of their children. Such practices inherent in it are monitoring academic activities, communication with teachers, strengthening positive learning behaviors, and providing a home environment that supports academic achievement (13). As literature described, parental involvement may be in various forms and it can be in the form of parenting, communication, volunteering, learning at home, making decisions, and working with the community (14).

Studies have repeatedly highlighted that having parents involved in their child's education leads to better academic performance, higher motivation, improved attendance and better behavior (15). Helping with homework, going to parent-teacher conferences, arguing for required support and giving emotional encouragement are some parental actions that involve parents (16). Because of the extra challenges faced by children with physical impairments, parent's involvement is particularly important. Parents frequently take on two roles; they care for their child and also ensure the child is given the right help, therapy and educational opportunities (17,18).

A study in Pakistan found that children living with physical disabilities are often neglected in school because of physical barriers, attitudes from teachers and absence of needed tools (19). So, with these circumstances, it is important for parents to take an active part in shaping a child's learning. Usually, these parents do not receive training or help from the right support systems to assist their child's education (20). Nevertheless, there is no systematic research on parental involvement and its particular effect on academic performance in physically impaired students, and this gap in knowledge is what this study aims to address.

Methodology

This study employed a descriptive and analytical quantitative cross-sectional design to assess parental involvement and academic performance among students with physical impairments enrolled in special education institutions in District Peshawar, Khyber Pakhtunkhwa, Pakistan. The study population comprised parents of students aged 6–18 years enrolled in 10 special education institutions operating under the Social Welfare Department, Government of Khyber Pakhtunkhwa. The total sampling frame consisted of 1,423 enrolled students. A sample of 306 parents was selected using simple random sampling. Parents were eligible if they had a child aged 6–18 years enrolled in a participating special education institution and were actively involved in their child's education. Parents were excluded if their child had an intellectual disability likely to substantially affect academic performance, had been transferred from another school within the preceding six months, or if the parent was unwilling to participate. The study was conducted over six months following approval from the relevant institutional authorities and Ethical Review Board of Sarhad University of Science and Information Technology, Peshawar. Administrative permission was obtained from the respective school authorities, and written informed consent was obtained from all participants before data collection.

Data were collected using a self-developed structured questionnaire designed according to the objectives and variables of the study. The instrument was reviewed by experts to establish content validity, and its internal consistency was assessed using Cronbach's alpha, yielding a coefficient of 0.752. Data were collected from eligible parents after explaining the study objectives, procedures, voluntary nature of participation, and confidentiality of the information provided.

Results

Socio-Demographic Profile of the Children

The study results in Table 1 indicated that out of the total number of children (306) more boys (51.3%) than girls (48.7%) had to be present in the sample, which means that the two sexes were represented nearly equally in the sample. Regarding the nature of the disability, physical impairment was the dominant (39.9%), then, visual impairment (21.2%), learning difficulties (19.9%) and hearing impairment (19%). In addition, the analysis showed that most children (67%) had one type of impairment with 33% having more than one form of disability, which represents a large number of children with complex needs. In terms of the severity, the majority of children (72.9%) had a moderate level of impairment, with mild (16%) and severe (11.1%).

Table 1: Socio-Demographic profile of the children with disability, n=306

	Frequency	Percent	Valid Percent	Cumulative Percent
Gender of the Child				
Boy	157	51.3	51.3	51.3
Girl	149	48.7	48.7	100.0
Total	306	100.0	100.0	
Type of disability in the Child				
Visual impairment	65	21.2	21.2	21.2
Hearing impairment	58	19.0	19.0	40.2
Learning difficulties	61	19.9	19.9	60.1
Physical impairment	122	39.9	39.9	100.0
Total	306	100.0	100.0	
More than 1 impairment				
Yes	101	33.0	33.0	33.0
No	205	67.0	67.0	100.0
Total	306	100.0	100.0	
Level of impairment				
Mild	49	16.0	16.0	16.0
Moderate	223	72.9	72.9	88.9
Severe	34	11.1	11.1	100.0
Total	306	100.0	100.0	

Socio-Demographic Profile of the parents

The majority (60.5%) of the participants was aged 36 to 45 years, 27.1% were aged 25 to 35 years, 12.1% were older than 45 years and just 0.3% was younger than 25 years. In gender, there was a marginally greater participation of mothers in the study as 54.9% of the parents were females and 45.1% were males. Regarding parents educational level, 39.9% of parents had a

bachelor's degree, 31.0% had matric-level education, 17.6% had a master's degree or higher and 11.4% had primary education only. In regards to socioeconomic status, 55.6% of the parents were of middle-upper class and 44.4% fell under the middle-low category. Also, family size analysis showed that 52% of families contained 2 to 5 children, 30.1% contained less than 2 children, and 18% contained over 5 children (Table 2).

