

THE ROLE OF COLLABORATION IS BETWEEN PARENT, TEACHER AND COMMUNITY IN THE DEVELOPMENT OF INCLUSIVE PRACTICE IN THE PRIMARY SCHOOLS OF JAMALPUR SADAR UPAZILA IN BANGLADESH

Muhammad Mobakkharul Islam Mizan¹, Fatema Hoque Runa², Md Mustafizur Rahman³,
Muhammad Mukhles Uddin⁴ and Mohsina Jannat Meeto⁵

¹Education Officer, Directorate of primary Education, Mirpur, Dhaka, Bangladesh.

²Assistant Upazilla Education Officer, Mirzapur, Tangail, Bangladesh.

³Assistant District Primary Education Officer, Jamalpur, Bangladesh.

⁴Assistant District Primary Education Officer, National Academy for Primary Education, Mymensingh, Bangladesh.

⁵Department of English, Bangladesh University of Professionals, Mirpur Cantonment, Dhaka, Bangladesh.

ABSTRACT

This research analysed about the role of collaboration in the inclusive practice of primary school in Jamalpur Sadar Upazila. This study explores the benefits of the parent, teacher and community collaboration and their aspects of engagement with the primary school. The study aimed to improve inclusive practice by developing parent and community collaboration with the teacher. The teacher should give appropriate importance and opportunity to parent and community for involving them in the learning process and observing various days in the primary school.

The direction of this study was a quantitative approach. The data were collected by close-ended questionnaire with some space for participants additional comments. Forty-two teachers were selected as a participant from ten primary school for data collection. The questionnaire of this study sent to the participants with Participants Information Sheets and Participants Consent Form. Descriptive statistics were used to analyse quantitative data. Findings of this research described per question with additional comments.

Findings of the quantitative data described that collaboration is one of the important objectives of inclusive practice. Participants of this study indicate that students can get social supports, learning related supports in the classroom and also physical, mental health and wellbeing from the collaboration between parent, teacher and community. Thematic analysis of the collected data and additional comments from participants indicate mentioned positive benefits for students. Ultimately, the evidence of the findings of this research can prove the capability of collaboration between parent, teacher and community to improve inclusive practice in the primary school of Jamalpur Sadar Upazila for enhancing all child quality education.

Keyword: *Inclusive Education, Collaboration, Practice, Participation, Professional Development, Policy.*

INTRODUCTION

Inclusive learning is a much-anticipated teaching method which ensures effective education for all the students irrespective of their uniqueness. Inclusive practice initiates an excellent learning atmosphere for all the children where all of them learn without the fear of being discriminated or mocked for being who they are. An inclusive

teaching process can generate individual needs without any discrimination among the children, boosting their confidence level and making them confident about their uniqueness.

Inclusive practice is a concept which allows any child whatever their need to access inclusive learning activities provided and thrive in that learning environment to the top of the ladder (Knowles, 2018). Inclusive practice is concerned with the action and events that can meet the needs of all children according to the children rights. Inclusion in education involve in viewing every person equally and give them equal value, ownership of mind, increasing participation teaching-learning activities, restructuring cultures, policy, and practices to respond diversity is essential (UNICEF, 2014). Improving school, school communities, parents, staff, and children, as well as values and achievement, should involve implementing inclusive education. Children from any community or any group have the right to learned and fulfil their potential. Equality and justice can promote through education. Inclusive practice can help ensure quality education for all and meeting the needs of all children and removing barriers to their learning.

Statement of the Problem

The research on parent and community collaboration with the teacher of the primary school in Bangladesh is a significant issue for enhancing inclusive practice all over the country. Improving inclusive practice in primary education is a national priority in Bangladesh and remains a focus in the development of future policy (Primary Education Development Program-3). Involvement of parents and community to give support to their children's education was one of the significant objectives of Primary Education Development Program-3. Constitution of the People's republic of Bangladesh declared in its article 17 and 28 (Ministry of law, justice, and parliamentary affairs 2000 cited in Malak et al., 2014), that all child education should be confirmed without any discrimination with clear consistency with inclusive education philosophy (Ministry of law, justice, and parliamentary affairs 2000 cited in Malak et al., 2014). Children from any community or any group have the right to learn and fulfil their potential. Inclusive practice can help to confirm equality and social justice, and it also can ensure quality education for all.

However, from Bangladesh perspective, the implementation of inclusive education policy has not been smooth because of low participation of parent and community. This study considered to respond to the challenges to confirm inclusive practice in the primary school of Bangladesh as the useful role of collaboration has not established yet in Bangladesh.

Purpose of this study

The purpose of the study was to enhance collaboration within the parent, teacher and community in primary education in Bangladesh. The teacher should be motivated, efficient and friendly and community and parent should be aware of the role of collaboration to enhance inclusive practice (Mandarakas, 2014). The efficiency of the educator enables all the students to get access to the classroom lessons at ease irrespective of their differentiation, and the capability of the parent as well as the community can influence all the children to attend the school to overcome the learning difficulties.

In the inclusive education process, everyone belongs, accepted and supported by peers and the adult in the school (Villa and Thousand, 2012). Lack of social acceptance is a significant barrier for inclusive practice. Parent, community and teacher collaboration can confirm social acceptance without any discrimination. Inclusive education mostly depends on expert and motivated educators who can put its values into action. Inclusion in education has involved viewing every person equally and gives them equal importance, ownership of the mind, increasing participation in teaching-learning activities.

Most of the teachers of Bangladesh are not optimistic, and they have a pessimistic character about the learning ability of children with disabilities or difficulties in learning (Malak et al., 2014). This study set out to know about the teachers view on inclusive practice and the role of teacher to make collaboration with parent and community towards school and their child education.

Significance of the Study

The findings of the research may be valuable for education policymakers, who need the study results to evaluate the current policies on inclusive practice and formulate appropriate ones to promote teacher-parent collaboration to enhance the status of inclusive practice for all learners (Severina et al., 2017). Policymakers can come to know the present condition of the parent, teacher and community towards inclusive practice and enable to update the policy. The findings of the study hope to give authentic message to leaders and managers of inclusive

schools to give need base supports to have appropriate formal inclusive education policies (Severina et al., 2017) enhancing teacher-parent and community collaboration for the improvement of inclusive education. The local administration of primary school can get the benefit from the study to implement the policy for ensuring inclusive practice.

Student, parent and community will get the benefit from this study. The teacher can make a friendly relationship with parent and community to discuss with them to make aware of the responsibilities of their child education. The student can get quality learning in the classroom and additional benefits from parents and the community.

Research Question

The research question follows for the study:

What are the benefits of collaboration for the development of inclusive practice in Bangladesh?

