

The Attitude of Parents of School-Going Children towards Inclusive Education



By
Sayma Azbin

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Bachelor of Science in Occupational Therapy
Bangladesh Health Professions Institute (BHPI)
Faculty of Medicine
University of Dhaka

Thesis completed by:**Sayma Azbin**

4th year, B.Sc. in Occupational Therapy
Bangladesh Health Professions Institute (BHPI)
Centre for the Rehabilitation of the Paralysed (CRP)
Chapain, Savar, Dhaka-1343.

.....
Signature

Supervisor's name, designation, and signature:**Md. Habibur Rahman**

Lecturer in Occupational Therapy
Department of Occupational Therapy
Bangladesh Health Professions Institute (BHPI)
Centre for the Rehabilitation of the Paralysed (CRP)
Chapain, Savar, Dhaka-1343.

.....
Signature

Head of the department's name, designation, and signature:**Sk. Moniruzzaman**

Associate Professor & Head
Department of Occupational Therapy
Bangladesh Health Professions Institute (BHPI)
Centre for the Rehabilitation of the Paralysed (CRP)
Chapain, Savar, Dhaka- 1343.

.....
Signature

Statement of authorship

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Sayma Azbin

4th year, B.Sc. in Occupational Therapy
Bangladesh Health Professions Institute (BHPI)
Centre for the Rehabilitation of the Peralysed (CRP)
Chapain, Savar, Dhaka- 1343.

.....

Signature

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Dedication

*Dedicated to my honorable & beloved parents, my respected teachers of
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Table of contents

CHAPTER	Page no
CHAPTER- I: Introduction	1-5
1.1 Background	1-3
1.2. Justification of the study	4
1.3 Operational definition	5
CHAPTER- II: Literature Review	6-13
2.1 Inclusive Education	6
2.2 Parent's attitude towards Inclusive Education	6-7
2.3 Parent's knowledge about IE & Children with disability	7-8
2.4 Additional belief about general, social, emotional & academic aspects	8-10
2.5 Variable related to attitude	10
2.5.1 Severity of the disability	10
2.5.2 Types of disability	11
2.5.3 Age	11
2.5.4 Gender	12
2.5.5 Experience on IE	12-13
CHAPTER- III: Methodology	14-21
3.1 Research aim, objectives & questions	14
3.2 Research design	14-15
3.3 Study setting & period	15
3.4 Study participants	16-17
3.4.1 Study population	16
3.4.2 Sampling technique	16
3.4.3 Sample size	16-17
3.4.4 Inclusion criteria	17
3.4.5 Exclusion criteria	17
3.4.6 Participants recruitment process	17
3.5 Ethical consideration	17-18
3.6 Data collection	18-20
3.6.1 Data collection method	18-19
3.6.2 Survey tool	19-20
3.7 Data management & analysis	20
3.8 Quality control and Quality assurance	20
CHAPTER- IV: Result	21-34
CHAPTER- V: Discussion	35-37
CHAPTER- VI: Conclusion	38-40
6.1 Strength & Limitation	38
6.2 Practice Implication	38-39
6.3 Conclusion	39-40
List of References	41-48
Appendices	49-67

List of tables

Serial number of the table	Name of the table	Page no
Table 4.1	Distribution of respondents by age, gender & educational level of their children	21
Table 4.2	Demographic information of the parents	22
Table 4.3	Seven statements reflecting parental attitudes towards inclusive education	25
Table 4.4	Five statements reflecting parental attitudes towards disability	27
Table 4.5	Six statements reflecting parental attitude towards academic aspects	29
Table 4.6	Parent's attitudes toward inclusive education based on the types of disability	32

List of Figures

Serial number of the figure	Name of the figure	Page no
Figure 1	Knowledge about inclusive education	24
Figure 2	Training on inclusive education	24
Figure 3	Attitude toward inclusive education	26
Figure 4	Attitude towards disability	28
Figure 5	Attitude towards academic aspects	31
Figure 6	Parents agreement according to the types of disability	34

List of Abbreviations

BHPI	Bangladesh Health Professions Institute
CWD	Children with disabilities
IE	Inclusive Education
IEP	Individualized Education Program
PCWD	Parents of Children with Disabilities
PCWOD	Parents of Children without Disabilities
PEDP	Primary Education Development Programme
PRS	Parents of Regular Students
PSNS	Parents of Special Needs Students
PWD	Person with Disabilities
SDG	Sustainable Development Goals
UNICEF	The United Nations International Children's Emergency Fund
UNDP	United Nations Development Programme

Abstract

Background: Education is considering an important basic human right for both children with and without disabilities. In many countries, educating children with disabilities in regular schools has become an important goal in the last few decades. Inclusive education is seen as a process of addressing the diversity of needs of all learners through increasing participation in learning. Parents play a major role in this process by deciding to place their children in inclusive education settings.

Aim: This study aimed to measure the attitude of parents of school-going children (children without disabilities) towards inclusive education.

Methods: A quantitative cross-sectional study was conducted among 130 participants (76 from rural areas & 54 from urban areas) who were recruited through purposive sampling from four schools in Dhaka & the Narayangonj district. A self-developed questionnaire was used to collect data. Data were analyzed by SPSS version 19.0.

Result: The majority of the parents 44.7% show a positive attitude towards inclusive education, 55.40% of parents shows a neutral attitude toward disability, and 73.9% of parents showed a negative attitude towards the academic aspect of inclusive education.

Conclusion: Parents show positive attitude but there is still work to be done as parents show neutral attitude towards disability & negative attitude from academic aspects. Parents welcome the children with disability in regular education classrooms but parental optimism decreases when children with challenging behaviors are placed in an inclusive environment. As parents play a major role more focus needs to pay to make inclusive education successful.

Keywords: Inclusive Education, Parent's attitude, children with disability

CHAPTER I: Introduction

1.1 Background

Education is considered an important basic human right and consists of more rewarding life protection, survival, and development of human prospects (UNICEF, 2011). Every citizen has the basic right to access quality education regardless of race, religion, or other traits. The majority of children with disabilities in Bangladesh have never attended school. And also a large number of percentages attend mainstream schools and soon drop out due to unfriendly school environment, inaccessible school infrastructure, and non-inclusive teaching practices. For two decades Bangladesh's education system has gone through many changes & all changes were used as an initiative for ensuring better education. Inclusive Education (IE) is one of those initiatives taken by the educational system and government of Bangladesh (Mallick & Sheesh, 2013).

Inclusive education is a worldwide reform strategy where all students (both children with disabilities & children without disabilities) attend mainstream regular schools, and age-appropriate regular classes and are helped to learn, engage and contribute in all situations of the life of the school (Inclusive education Canada, 2020). Inclusive educations welcome all children regardless of their psychological, intellectual, physical, social, grammatical, or other condition. The basic concept of inclusion is providing equal opportunity to all the children according to their needs & diverse nature (Saikia, 2016). Inclusive Education is associated with modifying the education system-policy and legislation, systems for funding, administration, monitoring and presenting of education, and the way schools are organized (UNICEF, 2017).

Students with special needs in regular classrooms were promoted by many countries such as the USA, UK, and Canada (Sharma et al., 2015). Like many other countries, Bangladesh is a signatory country of major international declarations of inclusive education (IE) (Malak et al., 2013). For the first time in Bangladesh, the Ministry of Primary Education included inclusive education strategies in the PEDP-II (2004-2011) (UNICEF, 2014). Primary school enrollment of children is increasing day by day. In 2018, the net enrollment rate reached 98 percent in primary education (Chandan, 2021). In Bangladesh Children with disabilities is clearly among the most disparaged when it enters education. The enrolment status of children with disabilities is 48% (Zulfiqar et al., 2018). Bangladesh has taken many positive initiatives toward inclusion in education but needs to do more in removing remaining barriers such as teacher-parents attitude and background variables like age, gender, educational qualification, training, etc. (The Business Standard, 2020).

In the SDGs, goal number 4 speaks about inclusive education & that will be consistent for all countries until 2030: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UNDP, 2017). Fewer than 10 percent of countries have laws that help ensure full inclusion in education (UNESCO, 2020). The idea of including students with disabilities in regular education classes has become common. Though, this process is not at all easy, because all children within the class are not prepared to accept disability as normality. Parents of children without disabilities sometimes refuse to integrate their children into the same class as children with disabilities. Though parent involvement in supporting inclusive education programs is one of the most important factors (Afolabi et al., 2015). Also, Inclusion mainly depends on the classroom teacher’s preparedness to provide individualized instructional planning and adapt the

curriculum for students with special needs (Priyadarshini & Thangarajathi, 2016; Underwood et al., 2012). For successful inclusion parents of children with & without a disability have to know about the full process because their attitude has an enormous influence on inclusive education & their non-discrimination attitude consider a major barrier (Radojichich & Jovanova, 2014b). Also supportive parental involvement is marked as an influencing factor in inclusive education. Teachers and support staff will be more dedicated to implementing inclusion when parents of children with and without special needs hold positive attitudes towards inclusive education (Boer et al., 2011).

Most of the country has gone through the policy of inclusive education. For making their policy successful they have to conduct different types of research, to identify the problem and also provide a solution to this account problem. Bangladesh also already takes some initiative to make inclusion successful. They have already conducted some research. Though literature indicates that parents play a significant role in IEP (Inclusive Education Plan) as they have first-hand knowledge of their child's strengths & needs, there has been no specific research on the attitude of parents of children without special needs on inclusive education in Bangladesh. So that is the purpose of this research. This research will add new information about parents' attitudes toward inclusive education in Bangladesh perspective. This research will also give us some additional knowledge in the field of inclusion in Bangladesh.

1.2 Justification of the Study

Inclusive education is one of the initiatives taken by the educational system and government of Bangladesh. Bangladesh started its journey towards IE reforms by enacting the Compulsory Primary Education Act 1990 in the early 1990s (Ahsan & Mullick, 2013). Parents play a major role in the challenging and dynamic process of inclusion which starts from placing parents' decisions in their child in an inclusion setting. We know that parents' behavior & attitude are reflected in their children. If parents show a negative attitude towards inclusive education & CWD, it will also reflect on their child's mind and they will also show a negative attitude towards their peers. So, parents take a major role in generating child behavior. That indicates that a parent's positive attitude is must necessary for successful inclusion.

At the end of the study, the investigator will be able to know the attitude of parents of children without a disability on inclusive education and the barrier that influence the parents' attitude. If the investigator will know the parent's attitude, then will be able to provide a clear clarification easily according to their needs and expectation. Therefore, this study will be helpful for the future researcher, practitioners, school authorities & government to get an idea about the parent's attitudes and what steps should be taken in the next for successful inclusive education. In Bangladesh, if inclusive education will start successfully it will be a great opportunity for Occupational Therapy practitioners because more new posts will create and will also be benefited children with a disability because they could easily access the education. And also Government will be able to start an inclusive education system that helps to fulfill the educational rights of children with disability.

1.3 Operational Definition

Inclusive Education: Inclusive education is an educational system where all students accommodate at all levels – pre-school, primary, secondary, tertiary, vocational, and life-long learning whatever their abilities or requirements (UNICEF, 2017).

Mainstream school: A mainstream school is a form of the educational system which allows the student with a disability in a general education classroom, including providing additional assistance to students with disability in regular classes if needed. Mainstreaming fits learners with the existing system of the school or a specific type of system (Australian Institute of Health and Welfare, 2017).

Special school: A special school is one form of an educational system that allows only students with disability. Special schools offer education for students who have one or more of the following characteristics before enrolment: mental illness, physical impairment or disability; emotional or social problems; slow learning ability, or supervision in hospital (Australian Bureau of Statistics, 2018).

Inclusive school: Inclusive school is one that also includes the children with disability in general education classrooms who require no special needs. In inclusive schools, students with a disability are on priority. It's all about recognizing and respecting the student's differences by building on the similarities (Daly, 2005).

CHAPTER II: Literature Review

2.1. Inclusive Education

The definition of inclusive education is continuously changing & progressive. The different researcher describes inclusive education differently in their study. But the basic concept of all these is similar.

Inclusive education provides opportunities for every child to overcome all challenges characteristics, and different learning styles to be able to learn together in a supportive learning environment for promoting non-academic & academic abilities (Abbas et al., 2016). Another study revealed that inclusive education is an education service system that engages both normal children and disabled children to gain access to education and benefit from school services closest to where they live (Adams et al., 2018). Also, inclusive education can allow an environment for every child to be able to accept differences to be positive so that they are habituated to facing real conditions in the next (Ruppar et al., 2018).

