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IMPLEMENTATION OF INCLUSIVE EDUCATION: DO PARENTS REALLY MATTER?

It has long been ascertained that the application of a family centered perspectives to learning is a positive strategy toward implementation of inclusive education worldwide. Similarly, research also confirmed that meaningful parent's involvement is highly recognized as the most important ingredient for successful inclusive practice. This article critically explores and reviews research literature on the relevance and usefulness of family involvement to the implementation of inclusive education. The article planned to increase our knowledge and understanding of the crucial role that engaging families of learners with special needs might have on their learning, and look at earlier studies relating to the major effects of parental involvement in inclusion. Moreover, the article also paid particular attention to how culture, ethnicity, socioeconomic background, and family characteristics influence the level of school – parent partnership in inclusive settings. Finally, findings revealed parents as social actors whose involvement is related to positive outcomes of learners with exceptional needs in inclusive settings.

Keywords: *parental involvement, inclusive education, parental perception, family involvement, children with special educational needs (SENs)*

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INTRODUCTION

Recently, the debate about educating learners with SENs in a normal school has turned out to be a significant global subject. In the past, it was unrealistic and impracticable for learners with disabilities to receive learning with ordinary children in mainstream schools (Pijl, Nakken, & Mand, 2003). However, recent global trends and challenges have shown that children with learning needs can gain regular education or be in the same classroom with typically developing children (Vislie, 2003).

The idea of allowing learners with SENs to enjoy or benefit from regular education is generally described as 'inclusion'. The notion is a way of allowing learners with exceptional needs to receive formal education in mainstream settings. This would allow them to engage and relate to their typically developing peers and receive necessary services and learning support that will suit their basic needs (Rafferty, Boettcher & Griffin, 2001, p266).

Thus, this global trend in education demonstrates the need for re-adjustment of policy and ideas that encourage operation of inclusive education for learners with individual needs. To corroborate the assumption, reports from the last ten years consistently show that countries practicing inclusive education have risen significantly, hereby making the idea a global concept (McLeskey, Henry & Hodges, 1999). Moreover, more research on inclusion, as well as different government legislative acts, i.e. the Individuals with Disabilities Education Act and Every Child Matters, all support the importance of inclusive education and they push for full implementation of the program in schools (Salend & Duhaney, 1999).

However, despite the universal acceptance of inclusive education, evidence shows that a major significant contributor to the growth and successful operation of inclusion in schools is the meaningful engagement of families of learners with exceptional needs (Bennett, Deluca, & Bruns, 1997). Moreover, reviewed literature revealed that both practitioners and policy makers intuitively accepted the significant implication that partnership with parents can bring, despite the difficulty met in engaging them in school activities.

Most research literature established that the idea of incorporating learners with individual needs in regular classroom came from their parents. Also, other evidence of inclusion shows that parents' motives to place learners with special needs in a mainstream school might vary due to factors such as socioeconomic, cultural, religious, education and family circumstances. Generally, research shows that the idea of children having equal rights and opportunity for quality education, and engaging with their peers in an enriching and supporting environment formed the basic reason for parents backing mainstream education worldwide. Consequently, evidence shows that most parents of learners with special educational needs, (SENs) believe that physical integration coupled with equal rights, improves not only sociocognitive skills of their children, but also lead to their active engagement with their peers (Scheepstra, Nakken & Pijl, 1999).

Most reviewed literature buttresses the importance of parental involvement in school by documenting that parents' participation in learners' education lead to positive knowledge and social outcome. Interestingly, a related study carried out by Epstein (2001), reported that well-versed parents who take part and engage in school activities definitely influence learner's sociocognitive growth as well as performance. Thus, parents' knowledge, concern and contribution to their child's education will definitely shape them (children) towards appreciating schooling, and at the same time, prompt them to embrace positive behaviors. Epstein's research confirmed how parental involvement positively impacts students education at all category levels.

