

Socio- Demographic Variables as a Predictor of Parents 'Efficacy for Involvement in Inclusive Education: Experience from Nigeria

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Abstract

Though, much has been said about parent-school collaboration in the past, more information is needed on why involvement varies among parents of learners with SENs in Nigeria. Using the Developmental Ecological Perspectives and Hoover-Dempsey and Sandler model (1995) as theoretical frameworks, this study examined the role of socio-demographic variables on parental efficacy for involvement in inclusive education in Nigeria. The investigation is based on this research question: To what extent do socio-demographic factors, such as (education, marital status and gender) influenced the self-efficacy of parents of learners with SENs on involvement in inclusive education in Nigeria? Employing a quantitative research method, this study gathered data from 372 parents of learners with SENs in 10 regular primary schools in the city of Ibadan, Oyo State, Nigeria, and used a survey instrument on Parental Involvement in Inclusive Education (PII) for data collection. The study found that socio-demographic variables such as marital status, education and gender significantly influenced the efficacy of parents of learners with SENs on in education of their children in Nigeria. Finally the study recommended that school must strive to promote school climate that supports parental efficacy for involvement, and ascribed to parents, the responsibilities that will make them a partners in their child education.

Key Words: Parent involvement, self-efficacy, socio-demographic variables, inclusive education

Introduction

Despite mounting interest in education of learners with SENs, our knowledge about what motivate their parents' participation in their education remains scanty and unresolved. The decades of research in the field have time and again maintained that, parental involvement is a key strategy for

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promoting learning and development of learners with SENs, both in school and in life (Leyser & Kirk 2011). Besides, existing research continuously mentioned that parental involvement enhance children chances of growing into healthy, knowledgeable, responsible, and caring adults in life (Ratcliff & Hunt, 2009). Despite these acknowledgements, past and present research revealed that parents of learners with SENs are not fully involved in their children learning (Dempsey & Dunst, 2004; Harry, 1992a, 2002), and they continue to face numerous problems in their attempt to participate in education of their children (Armstrong, Kane, O'Sullivan & Kelly, 2010; Leyser & Kirk 2011; Nkambule, 2011; Pather & Nxumalo, 2013). These challenges appeared to have significant effect on education of their children (Bender, 2008; Leyser & Kirk 2011; Tshabalala, 2011; Ministry of Education Singapore, 2012; Geldenhuys & Wevers, 2013).

Moreover, the review of literature on the subject does not help matters, as they often pointed towards two directions. First, a significant numbers of these literature looked at parental involvement in inclusive education from teachers' perspectives (e.g., Dimitrios, Georgia, Eleni, & Asterios, 2008; Lewis & Doorlag, 2006; Marope, 2010) while others explored the issue from parents' experiences (Afolabi, Mukhopadhyay & Nenty, 2013; Afolabi, 2014; Cherishe, 2011; Marope, 2010). However, out of the works that examined parental involvement from parents' experience, only few viewed parental involvement in inclusive education from psychological perspectives (Hoover-Dempsey, K.V., et al., 2005). Therefore, this study would build on this gap in literature by examine the link between parents' self-efficacy and involvement in inclusive education, and the role that socio-demographic variables, i.e., (gender, education and marital status) may play in this relationship.

Objectives of Present Study

Despite the wide-ranging appraisals of literature on parental involvement in the past (De Civita, Pagani, Vitaro & Tremblay, 2004), only few studies documented the psychological variables that influenced the decisions of parents of learner's with SENs to participate in education of their children. Therefore, this study will take up from where the previous work on the concept have left off and used the validated measurement of parental involvement in inclusive education scale to analyse the relationships between parents' self-efficacy and parental involvement, and the role that social-demographic variables, i.e., gender, education and marital status play regarding parents' decisions to get involved in education of their children in regular school. Also the study uses ecological model developed by Bronfenbrenner and Morris (1998) and Hoover-Dempsey and Sandler model (1995) as a theoretical framework, while a conceptual framework was proposed to support the findings of this current study.

Research Questions

In order to examine the relationship between parents' self-efficacy and involvement, the study would answer this research question:

To what extent does level of education, marital status, and gender of parents of learners with SENs influence their role beliefs and self-efficacy for involvement in their children's education in Nigeria?

