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A study of the attitude of parents of secondary level students towards Inclusive Education.

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In a scientific process of research, the final step is to summarize the findings, arrive at conclusion and make recommendation and to formulate proper generalization for population to which these are applicable. Attitude is important to understand human behavior. It is an observable fact that people differ from one another and within themselves in their performance in one of the other field of human activity such as leadership, music, art, mechanical work, teaching etc. There was felt a need to know the attitude towards inclusive Education of parents of secondary level students the researcher. A survey therefore was carried to a certain the attitude towards inclusive education the attitude towards inclusive education of secondary level schools.

Key Words – Attitude ,Inclusive Education

Introduction:

Education is commonly and formally divided into stages such as preschool, primary school, secondary school and then college, university. A right to Education has been recognized by government. At the global level, Article 13 to the United National 1966 International Covenant of Economic, Social and Cultural Rights recognizes the right of everyone to an Education. Education is the process of bringing desirable change into the behavior of human beings. It can also be defined as the process of imparting or acquiring knowledge or habits through instruction or study. The behavioral changes must be directed towards a desirable end. With the development of society education has taken many shapes, such as child education, adult education, technical education, health education, physical education and so on. The other broad classification could be: 1. Formal Education, 2. Informal Education, 3. Non formal Education.

A Parent who facilitates education for an individual may also be described as a personal tutor or largely historically, a governess. Attitudes towards Inclusive Education are extremely complex and vary from one teacher to another. This is because traditionally, children with special Education needs have been segregated into separate learning environments. In psychology an attitude is an expression of favor or disfavor toward a person, place, thing, or event (the attitude object). Prominent psychologist Gordon Allport once described attitudes “the most distinctive and indispensable concept in contemporary social psychology.” Attitude can be formed from a person’s past and present.

Jung’s definition of attitude is: “A readiness of the psyche to act or react in a certain way”

Attitude is an evaluation of an attitude object to vary extremely negative to extremely positive, but also admits that people can also be conflicted or ambivalent toward an object meaning that they might at different times express both positive and negative attitude toward the same object. This has led to some discussion of whether individual can hold multiple attitudes toward the same object.

In present scenario, this discrimination is highly objected and discussed by the educationists. A new concept has been strongly insisted, namely ‘Inclusive Education’. Inclusive education is widely comprehended and is given vital place now-a-days. Inclusion literally mean ‘to include or ‘to make one the bifurcated or diversified entities. Inclusive education is the education which brings exceptional children into the general classroom for their education.

Need of the study: All Children and young people should be given a chance to develop their capacities a successful learner, confident individuals, responsible citizens and effective contributors to society, irrespective of their caste, creed, culture, abilities and disabilities. Excluding children, young people and adults from the mainstream and admitting them in the special school is seen as negative discrimination and major human rights issues. All human being need each other and this can be fulfilled in inclusive education setting, Diversity brings strength to all living systems. To validate the opinion expressed above, a study on attitude of teachers towards inclusive Education at upper primary is needed. For this a research study given under is planned,

Statement of the problem: “A study of the attitude of parents of secondary level students towards Inclusive Education.”

Objectives of the study:

- To study the attitude and its dimensions towards Inclusive Education of working parents in private job.
- To study the attitude towards Inclusive Education of working parents in government job.
- To study the attitude towards Inclusive Education of working mother parent in job.
- **Hypotheses of the study:**
- There is no significant difference the mean scores of parents in private job on their Attitude towards Inclusive Education.
- There is no significant difference the mean scores of parents in government job on their Attitude (Psychological) of Inclusive Education.
- There is no significant difference the mean scores of working mother parent in job on their Attitude (Social & parents related aspects) of Inclusive Education.

Delimitations of the study:

The present study will be delimited in regards to the following:

- The area of present study was limited by Modinagar and Hapur Tehsil of Uttar Pradesh state.
- The study was delimited only to secondary level students.
- The total sample size were 80 parents (40 male +40 females) working parents.

Review of the related Literature:

Poonam, Sheela sangwan (2011) Conducted a study on Development Approach in special Education the paper focuses on educational outcomes of inclusion for students with and without developmental disabilities, including studies that have measured both traditional academic outcome and non-academic skill development in areas such as life skills.

Methodology of the study:

In planning a study the investigator attempts to select the research design most appropriate to the particular problems under the consideration. For the construction of a massive building, blue print as prepared by the architect and any government before determining and applying the policy has to plan it very carefully.

The procedures of the research followed by the researcher have been described under the following heads –

- Selection of the institute.
- Selection of the sample.
- Methods of the study.
- Selection of the tools.
- Statistical Techniques.

