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Parental involvement in educational activities of primary school kids having eye sight limitations studying at segregated academic institutions in Punjab

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ABSTRACT

The purpose of this research was to determine the kind and degree of parental engagement in the primary level CWVI's education provided by government special education organizations in Punjab, Pakistan. Mixed-method descriptive study was conducted. 53 fifth-grade kids with visual impairment, 31 randomly chosen parents, and 127 special education teachers (JSETs and SSETs) were the sample of study. Multistage sampling approaches were used to collect data. Teachers and CWVI individually completed the surveys for the researcher. While all parent interviews were conducted over the phone with the permission of school administration. The five experts on the panel verified each of the three research tools. Chronbech alpha was used to assess the accuracy of questionnaires, and the results are as follows.840 for the teacher survey and.792 for the survey on children with visual impairment. Quantitative data was analyzed using descriptive and inferential statistics, while qualitative data was analyzed using theme analysis. According to the study, parents cannot provide their CWVI the assistance they need since the majority of them have poor socioeconomic and educational status. Similar to a lot of instructors believed that parents did not provide their kids with visual impairment same opportunity as they did for their other children, however CWVI refuted this notion. According to the study, individualized family assistance plans should be implemented to help care takers of CWVI. Additionally, training programmes on teaching Braille literacy, arithmetic, the operating the helping aids, etc. Maybe offered to parents of CWVI.



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Introduction

The mother's lap and the family setting serve as the primary training ground for all species of animals as well as social animals and humans. Since all children imitate their parents and other household elders without discrimination for good or evil, they serve as children's first role models. Even though kids imitate all of their parents' unintentional attitudes, behaviors, and actions, how is it possible that they don't absorb them when they are consciously imparted and taught? The

majority of a child's time is spent at home; therefore parental involvement and family support in their academic activities often have a greater impact than the cooperation of instructors, classmates, and other school staff. Numerous studies have shown that parental interest and participation are excellent motivators of children's learning and education. All of such research' results show that parental participation not only enhances student performance on the SAT, but also contributes to the working capacity and uniformity of educational delivery in schools (Urii et al., 2017; Topor et al., 2010).

Obradovi claims that parental participation helps children develop their intellectual and emotional skills.

Despite being upbeat and energetic All children must have parental participation if they are to succeed academically. However, it is particularly important for kids with disabilities because of their special learning demands and other difficulties created by their impairments. According to Balli's emphasis on the need of understanding the nature of parental participation for understanding inclusive education (Balli et al., 2016),

A well-known situation called vision impairment limits a wide variety of possibilities and everyday activities for its victims. Children with visual impairment confront a variety of obstacles and limitations as they pursue their scholastic goals. They often need more guidance at home and in the classroom. The reason for this is because in educational institutions, instructors are always on hand, and students may turn to them for help when they encounter obstacles to completing their degree. However, since parents are typically focused on giving their kids the things they need to survive, they sometimes fail to support them in their academic endeavors. Additionally, because to their immaturity and lack of maturity, particularly in less developed countries, parents, siblings, and other family members are unable to effectively articulate the unique communication and learning requirements of children with visual impairment (CWVI). As a result, there is a disparity in their educational requirements that remains and widens with time. The purpose of the present study is to evaluate the amount of parental involvement in education of primary school children having low vision and blindness admitted under Punjab special education department. The same study aims to determine how much parents of kids with visual impairments are active in their academic worries. These characteristics make this study outstanding in Pakistan.

Analysis of relevant literature

The importance of parental engagement in the education of visually impaired children

The significance parental participation in education related matters of low vision and a blind child is not novel idea or an idea that was developed by just a few people; rather, numerous laws, as the notion established many specific considerations regarding parental participation in the IEP development process procedure and discussions, the existing literature and field professionals acknowledged its crucial need. For instance, the parents' input is required before the IEP is finalised. U.S. Congress (2004); Eaford (2018).

