

A Study on the Attitudes of the Parents of Children with Intellectual Disabilities towards inclusion of their children with Normal Children in Inclusive Education set up

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Abstract

The purpose of this study was to examine the attitudes of the parents' of children with Intellectual Disabilities towards inclusion of their children in general education along with normal children and to associate their perspectives with parent variables (e.g. education) and child variables (e.g. age, severity of disability) and To explore the attitudes of parents of children with intellectual disabilities towards the inclusion of their children into mainstream education and to compare the similarities and differences in the attitudes of two groups of parents: a group of parents of preschool children and a group of parents of school-age children. The sample consists of 100 parents. The present study attempts to find out the attitudes of parents' of children with Intellectual Disabilities towards inclusion of their children along with normal children in general education in inclusive set up Hyderabad Ranga Reddy District in Telangana, state of India. In order to collect the data the questionnaire was adapted from the Parent's Attitudes to Inclusion (PATI) scale developed by Palmer, Borthwick-Duffy, and Widaman (1998). All analyses were completed using IBM SPSS version 20.0. Generally, many of the parents accept inclusive education, but most of them still think the special school is a better place for the education of children with disabilities.

Keywords: Attitude of parents, Children with Intellectual disability, Children without any disability, Inclusive education.

1. Introduction:

The term 'inclusive education' is nowadays broadly conceptualized to include students from different backgrounds and with languages other than English, as well as students with disabilities (Ashman, 2002). However, for the purposes of this study, 'the term inclusion is defined as partial or full inclusion in regular classrooms, with the level of inclusion being dependent upon the severity and number of disabilities and the level of additional support available for that student' [1,2]. Inclusive education refers to participation of all in supportive general educational environment that includes appropriate educational social support and services. Inclusion has evolved as movement over the past many decades. Inclusive education has become the most effective approaches to address the learning needs of all the students in regular school and classroom. Parents especially should have confidence in

the capacity of the school in education their children with special needs. With the current policies of inclusion, children with special needs are increasingly being educated with their non-disabled peers in the regular classroom.

Personality and self-esteem were among the most important intrinsic factors which affect the academic performances of students. The ability to care for one self and to act independently influences classroom behaviors as well as educational achievement and social relationship [3].

The setting in which an inclusion program is implemented significantly influences the program provided for a child [4]. Inclusion programs typically assume the ability of the educator to use developmentally appropriate practices [5] and the availability of support services accompanying students with disabilities into the typical education classes [6,7,8,9,10]. The study aims at examining

parents' attitude in inclusive education and its influence in the performance of Intellectual Disability students and Normal children in inclusive setup at Hyderabad Ranga Reddy District in Telangana, state of India. Children with disabilities demonstrate high level of social interaction with non-disabled peer in inclusive setting when compared with segregated setting. The purpose of this study was to examine the parents' attitudes towards inclusion of their children with disabilities in general education and to associate their perspectives with parent variables (e.g. education) and child variables (e.g. age, severity of disability).

2. Review of Literature

The government of India is constitutionally committed to ensuring the right of every child to basic education. The Government of India has created numerous policies around special education since the country's independence in 1947. One of the earliest formal initiatives undertaken by the GOI was the Integrated Education for Disabled Children (IEDC) scheme of 1974 [11]. The Kothari Commission (1966) which highlighted the importance of educating children with disabilities during the post-independence period [12]. Das, Kuyini and Desai (2013) examined the current skill levels of regular primary and secondary school teachers in Delhi, India in order to teach students with disabilities in inclusive education settings. They reported that nearly 70% of the regular school teachers had neither received training in special education nor had any experience teaching students with disabilities. Further, 87% of the teachers did not have access to support services in their classrooms. According to Sixth All India Educational Survey [13] about 20 million out of India's 200 million school-aged children (6–14 years) require special needs education. While the national average for gross enrolment in school is over 90 per cent, less than five per cent of children with disabilities are in schools. Acceptance by peers provides a much greater challenge for children with disabilities. Children with disabilities are often an easy target for being teased and bullied by their non-disabled peers. A large number of children with disabilities live in families with income significantly below the poverty level. Children with disabilities who are included in

regular school tends to become adult who spends more time leisure activities outside of the home, spends more time in leisure activities with adult without disabilities, and in community work setting, than to their counterpart educated in segregated setting [14]. Through this literature review, the researcher understood many things and found the gap for the study that aims at examining parents' attitude in inclusive education and its influence in the performance of special needs students and Normal children in inclusive setup at Hyderabad Ranga Reddy District in Telangana, state of India.

3. Materials & Methods

3.1. Objectives of the Study:

Investigating the parents' of CWSN attitudes towards including their children with non-disabilities peer group in the general education classrooms (Inclusive setup).

3.2. Hypothesis:

There will be a significant difference between parent's attitude of children with or without disabilities towards inclusion.

3.3. Justification for the Research:

The study aims at examining the parents' attitude in inclusive education and its influence in the performance of special needs students and Normal children in inclusive setup at Hyderabad Ranga Reddy District in Telangana, state of India. Children with disabilities demonstrate high level of social interaction with non-disabled peer in inclusive setting when compared with segregated setting.

3.4. Operational definitions

3.4.1. Inclusion:

The children with special needs are placed in the same classroom with non-impaired children, where they receive various educational services. The schools system is prepared so as to accept and retain children with diverse needs.

3.4.2. Attitude:

An estimated belief of a parent which is an outcome of his/her experience, knowledge and inferences drawn about inclusive education. In this study attitude is assessed on the basis of the score received

from the PATI scale.

3.4.3. Special educational needs:

Children with special educational needs are children first and have much in common with other children of the same age. There are many aspects to a child's development that make up the whole child, including – personality, the ability to communicate (verbal and non-verbal), resilience and strength, the ability to appreciate and enjoy life and the desire to learn. Each child has individual strengths, personality and experiences. So particular disabilities will have the impact differently on individual children. A child's special educational need should not define the whole child.

