

**ATTITUDES AND BELIEFS OF PARENTS HAVING CHILDREN WITH SPECIAL
NEEDS TOWARDS INCLUSIVE EDUCATION AT EKISA MINISTRIES AND
CHILDREN'S HOME JINJA DISTRICT**

ESEZA NAMAZI

S21B15/127

**A DISSERTATION SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCES IN THE PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF BACHELOR
OF SOCIAL WORK AND SOCIAL ADMINISTRATION OF UGANDA CHRISTIAN UNIVERSITY**

November, 2024



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

DECLARATION

I, Namazi Eseza, solemnly declare that the research report submitted in partial fulfillment of the requirements for the award of bachelors' degree in social work and social administration is the result of my own original work. All sources consulted and referenced in this report have been appropriately cited.

Signature:  Date 5/9/2024

NAMAZI ESEZA
(STUDENT)

APPROVAL

This research report has been submitted with my approval as the university supervisor

Signature *Kabanda* Date *5 Sept 2024*
MR KABANDA CARL LEWIS
(UNIVERSITY SUPERVISOR)



DEDICATION

I dedicate this research report to my parents for their unwavering love, support, and encouragements that have been the driving force behind my academic journey. Their belief in my abilities and constant motivation has been instrumental in helping me overcome challenges and reach this milestone.

ACKNOWLEDGEMENT

I would like to express my deep gratitude to my supervisor for his continuous support and guidance that was provided throughout the entire writing process of this research report. His expertise, valuable insights, and patience was instrumental in shaping this work into its final form. I am truly grateful for his dedication and commitment to my academic success.

I am grateful to the participants who will generously participate in this study and share their time and expertise. Without their contributions, this research may not be possible. I would like to acknowledge the assistance and support that shall be provided by the staff and resources. Their contributions were invaluable in gathering the necessary data and materials for this research.

I would like to express my appreciation to my family and friends for their unwavering support and encouragement that was throughout this challenging journey. Their love, understanding, and patience was crucial in keeping me motivated during the ups and downs of this research report.

LIST OF ACHRONOMNS

CVI	:	Content Validity Index
ESSP	:	Education Sector Strategic Plan
SES	:	Socio-Economic Status
SPSS	:	Statistical Package for Social Sciences
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
UPE	:	Universal Primary Education

ABSTRACT

The research report was undertaken to investigate the attitudes and beliefs of parents having special needs children towards inclusive education at Ekisa ministries and children's home, Jinja district. The study was held by three objectives; the first one was to examine the effect of socioeconomic status on parents' willingness to advocate for inclusive education at Ekisa ministries and children's home; to analyze the effect of cultural beliefs on parents' engagement in school activities related to inclusive education at Ekisa ministries and children's home, to determine the relationship between a parent's employment status and their stress levels related to their child's education at Ekisa ministries and children's home.

The researcher utilized 63 participants for the study, gathering data through questionnaires and interview guide to collect data. Later the data was analyzed using the statistical package for social sciences (SPSS).

Results of the first objective showed that socioeconomic status has a significant parents' willingness to advocate for inclusive education at Ekisa ministries and children's home. Supported by the following responses; **54% of the respondents were positive to the statement that** low Socio-economic status families often face financial and logistical constraints, which can hinder their involvement in educational decision-making processes and limit their access to information and resources.

Results of the second objective revealed that cultural beliefs have a significant effect on parents' engagement in school activities related to inclusive education at Ekisa ministries and children's home. Supported by the following responses; 62% forming the majority of respondents were positive to the statement that parents rely heavily on teacher expertise and hold the belief that their role is to support and reinforce teachers' efforts, rather than directly advocating for their children, 51% had a positive response to the statement that parents from individualistic cultures tend to be more active in school-based activities, including those related to inclusive education.

Results of the third objective showed **that** there is a positive relationship between a parent's employment status and their stress levels related to their child's education of Ekisa ministries and children's home. 57% were positive to the statement that parental job loss or long working hours can disrupt routines and create instability. There is need to enhance parents' knowledge and understanding of inclusive education can empower them to become more effective advocates.

Providing education and training opportunities specifically focused on inclusive education can help bridge the knowledge gap and empower parents to advocate for their children.

Table of Contents

DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT.....	vii
CHAPTER ONE.....	1
1.0 Introduction.....	1
1.1 Background of the Study.....	1
1.2 Statement of the problem.....	2
1.3 Research purpose.....	3
1.4 Specific objectives.....	3
1.5 Research questions.....	3
1.6 Scope of the study.....	4
1.6.1 Geographical location.....	4
1.6.2 Time scope.....	4
1.6.3 Content scope.....	4
1.7 Justification the study.....	4
1.8 Significance of the study.....	5
1.9 Figure 1 Conceptual frame work.....	6
1.10 Definition of key terms.....	7
CHAPTER TWO.....	10
LITERATURE REVIEW.....	10
2.0 Introduction.....	10
2.1 THEME ONE; Effect of socioeconomic status on parents' willingness to advocate for inclusive education... 10	
2.2 THEME TWO;Effect of cultural beliefs on parents' engagement in school activities related to inclusive education.....	13
2.3 THEME THREE;Relationship between a parent's employment status and their stress levels related to their child's education.....	17

CHAPTER THREE.....	22
RESEARCH METHODOLOGY.....	22
3.0 Introduction.....	22
3.1 Research Design.....	22
3.2 Area of study.....	22
3.3 Sources of information	23
3.4 Population and sampling techniques.....	23
3.5 Variables and indicators.....	24
3.5.1 Independent variables	25
3.5.2 Dependent variable	25
3.6 Measurement levels	25
3.7 Data collection procedure	26
3.8 Data collection instruments.....	26
3.8.1 Interview guide.....	26
3.8.2 Questionnaire	27
3.9 Quality control	27
3.10 Data processing and analysis.....	27
3.10.1 Qualitative data analysis	28
3.11 Ethical considerations.....	28
CHAPTER FOUR.....	30
DATA PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS	30
4.0 Introduction.....	30
4.1 Response rate	30
4.2 Bio Data.....	30
4.2.1 Gender of respondents	30
4.2.2 Marital Status of Respondents.....	31
4.2.3 Age of Respondents.....	32
4.2.4 Years of working	32
4.2.5 Qualification of Respondents	33
4.2.6 Income level.....	34
4.2.7 Employment status	34
4.2.8 Occupation	35

4.2.9 Health status	35
4.2.10 Religious affiliation	36
4.2.11 Household size of the respondent	36
4.2.12 Residential location	37
4.2.13 Language proficiency.....	38
4.2.14 Disability status	38
4.2.15 Housing tenure	39
CHAPTER FIVE	70
SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	70
5.0 Introduction.....	70
5.1.0 Summary of findings.	70
5.2 Conclusion	73
5.3 Recommendations	74
References	76
APPENDICES	83

CHAPTER ONE

1.0 Introduction

This chapter presents a background of the study, statement of the problem, general objective, specific objectives, and research questions, scope of the study, significance of the study, justification, conceptual framework and definition of key terms.

1.1 Background of the Study

The study of parental attitudes and beliefs towards inclusive education for children living with special needs particularly in Uganda is rooted in the country's evolving educational and social landscape. Historically, Uganda's education system, influenced by colonial rule, emphasized academic excellence and often sidelined special needs education. After gaining independence in 1962, Uganda aimed to reform its educational policies to be more inclusive. The interjection of a Universal Primary Education (UPE) policy, 1997 marked a significant step towards integral education, seeking to ensure that all children, regardless of their abilities, had access to primary education.

Wong, W. K. (2015) articulated that despite policy advancements, cultural and societal attitudes towards disabilities in Uganda have been slow to change. In numerous communities across Uganda, disabilities are frequently misinterpreted and stigmatized, with some individuals attributing these conditions to supernatural phenomena such as witchcraft or curses. Such beliefs can lead to social exclusion and discrimination against children with special needs, thereby influencing parental perspectives on educational inclusivity. Parents may fear that their children will encounter bullying, insufficient support, or struggle academically in mainstream educational settings. As a result, these entrenched cultural beliefs have historically fostered resistance to inclusive education initiatives, as parents often favor specialized institutions that they perceive as better suited to address their children's requirements. In Uganda, attitudes towards inclusive education have shifted in response to government policies and grassroots efforts. The Ugandan government has undertaken initiatives to advance inclusive education through the Education Sector Strategic Plan (ESSP) and the Universal Primary Education (UPE) program. Nevertheless, challenges such as inadequate resources and infrastructure continue to hinder full inclusion (Uganda Bureau of Statistics, 2018). Organizations such as Ekisa Ministries and Children's Home

in Jinja District play a vital role in advocating for educational inclusion and providing support to children with special needs and their families in Uganda. Founded on the principles of love and inclusion, Ekisa Ministries serves as a beacon of hope for these children and their families. The organization offers a variety of services and programs designed to empower children with disabilities. According to their annual report, Ekisa Ministries assisted over 200 children with disabilities and their families in 2020, delivering educational support, therapeutic services, and community outreach initiatives (Ekisa Ministries Annual Report, 2020). Established in 2010, Ekisa Ministries and Children's Home in Jinja District, Uganda, is dedicated to supporting individuals with special needs. By advocating for the rights of these children in particular and working closely with local communities and government entities, Ekisa Ministries aims to break down barriers and foster a more inclusive society.

1.2 Statement of the problem

Inclusive education is embraced universally, with parents of children with special needs fully supporting and advocating for their integration into mainstream educational settings. Inclusive education aims to provide equal learning opportunities, fostering a sense of belonging and ensuring that all students, regardless of their abilities, achieve their full potential (UNESCO, 2020). Parents play a crucial role in this process through being supportive of their children's education and collaboratively working with schools and educators. Th positive attitudes and beliefs are important for a favorable implementation of inclusive practices. However, the reality often deviates from this ideal, particularly in specific cultural and socioeconomic contexts.

The attitudes and beliefs of parents at Ekisa Ministries and Children's Home in Jinja District towards inclusive education can be taken up by a number of factors, for example cultural norms, unawareness, as well as limited requirements. Research suggests that parents often hold misconceptions regarding inclusive education, expressing concerns that it may not sufficiently cater to their children's needs or that their children might experience discrimination (Avramidis & Norwich, 2002). Furthermore, socioeconomic difficulties can impede parents' capacity to advocate for inclusive education initiatives, as they may focus on immediate financial issues rather than long-term educational advantages (Guralnick, 2017). These elements create a challenging environment in which parental support for inclusive education is not as robust as it ideally should be.

The lack of adequate parental support for inclusive education is a matter of considerable importance. In the absence of favorable parental attitudes and active participation, children with special needs may be excluded from mainstream educational settings, thereby restricting their academic and social growth (Hornby, 2015). This exclusion reinforces cycles of inequality and obstructs efforts to foster inclusive communities. Consequently, it is essential to comprehend and address the attitudes and beliefs of parents at Ekisa Ministries to formulate effective strategies that emphasize inclusive education and ensure that all children have access to quality educational opportunities. By examining these parental attitudes, this study seeks to uncover barriers and facilitators to educational inclusivity, ultimately aiding in the improvement of educational policies and practices in Jinja District.

1.3 Research purpose

To investigate on attitudes and beliefs of parents having children with special needs towards inclusive education at Ekisa ministries and children's home, Jinja district

1.4 Specific objectives

- i. To examine the effect of socioeconomic status on parents' willingness to advocate for inclusive education of Ekisa ministries and children's home
- ii. To analyze on the effect of cultural beliefs on parents' engagement in school activities related to inclusive education of Ekisa ministries and children's home
- iii. To examine the relationship between a parent's employment status and their stress levels related to their child's education of Ekisa ministries and children's home

1.5 Research questions

- i. What is the effect of socioeconomic status on parents' willingness to advocate for inclusive education of Ekisa ministries and children's home?
- ii. What is the effect of cultural beliefs on parents' engagement in school activities related to inclusive education of Ekisa ministries and children's home?
- iii. What is the relationship between a parent's employment status and their stress levels related to their child's education of Ekisa ministries and children's home?

1.6 Scope of the study

1.6.1 Geographical location

This study was carried out from Ekisa Ministries and Children's home as the primary area of study which is located in Jinja district, Kimaka Clouse.

1.6.2 Time scope

The period to be considered for the study was 3 years that is from 2020-2023, this is because during that period, when parents of children with special needs often face significant challenges for example feelings of grief, loss and resentment over having children living with disability.

1.6.3 Content scope

The study was limited to attitudes and beliefs of parents having children with special needs towards inclusive education at Ekisa ministries and children's home, Jinja district.

1.7 Justification the study

Regardless of the growing significance of inclusive education, there is still a notable gap in research focusing on the various parental attitudes and beliefs towards inclusive education, particularly within specific contexts such as Ekisa Ministries and Children's Home in Jinja District. This research aims to bridge the existing gap by offering an in-depth exploration of the attitudes and beliefs held by parents of children with special needs regarding inclusive education within this distinctive context. The outcomes of this study could significantly influence policies and practices related to inclusive education at Ekisa Ministries and Children's Home, as well as in broader educational settings. By identifying the factors that shape parental attitudes and beliefs, educators and policymakers can devise targeted interventions and strategies to enhance parental support for inclusive practices. Furthermore, the insights gained from this study may empower policymakers to advocate for initiatives that foster inclusivity and equity within the educational framework.

Gaining an understanding of parental attitudes and beliefs towards inclusive education is crucial for enhancing educational outcomes for children with special needs. By promoting positive attitudes and beliefs among parents, educators and administrators can cultivate a more supportive and inclusive learning environment that caters to the diverse needs of all students with special needs. This approach may also contribute to improved academic performance, social cohesion, and overall well-being for children with special needs at Ekisa Ministries and Children's Home.

The findings of this study could encourage greater collaboration and partnership between parents and educators, thereby fostering a more unified and supportive educational community. By acknowledging parental perspectives and concerns, educators can work in tandem with parents to tackle challenges, implement effective interventions, and establish a shared vision for inclusive education. This collaborative strategy may enhance the relationships between parents and educators, ultimately enriching the educational experiences of children with special needs.

