

## *Parents of Typically Developing Children's Attitudes Toward Inclusion*

**Dr. Rawiya Alansari**

rjmansari@uqu.edu.sa

Umm Al-Qura University

College of Education

Special Education

### **Abstract**

While the concept of inclusion has been practiced in many parts of the world, there remains a significant gap in understanding the attitudes and perceptions of parents of typically developing children towards this approach. Parents of typically developing children are very crucial in the success of inclusive education, as their children share the same learning environment with students with special needs. The purpose of this study was to analyze such perceptions and find out what factors make parents support or oppose inclusion with special reference to age, education, and familiarity of the concept of inclusion. It is important to have this knowledge in order to devise proper interventions to address the concerns of parents and improve the practice of inclusion in education. A qualitative research method used to study parents of typical development children's perceptions towards inclusion in public school. Result indicated that there is broad support for inclusive education among parents, concerns about academic

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performance, behavior, and resource adequacy highlight areas needing attention for successful inclusion.

*Key words:* parents, typically development children, inclusion, attitudes

### المستخلص

في حين أن مفهوم الدمج يمارس في دول كثيرة من دول العالم، لا تزال هناك فجوة كبيرة في فهم موقف وتصورات الآباء والأمهات للأطفال العاديين اتجاه الدمج. لآباء الأطفال العاديين دورا حاسما للغاية في نجاح عملية الدمج، حيث يتشارك أطفالهم في نفس بيئة التعلم مع الطلاب ذوي الاحتياجات الخاصة. الهدف من هذه الدراسة هو معرفة العوامل التي تجعل أولياء أمور الأطفال العاديين يؤيدون أو يعارضون الدمج مع الإشارة بشكل خاص إلى العمر والمستوى الأكاديمي ومدى معرفتهم بمفهوم الدمج. معرفة هذه العوامل تساهم في ابتكار تدخلات مناسبة لمعالجة مخاوف أولياء الأمور وتحسين ممارسة الدمج في التعليم. لقد استخدم البحث النوعي لدراسة وجهات نظر أولياء أمور الأطفال العاديين نحو الدمج في المدارس العامة. أشارت نتائج الدراسة إلى أن هناك دعما واسعا للدمج بين أولياء أمور الأطفال العاديين، كما أشارت النتائج إلى أن مخاوفهم تكمن في الأداء الأكاديمي، سلوكيات الأطفال، وكفاية الموارد التعليمية. وهذه المخاوف تسلط الضوء على المجالات التي تحتاج إلى الاهتمام من أجل الدمج الناجح.

**الكلمات المفتاحية:** أولياء الأمور، الأطفال العاديين، الدمج، مواقف

## Introduction

Students with special needs education into general classroom is a global phenomenon in school including Saudi Arabia the context of this study. This is their right to be educated in general classrooms as postulated by Narumanchi and Bhargava in their article in (2011). Thus, for smooth movement, we need to research and prepare for inclusion before it can happen in public schools. One of such investigation to undertake before we act is the perception and attitude toward inclusion of parents of typical development children. Inclusion is the process of educating children with disabilities in a general classroom setting without the need for separate special education classes (Bopota et al., 2020). The term 'attitude' includes the perceptions that parents have towards this practice (Albuquerque et al., 2019).

In general, several research findings indicated that parents of children with typical development tend to have positive attitudes toward inclusion (Albuquerque et al., 2019; De Boer et al., 2010; Garrick Duhaney & Salend, 2000; Paseka & Schwab, 2020). However, a few studies have reported contrasting views (Kalyva et al., 2007). This variation in perception among parents may be attributed to their personality traits. To understand parents' personalities and their attitudes, it is important to know personality dimensions (Albuquerque et al., 2019). The most recognized model for explaining these dimensions is the "Big Five" personality traits model, which includes openness, conscientiousness, extraversion, agreeableness, and neuroticism.