3.5. Research design

This Study was conducted by using quantitative research methods. Quantitative research is collection and analyses of numerical data to describe, explain, predict, or control phenomena [15]. This can be considered as the best approach to collect information regarding parents' attitude toward inclusion of the children with disabilities in general education classrooms.

3.6. Tool for data collection and its Description:

The present study attempts to find out the attitude of parent's towards inclusion of

their children with special needs in mainstream classrooms. In order to collect the data the investigator adapted the Parent's Attitudes to Inclusion (PATI) scale developed by Palmer, Borthwick-Duffy, and Widaman (1998). The Palmer recognized and responded to the growing awareness of the multidimensional nature of widespread attitudes among parents of children with special needs by designing the Parent Attitude to Inclusion (PATI) specifically to survey and elicits parental attitudes. They conducted extensive field testing to gather and analyze the survey data [17, 18].

The PATI's construction deliberately incorporated the "multidimensional nature of parent perceptions regarding inclusive practices for children with significant cognitive disabilities" [16]. In particular, they specified three dimensions: quality of educational services, mutual benefits for the included child and non-disabled peers, and socio-emotional issues of peer acceptance and self-feelings. Two of the factors, labelled Quality of educational services (Items 5, 6, 9 and 10) and Child acceptance and treatment (Items 2 & 3), focused on the benefits of inclusion for these students. The third factor, labelled Mutual benefits of inclusion (Items 1, 4, 7, 8 and 11), focused on relations with other students.

Item	Statement	1	2	3	4	5	6
01	The more time my child spends in a regular classroom; the more likely it is that the quality of his/her education will improve.						
02	The more time my child spends in a regular classroom, the more likely it is that he/ she will be mistreated by other nondisabled students in that room.						
03	The more time my child spends in a regular classroom, the more likely it is that he/ she would end up feeling lonely or left out around the regular education students.						
04	When a student with severe disabilities is enrolled in a regular education classroom, the positive benefits to the regular education students outweigh any possible problems that this practice may present.						
05	It is impossible to modify most lessons and materials in a regular classroom to truly meet the needs of my child.						
06	If my child were to spend a lot of time in a regular classroom, he/she would end up not getting the extra help he/she needs.						
07	If my child were to spend much of his/her day in a regular classroom, he/she would end up becoming friends with nondisabled students in that room.						
08	The quality of a regular education student's education is enriched when a student with severe disabilities participates in his/her class.						

09	If my child were to spend much of the day in a regular classroom, he/she would end up not getting all the necessary special services that would be provided in a special education classroom.						
10	A regular education classroom provides more meaningful opportunities for my child to learn than does a special education classroom.						
11	The more time my child spends in a regular classroom, the more likely it is that he/ she will be treated kindly by the nondisabled students in that room.						

Table-1.: PATI items as listed in the original scale.

The 11 items of the PATI scale (Table 1) each listed one probable effect of placing a child with significant cognitive disabilities in a regular classroom. Parents were asked to respond on a 6-point Likert rating scale that ranges from 'strongly agree', scored as 1, to 'strongly disagree', scored as 6. Reverse scoring was used in the present study to ensure that the lowest score invariably reflects the most positive perception. Choices of agreement as 1, strongly disagree to 6, and strongly agree.

3.7. Sample Size:

This study involves 100 parents' of children with special needs studying in mainstream school in inclusive setup. The sample unit includes any parents having a

child/adult person with Mild or Moderate Mental Retardation and attending to schools in inclusive education setup in the family within the age range of 6-14 yrs. The sample selected by using the purposive sampling method. 100 participants were involved in the study, gender-wise; the sample consisted of 52 females and 48 males. The age of the participants participated ranging from 20 to 50 years. The educational level of 47 the all-participating parents is high school diploma, 48 participants obtained the Bachelor degree, and 05 holding graduate degrees (either Masters or Ph.D.). Regarding the parents' children, 51% of the participants are parents whose children are disabled, and 49% are parents whose children without disabilities as shown in Table-2 whereas Table 3 & Table 4 shows the students variables and sub variables of parents participated.

Sl.No	Category	Gender		Total
		Male	Female	
1.	Participants	48	52	100
2.	Parents of Children With Disabilities	20	31	51
3.	Parents of Children Without Disabilities	28	21	49
4.	Age Range 20-30 Yrs.	16	20	36
5.	Age Range 30-40 Yrs.	22	24	46
6.	Age Range 40-50 Yrs.	10	08	18
7.	High school Diploma Qualification	22	25	47
8.	Bachelors Qualification	30	18	48
9.	Masters or Ph.D.& above Qualification	03	02	05

Table -2. Distribution of Participants

Variables	Sub-variables			
Parents of Disabled Students with Age Group	6-12 Yrs.		12-18Yrs	
Total Parents with Disabled Children (51)	32		19	
Degree of Disability	Mild	Moderate	Mild	Moderate

No. of disabled students	20	12	11	08
Parents having Male Child	12	08	05	04
Parents having Female Child	08	04	06	04
Total Sample (51)	32		19	

Table -3: Distribution of variables of the Parents with Disabled Children

Variables	Sub-variables	
Parents of Normal Students with Age Group	6-11 Yrs.	11-14Yrs
Total Parents with normal Children (49)	24	25
Parents having Male Child	14	12
Parents having Female Child	10	13
Total Sample (49)	24	25

Table -.4: Distribution of variables of the Parents with Normal Children

3.8. Procedure

The researcher discussed with the school authority about the purpose of the study and the procedures to be adopted. At a subsequent meeting, 100 parents' with children who attended regular schools were invited to participate in the study. The researcher distributed an introductory letter to the parents. Each parent signed a consent form and provided background information of their child. The researcher gave a copy of the PATI scale to each parent, and asked to read the instructions and to rate the level of agreement for each item.