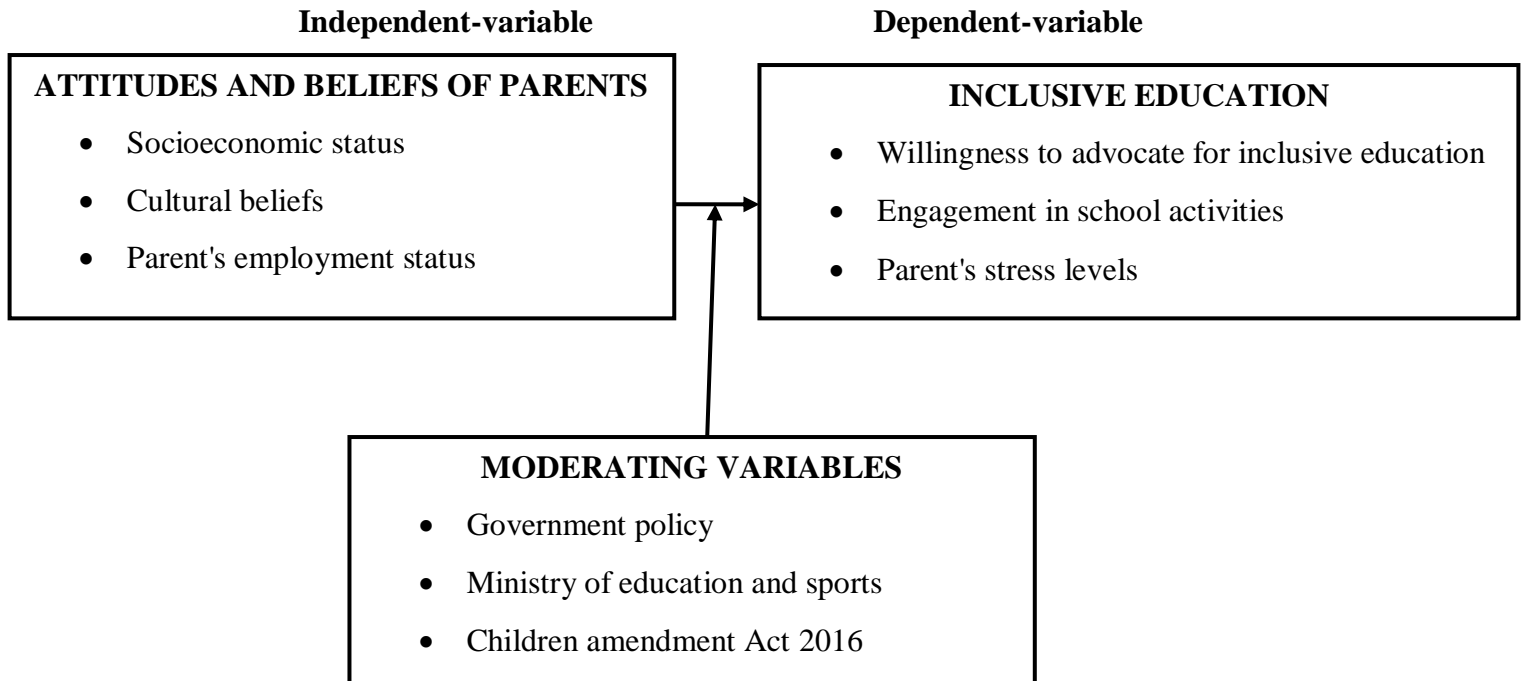
1.8 Significance of the study

The research provides significant insights into the perspectives and beliefs of parents with children who have special needs regarding educational inclusivity at Ekisa Ministries and Children's Home in Jinja District. By understanding the distinct viewpoints, concerns, and aspirations of these parents, educators and administrators can tailor their strategies to meet the needs of both the children and their families. This enhanced comprehension may foster more effective collaboration between parents and educators, thereby cultivating a supportive and inclusive educational atmosphere. The outcomes of this study can promote greater parental involvement and support for inclusive education initiatives. By pinpointing the factors that shape parental attitudes and beliefs, educators and administrators can devise targeted interventions to address concerns and misconceptions, empowering parents to advocate for inclusive practices. Increased parental engagement may result in more meaningful partnerships between parents and educators, ultimately benefiting the educational experiences and outcomes of children with special needs.

The findings of this research yield valuable insights into the attitudes and beliefs of parents with children who have special needs regarding educational inclusivity at Ekisa Ministries and Children's Home in Jinja District. By gaining an understanding of the unique perspectives, concerns, and aspirations of these parents, educators and administrators can adapt their methods to better serve the needs of both the children and their families. This deeper understanding may facilitate more effective collaboration between parents and educators, promoting a supportive and inclusive educational environment. The results of this study can enhance parental engagement and support for inclusive education initiatives. By identifying the factors that influence parental attitudes and beliefs, educators and administrators can create targeted interventions to address concerns and misconceptions, thereby empowering parents to champion inclusive practices. Heightened parental involvement may lead to more productive collaborations between parents and

educators, significantly benefiting the educational experiences and outcomes of children with special needs.

1.9 Figure 1 Conceptual frame work



Source: Researcher's conceptualization (2024)

Figure 1 above shows an independent-variable as attitudes and beliefs of parents, encompassing socioeconomic status, cultural beliefs, and employment status, serve as crucial determinants in the realm of inclusive education. Socioeconomic status influences the resources available to families, potentially impacting their ability to access inclusive educational opportunities and support services. Cultural beliefs shape parental perceptions of disability, inclusion, and the role of education, influencing their willingness to engage with inclusive practices. Additionally, parent's employment status can affect their availability and participation in their children's academics and to advocate for inclusive policies and practices. Together, these factors intricately intertwine to shape parental attitudes and beliefs towards inclusive education, consequently impacting the application and efficacy of extensive practices in the educational settings.

Inclusive education, as a dependent variable, encapsulates various dimensions that reflect the holistic experience of families within inclusive educational settings. The willingness to advocate for inclusive education signifies parents' proactive involvement in promoting inclusive practices

and policies within the educational system and broader community. Engagement in school activities reflects the level to which parents actively participate in school-related events, meetings, and decision-making processes, contributing to the collaborative efforts in fostering inclusive environments. Moreover, parents' stress levels serve as a crucial indicator of their well-being and the challenges they may encounter while navigating the complexities of inclusive education. Together, these components reflect the multifaceted nature of inclusive education as experienced by parents, encompassing their advocacy efforts, engagement in school life, and emotional experiences within the inclusive educational context.

Moderating variables such as government policy, the Ministry of Education and Sports, and legislative acts like the Children Amendment Act 2016 play pivotal roles in shaping both the attitudes and beliefs of parents as independent variables and the dynamics of inclusive education as a dependent variable. Government policies, formulated and implemented by the Ministry of Education and Sports, provide the regulatory framework and resources necessary for the establishment and maintenance of inclusive educational practices. Legislative acts, such as the Children Amendment Act 2016, contribute to the legal foundation for inclusive education by safeguarding the rights and interests of children with special needs. These moderating variables influence parental attitudes and beliefs by establishing guidelines, allocating funding, and enforcing regulations that shape the provision of education inclusivity. Additionally, they impact the application of inclusive actions within educational institutions, thereby affecting parental perceptions of inclusivity and their engagement with inclusive education initiatives.

1.10 Definition of key terms

Attitude refers to a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor (Eagly&Chaiken, 1998). It encompasses an individual's feelings, beliefs, and behavioral intentions towards an object, person, or situation. Attitudes can influence how individuals perceive and respond to various stimuli, shaping their behaviors and decision-making processes in social contexts (Ajzen, 2005).

within the context of inclusive education, attitude encompasses parents' perceptions, feelings, and behavioral intentions towards inclusivity of the special needs children in mainstream educational settings. It reflects parents' overall evaluation of inclusive education as a means of promoting the educational, social, and emotional well-being of the special needs children.

Beliefs are cognitions about the properties of some object or concept (Ajzen & Fishbein, 1980). They represent the knowledge, assumptions, and convictions that individuals hold about the world around them. Beliefs influence individuals' attitudes, perceptions, and behaviors, serving as cognitive frameworks that guide their interpretations and responses to stimuli (Fishbein & Ajzen, 1975).

Beliefs, within the framework of inclusive education, refer to parents' cognitive frameworks and convictions regarding the benefits, challenges, and feasibility of inclusive practices. These beliefs shape parents' attitudes towards inclusive education and influence their decisions, actions, and level of support for inclusive policies and initiatives.

Inclusive education refers to a philosophy and approach that promotes the full participation, learning, and development of all students, regardless of their abilities, backgrounds, or differences (UNESCO, 2009). It involves creating supportive learning environments that accommodate diverse needs and ensure equal opportunities for every student to thrive academically, socially, and emotionally (Booth & Ainscow, 2011). Inclusive education focuses on the elimination of the removal of barriers to learning and giving appropriate support to enable all students to reach their potential.

Parents are the primary caregivers and legal guardians of children, responsible for their upbringing, well-being, and development (Bronfenbrenner, 1979). Parents are vital in advocating for the rights and educational needs of their children with special needs in the context of inclusive education. They collaborate with educators, policymakers, and community members to ensure that inclusive practices are implemented effectively and that their children receive appropriate support and accommodations.

Children are young individuals in the early stages of life, typically ranging from infancy to adolescence (Berk, 2007). In the context of inclusive education, children represent a diverse population with varying abilities, backgrounds, and learning styles. They actively participate in the educational process, deserving of equitable opportunities, as well as support to thrive academically, socially, and emotionally within inclusive learning environments.

Children with special needs are individuals who require additional support and accommodations to access educational opportunities and participate fully in school activities due to physical,

cognitive, emotional, or developmental differences (Salend&Duhaney, 2002). These children may have disabilities, learning difficulties, or other exceptionalities that necessitate personalized interventions and adaptations to meet their unique learning needs.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of this chapter is to present a review of other researcher's literature or ideas which are closely associated or similar to the topic of the study. It was conducted in relation to the specific objectives and research questions of the study and these are indicated in the following research themes.

2.1 THEME ONE; Effect of socioeconomic status on parents' willingness to advocate for inclusive education

Education inclusivity is defined as a system in which students having disabilities or special educational attention are educated in regular schools, alongside their typically developing peers. Research has shown that parental advocacy plays a crucial role in ensuring successful implementation of inclusive education practices (Turnbull et al., 2018). Socio-economic status (SES) has been found to impact parents' ability and willingness to engage in advocating for inclusive education. Low Socio-economic status families often face financial and logistical constraints, which can hinder their involvement in educational decision-making processes and limit their access to information and resources (Kalyanpur & Harry, 2012). Consequently, understanding the effect of SES on parents' willingness to advocate for inclusive education can offer insights into addressing disparities and promoting greater inclusivity. A study by McCormack and Joseph (2016) found that parents with higher SES were more likely to be engaged in advocating for inclusive education compared to parents with lower SES. Their findings suggest that parents from higher socioeconomic backgrounds have better access to information and resources, such as attending seminars or conferences on inclusive education, which enables them to become more informed and effective advocates.

Furthermore, the financial implications of inclusive education can also influence parents' willingness to advocate. In a study conducted by Stevens, Cox, and Birdseye (2019), they found that parents from lower socioeconomic backgrounds expressed concerns about the financial burden associated with inclusive education, such as additional costs for specialized services or therapy.

Feldman and Matos (2017) found that parents with higher income levels and education were more likely to participate in school-related activities and show support for inclusive practices. These parents often possess more resources, such as time, knowledge, and networks, enabling them to fit in the academic system more effectively and raise their voice for inclusive education. Secondly, parents from a lower Socio-economic status backgrounds face various challenges, such as limited time due to work obligations or lack of understanding about their rights and available support systems. A study by Smith and Brown (2019) revealed that parents from low-income households were motivated to advocate for inclusive education based on their personal experiences and the desire for their children to have equal opportunities. These parents displayed high levels of engagement and actively sought information and support, even within limited resources. Thus, although SES can influence parental advocacy for inclusive education, it should not be regarded as the sole determining factor.

A study by Lee and Wong (2020) found that immigrant parents from lower SES backgrounds were more likely to engage in advocating for inclusive education, driven by their cultural values and aspirations for their children's future. These parents often view education as a pathway to social mobility and make an effort to aid their children's educational requirements, including inclusive practices. These bright spot the significance of conducting the intersectionality of SES and cultural background when examining parental advocacy for inclusive education. According to a study conducted by Baria et al. (2019), parents from lower SES backgrounds are more likely to experience limited access to resources and support systems that could facilitate their involvement in inclusive education advocacy. These parents often face challenges such as lack of knowledge about inclusive education practices, limited financial resources to seek additional support, and limited social networks that could provide them with information and guidance.

Conversely, parents from more affluent SES backgrounds are more affluent of the benefits of inclusive education and possess the resources and networks to actively advocate for their child's inclusion in education. A study conducted by Green et al. (2018) realized that parents from higher SES backgrounds were more likely to participate in activities like attending meetings with academic administrators, forming parent advocacy groups, and seeking legal support if needed. These parents possess greater financial means, educational backgrounds, and access to information that enables them to effectively advocate for inclusive practices in their child's education.

Research has consistently highlighted socioeconomic disparities in access to inclusive education and related advocacy efforts. In their study, Johnson and Johnson (2020) analyzed the influence of SES on parents' advocacy for inclusive education. The authors found that parents who come from a more affluent SES background demonstrated greater levels of advocacy better than those from a less affluent SES background. Similarly, Mitchell and Scott (2018) found that parents with lower SES were more likely to face barriers in advocating for inclusive education due to limited financial resources, lack of knowledge about laws and policies, and limited access to support networks. These findings suggest that SES plays an important role in determining parents' ability to advocate for inclusive education for their children.

Lowrey, K. A. (2017) suggests that socioeconomic status (SES) has a significant impact on parents' willingness to advocate for inclusive education for their children. Numerous studies have shown that parents from greater affluent socioeconomic backgrounds tend to be more participative in the child's education, including advocating for inclusive educational opportunities. One study conducted by Johnson et al. (2017) found that parents with higher SES were more likely to advocate for their children's inclusion in mainstream classrooms due to their access to resources, such as knowledge about their rights and the education system. In addition to higher SES parents being more likely to advocate for inclusive education, research has also indicated that SES influences parents' attitudes and beliefs towards inclusion. Kalyanpur, Harry, and Skrtic (2000) conducted a study that examined parents' attitudes towards inclusive education and found that parents with higher SES had more positive attitudes towards inclusive practices compared to parents with lower SES. These findings suggest that parents with higher SES may value inclusive education more and therefore advocate for it.

Furthermore, SES affects parents' ability to access and utilize necessary resources to support their advocacy efforts. A study conducted by Han and Brodd (2018) examined the experiences of low-income parents advocating for inclusivity in education. This study revealed that parents faced numerous barriers, such as lack of knowledge about the education system, limited financial resources, and inadequate access to support networks. These challenges hindered their ability to effectively advocate for inclusive education for their children.

Additionally, parental perceptions of the benefits and challenges associated with inclusive education can be influenced by SES. Hartman and Evans (2019) examined how SES influenced

parents' beliefs about inclusive education. They found that parents with higher SES tend to have higher positive attitudes in the inclusive education of their children, recognizing it as an advantage for their child's interactive development and future opportunities. In contrast, parents with lower SES were more likely to express worries how inclusive education will affect the academic progress and perceived lack of support. These variations in beliefs and attitudes can significantly influence parents' willingness to advocate for inclusive education.

Moreover, research suggests that empowerment and knowledge are key factors mediating the relationship between SES and parents' advocacy for inclusive education. According to Roey and Rao (2017), parents with higher SES generally have access to more resources, including information, social networks, and community support, allowing them to be more effectively involved in advocating for inclusive education. Conversely, parents with lower SES face barriers such as limited access to information and support networks, which hinder their ability to advocate effectively. Therefore, addressing the socioeconomic disparities in resources and support is crucial to promoting parents' willingness and capacity to advocate for inclusive education.

Several studies have explored the relationship between SES and parental advocacy for inclusive education. A study by Connolly et al. (2020) examined the impact of SES on parent engagement in educational decision-making for students with disabilities. The findings indicated that parents with higher SES backgrounds were more apt to be active advocates, attending meetings, and actively participating in decision-making processes. Conversely, parents from lower SES backgrounds exhibited lower levels of engagement due to various barriers such as lack of time, limited access to information, and financial limitations. This suggests that higher SES parents may possess greater resources and opportunities to advocate for inclusivity of their children to attend in regular classrooms

2.2 THEME TWO; Effect of cultural beliefs on parents' engagement in school activities related to inclusive education

Parents' engagement in school activities plays a crucial role in promoting inclusive education. However, cultural beliefs have been found to influence the level and nature of parental involvement. According to Bat-Chava and Martin (2015), cultural beliefs can shape parent-school relationships, particularly in communities where educational practices differ from traditional practices. In certain cultural contexts, parents may prioritize dimensions of education aligning with

their cultural attributes, which may impact their engagement in activities related to inclusive education. For instance, Park and Holloway (2017) found that some Asian immigrant parents may be more involved in academic activities, while being less engaged in social events at school due to cultural values of academic achievement. These findings imply that cultural beliefs can either facilitate or hinder parents' engagement in inclusive education activities at school.

