



مجلة الدراسات والبحوث التربوية

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جامعة الطفيلة التقنية - الاردن

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للمجلة معامل تأثير عربي ومفهرة في العديد من قواعد المعلومات الدولية

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أ. محمد سعد إبراهيم عوض

التعريف بالمجلة

تصدر مجلة الدراسات والبحوث التربوية عن مركز العطاء للاستشارات التربوية- دولة الكويت بالتعاون مع كلية العلوم التربوية- جامعة الطفيلة التقنية- الأردن كل أربعة شهور، وهي مجلة علمية دورية محكمة بإشراف هيئة تحرير وهيئة علمية تضم نخبة من الأساتذة، وتسعى المجلة للإسهام في تطوير المعرفة ونشرها من خلال طرح القضايا المعاصرة في مختلف التخصصات التربوية، والاهتمام بقضايا التجديد والإبداع، ومتابعة ما يستجد في مختلف مجالات التربية؛ والمجلة مفهرسة في العديد من قواعد المعلومات الدولية، ومنها: دار المنظومة Dar Almandumah، معرفة e- MAREFA، شمعة Shamaa، قاعدة المعلومات التربوية Edu Searach، المكتبة الرقمية العربية AskZad، وللمجلة معامل تأثير عربي.

أهداف المجلة

- تهدف المجلة إلى دعم الباحثين في مختلف التخصصات التربوية من خلال توفير وعاء جديد للنشر يلبي حاجات الباحثين داخل الكويت وخارجها. ويمكن تحديد أهداف المجلة بشكل تفصيلي في الأهداف الأربعة التالية:
1. المشاركة الفاعلة مع مراكز البحث العلمي لإثراء حركة البحث في المجال التربوي.
 2. استنهاض الباحثين المتميزين للإسهام في طرح المعالجات العلمية المتعمقة والمبتكرة للمستجدات والقضايا التربوية.
 3. توفير وعاء لنشر الأبحاث العلمية الأصيلة في مختلف التخصصات التربوية.
 4. متابعة المؤتمرات والندوات العلمية في مجال العلوم التربوية.

مجالات النشر في المجلة

تهتم مجلة الدراسات والبحوث التربوية بنشر الدراسات والبحوث التي لم يسبق نشرها في مختلف التخصصات التربوية، على أن تتصف بالأصالة والجدة، وتتبع المنهجية العلمية، وتراعي أخلاقيات البحث العلمي. كما تنشر المجلة ملخصات رسائل الماجستير والدكتوراه ذات العلاقة بمختلف التخصصات التربوية، والمراجعات العلمية، وتقارير البحوث والمراسلات العلمية القصيرة، وتقارير المؤتمرات والمنتديات العلمية، والكتب والمؤلفات المتخصصة في التربية ونقدها وتحليلها.

القواعد العامة لقبول النشر في المجلة

1. تقبل المجلة نشر البحوث باللغتين العربية والإنجليزية وفقاً للمعايير التالية:
- توافر شروط البحث العلمي المعتمد على الأصول العلمية والمنهجية المتعارف عليها في كتابة البحوث الأكاديمية في مجالات التربية المختلفة.
 - أن تحتوي الصفحة الأولى من البحث على:
 - اسم الباحث ودرجته العلمية والجامعة التي ينتمي إليها.
 - البريد الإلكتروني للباحث، ورقم الهاتف النقال.
 - ملخص للبحث باللغة العربية والإنجليزية في حدود (150) كلمة.
 - الكلمات المفتاحية بعد الملخص.
 - ألا يزيد عدد صفحات البحث عن (30) صفحة متضمنة الهوامش والمراجع.
 - أن تكون الجداول والأشكال مُدرجة في أماكنها الصحيحة، وأن تشمل العناوين والبيانات الإيضاحية الضرورية، ويُراعى ألا تتجاوز أبعاد الأشكال والجداول حجم الصفحة.
 - أن يكون البحث ملتزماً بدقة التوثيق حسب دليل جمعية علم النفس الأمريكية APA الإصدار السادس، وحسن استخدام المصادر والمراجع، وتثبيت مراجع البحث في نهايته.
 - أن يكون البحث خالياً من الأخطاء اللغوية والنحوية والإملائية.
 - أن يلتزم الباحث بالخطوط وأحجامها على النحو التالي:

- اللغة العربية: نوع الخط (Sakkal Majalla)، وحجم الخط (14).
- اللغة الإنجليزية: نوع الخط (Times New Roman)، وحجم الخط (14).
- تكتب العناوين الرئيسية والفرعية بحجم (16) غامق (Bold).
- أن تكون المسافة بين الأسطر (1.15) بالنسبة للبحوث باللغة العربية، وتكون المسافة بين الأسطر (1.5) بالنسبة للبحوث باللغة الإنجليزية.
- تترك مسافة (2.5) لكل من الهامش العلوي والسفلي والجانبين.
- 2. ألا يكون البحث قد سبق نشره أو قُدم للنشر في أي جهة أخرى.
- 3. تحتفظ المجلة بحقوقها في إخراج البحث وإبراز عناوينه بما يتناسب وأسلوبها في النشر.
- 4. ترحب المجلة بنشر ما يصلها من ملخصات الرسائل الجامعية التي تمت مناقشتها وإجازتها في مجال التربية، على أن يكون الملخص من إعداد صاحب الرسالة نفسه.
- 5. بالمجلة باب لنشر موضوعات تهم المجتمع التربوي يكتب فيه أعضاء التحرير.

إجراءات النشر في المجلة

1. ترسل الدراسات والبحوث وجميع المراسلات باسم رئيس تحرير مجلة الدراسات والبحوث التربوية على الإيميل التالي: submit.jser@gmail.com
2. يرسل البحث إلكترونياً بخطوط متوافقة مع أجهزة (IBM)، بحيث يظهر في البحث اسم الباحث ولقبه العلمي، ومكان عمله.
3. يُرفق ملخص البحث المراد نشره في حدود (100-150 كلمة) سواء كان البحث باللغة العربية أو الإنجليزية، مع كتابة الكلمات المفتاحية الخاصة بالبحث (Key Words).
4. يرفق مع البحث موجز للسيرة الذاتية للباحث.
5. في حالة قبول البحث مبدئياً يتم عرضه على مُحكمين من ذوي الاختصاص في مجال البحث، لإبداء آرائهم حول مدى أصالة البحث وقيمه العلمية، ومدى التزام الباحث بالمنهجية المتعارف عليها، وتحديد مدى صلاحية البحث للنشر في المجلة من عدمها.
6. يُخطر الباحث بقرار صلاحية بحثه من عدمها خلال شهر من تاريخ استلام البحث.
7. في حالة ورود ملاحظات من المحكمين تُرسل إلى الباحث لإجراء التعديلات اللازمة، على أن يعاد إرسال البحث بعد التعديل إلى المجلة خلال مدة أقصاها شهر، ولا يجوز سحب البحث من المجلة بعد تحكيمه.
8. تؤول جميع حقوق النشر للمجلة.
9. لا تلتزم المجلة بنشر كل ما يرسل إليها.
10. المجلة لا ترد الأبحاث المرسلة إليها سواء كانت منشورة أو غير قابلة للنشر، وللمجلة وإدارتها حق التصرف في ذلك.