2.2 Parent's Attitude toward Inclusive Education

For the successful application of inclusive education Governments, schools, parents, and communities all are important. Inclusive education services become challenging without the role of parents (Simayeva, 2013). Positive attitudes seem to be a major issue in the implementation of inclusion successfully (Florian & J, 2013).

Several studies investigate the attitude of parents having children with or without disability toward Inclusive Education (Boer et al., 2010). In a comprehensive literature review, parents' attitudes towards inclusive education were explored by

Boer et al (2010). A review of 10 studies showed that parents are divided in their attitude towards inclusive education. This study showed that overall 5/10 studies of parents were positive & 5/10 studies of parents was neutral towards Inclusive education. This result indicated that parents show a positive & neutral attitude towards Inclusive Education. This study reviews only 10 articles to identify the parent's attitude toward inclusive education; if it reviews more articles results may be different. This is similar to a quantitative study where the participant number was 2200 which was carried out in Scotland to explore the nature of parental attitudinal beliefs towards educational inclusion and the factors that determine these beliefs. This study also showed that the majority of the parents hold positive attitudinal beliefs toward educational inclusion (Sosu & Rydzewska, 2017).

2.3 Parent's Knowledge about Inclusive Education & Children with Disability

Parents had insufficient knowledge about inclusive education. Even in some cases they never heard the name of inclusive education.

In Greek, a qualitative study was conducted which explored the parent's knowledge about special needs & inclusive education. Parents reported that they didn't give any information from the school authority or others about inclusive education. So, the term inclusive education is new for them. Some parents considered special needs as a deficit endogenous to the subject, some parents define the children with special needs as the negative deviation of a person from normal development or a problem that hinder the development of a child-like another typical developing child. Physical & mental disability is considered a special need (Vlachou et al., 2016). The parent mentions the child with special needs under mental functioning, physical functioning,

emotional stability & special attention. This result is the finding of a study with 50 parents of typical children of an inclusive school to explore the parent's (typical children) perception of inclusive education and children with special needs (Narumanchi & Bhargava, 2011).

2.4 Additional Beliefs about General, Social, Emotional & Academic Aspects

Parents hold some additional beliefs about inclusive education. That belief is related to different aspects like general, social, emotional & academic. These beliefs are reflected in their attitude.

In Indonesia, a study was conducted by Rasmitadila et al (2019) with a sample of 89 parents of regular students & 42 parents of special needs students to explore the perception of PRS & PSNS alike on inclusive education at the elementary school level in Indonesia. The finding displayed that perception can be categorized into four aspects [social, emotional, academic, and non-academic. From a Social & emotional aspect, most of the participants accept Inclusive Education. But from the academic aspect, there is a tendency that teachers can't allocate the time & attention. In this study number of the sample size was unequal; if they use an equal number of a participant in both groups there is a chance to change the result. A small number of participants does not yet reflect the parent's overall opinion about the implementation of inclusive education (Rasmitadila et al., 2019) This study is in agreement with several studies where researchers stated that parents of children without disability is not worried that their child will face difficulty in an inclusive classroom. They think the teacher will show less attention & curriculum will change. For academic purposes, parents prefer separate classes (Dimitrova-Radojichich & Chichevska-

Jovanova, 2014; Narumanchi & Bhargava, 2011). All of the results are contradictory to a qualitative study that was performed in Greece with 40 parents of typically developing children from six different primary education schools; aim to explore the views and beliefs of parents of typically developing children about different aspects of the education of children with disabilities, with a particular focus on inclusive education and inclusion. This study reported that parents of typically developing children think that inclusive education will create positive effects among their children from academic & social aspects. This study only focused on primary education settings, if other levels of education were explored there might be changes in parents' perception (Vlachou et al., 2016).

Support teacher has the main role in developing the academic progress of children with disability. Teacher and staff training is necessary for successful inclusive education. Along with the employment of appropriate educational practice, training educators prevent the occurrence of problems and improve academically. Teachers' proper knowledge of psychology teaching methodology and special education is necessary (Gligaa & Popa, 2010; Narumanchi & Bhargava, 2011; Paseka & Schwab, 2020; Radojichich & Jovanova, 2014a; Vlachou et al., 2016).

Attitude towards inclusive education of parents of students studying in a government school in Mangalore was assessed by Hegde et. al (2020) with 241 parents of children, belonging to Class I - Class VII where each the class consists of at least one child with a disability. Most of the parents of children without disability reported that Inclusive education has a positive effect on child behavior & moral value is fostered in children which help the children to participate in an inclusive classroom without any hesitation (Hegde et al., 2020). This study is also in agreement with a quantitative study which was conducted by Mohsin et al, (2011) to evaluate the feeling and

reactions of the parents and teachers towards the implementation of inclusive education with the 100 parents (both children with & without disabilities) & 180 teachers (90 from special need school & 90 from mainstream school). This study shows that parents think Inclusive education has a positive impact on typically developing children. Inclusion promotes independence & mixed group interaction (Mohsin et al., 2011). Radojichich and Jovanova also reported that parents think inclusive education will strengthen confidence & develop a higher level of interaction and will not lower the child's self-esteem (Radojichich & Jovanova, 2014a).

2.5 Variables Relate to Attitude

Many variables influence parents' attitudes towards inclusive education. These are the severity of the disability, types of disability, age, gender, experience with children with disability & inclusive education.

2.5.1 Severity of the Disability

The findings of the research conducted by Hilbert (2014) identified the nature of parents of children with and without disabilities whose children attend an early childhood education program, inclusive that stimulates their perceptions of inclusive preschool programs and inclusion with parents of preschool children without disabilities (n=64) and parents of preschool children with disabilities (n=84). The finding of the research indicates that parental support for inclusive education decrease with the severity of the disability (Hilbert, 2014). The same result is consistence in other studies conducted in Pakistan. The result indicated that all participants agree that students with mild disabilities can be educated in inclusive education. As children with disability can adjust easily to a normal child this environment also provides a comfortable environment for both types of children (Mohsin et al., 2011).

2.5.2 Types of Disability

Several studies showed that types of disability are related to the attitude of parents toward Inclusive education. Parents showed a positive attitude towards the inclusion of motor disability, learning difficulty, physical disability, orthopedic impairment, speech impairment & visual impairment in an inclusive classroom (Boer & Munde, 2014; Gligaa & Popa, 2010; Hilbert, 2014; Paseka & Schwab, 2020; Vlachou et al., 2016). Parents hold a negative attitude towards the inclusion of profound intellectual & multiple disabilities, mental disability, sensorial disability, autism, emotional/behavioral disorder & cognitive disorder in inclusive education (Boer & Munde, 2014; Gligaa & Popa, 2010; Hilbert, 2014; Paseka & Schwab, 2020).

2.5.3 Age

A parent's age affects the belief about the benefit of inclusion for typically developing children (Sosu & Rydzewska, 2017). In the Netherlands, research was conducted focusing on the attitude of parents concerning experience with individuals with disabilities. This study concluded that young age parents (25-35 years) comparatively hold a positive attitude than older age parents (36-45 years) (Boer & Munde, 2014). This result is associated with Paseka & Schwab's study which was conducted with 2000 parents to explore their attitude towards inclusive education and perception of teaching practice. This research stated that lower-age parents are more positive than older-age parents (Paseka & Schwab, 2020). This result is inconsistent with Indian research where researchers concluded that older age group parents are more satisfied by sending their children to inclusive education (Hegde et al., 2020).

2.5.4 Gender

Some articles from the different countries indicated similar results that mothers hold a more positive attitude than fathers towards the inclusion of children with disability in the regular classroom (Boer & Munde, 2014; Boer et al., 2011; Paseka & Schwab, 2020).

2.5.5 Experience in Inclusive Education

Parents become more positive when they had more experience with inclusive education. Paseka & Schwab (2019) revealed that parents who have experience with inclusive education hold a more positive attitude rather than those who have no experience with inclusive education. Boer and Munde (2014) concluded that parents who have some experience with children with disability show positivity about the inclusion of children with disability. However, parents having children with behavior problems show the most positive attitude.

All the researchers were trying to find out the parent's attitudes toward inclusive education. Though the purpose & aim of those researches were similar in geographies, the numbers of participants, age range, and data collection method were different from each other. Although there is a lot of research available on parents' attitudes toward inclusive education in different countries In Bangladesh, there are few types of research are on teachers' & students' attitudes about inclusive education, the perception of parents of children with disability about the inclusive classroom. There is no research on general parents' attitudes towards inclusive education. Literature reviews clarify that both parents' attitude is more important for inclusion. So, the attitude of parents toward having children without special needs deserve more

attention in Bangladesh which is the purpose of this research. This research will explain the attitude of parents of having children without a disability on inclusive education & also identify the factor which influences their attitude.

CHAPTER III: Methodology

3.1 Research Aim, Objectives, and Questions

3.1.1 Research question

What type of attitude do parents show towards inclusive education?

3.1.2 Aim

The aim of the study was to measure the attitude of parents of children without disabilities towards inclusive education.

3.1.3 Objective

- a. To know parents' attitudes on inclusive education.
- b. To know parents' attitudes toward children with disability.
- c. To know parents' attitudes on the academic aspect of inclusive education.
- d. Whether there are differences in parents' attitudes towards inclusive education based on the type of disabilities.

3.2 Research Design

In this study, Investigator used a quantitative study design with a cross-sectional study to explore the parent's attitudes about inclusive education. Investigator finds out the percentages of different variable that was related to the parent's attitude through self-administrated questionnaires & collected the data at a specific point in a short period (within 6 months). In a Quantitative study contracting the quantity of responses, collecting numerical data; analyzing the data in how many or how much, so it was the

best study design for the student researcher to collect data (Madisha, 2018). On the other hand, a cross-sectional study involves collecting data from populations at a specific point in a time, so this study design was also the best study design of this research (Cherry, 2019).

3.3 Study Setting & Period

3.3.1 Study setting

There are 64 districts in Bangladesh. This study was conducted in two districts among the entire district. Investigator took data from some areas of Dhaka & Narayangonj District. From Dhaka, Radio colony Government primary school & Savar Government Primary School and from Narayangonj, Atlashpur Government Primary School & Hatabo 52 No Government Primary School were selected for taking data. Investigator conducted this study in both urban & rural areas of two districts. These two districts were chosen among sixty-four districts because the time of the research was very short. Investigator had only 6 months to conduct his study. As this research was institutional research and the institution (Bangladesh Health Profession Institute) was situated in Savar (within Dhaka districts) & Savar was also the current living area that's why the investigator chooses Savar for collecting data. Narayangonj district was also the permanent address of the Investigator. So taking data from the Narayangonj district was also cost-effective. For making the combination of both rural & urban areas investigator choose both Dhaka & Narayangonj districts.

3.3.2 Study period

The period of this study was from April 2021 to February 2022.

3.4 Study Participants

3.4.1 Study Population

The study population was the parents of having a primary school-going child.

3.4.2 Sampling technique

The sample for a study is usually based on the characteristics of the research. Investigator used the purposive sampling method for collecting the sample in this study; it is one kind of non-probability sampling. Purposive sampling helps the researcher to reach the selected sample which mainly fulfills the requirement of the researcher and is related to the objective of the study (Crossman, 2020). Purposive sampling is also the most time-effective & cost-effective technique (Etikan et al., 2016). So, this sampling design was best for the investigator to find out the desirable sample from a large group population.

3.4.3 Sample size

$$\begin{aligned}
 N &= \frac{Z^2 \cdot pq}{d^2} \\
 &= \frac{Z^2 \times p(1-p)}{d^2} \\
 &= \frac{(1.96)^2 \times 0.5 \times 0.5}{(0.05 \times 0.05)^2} \\
 &= 384
 \end{aligned}$$

N = Sample size
 Z = the standard normal deviated usually set at 1.96 which correspondent to 95%
 $p = 50\% = 0.5$
 $q = (1-p) = 0.5$
 $d = 0.05$ degree of accuracy required

As it was a pandemic situation & investigator had only 1 month for data collection, it was quite difficult to reach this large number ($n=384$) sample size. That's why the investigator selected 130 participants.

3.4.4 Inclusion criteria

- Parents of having primary school (class I- class V) going children
- Parents of children without disabilities
- Both male & female parents of school-going children

3.4.5 Exclusion criteria

People who were excluded from the study had the following criteria:

- Parents under 18 years old
- Parents of have inclusive school going children
- Parents of children with disability
- Parents who have a hearing impairment, speech problem, or having any sort of cognitive problem

3.4.6 Participant recruitment process

Investigator went to the school and took permission from the headmaster of the school to collect data & selected the participants who fulfilled the inclusion criteria. After selecting participants investigator took consent from the participants and collected data.

