

Research Trends on Parental Involvement in Inclusive Education and its Implications for Inclusive Education Programs: A Bibliometric Analysis

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Abstract

This article examines research trends on parental involvement in inclusive education in reputable databases. The method used is bibliometric analysis with the Biblioshiny application and the central database analyzed from scopus.com. The keywords used were "parental involvement" and "inclusive education" in research from 1975 to 2024. After the extraction process with only article publications in scientific journals, 170 publication data were obtained. The results of bibliometric analysis show that in nearly 50 years, the number of studies tends to be small—most research centers in the United States, with the most productive institution being the University of Minnesota. At the same time, the most productive researcher is Gabriella Pusztai, who has three publications. The primary reference journal is Early Child and Development Care. When viewed from keywords, child, parent, and parental involvement are the most dominant keywords researchers use. This provides a comprehensive picture of the development of parental involvement research. Furthermore, research is expected to be more contextualized with the socio-cultural conditions where the research is conducted to add to the diversity of research related to parental involvement, especially in inclusive education.

Keywords

Bibliometric; Inclusive Education; Parental Involvement

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1. INTRODUCTION

Inclusive education denotes a methodology wherein all pupils, irrespective of their talents or specific requirements, learn together in the same environment (Teo & Lau, 2018). In this context, the role of parents is crucial and diverse, especially in supporting children with special needs. Parents act as key partners in their child's learning process. They actively plan, implement, and evaluate inclusive education programs (Blackmore & Hutchison, 2010). For example, they can participate in the creation of individualized education programs for their children to help determine learning goals and objectives, as well as strategies to achieve them.

Parents' involvement in inclusive education also faces various challenges. For example, there is a



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lack of knowledge and understanding of inclusion and the rights of children with special needs, a lack of time and resources, and a lack of support and cooperation from schools and communities. Schools and communities must support and facilitate parental involvement in inclusive education (Liu et al., 2013). For example, through the provision of information and training, the establishment of support networks, and the creation of an inclusive and accepting environment. Within the framework of behaviorism learning theory, parental participation denotes the active engagement of parents in facilitating their children's learning through interventions aimed at cultivating desired behaviors (Qin & Gan, 2024). Based on this theory, this involvement uses the stimulus-response principle to influence children's behavior through reinforcement or punishment (Ikei et al., 2023). Therefore, feedback in the learning process is an important part of the parent-child interaction to form a deeper and more effective relationship in the learning process.

Parents can also act as advocates for their children. They can fight for their child's rights in education and ensure that their child receives the support and services they need (W. Chen & Ho, 2012; Lau, 2014; Senosi, 2014). In addition, they can help raise community awareness and understanding of children with special needs. Parental involvement in educating children with special needs can also have emotional benefits. Children with special needs may feel more supported and understood if their parents are involved in their education (Athey, 1981; Giallo et al., 2013). This can increase their self-confidence and motivation to learn. However, it should be noted that the role of parents in educating children with special needs may require specialized knowledge and skills. Therefore, parents need to seek resources and training that can assist them in meeting their child's educational needs. The role of parents in educating children with special needs is crucial.

Research on parental involvement in inclusive education is significant because it has various positive and significant impacts on children's educational processes and outcomes. Inclusive education emphasizes the right of all children to quality education, including children with special needs (Share & Kerrins, 2013). In this context, parental involvement is vital in realizing effective inclusive education. Parental involvement can help children in the learning process at home. Parents can provide emotional support tutoring and facilitate children's learning needs. This involvement increases children's motivation to learn but also helps children develop the necessary skills and knowledge (Lagacé-Séguin & Case, 2010; Tammariello et al., 2012).

Parental involvement can improve communication and collaboration between school and home. Parents can be partners with schools in planning, implementing, and evaluating inclusive education programs (Campbell, 2008; Maphoso & Mahlo, 2014). Through intensive interaction, parents and schools can understand and support each other's needs and educational goals. Research shows that parental involvement can improve children's learning outcomes. Children whose parents are involved in their education tend to have better academic performance, higher attendance rates, and more positive learning attitudes (Carlerby et al., 2013; Furumoto, 2003). However, parental involvement in inclusive education often faces challenges, such as a lack of knowledge, skills, and resources. Therefore, research on parental involvement in inclusive education is important to identify barriers and find effective solutions to improve parental involvement. Research on parental involvement in inclusive education has high relevance and benefits from theoretical and practical perspectives (Ozgun & Honig, 2005). This research can provide insights and a deeper understanding of the role and contribution of parents in inclusive education, as well as assist policymakers and education practitioners in designing and implementing effective strategies to engage parents in inclusive education.

There is massive potential for further research on parental involvement in inclusive education. This is in line with the increasing public understanding of the importance of inclusive education that accommodates the needs of all students, including those with special needs. A potential avenue for additional research is the impact of parental involvement on student learning outcomes within the framework of inclusive education (X. Chen et al., 2024; Quayyum, 2025). For example, research could focus on strategies parents can use to support their children's learning at home or collaborate with

teachers to meet their children's learning needs. In addition, research could also explore how parents' perceptions and attitudes toward inclusive education affect their involvement. This is important because parental involvement is often influenced by their understanding and attitudes towards inclusive education. For example, if parents have negative perceptions or are unsure about the benefits of inclusive education, they may be less inclined to be actively involved in their children's education.

Research could consider how socioeconomic and cultural factors might influence parental involvement. For example, parents from low socioeconomic backgrounds may face more barriers to involvement in their children's education, or parents from certain cultures may have different views about their role in their children's education (Kavanagh & Hickey, 2013a; McBride Murry et al., 2005). The potential for further research on parental involvement in inclusive education is wide and varied. By better understanding the factors influencing parental involvement, we can design more effective strategies to support parental participation and improve student learning outcomes.

There are several reasons why this research is essential. First, parental involvement can influence children's learning outcomes (Clifford & Göncü, 2019). Many studies have shown that children whose parents are involved in their education have better learning outcomes. Secondly, parents have unique knowledge about their children that can assist teachers and school staff in planning and implementing effective inclusive education (Hassett et al., 2018). Third, parental involvement can influence children's attitudes and perceptions toward school and learning. In addition, this research is also important to help define the roles and responsibilities of parents in inclusive education (Lazarevic & Kopas-Vukašinović, 2013). This can assist in developing policies and practices that support parental involvement and ensure that children's right to an inclusive and quality education is respected and fulfilled (Shaked, 2022). Parental Involvement in Inclusive Education research is critical to advancing effective and meaningful inclusive education (Ingber & Most, 2018). This research can provide valuable insights into how to support parental involvement and how this can contribute to a more inclusive and equitable education.

Research trend analysis on parental involvement in inclusive education has various theoretical and practical benefits. Research trend analysis helps us understand how the concept of parental involvement in inclusive education has evolved. It provides knowledge about how our understanding of this topic has changed and developed and what we have learned from previous research. Analysis of research trends can also help us identify which areas need more research. For example, if the study shows that most prior research has focused on the role of parents in inclusive education in school-aged children, this could indicate the need for more research on the role of parents in inclusive education in early childhood or adolescence.