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الافتتاحية

بسم الله الرحمن الرحيم، عليه نتوكل وبه نسعيتن، نحمده سبحانه كما ينبغي أن يحمد ونصلي ونسلم على أشرف المرسلين سيدنا محمد وعلى آله وأصحابه والتابعين وبعد،،،

يشهد العالم ثورة معلوماتية كبرى منذ منتصف القرن الماضي بسبب التطور السريع والهائل لتكنولوجيا الإعلام والاتصال، وقاد هذا إلى تغير العديد من المفاهيم والأسس داخل المجتمع، فلم تعد المعدات والآلات الثقيلة ورأس المال الأدوات الرئيسية للنشاط الاقتصادي، إذ حلت محلها المعرفة التي أصبحت المحرك الأساسي للنشاط الاقتصادي والفرد في كل المجتمعات، وقد أدى تزايد قيمة المعرفة في العصر الحالي إلى أن أصبحت هي الطريق نحو مجتمع المعرفة الذي تتنافس الدول في تحقيقه.

وقد جعل ذلك الدول المتقدمة تنفق حوالي (20%) من دخلها القومي في استيعاب المعرفة، ويستحوذ التعليم على نصف هذه النسبة، كذلك تنفق المنظمات الصناعية والتجارية في هذه الدول ما لا يقل عن (5%) من دخلها الإجمالي في التنمية المهنية للعاملين بها، وتنفق ما يتراوح بين (3%-5%) من دخلها الإجمالي في البحث والتنمية.

ويعد البحث العلمي الوسيلة الرئيسية لإيجاد المعرفة وتطويرها وتطبيقها في المجتمع، كما يشكل الركيزة الأساسية للتطور العلمي والتقني والاقتصادي، ويساهم في رقي الأمم وتقدمها، وهو بمثابة خطوة للابتكار والإبداع، ويمثل البحث العلمي إحدى الركائز الأساسية لأي تعليم جامعي متميز، ويعد من أهم المعايير التي تعتمدها الجهات العلمية في تصنيف وترتيب الجامعات سواء على المستوى المحلي أو القومي أو العالمي؛ ويقاس التقدم العلمي لبلد من البلدان بمدى الناتج البحثي والعلمي مقارنةً بالدول الأخرى.

ويسر مجلة الدراسات والبحوث التربوية أن تقدم لقراءها هذا العدد، وتتقدم أسرة المجلة بالشكر إلى جميع الباحثين الذين ساهموا بأبحاثهم في هذا العدد، وتجدد دعوتها لجميع الباحثين للالتفاف حول هذا المنبر الأكاديمي بمساهماتهم العلمية. وندعو الله عز وجل السداد والتوفيق.

رئيس التحرير

أ.د/ عبدالله عبدالرحمن الكندري

تخلي أسرة تحرير المجلة مسؤوليتها عن أي انتهاك لحقوق الملكية الفكرية، والآراء والأفكار الواردة في الأبحاث المنشورة لا تلزم إلا أصحابها جميع الحقوق محفوظة لمجلة الدراسات والبحوث التربوية © 2020



How Does Parental Involvement Improve Inclusiveness Within a Special Education Context?

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Abstract: This study intended to make a meaningful contribution to the literature on parental involvement in inclusive special education. The aim was achieved by exploring the subjective lived experiences of parents involved in special education collaborations with educators. The study used qualitative methods to collect rich context-specific data, the researcher sampled four teachers and four parents according to a pre-established inclusion and exclusion criteria. Data was collected through semi-structured interviews conducted online. The study findings showed that parental participation allowed parents to support teachers, help teachers to understand their children's impairments, special learning needs, and strategies that the teacher may employ to help them learn more effectively. Participation also allows parents to influence the environment in which their children learn and develop the abilities to help their children directly. However, parents faced significant challenges that affected their ability to participate. Some of the challenges included an impaired understanding of their responsibilities during participation, a misalignment between school rules and procedures and parental engagement expectations. The study showed that parents can collaborate with teachers to help them understanding the children's nature of disabilities and the accommodations needed to ensure the children's learning needs are met. The findings also showed the influence of different challenges and the need for schools and teacher to exercise flexibility when dealing with parents and explicit strategies that can help the parents overcome the challenges to become more involved.

Key words: Parental Involvement, Inclusiveness, Special Education.

Introduction:

Special education encompasses policy and practice for the education of students in a way that accommodates individual differences, disabilities, and special learning needs. Pullen and Hallahan (2015) outlined some of these key differences. Special education has its focus on individualised learning needs, whereas mainstream education is concerned with a generalised range of learning needs among an entire cohort of students. Given the generalised nature of mainstream education, content and instruction is standardised and ensure that such standardised curricula would address the majority of learning needs within a particular cohort. Special education, however, does not start from standardisation, but rather screening and diagnosis to determine individual needs. Finally, the monitoring of progress serves different purposes across mainstream and special education. Within mainstream education, the purpose of progress monitoring is intended to provide feedback to the student regarding their level of achievement. With special education, the purpose of monitoring is to offer the educator an indication of how efficacious the individualised instruction is in addressing individual learning needs and if adjustments to instruction are necessary.

Access to special education poses several barriers (Rude and Miller, 2017). As special education is individualised and focused on instruction rather than content, various contextual factors could adversely affect special education inclusivity. These factors include the possible stigma associated with special education in certain communities, poverty and limited access to basic needs, which effectively deprioritises special education needs, the limited geographic distribution of focused special education skills, and limited access to the resources necessary for disability screening and diagnosis.

Given the challenges associated with access to special education, there has been a significant increase in interest in the inclusion of special education into mainstream education. There is much debate around inclusive special education, with one of the most contentious subjects being its practical

implementation (Schwab, 2020). Differences in needs, resources, and unique contextual challenges all add to the complexity of the problem of implementation.

Due to the embedded nature of special education within complex social and institutional structures systems, reform towards a more inclusive approach to special education poses an array of complex challenges (Powell, 2016). Despite widespread challenges, some educational institutions have been able to demonstrate that inclusive special education is possible. Among education reform to be more inclusive, the most salient issues that have been seen include interactions between gatekeepers, such as teachers, experts, and administrators, regional or group disparities, differences in the level of institutional autonomy, and educators' values and beliefs regarding special education. Indeed, there has been a significant push for a change in dialogue from Inclusion and Special Education towards Inclusive Special Education. The newer paradigm intends to address provisioning for children with special education needs and disabilities in special education schools and classes as well as those in mainstream schools (Hornby, 2014).

Inclusive Special Education focuses on identifying students with disabilities or special education needs and using effective instructional strategies in appropriate settings with a minimal need for segregating students based on learning needs. The goal of Inclusive Special Education, therefore, is to ensure that all children are effectively educated based on their needs, within the appropriate facilities from early childhood through high school, in order to achieve the maximum possible inclusion within their respective communities when they leave school.

Parental involvement in the Inclusive Special Education process, albeit filled with potential for a positive impact, is not without its challenges in itself. Research has shown that factors such as priority misalignment, collaboration gaps, differences in opinion on interventions' social validity, and management of

progress monitoring may have a detrimental and material impact on the Inclusive Special Education process.