Parental Involvement in Inclusive Education in Nigeria

In Nigeria, the education of learners with SENs has been facing a lot of challenges since independence. This in part, can be attributed to the country policy on education and also the socio-cultural context of the country. While government policy on education emphasise the need to meet the learning needs of all children irrespective of their gender, state of health, capacity to learn, level of achievement, disability, stage of development, financial or any other circumstances they might face, available evidence shows that little has been done to implement policies and programmes that support participation of parents in education of learners with SENs in regular school.

However, in spite of the slow progress, parents participation in education of learners with SENs was boosted in Nigeria through the following, 1) international declarations, that is, the adoption of

the universal declaration of Human Rights and the League of Nations at the end of the Second World War in 1945, that suggested the idea of inclusive education for learners with SENs and canvassed for parents' participation in their learning, 2) national legislations, that is, the reauthorizations of the Individuals with Disabilities Education Act of 1997 and 2004, that legally mandated learners with SENs to be educated in a least restrictive environment (LRE) with full involvement of their parents in their placement, and Education for Persons with Special Educational Needs Act 2004 and Disability Act 2005, that enforced both principals and teachers in mainstream schooling to accommodate learners with special needs in their schools (Meaney, Kiernan, & Monahan, 2005, p. 216), and make sure that their learning needs are met in collaboration with their parents (Griffin & Shevlin, 2011, p. 61), and 3) the court's ruling, that is, litigations from families of learners with SENs against the state, in which they advocated for equal and better learning opportunity for their children, i.e., cases of O'Donoghue (1993) and Sinnott (2000).

Despite the global support for learners with SENs to be educated in regular school, the involvement of their parents in their education is very low and not encouraging (Leyser & Kirk, 2011). While it has been long argue that parental involvement is a requisite for education of learners with SENs (Altschul, 2012; Leyser & Kirk, 2011), it was also argued that the idea is multidimensional and complex (Altschul, 2012; Lareau, 2011). Based on this, we can deduce that parents' involvement has many faces and assumes varying degrees. This can be a simple question asked at the dinner table: "How was school today?" to the daily checking of homework completion, or from regular visits to school events, to participating in program evaluation and other decision making activities (Vaden-Kierman & McManus, 2005; Nyarko, 2011).

Moreover, as a result of its complexity, it was difficult to compare evidence across studies, areas, and context. Though, the idea has long been established in the US and other developed countries, the pathways is quite opposite in Sub-Sahara Africa, where the idea is seen as a new concept. For instance, in Nigeria, there was lack of positive interactions between home and school in inclusive schools (Ajuwon, 2008). The fact that parents of learners with SENs are not encourage or seen as an allied in education of their children contributed to this problem (Ajuwon, 2008). Thus, for successful education of learners with SENs in inclusive education, full participation of their parents is required (Brown, Benkovitz, Muttillio, & Urban, 2011; Epstein, 2009; Muttillio, & Urban, 2011).

Theoretical Framework

Underpinning most of the recent philosophy on parental involvement research is the ecological systems model, proposed by Bronfenbrenner (1979; 1992). Ecological model sees the interaction within a child's environment as a factor that promotes his/ her educational development. The model, (see Figure 1) also postulate that our actions and behaviour are driven by our environment and various micro, meso and macro factors in our contextual setting (Bronfenbrenner & Morris, 1998). Based on this, ecological model is considered appropriate for this study, as it provided a framework that allowed proper visualization of the complex dynamics in different contexts" (Hayes, 2004a, p34), and supported the importance of a systematic explanation of the socio-environment in which children learning and development takes place (Nzinga-Johnson, Baker, & Aupperlee, 2009). The model proposed an independent influence of each setting on a child, and that, the *interactive* influence of the home and school settings play significant role in promoting children's development (El Nokali, Bachman, & Votruba-Drzal, 2010). Based on this assumption, I designed a conceptual model that reinforce and support parent's efficacy for involvement in inclusive education, using the micro and meso system.

Conceptual Framework

This conceptual framework designed for this study is based on Hoover-Dempsey and Sandler (1995) parents 'involvement model (see Figure 3). This framework provides a viewpoint for examining psychosocial variables that sustained parental involvement practice in inclusive education and explained how the interplay: (micro and meso), promote a positive school climate that lead to success of learners with SENs in inclusive education. The model demonstrated that parent of learners with SENs are accountable for their children's learning. Also, the model indicated that sociocultural

and economic variables, measured as gender, marital status and education influenced the efficacy of parents of learners with SENs to involve in education of their children. The variables were tacked as micro factors that hypothetically associated with parental efficacy for involvement in inclusive education (dependent variable).