Research findings on inclusion (Duhaney & Spenser, 2000) confirmed that the main reason that contributed positively to inclusive education worldwide is the advocacy role played by families of exceptional needs learners, particularly, their efforts in establishing general education. For example, evidence from the United States shows that it was to their credit, (parents) that the US Congress approved the Education for All Handicapped Children Act of 1975 (PL 94-142). Other related results also strengthen the argument that parents are not only collaborators or „facilitator” of inclusion, but rather major stakeholders in implementing inclusive education worldwide.

Another related study (Palmer, Fuller, Arora & Nelson 2001) reported parental support and involvement as the fundamental ways of facilitating inclusive education. A similar study conducted by Sheldon and Hutchins (2011) revealed that schools and government agencies must fashion out different tactics and programs that embrace families as equal partners in education. This was viewed as a significant process towards a successful inclusive education. To support the findings, the study highlighted the failure of the stakeholder to proffer answers that will accommodate the family's interest as a reason for the continuous increase in the existing gap between schools and families, thus making inclusion impossible.

Most research on the subject documented how lack of parental involvement contributes to the recent increase in factors such as, an achievement gap, inequality and discriminating experience of children with disabilities in their day-to-day life. Although this problem is globally acknowledged as a bane of promoting inclusion in schools, nevertheless, trends in developing countries around the world showed limited success in practice. This assumption further highlighted the negative influence that emanated from sociocultural and religious beliefs about learners with disabilities. Whilst most evidence shows a high increase in academic performance in recent time, nevertheless, research still shows high differences in positive outcomes among children from different background and social classes, which is linked to the levels of support parents give to their children's school activities.

PURPOSE

The paper examines various research evidence on the significance of parents' participation in inclusive education. The paper begins with brief overviews of the main tenets of inclusion and explores whether any positive relationships link parents' involvement and implementation of inclusive education. To realize this goal, the paper will underline various findings about the perspective of parents on inclusive practice and how it might lead to successful implementation of the program. Most interesting research studies (such as Sheldon & Epstein, 2005; Simon, 2004; Yan & Lin, 2005) emphasized high

correlation between parents' involvement and learners' academic progress, whilst other related studies (including Drummond & Stipek, 2004; Hill, Tyson & Bromell, 2009; Olivos, 2006) look at various issues that affect parental engagement at schools. Nevertheless, studies documented that apart from personal goals and expectations of students, variables like parents involvement might wield significant influence on students' school success and behavior.

METHODOLOGY

This paper employs and reviews the literature in order to analyze and check new empirical studies that assessed the importance of engaging parents in implementing inclusive education and how this can promote positive outcomes in the learning of children with disabilities. The literature review process is carried out by collating and reviewing various articles, books, journals and meta analyses about inclusion and parents involvement using the following online database to seek for reference, choose relevant literature and investigate studies, i.e. ERIC, PsychInfo, EBSCOhost. Moreover, to confirm and verify references, manual searches of relevant journals on inclusive education on the topic related to the paper are performed.

LITERATURE REVIEW

Rationale for parental involvement

The ongoing debates about the relevance of engaging families in implementing inclusive learning have continued to raise more questions than provide an answer to what really constitutes parental involvement and how to engage parents in school activities or child's education. Apart from that, various studies from the last two decades (such as Epstein, 2001; Epstein & Sander, 2000; Henderson, 2002; Lopez 2001) showed that the issue of parents' participation in educating young learners with disabilities remains a global concern among the authorities, i.e. decision makers, teachers and scholars.

In other related studies, it was documented that the involvement of family in school activities will promote discipline and future learning progress (Henrich & Gadaire, 2008; Weiss, Caspe & Lopez, 2006). Parental efforts are mostly measured as related to children's participation in inclusive education programs. Also, similar reports on the recent trends of inclusive practice across nations and ethnic groups continue to support the assertion. Therefore, to sustain the implementation of inclusive programs that engage parents, it is vital that the programs put into practice various approaches that engage families and see them as a partner in progress (Henderson & Mapp, 2002). These methods are suitable for the wide-ranging programs that offer and echo a devotion to community support (Colombo, 2006; Crawford & Zygouris-Coe, 2006).

