ORIGINAL RESEARCH PAPER

Education

ATTITUDES OF PARENTS OF CHILDREN WITHOUT DISABILITY TOWARDS INCLUSIVE EDUCATION OF CHILDREN WITH INTELLECTUAL DISABILITY

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ABSTRACT

Inclusive education can be successful, only through co-operation from teachers, students, parents and community. Most important is acceptance from peer group. This is dependent on the parents of non disabled children. The present investigation is a descriptive research study. The data was collected from 50 parents of nondisabled children attending schools. The parents were asked to give their responses on a questionnaire which was consisting of 30 items under three domains namely attitude of social development, Academic development and peer interaction. In the present study, the investigator has gathered data using the survey method. Mean score of social development is 6.5 (65%), academic development is 6.66 (66.6%) and peer interaction is 6.02 (66.9%). Over all mean score is 19.18. (Percentile .66.1%). The result reveals that the positive attitude is n better than negative that is 43.9 % have been found. The finding if this research suggest that attitudes can be changed for the better than and that with appropriate support students and educators will show an increase in acceptance of middle school students with a disability.

INTRODUCTION

Inclusive education is a pairing of philosophy and pedagogical practices that allow each student to feel respected, confident and safe so he or she can learn and develop to his or her full potential. It is based on a system of values and beliefs centered on the best interests of the student, which promotes social cohesion, belonging, active participation in learning, a complete school experience, and positive interactions with peers and others in the school community. These values and beliefs will be shared by schools and communities. 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 and community programs and services available to all students. Inclusive education is the foundation for ensuring an inclusive New Brunswick society. In 1945 the League of Nations adopted the Universal Declaration of Human Rights. In the field of education, Article 26 of the Declaration proclaims the right of every citizen to an appropriate education regardless of gender, race, color and religion. This right is also enshrined in the constitutions of all independent nations.

OVERARCHING PRINCIPLES OF INCLUSIVE EDUCATION

The provision of inclusive public education is based on three complementary principles:

(1) Public education is universal: the provincial curriculum is provided equitably to all students and this is done in an inclusive, common learning environment shared among age-appropriate, neighborhood peers;

(2) Public education is individualized: The success of each student depends on the degree to which education is based on the student's best interests and responds to his or her strengths and needs; and

THE BENEFITS OF INCLUSIVE SCHOOLING

There are several benefits for the general and special needs students when the general and special education teachers work together to provide a full inclusion program. The student with special needs is able to develop relationships with peers that are nondisabled. This allows for the student with special needs to have role models for correct behavior. The general education student also benefits from understanding people

with disabilities. Academic benefits for general education students include having additional special education staff in the classroom, providing small-group, individualized instruction, and assisting in the development of academic adaptations for all students who need them" (Hines, 2001, p. 3). General education students in a full inclusion setting learn to understand that students with special needs are a part of the community and can contribute their unique gifts and talents.

THE DISADVANTAGES OF INCLUSIVE SCHOOLING

Certain disadvantages can be found when looking at some inclusive programs. "Full inclusion is not the best placement for all students. The general education classroom is typically not individualized" (Bateman & Bateman, 2002, p. 3). Many full inclusionists feel that all students with special needs should be fully integrated in the general education setting even if that student may be disruptive to the other students. One large disadvantage is that if a student is so disruptive that the teacher cannot teach, it is not good for the students in the general setting because they are not learning at the pace they should be. Educators and parents of children in general education worry that full inclusion will lower the standard of learning for the class and make it less of a priority than socializing (Irmsher, 1995).

RATIONALE OF THE STUDY

Inclusive education can be successful, only through co-operation from teachers, students, parents and community. Most important is acceptance from peer group. This is dependent on the parents of non disabled children. To make this a success support and acceptance from all parents of non disabled children. Hence, it necessary to understand the attitudes of parents of non disabled children toward Inclusive education. The previous studies mainly conducted on the attitudes of parents of all types of children with disability.

DESIGN OF THE STUDY:

The present investigation is a descriptive research study. The method of descriptive research is particularly appropriate in behavioral sciences, as many of the behaviors such as manifestations of test anxiety can be systematically studied and analyzed. The investigator merely observed and described the existing relationship between variables and events, without manipulating any variables. It develops knowledge adding to what is already known, using techniques of observation, description and analysis. It

describes and interprets what is a condition or relationship that are held, processes that are going on, effects that are evident and with trends that are developing.

METHOD OF STUDY:

In the present study, the investigator has gathered data using the survey method. It is not concerned with characteristics of individual subject or with the statistics that results when data are abstracted from a number of individual cases. The main purpose of survey method is to discover the relative incidence, distribution and inter-relatedness of sociological and psychological variables. The survey method was found appropriate, as the study aimed at a study on attitude of parents of nondisabled children towards inclusive education in regular education.

SAMPLE SELECTION:

The technique used in this study for the sample selection was purposive sampling. Purposive sampling is considered as appropriate for the study titled Attitudes of Parents of Children without disability towards Inclusive Education of Children with Intellectual Disability.

