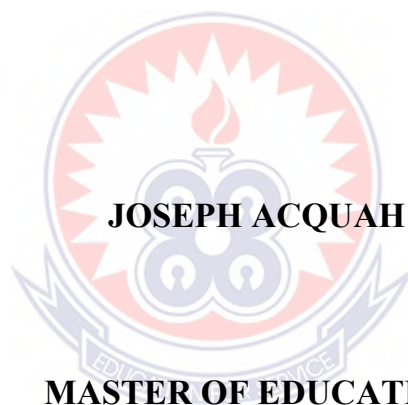


UNIVERSITY OF EDUCATION, WINNEBA



**COMMUNICATION BETWEEN HOME AND SCHOOL
PARTNERSHIP IN EDUCATING LEARNERS WITH INTELLECTUAL
DISABILITIES IN SELECTED PRIMARY SCHOOLS IN NSAWAM-
ADOAGYIRI MUNICIPALITY**



MASTER OF EDUCATION

UNIVERSITY OF EDUCATION, WINNEBA



**HOME-SCHOOL COMMUNICATION IN THE EDUCATION OF
LEARNERS WITH INTELLECTUAL DISABILITIES IN SELECTED
PRIMARY SCHOOLS IN NSAWAM-ADOAGYIRI MUNICIPALITY**



**A thesis submitted to the School of Graduate Studies in partial
Fulfilment of the requirements for the award of the degree of
Master of Education
(Special Education)**

**Department of Special Education
Faculty of Applied Behavioral Sciences Education**

JANUARY, 2026

Student's Declaration

I, Joseph Acquah, declare that this thesis, with the exception of quotations and references contained in published works, which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted either in part or whole for another degree in this university or elsewhere.

Signature:.....

Date.....



Supervisors' Declaration

We hereby declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines for supervision of the thesis as laid down by the University of Education, Winneba.

Name of Supervisor: Dr. Emmanuel Kwasi Acheampong

Signature:.....

Date:.....

DEDICATION

This thesis is dedicated to my wife, Ernestina Goka and my children: Jeremy, Andre and Afua.



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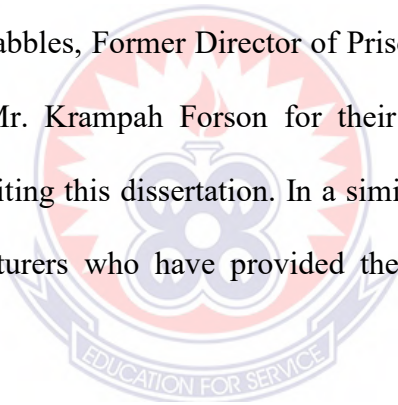
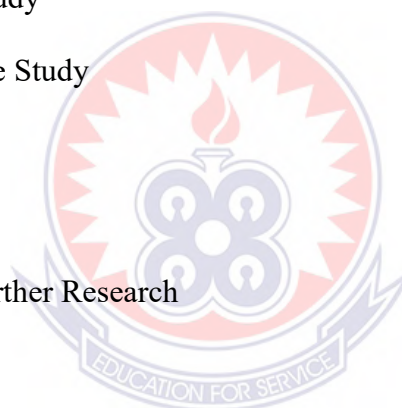


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ABSTRACT

The study explored communication between home and school partnerships in educating learners with intellectual disabilities in selected primary schools within the Nsawam-Adoagyiri Municipality of Ghana. The purpose was to examine existing communication patterns between teachers and parents, identify strategies to enhance communication, assess the impact of these interactions on learners' academic development, and determine the challenges that affect effective collaboration. The study adopted a qualitative research approach and employed a case study design. Data were collected through semi-structured interviews from 33 participants. The data were analyzed thematically to identify patterns and insights into how communication influences the education of learners with intellectual disabilities. Findings revealed that communication between home and school largely occurred through face-to-face meetings and phone calls, which were considered practical and culturally suitable. These channels promoted trust, cooperation, and immediate feedback between teachers and parents. The study also found that effective communication improved learners' academic progress, behavior, and social development by ensuring consistency between home and school interventions. However, challenges such as parental illiteracy, cultural stigma, and the absence of structured communication policies hindered effective engagement. Additionally, limited awareness about intellectual disabilities and negative societal attitudes weakened parental participation. The study concluded that regular and accessible communication, grounded in mutual respect and cultural sensitivity, is essential for the success of learners with intellectual disabilities. It is recommended that schools institutionalize flexible and inclusive communication systems, train teachers and parents on collaborative engagement, integrate communication plans into individualized education programs, and intensify community sensitization to reduce stigma.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is a basic right for every child, including learners with intellectual disabilities. To ensure that these learners succeed in school, there must be a strong partnership between the home and the school. One of the most important elements of this partnership is communication. Home–school communication allows parents and teachers to share information about the child’s progress, needs, and behaviour. When communication is regular and effective, it helps both parents and teachers to provide the right support for the learner. Epstein (2011) explains that communication is a key part of parental involvement and plays a major role in improving children’s learning outcomes.

Learners with intellectual disabilities often face challenges in areas such as thinking, communication, social interaction, and daily living skills. Because of these challenges, they require special attention, individualized teaching, and continuous monitoring in school. At the same time, parents are expected to support learning at home by reinforcing what is taught in school. Fobi and Oppong (2019) note that when parents are actively involved in their child’s education, it leads to better academic performance and improved behaviour. However, this can only happen when there is effective communication between parents and teachers.

Globally, many studies have highlighted the importance of home–school communication in supporting learners with disabilities. Epstein’s (1995) theory identifies communication as a major way through which schools and families work together. Similarly, Hornby (2011) points out that communication helps parents to understand their child’s progress and enables teachers to receive support from home. Despite these contributions, most of these studies have focused on general parental involvement and not specifically on how communication works for learners with intellectual disabilities, especially in developing countries. In addition, many

studies do not fully examine the specific barriers that affect communication between parents and teachers in local contexts.

In Africa, and particularly in Ghana, research has also shown that home–school collaboration is important but often weak. Badu (2016) found that cultural beliefs and stigma associated with disability can affect how parents interact with schools. Some parents may feel shy, discouraged, or unwilling to communicate with teachers because of negative societal attitudes. Other studies have identified challenges such as low literacy levels, lack of awareness about intellectual disabilities, and limited resources as factors that affect parental involvement. However, these studies have not deeply explored how these challenges specifically affect communication between parents and teachers of learners with intellectual disabilities.

In Ghana, the push for inclusive education by the Ministry of Education has increased the number of learners with intellectual disabilities in mainstream and special schools. Despite this progress, effective home–school communication remains a challenge in many areas. Teachers often have large class sizes and heavy workloads, which limit the time they have to communicate with parents. On the other hand, some parents may not have access to communication tools such as mobile phones or may not understand the importance of regular interaction with teachers (Arvin, 2022). While existing studies have discussed general challenges in inclusive education, there is limited research that focuses specifically on how communication between home and school supports learners with intellectual disabilities.

The Nsawam-Adoagyiri Municipality provides an important setting for this study. The area has a number of basic schools that serve learners with different educational needs, including those with intellectual disabilities. Like many semi-urban areas in Ghana, the municipality faces challenges such as limited educational resources, varying parental literacy levels, and inadequate support systems for inclusive education. There is also an increasing concern about how schools are managing the needs of learners with intellectual disabilities and how parents

are involved in their education. However, little is known about how effective communication between parents and teachers is being practiced in this municipality.

Furthermore, schools in the Nsawam-Adoagyiri Municipality face practical challenges such as inadequate teaching and learning materials, lack of specialized training for teachers, and weak structures for engaging parents. These challenges can affect how teachers communicate with parents and how parents respond to school-related issues. Although some schools may attempt to involve parents through meetings and reports, the consistency and effectiveness of such communication remain unclear.

Based on these issues, it is evident that there is a gap in the existing literature. Previous studies have not sufficiently examined the nature of home–school communication specifically for learners with intellectual disabilities, particularly within the Nsawam-Adoagyiri Municipality. There is also limited understanding of the challenges that both parents and teachers face in communicating effectively and how these challenges affect the learning outcomes of these learners.

It is against this background that this study seeks to explore home–school communication as a partnership between parents and teachers of learners with intellectual disabilities in the Nsawam-Adoagyiri Municipality. The study aims to examine the current state of communication between home and school in educating learners with intellectual disabilities, challenges faced by parents and teachers in maintaining effective communication, home-school communication on the academic development of learners with ID and ways to improve collaboration for better educational outcomes.

1.2 Statement of the Problem

The education of learners with intellectual disabilities depends greatly on strong cooperation between the home and the school. One of the most important ways this cooperation takes place is through communication. When parents and teachers communicate regularly and clearly, it helps them to understand the needs of the child and work together to support

learning and behaviour. Studies have shown that effective home–school communication improves both academic performance and social development of children with disabilities (Epstein, 2011; Hornby, 2011).

In Ghana, the government has made efforts to promote inclusive education through policies by the Ghana Education Service (2023). These policies encourage schools to involve parents in the education of their children, especially those with special needs. However, in practice, communication between parents and teachers is still weak and inconsistent in many schools, particularly in rural and semi-urban areas (Avoke, 2020). This situation raises concerns about how well learners with intellectual disabilities are being supported both at home and in school.

In the Nsawam-Adoagyiri Municipality, the problem of poor home–school communication is quite noticeable. According to the Municipal Education Directorate (2023), less than half of parents attend meetings organized for learners with special needs. At the same time, many teachers report that they find it difficult to maintain regular contact with parents. From personal observation, communication between parents and teachers often happens only when there is a problem, such as poor academic performance or behavioural issues. This means that there is little ongoing discussion about the child’s progress, needs, and support strategies. As a result, both parents and teachers may not be working together effectively to help the child.

Although several studies in Ghana have looked at inclusive education, much attention has been given to issues like lack of resources, inadequate teacher training, and challenges in policy implementation (Gyimah, Sugden, & Pearson, 2019; Avoke, 2020). While these are important, they do not fully explain how communication between parents and teachers affects the education of learners with intellectual disabilities. In addition, many of these studies focus more on the school and teachers, with little attention given to the experiences and challenges of parents. This creates a gap in understanding how both sides, home and school, interact and communicate.

Furthermore, factors such as cultural beliefs, stigma, low literacy levels, and poverty can also affect how parents communicate with schools. In some Ghanaian communities, intellectual disability is misunderstood and sometimes linked to spiritual causes, which can discourage parents from actively engaging with teachers (Badu, 2016; Agyei & Dzamesi, 2021). Some parents may feel shy, lack confidence, or see little value in participating in school activities. Others may face practical challenges such as lack of time, financial difficulties, or limited access to communication tools. These issues can weaken the relationship between home and school and affect the child's learning.

In a municipality like Nsawam-Adoagyiri, where there is a mix of urban and rural communities, these challenges may be even more complex. Despite this, there is limited research that specifically looks at how home-school communication works in this area, especially for learners with intellectual disabilities. There is also little information about the methods teachers use to communicate with parents and how effective these methods are.

Because of these gaps, there is a need for a study that focuses directly on home-school communication as a partnership between parents and teachers. This study therefore seeks to examine how communication is carried out, the challenges that affect it, and how it influences the education of learners with intellectual disabilities in the Nsawam-Adoagyiri Municipality. By exploring the experiences of both parents and teachers, the study aims to provide practical ideas that can help improve communication and support better learning outcomes for these children.

1.3 Purpose of the Study

The purpose of the study was to explore home-school communication in the education of learners with intellectual disabilities in selected primary schools in Nsawam-Adoagyiri municipality.

1.4 Research Objectives

The objectives of the study were to:

1. Examine the current state of communication between home and school in educating learners with intellectual disabilities in Nsawam-Adoagyiri Municipality.
2. Identify the challenges faced by parents and teachers in maintaining effective communication.
3. Explore the influence of home-school communication on the academic development of learners with ID.
4. Recommend strategies to improve communication between home and school to enhance the education of learners with ID

1.5 Research Questions

The study was guided by the following research questions:

1. What is the current state of communication between home and school in educating learners with intellectual disabilities?
2. What challenges hinder effective communication between parents and teachers?
3. How does communication between home and school influence the academic development of learners with ID?
4. What strategies can be implemented to improve communication between home and school to enhance the education of learners with ID?

1.6 Significance of the Study

The findings of this study will benefit various stakeholders. For instance, parents will gain insight into the importance of communication and how to actively participate in their children's education. Teachers will understand effective ways to engage parents

in the learning process. School managers can develop policies and programmes to build stronger home-school collaboration. Policy makers and government agencies will have data-driven insights to enhance inclusive education policies and resource allocation. Researchers and academics will find this study useful as a foundation for further research on home-school partnerships in special education.

1.7 Delimitation of the Study

This study focused on primary schools in the Nsawam-Adoagyiri Municipality of Ghana. It involved parents of children with intellectual disability (ID), teachers, and school heads. The study explored communication methods, challenges, and strategies used in home-school collaboration for learners with ID.

The scope of this study, focusing on selected primary schools within the Nsawam-Adoagyiri Municipality, was deliberately chosen due to several critical factors that make this setting both relevant and representative. First, the municipality includes a mix of rural and semi-urban communities, where disparities in literacy levels, socioeconomic status, and cultural perceptions of intellectual disability pose unique challenges to effectively home-school collaboration. These contextual realities offer a rich ground for examining the barriers and opportunities in communication between parents and schools.

Targeting parents, teachers, and headteachers of children with intellectual disabilities ensures that the study captures perspectives from all key stakeholders directly involved in the educational process. This specific focus enables an in-depth exploration of the communication dynamics that shape the academic and social development of learners with intellectual disabilities, an area often neglected in broader studies of inclusive education.

Furthermore, limiting the scope to primary schools aligns with the critical early intervention stage, when home-school communication can have the greatest impact on learners' long-term educational outcomes. By concentrating on this educational level, the study provides actionable insights that are both timely and scalable within the Ghanaian inclusive education context.

Finally, the scope aligns with the study's qualitative approach and case study design, which prioritize depth over breadth. This allows for a thorough investigation of practices, challenges, and strategies within a manageable and contextually grounded framework.

1.8 Definition of Key Terms

Communication: The exchange of information between teachers and parents regarding the education of learners with intellectual disabilities.

Home-School Partnership: The collaboration between parents and educators to support the learning and development of children with intellectual disabilities.

Intellectual Disability (ID): A condition characterized by significant limitations in intellectual functioning and adaptive behaviour.

Inclusive Education: An approach where learners with disabilities are educated alongside their peers in mainstream schools.

1.9 Organisation of the Study

The study is organized into five main chapters. The first chapter highlights the background to the study, the statement of the problem, the purpose of the study, the research questions, the significance of the study, the scope of the study, the definitions of terms, and the organisation of the study. Chapter Two reviewed related literature on the topic, while Chapter Three elaborated on the methods used to conduct the

study. It covers the research approach, research design, population, sample, sampling techniques, data collection instrument, data collection procedure, data analysis plan, data trustworthiness, and ethical concerns. Chapter four covers data analysis and the discussion of results. Chapter five provides a summary of the findings, the conclusions drawn, and the recommendations based on the study's findings.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews relevant literature on home–school communication in the education of learners with intellectual disabilities. The review establishes the theoretical, conceptual, and empirical foundations of the study and demonstrates how existing scholarship informs the current research. The chapter is structured in accordance with University of Education, Winneba (UEW) expectations and progresses logically through the theoretical framework, conceptual review, empirical review, and a clearly signposted summary of literature with identified research gaps that justify the study.

2.1 Theoretical Framework

The study was anchored in Epstein’s Theory of Parental Involvement. The theory provides a comprehensive framework for understanding the role of family–school partnerships in promoting learners’ academic and holistic development. Epstein identifies six overlapping types of parental involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community (Epstein, 1995; Epstein, 2011).

2.1.1 Epstein's Theory of Parental Involvement

Epstein’s Theory of Parental Involvement, developed by Joyce Epstein in 1995, provides a structured framework for understanding and promoting meaningful collaboration between families, schools, and communities. The theory identifies six domains of parental involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community (Epstein, 1995). These

categories are crucial for evaluating how parents engage with schools and for identifying areas for improvement.

Among the six types of involvement, communication stands out as most relevant to this study. It involves the regular exchange of information between parents and teachers about a child's academic progress, behavior, and learning needs (Epstein, 2011). For learners with intellectual disabilities, such communication is essential to ensure that strategies implemented at school are reinforced at home and vice versa (Fobi & Oppong, 2019). The theory is grounded in the idea of overlapping spheres of influence - family, school, and community - each contributing to a child's development. These spheres function best when collaboration is effective, especially through clear communication (Epstein, 2011). This concept directly supports the present study, which explores how home-school communication affects learners with intellectual disabilities in Nsawam-Adoagyiri Municipality.

In the Ghanaian context, especially in rural and semi-urban areas like Nsawam-Adoagyiri, parental involvement is often hindered by low literacy rates, economic hardship, and stigma around disability (Agyei & Dzamesi, 2021; Badu, 2016). Epstein's model is therefore highly relevant, offering a structured pathway to assess and improve these communication gaps. Communication, according to Epstein, should be regular, clear, and mutual. Schools must actively create opportunities for two-way interactions, such as meetings, phone calls, and written reports (Hornby, 2011).

For children with intellectual disabilities, these interactions are even more vital due to the specialized support they require (Monteiro, 2022). Learners with intellectual disabilities often need Individualized Education Plans (IEPs), which require input from both educators and families. Epstein's model emphasizes this collaboration,

framing communication not as a formality but as a functional partnership (Yao, 2021). Without this, IEPs risk becoming ineffective or misaligned with the child's actual needs. The 'parenting' domain of the theory is also applicable. It encourages schools to support families in creating home environments conducive to learning (Epstein, 1995). This is crucial in Ghana, where parents of children with intellectual disabilities often lack the training or resources to reinforce academic content at home (Gadagbui, 2012).

Many parents in Nsawam-Adoagyiri may be unaware of their role in their child's education due to cultural misconceptions or limited access to information (Badu, 2016). Epstein's theory provides a basis for schools to guide and equip such parents, promoting active involvement and reducing dependency on teachers alone. Another core component - collaborating with the community - extends the conversation beyond families and schools. It encourages partnerships with local organizations, health services, and NGOs to support children's education (Grant & Ray, 2010). In under-resourced areas, such collaboration can provide essential services not available through schools alone. The model challenges the traditional teacher-dominated dynamic and encourages shared responsibility. This shift in mindset is particularly important in special education, where mutual respect and partnership enhances better outcomes for children with intellectual disabilities (Co-Peterson, 2010).

One of the strengths of Epstein's theory is its adaptability. It recognizes that parental involvement can vary by context, cultural background, and individual school settings (Endo, 2024). This is aligned with the qualitative nature of the present study, which explores specific barriers and practices within selected schools. The theory also validates the use of varied communication channels, including face-to-face interaction, mobile messaging, and digital platforms. This flexibility is especially useful in a

setting like Nsawam-Adoagyiri, where access to technology is uneven but growing (Arvin, 2022).