Parent's Involvement in Inclusive Education

In recent times, the literature on parent involvement has further confirmed the significant roles that families of learners with special needs can engage in order to support inclusive learning world-wide. The review of literature on education in the last thirty years, (such as Anderson & Mike 2007, Bronfenbrenner, 1979; Epstein, 2001; Henderson & Mapp, 2002, 2007) all lent more credence to the significant importance of allowing parents or families to take part in their child's academic development. Similar evidences from research studies confirmed that parental expectations, school and family behaviors will definitely affect student academic achievement and learning outcomes respectively (Epstein, 2001; Redding, 2002).

In addition, a body of knowledge, and research evidence (such as Huss-Keeler, 1997) acknowledged the significance of allowing parents to have a say or add to learning progress across a mixed cultural background. Similar evidence from the reviewed literature (Delgado-Gaitan, 2004; Lawson, 2003) highlights the need for schools to appreciate differences in family culture and circumstances to wholly embrace and promote meaningful parental support in education.

Interestingly, other related studies on parental involvement (Palmer et al., 2001) came out with results that perceive involving and engaging parents in decision-making as an important tool that aids

inclusive education. Therefore, it seems reasonable to say that positive disposition and attitude of both parents i.e. (learners with or without disabilities) towards inclusive education will go a long way to influence the general awareness and orientation of teachers and support staff on inclusive practice in schools. Thus, acquiring more knowledge and information about parents' feelings towards regular education and various factors that influence their disposition towards inclusion could serve as constructive instruments that promote and build positive outcomes.

Basically, most reports from earlier findings show that parents seem to have positive feelings towards inclusion. For example, some of the research findings established that parents of typically developing students reported positively and affirmed that the idea aids their offspring to understand who they are, and at the same time, encourage them to accept differences in others (Gallagher et al., 2000). Apart from the gains derived from integrating children in mainstream schools, both parents also show positive concerns about inclusive practices.

In essence, most evidence from research findings and literature are very clear about the concept of inclusive education (e.g., Henderson & Mapp, 2002) Most of these findings agreed that allowing families to contribute to their child's education will not only promote student achievement, but allow them to stay longer in school, take part and engage more in school activities. Moreover, schools sometimes find it very difficult to engage parents to attend meetings and events that are positively related to their child's well-being and this invariably results in their dissatisfaction with „parent involvement”.

On the other hand, further evidence (such as Lewis & Forman, 2002; Brown & Medway, 2007) shows that one of the major reasons given by family members for their unwillingness to get involved and engage in school activities is a common belief that they are not welcome and therefore face intimidation and discrimination at school. This situation is common among parents who are not fluent or do not understand English, or those with low income and those who find it hard to relate to school officials due to one reason or the other, although this reasons according to most research findings are not noticed by school personnel.

Therefore, findings raised the question about what might be the general implication and the outcome of parental involvement in regular classroom settings. Hence, in answering this question, studies documented significant positive results in learners with special needs, particularly, in the aspects that deal with the attainment of individual educational goals (Hunt, Goetz, & Anderson, 1986), progress in interacting skills (Jenkins, Odom & Speltz, 1989) constructive friendsrelations (Lord & Hopkins, 1986), higher learning results (Slavin, 1990), and last but not least, in school transition.

Additionally, research also confirms significant positive effects of inclusion on typical students, which include: having constructive feelings and orientation toward learners with SENs and development of social-standing among non-disabled students (Sasso & Rude, 1988). Apart from that, recent research findings (such as Barton et al., 2004; Ferguson & Galindo, 2006) further show why professionals seldom use the word „parent involvement” with the general assumption that shows the limitations of previous efforts in promoting a home school relationship.

International Perspectives

In Europe, the reviewed literature shows that most research studies corroborate the relationship between parent involvement and practicing of inclusive education. For example, reports from the European Commission show that the degree of parents' involvement signifies the level of school excellence. To buttress this assumption research conducted by Levy, Kim & Olive, 2006; Pérez et al., 2005, indicated family involvement as the main contributing factor that promotes positive learning outcomes in educating young children in respect of their unique characteristics or differences in an inclusive early education program. However, similar research on the education of children with disabilities (Hoover-Dempsey & Sandler, 1997; Pérez et al., 2005) established a highly significant positive correlation between the following factors: parents involvement, school performance, higher test scores, constructive feelings about school, higher homework completion rates, less posting to exceptional school, academic determination, lesser withdrawal rates, and less suspensions.

