



## Impact of School-Community Collaboration on the Academic Achievements of Learners with Disabilities in Inclusive Schools Within Tamale Metropolis

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### **Abstract**

**The Purpose:** This study examined how school-community collaboration affects the learning outcomes of learners with disabilities in inclusive schools in the Tamale Metropolis, Ghana. This piece delves into how schools and communities working together can enhance the educational growth and achievements of children with disabilities in inclusive learning environments.

**Methodology/Design/Approach:** This study utilises questionnaires to gather data, employing a quantitative research design. The participants of this survey were selected using a simple random sampling technique. The study involved a sample of 100 participants, consisting of teachers and parents/guardians of learners with special needs in inclusive schools within the Tamale Metropolis. The data is analysed using Excel and APA (Version 27) analytical tools to establish frequencies, and patterns, and gain insights into the study.

**Findings:** This paper highlights the importance of schools and communities working together to improve the educational outcomes of children with disabilities in inclusive environments. It revealed that collaborative efforts, including community involvement in curriculum development, provision of support services, and awareness campaigns, have a positive impact on academic performance, communal integration, and the general well-being of children with disabilities. In addition, the study emphasises the significance of forming partnerships to overcome obstacles to inclusive education and create a supportive learning environment for all students.

**Originality/Value:** This study contributes to the existing research by providing empirical evidence on the significance of school-community collaboration. It improves the academic success of children with disabilities within inclusive schools. This research brings to light the effectiveness of the collaboration between the school and the host community in promoting inclusive education and advocating for the rights of children with disabilities. It highlights the significance of collaborative initiatives in achieving these goals.

**Keywords:** *School, Community; Tamale Metropolis; Inclusive Education; Collaboration; Children with Disabilities; Learning Outcomes*

## 1.0 Introduction

Recently, there has been a growing concern about the significance of schools and communities working together to meet the educational needs of children with disabilities. This collaboration, if effectively established will strive to create a comprehensive support system for students with disabilities in inclusive school settings, fostering cooperation among all parties involved to optimise outcomes for these children. By promoting collaboration among schools and communities, children with disabilities can benefit from a variety of resources and support services that address their unique needs.

The collaboration between schools and communities is essential for the success of academic institutions. It often offers additional support and resources to cater for the students, staff and families that move beyond the capacity of the school (Gross, Haines, Hill, Francis, Blue-Banning, & Turnbull, 2015). For the effectiveness of a school to culminate in improved students' academics and overall educational outcomes, schools and the communities in which the schools are situated must see themselves as complementing each other's efforts (Williams-Diehm, Brandes, & Haring, 2014).

Effective schools are therefore the ones in which there is effective school-community collaboration in planning and executing plans toward the realization of the educational goals of the community. Many international treaties and policies propose effective collaboration for the smooth running of schools (World Declaration on Education for All, 1990). This policy framework highlights the need for partnership and collaboration for increased access to education and improved educational outcomes for all. The policy further established that it is incumbent on every aspect of a pact to deliver success. The national authority, regional, and local educational bodies are key in this regard, through an effective community-school relationship.

Inclusive education dominates educational discourse today. It is seen as the magic wand to achieving the educational goals of all manner of persons, irrespective of class, colour, ethnicity and disability. Inclusion involves tutoring learners in a class involving varied backgrounds and abilities. Inclusive education cannot succeed if schools and their host communities work as separate entities, they must form a cohesive unit, for desirable outcomes to be achieved. The Institute of Educational Leadership (IEL, n.d.) has stated that to attain constructive impact on the overall aspects of learners, academic institutions and host communities must bear the brunt through a collaborative and all-inclusive approach.

It is believed that efficient community collaboration ought to assist institutions prepare students for further education, profession, and nationality by providing varied prospects, support, and improvement for the younger generation. Countries are establishing robust school-community partnerships, critical for the provision of contemporary education which is at par with global trends.

