

**A Comparative Study on Attitude of Parents of Children with Disability
(Divyangjan) towards Inclusion.**

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Abstract

Education nurtures intellectual and emotional growth, critical thinking, and problem-solving skills. It helps individuals understand themselves, make informed decisions, and pursue goals. Education teaches societal norms, values, and ethics, helping individuals integrate into society. It fosters social skills, collaboration, respect for diversity, and civic responsibility. Education plays a crucial role in shaping individuals and societies, driving progress, and fostering the well-being and development of nations. This article explores attitudes towards inclusion in education, focusing on the perceptions of teachers, students, parents, and administrators. Using a mixed-methods approach, we assess how these attitudes influence the successful implementation of inclusive practices. The study identifies key challenges, including lack of resources, training gaps, and societal attitudes, and offers recommendations for improving inclusive education strategies.

Keywords: Children with Divyangjan, Inclusive Education, Parents, Attitude, Divyangjan.

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INTRODUCTION

Education is a process of facilitating learning, acquiring knowledge, skills, values, beliefs, and habits. It is a structured system where individuals, usually guided by teachers or self-directed, develop intellectual and practical skills to understand the world and contribute meaningfully to society. It plays a major part in the development of the individual. With a good education, an individual can get a firm foundation, which will allow him to achieve all the personal goals which they have set. The higher the quality of the education, the better person they will be, and the more success they will get in life. It implies same in case of person with divyangjan too. Education nurtures intellectual and emotional growth, critical thinking, and problem-solving skills. It helps individuals understand themselves, make informed decisions, and pursue goals. Education teaches societal norms, values, and ethics, helping individuals integrate into society. It fosters social skills, collaboration, respect for diversity, and civic responsibility. Education plays a crucial role in shaping individuals and societies, driving progress, and fostering the well-being and development of nations.

Being a parent is one of the most challenging but rewarding jobs anyone could ever adopt. It is the longest task and responsibility that an individual will ever perform. Parenting is an active process that demands that individuals use their skills for children's education. Researchers have identified a variety of perceptual, cultural and emotional barriers that cause people to resist the idea of students with and without disabilities sharing the same classroom. In some cases the barrier is simply a matter of prejudice. But there are also many more complex views, including the belief that only those students with disabilities who are closer to "normal" can or should be included and the belief that the needs of students with disabilities are unique and beyond the reach of general educators. An attitude is a hypothetical construct that represents an individual's degree of like or dislike for something. Attitudes are generally positive or negative views of a person, place, thing, or event— this is often referred to as the attitude object. While trying to facilitate inclusion, the parents' attitudes should also be looked into for creating a

conducive environment. Without the cooperation of the parents, inclusive education cannot function smoothly.

Parents of children with disabilities sometimes overprotect the child or the child experiences a state of neglect. Experiences have also shown in India that parents of disabled children either overprotect or neglect the children due to the confused stage and fear of having a child with disabilities at home. They also have apprehensions about coping with the educational and social needs of the child with divyangjan. Parents have to be oriented in such a way that they develop positive attitude towards the overall development of the child. If needed, they can be brought to institutions for persons with disabilities for observation and also for interaction with other disabled clients. In many programs in the country, groups of parents are providing the main support for education of children with disabilities. The parents themselves can work as agents for fostering value of non-discrimination in the case of disabled individual. The concept of inclusion for divyangjan has gradually been taking root in the education system. Inclusive education is vital for making education for all children with disabilities a reality. The meaning of inclusive education is that the school should improve in all dimensions to address the educational needs of all children irrespective of sex, caste, religion, divyangjan, etc. Inclusive education is put into practice within school communities that value diversity and nurture the well-being and quality of learning of each of their members. Inclusive education is carried out through a range of public including parents and community programs and services available to all students.