Similarly, a research detailed how crucial and successful parental involvement is in achieving motivation and encouragement for exceptional kids. Hooge (2010); Hashmi (2013); Akhter (2014); Hooge (2015); Honingh (2014); Bariroh (2018).

More studies are needed to fully understand the many variables that affect parental involvement levels and styles. For instance, one study showed that parents were extremely involved in their children's academic performance regardless of the type of school, but in the case of private school students their level of concern is so high. Similar to the last research, this one showed that parents

initially showed a lot of interest in their children with visual impairments in their courses, but as time went on, their level of involvement decreased. (2013) (Hashmi, A., & Akhter, M.)

Similarly, Leon described another significant factor that affects parents' level of involvement in their kids' academic pursuits: their beliefs and points of view about particular subjects. In the context of music education, he claimed that there are three specific objectives of school-based parent involvement: (a) institutional management and their protocols; (b) parental mindset; and (c) parental opinion regarding music. (Abramo, J. M., & Leon, 2014).

In the same circumstance, Stuart, Lieberman criticized parents for treating their VI children hesitantly towards involvement in bodily motions as eyesight quickly deteriorates, despite their willingness in helping them succeed academically. (Columa, L., et al., 2017; Malik, S., et al., 2017; Stuart, M. E., et al., 2006).

The parents in this research valued PA (Physical Activity) and had high expectations for their children's participation while also making every effort to remove as many barriers as possible from their path. This is how Norris refuted Stuart Lieberman's claims regarding the findings of his study. (Norris, M.L., 2017; Perkins, K., et al., 2013)

However, despite parents' enthusiasm and willingness to care for their CWVI, many students discussed their own problems, which limited their level of engagement. According to a research, parents from all socioeconomic backgrounds demonstrate more parental involvement and concern for their VI children's health-related difficulties. But it illustrates how little they care about their academic concerns. Faraz, L., et al., 2018; Kiptoo, G. J.

The similar manner, another research showed the lack of parental participation in academic matters shown by illiterate parents of children with visual impairments. The research's conclusions about the involvement of uneducated parents seemed to be limited. (2008); Castro, M., et al. (2015); Hooge, E.

Additionally, several additional researches provided the intriguing fact that parents of kids with visual disabilities participated more than other types of parents to this conversation. Parents of children with visual impairments had more requirements for future studies and school support than parents of the regular students, and these demands were similar to those of the group of parents of slow learners and children with conduct issues. (2009) Azabdaftari.

On the other hand, a research emphasised that a student's achievement changes how much their parents participate in their education. In elementary and secondary schools, parental involvement is associated with a wider perspective on good student outcomes (McDonnall, M. C., et al., 2012; Ntekane, A. (2018).

In the subsequent sample, parental interaction and general participation were found to be incongruously correlated with academic performance, indicating a more nuanced relationship between parental involvement and student achievement. On the other hand, Special education students (those in a free-standing, non-complementary classroom) scored noticeably lower than Resource Room students. (Jhonson, H., et al., 2013; ukys, S., et al., 2015).

Some researchers also noted that different communities have lower parental involvement rates than others. African American parents of children with disabilities were observed in parent involvement exercises at a significantly lower rate than their White, middle class counterparts.

McDermott & Rothenberg (2000); Jeynes (2003); Kim (2009); Al-Kandari & AlQashan (2010); Durand (2011); Williams & Sanchez (2011).