The "Big Five" Personality Traits provide a comprehensive framework for understanding parents personality, with each trait

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existing on a continuum that ranges from high to low levels. Openness to experience reflects an individual's inclination toward novelty and creativity, with high levels characterized by imagination, curiosity, and a willingness to embrace new experiences, while low levels indicate a preference for realism, practicality, and orderliness. Conscientiousness encompasses traits such as organization, dependability, and goal-orientation, where high levels describe individuals who are disciplined and reliable, and low levels describe those who are more impulsive and disorganized. Extraversion is defined by sociability, energy, and positive effect, with high levels associated with outgoing and lively individuals, and low levels associated with shyness and a preference for solitude. Agreeableness involves traits like benevolence, politeness, and cooperation, with high levels indicating individuals who are trusting and willing to assist others, and low levels indicating those who may be more competitive or skeptical. Finally, neuroticism reflects the tendency to experience negative emotions such as anxiety, fear, and stress, with high levels describing individuals who are emotionally vulnerable and low levels describing those who are emotionally stable and resilient.

These personality dimensions offer a valuable framework for examining differences in parental attitudes and beliefs, particularly in contexts such as inclusive education. For instance, parents high in openness may be more supportive of innovative educational approaches, while those high in neuroticism might feel more anxious or resistant to changes in their child's learning environment. Similarly, parents high in agreeableness may be more willing to collaborate with educators and embrace inclusive practices, whereas those low in conscientiousness might struggle

with the structured demands of such initiatives. By understanding where parents fall on these continual, educators and researchers can better anticipate how personality traits shape perceptions and reactions, ultimately influencing parental support for or resistance to inclusive education and other educational processes. This framework, as highlighted by Barrick & Mount (1991), underscores the importance of considering individual differences in personality when exploring attitudes and behaviors in diverse contexts.

There is a clear indication that the parents of typically developing children are more likely to possess certain characteristics, such as age, gender, and educational background, which influence their perceptions of inclusion. Younger parents tend to be accepting inclusion more than older parents (Kalyva et al., 2007; Paseka & Schwab, 2020; Tafa & Manolitsis, 2003). Additionally, fathers of typically developing children generally exhibit more positive attitudes toward inclusion than mothers. Even though, fathers tend to be less involved in the decision-making process due to their concerns for their children. in contrast, Kalyva and his colleagues (2007) concluded that mothers are willing to engage in interactions with students with special needs (Kalyva et al., 2007). This willingness suggests that improved cooperation among parents and their engagement with other school members can lead to better acceptance of inclusion (Rafferty et al., 2001). Furthermore, the educational levels of parents also play a significant role in shaping their perceptions regarding the inclusion of children with disabilities. Parents with higher education levels have positive attitudes towards inclusion while parents with lower

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education levels may not support the inclusion movement (Paseka & Schwab, 2020).

Awareness of what inclusion is, as well as; knowledge about special needs students, and the different categories and severity of disabilities plays a crucial role in the effectiveness of inclusive education. Bopota and his colleagues (2020) concluded that when parents have adequate knowledge of inclusion, they are in a position to foster and provide a suitable support to inclusion. Knowledge about the strategies and instructions given to children with typical development in inclusive education also supports the inclusion movement (Narumanchi & Bhargava, 2011). Parents' beliefs about inclusion also depend on their knowledge of the different categories of disability and the degree of impairment. Children with mild learning disabilities are more likely to be accepted in integrated classrooms than children with moderately or severely defined disabilities (Rafferty et al., 2001). Furthermore, students with hearing and speech impairments, orthopedic impairments, learning disabilities, and physical disabilities are easily embraced by parents of typical development children in inclusive settings (Albuquerque et al., 2019; Paseka & Schwab, 2020; Rafferty et al., 2001). While parents raised concerns on the inclusion of students with emotional disorders, intellectual disability, and more so the Down syndrome into the general classrooms (Paseka & Schwab, 2020; Hibbert, 2014).

Thus, parents of typical development children often have concerns regarding the capacity of teachers to instruct all children in an inclusive classroom environment (Peck et al., 2004). They fear that the instructional efficiency may negatively impact their

children, and some of these children may not get the right education they require because of the multiple roles and responsibilities expected of teachers (Sira et al., 2018). Furthermore, parents are concerned that certain teachers may lack proper certification or training to educate all children at the same time, and this creates a negative impact on children.

However, earlier research indicated that parents view teachers in inclusive classes as having more competent skills in assessing the capabilities and areas of difficulty of the children. These teachers are usually perceived as those who are capable of delivering the right content and also offering extra tutorials to struggling students. Another strength in the inclusive classroom is the differentiation of instructional practices because teachers use various means to engage the students and understand their concerns, which often are based on sound pedagogical theories. Moreover, another strength is the collaboration between teachers in the context of inclusive education since it enhances the overall supportive context and practice (Paseka & Schwab, 2020).

