



RESEARCH ARTICLE

A STUDY OF PARENT SATISFACTION REGARDING THE INCLUSION OF CWSN IN REGULAR SCHOOLS.

Dr. Sudhir H. Tandel.

Assistant Professor Department of Education Hemchandracharya North Gujarat University, Patan.

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Abstract

Inclusive education means education of all students, where all students are equal participants in the learning process. RTE (Amendment) Act, 2012 came into force from 1st August, 2012. This Act has given a new thrust to the education of Children with Special Needs (CWSN), and efforts are made to enroll and retain CWSN in the neighbourhood schools. SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. But it is important to know whether these provisions reach to the CWSN or not on the ground. One way to understand this is to know the parent satisfaction regarding the inclusion of CWSN in regular schools. With this objective the present study was conducted to know the parent satisfaction regarding the inclusion of CWSN in regular schools and effect of gender, religion, category and area on the awareness. The present study was conducted in four district of Gujarat in which 229 parents from four districts were selected randomly as sample. The findings of the study suggest that category and area affect the satisfaction of parents regarding the inclusion of CWSN in regular schools.

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Introduction:-

Inclusive education means education of all students, where all students are equal participants in the learning process. Provision of inclusive education involving students with disabilities is based on the belief that those with disabilities should not have to depend on specialized services alone, to benefit from educational resources, activities and practices that are otherwise available to all. Inclusivity is maintained when all members of a group are able to participate in its activities, which means, provisions made are considerate of all members and not just those from specific groups or, with special abilities, disabilities, and/or needs.

As members of a group or a community, all have equal rights to participate; the practices and services must thus be inclusive of all. This right is also upheld by the Indian Constitution, which assures all Indians the right of Equality of Status and Opportunity. Thus, while it is the responsibility of the society and community to involve and treat all its members as equals, the Indian Constitution also guarantees provision of equal access to opportunities.

The Right to Education (RTE) Act (2009), which makes elementary education a fundamental right of every child, is of great significance to the government as well as private schools. Our schools and classrooms need to reflect this social, constitutional and legal right of every child to be included in the educational processes and practices – our

Corresponding Author:- Dr. Sudhir H. Tandel.

Address:- Assistant Professor Department of Education Hemchandracharya North Gujarat University, Patan.

classrooms, now more so than before, need to be ready to include students from different backgrounds, with differing needs and abilities.

In recent years, these increasing concerns have brought significant attention from educators, policy-makers, researchers and economists, to schools and classrooms in India. Constitutional provisions and legal mandates such as the RTE, Persons With Disability (PWD) Act³ are policy measures to make improvements in India's education system, accessed by over 125,059,229 students (DISE 2013) including 25.96 lakh CWSN enrolled in schools, 0.52 lakh enrolled in EGS/AIE centers and another 1.38 lakh provided support through home-based education (Progress of Inclusive Education in SSA in 2009-10, MHRD).

Rationale:-

RTE Act (2009) entitles all children between the ages of 6-14 years to an education of reasonable quality, based on principles of equity and non-discrimination. It provides for children's right to free and compulsory admission, attendance and completion of elementary education. More importantly, it provides for the child's right to education that is free from fear, stress and anxiety. Other enabling provisions in the Act include prohibition of corporal punishment, detention and expulsion.

The RTE Act 2009, in section 3(1) entitles all children in the 6-14 years age group to a right to free and compulsory elementary education in a neighborhood school. RTE (Amendment) Act, 2012 came into force from 1st August, 2012. It has the following provisions for children with disabilities:

- ❖ Child with disability defined under the RTE Act (clause (ee) of section 2) as defined under PWD Act and National Trust Act
- ❖ Child with disability is included within the meaning of child belonging to disadvantaged group (clause (d) of section 2)
- ❖ Child with disability shall have the right to pursue free and compulsory elementary education in the same manner in which children with disabilities have under Chapter V of the Persons with Disability Act, 1995 (section 3(3))
- ❖ Child with 'severe disabilities' and a child with 'multiple disabilities' shall also have the right to opt for home based education (proviso to section 3(3)).

This Act has given a new thrust to the education of Children With Special Needs (CWSN), and efforts would now have to be made to enroll and retain CWSN in the neighbourhood schools. Retention of CWSN in neighbourhood schools calls for strengthening support to CWSN through provision of text books, on time in an accessible format, effective teaching through trained teacher, supplementary aids and non-discriminatory environment facilitated through appropriate peer support. Thus, school preparedness for CWSN should be given paramount importance in the context of RTE.

SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. SSA adopts 'zero rejection' policy so that no child with special needs is deprived of the right to education. The major interventions under SSA for the education of CWSN are identification, functional and formal assessment, appropriate educational placement, preparation of Individualized Educational Plan, provision of aids and appliances, teacher training, appointment of resource teachers, therapeutical support and provision of ramps, handrails and disabled friendly toilets etc.

But it is important to know whether these provisions reach to the CWSN or not on the ground. One way to understand this is to know the parent satisfaction level regarding the inclusion of CWSN in regular schools. If the parents are satisfied then it can be consider that these provisions are reaching to the CWSN or otherwise. Therefore the present study was carried out to fulfill the following objectives.