Various initiatives were also taken by people and organisations to increase communication between SWVI parents and professionals. According to certain research, a conceptual model was developed to provide effective connection-building strategies for special education experts and African American families. (Brandon, R. R., & Brown, M. R. 2009; Brian, A. B. & Vivian I. C. 2009) (Kreffft, J. 2018, Abdul-Adil, J. K., & Farmer Jr, A. D. 2006; Kathleen, M. M., 2010)

Following that, a few additional researches made similar suggestions. School leaders must act in a way that encourages parents and teachers to interact with one another in both casual and formal settings on a comfortable basis. (Ismail, M., and Ahmad N. A., 2015; Ali, M.A., 2012) (Van den Broek, et al., 2016; Lewin, C., & Luckin, R. 2010)

Scope and significance

No academic success could be attained as solo-flight but all achievements are the results of some team work in which various stake holders put their contribution towards desired goals. Parents are considered as one of the most important stakeholders because their active participation and support play significant role to get the desired results of teachers. Parental involvement is more influential in the case of disability in learners as nobody knows the child better than parents. The goal of this research is to determine the degree and kind of parental participation in the academic lives of visually impaired primary school students. In this manner, research may aid in improved planning for CWVI's educational advancement.

Objectives of study

1. To determine which academic issues are most important to and interesting to the parents of children with visual impairment.
2. To assess in which academic issues of VI kid's parents have less interest.
3. To provide the perspective of the parent on their engagement in the academic matters of their visually impaired children.
4. To expound on the views of many stakeholders about parental engagement in academic matters of their visually impaired children.

Research questions

1. What are the academic pursuits of kids with visual impairment that their parents are very interested in and active in?
2. What kind of academic matters involving children with visual impairment do their parents show less interest in?
3. How do parents who have vision-impaired children feel about their engagement in academic matters?
4. What were the points of views of various stakeholders about parental engagement in academic matters of their visually impaired children?

Research Methodology

The goal of the present research was to assess the amount of parental participation in the academic lives of children with visual impairment in primary school. It was by definition descriptive mixed-method study. The mix method is the researcher's chosen approach for gathering data. As it is said that mixed method research provides more insightful responses to challenging research issues (Martin, 2018).

A systematic interviewing schedule was used as the first phase of the study's qualitative component. In the second phase, the survey approach was used since, according to Creswell (2012), surveys provide the most accurate information for assessing programmes and services in academic organizations. To conduct the survey, two likert-type questions were used. In actuality, the principal author of this research did an evaluation research as part of his PhD dissertation.

Sample of the study

Multistage sampling approach was used to ensure accurate population representation. District and special education institution selection. By drawing a vertical and horizontal line at the centre on geographic representation of Punjab. (Fatima, 2015). This method included dividing the 36 districts of Punjab into 4 zones at random. Following is a breakdown of the four zones: zone one had six districts with two schools and 28 centres, zone two had twelve districts with eleven schools and 57 centres, and zone three had nine districts with three schools and 37 centres. In a similar vein, zone four included 9 districts, 2 schools, and 40 centres. 60% of the districts in each zone of Punjab were chosen at random to fill out the questionnaires asking teachers on parental engagement. Accordingly, zone one has four districts, zone two has seven, zone three has four, and zone four has five districts. This is a description of the districts that were chosen from each zone. There are 20 districts in all that have been selected. 20% of the special education organizations (VIC special education schools and centres for special education for a variety of disabilities) were then arbitrarily chosen from each zone. The following is a zone-by-zone description of the institutions that were chosen: six institutions were chosen from zone 1 (2 schools and 4 centres), fourteen institutions were chosen from zone 2 (7 schools and 7 centres), eight institutions were chosen from zone three (3 schools and 5 centres), and seven were chosen from zone four (2 schools and 5 centres). To gather teacher data, a total of 35 special education institutions (14 schools and 21 centres) were chosen.

Selection of Parents of Children with Visual Impairment. In the second round, three special education organizations were chosen at random from each zone to interview parents of CWVI students enrolled in government special education organizations in Punjab till 5th grade. The management of the Government Special Education Schools and Centres was contacted in advance to conduct parent interviews. We agreed on a time and a schedule. The number of parents was determined by their consent and availability. The accessible sample from parents is broken down by zone as follows: Zone 1 has 3 institutions (one VI school and two centres), totaling 7 parents who are available for interviews (4 men and 3 women). Zone 2 has 3 institutions (two VI schools and one centre) and a total of 11 parents (six men and five women) who will be interviewed. Zone 3 has three institutions (two VI schools and one centre) and a total of seven parents (five men and two women) who are available for interviews. Zone 4 has 3 institutions (one VI school and three centres) and 6 parents (two men and four women). Total number of interviewed parents 31 (17 males and 14 females).