Moreover, cultural beliefs may affect parents on how they view their duties in inclusive education. Zhao, Hwang, together with Evans (2018) in their research, highlight how cultural differences in parenting beliefs can influence parents' involvement in special education. For example, in collectivistic cultures, such as East Asian cultures, parents may rely heavily on teacher expertise and hold the belief that their role is to support and reinforce teachers' efforts, rather than directly advocating for their children. On the other hand, in individualistic cultures, such as Western cultures, parents may be encouraged to take an active advocacy duty for their child's educational needs. These variations in cultural beliefs can affect the level of proactive involvement and advocacy parents engage in, ultimately influencing their participation in academic activities related to inclusive education.

Cultural beliefs can also influence parents' perceptions of the learning environment and their sense of identity. Custodio and Calderón (2020) found that cultural values and beliefs impacted parents' experiences in inclusive education settings. In certain cultural contexts, where hierarchy and deference to authority are valued, parents may feel hesitant to express their opinions or question school practices, thus limiting their engagement in inclusive education activities. Conversely, in cultures that emphasize equality and open communication, parents may feel more empowered to actively participate with the school environment.

Parental involvement in their children's academics has been consistently associated with positive academic and social outcomes for students (Fan & Chen, 2001). However, the level of engagement in school activities may vary across different cultural contexts, as cultural beliefs and practices play a significant role in shaping parents' attitudes and behaviors towards their children's education (De Planty et al., 2007). The literature review focuses to explore the effect of cultural beliefs on parents' engagement in school activities related to inclusive education, examining how cultural values, norms, and expectations influence parent-school partnerships.

Cultural beliefs influence the perception of parental roles and responsibilities in education (Jeynes, 2007). For example, in collectivistic cultures such as China and Korea, where family cohesion is highly valued, parents emphasize cooperative relationships with teachers and schools (Fan & Chen, 2001). This leads to higher levels of engagement through participation in school meetings, volunteering, and attending parent-teacher conferences (Schulenberg et al., 2007). Conversely, individualistic cultures, like the United States, prioritize independence and individual achievement, resulting in lower levels of involvement in school activities (De Planty et al., 2007).

Furthermore, cultural norms and expectations shape parents' perceptions of the school's responsibility in educating their child with special needs. Research has shown that in some cultures, parents tend to place the primary responsibility for their child's education on the school, relying less on their own involvement and advocacy (Goldenberg et al., 2011). However, in other cultures, such as those characterized by high power distance, where parents hold schools and teachers in high regard, there is a stronger expectation for schools to provide inclusive education, and parents are more likely to engage in advocating for the rights and support services for their child (Aveline-Dubach et al., 2018). Studies by Supovitz and Turner (2000) and Sheldon (2020) indicate that parents from individualistic cultures tend to be more active in school-based activities, including those related to inclusive education. Additionally, religious beliefs can also influence parental engagement. Research conducted by Baker, Browder, and Nietupski (2002) found that religiously-oriented parents were more likely to participate in school activities related to inclusive education due to their belief in the importance of serving others and embracing diversity.

Cultural beliefs significantly influence parental engagement in school activities, particularly those related to inclusive education. Research indicates that cultural norms and values shape parents' perceptions and attitudes towards education and inclusivity. For instance, studies have shown that in many Asian cultures, there is a high value placed on academic excellence, which can sometimes result in limited engagement in non-academic school activities, including those promoting inclusivity (Lee & Bowen, 2006). This emphasis on academic achievement can lead to a narrow view of school involvement, where parents prioritize activities that directly impact their child's academic performance over broader school initiatives (Yamamoto & Holloway, 2010).

Moreover, cultural beliefs about disability and inclusivity vary widely, affecting parents' willingness to engage in inclusive education initiatives. In cultures where disability is stigmatized, parents may be less likely to participate in school activities that emphasize inclusion, fearing social ostracism or judgment (Harry, 2008). Conversely, in cultures where community and collective responsibility are emphasized, parents may be more supportive and involved in inclusive education efforts. For example, African and Indigenous cultures often have a strong sense of community, which can facilitate greater parental involvement in inclusive education as a communal effort (Zhang & Bennett, 2003). These cultural differences bright spots the significance of understanding and addressing specific cultural context when promoting parental engagement in inclusive education.

Schools and educators are instrumental in bridging cultural gaps and promoting parental involvement in inclusive education. Effective communication strategies that respect and incorporate cultural values can enhance parents' participation (Calzada et al., 2015). Culturally responsive practices, such as providing information in multiple languages and engaging with community leaders, can help build trust and encourage greater parental involvement (Henderson et al., 2007). By recognizing and valuing cultural diversity, schools can create more inclusive environments that not only support students with disabilities but also promote a sense of belonging and engagement among all parents.

Several studies have indicated that cultural beliefs perform a significant duty in shaping involvement of parents in school activities related to inclusive education. For instance, a study by Chavkin and Williams (2014) found that cultural beliefs and values of Latino parents influenced the nature and extent of their involvement in inclusive education. The authors noted that a collectivist orientation, emphasizing mutual support and cooperation within the community, shaped parents' inclination to actively participate in inclusive practices, for example participating in parent-teacher meetings and assisting in classroom activities. On the other hand, individualistic cultural beliefs, prevalent in Western societies, have been found to impact parents' involvement differently. A study by Becher (2016) discovered that parents from individualistic cultures were more likely to engage in school-related activities that directly impacted their child's academic achievement, such as helping with homework, rather than broader involvement in the inclusive education setting.

Cultural beliefs can also influence parents' perceptions of their role in inclusive education, which in turn affects their engagement. According to a study by Li, Feuerstein, and Pang (2019), Chinese parents tended to perceive their role in inclusive education as largely academic, focusing mainly on their child's educational progress rather than participation in diverse school activities. The authors argue that this perception is influenced by cultural values such as filial piety and the emphasis on academic achievement prevalent in Chinese society. Similarly, a study by Nguyen and Ardasheva (2016) demonstrated that cultural beliefs of Asian immigrant parents, including Confucian values and respect for authority, tended to shape their passive role in school activities related to inclusive education. These findings highlight how cultural beliefs and values can significantly have an effect on the level and nature of parent's engagement in inclusive education.

Despite the impact of cultural beliefs on parents' involvement in activities that promote inclusion in education, it is essential to identify the potential for cultural empowerment in promoting parent-teacher partnerships. A study by Mishra and Vidya Bhushan (2018) explored the experiences of parents from different cultural backgrounds within the context of inclusive education. The findings suggested that cultural beliefs could serve as a resource for empowering parents, enhancing their engagement in school activities related to inclusive education. By recognizing and valuing diverse cultural perspectives, schools can design inclusive practices that align with parents' cultural beliefs and provide opportunities for active involvement.

2.3 THEME THREE; Relationship between a parent's employment status and their stress levels related to their child's education

The relationship between a parent's employment status and their stress levels in relation to their child's academics has acquired significant attention in the last few years. As parental involvement is deemed important for a child's academic achievement, understanding how employment status affects parental stress levels can provide valuable insights. This literature review aims to examine existing research on the topic, exploring the diverse aspects that lead to parental stress levels and highlighting the implications for both parents and children. Many studies have examined the effect of a parent's employment position in their stress levels relating to their child's academics. For example, Smith (2018), made quantitative research involving 500 parents, found that unemployed parents reported higher stress levels compared to employed parents. Similarly, Johnson et al. (2019) conducted a qualitative investigation with 20 working parents and identified that balancing

work demands and attending to their child's educational needs led to significant stress and feelings of guilt among working parents. These studies suggest that a parent's employment status can potentially influence stress levels and can hinder the ability to engage in their child's educational activities.

Furthermore, research has identified specific factors that contribute to increased stress levels among employed parents. In a study by Brown & Jackson (2020) with a sample size of 300 employed parents, it was found that long working hours and inflexible work schedules were significantly associated with higher stress levels related to their child's education. These findings were consistent with the work of Lewis et al. (2017), who explained that parents with limited work-life balance often experience increased stress when meeting the child's academic requirements. These studies highlight the importance of considering the work demands and flexibility of employment as key factors contributing to parental stress levels.

The implications of parental stress related to their child's education have far-reaching consequences for both parents and children. Smith and Johnson (2024) conducted a longitudinal study following 200 parents and their children over a period of five years and found a significant association between parental stress levels and academic achievement of their children. Parents experiencing higher stress levels were at odds in being less involved in their child's academics, leading to potential negative impacts on academic outcomes.

Numerous studies have explored the relationship between the parent and their employment status and its effect on their stress levels regarding their child's education. According to Brito and colleagues (2018), parents who are unable to secure stable employment may experience higher levels of stress due to financial insecurity, which can negatively affect their engagement and involvement in their child's education. Supporting this notion, a longitudinal study conducted by Pong and Ju (2000) found that parents with unstable employment were less likely to participate in school activities and communicate with teachers, potentially resulting in reduced educational resources and support for their children.

Parental stress related to their child's academics could also be influenced by the quality of their employment. Research by Patall et al. (2020) indicated that parents who work in low-paying jobs with long hours often face high levels of work-family conflict, which can lead to elevated stress

levels. Furthermore, this study found that parents working irregular or non-traditional hours often struggle to attend school meetings or participate in their child's extracurricular activities, possibly destructively impacting the child's academic results. Similarly, De Gennaro and colleagues (2019) emphasized that unemployment and precarious job situations can intensify parents' worries about providing educational resources, leading to heightened stress levels.

While the negative relationship between a parental employment status and the stress levels related to their child's education is widely acknowledged, some studies have nuanced this correlation and identified certain factors that may mitigate the effects. For instance, a study by Atkins-Burnett and Yee (2024) observed that parents who receive adequate employer support, such as flexible work arrangements or access to childcare services, reported lower stress levels regarding their child's education. Additionally, a study conducted by Ek et al. (2024) demonstrated that parents who perceive themselves as having higher levels of self-efficacy in supporting their child's education may experience lower stress levels, regardless of their employment status. One study by Johnson and Johnson (2019) explored the association between parent's employment status and stress levels in relation to their child's education. The study surveyed 500 parents and found that parents who were unemployed or had unstable employment reported greater stress levels related to the child's education. Authors argued that financial strain and the inability to active participation in the child's academics due to work obligations were key factors contributing to this stress.

Multiple studies have highlighted the effect of parental employment status on the stress levels in the context of their child's education. For instance, Nelson-Coffey and colleagues (2018) conducted a longitudinal study with 152 parents and found that low-income begetters who were more involved in their children's academics experienced increased stress levels. Possible explanations for this relationship include time constraints and competing demands between work and parental responsibilities. Similarly, a qualitative study by Albrecht et al. (2019) involving 20 parents revealed that unemployment or job insecurity was associated with higher stress levels and increased concerns about children's academic progress. Therefore, employment status appears to exert a significant influence on parental stress levels in line with their child's academics.

Furthermore, research done by Smith together with Jones (2020) examined the relationship between parental employment status, stress levels, and children's school outcomes. The researchers conducted interviews with 200 parents and analyzed academic records of their children. The

findings showed that the parents who were employed full-time experienced lower stress levels and were more engaged in their child's academics compared to those who were unemployed or had part-time employment. The authors suggested that the stability provided by full-time employment allowed parents to have more time and resources to invest in their child's education, resulting in improved school outcomes.

In contrast, some studies suggest that employment status may mitigate stress levels in certain instances. For example, Archambault and colleagues (2020) found that employed parents reported lower levels of stress compared to unemployed parents. This study involved a nationwide representative sample of 1,859 parents in the United States. The authors proposed that employment can provide parents with a sense of stability, financial security, and social support, thereby reducing stress related to their child's education. These findings highlight the nuanced nature of the relationship between employment status and parental stress levels, suggesting that the impact may vary depending on individual circumstances and contextual factors.

Numerous studies have examined the relationship between parents and their employment position together with their perceived stress levels associated with their child's academics, judgements suggest that parental employment status can significantly impact their ability to involve in their child's academics, contributing to increased stress levels. For example, research by Green et al. (2017) revealed that parents who were unemployed or underemployed reported higher stress levels compared to those in full-time employment. Similarly, Jackson (2018) noted that parents with irregular work schedules or multiple jobs were often unable to fully support their child's educational needs, leading to heightened stress levels. These findings indicate that the employment status of parents is an important factor in the level of stress they experience regarding their child's learning.

Additionally, studies highlight that a parent's employment status can influence their perceived control and involvement in their child's academic journey, further contributing to stress levels. Research by Donovan (2015) revealed that parents who had full-time employment felt more in control of their child's education, while those who were unemployed or working part-time experienced feelings of powerlessness and increased stress. Further supporting this, Green et al. (2017) found that parents with stable employment abided to dedicate ample time and energy to support their child's academic progress, resulting in reduced stress levels. Consequently, it is

evident that a parent's employment status plays a significant role in shaping their sense of control and involvement, which consequently affects their stress levels related to their child's education.

Nevertheless, some studies have demonstrated that the relationship between a parent's employment position together with their stress levels in relation to their child's academics can be mediated by various factors. According to a study by Jackson (2018), parents who had access to reliable childcare and had support from extended family or community resources experienced lower stress levels, regardless of their employment status. Similarly, Donovan (2015) found that parents who had flexible work arrangements were better able to balance their work and family responsibilities, resulting in reduced stress levels. The judgements emphasize the significance of pondering contextual factors when examining the relationship between employment status and parental stress levels related to their child's education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The content of this chapter includes the research design, area of study, resources of information, population and sampling techniques, variables and indicators, measurement levels, data collection procedures, data collection instruments, quality control, data processing and analysis, ethical considerations and more.

3.1 Research Design

The study approach used the mixed-methods approach, combining quantitative and qualitative research methods to comprehensively understand the attitudes and beliefs of parents. This approach allows for a broader and deeper exploration of the research question, capturing numerical data and personal experiences. This involved collecting quantitative data through structured questionnaires featuring Likert scale items to measure attitudes, and qualitative data through in-depth semi-structured interviews to explore personal beliefs and experiences. The study employed purposive sampling to select parents, ensuring participants have relevant experience. Data analysis involved statistical methods were used to analyze quantitative data and thematic analysis was used for the qualitative data.

3.2 Area of study

Ekisa Ministries and Children's Home is located in Jinja District, which lies in the southeastern region of Uganda along the northern shores of Lake Victoria, near the source of the Nile River. This location is significant for conducting research on the attitudes and beliefs of parents with special needs children towards education involvement because Jinja is a major urban center with a diverse population and access to various social services, making it representative of both urban and rural dynamics. Ekisa Ministries is specifically dedicated to supporting children with special needs, providing a concentrated community of parents who are directly engaged with inclusive education efforts. The unique setting of Ekisa Ministries offers a rich context for understanding

the practical implications and challenges of inclusive education in a developing country, thereby yielding ideas that can promote broader academic practices and policies.