3.5 Ethical Consideration

According to the Nuremberg code (1947) and the Helsinki act (1975), there is some ethical consideration for all types of research such as medical and social research (WHO, 2001). The researcher maintained some ethical considerations according to the Nuremberg code (1947) and Helsinki act (1975) these are given below:

- Before conducting the research investigator took permission from the Institutional Ethical Review Board of BHPI (Bangladesh Health Professions

Institute) through the Department of Occupational Therapy. After getting permission investigator was starting the research.

- Investigator ensured that all the participants understood the purpose of the study and they gave their full permission to participate voluntarily and the investigator never forced the participants to provide consent.
- Ethical consideration was maintained by giving an information sheet to the participants.
- It was also mentioned that participants have the right to withdraw from the study within 1 week after giving their data without any kind of explanation.
- The entire participant was also informed that their information will be used for the study but their name and address will be confidential.
- The research was conducted by avoiding the participant's physical/mental suffering.
- Investigator took every precaution to protect the privacy of research participants and the confidentiality of their personal information.
- Investigator had no unequal relationship with the participants.
- Investigator would not pay the participants for giving data.

3.6 Data Collection

3.6.1 Data collection method

At first, Investigator seek permission from the academic institute “Bangladesh Health Professions Institute (BHPI)” and the ethical committee of BHPI, after getting permission and when the supervisor was selected then started the research. At first, the investigator translated the self-developed questionnaires by 3 volunteers from English to Bangla. After completing the translation this question was checked by an

English expert then another process started.

An information sheet and consent form was made for the participants which provided all information regarding this research. A withdrawal form was also made so that if any participants wanted to withdraw from this study. After completing all procedures investigator selected the primary school where research data was collected.

At first, Investigator took verbal permission from the headmaster of the school for taking data from the parents. Investigator took verbal permission because the school authority did not want any written document for giving permission. They gave permission easily by seeing the IRB form. During data collection firstly took consent from the participants by a written consent form. Before taking consent investigator informed them about the aim of the research, also allowed the participant to ask related questions if they had any & gave them an information sheet who was unable to read, investigator told them all information regarding this research.

Before starting the data collection, the investigator asked the participants about the place and time of the interview. When the participant agreed and they felt comfortable with the place, they started taking data from the parents. After that data were collected through a close-ended questionnaire from the participants by face-to-face conversation & it took 15-20 minutes for the interview and the overall procedure of data collection.

3.6.2 Survey tool

To conduct these research self-administered questionnaires were developed by investigator. For developing this questionnaires investigator took help from different literature and self-idea based on the research aim & objective. Questionnaires were consisting of parts A & B. Part A gathered parents' demographic information: gender, age, educational level, living area, occupation economic status, knowledge & training

about inclusive education, etc. Part B of the questionnaires was consisting of 19 questions related to parents' attitudes on inclusive education, disability, curricular aspects & different types of disability. The answer was recorded by a three-point likert scale (disagree-01, neither agree nor disagree-02, agree- 03).

3.7 Data Management and Analysis

In this research, descriptive statistics were calculated by demographic and factors of relation inventory. Descriptive statistics are those that describe, organize and summarize the data and include think as frequencies, percentages, description of central tendency, and descriptive of relative relations. All data was managed through data entry and analysis was performed using the Statistical Package for Social Science (SPSS) version 19, by using the descriptive statistic method and Microsoft excels spreadsheet. The presentation of data was organized in SPSS and Microsoft Office Word. All data input was given within the variable of SPSS. Specific findings were described in the bar, pie chart, and different tables which were easily understandable for the reader.

3.8 Quality Control and Quality Assurance

All data was accurately done with the concern of the respective supervisor and followed all instructions. Before using the method, ensure that the using methods have been validated as fit for the purpose. Before collecting the final data, a pilot survey was conducted to evaluate the participant's level of understanding of the self-developed questionnaires. Investigator selected 3 participants for piloting. After completing the pilot survey investigator modified the questionnaires based on the piloting experience. Through this field test investigator understood the barriers of the study. It helped the investigator to find out difficulties and get a chance to correct the questionnaires to make them easier and more understandable.

CHAPTER IV: Results

Table 4.1 Distribution of respondents by age, gender & educational level of their children

Variables	Frequency (N=130)	Percentage (%)
Gender		
Male	64	49.2%
Female	66	50.8%
Age		
5-7	28	21.5%
8-10	74	56.9%
11-13	28	21.5%
Current Educational status		
Class I	28	21.5%
Class II	17	13.1%
Class III	27	20.8%
Class IV	27	20.8%
Class V	31	23.8%

Table 4.1 shows the demographic data of the respondent's children. Among all of the 130 participants there were 50.8% (n=66) female children & 49.2% (n=64) male children. The majority age range of the children 56.9% (n=74) were between 8-10 years, 21.5% (n=28) were between 5-7 years & 21.5% (n=28) were between 11-13 years. This study included parents of having primary school (1-5) going children. Among 130 children most of the children 23.8% (n=31) were in class V. Others children 21.5% (n=28) were in class I, 20.8% (n=27) were class III, 20.8% (n=27) were class IV & 13.1% (n=17) children were in class II.

Table 4.2 Demographic information of the parents

Variables	Frequency (N=130)	Percentage (%)
Gender		
Male	43	33.1%
Female	87	66.9%
Age		
22-35	74	56.9%
36-45	48	36.9%
46-55	8	6.2%
Occupation		
Housewife	76	58.5%
Worker/ Day labor	8	6.2%
Government job	8	6.2%
Non-Government job	23	17.7%
Business	15	11.5%
Living area		
Rural	76	58.5%
Urban	54	41.5%
Types of family		
Extended family	38	29.2%
Nuclear family	92	70.8%
Relatives (PWD) in family		
Yes	44	33.8%
No	86	66.2%
Monthly family income		
Below 10000	6	4.6%
10000-20000	52	40.0%
21000-30000	48	36.9%
Above 30000	24	18.5%
Educational background of parents		
Illiterate	1	0.8%
Signature	4	3.1%
Primary	23	17.7%
Secondary	38	29.2%
Higher secondary	40	30.8%
Bachelor	16	12.3%
Masters	8	6.2%

Table 4.2 shows the socio-demographic data of the participants (n=130). Among 130 participants 33.1% (n=43) were male & 66.9% (n=87) were female parents. Among all of the participants, most of the participants 56.9% (n=74) were between 22-35 years. Others participants 36.9% (n=48) were between 36-45 years & 6.2% (n=8) were between 46-55 years. The mean age of the participants was 34.06 years and the standard deviation was 6.6, the minimum age of 22 years, and the maximum age of 55 years. Occupation of the participants 58.5% (n=76) were housewife, 17.7% (n=23) were involved in Non-Government job, 11.5% (n=15) were involved in business, only 6.2% (n=8) were day labor & 6.2% (n=8) were involved in Government job. Participants of this study were from both rural & urban areas. Among all of the participants, most of the participants 58.5% (n=76) were from rural areas & 41.5% (n=54) participants were from urban areas. Family types of the participants 70.8% (n=92) were from nuclear family & 29.2% (n=38) were from extended family. Of all participants, only 33.8% (n=44) participants had relatives of a person with a disability & most of the participants 66.2% (n=86) had no relatives of a person with a disability.

Table 4.2 also show that most of the participants income were between 10000-20000 tk & this number were 40% (n=52). Others participants 36.9% (n=48) income range were between 21000-30000 tk, 18.5% (n=24) participants income were above 30000 tk & only 4.6% (n=6) participants income were below 10000 tk. From 130 participants 30.8% (n=40) completed their higher secondary level, 29.2% (n=38) completed their secondary level, 17.7% (n=23) completed their primary level. Others participants 12.3% (n=16) completed their bachelor degree, 6.2% (n=8) participants completed their master degree, 3.1% (n=4) participants had no educational knowledge they could perform signature only & 0.8% (n=1) was illiterate.

Figure 1: Knowledge about inclusive education

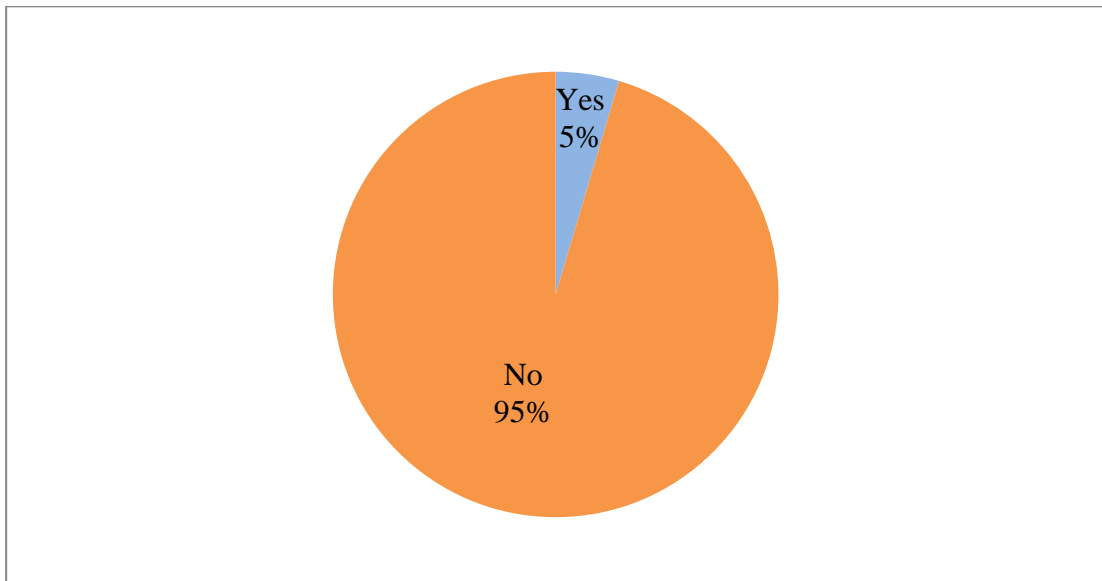


Figure 1 shows that from the total participants majority of the participants 95% (n=124) had no knowledge about inclusive education & only 4% (n=6) participants had little knowledge about inclusive education.

Figure 2: Training on inclusive education

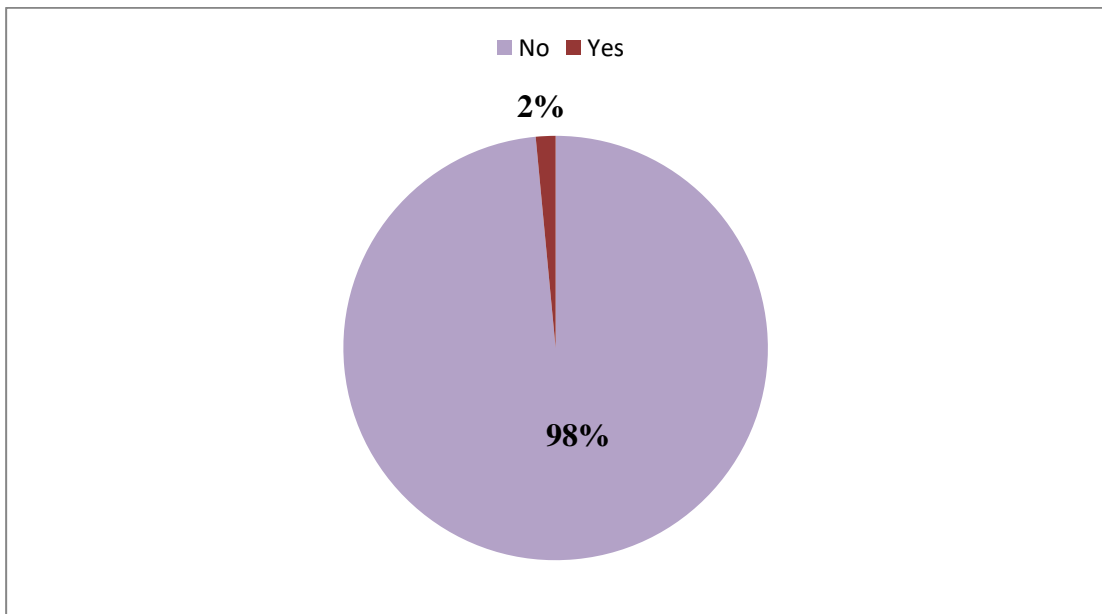


Figure 2 shows most of the participants 98 % (n=128) had no training on inclusive education & only 2% (n=2) had training on inclusive education.