Indeed, over the decades, there has been a significant shift in the discourse around parental involvement in Inclusive Special Education. The focus of early debates on parental involvement in Special Education was predominantly functional in that it was concerned with the question of "How well can parents collaborate with educators?" (Aouad and Bento, 2020). Discourse on Inclusive Special Education is less concerned with the functionality of parental involvement and more concerned with how power structures and traditional bureaucracy in educational institutions pose contextual barriers to parent-educator collaboration (Valle, 2011).

For the scientific research to be credible, the researcher must declare her position to eliminate any potential prejudice (Gary and Holmes, 2020). The researcher is a MA student and a teacher who has worked in early childhood education for many years. The researcher also has prior experience teaching students with SEND in inclusive classes. Prior to collecting data, the researcher recognises the importance of parents in the academic success of the child with disabilities in inclusive classes. The researcher also recognises the importance of the teacher's involvement in the success of inclusive education. The researcher's earlier studies at Brunel University taught the researcher that her function as a researcher must be distinct from her function as a teacher. For context, the researcher is a kindergarten teacher with over ten years of experience teaching in inclusive classrooms. For the past six years, the researcher has had various SEND learners in her classroom, including those with speech difficulties, mental confusion, and attention deficit hyperactivity disorder. This position might cause the researcher to impose her perspectives on the participants, especially because of the use of semi-structured interviews, where the researcher is allowed some latitude to deviate from the questions. The researcher mitigated interviewer bias by avoiding leading questions, using neutral responses, and avoiding reactions that may influence the interviewee towards a certain direction.

This study aimed to contribute to the body of knowledge on inclusive special education by exploring the lived experiences of parents that are actively involved in inclusive special education collaboration. Such an exploration offers an opportunity to transcend reductionist and overly simplistic functional approaches to studying parental involvement in inclusive special education. By examining lived experiences, the study also hoped to uncover significant contextual factors that both enhance and impede parents' ability to make positive contributions within a collaborative educational setting.

Research questions:

The following are the research questions that guided the study.

1. What are the implications of parental involvement in inclusive classrooms for send students?
2. What challenges affect the involvement of parents of send students in inclusive classrooms?
3. What is the role of teachers in promoting parental involvement in inclusive classrooms?

Research objectives:

- Identifying the implications of parental involvement in inclusive classrooms for send students.
- Identifying the challenges affect the involvement of parents of send students in inclusive classrooms.
- Identifying the role of teachers in promoting parental involvement in inclusive classrooms.

Research terms:

- **parental involvement:** Seginer (2006) explained that parental involvement pertains to various strategies and practices imparted by parents in shaping the educational pathway of their children. The involvement fortified parents'

learning attitudes, outlooks, and actions concerning their children's milestones. Involvement can be incorporated either at home or inside educational institutions.

- **Inclusive special education:** refers to modes of instruction that accommodate both students with special needs and those without within the same mainstream setting (Hornby, 2014).

Review of Related Literature:

1- Global and General Perspectives on Parental Involvement Toward Inclusiveness:

The emergence and parental participation steadfastness originated from social factors such as the exclusion of minorities, the poor performance of students from the lower strata, and inadequate scholastic achievement of students with special educational needs and disabilities.

Jeynes (2018) explained the vitality of the Dual Navigation Approach in strengthening parental involvement and engagement to ensure higher efficacy and positive educational outcomes. It was widely utilised in the United States to serve as a practical guide for educational leaders. The model differentiates between involvement and commitment to avoid confusion and overlapping. Involvement includes being present during school functions, participating in student activities, and participating in voluntary programs. Engagement involves communication with school authorities and teachers to improve the approaches done to students. It also includes assessing any loophole that needs to be addressed and celebrating milestones achieved at home. The model is successful because it bridges the gap between teachers and parents as they collaborate. The figure below illustrates the Dual Navigation Approach. The concept behind the Dual Navigation Approach to encourage the involvement and engagement of parents both in school and at home. This concept enables school leaders to understand the where the parents think there can be considerable enhancements in the programs in school.

Puccioni, Baker and Froiland (2019)) conducted a longitudinal-cohort study to determine the link between parents' educational and behaviour preparedness viewpoints, home and school involvement, and progress as students move to kindergarten level. The variables studied concerning the socioeconomic status and racial background. The kindergarten stage pertains to formal schooling in which knowledge and skills cultivated during preschool years materialised at this level.

The data highlighted parents who prioritised forming student behaviours, skill sets, and attributes at home are associated with a strong performance in mathematics and reading during formal schooling (Puccioni, Baker and Froiland, 2019). Socioeconomic status also plays a crucial role in the home and school involvement.

2- Parental Involvement in European and Western Schools:

In data obtained from the Department of Education (2021), the population of students with Special Education Needs (SEN) in the United Kingdom increased by 15.5% last year. While the proportion managed to decrease by 21.1% starting from 2010, the data from the previous three years showed growth. The decline is attributed to reformatations in the system and accuracy in identifying children with special needs. Due to modernity and awareness, students obtained health and care plans and statements of SEN, which led to a 3.3% increase last year. Data showed that pupils with Education, Health, and Care Plans have increased significantly. Students with special needs are classified into two groups:

- A. SEN support integrates supplementary actions that are embedded in the school curriculum. Teachers who oversee SEND students to get instructional assistance from external specialists.
- B. EHCPs involves certifications released by the local government after students undergo assessment. The document contains information about the student's condition and their assistance. Regarding the types of need,

communication issues and needs garnered the top spot, with 21.9% afflicted by the situation, followed by learning difficulty (18.9%), and social/emotional/mental health (18.3%). For the EHC plans, the prevalent type of need involves children with an autism spectrum disorder.

Hallahan et al. (2020) explained that “exceptional learners” is a collective term utilised in Western countries to define students with disabilities, gifted personalities, and talented groups. Many students with special needs are impacted by cognitive and behavioural disabilities that range from attention deficit hyperactivity disorder to physical limitations such as muscle weakness and deafness. Globally, groups designed instructions known as “special education” to supplement the unique needs of students (Hallahan et al., 2020). Compared to a regular curriculum, students with disabilities receive personalised, specific, and thorough lessons to address their needs. The groups are smaller than the standard class size to respond efficiently, and feedback is extensive. Parents are involved in instruction since students must maintain the patterns during home learning.

Yada et al. (2022) analysed the relationship between the teachers’ capacity and mindset when instructing children with special needs in the kindergarten stage. Teachers occupy a primary position in the design, collaboration, and application of inclusive instruction and modality to serve students with disabilities. Aside from exemplifying an inclusionary character towards the students, competency is highly required to ensure progress in the implementation process. Previous studies mentioned that rigid and biased teachers serve as limitations in improving the education system to cater to diverse students (Hallahan et al., 2020).

3- Parental Involvement and Inclusive Education in Kuwait:

Kuwait K-12 education system is offered through private and public schools. Public schools offer free education at all levels while the government subsidises private schools. The education system has several levels. The pre-school education includes kindergarten or nursery education over a two-year

period for children between 4 and 6 years. Basic education is offered over three levels. The primary or elementary education focuses on basic knowledge in reading, writing, and arithmetic. It is offered between grades 1 and 5 over a five-year period for children between 6 years and 11 years (Pragati Infsoft Pvt. Ltd., 2022). The intermediate level prepares children for secondary education. It is offered between grades 6 and 10 over a four-year period for children between 11 years and 15 years.