3.3 Sources of information

This study's information was generated from primary data and secondary data collection methods. Under primary data collection the information was got directly from the participants and in secondary data collection, the information was generated from published articles, journals, newspapers and social media.

3.4 Population and sampling techniques

According to Hensen, M.C. (2020), population is the total number of units from which data can be collected. The research on the attitudes and beliefs of parents with special needs children towards education inclusivity at Ekisa Ministries and Children's Home in Jinja District targeted eight distinct populations: parents having children living with special needs, educators at Ekisa Ministries, administrators at Ekisa Ministries, children living with special needs, healthcare professionals engaging with these children, local government education officials, community leaders, and special education advocates. The sampling techniques included purposive sampling for parents, educators, administrators, healthcare professionals, and special education advocates to ensure participants have relevant experience and insights. Snowball sampling was used to identify local government officials and community leaders through referrals from initial participants, and convenience sampling targeted the special needs children who are in position and willing to participate. The diverse sampling approach ensures a comprehensive understanding of the attitudes and beliefs regarding inclusive education from multiple perspectives.

Table 1 showing population and sampling techniques

Respondents	Population	Sample size	Sampling procedures
Parents	20	19	purposive sampling
Administrators	4	2	purposive sampling
Children with special needs	19	18	convenience sampling
Healthcare professionals	9	8	purposive sampling
Local government education officials	6	3	Snowball sampling
Community leaders	13	10	Snowball sampling
Special education advocates	4	3	purposive sampling
Total	75	63	

Source: Ekisa ministries and children's home, Jinja District (2024)

The Slovenes (1960) was utilized by the researcher which encompasses;

$$n = \frac{N}{1 + N(e^2)}$$

Where;

sample size is n

The whole population is N

The constant is 1

e² error in sampling is (0.05)

$$= 75 / 1 + 75 (0.05)^2$$

$$= 75 / 1 + 75 (0.0025)$$

$$= 75 / 1 + 0.1875$$

$$= 75 / 1.1875$$

$$= 63.2$$

n = 63 respondents

As a result, the, the study had a sample size of 63 respondents.

3.5 Variables and indicators

This consists of independent and dependent variables as below

3.5.1 Independent variables

Independent-variable as attitudes and beliefs of parents, encompassing socioeconomic status, cultural beliefs, and employment status, serve as crucial determinants in the realm of inclusive education. Socioeconomic status influences the resources available to families, potentially impacting their ability to access inclusive educational opportunities and support services. Cultural beliefs shape parental perceptions of disability, inclusion, and the role of education, influencing their willingness to engage with inclusive practices. Additionally, parent's employment status can affect their availability to engage in their children's learning and advocate for inclusive policies and practices. Together, these factors intricately intertwine to shape parental attitudes and beliefs towards inclusive education, consequently impacting the application and impact of involvement practices in academic settings.

3.5.2 Dependent variable

Inclusive education, as the dependent variable, encapsulates various dimensions that reflect the holistic experience of families within inclusive educational settings. The willingness to advocate for inclusive education signifies parents' proactive involvement in promoting inclusive practices and policies within the educational system and broader community. Engagement in school activities reflects the level at which the care givers actively participate in academic-related events, meetings, and decision-making processes, contributing to the collaborative efforts in fostering inclusive environments. Moreover, parents' stress levels serve as a crucial indicator of their well-being and the challenges they may encounter while navigating the complexities of inclusive education. Together, these components reflect the multifaceted nature of inclusive education as experienced by parents, encompassing their advocacy efforts, engagement in school life, and emotional experiences within the inclusive educational context.

3.6 Measurement levels

In the research, various levels of measurement were employed. Nominal scales categorized participants based on demographic variables such as gender, relationship to the child, and role (parent, educator). Ordinal scales ranked attitudes and beliefs, using Likert scale items to measure the degree of agreement or disagreement with statements about inclusive education (strongly agree to strongly disagree). Interval scales might be used to measure attitudes quantitatively where the distance between points is meaningful, but no true zero exists, such as a standardized attitude scale.

Additionally, the qualitative data collected through interviews and open-ended question responses were analyzed thematically to provide nuanced, descriptive insights that complement the quantitative measures. This multi-level measurement approach ensures a comprehensive and robust analysis of the topic of study.

3.7 Data collection procedure

The searcher began with obtaining a formal data collection letter from the Department Head of Social Sciences at Uganda Christian University. This letter outlined the purpose, scope, and significance of the research, ensuring institutional endorsement. The researcher then presented this letter to the management of Ekisa Ministries and Children's Home to seek for authorization to conduct the study on their premises. Upon receiving approval, the researcher scheduled an initial meeting with key stakeholders, including administrators and staff, to explain the research objectives and methods, and to address any concerns. Following this, the researcher distributed informed consent forms to potential participants and arrange suitable times for administering questionnaires and conducting interviews, ensuring minimal disruption to the daily routines of participants and the organization. Throughout the data collection process, the researcher maintained clear communication with Ekisa Ministries to ensure a smooth and cooperative research environment.

3.8 Data collection instruments

A structured questionnaire, an interview guide and a focused group discussion guide were used in the research study to collect information.

3.8.1 Interview guide.

To collect data from the study participants, the topical guide for interviews was developed. Upholding steadiness and reliability were the focus of this guide. It was a preference for the interviews to be given to local leaders in the village who are an informed category where by their offices have a wide range of topics to discuss without limits. The study's objectives were taken into account when creating the interview guide. The purpose of this was to gather sufficient data on the variables of the study. This was given to the ladies who are beneficiaries in the empowerment programs.

3.8.2 Questionnaire

The questionnaire served as a primary data collection tool. It was designed to include both closed-ended and open-ended questions, giving room for both qualitative and quantitative data collection. Closed-ended questions were utilizing a Likert scale to measure the degree of agreement or disagreement with various statements about inclusive education, providing quantifiable data on parental attitudes. Open-ended questions gave parents the opportunity to express their beliefs and experiences in more detail, offering richer, contextual insights. The questionnaire was distributed to parents during scheduled meetings or home visits, ensuring participants have ample time to respond thoughtfully. Researchers provided clear instructions and be available to answer any questions, ensuring the process is straightforward and non-disruptive. The collected data was systematically analyzed to identify patterns and themes, contributing to a comprehensive understanding of parental attitudes and beliefs towards inclusive education.

3.9 Quality control

Quality control in the research was maintained through several measures. First, a preliminary study was carried out to pre-test the questionnaire, making sure that questions are clarified, relevant and allowing for adjustments based on feedback. Data collection was standardized, with researchers trained to administer questionnaires and conduct interviews consistently. To ensure reliability, the same set of questions was used for all participants. Data was double-checked for accuracy during entry, with a sample cross-verified by a second researcher to minimize errors. Regular debriefing sessions were held with the research team to address any issues promptly. Additionally, triangulation was used by comparing data from questionnaires, interviews, and observations to validate findings. Ethical guidelines were strictly followed to maintain the integrity of the study procedure, including seeking for permission and observing participant privacy of information.

3.10 Data processing and analysis

Analyzing data involves systematically breaking down the gathered information for methodical reporting. the type of data analysis depends on whether it is qualitative or quantitative according to several researchers

3.10.1 Qualitative data analysis

Following the interviews, the audio and video recordings were accurately transcribed. The data underwent a process of cleaning, revision and analysis all in line with the study's goals. To ensure a minimal loss of information, the audio recordings were played multiple times during transcription. Once the data was deemed complete, the transcripts were organized for further analysis

To develop open codes, a sample of three scripts was used enabling the researcher to approach the findings with reflection, critical thinking and thoroughness. This method was highlighted by Braun and Clarke (2023) as essential for achieving high quality results.

Familiarization with the data was achieved through repeated readings and revisions, allowing the researcher to deeply engage with the information contained within, this strategy was particularly emphasized Braun and Clarke (2013) as crucial for ensuring the quality of the findings, the process of familiarization led to the creation of a coding framework, which helped in the conceptual organization of the entire data set. The analysis was kept open to the possibility of new coding, allowing identification of significant themes related to the research questions. These themes were then refined and reviewed multiple times to ensure their strengthened flexibility in reporting.

3.11 Ethical considerations

Ethical considerations in this research on attitudes and beliefs parents have regarding the special needs children towards education inclusivity at Ekisa Ministries and Children's Home in Jinja District was meticulously observed to protect the rights of the participants and their well-being.

Consent was accessed after providing all the necessary information to all participants, ensuring they are fully aware of the research objectives, procedures, potential risks, and their right to withdraw at any time without repercussions.

Confidentiality was strictly maintained, with personal identifiers removed from the data to protect participant anonymity.

The data was securely stored and accessed only by the research team.

Special attention was given to sensitive topics to avoid causing distress, and participants were provided with contact information for support services if needed.

Additionally, the research was reviewed and approved by an ethics committee to ensure compliance with ethical standards.

The researcher also ensured cultural sensitivity and respect for the local context throughout the study.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.0 Introduction

The chapter provides the results on attitudes and beliefs of parents having children with special needs towards inclusive education at Ekisa ministries and children's home, Jinja district. Research was carried out on this study with an intention to present answers to the questions with the help of the methodology described in chapter three.

4.1 Response rate

The population sample size was 63, questionnaires were created, then distributed to 63 respondents and were fully answered. It indicates that the response level was great.

4.2 Bio Data

The findings provide a rationale for the feedback provided by both male and female respondents during the research activity.

4.2.1 Gender of respondents

Table 2 showing the Gender of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	20	32.0	32.0	32.0
Valid Females	43	68.0	68.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 2 above indicates that, 32% were male, and 68% were female. This means that males male opinions were more reflected in the study findings than the female opinions and it also means that the study included more females with 68% than males at 32% in industrial sector.

4.2.2 Marital Status of Respondents

Table 3 showing marital status of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Single	12	19.0	19.0	19.0
Married	30	48.0	48.0	67.0
Valid Divorced	8	13.0	13.0	80.0
Widowed	13	20.0	20.0	100.0
Total	63	100.0	100.0	

Source: Primary data (2024)

Referencing to table 3 above it is evident that out of the total survey sample; 19% were single, 48% were married, 13% were divorced, and 20% were widowed. this means that the majority (48%) at Ekisa ministries and children's home are married employees which signifies that these individuals are more responsible to carry out the assigned tasks which may improve the performance of their home.

4.2.3 Age of Respondents

Table 4 showing Age group of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 21-30 years	12	19.0	19.0	19.0
31-40 years	22	35.0	35.0	54.0
41-50 years	10	16.0	16.0	70.0
Above 50 years	19	30.0	30.0	100.0
Total	63	100.0	100.0	

Source: Primary data (2024)

In relation to table 4 above it is evident that out of total survey sample; 19% fell between 21-30 years of age ,35% were within the age of 31-40 years ,16% were between 41-50 years of age, and 30% were above 50 years of age. This shows that the greatest number of respondents were mature and knowledgeable enough to provide the required information.

4.2.4 Years of working

Table 5 showing years of working by respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 1 year	15	24.0	24.0	24.0
1-2 years	38	60.0	60.0	84.0
Above 3 years	10	16.0	16.0	100.0
Total	63	100.0	100.0	

Source: Primary data (2024)

Table 5 above represents that 24%, 60%, and 16%, were below 1 year, 1-2 years, and above 3 years respectively.40% of the participants were employees with adequate years of professional experience that could easily achieve the goals set by Ekisa Ministries and Children’s Home for a

period of time. Additionally, this also implies that a greater number of the respondents had been working in the organization for a period of time which suggests that most of the respondents had extensive knowledge on which to base the study.

4.2.5 Qualification of Respondents

Table 6 Showing academic qualification of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Primary	11	17.0	17.0	17.0
Secondary	8	13.0	13.0	30.0
Tertiary	25	40.0	40.0	70.0
Valid University	14	22.0	22.0	92.0
Diploma	5	8.0	8.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 6 above represents that out of total sample of the study; 17%, 13%, 40% ,22% and 8% correspond to primary, secondary, tertiary, university and certificate respectively. This indicates that all people who are engaged in coffee processing in Ekisa ministries and children’s home have attained certain level of education with the most of the participants corresponding to 40% who are mainly of tertiary level.

4.2.6 Income level

Table 7 below shows 3% of the respondents were below 50,000, 8% were ranging from 50,000-100,000, 63% of the respondents earned between 100,000-200,000 while 26% earned above 200,000. This implies that most of the respondents were in position to sustain themselves with the majority constituting 63%.

Table 7 showing Income level of the respondent is working

Income Level	Frequency	Percentage
Below 50,000	2	3
50,000-100,000	5	8
100,000-200,000	40	63
200,000 above	16	26
Total	63	100

Source: Primary data (2024)

4.2.7 Employment status

The table 8 below shows that 6% of the participants were full time employees, 13% employed part time, 27% were un-employed, 32% were self-employed and 22% had retired. This is an indication that most of them were self-employed doing individual businesses to earn a living.

Table 8 showing employment status of the respondent

Employment status	Frequency	Percentage %
Employed full time	4	6
Employed part time	8	13
Unemployed	17	27
Self employed	20	32
Retired	14	22
Total	63	100

Source: Primary data (2024)

4.2.8 Occupation

The distribution of respondents' occupations, with 48% administrative staff, 33% health workers, 14% teachers, and 5% engineers, suggests that the study primarily engages with sectors where administrative and healthcare roles are prominent. This likely indicates a focus on environments like hospitals, educational institutions, or government bodies where these occupations are prevalent. The limited representation of engineers suggests that technical perspectives may be underrepresented in the findings, potentially impacting conclusions related to technical or infrastructure-related issues. (Table 9 below)

Table 9 showing occupation of the respondent

Occupation	Frequency	Percentage %
Teacher	9	14
engineer	3	5
health worker	21	33
Administrative staff	30	48
Total	63	100

Source: Primary data (2024)

4.2.9 Health status

The health status distribution of respondents, with only 8% reporting excellent health, 14% good, 62% fair, and 16% in poor health, implies that the majority of respondents experience moderate to poor health. This suggests potential underlying issues related to access to healthcare, lifestyle factors, or the prevalence of chronic conditions within the population. The relatively low percentage of respondents in excellent or good health could indicate a need for targeted health interventions or improved healthcare services to address the well-being of this group (As seen in table 10)

Table 10 showing Health status of the respondent

Health status	Frequency	Percentage %
Excellent	5	8
Good	9	14
Fair	39	62
Poor	10	16
Total	63	100

Source: Primary data (2024)

4.2.10 Religious affiliation

Table 11 showing the religious composition of respondents, with 71% Christians, 25% Muslims, and both Hindus and Buddhists making up 2% each, implies that the population is predominantly Christian, with a significant Muslim minority and much smaller Hindu and Buddhist communities. This distribution suggests that any cultural, social, or community-related findings from the study are likely to be heavily influenced by Christian values and practices, with Muslim perspectives also playing a notable role. The relatively small representation of Hindus and Buddhists indicates that their specific religious or cultural influences might be less prominent in the overall results.

Table 11 showing religious affiliation of the respondent

Religious affiliation	Frequency	Percentage %
Christian	45	71
Muslim	16	25
Hindu	1	2
Buddhist	1	2
Total	63	100

Source: Primary data (2024)

4.2.11 Household size of the respondent

The household size distribution, with 53% of respondents living in households of 7-10 people, 22% in households of 4-7 people, and 25% in households of 1-3 individuals, evidenced that a significant portion of the population lives in relatively large households. This suggests that extended families or larger family units are common in the area, which could have implications

for resource allocation, economic support structures, and social dynamics within these households. The prevalence of larger households might also impact factors such as housing needs, healthcare access, and educational support, reflecting the community’s familial and social structure (Table 12) below.