However, Jeyne (2007), reported that participation of parents in school will positively affect school attendance, school behavior and student success at school. Therefore, these results (Denforges, 2003) confirmed that children will do well and perform creditably when school engaged their families. To support this assertion, evidence from the Department for Education and Skills, UK (DfEs, 2003) concluded that allowing parents to take part in educating their children will make significant positive differences to pupil engagement and achievement. This notion further supports the earlier stand on the subject which states that engaging parents in education will assist the students, parents, teachers and schools respectively.

Additionally, Desforges, (2003), and Department for Education (DfEs,) UK, show how early in life parental involvement significantly contributes to sociocognitive growth, literacy and numeral dexterity. Moreover the findings further highlight how engaging parents who have children within the age bracket (7 - 16 years) brings positive outcome more than the family setting, family size and parents' educational level, and concluded that, parental participation contributes immensely to pupil accomplishment throughout the school years.

The review of literature of the United States, established high success in the implementation and adopting successful educational programs for pupils having an array of special needs among school districts. However, most identified features that add immensely to this practice were the meaningful roles played by parents in the outcome (Duhaney & Spencer, 2000). The United State Government further acknowledged the effects of parent participation in inclusive education in the Individuals with Disabilities Education Act (PL 101-476) of 1990, (IDEA) and its re-approval in 1997. Nevertheless, this Act confirmed and ascribed to parents, the role of a collaborator and recommends that professionals should always contact and include parents' knowledge of their child in planning and implementing educational policy, and at the same time they need to know what rights they have in educating their children (Kalyanpur et al., 2000).

According to the reports submitted on a national study of 2.317 community primary and post primary school learners in the United States, school actions and the ability to promote them are reported as the finest way to analyze parent involvement. Therefore, this assertion

further supports the notion that attitudes and actions displayed by school are more relevant than parents' income, education, race, or earlier school-volunteering experience in forecasting parents' participation in education. Similarly, studies proposed the setting up of a family center, home visit, and research teams as the best strategy to promote parent-school collaboration and form closer working alliance with parents and educators.

African Perspectives

The review of literature on parental involvement in Sub Sahara Africa documented similar experience with what is shared in the other part of the world. Research established that families are unused resources in education despite their roles in raising children, deciding whether and when they should attend school, deciding which school is best for them, and in many cases funding their child's education. The inclusion movements, although critical in their opinion, have received more encouragement from parents who see the separate school system as providing unequal and less quality education, considering the environment in which such learning is taking place, and this situation definitely influences the kind of learning given to a child (Winnick, 2000; UNESCO Salamanca Report, 1994; Nziramasanga Report, 1999).

In Zimbabwe, the Education Act of 1987, that was later revised in 2006, recognizes and acknowledges the significance of involving parents and families in the provision of necessary equipment, facilities and materials for proper implementation of quality education in an inclusive environment. The 2006 Education Act empowered the families and support Committees/Associations run by parents to manage schools (UNESCO, 2002). The School Development Committees/Associations ask parents of CSN to join hands and work together in collaboration with teachers towards their adaptation to Physical Education equipment like wheel chairs, brackets, balls, racquets, goal posts, basketball and tennis nets (Kanhukamwe & Madondo, 2003). Also, earlier research study on inclusive education corroborated the fact that involving parents in school activities would not only be beneficial to them (parents) but also their children. Hence, the study shows that

through proper partnership and collaboration with teachers, there will be an increase in positive attitudes and orientation towards learners with SENs in school and society (Chakuchichi et al., 2003).