Research has shown that not all countries have paid serious attention to school-community collaboration, especially in marginalized areas (Schutz, 2006). In many instances, the existing collaboration between schools and their host communities is weak (Kim, 2017).

Within the realm of education, the path of a child with disabilities is frequently characterised by varied obstacles. For individuals with learning difficulties, the educational journey can be quite challenging, requiring them to navigate various obstacles and access the necessary support systems. However, amid these challenges, there is a glimmer of hope: the potential for collaboration between schools and their host communities. These collaborations between educational institutions and community resources has become a crucial factor in improving the educational achievements and overall welfare of children with disabilities.

According to Crowson & Boyd (2001), there must be a cordial and close link between schools and communities, for education to meet the needs of society.

Without school-community collaboration, the limited school resources intended for the continuous running of many schools do not usually meet the desires of the schools; the diverse nature of schools requires the regular participation of host communities to ensure that education in the area is successful (Hands, 2005; Henderson et al., 2007; Merz & Furman, 1997).

As we explore the details of this collaboration, it becomes clear that its importance goes beyond the typical confines of the classroom. It takes into account a comprehensive approach that acknowledges the diverse needs of students with disabilities, going beyond just academic teaching to include social, emotional, and practical assistance. By establishing strong relationships with community organisations, service providers, and advocacy groups, schools can access a wide range of resources to cultivate inclusive environments that support the growth and development of all children.

This paper discusses the impact of school-community collaboration on the learning outcomes of children with disabilities, as well as the various levels of collaboration, effective ways of collaboration, and challenges to collaboration between the school and community.

## 1.1 Research Objectives

The study's primary aim is to examine the underlying effects of school-community collaboration on the learning outcomes of learners living with disabilities within the Tamale Metropolis, Ghana.

1. To assess the level of partnership between the school and the community in the learning of children living with disabilities.
2. Examine the challenges to school-community collaboration in the schooling of pupils living with disabilities.
3. To determine the impact of school-community collaboration on the learning outcomes of children with disabilities.

## 1.2 Research Questions

1. What are the levels of school-community relationships in facilitating the education of children with disabilities?
2. What are the challenges to effective school-community relationships in the educational experience of children with disabilities?
3. What is the impact of school-community collaboration on the educational outcomes of children with disabilities?

## 1.3 Statement of Research Problem

Integrating learners with disabilities into mainstream institutions is an important initiative in many countries, including Ghana. However, the success of this approach greatly relies on the cooperation between schools and the communities in which the schools are located. Collaboration is most often considered the best way of achieving educational success, but there is still a deficiency of understanding regarding the specific effects of school-community collaboration on the educational achievements of learners with infirmities within inclusive schools in the Tamale Metropolis of Ghana.

Lack of collaboration presents a significant obstacle to improving the educational practices and outcomes of children with infirmities in the catchment area. Personal enquiries and conversations with teachers and community folks, show there is a serious gap between the schools and their host communities. There is little or no form of partnership between these two bodies. It is vital however to conduct a detailed study on the effects of the collaboration between schools and their host communities, on the achievements of children in inclusive schools in the Tamale Metropolis.

This research will provide valuable insights for policymakers, instructors, and intervention programmes aiming to encourage inclusive education and support the general growth of children with disabilities.

## ***2.0 Understanding School-Community Collaboration within the Ambience of Inclusive Education***

The concept of collaboration is usually misconstrued for other related concepts such as cooperation, networking, and communication. Camarihna-Matos and Afsarmanesh (2008) stated that although everybody wields an innate notion of the real meaning of collaboration, the concept is usually confused with cooperation. They argued that the opacities attain an advanced level when other related concepts are admitted such as communication, networking and coordination.

In a study conducted by Camarihna-Matos and Afsarmanesh (2008), collaboration was described as a dynamic process where entities come together to share information, resources, and responsibilities. The ultimate aim is to collaboratively strategize, run and appraise a programme of events with the common goal of achieving success. Collaboration, with its roots in the Latin word "collaborate," signifies the act of working together. It involves the joint effort and mutual assistance of two distinct entities in the pursuit of a common goal.