Another finding is that inclusive classrooms are likely to be better resourced, which will benefit all students (Paseka, & Schwab, 2020). The advantages of inclusion are not limited to the academic side of development, for instance, on the social aspect of development, children are likely to develop better social cognition, that is, they are likely to be more sensitive to the needs of other children and are likely to develop personal attributes that are pro-social such as responsiveness and helpfulness. It enhances tolerance of human variability, and makes students feel at ease with fellow students with disability and do not have preconceived

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notions about individuals who are physically or mentally challenged (Garrick Duhaney, & Salend, 2000).

Some parents have argued that students with disabilities may be disruptive in class (Peck et al., 2004), however, research evidence has indicated that inclusive education settings have lower rates of behavioral disorders. Students in such an environment are likely to develop better self-conceptions and interact more with classmates with disability. Thus, the inclusion does not only bring positive outcomes in the academic results but also in the social and emotional development of all students. The success of educating learners with special needs in an inclusive setting shows that children with special needs do not have a detrimental effect on their peers without disabilities (Garrick Duhaney & Salend, 2000).

However, inclusion is helpful for students with disabilities as well as, often, all students with participation in inclusive settings. Parents gradually come to understand these advantages, admitting that inclusion can contribute to the formation of a tolerant and friendly school environment. When one is able to address the issues concerning the teachers and their capacity to teach effectively it will be easier for the schools to prepare for the inclusion process so that children with disabilities will be in a position to be educated effectively.

Prior research has mainly focused on the views of parents of children with special needs, and the advantages or challenges posed by inclusion for students with special needs. Despite this, the current study explored Saudi parents' acceptance, feelings, and perceptions of inclusion for typical development children. As for the aim of the investigation is to establish the levels of knowledge



of the parents of typical development children regarding inclusion, their attitude towards it, as well as their rationale for making such choices. Therefore, the research questions guiding this study are as follows: First, does parents' age, education, or level of familiarity of the concept of inclusion influence their decision to have students with special needs in the same class as their children? Second, what are the attitudes of parents of typical development children toward inclusion?

## **Method**

### **Sample**

The survey was distributed to 225 randomly selected parents of typically developing children, covering students from elementary to high school in the western region of Saudi Arabia, as the inclusion initiative spanned all school levels. Fifty-three parents (24%) responded to the survey, each having at least one typically developing child in school. Their children attended either schools without students with special needs or schools with special classes for students with special needs. In these schools, students with intellectual disabilities received their education in special classrooms, while students with hearing or visual impairments split their time between special classrooms and regular classrooms. As indicated in Table (1), the majority of participants were in the age groups of 36-45 (40%) and 25-35 (38%), with fewer participants in the 46-55 (20%) and over 55 (2%) age groups.

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**Table 1. Participants Demographics**

Variables	Groups	Frequency	Percent
Age	25-35	20	38%
	36-45	21	40%
	46-55	11	20%
	Over 55	1	2%
Educational Background	High School and lower	2	4%
	Bachelor's Degree	34	64%
	Master's Degree or higher	12	23%
	Other	5	9%
Familiarity with the concept of inclusion	Yes	39	74%
	No	14	26%

## Instruments

Data was collected through a questionnaire developed by the researcher. The questionnaire consists of two sections. The first section gathers demographic information about the participants (i.e., participants' age, their educational background, and their familiarity with the concept of inclusion). The second section aims to identify parents' attitudes towards inclusion. These items are based on literature related to inclusive education. Additionally, parents' responses in the questionnaire are measured using a five-point Likert scale, which includes the options: strongly agree, agree, neutral, disagree, strongly disagree, with scores (5, 4, 3, 2, 1) respectively. The average score of parents' attitudes towards inclusion is calculated using the formula: category range = (highest value - lowest value) / number of options. Thus, the category range =  $(5 - 1) / 5 = 0.8$ . Based on this, the level of parents' attitudes towards inclusion is determined as follows: less than 1.8 is considered very low, between 1.8 and less than 2.6 is low, between

2.6 and less than 3.4 is medium, between 3.4 and less than 4.2 is high, and 4.2 or more is considered very high.