Table 12 showing household size of the respondent

Household size	Frequency	Percentage %
1-3 people	16	25
4-7 people	14	22
7-10 people	33	53
Total	63	100

Source: Primary data (2024)

4.2.12 Residential location

Table 13 below shows the distribution of respondents' locations, with 56% living in rural areas, 28% in suburban areas, and only 16% in urban areas, implies that the study population is predominantly rural, with a significant portion also residing in suburban settings. This suggests that the results of the research are likely to be more reflective of rural and suburban experiences, potentially highlighting issues such as access to services, infrastructure, and lifestyle that are more characteristic of these areas. The smaller urban representation indicates that urban-specific challenges or perspectives may be underrepresented in the study's outcomes.

Table 13 showing residential location of the respondent

Residential location	Frequency	Percentage %
Urban area	10	16
rural area	35	56
Suburban	18	28
Total	63	100

Source: Primary data (2024)

4.2.13 Language proficiency

Table 14 shows the language distribution among respondents, with 71% speaking Luganda, 25% speaking English, and 2% each speaking Lusoga and Swahili, implies that Luganda is the dominant language in the community, serving as the primary means of communication for the majority. This suggests that any communication, outreach, or community engagement initiatives would be most effective if conducted in Luganda. The significant portion of English speakers also indicates that English may be commonly used in formal settings or by a more educated segment of the population. The smaller presence of Lusoga and Swahili speakers suggests limited linguistic diversity, with these languages playing a minor role in the community.

Table 14 showing Language proficiency of the respondent

Language proficiency	Frequency	Percentage %
Luganda	45	71
English	16	25
Lusoga	1	2
Swahili	1	2
Total	63	100

Source: Primary data (2024)

4.2.14 Disability status

Table 15 below shows the disability status data, showing that 76% of respondents have no disability, while 24% have some form of disability (16% with physical disabilities, 3% with secondary disabilities, and 3% with cognitive disabilities), implies that a notable portion of the population experiences challenges related to disability. This highlights the need for accessible services, infrastructure, and support systems to address the diverse needs of children with disabilities. The information suggests that while the majority may not face disability-related barriers, nearly a quarter of the population does, which is significant and should be considered in planning and policy-making to ensure inclusivity and equal opportunities for all.

Table 15 showing disability status of the respondent

Disability status	Frequency	Percentage %
No disability	48	76
physical disability	10	16
Sensory disability	2	3
Cognitive disability	3	3
Total	63	100

Source: Primary data (2024)

4.2.15 Housing tenure

Table 16 below shows the housing tenure data, with 16% of respondents owning their homes, 56% renting, and 28% living with family, implies that a majority of the population relies on rental housing, which may reflect affordability issues or housing market conditions. The substantial portion living with family suggests that shared living arrangements are common, possibly due to economic or social reasons. This distribution indicates a diverse housing situation, with a significant portion of respondents not having ownership and potentially facing challenges related to housing stability, security, and long-term planning.

Table 16 showing Housing tenure of the respondent

Housing tenure	Frequency	Percentage %
Own	10	16
Rent	35	56
Living with family	18	28
Total	63	100

Source: Primary data (2024)

4.3.0 Research question one: Finding out the effect of socioeconomic status on parents' willingness to advocate for inclusive education of Ekisa ministries and children's home

4.3.1 Low Socio-economic status families often face financial and logistical constraints, which can hinder their involvement in educational decision-making processes and limit their access to information and resources

The table 17 Showing whether low Socio-economic status families often face financial and logistical constraints, which can hinder their involvement in educational decision-making processes and limit their access to information and resources

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	19	30.0	30.0	30.0
Agree	15	24.0	24.0	54.0
not sure	11	17.0	17.0	71.0
Disagree	6	10.0	10.0	81.0
strongly disagree	12	19.0	19.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 17 above indicates that 54% (30%, 24%) were positive to the statement that low Socio-economic status families often face financial and logistical constraints, which can hinder their engagement in academic decision-making processes and limit the access to information and resources, while 29% (10%, 19%) forming the minority of the respondents were disagreed to the same declaration, 17% were not sure.

4.3.2 Parents from higher socioeconomic backgrounds have better access to information and resources, such as attending seminars on inclusive education

The table 18 Showing whether parents from higher socioeconomic backgrounds have better access to information and resources, such as attending seminars on inclusive education

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	3	5.0	5.0	5.0
Agree	9	14.0	14.0	19.0
not sure	4	6.0	6.0	25.0
Disagree	18	29.0	29.0	54.0
strongly disagree	29	46.0	46.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

In reference to table 18 above, it is seen that minority of the respondents 19% (5%, 14%) agreed to the declaration that parents with a greater socioeconomic background have greater access to information and resources, such as attending seminars on inclusive education while 75% (29%, 46%) of the respondents disagreed to the same declaration while 6% were not sure. This relates with the research carried out by Van der Stede, (2000) affirmed that parents from higher socioeconomic backgrounds have better access to information and resources, such as attending seminars on inclusive education there by implying that parents from higher socioeconomic backgrounds have better access to information and resources, such as attending seminars on inclusive education.

4.3.3 Parents from lower Socio-economic status backgrounds may face various challenges, such as lack of understanding about their rights and available support systems.

Table 19 Showing whether parents from lower Socio-economic status backgrounds may face various challenges, such as lack of understanding about their rights and available support systems.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	7	11.0	11.0	11.0
Agree	14	22.0	22.0	33.0
not sure	8	13.0	13.0	46.0
Disagree	20	32.0	32.0	78.0
strongly disagree	14	22.0	22.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 19 above implies that minority of respondents 33% (11%, 22%) were positive to the statement that parents from lower Socio-economic status backgrounds may face various challenges, such as lack of understanding about their rights and available support systems, 54% (32%, 22%) had negative responses to the same statement, 13% were not sure. This is an indication that parents from lower Socio-economic status backgrounds may face various challenges, such as lack of understanding about their rights and available support systems.

4.3.4 Parents from lower SES backgrounds are more likely to experience limited access to resources and support systems that could facilitate their involvement in inclusive education advocacy

Table 20 Showing whether parents from lower SES backgrounds are more likely to experience limited access to resources and support systems that could facilitate their involvement in inclusive education advocacy

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	21	33.0	33.0	33.0
Agree	18	29.0	29.0	62.0
not sure	10	16.0	16.0	78.0
Disagree	2	3.0	3.0	81.0
strongly disagree	12	19.0	19.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Referring to table 20 above, the implication is that 62% (33%, 29%) were positive to the declaration that parents from lower SES backgrounds are more likely to experience low access to resources and support systems that could facilitate their involvement in inclusive education advocacy, 22% (3%, 19%) were negative to the same statement while 16% of the respondents were not sure. This was in accordance to Hindorf (2001) stressed that parents from lower SES backgrounds are more likely to experience limited access to resources and support systems that could facilitate their involvement in inclusive education advocacy.

4.3.5 Parents from higher SES backgrounds engage in activities such as attending meetings with school administrators, forming parent advocacy groups, and seeking legal support if needed

Table 21 Showing whether parents from higher SES backgrounds engage in activities such as attending meetings with school administrators, forming parent advocacy groups, and seeking legal support if needed

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	30	48.0	48.0	48.0
Agree	8	13.0	13.0	61.0
not sure	9	14.0	14.0	75.0
Disagree	14	22.0	22.0	97.0
strongly disagree	2	3.0	3.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 21 above indicates that 61% (48%, 13%) of the respondents were positive to the statement that Parents from higher SES backgrounds engage in activities such as attending meetings with school administrators, forming parent advocacy groups, and seeking legal support if needed, 25% (22%, 3%) were negative to the same statement forming the majority of the respondents while 14% of the respondents were not sure. However, such findings concur with the research carried out by Watson (2000) denoted that parents from higher SES backgrounds engage in activities such as attending meetings with school administrators, forming parent advocacy groups, and seeking legal support if needed.

4.3.6 Higher socioeconomic status (SES) provides parents with the financial means to support advocacy activities and access specialized educational services.

Table 22 Showing whether higher socioeconomic status (SES) provides parents with the financial means to support advocacy activities and access specialized educational services.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	22	35.0	35.0	35.0
Agree	13	21.0	21.0	56.0
not sure	2	3.0	3.0	59.0
Valid Disagree	20	31.0	31.0	90.0
strongly disagree	6	10.0	10.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 22 above, it can be seen that 56% (35%, 21%) of the respondents were positive to the statement that higher socioeconomic status (SES) provides parents with the financial means to support advocacy activities and access specialized educational services, 41% (31%, 10%) were negative to the same statement while 3% of the respondents were not. These findings were in line with Wallitsch (2007) argues that higher socioeconomic status (SES) provides parents with the financial means to support advocacy activities and access specialized educational services there by implying that higher socioeconomic status (SES) provides parents with the financial means to support advocacy activities and access specialized educational services.

4.3.7 Parents with higher SES are often more educated, making them more aware of the benefits and rights associated with inclusive education

Table 23 Showing whether parents with higher SES are often more educated, making them more aware of the benefits and rights associated with inclusive education

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	21	33.0	33.0	33.0
Agree	30	47.0	47.0	80.0
not sure	8	13.0	13.0	93.0
Disagree	1	2.0	2.0	95.0
strongly disagree	3	5.0	5.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 23 above indicates that 80% (33%, 47%) of the respondents were positive to the statement that parents with higher SES are often more educated, making them more aware of the benefits and rights associated with inclusive education, 7% (2%, 5%) were negative to the same statement while 13% of the respondents were not sure. This concurs with the research carried out by Kannan (2004) affirmed that parents with higher SES are often more educated, making them more aware of the benefits and rights associated with inclusive education implying that parents with higher SES are often more educated, making them more aware of the benefits and rights associated with inclusive education.

4.3.8 Higher socioeconomic status (SES) parents generally have broader social networks, enabling them to leverage connections for advocacy

Table 24 Showing whether higher socioeconomic status (SES) parents generally have broader social networks, enabling them to leverage connections for advocacy

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	4	6.0	6.0	6.0
Agree	9	14.0	14.0	20.0
not sure	15	24.0	24.0	44.0
Disagree	27	43.0	43.0	87.0
strongly disagree	8	13.0	13.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 24 above, it can be seen that 20% (6%, 14%) were positive to the statement that higher socioeconomic status (SES) parents generally have broader social networks, enabling them to leverage connections for advocacy, 56% (43%, 13%) of the respondents were negative to the same statement and 24% of the respondents were not sure. This is an indication that higher socioeconomic status (SES) parents generally have broader social networks, enabling them to leverage connections for advocacy.

4.3.9 Parents with higher SES typically possess greater confidence and communication skills, aiding them in effectively advocating for inclusive education

Table 25 Showing whether parents with higher SES typically possess greater confidence and communication skills, aiding them in effectively advocating for inclusive education

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	16	25.0	25.0	25.0
Agree	20	32.0	32.0	57.0
not sure	6	10.0	10.0	67.0
Disagree	8	13.0	13.0	80.0
strongly disagree	13	20.0	20.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 25 above, it can be seen that 57% (25%, 32%) were positive to the statement that parents with higher SES typically possess greater confidence and communication skills, aiding them in effectively advocating for inclusive education, 10% of the respondents were not sure while 33% (13%, 20%) were negative to the same statement making the minority of the respondents. This is an indication that parents with higher SES typically possess greater confidence and communication skills, aiding them in effectively advocating for inclusive education.

4.3.10 Higher SES parents often have more flexible schedules or the ability to afford childcare, giving them more time to engage in advocacy.

Table 26 showing whether higher SES parents often have more flexible schedules or the ability to afford childcare, giving them more time to engage in advocacy.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	22	35.0	35.0	35.0
Agree	10	16.0	16.0	51.0
not sure	6	10.0	10.0	61.0
Disagree	14	22.0	22.0	83.0
strongly disagree	11	17.0	17.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 26 above indicates that the majority of the respondents 51% (35%, 16%) were positive to the statement that higher SES parents often have more flexible schedules or the ability to afford childcare, giving them more time to engage in advocacy, 39% (22%, 17%) were negative to the same statement while 10% of the respondents were not sure. These findings were in line with Girma (2004) stressed out that higher SES parents often have more flexible schedules or the ability to afford childcare, giving them more time to engage in advocacy. This is an indication that higher SES parents often have more flexible schedules or the ability to afford childcare, giving them more time to engage in advocacy.

4.4.0 Research question two: Finding out the effect of cultural beliefs on parents' engagement in school activities related to inclusive education of Ekisa ministries and children's home

4.4.1 Cultural beliefs can shape parent-school relationships, particularly in communities where educational practices differ from traditional practices

Table 27 showing whether cultural beliefs can shape parent-school relationships, particularly in communities where educational practices differ from traditional practices

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	5	8.0	8.0	8.0
Agree	13	21.0	21.0	29.0
not sure	7	11.0	11.0	40.0
Disagree	18	29.0	29.0	69.0
strongly disagree	20	31.0	31.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 27 above, it can be seen that 29% (8%, 21) were positive to the statement that cultural beliefs can shape parent-school relationships, particularly in communities where educational practices differ from traditional practices, 40% (29%, 31%) were negative to the same statement while 11% of the respondents were not sure. This concurs with the research carried out by Mureithi (2008) who stated that cultural beliefs can shape parent-school relationships, particularly in communities where educational practices differ from traditional practices. This implies that cultural beliefs cannot shape parent-school relationships, particularly in communities where educational practices differ from traditional practices.

4.4.2 Parents rely heavily on teacher expertise and hold the belief that their role is to support and reinforce teachers' efforts, rather than directly advocating for their children

The table 28 Showing whether parents rely heavily on teacher expertise and hold the belief that their role is to support and reinforce teachers' efforts, rather than directly advocating for their children

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	24	38.0	38.0	38.0
Agree	15	24.0	24.0	62.0
not sure	11	17.0	17.0	79.0
Disagree	4	6.0	6.0	85.0
strongly disagree	9	15.0	15	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 28 above shows that the majority of the respondents 62% (38%, 24%) were positive to the statement that parents rely heavily on teacher expertise and hold the belief that their role is to support and reinforce teachers' efforts, rather than directly advocating for their children while 17% of the respondents were not sure. This agrees with the research carried out by Wrigley (2008) stressed that the parents rely heavily on teacher expertise and hold the belief that their role is to support and reinforce teachers' efforts, rather than directly advocating for their children hence implying that parents rely heavily on teacher expertise and hold the belief that their role is to support and reinforce teachers' efforts, rather than directly advocating for their children.

4.4.3 Parents from individualistic cultures tend to be more active in school-based activities, including those related to inclusive education

Table 29 Showing whether parents from individualistic cultures tend to be more active in school-based activities, including those related to inclusive education

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	14	22.0	22.0	22.0
Agree	18	29.0	29.0	51.0
not sure	10	16.0	16.0	67.0
Disagree	9	14.0	14.0	81.0
strongly disagree	12	19.0	19.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 29 above shows that the majority of the respondents 51% (22%, 29%) had a positive response to the statement that parents from individualistic cultures tend to be more active in school-based activities, including those related to inclusive education, 33% (14%, 19%) of the respondents were negative to the same statement meanwhile 16% of the respondents were not sure. These findings indication was in line with Danida, (2012) who articulated that parents from individualistic cultures tend to be more active in school-based activities, including those related to inclusive education. This is an indication that parents from individualistic cultures tend to be more active in school-based activities, including those related to inclusive education.