2. METHODS

Research Design

Bibliometric analysis of parental involvement research can be done by designing several vital steps—first, identifying and collecting relevant research data from various academic databases such as Scopus. Second, the selection and evaluation of the research findings are based on specific criteria such as topic relevance, year of publication, and others. Third, data analysis uses bibliometric techniques such as citation, co-citation, and network analysis. Fourth, the analysis results are interpreted to determine research trends, collaboration patterns, and popular research topics. Finally, the analysis results are presented as a report or scientific publication. In this process, Biblioshyni bibliometric software can facilitate data analysis and visualization. In addition, bibliometric analysis should be conducted carefully to ensure the validity and reliability of the results.

The steps of the bibliometric analysis conducted in this study follow the following figure:

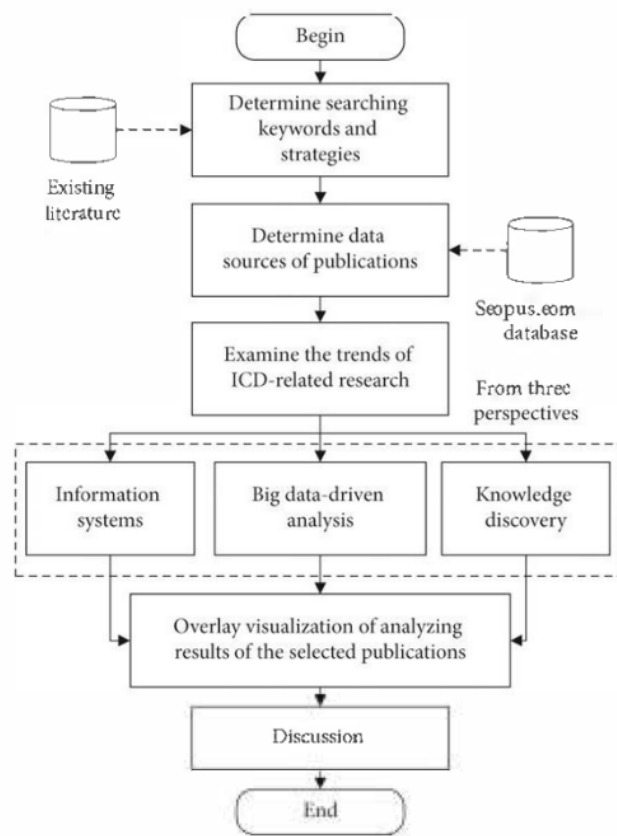


Figure 1. Flow Chart of Bibliometric Analysis (D. Chen et al., 2019)

Referring to Figure 1, the data obtained through keyword searches of "parental involvement" and "inclusive education" were extracted to get more relevant data to the research objectives.

Data Source

The data was sourced from scopus.com with the keywords "parental involvement" and "inclusive education." The results obtained data with details are presented in Table 1.

Table 1. Summary of Data from Scopus.com database

Description	Results
MAIN INFORMATION ABOUT DATA	
Timespan	1975:2024
Sources (Journals, Books, etc)	125
Documents	198
Annual Growth Rate %	5,02
Document Average Age	12,6
Average citations per doc	21,98
References	0
DOCUMENT CONTENTS	
Keywords Plus (ID)	644
Author's Keywords (DE)	492

Description	Results
AUTHORS	
Authors	513
Authors of single-authored docs	55
AUTHORS COLLABORATION	
Single-authored docs	57
Co-Authors per Doc	2,68
International co-authorships %	11,62
DOCUMENT TYPES	
article	170
article article	2
book chapter	7
conference paper	2
editorial	1
erratum	2
letter	2
note	2
review	10

Based on the data in Table 1, 198 documents related to parental involvement in inclusive education were published between 1975 and 2024. The extraction is based on the number of research documents published in journals, so books and book chapters are excluded. The result was 170 documents that continued to be analyzed using bibliophily.

3. FINDINGS AND DISCUSSIONS

Result

Bibliometrics is a method used to analyze and measure scientific publications and research activities. A bibliometric analysis of various scientific documents and publications related to Parental Involvement in Inclusive Education was conducted in this context. The primary purpose of this analysis is to identify trends and patterns in the literature, understand the development of research in this area, and highlight potential research areas that may not have been adequately explored. The following presentation will provide the results of the bibliometric analysis that has been conducted.

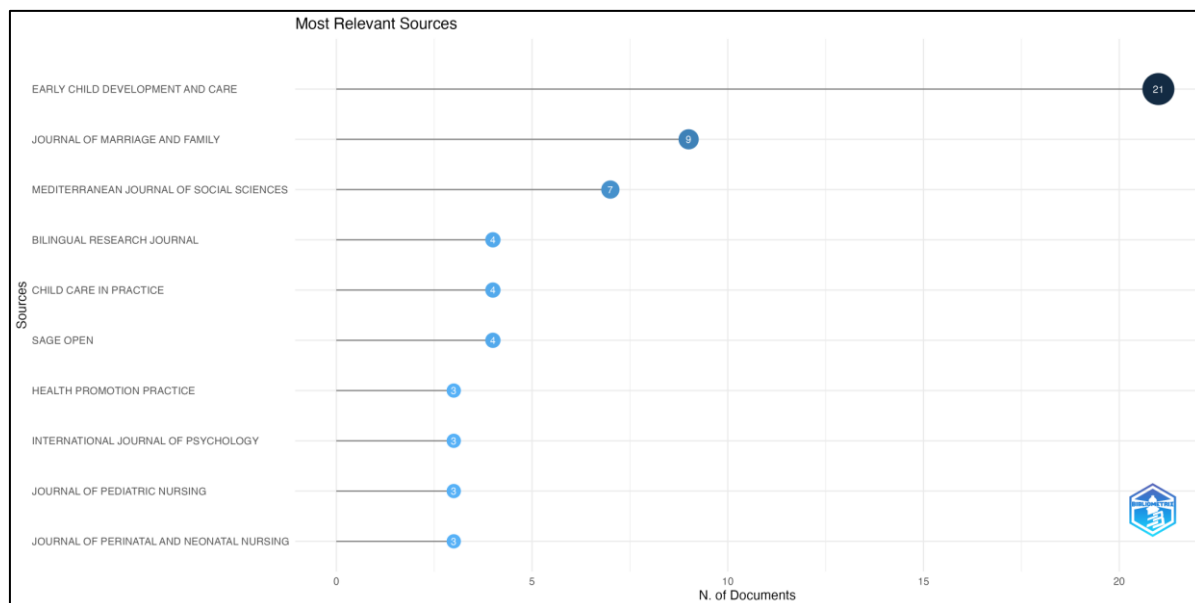


Figure 2. Most Relevant Source of Parental Involvement Study

According to Figure 2, the Early Child Development and Care Journal is the most prolific in publishing articles on parental engagement, with 21 publications. This result differs from the second and third rankings, namely the Journal of Marriage Family with nine articles and the Mediterranean Journal of Social Sciences with seven articles. This hints that publications on parental involvement have not been evenly distributed. What's more, in the period 1975 to 2024, only 198 publications were found. Furthermore, when viewed from its impact, it can be presented in Figure 3.