3.9. Data Analysis:

Differences between Parents attitudes for the two groups (Parents' of Children with disabilities and Normal children) were analyzed descriptively. The primary outcomes analyzed for the study of differences and similarities in attitudes of the parents. All analyses were completed using IBM SPSS version 20.0. Differences in the outcomes between the two groups were compared using independent samples parents' t- tests when

data were normally distributed. Non-parametric tests (Mann–Whitney U test) were applied for scores that were not normally distributed. Outcomes will be reported as percentage correct for the attitudes of the parents' of children with and without disabilities.

Statistical significance was accepted at the 5% level and all P values are two-tailed. Ninety-five percent confidence intervals (95% CI) were also calculated where appropriate. Spearman correlations were conducted to examine the relationship between them and outcomes will be used for data analysis & interpretation.

3.10. Limitations of the study:

This study was conducted at Hyderabad Ranga Reddy District in Telangana, state of India. it cannot be a representative sample of the whole population of India and this study is limited to 5 schools only as the inclusive setup government schools are less in number. So the findings may not be generalized to study. Further studies with an enlarged sample drawn from all the provinces of India are needed.

4. Data Analysis & Findings

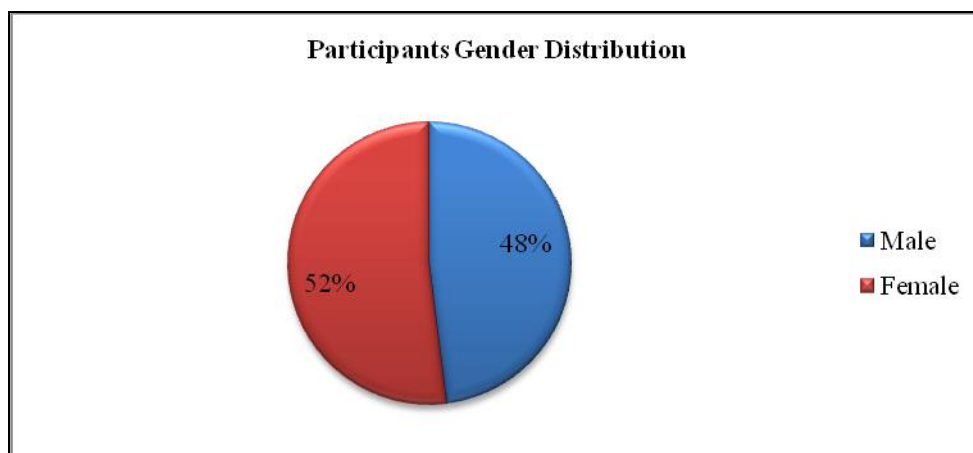


Figure-1: Gender wise Participants Distribution

The data in Figure-1 shows that there were 52 % of the participants are Females and 48% are Males who Participated and responded to the PATI Scale Questionnaire.

The data in Figure-4.2 shows that there was more number of Female participants when compared to the Male Participants.

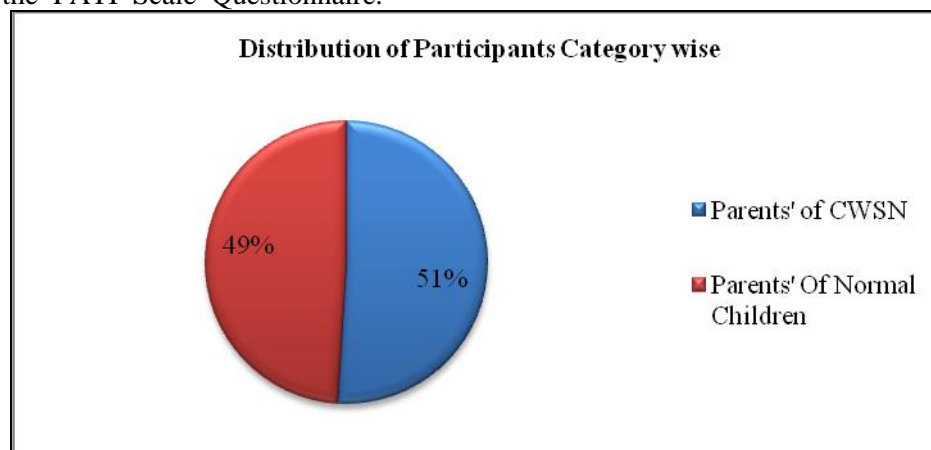


Figure-2: Distribution of Participants Category wise

The data in Figure-2 shows that there were 51% of them are parents' of CWSN comparatively number with that of the

Parents' of Normal Children 49% are participated and responded to the PATI Scale Questionnaire.

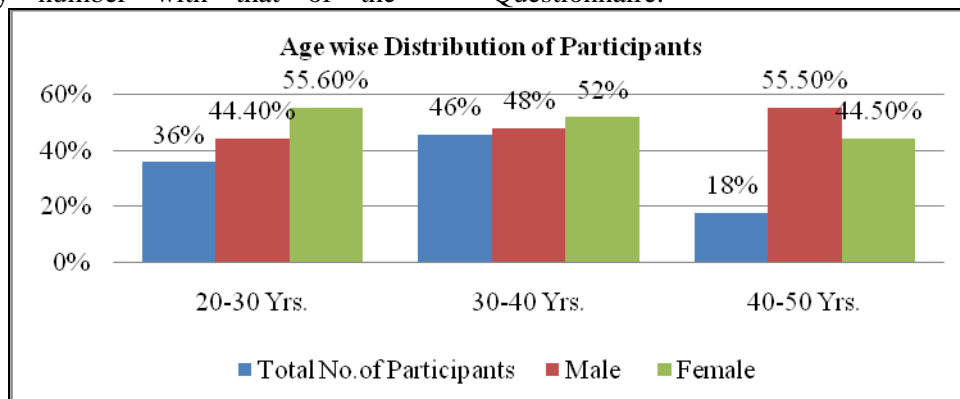


Figure-3: Age wise Distribution of Participants

The data Figure-3 shows that there was more number of participants are in the age range of 30-40 Yrs. 46 % (48% are Males & 52% are Females) when compared with the