Statement of the Problem

A study of Parent Satisfaction regarding the inclusion of CWSN in regular schools

Objectives of the Study:-

1. To study the Parent Satisfaction regarding the inclusion of CWSN in regular schools
2. To study the effect of Gender on Parent Satisfaction regarding the inclusion of CWSN in regular schools
3. To study the effect of Religion on Parent Satisfaction regarding the inclusion of CWSN in regular schools

4. To study the effect of District on Parent Satisfaction regarding the inclusion of CWSN in regular schools
5. To study the effect of Category on Parent Satisfaction regarding the inclusion of CWSN in regular schools

Operational Definition of Terms:-

➤ Parents' satisfaction level

The score obtained on the scale prepared by investigator to know the satisfaction level of the parents with reference to inclusion of CWSN in regular schools was considered as satisfaction of the parents.

➤ Inclusion

(*Samavesh*) Inclusive education refers to education of all students, where all the students are equal participants in the learning process. Here children with special need (mentioned by MHRD) studying in regular schools with the normal children and participate in all the curricular and co-curricular activities are considered as inclusion.

Variables of the study:-

Table 1:- Variable of the study.

| No | Variable Name | Variable Type | Level | Measurement |
|----|---------------------|---------------|---|--------------------|
| 1 | Parent Satisfaction | Dependent | - | Scale |
| 2 | Gender | Independent | Male & Female | Preliminary Source |
| 3 | Religion | Independent | Hindu & Muslim | Preliminary Source |
| 4 | District | Independent | Anand, Banaskantha, Surat & Surendranagar | Preliminary Source |
| 5 | Category | Independent | General, OBC, SC & ST | Preliminary Source |

Hypotheses:-

- H₀₁ There will be no significant difference between the mean scores of male and female parents on parent satisfaction scale regarding the inclusion of CWSN in regular schools.
- H₀₂ There will be no significant difference between the mean score of Hindu and Muslim parents on parent satisfaction scale regarding the inclusion of CWSN in regular schools.
- H₀₃ There will be no significant difference between the mean score of Anand, Banaskantha, Surat and Surendranagar district parents on parent satisfaction scale regarding the inclusion of CWSN in regular schools.
- H₀₄ There will be no significant difference between the mean score of General, OBC, SC, and ST category parents on parent satisfaction scale regarding the inclusion of CWSN in regular schools.

Population & Sample:-

Population of the present study was the primary schools of Gujarat state governed by district primary education committee having minimum three CWSN enrolled of the year 2015-16.

From Gujarat four districts from four zones were selected randomly. From each district 5 blocks were selected randomly. From each block three clusters were selected purposively. From each cluster two schools were selected purposively. Thus from each district 30 schools were selected. Thus total 120 schools were selected from the four districts. To know the parent satisfaction level parents of CWSN students were selected randomly. From each school two parents were selected. Following were the total sample selected for the study.

Table 2:- Sample of the study.

| District | Anand | Banaskantha | Surat | Surendranagar | Total |
|----------|-------|-------------|-------|---------------|-------|
| Sample | 58 | 60 | 52 | 59 | 229 |

Method:-

The survey method was used for the present study.

Tool: Scale for parent satisfaction level:-

To know the parent satisfaction level for inclusion of CWSN in regular schools scale for parents was prepared. It was a Likert type of three point scale consisting of twenty six statements. For each statement the parent have to give response whether he is fully satisfied, medium satisfied or fully unsatisfied. The scale comprises of statements related to satisfaction of parents related to facilities in schools, behaviour of teachers and students towards his child,

involvement of his child in the activities, quality of education given to his child, process followed for the child's inclusion in the school etc. A parent has to give response to each statement by putting tick mark from the three options.

Data Collection:-

For the present study the data was collected through the field investigator. So, first process was to select the field investigator. The idea was that if the field investigator is from the same district from which the data need to be collected then field investigator better understand the ground reality of the district. Hence first of all students who have studied from the Department of Education, Patan were contacted from four district Anand, Banaskantha, Surat & Surendranagar. Thus from each district three-three field investigator were selected. All the field investigators had minimum M.Ed. degree. Among the twelve field investigator four were having M.Phil. degree in the field of Education. Thus most of the field investigator had research experience in terms of doing their dissertation and collecting the data.

Then each field investigator started their data collection work in their respective district. Arrangement was done that in each district each investigator has to take ten schools from the allotted block. Likewise in another district same arrangement was done for the data collection. According to the above arrangement each investigator went to the school for the data collection. Investigator gave the SSA letter informing the principal about the purpose of the data collection. Investigator also gave Principal Investigators letter to the Principal of the school explaining the broader perspective and objectives of data collection. Thus from each school Principal permission were taken for data collection. Then investigator collected data from the parents personally. The collected data was compiled and further analyzed.

Data Analysis:-

The data obtained was analyzed through the quantitative data analysis technique. The score was counted for the responses given by the respondent on the scale. This was considered as the parent satisfaction score. The mean, standard deviations were calculated from the score. Based on this the hypotheses were tested using t-test and F-test.