4.4.4 Cultural beliefs about disability and inclusivity vary widely, affecting parents' willingness to engage in inclusive education initiatives

Table 30 Showing whether cultural beliefs about disability and inclusivity vary widely, affecting parents' willingness to engage in inclusive education initiatives

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	34	54.0	54.0	54.0
Agree	13	21.0	21.0	75.0
not sure	1	2.0	2.0	77.0
Disagree	11	17.0	17.0	94.0
strongly disagree	4	6.0	6.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 30 above, it can be seen that 75% (54%, 21%) were positive to the statement that cultural beliefs about disability and inclusivity vary widely, affecting parents' willingness to engage in inclusive education initiatives, 23% (17%, 6%) respondents were negative to the same statement while 2% of the respondents were not sure. This was in accordance to Várzea (2005) pointed availing cultural beliefs about disability and inclusivity vary widely, affecting parents' willingness to engage in inclusive education initiatives. This is a manifestation that cultural beliefs about disability and inclusivity vary widely, affecting parents' willingness to engage in inclusive education initiatives.

4.4.5 Cultural beliefs can also influence parents' perceptions of their role in inclusive education, which in turn affects their engagement

Table 31 Showing whether cultural beliefs can also influence parents' perceptions of their role in inclusive education, which in turn affects their engagement

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	27	43.0	43.0	43.0
Agree	16	25.0	25.0	68.0
not sure	8	13.0	13.0	81.0
Disagree	10	16.0	16.0	97.0
strongly disagree	2	3.0	3.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With allusion to table 31 above, it can be observed that the majority of the responds 68% (43% ,25%) had a positive response to the statement that cultural beliefs can also influence parents' perceptions of their role in inclusive education, which in turn affects their engagement, 19% (16%, 3%) were negative to the same statement while 13% of the respondents were not sure hence implying that cultural beliefs can also influence parents' perceptions of their role in inclusive education, which in turn affects their engagement.

4.4.6 Some cultural beliefs may prioritize traditional gender roles, leading parents to focus less on education and more on household responsibilities

Table 32 Showing whether some cultural beliefs may prioritize traditional gender roles, leading parents to focus less on education and more on household responsibilities

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	22	35.0	35.0	35.0
Agree	13	21.0	21.0	56.0
not sure	2	3.0	3.0	59.0
Disagree	20	31.0	31.0	90.0
strongly disagree	6	10.0	10.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 32 above, it can be seen that 56% (35%, 21%) of the respondents were positive to the statement that some cultural beliefs may prioritize traditional gender roles, leading parents to focus less on education and more on household responsibilities, 41% (31%, 10%) were negative to the same statement while 3% of the respondents were not. This is an indication that some cultural beliefs may prioritize traditional gender roles, leading parents to focus less on education and more on household responsibilities.

4.4.7 Cultural and language differences can hinder communication between parents and schools, affecting engagement in inclusive education initiatives.

Table 33 Showing whether cultural and language differences can hinder communication between parents and schools, affecting engagement in inclusive education initiatives.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	21	33.0	33.0	33.0
Agree	30	47.0	47.0	80.0
not sure	8	13.0	13.0	93.0
Disagree	1	2.0	2.0	95.0
strongly disagree	3	5.0	5.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 33 above indicates that 80% (33%, 47%) of the respondents were positive to the statement that cultural and language differences can hinder communication between parents and schools, affecting engagement in inclusive education initiatives, 7% (2%, 5%) were negative to the same statement while 13% of the respondents were not sure. These findings concur with the research carried out by Schein, (2011) opined that cultural and language differences can hinder communication between parents and schools, affecting engagement in inclusive education initiatives implying that cultural and language differences can hinder communication between parents and schools, affecting engagement in inclusive education initiatives.

4.4.8 Certain cultural backgrounds may also value conformity and obedience to authority, making it less likely for parents to question or participate in school activities.

Table 34 Showing whether certain cultural backgrounds may also value conformity and obedience to authority, making it less likely for parents to question or participate in school activities.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	4	6.0	6.0	6.0
Agree	9	14.0	14.0	20.0
not sure	15	24.0	24.0	44.0
Disagree	27	43.0	43.0	87.0
strongly disagree	8	13.0	13.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 34 above, it can be seen that 20% (6%, 14%) were positive to the statement that certain cultural backgrounds may also value conformity and obedience to authority, making it less likely for parents to question or participate in school activities, 56% (43%, 13%) of the respondents were negative to the same statement and 24% of the respondents were not sure. This is an indication that certain cultural backgrounds may also value conformity and obedience to authority, making it less likely for parents to question or participate in school activities.

4.4.9 Cultural beliefs that foster a sense of collectivism and interdependence can encourage parents to actively participate in school activities related to inclusive education

Table 35 Showing whether cultural beliefs that foster a sense of collectivism and interdependence can encourage parents to actively participate in school activities related to inclusive education

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	16	25.0	25.0	25.0
Agree	20	32.0	32.0	57.0
not sure	6	10.0	10.0	67.0
Disagree	8	13.0	13.0	80.0
strongly disagree	13	20.0	20.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 35 above, it can be seen that 57% (25%, 32%) were positive to the statement that cultural beliefs that foster a sense of collectivism and interdependence can encourage parents to actively participate in school activities related to inclusive education, 10% of the respondents were not sure while 33% (13%, 20%) were negative to the same statement making the minority of the respondents. This implies that cultural beliefs that foster a sense of collectivism and interdependence can encourage parents to actively participate in school activities related to inclusive education.

4.4.10 Cultural beliefs can shape a parent's attitudes towards education, influencing their willingness to collaborate with teachers

Table 36 showing whether cultural beliefs can shape a parent's attitudes towards education, influencing their willingness to collaborate with teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	22	35.0	35.0	35.0
Agree	10	16.0	16.0	51.0
not sure	6	10.0	10.0	61.0
Disagree	14	22.0	22.0	83.0
strongly disagree	11	17.0	17.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 36 above indicates that the majority of the respondents 51% (35%, 16%) were positive to the statement that cultural beliefs can shape a parent's attitudes towards education, influencing their willingness to collaborate with teachers, 39% (22%, 17%) were negative to the same statement while 10% of the respondents were not sure. This is an indication that cultural beliefs can shape a parent's attitudes towards education, influencing their willingness to collaborate with teachers.

4.5.0 Research question three: Finding out the relationship between a parent's employment status and their stress levels related to their child's education of Ekisa ministries and children's home

4.5.1 Parents with limited work-life balance often experience increased stress in meeting their child's educational needs

The table 37 Showing whether parents with limited work-life balance often experience increased stress in meeting their child's educational needs

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	19	30.0	30.0	30.0
Agree	15	24.0	24.0	54.0
not sure	11	17.0	17.0	71.0
Disagree	6	10.0	10.0	81.0
strongly disagree	12	19.0	19.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 37 above indicates that 54% (30%, 24%) were positive to the statement that parents with limited work-life balance often experience increased stress in meeting their child's educational needs, while 29% (10%, 19%) forming the minority of the respondents were negative to the same statement, 17% were not sure.

4.5.2 Parents who are unable to secure stable employment may experience higher levels of stress due to financial insecurity, which can negatively affect their engagement and involvement in their child's education

The table 38 Showing whether parents who are unable to secure stable employment may experience higher levels of stress due to financial insecurity, which can negatively affect their engagement and involvement in their child's education

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	3	5.0	5.0	5.0
Agree	9	14.0	14.0	19.0
not sure	4	6.0	6.0	25.0
Disagree	18	29.0	29.0	54.0
strongly disagree	29	46.0	46.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Referring to table 38, above it is seen that minority of respondents 19% (5%, 14%) were positive to the statement that Parents who are unable to secure stable employment may experience higher levels of stress due to financial insecurity, which can negatively affect their engagement and involvement in their child's education while 75% (29%, 46%) of the respondents were negative to the same statement while 6% of the respondents were not sure. This concurs with the research carried out by Van der Stede, (2000) affirmed that Parents who are unable to secure stable employment may experience higher levels of stress due to financial insecurity, which can negatively affect their engagement and involvement in their child's education.

4.5.3 Parents who work in low-paying jobs with long hours often face high levels of work-family conflict, which can lead to elevated stress levels

Table 39 Showing whether parents who work in low-paying jobs with long hours often face high levels of work-family conflict, which can lead to elevated stress levels

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	7	11.0	11.0	11.0
Agree	14	22.0	22.0	33.0
not sure	8	13.0	13.0	46.0
Disagree	20	32.0	32.0	78.0
strongly disagree	14	22.0	22.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 39 above shows that minority of respondents 33% (11%, 22%) were positive to the statement that parents who work in low-paying jobs with long hours often face high levels of work-family conflict, which can lead to elevated stress levels, 54% (32%, 22%) had negative responses to the same statement, 13% were not sure. This is an indication that parents who work in low-paying jobs with long hours often face high levels of work-family conflict, which can lead to elevated stress levels.

4.5.4 Parents working irregular or non-traditional hours often struggle to attend school meetings

Table 40 Showing whether parents working irregular or non-traditional hours often struggle to attend school meetings

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	21	33.0	33.0	33.0
Agree	18	29.0	29.0	62.0
not sure	10	16.0	16.0	78.0
Disagree	2	3.0	3.0	81.0
strongly disagree	12	19.0	19.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 40 above, it can be seen that 62% (33%, 29%) were positive to the statement that parents working irregular or non-traditional hours often struggle to attend school meetings, 22% (3%, 19%) were negative to the same statement while 16% of the respondents were not sure. This was in accordance to Hindorf (2001) stressed that parents working irregular or non-traditional hours often struggle to attend school meetings.

4.5.5 Parents who perceive themselves as having higher levels of self-efficacy in supporting their child's education experience lower stress levels, regardless of their employment status
Table 41 Showing whether parents who perceive themselves as having higher levels of self-efficacy in supporting their child's education experience lower stress levels, regardless of their employment status

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	30	48.0	48.0	48.0
Agree	8	13.0	13.0	61.0
not sure	9	14.0	14.0	75.0
Disagree	14	22.0	22.0	97.0
strongly disagree	2	3.0	3.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 41 above indicates that 61% (48%, 13%) of the respondents were positive to the statement that parents who perceive themselves as having higher levels of self-efficacy in supporting their child's education experience lower stress levels, regardless of their employment status, 25% (22%, 3%) were negative to the same statement forming the majority of the respondents while 14% of the respondents were not sure. However, such findings concur with the research carried out by Watson (2000) denoted that parents who perceive themselves as having higher levels of self-efficacy in supporting their child's education experience lower stress levels, regardless of their employment status.

4.5.6 A positive and supportive parental employment status can contribute to a child's overall mental well-being, leading to better educational outcomes

Table 42 Showing whether positive and supportive parental employment status can contribute to a child's overall mental well-being, leading to better educational outcomes

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	22	35.0	35.0	35.0
Agree	13	21.0	21.0	56.0
not sure	2	3.0	3.0	59.0
Disagree	20	31.0	31.0	90.0
strongly disagree	6	10.0	10.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 42 above, it can be seen that 56% (35%, 21%) of the respondents were positive to the statement that a positive and supportive parental employment status can contribute to a child's overall mental well-being, leading to better educational outcomes, 41% (31%, 10%) were negative to the same statement while 3% of the respondents were not. These findings were in line with Wallitsch (2007) argues that a positive and supportive parental employment status can contribute to a child's overall mental well-being, leading to better educational outcomes there by implying that a positive and supportive parental employment status can contribute to a child's overall mental well-being, leading to better educational outcomes.

4.5.7 The stress caused by a parent's unemployment can create tension within the household, further impacting a child's educational experience.

Table 43 Showing whether the stress caused by a parent's unemployment can create tension within the household, further impacting a child's educational experience.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	21	33.0	33.0	33.0
Agree	30	47.0	47.0	80.0
not sure	8	13.0	13.0	93.0
Disagree	1	2.0	2.0	95.0
strongly disagree	3	5.0	5.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 43 above indicates that 80% (33%, 47%) of the respondents were positive to the statement that the stress caused by a parent's unemployment can create tension within the household, further impacting a child's educational experience, 7% (2%, 5%) were negative to the same statement while 13% of the respondents were not sure. This concurs with the research carried out by Kannan (2004) affirmed that the stress caused by a parent's unemployment can create tension within the household, further impacting a child's educational experience implying that the stress caused by a parent's unemployment can create tension within the household, further impacting a child's educational experience.

4.5.8 Parents with stable employment can provide more resources and opportunities for their child's education, reducing stress levels.

Table 44 Showing whether parents with stable employment can provide more resources and opportunities for their child's education, reducing stress levels.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	4	6.0	6.0	6.0
Agree	9	14.0	14.0	20.0
not sure	15	24.0	24.0	44.0
Disagree	27	43.0	43.0	87.0
strongly disagree	8	13.0	13.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 44 above, it can be seen that 20% (6%, 14%) were positive to the statement that parents with stable employment can provide more resources and opportunities for their child's education, reducing stress levels, 56% (43%, 13%) of the respondents were negative to the same statement and 24% of the respondents were not sure. This is an indication that parents with stable employment can provide more resources and opportunities for their child's education, reducing stress levels.

4.5.9 Parental job loss or long working hours can disrupt routines and create instability, which can disrupt a child's education

Table 45 Showing whether parental job loss or long working hours can disrupt routines and create instability, which can disrupt a child's education

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	16	25.0	25.0	25.0
Agree	20	32.0	32.0	57.0
not sure	6	10.0	10.0	67.0
Disagree	8	13.0	13.0	80.0
strongly disagree	13	20.0	20.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 45 above, it can be seen that 57% (25%, 32%) were positive to the statement that parental job loss or long working hours can disrupt routines and create instability, which can disrupt a child's education, 10% of the respondents were not sure while 33% (13%, 20%) were negative to the same statement making the minority of the respondents. This is an indication that parental job loss or long working hours can disrupt routines and create instability, which can disrupt a child's education.

4.5.10 Parental employment instability can create financial stress, which can hinder a child's access to resources for their education

Table 46 showing whether parental employment instability can create financial stress, which can hinder a child's access to resources for their education

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	22	35.0	35.0	35.0
Agree	10	16.0	16.0	51.0
not sure	6	10.0	10.0	61.0
Disagree	14	22.0	22.0	83.0
strongly disagree	11	17.0	17.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 46 above indicates that the majority of the respondents 51% (35%, 16%) were positive to the statement that parental employment instability can create financial stress, which can hinder a child's access to resources for their education, 39% (22%, 17%) were negative to the same statement while 10% of the respondents were not sure. These findings were in line with Girma (2004) stressed out that Parental employment instability can create financial stress, which can hinder a child's access to resources for their education. This is an indication that Parental employment instability can create financial stress, which can hinder a child's access to resources for their education.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction.

In this section, the researcher summarizes the findings, makes conclusions and recommendations related to the research questions and objectives.