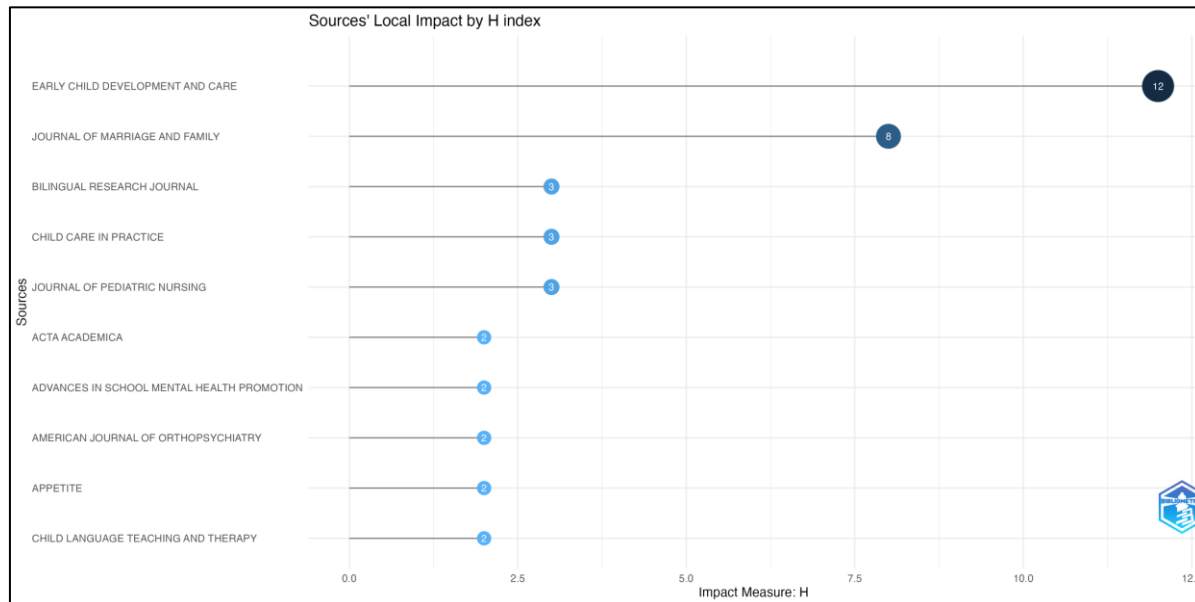


Figure 3. Local Impact of Parental Involvement Study

According to Figure 3, the Early Child Development and Care Journal possesses the highest influence, evidenced by an H-Index of 12. Furthermore, the Journal of Marriage Family is the second most influential journal with H-Index 8. In the 3rd rank, Bilingual Research Journal, Child Care in Practice, and Journal Pediatric Nursing have an impact factor of H-Index 3. This shows a reasonably high imbalance in the impact factor of the journals obtained. Furthermore, when viewed by the author, the author's productivity can be seen in Figure 4.

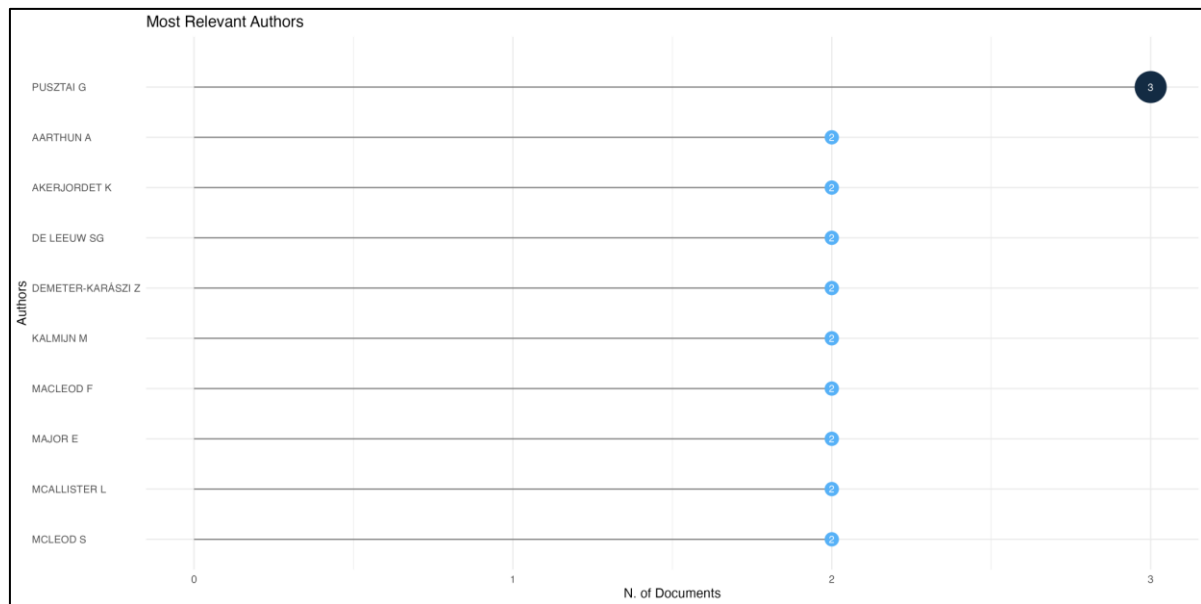


Figure 4. Relevant Author of Parental Involvement Study

According to Figure 4, Gabriella Pusztai is the most prolific researcher, having authored three articles. As presented in Figure 4, other authors have the same productivity with two publications each. This shows that no researchers are productive enough to produce research on parental involvement. Figure 5 provides more details about when publications are created.

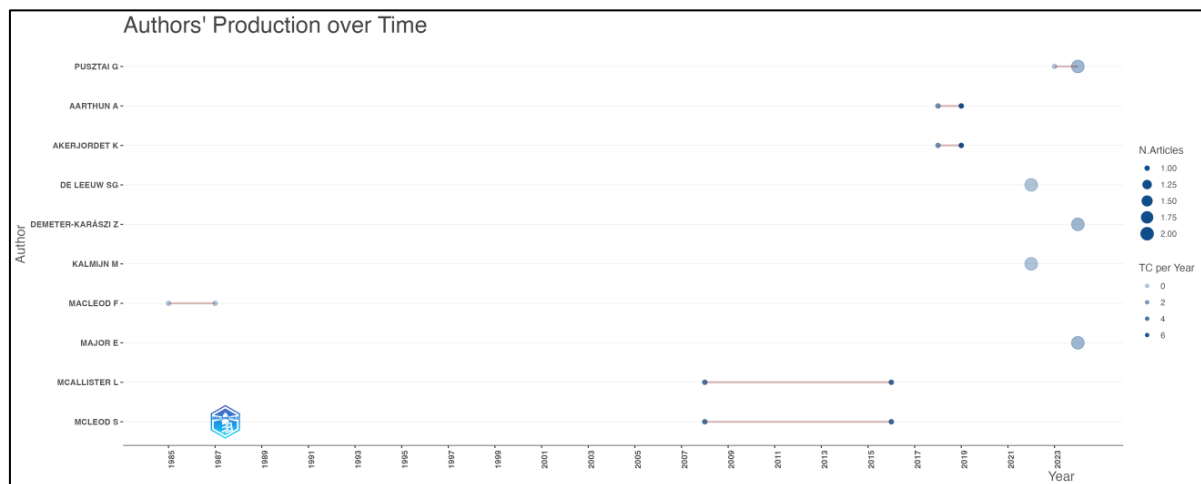


Figure 5. Authors' Production Over Time of Parental Involvement Study

Figure 5 indicates that Gabriella Pusztai published her works between 2021 and 2023. This means that awareness of the importance of parental involvement is again an interesting theme to research. If you look at the exposure from Figure 5, from 1988 to 2008, very few studies led to the study of parental involvement. Further analysis of the most impactful authors can be seen in Figure 6.

