

# Parental Attitude Towards the Education of Handicapped Student's in the District of Bankura and Paschim Medinipur: A Comparative Study

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## ABSTRACT

Inclusion of handicapped students in the mainstream of education is most relevant and important concern in 21st century education scenario. This study conducted to explore parental attitude regarding their handicapped child education. For this purpose, 200 school students were selected based on their gender and family economic status wise through purposive sampling techniques. In this study a descriptive survey method was employed. And a researcher self-made questionnaire was utilized to gather data from the sample. The result revealed that parental attitude regarding their handicapped child education was moderate level of positive and parents' attitude regarding their handicapped child education do not different significantly and they both have them same attitude regarding their handicapped child education.

**KEYWORDS:** Parental attitude, 21st century, Handicapped, Inclusion, Mainstream education.

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## INTRODUCTION

Positive attitude can help to expansion of education. We know that parents play the first and most important role in providing a positive attitude towards a student's education (Gwiazdowska-Stańczak et al., 2021; Schaller et al., 2007). Therefore, Knowing the attitude of parents regarding inclusive education becomes really important (De Boer et al., 2010; Paseka & Schwab, 2020). Education plays an important role in human life, education makes a student a good citizen of the society (Griffin et al., 2011). A positive attitude towards education plays an important role behind the radical expansion of the field of education (Das et al., 2014; Oakes & Rogers, 2007). The attitude of the teacher also plays a very important role in educating a child who have special need (Opoku, 2020; Avramidis et al., 2000). We know that not all citizens living in society are normal. Among them, there are some disabled

citizens. In many cases, these disabilities are seen as separate from the mainstream of society (De Boer et al., 2011; Fairchild & Neal, 1975). In the current situation, no matter how sophisticated the education system is, the first things that is needed to educate them is the same positive attitude towards educating them (Ahammad, 2024). Basically, individuals react to mental fillings based on this attitude. Attitude not only gives importance to emotional content, but also social, physical, intellectual development is largely based on attitude (Ajzen, 2005). Teachers' positive attitude regarding inclusion can affect the whole education system (Sharma & Das, 2015). If teachers' have a positive attitude towards inclusive education so society can think about inclusion (Krischler et al., 2019). Self-efficacy and attitude of the teachers have a great impact on educating the special child (Frumos, 2018; Sharma & Nuttal, 2016). Because many studies

shown that the subject teachers have that kind of perception which is not positive regarding inclusion of children with special need to the mainstream of education, because they think that providing education to children with special need will increase the pressure on their work (Saloviita, 2020; Boyle et al., 2013). The attitude of parents here specifically refers to the attitude of parents towards their child's education (Fan & Chen, 2001). The attitude of parents has an important and significant role in the education of their child (Šukys et al., 2015). Before creating a positive attitude towards the education of their child it is very important and necessary to bring a positive attitude towards the education of parents because the attitude of their child is largely formed based on the attitude of the parents (Xu & Filler, 2008). Along with the attitude of the parents, the attitude of the student is equally important (Schunk et al., 2014). It is possible to verify the interest of student in education based on his attitude. The attitude of the student is understood as a strong and clear inclination of the student towards a subject (Asamoah et al., 2018; Curran & Rosen, 2006).

**Objectives of the Study:**

1. To know the differences of parent’s attitude regarding their education of the handicapped students in Bankura and Paschim Medinipur district.
2. To know the parental attitude regarding the education of male handicapped students in Bankura and Paschim Medinipur district.
3. To know the parental attitude regarding the education of female handicapped students in Bankura and Paschim Medinipur district.
4. To know the parental attitude regarding the education of APL handicapped students in Bankura and Paschim Medinipur district.
5. To know the parental attitude regarding the education of BPL handicapped students in Bankura and Paschim Medinipur district.

**Analysis and Interpretation of Data:**

**(H<sub>0</sub>1: There is no significant differences regarding attitude of parents towards handicapped students in Bankura and Paschim Medinipur district)**

**Table 2**

Variable	N	Mean	SD	't'	Level of significance
Bankura District Handicapped Student	100	21	18.08	0.148	Not Significant at 0.05 level
Paschim Medinipur District Handicapped Student	100	25	15.48		

**Result:** Table 1 reveals that the mean score of Bankura district students’ parental attitude is 21 and the mean score of Paschim Medinipur district students’ parental attitude is 25 regarding handicapped students and SD is 18.08 and 15.48 respectively. The calculated 't' value is 0.148 which is smaller than the tabulated 't' value 1.96 at 0.05 level of significance. Therefore, it can be said that the null hypothesis (H<sub>0</sub>1: There are no significant

**Hypothesis of the Study:**

**H<sub>0</sub>1:** There is no significant differences regarding the attitude of parents towards handicapped students in Bankura and Paschim Medinipur district

**H<sub>0</sub>2:** There is no significant differences in the parental attitude regarding the education of male handicapped students in Bankura and Paschim Medinipur district.

**H<sub>0</sub>3:** There is no significant differences in the parental attitude regarding the education of female handicapped students in Bankura and Paschim Medinipur district.

**H<sub>0</sub>4:** There is no significant differences in the parental attitude regarding the education of APL handicapped students in Bankura and Paschim Medinipur district.

**H<sub>0</sub>5:** There is no significant differences in the parental attitude regarding the education of BPL handicapped students in Bankura and Paschim Medinipur district.

**Methodology of the Study:**

**Research Method:** In the present study “Descriptive survey method” was used to assess the parental attitude regarding their handicapped child education in Bankura and Paschim Medinipur district.

**Population:** For this study, researcher selects few students with special need in West Bengal for the population of the study.