Table 2: Socio-Demographic profile of the parents of children with disability, n=306

	Frequency	Percent	Valid Percent	Cumulative Percent
Age of the Participants				
Less than 25 Years	1	0.3	0.3	0.3
25 to 35 Years	83	27.1	27.1	27.5
36 to 45 Years	185	60.5	60.5	87.9
More than 45 Years	37	12.1	12.1	100.0
Total	306	100.0	100.0	
Gender of Parent				
Male	138	45.1	45.1	45.1
Female	168	54.9	54.9	100.0
Total	306	100.0	100.0	
Education Status of the Parent				
Primary	35	11.4	11.4	11.4
Matric	95	31.0	31.0	42.5
Bachelor	122	39.9	39.9	82.4
Master and Above	54	17.6	17.6	100.0
Total	306	100.0	100.0	
Socio-economic status of the parents				
Middle Low	136	44.4	44.4	44.4
Middle Upper	170	55.6	55.6	100.0
Total	306	100.0	100.0	
Number of children				
Less than 2 Children	92	30.1	30.1	30.1
2 to 5 Children	159	52.0	52.0	82.0
More than 5 Children	55	18.0	18.0	100.0
Total	306	100.0	100.0	

Academic Performance

Figure 1 reported the marks of the children in terms of percentage. The majority (39%) of the participants secure 61 to 70% of marks, followed by 50% to 60% (32%), 71 to 80% (21%), less than 50% (7%) and more than 80% (1%).

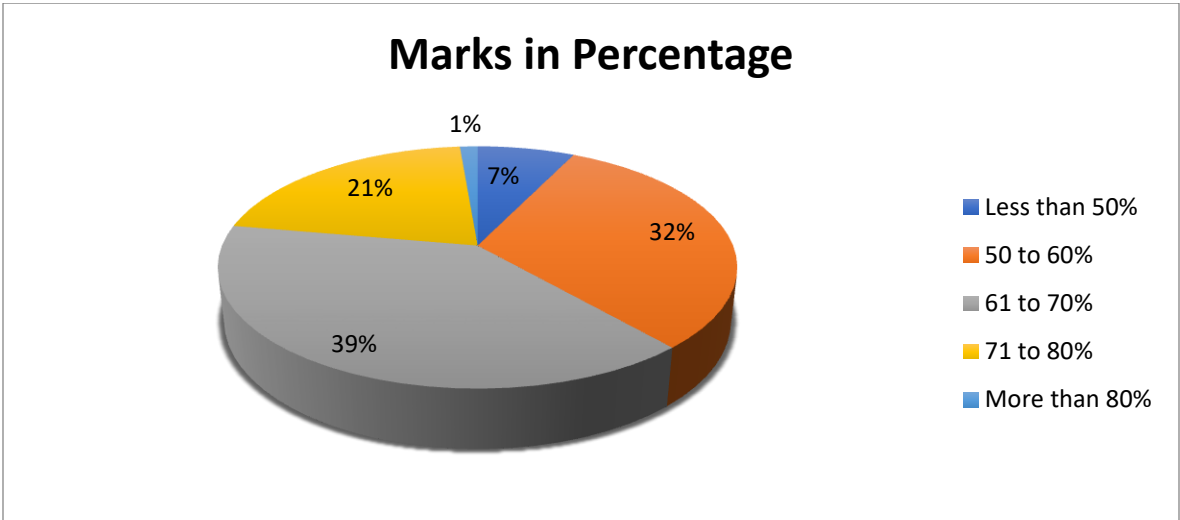


Figure 1: Pie-Chart depicting marks of the children in Percentage

Figure 2 is consisting of overall grades of the disabled children. The majority (37%) of the children secured B grade, followed by C grade, A grade (25%) and D grade.