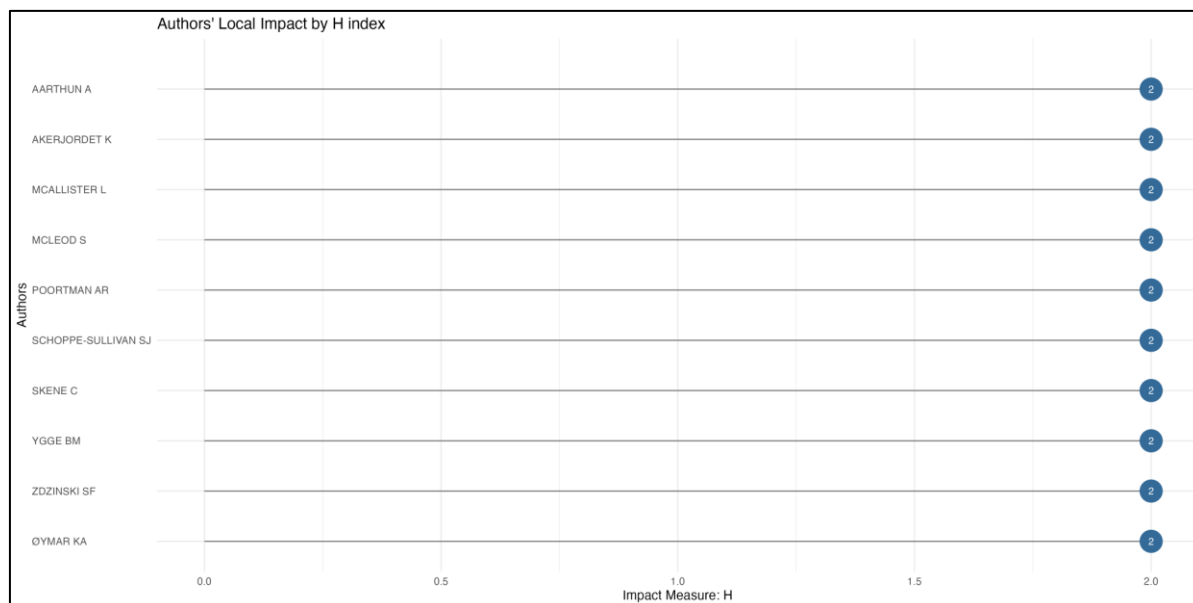


Figure 6. Author Impact of Parental Involvement Study

Figure 6 indicates that no researchers are particularly prominent or impactful. Indeed, as illustrated in Figure 6, the leading ten researchers by H-Index are uniformly distributed. No expert is considered the most productive in parental involvement studies. In the future, those who have an interest in parental involvement issues can focus on this study so that they can become top researchers in the field. Judging from the author's affiliation, the distribution of researchers is as in Figure 7.

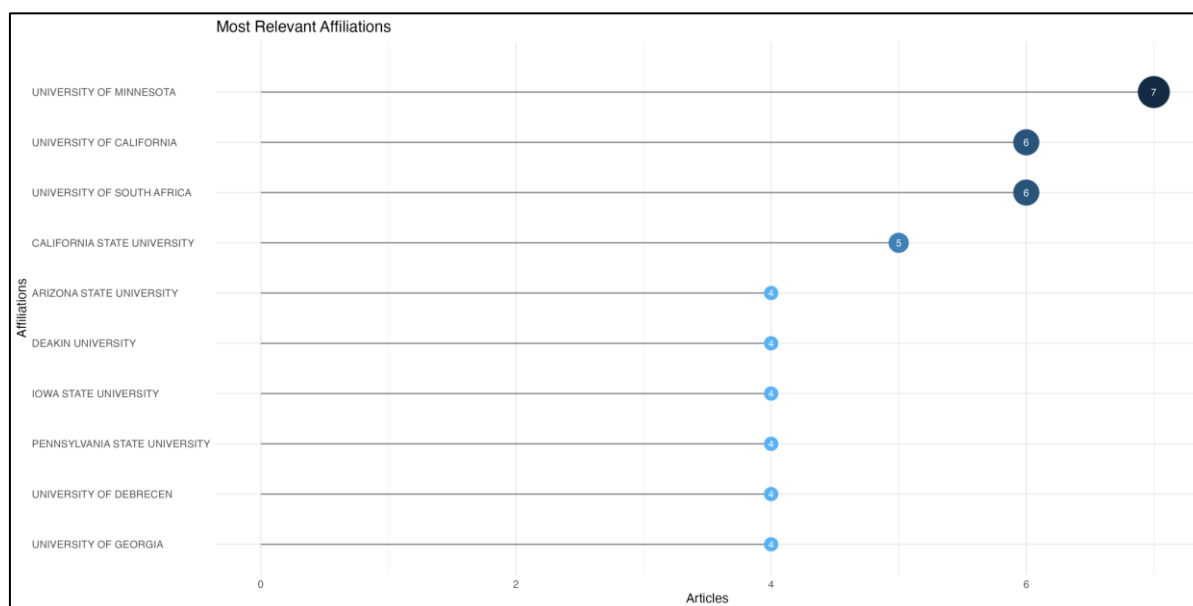


Figure 7. Relevant Affiliation of Parental Involvement Study

Looking at Figure 7, it is known that the University of Minnesota is the most productive institution with seven publications. Furthermore, the University of California and the University of South Africa are in second place with six publications each. California State University is in third place with five publications. Looking at the period of research distribution, the research productivity on parental involvement from various research institutions tends to be low. The country of origin can be traced in Figure 8.