Secondary education is offered between grades 11 and 12 over a three-year period for children between 15 years and 18 years (Pragati Infsoft Pvt. Ltd., 2022). Special education in Kuwait is offered in special education schools and general education schools. Students with disabilities that hinder their ability to attend general schools attend special schools (Education Profiles, 2021). The education system in Kuwait also promotes partial integration of children with disabilities, where special classes are created within regular schools for There is also full integration, where five students with disabilities are included in a class with 15 students without disabilities.

Mutabbakani and Callinan (2020) stated a lack of literature and further studies devoted to inclusive education for children with autism spectrum disorder and parental involvement in Kuwait. In the study, the authors revealed that mothers expressed their worries about inclusive education and the future for children with autism. In formal schooling, the kindergarten level faced rampant discrimination, ridicule, exclusion, and name-calling of children who have autism. Students with special needs are placed in a bad light and restrained environment that does not consider their condition. In one of the findings of parental involvement, some mothers could not differentiate between integration and inclusive education due to a lack of robust policies and guidelines in some schools.

Al-Fadley in an earlier study, Al-Shammari and Yawkey (2007) mentioned that the State of Kuwait emphasised the importance of special education because of the country's pursuit to uphold every citizen's right to live,

learn, and thrive. The government subsidises public education in primary education years, but for grades 10 to 12, it is more of a voluntary process. Students are taught occupational education and training in preparation for the labour and working force. Apart from teacher recommendations, the government suggested that parents participate in the program to raise awareness and determine further needs.

Ochoa et al. (2017) stated that Kuwait legislated laws to protect people against discriminatory actions and enhance people's lives with disabilities. It is the first Arab country to advocate for laws to respond to preserving human dignity and impart equal rights regardless of racial background and socioeconomic status. Every student with special needs is entitled to free education and assistance to elevate living quality and create opportunity (Ochoa et al., 2017). Education protects them from social segregation. In Article 29 of the Constitution, students must receive special accommodations in rehabilitation, formal education, family support, and accessibility. However, a Kuwait Family Act thoroughly assesses couples if they are eligible to have a healthy child. If the screening is not favorable, the act "unintentionally" influences couples not to pursue marriage.

4- How Parental Involvement Enhances Inclusiveness:

Froiland, Peterson and Davison (2013) explained that early intervention during kindergarten years have a direct and prolonged impact on the higher years of education. In the United States, parents' expectations contributed to academic achievement because of home literacy programs. At home, parents influence healthy communications and creative ways to engage a child to appreciate various learning contexts. In one of the examples, children with attention deficit hyperactive disorder benefit from shared reading with parents as they have company to stimulate concentration and dynamic interaction.

Baker *et al.* (2016) mentioned teachers voicing out their concerns about the absence of parents during student formation and coordination. The lack of communication affects the school-community relationships since parents do not

give their inputs and suggestions to fortify the current education structure for students with special needs. Schools promote dynamics and proactive measures like participation in school events, shared reading, and open discussion that would let them know about their children's milestones. As much as teachers want to build a connection with families, there are more steps to be done because of nonparticipation (Baker *et al.*, 2016). Lack of involvement leads to disciplinary actions and detentions for students whose conditions are unknown to mentors. Only parents possessed the knowledge regarding their children's medical conditions in which the school expects transparency.

Boonk *et al.* (2018) explained that a good relationship between involvement and development entailed success for a child's endeavors because of the milestones achieved. Parents must guide their children on navigating developmental tasks and strategies every step of the way. Further examination disproved the general notion that involvement disappears as soon as the child moves to a higher year level. However, participation among the parents tends to get palpable to maintain the advancement garnered. Beyond traditional homework scope, shared reading and writing at home increased students' receptiveness with special needs because of the interactions they experienced. It is also effective for parents to ask their children about their school feelings to address doubts and ambiguities.

5- Parental Involvement, Teachers' Perspective, and Collaboration:

Nathans and Brown (2021) explained that for the longest time, a vast amount of literature was devoted to understanding the nature of "collaborative family-school relationships" in shaping the educational journey of diverse students. All strategies are created to pursue progress in academic endeavors and enhance the socioemotional growth of children. Due to laws like the No Child Left Behind and Every Student Succeeds Act, schools started to embrace the participation of parents in redesigning the curriculum, lesson content, learning space, and home environment.

As a response to inclusivity, teachers also visited students' homes to assess home activities and areas that need improvement. The journal mentioned that Hispanic students received low grades because of poor parental involvement and school exclusivity (Nathans and Brown, 2021). Cultural responsiveness, sensitivity, and accommodation are the critical components to build a strong interpersonal relationship between parents and teachers to maintain communication. Since migrant families usually devote their time to labor, it is suggested that teachers engage in field immersion to forge good relations with the parents and initiate more involvement. Volunteerism among families is another successful approach that schools utilise to help teachers and students in various advocacies.

Azad, Wolk and Mandell (2018) examined viewpoints among parents and teachers who teach children with autism. Based on the analysis, both sides felt uneasy regarding the communication styles and processes when dealing with each other. Because of hesitation, parents could not request more student academics/activities outwardly and vice versa. Since autism requires expertise, parents feel that they lack the expertise to be part of the special education even if they know that their presence is needed.

However, teachers felt that parental involvement is crucial for student formation and expansion of instruction (Azad, Wolk and Mandell, 2018). The conflict arises because of the diverging communication processes with the children. Parents prefer that teachers focus on communication content while teachers target communication mechanisms. It means that parents want to know extensive and substantial details on child interaction, educational content, activity, and depth. The teachers expect parental correspondence when they send letters and physical interaction to increase the objectives. They are both on the same grounds of communication efficiency when it comes to communication.

6- Challenges That Parents Must Navigate:

Al-Dababneh (2018) mentioned that one of the most significant challenges in parental involvement is family income. High to low income tends

to influence participation in a child's education, coordination with teachers, and making the home conducive for learning. In Jordan, low-income families are busy focusing on livelihood and lack the necessary skills to help children with special needs. Meager income is a barrier to parental involvement because of the domestic and economic duties they must work on. While parental gender and educational attainment have no significant bearing, they mentioned that they are not wholly aware of their vital role in their participation in school programs. Parents viewed that a complete hands-on approach is filled with limitations, multiple tasks they need to master, schedule conflicts, and language barriers. In traditional schools, parents faced further troubles during participation because of opposing views with teachers.

In Barbados, Blackman and Mahon (2016) explained that parental involvement is influenced by intricate layers and challenging realities based on sociocultural aspects. Mentors who handled SEND programs said that parents find it challenging to adapt to their children's medical condition and feel lost on entering the process. However, parents pinpointed a lack of give-and-take and democratic means during family consultation and program discontinuity in some regions. The Parent-Teachers' association (PTA) helps limited parents and teachers bridge the students' and program's gap.

In remedial programs, it is also reported that there are mentors who declined to encourage parents to partake in the projects as the former wanted more space and time. Asbury *et al.* (2021) stated that parents and students with special educational needs and disabilities (SENDs) were deeply affected by the emergence of COVID-19. The pandemic halted the education, formation, and social function of students progressing. The threat of COVID-19 on the vulnerable leaves considerable stress on parents. Due to worries, mental health suffered due to isolation and uncertainty. Due to stress, students would not respond well to the home programs, while parents find it hard to project empathic emotions to motivate children. Teachers tasked to work with SENDs

also display subjective responses because of viral transmission that further affects interaction with parents and students.

