

Parents Attitude Towards Inclusive Education

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Abstract- The success of inclusive education largely depends on the support from the parents of the children with disabilities. Sometimes it is seen that some parents are reluctant to bring their children with disabilities out into the open. such types of attitude turns into a barrier in implementing inclusive education. Parents play the most significance role in their children's life, therefore to know their attitude towards inclusion of children with special needs is very important. Present paper is designed to study the attitude of parents towards inclusive education. A sample of 200 parents from five Urban and five rural area of Dhemaji district of Assam are used to conduct the study. The result showed that there is no significance difference between the town and village parents and have significance difference in male and female parents in their attitude towards inclusive education.

Index Terms- Attitude of parents, Inclusive education.

I. INTRODUCTION

A parent is child's first teacher and remain the best teacher throughout their life. Parents are the one who mould a child into a good man or woman of future. Parents play important role in encouraging and motivating their child to learn. Basic role of the parents are take care of their child's biological needs, provide a safe, nurturing and supportive environment, provide guidance, direction, assistance and help them in all round development of their personality(Elkins, Christina 2003).

Parents of differently able children are more responsible about their child's life activities. They always take complete care to up bring their children. They help their child to overcome his or her depressing, insufficiency or difficulty. Parents always try to give a conducive environment to their disabled children where every member of the society accept him equally as the normal children. They tried to educate their child in an inclusive educational setting.

In inclusive education all children attend and welcomed by their neighborhoods schools in age appropriate regular classes. They are also supported to learn, contribute and participate in all aspects of school life. It brings all students together in one classroom and community regardless of their strength or weaknesses in any area (Mahanta,Bora, Adhikary).

The success of inclusive education largely depends on the support from the parents of the children with disabilities. Some parents are reluctant to bring their children with disabilities out into the open. such types of attitude turns into a barrier in implementing inclusive education. Generally the benefit of inclusion is mostly for the families. This approach welcome their children with special needs to the regular education providing

equal worth as the other non-disable children of their age. Parents play the most significance role in their children's life, therefore to know their attitude towards inclusion of children with special needs is very important.

II. OBJECTIVES

1. To study the difference between urban and rural parents attitude toward inclusive education.
2. To study the difference between male and female parents attitude toward inclusive education.

III. METHOD

Sample: By using simple random sampling technique, a sample of 200 parents are selected from five urban and five rural area of Dhemaji district of Assam having equal representation of male and female.

Measures: The study involved a self administrated questionnaire having 30 questions which contains items for demographic data and items regarding inclusive education. The items related to inclusive education provided information regarding the knowledge and attitude towards Inclusive education, differently able children, integrated education, special education, practice of inclusive education etc.

Procedure:The data for the present study are collected personally by the investigator from selected areas. The data was calculated, scores, tabulated and then subjected to statistical analysis. The responses of parents are analyzed using SPSS.

IV. RESULT AND DISCUSSION

Mean, median and mode of the total sample for the variables are obtained to ascertain the nature of distribution of the scores. Results are given in Table -1

Table -1 Mean, Median ,Mode scores on the variable of parents attitude towards inclusion.

Variable	Mean	Median	Mode
Parents attitude towards inclusion	110	108.50	106.00

Table -1 shows that the values of mean, median, mode for the variable are 110, 108.50, 106.00. The small difference in these

value depict that the distribution is nearly normal. The calculated value of the mean is 110. Norms for interpretation of level of attitude towards inclusive education indicate that the level is above average favorable as the value is lies between 105-115.

Table-2 : t' ratio between mean scores of urban and rural parents on the variable of attitude of parents towards inclusive education.

Variable	Area	N	Mean	SD
Attitudes of parents	Urban	100	110.97	12.14
	Rural	100	110.35	11.40

Table -2 shows that the calculated t-ratio is 0.372 which is less than the table value(1.97) at 0.05 level of significance. Hence, it is significant at 0.05 level. Therefore from the table we can able to know that there is no significance difference between rural and urban parents towards inclusion.

Table 3: t' ratio between mean scores of male and female parents towards inclusion.

Variable	Gender	N	Mean	SD	Std error Mean	DF	t ratio
Attitude towards inclusion	Male	100	108.26	10.40	1.040	198	2.942
	Female	100	113.06	12.57	1.257		

Table 3 shows that the calculated t' ratio is 2.942 which is more than the table value of 2.60 at 0.01 level. From this table we know that there is significance difference between male and female parents attitude towards inclusion of children with disability in general school setting.

V. CONCLUSION

The present study reported that the parents have a positive attitude towards inclusion of children with disability in general school setting. But it is important to note that , it is slight positive attitude, just above average. Therefore there is a need to spread the awareness regarding inclusive education. Awareness programmed, media, posters, conferences, meetings, training etc should conduct on it.

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