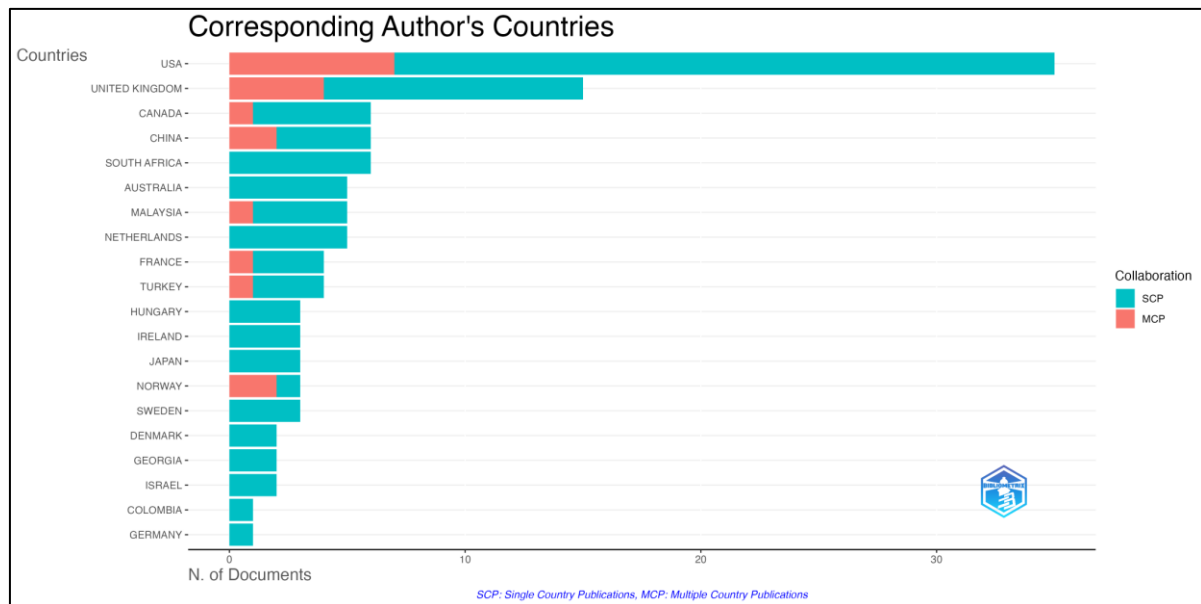


Figure 8. Corresponding Author Countries

Based on Figure 8, the USA is the most productive country in producing publications on parental involvement in both single and multiple countries (cooperation between countries). The following country with many publications is the United Kingdom, with more than 15 publications on parental involvement.

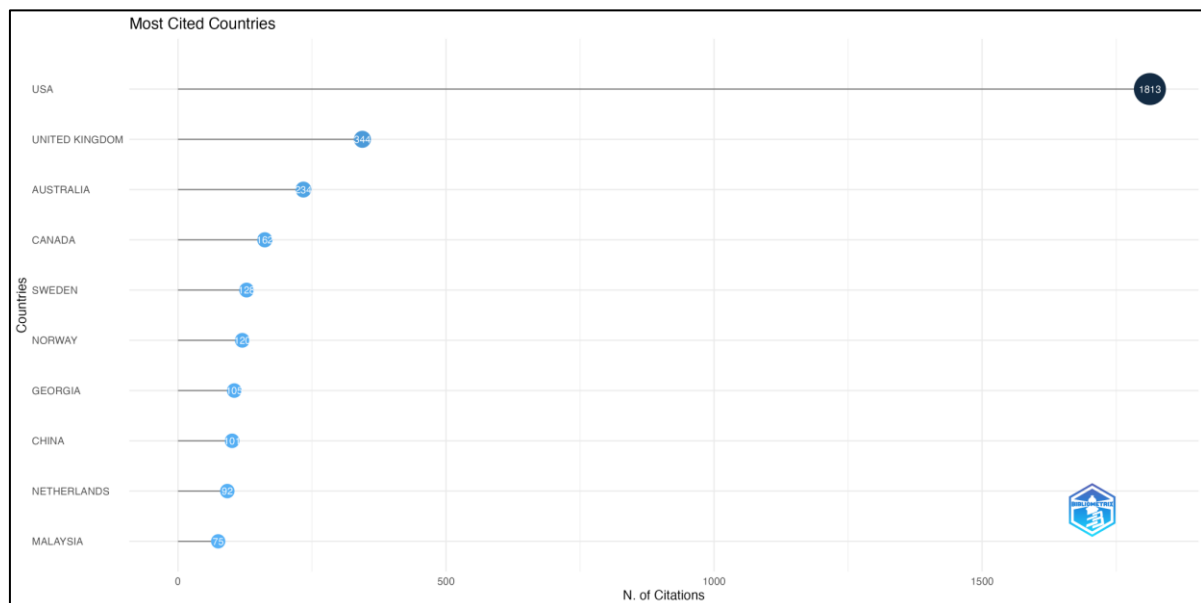


Figure 9. Most Cited Countries of Parental Involvement Research

Figure 9 visually represents the frequency of citations to research from different countries in the context of parental involvement. English-speaking countries such as the United States, United Kingdom, Australia, and Canada dominate the list of countries with the most citations. This indicates that research on parental involvement from these countries has a significant influence and is often referenced in similar studies worldwide. European countries such as Sweden, Norway, and the Netherlands also have a sizable contribution to the study. This shows that Europe is also an essential center for studying parental involvement. However, not as many as Western countries; Asian countries such as China and Malaysia are also recorded in the graph. This indicates a growing interest in parental involvement research in the Asian region.

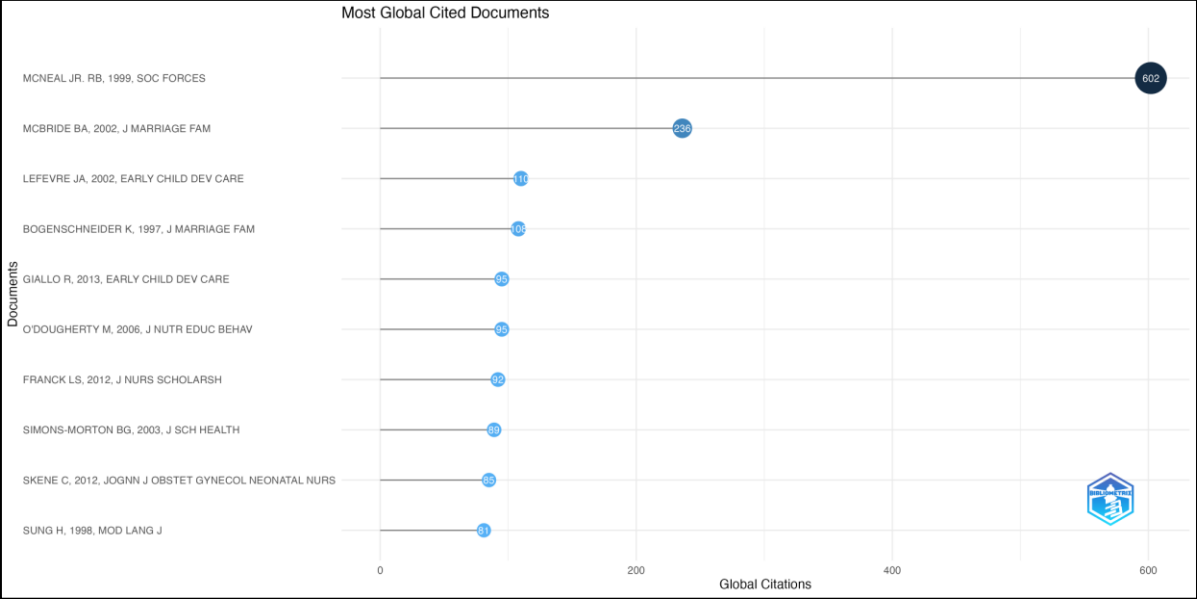


Figure 10. Most Cited Document of Parental Involvement Research

Figure 10 provides an overview of which researchers have the most frequently cited papers on parental involvement. Several researchers consistently appear at the top of the list. This indicates that their work has significant influence and is often referenced in similar research. The researchers listed in the graph published their work in various journals, such as *Social Forces*, *Journal of Marriage and Family*, *Early Childhood Development and Care*, and others. McNeal Jr (1999) is the most frequently cited author, with 602 references. This shows that parental involvement is relevant in various fields of study. The year of publication of the cited works varies, ranging from 1967 to 2013. This indicates that some classic studies are still relevant today and continue to be quoted by contemporary researchers.