The transformative effects of school-community collaboration on the educational journeys of children with disabilities cannot be underestimated. The schools today cannot function in isolation, they need the full support of all stakeholders including the host community. The school-community relationship can lead to initiatives that aim to improve the lives of students. Through the positive collaboration of teachers, families, community stakeholders, and policymakers, we can create a future where every child, regardless of ability, can flourish and achieve success.

As the government of Ghana is consciously moving the educational sector, especially pre-tertiary towards a full inclusion of pupils with disabilities, it is crucial to acknowledge the essential role of collaboration in breaking down impediments, promoting fairness, and nurturing the abilities of all learners. In the wake of globalization, governments must leverage the power of collaboration as a driving force for positive societal transformation.

Collaboration encompasses the joint engagement of varied members to resolve an issue together, which infers shared conviction and accordingly takes a while, energy, and devotion. Collaboration is a major catalyst for the enhancement of societal life; politics and governance, business, engineering, and in education. In their publication, Willems and Gonzalez-DeHass (2012) discussed the concept of school-community partnerships. They defined these partnerships as valuable connections with a community, organisations, and businesses. The primary goal of these partnerships is to collaboratively support the intellectual, social, and emotional growth of students.

Although schools and community organizations are central populations in school-community collaboration, certain alliance involves parents as their equal associates (Kim, 2017). To Mattessich and Monsey (1992), posited that collaboration is a jointly valuable and definite connection shared by two or more organizations to achieve common goals.

Effective school–community partnerships present a win-win opportunity, where there is an impact on students’ educational outcomes as well as a positive influence and benefit to the community in return.

Kim (2017) indicated that school-community collaboration has received overwhelming attention, because of the potential it wields to enhance the worth of services that, provided in addressing the multifaceted demands of learners. Auerbach (2010) indicated that effective collaboration is a respectful alliance among schools, host communities and families that show concern, display an understanding of the value of dialogue and build the communities together. School-community collaboration can be conceptualized as the process by which schools and communities in which they are situated work together towards the realization of the goals of education for the community.

School-community collaboration is the partnership between schools and community organizations to accomplish joint aims and improve student outcomes that are ultimately desired (Abrams & Gibbs, 2000; Anderson-Butcher et al., 2006; Sanders & Lewis, 2005; Pfeiffer & Cundari, 2000; Tapper et al., 1997).

## **2.1 Theoretical Framework: School-Community Collaboration in Inclusive Education**

According to Erlandia et al. (2023), understanding School-Community Collaboration in Inclusive Education is critical for enhancing the achievement levels of learners living with one form of disability or the other, in inclusive academic environments. Drawing on the insights from their work, which emphasize the importance of stakeholder collaboration in empowering local communities and improving the quality of human resources, this theoretical framework probes into the dynamics of collaboration between schools and communities.

Páez (2022) highlights the ethical and inclusive frameworks for knowledge creation in community-based research, this framework situates collaboration as a means to cater for the diverse needs of children with infirmities within the inclusive education setting. By integrating the principles of dialogue, negotiation, and problem-solving approaches advocated in the literature, the theoretical framework establishes a foundation for effective school-community partnerships that support the holistic development and educational success of all students, particularly those with disabilities

## **2.2 Inclusivity and the Need for School Community Relationships**

The establishment of a successful school-community collaboration is of utmost importance for the advancement of communities, the prosperity of educational institutions, and the overall welfare of students as individuals (Provinzano, Riley, Levine, & Grant, 2018).

To prevent discrimination against the vulnerable group of learners with disabilities, stringent measures such as school and the community collaborating at various levels, spanning from fundamental communication to more profound cooperation must be instituted. The interaction between schools and communities must be reflected in ways such as the exchange of information about academic events, resources in the community, and the needs of students. Schools and their surrounding communities may take their collaboration to the next level by participating in events together geared towards achieving positive educational outcomes for all manner of learners.