Table 4.3 Seven statements reflecting parental attitudes towards inclusive education (N = 130)

Statements	Disagree	Neither agree nor disagree	Agree
I support the government system in the integration of children with disabilities into regular schools.	33.8% (n=44)	10.0% (n=13)	56.1% (n=73)
I will be agreed in sending my child to an Inclusive school.	39.3% (n=51)	3.8% (n=5)	56.9% (n=74)
Inclusive education is a desirable practice for educating children without disability.	41.6% (n=54)	8.5% (n=11)	50% (n=65)
I believe that inclusive education will increase equality.	28.4% (n=37)	17.7% (n=23)	53.8% (n=70)
Inclusive Education will not be more costly than general education.	39.3% (n=51)	16.9% (n=22)	43.9% (n=57)
It is not difficult to maintain order in a classroom that contains a mix of children with disability & children without disability.	64.6% (n=84)	6.2% (n=8)	29.3% (n=38)
Children with disability will be benefited from Inclusive education.	32.3% (n=42)	12.3% (n=16)	55.4% (n=72)

Table 4.3 shows the descriptive statistics of item 7 that altogether represent the first objective of the research “parent’s attitude towards inclusive education”. Here agree shows positive attitude disagree shows negative attitude & neither agree nor disagree shows a neutral attitude. For 1st statement “I support the government system to the integration of children with disabilities in regular schools” 56.1 % (n=73) agreed, 33.8% (n= 44) were disagree & 10.0% (n=13) neither agreed nor disagree; that indicate most of the participants were positive with this statement. For 2nd statement “I will be agreed with sending my child to an Inclusive school” 56.9% (n= 74) agreed, 39.3% (n=51) disagreed & 3.8% (n=5) neither agreed nor disagree; that indicate most of the participants were positive with this statements. For 3rd statements “Inclusive

education is a desirable practice for educating children without disability” 50% (n=65) were agree, 41.6% (n=54) were disagree & 8.5% were neither agree nor disagree; that indicate parents attitude were positive. For 4th statement “I believe that inclusive education will increase equality” 53.8% (n=70) were agree, 28.4% (n=37) were disagree & 17.7% (n=23) were neither agree nor disagree; that indicate parents were positive for this statement. For 5th statement “Inclusive Education will not be more costly than general education” 43.9% (n=57) were agree, 39.3% (n=51) were disagree & 16.9% (n=22) were neither agree nor disagree; that indicate parents were positive for this statement. For the 6th statement “It is not difficult to maintain order in a classroom that contains a mix of children with disability & children without disability” 29.3% (n= 38) agreed, 64.6% (n=84) were disagree & 6.2% (n=8) neither agreed nor disagree; that indicate most of the participants were negative with this statements. For 7th statement “Children with disability will be benefited from Inclusive education” 55.4% (n= 72) were agree, 32.3% (n=42) were disagree & 12.3% (n=16) were neither agree nor disagree; that indicate most of the participants were positive with this statements.

Figure 3: Attitude toward inclusive education

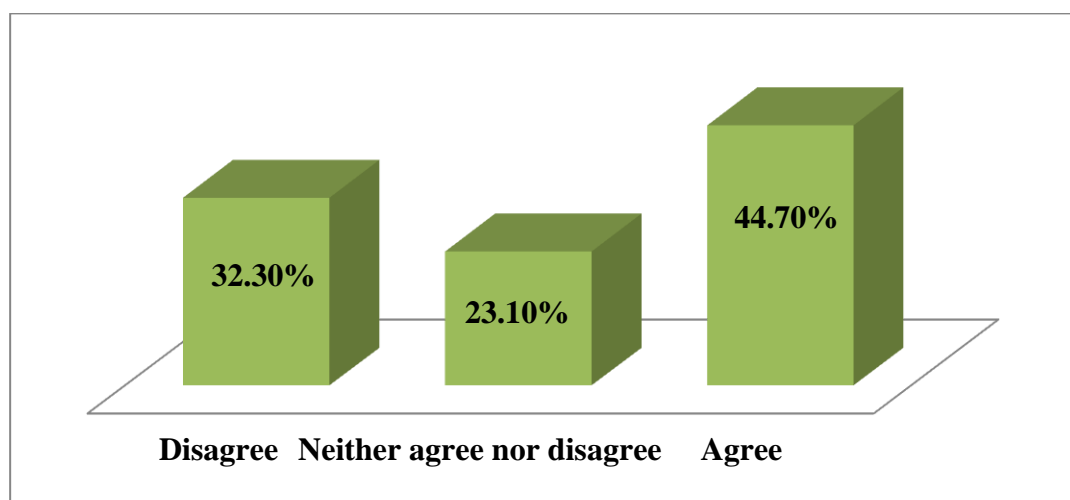


Figure 3 represents the general attitude of parents towards inclusive education. Here agree means positive attitude, disagree & means negative attitude and neither agree nor disagree means neutral attitude. Figure 3 shows that most of the participants 44.7% agreed with all statements that represent the parent's attitude towards inclusive education. That means parents' overall attitude toward inclusive education were positive.

Table 4.4 Five statements reflecting parental attitudes towards disability (N = 130)

Statements	Disagree	Neither agree nor disagree	Agree
Children with disability is the curse for the society	95.4% (n=124)	0.8% (n=1)	3.8% (n=5)
Children with disabilities are better included in a special school	24.6% (n=32)	3.8% (n=5)	71.5% (n=93)
I would hesitate to have my child become friends with children with disability	84.6% (n=110)	4.6% (n=6)	10.8% (n=14)
I would change my child's school if children with disability is included in my child's class	62.3% (n=81)	13.8% (n=18)	23.8% (n=31)
I would never encourage my child to go to a children with disabilities family program	80% (n=104)	3.8% (n=5)	16.1% (n=21)

Table 4.4 shows the descriptive statistics of item 5 that altogether represent the second objective of the research "parent's attitude towards disability". Here all negative statements were used to find out parents' attitudes. For the second objective agree shows negative attitude disagree shows positive attitude & neither agree nor disagree shows a neutral attitude. For 1st statement "Children with disability is the curse for the society" 95.4% (n=124) were disagree, 3.8% (n= 5) & 0.8% (n=1) were neither agree

nor disagree; that indicate most of the participants were showed positive attitude with this statement. For 2nd statement “Children with disabilities is better to include in special school” 24.6% (n=32) disagreed, 71.5% (n=93) agreed & 3.8% (n=5) neither agreed nor disagree; that indicate most of the participants were showed negative attitude with this statement. For 3rd statement “I would hesitate to have my child become friend with children with disability” 84.6% (n=110) disagreed, 10.8% (n=14) agreed, & 4.6% (n=6) neither agreed nor disagree; that indicate most of the participants were shown positive attitude with this statement. For the 4th statement “I would change my child's school if children with disability are included in my child's class” 62.3% (n=81) disagreed, 23.8% (n= 31) agreed & 13.8% (n=18) neither agreed nor disagree; that indicate most of the participants were shown positive attitude with this statement. For the 5th statement “I would never encourage my child to go to children with disabilities family program” 80% (n=104) disagreed, 16.1% (n= 21) agreed & 3.8% (n=5) neither agreed nor disagree; that indicate most of the participants were shown positive attitude with this statement.

Figure 4: Attitude towards disability

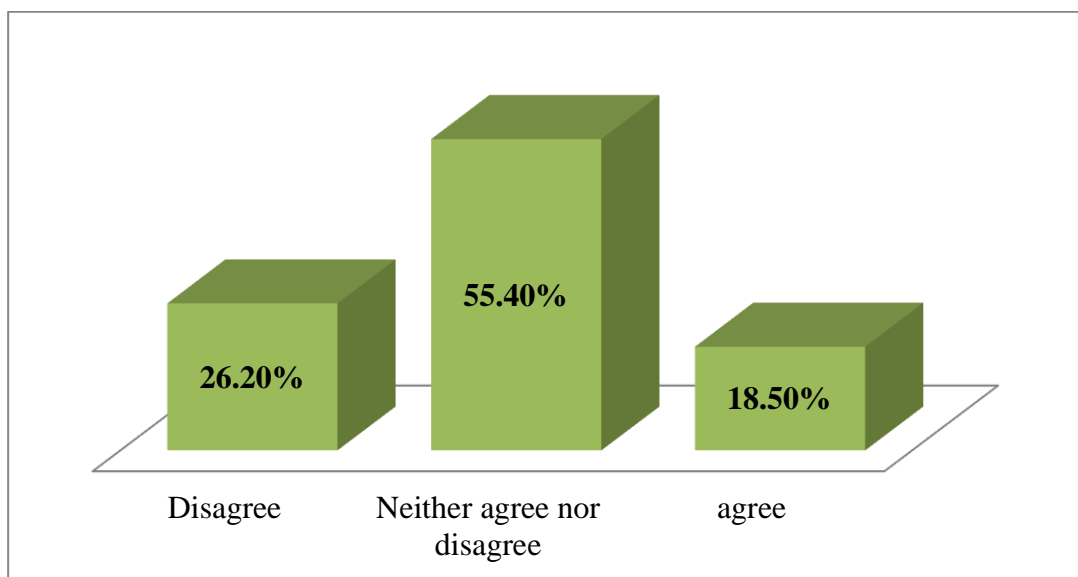


Figure 4 represents the general attitude of parents towards disability. Here agree means negative attitude, disagree means positive attitude & neither agree nor disagree means neutral attitude. Figure 4 shows that most of the participants 55.40% neither agreed nor disagree with all statements that represent the parent's attitude toward inclusive education. That means parent's overall attitudes towards disability were neutral.

Table 4.5 Six statements reflecting parental attitude towards academic aspects (N = 130)

Statements	Disagree	Neither agree nor disagree	Agree
My child's academic performance will be hampered in inclusive education	53.8% (n=70)	14.6% (n=19)	31.5% (n=41)
In inclusive education, teachers will spend more time with children with disabilities than with children without disabilities	8.5% (n=11)	6.2% (n=8)	85.4% (n=111)
Teacher will not give enough attention to the children without disability	21.6% (n=28)	4.6% (n=6)	73.9% (n=96)
For the above reasons, I have to give more time for my child's better education in the inclusive educational institute	10% (n=13)	6.9% (n=9)	83.1% (n=108)
The quality of the education will be bad for including children with disability in the regular classroom	53.9% (n=70)	17.7% (n=23)	28.5% (n=37)
Teacher will be distracted to handle children with disability	18.5% (n=24)	26.9% (n=35)	54.6% (n=71)

Table 4.5 shows the descriptive statistics of item 6 that altogether represent the third objective of the research "parent's attitude towards the academic aspect of inclusive education". Here all negative statements were used to find out parent's attitudes. For

the third objective agree showed negative attitude, disagree showed positive attitude & neither agree nor disagree showed neutral attitude. For 1st statement “My child's academic performance will be hampered in inclusive education” 53.8% (n=70) disagreed, 31.5% (n= 41) agreed & 14.6% (n=19) neither agreed nor disagree; that indicate most of the participants were shown positive attitude with this statement. For the 2nd statement “In inclusive education, teachers will spend more time with children with disabilities than with children without disabilities” 8.5% (n=11) disagreed, 85.4% (n= 111) agreed & 6.2% (n=8) neither agreed nor disagree; that indicate most of the participants were showed negative attitude with this statement. For 3rd statement “Teacher will not give enough attention to the children without disability” 21.6% (n=28) disagreed, 73.9% (n= 96) agreed & 4.6% (n=6) neither agreed nor disagree; that indicate most of the participants were showed negative attitude with this statement. For the 4th statement “For the above reasons, I have to give more time for my child's better education in the inclusive educational institute” 10% (n=13) disagreed, 83.1% (n= 108) agreed & 6.9% (n=9) neither agreed nor disagree; that indicate most of the participants were showed negative attitude with this statement. For the 5th statement “Quality of the education will be bad for including children with disability in the regular classroom” 53.9% (n=69) disagreed, 28.5% (n= 37) agreed & 17.7% (n=23) neither agreed nor disagree; that indicate most of the participants were shown positive attitude with this statement. For the 6th statement “Teacher will be distracted to handle children with disability” 18.5% (n=24) disagreed, 54.6% (n= 71) agreed & 26.9% (n=35) neither agreed nor disagree; that indicate most of the participants were showed negative attitude with this statement.