LITERATURE REVIEW

Collaboration in inclusive practice

Collaboration is an essential factor for organizational success. Collaboration in inclusive practice can ensure equal and quality education for every learner. The collaboration of parent and teacher can play a significant role in the development of an individual child in inclusive practice. Parent-teacher collaboration is one of the most vital issues that can develop inclusive practice in Bangladesh. Not only the teacher but also parents have a significant role in the development of inclusive practice. Parental involvement in education has recognized as a critical factor in children's outcomes (Wilder, 2014).

Importance of collaboration in Bangladesh

Collaboration between parents, community, and teachers is considered important in primary education for all, particularly for children with disabilities and their families. It is a way of involving families and the community in support of the teacher to develop the inclusive practice (UNICEF, 2014). In an article reporting the findings of three studies, Ahmmed and Mullick, (2013) noted that collaboration between teachers, parents and the community could play an essential role in overcoming the challenges to the implementation of inclusive education policies in Bangladeshi schools. Proposed study can offer more recent insights into this topic. Islam, (2017) describes in his research that regular parent-teacher face to face meeting can help parents in getting more opportunity in assisting their children and monitoring their school work. This study can help children to improve their result as well as behaviour.

Combination of collaboration in inclusive practice

In an article on Malaysian inclusive education policy, Adams, Harris, and Jones, (2016) consider the impact of teacher-parent collaboration on inclusive practice. The study also presents a model of collaboration which is supportive of the inclusive practice. Furthermore, Adams, Harris, and Jones, (2016) discuss the factors that contribute to effective teacher-parent collaboration and better student outcomes, especially for children with special needs. This article is closely related to the proposed study because the core focus is the teachers' and parents' role in working together to educate all children, including children with special needs. The findings of this article can support to develop the direction of the proposed research.

Teacher attitudes toward inclusive education.

In the article by Kumari and Nayor, (2016), explore the importance of collaboration between teacher and parents to develop individual learning especially the Children with Special Needs. Different role in school and at home is not appropriate for the student. They need special and supportive care at home like school. The teacher should make parents enable to cooperate with them to develop collaboration between them. This research aims to identify the factors of the partnership between teacher and parents to create the plan for practice. The essential elements such as parenting, communicating, volunteering, learning at home, decision making and collaborating with communities can support to incorporate school activities to create strategy and implementation of collaboration. The findings of the study indicating that teachers are the policy maker to make the plan for the academic year. The teacher can take the suggestion from the frequent short meeting between teacher and parents to involve parents in decision making. Parents play the passive role to implement school activities and follow

the teachers. Lastly, this research proved more involvement than collaboration between teacher and parents in school activities.

Professional development for teacher

In the article about the pedagogical condition of future primary school teacher, by Bevzyuk, (2018), and the collaboration with parents in terms of inclusive education has been discussed, such as professional development of future primary school teacher, implementing motivation skills and responsible and friendly attitude towards parents and also habit of collaboration with parents in terms of inclusive education. This article mentioned those training facilities of the future primary school teacher to acquire their competency to improve professional and academic discipline in the context of educational and pedagogical practice so that they can make interaction with parents in the context of inclusive education. Only talented and professionally skilled primary school teacher can harmonized the communication with parents not only traditional educational way but also can harmonized by training, coaching and in online mode.

Challenge of inclusive practice

The research by Ali, (2017), about the challenges of inclusive practice especially the students with disabilities in primary school in Bangladesh found that many students with disabilities and vulnerable groups are yet facing problem to include the mainstream school in Bangladesh. However, the inclusive practice focused on those vulnerable groups who are not getting opportunities to include themselves in mainstream school traditionally in the country. The research found some challenge to develop inclusive practice in education, such as lack of teachers training, lack of study materials, lack of assistive devices, lack of funds, a rigidity of curriculum and lack of appropriate effective coordination with community and school. This study strongly recommended about holistic approach and collaboration with the community to overcome the limitations. The findings of this study provide relevant context for my proposed study because it provides information about the collaboration with community and school.

This thesis by Hasnat, (2017) explores the implementation practices, realization and practice of parents and teachers in the rural context in Bangladesh. This thesis indicated some barriers to parent engagement. The thesis has also represented the success of one head teacher to overcome the barriers to create space for engagement. The study found that illiteracy and poverty is the main factors for not response to engage with children educational progress and the teachers are frustrated by lack of parental response. Other factors are lack of relationship, unsatisfactory communication processes between parent and teacher, and the politicised nature of schools' public programmes. The thesis also explores about the need for parental engagement with teacher in rural context of Bangladesh.

METHODOLOGY

Research Approach and Design

The proposed research aims to understand the role of collaboration in inclusive practice in the school of the urban area of Bangladesh. It is an exploratory study seeking to provide an overview of the topic and identify general patterns of collaboration and its contribution to inclusive practice. Participants are related to this study. Headteacher, Assistant Teacher and Assistant Education Officer who are directly related to implementing inclusive practice in primary education in Bangladesh. Therefore, the chosen approach for this research will be quantitative.

According to Bell and Waters (2014), quantitative researchers collect facts by using structured and close-ended questionnaire with numerical data and examine the relationship of one set of facts to another. These techniques may present quantified and make it easy to understand its conclusion if possible.

Data collection tools

Data collection through questionnaire is an advantageous process to indicate general patterns (Dawson 2009; Menter et al. 2011). Close-ended questions were included in this questionnaire and given some space to add more comments of participants below the questions where applicable. The participants are voluntary in this research study, so close-ended questionnaire may encourage them to participate in this survey because it is immensely more natural to understand the topic and it takes a short time to give their answers. Besides, the

participants were given some days to answer the questions before returning the questionnaire. By this time, they got the opportunity to think about the issue of research to provide a neutral answer.

The subject of the research is the role of parent-teacher and community collaboration assessed by the predetermined questions where the participants of JamalpurSadarUpazila felt easy to express their experiences or perceptions. It is also easy to understand their certain level on the research subject by assessing their answers.

Details of the sample

Cohen et al. (2007) as cited in Menter et al. (2011) noted that the quality of research depends not only on the appropriateness of the methodology and instrument but also on the suitability of the sampling strategy that is adopted. The participants in this study were the teachers who had been working in the schools of JamalpurSadarUpazila for a minimum period of 5 years. Headteachers, the Assistant Upazila Education Officers who are supervising academic activities of the Primary School were also invited to participate in this questionnaire.

The questionnaire was sent to ten randomly selected schools from 243 schools in my Upazila so that those schools might cover all area. The invitation was sent to forty-two educational professionals and they were ten headteacher thirty assistant teachers and two Assistant Upazila Education Officers. All the asking participants agreed to join in this study. Collecting data from Assistant Upazila Education Officer is very important because they are the lower part of the hierarchy of educational administration. They also have the significant role to established inclusive practice in mainstream schools.