Sample Institutions:

- S.T. Raza International School, Kurkuri, Phulwari Sharif, Patna
- D.A.V. Public School, Walmi, Phulwari Sharif, Patna
- St. Karen's High School, Gola Road, Danapur, Patna
- Holy Mission Secondary School, Danapur, Patna
- May Flower School, Ashiana-Digha Road, Patna

Method:

- Descriptive Survey Method
- Attitude to Parents towards Inclusive Education Sample frame 80 secondary level students Parents – 40 secondary level' male and 40 secondary level female.

Analysis and Interpretation of data:

- Ho.1: There is no significant difference the mean scores of parents in private job on their Attitude towards Inclusive Education on their Attitude towards Inclusive Education.
- Mean scores, S.D. and t-Value of attitude of parents (Male &Female) in private job on their Attitude towards inclusive Education.

Variable	Gender	N	Mean	S.D.	DF	't'	Level of significance
Attitude towards Inclusive Education	Parent (Male)	40	111.7	14.01	78	0.15	Not Significant
	Parent (Female)	40	111.3	10.11			

Interpretation:

From above table that mean scores of attitude parents (Male) in private job is higher (M=111.7) in comparison to parents (Female) in private job (M=111.3). The computed 't' value is (0.15) which is not significant at level of significant. Hence, the null hypothesis that is "There is no significant difference between the mean scores of male and female parents private job on their attitude toward Inclusive Education" is Accepted at 0.05 level of significant.

Ho.2: There is no significant difference between the mean scores of male and female Parents on their Attitude (Psychological) of Inclusive Education.

Mean scores, S.D. and t-Value of attitude (Psychological aspects) of inclusive Education.

Variable	Gender	N	Mean	S.D.	DF	't'	Level of significance
Attitude towards Inclusive Education	Parent (Male)	40	11.8	13.8	78	5.9	Significant
	Parent (Female)	40	24.8	3.70			

Interpretation:

From above table clearly reveals that mean scores of attitude male Parents towards on their attitude towards the psychological aspects of Inclusive Education is less (M=24.77). The calculated 't' value is (5.9) which is significant at 0.05 level of significance. Hence, the null hypothesis that is "There is no significant difference between the mean scores of male and female Parents on their attitude (Psychological aspects) of Inclusive Education is Rejected.

Ho.3: There is no significant difference the mean scores of male and female secondary level school on their Attitude (Social & parents related aspects) of Inclusive Education.

Mean scores, S.D. and t-Value of attitude (Social & Parents related aspects) inclusive Education.

Variable	Gender	N	Mean	S.D.	DF	't'	Level of significance
Attitude towards Inclusive Education	Male	40	30.3	4.19	78	0.86	Not Significant
	Female	40	29.5	3.43			

Interpretation:

From above table that mean scores of attitude male secondary level school towards on their attitude towards the social and parents related aspects of Inclusive Education is more (M=30.53) in comparison to female upper primary school teacher (M=29.53). The calculated' value is (0.86) which is not significant at 0.05 level of significance. Hence, the null hypothesis that is "There is no significant difference between the mean scores of male and female secondary level school on their attitude (social and parents related aspects) of Inclusive Education is Accepted.

Findings of the study:

On the basis analysis of the data presented in the foregoing pages the findings are systematically arranged here in according with the hypothesis as mentioned below :-

Ho.1. It reflects that the male teacher have more attitude towards Inclusive education than that of female secondary level school Parents.

Ho.2. It reflects that the male teacher have low attitude towards Psychological / behavioral aspects of Inclusive Education than that of female secondary level school Parents.

Ho.3. It reflects that the male teacher have more attitude towards social and parents related aspects of Inclusive Education than that of female secondary level school Parents.

Conclusion:

Attitude towards Inclusive Education is important variable which play a key role in the development of personality of an individual. The purpose of the present research is to study the attitude of secondary level school Parents towards inclusive Education.

There was significant different between the male female secondary level school Parents on their attitude towards psychological/behavioral aspects of inclusive Education.

Educational Implication:

Attitude is not merely latent states of preparedness awaiting the presentation of an appropriate object for their activation. They have motivational qualities and can lead a person to seek the objects about which they are organized. Attitude as an idea charged with emotion which predisposes a class of actions to a particular class of social situations. Attitudes guide behavior towards valued goals away from aversive events. Peoples attitude towards their profession have an effect on their performance. The views of parents related to inclusive education hold an important place. Parents have a great influence in the life of a student. Therefore, the way his parents think, the students try to think in the same direction. There is more curiosity in the students of secondary level, in which inclusive education gives them direction. It is very important for parents to stay connected with teachers, schools, colleges and society in the educational world.

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