Methodology:

1- Research Methodology:

The study employed a qualitative research methodology. According to Cook & Cook (2016), qualitative research involves detailed accounts of various issues in special education, such as parent participation experiences. Qualitative research in special education aims to investigate, characterise, and explain a wide range of topics. In qualitative research, non-quantitative data is used to investigate research problems.

2- Research design:

This study was based on the epistemology of belief (Reiter, 2013). The researcher aimed to uncover significant contextual factors that enhance and impede parents' ability to make positive contributions within a collaborative educational setting. As the purpose of this study is to examine emerging themes in subjective experiences, the researcher used the exploratory design of the qualitative methodology. The exploratory research design provided an epistemological framework for the researcher to explore the beliefs of teachers and parents regarding parental involvement and its influence on inclusiveness in special education.

3- Participant and Participant Selection:

The study population comprised teachers teaching inclusive classrooms and parents of children with SENDI. The accessible population comprised teachers teaching inclusive classrooms and parents of SEND children in Kuwait. The parents were chosen from citizens and residents of the State of Kuwait from the middle class to the upper social classes. The selected parents were those whose children were enrolled in two types of private bilingual primary schools in the State of Kuwait. The teachers were selected from two bilingual private schools in the State of Kuwait. The selected private schools taught the children

in inclusive classrooms. The teachers were of multiple nationalities and with different years of expertise. Eight people took part in the study four parents and four teachers. Table 1 and Table 2 provide a summary of the participant profiles.

Tabl (1)
Teacher participant profile

Teacher's code	Gender	Level of education	Expertise in teaching inclusive classrooms	Profession
T#1	Female	Bachelor	5 years	English
T#2	Female	Bachelor	5 years	Math
T#3	Male	Bachelor	11 years	English
T#4	Male	Bachelor	7 years	Science

Table (2)
Parent's participant profile

Parents code	Gender and marital status	Highest level of education	Citizen or resident	Profession and Socioeconomic Status
P#1	Female	Bachelor	Resident	Head teacher
P#2	Male	Master	Resident	Engineer
P#3	Female	Bachelor	Citizen	Teacher
P#4	Female	Bachelor	Citizen	Teacher

4- Data Collection:

In order to understand the life experience of parents of children with SEND who teach in inclusive classes as well as teachers who provide lessons in inclusive classes, in-depth, open-ended interview questions were designed. The semi-structured interview schedule was administered to both the parents of citizens and residents of the State of Kuwait as well as teachers of multiple nationalities. The questions probed the significance and function of parenting, and the relevance of the teacher-led role in promoting or rejecting parental engagement in inclusive education is critical to the success of inclusive education. The interviews were also performed in the Arabic language. All the

participants and the researcher spoke Arabic as their native language. It was easier for the participants to communicate their ideas in their native language without the risk of dilution or loss of meaning during translation (Choi et al., 2012).

The Coronavirus Disease 2019 (COVID-19) pandemic conditions precluded the researcher from conducting face-to-face interviews, the use of WhatsApp for the interviews was more cost-effective and fast. The cost-effectiveness stems from the fact that the communication is internet-based.

5- Research Process:

The first undertaking after the completion of all the preliminary activities was getting the permission of the Institutional Review Board at Brunel University to authorise the study and the commencement of the data collection exercise. The approval of the ethics committee was received in February of 2022. In addition, there an informed consent form and the data collection instrument were sent to the participants. The participants were informed of the challenges that limited face-to face interviews. They were also informed that the interviews would be performed at a convenient time and online via the online methods. The researchers contacted all the participants to arrange for a convenient time for the interviews. A few days before the interviews, the researcher contacted all the participants via email.

6- Data Analysis:

The data was analysed using qualitative analysis software and thematic and axial coding (Guest, MacQueen and Namey, 2012; Allen, 2017). When samples are determined and specified before moving forward with the study, thematic analysis methodologies are applicable (Cook and Cook, 2016). Axial coding was selected because it allows the researcher to relate data from the interviews together to facilitate the identification of codes, categories, and subcategories of participants' voices in the data (Allen, 2017). The emerging themes were discussed in the context of the existing literature, identifying

specifically where the body of knowledge could improve, and recommendations for future research will be offered. Thematic analysis is an analytical approach for qualitative data (Guest, MacQueen and Namey, 2012; Nowell et al., 2017). It is used to look at categories and identify themes (patterns) in the data. The research was focused on exploring the importance of parental participation in educating their children with disabilities in the included classes in the State of Kuwait and whether their children's success in the inclusive classes is dependent on their parents' participation in education. The study also focused on the difficulties and challenges that obstruct parental involvement to enable a better understanding of the topic. The use of thematic analysis allowed the researcher to identify the emerging themes and concepts from the opinions and perspectives of the participants (Guest et al., 2011). The audio data was first translated from Arabic, the language in which the interviews were performed. The researcher then transcribed the English audio into text.

7- Ethical and Legal Considerations:

The dissertation followed the British Educational Research Association (BERA) standards (2011) and BERA recommendations throughout the research. In addition, the ethical form was completed following Brunel University London's requirements, based on Brunel Ethics Research Online instructions (BREO). The researcher also sought informed consent from the participants as a prerequisite for their participation in the study (Burles and Bally, 2018).

Analysis and Results:

The results and analysis part focuses on analyzing primary data to investigate the influence of the role of parental involvement on inclusiveness in the special education sector in Kuwait. The study sought to explore three research questions. The three research questions are as follows:

- 1) What are the implications of parental involvement in inclusive classrooms for send students?

2) What challenges affect the involvement of parents of send students in inclusive classrooms?

3) What is the role of teachers in promoting parental involvement in inclusive classrooms?

Parent demographics:

Four parents were selected to participate in the study. While their identifying information was gathered during the interviews, they were anonymized as part of the confidentiality guarantees given to the participants. Table 3 shows the demographic information of the parents.

Table (3)
Demographic information of the parents

Parents code	Gender and marital status	Social status	Age	The child's education years in the included classroom	Highest level of education	Parents' previous experience in included classes	Citizen or resident	Profession and Socioeconomic Status
P#1	Female	Married	40-50	7 years	Bachelor	No	Resident	Headteacher
P#2	Male	Married	30-40	2 years	Master	Yes	Resident	Engineer
P#3	Female	Married	50-60	6 years	Bachelor	Yes	Citizen	Teacher
P#4	Female	Married	50-60	9 years	Bachelor	No	Citizen	Teacher

Teacher demographics:

Four teachers were selected to participate in the study. The identifying information for this population cohort was also removed and the participants anonymised as part of the confidentiality guarantees provided in the informed consent form. Table 4 shows the demographic information of the teachers.

Table (4)
Demographic information of the teachers

Teacher's code	Gender	Marital status	Age	Level of education	Expertise in teaching inclusive classrooms	Subject taught
T#1	Female	Married	30-40	Bachelor	5 years	English
T#2	Female	Married	40-50	Bachelor	5 years	Math

T#3	Male	Single	30-40	Bachelor	11 years	English
T#4	Male	Married	40-50	Bachelor	7 years	Science

1- Implications of Parental Involvement in Inclusive Classrooms for SEND Students:

Parental involvement in the learning activities of SEND children has several implications. One of the themes emerging from the data was that parental involvement allowed the parents to explain the special needs that children possess. In cases where the special needs were the result of a medical condition, the parents also explained to the teachers how the condition manifests and the accommodations needed to help the learner function in an inclusive classroom.