World Cloud



Figure 11. Word Cloud on Parental Involvement Article Publications

Figure 11. Of the word cloud, the words that appear most frequently and have high relevance to parental involvement research include Child, Parent, and Parental Involvement. These are fundamental keywords that delineate the primary emphasis of the study, which is the interaction between parents

and children, along with the proactive involvement of parents in children's development.

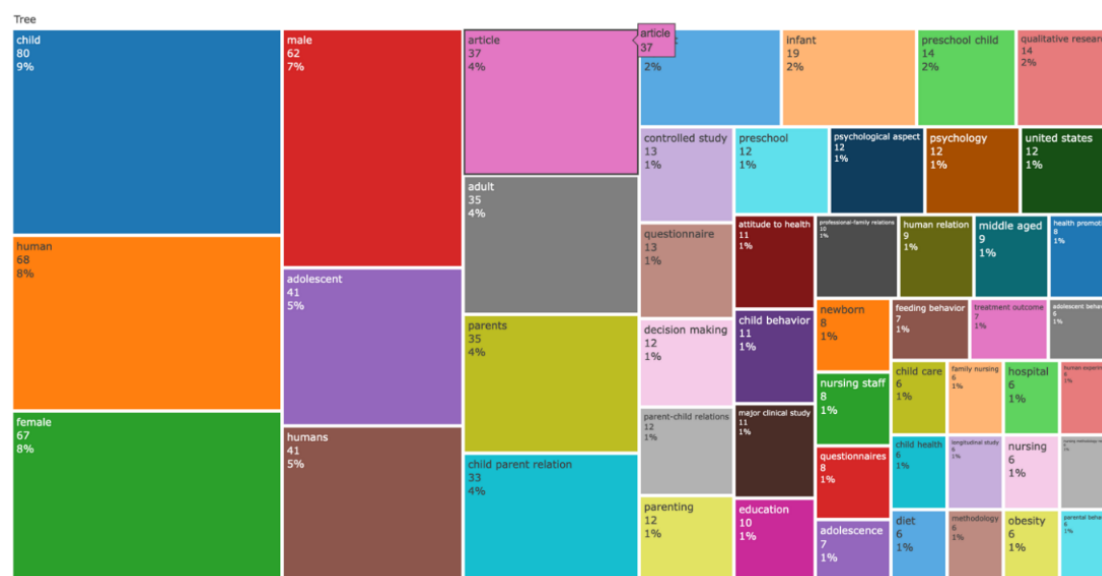


Figure 12. Tree Map of Parental Involvement Research

The treemap in Figure 12 illustrates that the keywords "child" and "parent" are predominant, signifying a strong emphasis on the interaction between children and parents in this research. Moreover, the developmental terms "adolescent," "infant," and "preschool" signify a keen interest in examining the impact of parental participation on children's development across various age stages. This study also examines the psychological and social dimensions of parental involvement, focusing on its effects on children's emotional development, behavior, and social interactions, as indicated by keywords such as "psychological," "behavior," and "relation."

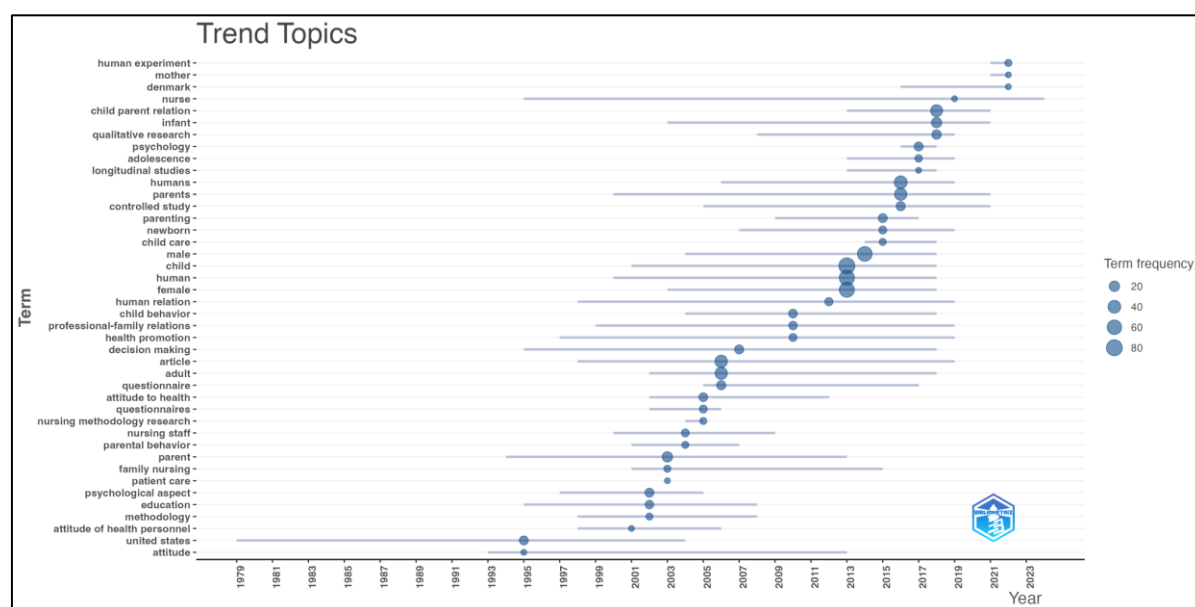


Figure 13. Trend Topic Parental Involvement Research

Figure 13 shows that this visualization provides an exciting picture of how topics in parental involvement research have evolved. Over time, research topics have also diversified. Initially, research focused more on general aspects such as "child" and "parent." This visualization provides a comprehensive overview of the development of parental involvement research. By understanding these trends, we can design more relevant and impactful research to improve child and family well-being.