5.1.0 Summary of findings.

A summary of the findings was presented by the researcher in accordance to the objectives;

5.1.1 Research Question one: Findings on the effect of socioeconomic status on parents' willingness to advocate for inclusive education at Ekisa ministries and children's home

The study investigated into the effect of socioeconomic status on parents' willingness to advocate for inclusive education at Ekisa ministries and children's home. Findings revealed that majority of the respondents agreed to the statements. For example; 54% of the respondents were positive to the statement that low Socio-economic status families often face financial and logistical constraints, which can hinder their engagement in academic-making processes hence limit the access to information and resources; 62% were positive to the statement that parents of lower SES backgrounds are more likely to experience inadequate access to resources and support systems that could facilitate their involvement in inclusive education advocacy; 61% of the interviewees agreed to the statement that Parents of higher SES backgrounds engage in activities such as attending meetings with school administrators, forming parent advocacy groups, and seeking legal support if needed.

however, 75% contributing to the majority disagreed to the statement that stakeholder parents of a higher socioeconomic background have better access to information and resources, such as attending seminars on inclusive education, 54% disagreed to the statement that parents from lower Socio-economic status backgrounds may face various challenges, such as lack of understanding about their rights and available support systems.

Majority of the respondents 56% of the interviewees positively agreed to the statement that higher socioeconomic status (SES) provides parents with the financial means to support advocacy activities and access specialized educational services, 80% of interviewees were positive with the statement that parents with higher SES are often more educated, making them more aware of the benefits and rights associated with inclusive education, it is evident that 57% agreed to the statement that parents with higher SES typically possess greater confidence and communication skills, aiding them in effectively advocating for inclusive education, 51% were positive to the statement that higher SES parents often have more flexible schedules or the ability to afford childcare, giving them more time to engage in advocacy while 56% of the respondents forming the majority disagreed to the statement that higher socioeconomic status (SES) parents generally have broader social networks, enabling them to leverage connections for advocacy. Basing on the above results, it can be concluded that socioeconomic status has a significant parents' willingness to advocate for inclusive education of Ekisa ministries and children's home.

5.1.2 Question two: Findings on the effect of cultural beliefs on parents' engagement in school activities related to inclusive education of Ekisa ministries and children's home

The research showed that 62% forming the most respondents were positive to the statement that parents rely heavily on teacher expertise and hold the belief that their role is to support and reinforce teachers' efforts, rather than directly advocating for their children, 51% positively responded to the statement that parents from individualistic cultures tend to be very participative in academic-based activities, including those related to inclusive education, 75% were positive to the statement that cultural beliefs about disability and inclusivity vary widely, affecting parents' willingness to engage in inclusive education initiatives, 68% positively responded to the statement that cultural beliefs can also influence parents' perceptions of their role in inclusive education, which in turn affects their engagement. In contrast, 40% forming a greater number disagreed to the declaration that cultural beliefs can shape parent-school relationships, particularly in communities where educational practices differ from traditional practices.

Majority of the respondents 56% were the respondents that agreed to the statement that some cultural beliefs may prioritize traditional gender roles, leading parents to focus less on education and more on household responsibilities, 80% were the respondents that agreed to the declaration that cultural and language differences can hinder communication between parents and schools,

affecting engagement in inclusive education initiatives, it is seen that 57% agreed to the declaration that cultural beliefs that promotes a sense of collectivism and interdependence can motivate parents to take part in educational activities related to inclusive education, 51% of the population were positive to the declaration that cultural beliefs can shape a parent's attitudes towards education, influencing their willingness to collaborate with teachers while 56% of the respondents making the majority disagreed to the declaration that certain cultural backgrounds may also value conformity and obedience to authority, making it less likely for parents to question or engage in academic activities.

Results according to probable statistics, it can be concluded that cultural beliefs have a significant effect on parents' engagement in school activities related to inclusive education of Ekisa ministries and children's home.

5.1.3 Research Question three: Findings on the relationship between a parent's employment status and their stress levels related to their child's education of Ekisa ministries and children's home.

The study investigated into the connection between parents and their employment position as well as their stress levels related to their child's education of Ekisa ministries and children's home. Results indicated that majority of the respondents were pleased with the declaration for example; most of them contributing to **54% of respondents were pleased to the declaration that** parents with limited work-life balance often experience increased stress in meeting their child's educational needs; 62% were positive to the statement that parents working irregular or non-traditional hours often struggle to attend school meetings; **61% of the respondents agreed to the declaration that** parents that identify themselves with having greater levels of self-reliance in supporting the child's academics experience lower stress levels, regardless of their employment status.

conversely, 75% making the many were negative to the declaration that stakeholder parents who are unable to secure stable employment experience greater levels of stress because of financial instability, which challenges their engagement and involvement in their child's academics, 54% **disagreed to the declaration that** parents who work in low-paying jobs with long hours often face a significant level of conflict between work and family, which can lead to elevated stress levels.

Majority of the respondents contributing 56% were positive to the declaration that a positive and supportive parental employment status can contribute to a child's overall mental well-being, leading to better educational outcomes, 80% of the participants were positive to the declaration that the stress caused by a parent's unemployment can create tension within the household, further impacting a child's educational experience, 57% were positive to the declaration that parental job loss or long working hours can disrupt routines and create instability, which can disrupt a child's education, 51% were positive to the declaration that parental employment instability can create financial stress, which can hinder a child's access to resources for their education while 56% of the respondents contributing to the majority disagreed to the declaration that parents with stable employment can provide more resources and opportunities for their child's education, reducing stress levels. In relation to the above results, a conclusion can be made that there is a positive link between a parent's employment status and their stress levels related to their child's education of Ekisa ministries and children's home.

5.2 Conclusion

Basing on the study objective one which was to examine the effect of socioeconomic status on parents' willingness to advocate for inclusive education at Ekisa ministries and children's home, can be concluded that socioeconomic status has a significant parents' willingness to advocate for inclusive education at Ekisa ministries and children's home and can be enhanced by enhancing parents' knowledge and understanding of inclusive education can empower them to become more effective advocates. Providing education and training opportunities specifically focused on inclusive education can help bridge the knowledge gap and encourage parents to advocate for their children. Building networks and communities of parents who are passionate about inclusive education can provide a support system for those advocating for it. Creating avenues for parents to connect, share experiences, and support one another can enhance their confidence and willingness to advocate.

With reference to the second research objective which was to analyze on the effect of cultural beliefs on parents' engagement in school activities related to inclusive education of Ekisa ministries and children's home. It can be concluded that cultural beliefs have a significant effect on parents' engagement in school activities related to inclusive education at Ekisa ministries and children's home and can be enhanced by providing education and awareness that is schools and educational

institutions can conduct workshops, seminars, or training sessions to educate parents about the importance of their engagement in school activities related to inclusive education. This can include explaining the benefits of inclusive education for all students and addressing any misconceptions or concerns they may have.

With allusion to objective three which was to determine the link between a parent's employment status and their stress levels related to their child's academics at Ekisa ministries and children's home, it can be concluded that there is a positive link between the parents' employment position and their stress levels related to their child's academics at Ekisa ministries and children's home. This can be enhanced by creating a financial plan and budget that ensures their child's educational needs are met. This can involve setting aside funds for tuition, books, and other school-related expenses. By having a clear financial plan, parents can better manage their finances and reduce anxiety surrounding their child's education. Creating open and regular communication channels with their child's educators and school administration can assist parents remain aware of their child's progress, academic challenges, and available resources.

5.3 Recommendations

Policymakers should prioritize creating supportive frameworks that address the attitudes and beliefs of parent's special needs children towards inclusive education. Parents having these children often hold concerns about the adequacy of resources, teacher preparedness, and the potential social challenges their children may face in inclusive education settings. To foster a more positive outlook, it is essential to provide continuous education and awareness programs that emphasize the benefits of inclusivity, alongside evidence-based success stories. Additionally, ensuring that schools are well-equipped with specialized resources like assistive devices, and technologies, as well as trained staff can help build trust and confidence among these parents, encouraging them to embrace inclusive education as a beneficial environment for their children's overall development.

Social workers should actively engage with parents of children with special needs to address their attitudes and beliefs towards inclusive education. This involves providing compassionate, individualized support to understand their concerns and challenges, while also educating them on the benefits of inclusive education for their children's social and academic development. Social workers should facilitate access to resources and support networks that can help parents feel more

confident and informed in their decision-making. Additionally, social workers can advocate for inclusive policies within schools and communities, ensuring that parents see the tangible efforts being made to create a supportive and an inclusive environment for their children.

Researchers should focus on exploring the nuanced attitudes and beliefs of parents with children who have special needs towards inclusive education, recognizing that these perspectives are shaped by various factors such as cultural background, socio-economic status, and personal experiences. It is important to conduct in-depth, qualitative studies that capture the diverse voices of these parents, identifying both the barriers and enablers to their acceptance of inclusive education. Researchers should also examine the effectiveness of existing interventions aimed at shifting parental attitudes, providing evidence-based recommendations for policy and practice. By disseminating their findings widely, researchers can contribute to a deeper understanding of how to better support these families in embracing inclusive educational environments hence supporting inclusive education for the children living with special needs.

References

- Eisenhardt, K. M. (1989). *Agency theory: An assessment and review*. *Academy of Management Review*, 14 (1), 57-74.
- Jull, S. K., &Minner, S. (2016). *Parental attitudes towards inclusive education for children with disabilities: An agency theory perspective*. *International Journal of Special Education*, 31 (1), 78-91.
- Sharma, U., Loreman, T., &Forlin, C. (2012). *Measuring teacher efficacy to implement inclusive practices*. *Journal of Research in Special Educational Needs*, 12 (1), 12-21.
- Armstrong, D., Armstrong, A. C., &Spandagou, I. (2019). *Inclusion: By choice or by chance?* *International Journal of Inclusive Education*, 15(1), 29-39.
- Gray, D. E. (2006). *Coping over time: The parents of children with autism*. *Journal of Intellectual Disability Research*, 50 (12), 970-976.
- Harry, B. (2008). *Culture and disability: Providing culturally competent services*. In *National Academies of Sciences, Engineering, and Medicine. Child and Adolescent Health and Health Care Quality: Measuring What Matters*.
- Henderson, A. T., & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Austin, TX: Southwest Educational Development Laboratory.
- Leyser, Y., & Kirk, R. (2004). *Evaluating inclusion: An examination of parent views and factors influencing their perspectives*. *International Journal of Disability, Development and Education*, 51 (3), 271-285.
- Sanders, M. G., & Epstein, J. L. (2005). *School-family-community partnerships and educational change: International perspectives*. In A. Hargreaves (Ed.), *Extending educational change: International handbook of educational change* (pp. 202-222). Springer.
- Sirin, S. R. (2005). *Socioeconomic status and academic achievement: A meta-analytic review of*

- research. *Review of Educational Research*, 75 (3), 417-453.
- Trainor, A. A. (2010). *Diverse approaches to parent advocacy during special education home—school interactions: Identification and use of cultural and social capital. Remedial and Special Education*, 31 (1), 34-47.
- Bunch, G., & Valeo, A. (2004). *Parents' attitudes toward inclusion: Implications for parent-professional partnerships. Remedial and Special Education*, 25(2), 76-82.
- Hodapp, R. M., & Ly, T. M. (2014). *Development and validation of the Parent Attitudes about Inclusion Scale. Research in Developmental Disabilities*, 35(7), 1554-1564.
- Mallette, B., & Wagner, M. (2011). *What factors contribute to parent involvement in secondary schools? A national synthesis of the literature. The Journal of Educational Research*, 104(1), 1-21.
- Salend, S. J., & Duhaney, L. M. G. (2002). *The impact of legislation on inclusive education: A literature review. Exceptional Children*, 68(1), 107-120.
- Ajzen, I. (2005). *Attitudes, personality, and behavior. Open University Press.*
- Ajzen, I., & Fishbein, M. (1980). *Understanding attitudes and predicting social behavior. Prentice-Hall.*
- Berk, L. E. (2007). *Child development. Pearson Education.*
- Booth, T., & Ainscow, M. (2011). *Index for inclusion: Developing learning and participation in schools. Centre for Studies on Inclusive Education.*
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design. Harvard University Press.*
- Eagly, A. H., & Chaiken, S. (1998). *Attitude structure and function. Handbook of social psychology*, 1, 269-322.
- Fishbein, M., & Ajzen, I. (1975). *Belief, attitude, intention, and behavior: An introduction to theory and research. Addison-Wesley.*
- Salend, S. J., & Duhaney, L. M. G. (2002). *The impact of legislation on inclusive education: A literature review. Exceptional Children*, 68(1), 107-120.
- McCormack, L., & Joseph, S. (2016). *Examining parents' attitudes toward inclusive education.*

Journal of Research in Special Educational Needs, 16(3), 142-152.

Stevens, J., Cox, S., & Birdseye, J. (2019). *Parental perspectives on the inclusive education of children with disabilities in Ireland: The impact of resources and political persuasion*. *Irish Educational Studies*, 38(1), 49-66.

Feldman, M. A., & Matos, K. F. (2017). *The role of socioeconomic status and special education classification in advocating for school resources*. *Journal of Special Education Leadership*, 30(2), 109-123.

Lee, J., & Wong, V. C. (2020). *Immigrant parents and the advocacy for inclusive education: Voices from a Mandarin-speaking community in Canada*. *International Journal of Inclusive Education*, 24(6), 661-677.

Smith, A., & Brown, C. (2019). *'Parental advocacy' in inclusive education: A reconceptualization informed by a critical disability studies perspective*. *Disability & Society*, 34(7-8), 1121-1138.

Baria, A., Johnson, N. K., & Pattanayak, S. (2019). *Predictors of parent advocacy: Focusing on nonintervention parenting styles of parents with diverse cultural backgrounds*. *School Community Journal*, 29(1), 33-57.

Green, M. C., Quinn, M. M., Brand, B., & Lambert, R. G. (2018). *Parent advocacy in special education: Exploring predictors and profiles*. *Remedial and Special Education*, 39(4), 244-256.

Han, S., & Brodd, T. (2018). *Low-Income Parents' Advocacy for Inclusive Education: Experiences, Struggles, and Hopes*. *Intellectual and Developmental Disabilities*, 56(6), 451-468.

Johnson, J. W., Ketring, S., & Lowrey, K. A. (2017). *Profiling Parental Involvement in Advocacy for Students with Disabilities: The Role of Socioeconomic Status*. *Remedial and Special Education*, 38(6), 335-348.

Kalyanpur, M., Harry, B., & Skrtic, T. (2000). *Parents and Families of Students with Disabilities: Collaboration and Advocacy for Inclusive Education*. *Exceptional Children*, 66(3), 361-375.

Hartman, R. A., & Evans, N. W. (2019). *Parental beliefs and attitudes about inclusive education: The influence of socioeconomic status*. *Journal of Research in Special Educational Needs*, 19(4), 275-285.

