



“A STUDY OF SPECIAL CHILDREN PARENTS ATTITUDE TOWARDS INCLUSIVE EDUCATION IN SIRSA DISTRICT”

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ABSTRACT

This study aimed to investigate the attitude of the special children parents towards inclusive education as the attitude of special education parents or executors has a significant impact on the successful implementation of inclusive education. The population of the study comprised all special children parents' male & female, literate and illiterate, Urban and Rural, of the Sirsa district of Haryana. Out of this population, a sample of 10Urban&10 Rural were selected through random sampling technique. We wish to discover special education parents' attitudes towards inclusive education among their different demographic variables i.e. Mode of literacy, Gender, Locality. An attitude of special children parents towards Inclusive Education questionnaire was used for data collection. Collected data were statistically analyzed by using Frequency counts, Mean, Standard Deviation (SD), and ` t ` test. Among the total participants N= 20, 50% parents associated with the urban area & other 50% parents living in rural areas, 50% were female &50% were male. The result shows that special children parents attitude towards inclusive education was moderate to a favorable level. Urban parents had a more positive/favorable attitude towards inclusive education than the attitude of rural parents, respectively. In contrast, there was no significant difference between the attitude of male and female teachers towards inclusive education.

Key words: Attitude, Inclusive Education, special children Parents

INTRODUCTION

Education is perceived to mean essential human rights; a force for social change and vital means for combating poverty, empowering the marginalized, safeguarding children from exploitation, promoting

democracy and protecting the environment. It is a very important tool for people all over the world to make the balance of life and its existence on the earth. It stimulates everyone to go ahead and succeed in life as well as provides the ability to overcome challenges in life. It is the one and only way to acquire knowledge and improve our skills in any particular field according to our needs. It makes us able to create a fine balance of our body, mind and spirit.

Each and every individual need proper education to enhance their own life standards as well as become a part of the social and economic growth of their society. Proper education identifies our career goals and teaches us to live in a more civilized manner. Without education, we cannot develop healthy surroundings and generate an advanced immunity. Everything in life is based on the knowledge and the skill of the people which ultimately comes from education. The bright future of any individual depends on the education system strategy followed.

School education serves a number of purposes from building confidence to teaching children, the importance of teamwork and working with others. School helps guide youngsters through the establishment of a daily routine and make them productive members of society. School provides opportunities to kids to make friends of their own age and improve their social life. As schooling is such an important step in the life of any individual it should provide the foundation for life learning, then it needs to be accessible, of high quality and sensitive to the most disadvantaged it needs to be accessible, of high quality and sensitive to the most disadvantaged. Thus, the opportunity for school education for children with disabilities and marginalized groups call for collective efforts and it demands both political and social action.

OBJECTIVES

1. To find the difference in the parents attitude towards inclusive education between mother father of special children in Sirsa district.
2. To find the difference in parents attitude toward inclusive education between rural and urban parents of special children belonging to Sirsa district.
3. To find the difference in a parents attitude toward inclusive education between illiterate and literate special children parents in Sirsa district.

HYPOTHESES

1. There is no significance difference between parent's attitude toward inclusive education between mother and father of special children in Sirsa district.
2. There is no significant difference in parent's attitude toward inclusive education between rural and urban parents of special children belonging to Sirsa district.
3. There is no any significant difference in parent's attitude toward inclusive education between illiterate and illiterate special children parents in district.

POPULATION : All the special children parents living in Sirsa district constituted the population of Jammu district.

SAMPLE: Total 20 parents of special children are randomly selected from Sirsa district belonging based on femininity, education and area and Sirsa district

THE DELIMITATION OF THE STUDY

1. The present study is confined to 20 special children parents of Sirsa district.
2. Only one variable that is parent's attitude toward inclusive education is used.
3. Only three objectives and three hypotheses are determined in this research.
4. Statistical techniques like Mean, SD and t- test is determined.
5. The sample of 20 parents are randomly selected and classified on the basis of feminity, education and area.
6. Only one district Sirsa is determined in this study.