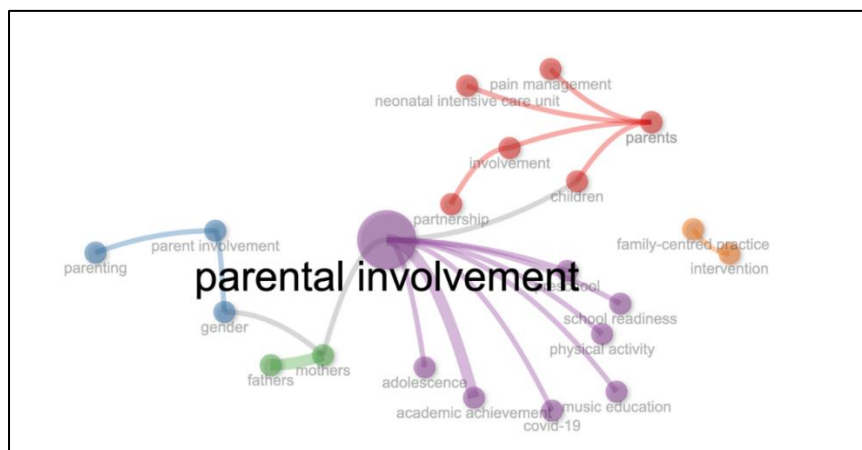


Figure 14. Co-Accurance Network in Parental Involvement Research

In the context of the parental involvement research shown in Figure 14, it is possible to understand the concepts often associated with "parental involvement" and how they are interconnected. The word "parental involvement" is at the center of the network, indicating that this is the central concept being researched. Other words such as "parents," "children," and "parenting" have a strong relationship with "parental involvement," indicating that this research does focus on the interaction between parents and children.

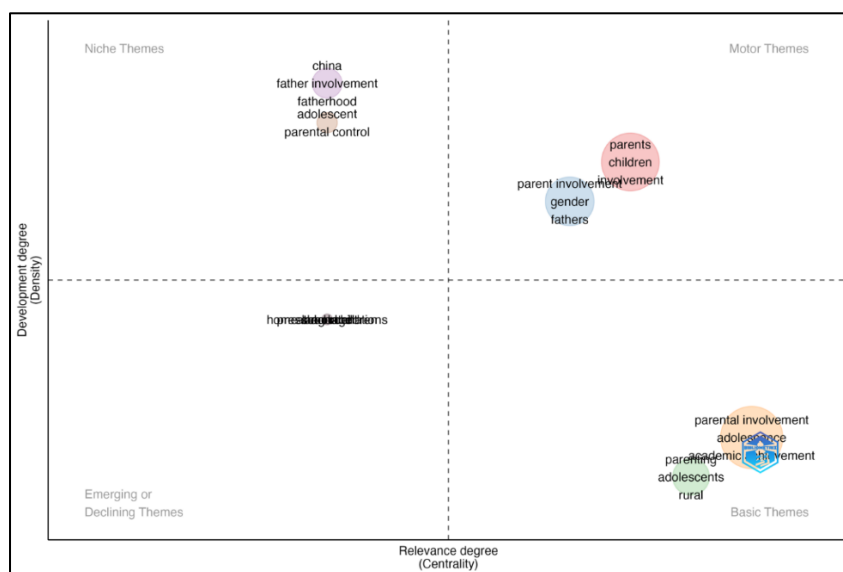


Figure 15. Thematic Map of Parental Involvement Research

The thematic map in Figure 15 provides a more detailed picture of the trends and relationships between topics in parental involvement research. The topic "parental involvement" is at the center of the map, indicating that this is a significant research focus. Parental involvement research covers a wide range of aspects, from gender roles (fathers, mothers) and child development (adolescence) to socio-cultural contexts (rural).

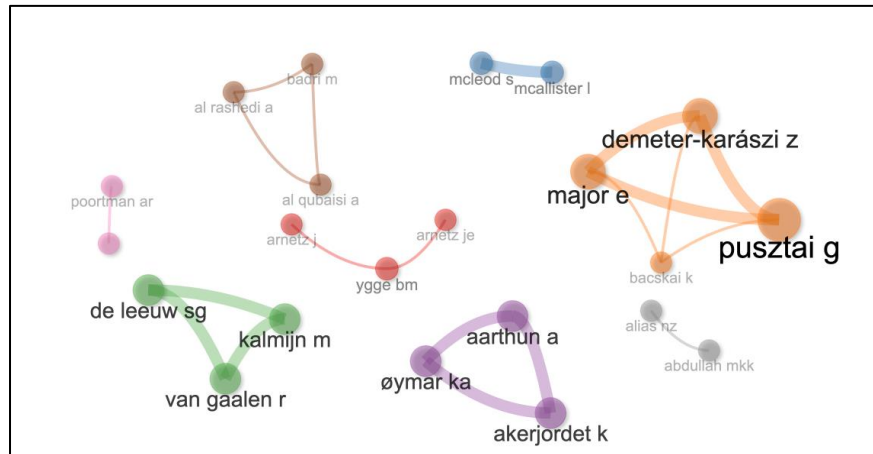


Figure 16. Author Network of Parental Involvement Research

In the context of parental involvement research, the network in Figure 16 shows which researchers often work together to research this topic and how strong their collaborative relationships are. Several researchers collaborate strongly, as indicated by the thick lines connecting them. This shows that they often work together on the same research project. Some names appear more frequently and have more connections, such as "demeter-karászi z," "major e," and "pusztai g". They can be considered core researchers in this field. The presence of names with different national backgrounds (for example, names ending in "z" that may come from Eastern European countries) indicates that parental involvement research is international and involves researchers from different countries.

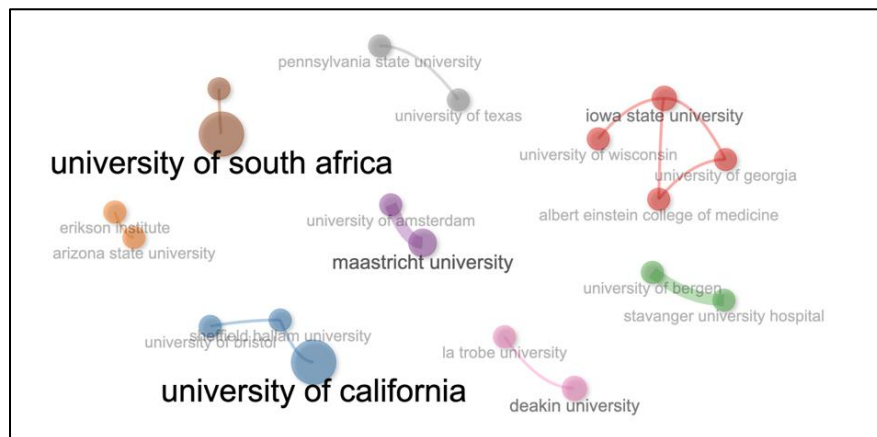


Figure 17. Affiliation Network of Parental Involvement Research

In the context of parental engagement research, the network in Figure 17 will show which universities or institutions are most frequently involved in the research and how strong the collaborative relationships between these institutions are. Some universities, such as the University of South Africa, the University of California, and Iowa State University, appear more frequently and have more connections. This indicates that these universities are essential centers of parental engagement research.

Discussion

Based on the results of the bibliometric analysis, it is known that the main topic that appears is the link between parental involvement with "parents," "children," and "parenting," indicating that this research does focus on the interaction between parents and children. The studies cited explain the relationship between parental involvement and children's academic achievement by highlighting the complexity of the relationship and emphasizing that not all types of parental involvement are equally effective. Frequent parental participation in children's daily lives, such as interaction and discussion

about various matters, can improve children's academic achievement (Goulet et al., 2024a; Saeed et al., 2024a). These studies show that parental support and attention to children's lives beyond academics can create an environment conducive to learning and enhance resilience, supporting better academic achievement. Too much parental involvement in children's academic tasks, such as tutoring and checking homework, may not always be beneficial. Some studies indicate that this kind of involvement can negatively affect academic achievement, especially at the secondary school level. Other studies suggest that excessive parental help with homework may result in children being less independent in learning and less able to cope with academic challenges independently (Mujtaba et al., 2024a; K.-N. Qin & Gan, 2024). In addition, there is a need to distinguish between the quantity and quality of parental involvement, as too much homework help may not always be practical (Zores et al., 2024a).