The reality is that all parties in the pact must appreciate and value the contributions of others. It can be argued that collaboration must look out for all marginalized groups especially those with disabilities and the wider community. At this stage of the process, there is a collaboration between communities and schools to advance programs for community growth that are beneficial to both parties (Cook & Friend, 2010).

Hausburg (2015) stated that the objective of efficient school-community collaboration is to establish harmonious and cooperative alliances that leverage the principles and beliefs of neighbouring communities while giving precedence to the requirements of pupils. The promotion of collaboration



among students can be facilitated by implementing diverse strategies, including but not limited to, establishing and maintaining frequent communication with students' families, cultivating a collaborative atmosphere, and acknowledging the significance of cultural and socio-economic disparities.

At the apex of collaborative efforts, schools and local communities benefit from operating as a cohesive unit, promoting community growth and enhancing student welfare including the downtrodden. Collaboration between schools and local communities must advance beyond mere communication and take a gigantic move towards a desired shared outcome. According to Williams & Baber (2007), recognizing the significance of effectively working together, communities as well as schools must acknowledge the necessity of engaging in a reciprocal exchange, fostering transparent communication, and developing a shared comprehension of each other's objectives, customs, and principles.

Educational administrators must prioritize collaborative efforts that endorse inclusion, collective goals, and integration of technology on both academic achievement and the overall welfare of students including the disabled. The establishment of an attractive community culture is an essential component for the achievement of excellent school-community collaboration. The collaboration between schools and local communities is of paramount importance in ensuring the academic achievement of learners with special needs within the classroom setting. The potential exists for the collaboration of educators, parents, and community stakeholders to promote inclusive education that effectively addresses the unique needs of children with disabilities (Irwandi, Santoso, Sakroni, Lukitasari, & Hasan, 2022).

The collaborative efforts of the school leadership are essential in creating a conducive learning atmosphere that caters to the varying requirements of all learners, especially those with special needs. Involving parents in their child's education is a crucial factor to consider. The coordination between parents and teachers has been found to promote an excellent educational environment. Collaboration between schools and parents can lead to the creation of personalized educational plans, known as individualized education plans (IEPs) that address the unique requirements of all pupils. The participation of parents in the establishment of goals, decision-making, and assessment of progress can promote the alignment of educational strategies alongside the child's needs and preferences.

Community organizations can provide supplementary services, support, and therapeutic interventions to promote the inclusion of children with disabilities. Services that are provided to individuals may vary depending on their unique needs and abilities. Such initiatives may consist of psychological services, occupational therapy, language, and speech support, after-school programs, and additional forms of guidance that are customized to meet their specific requirements (Georgiou, 1999).

According to Strom & Strom (2013), both government and non-profit organizations are actively involved in initiatives aimed at enhancing student academic performance. In addition to these structural improvements, it is imperative to establish a more extensive framework of partnership. Students, teachers, parents, and communities need to contemplate their distinct contributions toward attaining accomplishment. Elementary and secondary teachers acknowledge that effective collaboration with parents is critical in encouraging student academic success.

With reference to the work of Benjamin (2013), he stated that school-community collaboration is a prospect for Teachers' Professional Growth. Educators must possess the requisite competencies and expertise to effectively instruct pupils with disabilities within inclusive environments. Sustained professional growth necessitates continual opportunities for development, encompassing supervision, instruction, and collaboration with special education professionals, parents, and other invested parties within the community.

Collaboration between schools and communities is an essential component in guaranteeing that every child, especially those with disabilities, is provided with a fair and comprehensive education.

Teachers, administrators, parents, and community-based groups must work in tandem to provide comprehensive support to students with disabilities, thereby enabling them to acquire knowledge and achieve success in both their professional and private lives.