Because these factors are interwoven and multifaceted, their interactions played a significant role in decision of parents of learners with SENs to engage in their children’s school. For example, parents’ marital status, coupled with their level of education influenced the perception of their self-efficacy skills and knowledge to engage and relate with their children’s school. Parents of learners with SENs who belief in their ability (self-efficacy), to help their children develop in school; developed positive attitude towards school; supported home-school partnership, and involved in education of their children. At the same time, a successful involvement of parents of learners with SENs in inclusive school depends on home-school collaboration, which can only be sustained in a positive school climate that promote parental efficacy for involvement and recognised parents of learners with SENs as collaborators or partners in education of their children.

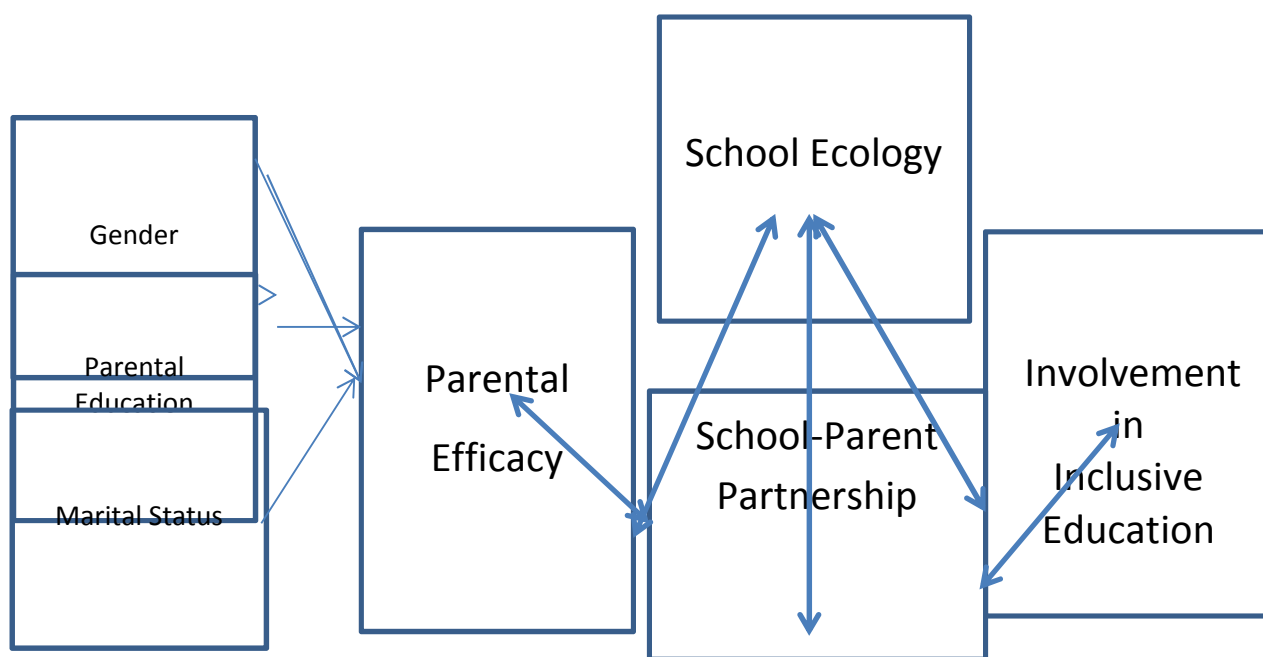


Figure 1. Conceptual Framework

Similarly, gender, family structure and illiteracy resulted to indifferent behaviour and poor engagement displayed by parents of learners with SENs in education of their children in inclusive schools. For example, parents of learners with SENs who are from single family household or those with lower education, viewed participation in school related activities as unwelcome. This belief limited their sense of efficacy, which in turn influenced their level of involvement with school. Finally, the model proposed that when parents of learners with SENs, displayed strong efficacy for involvement, branded by life setting variables that permitted and driven robust participation in education, their children will succeed in school; this in turn, will increased their participation in education of their children. Overall, the believed that all parents’ matter really supported this model and encouraged active parental participation in inclusive education.