Epstein's work helps frame the discussion not just of the presence but also of the quality of communication. It supports the idea that communication should be culturally sensitive and empowering, especially when dealing with marginalized families (Gramm, 2011; Armstrong, 2021). By applying this theory, the study gains a validated framework for assessing communication practices and identifying actionable solutions. The framework helps pinpoint where breakdowns occur, whether in information sharing, parent engagement, or school policies, and how they can be addressed systematically (Balley, 2017).

In conclusion, Epstein's Theory of Parental Involvement is both relevant and critical to this study. It offers a nuanced, research-based model that aligns with the study's goals of evaluating and improving communication between home and school. Grounded in this theory, the study is well positioned to offer practical recommendations to enhance the educational outcomes of learners with intellectual disabilities in Ghana.

2.2 The Concept of Home-School Communication

Home-school communication refers to the structured and informal exchanges between educators and families designed to support student learning and development. Recent studies highlight that effective communication contributes to academic success, behavioral improvement, and emotional well-being (Kraft & Dougherty, 2015; Thompson, 2016; Olivos, 2019). It establishes shared goals and helps synchronize efforts between home and school, particularly for students requiring specialized support.

Strong communication promotes trust and shared responsibility in education. Mapp and Bergman (2016) stress that when parents feel informed and included, they are more likely to take an active role in their child's education. Similarly, Bryk et al. (2015) found that trust built through consistent communication correlates with improved student engagement. Hoover-Dempsey et al. (2016) argue that relational trust is the gateway to sustained collaboration between families and schools.

For learners with intellectual disabilities, clear and consistent communication is especially critical. Brown and Lee (2018) report that parental input is vital to tailoring instruction and implementing behavior interventions effectively. Garbacz et al. (2017) found that when teachers maintained regular contact with families of students with developmental delays, educational plans were better adhered to. Pleet-Odle et al. (2020) also emphasized that effective communication allows for earlier identification of barriers to learning.

Communication is most effective when it is two-way and interactive. According to Castro et al. (2019), schools that encourage feedback and listen to parent perspectives have higher levels of parental engagement. Jackson and Remillard (2015) add that two-way communication improves the relevance of classroom instruction, while Kim and Sheridan (2015) highlight that reciprocal dialogue empowers parents as co-educators.

Technology has expanded the channels for school-home interaction. Borup et al. (2015) found that digital tools such as learning management systems (LMS), email, and text messaging enhance frequency and flexibility of communication. DeLoatch and Weaver (2017) report that such tools reduce barriers for working parents, and Reis and Molitor (2020) note that digital communication promotes transparency and faster responses from schools.

Despite its benefits, digital communication presents accessibility challenges. McConnell et al. (2019) caution that low-income families often lack the digital literacy or stable internet access needed to benefit fully. Cook et al. (2016) found disparities in engagement between families with smartphones and those without. Williams and Sánchez (2017) argue that schools must bridge this divide through multi-modal communication efforts.

Language and cultural differences continue to impact the quality of communication. Zhou and Guffey (2018) found that immigrant families often struggle to engage due to language barriers and unfamiliarity with educational systems. Santiago et al. (2021) emphasized the need for bilingual materials and cultural liaisons. Rios-Aguilar and Kiyama (2016) argue that culturally responsive communication builds trust and inclusivity.

Teachers' attitudes toward families can either enhance or hinder communication. Gonzalez and Hernandez-Sheets (2017) note that deficit views of parents, especially from marginalized communities, limit engagement. Ladson-Billings (2016) argued that educators must recognize the assets that diverse families bring to the educational partnership. Jensen and Minke (2017) reported that when teachers view parents as equal stakeholders, communication becomes more authentic and frequent.

Parents' perceptions of schools also influence engagement. Farrell et al. (2019) found that past negative experiences make some parents hesitant to interact with schools. Hill and Torres (2016) noted that families who feel disrespected or dismissed are less likely to attend meetings or respond to school outreach. Rowe and Lubienski (2017) recommended intentional trust-building efforts by school staff.

School leadership plays a key role in shaping communication culture. Goodall (2016) found that principals who prioritize family engagement create staff accountability and consistency in outreach. Epstein and Sheldon (2018) supported embedding communication expectations into school improvement plans. Khalifa et al. (2016) suggested that culturally responsive leadership drives equity in communication practices. Communication is more productive when it focuses on students' strengths, not just problems. Sheridan et al. (2019) reported that celebrating small academic or behavioral improvements increases parental receptiveness. Van Voorhis (2017) noted that strength-based language encourages collaborative problem-solving. McWayne et al. (2020) found that families of children with disabilities were more engaged when communication emphasized growth.

Timing and consistency of communication are also critical. Jeynes (2016) highlighted that parents value predictable, timely updates over sporadic contact. Trotman and Chavis (2017) recommended scheduling regular check-ins to sustain momentum. Dunlop and Correa-Torres (2018) found that structured weekly communications increased follow-through on classroom strategies at home. Training educators on communication strategies is another proven approach. Epstein and Hutchins (2016) argue that pre-service and in-service training enhances teacher confidence and skill in parent engagement. Mahoney et al. (2021) found that educators trained in empathy and cultural competence built stronger ties with families. Levy and Sabbagh (2019) advocated for coaching programs that include role-play and real-time feedback.

Families of students with special needs benefit from customized communication plans. Smith and Smith (2018) recommended jointly developed plans outlining preferred methods, frequency, and areas of focus. Daniels and Hines (2020) found that such individualized plans reduced miscommunication and increased parent satisfaction.

Burton and Watkins (2019) emphasized the importance of involving parents early in IEP processes to build shared ownership.

In conclusion, home-school communication is a complex, dynamic, and context-sensitive process that requires intentional planning, cultural awareness, and relational trust. Recent literature indicates that when educators treat families as co-partners, adapt communication to family needs, and maintain open dialogue, student success, particularly for students with disabilities, improves dramatically (Kraft & Dougherty, 2015; Epstein & Hutchins, 2016; Santiago et al., 2021).

2.3 Importance of Home-School Communication

Home-school communication is widely recognized as a cornerstone of effective education, especially for learners with intellectual disabilities who require coordinated support from both educational and family environments. Research shows that when schools and families engage in consistent, transparent communication, students benefit from improved academic performance, enhanced social skills, and greater emotional well-being (Hornby, 2011; Epstein, 2011; Co-Peterson, 2010). This communication forms a bridge between two crucial environments in a child's life - home and school - ensuring that support strategies are reinforced consistently, and expectations are clearly aligned between parents and educators.

Effective home-school communication empowers parents with critical information about their child's academic progress, behavioral development, and emotional needs, enabling them to reinforce school-based learning strategies at home (Fobi & Oppong, 2019; Monteiro, 2022; Yao, 2021). In return, educators benefit from parents' insights into the child's learning style, medical history, and daily behavior, helping them tailor classroom interventions more precisely (Borgstede, 2021; Arvin, 2022; Gadagbui, 2012). This mutual exchange not only enhances individualized learning but also

increases the fidelity with which support plans such as IEPs are implemented across settings.

For children with intellectual disabilities, home-school communication plays a particularly vital role in addressing unique learning needs and ensuring holistic development. Such learners often rely on structured routines and personalized instructional approaches, which can only be successfully maintained through strong collaboration between home and school (Monteiro, 2022; Grant & Ray, 2010; Fobi & Oppong, 2019). When communication is lacking, there is a risk of conflicting approaches that can lead to confusion, frustration, and diminished learning outcomes for the child (Yao, 2021; Co-Peterson, 2010; Armstrong, 2021).

Moreover, research consistently indicates that learners with disabilities experience greater academic success when their parents are actively engaged and informed through ongoing communication with educators (Epstein, 2011; Hornby, 2011; Avoke, 2020). This involvement enhances not only academic gains but also boosts learners' self-esteem, motivation, and sense of belonging in the school environment (Gramm, 2011; Badu, 2016; Monteiro, 2022). In contrast, disengaged or misinformed parents may unintentionally hinder their child's educational progress by using inconsistent strategies or harboring misunderstandings about their child's capabilities. Beyond academic achievement, effective communication contributes to improved behavioral management and emotional regulation among learners with intellectual disabilities. According to Yao (2021), when parents and teachers share updates on behavioral patterns, triggers, and successful interventions, they can create a unified behavioral support system that enhances the child's emotional stability. This sentiment is echoed by Arvin (2022) and Boesley (2018), who emphasize that coordinated behavioral

responses across home and school settings are key to promoting adaptive behavior and minimizing regression.

The importance of home-school communication also extends to the execution of inclusive education policies. Despite the Ghanaian Ministry of Education's commitment to inclusive education, the lack of effective communication frameworks between schools and families continues to limit the impact of policies (Avoke, 2020; Agyei & Dzamesi, 2021; Gadagbui, 2012). The successful implementation of inclusive practices relies not just on infrastructure and teacher training, but also on active, sustained parental involvement—driven by communication that is regular, accessible, and meaningful (Grant & Ray, 2010; Epstein, 1995; Endo, 2024).

A critical element of this communication is mutual respect and trust. Hornby (2011) argues that strong communication builds relational trust, which is a prerequisite for genuine parental involvement. When parents feel respected and valued by school personnel, they are more likely to attend meetings, follow through with suggested interventions, and become proactive partners in their child's learning (Armstrong, 2021; Monteiro, 2022; Co-Peterson, 2010). Conversely, when communication is one-sided, dismissive, or overly technical, parents may disengage, particularly if they already face cultural or linguistic barriers (Agyei & Dzamesi, 2021; Badu, 2016; Gramm, 2011).

In areas where stigma and misconceptions about intellectual disability are prevalent, such as parts of rural Ghana, communication serves an educative function for families (Badu, 2016; Agyei & Dzamesi, 2021; Endo, 2024). Through open and empathetic dialogue, educators can help parents understand their child's condition, potential, and the role of early intervention, thereby reducing stigma and encouraging active participation (Fobi & Oppong, 2019; Boesley, 2018; Monteiro, 2022). This

transformation is essential to dismantling cultural taboos and promoting inclusive attitudes at the community level.

The benefits of home-school communication are magnified when teachers and school leaders take deliberate steps to include parents in decision-making processes. Epstein (2011) highlights the importance of engaging parents in school governance, curriculum discussions, and planning of support services. Doing so validates parents' perspectives and reinforces the message that they are integral to the educational process (Co-Peterson, 2010; Grant & Ray, 2010; Yao, 2021). When excluded from these processes, parents of children with disabilities may feel marginalized or disempowered, which can lead to reduced involvement.

Communication strategies must also be adaptable to the specific needs and resources of families. For instance, in communities where literacy is low or access to technology is limited, relying solely on written reports or digital platforms may be ineffective (Arvin, 2022; Balley, 2017; Armstrong, 2021). Instead, personalized approaches such as home visits, phone calls, or visual communication aids may be more appropriate (Boesley, 2018; Grant & Ray, 2010; Hornby, 2011). Flexibility and cultural sensitivity are therefore essential to ensure that communication methods do not unintentionally exclude or alienate parents.

Technology has played a growing role in enhancing communication, particularly in resource-constrained settings where physical meetings may be difficult. Arvin (2022) and Monteiro (2022) reported that mobile messaging platforms, emails, and parent portals have enabled real-time updates and more frequent interactions between teachers and parents. However, they also caution that digital communication must be supported by training and access, as not all parents possess the skills or resources to use these tools effectively (Yao, 2021; Badu, 2016; Armstrong, 2021). Despite the

known benefits, research shows that many teachers lack formal training in effective communication with families, especially those from marginalized backgrounds (Boesley, 2018; Ummah, 2021; Armstrong, 2021). This knowledge gap can lead to inconsistent or superficial interactions that fail to build trust or convey meaningful information. To address this, Balley (2017) and Grant & Ray (2010) advocate for professional development programs that equip teachers with skills in active listening, cultural competency, and collaborative planning.

Equally important is preparing and empowering parents. Studies by Co-Peterson (2010), Endo (2024), and Fobi and Oppong (2019) suggested that when schools offer training sessions, support groups, and workshops for parents, levels of involvement rise significantly. These initiatives help demystify educational terminology, clarify parents' rights, and provide them with practical strategies to support learning at home, especially for children with cognitive or behavioral challenges.

Communication also plays a preventive role by helping to identify and address issues early. When parents and teachers maintain regular contact, they are more likely to notice signs of academic decline, emotional distress, or social difficulties (Yao, 2021; Monteiro, 2022; Hornby, 2011). Timely interventions can then be implemented collaboratively, preventing minor issues from escalating into major setbacks. From a systemic perspective, consistent and inclusive communication enhances data collection and policy evaluation. When schools document communication patterns and parent feedback, they generate valuable data that can inform program improvements and policy adjustments (Avoke, 2020; Grant & Ray, 2010; Epstein, 1995). This data-driven approach strengthens accountability and ensures that inclusive education policies are responsive to actual stakeholder experiences.

In regions with high teacher-to-student ratios and limited special education resources, communication helps optimize the use of available support. By involving parents in the learning process, educators effectively extend the learning environment into the home, multiplying the reach and impact of instructional efforts (Fobi & Oppong, 2019; Gadagbui, 2012; Armstrong, 2021). This is especially beneficial for learners with intellectual disabilities who may require repetition, structure, and reinforcement beyond the classroom.

Despite its critical role, home-school communication often deteriorates into a reactive process, only activated when problems arise. Balley (2017), Boesley (2018), and Yao (2021) warned that such reactive models undermine trust and can erode relationships over time. Instead, communication should be proactive, ongoing, and embedded in the school's culture. This allows for the development of rapport, deeper understanding, and a shared sense of responsibility.

Effective communication also supports smoother transitions between educational stages or environments, such as moving from primary to junior high school. When families are kept informed and involved throughout the transition process, learners with intellectual disabilities experience less anxiety and more continuity in support services (Monteiro, 2022; Grant & Ray, 2010; Armstrong, 2021). Transition planning is often overlooked, yet it is a critical period where home-school coordination can determine long-term success.

Finally, the importance of home-school communication lies not only in what it accomplishes academically but in how it affirms the dignity and value of every learner and their family. Epstein (2011), Hornby (2011), and Co-Peterson (2010) argued that respectful, consistent communication reinforces inclusive values by recognizing parents as equal partners in the educational journey. For learners with

intellectual disabilities, this validation is essential, not only to meet their educational needs but to affirm their place within society.

2.4 Challenges in Home-School Communication

Home-school communication, while vital to the educational success of learners with intellectual disabilities, faces numerous challenges that hinder its effectiveness. One of the foremost issues is parental illiteracy, which remains a significant barrier, particularly in rural and semi-urban regions such as Nsawam-Adoagyiri in Ghana. Many parents are unable to read or interpret formal school communications, making it difficult for them to engage in discussions about their child's academic progress or behavioral development (Badu, 2016; Agyei & Dzamesi, 2021; Arvin, 2022). This limitation not only reduces parental confidence but also creates a communication gap that educators often find difficult to bridge.

Another pervasive challenge is the lack of awareness and understanding of intellectual disabilities among parents, which directly affects their ability to communicate effectively with educators. In communities where disabilities are misunderstood or associated with spiritual causes, parents may either deny their child's condition or feel ashamed to engage with the school (Badu, 2016; Gramm, 2011; Endo, 2024). These misconceptions lead to limited parental involvement and discourage open dialogue with teachers, who in turn may find it difficult to provide the necessary educational support without input from home.

Cultural stigma surrounding disability further compounds communication challenges by promoting fear, silence, and disengagement. In many traditional Ghanaian communities, families of children with intellectual disabilities often face social exclusion or discrimination, making them reluctant to interact with educators or attend school meetings (Agyei & Dzamesi, 2021; Badu, 2016; Fobi & Oppong, 2019). This

social pressure undermines the trust and transparency required for effective communication, often leaving teachers without critical context for the learner's home environment and emotional needs.

Teacher-related challenges also significantly obstruct communication. One major issue is the heavy workload teachers face, which includes managing large class sizes, preparing lessons, grading assignments, and performing administrative duties. As Boesley (2018), Armstrong (2021), and Balley (2017) asserted, these competing demands leave little time for teachers to engage in regular, meaningful interactions with parents, particularly for those caring for children with special needs who require individualized attention.

A lack of teacher training in communication strategies exacerbates the situation. Many educators are not adequately equipped with the skills needed to initiate or sustain constructive dialogues with parents, especially those from diverse cultural or linguistic backgrounds (Ummah, 2021; Armstrong, 2021; Monteiro, 2022). Without this training, teachers may struggle to explain learning challenges, behavioral concerns, or educational goals in ways that are accessible and non-threatening to families.

Technological barriers also pose significant limitations, particularly in low-income areas where access to digital tools is inconsistent. While emails, SMS messaging, and mobile apps are increasingly used to facilitate communication in education, not all families have smartphones, reliable internet access, or digital literacy to benefit from these tools (Arvin, 2022; Grant & Ray, 2010; Boesley, 2018). As a result, reliance on technology can inadvertently widen the communication gap between schools and less-resourced families.

Even when communication does occur, the lack of structured systems or policies within schools often leads to inconsistency. Some schools lack clear guidelines on how often teachers should update parents and which methods to use, resulting in fragmented or reactive communication (Fobi & Oppong, 2019; Avoke, 2020; Epstein, 2011). In the absence of a standardized communication protocol, the responsibility falls disproportionately on individual teachers, which can lead to unequal engagement across classrooms.

Another key barrier is language. In multilingual regions of Ghana, where local dialects vary widely, educators and parents often do not share a common language, making communication difficult (Agyei & Dzamesi, 2021; Grant & Ray, 2010; Monteiro, 2022). This not only affects verbal communication but also impacts the interpretation of written materials such as report cards and newsletters, which are typically delivered in English.

Psychological barriers, such as fear of judgment or perceived inferiority, prevent many parents, especially those with lower levels of education, from engaging with school staff. Parents may worry that their lack of academic knowledge will make them appear incapable or that their concerns will not be taken seriously (Gramm, 2011; Co-Peterson, 2010; Hornby, 2011). Such self-doubt creates reluctance, reinforcing a one-way flow of information that leaves parents disengaged and uninformed.

Similarly, institutional attitudes can be a deterrent when schools exhibit paternalistic or dismissive behavior toward families of children with disabilities. When educators dominate discussions or fail to acknowledge parents as partners, trust is eroded, and parents may withdraw from communication altogether (Epstein, 2011; Armstrong,

2021; Badu, 2016). This power imbalance hinders collaborative decision-making and limits the effectiveness of Individualized Education Plans (IEPs).

Home-school communication is also affected by time constraints on both sides. Parents, particularly those involved in informal labor or subsistence farming, may be unable to attend school meetings due to inflexible work schedules or transportation costs (Fobi & Oppong, 2019; Balley, 2017; Grant & Ray, 2010). These logistical issues are frequently overlooked by schools, which often schedule meetings without consideration for caregivers' daily realities.

Moreover, schools sometimes use communication methods that are not parent-friendly. For example, written reports may be filled with educational jargon or overly technical language, making them inaccessible to parents without formal education (Arvin, 2022; Badu, 2016; Yao, 2021). Without efforts to simplify and clarify messages, schools risk alienating the very stakeholders they aim to involve.

