



Influence of parental attitude towards inclusive education for CWSN : A study in Barpeta district, Assam, India.

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Abstract

The concept of inclusion is based on the ideas of providing equal opportunities to all children depending upon their individual needs and diverse nature. Right to belongingness should be one of the prime opportunities to all children both normal and deficient to value the uniformity in a country. The term inclusive education means much more than integrated education. It refers to an education system that accommodates all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The term inclusive education refers to education of all children without discrimination of attainment, gender or disability into the regular school. Inclusion is minimizing exclusion and fostering participation for all children in the culture within a wider framework of support of all children in general schools. Inclusion is a mean to provide opportunities to children regardless the differences. Here emphasis has been given on adapting the environment to accommodate the disability instead of treating the deficit. The success of inclusion of children with disabilities in mainstream classrooms largely depends on parents' attitudes towards their children with special needs. Parents play a significant role in the upbringing, protection and development of children. Parenting involves providing moral support, companion, and ensures good habits and supporting basic needs including education. Hence attitude of parents can effectively change the perspective of inclusive education. Attitude of parents is one of the decisive factors to make inclusive education successful. Their attitude is crucial as they have unique knowledge about the child's strengths and needs. They are directly involved in Inclusive Education Program development and educational placement of their children. In order to full participation in developing IEP of children, parents must have knowledge about specific disabilities. In the present paper an attempt has been made to study the attitude of parents towards inclusive education for CWSN in Barpeta District, Assam, India.

Keywords: inclusive education, CWSN, parental attitude

1. Introduction

Inclusive education means a system that accommodates all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. It is a child centric pedagogy that capable of successfully educating all children. Inclusive Education is the impetus for both integration and inclusion that comes out from a concern for rights of children and young people with special educational need. It is restructuring schools as communities where all children can learn in the similar learning

environment. The term inclusion seems to have its origin in the USA in the late 1980s and got its strength during the early 1990s. The concept of placing students with special needs in the general education classes began to be known as inclusion. The principle behind inclusion is to bring the services to the students, rather than students to the services. Inclusive education is one of the urgent needs of society of twenty first century to provide equal educational opportunities to all differently abled children in their own locations. It includes good teaching practices, healthy relationship

between teacher and students so that quality of education can be improved for all children in a classroom and help in the process of development of all children in different ways. The concept of inclusion is based on the ideas of providing equal opportunities to all children depending upon their individual needs and diverse nature. Right to belongingness should be one of the prime opportunities to all children both normal and deficient to value the uniformity in a country. Separating children on any characteristics, i.e., ability or race inherently leads to an inferior education for those who are 'tracked' out of mainstream.

The UNESCO guidelines for inclusion (2005) mentioned that "inclusion originally derived from special education in which its development involved a series of stages during which education systems have explored different ways of responding to children with disabilities and to students who experience difficulties in learning."

2. Inclusive education

Inclusive education means a system that accommodates all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. It is a child centric pedagogy that capable of successfully educating all children.

3. CWSN

A child with special needs is basically a child who, because of his or her unique medical or developmental difficulties, has needs in addition to those of his or her peers.

A child with learning difficulties will have unique educational needs that most of same aged peers won't have. Special needs may range from mild to more severe.

4. Parental attitude

Attitude is one of the significant factors in effective implementation of Inclusive Education. It may be considered that positive attitude towards differences of children, resultant in equalization of educational opportunities. Parents play a significant role in the upbringing, protection and development of children. Parenting involves providing moral support, companion, and ensures good habits and supporting basic needs including education. Hence attitude of parents can effectively change the perspective of inclusive education. There is an intimate relationship between parent and children. Schooling is first applied at home in their daily life setting. Parent and family members

can be important resource if informed, stimulated, entrusted and prepared in effective ways

5. Delimitation of the study

Due to number of constraints it was not possible to include each and every corner of the area of study. The present study has been delimited as follows:

- Out of seven blocks only three- Bhawanipur, Gobardhana and Rupsi have been included in the study.
- Only the students of Govt. provincialised elementary schools of Barpeta district were included for the present study.

Significance of the study:

Parental support and involvement is one of the important factors in facilitating inclusive education. Some parents of children with special needs show dissatisfaction over regular classroom. They feel that there is an impact of regular classroom on their child like social isolation, rejection, bullying etc. moreover insufficient teaching staff, lack of infrastructural support and resources prove improper education for the children with special needs.