**Sample:** Total 200 students were selected by the researcher as a sample of the study.

**Sampling technique:** The researcher used purposive sampling technique.

**Tools used:** For this study, the researcher had prepared a self-made questionnaire of 20 items, namely “Scale on parental attitude.” to collect the requisite data related to attitude of the parents regarding their handicapped child education in Bankura and Paschim Medinipur district.

**Table 1**

MALE-100		FEMALE-100	
APL-50	BPL-50	APL-50	BPL-50

differences regarding attitude of parents towards handicapped students in Bankura and Paschim Medinipur district) Is **Accepted**. And there is no significant differences regarding attitude of parents towards handicapped students in Bankura and Paschim Medinipur district.

**(H<sub>02</sub>: There is no significant differences the attitude of parents towards male handicapped students in Bankura and Paschim Medinipur district.)**

**Table 3**

Variable	N	Mean	SD	't'	Level of significance
Male students of Bankura district	100	21	19.96	0.94	Not Significant at 0.05 level
Male students of Paschim Medinipur district	100	25	16.69		

**Result:** Table 2 reveals that the mean score of Bankura district male students' parental attitude is 21 and the mean score of Paschim Medinipur district male students' parental attitude is 25 regarding handicapped students and SD is 19.96 and 16.69 respectively. The calculated 't' value is 0.94 which is smaller than the tabulated 't' value 1.96 at 0.05 level of significance. Therefore, it can be said that the null hypothesis (H<sub>02</sub>: There are no significant differences the attitude of parents towards male handicapped students in Bankura and Paschim Medinipur district) Is **Accepted**. And there is no significant differences the attitude of parents towards male handicapped students in Bankura and Paschim Medinipur district.

**(H<sub>03</sub>: There is no significant differences regarding the attitude of parents towards female handicapped students in Bankura and Paschim Medinipur district.)**

**Table 4**

Variable	N	Mean	SD	't'	Level of significance
Female students of Bankura district	100	33	12.75	0.018	Not Significant at 0.05 level
Female students of Paschim Medinipur district	100	32	13.83		

**Result:** Table 3 reveals that the mean score of Bankura district female students' parental attitude is 33 and the mean score of Paschim Medinipur district female male students' parental attitude is 32 regarding handicapped students and SD is 12.75 and 13.83 respectively. The calculated 't' value is 0.018 which is smaller than the tabulated 't' value 1.96 at 0.05 level of significance. Therefore, it can be said that the null hypothesis (H<sub>03</sub>: There is no significant differences regarding the attitude of parents towards female handicapped students in Bankura district.) Is **retained**. And there is no significant differences regarding the attitude of parents towards female handicapped students in Bankura district.

**(H<sub>04</sub>: There is no significant differences regarding the attitude of parents towards APL handicapped students in Bankura and Paschim Medinipur district.)**

**Table 5**

Variable	N	Mean	SD	't'	Level of significance
APL students of Bankura district	100	21	18.44	0.123	Not Significant at 0.05 level
APL students of Paschim Medinipur district	100	32	14.19		

**Result:** Table 4 reveals that the mean score of Bankura district APL students' parental attitude is 21 and the mean score of Paschim Medinipur district APL students' parental attitude is 32 regarding handicapped students and SD is 18.44 and 14.19 respectively. The calculated 't' value is 0.123 which is smaller than the tabulated 't' value 1.96 at 0.05 level of significance. Therefore, it can be said that the null hypothesis (There is no significant differences regarding the attitude of parents towards APL handicapped students in Bankura and Paschim Medinipur district.) Is **Accepted**. And there is no significant differences regarding the attitude of parents towards APL handicapped students in Bankura and Paschim Medinipur district.

**(H<sub>05</sub>: There is no significant differences regarding the attitude of parents towards BPL handicapped students in Bankura and Paschim Medinipur district.)**

**Table 6**

Variable	N	Mean	SD	't'	Level of significance
BPL students of Bankura district	100	21	17.21	0.63	Not Significant at 0.05 level
BPL students of Paschim Medinipur district	100	25	16.82		

**Result:** Table 5 reveals that the mean score of Bankura district BPL students' parental attitude is 21 and the mean score of Paschim Medinipur district BPL students' parental attitude is 25 regarding handicapped students

and SD is 17.21 and 16.82 respectively. The calculated 't' value is 0.63 which is smaller than the tabulated 't' value 1.96 at 0.05 level of significance. Therefore, it can be said that the null hypothesis (There is no significant differences regarding the attitude of parents towards BPL handicapped students in Bankura and Paschim Medinipur district.) is **Accepted**. And there is no significant differences regarding the attitude of parents towards BPL handicapped students in Bankura and Paschim Medinipur district.

### Discussion and Conclusion

In India, the movement towards educating the children with disabilities emphasizes probably coequal convenience. In rural and semi-urban areas like Bankura and Paschim Medinipur there may be a gender bias regarding the education of handicapped child. Deciding whether and how a disabled children receive education, parents play a very essential role. Appreciation, conviction and socio-economic condition of parents can significantly impact on educational outcomes. The present study was undertaken to examine and compare the attitude of parents towards the education of their handicapped child in the Bankura and Paschim Medinipur district of West Bengal. Parents in both districts demonstrated a generally moderate level of positive attitude towards the education of handicapped children. However, attitudinal variation was observed in terms of gender preference of the education of handicapped child. It was found that parents exhibited a more favorable attitude towards male handicapped students compared to female handicapped students. This study shows that gender bias still exists among people in our society. Where the education of boys is obtained given more importance than that of girls, even among children with disabilities.

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