In South Africa, research recognized families as main promoters of inclusion as far back as 1990s, and they champion the process that cumulated to the establishment of mainstream school system. Evidence shows that the recognition that parents offered to children diagnosed with Down syndrome after placing them in the community, school and normal environment instead of a lonely setting like special schools, contributed to the high figure of pupils with learning needs in normal school in 1994 (Bellknap, Roberts, & Nyewe, 1999). According to the findings of the research conducted by Van der Westhuizen and Mosage, (2001), the least recognition and involvement opportunity given to parents of SEN children in South Africa really contributed to their active participation in learning.

In Botswana, guiding principle of special education came into existence in 1994. However, the plan encourages and supports equal educational opportunities, integration and early recognition for all children irrespective of their special needs and disabilities (Government of Botswana, 1994). Although earlier studies on inclusion in Botswana show that there are limited reports on inclusive education and parent involvement (e.g. Abosi, 1999). A similar study conducted by NCE on parents' involvement shows that limited parents contribution to education adversely affect adult rehabilitation processes.

In Nigeria, evidence shows that full prospective of average Nigerian families as a means of educational development is not completely used. However, this is not to contradict the mounting consciousness amongst the Nigerian community about the positive prospects of encouraging parents to engage in learning growth of their kids (see Oyetunde, 1999). Consequently, the main vocal point of agitation among Nigeria populace is that to reduce the general rate of prevalent academic let down in schools, families have to play active roles (see Lawal, 1999). However, despite the general consensus about the relevance of engaging parents in school activities in Nigeria, it was clear that less research work and knowledge of parents involvement in inclusive settings is available.

Many reasons for this exclusionary practice in educating learners with SENs were linked to parents' negative perception

of inclusive practice, due to socio-cultural environment, such as negative traditional attitudes and practices, religious beliefs, lack of recognition and unkindness from peers, combined with defectively addressed policy setting like non-involvement of all stakeholders in strategy planning and implementation awareness and last but not least, the ill-prepared policy objective, which have all contributed to the problem of educating learners with SENs in the country.

Traditionally and culturally, religion significantly influenced the education of SENs children in Nigeria. African society associated disabilities with witchcraft, ancestral spirits or as a punishment bestow on the family by the gods (Addison, 1986). Therefore, children with disabilities are not allowed to mingle or live in the community like other children. Mostly, they are restricted or banished from the community and this significantly influences the societal views about educating such children due to stigmatization.

Parents' Involvement Practice and Academic Achievement

The debate about involving parents in decision making and learning needs has been going on for a long time, with different opinions on what constitutes parents involvement. However, it was generally acknowledged that parents have an inalienable right to get involved and engaged, in school decisions about their child. The recent research confirmed that involving families of learners with exceptional needs in both school and home would add immensely to the increase in learning outcomes. Thus, research proves that when there is a positive collaboration and partnership between schools and families, children achieve much better results in academics and increase the time spent in learning (Henderson & Mapp, 2002; Jeynes, 2005; Pomerantz, Moorman & Litwack, 2007; Reynolds & Clements, 2005).

Also, recent empirical studies from international literature reported a positive correlation amid parents engaging with schools and learning accomplishments of their children (Cox, 2005; Desforges & Abouchar, 2003; Fan & Chen, 2001; Henderson & Mapp, 2002; Jeynes, 2005; Pomerantz, Moorman & Litwack, 2007). For instance, reviewed studies from the United States show that the extent of the outcome, (which measures the level of significant adjustment that comes

from intervention) resulting from the impact of PI on learning success was .51 for every school (Hattie, 2009) and .70 to .74 for elementary schools located in urban areas (Jeynes, 2005). However, Hattie (2009), reported that the size of interventions in education was recorded at .4; and this implied that any figure on parents' involvement above this percentage would definitely influence children's academic performance.

Therefore, report finding from these and other reviewed literature confirmed that PI is more beneficial to children, teachers and parents. The findings from the learners' perception of the participation of their parents did not only record positive behavior, attitudes, and high attendance at school, but also emphasize that involving parents in learning contributed significantly to child development in addition to quality of life (Christenson, 2004; Henderson et al., 2007). In addition research shows that parent involvement supports teacher-parent relationship, increases teacher's morale and encourages a positive school climate that supports inclusive practice (Grant & Ray, 2010; Hoover-Dempsey et al., 2005).