Figure 5: Attitude towards academic aspects

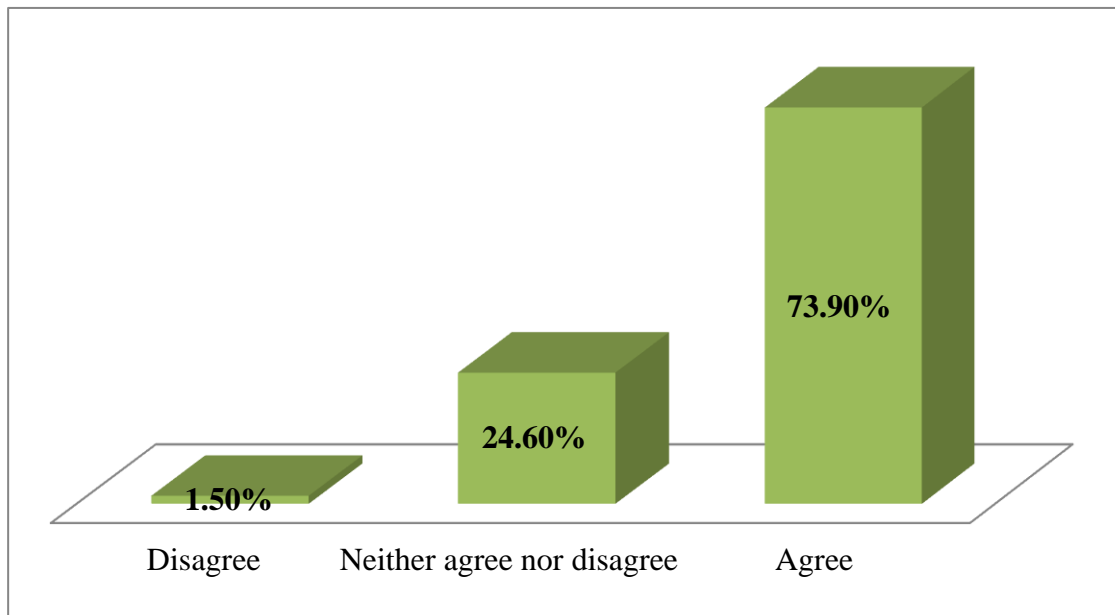


Figure 5 represents the general attitude of parents towards disability. Here agree means negative attitude, disagree means positive attitude & neither agree nor disagree means neutral attitude. Figure 5 shows that most of the participants 73.9% agreed with all statements that represent the parent's attitude toward academic aspects of inclusive education. That means parents' overall attitude towards academic aspects were negative.

Table 4.6 Parent's attitude toward inclusive education based on the types of disability (N = 130)

Variables	Agree	Neither agree nor disagree	Disagree
Please indicate how much you disagree/agree with including children with the following characteristics in the general education:			
Autism	21.5% (n=28)	15.4% (n=20)	63.1% (n=82)
Physical disability	80% (n=104)	8.5% (n=11)	11.5% (n=15)
Mental illness	15.4% (n=20)	11.5% (n=15)	73.1% (n=95)
Visual Disability	63.8% (n=83)	10.8% (n=14)	25.4% (n=33)
Speech disability	75.4% (n=98)	5.4% (n=7)	19.3% (n=25)
Intellectual disability	78.5% (n=102)	6.9% (n=9)	14.6% (n=19)
Hearing disability	67.7% (n=88)	7.7% (n=10)	24.6% (n=32)
Deaf-blindness disability	37.7% (n=49)	10.0% (n=13)	52.3% (n=68)
Cerebral palsy	42.3% (n=55)	19.2% (n=25)	38.4% (n=50)
Down syndrome	19.2% (n=25)	17.7% (n=23)	63.1% (n=82)
Multiple disability	18.4% (n=24)	10.8% (n=14)	70.8% (n=92)
Other disability	27% (n=35)	19.2% (n=25)	53.9% (n=70)

Table 4.6 indicate that how many parents were agree, neither agree nor disagree & disagree to include the children with disability in general education classroom according to their types of disability. For autism most of the participants 63.1% (n=82) were disagree, 21.5% (n=28) were agree and 15.4% (n=20) were neutral to

include in general education classroom. For including physical disability 80% (n=104) participants were agree, 8.5% (n=11) were neutral and only 11.5% (n=15) & 2.3% (n=3) were disagree. Mental illness were disagree by 73.1% (n=95) participants, neither agree nor disagree by 11.5% (n=15) and agree by 15.4% (n=20) participants. Most of the participants 63.8% (n=83) were agree to include visual disability in regular classroom, 25.4% (n=33) were disagree & 10.8% (n=14) were neither agree nor disagree. Speech disability were agree by 75.4% (n=98) participants, disagree by 19.3% (n=25) participants and neither agree nor disagree by 5.4% (n=7) participants. For intellectual disability 78.5% (n=102) participants were agree, 14.6% (n=19) were disagree & 6.9% (n=9) were neither agree nor disagree. In general education classroom hearing disability were agree by 67.7% (n=88) participants, disagree by 24.6% (n=32) participants and neither agree nor disagree by 7.7% (n=10) participants. For Deaf – blindness disability 52.3% (n=68) participants were disagree, 37.7% (n=49) participants were agree and 10.0% (n=13) participants were neither agree nor disagree. 42.3% (n=55) participants were agree, 38.4% (n=50) were disagree & 19.2% (n=25) were neither agree nor disagree to include cerebral palsy. For Down syndrome 63.1% (n=82) were disagree, 19.2% (n=25) were agree and 17.7% (n=23) were neither agree nor disagree. Most of the participants 70.8% (n=92) were disagree, 18.4% (n=24) were agree & 10.8% (n=14) were neither agree nor disagree to include multiple disability in regular classroom. 53.9% (n=70) participants were disagree, 27% (n=35) participants were agree & 19.2% (n=25) participants were neither agree nor disagree to include other disability in classroom.

Figure 6: Parent's agreement according to the types of disability

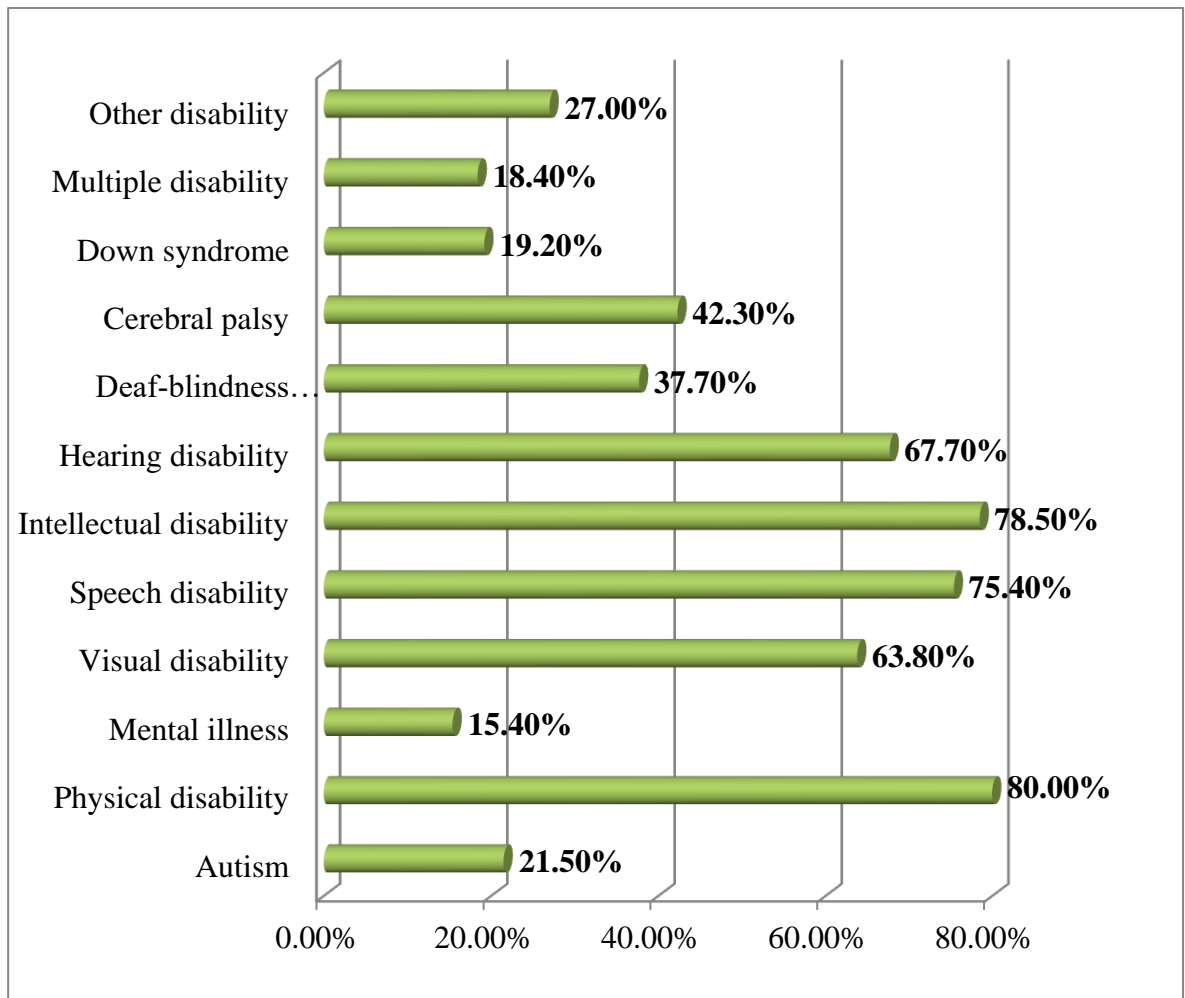


Figure 6 represents that parents showed the most positive attitude towards the integration of intellectual disability, hearing disability, speech disability, visual disability & physical disability into the regular classroom. For mental illness, autism, deaf-blindness disability, down syndrome, multiple disabilities & other disabilities parents show negative attitudes to integrate them into the regular education classroom.

CHAPTER V: Discussion

5.1 Discussion

This study aimed to know the attitude of parents of children without disabilities toward inclusive education. A total of 130 participants were taken in this study period. The study population consisted in 130 participants of clients, 66.9% (n=87) were females and 33.1% (n=43) were males. Here show that most of the participants were female in this study. In participants, the minimum and maximum ages among the participants were 22 years and 55 years. Most of the participants were from the urban area & majority number of participants had no relatives (person with a disability) in their family. The most important result showed that a majority number of participants had no knowledge & training about inclusive education.

Although it was realized that the sample size was small; findings gave preliminary insights into the nature of parents and suggest that there is a range of attitudes that combined are relatively positive. Consistent with previous descriptive findings of Hilbert (2014) concluded that in general, parents of children with and without disabilities agree, that inclusive education is a positive educational practice for children with and without disabilities (Hilbert, 2014). IE targets promoting egalitarian ideologies concerning equality and social justice (Miles & Singal, 2010). In this study, parents also agreed with the statement “I believe that inclusive education will increase equality” (53.8% of them “agree”). However, on this statement “It is not difficult to maintain order in a classroom that contains a mix of children with disability & children without disability” (64.6% of the “disagree”). Part of the cause of this contradictory opinion may be that almost 95% of parents did not know about

inclusive education. This finding was also reported by Vlachou, et al that, of the total participants more than half of the parents had not heard the term inclusive education before (Vlachou et al., 2016).

Literature showed that parents of typical children had a positive attitude toward children with disability (Narumanchi & Bhargava, 2011). Though this study showed that in general parents' attitude towards inclusive education was positive but parents' attitude towards disability was neutral. In the statement "I would change my child's school if children with disability are included in my child's class" (62.3% were "disagree") but the statement "Children with disabilities is better to include in special school" (71.5% were "agree"). This contradictory opinion may be that this study showed that according to the types of disability parents showed different attitudes. Intellectual disability, hearing disability, speech disability, visual disability & physical disability in the regular classroom was welcomed by most of the participants. This finding is also in agreement with the several studies where Parents showed a positive attitude towards the inclusion of motor disability, learning difficulty, physical disability, orthopedic impairment, speech impairment & visual impairment in the inclusive classroom (Boer & Munde, 2014; Gligaa & Popa, 2010; Hilbert, 2014; Paseka & Schwab, 2020; Vlachou et al., 2016). In this multiple disability & mental disability was most commonly rejected for inclusive education. A similar finding was also seen in a Romania study where mental & sensorial disability is considered as limiting factor for inclusive education (Gligaa & Popa, 2010).