Determinants of Parental Involvement in Inclusive education

Many factors influenced parent’s decision to participate in education of their children, particularly, parents of learners with SENs (Green, Walker, Hoover-Dempsey & Sandier, 2007; Hoover-Dempsey & Sandler, 1995; Hoover-Dempsey, K.V., et al., 2005). However, understanding these factors and how they influence parent’s voice and perspective on involvement is significant to education of learners with SENs. Based on this, we can infer that parents of learners with SENs

decision-making paradigm for involvement pointed toward two patterns: 1) internal motivations driven by psychological components, and 2) instinctive actions steered by experience and resource for social and culture capital (Green, C. L. et al., 2007; Hoover-Dempsey, K.V., et al., 2005). These factors influence children's academic, social, and emotional development. Therefore, I will discuss first, the psychological component, i.e., parent self- efficacy for involvement and followed by the instinctive actions, i.e., social and cultural background.

Parent's self-efficacy

Parent's efficacy for involvement is a key determinant of parental involvement in education (Holloway et al 2008) and unquestioned and vital for education of learners with SENs (Hoover-Dempsey, K.V., et al., 2005). When associated with parental role construction, parents 'sense of efficacy is a necessary condition for sustaining active participation of parents of learners with SENs in education of their children, Therefore, parents of learners with SENs with high efficacy for involvement, foster educational activities; assess their children's schoolwork; promote home-school partnerships; and keep their children out of trouble (Harris, Andrew-Power, & Goodall, 2009). These attributes cut across diverse sociocultural and economic background.

In addition, the sense of efficacy of parents of learners with SENs makes it easier for them to involve and contribute actively to their children's learning needs. Existing studies showed that parental involvement enhanced parental efficacy and advanced children's learning and social development (Bleeker & Jacobs, 2004; Hill & Taylor, 2004; Sheldon & Epstein, 2005; Simon, 2004; Yan & Lin, 2005). It was also established that parents who have strong believe in their ability to make a difference in education of their children, become well-informed about school's goals and procedures (Hill & Taylor, 2004); exhibited characteristics that promote significance of learning (Lareau, 2000), helped to acquire strategies that improve their children's views about competence and control over achievement outcomes (Houtenville & Conway 2008), and structured educational experiences that promote their children's skill development (Sad & Gubuzturk, 2013).

Moreover, other benefits associated with parental efficacy for involvement includes: helping children to develop positive attitudes toward studies; improving children's conduct; reducing truancy and drop-out rate in children , increasing children's school performance (Desforges & Abouchaar, 2003). Though the positivity effect of this statement has not gone uncontested, as only a few studies have looked into parental involvement from the perspective of parent's self-efficacy, particularly the factors that inspire their engagement practice (Hoover-Dempsey, Ice & Whitaker, 2009).

Earlier research on parent's self-efficacy proposes its emergence from four major sources (Bandura, 1986, 1989a). The most significant of the four sources is the direct experience of constructive and positive nature in the area of interest. Applied to parental involvement in inclusive education, the beliefs of parents of learners with SENs to act or make a difference in education of their children is a significant factor that shaped their goals on education of their children, as well as their level of persistence to attain them. Also, liken to experience, parents of learners with SENs themselves with early records of good school activities or those who perceived the way their own parents involved in their education as helpful; or those who had past successful personal experiences of working with school, would developed higher efficacy for involvement in education of their children, compared to parents of learners with SENs with no such past experiences or those who have experienced failure in participation in their children's learning.

Though, lesser importance compared to direct experience, the vicarious is another source of personal efficacy for involvement in children's learning. Applied to parental involvement in inclusive education, parents of learners with SENs who are keenly observed by the significant others around them; or those who have been rewarded for their successful involvement actions or experience by others, would developed higher efficacy for involvement in their children education, compared to parents who have limited opportunities, or had no knowledge of observing someone who have actively or successfully involved in their children's education. Also lower in importance but contributed to parents 'efficacy for involvement is the verbal contribution from others around the system. Applied to parental efficacy for involvement in inclusive education, parents of learners with SENs who received adorations and compliments from the significant person around them because of the way involve in

their children's education, would developed higher efficacy for involvement, compared to parents of learners with SENs who have not received such complements or adulation for involvement.