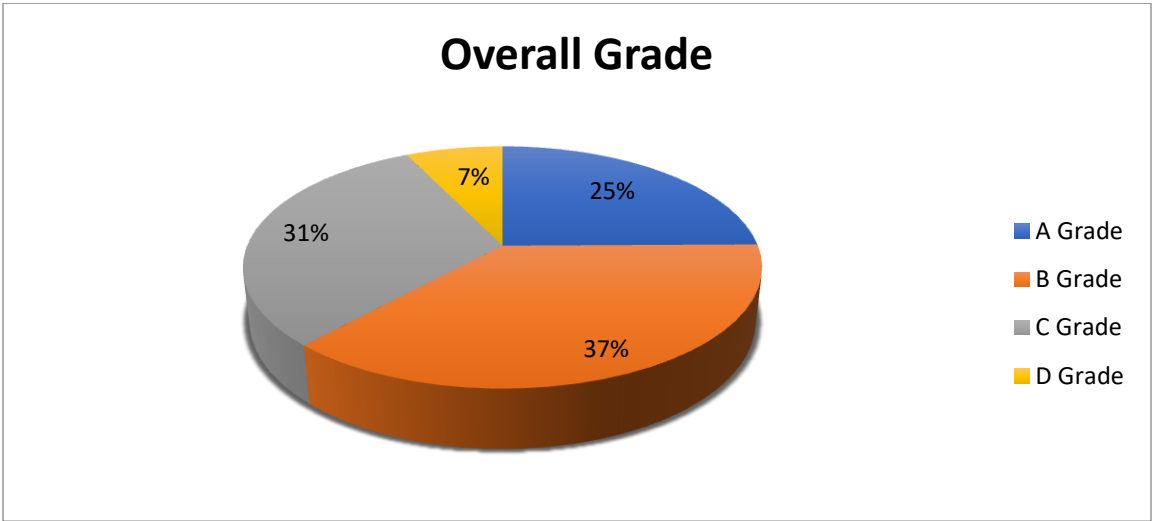


Figure 2: Pie-Chart depicting overall grade of the disabled children in exams

Overall Parental Involvement

Overall parental involvement of the disabled children was accessed. The majority (65%) of the participants were reported Low involvement, followed by moderate involvement (32%) and high involvement (3%) (Figure 3).

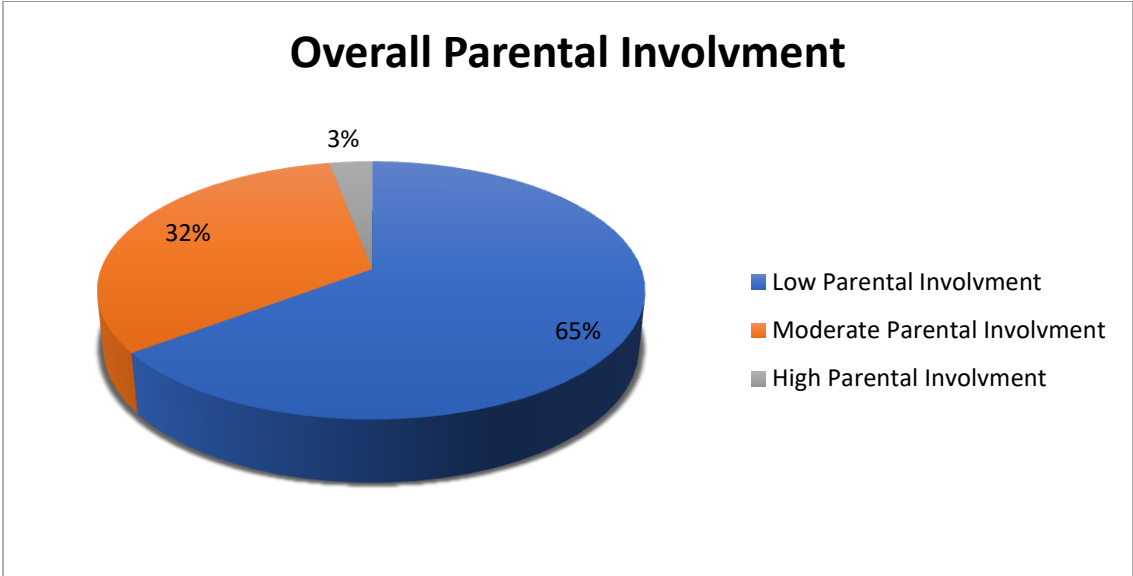


Figure 3: Pie-chart depicting overall parental involvement in disable child activities

Impact of parental involvement on academic performance

Linear regression test was applied to evaluate the effectiveness of parental involvement on academic performance of the disabled students. There was a significant ($P=0.001$, $R=.190$) relationship of parental involvement with academic performance (Table 3).