The lack of culturally responsive communication further hampers engagement. Endo (2024) emphasizes that educators must understand and respect families' cultural norms and values to foster meaningful communication. However, many schools fail to integrate this sensitivity into their engagement strategies, thereby overlooking key motivators or concerns that influence parental participation (Agyei & Dzamesi, 2021; Grant & Ray, 2010).

Compounding these issues is the low priority given to parental involvement in some school leadership agendas. When headteachers and administrators do not promote a culture of communication and engagement, efforts remain isolated and inconsistent (Avoke, 2020; Epstein, 1995; Fobi & Oppong, 2019). This lack of institutional

emphasis results in inadequate resources, poor follow-up mechanisms, and limited staff accountability.

Parents of learners with intellectual disabilities also face emotional fatigue and burnout, which can reduce their willingness or capacity to engage in communication. Caring for a child with special needs can be demanding, leaving parents with little time or energy to participate in school-related activities, even when they recognize the importance of doing so (Monteiro, 2022; Yao, 2021; Armstrong, 2021). This emotional toll often goes unrecognized by educators, further straining the relationship between home and school.

In some cases, previous negative experiences with school personnel or the education system as a whole discourage parents from future interactions. If parents have been blamed, ignored, or dismissed in past encounters, they are less likely to see communication as beneficial or worthwhile (Co-Peterson, 2010; Boesley, 2018; Hornby, 2011). These historical tensions can be deeply rooted and require intentional repair efforts to rebuild trust.

Lack of feedback mechanisms is another overlooked challenge. Parents often feel that communication is one-sided, with teachers delivering information but failing to listen to parental input or act on their concerns (Epstein, 2011; Fobi & Oppong, 2019; Grant & Ray, 2010). Without a clear process for feedback, suggestions, or complaints, parents may grow disengaged, believing their voices do not matter. Further complicating the communication landscape is the fact that some teachers view parental involvement as a burden rather than a collaborative opportunity. This perception leads to minimal effort to establish rapport or create open lines of communication (Boesley, 2018; Armstrong, 2021; Balley, 2017). When teachers

adopt such a mindset, it often results in missed opportunities to involve parents in meaningful ways that support learning.

Finally, the absence of monitoring and evaluation systems to assess the quality and effectiveness of communication strategies impairs improvement efforts. Schools rarely collect data on communication practices, making it difficult to identify what works and where gaps exist (Avoke, 2020; Epstein, 2011; Monteiro, 2022). This lack of reflection prevents growth and perpetuates ineffective practices that fail to serve learners with intellectual disabilities.

In sum, home-school communication faces multifaceted challenges ranging from structural and cultural barriers to psychological and technological limitations. Addressing these challenges requires deliberate, inclusive strategies that value parents as equal stakeholders and adapt to each family's unique needs. Without such efforts, the potential of communication to transform inclusive education remains largely untapped (Fobi & Opong, 2019; Hornby, 2011; Yao, 2021).

2.4 Strategies to Enhance Home-School Communication

Strengthening home-school communication, particularly for learners with intellectual disabilities, requires intentional, multifaceted strategies that bridge cultural, technological, structural, and interpersonal gaps. One foundational approach is the institutionalization of regular parent-teacher meetings that allow for dialogue rather than unidirectional updates. Regular face-to-face interactions enable teachers to explain progress, challenges, and expectations while allowing parents to share insights from the home environment (Hornby, 2011; Borgstede, 2021; Monteiro, 2022). These meetings cultivate trust and cooperation, transforming school communication into a shared responsibility.

Establishing consistent communication schedules is critical for preventing the reactive, crisis-driven contact that often characterizes school-home engagement. Instead of contacting parents only when problems arise, schools must adopt proactive routines for updating families on student progress through weekly reports, calls, or digital messages (Yao, 2021; Arvin, 2022; Epstein, 2011). This consistency not only reassures parents but also promotes transparency and builds rapport over time.

Using multiple communication channels helps accommodate families with varying literacy levels, access to technology, and cultural expectations. Some parents may prefer written reports, while others may respond better to phone calls or home visits. By diversifying communication tools, including SMS, WhatsApp messages, printed newsletters, and in-person meetings, schools can ensure that no parent is excluded due to their preferred or available mode of interaction (Grant & Ray, 2010; Arvin, 2022; Boesley, 2018).

The adoption of user-friendly language in all communication materials is another essential strategy. Complex educational jargon or policy language often alienates parents, particularly those with lower literacy or limited formal education (Badu, 2016; Balley, 2017; Armstrong, 2021). Simplifying language and using visual aids, pictorial content, or local dialects where necessary can significantly increase parental understanding and participation.

Schools should also implement open-door policies that invite parents to visit classrooms, observe lessons, or participate in school activities. Such openness builds familiarity and reduces intimidation, especially for parents who might otherwise feel marginalized due to their socioeconomic status or educational background (Epstein, 2011; Co-Peterson, 2010; Hornby, 2011). By normalizing parental presence, educators signal that families are welcome partners in the educational process.

Training teachers on culturally responsive communication is critical to improving how they engage diverse families. Many educators lack the preparation to navigate cultural sensitivities, language barriers, or beliefs about disability (Endo, 2024; Armstrong, 2021; Agyei & Dzamesi, 2021). Professional development sessions can equip teachers with skills to build empathy, avoid bias, and communicate in ways that resonate with different family norms.

Equipping parents with basic educational knowledge and communication skills is equally important. Parent training workshops that cover topics such as understanding IEPs, supporting learning at home, and navigating school structures empower families to participate meaningfully in their child's education (Monteiro, 2022; Yao, 2021; Co-Peterson, 2010). When parents feel competent and informed, they are more likely to initiate and maintain dialogue with schools.

Technology offers vast potential to enhance communication when leveraged appropriately. Tools such as mobile messaging apps, automated SMS alerts, and school management systems can facilitate real-time updates, reminders, and feedback (Arvin, 2022; Boesley, 2018; Grant & Ray, 2010). These tools are especially effective in low-resource settings where in-person meetings may be less frequent due to distance or time constraints.

However, for technology to be inclusive, schools must consider digital access and literacy. Providing basic digital training for parents and ensuring that communication platforms are easy to navigate can significantly improve uptake and engagement (Yao, 2021; Armstrong, 2021; Monteiro, 2022). This might involve helping parents set up messaging apps or translating content into audio formats for non-literate users.

Involving community leaders or local organizations as intermediaries can also bridge trust gaps. In communities where schools are viewed with suspicion or distance, leveraging familiar faces, such as religious leaders, assembly members, or community health workers, can improve outreach and credibility (Grant & Ray, 2010; Badu, 2016; Agyei & Dzamesi, 2021). These figures can help deliver school messages, encourage attendance at meetings, or dispel myths around disability.

Home visits remain a powerful but underutilized strategy in strengthening school-home ties. When teachers take time to visit students' homes, they gain deeper insight into the learner's background while signaling respect for the family's context (Hornby, 2011; Co-Peterson, 2010; Arvin, 2022). Home visits often break down relational barriers and foster collaboration.

Developing communication protocols or policies at the school level ensures consistency and accountability. Such policies should outline expectations for how often teachers communicate with parents, what information is shared, and through which channels (Epstein, 2011; Avoke, 2020; Fobi & Oppong, 2019). Institutionalizing communication practices embeds them in the school's culture and reduces reliance on individual initiative.

Using parent feedback to shape communication strategies is another effective method. Conducting surveys, interviews, or informal discussions to gather parent preferences on how and when they want to be contacted increases buy-in and relevance (Balley, 2017; Boesley, 2018; Grant & Ray, 2010). Feedback loops also demonstrate that schools value parental voices, which can enhance trust and participation.

Integrating communication into IEP meetings rather than treating it as an add-on also enhances relevance and focus. IEP meetings should not only assess learner progress but also plan communication steps, how teachers and parents will stay updated, and coordinate support strategies (Monteiro, 2022; Yao, 2021; Fobi & Oppong, 2019). This integrated planning ensures that follow-up becomes a structured part of the education process.

Creating roles such as parent liaison officers or communication coordinators within schools provides dedicated personnel to manage family engagement. These individuals serve as consistent points of contact, facilitating information flow between school and home and reducing communication overload for teachers (Boesley, 2018; Epstein, 2011; Armstrong, 2021). Their presence also helps personalize the communication experience for families.

To further encourage participation, schools can host informal gatherings like parent breakfasts, open days, or cultural celebrations. These events provide low-pressure environments for families to connect with teachers, learn about school programs, and build social capital (Grant & Ray, 2010; Hornby, 2011; Fobi & Oppong, 2019). Such gatherings humanize the school and promote community ownership of the learning process.

Creating parent support groups can enhance peer learning and improve parents' confidence. These groups allow families to share strategies, experiences, and challenges related to raising and educating children with intellectual disabilities (Monteiro, 2022; Co-Peterson, 2010; Yao, 2021). They also provide a collective voice to advocate for improved communication and school practices.

Involving parents in school decision-making bodies like Parent-Teacher Associations (PTAs) or School Management Committees (SMCs) enhances two-way communication. When parents have institutional roles, they receive information more directly and can raise concerns or suggestions more effectively (Epstein, 2011; Grant & Ray, 2010; Avoke, 2020). This strategy promotes shared responsibility and collective problem-solving.

Cultural orientation sessions for teachers working in diverse communities can improve communication by increasing awareness of local norms, languages, and values. Teachers who understand their students' communities are better able to engage with parents in respectful and relatable ways (Endo, 2024; Agyei & Dzamesi, 2021; Boesley, 2018). This understanding reduces misunderstandings and improves message clarity. Integrating school-based counseling or social work support into communication strategies can be particularly beneficial for families under stress. Counselors can mediate between teachers and parents, assist with sensitive discussions, and provide emotional support to caregivers (Fobi & Oppong, 2019; Armstrong, 2021; Monteiro, 2022). Their involvement strengthens trust and opens more honest communication channels.

Where feasible, creating multilingual communication materials ensures inclusivity in linguistically diverse communities. Translating key documents and using interpreters during meetings help ensure that all parents understand and can contribute to discussions (Agyei & Dzamesi, 2021; Grant & Ray, 2010; Badu, 2016). Language inclusion is a fundamental aspect of equitable engagement. Timely communication is just as important as the content itself. Delays in updating parents about performance issues, behavioral concerns, or school events reduce opportunities for early intervention (Yao, 2021; Co-Peterson, 2010; Arvin, 2022). Establishing

communication timelines helps ensure that information is shared promptly and that parents have time to respond or prepare.

Framing communication in a strengths-based way, rather than focusing solely on problems, encourages a more positive tone and keeps parents motivated. Sharing good news, celebrating small victories, and acknowledging effort help maintain morale and promote cooperation (Hornby, 2011; Grant & Ray, 2010; Monteiro, 2022). Positive communication builds trust and reinforces shared goals. Building teacher-parent partnerships around shared goals enhances communication quality. Instead of treating parents as outsiders or recipients of information, schools should involve them in setting goals for student learning and behavior (Epstein, 2011; Fobi & Opong, 2019; Yao, 2021). Goal setting aligns expectations and provides a reference point for future conversations.

Incorporating student perspectives in home-school communication adds another layer of depth. Involving learners in discussions about their own progress promotes accountability and transparency (Co-Peterson, 2010; Monteiro, 2022; Hornby, 2011). For learners with intellectual disabilities, this also reinforces self-advocacy skills and affirms their agency in the learning process. Establishing follow-up routines ensures that communication leads to action. Whether it's a phone call to check on an agreed intervention or a follow-up meeting after an IEP, follow-through demonstrates seriousness and commitment (Borgstede, 2021; Yao, 2021; Arvin, 2022). Without structured follow-up, communication becomes passive and loses impact.

Recognizing and rewarding parent participation can increase engagement over time. Simple gestures such as appreciation certificates, public acknowledgments, or even thank-you notes validate the time and effort parents invest (Epstein, 2011; Balley, 2017; Grant & Ray, 2010). Recognition encourages sustained involvement and builds

loyalty to the school community. Evaluating communication strategies regularly is essential to ensure continuous improvement. Schools should periodically review what is working, what needs adjustment, and what new methods can be introduced in response to changing family dynamics (Avoke, 2020; Boesley, 2018; Fobi & Oppong, 2019). Assessment tools like checklists, parent feedback surveys, and data tracking can aid this process.

In conclusion, enhancing home-school communication requires a deliberate blend of proactive planning, cultural responsiveness, technological integration, and relational trust-building. Effective communication cannot rely on occasional contact or one-size-fits-all approaches. It must be dynamic, inclusive, and sustained. When communication strategies are thoughtfully implemented, they form the backbone of inclusive education for learners with intellectual disabilities, ensuring that both home and school environments work in harmony to support every child's potential (Hornby, 2011; Epstein, 2011; Yao, 2021).

2.5 Empirical Studies

Empirical research continues to affirm that home-school communication is a foundational element in achieving educational equity, particularly for learners with intellectual disabilities. Monteiro (2022) conducted a study on individualized education plans (IEPs) in inclusive classrooms and found that when schools maintain regular, clear communication with parents, IEP implementation becomes more effective, leading to measurable improvements in students' academic outcomes and behavioral consistency. This finding was consistent with Yao (2021), who showed that parental feedback and teacher updates work synergistically to strengthen learning continuity.

Fobi and Oppong (2019), in a Ghana-based study, found that effective home-school communication significantly boosts the academic performance of students with intellectual disabilities. Their research involved qualitative interviews with parents and educators across several inclusive schools and revealed that students whose parents maintained frequent communication with teachers performed better in literacy and numeracy. These results highlight that communication serves not just as a relational bridge but as an instructional support mechanism.

Supporting this, Hornby (2011) emphasized that regular communication improves emotional well-being and behavior among children with special educational needs. His case study analysis revealed that open lines of communication helped identify anxiety triggers and behavioral shifts early, enabling timely intervention by both teachers and parents. Such coordination was particularly effective in reducing school refusal and aggression in learners with intellectual disabilities. A study by Arvin (2022) focused on the role of communication tools in special education settings. Using a mixed-methods approach across under-resourced Ghanaian schools, Arvin found that mobile technologies such as SMS and WhatsApp were low-cost, highly effective tools for daily updates, event reminders, and IEP tracking. However, the effectiveness of these tools was closely linked to parental digital literacy and access to mobile devices, showing that while technology holds promise, structural inequalities must still be addressed.

Despite the clear benefits, empirical studies highlight several persistent challenges. Badu (2016), in a sociocultural study of Ghanaian attitudes toward disability, found that cultural stigma often limits open communication between schools and families. Parents interviewed expressed discomfort or shame when discussing their child's condition, especially in communities where intellectual disability is still attributed to

spiritual causes. This finding underscores the need for communication strategies that are sensitive to cultural contexts.

Gramm (2011) explored similar challenges in rural European settings and found that when school communication did not acknowledge cultural perceptions or community values, parental involvement remained superficial. Teachers in the study often failed to create safe spaces for dialogue, leading to mistrust and minimal parental engagement. This research reinforces the idea that communication must go beyond logistical updates to include emotional and cultural empathy.

Agyei and Dzamesi (2021) extended this perspective with a study that surveyed over 200 parents of children with intellectual disabilities in Ghana. Their findings showed that nearly half of the parents did not understand school reports or found them too complex to interpret. They concluded that ineffective communication, driven by inaccessible language and a lack of feedback mechanisms, contributes to disengagement, even among willing and supportive families.

Teacher workload has also emerged as a significant barrier to sustained communication. In a study by Boesley (2018), over 60% of special education teachers reported lacking time to communicate with parents regularly due to overcrowded classrooms, heavy administrative demands, and insufficient planning periods. These constraints led to reactive communication patterns, where schools contacted parents only when problems escalated.

Armstrong (2021) affirmed these findings, observing that even when teachers valued parent engagement, systemic pressures often prevented them from making it a priority. His longitudinal study of inclusive classrooms found that schools with smaller class

sizes and designated liaison roles had far more effective communication practices than those that placed all responsibilities on classroom teachers.

From the parents' perspective, research by Co-Peterson (2010) indicated that many caregivers feel intimidated by school professionals, especially when interactions are one-sided or dominated by technical language. Her ethnographic study of African-American and immigrant parents found that families often felt "talked at" rather than engaged in meaningful dialogue. These feelings of marginalization were found to be more pronounced among parents of children with special needs.

In the Ghanaian context, Avoke (2020) examined how national inclusive education policies translate into everyday practice and found a disconnect between policy mandates and school-level communication efforts. While schools were expected to engage parents under the inclusive education framework, many lacked concrete guidelines or training on how to do so effectively. As a result, implementation was inconsistent and dependent on individual teacher initiative.

Evidence from Monteiro (2022) revealed that communication that is goal-oriented, specifically tied to IEP goals or behavioral plans, was more impactful than general updates. In schools where teachers and parents co-created goals, the frequency and quality of communication improved. Parents became more invested in the outcomes and were more likely to follow through on home-based strategies.

Research by Endo (2024) on parental involvement across culturally diverse settings identified that training for educators in culturally responsive communication significantly improved family engagement. Teachers who had been trained to avoid assumptions and acknowledge cultural differences facilitated more frequent and productive interactions with families of children with disabilities.

Balley (2017) evaluated the effectiveness of structured communication frameworks and found that when schools implemented weekly communication logs or structured conferencing schedules, parent satisfaction and involvement rose sharply. These structured systems ensured that communication was not dependent on teacher discretion alone, making it more reliable and predictable.

Grant and Ray (2010) explored how schools could facilitate two-way communication by soliciting feedback from families through surveys, open forums, or parent suggestion boxes. Their study revealed that schools that actively sought parent input were perceived as more inclusive and experienced higher levels of family trust and loyalty.

Inclusion of community-based mediators was another promising strategy highlighted in Badu's (2016) study. He found that involving religious leaders or health workers in communication helped reduce stigma and increased parental attendance at school meetings. These figures, trusted by the community, played a crucial role in legitimizing the importance of engaging with schools.

Home visits emerged as a powerful strategy in studies by Hornby (2011) and Grant & Ray (2010). Parents who received home visits from teachers reported a stronger connection to the school and were more likely to attend school functions and contribute to decision-making. These visits also allowed educators to understand the learner's environment and tailor interventions accordingly.

Digital strategies are also gaining momentum. Arvin (2022) showed that in schools where digital platforms were supplemented by user training, communication frequency increased significantly. Parents appreciated real-time updates and the

ability to respond to concerns instantly. However, he warned that without digital equity, such strategies risk excluding already marginalized families.

Parent workshops have also proven effective in boosting communication. In a study by Yao (2021), schools that offered quarterly workshops on IEPs, disability awareness, and at-home learning strategies saw a 40% increase in parent-teacher interactions. Parents reported feeling more confident, more knowledgeable, and more respected in their interactions with school staff.

Structured collaboration models such as Epstein's Framework for Parental Involvement were examined by Epstein (2011), who found that schools that applied this model consistently across the six involvement types, including communication, reported more balanced partnerships with families. The model's emphasis on mutual responsibility promotes a culture where both teachers and parents felt accountable for student outcomes.