Similarly, parents of learners with SENs whose friends and families were encouraged to involve in their children's education or those who were encouraged to involve by their children or those whose children 'schools and teachers motivated their involvement, by informing them about the positivity of participating in their children's education, would develop higher efficacy for involvement, than parents who have never shared these experiences in life. The fourth general source of efficacy for involvement is the emotional arousal of parents to their children's education. Applied to the parental efficacy for involvement in inclusive education, parents of learners with SENs who have emotional, and direct positive feeling about their children's education, or those whose personal sense of adequacy is emotionally linked to educational progress of their children would develop higher efficacy for involvement in their children education, than parents with lower emotional investment in education of their children.

However, linking these experiences to parental involvement practice in Nigeria, there is robust indication to suggest that parents of learners with SENs expressed less self-confidence in their ability to engage in their children's schooling, compared to those from developed countries (Bornstein et al., 1998). A study conducted by Olukotun and Oke, (2005) on special education in Nigeria, justified this position, as he reported that nearly half of parents of learners with special needs labelled themselves as "not qualified " or "not confident" to involve in education of their children. Besides, review of literature (Senler & Sungur 2009) also revealed apparent lack of efficacy for involvement among parents of learners with SENs. Also, studies, such as (Bridgemohan, van Wyk, & Van Staden, 2005; Green, Walker, Hoover-Dempsey, & Sandler, 2007; Kolay, 2004) highlighted wide ranges of likely causal factors, i.e., (education, cultural beliefs, gender, lack of support from husbands, lack of counselling opportunities, societal values, poverty, criticism by professionals, and a growing tendency to live apart from the older generation) as limiting the ability of parents of learners with SENs to participate in education of their children.

Demographic and Socioeconomic variables

Though, many factors influenced parent's decision to participate in education of their children, (Hoover-Dempsey & Sandler, 1995) the role played by family characteristics are significant to say the least vital to education of learners with SENs in inclusive education. Family characteristics influenced the academic, social, and emotional development of children with special needs, and they mediates parent's decision to involve in their children's learning (Heymann & Earle, 2000). According to literature, lowest rates of parental involvement are found in lower social class, lower education and ethnic minority families (De Civita, Pagani; Vitaro, & Tremblay, 2004; Zhan, 2006). This was highlighted in a study conducted by Grolnick, Benjet, Kurowski and Apostoleris (1997) on 209 third-through fifth-grade children, their mothers, and their 28 teachers. The study found that parents from lower social class and single-parent mothers are less involved, both in school and home activities compared to parents from higher social class and married-parent mothers (Nechyba, McEwan & Older-Aguilar, 1999; Peters, Seeds, Goldstein & Coleman, 2008). Finally, apart from education, studies also shows that genders influenced parental involvement (Tafa & Manolitsis, 2003). For example, a study conducted by Tafa and Manolitsis (2003) established that mothers displayed more constructive behaviour towards education of their children than father. However, one contributing factor for these variations in involvement is the 'culture of poverty'. This factor prompted fewer dispositions among parents of learners with SENs toward participation in education of their children.

Method

Participants

The population of the study is the total number of parents of learners with SENs, attending mainstream primary schools in Ibadan, Oyo State. Unfortunately, due to lack of statistics on learners with SENs in Nigeria, WHO's 10% criteria were used (UNAIDS/WHO, 2003) to select the sample population. Using these criteria, the targeted population of this study comprised of 10040 parents of

learners with SENs. To determine the sample size, a sample size calculator was used (Survey systems, n.d) and 372 sample sizes were obtained. The researcher selected one school from each 10 Local Government Councils in Ibadan and its surrounding areas randomly. The principal/head teachers of these schools were contacted and requested to liaise with the Primary 5 and 6 teachers in their respective schools to help identifying parents of learners with SENs. Thereafter, 37 parents of learners with SENs from each school was selected with the help of primary 5 and 6 teachers in using snowball sampling (Atkinson & Flint, 2001).