### **2.3 Eminent Challenges of School-Community Partnerships within Inclusive Settings**

The provision of excellent educational opportunities poses unique challenges for children with disabilities. To surmount these challenges, school systems and localities must collaborate to imbibe in learners the requisite educational resources and support (Anderson-Butcher, Iachini, Ball, Barke, & Martin, 2016; Liarakou, Gavrilakis, & Flogaitis, 2016; Sui-chu & Douglas, 2014).

Integrating the community to surmount obstacles hindering children's engagement and acquisition of knowledge thus becomes difficult. It is therefore crucial to push efforts into enhancing the abilities of trained teachers who are dedicated to addressing stigma, dispelling misconceptions about disabilities, and wielding the capacity to identify, evaluate, and modify unfavourable attitudes towards diversity and differences among individual learners.

According to Tucker & Schwartz, (2013), despite the growing emphasis on inclusive education, its execution has been sluggish, and the education of individuals with disabilities continues to encounter challenges such as marginalization, social disapproval, and bias, uncooperative behaviours of parents as well as community members, unfriendly school settings, and inadequate teacher preparation in inclusive classrooms.

To facilitate the addition of children with disabilities in the regular classrooms, it is necessary to tackle the challenges associated with this endeavour. Parents mostly display their ignorance of the day-to-day school operations and thus do not imagine a partnership with their wards' schools can culminate into an overall successful outcome.

Children with special needs benefit most when their families and the community work together to provide an accommodating learning environment that fosters their individual growth while also fostering the success of the group as a whole (Yuen-han & Chan, 2022). Inadequacies of resources to schools to cater for disabled children affects enrolment massively. Schools need these resource supplies to provide services to students living with disabilities, as well as receiving adequate assistance from their families and communal networks.

The preparedness of public schools to accommodate students with impairments necessitates the provision of appropriate physical infrastructure for children with disabilities, as well as the employment of professional teachers who have received specialized training (Espinete, 2014). But these necessities are in dire deficit, making every effort suffer setbacks. Collaborative cooperation is essential for engaging children with disabilities in mainstream classrooms since it bridges the gap between special and general educational programs and practices. Inclusive education strategies can help special needs students overcome challenges to learning and engagement (Carter, 2009).

### **2.4 Strategies for Impactful School-Community Collaboration in Inclusive Schools**

Considering the various legislative and programmatic efforts aimed at promoting inclusive education, pupils living with infirmities in Ghana, particularly in the northern region still face significant barriers to achieving meaningful learning outcomes. One potential factor that may be contributing to the issue at hand will be the restricted level of engagement between schools, parents and the surrounding community.

In the Tamale metropolis, it is observed that there is a lack of or little collaboration between schools, communities, and parents regarding the education of children, particularly those with disabilities. Schools within communities are often perceived as distinct entities from their surrounding communities. It is noteworthy that parental involvement in taking stands regarding the education of their children, particularly those with disabilities, is a rare occurrence.

It has also been observed that communities exhibit a lack of involvement in school programs. Pupils with infirmities roam the streets for the paltry support of commuters because independently they can't survive as a result of lack of relevant skills. Numerous studies have also revealed that an active positive engagement of the school-community in the educational life of children can have a significant influence, not only on their academic achievements but also on their holistic development (Alice Galper, 1997; Schooling, 2011; Sui-chu & Douglas, 2014). The interaction between schools and the community can have an immense effect on how well pupils learn, particularly individuals who have impairments.

When schools and communities collaborate closely, they can better grasp the difficulties experienced by children with disabilities and adapt their teaching methods and interventions to suit their particular needs (McMillon, 2017). When there is a positive collaboration between the school and the community, there is an increase in trust and active commitment towards supporting the educational pursuits of children, resulting in heightened levels of involvement.

### **3.0 Research Methods and Materials**

This study's objective was to ascertain how collaboration between the community and schools affects the educational outcomes of children with disabilities.