Selection of Special Education Teachers. Stage three, In Punjab, a significant ratio of covid-19 led to the closure of many districts. The available special education teachers (JSETs and SSETs) were therefore chosen from specific districts and institutions in each zone in accordance with the shortage of time. The accessible sample of teachers is divided into zones according to the number of respondents: zone one had seven respondents, zone two had 81, zone three had twelve, and zone four had twenty-seven. There are 127 SSETs and JSETs in total, including 52 men and 75 women.

Selections of students with vision impairment to take their opinions about parental involvement in their academic matters. A survey was developed in the fourth stage to learn how the CWVI felt about their parents' involvement in their academic endeavors. For this purpose, students currently enrolled in fifth grade were more suitable. The SWVI fifth graders from each

zone were consequently chosen at random from four special education institutions. Schools were more frequently included in this sample than special education centers from each zone because they have more CWVI than centers do. The selected SEIs are divided into four zones: zones one (2 schools 2 centers), two (3 schools 1 centers), three (3 schools 1 centers), and zone four (2 schools 2 centers). The sample for CWVI included six special education centers and a total of ten special education schools. The quick survey was given to the fifth-graders who were generally available to complete it. Zone one had 7 students (4 males and 3 females), zone two had 25 students (14 males and 11 females), zone three had 9 students (five males and four females), and zone four had 12 students (six males and six females). These numbers represent the accessible sample of the CWVI. Total of 53 individuals (29 men and 24 women) were chosen from the SWVI.

Instrumentation

Three instruments in total were used to carry out the study. A validated structured interview schedule was used as the study's first tool to ask parents of visually impaired children about their level of involvement in their kids' academic lives. This interview schedule included six questions about various signs of parental involvement. Two likert-type questionnaires were then completed. The first one was a survey asking teachers what they thought about parental involvement. This self-formulated questionnaire had two sections. Ten questions about respondents' demographics made up section one and thirteen statements in section two were used to ascertain the teacher's views on parental participation. In this opinioner, a five-point Likert scale was used, ranging from always to never. Another likert-type survey was used, this one asking students with visual impairments about their feeling on parental participation in their educational activities in order to make the data more thorough and credible. Twelve statements were included in this research tool to represent respondents' opinions about parental involvement in academic matters, compared to eight questions about respondents' demographic characteristics. This self-structured questionnaire used a three-point Likert scale with the options yes, no, and occasionally. The panel of five experts who had extensive experience instructing students with vision impairment in the same ways in the field of research validated all three instruments. By using Cronbach alpha, questionnaire reliability was assessed. The response rate was (.840) for the first questionnaire and (.792) for the second.

Data collection

The lead author personally gathered data by visiting a number of special education facilities in each of Punjab's four administrative regions, where special education teachers and students with vision impairment completed questionnaires. Due to the closure of special education institutions during the Corona pandemic, a small number of questionnaires were also filled out by special education teachers over the phone. On the other hand, he obtained the permission of the parents of the students with vision impairments before conducting any telephone interviews with them, and he did so with the support of the school administration. Because parent-teacher conferences and other gatherings were prohibited by COVID-19 SOPs, the interviews were conducted over the phone.

Data analysis

Descriptive and inferential statistics were used to analyse the data collected through questionnaires. To understand the data, frequency distribution, percentages, and mean scores were computed. Similarly, t-test and ANOVA were used to compare respondents' views on various variables and determine any differences. On the other hand, thematic analysis was used to examine the data from the interviews. Data were classified, interpreted, and coded. Five minor themes and two major themes were derived. The following are major themes and the related sub-themes for each;

Theme 1

1. The family and parents' practical input in the learning and development of the child
 - 1.1. The practical facilitation of parents and families can provide in enhancing students' fundamental academic abilities (reading, writing, and mathematics) and in accomplishment of homework that teachers assign.
 - 1.2. The practical coaching of parents and care takers to enhance their orientation and mobility competence.
 - 1.3. The family's and parents' useful assistance in helping CWVI develop their IT abilities.