Procedure

Parents of learners with special needs in 10 selected regular/ primary school in Ibadan and its surrounding areas were purposively selected and administered questionnaires in order to examine their self-efficacy for involvement in their children's education in inclusive schools. Attitudinal surveys were used to capture parental self-efficacy for involvement in inclusive education, along with their demography information. This survey instrument used quantitative response formats (i.e. agree or disagree). The survey packets were given to parents' of learners with SENs by their children's teachers during parent's meetings and parent-teacher conferences. This contained a cover letter, the survey questionnaires, a business reply envelope and a brief explanation of what inclusion means, what the study is about, and the steps parents need to take, in order to participate in the study. After 3 weeks, follow-up phone calls were made to each school to remind them to send out parent survey packets.

Measures

The study used Attitude Survey instrument to measure parent's self-efficacy for in involvement in inclusive education. This instrument was adapted based on extensive review of the current literature on inclusion and parent involvement (Hoover-Dempsey & Jones, 1992; Hoover-Dempsey & Sandler, 1997). The attitude survey consists of two sections; the first section consists of background information on the respondent's gender and their child's age, grade, gender types, about disability, and exposure to inclusion and non-inclusion classroom settings. The second section contains parental involvement in inclusive education (PII) scale and measured parent efficacy using 10-item scale developed by Hoover- Dempsey et al., (1992). The scale assessed the extent to which parents believe in their ability to help their children succeed in school. Parents used the five-point Likert scale above to indicate their agreement or disagreement with the items, i.e., "I know how to help my child do well in school" and "A student's motivation to do well in school depends on the parents." (p. 292). Special attention was given to the format used in the questionnaire, including the words of instruction in order to enhance the likelihood of completion from the participants. Also the psychometric properties of the PII rating scales were investigated.

Results

This study examined whether demographic and psychosocial variables influence parent's efficacy for involvement in inclusive education in Nigeria. Descriptive statistics (means, standard deviation, ranges) for the variables in this study are shown in Tables 1. Three hundred and forty seven questionnaires were sent out, of which only 320 (91%) were returned. The descriptive analysis showed that 259 (80.9%) respondent were married, while 61 (19.1%) were single. This indicated that a larger proportion of respondents (80.9%) were married compared to 61 (19.1%) who are single parents. Similarly, the data also revealed that a large proportion of parents accomplished higher education (university education) (n = 247, 77.2%) compared to only 73, (22.8%) who reported to have had lower education (secondary school education). With regards to gender, 79.4% (n= 254) of the respondents were female with only 20.6% (66) were male.

Table 1
Marital status, educational and gender characteristic of parents' participant

Characteristics	Frequency	Percentage
<i>Marital Status</i>		
Married	259	80.9
Single	61	19.1
Total	320	100
<i>Educational Level</i>		
Secondary Education	73	22.8
University Education	247	77.2
Total	320	100
<i>Gender</i>		
Male	66	20.6
Female	254	79.4
Total	254	100

Hypothesis: *There are statistically significant differences between parents' marital status, education and gender and their self-efficacy for involvement in inclusive education in Nigeria.*

Marital status and Parental self-efficacy

To test that hypothesis that marital status is a determinant of parents' self-efficacy for involvement in inclusive education, the t-test was run (see Table 2). Descriptive statistics was calculated to provide the number of responses, means, and standard deviations for the independent variable (marital status) on the parents' self-efficacy subscale. The married parents' group had ($M = 46.85$, $SD = 4.42$), while the single parents' group had ($M = 45.37$, $SD = 4.94$). This procedure directly tests whether marital status influence parents' efficacy for involvement in their children's education. The results showed that at a critical value of .05 ($t = 2.297$, $df = 318$ $p < .05$), there was a significant statistical difference between married and single parents of learners with SENs on efficacy for involvement in inclusive education in Nigeria. Analysis of the means for these variables revealed that, on average, married parents of learners with SENs are more positive and higher in efficacy for involvement in inclusive education ($M = 46.85$), than single parents of learners with SENs ($M = 45.37$). Therefore, the null hypothesis is rejected. The direction of this relationship shows that there were differences between married and single parents of learners with SENs on efficacy for involvement in inclusive education in Nigeria.

Table 2
Results of t-Test Analysis of Influence of Parents' Marital Status on Parental Self-Efficacy

	Marital status	n	Mean	Std. Deviation	df	t	P
Parental Self-efficacy	Married	259	46.85	4.42	318	2.297	0.01
	Single	61	45.37	4.94			

This result relate marital status with efficacy for involvement and suggested that married parents of learners with SENs have stronger sense of self-efficacy, generally set higher goals and are more involved in education of their children than single parents.