Process

The questionnaire, Personal Information Sheets and Consent Forms were sent to the participants by email through two Assistant Upazila Education Officer as all participant not connected with the internet. They informed over the phone to tell about the aim of the research to seek their permission to participate and inform their role in this research. The participants were given some days to think about the topic and opportunity to be involved in the study. After some days, forty-two of educational professionals who were invited to participate in the research agreed to participate. They were interested in joining with this survey because the subject of the study was very relevant to their job and this study might help them to confirm inclusive practice in their Upazila. So, the rate of participation was 100%. Afterwards, two Assistant Upazila Education Officer collected the printed copy of the questionnaire and consent form from all the participants after answering and sent to me for further activities.

Analysis of the data

Data analysis is the soul of research. The researcher has to think about similarities, difference and patterns for analysing data and figure the meaning out of raw data (Bell and Waters, 2014). The researcher can play their role in search of the purpose of the research question (Menter et al., 2011). The collected data can be converted into mostly numerical. Non-numerical data converted into numbers. In small-scale quantitative studies such as this, descriptive statistics that can summarise the data and provide frequencies was considered an appropriate method of data analysis (Menter et al., 2011). Before data analysis, all data were entered into an excel form. Each question was transformed into a bar chart using raw data for making it easy to help the reader to understand the quantitative data (Denscombe, 2010). Every bar chart was described carefully to generalise and understand/interpret this data.

RESULTS AND DISCUSSION

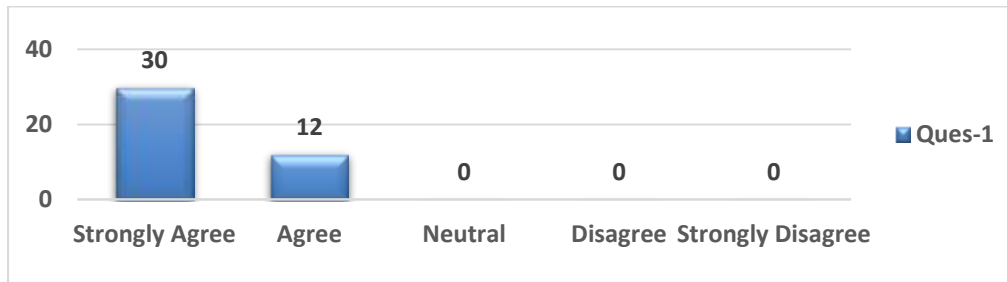
Results

The result section is presenting and illustrating the findings of this study that have been collected by the questionnaire. Twelve close-ended questions were provided to collect data to find the answer to the research question. Opportunity for additional comments on some question was given to the participants so that they can clarify their answer. Findings per question are discussed below.

The role of parents in collaborating to enhance inclusive practice

Question 1: Parent-teacher collaboration is one of the most vital issues that can develop effective inclusive practice in JamalpurSadarUpazila.

- a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree



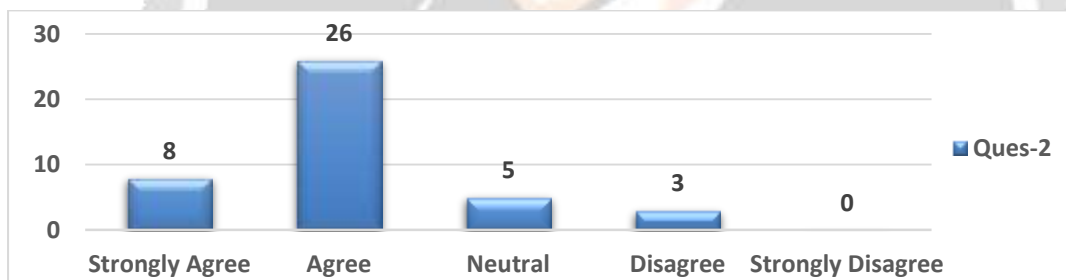
Question-1

Thirty (71%) of the forty-two participants strongly agreed, and twelve (29%) agreed with this statement. All the participants gave their opinion on behalf of parent-teacher collaboration. The participants believe that parents have a significant role in their child education. This bar chart shows that parent collaboration is essential to establish an inclusive practice in primary school. Responses of participants were stated clearly about the benefit of parent participation and collaboration with the teacher.

Interestingly, no participants selected Neither Disagree or Strongly Disagree. So the participants were consent to parent-teacher collaboration in inclusive education at JamalpurSadarUpazila.

Question 2: Parents are interested in playing a significant role in school activities.

- a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree



Question 2

This question asks about parent interest in school activities. Eight of forty-two participants strongly agreed with this statement. That means, 19.05% participants strongly agreed. They think that maximum parents are interested in playing a significant role in school activities. Twenty-six participants (62%) accepted with this statement, that means they were not sure about the maximum of the participant, but most of the parents are interested. Participants were given some additional comment on this question. They said that parents usually come to school at various annual programmes if they are invited by the teacher, such as yearly sports and cultural programme, free book distribution ceremony, result publication days, assembly of the mother, at the time of SMC formation and other national days.

Five participants did not answer, and three did not agree. Some participants commented that ‘Most of the parents are illiterate in the school area.’ They are not interested to participate in school activities despite the invitation from the teacher. Bar chart, which presented above made this data easy to understand for the readers. Therefore, the responses on this statement very clearly show the role of participants that parent is sufficiently interested, and they want to play their duty in school activities for their children.

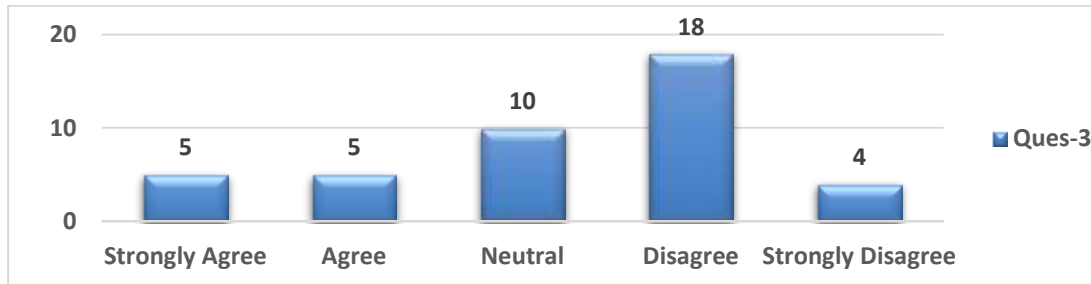
This question allowed the participant to comment further. Despite some of the comments being unrelated and a few commonalities arose:

| |
|--|
| Most common responses to Question II |
| Parents are interested to come at school in annual sports and cultural activities day, meladmahfil, Book |

| |
|--|
| distribution day, The celebration of National days, Day of publication result, Day of parent assembly and if they are invited. (Commented upon 12 times) |
| Only 5 or 6 parents are interested, and others are not interested in coming to any programme at school. |
| Most of the parents are illiterate in the school area. They are not interested in participating in school activities. |
| Teaching-learning is a three-dimensional activity, and parent is one of them |
| Parents get interest and able to mix with the teacher and to develop their children. |

3. Parents are aware of their role in their children’s education, especially those children who need special support in this Upazila.