Fobi and Oppong (2019) documented the benefits of incorporating parent feedback into IEP meetings. Their case studies showed that when parents were allowed to co-construct intervention plans, they felt greater ownership and were more consistent in implementing recommendations at home. This alignment reduced behaviour-related school absences by twenty-five percent. Borgstede (2021) examined strategies for improving communication in special education settings and found that celebrating student achievements, no matter how small, encouraged positive communication. Parents who received regular positive updates were more willing to engage, even during challenging discussions, creating a more balanced and affirming relationship.

In their work, Co-Peterson (2010) and Armstrong (2021) stressed the importance of ongoing professional development for teachers. Schools that offered continuous training on communication strategies, especially those tailored to special education, reported lower levels of miscommunication and higher levels of parental satisfaction.

Yao (2021) also emphasized that creating school environments that are physically and psychologically welcoming significantly improves parental involvement. Schools that hosted informal events or maintained open-door policies created atmospheres where parents felt safe to ask questions, express concerns, and build lasting relationships with educators.

Peer-to-peer parental support groups have also been shown to enhance engagement. Monteiro (2022) and Fobi & Oppong (2019) both found that parents who attended support groups were more confident in initiating communication with teachers and advocating for their child's needs. These groups served as safe spaces to process experiences, learn from others, and practice communication strategies.

Finally, research by Avoke (2020) calls for integrating monitoring and evaluation mechanisms into communication strategies. Schools that tracked communication frequency, parent satisfaction, and student outcomes were better positioned to refine their approaches and address emerging gaps in engagement.

Taken together, these empirical studies provide robust evidence that while home-school communication faces significant cultural, structural, and interpersonal challenges, targeted strategies, grounded in empathy, structure, training, and feedback, can dramatically improve outcomes for learners with intellectual disabilities. The research underscores that communication must be more than a procedural requirement;

it must be a relational and strategic partnership that prioritizes equity, respect, and collaboration between families and educators.

2.6 Summary of the Literature Review

The reviewed literature demonstrates that effective home–school communication is fundamental to parental involvement, academic achievement, and the holistic development of learners with intellectual disabilities. Epstein’s Theory of Parental Involvement provides a robust theoretical framework for understanding the role of communication in fostering family–school collaboration. Conceptual and empirical studies further confirm that direct communication methods, relationship-based approaches, and culturally responsive practices enhance inclusive education outcomes.

Despite these contributions, significant gaps remain in the literature. Although several studies have examined parental involvement and home–school communication in inclusive education, most have focused on general learner populations or urban settings. Limited empirical attention has been given to communication practices involving learners with intellectual disabilities at the primary school level in semi-urban municipalities such as Nsawam-Adoagyiri. Moreover, few qualitative studies have explored the lived experiences of both parents and teachers within this context.

These gaps necessitated the current study, which sought to explore home–school communication patterns, strategies, and challenges in the education of learners with intellectual disabilities.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology used to conduct the study. This includes the research approach, research design, study setting, population, sample, sampling techniques, data collection instrument, data collection procedure, data trustworthiness, analysis plan, and ethical considerations.

3.1 Research Approach

This study adopted a qualitative research approach to explore the nature of communication between home and school in the education of learners with intellectual disabilities. A qualitative approach is appropriate as it allows for an in-depth understanding of participants' experiences, perspectives, and challenges regarding home-school collaboration (Creswell, 2013). The study focused on gathering rich, descriptive data to provide insights into how communication practices influence the education of learners with intellectual disabilities in primary schools in the Nsawam-Adoagyiri Municipality.

3.2 Research Design

The study employed a case study design. A case study was suitable as it allows for an in-depth investigation of the phenomenon within a real-life context (Yin, 2014). The research focused on three selected primary schools within the Nsawam-Adoagyiri Municipality to examine the communication processes, challenges, and strategies used to enhance collaboration between home and school in educating learners with intellectual disabilities.

3.3 Setting of the Study

The study was conducted within the Nsawam-Adoagyiri Municipality. Nsawam-Adoagyiri Municipality, located in the Eastern Region of Ghana, serves as a strategically positioned administrative and commercial hub. It lies along the Accra-Kumasi highway, making it an important transit point between the country's south and north. The municipality was established by Legislative Instrument (L.I.) 2048 in 2012, following the division of the former Akuapim South District. Nsawam serves as the municipal capital and houses several governmental institutions, schools, and markets.

According to the 2021 Population and Housing Census conducted by the Ghana Statistical Service, Nsawam-Adoagyiri Municipality has a population of approximately 155,597, with a nearly equal gender distribution. The population is characterized by a youthful demographic, with a high proportion of residents under 35. This youthful base has implications for educational planning, as the demand for basic and secondary education continues to rise in the area (Ghana Statistical Service, 2021).

Ethnically, the area is dominated by the Akan people, particularly the Akyem and Akuapem subgroups, but it is also home to the Ewe, Ga-Dangme, and other ethnic minorities, owing to its proximity to Accra and its economic appeal. Twi is the most widely spoken language, but English is used in formal and official contexts, particularly in education and administration. The municipality is predominantly Christian, though Muslims and adherents of traditional religions are also present, contributing to its religious diversity.

Economically, the municipality is known for its agricultural productivity. Farming remains the predominant occupation for a large section of the rural and peri-urban population. Residents cultivate crops such as maize, cassava, plantain, and vegetables. In addition to food crops, the cultivation of cocoa, citrus, and oil palm is widespread,

especially in remote communities (Ministry of Food and Agriculture, 2020). The fertile land and favorable climate support year-round farming activities.

Beyond agriculture, Nsawam is also noted for its vibrant trading and small-scale industrial sector. Many residents, especially women, engage in petty trading, retail, and the sale of agricultural produce in local markets such as the Nsawam Main Market. Small manufacturing activities, such as gari processing, soap making, and bakery operations, are common. Additionally, a significant number of people are employed in transport, public services, and artisanal work such as tailoring, welding, and carpentry.

Education is a central feature of life in Nsawam-Adoagyiri. The municipality has a mix of public and private basic schools, junior high schools, and a few senior high institutions. Nsawam Senior High School and St. Martin's Senior High School are among the prominent second-cycle institutions in the area. However, disparities in access and quality persist, particularly in rural areas. Special education services are limited, which presents challenges for children with intellectual and developmental disabilities (Ghana Education Service, 2023).

Healthcare infrastructure in the municipality is moderately developed, with the Nsawam Government Hospital serving as the main referral facility. There are also several health centers and private clinics scattered throughout the municipality. Nonetheless, access to specialized services, including psychological and special education-related health care, remains limited and concentrated in urban areas, thereby posing a barrier for families with children who have intellectual disabilities.

Social services and community development efforts are led by the Municipal Assembly and supported by NGOs and faith-based organizations. These efforts focus

on youth empowerment, health education, women's development, and support for basic education. However, services tailored to families with children with intellectual disabilities are still emerging, and awareness campaigns are often insufficient. This gap reinforces the importance of examining communication between homes and schools in the municipality.

Given the socio-demographic, economic, and infrastructural features of Nsawam-Adoagyiri, the municipality offers a meaningful context for investigating how home-school communication functions in the education of learners with intellectual disabilities. Its mixed urban-rural profile, population diversity, agricultural backbone, and developing education infrastructure mirror many of the challenges facing other Ghanaian districts, making the study's findings potentially relevant to wider national application.

3.4 Population of the Study

The target population for this study included parents of learners with intellectual disabilities in selected primary schools, teachers handling learners with intellectual disabilities in the selected schools, and headteachers of the selected primary schools, who play a key role in school policies and communication frameworks.

3.5 Sample Size and Sampling Technique

The study involved a total of 33 participants, selected through purposive sampling. This included 15 teachers (5 from each selected school), 15 parents (5 from each selected school), and 3 headteachers (1 from each selected school). The choice of purposive sampling was appropriate because it allows researchers to select participants with direct experience of the issue under investigation. The selected teachers, parents, and headteachers provided valuable insights into the effectiveness

of communication between home and school in educating learners with intellectual disabilities.

3.6 Data Collection Instrument

The primary data collection instrument for this study was a semi-structured interview guide. Semi-structured interviews allow flexibility to probe participants' responses more deeply while maintaining a structured flow of questions (Bryman, 2016). The interview guide consisted of open-ended questions focusing on the current state of communication between home and school, the challenges affecting effective communication, the impact of communication on the academic and social development of learners with intellectual disabilities, and suggestions for improving home-school communication.

3.7 Data Collection Procedure

Data collection commenced after the researcher obtained a formal letter of introduction from the Department of Special Education, University of Education, Winneba. The letter was presented to the Nsawam Municipal Education Office, specifically to the Municipal Special Education Coordinator, to seek official permission to conduct the study within selected public primary schools in the municipality.

Upon approval from the Municipal Education Office, the researcher proceeded to the selected schools and presented the authorization letter to the school administrators (headteachers). The purpose of the study, its relevance to inclusive education, and the nature of participants' involvement were clearly explained to the school authorities. Permission was subsequently granted to engage teachers and parents of learners with intellectual disabilities in the selected schools.

After gaining access to the schools, the researcher identified eligible participants through the assistance of headteachers and class teachers. Participants were briefed on the objectives of the study, the voluntary nature of their participation, and the procedures involved. Informed consent was obtained from all participants prior to data collection.

Data were collected through face-to-face semi-structured interviews conducted at locations within the school premises or other mutually agreed venues that ensured privacy and convenience. Each interview lasted approximately 30–45 minutes. With participants' consent, interviews were audio-recorded to ensure accuracy of responses, while field notes were taken to capture key observations and non-verbal cues.

The data collection process was conducted over a specified period, allowing for follow-up interactions where clarification was needed. This systematic approach ensured that data were gathered in an ethical, organized, and respectful manner, consistent with the approval granted by the relevant educational authorities.

3.8 Data Analysis Procedure

The data collected for the study were analyzed using thematic analysis. Thematic analysis was considered appropriate because it provides a flexible yet systematic approach for identifying, analyzing, and reporting patterns (themes) within qualitative data (Braun & Clarke, 2006). This method enabled the researcher to organize participants' views into meaningful categories that addressed the research questions of the study. The analysis began with the transcription of audio-recorded interviews into written text. The transcribed data were read repeatedly to ensure familiarity and to gain an in-depth understanding of participants' responses. This familiarization process

allowed the researcher to identify initial ideas and patterns emerging from the data (Creswell, 2014).

Following familiarization, the researcher engaged in open coding, where significant statements, phrases, and ideas relevant to home–school communication were identified and labeled. Similar codes were then grouped into broader categories. These categories were further refined into themes that reflected recurring patterns across participants' responses (Braun & Clarke, 2006).

The identified themes were reviewed and refined to ensure internal consistency and a clear distinction between themes. The final themes were then interpreted in relation to the study's research questions and objectives. Verbatim quotations from participants were used in Chapter Four to support the themes and to enhance the credibility of the findings (Miles, Huberman, & Saldaña, 2014).

Throughout the analysis process, the researcher-maintained reflexivity to minimize personal bias and ensure that interpretations were grounded in participants' perspectives. The systematic application of thematic analysis ensured that the findings were logically derived from the data and aligned with the qualitative case study design of the research.

3.9 Trustworthiness of the Data

The concept of trustworthiness in qualitative research is the extent to which the findings are a true reflection or accuracy of the participants' personal or lived experiences of the phenomenon under investigation. According to Lincoln and Guba (1985), trustworthiness is established when the study's findings reflect, as closely as possible, the meanings described by the research participants.

Others define the term as a measure of whether the research findings are accurate from the perspectives of the researcher, the participants, or the report's readers (Creswell, 2016; Polit & Beck, 2017). Trustworthiness is an important consideration in evaluating the findings of qualitative research. It is an indicator of the extent to which the study was conducted meticulously, and hence, the value of qualitative research is strengthened by its trustworthiness (Lincoln & Guba, 1985). To determine the trustworthiness of the findings of the study, the researcher adopted the four evaluation criteria suggested by Lincoln and Guba (1985), namely, credibility, transferability, dependability, and confirmability as described below.

3.9.1 Credibility

Credibility refers to confidence in the truth of the data and in the interpretations of that data (Polit & Beck, 2017). It is about establishing whether the research findings are acceptable, based on the participants' original data, and accurately reflect their original views (Lincoln & Guba, 1985). As was pointed out by Lincoln and Guba, credibility involves 1) carrying out the study in a way that enhances the believability of the findings, and 2) taking steps to demonstrate credibility in the research reports.

In this study, the strategies the researcher adopted to ensure the credibility of the findings included prolonged engagement in the research setting, peer debriefing, and member checking.

3.9.2 Prolonged engagement in the research setting

The researcher invested a lot of time in the data gathering process in order to have an in-depth understanding of the combination between home and school partnership in educating learners with intellectual disabilities in Nsawam-Adoagyiri Municipality. Arrangements was made with the participants so that the researcher could return to them for follow up interviews to seek confirmation or clarification of issues discussed

during previous interview sessions to authenticate that information they provided was credible.

3.9.3 Peer debriefing

Peer debriefing is the process in which a researcher locates a peer debriefer, who critiques and asks questions about the study so that the account resonates with people other than the researcher (Creswell, 2016). This probing includes, but is not limited to, methodology, interpretation, and analysis of data. The process involves a researcher seeking questions from others (Creswell, 2016). The purpose of peer debriefing is to ensure that aspects of the research that might otherwise remain only hidden in the researcher's mind are explored by neutral persons (Lincoln & Guba, 1985). Bhattacharjee (2018) stressed that peer debriefings are vital because peer feedback helps researchers improve the quality of their study findings. In this study, therefore, the researcher discussed the topic and his rationale for choosing it with his supervisor to provide useful guidance on the project. The researcher also engaged his fellow students and other researchers to seek their views on the topic's suitability and feasibility.

3.9.4 Member checking

Member checking involves taking the report or parts of it, or specific descriptions or themes, back to participants for them to confirm whether it is an accurate representation of their experiences (Creswell, 2016; Polit & Beck, 2017). Lincoln and Guba (1985) posited that member checking is a vital procedure that any qualitative researcher must undergo because it is central to the credibility of qualitative research findings.

Member checking involves researchers asking participants to elaborate on or clarify what they have said in interviews or done in observed scenes or when researchers sum up what they have heard at the end of an interview or seen following an observation session, and then ask participants to comment on the accuracy of these summaries (Creswell, 2016). In this study, member checking was conducted during data collection by asking probing questions and conducting follow-up interviews with some participants to clarify any doubts about the information they provided. During and after data analysis, the researcher discussed the major findings and themes with some participants to seek their views on the report's authenticity. This gave participants the opportunity to review the report and make comments on the themes and findings.

3.9.5 Transferability

The concept of transferability refers to the extent to which research findings can be transferred to or applied in other settings or contexts involving different participants (Polit & Beck, 2017; Bhattacharjee, 2018). Bassey (cited in Bhattacharjee, 2018) suggested that transferability could be achieved only if people in other settings or contexts believe their situations are similar to those described in a particular study and thus may relate the findings to their own positions. Strategies researchers can use to ensure the transferability of qualitative research include providing thick descriptions of the research process and using purposive sampling techniques (Bhattacharjee, 2018). In this study, the 'thick descriptions' strategy and purposive sampling were used to ensure transferability.

3.9.6 Thick Description

The phrase "thick description" originally meant an "insider's account" (Marshall & Rossman, 2013), but has come to be used to refer to "a highly descriptive, detailed presentation of a study setting and in particular, the findings of a study" (Merriam & Tisdell, 2016). When thick description is used as a strategy to ensure transferability, it refers to a description of the setting and participants of the study, as well as a detailed description of the findings with adequate evidence presented in the form of quotes from participant interviews, field notes, and documents (Merriam & Tisdell, 2016).

Polit and Beck (2017) described thick description as a rich, thorough, and vivid description of the research context, the study participants, and the experiences and processes observed during the inquiry. Various authors have noted that the researcher plays a vital role in using thick description to ensure transferability. For example, Lincoln and Guba (1985) noted that it is the researcher's responsibility to provide adequate descriptive data about the study to enable readers to evaluate the applicability of the data to other contexts.

In this study, a detailed description of the setting and the entire process of the study, that is, rich and extensive details about the methodology from the setting, data collection procedure, data analysis, to the production of the final study report, was done in order to enhance transferability. Direct quotes from participants were used to support emerging themes.

3.9.7 Dependability

The dependability of qualitative research findings corresponds to the reliability of quantitative research findings (Merriam & Associates, 2002). The researcher ensured the reliability of his study conclusions by asking clear questions during data collection. Participant validation was also used to validate the interview guide. The

researcher did this by giving participants the opportunity to review the interview transcripts. Participants were then asked to provide feedback on whether the information accurately reflected what they said or meant, or whether any key details were left out. Participants who agreed to the interview transcript and its interpretation indicated the accuracy of the collected data.

3.9.8 Confirmability

Confirmability refers to the degree to which the findings of the research study could be confirmed by other researchers. Confirmability is concerned with establishing that data and interpretations of the findings are not figments of the researcher's imagination but clearly derived from the data (Creswell, 2016). The researcher achieved this by using an audit trail, which ensured that constructions could be seen to have emerged directly from the data, thereby confirming the research findings and grounding them in the evidence of the raw data. The researcher recorded the data as accurately as possible and conducted member checking and participant validation to ensure that the recorded data reasonably represented their accounts. Using an audio recorder enabled the researcher to revisit events and conversations, especially when in doubt.

3.10 Ethical Considerations

To ensure ethical compliance, the study adhered to the following principles:

Informed Consent: Participants were fully informed about the study's purpose, procedures, and potential benefits before consenting to participate.

Confidentiality: The identities of participants were kept anonymous, and data were securely stored.

Voluntary Participation: Participants had the right to withdraw from the study at any time without consequences.

No harm to participants: The study ensured that no harm (psychological, emotional, or social) was caused to the participants as a result of their participation.



CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

4.0 Introduction

This chapter presents the analysis and discussion of data obtained from the field. Data were analyzed thematically in line with the study's research questions. The chapter is organized into two main sections. Section A presents the participants' demographic characteristics, while Section B presents the thematic analysis of the research questions. Themes and sub-themes were generated from participants' responses and supported with verbatim quotations.

4.1 Section A: Demographic Characteristics of Participants

This section presents the demographic characteristics of the study participants. The study involved 33 participants: **15 teachers**, 15 parents, and 3 head teachers. The demographic variables considered were gender, age, and academic qualification.

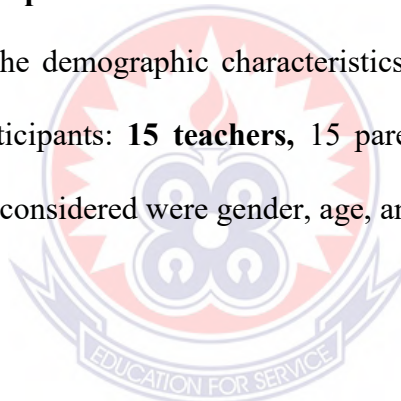


Table 4.1

Demographic Distribution of Participants (N = 33)

Table 1: Demographic Distribution of Participants

Category	Variable	Frequency	Percentage (%)
Gender:	Male	12	36.4
	Female	21	63.6
Total		33	100
Age Range:	25–34	7	21.2
	35–44	15	45.5
	45–54	8	24.2
	55 and above	3	9.1
Total		33	100
Academic Qualification			
	Basic Education	7	21.2
	Senior High School	5	15.2
	Diploma in Education	9	27.3
	Bachelor's Degree	9	27.3
	Master's Degree	3	9.0
Total		33	100

Source: Fieldwork data (2025)**Interpretation of Table 4.1**

Table 4.1 shows that the majority of participants were female (21; 63.6%), while 12 (36.4%) were male. This indicates a higher proportion of female participants in the study.