#### **3.1 Research Approach**

The approach employed in this study is quantitative in nature. Pluye & Hong (2014) state that gathering data is a necessary step in quantitative research so that information may be quantified and statistically analysed to confirm or deny "alternate knowledge claims." Based on the literature analysis and the study's objectives and questions, a quantitative technique was used. It also made it easier to address a variety of respondents and circumstances (Neuman, Alves, Walsh, & Needy, 2015). Additionally, the methodology allowed for both descriptive and inferential statistical data analysis, which facilitated the study's ability to generalize the results.

#### **3.2 Design**

A descriptive survey design was used to carry out the research. According to Sinclair & Baccaglioni-Frank (2016), descriptive survey research designs are beneficial in generating a significant volume of replies or data from a diverse group of people. Also, descriptive research designs involve the systematic collection of data on people and groups to test theories or provide research answers regarding the current situation of the study's subject (Donleavy, 2012).

#### **3.3 Study Population**

The study population was facilitators of disabled pupils, and parents of children with disabilities in the Tamale Metropolis. The term "population" denotes the complete set of individuals who possess the variable characteristic under investigation, and from whom general conclusions can be inferred based on the study (Abu-Bader & Jones, 2021).



### **3.4 Sample and Sampling Techniques**

A sample size of 100 teachers and parents was obtained through the use of a simple random sampling technique, comprised of 30 parents of children with disabilities and 70 teachers made up of both special and regular teachers.

In simple random sampling, elements are selected based on the desired characteristic of interest, ensuring that each element has an equal chance of being chosen.

The researcher chose to use the simple random sampling technique to select the teachers, whilst applying the snowball technique to select the parents.

### **3.5 Data Collection Instruments**

A survey questionnaire was created using closed-ended questions to investigate school-community collaboration in the educational outcomes of learners with disabilities. Furthermore, a questionnaire involved questions concerning the factors of school-community collaboration and parental engagement.

To ascertain the link between school-community collaboration and educational outcomes for pupils with special needs, the combined effects of community partnerships and expectations, three research objectives were raised. The participants' demographic information included their parents' sex, educational attainment, the nature of their wards' disabilities, and the kind of school they attended.

### **3.6 Data Analytical Tools**

The Statistical Package for Social Science (SPSS) was used to evaluate the facts gathered through questionnaires. McMillon (2017) posits that the process of summarizing quantitative data entails the application of descriptive statistics, including frequencies, mean, mode, range, and graphical representations. The current study entailed the examination of numerical data using descriptive statistical methods.

## **4.0 Results and Discussions**

This research sought to explore and analyze the responses provided by individuals regarding various aspects of school-community collaboration. Specifically, it focuses on their perspectives on levels, challenges, outcomes, and factors associated with the school and community collaboration on a three-point scale of Agree (A), Disagree (D), and Neutral (N).

The study was guided by three primary research questions. The information obtained from the research inquiries was subjected to analysis utilising frequency distribution percentages and tables which were subsequently reported. For simplicity in presentation and analysis as indicated in the Tables, A denotes agreement, D disagreement, and N neutral.

Table 1: Gender, Age and Educational Qualification of Parents and Teachers Respondents

Gender of Respondents	Frequency	Age Category	Frequency	Educational Qualification	Frequency
Female	55	30-35	6	Basic	48
Male	45	36-40	55	Secondary	33
Others	-	41-50	22	Tertiary	31
		ABOVE 50	17	OTHERS	-
<b>Total</b>		-	100	-	100.00

From the table, the female respondents amount to 55, representing (55%), as against a male population of 45 respondents, representing (45%) of the total participants. This means that there are more female participants than their colleague males in the study.

Again, the majority of respondents fall within the age category of 36-40 (55%), followed by 41-50 (22%). There is a balanced distribution of educational qualifications across basic, secondary, and tertiary levels, with basic education being the most common qualification of the participants.