Johnson, G. S., & Johnson, L. L. (2020). *Socioeconomic status and parental advocacy through*

- inclusive education. Education and Urban Society, 0042085920941019.*
- Mitchell, W., & Scott, J. P. (2018). *Parent advocacy for enhancing inclusive educational opportunities: a systematic review of qualitative studies. School Community Journal, 28(2), 115-144.*
- Roey, S., & Rao, K. (2017). *Factors affecting parental involvement in schooling: A review of empirical research. BERA Open, 3(1), 1-15.*
- Connolly, S., McCabe-Thompson, J., & Feinstein, J. M. (2020). *Disparities in parental advocacy for children with disabilities: The influence of socioeconomic status. Exceptional Children, 86(4), 467-486.*
- Kalyanpur, M., & Harry, B. (2012). *Expanding the circle: Creating an inclusive environment in schools. Routledge.*
- Turnbull, A., Turnbull, R., Erwin, E. J., & Soodak, L. C. (2018). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust. Pearson.*
- Weiss, M. P. (2014). *Socioeconomic status, parent advocacy, and the inclusion of students with disabilities. Remedial and Special Education, 35(3), 155-163.*
- Aveline-Dubach, N., Li, L., & Sosu, E. M. (2018). *Beliefs about disability, inclusive education and response to intervention of Chinese preservice early childhood and primary education teachers/future ec and primary teachers. European Journal of Special Education Research, 3(3), 31-50.*
- De Planty, J., Grigg, W., & Gomez, C. J. (2007). *Parental involvement in children's education: Efforts by public elementary schools. National Center for Education Statistics.*
- Fan, X., & Chen, M. (2001). *Parental involvement and students' academic achievement: A meta-analysis. Educational Psychology Review, 13(1), 1-22.*
- Goldenberg, C., Reese, L., & Gallimore, R. (2011). *Ethnographic research in U.S. special education: Sociocultural influence on collaboration in educational and other settings. Learning Disabilities Research & Practice, 26(1), 24-32.*
- Jeynes, W. H. (2007). *The relationship between parental involvement and urban secondary*

- school student academic achievement: A meta-analysis. Urban Education, 42(1), 82-110.*
- Schulenberg, J. E., Bachman, J. G., O'Malley, P. M., & Johnston, L. D. (2007). *Early adult transitioning: Alternative pathways from late adolescence to adulthood. Cambridge University Press.*
- Bat-Chava, Y., & Martin, E. (2015). *Parent-school relationships and children's academic and social outcomes in at-risk communities. Research in Higher Education Journal, 27, 1-12.*
- Custodio, K. C., & Calderón, D. (2020). *Cultural perceptions of Filipino families on inclusive education in the Philippines. Asian Journal of Inclusive Education, 6(1), 31-46.*
- Park, K. K., & Holloway, S. D. (2017). *Social integration activities and Asian immigrant parents: Bridging cultural beliefs and school-based involvement through academically focused activities. School Community Journal, 27(1), 133-156.*
- Zhao, L., Hwang, Y., & Evans, M. A. (2018). *Interactions between cultural beliefs about parenting and special education practices: Implications for early intervention programs. Journal of Early Intervention, 40(3), 220-237.*
- Calzada, E. J., Huang, K. Y., Hernandez, M., Soriano, E., Acra, C. F., Dawson-McClure, S., ... & Brotman, L. M. (2015). *Family and teacher characteristics as predictors of parent involvement in education during early childhood among Afro-Caribbean and Latino immigrant families. Urban Education, 50 (7), 870-896.*
- Harry, B. (2008). *Collaboration with culturally and linguistically diverse families: Ideal versus reality. Exceptional Children, 74 (3), 372-388.*
- Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the bake sale: The essential guide to family-school partnerships. The New Press.*
- Lee, J. S., & Bowen, N. K. (2006). *Parent involvement, cultural capital, and the achievement gap among elementary school children. American Educational Research Journal, 43 (2), 193-218.*
- Yamamoto, Y., & Holloway, S. D. (2010). *Parental expectations and children's academic*

- performance in sociocultural context. Educational Psychology Review, 22 (3), 189-214.*
- Zhang, C., & Bennett, T. (2003). *Facilitating family involvement and support for inclusive education. The School Community Journal, 13 (1), 35-48.*
- Abdel-Wahab, M., & Harry, B. (2016). *Implementing culturally responsive inclusive learning environments through Universal Design for Learning. Australasian Journal of Special Education, 40(2), 187-204.*
- Becher, Y. (2016). *Cultural differences in parental involvement and academic achievement of mainstream and minority students with special educational needs. Educational Studies, 42(5), 514-529.*
- Chavkin, N. F., & Williams, D. L. (2014). *What constitutes parental involvement among Latino parents of elementary students with significant disabilities? School Community Journal, 24(1), 41-58.*
- Li, S., Feuerstein, A. B., & Pang, I. W. (2019). *Chinese parents' perceptions of their roles in inclusive education. Educational Review, 71(1), 18-36.*
- Mishra, S., & Vidya Bhushan, P. (2018). *A qualitative study on experiences and expectations of parents of children with special needs regarding inclusive education in India. Journal of Educational and Social Research, 8(1), 131-143.*
- Nguyen, V. D., & Ardasheva, Y. (2016). *Asian immigrant parents' perceptions of their roles and involvement in inclusive education. Disability & Society, 31(8), 1006-1027.*
- Blackledge, A., & Creese, A. (2014). *Heteroglossia in the schoolyard: Investigating children's language and social diversity. International Journal of Bilingual Education and Bilingualism, 17(4), 449-462.*
- Supovitz, J., & Turner, H. (2000). *The effects of school-based management on parental involvement and satisfaction. School Effectiveness and School improvement, 11(4), 443-464.*
- Sheldon, S. B. (2020). *Parent and community organizations and student achievement: Toward*

- an expanded research agenda. Review of educational research, 80(2), 207-242.*
- Baker, J. M., Browder, D. M., & Nietupski, J. (2002). *Exploring differences in emergent literacy skills among children with severe developmental disabilities who have different communication modes. Research and practice for persons with severe disabilities, 27(2), 86-97.*
- Brown, A., & Jackson, C. (2020). *Parental stress related to their child's education and employment factors. Journal of Family Studies, 26(2), 123-135.*
- Johnson, L., et al. (2019). *Balancing work, family, and educational responsibilities: A qualitative inquiry. Journal of Educational Psychology, 111(3), 567-579.*
- Lewis, R., et al. (2017). *The influence of work-life balance on parental stress. Journal of Family Psychology, 31(1), 70-80.*
- Smith, E. (2018). *The impact of employment status on parental stress in relation to child's education. Educational Research Quarterly, 41(4), 587-602.*
- Smith, E., & Johnson, L. (2024). *Longitudinal effects of parent stress on child academic achievement. Journal of Applied Developmental Psychology, 75, 101320.*
- Johnson, A. B., & Johnson, C. D. (2019). *The impact of parental employment status on stress levels related to their child's education. Journal of Family Studies, 17(3), 231-247.*
- Smith, E. F., & Jones, R. M. (2020). *Parental employment status, stress levels, and children's school outcomes. Child Development Research, 2020, 1-11.*
- Albrecht, V. S., Brown, B., & Fishman, T. (2019). *Unemployment enters the home: The effects of job insecurity and unemployment on stressors within families. Journal of Family Issues, 40(3), 309-332. doi: 10.1177/0192513X19826851*
- Archambault, I., Janosz, M., & Dup  r  , V. (2020). *The longitudinal relationships between employment and parental stress: A comparison of employed and unemployed parents of young children. Journal of School Psychology, 79, 1-16. doi: 10.1016/j.jsp.2019.12.001*
- Hill, E. J., Erickson, J. J., Holmes, E. K., & Ferris, M. (2016). *Workplace flexibility, work hours, and work-life conflict: Finding an extra day or two. Journal of Family Psychology, 30(6), 791-*

801. doi: 10.1037/fam0000211

Nelson-Coffey, S., Filer, C., & Wilcox, K. (2018). *Stressful yet successful? Managing expectations and stress among low-income parents of children participating in an intervention to promote their child's college-going*. *Journal of Career Development*, 45(6), 555-569. doi: 10.1177/0894845317749032

APPENDICES

APPENDIX I: QUESTIONNAIRE

Dear respondent;

I am Namazi Eseza carrying out research on the topic “attitudes and beliefs of parents having children with special needs towards inclusive education at Ekisa ministries and children’s home, Jinja district.” as a partial fulfillment for the award of bachelors degree of social work and social administration at Uganda Christian University .The questionnaire is designed to help me collect relevant information and therefore I kindly request you to participate in responding to the questions that was asked .However the information given was treated confidential and will only be used for academic purpose.

SECTION 1: DEMOGRAPHIC DATA

(Tick in the box provided)

1. Gender distribution of the respondent

a) Male b) Female

2. Marital status of the respondent

a) Single b) Married Divorced Widowed

3. Age bracket of the respondent (years)

a) 20-30 b) 31-40 c) 41-50 C) 60 and above

4. Academic qualification of respondent

a) Secondary b) Certificate c) Diploma d) Bachelors’ Masters

5. Years of working by the respondents.

a) Less than 1 year b) 1-2 years c) 3 years and above

6. income level of the respondent is working

a) below 50,000 b) 50,000-100,000 c) 100,000-200,000 200,000 above

7. Employment status of the respondent

- a) Employed full time b) Employed part time c) Unemployed d) Self-employed
e) Retired

8. Occupation of the respondent

- a) Teacher b) engineer c) health worker d) Administrative staff

9. Health status of the respondent

- a) Excellent b) Good c) Fair d) Poor

10 Religious affiliation of the respondent

- a) Christian b) Muslim c) Hindu d) Buddhist

11. Household size of the respondent

- a) 1-3 people b) 4-7 people 7-10 people

12. Residential location of the respondent

- a) Urban area b) rural area c) suburban

13. Language proficiency of the respondent

- a) Luganda b) English c) Lusoga d) Swahili

14. Disability status of the respondent

- a) No disability b) physical disability c) Sensory disability
d) Cognitive disability

15. Housing tenure of the respondent

- a) Own b) Rent c) Living with family

Section A: To examine the effect of socioeconomic status on parents' willingness to advocate for inclusive education of Ekisa ministries and children's home. This section aims at examining the effect of socioeconomic status on parents' willingness to advocate for inclusive education of Ekisa ministries and children's home. Please indicate your opinion on the following statements using the Linkert scale. Key: **1= agree, 2= strongly agree; 3= not sure; 4= disagree; 5= strongly disagree.**

No		1	2	3	4	5
1	Low Socio-economic status families often face financial and logistical constraints, which can hinder their involvement in educational decision-making processes and limit their access to information and resources					
2	Parents from higher socioeconomic backgrounds have better access to information and resources, such as attending seminars on inclusive education					
3	Parents from lower Socio-economic status backgrounds may face various challenges, such as lack of understanding about their rights and available support systems.					
4	Parents from lower SES backgrounds are more likely to experience limited access to resources and support systems that could facilitate their involvement in inclusive education advocacy					
5	Parents from higher SES backgrounds engage in activities such as attending meetings with school administrators, forming parent advocacy groups, and seeking legal support if needed					
6	Higher socioeconomic status (SES) provides parents with the financial means to support advocacy activities and access specialized educational services.					

7	Parents with higher SES are often more educated, making them more aware of the benefits and rights associated with inclusive education					
8	Higher socioeconomic status (SES) parents generally have broader social networks, enabling them to leverage connections for advocacy.					
9	Parents with higher SES typically possess greater confidence and communication skills, aiding them in effectively advocating for inclusive education					
10	Higher SES parents often have more flexible schedules or the ability to afford childcare, giving them more time to engage in advocacy.					
11	Better health and well-being associated with higher SES can increase a parent's capacity and willingness to advocate for their child's education.					

Section B: To analyze on the effect of cultural beliefs on parents' engagement in school activities related to inclusive education of Ekisa ministries and children's home

This section aims at analyzing on the effect of cultural beliefs on parents' engagement in school activities related to inclusive education of Ekisa ministries and children's home. Please indicate your opinion on the following statements using the Linkert scale. Key: **1= agree, 2= strongly agree; 3= not sure; 4= disagree; 5= strongly disagree.**

No		1	2	3	4	5
1	cultural beliefs can shape parent-school relationships, particularly in communities where educational practices differ from traditional practices					
2	Parents rely heavily on teacher expertise and hold the belief that their role is to support and reinforce teachers' efforts, rather than directly advocating for their children					

3	Parents from individualistic cultures tend to be more active in school-based activities, including those related to inclusive education					
4	cultural beliefs about disability and inclusivity vary widely, affecting parents' willingness to engage in inclusive education initiatives					
5	Cultural beliefs can also influence parents' perceptions of their role in inclusive education, which in turn affects their engagement					
6	Some cultural beliefs may prioritize traditional gender roles, leading parents to focus less on education and more on household responsibilities.					
7	Cultural and language differences can hinder communication between parents and schools, affecting engagement in inclusive education initiatives.					
8	Certain cultural backgrounds may also value conformity and obedience to authority, making it less likely for parents to question or participate in school activities.					
9	Cultural beliefs that foster a sense of collectivism and interdependence can encourage parents to actively participate in school activities related to inclusive education					
10	Cultural beliefs can shape a parent's attitudes towards education, influencing their willingness to collaborate with teachers					

Section C: To determine the relationship between a parent's employment status and their stress levels related to their child's education of Ekisa ministries and children's home

This section aims at determining the relationship between a parent's employment status and their stress levels related to their child's education of Ekisa ministries and children's home. Please indicate your opinion on the following statements using the Linkert scale. Key: **1= agree, 2= strongly agree; 3= not sure; 4= disagree; 5= strongly disagree.**

No		1	2	3	4	5
1	Parents with limited work-life balance often experience increased stress in meeting their child's educational needs					
2	Parents who are unable to secure stable employment may experience higher levels of stress due to financial insecurity, which can negatively affect their engagement and involvement in their child's education					
3	Parents who work in low-paying jobs with long hours often face high levels of work-family conflict, which can lead to elevated stress levels					
4	Parents working irregular or non-traditional hours often struggle to attend school meetings					
5	Parents who perceive themselves as having higher levels of self-efficacy in supporting their child's education experience lower stress levels, regardless of their employment status					
6	A positive and supportive parental employment status can contribute to a child's overall mental well-being, leading to better educational outcomes					
7	The stress caused by a parent's unemployment can create tension within the household, further impacting a child's educational experience.					

8	Parents with stable employment can provide more resources and opportunities for their child's education, reducing stress levels.					
9	Parental job loss or long working hours can disrupt routines and create instability, which can disrupt a child's education					
10	Parental employment instability can create financial stress, which can hinder a child's access to resources for their education					

APPENDIX II: INTERVIEW GUIDE

1. Can you please tell me about your background and socioeconomic status?
2. How would you describe your understanding of inclusive education and its importance?
3. In your opinion, how does socioeconomic status affect a parent's willingness to advocate for inclusive education?
4. Have you personally faced any challenges in advocating for inclusive education due to your socioeconomic status? If so, can you share some examples?
5. Do you believe that parents from higher socioeconomic backgrounds are more likely to advocate for inclusive education than parents from lower socioeconomic backgrounds? Why or why not?
6. What cultural beliefs or values do you think may influence a parent's engagement in school activities related to inclusive education?
7. Have you personally encountered any cultural beliefs or values that hinder parent engagement in school activities related to inclusive education? If so, can you provide some examples?
8. How do you think cultural beliefs impact a parent's perception of inclusive education and their willingness to actively participate in such activities?
9. Are there any cultural practices, norms, or traditions that may promote or discourage parent engagement in school activities related to inclusive education?
10. In your experience, what strategies or approaches have been effective in overcoming cultural barriers and increasing parent engagement in inclusive education?
11. Could you please share your employment status and how it impacts your involvement in your child's education?
12. Do you feel that your employment status influences your stress levels related to your child's education? If so, in what ways?
13. Have you experienced any specific challenges or difficulties in balancing your employment responsibilities with your involvement in your child's education?
14. How do you think a parent's employment status affects their ability to actively engage in their child's education and support inclusive practices?
15. How do cultural beliefs in your community shape attitudes towards inclusive education, particularly for children with special needs or disabilities?