Table 1 : Details of sample

Schools	Class 3	Class 4	Class 5	total
School 1	4	3	3	10
School 2	3	6	1	10
School 3	5	4	1	10
School 4	4	4	2	10
School 5	6	2	2	10
5	22	19	9	50

RESULTS AND DISCUSSIONS

The data was collected from 50 parents of nondisabled children attending schools. The parents were asked to give their responses on a questionnaire which was consisting of 30 items under three domains namely attitude of social development , .Academic development and peer interaction The demographic data of the parents were collected which included parents name, age, gender, address. The data were collected and analyzed using a computer software- SPSS (Statistical Package for Social Sciences) package and the results were interpreted and presented in tabular form on the basis of research questions and hypotheses set for the study.

Research Question 1 .What is the level of attitude of Parents of non disabled children with respect to social development of children with Intellectual disability

Table 4.1 Attitude towards social development : Item wise Analysis

S. No.	Statements	YES	NO
1	Inclusive education helps to promote social relationships of children with Intellectual disability.	50 (100%)	Nil
2	The teachers are not able to adjust with students with Intellectual disability in Inclusive education.	32 (64%)	18 (36%)
3	Non disabled students are not interested in inclusive education of students with ID.	22 (44%)	28 (56%)
4	Inclusive education is a basic right of students with ID.	46 (92%)	4 (8%)
5	The teacher is not able to promote friendship between students with Intellectual disability and nondisabled students.	21 (42%)	29 (58%)
6	Inclusive education does not help student with intellectual disability to live an independent life.	18 (36%)	32 (64%)
7	Students with Intellectual disability can participate in school functions with Non disabled students.	46 (92%)	4 (8%)
8	Inclusive education is more costlier than special school education	19 (38%)	31 (62%)

9	Inclusive education helps to reduce discrimination between non disabled children and children with Intellectual disability.	32 (64%)	18 (36%)
10	Non disabled face difficulties when they sit near students with Intellectual disability in Inclusive classroom.	33 (66%)	17 (34%)
	Total	269	215
	Over all average	53.8%	43%

Research Question 2 .What is the level of attitude 0f Parents of non disabled children with respect to academic development of Children with Intellectual Disability?

Table 4.2 Attitude towards Academic development: Item wise Analysis

S. No.	Statements	YES	NO
1	Student with intellectual disability can be prepared for employment through inclusive education	44 (88%)	6 (12%)
2	In inclusive education, non disabled student helps to improve the curricular activities of students with intellectual disability.	36 (72%)	14 (28%)
3	Studying along with students with Intellectual disability will affect the educational performance of non disabled students	28 (56%)	22 (44%)
4	Nondisabled students and students with ID can be taught together in Inclusive education.	32 (64%)	18 (36%)
5	In inclusive education, student with intellectual disability receives the same instruction as the non-disabled student but with necessary support.	32 (64%)	18 (36%)
6	In inclusive education student with intellectual disability participates in classroom activities in the same way as non-disabled children.	32 (64%)	18 (36%)
7	In inclusive education children with intellectual disability progresses through the same grade-system as non-disabled children.	19 (38%)	31 (62%)
8	Inclusive education promotes peer tutoring.	33 (66%)	17 (34%)
9	Student with intellectual disability can also work and earn money like others.	39 (78%)	11 (22%)
10	Student with intellectual disability can study much better in Inclusive class rooms.	38 (76%)	12 (24%)
	Total	333	167
	Overall average	66.6%	33.4%

Research Question 3 .What is the level of attitude of Parents of non disabled children respect to peer interaction development towards Inclusive Education of Children with Intellectual Disability?

4.3 Attitude towards Peer interaction: Item wise Analysis

S. No.	Statements	YES	NO
1	Inclusive education gives equal importance to all children	46 (92%)	4 (8%)
2	Inclusive education is not useful for children with Intellectual disability.	13 (26%)	37 (74%)
3	Non disabled students are not interested to make friendship with students with Intellectual disability in Inclusive education.	21 (42%)	28 (56%)
4	Inclusive education helps nondisabled children to interact and play of students with Intellectual disability.	21 (42%)	28 (56%)
5	Non disabled students are not able to accept students with Intellectual disability.	43 (86%)	7 (14%)
6	Inclusive education gives opportunity for non disabled students to understand the needs of students with Intellectual disability.	39 (78%)	10 (20%)

7	Non disabled students encourage the students with Intellectual disability in arts and sports activity in inclusive education.	46 (92%)	4 (8%)
8	The teachers are not able to manage the behavioral problems of students with Intellectual disability.	19 (38%)	31 (62%)
9	Parents of nondisabled do not allow their children to play and study with students with ID	32 (64%)	18 (36%)
10	Non disabled students encourage the students with Intellectual disability in arts and sports activity in inclusive education.	43 (86%)	7 (14%)
	Total	280	167
	Over all average	62.22%	37.11%

Hypothesis.1 There will be no significant difference in the domain wise mean scores of attitude of parents of nondisabled children towards inclusive education of children with ID