Research evidence suggests that genuinely parents' attitude toward inclusive education from academic aspects was negative (Mohsin et al., 2011). This study also concluded that parents' attitude towards inclusive education from academic aspects was negative. In an inclusive class, teachers do not give enough attention to the

regular student & the teacher will be overwhelmed to handle all students (Rasmitadila et al., 2019). There was a higher agreement for those statements (Teacher will not give enough attention to the children without disability) & (Teacher will be distracted to handle children with disability) in this research, 73.9% & 54.6% of parents agree with this.

CHAPTER VI: Conclusion

6.1 Strength & Limitation

Investing the parents of children without disability's attitude toward an inclusive education system is new knowledge for Bangladesh as it was unknown and there was no study prior that identified it. It will help to make a proper plan for the successful inclusion of children with disability. As data were collected from both rural & urban areas this study represents both cultures of Bangladesh.

Every study has some limitations and those are not under the researcher's control. Limitation occurs during conducting the study. In this study, there were some limitations or barriers to considering the result of the study as below:

- The limitation of this study was the sample size. It was taken only 130 samples because it was so difficult to recruit more participants in this pandemic situation (because most of the schools were off) according to inclusion criteria which were not enough to generalize the study finding.
- The major limitation was time. The period of data collection was very limited to conducting the research project on this topic.
- As a limited study has been conducted in Bangladesh relevant to the topic so there were limited resources, books, and annual reports and there was limited journal access.

6.2 Practice Implication

Though parents have a positive attitude toward inclusive education they also show a higher level of concern for academic aspects. They have also voiced concerns about teacher preparedness & training to meet the needs of both children with disability &

children without disabilities in the inclusive classroom. Teacher preparation programs should incorporate early childhood to create positive professional philosophies about inclusive placement and inclusion in all aspects of their programming not only special education coursework. As maximum parents do not know IE, Proper counseling & guideline for parents can ensure the quality of inclusion from the school authority as well as the government. Stakeholder involvement and community mobilization of NGO, private, and government resources are necessary for successful inclusive programmed. Making inclusion a more meaningful collaborative effort is necessary. Some recommendations for the further researcher:

- There should be further systematic, longitudinal & qualitative research that is similar but targets more schools both in rural & urban areas to have a much more detailed picture of this issue.
- It is recommended for future researcher that the number of participants should be increased to represent the generalized result.
- Further research should include parents of children without disabilities both of who have experience with inclusive education or not.

6.3 Conclusion

Inclusive education searches the values of human freedom, rights, non-discrimination, and tolerance within education. Successful inclusion in schools is directed by different players: parents, teachers, students, parents, and other groups, such as a therapist. Over the year all of them have been considered valuable and influencing factors for successful inclusion (Paseka & Schwab, 2020). This paper focused on parents and examined their attitudes towards inclusive education and attitude about essential important issues for implementing inclusive schooling: children with disability &

academic aspects. Parents show positive attitude but there is still work to be done as parents show neutral attitude towards disability & negative attitude from academic aspects. Parents welcome the children with disability in regular education classrooms but parental optimism decreases when children with challenging behaviors are placed in an inclusive environment. Parents welcome physical disabilities, speech disabilities, hearing disabilities & intellectual disabilities in regular classrooms. Though a lot of activities are being done about autism in Bangladesh, but a higher level of disagreement show when it's all about autism, as well as mental illness, multiple disability & others. Parents were more concerned about academic aspects. The attitude of academic aspects illustrates that in inclusive education there is a tendency that the teacher cannot divide time properly, giving more attention to the children with disability than to the children without disabilities & will be distracted to handle children with disability. So it's the high time to focus on this issue.

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APPENDICES

Appendix A: Clearance form



বাংলাদেশ হেল্‌থ প্রফেশন্স ইনস্টিটিউট (বিএইচপিআই)
Bangladesh Health Professions Institute (BHPI)
 (The Academic Institute of CRP)

Ref:

CRP/BHPI/IRB/11/2021/531

Date:

18/11/2021

Sayma Azbin
 4th Year B.Sc. in Occupational Therapy
 Session: 2016-2017
 BHPI, CRP, Savar, Dhaka- 1343, Bangladesh

Subject: Approval of the research project proposal “The attitude of parents of school-going children towards inclusive education” by ethics committee.

Dear Sayma Azbin,
 Congratulations.

The Institutional Review Board (IRB) of BHPI has reviewed and discussed your application to conduct the above-mentioned dissertation, with yourself, as the principal investigator and Md. Habibur Rahman as thesis supervisor. The Following documents have been reviewed and approved:

Sr. No.	Name of the Documents
1	Dissertation Proposal
2	Questionnaire (English and Bengali version)
3	Information sheet & consent form.

The purpose of the study is to know the attitude of parents of school going children towards inclusive education. Should there any interpretation, typo, spelling and grammatical mistakes in the title, it is the responsibilities of the investigator. Since the study involves questionnaire that takes maximum 15 to 20 minutes and have no likelihood of any harm to the participants, the members of the Ethics Committee approved the study to be conducted in the presented form at the meeting held at 9:15 AM on 15th September, 2021 at BHPI 29th IRB Meeting.

The institutional Ethics committee expects to be informed about the progress of the study, any changes occurring in the course of the study, any revision in the protocol and patient information or informed consent and ask to be provided a copy of the final report. This Ethics committee is working accordance to Nuremberg Code 1947, World Medical Association Declaration of Helsinki, 1964 - 2013 and other applicable regulation.

Best regards,

Muhammad Millat Hossain
 Associate Professor, Dept. of Rehabilitation Science
 Member Secretary, Institutional Review Board (IRB)
 BHPI, CRP, Savar, Dhaka-1343, Bangladesh

Appendix B: Information sheet and consent form [English version]

BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)

Department of Occupational Therapy
CRP-Chapain, Savar, Dhaka-1343, Tel: 02-7745464-5, 7741404, Fax: 02-7745069

Code no-

Participants Information sheet

Research topic: “Attitude of parents of school going children towards inclusive education”

Researcher: Sayma Azbin, B.Sc. in Occupational Therapy (4th year), Session: 2016-2017, Bangladesh Health Professions Institute.

Supervisor: Md. Habibur Rahman, Lecturer in Occupational Therapy, Department of Occupational Therapy, Bangladesh Health Professions Institute.

Place of Research: The study will be conducted in a few primary schools in Savar, Dhaka.

Part-1 Information sheet:

Introduction:

I am Sayma Azbin, student of 4th year B.Sc. in Occupational Therapy, session (2016-2017) studying under the Medicine Faculty of Dhaka University in Bangladesh Health Professions Institute. To complete B.Sc. in Occupational Therapy from BHPI, conducting a research project is mandatory. This research project will be done under the supervision of Md. Habibur Rahman, Lecturer in Occupational Therapy. The purpose of the research project is the collection of data and how it will be related to the research and this will be presented to you in detail through this participant paper. If you are willing to participate in this research, in that case, a clear idea about the research topic will be easier for decision making. Of course, you do not have to make sure you participate now. Before taking any decision, you can discuss with your relatives, or guardians about this. On the other hand, after reading the information sheet if you feel a problem understanding the content or if you need to know more about something, you can freely ask.

Research Background and Objectives:

You are being invited to be a part of this research because, in Bangladesh, there are few types of research on Inclusive education. But there is no research on the Attitude of parents of children without disabilities toward Inclusive Education. Your attitude toward inclusive education will play an important role in implementing the initiatives taken by the Government of Bangladesh.

Let's know about the topic related to participation in this research work:

Before signing the consent form from you, the details of managing the research project will be presented to you in detail through this participation note. If you want to participate in this study, you will have to sign the agreement. If you ensure the participation, a copy of your consent will be given. After a representative of collected data by the researcher will go to you. At any given time taken from you by a question paper information will be collected. Your participation in this research project is optional. If you do not agree then you do not have to participate. Despite your consent, you can withdraw your participation without giving any explanation to the researcher.

The benefits and risks of participation:

You will not get any benefit directly to participate in this research project. Participation in this study can lead to many difficulties in your daily work. However, we are hopeful that the benefits directly from the results of this research will remove the disadvantages. Don't worry about the questions that may know about your identity, it's a request. Participants' names and addresses will not be included in the data analysis software to reduce the risk of uncovering identity.

Confidentialities of information:

By signing this agreement, you are allowing the research staff to study this research project to collect and use your resources. Any information gathered for this research project, which can identify you, will be confidential. The information collected about you will be mentioned symbolically. Only the concerned researcher and supervisor will be able to access this information directly. Symbolic ways identified data will be used for the next data analysis. Information sheets will be kept in a locked drawer. The Electronics version of the data will be collected in BHPI's Occupational Therapy department and on the researcher's laptop. It is expected that the results of this research project will be published and presented in different forums. In any publication and presentation, the information will be provided in such a way that you cannot be identified in any way without your consent. Data will be initially collected in papers.

Information about the promotional result:

The result of this study will be published in various social media, websites, conferences, discussions, and reviewed journals.

Participant's fees:

There is no stimulus and remuneration for participation in this study.

Source of funding to manage research:

The cost of this research will be spent entirely by the researcher's funds. This study will be done in small areas and no money comes from an external source.

Information about withdrawal from participation:

Despite your consent, you can withdraw your participation within one week after giving information without giving any explanation to the researcher. If the information can be used after the cancellation, its permission will be mentioned in the participant's withdrawal letter (application only volunteer withdrawal)

Contact address with the researcher:

If you have any questions about the research, you can ask me now or later. If you wish to ask a question later, you may contact any of the following: Sayma Azbin, B.Sc. in Occupational Therapy, Department of Occupational Therapy and Contact number: 01782107721, Gmail: Sayma.azbin@gmail.com.

Complaints:

If there is any complaint regarding the conduct of this research project, contact the Association of Ethics (77454645). This proposal has been reviewed by the Institutional Review Board (IBR), Bangladesh Health Professions Institute (BHPI), CRP, Savar, Dhaka-1343, Bangladesh, which is a committee whose task is to make sure that research participants are protected from harm. If you wish to find out more about the IBR, contact Bangladesh Health Professions Institute (BHPI), CRP, Savar, Dhaka-1343, Bangladesh.

Participant's Withdrawal From

(Applicable only for voluntary withdrawal)

Reason for withdrawal:

.....
.....
.....
.....
.....
.....
.....

Whether permission for previous information is used?

Yes/No

Participant's Name:

Participants Signature:

Date:

If illiterate,

Fingerprint of participant



Consent form

(For those taking part in the interview)

Assalamuyalikum,

I am Sayma Azbin, Student of 4th Year B.Sc. in Occupational Therapy, Bangladesh Health Professions Institute (BHPI), affiliated to the University of Dhaka. To fulfill the requirement of B.Sc. in Occupational therapy degree I have to do a research project. My research title is “Attitude of parents of children without disability towards Inclusive Education The purpose of this research is to find out the attitude of parents of children without disability toward inclusive education. This will take approximately 15 - 20 minutes.

I am committed that the study will not harmful or risky for you. There is no payment for taking part in the study. All information provided by you will be treated as confidential and in the event of any report or publication, it will be ensured that the source of information remains confidential. Your participation in this study is voluntary and you may withdraw yourself at any time during this study without any negative consequences. You also have the right not to answer a particular question that you don't like or do not want during the interview.

If you have any queries about the study, you may contact me (Sayma Azbin) or my supervisor Md. Habibur Rahman (Lecturer, Department of Occupational Therapy).

Do you have any questions before starting the interview?

YES NO

So, may I have your consent to proceed with the interview?

YES NO

Signature & Date of Participant

.....