One of the parents noted: *“I learnt of the value of parental involvement the hard way. My son has a condition that makes him speak slowly. You really need a lot of patience to listen to him. While we have developed this ability over time, a teacher who is not aware of the manifestations of mental dispersion may develop negative attitudes towards the child. My son’s teacher that he spoke slowly deliberately and punished him. It is only after I explained to the teacher that my son was treated well”*

This theme is captured in literature. According to Baker *et al.* (2016), lack of involvement leads to disciplinary actions and detentions for students whose conditions are unknown to mentors and teachers. Only parents possessed the knowledge regarding their children’s medical conditions in which the school expects transparency (Baker *et al.*, 2016). This argument was certainly evident in this particular case as the child had mental dispersion, a condition that manifests in several ways, including speaking slowly. While the teacher’s Behaviour could have been misconstrued as being against inclusiveness, it is the product of a lack of awareness of the child’s condition. The presence of the parent to explain the child’s condition to the teacher enabled the teacher to

provide the necessary conditions to facilitate the child to learn in an inclusive classroom.

The teachers also offered their perspectives about the implications of parental involvement in the learning activities of their SEND children. The teachers were of the opinion that parental participation is important for the learning of SEND children, albeit through indirect effects. Three of the four teachers confirmed that every now and then, they encounter a father of a child who suffers from difficulties but still has a bright view of his son's future. The teachers reported that such fathers participate in educational activities of their child to the smallest details. The teachers also reported that such a father contributes a lot to his son's educational plans and always attends any school conferences or meetings. This involvement also includes helping the child with homework and other classroom activities.

However, the teachers were concerned that this scenario is often an exception to the norm. In most cases, the teachers reported that parents of SEND children do not want to be involved in their children's learning activities. The teachers reported that some fathers or mothers have a worried or melancholic view of their son's future.

One of the teachers said: *"You will find them constantly anxious and less interested and often late for school meetings. The parent is also ashamed to introduce his child to his friends and ashamed of anyone knowing that he has a child who suffers from difficulties. This view of the child may reflect psychologically on the child in terms of shyness, introversion, and lack of initiative in the classroom, as he is sensitive to any word said in the classroom, even if it is not directed at him."*

This view by the parents is the result of a medical model of disability, where disability is perceived as a medical case that is in need of medical intervention (Bunbury, 2019; Gomez and McKee, 2020; Moriña and Carnerero, 2020). Under this model, the affected people are not seen as being different. Rather, they are seen as having deficits that need medical interventions for

redress. Consequently, such children are subjected to a lot of bias and discrimination (Bunbury, 2019).

The medical model of disability is commonly used in Kuwait (Weber, 2012) hence the frequency with which the teachers reported seeing parents with such a view. Special education is adapted from the old models of the United States and the United Kingdom that utilised segregation of students (Weber, 2012). However, the country is not yet open to more experimentations, creative outputs, and explorative works to enhance the current curriculum to prepare for the future. Because of the old western influence, Kuwait treats students with special needs as medical cases instead of people who are improving. Upon further probing, the exclusionary measures and slow advancement are attributed to tribal beliefs and religious dogmas. These influences are also reflected in the views of the parents.

According to the teachers, parental involvement avails the parents to receive information to help them change their perception of disability and build their capacity to contribute to both the academic and social development of their children. The parents access the information through shared projects with the teachers. Parents can also get information from their peers. According to Sorkos and Hajisoteriou (2020), parents can influence fellow parents to practice an inclusionary mindset and action towards children. Such a mindset helps the parents to be involved in the education of their children. The mindset also positions the parents towards involvement in inclusive classrooms to help teachers provide an all-inclusive education.

Parental involvement gives the SEND children confidence in themselves and their abilities. SEND children are aware of the ways in which they are different from their peers. In schools where SEND children are met with ridicule, abuse, and discrimination, their awareness of the differences between themselves and their peers is rather painful and traumatic. Such attitudes and the prejudices with which they present may drain the confidence out of the child. However, the involvement of the child's parent in the learning activities helps

give the child confidence, especially when the parent is present in the classroom during learning. This theme emerged during the interviews. All parents stressed that it is impossible for them to be able to leave their children to learn alone or with the teacher only, as he emphasised that the affection of parents increases their child's confidence in himself and gives better results than being left alone or with a psychotherapist or educational teacher.

While the teachers may also help the child develop the confidence needed to function in an inclusive classroom, the fact that teachers may have negative attitudes towards inclusive education may limit the efficacy with which they can encourage a SEND child to engage productively in an inclusive learning environment. Research has shown a correlation between the self-efficacy of a teacher and their attitudes on inclusive education (Yada *et al.*, 2022).

The perspectives from the teachers confirmed the parent's concern that a failure to participate in a SEND child's learning activities may harm the child's chances at learning. During the interviews with the teachers, they mentioned that they might be biased towards the child whose parents care about him well, especially the parents who enquire about the progress of their children constantly. One of the teachers confirmed that he focused on the child whose mother or father is involved in the child's learning. The teacher reported that the fact that the parents are always available to consult about the child makes the teacher feel that they are concerned and care about whether their child learns.

In the words of the teacher: *"I care about that child more than others because he parents care too. The parents are always available to provide extra resources to ensure their child learns. Therefore, it is easy for me to replicate the parent's efforts, unlike others who only bring their child to school and do not care whether or not the child learned."*

One of the teachers justified his tendency to stay for longer periods in the classroom with the child, who he notes a genuine involvement by the parents in education. In the teacher's words: *"I feel that my tiredness will not be in vain, but will be in his right place and will bloom well."* The attitudes of these

teachers are reminiscent of those held by other teachers in inclusive schools. While it would be unfair to generalize that all teachers have such dispositions, there is evidence that parents of SEND children should worry that without their involvement, their children may not get similar opportunities to learn and succeed as those of typically developing children or SEND children with involved parents. It also emerged that the teachers who spend time with the SEND children do not do it because it is their professional responsibility but rather to avoid the wrath of parents who might accuse teachers of not doing enough for their children.

One of the teachers said: *“I do not want his father or mother to ask something about him, and it turns out I do not know the answer, and they feel that she is not interested. So, I keep talking to him a lot and explain it to him repeatedly so that he understands so that if he returns home and his parents start teaching, they feel I tried with their child.”*

The fact that this effort is not genuine also means that the trial may not benefit the child as it is only meant to appear that the teacher tries to teach the child. Parental involvement would address such issues. According to Wilder (2014), the presence of parents aided mentors in producing quality content, inclusive instruction, and enhancing the curriculum. Educational institutions built and work on reforms to cater to the growing environment of students with special needs. Academic achievement is obtained because parents possess objectives and expectations to govern the educational mapping (Wilder, 2014). However, these outcomes can only be realised if parents of SEND learners are involved in inclusive schools.