REVIEW OF RELATED LITERATURE

A study conducted by Jenet Mudekunye and Gamuchirai Tsitsi Ndamba 2011 on “Views of parents on the inclusion of children with special needs in

physical education in Masvingo, Zimbabwe”. The aim of this study was to investigate the views of parents on the inclusion of children with special needs (CSN) in physical education at primary school level in Masvingo, Zimbabwe. A survey involving parents was conducted with the questionnaire used as a data collection instrument. The questionnaire was administered to 40 parents of both the children without disabilities and those whose children had exceptionalities. The study was conducted at four primary schools in Masvingo urban. The findings reveal that more parents prefer and advocate for inclusion in physical education while others favor separate placement. Noted differences could be interpreted in terms of situational, attitudinal and cultural reasons. The study recommends that the Ministry of Education, Sport, Arts and Culture should work towards full involvement of parents in the provision of adapted facilities and equipment for physical education in an inclusive set up. According to Jane Anderson & Linda Hinkle (2008) Seventy-nine percent of parents demonstrate they want to learn more about how to be more involved in their children’s education. Seventy-seven percent of parents also think their children's teachers could learn more about involving parents in their children's learning. The above statistic with studies showing a correlation between parent participation in the classroom and successful students, and the complex problems of the nation's school system would seem to be solved. The research overwhelmingly indicates that parent involvement not only positively affects student achievement, it contributes to higher quality education and better performance of schools overall. Yet both schools and parents struggle with how to make that involvement happen.

Julka, 2005; Singal, 2005a: Ignorance and fear of genetic inheritance adds to the societal stigma of both. ‘Inclusive’ and ‘integrated’ education are also concepts that are used interchangeably (Julka, 2005; Singal, 2005a), understood as the placement of children with disabilities in mainstream classrooms, with the provision of aids and appliances, and specialist training for the teacher on how to ‘deal with’ students with disabilities. There is little engagement with the connotations of school, curriculum, and teacher flexibility for all children. These rigid, categorical interpretations of subtly different northern concepts are perhaps a reflection of not only the government tendency to categorize and label (Julka, 2005;

Singal, 2005a) but also a cultural one, most explicitly enforced through the rigidly categorized caste system. (Chesley and Calaluca, 1997; Lipsky and Gartner, 1997; Kanhukamwe and Madondo, 2003), Some parents of children with severe disabilities believe that inclusion in physical education has social and emotional benefits of both children with and without disabilities who are educated in regular classrooms, in terms of getting along with peers during physical activities as they interact, seek and lend assistance to one another (Chesley and Calaluca, 1997; Lipsky and Gartner, 1997; Kanhukamwe and Madondo, 2003).

Freeman and Alkin (2000), Concerns about socialization were also expressed by parents in a study conducted by Freeman and Alkin (2000), who investigated parents' attitudes to socialization and inclusion. Parents who participated in that study believed that students with severe disabilities who were included in regular classroom settings would be rejected socially. Even when parents believed inclusion to have beneficial social implications, they still maintained that those with severe disabilities would be – reject. (Grove & Fisher, 1999), Some parents prefer and advocate for inclusive placement, while others favour separate placement (Grove & Fisher, 1999). As the trend towards inclusion grows, one of the chief concerns of parents is the protection of support services for their child. It may be difficult for parents to find schools with personnel who are sufficiently aware about inclusive educational goals in order to provide appropriate services to their child (Grove & Fisher, 1999). Daniel and King (1997), found that parents were more concerned about the degree to which their child's individual education plan (IEP) actually addressed the needs of their child when the child was being educated in an inclusive setting, as opposed to a segregated setting.

RATIONALE

A parent is the primary helper, monitor, coordinator, observer, record keeper and decision maker for the child (Mishra-2005). Parents are children's primary advocates and their frontline defense. Parents' dedication, education, creativity, responsibility, awareness and attitude are the major factors in child's

development. Parent's involvement is defined as "a positive interaction between a parent and their child" (Alif, 1994). If the child is disabled then the duty of parent is increased and the issue of involving parents in the school has been growing over and over. Inclusive education is a process of strengthening the capacity of education system to reach out to all learners without partitive that if they are disabled. Inclusive education system and societies can only be realized if parents are aware of the nature of the situation and are committed to work for it. Without changes in the negative attitude towards the child with divyangjan, all efforts to bring successful implementation will certainly go in vain. Fostering a positive attitude towards difference is not a one-day task but a gradual and continuous effort like successful dissemination of public awareness programs. Attitude towards inclusive education can also be changed by location, education, experiences and society situation. The study will also give a focus on correlation between attitude.

SPECIFIC OBJECTIVE -

- A. To study the attitude of parents regarding inclusive education with reference to their age.
- B. To study the attitude of parents regarding inclusive education with reference to their education and occupation.
- C. To study the attitude with reference to age, education and occupation.
- D. To study attitude of parents regarding to family type, family income, locality.