Theme 2

1. Parental support for educators and the institutions
 - 1.1. Parental involvement in school events and parent-teacher gatherings
 - 1.2. Facilities granted by parents to their kids in accordance with teachers' suggestions

Study findings and outcomes**Findings about parental engagement in the educational matters of CWVI gleaned from interviews with parents of children with vision impairment.****Parents' demographic details as informants**

1. With the permission of the school administration, a total of 31 parents were telephone interviewed. 17 of the parents were male (54.83%), while 14 of the parents who were interviewed were female (45.16%).
2. 6 of the parents who were interviewed did not have any school diploma (19.35%). 4 respondents (12.09%) had metric-level education. 8 of the parents who were surveyed had some college experience (25.7%). Furthermore, 6.45% of the parents who were interviewed only had a master's degree.
3. According to their socioeconomic status, the majority of CWVI's parents 19 (61.29%) had monthly incomes under Rs. 20,000. This indicates that the lower income class made up the majority of CWVI.

Parent interview thematic interpretation;

1. The majority of informants (16/31) (51.61%) stated that they don't know Braille; instead, they help their kids learn their verbal homework by providing guidance and support. All of these informants admitted that their kids complete their reading and writing assignments on their own, without the assistance of anyone else.
2. However, 5 additional informants (16.12%) revealed that because the tutors for our children don't know Braille, they guide them through their verbal homework assignments using ink print books.
3. It is also encouraging that 3 of the informants (9.67%) stated that the sighted mother of a blind child personally learned some basic Braille to help their visually impaired children succeed academically.
4. The overwhelming majority of informants (21/31) (67.74%) claimed that while they did not participate in orientation and mobility training, they made an effort to make their children comfortable in their own homes. They frequently spend time at home and carry out their various tasks on their own. However, because they did not know how to move in outdoor environment, parents and other family members must pick them up and lead them outside.
5. Even so, the majority of informants (16/31) (51.61%) stated that they taught their kids how to use their phones and other devices at home likewise they got some information about it from their friends. However, they don't receive any IT training in school.

6. In addition, 4 informants (12.90%) explained that meetings are held in our institution typically twice or three times per year, but we don't miss any meeting in which we have been called.
7. The majority of respondents (17/31) (54.83%) stated that neither school administration nor teachers didn't suggest us something to buy for our kids' academic development.
8. On the other hand, a respectable number of informants (14/31) (45.16%) revealed that we provide them with various helping aids and desired resources as our top priority which teachers occasionally suggest.

Results of the Teachers' Opinions on Parental Engagement Questionnaire

Table: 1: gender-specific frequency distribution of respondents

Variable	Description	Frequency	Percentage
Gender	Male	52	40.94
	Female	75	59.055
	Total	127	100

A total of 127 special education teachers responded to the surveys, of which 52 (or 40.94%) were men and 75 (or 59.05%) were women.

Table: 2: Distribution of teacher responses regarding parents' practical coordination in their children's academic matters

Statements	Always	Frequent	Often	Rare	Never
Parents offer their visually impaired children practical assistance for the development of their reading, writing, math, IT skills, and M&O.	10.2	14.2	18.9	39.4	17.3

(39.4%) respondents made it clear that parents of visually impaired children rarely offer them practical assistance for their children's improvement in reading, writing, math, IT skills, and M&O.

Table: 3: Distribution of responses by frequency regarding parental attendance at school

Statements	Always	Frequent	Often	Rare	Never
Parents arrive at school without calling it first	7.9	16.5	24.4	33.1	18.1

A significant portion of respondents (33.1%) reported that parents rarely visited the school on their own initiative and without receiving permission from the administration.