- a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree



Question 3

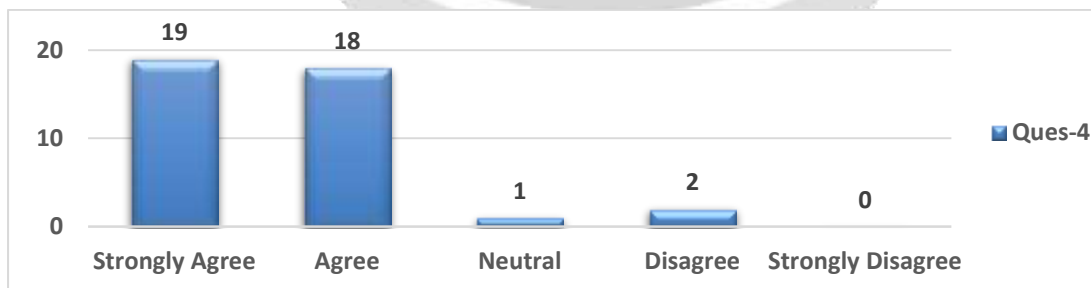
This question was about parent perception to their children’s education. Mainly for those parents who have a special need child. All the participants of this study were teacher and officer who know about the parent attitude. In this study, 5 participants strongly agreed, and five agreed with this statement among forty-two participants. They agreed with this statement. They seemed that parents are conscious about their child education, especially their special need children. Ten participants were neutral to answer the question. They were not sure about the statement, and they have no evidence on behalf of this statement.

As opposed to this statement, eighteen of the participants disagreed with the statement and four strongly disagreed. Their answer proved that parents are not aware of their child education. They do not know how to give support their child. Above the bar chart has presented the whole topic.

Therefore, it was clear that most of the parents of JamalpurSadarUpazila are not conscious about their role in the school of their child.

4. There are many activities in school to build awareness of parent roles in their children’s education.

- a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree



Question-4

This question was about awareness building activities for parents in the school to develop inclusive practice. Above mentioned bar chart presents all the data that nineteen of the forty-two participants (45%) strongly agreed and eighteen of the forty-two participant (43%) agreed that school has to provide some activities for parents ordered by the government. Participants have some additional comments on their activities. Teacher organizes some events like the home visit, mother assembly, meeting of Parent Teacher Association (PTA),

School Managing Committee (SMC). Sometimes, the teacher visits the student home in case the students do not come to the school and consult with the parents. Sometimes the teacher invites parents to make a meeting with them, though most of the parents do not come to the meeting. Teacher arranges mother assembly at school to consult with them about educational progress of their child because the mother plays a significant role for the wellbeing of their children. Teacher arranges the meeting with school managing committee (SMC) also.

On the other hand, one of the participants (2%) was neutral, and two of the participants (5%) disagreed with this question. So, the teacher has to arrange such activities with parents because of the order of government.

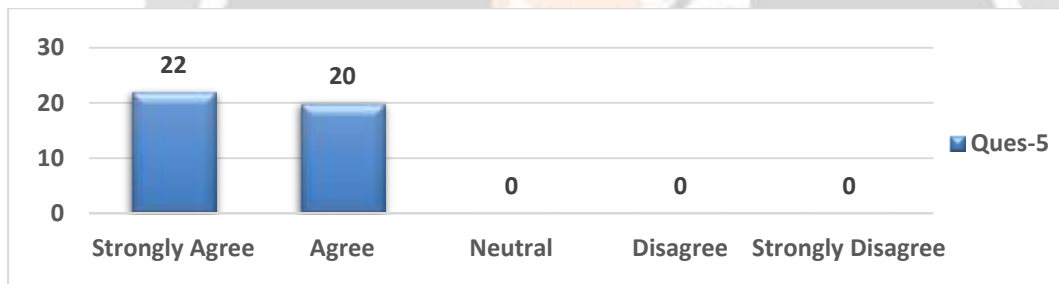
This question has some further comments;

| Summary of the additional comments of question-viii |
|--|
| Teacher arrange Home visit, Mother assembly, School Managing Committee meeting, Parent Teacher Association meeting, Guardian assembly. |
| Most of the parents are illiterate and not interested in participating in any hard work. |
| It is not possible by the teacher to provide adequate education, so parents are an important person to take care of their children. |
| Teacher invite parents at the result published day at school. Call them before examination and share ideas to develop education. |

Role of teachers in collaborating to enhance inclusive practice

5. Teachers are interested in seeking participation and collaboration with parents.

- a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree

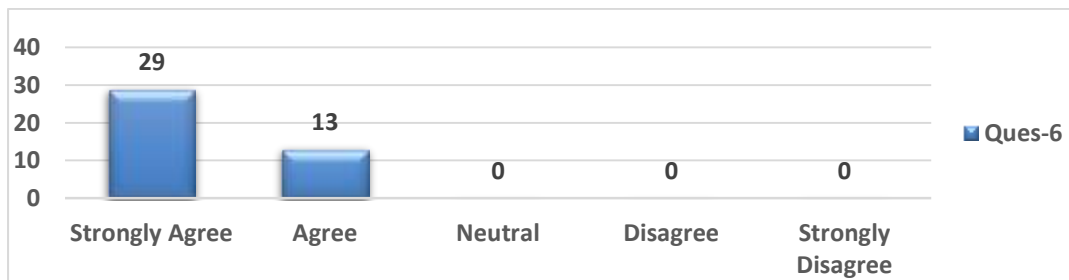


Question-5

This question asks about teacher role in parent participation and collaboration. Is our teacher want co-operation from the parent? This bar chart clearly shows the statement on this question. Twenty-two of the forty-two participants strongly agreed with this statement which was 52% and twenty agreed on which was 48%. So, 100% of the participants were given their answer on behalf of this statement. None of the participants was given their opinion against this statement. Teachers are interested in seeking the help of parents. So, it can be said that the parent could not play a significant role without the help of the teacher.

6. The teacher invites parents in various National days at the school.

- a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree



Question-6

The teacher invites parents in various National days at the school. Parents cannot play their role at school without teacher consent. The teacher should make the opportunity for parents so that they come to know how to play their role. The question was about teacher activities in favour of parents at the school. Presented bar chart has shown that twenty-nine of forty-two participants strongly agreed with this statement and thirteen were agreed. The participants were given their consent in favour of this statement. The teacher invites parents in various national days observing the ceremony. They ask parents to celebrate various national days and other celebrations like sports, mother assembly, formations of School Managing Committee, though the parents are not conscious about their role.