METHODOLOGY

The present investigation is a descriptive research study. The method of descriptive research is particularly appropriate in behavioural sciences, as many of the behaviours such as manifestations of test anxiety can be systematically studied and analyzed. The sample will consist of twenty parents of children with divyangjan

registered in regular schools at Delhi. The parent, whose children with divyangjan, are registered in regular school in Delhi will be consider for sample. Research methodology in simple terms may be explained as the way in which data are collected and statistically treated for a researcher study. They will be contacted individually by the researcher close ended questionnaire will be given and they will be asked to give their opinion about inclusive education. The personal interview in this study will be base on the GEM questionnaire developed by NIMH. A close-ended question encourages giving correct answers. Sample for the present study was obtained from regular schools in Delhi.

ANALYSIS OF DATA

Each child and every family is unique. When the parents' relationship is a strong and supportive one, it enriches family life for all members. We know from the experiences of families and the findings of research that having a child with a divyangjan affects everyone in the family. Current research has focused on parental dynamics in relation to the presence of a child with mental retardation. The role of the research was posed the research question and created an atmosphere conducive to discourse, in order to encourage the participants to give answer correctly. The purposive sampling approach is useful when it is necessary to include a very small number of units in the sample. The study was consisted of 50 parents of children with mental retardation having mild and moderate level of retardation. It includes only the parents having children with mental retardation. The statistical analysis is as follows-

Table-1 Difference in attitude level of parents having children with divyangjan with respect to their Age N=50

AGE	n	Sum	Mean	SD	t
<35	36	2135	59.31	6.87	0.39
>35	14	822	58.71	6.28	

p>.05

Figure-1 Difference in attitude level of parents having children with divyangjan with respect to their Age N=50

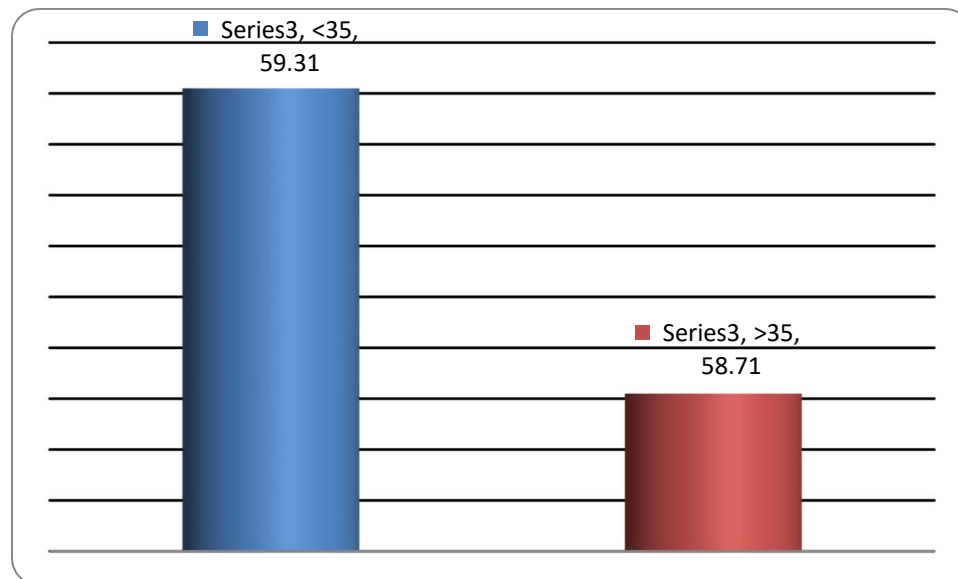


Table-1 shows that the age of the parents having children with divyangjan was above 35, below 35. This table also reveals that the mean age was (59.31) and (58.71). Table shows the calculated ‘t’ value was found nonsignificant differences between both groups. The same result has been present figure -1.

Table-2 Difference in attitude level of parents having children with divyangjan with respect to their Monthly income N=50 The same result has been present figure -1.