Table: 4: Distribution of responses from teachers regarding giving CWVI equal opportunities

Statements	Always	Frequent	Often	Rare	Never

Parents give their visually impaired child the same opportunities and resources as they do for their other children.	17.3	14.2	23.6	34.6	10.2
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A sizable portion of respondents (23.6%) revealed that parents frequently give their visually impaired children the same opportunities as other children, contrary to the majority of respondents (34.4%) who said they rarely give their visually impaired children the same opportunities as their non-disabled children.

Table: 5: Distribution of responses from teachers regarding parental desire to learn Braille, mobility, and the use of assistive software

Statements	Always	Frequent	Often	Rare	Never
Parents exhibit their wish to acquire the skill of Braille, mobility, and operating the helping tools to facilitate their low vision and blind kids.	7.9	17.3	18.1	41.7	15.0

While a sizeable portion of respondents (15%) asserted that parents never showed interest in acquiring Braille, mobility skills, or the use of assistive devices for themselves to help their visually impaired children, a sizeable portion of respondents (41.7%) asserted that parents rarely do so.

Results of a short survey asking students with visual impairments what they thought about their parents' involvement in their academic lives

Table: 6: Frequency distribution of respondents on the behalf of gender

Variable	Description	Frequency	Percentage
Gender	Male	29	54.71
	Female	24	45.28
	Total	53	100

Totaling 53 students with vision impairment, 29 (54.71%) of them were male and 24 (45.28%) of them were female.

Table: 7: Distribution of responses from students regarding parental reading instruction

Statements	Yes	NO	From Time to time
Whether your parents give you practical guidance for reading?	26.4	62.3	11.3

The majority of respondents (62.3%) claimed that their parents never helped them with reading instruction.

Table: 8: Distribution of responses from students about parental writing coaching

Statements	Yes	NO	From Time to time

Whether your parents give you training how to write perfectly?	28.3	69.8	1.9

The vast majority of people who responded (69.8%) said that their parents never assist them with their writing.

Table: 9: Responses from students about parental visits to school are distributed frequently.

Statements	Yes	NO	From Time to time
Whether your parents often come to your educational institution for your academic betterment?	35.8	45.3	18.9

The majority of respondents (45.3%) stated that their parents don't frequently drop by the school.

Table: 10: Distribution of responses from students regarding the availability of equal opportunities

Statements	Yes	NO	From Time to time
Whether your families give you the same facilities and resources as your brothers and sisters who don't have disabilities?	92.5	5.7	1.9

The majority of respondents (92.5%) said that their parents give them the same opportunities and amenities as their siblings who are not disabled.

Table: 11: ANOVA for the difference in the SWVI mean score based on zone

	Sum Squares	df	Mean Square	F	Sig.
Between Groups	93.285	3	31.095	1.622	.196
Within Groups	939.432	49	19.172		
Total	1032.717	52			

The table demonstrates that a One-Way (between groups) ANOVA was performed to ascertain the average responses from respondents' zones with regard to the academic practices of teachers and parental involvement in their children's education. The results of the analysis of the students' responses using all 4 zones were $F(3, 49) = 1.622, p = .196$. This suggests that the differences based on zones are not statistically significant.

Discussion

The study's objective was to evaluate the level and type of parental involvement of visually impaired children in academic matters. This study focused primarily on the critical importance of parents' involvement in their kids' academic lives. Parental involvement in educational settings has been demonstrated to be a significant factor in students' academic success, claim Lara and

Saracostti. The children who's parents are not very involved in their academic lives perform poorly in school (Lara et al., 2019; Mishra, 2012). In this situation, the current study provided support for Lara, Saracostti, and Mishra's conclusion that children face numerous obstacles as a result of low parental involvement, including late admission to CWVI and poor performance. According to Avnet, Makara, Larwin, and Erickson's research, one peculiar finding is that students with autism spectrum disorder who performed well in school had little parental involvement in those matters (Avnet et al., 2019). But this discovery runs counter to what those researchers found.