ANALYSIS AND INTERPRETATION OF DATA

The next step in the process of research after collection of data is organization, analysis and interpretation of data and formulation of conclusions and generalization to get meaningful picture out of the raw information collected. The analysis and interpretation of the application of deductive and inductive logic to the research process. Analysis of data included comparison of the outcome of the various treatments upon the several members and making of the decision as to the achievement of the goals of research. It means to study the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factor in to similar parts and putting the parts together in new arrangement for the purpose of interpretation.

It is difficult task to search truth from raw data unless treated significantly with the help of statistical analysis. To find out the Special Education teachers' attitude towards inclusive education, correlation was found out. For difference, t-ratio has been found out. The observed values were compared with critical values at 0.05 and 0.01 levels at know whether the results are significant or not. The analysis of data was carried out in the following manner:

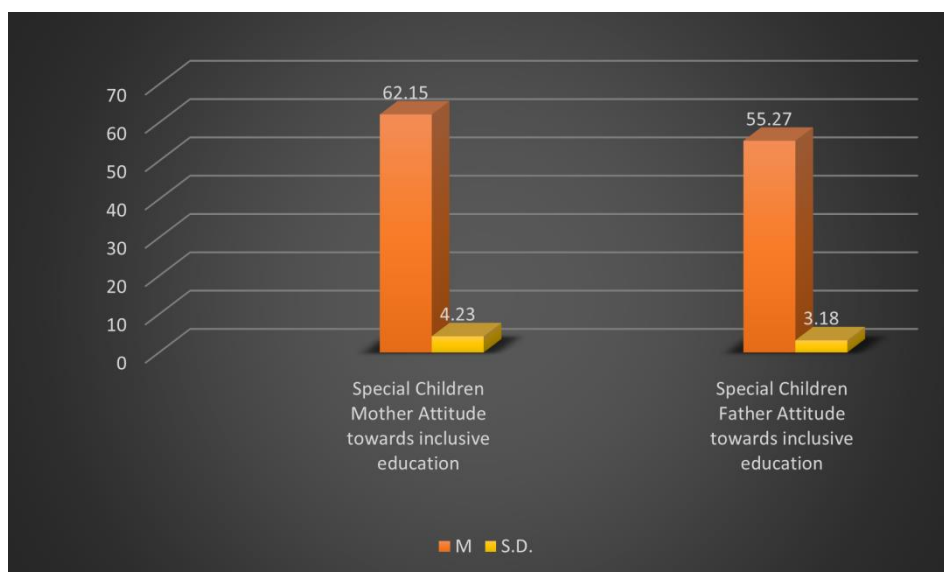
Hypothesis No 1: There is no significance difference of parent's attitude toward inclusive education between mother and father of special children in Sirsa district.

Table 1.1.0

Mean, S.D. & 't' value of Parents Attitude Towards Inclusive Education between mother and father of special children in Sirsa district

Attitude towards inclusive education	N	M	S.D.	df	t-value	Level of significance
Special children Mother attitude towards inclusive education	10	62.15	4.23	18	4.11	Significant at .05 Level of significance
Special children Father attitude towards inclusive education	10	55.27	3.18			

Interpretation of hypothesis no. 1 The mean and S.D of Special children mother & father attitude towards inclusive education is 62.15, 4.23 and 55.27, 3.18 respectively. The calculated 't' values is 4.11 which is more than standard value at 0.5 level of significance. Therefore, the hypothesis no 1. is rejected and special children mother attitude towards inclusive education mean is more than the special children father attitude toward inclusive education . Therefore it is confirmed that special children mother attitude towards inclusive education is better than special children father attitude of towards inclusive education.



Hypothesis No. II: There is no significant difference in parent’s attitude toward inclusive education between rural and urban parents of special children belonging to Sirsa district.