Educational status and Parental self-efficacy

Parents' educational status was tested to detect whether or not they determine parents efficacy for involvement in inclusive education. Descriptive statistics was calculated to provide the number of

responses, means, and standard deviations for the independent variable educational status on the parents' self-efficacy subscale, and comparisons were made between the mean score of both groups of parents to determine their effect (see Table 3). Using independent t-test, it was found that at a critical value of .05 ($t = -2.24, p < .05$), a significant difference was established between parents with higher education (university education) and those with lower education (secondary education). Thus, the null hypothesis is rejected. This result was linked to the difference in mean scores on efficacy for involvement between the two groups of parents (university education and secondary education); therefore, support my hypothesis that parents' educational status determined the efficacy of parents of learners with SENs in inclusive education.

Table 3.

Results of t-Test Analysis of Influence of Parents' Educational Status on Parental Self-Efficacy

		Educational status	n	Mean	Std. Deviation	df	t	P
Parental self-efficacy	Secondary Education		73	23.50	1.79	318	-2.24	0.01
	University Education		247	25.06	5.86			

The results showed the specifics of this influence as differed across the two groups of parents. This could be attributed to the fact that parents of learners with SENs with higher educational qualification (university education) recorded somewhat stronger self-efficacy, held high belief in their ability to contribute to their children's education and were actively involved in education of their children in inclusive education than parents with lower education (secondary school), who showed weaker self-efficacy and lower self-belief for involvement.

Gender and parental self-efficacy

Parent's gender was tested to detect whether they have any significant influence on parental efficacy for involvement in inclusive education. Comparisons were made, and the mean score for both groups on parental self-efficacy subscale were obtained (see Table 3). To find out if there was a difference in the mean score of the two groups, the t-test was run. The findings shows that at a critical value of .05, there was a significant difference among male and female parents of learners with SENs ($t = .395, p < .05$) on self-efficacy for involvement in inclusive education. Thus, the null hypothesis is rejected. This means that male and female parents of learners with SENs are differed in their self-efficacy for involvement in inclusive education.

Table 4.

Results of t-Test Analysis of Influence of Parents' Gender on Parental Self-Efficacy

		Gender status	N	Mean	Std. Deviation	df	t	P
Parental Self-Efficacy	Male		66	46.77	4.20	318	.395	<0.01
	Female		254	46.52	4.65			

This could be ascribed to the fact that female parents of learners with SENs have higher self-belief and stronger self-efficacy for involvement in their children's education than male parents.

Discussion

Research consistently linked parental self-efficacy for involvement with student learning and development (Bouffard & Weiss, 2008; Henderson & Mapp, 2002; Jeynes, 2005). As a concept that explained the individual belief to act in a way that produce desired outcomes; self-efficacy determined the goals that an individual chooses to follow and the levels of persistence in working toward those goals (Bandura, 1997). This study supported the self-efficacy theory and suggested that the efficacy of parents of learners with SENs influenced the way they engaged in their children's education (Hoover-Dempsey & Sandler, 1997; Walker et al, 2005). The study linked the variation in parent's efficacy for involvement to social demographic variables, such as marital status, gender and education. This study aligned with other studies (Green, et al. 2007; Kim, 2009; Koonce & Harper, 2005) to established parental variables, (i.e., marital status, gender, education) as multiple stressors that weaken the ability and beliefs of parents of learners with SENs on involvement, and their contribution to their children's education

Another striking result from this study was the positive influence that was attached to parent's efficacy for involvement in education of learners with SENs. This study found that parents 'participation in education of their children depends on the perceptions of their competencies to involve as parents. As a social construct, the efficacy of parents of learners with SENs is influenced by their individual 'experiences of success; experience of others around them; and verbal encouragement (Bandura, 1997). For example, when parents of learners with SENs felt they can make a positive difference in their children's lives, they developed higher efficacy for involvement in their children's learning. The fact that parents are there to offer a sort of psychological stability for learners with SENs supported this notion. Though, not much was attached to this belief, as people do not often consider holding higher self-efficacy as a form of involvement.