other two ages 20-30Yrs. and 40-50 Yrs. are 36% (44% are Males & 56% are Females) and 18% (55.5% are Males & 44.5% are Females)

respectively participated and responded to the PATI Scale Questionnaire

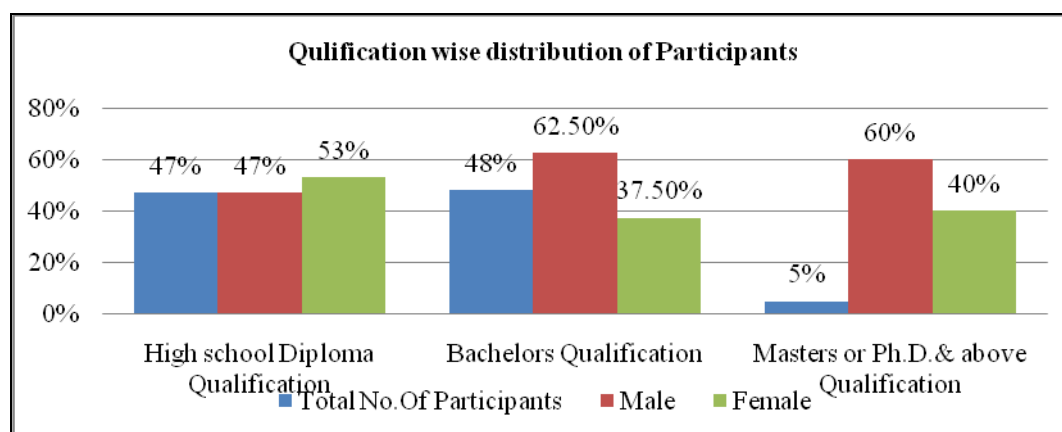


Figure-4: Qualification wise distribution of Participants

The data Figure-4 shows that there was more number of participants i.e., 48% (62.5% are Males & 37.5% are Females) are Educated with Bachelors Qualification when compared with the other High School Diploma

and Masters or Ph.D. & above qualifications are 47% (47% are Males & 53% are Females) and 5% (60% are Males & 40% are Females) respectively participated and responded to the PATI Scale Questionnaire.

Variables	Sub-variables			
Parents of Disabled Students with Age Group	6-11 Yrs.		11-14Yrs	
Total Parents with Disabled Children (51)	32		19	
Type & Degree of Disability	Mild ID/MR	Moderate ID/MR	Mild ID/MR	Moderate ID/MR
No. of disabled students	20	12	11	08
Parents having Male Child	12	08	05	04
Parents having Female Child	08	04	06	04
Total Sample (51)	32		19	

Table -5. : Distribution of variables of the Parents' of CWSN

The data from the table-5 represents the group of parents of CWSN participated and responded to the PATI Scale had the children classified with different Age Groups and different type and degree of disability i.e., 6-11Yrs. 20 Children with Mild I.D. among them 12 are Males and 08 are Females and 12

children belongs to Moderate I.D. among them 08 are Males and 04 are Female children and children with age group of 11-14Yrs. are 11 belongs to Mild I.D. among them 05 are males and 06 are females and the rest of 08 children belongs to moderate I.D. among them 04 are Males and 04 are Female children.

Variables	Sub-variables	
Parents of Normal Students with Age Group	6-11 Yrs.	11-14Yrs
Total Parents with normal Children (49)	24	25
Parents having Male Child	14	12

Parents having Female Child	10	13
Total Sample (49)	24	25

Table -6: Distribution of variables of the Parents with Normal Children

The data from the table-5 represents the group of parents of Normal Children participated and responded to the PATI Scale had the children classified with different Age

Groups i.e., 6-11Yrs. 24 Children among them 14 are Males and 10 are Females and 25 children belongs to the age group of 11-14Yrs. among them 12 are Males and 13 are Female Children.

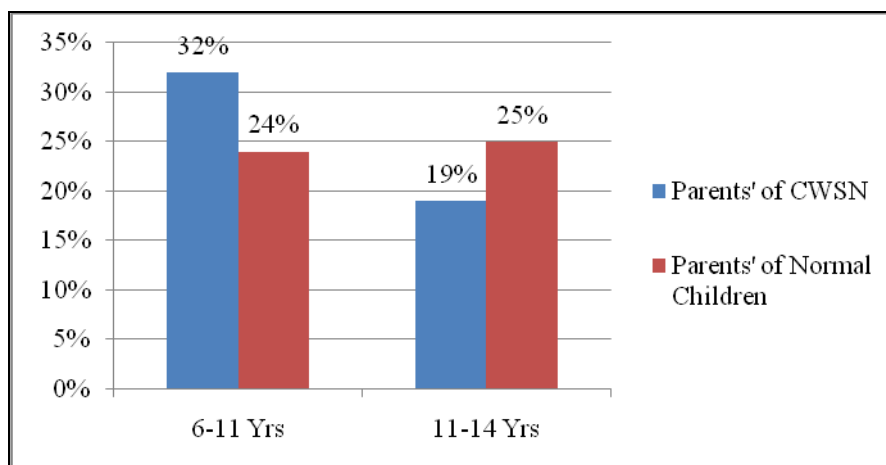


Figure-5: Distribution of Parents as per the Children's Age Range

The data From the Tables 5&6 and from Figure5 it shows that 32% of the Parents' of CWSN and 24% of the Parents' of Normal children has the children with 6-11 Yrs. of age and 19% of the Parents' of CWSN and 25% of the Parents' of Normal children has the children with 11-14 Yrs. of age range are

Participated and responded to the PATI Scale Questionnaire.