MONTHLY INCOME	n	Sum	Mean	SD	t
Below 5000	9	544	60.44	5.77	0.21
Above 5000	41	2404	58.63	6.43	

p>.05

Figure-2 Difference in attitude level of parents having children with divyangjan with respect to their Monthly income N=50

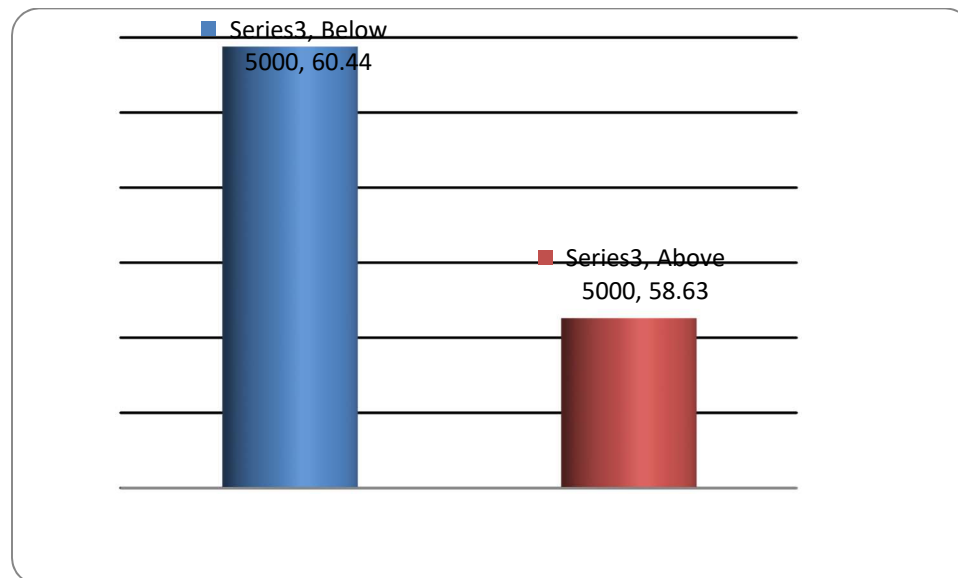


Table-2 shows that the monthly income of parents having children with divyangjan was below 5000 and above 5000. This table also reveals that the mean of monthly

income was (60.44) and (58.63).Table shows the calculated ‘t’value was found nonsignificant differences between both groups. The same result has been present figure -2.

Table-3 Difference in attitude level of parents having children with divyangjan with respect to their Occupation N=50

OCCUPATION	n	Sum	Mean	SD	Anova
Govt Service	12	109	9.08	2.47	0.16
Business	19	166	8.74	2.26	
Daily Worker	19	164	8.63	2.01	

p>.05

Figure-3 Difference in attitude level of parents having children with divyangjan with respect to their Occupation N=50

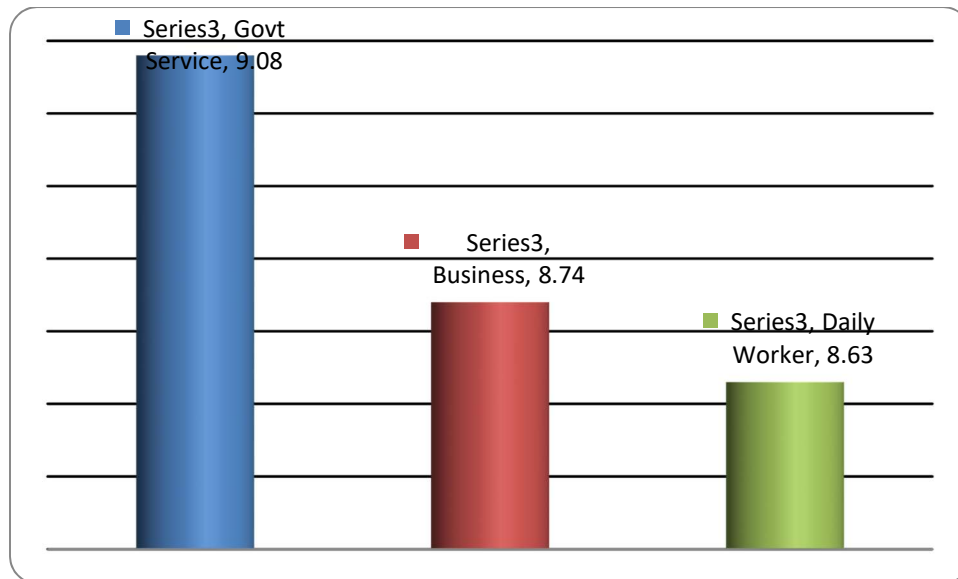


Table -3 shows the characteristic of the parents having children with divyangjan. The table reveals that the majority of the parents were government job (mean = 9.08) followed by business (mean = 8.74) and daily workers (mean = 8.63). To evaluate the attitude of fathers with respect to their occupation one –way, analysis of variance (ANOVA) was used. Table shows the calculated value was found nonsignificant differences among these groups. The same result has been present figure -3.