With respect to age, 7 (21.2%) participants were 25–34 years old, 15 (45.5%) were 35–44 years old, 8 (24.2%) were 45–54 years old, and 3 (9.1%) were 55 years and older. This suggests that most participants were in the 35–44 age bracket, indicating that most were in their active working years.

Regarding academic qualification, 7 (21.2%) of the participants had Basic Education, 5 (15.2%) were Senior High School graduates, 9 (27.3%) possessed a Diploma in Education, 9 (27.3%) held a Bachelor's Degree, and 3 (9.0%) had a Master's Degree. This implies that a large proportion of participants were professionally trained, with Diploma and Bachelor's Degree holders making up the majority.

Section B: Analysis of Research Questions

Research Question 1: What is the communication pattern between home and school in educating learners with intellectual disabilities?

This research question explored how teachers, parents, and school leadership communicate regarding the education of learners with intellectual disabilities. Analysis of participants' responses revealed four major themes: phone-based communication, face-to-face meetings, home visits, and written communication. These themes reflect both formal and informal communication practices shaped by contextual realities, including parental literacy levels, socioeconomic conditions, emotional needs, and institutional expectations.

Theme 1: Phone-Based Communication as the Primary Link Between Home and School

Phone-based communication emerged as the most frequently used and preferred method of interaction between teachers and parents. Participants emphasized its accessibility, immediacy, and suitability within contexts where parents may have limited literacy or constrained time due to work and family responsibilities. In response to the research question 1, some participants had the following to say:

Sub-theme 1.1: Immediate Sharing of Academic and Behavioral Progress

Participant 1:

“I usually call parents after school to explain how their child performed during the day, especially if there were behavioral concerns or improvements in classwork. This helps parents understand the situation immediately.” (Teacher Participant).

The above response suggests that the teacher values phone calls as a means of immediate and relational communication. The interaction helps maintain consistency between home and school interventions. It reflects two-way communication, where both the teacher and parent contribute information. The tone shows proactive engagement that fosters trust and responsiveness. This suggests that frequent phone contact enhances mutual accountability and learner monitoring.

Sub-theme 1.2: Overcoming Parental Literacy Barriers

Participant 8:

“Some parents cannot read the notes we write, so calling them is better. When I speak to them directly, they understand what their child needs and what they should do at home.” (Teacher Participant).

This response highlights the accessibility advantage of phone calls in low-literacy settings. The teacher adapts communication to parents' abilities, ensuring inclusiveness. It also demonstrates cultural sensitivity and awareness of contextual barriers. Phone calls thus function as an equalizing tool that removes literacy-based communication barriers. This strengthens parental comprehension and engagement in the learning process.

Sub-theme 1.3: Monitoring Attendance and Learner Welfare

Participant 3:

“When a learner stays away from school for some days, I call the parents to check if the child is sick or facing problems at home.” (Teacher Participant).

The teacher uses phone calls for pastoral care and attendance follow-up. This strengthens the emotional and social bond between school and family. The approach extends communication beyond academics to include well-being. It reflects Epstein's concept of the overlap between parenting and communication. Consistent phone-based follow-up enhances learner attendance and continuity.

Sub-theme 1.4: Emotional Reassurance and Parent Motivation

Participant 10:

My son's teacher calls me almost every week to tell me how he is doing. Sometimes she tells me what new word he learned or if he struggled with reading. When she calls, I feel encouraged to help him more at home. Even when I can't visit the school, I still know what is happening. The calls make me feel part of his education (Parent Participant).

This response shows that phone calls enhance emotional connection and accountability. The parent feels valued and involved despite physical distance. It illustrates that consistent communication nurtures confidence and participation. Such calls translate to greater reinforcement of learning at home. The emotional bond strengthens the school-family partnership central to inclusive education.

Sub – Theme 1.5: Bridging the gap of illiteracy

Participant 12:

I like it when the teacher calls because sometimes I don't understand the report card she sends home. When she explains it on the phone, I understand better. It also helps me know if my child's behavior is improving. I feel free to ask questions I wouldn't ask in person. It makes me feel respected and informed (Parent Participant).

The above response highlights how phone communication bridges comprehension gaps created by literacy and confidence barriers. The two-way nature allows parents to seek clarification safely. It reinforces trust and equalizes the communication dynamic between parent and teacher. Respect and accessibility foster sustained

engagement. Overall, it validates the teacher's use of culturally and contextually sensitive communication.

Sub – theme 1.6: Leadership Involvement and Institutional Authority

Participant 25:

As a headteacher, I encourage my teachers to use phone calls when they cannot reach parents physically. I sometimes call parents myself when there is a serious issue, such as absenteeism or disciplinary problems. Many parents respond positively when they hear from the head directly. It shows that the school is serious about its children's welfare. However, some parents frequently change their numbers, making follow-up difficult (Headteacher Participant).

The response shows that administrative involvement strengthens communication, authority, and accountability. Direct calls from leadership add weight to school messages. It also reflects institutional recognition of the role of phone communication in inclusive education. Yet, the instability of contact information highlights systemic tracking challenges. The statement advocates for formalized parent contact systems to maintain consistency.

Theme 2: Face-to-Face Meetings

This theme concerns in-person interactions among teachers, parents, and sometimes head teachers to discuss the academic and behavioral progress of learners with intellectual disabilities. In response to Research Question 1, some participants had the following to say:

Sub- Theme 2.1: Use of Learners' Work to Explain Progress

Participant 15:

I prefer meeting parents in person because it allows me to show them their child's work and explain it better. When they see the exercise books and assessments, they understand the child's progress more clearly. It's easier to discuss sensitive issues face-to-face than over the phone. We can also plan together on how to help the child at home. These meetings always make our relationship stronger (Teacher Participant).

The response shows that the participant values visual and relational elements of face-to-face meetings. The physical interaction promotes understanding through tangible evidence of student progress. It supports mutual goal-setting and practical planning. The emotional tone reinforces collaboration and shared ownership. Such meetings strengthen the teacher-parent bond and enhance transparency in learner support.

Sub-theme 2.2: Addressing Sensitive Issues with Empathy

Participant 18:

During face-to-face meetings, I can read the parents' emotions and see how they truly feel about their child's progress. Sometimes they look worried, and I reassure them that improvement is possible. It's not just about giving academic feedback but also emotional support. Parents leave the meeting feeling hopeful. That human touch is very important, especially for children with disabilities (Teacher Participant).

This response emphasizes emotional communication as a key strength of in-person meetings. Teachers can assess parents' reactions and offer reassurance, which fosters empathy and trust. The meetings function as emotional bridges that reduce anxiety and stigma. They also affirm the school's supportive role beyond academics. Such exchanges deepen family-school understanding and strengthen inclusive practice.

Sub-theme 2.3: Building Parent Confidence and Trust

Participant 21:

I like when the teacher calls me to come to school and talk about my child. When I meet her, she shows me his books and tells me what he can do on his own now. It makes me proud to see his progress with my own eyes. We talk about what I should do at home to support him. I always leave the meeting feeling encouraged and hopeful (Parent Participant).

This parent's response illustrates how visual and personal engagement boost motivation and understanding. Seeing tangible evidence of progress builds parental confidence and pride. The meeting transforms abstract reports into real achievements.

It reinforces cooperative goal-setting and consistency between home and school. Such direct engagement strengthens parental commitment and emotional investment.

Sub-theme 2.4: Support for Parents with Limited Language Proficiency

Participant 17:

Sometimes I feel shy about talking on the phone, but at school I can explain myself better. The teacher listens and helps me understand what my child needs. I also ask questions about things I don't understand. She makes me feel comfortable even when my English is not good. These meetings make me feel respected.

This response highlights the inclusive and confidence-building role of face-to-face communication. Parents with limited literacy or language proficiency find it easier to express themselves in person. The teacher's supportive attitude reduces anxiety and promotes dignity. Such interactions strengthen relational trust and equity. The theme demonstrates how communication empowers marginalized parents.

Participant 22:

When I meet the teacher face-to-face, I feel more serious about my child's education. It reminds me that the school expects my support. Sometimes the headteacher also joins, which makes the discussion stronger. I like that they treat me as part of the team. It motivates me to work harder with my child at home (Parent Participant).

The parent perceives face-to-face meetings as symbolic of accountability and partnership. Including school leadership increases the sense of importance. Feeling valued as a "team member" enhances parental motivation. The meeting serves both relational and motivational functions. It reinforces shared responsibility and strengthens school-home alignment.

Participant 24:

As a headteacher, I always encourage teachers to organize face-to-face meetings, especially for learners with special needs. I also attend some of these sessions to show parents that the school takes them seriously. Many parents appreciate leadership. It gives them confidence that their concerns are being heard. These meetings have helped us resolve many misunderstandings (Headteacher participant).

The headteacher underscores the institutional significance of direct engagement. Leadership presence reinforces the school's commitment to collaboration. It formalizes communication, ensuring parents feel respected and supported. Such involvement bridges hierarchical gaps and improves trust. The statement also indicates that structured meetings can prevent conflicts and enhance cooperation.

Theme 3: Home Visits

This theme focuses on teachers and headteachers visiting learners with intellectual disabilities at home to strengthen the home-school partnership. Home visits provide personalized interactions that help teachers understand learners' backgrounds, family dynamics, and environmental factors that influence learning and behavior. In response to Research Question 1, some participants had the following to say:

Sub -Theme 3.1: Monitoring and Promoting Welfare

Participant 13:

I visit some of my learners' homes when they are absent from school for several days. It helps me know whether they are sick or facing problems at home. Most parents appreciate the effort because it shows that the school cares about their children. Sometimes I encounter challenges, such as a lack of food or parental neglect, that affect the child's learning. After the visit, I can better support the learner in class (Teacher Participant).

The teacher views home visits as both a monitoring and a welfare tool. The visits extend the teacher's role beyond academics into holistic care. They uncover hidden socioeconomic and emotional challenges that affect attendance and performance. The response reflects genuine empathy and proactive intervention. Home visits thus serve as an early-warning and support mechanism for vulnerable learners.

Sub-theme 3.2: Social Emotional Support and Empowerment

Participant 9:

I was surprised the first time my child's teacher came to our house. She sat with me and explained how to help my son with reading. I felt proud that a teacher could visit my home. Since then, I always attended school meetings because I know the teachers care. That visit gave me confidence that my child is in good hands (Parent Participant).

This response reflects emotional validation and empowerment through the teacher's visit. The gesture breaks social distance and communicates respect. It also encourages sustained parental involvement afterward. The visit becomes symbolic of the school's inclusiveness and commitment. Such emotional impact builds parental trust and motivation.

Sub-Theme 3.3: Institutional and leadership Involvement

Participant 5:

As a headteacher, I encourage teachers to conduct home visits for learners with attendance or behavioral issues. Sometimes I join them to show that the school is serious about helping. These visits change the way parents view the school. They see us as partners, not as authority figures. Even though transport costs are high, the results are worth it. (Headteacher Participant).

The above response shows institutional endorsement and leadership involvement in home visits. It frames the practice as part of the school's inclusive strategy. Leadership participation increases credibility and parent cooperation. Acknowledging cost barriers highlights structural challenges that need policy support. The response confirms that home visits foster community-based trust and accountability.

Theme 4: Written Notes

This theme explores the use of written notes and messages as a means of communication between teachers and parents to support the education of learners with intellectual disabilities. Written notes include messages in learners' exercise books, on report cards, in memos, or in letters sent through pupils.

Sub- Theme 4.1: Records Keeping and Accountability

Participant 11:

I usually write short notes in the child's homework book to tell parents how their child performed that day. Sometimes it's about good behavior or homework that needs correction. Parents who can read usually respond by writing back a thank-you note or their own comments. It helps me know they are following their child's work. It keeps communication going even when we don't meet often (Teacher Participant).

The above response shows routine written communication as a bridge for ongoing updates. The reciprocal exchange of notes strengthens two-way engagement and accountability. It creates a traceable record of communication that enhances monitoring. The tone also highlights positive reinforcement as a motivator for parents.

Written notes thus serve as a practical, consistent channel for information flow.

Sub-Theme 4.2: Promote continuity of classroom and home support

Participant 14:

The teacher writes in my son's exercise book every week to tell me what he is doing in class. I always check it when he comes home. It helps me know how to assist him with homework. Sometimes, I also write back to thank the teacher. It makes me feel close to what is happening at school (Parent Participant).

The response indicates that the participant appreciates the transparency and accessibility that written notes provide. The regular updates create a sense of connection and oversight. It empowers the parent to reinforce learning at home. The reciprocal exchange also strengthens trust and teacher-parent rapport. Written notes thus promote continuity between the classroom and home support.

Participant 7:

I encourage teachers to use written notes because they create a record of communication. We also keep copies of important letters in the school file. Some parents prefer notes because they can keep them and refer later. However, we remind teachers to use simple language and avoid harsh words. A well-written note can build trust, but a poorly worded one can offend (Headteacher Participant).

The headteacher emphasizes professionalism and sensitivity in written communication. Documentation ensures transparency and institutional memory. Recognizing the emotional impact of language shows awareness of relational dynamics. The advice on tone underscores the importance of respect in written form. Overall, written notes are portrayed as both administrative and relational tools requiring care and clarity.

In response to the question of what the communication pattern between home and school in educating learners with intellectual disabilities is, it emerged from the study that phones and face to face meetings with parents of children with intellectual disabilities were the main communication patterns. The finding confirms Epstein's (2011) assertion that open and consistent communication through meetings and calls builds trust and strengthens the home-school partnership. Similarly, Hornby (2011) argued that face-to-face meetings foster mutual understanding and empathy, which are critical when working with learners with intellectual disabilities. Fobi and Opong (2019) also found in a Ghanaian context that phone calls and personal meetings were the most practical and culturally.

Discussion of Research Question 1 Findings

Effective communication between home and school forms the backbone of inclusive education for learners with intellectual disabilities. According to Epstein's (1995) Theory of Parental Involvement, communication is one of six essential dimensions that determine parental engagement and student success. Regular and structured communication channels, such as phone calls and face-to-face meetings, ensure that both teachers and parents share consistent information about learners' progress, challenges, and behavioral development. These exchanges create opportunities for collaboration and joint problem-solving, which are crucial for learners with

intellectual disabilities whose progress depends on coordinated support (Epstein, 2011; Hornby, 2011).

Phone calls have emerged as one of the most accessible and immediate forms of communication between teachers and parents of learners with intellectual disabilities. Teachers often use phone calls to discuss daily behavior, attendance, and homework challenges, providing real-time feedback and emotional reassurance to parents. This quick mode of communication allows for two-way engagement and fosters responsiveness between both parties. As Monteiro (2022) emphasizes, timely communication promotes continuity in educational interventions and prevents issues from escalating.

The use of phone calls also reflects sensitivity to the literacy and socioeconomic realities of many parents in semi-urban Ghanaian settings. In contexts where written communication may not be effective due to low literacy levels, teachers adapt by calling parents to explain instructions and clarify expectations. This approach promotes inclusivity by bridging literacy gaps and ensuring that parents remain informed and confident in supporting their children (Badu, 2016; Grant & Ray, 2010). The study's findings affirmed that teachers intentionally used phone communication to accommodate parents' diverse backgrounds and comprehension abilities.

Furthermore, phone communication serves as an emotional support mechanism. Parents often feel reassured when teachers call to report positive progress or discuss challenges empathetically. This form of communication humanizes the relationship between teachers and parents and affirms the school's commitment to the learner's well-being. Epstein (2011) and Hornby (2011) both highlight that emotional communication builds relational trust, a cornerstone of effective parental involvement.

Through this lens, phone calls go beyond information sharing—they nurture the sense of partnership that inclusive education depends upon.

Administrative involvement in phone communication strengthens its authority and institutional value. As reported by a headteacher in the study, direct calls from school leadership reinforce accountability and seriousness in addressing issues such as absenteeism and discipline. This aligns with Avoke's (2020) assertion that communication frameworks should be institutionalized rather than left to individual initiative. Leadership engagement through phone calls formalizes communication, ensuring consistent follow-up and support for families of children with intellectual disabilities.

Despite its many advantages, phone-based communication is not without challenges. The study found that frequent changes in parents' contact numbers and limited access to reliable mobile networks occasionally hindered follow-ups. Arvin (2022) also notes that technological and infrastructural limitations can undermine the effectiveness of communication, particularly in rural Ghana. Nevertheless, teachers' persistence in maintaining contact through phone calls demonstrates adaptive communication practices aligned with inclusive education principles (Boesley, 2018; Fobi & Oppong, 2019).

Face-to-face meetings represent the second major communication pattern between home and school identified in the study. These meetings enable teachers and parents to discuss academic progress and behavioral issues directly while reviewing tangible evidence such as exercise books and assessments. As Hornby (2011) explains, in-person interactions allow for deeper dialogue, clearer understanding, and joint planning. The study revealed that teachers preferred face-to-face meetings when discussing sensitive issues that required empathy, trust, and confidentiality. Face-to-

face meetings also serve a critical visual and relational function. When parents physically observe their child's work, they develop a concrete understanding of their progress and areas needing improvement. This strengthens accountability and fosters shared ownership of the learner's educational journey. Monteiro (2022) supports this, emphasizing that visual engagement helps parents connect emotionally and intellectually with their child's learning outcomes.

Emotional intelligence plays a central role in the effectiveness of face-to-face meetings. Teachers can read parents' nonverbal cues, such as anxiety or pride, and respond empathetically. Such human connection helps dismantle stigma and negative perceptions associated with intellectual disability (Badu, 2016). The study found that many parents left meetings feeling reassured and empowered, a finding that echoes Armstrong's (2021) view that empathetic teacher-parent interactions are vital in inclusive education. Parents also reported that face-to-face meetings enhanced their sense of belonging and confidence. For parents with limited English proficiency or low literacy, verbal and in-person explanations felt more respectful and supportive than written communications. This inclusivity is essential for promoting equality in educational partnerships (Agyei & Dzamesi, 2021). By creating a safe and respectful atmosphere, such meetings encourage parents to engage more openly, thereby strengthening home-school collaboration. Additionally, in-person meetings often lead to practical action planning. Teachers and parents co-develop strategies for reinforcing classroom learning at home. This two-way communication aligns with Epstein's (1995) advocacy for collaborative decision-making in education. When both parties share responsibility, interventions become more consistent and effective across environments (Co-Peterson, 2010; Yao, 2021). The study highlighted that these collaborative discussions often inspired renewed motivation among parents.

