

Attitude of Parents towards Inclusive Education for CWSN: A study in Kamrup District, Assam, India

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Abstract: *Inclusion means 'place', a classroom in a regular school building, and a seat in an age –appropriate general education classroom. In the last few decades as educating children with disabilities in regular schools has become an important goal in many countries. Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. Parents have a major role in the challenging and dynamic inclusion process that starts with the parents' decision to place their child in a mainstream setting common parents' concerns include safety, attitudes of other students, staff and program quality, transportation, district commitment, and potential for failure related to the severity of the child's disability. In the present study an attempt has been made to find out the attitude of parents towards Children with Special Needs in Kamrup District, Assam, India. The study used descriptive survey as a research design to explain the problems related to the existing in the study area, Kamrup District, Assam, India.*

Keywords: *CWSN, Parental attitude, Inclusive Education*

I. 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. Inclusive education is one of the urgent needs of society of twenty first century to provide equal educational opportunities to all differently able 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.

During the French Revolution, great thinkers like Thoreau has a profound influence on indirectly initiating the process of special education to give a special stimulus to the ideas of liberty, equality and fraternity for everyone. In 1784, Valentine Haüy established the first school for the blind in Paris. US began experimenting with integrated education. UNESCO sponsored conference at Salamanca, Spain in 1994 recommended that all national governments should provide only inclusive education.

The main principles behind inclusive education are bases on-

- ❖ Children have the right to learn and play together
- ❖ No children should neither be devalued nor discriminated against only because of their disability.
- ❖ Children cannot be separated during their schooling age.
- ❖ They should belong together to enjoy equal opportunity in their own localities.

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.

II. 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. The success of an ideal inclusion programme depends on strong parent-teacher association group insisting on the importance of parental involvement. It creates positive attitude among parents as well as the individuals. Parents play a significant role in IEP as they have first-hand knowledge of their child's strengths and needs.

Delimitation of the study:

The present study has been delimited as follows :

- Out of five revenue circles , only three have been included in the study.
- Only the students of provincialised elementary schools of Kamrup district were included for the present study.

Objectives of the study:

The main objectives of the present study are as follows:

- ❖ To study the attitude of parents towards inclusive education
- ❖ To examine the attitude of parents regarding infrastructural facilities provided in schools
- ❖ To study the attitude of parents towards curricular aspect
- ❖ To study the attitude of parents towards social aspect

III. METHODOLOGY

To carry out the present study Descriptive Survey Method has been adopted.

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.

Population and Sample:

As population indicates the totality or whole, so, all the parents of CWSN children of Kamrup district have been included as population for the present study. But due to limited time only three revenue circles out of five have been considered as sample for the present study. The sample size was 110, both male and female parents have been included as sample with the help of purposive sampling technique.

Sources of study:

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

Analyses of the Data:

Objective 1: To study the attitude of parents towards inclusive education

Table 1.0 (mean score of attitude of parents) (Revenue Circle :1)

	Favorable	unfavorable
Yes	42	26
No	2.5	13
Undecided	39	7

From Table 1.0 it has been found that the mean score of attitude of parents to the response Yes were 42(f) and 26(unfav); 2.5(f) and 13(unfav) to No and 39(f) and 7 (unfav) regarding Undecided.

Table 1.1 (RC:2) Revenue Circle :2)

	Favorable	Unfavorable
Yes	33	27
No	0	13.5
Undecided	39.5	13

Table 1.1 indicates that the mean score of the respondents regarding yes were 33(f) and 27(unfav); 0(f) and 13.5(unfav) to No and 39.59(f) and 13(unfav) in response of Undecided.

Table 1.2 Revenue Circle :3)

	Favorable	Unfavorable
Yes	33	28
No	17.6	9
Undecided	33	28

Table 1.2 shows that the mean scores of the respondents is 33(f) and 28 (unfav) to the response yes; 17.6(f) and 9 (unfav) to the No and 33(f) and 28 (unfav) to the response Undecided.

Objective2: To study the attitude of parents towards infrastructural facilities provided in school.

Table 2.0 (mean score of attitude regarding infra-structure facilities) Revenue Circle :1)

	Favorable	Unfavorable
Yes	44.4	20
No	10.2	36
Undecided	10	8

From Table 2.0 it has been found that 44.4(f) and 20 (unfav) were the mean score of Yes; 10.2(f) and 36(unfav) were No and 10(f) and 8(unfav) were to the response Undecided.

Table 2.1 Revenue Circle :2)

	Favorable	Unfavorable
Yes	53.4	16
No	14.8	51
Undecided	10.8	10

Table 2.1 indicates that the mean scores are 53.4(f) and 16(unfav) to the response Yes; 14.8(f) and 51(unav) to No and 10.8(f) and 10(unfav) to the response Undecided.

Table 2.2 Revenue Circle :3)

	Favorable	Unfavorable
Yes	52.2	16.5
No	11.4	49.5
Undecided	17.6	9

Table 2.2 shows that the mean score of Yes is 52.2(f) and 16.5(f); 11.4(f) and 49.5(unfav) is No and 17.6(f) and 9(unfav) is to the response Undecided.

