



A STUDY ON ATTITUDE OF PARENTS TOWARDS INCLUSIVE EDUCATION IN PURBA BARDHAMAN DISTRICT

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RESEARCH ARTICLE



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DOI:

<https://doi.org/10.70096/tssr.260402044>

Abstract

The study aimed to investigate the attitude of parents towards inclusive education. The target population of the study comprised parents from Purba Bardhaman district, while the accessible population included parents of children studying in secondary schools of Mongalkote Block. A sample of 50 parents (25 male and 25 female) was selected using a multistage sampling technique. A self-constructed tools was used for data collection. The collected data were statistically analysed using mean, standard deviation (SD), product moment correlation, and t-test. The findings of the study indicate that the attitude levels of parents regarding inclusive education do not significantly differ with respect to sex, educational level, and category.

Keywords: *Attitude, Parents, Inclusive Education*

Introduction

Education is a fundamental right of every child. Inclusive education ensure that all children get this right, regardless of their age, gender, background, socio-economic status, race, caste, religion, or ability. Inclusive education believes that every child is important, even if they are differently abled in ability, language or cultural background. All children should study together in the same school. Attitude of parent's towards inclusive education is very important for children's success. When parent's have a positive attitude towards differently abled children, then it helps students think positively. Parents also play a very important role in a child's growth and development. Their Attitude can strongly affect how inclusive education works in schools. So, it is important to study the parent's attitudes towards inclusive education to make it successful.

Rationale of the Study

Making segregated education as inclusive education is an appeal of modern world. Post independent India has a great effort for making education as inclusive. Basically, during the past three decades, there has been a movement from segregated education through integration to a point where inclusive education is central to the education of children with disabilities. A number of national policies, programmes and legislation measures have contributed to the movement towards integrated/ inclusive education in India. It is true that India has great effort to make inclusive education system but due to divers types of schools where children comes from diverse educational, socio-economic, region; it is not possible to achieve full inclusion without the supports of parents of both disadvantaged and normal child. So research needed on the areas of attitude of parents towards in inclusive education.

Operational Definition of the Key Terms Used

- *Attitude:* In this study attitude means how parents think and feels about inclusive education.
- *Parents:* In this study parents means father and mother of children's studying in secondary schools of Mongalkote block of Purba Bardhaman district.
- *Inclusive Education:* Inclusive education means that all students including students with disabilities attend and are welcomed by their neighborhood schools in regular classes and are supported to learn, contribute and participate in all aspects.

Objectives of the Study

To study the attitude of parents towards inclusive education with respect to:

- i. Sex
- ii. Educational level

iii. Category

Hypotheses

H₀₁: There is no significance difference between the attitude of female parents and male parents towards inclusive education.

H₀₂: There is no significance difference between the attitude lower educated parents and higher educated parents towards inclusive education.

H₀₃: There is no significance difference between the Attitude of General category and OBC category parents towards Inclusive education.

Delimitations of the Study

1. The study is delimited to the only one block of Purba Bardhaman District.
2. The sample size of parents will be taken only 50 (25 female & 25 male) due to the lack of time for study.

Samples

5 secondary schools will be selected from the Mongalkote block and from those schools 50 parents will be selected for the present study.

Sampling Techniques

In this research Multi stage sampling technique were uses for selecting sample as one Block, five Schools, and parents of secondary school children student. These are expressed in bellow as diagram.

- **Step-I: Selection of District:** At the first stage researcher considered the Purba Bardhaman district under the West Bengal.
- **Step – II: Selection of Blocks:** At the second stage of sampling researcher selected one block (Mongalkote Block) out of 23 blocks of Purba Bardhaman district.
- **Step – III: Selection of school:** At the third stage researcher chose five secondary school, out of 30 school of Mongalkote block.
- **Step – IV: Selection of Parents:** Finally, Researcher collected the data from the above mention school students' parents.