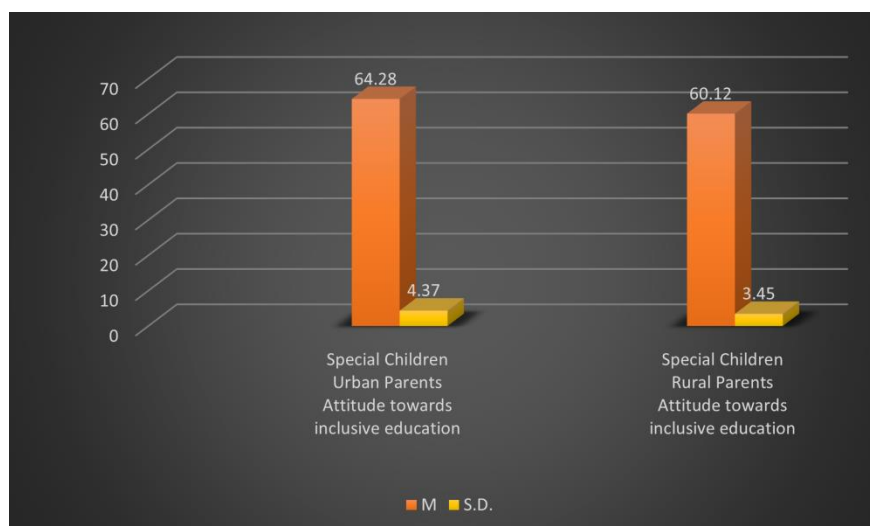
Table 1.2.0

Mean, S.D. & 't' value of parent’s attitude toward inclusive education between rural and urban parents of special children in Sirsa District.

Attitude towards inclusive education	N	M	S.D.	df	t-value	Level of significance
Attitude of Urban Parents towards inclusive education	10	64.28	4.37	18	3.52	Significant at .05 Level of significance
Attitude of Rural Parents towards inclusive education	10	60.12	3.45			

Interpretation of hypothesis no. 2- the mean and S.D. , ‘t’ test of special children urban parents attitude of towards inclusive education is 64.28,4.37 and 60.12,3.45 respectively. The calculated 't' values is 3.52 which is more than standard table value at .05 level of significance. There the hypothesis no. II is rejected & there is a significant difference between urban and rural special children parents attitude towards inclusive education. The mean value of special children urbanparents attitude is more than of special children rural parents attitude toward inclusive education.. Therefore it is confirmed that the special children urban parents attitude towards inclusive education is better special children rural parents attitude towards inclusive education.

Figure 4.2



Hypothesis No. III: There is no any significant difference in parent’s attitude toward inclusive education between illiterate and illiterate special children parents in district.

Table 1.3.0

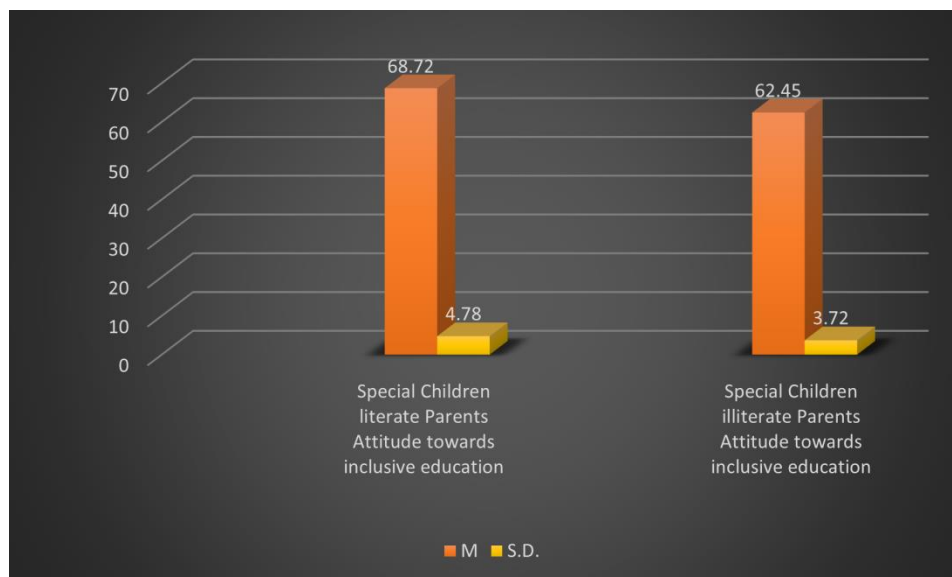
Mean, S.D. & 't' value of parent’s attitude toward inclusive education between illiterate and illiterate special children parents in Sirsa district.