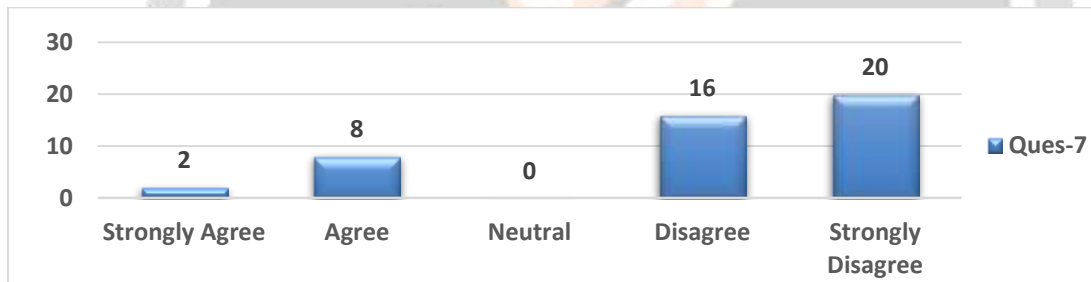
It was clear from the answer, and additional comments of the participants that teacher invited the parents, and parents come to school only to participate programme as mentioned above, but they do not know how to play their role for their child education.

Participants allowed to comment further on this statement. Despite some of the comments being unrelated and a few commonalities arose:

| |
|---|
| Most common responses of question-vi |
| Most of the parents come to school, but the feedback that is given by them is not optimal enough. The main reason behind this is the unawareness of the parents. |
| Teacher invite parents in different national days, such as; independent day, victory day, International mother language day, Pohelaboishakh,(1st day of Bangla new year). |
| Teacher invite parents in various school activities like, mother assembly, guardian assembly School sports activities, cultural activities, meladmahfill (Religious ceremony). IV |

7. Only teachers can provide effective inclusive education (without the support of parents).

a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree.



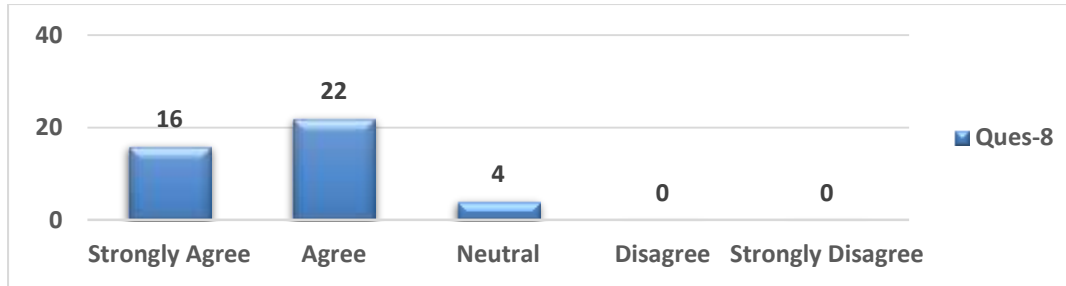
Question-7

asked if only teachers can provide effective inclusive education without the support of parents. This question was about teachers’ activities in the school. Two of the forty-two participants (5%) were strongly agreed, and four (10%) agreed with the statement. They seem that parent and community collaboration is not necessary for student education. Teachers are enough to develop an inclusive primary education. So, they do not seek parents to come to school. They seemed that only teacher could provide inclusive education in the school without the help of parents.

On the other hand, sixteen (38%) of the total participants disagreed with this question and twenty (48%) were strongly opposed. They seem that teamwork is necessary to develop inclusive practice in primary education. Students, educators, parents and community collaboration is must to confirm inclusive practice. Besides, parents have a significant role in inclusive practice. The bar chart shows that most of the participants were not given their consent in favour of this statement. It can be concluded that only teacher is not enough to achieve inclusive practice without the help of parents.

8. Teachers provide activities for parent awareness in their children’s education.

a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree



Question-8

The question was about the teacher provided activities for parent awareness in children’s education. According to the bar chart, sixteen of the forty-two participants strongly agreed, and twenty-two of the forty-two participants agreed with this question. Some of the participants did not understand that this question was not about existing activity which was ordered by the authority of primary education of Bangladesh. This question was about the teacher provided activities by themselves which can develop awareness of parents how to take care of their children to build their education. The bar chart shows that sixteen of the forty-two participants (38%) strongly agreed with this question and twenty-two of the forty-two (52%) participants were agreed. Four of them were neutral, and naturally, nobody was disagreed and strongly disagreed. They added some additional comments on this question where they write about their routine work such as home visit, mother assembly, PTA meeting, SMC meeting. On the other hand, some participants noted some additional activities provided by the teacher for parent awareness such as meeting with parents to consult about students’ education, cleanliness, school uniform, midday meal and about their educational progress.

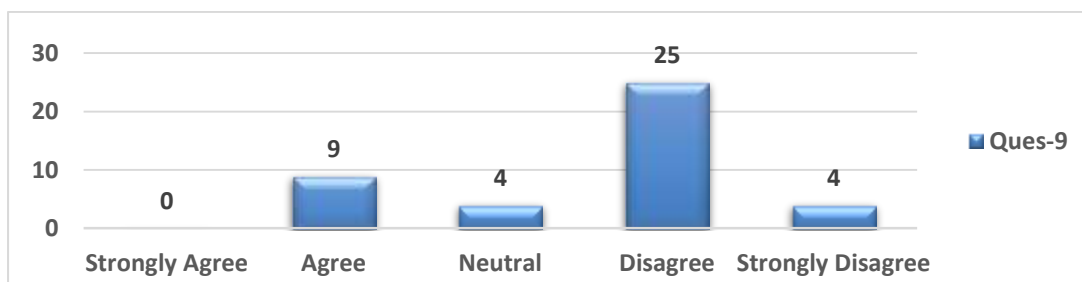
This question allowed the participant to additional comments further. Despite some of the comments being unrelated and a few commonalities arose:

| Summary of additional comments of question-ix |
|--|
| Teacher arranges meeting with parents, Class wise parent day to give information about their child’s progress, contact with parents by phone. |
| Parents are requested to take care of their child at home for good health, attend the school in time, continue to give their child’s mid-day meal, confirm school dress. |
| Teacher invites parents to participate in guardians’ monthly meeting. IV |
| Teacher provides some activities for parent awareness in their children’s education, such as Homework, Home visit (IV), Mother assembly parents assembly, (II) |
| Teachers can provide various activities for parents’ awareness, such as Mothers assembly, Parents assembly, Home visit and also by showing various video on awareness. |

Role of the students in collaborating to develop inclusive practice

9. Students feel uneasy if their parents come to school.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree



Question-9

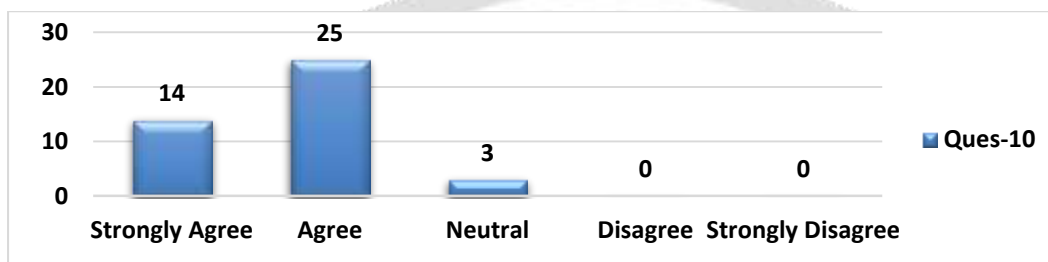
Students feel uneasy if their parents come to school. This question is about student perception of their parents. But participants were the teacher who had to respond for this because teachers are the nearest person of the student who can understand student attitude. So, twenty-five of the forty-two participants and four strongly disagreed about this statement. That means, near about 60% of participants were, and 10% strongly disagreed with this statement. They were taken their position against this statement. They thought that students feel happy if their parents come to school regularly.