Analysis & Interpretation of the Data:-

➤ Effect of Gender and Religion on Parent Satisfaction

Table 3:- Variable, their levels, number of sample, Mean, S.D. S.E.M., t-value and its significance

| Variable | Levels | N | Mean | Std. Deviation | Std. Error Mean | t-value | Significance |
|----------|--------|-----|---------|----------------|-----------------|---------|-----------------|
| Gender | Male | 146 | 59.6918 | 15.19236 | 1.25733 | 0.537 | Not Significant |
| | Female | 83 | 58.5663 | 15.34815 | 1.68468 | | |
| Religion | Hindu | 200 | 59.4600 | 15.21433 | 1.07582 | 0.459 | Not Significant |
| | Muslim | 29 | 58.0690 | 15.51251 | 2.88060 | | |

From table it can be said that there was no significant difference between the mean score of satisfaction of male and female parent. Hence male and female parent were equally satisfied regarding the inclusion of CWSN in regular schools.

From table it can be said that there was no significant difference between the mean score of satisfaction of Hindu and Muslim parents. Hence Hindu and Muslim parents were equally satisfied of the inclusion of CWSN in regular schools.

➤ Effect of District and Category on Parent Satisfaction

Table 4:- Variable, their levels, number of sample, Mean, S.D., F-value and its significance

| Variable | Levels | N | Mean | Std. Deviation | F-value | Significance |
|----------|---------------|-----|---------|----------------|---------|----------------------------|
| District | Anand | 58 | 51.8276 | 18.83552 | 28.684 | 0.01 level of significance |
| | Banaskantha | 60 | 51.2667 | 13.33768 | | |
| | Surat | 52 | 67.0385 | 10.24018 | | |
| | Surendranagar | 59 | 67.9322 | 6.10784 | | |
| Category | GENERAL | 44 | 51.2500 | 18.32285 | 5.718 | 0.01 level of significance |
| | OBC | 144 | 61.6319 | 13.43607 | | |
| | SC | 24 | 61.0000 | 13.74298 | | |
| | ST | 17 | 57.7647 | 16.79110 | | |

From table it can be said that there was significance difference between the mean score of satisfaction of parents in Anand, Banaskantha, Surat and Surendranagar district. There was maximum satisfaction in Surendranagar and minimum was in Banaskantha district parents.

From table it can be said that there was significant difference between the mean score of satisfaction of parents having GENERAL, OBC, SC and ST category. OBC category parents had maximum satisfaction and GENERAL category parents had minimum satisfaction.

Findings:-

1. Male and Female parents were equally satisfied regarding the inclusion of CWSN in regular schools.
2. Hindu and Muslim parents were equally satisfied of the inclusion of CWSN in regular schools.
3. There was significant effect of district on the satisfaction of parents regarding the inclusion of CWSN in regular schools.
4. The parents of Surendranagar district had more satisfaction compared to Anand and Banaskantha district parents regarding the inclusion of CWSN in regular schools.
5. The parents of Surat district had more satisfaction compared to Anand and Banaskantha district parents regarding the inclusion of CWSN in regular schools.
6. The parents of Surendranagar & Surat and Anand & Banaskantha district had no difference in satisfaction regarding the inclusion of CWSN in regular schools.
7. There was maximum satisfaction in the parents of Surendranagar and minimum was in Banaskantha district.
8. There was significant effect of category on the satisfaction of parents regarding the inclusion of CWSN in regular schools.
9. The parents of OBC category had more satisfaction compared to General & ST category parents regarding the inclusion of CWSN in regular schools.
10. The parents of SC category had more satisfaction compared to General & ST category parents regarding the inclusion of CWSN in regular schools.
11. The parents of ST category had more satisfaction compared to General category parents regarding the inclusion of CWSN in regular schools.
12. The parents of OBC and SC category had no difference in satisfaction regarding the inclusion of CWSN in regular schools.
13. OBC category parents had maximum satisfaction and General category parents had minimum satisfaction.

Implications of the Study:-

- The facilities for CWSN like equipments, resource room facilities, ramp, toilet etc. need to be improved in the Anand and Banaskantha district schools so that parent gets satisfied with the inclusion of their children in the regular schools. The other factors responsible for dissatisfaction need to be found out in Anand and Banaskantha districts and accordingly action plan should be followed.
- The reasons of dissatisfaction among General and ST category parents need to be found out and accordingly policy should be planned to satisfied parents regarding the inclusion of CWSN in regular schools.

Conclusion:-

There were lacks of satisfaction among the parents regarding the inclusion of CWSN in regular schools. Banaskantha & Anand district parents had less satisfaction compared to Surat and Surendranagar district parents. This may be due to lack of facilities and school culture of inclusion in these districts. The actual reasons need to be studied. General & ST category parents had less satisfaction compared to OBC & SC category parents. The reasons behind this, needs to be studied. Therefore it could be concluded that correlates of satisfaction and dissatisfaction of parents regarding the inclusion of CWSN in regular schools needs further research to arrive at the final conclusion.

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