Table-4 Difference in attitude level of parents having children with divyangjan with respect to their Education N=50

EDUCATION	N	Sum	Mean	SD	Anova
B.A. and above	14	125	8.93	1.73	0.36
10 + 2	17	147	8.65	2.40	
10th	19	157	8.26	2.49	

$p > .05$

Figure-4 Difference in attitude level of parents having children with divyangjan with respect to their Education N=50

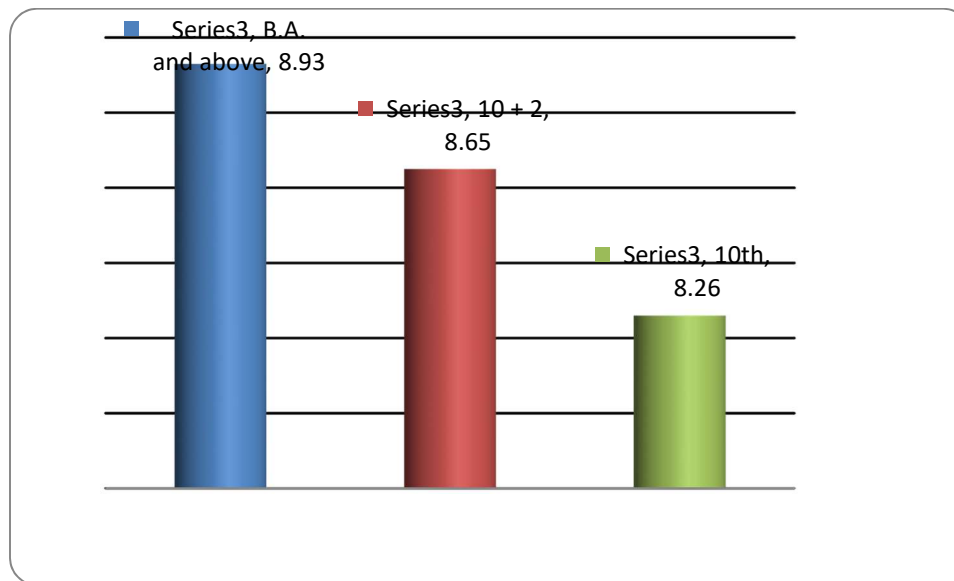


Table -4 shows the characteristic of the parents having children with divyangjan. The table reveals that the majority of the parents were having and graduates and above level of education (mean = 8.93) followed by 10+2 education (8.65) and high school (mean = 8.26). To evaluate the attitude of parents with respect to their education one –way, analysis of variance (ANOVA) was used. Table shows the calculated value was found nonsignificant differences among the groups. The same result has been present figure -4.

RESULTS AND DISCUSSION

The study show that the people who are in the age of more than 35 years are more positive attitude in comparison to people who are in the age of less than 35 years. This is because of that aged people having more experiences in their life. Their patience level is comparatively more to the younger people. The people who have above 5000 salary showing better attitude in comparison to the people having below 5000 salary. This is because of better salary is helpful to collect many resources in comparison to below 5000 salary. In the present study it was found that the education of parents have significant effect on awareness level and as well as attitude level towards inclusion. Education plays an important role for parents to understand about the divyangjan condition of their divyangjan and the process of rehabilitation. It is also useful in making the parents aware about the government policies, service option available for their children with divyangjan. Most of the population who belongs to business category is more aware and better attitude in comparison to government service and daily workers. It is because of that most of the mothers are housewife in business group and they pay more attention to their child in comparison to other parents. The result of the study shows above 35 age parents having children with mental retardation have more positive attitude towards inclusion compare to below 35 age due to life experience. Apart from this their high socio economic status also the measure cause of positive attitude towards divyangjan related policies and facilities in comparison to low socio economic status as the parents who belong to low socio economic status are always in tension about their income and resources. Highly educated parents are more aware and have positive attitude about inclusion in comparison to less educated due to there is no introduction about divyangjan in our education system. Most of the population who belongs to business category is more aware and have positive attitude towards inclusion in comparison to government service and daily workers. It is because of that most of the mothers are housewife in business group and they pay more attention to their child in comparison to other parents.

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