### **Validity and reliability**

To ensure the validity of the questionnaire in measuring its subject, the initial version was presented to ten judges from special education professors. They were asked to evaluate the statements in terms of their belonging to the concept that the questionnaire measures and the correctness of their formulation, and to express necessary observations and modifications. The agreement rate criterion was relied upon, where if the agreement rate was less than (80%), the statement would be deleted. The questionnaire was applied to a sample of (20) parents who have normal children and study in inclusive schools for children with special needs, and they were excluded from the main sample. The internal consistency of the tool was examined using Pearson correlation coefficients, by calculating the correlation coefficient between each item and the total score for the dimension it belongs to. The correlation coefficient values for the first dimension "First Section: Parents' attitude toward inclusion" ranged between (0.486) and (0.871), while the values for the second dimension "Second Section: Parents' concerns about their children's educational outcomes" ranged between (0.621) and (0.892), and the values for the third dimension "Third Section: Parents' perception of teachers and school" ranged between (0.481) and (0.874), indicating that the questionnaire enjoys acceptable internal consistency.

As for reliability, the researcher calculated McDonald's  $\omega$  coefficients and Cronbach's  $\alpha$ , and all reliability coefficient values

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for the sub-dimensions and total score were very high, ranging between (0.828) and (0.834). This indicates that the questionnaire has good internal consistency and reliably measures what it aims to measure.

### **Results**

The descriptive analytical approach was utilized, as it suits the nature of the subject through studying the attitudes of parents of typical development children towards inclusion, in light of variables such as age, educational qualification, and the extent of parents' knowledge of the concept of inclusion. This approach includes directly collecting data from the community or study sample, with the aim of diagnosing certain aspects without being limited to one.

A total of 53 parents of typically developing children from the Western region of the Kingdom of Saudi Arabia were invited to participate in the study. They were selected through simple random sampling from the group of parents. As Table 1 indicates, the majority of participants were in the age groups of 36-45 (40%) and 25-35 (38%), with fewer participants in the 46-55 (20%) and over 55 (2%) age groups. Regarding educational background, most participants hold a bachelor's degree (64%), followed by those with a master's degree or higher (23%). Only a small percentage had a high school education or lower (4%) or other educational qualifications (9%). In terms of familiarity with the concept of inclusion, a significant majority (74%) were familiar with it, while 26% were not.

The researcher used the Statistical Package for the Social Sciences (SPSS v. 26) to analyze the study data. Descriptive statistics including means, standard deviations, and relative weights, gamma statistics, and chi-square were used.

### **Display the results of the first inquiry**

The inquiry states, “Does the parents’ age, education level, or familiarity with the concept of inclusion influence their decisions about including students with special needs in their children’s classrooms?” To answer this question, the researcher performed calculations using gamma statistics and chi-square to determine the extent to which the parents’ age, education level, or familiarity with the concept of inclusion affects their decisions regarding the inclusion of students with special needs in their children’s classrooms. Table (٢) provides a clear illustration of these findings.

*Age.* As shown in Table (٢), the data suggests that parents aged 36-45 are the most supportive of including students with special needs in their children’s classrooms, with nearly half (48.6%) being supportive. In contrast, those aged 46-55 and above 55 shows less support, with apprehension and opposition increasing with age. The gamma statistic indicates a weak negative correlation ( $g = -0.219$ ), suggesting that as parents’ age increases, their support for inclusion decreases. However, this is not statistically significant ( $p = .374$ ). The chi-square analysis ( $X^2 (6, N = 53) = 9.163, p = .165$ ) also indicates that there is no significant association between parents’ age and their attitudes towards inclusion. This means that there is no strong evidence to suggest

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that parents' age significantly affects their stance on inclusive education.

*Educational Background.* As indicated by Table (2), parents with a bachelor's degree appear to be the most supportive of inclusion, with 64.9% in favor. Those with a master's degree or higher also show considerable support, but to a lesser extent. No parents with only a High School education or lower expressed opposition to inclusion. The gamma value here is positive ( $g = .148$ ), indicating a slight tendency for higher educational levels to correlate with more supportive attitudes towards inclusion; however, this correlation is not statistically significant ( $p = .552$ ). The chi-square analysis ( $X^2 (6, N = 53) = 7.148a, p = .307$ ) supports this finding. This means that while there is a slight trend for parents with higher educational levels to be more supportive of inclusion, this trend is not statistically significant.