Table 2: Levels of School-Community Collaboration in the Learning of Children with Disabilities

Item	1: Agree= f (%)	2: Neutral= f (%)	3: Disagree= f (%)	Total= (%)
I always receive records of my ward's performance from the school	58= (58%)	22= (22%)	20= (20%)	(100%)
The school has consistently given me a written report about my ward	43= (43%)	12= (12%)	45= (45%)	(100%)
I have always participated in my ward's school activities	51= (51%)	30= (30%)	19= (19%)	(100%)
I always contribute to the procurement of teaching/learning resources in my ward's school	61= (61%)	9= (9%)	30= (30%)	(100%)
I feel obliged to work with others to improve the school				
Decision-making is mainly collaborative	30= (30%)	51= (51%)	19= (19%)	(100%)
Decisions made that affect the academic lives of learners are usually built on consensus	65= (65%)	14= (14%)	21= (21%)	(100%)
Parents do not accept leadership roles offered to them by their wards' school	33= (33%)	20= (20%)	47= (47%)	(100%)
Schools are not accountable to parents	55= (55%)	5= (5%)	40= (40%)	(100%)
I hold people accountable for happenings in the school	57= (57%)	4= (4%)	39= (39%)	(100%)

In Table 2, the study reveals a collaborative relationship between the community and the school, with 58% of parents agreeing with their children's performance assessment. However, 51% of parents actively participate in school activities, while 19% disagree. A significant portion of parents (30%) remain neutral. Decision-making must be characterized by involving every stakeholder necessary for academic performance decision-making. Approximately 65% agree with the decision, while 21% disagree

and 14% remain neutral. Again 33% of participants agree with accepting leadership roles, while 47% disagree with that assertion. A significant portion of participants (20%) remain neutral, indicating their attitudes and preferences regarding leadership responsibilities. The majority of respondents hold the school accountable, with 57% agreeing and 39% disagreeing. Further research is required in ascertaining the underlying factors contributing to these divergent viewpoints.

Table 3. Challenges to school-community collaboration in the education of children with disabilities

Items	Agree= f (%)	Neutral= f (%)	Disagree= f (%)	Total= (%)
There is a strained rapport between the institutions and the parents	8= (8%)	9= (9%)	73= (73%)	(100%)
There is a wide cultural difference between the community and the school	32= (32%)	5= (5%)	63= (63%)	(100%)
There is a lack of understanding about the meaning of home-school collaboration	80= (80%)	5= (5%)	15= (15%)	(100%)
Parents are not obliged to work with the school	53= (53%)	8= (8%)	39= (39%)	(100%)
Schools and parents do not make ample time for important discussions regarding pupils' academic achievement	40= (40%)	51= (51%)	9= (9%)	(100%)
I have never visited my ward in school	55= (55%)	15= (15%)	30= (30%)	(100%)
Schools do not invite parents to participate in critical decision-making	33= (33%)	5= (5%)	62= (62%)	(100%)
Parents' views are not respected by school authorities	64= (64%)	7= (7%)	29= (29%)	(100%)

Table 3: The study reveals a lack of understanding and cultural differences between teachers and communities regarding school-community collaboration. 8% of respondents believe there is a strained relationship, while 73% disagree and 9% remain neutral. However, 53% of respondents feel obliged to work with the school. 40% of respondents do not make time for important discussions about children's academic achievements, while 9% disagree and 51% remain neutral. Additionally, 62% disagree that schools do not invite parents in decision-making, and 64% believe their views are not respected.

