

## EXPLORING THE EFFECT OF SOCIO-CULTURAL AND HUMAN CAPITAL ON PARENTAL HOME INVOLVEMENT IN EDUCATION OF LEARNERS WITH SPECIAL NEEDS (SENSs)

Olusegun Emmanuel  
Afolabi\*

Sourav Mukhopadhyay

H. Johnson Nenty

University of Botswana  
Botswana

### *Abstract*

*Although parental home involvement is considered by researchers, policy makers and educators as a learning tool for children's education, only little systematic research has focused on influence of socio-cultural and human capital on home involvement in education of learners with special educational needs (SENSs) in Nigeria. Grounded on literature on parental involvement and using parental home involvement model as a conceptual framework, this study examines the relative correlative effect of socio-cultural and human capital on parental home involvement. Data were collected from 372 parents of learners with SENSs in 10 regular primary schools in Ibadan, Oyo State, Nigeria, using Parental Home Involvement (PHI) subscale. The study indicated that parental involvement is multidimensional and multifaceted; therefore, parents of learners with SENSs vary in the way they engage in their children's learning at home based on their socio-cultural and human capital. In addition, better learning outcomes for learners with SENSs coupled with higher parental home involvement practice were observed among parents of learners with SENSs who have stronger role beliefs and efficacy, as well as those with higher educational attainment, married and female parents. Finally, the study recommended that schools, policy makers and government should implement actions and programs that enhance parents' assets by promoting strong, positive, and optimistic belief system that promote home involvement.*

*Keywords: parental involvement; home involvement; learners with SENSs; socio-cultural and human capital*

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\* Correspondence concerning this article should be addressed to Olusegun Emmanuel Afolabi, Department of Educational Foundation, Faculty of Education, University of Botswana, Botswana; E-mail: [afo13@yahoo.com](mailto:afo13@yahoo.com)