On the other hand, nine of the forty-two participants, and four did not answer the question. Therefore 21% of the participants were given their statement in favour of this question. They thought that students are not happy to see their parents at the school. The bar chart mentioned above shows the whole discussion with short and precise. Lastly, it can be said that students are happy to see their parents at the school.

Support to develop inclusive practice in Primary School/Education

10. Parents and community members support to develop inclusion in school activities.

- a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree



Question-10

Parents and community support to develop inclusion in school activities was the main argument of this question. Among the forty-two participants, fourteen strongly agreed with this question, and twenty-five were agreed. Only three participants were neutral about the question. So, most of the participants gave consent to this question. This question has some additional comments by participants. The participant commented that teacher and community member support them by confirming attendance of the students, and sometimes they help financially by giving fan, tiffin box, uniform to the needy students, midday meal for students. But most of the participants added their comment by using ‘can’. The participants express their opinion about the collaboration of parents and community with the school. They wanted to declare that parents and community can help the school in various ways, such as they can solve multiple kinds of problem and can give the advice to develop school activities. Parents and community also can help to make a garden in the school, decorate school to make the attraction of child, and they can monitor teacher attendance to develop school activities so that students can get a good result. Two of the participants commented that parents are not interested in coming to school due to involving with various work to lead their life. Parents have little opportunity to think about their child education.

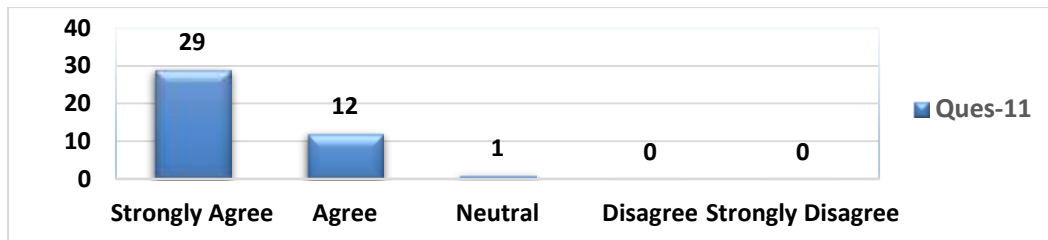
So, the fact is that parents and community members were not doing their duty according to the demand of school. But they have various ways to give support to the school to develop inclusive education which the participants express in their comment.

Additional comments;

| Summary of additional comments of question-10 |
|---|
| Parents and community give financial support and useful goods like the fan, tiffin box, uniform, midday meal for one day. |
| Teacher can confirm 100% student attendance with the support of parents and community members. |
| Most of the guardians are not interested in taking part any school-related activities due to their busyness. |
| Community help us but parents are not interested in coming to the school despite the invitation. |
| Parents and community support us to make the decision and financial. V |

11. Community collaboration is essential to develop inclusive practice in primary education.

- a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree

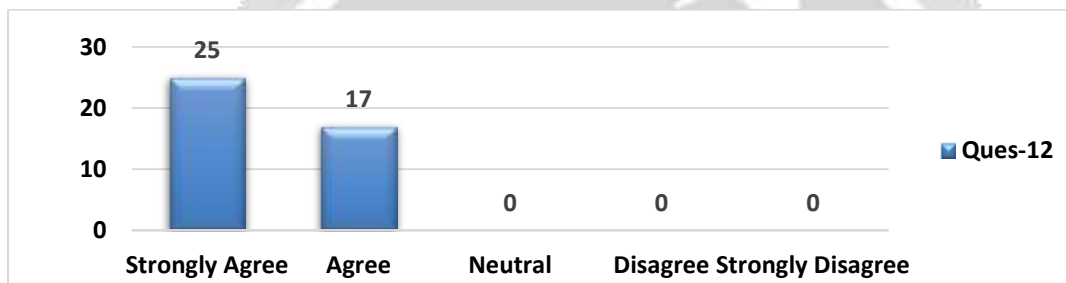


Question-11

This question asked the participant about community collaboration with the primary school to develop inclusive practice. This question was related to the profession of the participant. Based on data collected from participants notify to the bar chart mentioned above that, twenty-nine of the forty-two participants strongly agreed with this question and twelve of the forty-two participants were agreed. Only one of the participants was neutral to answer. Most of the participants noted that the collaboration of the community is essential for primary school. Nobody of the participants taken their position against this question.

12. We can confirm 'all child education' by developing inclusive practice in primary education.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree.



Question-12

The teacher can confirm 'all child education' by developing inclusive practice in primary education. All participants were given their consent on behalf of this question. Twenty-five of the forty-two participants and seventeen of the forty-two participants agreed with this question. So, all child education is not possible without effective inclusive practice.

Findings of this research proved that parents are interested in playing their role in school activities and teachers are interested in seeking their assistance to improve the inclusive learning process. The only teacher cannot confirm inclusive practice in school. Parents and community help are essential to implement the effective inclusive practice, but all parents and community are not aware of their children’s education which was mention in the additional comments. Parents are invited to the school in various national days and the parent assembly, mother assembly, free book giving ceremony and result publishing day by the teacher to make them aware of school activities. Some additional parents are not interested in coming to school perhaps due to their poverty and unconsciousness.

Discussion

This section presents some of the critical discussion about the role of parent, teacher and community collaboration in primary education of JamalpurSadarUpazila in Bangladesh. It was clear that parent, teacher and community collaboration is expected in the organizational and developmental context of educational management. Parental involvement in schooling is one of the essential objectives of national education policy in Bangladesh (GoB, 2010) which has been mentioned in chapter two. Government policy has exposed the intentions about parent participation in schooling is necessary. Such government policy suggests that parent and community participation and collaboration is essential to achieve quality inclusive practice in school as well as the classroom. The findings of this research demonstrate that most of the participants of JamalpurSadarUpazila were agree about collaboration within the parent, teacher and community.