Table 3: Impact of parental involvement on academic performance, linear regression statistics, $n=306$

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Sig.	F
					Change	df1	df2		
1	.190 ^a	.036	.033	8.588	.036	11.387	1	304	.001
a. Predictors: (Constant), Parental Involvement									
b. Dependent Variable: Marks in percentage									

Discussion

This study examined the association between parental involvement and academic performance in children with disabilities. The descriptive statistics showed that most children (37%) earned a B grade, followed by a noticeable share receiving C, A (25 %), and D grades, reflecting a distribution skewed toward mid-level academic achievement. Regarding parental involvement, a majority (65%) of parents reported low involvement, 32 % moderate, and only 3 % high involvement. Importantly, regression results indicated a statistically significant positive relationship ($p = 0.001, R = .190$) between parental involvement and academic performance.

These findings correspond with the literature of both general and special education settings. Generally, the concept of parental involvement has been broadly accepted as a good predictor of student achievement. To illustrate, among typical student groups, parent involvement is positively related with higher grades, increased school involvement, and better social-emotional performance (21).

In special education, research on children with disabilities has also indicated that active parental engagement (e.g. in homework, school communication and decision making) leads to better academic achievements and adaptive functioning (22). Producing analyses of children with special educational needs, another study indicates good and consistent positive impacts of family involvement on both academic and social outcomes (23).

A recent survey study, in particular among children with learning disabilities, established that greater parental involvement is associated with better academic results (home support, IEP participation, confidence in educational support) (24). On the same note, parental influence was indicated to be central in enhancing the achievement of better grades, attendance, and motivation among children with mild intellectual disability (25,26). The mediation model of Parental involvement and academic performance also proved that the influence of parent involvement on performance is mediated by perception of cognitive competence and student-teacher relationship in children, providing a theoretical route to the performance beyond mere correlation (27).

In the current study, a significant impact of parental involvement was reported on academic performance of the disabled students. Other variables, including severity of impairment, nature of disability, available school resources, teacher effectiveness, peer support, and access to remedial services are probable moderating or mediating that relationship (28,29).

In line with the findings of the present research, a study examining number of disabilities on parental expectations study, co-occurring impairment conditions were found to have effects on parental expectations and decision of involvement (30). In the similar context, another study also supported the findings of the current study and reported that the parental involvement positively impact the academic performance of disabled children (31).

Another study also made inline findings as per the current study and the findings showed that the relationship between parental involvement and academic achievement was positive irrespective of a definition of parental involvement or measure of achievement. Also, the results indicated that this association was greatest when parental involvement was operationalized as those expectations of the parents about their children academic performance. The influence of parental involvement on student academic achievement was however weakest when parental involvement was modeled as homework assistance (32).

The low level of high parental involvement in this sample (3%) is also an issue. The barriers that dominate the literature can assist in the explanation of the low number of parents who operate at high levels. These consist of poor school-family communication, training or lack thereof on how to facilitate educational activities, caregiver overload, time (particularly when a family has several children or has children with disabilities), money and stigma related to disability (33,34).

The present results on the pattern of parental involvement (low dominance) are similar to the existing data on special education research where most of the families find it hard to maintain high rates of involvement. A survey of parents of intellectually disabled learners identified that most of the parents offered basic home supports, but they failed in the areas of participation in the school like decision making or advocacy (35).

This study result in regression ($p = 0.001$, $R = .190$) supports a positive correlation but also makes one question the design of the intervention: more parental involvement may result in small, yet significant improvements in academic performance, particularly when used in tandem with structural supports. Intervention studies attempting to enhance parent engagement are potentially effective: parent training, parent support communications, and systematic home-school liaison programs have been found to enhance parental participation (36).

Conclusion

The research aimed to investigate how parental involvement is effective on the academic performance of children with disabilities. The findings indicated that the percentage of children who got a B grade was large (37%), then C and A grades (25%), and the percentage with D grades was lesser. The results also showed that academic performance has a strong positive correlation with parental involvement ($P = 0.001$, $R = .190$) such that the better the parental involvement the better the academic performance of children. The research finds that parental involvement is a major factor in the success of children with disabilities in academics. Parents who offer a stable academic direction, emotional support, and constant observation of their child learning status make due contributions towards the academic success of the child. These results support the need to adopt a partnership strategy between parents and the education system to support the multiple learning requirements of disabled children.

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