Implication

This study has wide-ranging implications for education of learners with SENs in Nigeria. Specifically, it analysed the demographic variables that influenced parents 'efficacy for involvement in inclusive education and showed variability in parental involvement practice in Sub Sahara Africa, compared to the developed countries, where parents of learners with SENs are highly motivated to support their children's learning. Although parental efficacy for involvement in education is essential, perceptions of parents of learners with SENs about their efficacy for involvement in inclusive education have been minimally explored. This study adds to the research base on parental involvement in inclusive education by exploring the perception of parents of learners with SENs on their efficacy for involvement in education of their children.

In addition, the ecological perspective on parental involvement was measured, specifically, in terms of its emphasis on the shared dynamics between person, process and context over time, and also in terms of its emphasis on proximal processes that motivated parents of learners with SENs to participate in their children's education. This study contributed to theory on parental involvement in this regards by proposed a conceptual model that supported the dynamic interaction at the micro and meso. The conceptual model proposed in this study reinforced the methodology of the current study, and produced data to support the multidimensional nature of parental involvement in inclusive education. The conceptual model supported the findings of this study by associated parental involvement with parent's efficacy. For example, parents' marital status, coupled with their level of education influenced the perception of their self-efficacy skills and knowledge to engage and relate with their children's school. Therefore, parents of learners with SENs who belief in their ability (self-efficacy), to help their children develop in school; developed positive attitude towards school; supported home-school partnership, and involved in education of their children. At the same time, a successful involvement of parents of learners with SENs in inclusive school depends on home-school collaboration, sustained in a positive school climate that promote parental efficacy for involvement and recognised parents of learners with SENs as collaborators or partners in education of their children.

Even though this study has many thought-provoking findings that contributed to literature, there are some features that limit its generalizability. One of the strongest limitations identified was that the study was conducted in Ibadan, Oyo State, Nigeria; therefore limited the results found on parental involvement in inclusive education. A second limitation of this study is related to the methodology. The study focused more on micro- meso factors and the immediate learning environment and left out some of the key participants such as the teachers and children. Thus it would be valuable for future studies to extend the study to other part of country, i.e., north and east for broader analysis and generalization of the study in the country. It would also be valuable for future studies to investigate teachers and children beliefs about parents involvement in inclusive education by look at the reciprocal interactions between parents-child, parents-teachers and teachers-child in the social and cultural environment on parental involvement in inclusive education.

Conclusion and Recommendation

Parents of learners with special needs are facing many challenges in their effort to participate in their children's education (Filler & Xu, 2006; Hill, et al., 2004; Hoover-Dempsey et al., 2005). Although this study has weaved the views of parents of learners with SENs through quantitative lens, an array of broad conclusions was arrived at. The emerging results from this study indicated a statistically significant and functionally meaningful relationship between demographic variables and parents 'efficacy for involvement in inclusive education. Since it was established in this study that parental efficacy influenced school involvement, demographic variables, i.e., (education, gender and marital status) determines parental efficacy, i.e., (assets and involvement at school). Thus, the success of inclusive education depends on effective parental involvement practice that sees parents of learners with SENs as a collaborator in education of their children

Review of literature on parental involvement is mixed. While some literatures seen psychological variables as a determinant of parental involvement, others relates parental involvement to sociological factors. To build on this study and to transform into policy the perceived variations in parental involvement in education of learners with SENs, the following recommendation was suggested:

1. Urgent measures should be put in place by both the schools and government, in order to craft a parent-involvement strategy that will meet and suit the needs and aspiration of parents of learners with SENs in inclusive education.
2. Given the sample size used in the study, there is a need for an enlarged sample size that may covered and measured the efficacy of parents of learners with SENs, teachers, children on involvement in inclusive education.
3. A more detailed and intensive analysis of social-demographic variables such as family structure, education, gender, sociocultural values, disability and inclusive education would go a long way to advance our knowledge of how family interactions and social values affects education of learners with special needs, and thus increase our ability to plan programs that facilitate the success of inclusive education.
4. It would also be valuable for future studies to investigate teachers and children beliefs about parents involvement in inclusive education by looking at the reciprocal interactions between parents-child, parents-teachers and teachers-child in the social and cultural environment on parental involvement in inclusive education
5. Lastly, impending research should focus more on Bourdieu's concepts of inequality in relation to parent involvement mesosystem in inclusive education, as this will offered a useful framework for a systematic investigation of the levels and effects of diverse types of involvement among parents of learners with SENs with different demographic characteristics.

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