In a similar vein, the current study showed that parents frequently lack the knowledge necessary to assist their kids due to their low educational and economic status. The idea advanced by Menheere & Hooge is supported by the observation that the parental participation without a regular schooling is significantly low. Illiterate parents must resolve numerous barriers and challenges in order to participate in their kid's educational affairs. (Menheere et al., 2010).

The same fact was demonstrated by MAGWA, S., and MUGARI, S. in such a way that parents' financial situation and literacy level have a significant impact on their children's academic achievements (Magwa et al., 2017).

On the other hand, this study shows how little parental involvement there is in their children's academic lives. In this way, it supported Wondim, Dawit, and Golga's assertion that parents showed only minimal involvement in their children's academic affairs (Wondim et al., 2021).

Conclusions

The following conclusions were drawn in light of the findings mentioned above.

Parents are unable to give their CWVI the necessary coordination because the majority of them come from low socioeconomic backgrounds, have only a basic level of education, and are unaware of what they should be doing to help their kids. The final result of this is the late admission of CWVI in educational institutions. Additionally, special education institutions provide very poor parental counseling, engagement, and training, depriving the majority of children of appropriate and efficient additional coaching at home. In a similar vein, parents attending special education institutions are not given the proper opportunity to learn Braille, mobility, and assistive technology use, including how to use IT devices with the aid of specialized software. As a result, neither parents acquire nor help their kids develop these essential skills. Another reality is that most parents do not appear to be interested in picking up such skills. Additionally, parents frequently attend school at the request of the teachers, but this is not always the case. Similar to that, the majority of them never go to school unless the teachers call them. Though, parents are motivated to raise the academic standing of their CWVI based on the information that teachers' collected. The most of them are worried about their visually impaired children's health and hygiene. The fact that children with vision impairments reported that their parents give them the same opportunities as their siblings without disabilities. However, a lot of teachers feel that parents don't provide their child with vision impairment with the same opportunities as they do for their other kids.

Recommendations

The following suggestions could be taken into account to enhance the primary special education programme for CWVI being run in government special education institutions of Punjab;

- ✓ For the financial and educational rehabilitation of parents of visually impaired children, an individualize family service plan should be created and implemented.
- ✓ Parental skill development is necessary in the field of Braille, core academic areas, operating helping gadgets, every day activities, social interactions, independent mobility by environmental awareness, and utilization of remaining senses in effective way to coordinate the CWVI.

- ✓ Every institution should set up a variety of training programmes for parents during summer breaks or other protracted employment periods. Certificates, shields, and letters of appreciation should be given to participating parents to encourage them. At the annual institution day, these parents ought to be honoured as role models to inspire the other parents. The parents who practically instilled the taught skills into their CWVI deserve praise and admiration as well. To ease their financial burden, parents who come from remote areas may be given a travel allowance. The institution's pertinent teaching staff should be given a paid opportunity to instruct the parents in such training programmes. To minimize congenital visual impairment in children, parents should be sensitized about avoiding inter family marriages. Psychologists can play vital role in this regard by guidance and counseling sessions.
- ✓ Through media campaigns and trips to remote locations, early identification, intervention, and admission of children into schools should be guaranteed. The mobilisation of parents, professionals, and other stakeholders should follow a plan of action. When choosing a child's academic programme and placement, the parents should be involved.
- ✓ Parents ought to be encouraged to send all CWVI, regardless of gender, to school.
- ✓ Regular parent-teacher conferences ought to be held in all public special education facilities. Additionally, rewards and recognition should be given to dynamic, reliable, and regular parents.
- ✓ Circulars, student diaries, worksheets, daily class work, homework records, and counseling sessions should all be used to keep parents informed about school activities.

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