Attitude of parents plays a significant role in educating children with special needs. Several variables that are related to the attitude of parents, including the experience of having a disabled child in the classroom hold more positive attitudes than parents without this experience. Parents hold more positive towards the inclusion of children with mild disabilities. To make inclusive education more successful, knowledge about parental attitude is necessary. Number of research study has been done in this field. However there is a need to conduct research on the influence of attitude of parents towards inclusive education in Barpeta District, Assam, India as no such studies have been done in this field. Keeping in view this necessity the investigators have selected the topic "Influence of Parental Attitude towards Inclusive Education for CWSN" – A study in Barpeta District, Assam.

6. Statement of the problem

"Influence of Parental Attitude towards Inclusive Education for CWSN"

– A Study in Barpeta District, Assam, India.

7. Objectives of the study

The main objectives of the present study are as follows :

- To study the attitude of parents related to

problems in inclusive education

- To examine the attitude of parents regarding infra-structural facilities provided in schools
- To study the attitude of parents towards curricular aspect
- To study the attitude of parents towards social aspect

7. Methodology

To carry out the present study descriptive survey method has been adopted as a method of study.

8. Tools and techniques

A self-structured attitude scale was developed and applied for collecting the relevant data. The investigator also used Observation technique to gather related information.

9. Population and sample

As population indicates the totality or whole, so, all the parents of CWSN children of BARPETA district have been considered as population for the present study. But due to limited time only three blocks out of seven blocks have been considered as sample for the present study. The sample size was 151. Both male and female have been included as sample with the help of purposive sampling technique.

10. Sources of study

Both primary and secondary sources of data have been taken for the present study. The parents of CWSN children have been considered as the source of primary data and various books and journals were regarded as secondary data.

11. Analysis and interpretation of data

Table 1 : To study the attitude of the parents towards problems related to inclusive education

Variable	Sex	N	M	SD	Z	Urban/Rural	N	M	SD	Z
Attitude of parents Problem	Male	133	11.38	1.913	.087	Urban	104	7.56	2.207	.267
	Female	18	11.72	2.927	.242	Rural	47	6.53	2.031	.400

Table 1 shows that the mean scores of the attitude of the parents regarding problem related to inclusive education have been found as 11.38 (M), 11.72 (F)

and 7.56(U), 6.53 (R) while the SD were 1.913 (M), 2.927 (F) and 2.207 (U), 2.031 (R)

Table 2 : To study the attitude of parents regarding infra-structural facilities in schools

Variable	Sex	N	M	SD	Z	Urban/Rural	N	M	SD	Z
Attitude of parents Infrastructural	Male	133	7.17	2.152	.058	Urban	104	11.60	2.074	.158
	Female	18	7.72	2.539	.163	Rural	47	11.02	1.961	.236

Table 2 shows that the attitude towards infra-structural facilities in inclusive education of the SD were 2.152 (M), 2.539 (F) and 2.074 (U), 1.961

(R).Attitude of female members have been found as 7.17 (M), 7.72 (F) and 11.60 (U), 11.02 (R).

Table 3 : To study the attitude of parents towards curricular aspect

Variable	Sex	N	M	SD	Z	Urban/Rural	N	M	SD	Z
Attitude of parents Infrastructural	Male	133	11.29	3.159	.035	Urban	104	11.69	3.147	.207
	Female	18	11.81	3.381	.096	Rural	47	10.53	3.127	.310

Table 3 revealed that regarding curricular aspect the attitude of the parents towards inclusive education have been found as mean-11.29 (M), 11.81 (F) and

11.69 (U), 10.53 (R) on the other hand the SD were 3.159 (M), 3.381 (F) and 3.147 (U), 3.127 (R).

Table 4 : To study the attitude of parents towards social aspect

Variable	Sex	N	M	SD	Z	Urban/Rural	N	M	SD	Z
Attitude of parents	Male	133	11.85	3.076	.067	Urban	104	12.43	3.285	.31
	Female	18	12.44	2.975	.188	Rural	47	10.79	2.116	.46

Table 4 shows that the mean scores of the attitude of parents towards social aspect in inclusive education were 11.85 (Male), 12.85 (Female) and 12.43 (u), 10.79 (r) while the SD were 3.076 (m), 2.975 (f) and 12.43 (u), 10.79 (r).