Table 1: Name of the schools selected for the Study

Sl. No	Name of Selected Schools
1	Mongalkote A.K.M. High School
2	Nutanhat S.D.M. High School
3	Palishgram High School
4	Jhuli A.H.M. Institution
5	Majigram Biswaswari High School

Variables of the Study

The present study consisted of both independent and dependent variables:

- **Independent Variables**
 - Attitude towards inclusive education
- **Dependent Variable**
 - Sex
 - Educational level
 - Caste Category

Tools Used for the Study

The present study has been designed using the descriptive survey method, for which following tool was used:

- A self-made questionnaire has been used to collect data regarding Parent's Attitude towards Inclusive Education

Construction of the Tool

The step wise tool construction procedure mentioned as below:

- *Planning of the test:* The first step in the construction of a test is careful planning. So, the researcher had specified the broad and specific objectives of the test in clear term. The researcher has decided information required for the study according to the objectives of the study.
- *Define the target respondents:* Then the researcher has decided the target respondents. Here the target respondents were the parents of secondary school children.
- *Writing items of the test:* After that the researcher had prepared some items according to the purpose of the study. For this reason, she had cultivated a rich source of ideas for items. She had followed various instructional materials, journals,

textbooks and research articles etc. She had selected the question content and question words so that no ambiguity occurs there. Here for this tool (Parent’s Attitude towards Inclusive Education) she had selected 30 close – ended questionnaire. All the questions were put in a meaningful order which were to appear in the final test.

- *First try out:* Then the researcher followed the experimental try out or preliminary administration. In this step modification led by the supervisor. After preparing the draft the researcher had submitted the tool to the supervisor for checking. After the supervisor eliminated some items as those seemed to his irrelevant and ambiguous items.
- *Final try out:* In the second try out step the test was checked by two subject experts of our department. They found out some items as weak and inadequate according to the objective of the test. They checked the reasonable time and length of the time of the test. Finally, 21 close-ended questionnaire were selected for the study.
- *Preparation of manual and reproduction of the test:* The last step in the test construction is preparation of a manual of the test.

Validity:

Attitude towards Inclusive Education: For this particular tool researcher conduct the face validity throughout the taking of expert opinion regarding the questionnaire on Attitude towards inclusive education.

Reliability:

Attitude towards Inclusive Education: For this tool researcher conducted pilot study and collect the data and after that done the split-half method to know the reliability of this particular tool, which give the opinion about internal consistency item of this particular tool and reliability coefficient of this tool is 0.80.

Analysis of Data

Level of Attitude of Parents’ about Inclusive Education

To analyse the objective the study about attitude of inclusive education among parents following hypotheses are formulated and analysed. For testing hypothesis, t-test should be used and the data can be analyzed using statistical package for social science (SPSS).

Descriptive analysis of Level of Attitude of Parents’ Towards Inclusive Education

Descriptive analysis of the data related to Parent’s Level of Attitude about Inclusive Education obtained with the help of Questionnaires has been done and results are presented here. In order to study the nature of distribution of Attitude about Inclusive Education scores of all 50 parents’ relevant descriptive statistical values are calculated. These statistical values are shown in the table reveals that the Parent’s Level of Attitude about Inclusive Education. Minimum score is 36 while maximum score is 63. The score of mean, median and mode are 54.44, 55 and 53 respectively. The mean, median and mode scores are approximately equal so it shows that the distribution of Parent’s Level of Attitude about Inclusive Education scores is near normal.

Table 2: Description of the Parent’s Level of Attitude about Inclusive Education scores

Range		Mean	Median	Mode	SD
Min	Max	54.44	55	53	2.252
36	63				

Parents are categorised in three groups as per level of Attitude about Inclusive Education. From Parent’s Attitude towards Inclusive Education scale total Attitude score of each sample has been tabulated and mean score found is 55.44 with Std. Deviation of 2.252. This score has been divided into three groups to depict high, average and low level of attitude towards inclusive education.