In a similar study, Harris and Goodall (2007) reported a considerable association between parent involvement and positive learning outcomes. Moreover, they reiterated further that there is no indication as to what kind of parent involvement can promote positive changes in school. Nevertheless, they suggested some characteristics that schools can introduce to motivate families to engage in school activities. Furthermore, the findings concluded that schools must put emphasis on building constructive partnership with all stakeholders, which includes collaboration with educators, families and other members of the community. Also, recognition must be accorded to cultural diversities and orientation of individual family members.

Additionally, current research evidence also corroborated the findings by reporting that for successful and sustainable home-school partnership, the following circumstances are necessary for achieving positive outcomes (Desforges & Abouchaar, 2003; Epstein & Sheldon, 2006; Harris & Goodall, 2007):

- Systematic arrangement of school progress that emphasized home school collaboration.
- Continuous support, resourcing, training; and community participation that embraces multi-level leadership at all levels must be available.

Apart from that, reports from Ofsted (Desforges & Abouchaar, 2003) highlighted that, in the Department for Education (DfEs), United Kingdom, only schools that have a close relationship with parents have managed to promote achievement of ethnic minority group students. According to their findings, most of these schools listen to parents' concerns, and at the same time work in partnership to resolve any issues or differences. Also this prompts parents 'to base their understanding of learning development on discussion, interaction and communication shared with school (Ofsted, 2002, report No. 448, p4 cited in Desforges & Abouchaar, 2003, p62).

Barriers Affecting Parental involvement

Earlier literature reported fewer studies on perception and orientation of parents on inclusive practice. For example, in the studies and general interview conducted by Ryndak et al., 1995 on children and young people, ages 5-20, and (Reichart et al., 1989) with their parents, the results proved that there is a significant positive benefit derived by learners with SENs when they take part in inclusive classroom settings, and the outcome is definitely related to attitudes and qualifications of teachers in a classroom setting. This point supported the findings of research conducted by York & Tundidor, 1995, which further showed a constructive relationship between individual families' beliefs, staff and trained personnel on inclusive practice.

However, despite many extensive researches on parental involvement, inclusive education and children's development, most reports show little work on how parents invariably or variably socialized with learners in terms of school-related conducts. Earlier studies confirmed high significant relationship between parenting, learners' school achievement and good conduct. At the same time, reports show limited studies on „school socialization”, which is put in plain words as an array of parents' beliefs and orientation that impact school-related progress, associated with students (Taylor, Clayton & Rowley, 2004, p. 163).

Although limited, empirical research on this topic reported that teachers still continue to under-value the importance, roles and contributions that parents make towards educational development

of learners with SENs, despite their understanding of how valuable parents' involvement is to successful inclusion practice. Therefore, to support the assertion, Marchant, (1995) reported a lack of details from professionals and educators on how to work with families, and concluded that future research on teachers should more emphasize parent involvement strategies in inclusive settings.

Impact of Ethnicity, Education and Social Economic Status on Parental Involvement

Numerous research studies have-established a highly significant relationship between socio economic status (SES) and the levels of parents' involvement in inclusive settings. Literature has come out with a common finding that established an association between SES and parental involvement as commonly connected (Davis-Kean & Eccles, 2005; Diamond & Gomez, 2004; Fan & Chen, 2001). However, reviewed literature shows that middle and high social class families prefer sending their children to high quality schools that support parent-teacher collaboration (Anfara & Mertens, 2008).

Nevertheless, this assertion was contradicted in a study conducted by Sui-Chu & Willms, 1996. The evidence also linked ethnicity with the nature and level of parents' participation. (Singhet al., 1995). In line with the argument, the reviewed literature also established how cultural diversities influence the ways in which parents participate in schools to particular levels (Ritter, Mont-Rey & Dornbush, 1993). For example, the reviewed studies show that African American parents engage more at school, compared to Asian American parents who are more probable to correspond with teachers about their child's performance.