Signature & Date of Researcher

Appendix C: Information sheet and consent form [Bengali version]



বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউট (বিএইচপিআই) অকুপেশনাল থেরাপি বিভাগ

সিআরপি- চাপাইন, সাভার, ঢাকা-১৩৪৩. টেলি: ০২-৭৭৪৫৪৬৪-৫, ৭৭৪১৪০৪, ফ্যাক্স: ০২-৭৭৪৫০৬

কোড নং:

অংশগ্রহণকারীদের তথ্য এবং সম্মতিপত্র

গবেষণার বিষয়: “অন্তর্ভুক্তিমূলক শিক্ষার প্রতি স্কুলগামী শিশুদের অভিভাবকদের মনোভাব”

গবেষক: সায়মা আজবীন, বি.এস. সি ইন অকুপেশনাল থেরাপি (৪র্থ বর্ষ), সেশন: ২০১৬-২০১৭ ইং, বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউট (বিএইচপিআই), সাভার, ঢাকা-১৩৪৩।

তত্ত্বাবধায়ক: মোঃ হাবিবুর রহমান, প্রভাষক, অকুপেশনাল থেরাপি বিভাগ, বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউট।

গবেষণার স্থান: নারায়ণনগঞ্জ এবং ঢাকার সাভারের কয়েকটি প্রাথমিক বিদ্যালয়ে এই গবেষণাটি পরিচালনা করা হবে।

পর্ব-১ তথ্যপত্র:

আমি সায়মা আজবীন, ঢাকা বিশ্ববিদ্যালয়ে চিকিৎসা অনুষদের অধীনে বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউটে বি.এস.সি.ইন অকুপেশনাল থেরাপি বিভাগে ৪র্থ বর্ষের ছাত্রী হিসেবে (২০১৬-২০১৭ ইং) সেশনে অধ্যয়নরত আছি। বিএইচপিআই থেকে অকুপেশনাল থেরাপি বি.এস.সি শিক্ষাকার্যক্রমটি সম্পন্ন করার জন্য একটি গবেষণা প্রকল্প পরিচালনা করা বাধ্যতামূলক। এই গবেষণা প্রকল্পটি অকুপেশনাল থেরাপি বিভাগের প্রভাষক মোঃ হাবিবুর রহমান, এর তত্ত্বাবধায়নে সম্পন্ন করা হবে। এই অংশগ্রহণকারী তথ্যপত্রের মাধ্যমে গবেষণার প্রকল্পটির উদ্দেশ্য, উপাত্ত সংগ্রহের প্রণালী ও গবেষণাটির সাথে সংশ্লিষ্ট বিষয় কিভাবে রক্ষিত হবে তা বিস্তারিত ভাবে আপনার কাছে উপস্থাপন করা হবে। যদি এই গবেষণায় অংশগ্রহন করতে আপনি ইচ্ছুক থাকেন, সেক্ষেত্রে এই গবেষণার সম্পৃক্ত বিষয় সম্পর্কে স্বচ্ছ ধারণা থাকলে সিদ্ধান্ত গ্রহন সহজতর হবে। অবশ্য এখন আপনার অংশগ্রহন আমাদের নিশ্চিত করতে হবে না। যে কোন সিদ্ধান্ত গ্রহণের পূর্বে, যদি চান তাহলে আপনার আত্মীয়-স্বজন, বন্ধু অথবা আস্থাভাজন যেকারো সাথে এই ব্যাপারে আলোচনা করে নিতে পারেন। অপরপক্ষে, অংশগ্রহণকারী তথ্যপত্রটি পড়ে, যদি কোন বিষয়বস্তু বুঝতে সমস্যা হয় অথবা যদি কোন কিছু সম্পর্কে আরো বেশি জানার প্রয়োজন হয়, তবে নির্দিষ্ট প্রশ্ন করতে পারেন।

গবেষণার প্রেক্ষাপট ও উদ্দেশ্য:

আপনাকে এই গবেষণার অংশ হওয়ার জন্য আমন্ত্রণ জানানো হচ্ছে কারণ বাংলাদেশে, অন্তর্ভুক্তিমূলক শিক্ষার উপর খুব কম গবেষণা রয়েছে। এছাড়া অন্তর্ভুক্তিমূলক শিক্ষার প্রতি অপ্রতিবন্ধী শিশুদের অভিভাবকদের মনোভাব নিয়ে কোনো গবেষণা নেই। বাংলাদেশ সরকার যে উদ্যোগ নিয়েছে তা বাস্তবায়ন করতে অন্তর্ভুক্তিমূলক শিক্ষার প্রতি আপনার মনোভাব গুরুত্বপূর্ণ ভূমিকা পালন করবে।

এই গবেষণা কর্মটিতে অংশগ্রহণের সাথে সম্পৃক্ত বিষয়সমূহ কি সে সম্পর্কে জানা যাক।

আপনার থেকে অনুমতিপত্রে স্বাক্ষর নেবার আগে, এই অংশগ্রহণকারী তথ্যপত্রের মাধ্যমে গবেষণা প্রকল্পটির পরিচালনা করার তথ্যসমূহ বিস্তারিত ভাবে আপনার কাছে উপস্থাপন করা হবে। আপনি যদি এই গবেষণায় অংশগ্রহণ করতে চান, তাহলে সম্মতিপত্রে আপনাকে স্বাক্ষর করতে হবে। আপনি যদি স্বাক্ষর জ্ঞান সম্পন্ন না হন বা অন্য কোন কারণে স্বাক্ষর প্রদানে ব্যর্থ হন, সেক্ষেত্রে আপনার কাছ থেকে একজন স্বাক্ষরী উপস্থিতিতে বৃদ্ধাঙ্গুলির ছাপ সম্মতি পত্রে নেওয়া হবে। আপনি অংশগ্রহণ নিশ্চিত করলে, আপনার সংরক্ষণের জন্য সম্মতিপত্রটির একটি অনুলিপি দিয়ে দেয়া হবে। আপনার থেকে চেয়ে নেওয়া যে কোন একটি নির্দিষ্ট সময়ে একটি প্রশ্নপত্রের মাধ্যমে তথ্য সংগ্রহ করা হবে। এই গবেষণার প্রকল্পে আপনার অংশগ্রহণ ঐচ্ছিক। যদি আপনি সম্মতি প্রদান না করেন তবে আপনাকে অংশগ্রহণ করতে হবে না। আপনি সম্মতি প্রদান করা স্বত্বেও গবেষককে কোন ব্যাখ্যা প্রদান করা ছাড়াই নিজের অংশগ্রহণ প্রত্যাহার করতে পারবেন।

অংশগ্রহণের সুবিধা ও ঝুঁকিসমূহ কি?

গবেষণা প্রকল্পটিতে অংশগ্রহণের জন্য আপনি সরাসরি কোন সুবিধা পাবেন না। এই গবেষণায় অংশগ্রহণে আপনার দৈনন্দিন কাজে সাময়িক অসুবিধার কারণ হতে পারে। তবে আমরা আশাবাদী যে, এই গবেষণার ফলাফল থেকে প্রাপ্ত উপকারীতা এই অসুবিধাকে অতিক্রম করবে। যে সমস্ত প্রশ্নের মাধ্যমে আপনার পরিচয় সম্পর্কে অন্যরা জানতে পারে, সেই বিষয়ে উদ্বিগ্ন না হবার জন্য অনুরোধ করা হচ্ছে। অংশগ্রহণকারীর নাম, ঠিকানা উপাত্ত বিশ্লেষণের সফটওয়্যারে উল্লেখ না করে পরিচয় উন্মুক্ত হবার ঝুঁকি কমানো হবে।

তথ্যের গোপনীয়তা কি নিশ্চিত থাকবে?

এই সম্মতিপত্রে স্বাক্ষর করার মধ্য দিয়ে, আপনি এই গবেষণা প্রকল্পে অধ্যয়নরত গবেষণা কর্মীকে আপনার ব্যক্তিগত তথ্য সংগ্রহ ও ব্যবহার করার অনুমতি দিয়েছেন। এই গবেষণা প্রকল্পের জন্য সংগৃহীত যেকোন তথ্য, যা আপনাকে সনাক্ত করতে পারে তা গোপনীয় থাকবে। আপনার সম্পর্কে সংগৃহীত তথ্যসমূহ সাংকেতিক উপায়ে উল্লেখ থাকবে। শুধুমাত্র এর সাথে সরাসরি সংশ্লিষ্ট গবেষক ও তার তত্ত্বাবধায়ক এই তথ্যসমূহে প্রবেশাধিকার পাবেন। সাংকেতিক উপায়ে চিহ্নিত উপাত্ত সমূহ পরবর্তী উপাত্ত বিশ্লেষণের কাজে ব্যবহৃত হবে। তথ্যপত্রগুলো তালাবদ্ধ ড্রয়ারে রাখা হবে। বিএইচপিআই এর অকুপেশনাল থেরাপি বিভাগে ও গবেষকের ব্যক্তিগত ল্যাপটপে উপাত্তসমূহের ইলেকট্রনিক ভার্সন সংগৃহীত থাকবে।

প্রত্যাশা করা হচ্ছে যে, এই গবেষণা প্রকল্পের ফলাফল বিভিন্ন ফোরামে প্রকাশিত এবং উপস্থাপিত হবে। যে কোন ধরনের প্রকাশনা ও উপস্থাপনার ক্ষেত্রে তথ্যসমূহ এমন ভাবে সরবরাহ করা হবে, যেন আপনার সম্মতি ছাড়া আপনাকে কোন ভাবেই সনাক্ত করা না যায়। তথ্য-উপাত্ত প্রাথমিক ভাবে কাগজপত্র সংগ্রহ করা হবে।

ফলাফল প্রচার সম্পর্কিত তথ্য:

এই গবেষণার ফলাফল বিভিন্ন সামাজিক মাধ্যম, ওয়েবসাইট, সম্মেলন, আলোচনাসভায় এবং পর্যালোচিত জার্নালে প্রকাশ করা হবে।

অংশগ্রহণকারীর পারিশ্রমিক:

এই গবেষণায় অংশগ্রহণের জন্য কোন পারিশ্রমিক দেবার ব্যবস্থা নেই।

গবেষণা পরিচালনার ব্যয়কৃত অর্থের উৎস:

এই গবেষণাটির খরচ সম্পূর্ণ গবেষকের নিজস্ব তহবিল থেকে ব্যয় করা হবে। এই গবেষণাটি ছোট পরিসরে করা হবে এবং এখানে কোন অর্থ বহিরাগত উৎস থেকে আসবে না।

অংশগ্রহণ থেকে প্রত্যাহার সম্পর্কিত তথ্যসমূহ:

আপনি সম্মতি প্রদান করা স্বত্ত্বেও তথ্য দেওয়ার এক সপ্তাহের মধ্যে যে কোন সময় গবেষককে কোন ব্যাখ্যা প্রদান করা ছাড়াই নিজের অংশগ্রহণ প্রত্যাহার করতে পারবেন। বাতিল করার পর তথ্যসমূহ কি ব্যবহার করা যাবে কি যাবেনা তার অনুমতি অংশগ্রহণকারীর প্রত্যাহারপত্রে (শুধুমাত্র স্বেচ্ছায় প্রত্যাহারকারীর জন্য প্রযোজ্য) উল্লেখ করা থাকবে।

গবেষকের সাথে যোগাযোগের ঠিকানা:

গবেষণা প্রকল্পটির বিষয়ে যোগাযোগ করতে চাইলে অথবা গবেষণা প্রকল্পটির সম্পর্কে কোন প্রশ্ন থাকলে, এখন অথবা পরবর্তীতে যে কোন সময়ে তা জিজ্ঞাসা করা যাবে। সেক্ষেত্রে আপনি গবেষকের সাথে উল্লেখিত নাম্বারে (০১৭৮২১০৭৭২১,সায়মা আজবীন) অথবা ইমেইলে (Sayma.azbin@gmail.com) যোগাযোগ করতে পারেন।

অভিযোগ:

এই গবেষণা প্রকল্প পরিচালনা প্রসঙ্গে যেকোন অভিযোগ থাকলে প্রাতিষ্ঠানিক নৈতিকতা পরিষদের সাথে এই নাম্বারে (৭৭৪৫৪৬৪-৫) যোগাযোগ করবেন। এই গবেষণা প্রকল্পটি বাংলাদেশ হেল্থ প্রফেশন্স ইনস্টিটিউট, সাভারের প্রাতিষ্ঠানিক নৈতিকতা পরিষদ থেকে সিআরপি- বিএইচপিআই/আইআরবি/১০/১৮/১২৩৪ পর্যালোচিত ও অনুমোদিত হয়েছে।

অংশগ্রহণকারীর প্রত্যাহার পত্র
(শুধুমাত্র স্বেচ্ছায় প্রত্যাহারকারীর জন্য প্রযোজ্য)

অংশগ্রহণকারীর নামঃ

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প্রত্যাহার করার কারণঃ

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পূর্ববর্তী তথ্য ব্যবহারের অনুমতি থাকবে কিনা?