Table 4. Impact of School-Community Collaboration on the Achievement Levels of Children with Disabilities

Items	Agree= f (%)	Neutral= f (%)	Disagree= f (%)	Total= (%)
Children have improved their numeric skills	11= (11%)	21= (21%)	70= (70%)	(100%)
Children have improved their communication with others	64= (64%)	11= (11%)	25= (25%)	(100%)
There is improvement in the ward's literacy skills	52= (52%)	4= (4%)	44= (44%)	(100%)
Children can do things that they couldn't have done	33= (33%)	61= (61%)	6= (6%)	(100%)
There is a general improvement in the performance of children	72= (72%)	8= (8%)	20= (20%)	(100%)
People talk about children's performance	49= (49%)	21= (21%)	30= (30%)	(100%)

Table 4: The study found that 11% of respondents agreed to improve children's numerical skills, while 70% disagreed. A significant percentage, 21%, remained neutral. However, many parents reported progress in their children's communication skills. A survey showed that 52% agreed that there has been an improvement in children's literacy skills, while 44% disagreed. A small percentage, 4%, remained neutral. The majority of respondents, 61%, expressed a neutral stance on encouraging children to explore new activities. A majority of respondents, 72%, agreed on overall improvement, while 20% disagreed and 8% remained neutral. Nearly half of the participants, 49%, agreed that individuals frequently discuss their children's performance. Overall, the study highlights the need for more effective strategies to improve children's skills and communication.

#### **4.0 Discussion of Findings**

School-community collaboration is revealed to have been very significant in the training of children with disabilities. This is in tandem with earlier research which suggested that such collaboration promoted inclusive education that successfully met the special needs of children, particularly those with disabilities as reported by Irwandi et al., (2022). Also, differing results show the relationship existing between school and community, and the achievement of pupils (Alice Galper, 1997; Schooling, 2011; Sui-chu & Douglas, 2014).

However, the descriptive analysis showed that parents and other interest groups are more prepared to collaborate with schools in educating children with disabilities. Also, the discoveries of this study also demonstrated that a sizeable proportion of parents are more interested in making contributions to the acquisition of educational resources.

The present study's findings align with previous literature that emphasises the significance of school-community collaboration in enhancing the educational outcomes of children with disabilities. This research supports the notion that effective collaboration between schools and communities can positively impact and facilitate the learning experiences of children with disabilities (Bariroh, 2021).

The present study's findings align with previous literature on challenges to school-community collaboration, particularly with the impact of limited time availability from both schools and parents. This corroborates earlier research that suggests that this lack of time, cultural differences, lack of invitation from the school and parents' views not being respected can pose major challenges to the overall development and learning outcomes of children with disabilities (Anderson-Butcher et al., 2016; Liarakou et al., 2016; Sui-chu & Douglas, 2014).

#### **Conclusions**

Fostering collaborations between schools, families, and the larger community is crucial for the educational achievement of children with disabilities, as evidenced by the study on school-community collaboration. The tremendous amount of evidence points to the benefits of a collaborative approach, which include inclusivity, individualized learning, and positive social outcomes, for children with disabilities in the classroom. We can establish a more effective and supportive learning environment that caters to the individual requirements of every child by establishing connections between educators, parents, support services, and resources in the community. To eventually contribute to a more equitable and inclusive educational system for all children, we must keep researching and putting into practice tactics that foster collaboration.

## Recommendations

The study's conclusions led to the formulation of the following recommendations:

- Create All-Inclusive collaboration guidelines. Clear policies and procedures that encourage cooperation between educators, parents, special education specialists, and community members should be established by schools. Equitable respect, cooperative decision-making, and honest communication should all be prioritized in these policies.
- Programs for Professional Development. Give teachers continual chances to grow professionally so they can become more adept in working with students who have impairments and interacting with families. Communicating effectively, recognizing the needs of different learners, and using inclusive teaching practices should all be covered in training.
- Parental guidance and assistance. Provide parents with training and resources to help them understand how to assist their child's learning at home, how to communicate with school staff about their child's impairment, and other related topics. Promote information sharing between parents and teachers in both directions.
- Collaborations with neighbourhood associations, advocacy groups, and support services can establish an array of support services for students with disabilities. Create alliances that give these students extracurricular activities, mentoring, and support.

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