Table 4.4 Domain wise mean scores of attitude of parents

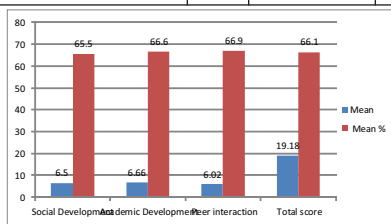| Domain	N	Mean	Mean%
Social Development	50	6.50	65.0%
Academic Development	50	6.66	66.6%
Peer Interaction	50	6.02	66.9%
Overall mean score score	50	19.18	66.1%

Table 4.4 and figure 4.1 show the domain wise mean scores of parent's attitude. Mean score of social development is 6.5 (65%), academic development is 6.66 (66.6%) and peer interaction is 6.02 (66.9%). Over all mean score is 19.18. (percentile .66.1%)

Hypothesis.2 There will be no significant difference between the mean scores of attitude of parents with reference to age of parents

Table 4.5 Mean scores of attitude of parents with reference to their age

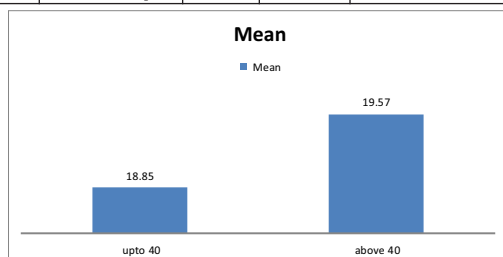| Total Score	Age	N	Mean	t-value
	up to 40 yrs	27	18.85	t=0.80, p>0.05, Not Sig.
	above 40 yrs	23	19.57	

Table 4.5 and figure 4.2 depict the overall mean sores of attitude of parents with reference to their age. The mean score of attitude of parents below 40 years of age is 18.85 and above 40 years is 19.57P>O.05 non significant Hypothesis.3 There is no significant difference between the mean scores of attitude of parents with reference to gender of parent

Table: 4.3 Gender wise Mean score of Attitude

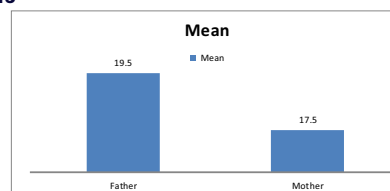| Total Score	Age	N	Mean	t-value
	Father	42	19.50	t=1.69, p>0.05, Not Sig.
	Mother	8	17.50	

Figure 4.3

Table 4.6 and figure 4.3 depict the overall mean sores of attitude of parents with reference to their gender. The mean score of attitude of Males (fathers) is 19.5 and mothers is 17.5.below 40 years of age is 18.85 and above 40 years is 19.57P>O.05 non significant

Hypothesis.4 There is no significant difference between the mean scores of attitude of parents with reference to education qualification of parents.

Table 4.7 Education wise mean score of Attitude of parents

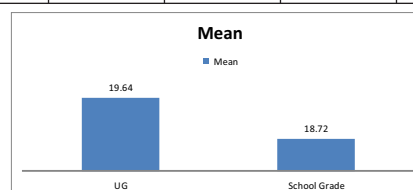| Total Score	Education	N	Mean	t-value
	UG	25	19.64	T=1.04, p>0.05, Not Sig.
	School Grad	25	18.72	

Table 4.7 and figure 4.4 depict the education wise distribution of sample below UG mean score is 19.64 and for Graduates mean is 18.72. t value is 1.04, p>0.05, which is not significant.

MAJOR FINDINGS
Mean score of social development is 6.5 (65%), academic development is 6.66 (66.6%) and peer interaction is 6.02 (66.9%). Over all mean score is 19.18. (Percentile .66.1%).The result reveals that the positive attitude is n better than negative that is 43.9 % As per Hypothesis.1 there is no significant difference in the domain wise mean scores of attitude of parents with reference to age of parents. The mean score of social development is 6.5 (65%), academic development is 6.6 (66.6 %) and peer interaction is 6.02 (66.9 %). Overall mean score is 19.18 (66.1)

As per Hypothesis.2 there is no significant difference between the mean scores of attitude of parents with reference to gender of parents. The mean score of attitude of parents below 40 years of age is 18.85 and above 40 years is 19.57P>O.05 non significant As per Hypothesis.3 there is no significant difference between the mean scores of attitude of parents with reference to age of parents. The mean score of attitude of parents below 40 years of age is 18.85 and above 40 years is 19.57P>O.05 non significant

CONCLUSION
The finding if this research suggest that attitudes can be changed for the better than and that with appropriate support students and educators will show an increase in acceptance of middle school students with a disability. Although this study has focused on the inclusion of students requiring support for an intellectual disability there are significant implication for everyone within the whole schooling movement. Any communication or interaction between children with and without disabilities, male and female, ethnic minorities, students from the most prominent culture and students from a range of social-economic background , all need the cooperation and positive of the parents attitudes towards their peers ,the quality of these relationships can be

determined and strategies for changing attitudes for the better can be implanted .student being able to understand their peers and recognizing them as equals to the objective of whole schooling .

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