Table 3: Percentage of Parents showing Attitude towards Inclusive Education

	Total	Attitude towards Inclusive Education		
		High 55.44+	Average 49.18 – 55.44	low <= 49.18
N	50	22	8	20
%	100	44	16	40

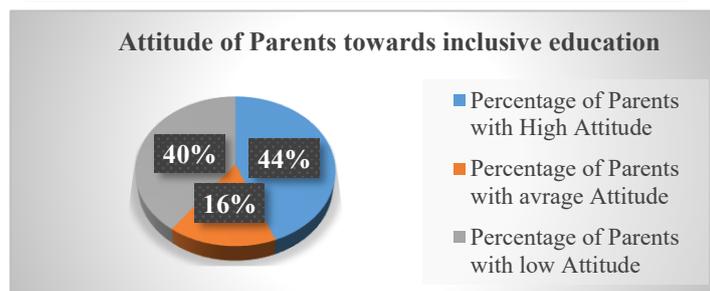


Figure 1: Percentage of Parents showing attitude towards Inclusive Education

It is evident from the above figure that 44% parents have high attitude towards inclusive education; 16% parents have a very high parentage of parents have high knowledge about the inclusive education while 40% of respondents in present study have low attitude towards inclusive education.

H₀₁: There is no significance difference between the attitude of female parents and male parents towards inclusive education

The objective was to compare mean score of attitude towards inclusive education of parents according to gender. There were two types of gender, namely male and female. The data was analyzed with the help of t-test and results are given in the table

Table 4: Gender wise t-test of attitude towards inclusive education

Variable	Group	N	Mean	SD	Std. Error of Mean	df	t-value	Level of significance
Gender	Male	25	53.36	6.645	1.329	48	1.226	0.05
	Female	25	55.52	5.782	1.156			

Table reveals that the mean score of Attitude towards Inclusive Education for Male parents is found to be 53.36 with SD 6.645 and SE_M 1.329 and the mean of Attitude towards Inclusive Education for female parents is 55.52 with SD 5.782 and SE_M 1.156. The 't' value is found 1.226 which is less than the critical value 2.0106 at 0.05 level of significance with degree of freedom 48, thus it is not significant.

Therefore, the null hypothesis is not rejected and interpreted that there is no significance difference between the Attitude of female parents and male parents towards Inclusive education. It may therefore, be said that the level of knowledge of female parents and male parents are found to be same.

H₀₂: There is no significance difference between the attitude lower educated parents and higher educated parents towards inclusive education.

The objective was to compare mean score of knowledge towards inclusive education of parents according to educational level. There were two types of educational level, namely higher educational level and lower. The data was analyzed with the help of t-test and results are given in the table

Table 5: Educational level wise t-test of attitude towards inclusive education

Variable	Group	N	Mean	SD	SE_M	df	t-value	Level of significance
Educational level	Higher	19	56.00	7.149	1.640	48	1.393	0.05
	Lower	31	53.48	5.555	0.998			

Table reveals that the mean score of Attitude towards Inclusive Education for higher educational level parents is found to be 56.00 with SD 7.149 and SE_M 1.640 and the mean of Attitude towards Inclusive Education for lower educational level parents is 53.48 with SD 5.555 and SE_M 0.998. The 't' value is found to be 1.393, which is less than the critical value 2.0106 at 0.05 level of significance with degree of freedom 48, thus it is not significant.

Therefore, the null hypothesis is not rejected and interpreted that there is no significance difference between the Attitude of higher educated parents and lower educated parents towards Inclusive education. It may therefore, be said that the level of Attitude of higher educated and lower educated are found to be same.

H₀₃: There is no significance difference between mean score of attitudes towards Inclusive education of General category and OBC category parents.

The objective was to compare mean score of attitudes towards inclusive education of in terms of caste category. There were two types of caste category, namely General category and OBC category. The data was analysed with the help of t-test and results are given in the table.