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

Table 3.0 (The mean score of the parents regarding curricular aspect) (Revenue Circle :1)

	Favorable	Unfavorable
Yes	27.75	29
No	12	0
Undecided	29.5	14

From Table 3.0 it has been found that the mean score of Yes were 27.75(f) and 29(unfav); 12(f) and 0(unfav) to No and 29.5(f) and 14(unfav) to the response Undecided.

Revenue Circle :2)

	Favorable	Unfavorable
Yes	8	29.5
No	18.5	0
Undecided	32.5	17

Table3.1 indicates that the mean score of Yes were 8(f) and 29.5(unfav); 18.5(f) and 0 (unfav) were regarding No and 32.5(f) and 17(unfav) to the response Undecided. Revenue Circle :3)

	Favorable	Unfavorable
Yes	25.5	14.5
No	11.5	4.5
Undecided	35	13

Table 3.2 indicates that the mean score of the respondents were 25.5(f) and 14.5(unfav) to Yes; 11.5(f) and 4.5 (unfav) to No and 35(f) and 13(unfav) to Undecided.

Findings of the study :

Findings regarding attitude of parents:-

- 1) 21% of total parents were in favor of inclusive education that can increase confidence level of their children.

- 2) 96% of them were ready to take over responsibility of their differently-abled children
- 3) 15% reveals that inclusive education in general schools were more helpful than in special school for total development of their children.
- 4) 99% of total parents believed in cooperation between school authority and teachers to make inclusive education more successful.
- 5) 12% of them have expressed their views that the expenditure for education of CWSN children were less costly than the special education provided in special schools.
- 6) 31% of parents were in favor that inclusive education was helpful for social adjustment and development of their differently-abled children.
- 7) 86% of parents were ready to send their children to general schools without any complexities.
- 8) 100% express their views that they have to face some difficulties and go through hard labor to provide necessary education to their children.
- 9) 78% out of total parents were satisfied over the behavior of teachers towards their children.

On infrastructural facilities:-

- 10) 06% out of total parents were satisfied over infrastructural facilities provided in general schools
- 11) 15% of them were satisfied over the facilities like aids and apparatus provided to schools by the Government.
- 12) 82% parents believed that to make inclusion more successful ,the infrastructure of general schools should be modified or improved.
- 13) 83% of them were in favor of separate room and facilities in general schools for convenience of the education for CWSN children.
- 14) 78% were in favor of using more teaching aids for transacting curriculum in classroom teaching-learning by the teachers.

On curricular aspects:-

- 15) 95% parents were in favor of proper training of teachers specially on inclusive education
- 16) 45% have expressed their views that inclusion in education for differently abled can develop positive attitude in the minds of their children
- 17) 13% parents revealed that their children were not facing any problem to attend their classes regularly.
- 18) 35% out of total parents were satisfied over the counseling provided to them by the school authority and other social organizations
- 19) 15% parents were satisfied over the facilities provided in general schools to the CWSN.
- 20) 06% of them were satisfied over the infra-structure facilities available in general schools for differently-abled children.

IV. CONCLUSION

In India inclusive education is still developing and there is a need to develop a long-term strategy in which every step taken adds to the sound base for inclusive education. There is a need to overcome a major legislative hurdle to make inclusive education more successful. An attitudinal barrier is another obstacle to reach the goal. Proper provision should be made to change the attitude of parents as well as the society through education and awareness programmes. Of late parents are developing more positive attitude and consciousness regarding the education of CWSN children. More effort is necessary from both the part of the government as well as the school authority to ensure quality education and necessary infra-structural facilities should be developed to imbibe positive attitude among parents. Training of teachers is another necessity. More emphasis should be provided on infrastructural development, human resource and manpower development, strengthening material support to CWSN to promote effective inclusion in schools and classrooms.

Suggestions for further improvement

- 1) Early Childhood Care and Education is required to detect disability at earlier stage so that necessary care can be taken timely.
- 2) Public policies, supportive legislation and budgetary allocation should get privilege from the part of the policy makers to make inclusive education more widened
- 3) The issues related to infrastructural facilities, curriculum modification and educational materials should be adequately distributed and allocated to general schools.
- 4) The inclusive programme should be based on stakeholder participation, community mobilization and mobilization of NGO, private and government resources. Collaborative effort is necessary to make inclusion more meaningful.

- 5) The attitude of parents should be positive, as success of inclusive education depends on the success of positive attitude.
- 6) The curriculum of inclusive education should be flexible enough to meet the needs of special children.
- 7) In inclusive education number of teachers should be increased to reach out the large number of children with disabilities in rural or remote areas.
- 8) Proper Pre-service and in-service training of teachers is required to handle children with disabilities in proper manner.
- 9) Proper guidance and counseling for parents of CWSN children can ensure quality inclusion from the government as well as the school authority.
- 10) Parents should be given training which will help them attend the children's needs at home as well as in the community programme he or she attends.

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