Parents' of CWSN attitudes towards including their children with non-disabilities peer group in the general education classrooms (Inclusive setup)

a) Total 100 Parents of Children with CWSN Participated

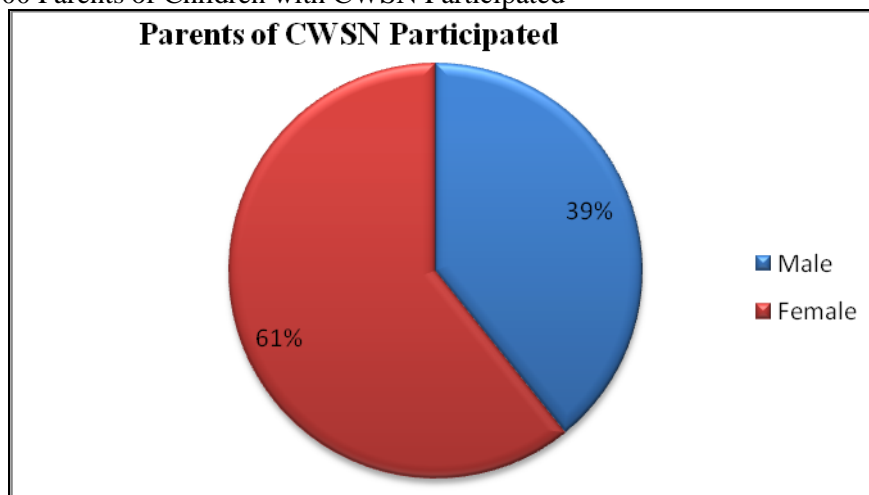


Figure-6. : Gender wise Percentage of parents of CWSN responded for each question in PATI items

Total 100 Parents of Children with CWSN Participated and responded to the PATI items conducted in the survey and out of

100 parents 39 (39%) are Males and 61 (61%) are Females.

Item	Statement	1 Strongly Disagree	2 Disagree	3 Slightly disagree	4 Slightly Agree	5 Agree	6 Strongly Agree	N
01	The more time my child spends in a regular classroom; the more likely it is that the quality of his/her education will improve.	0%	0%	0%	4%	65%	31%	100
02	The more time my child spends in a regular classroom, the more likely it is that he/ she will be mistreated by other nondisabled students in that room.	0%	57%	33%	8%	2%	0%	100
03	The more time my child spends in a regular classroom, the more likely it is that he/ she would end up feeling lonely or left out around the regular education students.	18%	59%	23%	0%	0%	0%	100
04	When a student with severe disabilities is enrolled in a regular education classroom, the positive benefits to the regular education students outweigh any possible problems that this practice may present.	0%	0%	0%	31%	43%	26%	100
05	It is impossible to modify most lessons and materials in a regular classroom to truly meet the needs of my child.	0%	0%	0%	0%	69%	31%	100
06	If my child were to spend a lot of time in a regular classroom, he/she would end up not getting the extra	0%	0%	43%	47%	10%	0%	100

	help he/she needs.							
07	If my child were to spend much of his/her day in a regular classroom, he/she would end up becoming friends with nondisabled students in that room.	8%	21%	57%	14%	0%	0%	100
08	The quality of a regular education student's education is enriched when a student with severe disabilities participates in his/her class.	0%	0%	0%	10%	61%	29%	100
09	If my child were to spend much of the day in a regular classroom, he/she would end up not getting all the necessary special services that would be provided in a special education classroom.	0%	0%	0%	39%	61%	0%	100
10	A regular education classroom provides more meaningful opportunities for my child to learn than does a special education classroom.	0%	0%	0%	12%	37%	51%	100
11	The more time my child spends in a regular classroom, the more likely it is that he/ she will be treated kindly by the nondisabled students in that room.	0%	0%	0%	0%	35%	65%	100

Table -7: Percentage of parents of CWSN responded for each question in PATI items

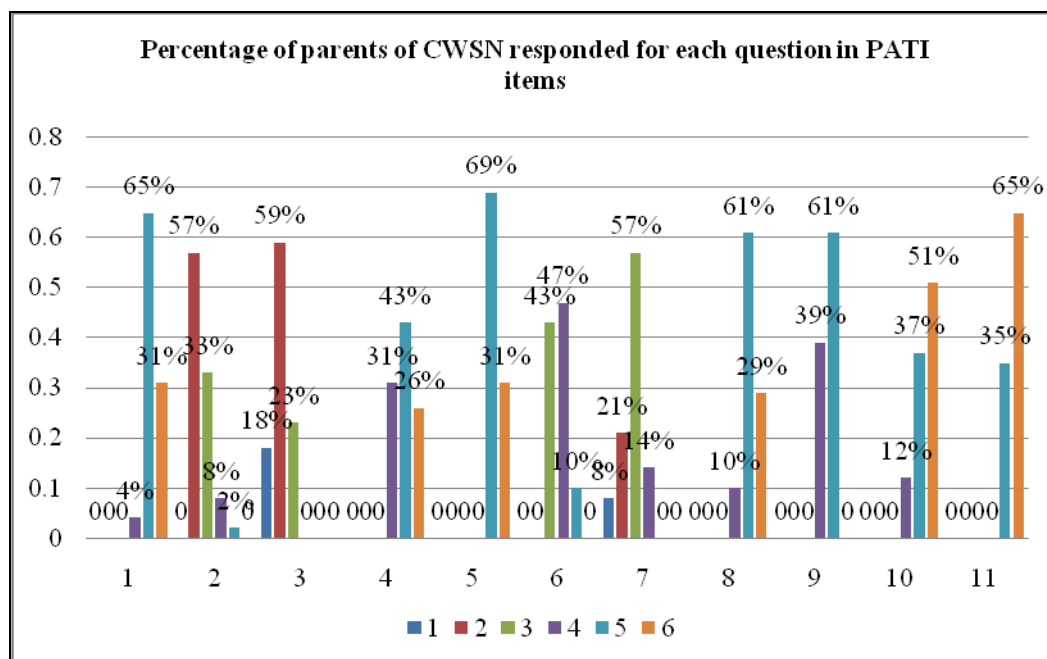


Figure- 7: Percentage of parents of CWSN responded for each question in PATI items