Table 6: Caste Category wise t-test of attitude towards inclusive education

Variable	Group	N	Mean	SD	Std. Error of Mean	df	t-value	Level of significance
Caste Category	General	38	53.97	6.369	1.033	48	.936	0.05
	OBC	12	55.92	5.915	1.708			

Table reveals that the mean score of Attitude towards Inclusive Education for General category parents is found to be 53.97 with SD 6.396 and SE_M 1.033 and the mean of Attitude towards Inclusive Education for OBC category parents is 55.92 with SD 5.915 and SE_M 1.708. The 't' value is found to be 0.936, which is less than the critical value 2.0106 at 0.05 level of significance with degree of freedom 48, thus it is not significant.

Therefore, the null hypothesis is not rejected and interpreted that there is no significance difference between the Attitude of higher educated parents and lower educated parents towards Inclusive education. It may therefore, be said that the level of Attitude of higher educated and lower educated are found to be same.

Findings of the Study

On the basis of analysis and interpretation of results in the previous chapter, the researcher draws the main findings. The main purpose of the present study was to study the attitudes of secondary school children Parent's concerning towards inclusive

education. The data collected for this purpose was subjected to statistical analysis and interpretation of results in order to reach at main findings. The main findings of the study are presented in three sections.

Section – I

Findings related to study the Attitude of parents towards inclusive education with respect to Sex.

The level of Attitude towards inclusive education of female parents and male parents are found to be same.

Section –II

Findings related to study the Attitude of parents towards inclusive education with respect to Educational level.

The level of Attitude towards inclusive education of lower educated parents and higher educated parents are found to be same.

Section – III

Findings related to study the Attitude of parents towards inclusive education with respect to Caste Category.

The level of Attitude towards inclusive education of General category and OBC category parents are found to be same.

Educational Implications

The findings of the study that had emerged from the analysis and interpretation of data have the following educational implication.

Implications of the present study lie in providing suggestions to the stakeholders like Parents, teachers administrators, professionals, educational planners and policy makers for making improvement in some of the areas that can help in effective implementation of inclusive education practices.

- Parents belonging to weaker and marginalized section of the society are to be encouraged to send their children to schools without any fear. They must be provided support be it psychological or economical to make feel confident.
- Educational planners and policy makers should incorporate practical and effective instructional techniques that would be useful in the inclusive classroom and make parents aware of that and make them part of that.
- They should encourage the child to participate all activities where they can meet children of same age with different abilities. They can also check online for activities or organizations that a child may want to join according to child's interest. Children should be stimulated by parents to develop a healthy alliance with classmates or other vicinity children.
- Parents can discuss their objectives, outlooks and preferences for a child with their teachers, therapists etc., before going to school and deciding upon the plan for them.
- Parents should also be fully aware of rights of their child to have an inclusive education.
- Parents can also take guidance and direction from expert to share information about benefits of inclusive education.
- At the school level parents can endeavor to facilitate inclusion in many ways including the alteration in child's curriculum, helping them in a classroom and can provide resources on their children disability to teachers.

Suggestion for the Further Research

The following suggestions may be given for further research:

1. The present study was confined to west Bengal Similar study can be conducted in other states also.
2. For the study, sample was drawn from a block of Purba Bardhaman districts of West Bengal, another study can be conducted in the remaining blocks and districts even states.
3. The study can be elaborated by increasing the size of sample.
4. In the present study secondary school children Parents were selected as sample further study can be undertaken by selecting pre - primary, primary, higher secondary. under graduate, post graduate children's parents as sample.
5. Similar study can be planned to investigate attitudes of school teacher towards inclusion.

Acknowledgment: No

Author's Contribution: Simpa Nag: Data Collection, Literature Review, Methodology, Analysis, Drafting, Referencing

Funding: No

Declaration: The author has given consent for the publication.

Competing Interest: No

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