হ্যাঁ/না

অংশগ্রহণকারীর নামঃ

অংশগ্রহণকারীর স্বাক্ষরঃ

তারিখঃ

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যদি নিরক্ষর হয়*

অংশগ্রহণকারীর আঙ্গুলের ছাপ

সম্মতিপত্র

(যারা ইন্টারভিউতে অংশ নিচ্ছেন তাদের জন্য)

আসসালামুয়ালাইকুম,

আমি সায়মা আজবীন, ঢাকা বিশ্ববিদ্যালয়ের চিকিৎসা অনুষদের অধীনে বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউটে (বিএইচপিআই) বি.এসসি. ইন অকুপেশনাল থেরাপির ৪র্থ বর্ষের একজন ছাত্রী। আমার ব্যাচেলর ডিগ্রী পেতে, আমাকে একটি গবেষণা প্রকল্প পরিচালনা করতে হবে এবং এটি আমার অধ্যয়নের একটি অংশ। আমার গবেষণার শিরোনাম হল " অন্তর্ভুক্তিমূলক শিক্ষার প্রতি অপ্রতিবন্ধী শিশুদের অভিভাবকদের মনোভাব " আমার গবেষণা প্রকল্পটি পূরণ করতে, ডেটা সংগ্রহ করার জন্য আমার আপনার কাছ থেকে কিছু তথ্য দরকার। সুতরাং, আপনি এই গবেষণার একজন সম্মানিত অংশগ্রহণকারী হতে পারেন এবং কথোপকথনের সময় হবে ১৫-২০ মিনিট।

আমি আপনাকে জানাতে চাই যে এটি একটি সম্পূর্ণরূপে একাডেমিক অধ্যয়ন এবং অন্য কোন উদ্দেশ্যে ব্যবহার করা হবে না। আমি আশ্বাস দিচ্ছি যে সমস্ত তথ্য গোপন রাখা হবে। আপনার অংশগ্রহণ স্বৈচ্ছায় হবে। ডেটা সংগ্রহের এক সপ্তাহের মধ্যে যে কোন সময় আপনার সম্মতি প্রত্যাহার করার অধিকার থাকতে পারে তবে ডেটা সংগ্রহের এক সপ্তাহের পরে প্রত্যাহার করতে পারবেন না।

এই গবেষণা সম্পর্কে আপনার কোন প্রশ্ন থাকলে, আপনি গবেষক সায়মা আজবীন, অথবা সুপারভাইজার মোঃ হাবিবুর রহমান (অকুপেশনাল থেরাপি বিভাগ, বিএইচপিআই, সিপিআর, সাতার, ঢাকা-১৩৪৩) এর সাথে যোগাযোগ করতে পারেন।

তথ্য প্রদান শুরু করার আগে আপনার কোন প্রশ্ন আছে?

হ্যাঁ না

তাহলে, ইন্টারভিউ নেওয়ার জন্য আমি কি আপনার সম্মতি পেতে পারি?

হ্যাঁ না

অংশগ্রহণকারীর স্বাক্ষর এবং তারিখ:

তথ্য সংগ্রাহকের স্বাক্ষর এবং তারিখ:

Appendix D: Data collection tool

Socio-demographic Information

Date

Age:

Gender: I. Male II. Female

Child Age:

Current educational level of the child: Gender of your child: I. Male II. Female

School Name:

Living Area (Present):

1. Rural
2. Urban

Relationship with the children:

1. Father
2. Mother
3. Other.....

Occupation (Employment status of the Participant):

1. Housewife
2. Worker/ Day labor
3. Government job
4. Non- Government job
5. Business
6. Others.....

Educational status:

1. Illiterate
2. Signature
3. Primary
4. Secondary
5. Higher secondary
6. Bachelor
7. Masters

Types of the family:

1. Nuclear family
2. Extended family

Have you any kind of disability?

1. Yes
2. No

Do you have any disabled people or children in your relatives/family?

1. Yes
2. No

Have you heard about Inclusive Education?

1. Yes
2. No

Income (monthly):

1. Below 10000
2. 10000-20000
3. 21000-30000
4. Above 30000

Have you any ideas or training about inclusive education?

1. Yes
2. No

Self-developed Questionnaires

Details	Disagree (01)	Neither agree nor disagree (02)	Agree (03)
<p>1. Currently, the government is developing an inclusive education system that includes children with disability learning together with children without disabilities in the same schools.</p> <p>I support the government system for the integration of children with disabilities in mainstream schools.</p>			
<p>2. I will agree in sending my child to an inclusive school.</p>			
<p>3. Inclusive education is a desirable practice for educating children without disability</p>			
<p>4. I believe that inclusive education will increase equality.</p>			
<p>5. Inclusive Education will not be more costly than general education.</p>			
<p>6. It is not difficult to maintain order in a classroom that contains a mix of children with disability & children without disabilities.</p>			
<p>7. Children with disabilities are a curse to society.</p>			
<p>8. Children with disabilities are better included in a special school.</p>			
<p>9. Children with disability will be benefited from Inclusive education.</p>			
<p>10. I would hesitate to have my child become a friend with children with</p>			

disability.			
11. I would change my child's school if children with disability are included in my child's class.			
12. I would never encourage my child to go to the children with disabilities family program.			
13. My child's academic performance will be hampered in inclusive education.			
14. In inclusive education, teachers will spend more time with children with disabilities than with children without disabilities.			
15. Teachers will not give enough attention to the children without disabilities.			
16. For the above reasons, I have to give more time to my child's better education in the inclusive educational institute.			
17. The quality of the education will be bad for including children with disability in the regular classroom.			
18. Teachers will be distracted to handle children with disability.			
19. Please indicate how much you disagree/agree with including children with the following characteristics in the general education classroom:			
19.1. Autism Spectrum Disorder			
19.2. Physical disability			
19.3. Mental illness			

19.4. Visual disability			
19.5. Speech disability			
19.6. Intellectual disability			
19.7. Hearing disability			
19.8. Deaf-blindness disability			
19.9. Cerebral palsy			
19.10. Down Syndrome			
19.11. Multiple Disability			
19.12. Other Disability			

ব্যক্তিগত তথ্য

তারিখ:

অভিভাবকের বয়স : লিঙ্গ: ১. পুরুষ ২. মহিলা

শিশুর বয়স:

শিশুর বর্তমান শিক্ষার শ্রেণী:

শিশুর লিঙ্গ: ১. পুরুষ ২. মহিলা

বিদ্যালয়ের নাম:

বসবাসের এলাকা (বর্তমান):

শিশুর সাথে সম্পর্ক:

১। গ্রামীণ

১। বাবা

২। শহুরে

২। মা

পেশা (অংশগ্রহণকারীর
কর্মসংস্থানের অবস্থা):

শিক্ষাগত অবস্থা:

১। গৃহিণী

১। নিরক্ষর

২। শ্রমিক/দিন শ্রম

২। স্বাক্ষর

৩। সরকারি চাকরি

৩। প্রাথমিক

৪। বেসরকারি চাকরি

৪। মাধ্যমিক

৫। ব্যবসা

৫। উচ্চ মাধ্যমিক

৬। অন্যান্য

৬। মাস্টার্স

৭। স্নাতক

পরিবারের ধরণ:

আপনার কি কোন ধরনের অক্ষমতা
আছে?

১। যৌথ পরিবার

১। হ্যাঁ

২। একক পরিবার

২। না

৩। অন্যান্য

আপনার পরিবারে কিংবা আত্মীয়-
স্বজনের মধ্যে কোন প্রতিবন্ধী ব্যক্তি
বা শিশু আছে?আপনি কি অন্তর্ভুক্তিমূলক শিক্ষার নাম
শুনেছেন?

১। হ্যাঁ

১। হ্যাঁ

২। না

২। না

আয় (মাসিক):

আপনার কি অন্তর্ভুক্তিমূলক শিক্ষা সম্পর্কে
কোন ধারণা বা প্রশিক্ষণ আছে?

১। ১০০০০ হাজার থেকে কম

১। হ্যাঁ

২। ১০০০০ - ২০০০০ হাজার

২। না

৩। ২১০০০ - ৩০০০০ হাজার

৪। ৩০০০০ হাজার থেকে বেশি

গবেষণার প্রশ্নাবলী

ক্রমিক নং	বিস্তারিত	অসম্মতি (০১)	সম্মত ও না দ্বিমত ও না (০২)	সম্মতি (০৩)
১।	বর্তমানে সরকার একটি অন্তর্ভুক্তিমূলক শিক্ষা ব্যবস্থা গড়ে তুলছে যেখানে প্রতিবন্ধী শিশুরা অপ্রতিবন্ধী শিশুদের সাথে একই বিদ্যালয়ে একই সাথে পড়াশুনা করতে পারবে। প্রতিবন্ধী শিশুদের সাধারণ স্কুলে একীভূত করার ক্ষেত্রে আমি সরকারী ব্যবস্থাকে সমর্থন করছি।			
২।	আমি আমার সন্তানকে একটি অন্তর্ভুক্তিমূলক স্কুলে পাঠাতে রাজি হব।			
৩।	অপ্রতিবন্ধী শিশুদের শিক্ষিত করার জন্য অন্তর্ভুক্তিমূলক শিক্ষা কাঙ্ক্ষিত অনুশীলন।			
৪।	আমি বিশ্বাস করি অন্তর্ভুক্তিমূলক শিক্ষা সমতা বৃদ্ধি করবে।			
৫।	অন্তর্ভুক্তিমূলক শিক্ষা সাধারণ শিক্ষা ব্যবস্থার চেয়ে আরও ব্যয়বহুল হবে না।			
৬।	অপ্রতিবন্ধী শিশু এবং প্রতিবন্ধী শিশু একত্রে আছে এরকম শ্রেণীকক্ষে শৃঙ্খলা বজায় রাখতে সমস্যা হবে না।			
৭।	প্রতিবন্ধী শিশুরা সমাজের জন্য অভিশাপ।			
৮।	প্রতিবন্ধী শিশুদের বিশেষ স্কুলে অন্তর্ভুক্ত করাই বেশি ভাল।			
৯।	প্রতিবন্ধী শিশুরা অন্তর্ভুক্তিমূলক শিক্ষাব্যবস্থা থেকে উপকৃত হবে।			

১০।	আমি আমার সন্তানকে প্রতিবন্ধী শিশুদের সাথে বন্ধুত্ব করতে দেখলে আপত্তি করব।			
১১।	আমি আমার সন্তানের শিক্ষা প্রতিষ্ঠান পরিবর্তন করবো যদি কোনো প্রতিবন্ধী শিশু আমার সন্তানের শ্রেণীকক্ষে ভর্তি হয়।			
১২।	আমি কখনই আমার সন্তানকে প্রতিবন্ধী শিশুর পারিবারিক অনুষ্ঠানে যেতে উত্সাহিত করব না।			
১৩।	অন্তর্ভুক্তিমূলক শিক্ষা আমার সন্তানের একাডেমিক কর্মদক্ষতা ক্ষতিগ্রস্ত করবে।			
১৪।	অন্তর্ভুক্তিমূলক শিক্ষায় শিক্ষকগণ অপ্রতিবন্ধী শিশুর তুলনায় প্রতিবন্ধী শিশুর জন্য বেশি সময় ব্যয় করবে।			
১৫।	শিক্ষকরা অন্তর্ভুক্তিমূলক শিক্ষায় আমার সন্তানের প্রতি যথেষ্ট মনোযোগ দিতে পারবেন না।			
১৬।	উপরোক্ত কারণে অন্তর্ভুক্তিমূলক শিক্ষাপ্রতিষ্ঠানে আমার সন্তানের উন্নত পড়াশুনার জন্য আমাকেই বেশি সময় দিতে হবে।			
১৭।	সাধারণ শ্রেণীকক্ষে প্রতিবন্ধী শিশুদের অন্তর্ভুক্ত করার জন্য সর্বোপরি শিক্ষার মান খারাপ হবে।			
১৮।	প্রতিবন্ধী শিশুদের নিয়ন্ত্রণ করতে যেয়ে শিক্ষকরা বিরক্ত হবেন।			
১৯।	অনুগ্রহ করে নিচের বৈশিষ্ট্যগুলো আছে এমন শিশুদের শ্রেণীকক্ষে অন্তর্ভুক্ত করতে আপনি কতটা সহমত/দ্বিমত তা নির্দেশ করুনঃ			

	১৯. ১ অটিজম স্পেকট্রাম ডিসঅর্ডার			
	১৯. ২ শারীরিক অক্ষমতা			
	১৯. ৩ মানসিক অসুস্থতা			
	১৯. ৪ দৃষ্টি প্রতিবন্ধী			
	১৯. ৫ বাক প্রতিবন্ধী			
	১৯. ৬ বুদ্ধি প্রতিবন্ধী			
	১৯. ৭ শ্রবণ প্রতিবন্ধী			
	১৯. ৮ বধির-অন্ধ প্রতিবন্ধী			
	১৯. ৯ সেরেব্রাল পালসি			
	১৯. ১০ ডাউন সিন্ড্রম			
	১৯. ১১ একাধিক প্রতিবন্ধী			
	১৯. ১২ অন্যান্য প্রতিবন্ধী			