

PARENTS' INVOLVEMENT IN INCLUSIVE EDUCATION: AN EMPIRICAL TEST FOR THE PSYCHO-EDUCATIONAL DEVELOPMENT OF LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (SENS)

Olusegun Emmanuel Afolabi

Department of Educational Foundation, Faculty of Education University of Botswana,
E mail: afo13@yahoo.com

Abstract

There is mounting evidence that parental involvement is a major strategy that supports positive learning outcomes in children and is critically vital for educating learners with special educational needs (SENS). It is also becoming apparent that 'society and educator sees parents' participation paradigm as a vital element for solving children's educational problems. To illuminate parental involvement concept and potential in a concrete context, this paper review and analyse, 1) the empirical literature that explain the interaction between parental involvement, inclusive education and learners educational achievement, 2) synthesize findings that relates parental involvement paradigms with psycho-educational development of children, 3) uses both developmental ecological perspectives and Hoover-Dempsey and Sandler model (1995) to analyze and explain the interaction amongst parents' involvement, school ecology and student's academic success. Finally, findings reveals a strong and meaningful relationship between parental involvement and academic achievement and that parent's beliefs, expectations and experiences are important ingredients that support better learning outcomes for children.

Keywords: *Parental involvement, learners with special educational needs, inclusive education, academic achievement, learning outcomes*