*Familiarity with the concept of inclusion.* As demonstrated in Table (2), a large majority of parents who are familiar with the concept of inclusion (75.7%) are supportive of including students with special needs in their children's classrooms. Those who are not familiar show more apprehension and opposition. The chi-square analysis ( $X^2 (2, N = 53) = 2.658, p = 0.265$ ) suggests that there is no significant association between familiarity with inclusion and parents' attitudes. The gamma value ( $g = 0.221$ ) indicates a very weak positive correlation. This means that although familiarity with the concept of inclusion seems to have a consistent impact on parents' decisions, this impact is not

statistically

significant.

**Table 2: The Impact of Parents' Age, Education Level, and Familiarity with the Concept of Inclusion**

Variable	Group	Supportive	Apprehensive	Opposed	Total	Chi-Square (Pearson)	df	Gamma Value
Age	25-35	11 (29.7%)	8 (61.5%)	1 (33.3%)	20 (37.7%)	9.163 (p = .165)	6	-0.219 (p = .374)
	36-45	18 (48.6%)	3 (23.1%)	0 (0.0%)	21 (39.6%)			
	46-55	7 (18.9%)	2 (15.4%)	2 (66.7%)	11 (20.8%)			
	Above 55	1 (2.7%)	0 (0.0%)	0 (0.0%)	1 (1.9%)			
Educational Background	High School and lower	2 (5.4%)	0 (0.0%)	0 (0.0%)	2 (3.8%)	7.148a (p = .307)	6	.148 (p = .552)
	Bachelor's Degree	24 (64.9%)	9 (69.2%)	1 (33.3%)	34 (64.2%)			
	Master's Degree or higher	6 (16.2%)	4 (30.8%)	2 (66.7%)	12 (22.6%)			
	Other	5 (13.5%)	0 (0.0%)	0 (0.0%)	5 (9.4%)			
Familiar with the concept of inclusion	Yes	28 (75.7%)	10 (76.9%)	1 (33.3%)	39 (73.6%)	2.658 (p = 0.265)	2	0.221 (p= 0.496)
	No	9 (24.3%)	3 (23.1%)	2 (66.7%)	14 (26.4%)			

### Display the results related to the second inquiry

To answer the second research question, which states 'What are the feelings of parents of typical students and their elaboration of their selections?' The researcher calculated the arithmetic means, standard deviations, and percentage ratios for the responses of parents of typical students on the questionnaire items of 'Parents of typical development children attitude toward inclusion', Table (3) clarifies this.

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Regarding parents' attitude toward inclusion, Table (3) indicates that parents generally hold a high regard for the benefits of inclusion, with a mean score of 3.74 and a relative weight of 75% for the belief that inclusion benefits all students. This suggests that most parents recognize the value of inclusive education not only for students with disabilities but also for typically developing children. However, there are concerns about the potential negative impacts on academic performance and behavior of typical students, as reflected by medium level scores with means of 2.85 and 2.60, respectively. The overall mean of 3.11 with a relative weight of 62% indicates a moderate level of concern among parents regarding these aspects.

For parents' concerns of their children's education outcomes, the data shows that parents have high expectations for the positive outcomes of inclusion on their children's empathy, social skills, and acceptance of diversity, with all items in this dimension scoring above 4.0 and classified as high level. The highest mean score is for the statement that inclusion enhances social skills and peer relationships (4.19), which underscores the importance parents place on social development alongside academic achievement.

Parents' perceptions of teachers and schools are crucial in their decision-making regarding inclusion. The mean scores suggest that while there is some skepticism about teachers' ability to manage inclusive classrooms effectively (mean 3.34), there is also a strong belief that lack of resources is a significant barrier to successful inclusion (mean 4.08). This highlights the need for adequate support and resources to ensure that inclusive education can be implemented effectively.



These results collectively suggest that while there is support for inclusive education among parents, there are also significant concerns that need to be addressed to ensure its successful implementation.