Attitude towards inclusive education	N	M	S.D.	df	t-value	Level of significance
Attitude of Special children Literate Parents Towards Inclusive Education	10	68.72	4.78	18	3.28	Significant at .05 Level of significance
Attitude of Special children Illiterate Parents Towards Inclusive Education	10	62.45	3.72			

Interpretation of hypothesis no. III the Mean and S.D. & 't' test of special children literate & illiterate parents attitude towards inclusive education is 68.72, 4.78 and 62.45,3.72 respectively. The calculate 't' value is 3.28

which is more than standard table value at .05 level of significance. Therefore the hypothesis no. III is rejected. There is a significant difference between special children literate & illiterate parents attitude towards inclusive education. The mean value of attitude of special children literate parents towards inclusive education is more than attitude of special children illiterate parents towards inclusive education. Attitude of literate parents towards inclusive education is more than illiterate parents towards inclusive education.

Figure 1.3.0



MAJOR FINDINGS

Hypothesis No 1: There is no significance difference of parent's attitude toward inclusive education between mother and father of special children in Sirsa district.

Interpretation of hypothesis no. 1 The calculated 't' values is more than standard able value at 0.5 level of significance. So it is calculated the parents attitude towards inclusive education of Mother is better than Father attitude of special children in Sirsa District.

Hypothesis No. II: There is no significant difference in parent's attitude toward inclusive education between rural and urban parents of special children belonging to Sirsa district.

In hypothesis No. II The calculated 't' values is more than standard table value at .05 level of significance. So it is confirmed that the special children urban parents attitude towards inclusive education is better than special children rural parents attitude towards inclusive education in Sirsa District.

Hypothesis No. III: There is no any significant difference in parent's attitude toward inclusive education between illiterate and illiterate special children parents in district.

In hypothesis No. III : The calculate 't' value is more than standard table value at .05 level of significance. So it is calculated that the parents towards inclusive education of literate is better than illiterate of special children in Sirsa District.

EDUCATION IMPLICATIONS:

In this paper the researcher had selected the 20 parents of special children's of Sirsa districts to know their attitude towards inclusive education and it was found that the parents attitude of special children mother is better than special children of father. So the awareness of special children father should be motivated toward inclusive education. Similarly special children parents attitude of urban parents is better than special children rural parents towards inclusive education. The rural parents of special children's should be guided toward inclusive education. The result of 3rd hypothesis indicate that the literate parents attitude is better than illiterate parents special children toward inclusive education. So the literate parents of special children should be motivated and guided them through adult education toward inclusive education.

CONCLUSION:

Parents have a limited understanding of inclusive education. Although they seemed to be favorable towards its implementation, they indicated their ignorance about inclusive practices in schools, as well as the capacity of teachers to teach all students. While parents suggested that the attitude of teachers was central to implementation of inclusive education, they perceived themselves as important actors who have to be involved in the teaching and learning of their children. Most importantly, public education about implementation of inclusive education seems paramount for successful inclusive practices. This underscores the need for policy-makers and teacher educators to engage schools on effective ways to include parents in the school process. This could provide additional insight which might have influence on effort towards reforming school system to enhance inclusive practices.

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