However, a number of studies also established that parents of Asian American children show more indirect engagement at school and less direct homeschool collaboration (Sy, 2006; Li, 2006;). Nonetheless, despite their low involvement, the reports established positive attitude among Asian American parents to their child's learning, which they demonstrated by offering complementary support such as extra classes and mentoring (Wu, 2001). Moreover, they see education as a tool for future success. Based on various findings, it was reported that the correlation between ethnicity and SES further confirmed the

differences noticed in the way parents' participate in school among certain cultural and ethnic groups. To some extent, this situation is a consequence of SES.

In a related work on parental involvement, Henderson, 1988, also confirmed a relationship between academic success of low-income learners and a degree of parent participation in school. Also, other findings from the reviewed literature all mentioned the significant correlation between parent involvement, learners' grades and test scores (Bernard, 2004; Jayne, 2005, 2007) and further recorded promoting positive behaviors and emotional growth in young children (Bernard, 2004; Jayne, 2003).

Model of Parents' Involvement

This paper employs the model projected by Hoover-Dempsey and Sandler (1995, 1997) to look at parental involvement (PI) from parents' perspectives and how this will lead to a desired positive outcome in inclusive education. The model outlines five levels of involvement that link parents' original motive to take part in the child's learning with learner outcomes. Evidence shows that the first two levels of the model emphasize how families make judgment, while the higher stage, i.e. (Levels 3-5) summarize different ways in which PI certainly influences learner's achievement. Although Walker et al. (2005) came out with a modified version, this is not used in this paper. This study focuses on the first two levels of the model, which explains the dissimilarity between the original and the revised models.

Basically, the research indicates parents' beliefs as the prime reason for their initial participation (i.e. role construction, sense of efficacy), the broad prospect, including the invitation to get involved both from the school and children (Level 1). However, *role construction* denotes parents' perspectives concerning their contribution to learning (i.e. job as a parent). Therefore, it was generally established that, everything being equal, there is a significant correlation between parents with high role construction and participation in learning. Furthermore, Bandura (1997), in his theory, attributes parents' sense of the efficacy of their feelings about participating in school activities and how this variably or invariably contributes to learning

and school success. Moreover, the reports show that parents with a higher attribute for PI believe their contribution can aid and sustain behaviors that bring positive outcomes.

The model characterized general invitations from both schools and learners as a motivation for them to work in partnership with schools and take part in learning, which further supports the general assumption that emphasizes family's participation as desirable and valuable to inclusive education. Earlier reviews noted the dissimilarity in general invitations (Level 1) and the specific invitation in Level 2 of the inventive theoretical model. Moreover, the broad opportunities concept embraces how learners share their concern regarding learning with parents at home or at schools as a welcoming environment for parents to participate as shown by the teacher's attitude towards them. Hence general opportunities indicated unclear request for involvement.

Apart from that, in the reviewed literature, Hoover-Dempsey and Sandler (1995) concluded by coming out with the assumption that emphasizes Level 1 variables as the most relevant in the model with a deference in parents' motives to actively engage in their child's learning process. However, to buttress their point, they hypothesized a significant correlation between the level 2 variables, i.e (parental skills, family demands and invitation from school and children). Nevertheless, in the analysis of the variables, Hoover-Dempsey and Sandler (1995) concluded by saying that parents will probably engage in any activities that promote their knowledge.

In addition, the reviewed literature shows that employment demands highly influenced parent options for engaging with school (e.g., job rota). Similarly, research also mentioned family demands (e.g. childcare) as a negative factor that influences parent-school collaborations. For instance, earlier research studies show that parents with a busy career that bar them from involving all through the school hours may decide to actively participate only at home. To support the argument, Hoover-Dempsey and Sandler (1995) affirmed a positive connection between high role construction, efficacy and parents' participation, despite the consequences of the level of challenging demands. They suggest that, for involvement to occur, parents must perceive their roles as significant to their children's learning. Additionally, they must see their actions as a prerequisite for positive outcomes in their child's learning.