Table 7 and Figure 7 above represents the parents of CWSN responses with reference to the PATI items from the findings presented above, is as follows:

Statement -1: 31% of the respondents were Strongly Agreed, 65% of the respondents Agreed and 4% of the respondents slightly agreed. This indicates that the most of the respondents agreed to the statement.

Statement -2: 57% of the respondents were disagreed, 33% of the respondents slightly disagreed, 8% of the respondents were slightly agreed and 2% of the respondents Agreed. This indicates that the Most of the respondents i.e., 80% of the respondents disagreed to the statement whereas only 20% of the respondents were agreed.

Statement -3: 18% of the respondents were strongly disagreed, 59% of the respondents disagreed, 23% of the respondents were slightly disagreed and none of the respondents Agreed. This indicates that the Most of the respondents disagreed to the statement.

Statement -4: 26% of the respondents were strongly agreed, 43% of the respondents agreed and 31% of the respondents were slightly agreed and none of the respondents Disagreed. This indicates that the Most of the respondents agreed to the statement.

Statement -5: 31% of the respondents were strongly agreed, 69% of the respondents agreed and none of the respondents Disagreed.

This indicates that the Most of the respondents agreed to the statement.

Statement -6: 43% of the respondents were slightly disagreed, 47% of the respondents were slightly agreed and 10% of the respondents were agreed. This indicates that the 57% of the respondents agreed to the statement.

Statement -7: 8% of the respondents were strongly disagreed, 21% of the respondents disagreed, 57% of the respondents were slightly disagreed and 14% of the respondents slightly agreed. This indicates that the Most of the respondents i.e., 86% of the respondents disagreed to the statement.

Statement -8: 29% of the respondents were strongly agreed, 61% of the respondents agreed, 10% of the respondents were slightly agreed and none of the respondents disagreed. This indicates that the all most all of the respondents agreed to the statement.

Statement -9: 61% of the respondents were agreed, 39% of the respondents slightly agreed, and none of the respondents disagreed. This indicates that the Most of the respondents agreed to the statement.

Statement -10: 51% of the respondents were strongly agreed, 37% of the respondents agreed, 12% of the respondents were slightly agreed and none of the respondents disagreed. This indicates that the almost all of the respondents agreed to the statement.

Statement -11: 65% of the respondents were strongly agreed, 35% of the respondents agreed, and none of the respondents disagreed. This indicates that the almost all of the respondents agreed to the statement.

These findings indicated that the respondents hold some concerns regarding the impact of inclusion on their children academic achievement.

The findings from the above Table-7& Figure-7 revealed that the percentage of the

respondents agreed with the items from 1 to 11 in PATI Scale with participants responded on a 6-point Likert scale, ranging from 1 (strongly disagree) to 6 (strongly agree). But reverse scoring was used in the present study to ensure that the lowest score invariably reflects the most positive perception. Choices of agreement as 1, strongly disagree to 6, and strongly agree. Descriptive Statistics for Eleven Items have been notified in Table-8.

Item	Statement	Mean	SD	Z-Score
01	The more time my child spends in a regular classroom; the more likely it is that the quality of his/her education will improve.	6.15	0.532	-0.515
02	The more time my child spends in a regular classroom, the more likely it is that he/ she will be mistreated by other nondisabled students in that room.	3.48	0.729	-6.153
03	The more time my child spends in a regular classroom, the more likely it is that he/ she would end up feeling lonely or left out around the regular education students.	3.00	0.645	-4.274
04	When a student with severe disabilities is enrolled in a regular education classroom, the positive benefits to the regular education students outweigh any possible problems that this practice may present.	5.82	0.759	-2.395
05	It is impossible to modify most lessons and materials in a regular classroom to truly meet the needs of my child.	6.19	0.468	-0.515
06	If my child were to spend a lot of time in a regular classroom, he/she would end up not getting the extra help he/she needs.	4.57	0.653	-4.274
07	If my child were to spend much of his/her day in a regular classroom, he/she would end up becoming friends with nondisabled students in that room.	3.69	0.789	-8.033
08	The quality of a regular education student's education is enriched when a student with severe disabilities participates in his/her class.	6.07	0.603	-0.515
09	If my child were to spend much of the day in a regular classroom, he/she would end up not getting all the necessary special services that would be provided in a special education classroom.	5.50	0.493	-2.395
10	A regular education classroom provides more meaningful opportunities for my child to learn than does a special education classroom.	6.26	0.695	-0.515
11	The more time my child spends in a regular classroom, the more likely it is that he/ she will be treated kindly by the nondisabled students in that room.	6.52	0.482	-0.515

Table-8: Descriptive Statistics for Eleven Items Used to Measure Attitudes of Parents' of CWSN

Descriptive Statistics for Eleven Items Used to Measure Attitudes (N = 100)