**Table 3: Parents Attitude Toward Inclusion**

Dimension	N	Statements	Mean	Std. Deviation	Relative Weight	Level
Parents attitude toward inclusion	1	Inclusion benefits all students, including those with disabilities, and typically developing children.	3.74	1.18	75%	High
	2	quality of education your child receives in an inclusive classroom impact your decision regarding inclusion.	3.26	1.15	65%	Medium
	3	Inclusion negatively impacts academic performance of typical students.	2.85	1.17	57%	Medium
	4	inclusion negatively impacts typical students behaviorally	2.60	1.04	52%	Medium
		Overall Mean	3.11	0.59	62%	Medium
Parents concerns of their children education outcomes	5	Inclusion increased empathy and understanding of diversity	4.09	1.02	82%	High
	6	Inclusion enhances social skills and peer relationships.	4.19	0.88	84%	High
	7	Inclusion exposure to different learning styles and perspectives.	4.11	0.85	82%	High
	8	Inclusion promotes tolerance and acceptance of children with disabilities publicly	4.17	1.07	83%	High
	9	Inclusion improved academic performance through peer tutoring and collaboration	3.79	1.04	76%	High
	10	Parents of typical children want to place their children in schools with peers of comparable ability, believing that this will benefit their child's academic success and social development.	3.38	1.21	68%	Medium
		Overall Mean	3.96	0.66	79%	High
Parents perception of teachers and school	11	Inclusion benefits all students, including those with disabilities, and typically developing children.	2.92	1.17	58%	Medium
	12	teachers' ability to deal with student with disabilities and typical students at the same classroom influence your decision of inclusion.	3.34	1.16	67%	Medium
	13	lack of resources, such as specialized staff or funding, is it a barrier to fully including students with special needs in inclusive classrooms?	4.08	0.83	82%	High
		Overall Mean	3.45	0.73	69%	High

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#### **Discussion**

Overall, parents exhibit positive attitudes towards inclusion, the majority of them were familiar with the concept of inclusion in public schools. They recognize its benefits for both students with and without disabilities. This supportive outlook reflects a commitment to equal education and the acceptance of diversity within the classroom. The benefit of inclusion centered in fostering empathy, social skills, diverse learning experiences, and tolerance. The study data emphasized some factors, concerns, and positive outcomes of inclusion.

The results suggested that parents' ages and educational level were correlated with parents' acceptance of inclusion. This analysis shows that the 36-45 years age group of parents is the most supportive of the inclusion of students with special needs into regular classrooms. In the same respect, parents' age does not present a clear correlation with the parents' support for inclusion. This is in line with the earlier studies where it was also noted that there were small differences between the young and old parents regarding their perception towards inclusion (Paseka & Schwab, 2020). Similarly, the findings of the study revealed that parents with a bachelor's degree are the most supportive of inclusion. This is in line with research that indicates a positive relationship between education level and the extent of inclusion acceptance (Kalyva et al., 2007; Rafferty et al., 2001). Parents with higher education levels have a clearer understanding of the advantages and feasibility of inclusion.

A large majority of parents who are familiar with the concept of inclusion (75.7%) are supportive of including students with

special needs in their children's classrooms. Those who are not familiar show more apprehension and opposition. This implies that raising parents' awareness of inclusive education could improve the support for inclusion. These findings are in line with the previous studies highlighting the significance of awareness and education in the development of positive attitudes toward inclusion (Narumanchi & Bhargava, 2011).

Parents also appreciate the inclusion policy in education since they think that it is advantageous to all students. They hold high optimism on the benefits of inclusion to their children's empathy, social skills, and acceptance of diversity, and all items in this dimension have a mean that is higher than 4.0 and classified as high level. The highest mean score is given to the statement that inclusion improves social skills and peer relations. This is in line with the literature on perceived social norms that embrace inclusion as having positive impacts on society, as indicated by Paseka and Schwab (2020).

However, there are some issues that have been raised concerning the effects of inclusion on typical children development' academic achievement and behavior. Some parents fear that students with special needs may not be well catered for in the inclusion classroom and this is especially the case where there are limited resources or where teachers lack adequate training. This concern is backed by Rafferty et al. (2001) who noted that for the success of inclusive education, there is need to fill resource and training deficits. Similarly, it is strongly expected that the scarcity of resources is one of the main challenges to inclusion. It is evident from the parents' responses that adequate funding, specialized staff, and proper training are essential to support the inclusion process.

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This supports Hibbert (2014) who also stressed on the need to have adequate resources in order to implement the inclusion of students with special needs.

In conclusion, the findings collectively suggest that while parents' support for the principle of inclusive education is apparent, there are also concerns that should not be overlooked in order to facilitate the proper implementation of inclusion. These concerns have to be addressed especially the resource issue and the teacher training in order to allow all children to learn in an environment that is safe and accepting of all students. The results have shown that parents' attitudes towards inclusion are positive, suggesting that they are willing to accept diversity and equality in education if the practical issues are well addressed.

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