Collaboration between stakeholders is essential for achieving the goal of any organisation. Parent collaboration is not only important for children with disabilities, but it is also necessary for other classmates, educators and

school (UNICEF, 2014). A useful connection within parent, community and teacher can influence children's attitudes and achievement in their study, and it also can develop a legal policy framework for inclusive practice (UNICEF, 2014).

Many of the participants seem that most of the parents of JamalpurSadarUpazila are interested in coming to participate in school activities (Findings of question-2 and 5), therefore demonstrating collaboration. Despite this, the participants of question two and five also state some comments that most of the parents are illiterate and poor. Such comments may suggest that they are not aware of the role of collaboration with the teacher as well as schooling activities due to such factors. So, parents do not feel the interest to come to school according to the findings. One suggested reason might be that instead, they sell their labour to survive. The UNESCO Bangladesh report (2013) stated that the influence of parents helps children to attend school and in turn, to achieve their educational goal. Therefore, parents who are not involved in the academic-related sound discussion with the teacher (and many fathers) were stopped their children's schooling activities due to involving children income-related work (UNESCO Bangladesh, 2013). Gomes (2015), stated that most parents in Bangladesh did not show interest in their children's education.

Findings of question 3 and 6 shows that teachers are interested in collaborating with parents and teachers invite parents to come to school in a various national programme conducted by the teacher. Some additional comments on this question showed that teachers have a lack of knowledge to make fruitful academic discussion with parents to develop their children's learning and they cannot make parents interested in coming to school without invitation in JamalpurSadarUpazila in Bangladesh. So, the teacher has to make the opportunity to collaborate with parents and the community (GirijaKumari a/p K.S.Nayor, 2016). This demonstrates the inclusivity of educational organization. Mandarakas (2014), indicates in their article that parent-school collaboration depends on teacher activities, expertise and positive attitude toward parents. An article by, Bevzyuk (2018), advised conducting professional training for the primary school teachers to develop their motivational skill, friendly behaviour to establish the inclusive practice.

Activities support collaboration and inclusion

Some additional comments of question-8 indicate that there are some activities in school to build awareness of parent roles in their children's education, such as activities of the parent-teacher association, Mother assembly, Guardian assembly which programmes provided by primary education authority of Bangladesh government. On the other hand, findings from the question-9 show that the teachers offer various activities for parent awareness but additional comments show that the government provides those activities, participants of this question given the unpredictable answer.

Parents and community members support to develop inclusion in school activities. Parents and community give financial support and useful goods like the fan, tiffin box, uniform, midday meal for one day and community help can confirm child attendance in school (findings from question-10). Ahmmed and Mullick (2013) described in his study that collaboration between teachers, parents and the community in school activities could play an essential role in overcoming the challenges and barriers to establishing the inclusive practice in Bangladeshi schools.

The discussion indicates that the parents are invited to come to the school in the various ceremony, but many of the parents are not come to associate their involvement in learning activities due to lack of knowledge. The expert teacher can make collaboration between parent, teacher and community by making them aware about the importance of child learning.

CONCLUSION AND IMPLICATIONS

The findings show that parent-teacher collaboration is significant for inclusive practice. Parents and teachers are interested in making collaboration with each other for the child education, though many parents of JamalpurSadarUpazila are not interested in coming to the school for their unconsciousness, poverty and work. Teachers are very interested in making collaboration with parents and community for their student's education. Teachers role are the main factor to enhance inclusive practice. The experienced teacher can know how to make parents to play their duty.

The findings of this research also show that parents of JamalpurSadarUpazila are not aware of their child education, mainly who need special supports. Parents come to the school in various ceremonies provided by the government if they are invited. Many of the parents of JamalpurSadarUpazila are not educated enough to

understand the role of them about their child's education, though parents are interested in playing their duty that was mention above. Only teachers are not enough to implement inclusive practice in primary school. They have to motivate parents and community to get their assistance. There are many activities provided by Bangladesh government in school to increase awareness of parents and community. Teachers implement this programme. Parents Teacher Association (PTA) meeting, School Managing Committee (SMC) meeting, Parents assembly and observing other National days are the essential programme to make collaboration with parent and community. However, the teacher provides very few need-based awareness programmes for community and parent. Sometimes parents and community give very few financial, and equipment supports to school for inclusive practice. However, they are not doing their duty correctly for their children's learning. These findings are related to the findings of various studies discussed in chapter two.

The findings presented in chapter four of the proposed research can help develop inclusive practice in the primary schools of JamalpurSadarUpazila. These findings can help the managers or leaders of the school to understand the importance of collaboration between teachers and parents and community in inclusive practice in Bangladeshi primary schools. Educators, parents, school, and students also can get help to understand the importance of their role and relationship between them to confirm inclusive practice. Parents can become aware of their role in promoting their children's learning. Educators can use the research findings in their practice. The findings can help them to enhance their professional knowledge and techniques to reach out the parents and community so that they can work together to promote inclusive practice without any discrimination. Finally, the findings of the study can make a useful contribution to the research literature on this topic by adding a perspective from Bangladesh.

RECOMMENDATIONS FOR PRACTICE

The findings of this study prove that collaboration can have a significant role in enhancing inclusive practice. The teachers are motivated but unskilled enough to establish effective collaboration with parent and community to strengthen inclusive practice. Teachers are sometimes reluctant to seek the assistance of parents. The teacher can provide the class party, meeting only for academic discussion with the parent, meeting with the community to involve them in academic discussion. According to Islam (2017), face to face meeting with parents is beneficial for children learning as well as achieving a good score in the examination. Most of the parents are not able to give academic support to their child, so the teacher can make parents aware and motivate to manage a sound educational environment at home. To confirm these activities, the central administration of primary education in Bangladesh can provide related short term and flatly activity base training to the teacher and School Managing Committee (SMC) and Parent Teacher Association (PTA). The local administration of primary school can conduct this need-based training depending on culture, lifestyle, social values and thinking, literacy rate and socio-economic condition of parents and community.

There are limited scopes for the teacher to reach all students in class because of the high teacher-student ratio. According to the Annual performance report of primary education in Bangladesh (2014), the ratio of teacher-student is 1:50. The teacher complete syllabus in a pre-ordained time. So, Ministry of Primary and Mass Education (MoPME) should take necessary action to reduce teacher-student ratio so that teacher can give more time for every student.

From the discussion and findings above indicate that collaboration in inclusive practice has many advantages to enhance all child education. The student can get more benefit from teacher and parents. Students can feel proud if their parents come to the school and assist them in learning. They can enjoy their learning at home and school through the help of parent and teacher. Positive school ethos may create by the parent, teacher and community collaboration. Student-friendly school can establish by the support of parent and community, and they feel comfortable to come such type school to support their children. However, prosperous and sustainable collaboration is possible through the help of central and local level administration of primary education of Bangladesh. Headteacher's transformational leadership activities can develop school culture and ethos for sound inclusive practice. Headteacher can take some initiative for parent and community to know about their role as well as feel comfort to play the role in school.

LIMITATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

The research is to analyse the present condition of collaboration in primary school between parent, teacher and community people. The main limitation of this small-scale study is that the participants were the only teacher. Parents and community people involved with this study could compare with the answer of the teacher to

improve the validity of the research. They were ignored to participate in this study because of time and financial problem. Therefore, the results of this research are not generalizable to other contexts.

Another limitation of this study is that quantitative data collected from the minimal number of school and participants. The research is a small scale. There were minimal opportunities to further contact with participants to get rid of them in any confusion about questionnaire so that they enable to give impartial data. Findings could be firmly accepted if other researchers collected further data by using other methods, might be included parent and community people could improve the validity of the findings. Similar research may be organised to examine the sustainable role of collaboration in inclusive practice in the primary school of Bangladesh. Research for the further result may help educators to understand better about the successful implementation of the parent, teacher and community collaboration. There were very few studies identified in Bangladesh on parent-teacher and community collaboration. But a developed country like England has many kinds of research in this field.

This research is a small scale and has various limitations. So, the findings of this research are not generalizable to other contexts, but this research offers some useful recommendation to enhance inclusive practice. The goal of this study was improved collaboration between the parent, teacher and community to support them for confirming all child (With the children with special needs) quality education. The research will be successful if the stakeholders can get support from this.

REFERENCES

- [1] Adams, D., Harris, A. and Jones, M. S. (2016) Teacher-parent collaboration for an inclusive classroom: success for every child. *Malaysian Online Journal of Educational Sciences*, 4(3), pp. 58-71.
- [2] Ahmmed, M. and Mullick, M. (2013) Implementing inclusive education in primary schools in Bangladesh: recommended strategies, *Educational Research for Policy and Practice* 13:167–180.
- [3] Ali, M. Z. (2017) Inclusive Primary Education in Bangladesh Focusing Students with Disabilities. Proceedings of the 2nd World Disability & Rehabilitation Conference, Vol. 1, 2017, Pp. 21-32 Copyright © 2017 TiikmIssn 2513-2687 Online Doi: <https://doi.org/10.17501/Wdrc.2017.2104>. (Accessed: 25/9/18).
- [4] Bell, J. and Waters, S. (2014) *Doing Your Research Project: A Guide for First-Time Researchers (6thed)*. Maidenhead: Open University Press.
- [5] Bevzyuk, M. (2018) Characteristics of Pedagogical Conditions For Preparing Future Primary School Teachers To Interaction With Parents In Terms Of Inclusive Education. <http://Eu-Jr.Eu/Social/Article/View/688/677>.
- [6] Cohen, L., Manion, L. and Morrison, K. (2007) *Research Methods in Education (6thed)*. Oxon: Routledge.
- [7] Dawson, C. (2009) *Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project*. Oxford: How to Content.
- [8] Denscombe, M. (2010) *The Good Research Guide: For Small-Scale Social Research Projects (4thed)*. Maidenhead: McGraw-Hill Open University Press.
- [9] Directorate of Primary Education, Bangladesh (2016) Main document, PEDP-3, programme division, [Online] Available: <https://dpe.portal.gov.bd/site/page/5ea012b9-2d5a-411f-aa0b-c872d538f827> [Accessed 29 Sep 2018].
- [10] Gomes, S. D. (2015) Parental Involvement: The Missing Link in Academic Performance, Socialization and Coping Behaviour of Students at St. Louis High School in Natore, Bangladesh. The International Conference on Language, Education, Humanities & Innovation 21st & 22nd MARCH, pp. 157- 167. References
- [11] Hasnat, M. A. (2017) Rural Parents' Engagement in Education in Bangladesh: Problems and Possibilities <https://ir.canterbury.ac.nz/handle/10092/14615>
- [12] Islam, A. (2017) Parental Involvement in Education: Evidence from field Experiments in Developing Countries. Discussion Paper 02/17, Department of Economics, Monash Business School. <http://business.monash.edu/economics/research/publications/eco/0217parentalislam.pdf>
- [13] Knowles, G. (2018) What do we mean by inclusive practice? *Supporting Inclusive Practice and Ensuring Opportunity is Equal for All (3rded)*. London: Routledge.
- [14] Kumari, G. Naylor, K. S. (2016) Teacher- parent collaboration in two primary schools' special education integrated programmes: Application of epstein's framework. PhD thesis, [9] University of Malaya. http://studentsrepo.um.edu.my/6255/1/GIRIJA_KUMARI_AP_K.S.NAYOR.pdf
- [15] Mandarakas, M. (2014) Teachers and Parent-School Engagement: international perspectives on teachers' preparation for and views about working with parents. *Global Studies of Childhood*, Volume 4 Number 1 2014 www.worlds.co.uk/GSCH 21 <http://dx.doi.org/10.2304/gsch.2014.4.1.21> <http://journals.sagepub.com/doi/pdf/10.2304/gsch.2014.4.1.21>.

- [16] Malak, S., Deppeler, J. and Sharma, U. (2014). Bangladeshi teachers' perceptions about student behaviour in primary schools. International Journal on School Disaffection. [Online] Vol.11(1), pp.59-78. Available: <https://doi.org/10.18546/IJSD.11.1.04>.
- [17] Menter, I., Elliot, D., Hulme, M., Lewin, J. and Lowden, K. (2011) A Guide to Practitioner Research in Education. London: Sage.
- [18] Ministry of Education (MoE) Bangladesh (2010) National Education Policy 2010. [Online] Available: <https://reliefweb.int/sites/reliefweb.int/files/resources/02.National-Education-Policy-2010-English>. [Accessed: 29 Sep 2018]
- [19] Severina M., Mwirichia, Nephath J., Kathuri, John J. and Mariene, (2017) Availability of Headteacher-Parent Collaboration Policies For The Improvement Of Inclusive Education In Regular Public Primary Schools In Meru County. <http://ijern.com/journal/2017/March-2017/09.pdf>.
- [20] United Nations Educational, Scientific and Cultural Organization, (2013) Enhancing Access to and Retention of Girls and Women in Education and Gender Equity of Teachers under the UN Joint Programme on Violence against Women (JP VAW). Dhaka, Bangladesh. Retrieved from: http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Dhaka/pdf/EDU/gender_study_report.pdf
- [21] Villa, R.A. and Thousand, J. S.(2012) Creating and sustaining inclusive schools. In Boyle, C. and Topping, K.J.(eds) What Works in Inclusion? Maidenhead: McGraw-Hill Open University Press, pp. 110-124.
- [22] Wilder, S. (2014) Effects of parental involvement on academic achievement: a meta-synthesis. Journal Educational Review, 6(3), pp. 377-397.
- [23] World bank , 2018, To the people's republic of Bangladesh for the quality learning for all program for fourth Primary Education Development Program, march 1, 2018