From the above table Z- Scores represents as a numerical measurement used in statistics of a value's relationship to the mean of a group of values, measured in terms of

standard deviation (SD) from the mean. If Z-score is 0, it indicates that the data point's score is identical to the mean score. This measures of an observation's variability. The three items in Table with the lowest scores (with which the respondents agreed most

strongly) were **Item-3**: “the more time my child spends in a regular classroom, the more likely it is that he/ she would end up feeling lonely or left out around the regular education students.” (M=3.00); **Item-2**: “The more time my child spends in a regular classroom, the more likely it is that he/ she will be mistreated by other nondisabled students in that room.” (M=3.48); and **Item-7**: “If my child were to spend much of his/her day in a regular classroom, he/she would end up becoming friends with nondisabled students in that room.” (M = 3.69); The three items with the highest scores in Table (with which the respondents not agreed Most strongly) were

Item-11: “The more time my child spends in a regular classroom, the more likely it is that he/ she will be treated kindly by the nondisabled students in that room.” (M = 6.52); **Item-10**: “A regular education classroom provides more meaningful opportunities for my child to learn than does a special education classroom.” (M=6.26); and **Item-5**: “It is impossible to modify most lessons and materials in a regular classroom to truly meet the needs of my child. (M = 6.19). The responses of parents Group Statistics for Eleven Items Used to Measure Attitudes (N = 100; Males (A) =39; Females (B) =61) are notified in Table-9.

Parents' of CWSN& PATI items	GENDER	N	Mean	Std. Deviation	Std. Error Mean
W1	A	39	5.25	.639	.143
	B	61	5.29	.461	.083
W2	A	39	2.90	.912	.204
	B	61	2.32	.475	.085
W3	A	39	2.20	.768	.172
	B	61	1.97	.547	.098
W4	A	39	4.85	.745	.167
	B	61	5.00	.775	.139
W5	A	39	5.40	.503	.112
	B	61	5.26	.445	.080
W6	A	39	3.60	.598	.134
	B	61	3.71	.693	.124
W7	A	39	2.40	.995	.222
	B	61	3.00	.516	.093
W8	A	39	5.30	.571	.128
	B	61	5.13	.619	.111
W9	A	39	4.50	.513	.115
	B	61	4.68	.475	.085
W10	A	39	5.30	.657	.147
	B	61	5.45	.723	.130
W11	A	39	5.50	.513	.115
	B	61	5.74	.445	.080

Table-9: Group Statistics -1

The three items from the above Table with the lowest scores (with which the respondents agreed most strongly) were **Item-3**: “the more time my child spends in a regular classroom, the more likely it is that he/ she would end up feeling lonely or left out around the regular education students.” (Mean of A=2.20 & B= 1.97); **Item-2**: “The more time my child spends in a regular classroom, the more likely it is that he/ she will be mistreated by other nondisabled students in that room.” (Mean of A=2.90 & B= 2.32); and **Item-7**: “If my child were to spend much of his/her day in

a regular classroom, he/she would end up becoming friends with nondisabled students in that room.” (Mean of A=2.40 & B = 3.00); The three items with the highest scores in Table (with which the respondents not agreed Most strongly) were **Item-11**: “The more time my child spends in a regular classroom, the more likely it is that he/ she will be treated kindly by the nondisabled students in that room.” (Mean of A=5.50 & B=5.74); **Item-10**: “A regular education classroom provides more meaningful opportunities for my child to learn than does a special education

classroom.”(Mean of A=5.30 & B=5.45); and **Item-8:** “The quality of a regular education student's education is enriched when a student with severe disabilities participates in his/her class.”(Mean of A=5.30 & B=5.13). The

responses of parents from Independent samples Test by Levene's Test for Equality of Variances for Eleven Items Used to Measure Attitudes (N = 51; Males (A) =20; Females (B) =31) are notified in Table-10.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
W1	Equal variances assumed	2.260	.139	-.262	49	.795	-.040	.154	-.350	.269
	Equal variances not assumed			-.244	31.676	.809	-.040	.165	-.377	.296
W2	Equal variances assumed	7.588	.008	2.966	49	.005	.577	.195	.186	.969
	Equal variances not assumed			2.612	25.740	.015	.577	.221	.123	1.032
W3	Equal variances assumed	7.149	.010	1.262	49	.213	.232	.184	-.138	.602
	Equal variances not assumed			1.174	31.341	.249	.232	.198	-.171	.635
W4	Equal variances assumed	.011	.916	-.685	49	.496	-.150	.219	-.590	.290
	Equal variances not assumed			-.691	41.845	.493	-.150	.217	-.588	.288

W5	Equal variances assumed	3.548	.066	1.057	49	.296	.142	.134	-.128	.412
	Equal variances not assumed			1.029	37.059	.310	.142	.138	-.137	.421
W6	Equal variances assumed	.415	.522	-.582	49	.564	-.110	.189	-.489	.269
	Equal variances not assumed			-.600	44.831	.551	-.110	.183	-.478	.258
W7	Equal variances assumed	18.989	.000	-.2829	49	.007	-.600	.212	1.026	-.174
	Equal variances not assumed			-.2490	25.690	.020	-.600	.241	1.096	-.104
W8	Equal variances assumed	.147	.703	.992	49	.326	.171	.172	-.175	.517
	Equal variances not assumed			1.010	43.032	.318	.171	.169	-.170	.512
W9	Equal variances assumed	2.768	.103	1.262	49	.213	-.177	.141	-.460	.105
	Equal variances not assumed			1.241	38.405	.222	-.177	.143	-.467	.112
W10	Equal variances assumed	.699	.407	-.757	49	.453	-.152	.200	-.554	.251

	d									
	Equal variances not assumed			-.773	43.47 7	.444	-.152	.196	-.547	.244
	Equal variances assumed	5.874	.01 9	- 1.786	49	.080	-.242	.135	-.514	.030
W 11	Equal variances not assumed			- 1.731	36.46 8	.092	-.242	.140	-.525	.041

Table -10:Independent Samples Test

The table-10 above represents the attitudes of parents' of CWSN with reference to the PATI items with Equal variances assumed from the findings presented above, is as follows:

For Statement -1: The mean score for Attitudes for the statement-1 indicates that there was no significant difference ($p=0.795$; $t=0.269$) between the attitudes of the Male parents ($M= 5.25$) and Female parents with disabled children ($M=5.29$). This indicates that the parents tended to be more cautious in their agreement with positive statements about inclusion.