12. Major findings of the present study

- The problem related attitude of parents for both male- female has been found moderate. Here female and parents from rural areas were more satisfied.
- Regarding infra-structural facilities both male-female express moderate views where female were more satisfied than the male. On the other hand the attitude of the female from rural areas was higher than the urban
- Regarding curricular aspect in inclusive education the attitude of the parents was moderate. The female were satisfied than the male and the parents from rural areas were more satisfied than the urban.
- Related to infrastructural facilities the attitude of the parents has been found as moderate. Here the satisfaction of female and parents from rural areas shows more satisfaction.
- The attitude of the parents towards social aspect is moderate and the female were more satisfied than the male, while the rural views were higher than the urban,
- The social attitude of the parents in inclusive education has been found as moderate for both the male –female and the urban- rural
- It has been observed that though initially there was provision for Home- Based Education, but consequently it was withdrawn due to some administrative difficulties like insufficient remuneration, lack of proper facilities to the volunteers and CRC teachers and indifferent attitude of the parents.
- The study reveals that there is insufficient staff for inclusive education and infrastructure facilities are very limited, especially in rural areas. Moreover there is no provision for transport which create problem for the CWSN students. It was the major concern for the parents.
- The allowance provided for the CWSN students was not affordable for their minimum needs and aids were sometimes provided to CWSN like blind- glass, medicines etc. but rural students were totally deprived of these facilities.
- During the study it has been found that there are some provision for day-care facilities for free health check up camp and physiotherapist were engaged, but these facilities were absent in rural areas and parents were unaware about these.
- It has been observed that most of the parents were illiterate and there was no provision for awareness and counseling for the parents that creates a number of problems to improve the condition of inclusive education.
- The study reveals that the implementation of inclusive education was not overall satisfactory.

There were lots to be done to attract general people so that meaningful inclusion becomes possible.

13. Discussions

Research on the subject has shown that parents seem to hold predominantly positive attitudes towards inclusive education (Miller and Phillips 1992). For example, parents of typically developing children report that inclusive education helps their offspring to learn about and accept individual differences (Gallagher et al. 2000; Miller and Phillips 1992).

Krauss (1993) conducted a study to determine whether there were significant differences between mothers and fathers of young children with disabilities in the amount of child related and parenting stress. It can be mentioned that child-related stress refers to behavioral and temperamental qualities of a child and parenting stress refers to dimensions of parent's functioning. The findings of the study were as follows:

1. There was no significant differences associated with the child's type of disability between mothers' and fathers' scores for child related and parenting stress, locus of control, family functioning or size of their support networks.
2. It was revealed that fathers reported more stress related to their child's temperament and their relationship to their child.
3. It was found that mothers were reported more stress from the personal consequences of parenting
4. Fathers were more sensitive to the affects of the family environment whereas mothers were more affected by their personal support network.

Ramgopal and Rao (1994) attempted to assess the behavior disorders in moderately mentally retarded and their relation to parental attitude. The study was conducted at three special schools for mentally retarded and their relations to parental attitude

The findings of the study showed that – regarding parental attitude scale the attitude of the parents towards the moderately retarded children was negative. There was a non –significant negative correlation between behavior disorder and parental attitude of the moderately mentally retarded children.

Parental support and involvement, moreover, is regarded as being greatly Important in facilitating inclusive education (Palmer, Fuller, Arora, and Nelson 2001). It seems reasonable that when both groups of parents – those of children. With special needs and those without – are positive towards inclusive education,

Teachers and support staff will be more inclined to realize inclusion. Hence, acquiring knowledge about parents' attitudes towards inclusive education and variables relating to their attitude could be useful in developing interventions to create positive ones.

The above discussions indicate the importance of attitude of parent regarding inclusive education for CWSN. Positive attitude of parents can make the inclusive education program success.

14. Conclusion

The present study was designed to evaluate the role of parental influence regarding education of CWSN students to make inclusive education successful in Barpeta district, Assam. The primary school students were target group of the study. Attitude scale for parents was applied and the data were collected and interpreted to find out the result. The study reveals that parental attitude influence on the success of inclusive education for CWSN. The parents were not highly satisfied over the infrastructural facilities, behavioral aspect, curricular and administrative structure related to inclusive education in Barpeta district, Assam. The level of satisfaction has been found as moderate in all aspects. Much scope was there for improving the condition.

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