Cultural context further underscores the importance of in-person engagement. In Ghanaian communities where disability stigma persists, personal interactions help rebuild trust and correct misconceptions (Badu, 2016; Agyei & Dzamesi, 2021). Through respectful face-to-face dialogue, teachers educate families about intellectual disabilities and promote positive attitudes toward inclusion. This educative function of communication is essential for reducing societal barriers to participation (Fobi & Oppong, 2019; Endo, 2024). The study's findings confirm that both phone calls and face-to-face meetings complement each other in promoting holistic support for learners with intellectual disabilities. Phone calls ensure ongoing, real-time communication, while face-to-face meetings provide depth and relational reinforcement. Together, they embody Epstein's (2011) call for multi-channel communication approaches tailored to family needs. This combination enhances inclusivity, adaptability, and mutual understanding in the educational process. However, sustaining both communication modes requires institutional support. As noted by Avoke (2020) and Monteiro (2022), schools must develop structured communication frameworks that define how often teachers should engage with parents and through what methods. Training educators in culturally sensitive communication and allocating time for parent engagement are also necessary for maintaining these vital connections (Grant & Ray, 2010; Balley, 2017). Without systemic reinforcement, effective communication remains dependent on individual teacher initiative.

In conclusion, the study establishes that phone calls and face-to-face meetings are the dominant and most effective communication patterns linking home and school in the education of learners with intellectual disabilities. Supported by the literature, these modes promote inclusion, mutual respect, and trust. They bridge literacy and cultural

divides, strengthen collaborative problem-solving, and enhance learners' academic and social outcomes. For inclusive education to thrive, schools must institutionalize these communication strategies to ensure that every child benefits from a unified partnership between home and school.

Research Question 2: What strategies do teachers employ to improve home-school communication for learners with ID?

Theme 1: Building Positive and Collaborative Relationships with Parents

This theme highlights the efforts of teachers, parents, and head teachers to establish mutual trust, respect, and cooperation to support learners with intellectual disabilities. Communication is not only about passing information but also about nurturing partnership and empathy. In response to Research Question 2, some participants had the following to say:

Sub-Theme 1.1: Use of Positive and Strength-Based Communication to Build Trust

Participant 1:

“I always begin my communication with parents by highlighting something positive about their child, even when the child is experiencing difficulties. This approach helps parents feel encouraged rather than discouraged. When parents feel valued and respected, they are more willing to share information about their child. This open communication helps me understand the learner better and work collaboratively with parents to support the child effectively.”

This teacher demonstrates the power of affirmative communication in building trust. Positive reinforcement creates a welcoming climate for collaboration. The teacher's strategy aligns with relational psychology principles that promote empathy and motivation. By framing discussions around encouragement, teachers reduce defensiveness and invite cooperation. This approach transforms communication from correction to partnership.

Sub-Theme 1.2: Shared Decision-Making and Parental Involvement in Planning

Participant 4:

I make sure to involve parents when planning how to help their children. Sometimes, I ask them what methods work at home and try them in class too. When parents see that their opinions matter, they feel part of the process. It also helps me create strategies that fit the child's real-life situation. That shared effort makes progress faster (Teacher Participant).

This response captures the essence of collaborative decision-making. Teachers recognize parents as co-educators with valuable knowledge of their children. Integrating parental input strengthens the relevance and sustainability of interventions. The partnership shifts communication from instruction to cooperation. This approach embodies the inclusive education principle of shared responsibility.

Sub-theme 1.3: Respectful and Non-Judgmental Communication Practices

Participant 10:

My child's teacher always talks to me politely, even when my son misbehaves. She never makes me feel like a bad parent. Instead, she tells me how we can work together to help him improve. Because of that, I respect her a lot and always listen to her advice. She makes me feel like we are a team (Parent Participant).

The participant's experience reflects empathic professionalism that fosters trust and equality. The teacher's respectful tone dissolves hierarchy and invites partnership. Collaborative language such as "we" promotes shared ownership. Emotional validation strengthens parental confidence and cooperation. Such relationships transform parents from passive listeners to active collaborators.

Sub-theme 1.4: Limiting institutional Barriers

Participant 15:

I tell my teachers to build good relationships with parents by being patient and respectful. I also make time to greet parents personally when they visit the school. Some parents say they feel comfortable sharing their problems when they see that we care. These small

gestures go a long way in improving communication. A friendly school environment makes everyone work together (Headteacher Participant).

The response highlights school-wide culture-building as central to communication success. Leadership models relational values that trickle down to staff-parent interactions. Personal warmth and accessibility break down institutional barriers. Such an environment fosters openness and mutual respect. This leadership approach institutionalizes collaboration as a school norm.

Theme 2: Capacity Building and Support Mechanisms for Effective Communication

This theme focuses on the efforts made by teachers, headteachers, and parents to strengthen communication skills, awareness, and collaboration practices that support effective home-school relationships for learners with intellectual disabilities. In response to the Research Question, some participants stated the following:

Sub- theme: Teacher Training and Professional Development in Parent Communication

Participant 5:

Our headteacher organized a short workshop for us about how to talk to parents of children with disabilities. It really helped me understand how to use simple, encouraging words when discussing challenges. Before that, I sometimes said things that made parents defensive without realizing it. Now, I approach them with more empathy and care. I think every teacher should have such training (Teacher Participant).

This response emphasizes the transformative power of professional training in improving communication competence. The workshop provided practical strategies and emotional awareness. It highlights that communication skills require deliberate cultivation, not assumption. The teacher's new empathy shows a shift from

transactional to relational communication. Such capacity building supports inclusive education by improving teacher-parent interactions.

Sub- Theme: Mentoring and Leadership Support for Communication Practices

Participant 7:

When new teachers join our school, I usually mentor them on how to deal with parents. Many of them are not used to handling the parents of children with disabilities. I show them how to communicate with empathy and respect. Mentoring helps maintain consistency in how we handle parents. It also builds confidence among teachers (Headteacher Participant).

This response highlights mentorship as a capacity-building tool within the school. Informal coaching helps ensure that communication standards are maintained across staff. It also enhances teacher confidence and coherence in parent engagement. Mentorship transforms experience into institutional knowledge. Such peer-to-peer support reinforces professional growth and effective communication practices.

Sub-theme: Parent Education and Empowerment Programs

Participant 20:

I once attended a training organized by the district education office about inclusive education. They taught us how to involve parents in Individualized Education Plans. It opened my eyes to how powerful collaboration can be. Since then, I always invited parents to discuss their child's progress. The training made communication more meaningful (Teacher Participant).

This response illustrates how external training interventions enhance teachers' understanding of inclusive communication. Exposure to professional development broadens awareness beyond classroom-level interaction. It transforms teachers into facilitators of partnership rather than mere informants. The application of training in practice shows real behavioral change. Such external capacity building links policy guidance to classroom-level implementation.

Participant 22:

The school once organized a meeting where teachers taught us how to help our children learn at home. They showed us how to read simple words and count with them. I learned new ways to support my son, and now I feel confident to talk to his teacher. The meeting helped me understand that we are partners in his education. I wish they would do it more often (Parent Participant).

This participant's experience reflects the use of parent-focused capacity building as a tool for empowerment. The training builds parental confidence and competence in home learning. It transforms passive dependence into active engagement. The parents' new confidence strengthens two-way communication with the teacher. Such initiatives create informed, collaborative, and empowered families.

Theme 3: Use of Diverse Communication Channels and Tools

This theme focuses on the variety of methods teachers, parents, and headteachers use to maintain communication about the progress and welfare of learners with intellectual disabilities. In response to the Research Question 2, some participants shared the following:

Sub-theme 3.1: Adaptation of Communication Methods to Parental Needs

Participant 3:

I use many ways to communicate with parents. Some parents respond better on WhatsApp, while others prefer calls because they can't read well. I mix the methods so that no parent is left out. It helps me reach everyone regardless of their situation. Communication works better when it's flexible (Teacher Participant)

This response indicates that the participant values adaptability in communication. The use of multiple channels ensures inclusivity by addressing literacy and access differences. It reflects responsiveness to parents' varied needs and circumstances. The teacher's approach aligns with best practices in inclusive communication, emphasizing accessibility and personalization. Diversity of tools enhances the consistency and reach of home-school collaboration.

Sub-theme 3.2: Use of Simple Language and Accessible Communication Tools

Participant 6:

My child's teacher uses many ways to contact me. Sometimes she calls, other times she sends a note or message on WhatsApp. It makes it easy for me to stay updated even when I'm busy. When I miss a call, I read the message later. I feel like the school really wants me to be involved. It keeps me connected to my child's progress (Parent Participant).

From the response above, the participant appreciates the accessibility and consistency provided by diverse communication tools. Multiple channels accommodate her busy lifestyle and ensure continuity. The approach promotes inclusion and demonstrates school commitment. Flexibility builds reliability and emotional connection. It affirms that variety improves responsiveness and parental involvement.

Sub-theme 3.3: Institutional Support for Multi-Channel Communication

Participant 28:

I encourage my staff to use different communication methods depending on the situation. Some parents respond best to written notes, while others respond best to phone calls or WhatsApp. We also use notice boards and community announcements for group communication. A combination ensures that no one is left out. It makes our school communication system more effective (Headteacher Participant).

The response advocates for institutionalized communication diversity. Leadership endorsement integrates multiple tools into school policy and culture. This ensures that communication is inclusive, consistent, and systematic. The approach promotes efficiency and equal access to information. It reflects organizational commitment to reaching all stakeholders. Gleaning from the various responses to Research Question 2, it emerged that building positive, collaborative relationships with parents and developing capacity-building and support mechanisms for effective communication were the main strategies teachers employed to improve home-school communication for learners with ID. This finding aligns with the theoretical and empirical

foundations laid out by Epstein (1995) and Epstein and Hutchins (2016), who emphasized collaboration, mutual respect, and trust as pillars of successful family–school partnerships. Hornby (2011) supported the view that effective communication arises from positive relational dynamics rather than merely routine information sharing. Mapp and Bergman (2016) further stated that teachers who cultivate genuine partnerships with parents encourage confidence and sustained engagement, especially in special needs education. Monteiro (2022) highlighted that capacity building such as training parents to understand school routines, reporting formats, and learning strategies greatly enhances the quality of home–school communication.

Discussion of Research Question 2 Findings

Building positive and collaborative relationships with parents is a cornerstone of effective home-school communication for learners with intellectual disabilities. As Epstein (1995) emphasized in her Theory of Parental Involvement, communication and partnership are two of the six critical domains that determine successful collaboration between families and schools. In the context of learners with intellectual disabilities, such relationships are particularly essential because these children require continuous coordination between home and school to reinforce learning and behavior strategies (Epstein, 2011; Fobi & Oppong, 2019). When teachers invest in building trust and mutual respect with parents, they lay the foundation for open, two-way communication that enhances educational outcomes and emotional stability for the learner.

Literature highlights that trust and respect are not automatic; they are developed through consistent, transparent, and empathetic interactions (Hornby, 2011; Mapp & Bergman, 2016). Teachers who make an effort to understand parents' perspectives especially those facing social stigma or economic hardship create a safe and

welcoming environment for communication. Monteiro (2022) and Armstrong (2021) both argue that such trust-based relationships motivate parents to share valuable insights about their child's needs and strengths. In turn, teachers gain a deeper understanding of the learner's home context, enabling them to tailor instruction more effectively. A positive teacher-parent relationship also helps overcome cultural and psychological barriers that commonly hinder engagement. In Ghanaian communities, where disabilities are often misunderstood, some parents may initially feel shame or hopelessness about their child's condition (Badu, 2016; Agyei & Dzamesi, 2021). By maintaining respectful and nonjudgmental communication, teachers can challenge misconceptions and encourage active participation. As noted by Grant and Ray (2010), collaborative relationships must be based on empathy and partnership, not authority or pity. When parents feel valued as co-educators rather than passive recipients of information, their engagement increases significantly.

Face-to-face meetings and informal interactions play a vital role in strengthening these collaborative relationships. Hornby (2011) and Co-Peterson (2010) point out that personal contact helps humanize communication, making it easier to address sensitive issues about learning or behavior. The study found that teachers who routinely met with parents to discuss progress built stronger bonds that facilitated mutual problem-solving. These encounters provided space for both parties to share concerns, celebrate small successes, and jointly plan interventions. Such collaboration reflects Epstein's (2011) view that meaningful communication is inherently two-way and focused on shared goals. Beyond interpersonal trust, capacity building and support mechanisms are key strategies teachers employ to sustain effective communication with parents. Chapter Two underscores the importance of equipping both teachers and parents with the skills and confidence to communicate effectively

(Balley, 2017; Epstein & Hutchins, 2016). Teachers trained in active listening, empathy, and culturally responsive communication are better prepared to engage diverse families (Endo, 2024; Armstrong, 2021). Similarly, parent workshops and support programs help families understand educational processes, interpret school feedback, and reinforce learning at home (Monteiro, 2022; Yao, 2021).

Capacity building extends beyond workshops it involves creating structures that make communication consistent and sustainable. For example, schools that implement communication protocols or assign liaison officers ensure that engagement is not left to individual initiative (Epstein, 2011; Avoke, 2020). These systems institutionalize communication and make it a collective responsibility rather than a personal choice. The literature confirms that such organizational mechanisms increase accountability and ensure that learners with intellectual disabilities receive coordinated support (Fobi & Oppong, 2019; Grant & Ray, 2010).

Support mechanisms also include using technological and community-based tools to enhance communication. Arvin (2022) found that mobile phones, messaging platforms, and digital tools provide quick, affordable, and reliable ways to maintain contact between parents and teachers, especially when distance or time constraints make in-person meetings difficult. However, effective use of these tools depends on parental digital literacy, which is why teacher-led training and guidance are necessary to ensure accessibility for all families (Yao, 2021; Armstrong, 2021). By empowering parents to use these tools confidently, teachers strengthen the continuity of home-school communication. Moreover, collaborative relationships are reinforced through strength-based communication. Instead of focusing solely on problems or deficits, teachers who share positive feedback about learners' progress help build parental confidence and motivation (Hornby, 2011; Van Voorhis, 2017). The study revealed

that when teachers regularly celebrated students' achievements no matter how small parents became more responsive and proactive. As Borgstede (2021) observed, positive communication not only boosts parent morale but also deepens the emotional connection between families and schools, making it easier to address challenges constructively.

Another important element of capacity building is the inclusion of parents in decision-making processes regarding their children's education. Epstein (2011) and Co-Peterson (2010) emphasize that collaboration flourishes when parents are treated as equal partners in developing Individualized Education Plans (IEPs). The study found that teachers who actively sought parental input during IEP discussions experienced fewer misunderstandings and greater implementation consistency. This practice aligns with Yao's (2021) assertion that shared ownership of educational decisions increases accountability and improves learning outcomes for students with intellectual disabilities.

In summary, the study revealed that building positive, collaborative relationships with parents, coupled with capacity building and support mechanisms, is the most effective strategy for improving home-school communication for learners with intellectual disabilities. These strategies foster trust, enhance mutual respect, and empower both teachers and parents with the skills and structures needed for ongoing dialogue. As supported by Epstein (2011), Hornby (2011), Monteiro (2022), and Fobi & Opong (2019), sustainable communication requires more than information sharing; it demands relational commitment, training, and institutional backing. When schools deliberately invest in these areas, communication becomes a transformative tool for inclusive education, ensuring that every learner's potential is supported both at home and at school.

Research Question 3: How does home-school communication influence the academic development of learners with ID?

Theme 1: Improved Academic Performance

This theme examines how regular, two-way communication between teachers and parents contributes to improved academic performance among learners with intellectual disabilities. Consistent communication ensures that parents are informed about their children's progress, challenges, and learning strategies, allowing them to reinforce learning at home. In response to Research Question 3, some participants intimated the following:

Reinforcement of Classroom Learning at Home.

Sub-Theme 1.1: Reinforcement of Learning at Home

When I communicate regularly with parents, I notice a clear improvement in the children's performance. Parents help them revise what we teach in class, and that makes a big difference. Even learners who were previously struggling are beginning to show progress. I also gain an understanding of the challenges they face at home. This helps me plan better for each child (Teacher Participant).

This teacher highlights the direct academic benefits of steady communication. Regular dialogue allows for feedback loops that strengthen home-based reinforcement. The reciprocal sharing of information improves instructional planning and learner outcomes. The teacher's reflective tone suggests that communication functions as a continuous support system. Consistency, therefore, effectively bridges home and school learning.

Sub – Theme 1.2: Improves Reading

Participant 10:

Learners' reading improved because the mother always calls to ask what words we are learning. She assists him in practicing at home every day. Now he reads more confidently in class. The mother told me

she wouldn't know how to help if I didn't update her often. That constant contact really made a difference (Teacher Participant).

This response demonstrates collaborative reinforcement of classroom learning. The teacher-parent partnership enhances skill development through consistent alignment of home practice and school instruction. Communication turns into an enabler of continuity and motivation. It highlights the parents' active role in academic progress. The case shows how small, consistent updates can yield measurable learning gains.

Sub- Theme 1.3: Early Identification of Learning Difficulties

Participant 21:

I did not check my son's books until the teacher began writing short notes for me. I now check in daily and talk to him about his work. He says he likes it when I ask him questions. His writing has become neater, and he pays more attention. The teacher's messages keep both of us on our toes (Parent Participant).

This response shows how structured written communication fosters engagement and discipline. The parents' awareness leads to increased monitoring and support. The interaction builds responsibility in both the parent and the learner. Consistent written feedback serves as a bridge for accountability. This demonstrates how communication drives behavior that leads to academic improvement.

Sub-Theme 1.4: Shared Instructional Planning

Participant 22:

I have observed that teachers who communicate frequently with parents have students who perform better. Consistent updates make parents responsible partners. We encourage teachers to send messages, make calls, and organize brief meetings. When parents are informed of what is happening, they follow up at home. That teamwork always reflects in learners' performance (Headteacher Participant).

The headteacher's perspective highlights the institutional observation of a correlation between communication and performance. Leadership recognizes communication as a policy-worthy tool for school improvement. The integration of consistent updates

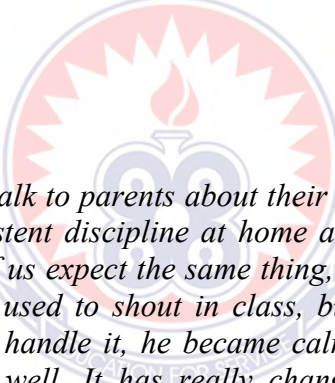
creates a feedback system that promotes shared accountability. The emphasis on teamwork reflects collective responsibility for learning outcomes. The headteacher's endorsement confirms the systemic value of communication in academic success.

Theme 2: Strengthened Behavioral and Social Development

This theme captures how consistent communication between teachers and parents supports the behavioral and social growth of learners with intellectual disabilities. Effective two-way communication enables both home and school to share strategies, reinforce discipline, and maintain consistent expectations for learners' conduct. In response to Research Question 3, some participants stated the following:

Sub- Theme 2.1: Consistency in Behavior Management Between Home and School

Participant 6:



When I regularly talk to parents about their child's behaviour, it helps us maintain consistent discipline at home and at school. The learner knows that both of us expect the same thing, so he behaves better. For example, one boy used to shout in class, but after his parents and I agreed on how to handle it, he became calmer. We both reward him when he behaves well. It has really changed his attitude (Teacher Participant).