For Statement -2: The mean score for Attitudes for the statement-2 indicates that there was a significant difference ($p=0.005$; $t=0.969$) between the attitudes of the Male parents ($M= 2.90$) and Female parents with disabled children ($M=2.32$). This indicates that the parents tended to be more cautious in their agreement with positive statements about inclusion.

For Statement -3: The mean score for Attitudes for the statement-3 indicates that there was no significant difference ($p=0.213$; $t=0.602$) between the attitudes of the Male parents ($M= 2.20$) and Female parents with disabled children ($M=1.97$). This indicates that the parents tended to be more cautious in their agreement with positive statements about inclusion.

For Statement -4: The mean score for Attitudes for the statement-4 indicates that there was no significant difference ($p=0.496$; $t=0.290$) between the attitudes of the Male parents ($M= 4.85$) and Female parents with disabled children ($M=5.00$). This indicates that the parents tended to be more cautious in their

agreement with positive statements about inclusion.

For Statement -5: The mean score for Attitudes for the statement-5 indicates that there was no significant difference ($p=0.296$; $t=0.412$) between the attitudes of the Male parents ($M= 5.40$) and Female parents with disabled children ($M=5.26$). This indicates that the parents tended to be more cautious in their agreement with positive statements about inclusion.

For Statement -6: The mean score for Attitudes for the statement-6 indicates that there was no significant difference ($p=0.564$; $t=0.269$) between the attitudes of the Male parents ($M= 3.60$) and Female parents with disabled children ($M=3.71$). This indicates that the parents tended to be more cautious in their agreement with positive statements about inclusion.

For Statement -7: The mean score for Attitudes for the statement-7 indicates that there was no significant difference ($p=0.007$; $t= -0.174$) between the attitudes of the Male parents ($M= 2.40$) and Female parents with disabled children ($M=3.00$). This indicates that the parents tended to be more cautious in their agreement with positive statements about inclusion.

For Statement -8: The mean score for Attitudes for the statement-8 indicates that there was no significant difference ($p=0.326$; $t=0.517$) between the attitudes of the Male parents ($M= 5.30$) and Female parents with disabled children ($M=5.13$). This indicates that the parents tended to be more cautious in their agreement with positive statements about inclusion.

For Statement -9: The mean score for Attitudes for the statement-9 indicates that there was no significant difference ($p=0.213$; $t=0.105$) between the attitudes of the Male parents ($M= 4.50$) and Female parents with disabled children ($M=4.68$). This indicates that the parents tended to be more cautious in their agreement with positive statements about inclusion.

For Statement -10: The mean score for Attitudes for the statement-10 indicates that there was no significant difference ($p=0.453$; $t=0.251$) between the attitudes of the Male parents ($M= 5.30$) and Female parents with disabled children ($M=5.45$). This indicates that the parents tended to be more cautious in their agreement with positive statements about inclusion.

For Statement -11: The mean score for Attitudes for the statement-11 indicates that there was no significant difference ($p=0.080$; $t=0.030$) between the attitudes of the Male parents ($M= 5.50$) and Female parents with disabled children ($M=5.74$). This indicates that the parents tended to be more cautious in their agreement with positive statements about inclusion.

These findings indicated that the mean score for Attitudes for the **statement-2** i.e., “The more time my child spends in a regular classroom, the more likely it is that he/ she will be mistreated by other nondisabled students in that room.” Only indicates that there was a significant difference ($p=0.005$; $t=0.969$) between the attitudes of the Male parents ($M= 2.90$) and Female parents with disabled children ($M=2.32$). This indicates that the parents tended to be more cautious in their agreement with positive statements about inclusion. And all the other statements has no significant difference between the attitudes of the both the parents’ of children with disabilities. This indicates that the respondents hold some concerns regarding the Child acceptance and treatment (Items 2 & 3), focused on the benefits of inclusion for these students impact of inclusion on their children academic achievement.

5. Conclusion:

Findings of the present study indicated that there is a positive attitude towards inclusion by the parents of children from the two schools. Their attitudes towards inclusion legislation, academic improvement and social

adaptation as well as cooperation reveal that the parents see providing their children with inclusive education is equivalent to providing high quality education for all. The time has to alter the educational system. In general, respondents showed a positive attitude towards the aspects of inclusion namely academic improvement, social adaptation and cooperation between teachers. As for the type of inclusion, respondents showed a positive attitude toward the resource room as a type of inclusion. Mild mental retardation and motor handicaps are the two types of special needs to be included. In terms of acceptance of children with special needs in the different grade levels, respondents reflect a positive attitude towards inclusion in all grade levels with some caution in upper level classes.

6. Recommendations:

The outcome of the study presents certain guidelines regarding the future development of inclusion. The findings supported the importance of the parent's attitude for the success of inclusion programs. Moreover the study highlighted meaningful lessons for the people involved in inclusive education regarding various aspects of inclusion and types of inclusion. Since this study was a preliminary one investigating parents' opinion regarding inclusion students with special needs in general schools, the data generated from the interviews cannot yield generalization about the attitude towards inclusion. There might be other different attitudes that might be revealed when other groups are studied, like teachers and administrators. This may indicate that a more extensive research in attitude towards inclusion is appropriate.

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