Parents' educational and occupational backgrounds can influence the effectiveness of parental involvement in children's learning. Parents with different educational and occupational backgrounds may have different approaches and strategies in supporting children's learning, which may affect children's academic outcomes (X. Chen et al., 2024b; Li et al., 2024). Parental involvement may play a role in the reproduction of cultural capital through education, potentially benefiting middle-class children (Yue et al., 2024). Teachers may give higher grades to children whose parents actively participate in their education, reinforcing existing educational inequalities (Deng et al., 2024; Kovács et al., 2024). Longitudinal studies show that children from migrant families who receive more remittances for education tend to achieve better academic performance. Support from migrant parents can offset the adverse effects of parental absence and contribute to children's academic success (Cappe et al., 2024; Xia, 2024). Overall, the studies suggest that the relationship between parental involvement and children's academic achievement is complex and influenced by multiple factors. Parents must balance their involvement, supporting their child's life, and providing appropriate academic guidance without overly controlling (Cui et al., 2024; Koivuhovi et al., 2025).

Parents with positive attitudes towards education who feel confident supporting their children's learning tend to be more involved. Parents' motivations vary, from wanting to improve their child's academic performance to supporting their social-emotional development (Xia, 2024). However, parents often face challenges such as limited time, resources, and different perceptions of their children. Children are the primary beneficiaries of parental involvement. Children's subjective perceptions and experiences of parental involvement are fundamental (Kovács et al., 2024). Parental involvement that children perceive and value will have a more positive impact. Children who feel supported and cared for by their parents tend to improve academic achievement, learning motivation, social-emotional skills, resilience, and mental well-being (Cappe et al., 2024; Deng et al., 2024). Overall, parenting practices, which include parental involvement as one of its components, greatly influence the effectiveness of parental involvement. A positive home environment, open communication, emotional support, and high expectations are examples of parenting practices that can amplify the positive impact of parental involvement (Goulet et al., 2024b). The studies reviewed show a complex relationship between parental involvement and children's academic achievement (Saeed et al., 2024b; Ye et al., 2024). Parental involvement in children's daily lives, such as discussions about various matters and emotional support, is consistently positively correlated with academic achievement.

Parents need to understand the different forms and impacts of parental involvement. Finding a balance in involvement, i.e., supporting the child's life in general and providing appropriate academic guidance (Mujtaba et al., 2024b; Ren et al., 2024). Open and honest communication between parents and children is essential to ensure parental involvement is perceived as positive and beneficial (X. Chen et al., 2024b). Schools and policymakers need to actively support and empower parents through education programs, training, and building positive partnerships (Yue et al., 2024). Parental involvement is a dynamic process that is influenced by many factors. Understanding the complexity of the relationship between parents, children, and parenting practices within the framework of parental involvement is essential to maximize its positive impact on children's development and success (Xia, 2024).

The results also show that the scope of research began to expand with the emergence of the theme “COVID-19,” which shows that parental involvement research also responds to contemporary issues. This shows that the scope of “parental involvement” is not only related to “children” but also to “academic achievement.” The scope of research on parental involvement is comprehensive and includes various interrelated aspects, as described in the sources of this research. So far, research has tended towards analyzing the impact of the complex relationship between various forms of parental involvement and children's academic achievement at different levels of education, including both positive and negative effects. In addition, Socio-Emotional Development is also often an option with a focus on analyzing the influence of parental involvement on children's socio-emotional development, including social skills, emotion regulation, resilience, and mental well-being (Cappe et al., 2024; X. Chen et al., 2024b; Goulet et al., 2024b; Kovács et al., 2024; Mujtaba et al., 2024b; Ren et al., 2024; Rifat et al., 2025; Saeed et al., 2024b; Xia, 2024; Ye et al., 2024; Yue et al., 2024; Zores et al., 2024b). Last, the Impact on Child Behavior examines how parental involvement can influence children's behavior at home and school, including prosocial behavior, aggression, and problem behavior.

Research on parental involvement is multidisciplinary, involving fields such as psychology, education, sociology, and anthropology. Its broad scope reflects parents' important role in children's development and education. Research in this area continues to grow and generate valuable knowledge to inform policies, programs, and practices to optimize parental involvement and improve children's positive outcomes. There are also opportunities to examine parents' attitudes, beliefs, and motivations towards education and how these influence their involvement. Furthermore, research on how parents' mental health affects the capacity and quality of parental involvement is also an interesting theme for future research. Finally, studies to analyze children's subjective perceptions and experiences of parental involvement and its impact could also be an alternative.

The results of the bibliometric analysis also show that researcher networks tend to be dominated within a single country. Alternatively, slightly more widespread in certain regional areas, for example, North America and Eastern Europe, appear in the research findings. In addition, the network of research cooperation between institutions also shows the dominance of one country, namely the United States. For research on parental involvement to be more effective and impactful, networks of researchers and research institutions need to conduct research with a comprehensive and collaborative approach. Longitudinal studies are needed to understand how parental involvement changes over time and how it affects children's development in the long term (X. Chen et al., 2024; Koivuhovi et al., 2025; Ye et al., 2024)—developing networks of researchers across disciplines, such as psychology, education, sociology, and anthropology, to enrich research perspectives and methodologies (X. Chen et al., 2024b; Koivuhovi et al., 2025; Li et al., 2024; Saeed et al., 2024b; Xia, 2024; Zhao et al., 2024).

Furthermore, involving schools, parents, and communities in the research process ensures the research results' relevance and applicability. Expanding the network of researchers and research institutions can result in high-quality parental involvement research that positively impacts children's lives. It is important to remember that parental involvement is a complex process influenced by many factors. Therefore, comprehensive, collaborative, and contextualized research is essential to understand and optimize the role of parents in supporting children's development.

4. CONCLUSION

Studies on the potential involvement of parents in inclusive education show that the presence and participation of parents are crucial in supporting the success of the inclusive education process. Parents play a strategic role in children's learning, development, and skill-building. In addition, parental involvement can also help children with special needs to adapt to an inclusive education environment and assist teachers and schools in designing and implementing effective and efficient educational approaches and strategies. Thus, schools must build and maintain good relationships with parents and

involve them in all aspects of inclusive education.

Further research could focus on how parental involvement affects the development and academic achievement of children with special needs in inclusive education settings. Further studies could explore the relationship between parental involvement and successful implementation of inclusive education, focusing on effective strategies for involving parents in the education process. Other studies could also focus on identifying and analyzing parents' challenges in the inclusive education process and finding possible solutions or interventions. Furthermore, studies evaluated how parental involvement can affect the emotional and psychological well-being of children with special needs in inclusive education. Alternatively, research could focus on developing and evaluating strategies or programs to improve parental involvement in inclusive education.

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