This response illustrates behavioral consistency through collaborative communication. Shared rules and reinforcement between home and school create a stable environment for behavior correction. The example demonstrates that joint strategies produce measurable improvements. Positive reinforcement serves as a common motivational tool. This highlights the impact of aligned communication in shaping learners' behavior constructively.

Sub- Theme 2.2: Positive Behavior Reinforcement

Participant 9:

When the teacher calls to inform me about my son's behavior, I speak with him at home about what happened. He knows we communicate, so he listens more. I also tell him that both the teacher and I love him and want him to do well. He is calmer now and relates better with his friends. I believe the communication helps him behave better (Parent Participant).

The response shows emotional and behavioral alignment through communication. Shared messages between teacher and parent reinforce discipline through love and consistency. The learner's improved social interaction reflects the internalization of guidance. The approach integrates emotional support with behavioral correction. This confirms that communication promotes stability and self-regulation.

Sub-Theme 2.3: Enhanced Social Interaction and Peer Relationships

Participant 4:

I have observed that when teachers maintain regular contact with parents, children's behavior improves significantly. The learners become more respectful and cooperative. Parents also start reinforcing the same behavior at home. We encourage teachers to maintain consistent communication so that expectations don't change. When home and school speak the same language, behavior improves naturally (Headteacher Participant).

The headteacher's insight confirms institutional validation of the behavioral impact of communication. Leadership observes a direct correlation between regular contact and learner discipline. Alignment of expectations creates a unified behavioral framework. This system-based consistency promotes harmony and predictability. It demonstrates that sustained communication institutionalizes positive social development.

Theme 3: Enhanced Parental Involvement and Motivation

This theme explores how effective and consistent communication between teachers and parents increases parental involvement, commitment, and motivation in the education of learners with intellectual disabilities. In response to Research Question 3, some participants stated the following:

Sub-Theme 3.1: Increased parental Confidence and Agency

Participant 5:

When I call parents frequently to update them on their children's progress, they become more involved in school activities. Some of them now come to meetings regularly and even volunteer during events. I can tell they feel appreciated when I inform them about their children's work. The communication keeps them connected to the classroom. It motivates both them and their children (teacher Participant).

The response identifies communication as a catalyst for participation. Consistent updates build parents' sense of belonging and accountability. The emotional validation motivates engagement in both academic and extracurricular activities. The teacher's appreciation reinforces partnership and collaboration. Communication, therefore, nurtures involvement through recognition and inclusion.

Sub-Theme 3.2: Emotional and Motivational Support For Parents

Participant 8:

I used to feel shy about going to school, but the teacher's regular messages make me feel welcome. She always explains things kindly and encourages me to visit. I now attend every meeting and assist my child with homework. I feel like I am part of the school family. Her communication gave me confidence (Parent participant).

This parent's account shows emotional empowerment through inclusive communication. Encouragement dismantles barriers of fear and low confidence. The teacher's respectful tone converts distance into engagement. The parents' increased

presence at school reflects newfound self-assurance. This proves that motivation begins with relational warmth and consistent contact.

Headteacher Response

Sub-Theme 3.3: Greater Participation In School Activities

Participant 11:

I always tell my teachers to maintain open communication with parents. When parents feel respected and informed, they stay involved. We have seen that parents who receive consistent updates attend meetings more and even support school projects. It shows that motivation grows from good communication. Parents need to feel that they matter (Headteacher Participant).

The participant's perspective reflects institutional insight into the motivational value of communication. Leadership acknowledges communication as a foundation for sustained engagement. The link between respect, recognition, and motivation is clearly established. Regular contact promotes ownership and cooperation among families. This institutional support ensures that motivation is embedded in school culture.

Theme 4: Holistic Development and Inclusion

This theme explores how effective home-school communication fosters the overall development and inclusion of learners with intellectual disabilities not only academically, but also emotionally, socially, and psychologically. In response to Research Question 1, some participants shared the following:

Sub- Theme 4.1: Emotional Security and Learner Confidence in the Classroom

Participant 13:

I have observed that when I communicate frequently with parents, learners become more confident and happier in class. They know that both their parents and teachers care about them. They participate more during lessons and interact freely with their classmates. The communication seems to make them feel supported from all sides. It

helps their learning and social growth at the same time (Teacher Participant)

This response highlights emotional security as a foundation for inclusion and holistic growth. Consistent communication creates a united support system that builds learner confidence. The sense of being understood and valued fosters classroom participation. The teacher's observation demonstrates that emotional stability is associated with better academic and social outcomes. Communication thus acts as a bridge connecting care and inclusion.

Sub- Theme 4.2: Development of Functional and Life Skills Linked to Learning

Participant 15:

When parents and I talk regularly, we can plan how to support the child beyond academics. We discuss personal hygiene, self-help skills, and social manners. These areas are just as important as learning to read and write. I've seen great improvement in children whose parents cooperate in these things. Communication helps us raise the child together (Teacher Participant).

The above response underscores the multidimensional nature of development supported through collaboration. The focus extends from academics to life and social skills, emphasizing a holistic approach. Shared planning ensures that learning at school continues in the home environment. The partnership fosters balanced growth and self-sufficiency. The participant's words echo the principle of inclusive education: addressing the "whole child."

Sub-Theme 4.3: Shared Decision-Making and Parental Involvement in Planning

Participant 20:

Since the teacher started updating me about my son's progress, I have learned to encourage him more at home. He is happier and talks more about school now. I can see that he feels accepted and loved. The teacher and I work together to make him confident. His behavior and learning have both improved (Parent Participant).

The above response reflects emotional inclusion through collaboration. The learner's happiness and confidence show that consistent communication meets psychological needs. Parents' involvement reinforces school messages, thereby creating continuity of care. This alignment fosters self-worth and engagement. Holistic development here emerges from nurturing relationships and shared encouragement.

Sub -Theme 4.4: Improved Social Skills

Participant 20:

I used to focus only on my child's reading, but after talking with the teacher, I realized that social skills are also important. We now practice greeting people and sharing items at home. My child has become friendlier and talks more with others. It's like he's learning to live, not just to study. Communication revealed all sides of his growth.

The above response highlights that learning beyond the academic realm is a product of effective communication. The teacher's guidance broadens parental understanding of development. The inclusion of social learning enhances the learner's interpersonal competence. This mindset shift promotes inclusive parenting and balanced growth. The statement underscores communication as an educational and transformative process for families.

Sub-Theme 4.5: Promotion of Inclusive Practices and Sense of Belonging

Participant 19:

We have seen that when teachers and parents communicate well, learners with disabilities fit in better with others. They attend school regularly, participate in class, and even join group activities. Parents become more supportive, and the children feel accepted. It shows that communication builds inclusion from both sides. A united effort helps the whole child grow (Headteacher Participant).

The headteacher presents a systemic view of inclusion through communication. Regular engagement between home and school creates an ecosystem of support. The ripple effects include improved attendance, social integration, and confidence. Leadership recognizes communication as the foundation of an inclusive culture. This

aligns with holistic development frameworks in special education. With recourse to the responses in reaction to the Research question 3, it emerged that, improved academic performance through consistent communication and holistic development and inclusion were the impact of home-school communication on the academic development of learners with intellectual disabilities. This finding corroborates Jeynes (2016) and Hoover-Dempsey et al's assertion that (2016) a positive correlation between parental involvement and academic achievement, arguing that consistent communication ensures that learning is reinforced at home. Epstein (2011) described communication as the "glue" that connects home and school expectations, while Fobi and Oppong (2019) revealed that learners whose parents regularly interacted with teachers performed better academically and behaviorally.

4.2 Discussion of Research Question 3 Findings

Consistent home-school communication plays a vital role in improving the academic performance of learners with intellectual disabilities. As Epstein (2011) and Hornby (2011) explained, communication serves as the bridge linking the efforts of teachers and parents, ensuring that learning strategies are reinforced both at school and at home. When parents and teachers exchange regular updates about a learner's progress, challenges, and behavioral patterns, they are better able to align their support systems. This alignment minimizes confusion and promotes continuity in instruction, which is especially crucial for learners who require structured and repetitive learning experiences to master academic concepts (Fobi & Oppong, 2019; Monteiro, 2022).

The literature in Chapter Two affirms that effective communication strengthens parental involvement, which directly contributes to improved academic achievement. Mapp and Bergman (2016) highlighted that when parents feel informed and valued, they are more motivated to participate in their child's education. Consistent

communication through meetings, phone calls, or progress reports enables parents to monitor their child's learning and provide reinforcement at home. Studies by Fobi and Oppong (2019) in Ghana further revealed that learners whose parents maintained frequent contact with teachers demonstrated better literacy and numeracy performance. The study, therefore, underscores that academic gains for learners with intellectual disabilities are a product of ongoing, transparent, and purposeful communication between home and school.

Beyond academic instruction, consistent communication helps identify learning barriers early. Teachers and parents who communicate regularly can detect difficulties in comprehension, attention, or behavior before they escalate (Yao, 2021; Hornby, 2011). For instance, a parent's report of unusual behavior at home can alert teachers to emotional or cognitive challenges that may affect performance. Early identification allows for timely intervention, ensuring that learners do not fall behind. As Monteiro (2022) observed, such proactive communication reduces the gap between home and classroom expectations, thereby enhancing academic stability and progress.

Moreover, home-school communication enhances instructional adaptation, which is essential for learners with intellectual disabilities. Teachers rely on information from parents regarding students' home routines, strengths, and preferences to design individualized lessons (Epstein, 1995; Fobi & Oppong, 2019). Similarly, parents who understand school strategies can replicate them at home, creating consistency that improves learning retention. This reciprocal relationship embodies what Epstein (2011) describes as "overlapping spheres of influence," where both school and family share responsibility for the child's educational success. The study findings confirm that when both environments are synchronized through communication, learners exhibit greater academic improvement and behavioral adjustment. In addition to

academic progress, home-school communication fosters holistic development by addressing the emotional, social, and behavioral dimensions of learning. Yao (2021) and Arvin (2022) noted that communication between teachers and parents supports the creation of consistent behavioral expectations and emotional support systems across home and school. For learners with intellectual disabilities, who often struggle with adaptive behaviors and emotional regulation, such coordinated support nurtures confidence and stability. The study found that regular communication enabled parents and teachers to share strategies for managing behavior and reinforcing positive conduct, contributing to overall personal growth and classroom participation.

Holistic development also involves building self-esteem and social inclusion. According to Monteiro (2022) and Armstrong (2021), when home and school collaborate effectively, learners with intellectual disabilities feel supported and valued, which boosts their motivation to learn. Teachers who communicate positive feedback to parents help create a supportive feedback loop that extends into the home environment. Parents, in turn, reinforce these affirmations, enhancing the learner's sense of belonging and self-worth. The emotional security developed through this consistent feedback loop contributes not only to academic gains but also to improved social behavior and peer relationships. Home-school communication also advances inclusion by bridging the gap between families and educational institutions. In Ghana, where cultural misconceptions about intellectual disability persist, regular communication helps demystify the condition and foster more inclusive attitudes (Badu, 2016; Agyei & Dzamesi, 2021). Teachers who consistently engage parents through meetings and phone calls help educate families on the learner's abilities, promoting understanding and acceptance. This collaborative dialogue transforms negative perceptions into constructive partnerships, making inclusion not just a school

policy but a shared social reality. The study supports this, showing that effective communication strengthens parental advocacy and participation in inclusive practices. Furthermore, communication promotes social inclusion within the school setting by involving parents in decision-making processes. Epstein (2011) and Co-Peterson (2010) emphasize that inclusion thrives when parents are treated as equal partners in planning and monitoring educational interventions such as Individualized Education Plans (IEPs). The study revealed that when teachers consistently updated parents and solicited their feedback, learners benefited from well-coordinated academic and behavioral interventions. Such inclusion empowers parents and ensures that learners' unique needs are addressed comprehensively, both in the classroom and at home (Fobi & Oppong, 2019; Yao, 2021). The role of communication in promoting inclusion extends to building school-community relationships. Grant and Ray (2010) observed that open, ongoing communication fosters a sense of shared responsibility among educators, families, and community members. In resource-limited areas such as Nsawam-Adoagyiri, schools that maintain consistent contact with parents can mobilize community support for learners with disabilities. The study's findings indicate that communication enhances collaboration with NGOs, religious groups, and local leaders, creating an inclusive ecosystem that benefits both learners and their families. This community-based inclusion ensures that the education of children with intellectual disabilities is supported beyond the classroom.

In conclusion, improved academic performance, holistic development, and inclusion are deeply influenced by consistent home-school communication. The study confirmed that when teachers and parents maintain open, continuous dialogue, learners with intellectual disabilities achieve better academic outcomes, emotional stability, and social integration. Supported by the works of Epstein (2011), Hornby

(2011), Fobi and Oppong (2019), and Monteiro (2022), communication emerges not merely as an administrative function but as a transformative tool that unites families and schools in pursuit of a shared goal: the full development and inclusion of every learner. By institutionalizing consistent communication practices, schools can ensure that learners with intellectual disabilities receive the academic and emotional support necessary to reach their full potential.

Research Question 4: What challenges do teachers and parents face in maintaining effective communication for learners with ID?

Theme 1: Socio-Cultural and Attitudinal Barriers

This theme examines how cultural beliefs, social stigma, and negative attitudes toward intellectual disabilities create major obstacles to effective home–school communication. In response to Research Question 4, some participants shared the following:

Sub-theme 1.1: Cultural Beliefs and Stigma Associated with Intellectual Disabilities

Participant 8:

Some parents still believe that their child's condition is a curse or punishment from God. As a result, they feel ashamed to discuss it. When I try to discuss the child's progress, they keep quiet or avoid meetings. I think the stigma in the community makes them afraid. It's hard to build trust when parents feel judged (Teacher Participant).

The response highlights cultural stigma as a root barrier to communication. Beliefs linking disability to punishment create fear and silence. The stigma undermines openness and prevents constructive dialogue. It also isolates both parents and learners from necessary support. The statement reflects the need for cultural sensitivity and awareness in teacher-parent engagement.

Sub- Theme 1.2: Community and Familial Pressures

Participant 1:

In our community, some people hide children with disabilities because they think others will laugh at them. This affects how parents relate to the school. They only come when there's a big problem, and even then, they don't talk much. I try to assure them that we are here to help, not to judge. But it takes time for them to trust us (Teacher participant).

This response reveals social exclusion as a communication barrier. Fear of public ridicule discourages visibility and participation. The teacher's role becomes one of reassurance and advocacy for inclusion. Building trust requires empathy and patience in culturally sensitive contexts. The response underscores the deep emotional impact of stigma on parental engagement.

Sub-Theme 1.3: Low Expectations and Fatalism

Participant 12:

Sometimes, parents don't believe that children with intellectual disabilities can learn. They think school is a waste of time. When I send notes home, they don't respond because they've already given up. I keep encouraging them, but their attitude slows down communication. It's hard to change minds that have been shaped by culture for years (Teacher Participant).

The above response highlights attitudinal barriers rooted in low expectations and fatalism. Cultural norms that devalue the education of children with disabilities reduce motivation to communicate. The teacher's persistence represents an attempt to challenge these beliefs through consistent outreach. The statement shows that attitude change is gradual but essential. It reflects the broader challenge of transforming community perceptions toward inclusive education.

Sub-Theme 1.4: Gendered Roles In Care and Communication

Participant 20:

In our family, my husband's relatives believe that our child's condition is a spiritual problem. They told me not to waste time taking him to school. Sometimes I hide the truth from them because I don't want conflict. I still go to school secretly to talk to the teacher. It's not easy to fight these beliefs (Parent Participant).

The above response shows cultural conflict within families as a barrier to open communication. Spiritual explanations of disability undermine educational participation. The parents' secrecy reveals both courage and isolation. It also highlights the tension between cultural loyalty and educational advocacy. Such cases emphasize the need for community-level sensitization to dispel myths about disability.

Participant 16:

I have noticed that some parents are held back by community attitudes. They are afraid of gossip or judgment, so they avoid the school. We try to organize community meetings to educate people about inclusion. Gradually, the mindset is changing, but it takes time. Attitudes are the hardest barriers to break (Headteacher participant).

The headteacher provides a systemic perspective on cultural and attitudinal barriers. Leadership recognizes that stigma extends beyond families to the wider community. The school's outreach efforts aim to transform collective beliefs through education. Change is gradual but possible with consistent awareness and collaboration. The response reinforces the need for inclusive advocacy at both institutional and social levels.

Theme 2: Communication and Literacy Barriers

This theme explores how differences in language, literacy levels, and communication skills hinder effective interaction between teachers and parents of learners with intellectual disabilities.

In response to Research Question 4, some participants stated the following:

Sub -Theme 2.1: Low Parental Literacy

Participant 3:

Some parents cannot read the notes we send home. They bring the paper back to ask what it means. Sometimes the message gets lost because they forget to ask or misplace it. I have to call them instead to explain. It slows communication, but it's the only way to make sure they understand (Teacher Participant).

This response highlights low parental literacy as a major communication barrier. Written messages lose effectiveness when parents lack reading skills. The teacher compensates through oral explanations, showing adaptability and persistence. The challenge also exposes the need for alternative communication strategies beyond written text. Effective inclusion requires aligning communication modes with parental literacy levels.

Sub-theme 2.2: Language and Comprehension Gaps

Participant 10:

Sometimes I don't understand the letters my child brings from school because they are written in English. I ask my neighbour to explain, but not all neighbours have time. I feel bad because I want to help my child, but I can't always understand what the teacher means. It makes me apprehensive about attending meetings. I think the school should explain things in simple language (Parent Participant).

This response highlights the emotional consequences of literacy barriers. Limited comprehension leads to embarrassment and withdrawal from participation. The parents' desire to help reflects a motivation hindered by systemic exclusion. Simplifying communication can restore confidence and inclusion. The experience reveals how literacy gaps contribute to social and emotional isolation.

Sub -Theme 2.3: Ineffective Written Communication

Participant 9:

Low literacy among parents is one of our biggest challenges. We have to repeat information many times through calls or meetings. Sometimes, we use local languages or visual aids to make things clearer. It takes extra effort, but it's necessary if we want parents to be involved. Communication must match the parents' level of understanding (Headteacher Participant).

The headteacher's reflection offers a systemic acknowledgment of literacy barriers. Leadership recognizes the need for inclusive communication practices within school structures. Use of visuals and local languages demonstrates institutional adaptation. The response emphasizes equity, ensuring all parents have access to the same information regardless of literacy. It reinforces the principle that effective communication is a shared responsibility, not a one-way task.

Theme 3: Structural and Resource Constraints

This theme explores how inadequate resources, poor infrastructure, and institutional limitations within schools and communities restrict effective communication between teachers and parents of learners with intellectual disabilities. In response to Research Question 4, some participants shared the following:

Sub-theme 3.1: Lack of Institutional Support and Resources

Participant 18:

It's difficult to reach all parents because we don't have enough resources. The school doesn't provide airtime or transport for follow-up calls or home visits. Most of us use our own phones and money to contact parents. Sometimes we stop following up when it becomes too expensive. I wish there were a budget for parent communication (Teacher Participant).