2- Challenges Affecting the Involvement of Parents of SEND Students in Inclusive Classrooms:

One of the challenges affecting the involvement of parents in the learning activities of their SEND children is the denial of the learning difficulties and special needs of their children. Fifty percent of the teachers confirmed that they suffer from parents' denial of educational difficulties. Such parents try to prove

that their child does not suffer from any learning difficulties or have any special needs and avoid participating in educational plans to which their child is assigned based on a needs assessment. The parent's attitude has a negative impact on the education of the child. Research has shown that parental involvement is important for shaping the child's educational pathway, both in school and at home (Seginer, 2006). The involvement also fortifies parents' learning attitudes, outlooks, and actions concerning their children's milestones. However, these outcomes are only possible if parents accept their child's condition. Research has shown that parental denial of their child's special education needs can impede their participation in any interventions intended to enhance the child's learning (Koch, 2016; Sahu *et al.*, 2018). The teachers interviewed in the study confirmed that parents are an integral part of the education of a child with difficulties, especially in the primary stages. Research has shown that parents who prioritised forming student behaviours, skill sets, and attributes at home are associated with a strong performance in mathematics and reading during formal schooling (Puccioni *et al.*, 2019). Parental involvement at this developmental stage offers academic socialisation, which helps the SEND child whether other challenges that characterise the academic experiences of SEND learners (Puccioni, Baker and Froiland, 2019).

Another challenge to the involvement of parents in the learning activities of SEND children is a lack of knowledge and understanding on how they can participate effectively. Research examining the expertise required for effective parental involvement in special education has shown that both teachers and parents feel uneasy about many aspects of parental involvement (Azad, Wolk and Mandell, 2018). In their study, Azad, Wolk and Mandell (2018) both parents and teachers felt uneasy regarding the communication styles and processes when dealing with each other. Because of hesitation, parents could not request more student academics/activities outwardly and vice versa. Since autism requires expertise, parents feel that they lack the expertise to be part of the special education even if they know that their presence is needed. In this study, all the

parents confirmed that they were in a constant quest to obtain training courses to learn how to deal with their children and participate in their education. Three parents also stressed that it is impossible for their son to succeed in education in the inclusive classroom in the event that the father or mother did not participate in the education. However, the parents felt that they did not have sufficient knowledge on how to get involved positively. One of the parents said: *“Beyond encouraging my child, I do not know what else to do. I have wanted to understand how they learn in school but I do not know where to start.”* Such issues affect the involvement of parents negatively.

However, it was noteworthy that many parents understood the lack of knowledge as a hindrance to effective involvement and were willing to bridge the gap. All the parents confirmed that they get courses on special education. Specifically, the parents reported that they attend paid courses and consultations to learn more about the difficulties that SEND children face when learning and how to address the difficulties in collaboration with teachers. However, the parents noted that the courses and consultations were very expensive and that they were always looking for any free courses. Unfortunately, such free resources have not been forthcoming. One of the participants, who is a resident in Kuwait, reported that when time allows, she goes to her native country to attend the courses and access other resources because they are less expensive there than in Kuwait.

Another challenge that limits the involvement of parents in the learning activities of their SEND children is fundamental differences in the role perception between teachers and parents. One of the themes that emerged from the interview data was that the parent's view of involvement was a participatory approach where they contribute to education mapping, development of learning strategies, and actively assisting the teachers. However, some of the teachers were apprehensive about this approach, with some fearing that it may increase the challenges they face in teaching an inclusive classroom. One of the teachers argued that allowing the parents too much room to influence learning activities

would complicate affairs, especially if the parents are not conversant with evidence-based pedagogical strategies for inclusive classrooms. Other teachers were already concerned with the effect of anxious parents. They reckoned that allowing them a more active role might shift the focus from helping the children to dealing with the concerns raised by parents.

The financial dimension also contributed to the challenges that affected the involvement of parents in the learning of their SEND children. All parents stressed that they chose inclusive education due to the advice of a private therapist and also because they saw that their children might have a better social life if they were educated well in an integrated class. One of the mothers mentioned that she is thinking of emigrating for the sake of the future of her child with difficulties, as she emphasised that the Arab governments' dealing with the children's difficulties stems from the principle of sympathy only and that there is no career or professional future for them in the Arab countries. Therefore, she had to make alternative plans for the future of her child and even make sure that he is able to work and earn a good salary that is sufficient for him to live well. In communicating these themes, the parents underscored how their financial situation affected the decisions they made with regard to the education of their SEND children. In the words of one of the mothers, *"If I had more surplus income, I would take my child to a better school where the teachers are trained specifically to deal with the unique needs of children with disabilities."* This statement shows that while the parents of children with disabilities might want to improve their children's education, their financial situation is a major obstacle.

One of the fathers noted, *"I have had to make major sacrifices to afford my child's special education. Even though I have what many would describe as a well-paying job, the financial implications are significant. I have had to give up many leisure activities to shore up my surplus income and channel it to my child's treatment and education."*

Part of these expenses also stems from the fact that some of the desired services are not available in Kuwait or that despite their availability, there are significant economic access barriers. According to one of the parents, a resident of Kuwait, *“I have to return to my country every four months to purchase medicines and obtain psychological and social services for my child. I could get them here, but they are much more expensive, and the quality is not comparable.”*

The parent's financial position is a challenge to their involvement in the learning activities of the children. Parents in lower-income brackets commit most of their time to their livelihoods and other income-generating activities. This is a common occurrence among immigrant families, who prioritise economic advancement over other things.

3- Role of Teachers in Promoting Parental Involvement in Inclusive Classrooms:

Teachers can enhance the involvement of parents in inclusive education in different ways. The themes emerging from the study show that one of the ways through which teachers can enhance parental involvement is by addressing some of the barriers to participation identified by the parents. One significant barrier emerging from the interview data was apathy. Most parents were apathetic of institutional policies, teaching practices, and the outcomes for their SEND children. One of the mothers mentioned her dissatisfaction with the school's examination culture in addition to the disposition of the teachers. The mother explained that the examination system does not take into account individual differences in terms of questions, as well as in terms of test time. She reckoned that her child might need a longer time to solve the test well. She also mentioned that educational curricula do not take into account individual differences. Teachers might argue that institutional policies and curricula are beyond their purview. However, the teachers still have a responsibility to ensure that the learning needs of all learners are met, their abilities notwithstanding. To perform this responsibility, teachers have a role in enhancing their competencies to

enable them to teach effectively in inclusive classrooms. This role involves understanding the use of different accommodations to level the playing field for learners with special needs (Yngve *et al.*, 2019). They could include simple practices such as allowing SEND students more time to complete tasks, as suggested by one of the parents, to altering the assessment and evaluation frameworks to accommodate the special needs and abilities of SEND learners (Yngve *et al.*, 2019). Individualising the approach to each SEND learner would enable the teachers to meet the unique needs of all the learners. One parent stressed that it is possible for the child to succeed if he is with a highly qualified teacher who is able to teach him according to the difficulties he suffers from. While this is true, it requires a commitment by the teacher because the approach can be tasking and resource-intensive.