CONCLUSION AND RECOMMENDATIONS

The recent global debate about the relevance of parents' participation in inclusive learning has further increased and highlighted the demand for mutual collaborative intervention strategies that involve parents, home and school partnership. Also, various findings from the reviewed literature show that the main factor of successful implementation of inclusive education is a meaningful family involvement. Therefore, to discuss and analyze the relevance and the problems associated with parents' involvement in inclusive education, urgent attention about what really constitutes parents involvement and how to motivate and get them to involve in learning is required.

The reviewed literature explores and assesses the dimension in which parents are involved in inclusive practice, and analyzes how important their involvement to successful inclusive education is. Similarly, most findings show the potential divergence in the way parents are involved in the school conduct by looking at the SES, ethnicity, cultural and educational level and how parental involvement or lack of it in inclusive education affects students' academic achievements and growth.

While a number of excellent studies are clear among those reviewed, there is still much work to be done in developing more advanced understanding and appropriate strategies that will promote and sustain parent-school collaboration. Although evidence from the reviewed literature shows that positive parent-school engagement will lead to high academic success, the reports established less information about what really inspires parents to get involved and how these motivations influence their particular decisions to participate in school activities.

Also, numerous evidence from literature confirmed that SES variables did not indicate or make clear the level of inconsistence or dissimilarities established in the practicability of the connection in SES groups (Bornstein et al.; 2003; Hoover-Dempsey & Sandler, 1997). Apart from that, a number of researchers also reported in their findings that SES variables are less likely to prompt parents'

participation in schools, as well as utilize the available social networks (e.g., Sheldon, 2003).

In addition, evidence from the reviewed literature on Hoover-Dempsey and Sandler model of the parent involvement practice revealed how psychological variables significantly influence parents' decision to engage at school. A similar finding on families' home-school-based collaboration highlights how changes during parents' involvement in learning continue through school transition.

Recommendations

Based on various findings about the relevance of parental involvement in inclusive practice, the following specific recommendations related to this paper suggest various strategies that will support parents' involvement as the main strategy for successful implementation of inclusive education.

1. Effort should be directed toward promoting positive parenting behaviors that will protect against unconstructive stressors that come from low SES on children's learning success in school.
2. Future research about parental involvement should focus on the motivational factors that promote and sustain parental involvement at each grade level.
3. Educational systems must explore and work towards coalescence of all the variables that have an effect on learner outcomes.
4. In order to develop parent- school collaboration, efforts should be directed towards training teachers about some basic and possibly new skills for communication and cooperation with parents.
5. Last but not least, an effort should be directed towards strategies that increase the value and occurrence of parent-teacher interaction as this will significantly improve home-school partnership, and support academic growth and achievement.

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IMPLEMENTACIJA INKLUZIVNOG OBRAZOVANJA: DA LI SU RODITELJI ZAISTA BITNI?

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Sažetak

Odavno je ustanovljeno da porodično orijentisano učenje predstavlja pozitivnu strategiju u implementaciji inkluzivnog obrazovanja širom sveta. Pored toga, istraživanja su potvrdila da je smisleno angažovanje roditelja navažniji faktor uspešne inkluzije. Ovaj rad kritički istražuje i prikazuje naučnu literaturu o značaju i koristi angažovanja porodice u implementaciji inkluzivnog obrazovanja. Cilj rada je da proširi naša znanja o ključnoj ulozi koju uključivanje porodica učenika sa posebnim potrebama može imati u njihovom učenju, kao i da se osvrne na prethodna istraživanja uticaja roditeljskog angažovanja u inkluziji. Takođe, posebna pažnja je posvećena tome kako kultura, etnička pripadnost, socio-ekonomski status, i karakteristike porodice utiču na nivo odnosa između škole i roditelja u inkluzivnom okruženju. Rezultati ukazuju na roditelje kao društvene aktere čije je angažovanje povezano sa pozitivnim rezultatima učenika sa posebnim potrebama u inkluzivnom okruženju.

Ključne reči: angažovanje roditelja, inkluzivno obrazovanje, zapažanje roditelja, uključivanje porodice, deca sa posebnim obrazovnim potrebama

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