The response emphasizes financial and logistical limitations as barriers to consistent communication. Lack of institutional support forces teachers to bear personal costs, making efforts unsustainable. The absence of a communication budget reflects

systemic neglect of family engagement. Financial constraints ultimately weaken teacher-parent collaboration. The statement underscores the need for resource allocation as part of inclusive education policy.

Sub- Theme 3.2 Geographical and Economic Barriers

Participant 4:

Sometimes I miss meetings because I don't have enough money for transport. The school is far from my house. I feel bad when I can't attend, but it's not because I don't care. If the school had community meetings closer to us, I would go. Distance and money make it hard to participate (Parent Participant).

This response identifies economic and geographical constraints that limit participation. Physical distance and transport costs exclude low-income families from engagement opportunities. The response underscores that non-attendance does not reflect disinterest but structural hardship. Bringing communication closer to communities would promote inclusion. The issue calls for decentralization of parent engagement strategies.

Sub-Theme 3.3: Inadequate Follow- Up System

Participant 5:

The school doesn't always follow up after meetings. Sometimes they say they will call, but don't. I think they are too busy or have no support. It makes me feel that my concerns are not taken seriously. Maybe if they had more staff, communication would be better.

This response points to institutional capacity gaps in follow-up and accountability. Lack of staff or organized systems leads to broken communication cycles. The parents' disappointment shows how inconsistency erodes trust. Resource constraints affect not only infrastructure but also human relationships. Stronger organizational capacity is essential for sustained engagement.

Theme 4: Limited Parental Engagement and Time Constraints

This theme examines how parents' limited availability, competing responsibilities, and demanding work schedules hinder consistent communication and active participation in their children's education. In response to Research Question 4, some participants indicated the following:

Sub- Theme 4.1: Work and Time constraint

Participant 6:

Many parents work long hours and hardly find time to come to school. When we call for meetings, they say they are busy or at work. Sometimes they send an older child or relative instead. It makes follow-up difficult because those people can't discuss the learner properly. Parents' busy schedules really limit communication (Teacher Participant).

This response identifies time poverty as a key constraint on parental engagement. Work obligations reduce direct interaction between parents and teachers. Delegating communication to others leads to gaps in understanding and decision-making. The teacher's observation highlights that availability, not just attitude, affects collaboration. Effective communication requires scheduling flexibility to accommodate working parents.

Sub-Theme 4.2: Delegation of Communication

Participant 11:

I want to attend school meetings, but my job doesn't allow me to take time off. If I miss a day, my pay is reduced. That's why I sometimes send my sister or neighbor to represent me. I know it's not the same, but I don't have a choice. I still try to talk to the teacher by phone when I can.

This parent's account reveals economic vulnerability as a barrier to engagement. Employment insecurity discourages parents from leaving work for school-related activities. The parents' attempt to delegate communication reflects responsibility amid

constraint. Flexibility and empathy from schools could help maintain inclusion. Economic realities thus shape the form and frequency of parent involvement.

Sub-Theme 4.3: Inflexible School Scheduling

Participant 13:

Most of our parents are hardworking people with busy schedules. They want to be involved, but their jobs make it hard. We try to communicate through calls, notes, and community visits when possible. Sometimes, we organize meetings in the evenings or on weekends to help. Parental engagement improves when communication is flexible and understanding (Headteacher Participant).

The headteacher provides a leadership perspective on balancing structure and flexibility. Recognizing parental constraints allows schools to design adaptive communication strategies. Institutional willingness to adjust timing fosters inclusivity and participation. This proactive approach transforms barriers into manageable challenges. Leadership that prioritizes empathy strengthens home–school relationships despite time limitations. From the study, it emerged that socio-cultural and attitudinal barriers were the main challenges facing parents and teachers in maintaining effective communication with learners with intellectual disabilities. This finding is supported by Badu (2016), who highlighted stigmatizing beliefs and superstitions about disability as major obstacles to open dialogue between parents and teachers in Ghana. Agyei and Dzamesi (2021) and Avoke (2020) similarly reported that cultural misconceptions and hierarchical social structures discourage parents, particularly mothers, from freely engaging with school authorities.

Hornby (2011) pointed out that teachers' own attitudes toward disability and parental competence can further strain communication, leading to minimal collaboration.

4.3 Discussion of Research Question 4 Findings

Sociocultural and attitudinal barriers significantly hinder effective communication between teachers and parents in the education of learners with intellectual disabilities. In many societies, including Ghana, cultural beliefs and social perceptions about disability shape how families and schools interact. As Badu (2016) explained, intellectual disabilities are often misunderstood and attributed to supernatural causes, curses, or family misfortune. These misconceptions create fear, shame, and secrecy among parents, discouraging open dialogue with teachers. When parents internalize such stigma, they may avoid school meetings or fail to disclose critical information about their child's condition, weakening collaboration and communication (Agyei & Dzamesi, 2021).

Cultural stigma not only silences parents but also affects teachers' perceptions and attitudes toward learners with intellectual disabilities. Some educators, influenced by the same societal beliefs, may unconsciously hold low expectations of such learners or view their education as less valuable (Hornby, 2011). These attitudes can manifest as limited effort to engage families or an overly formal and distant approach that discourages parental participation. Co-Peterson (2010) emphasized that when educators view parents as deficient or uninformed rather than as partners, meaningful communication breaks down. The study revealed similar patterns, where some teachers admitted struggling to engage parents due to preconceived notions about their commitment or capabilities.

Language differences further compound sociocultural barriers to communication. In multilingual contexts such as Ghana, parents and teachers may not share a common language, making it difficult to express nuanced concerns or understand school-related reports (Agyei & Dzamesi, 2021; Monteiro, 2022). Written communication is

often provided in English, which many parents in rural or semi-urban areas cannot read fluently. This linguistic gap results in misinterpretation, misinformation, and frustration, weakening the trust necessary for sustained dialogue. Hornby (2011) and Grant and Ray (2010) suggest that schools should adopt culturally and linguistically responsive communication methods—such as translation, interpreters, or simplified oral communication—to bridge this divide, yet such practices are often lacking in resource-constrained settings.

Sociocultural norms around authority and respect also shape communication dynamics between teachers and parents. In many Ghanaian communities, teachers are perceived as authority figures whose opinions should not be questioned. This hierarchical structure discourages parents, especially those with limited education, from voicing concerns or asking questions about their child's learning (Gramm, 2011; Co-Peterson, 2010). Parents may interpret school meetings as one-way sessions for listening rather than opportunities for dialogue. Epstein (2011) emphasized that effective communication requires equality and reciprocity, where both parties feel empowered to share perspectives. When cultural hierarchies dominate, communication becomes one-sided and ineffective, ultimately disadvantaging learners with intellectual disabilities.

Attitudinal barriers are also evident in the form of teacher bias and emotional detachment. Some teachers, due to a lack of training or exposure, view learners with intellectual disabilities as difficult or incapable of academic progress. This deficit mindset reduces their motivation to communicate regularly with parents, especially when they perceive little change in learner performance (Armstrong, 2021; Boesley, 2018). The study found that such attitudes lead to inconsistent or reactive communication, where teachers only contact parents when problems escalate. This

pattern not only reinforces parental feelings of inadequacy but also weakens the trust required for productive collaboration (Epstein, 2011; Fobi & Oppong, 2019).

On the part of parents, attitudinal barriers stem from feelings of guilt, helplessness, or fear of judgment. Many parents of children with intellectual disabilities experience social isolation and internalized stigma, leading them to disengage from school activities (Badu, 2016; Agyei & Dzamesi, 2021). When communication from teachers is framed in negative or technical terms, it can reinforce these emotions, making parents reluctant to participate further. Monteiro (2022) observed that parents are more responsive when communication emphasizes progress, empathy, and shared problem-solving. The study reflected this finding, noting that parents who felt respected and supported were more open to regular communication and partnership with teachers. Gender roles within certain cultures also contribute to communication challenges. In some Ghanaian households, fathers may distance themselves from caregiving roles, leaving mothers to handle school-related communication. However, mothers often face additional barriers such as illiteracy or lack of time due to household responsibilities (Grant & Ray, 2010; Badu, 2016). This gendered division of responsibility limits the consistency of communication, as teachers may find it difficult to reach the primary caregiver or obtain consent for decisions. Epstein (2011) and Hornby (2011) both argue that inclusive communication strategies should involve all family members to ensure shared understanding and support for the learner.

Another key sociocultural barrier lies in community attitudes toward inclusive education itself. In some communities, families and local leaders still question the value of educating children with intellectual disabilities, believing that they cannot achieve meaningful progress (Avoke, 2020; Fobi & Oppong, 2019). Such negative community attitudes discourage parental investment in communication and

collaboration with schools. Teachers, in turn, may face social pressure or lack institutional encouragement to engage families of children with disabilities. This social marginalization isolates learners further, preventing them from benefiting fully from inclusive education initiatives (Grant & Ray, 2010; Agyei & Dzamesi, 2021). Institutional culture within schools can also reinforce sociocultural and attitudinal barriers. As noted by Armstrong (2021) and Avoke (2020), schools that lack a welcoming or inclusive environment often alienate parents unintentionally. For example, schools that use overly formal or technical language in meetings or correspondence may intimidate parents. Similarly, when teachers fail to follow up after initial contact, parents may feel that their input is not valued. The study found that these institutional practices contribute to communication breakdowns and perpetuate distrust between home and school. Culturally responsive training and leadership support are therefore essential to address these systemic issues.

In conclusion, sociocultural and attitudinal barriers present complex challenges to maintaining effective communication between teachers and parents of learners with intellectual disabilities. Misconceptions about disability, hierarchical norms, language barriers, and bias collectively create environments where dialogue is limited or one-sided. The findings of the study, supported by scholars such as Badu (2016), Agyei and Dzamesi (2021), Epstein (2011), and Hornby (2011), highlight the urgent need for culturally sensitive communication practices and attitudinal change among educators and families alike. By promoting empathy, equality, and cultural awareness, schools can dismantle these barriers and build genuine partnerships that support inclusion and the holistic development of every learner with intellectual disabilities.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a concise synthesis of the study, drawing together the major findings from the data analysis and discussions presented in Chapter Four. It further outlines the conclusions derived from these findings and provides recommendations for educational practice, policy, and future research. The chapter is structured into five sections: summary of the study, key findings, conclusions, recommendations, and suggestions for further research.

5.1 Summary of the Study

The study examined home–school communication and partnership in the education of learners with intellectual disabilities in selected primary schools within the Nsawam-Adoagyiri Municipality of Ghana. The focus was on identifying communication patterns, strategies employed by teachers, the influence of communication on learners' academic development, and the challenges faced by both teachers and parents.

A qualitative research approach, guided by a case study design, was adopted to gain in-depth insights into the participants' experiences. Data were collected through semi-structured interviews involving 33 participants, comprising 15 teachers, 15 parents, and 3 head teachers. The data were analyzed thematically, allowing key patterns and meanings to emerge in relation to the research questions.

Four research questions guided the study:

1. What communication patterns exist between home and school in educating learners with intellectual disabilities?

2. What strategies do teachers employ to improve home–school communication for learners with intellectual disabilities?
3. How does home–school communication influence the academic development of learners with intellectual disabilities?
4. What challenges do teachers and parents face in maintaining effective communication?

5.2 Key Findings of the Study

The study revealed several significant findings aligned with the research questions.

First, **phone calls and face-to-face meetings** emerged as the **predominant modes of communication** between home and school. These methods were preferred because they allowed for immediate feedback, emotional connection, and clarification of issues, particularly in contexts where parental literacy levels were low. Written notes and home visits were used occasionally but largely served as supplementary communication methods.

Second, the study found that building positive and collaborative relationships with parents, supported by capacity building and structured communication mechanisms, were the key strategies teachers employed to improve home–school communication. Teachers who demonstrated empathy, respect, and inclusiveness were more successful in engaging parents. Training workshops, mentoring, and the use of multiple communication channels further strengthened communication effectiveness.

Third, effective home–school communication was found to have a positive influence on the academic development of learners with intellectual disabilities. Consistent communication enhanced parental involvement, reinforced learning at home, improved academic performance, and promoted behavioral regulation. Beyond

academics, communication contributed significantly to learners' social, emotional, and psychological development, thereby supporting inclusive education.

Finally, the study identified socio-cultural and attitudinal barriers as the most persistent challenges to effective communication. This included stigma associated with intellectual disabilities, negative cultural beliefs, low parental literacy, time constraints, financial limitations, and inadequate institutional support. Such barriers often discouraged parental engagement and limited open dialogue between home and school.

5.3 Conclusions

Based on the study's findings, the following conclusions were drawn. The study concludes that phone calls and face-to-face meetings are the most effective and culturally appropriate modes of communication between teachers and parents of learners with intellectual disabilities. These modes promote trust, timely information sharing, and collaborative problem-solving, which are essential for inclusive education.

The study further concludes that effective home-school communication is fundamentally relationship-based. Teachers who intentionally cultivate positive and collaborative relationships with parents create an environment of trust, openness, and shared responsibility. Capacity-building initiatives for teachers and parents strengthen communication skills and enhance sustained engagement.

Additionally, the study concludes that consistent home-school communication significantly improves both academic performance and holistic development of learners with intellectual disabilities. When parents and teachers work together,

learners benefit academically, behaviorally, socially, and emotionally, reinforcing the principles of inclusive education.

Finally, the study concludes that socio-cultural beliefs and negative attitudes toward intellectual disabilities remain major obstacles to effective communication. Without deliberate efforts to address stigma, misconceptions, and structural limitations, home-school partnerships are likely to remain weak and inconsistent.

5.4 Recommendations

Based on the findings and conclusions of the study, the following recommendations are made:

1. Institutionalization of Communication Practices Schools should formalize the use of phone calls and face-to-face meetings as core communication strategies, with clear guidelines on frequency and purpose.
2. Capacity Building for Teachers and Parents The Ghana Education Service and school administrators should organize regular training workshops on inclusive, empathetic, and culturally responsive communication for teachers and parents.
3. Community Sensitization to Address Socio-Cultural Barriers Schools should collaborate with community leaders, religious organizations, and non-governmental organizations to conduct sensitization programs aimed at reducing stigma and misconceptions surrounding intellectual disabilities.
4. Provision of Institutional Support District education offices should allocate resources such as communication budgets, airtime, and transport support to sustain follow-ups, home visits, and parent engagement activities.

5. Flexible and Inclusive Communication Approaches Schools should adopt multiple communication channels and flexible meeting schedules to accommodate parents' literacy levels, work commitments, and socio-economic circumstances.

5.5 Suggestions for Further Research

Future studies could:

- Employ quantitative or mixed-methods approaches to examine the relationship between home-school communication and academic achievement.
- Replicate the study in other municipalities or regions to allow for comparative analysis.
- Investigate the effectiveness of digital communication tools in supporting inclusive education for learners with intellectual disabilities.



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APPENDICES

APPENDIX A

SEMI-STRUCTURED INTERVIEW GUIDE FOR PARENTS

(Parents of Children with Intellectual Disabilities)

Section A: Background Information

1. Please tell me about your child and the school he or she attends.
 - Probe: Class level
 - Probe: Type of support received at school

Research Question 1: Current State of Home–School Communication

2. How does the school or your child’s teacher usually communicate with you about your child’s education?
 - Probe: Meetings, phone calls, notes, WhatsApp
3. How often do you communicate with the school regarding your child’s learning?
 - Probe: Regularly or only when there is a problem?
4. How would you describe the relationship between you and your child’s teacher?
 - Probe: Open, supportive, limited

Research Question 2: Challenges to Effective Communication

5. What difficulties do you face when communicating with teachers or the school?
 - Probe: Time, language, work commitments
6. Are there any beliefs, cultural views, or family issues that affect communication with the school?
 - Probe: Understanding of intellectual disability

Research Question 3: Influence on Academic Development

7. How does communication with teachers help you support your child’s learning at home?
 - Probe: Homework, behaviour, routines
8. What happens when communication between you and the school is poor?
 - Probe: Learning progress, motivation

Research Question 4: Strategies for Improvement

9. What does the school or teachers do to help improve communication with you?
 - Probe: Explanations, follow-ups
10. What suggestions do you have for improving communication between home and school?

APPENDIX B

SEMI-STRUCTURED INTERVIEW GUIDE FOR TEACHERS

(Teachers in Inclusive Classrooms)

Section A: Background Information

1. Please tell me about your teaching experience and your work with learners with intellectual disabilities.

Research Question 1: Current State of Home–School Communication

2. How do you currently communicate with parents of learners with intellectual disabilities?
 - Probe: Common communication methods
3. How would you describe parents' involvement in communication?
 - Probe: Active, occasional, minimal

Research Question 2: Challenges to Effective Communication

4. What challenges do you face when communicating with parents of learners with intellectual disabilities?
 - Probe: Availability, literacy, attitudes
5. What school-related factors affect effective communication?
 - Probe: Workload, time constraints

Research Question 3: Influence on Academic Development

6. In what ways does communication with parents influence learners' academic performance?
 - Probe: Homework completion, behaviour
7. What effects do you observe when communication is weak or absent?

Research Question 4: Strategies for Improvement

8. What strategies do you use to improve communication with parents?
 - Probe: Meetings, home visits, digital tools
9. What support do you receive from school administration to enhance communication?
10. What additional strategies would you recommend to improve home–school communication?

APPENDIX C

SEMI-STRUCTURED INTERVIEW GUIDE FOR HEADTEACHERS

(Schools Enrolling Learners with Intellectual Disabilities)

Section A: Background Information

1. Please describe your role and experience in managing a school that enrolls learners with intellectual disabilities.

Research Question 1: Current State of Home–School Communication

2. How does your school facilitate communication between teachers and parents of learners with intellectual disabilities?
 - Probe: Formal policies, meetings
3. How would you describe parents' level of involvement in school communication activities?

Research Question 2: Challenges to Effective Communication

4. What major challenges hinder effective communication between home and school in your school?
 - Probe: Resources, parental attitudes
5. How do socio-economic or cultural factors affect communication?

Research Question 3: Influence on Academic Development

6. In what ways does home–school communication influence the academic development of learners with intellectual disabilities in your school?

Research Question 4: Strategies for Improvement

7. What strategies has the school put in place to strengthen communication with parents?
 - Probe: Training, policies, engagement activities
8. What additional measures would you recommend to improve home–school partnerships?

APPENDIX D

INTRODUCTORY LETTER



25th September, 2025

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION: MR. JOSEPH ACQUAH

I write to introduce to you, **Mr. Joseph Acquah** M.Ed student of the Department of Special Education with index number 7240150004.

He is currently working on his dissertation on the topic: **“Communication between Home and School Partnership in Educating Learners with Intellectual Disabilities in Selected Primary Schools in Nsawam Adoagyiri Municipality.”** He will conduct interview at your municipality.

I would be grateful if you could give him the needed assistance.

Thank you for the consideration and assistance.

Yours faithfully,

DR. EMMANUEL KWASI ACHEAMPONG
(Head of Department)






APPENDIX E

PLAGIARISM REPORT

NORTH CAMPUS LIBRARY

COMMUNICATION BETWEEN HOME AND SCHOOL PARTNERSHIP IN EDUCATING LEARNERS WITH INTELLECTU...

 JOSEPH ACQUAH
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