Communication between the teachers and parents is an important element for the successful implementation of inclusive classrooms. Effective communication helps the teachers and parents forge a mutually beneficial relationship where they can exchange ideas and collaborate to create better learning opportunities for the SEND learners. All teachers interviewed in advance emphasised the importance of parents' involvement in their children with learning difficulties and emphasised that they were keen to send messages of the educational plan in advance with regular updates on what had been achieved. In the words of one of the teachers: *"Parents should be part of their education. I share with them the educational plans so that the child will improve and be at a good level of education."*

One of the teachers, a teacher with seven years of educational experience teaching in integrated classes, mentioned that the participation of the father with the child might be an obstacle and a burden on the teacher if the father is anxious or not well aware of plans of child education. These findings underscore the need for teachers to develop strong interpersonal skills. There is an information gradient between the teacher and the parent, with the gradient skewed towards the teacher. Strong interpersonal skills will enable the teachers

to maintain communication with the parents even in the face of such obstacles. Strong interpersonal skills will also help teachers to engage convincingly with parents to make them understand the importance of parental involvement and the different roles parents can play to help the child.

Teachers have a significant role in enhancing the involvement of parents in the education of their SEND children in inclusive classrooms. The study by Baker et al. (2016) highlighted five ways through which teachers and schools could enhance the involvement of parents in the schooling activities of their SEND children. They include:

- 1) Engaging in activities and creative opportunities to motivate the parents to take part in the education.
- 2) Enhancing communication enhancement between faculty members and parents to resolve language barriers.
- 3) Cultural introduction to make diverse families feel welcomed.
- 4) Holding seminars on how to create schedules and time allotments.
- 5) Initiating parents to hold a leadership position.

Conclusion:

This study aimed to contribute to the body of knowledge on inclusive special education by exploring the lived experiences of parents who actively participate in inclusive extraordinary education cooperation and the role of teachers who deliver lessons in inclusive classes in fostering parental participation. Such an exploration provides an opportunity to go beyond reductionist and over-simplistic functional approaches to studying parental involvement in inclusive special education. By examining parents' and teachers' life experiences, the researcher hoped to reveal critical contextual factors that enhance and impede parents' ability to make positive contributions within a collaborative learning environment. The researcher explored the role of parents' participation in educating their children with difficulties in integrated classes in

Kuwaiti schools. To achieve this goal, the researcher employed a qualitative methodology and exploratory design. The researcher conducted eight semi-structured interviews involving four parents of children with disabilities in integrated classes and four teachers providing lessons in integrated classes in Kuwaiti schools.

The study focused on addressing three research objectives to achieve the research objective.

- 1) What are the implications of parental participation in SEND inclusive classrooms?

The study findings showed that parental participation assisted in revealing the benefits of parental engagement in their children's education, the drawbacks of non-participation, and the essential role played by parental participation in their children's education. Four advantages of parental participation emerged from the study. Firstly, the instructors were supported in increasing the educational quality of SEND pupils by parental engagement. Secondly, involved parents help teachers to understand their children's impairments, special learning needs, and strategies that the teacher may employ to help them learn more effectively. Thirdly, involved parents may help create a more welcoming environment by fostering tolerance among kids, parents, and teachers. Fourthly, parents actively involved in their children's education develop abilities that enable them to assist children directly.

- 2) What challenges do parents of SEND students face in their participation in inclusive classrooms?

Both parents and teachers described the problems, difficulties, and barriers that parents experience when it comes to their involvement in their children's learning activities in school. Both parents and teachers also described the efforts that have been initiated to overcome these impediments. Several challenges emerged from the qualitative data. Firstly, one of the most prominent challenges was a lack of understanding of the many responsibilities that parents

may play. Secondly, there was a misalignment between school rules and procedures and parental engagement expectations. Thirdly, the parents' opinions were also a barrier to parental participation. Parents who saw their children's difficulties via a medical lens were less likely to engage in their children's schooling because they were likely to have opposing views as well. Fourthly, the financial aspect was also a significant barrier to parental engagement.

3) What is the teacher's role in promoting parental participation in inclusive education?

Many roles for teachers to play in promoting parental participation in inclusive education. Firstly, teachers may play an essential role in increasing parental participation in special education. Teachers may use their knowledge gradient to mentor and educate parents on the significance of parental participation. Teachers might benefit from developing interpersonal skills, cultural competency, and the capacity to connect with parents to force strong relationships centered on parental engagement for the child's benefit while playing this job.

Limitations:

Even though the study included a thorough examination of the influence of parental involvement in their children's education in Kuwait's integrated classes, the study still had some limitations. The first limitation is a methodological one. Despite its importance, the child's voice was omitted from the study based on just eight interviews with four parents and four instructors. The researcher was unable to include children in the study population because of the challenges of COVID-19.

Another limitation of the study is the sample size used by the researcher. Although qualitative research does not focus on the generalizability of results by expanding the sample size (as opposed to the quantitative research analysis approach), the sample size in this study (eight persons interviewed) was still considerably small, especially considering that it included two population

cohorts. Again, the sample size was constrained to a small number because of the challenges of COVID-9.

The third limitation is that this research is restricted to primary schools, and as a result, the outcomes are cannot be applied to learners in secondary schools, despite suffering from disabilities and attending inclusive classrooms. In terms of generalisability, the experiences recounted and examined by the respondents are limited to those who participated in the study. Only primary schools are eligible. As a result, the findings cannot be extended to Secondary schools or higher education institutions (such as community colleges or universities).

The fourth limitation related to the demographics of the parent population, most of the parents were also teachers. This scenario could result in bias, especially where they are expected to evaluate the role of teachers in enhancing parental involvement.

Finally, the study relied solely on qualitative data and did not use quantitative data. A mixed-methods methodology would have allowed the researcher the additional data to triangulate the themes emerging from the qualitative data. Additionally, mixed-methods data could have allowed the researcher to increase the sample size to allow the external validity required for generalisable data.

Recommendations:

- The findings showed that parents' culture and understanding of the type of disability and the best ways to deal with the needs of the child impeded their involvement in the child's learning activities. Therefore, it is recommended for the Ministry of Special Education in the State of Kuwait to provide free consultation from a psychologist and social therapist so that parents can be more aware of their children's disabilities.
- The findings also showed that parents might assist the teacher in better understanding their child's disability. Regular meetings between parents

and teachers should be scheduled. Such meetings are also an opportunity for teachers to educate parents on the importance of parental involvement and the different ways in which they can participate in the child's learning activities. The meetings can also be used to develop consensus between the parents and the teachers about the options available for the child and the best approach.

- It was discovered that a person's financial situation affects their schooling. Financial assistance for children in need is required. Additionally, psychological therapy for parents and children must be offered regularly and at no cost in order for them to learn more effectively. The teacher's role in encouraging or discouraging involvement was evident. As a result, rules must be enacted that allow for greater flexibility in dealing with parents and explicit strategies from educational institutions to increase involvement.

future studies:

- One of the recommendations for future studies on the subject area is to include the child's voice. Children are an important stakeholder in special education. Their input is necessary for developing sustainable approaches to enhancing inclusive education because they are the people with the disabilities. In the same breath, it is recommended that such studies employ participatory designs that allow the children to voice their perspectives unimpeded by the pre-formed ideas of adult stakeholders. The child's voice is necessary for this study because it offers an emic perspective to the study, thereby allowing the insider perspective to influence the generation of sustainable approaches to enhance inclusiveness.
- Future studies might also consider employing a mixed-methods methodology to allow for the triangulation of themes. The larger samples to be used in the quantitative component of the mixed-methods study will also allow the development of knowledge from a larger and more

representative portion of the study population. In the same breath, it is recommended to use a larger sample size in the qualitative component of the study to allow for saturation of evidence. Saturation is necessary to ensure that no further data can be collected from the same population in the various categories.

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