

# Parents’ Perception In Relation To Inclusion of Children with Special Needs In General Education

Karantoni Maria

*PhD Student*

*Ternopil Volodymyr Hnatiuk National Pedagogical University, Ukraine*

Date of Submission: 16-10-2021

Date of Acceptance: 31-10-2021

## I. Methodology

### Aim

The purpose of this study is to investigate the parents’ perception regarding the inclusion of children with special educational needs in general education.

### Sample

A convenience sample of 130 parents with children with special educational needs was gathered in order to answer the research aims. The sample was gathered during April 2021 and July 2021.

### Research tool

A close ended questionnaire was constructed with 43 questions, the first part of the questionnaire concerned the characteristic of the sample, parent gender, age, child gender, type of special educational need e.t.c and the second part concerned the parents’ view regarding the inclusion of children with special educational needs in general education. The questionnaire can be seen in the appendix.

### Statistical Analysis

The statistical analysis was performed with the use of the statistical software spss22.0. Descriptive statistics were used.

## II. Results

**Table 1.** Participants’ perception in relation to the inclusion of children with special educational needs in general education

	Mean	Std. Deviation
1. Inclusion in general education is more likely to prepare children with special education needs for the real world.	3,3231	,58688
2. Integration into general education is more likely to create positive emotions in children with special educational needs for themselves.	3,1462	,69451
3. Inclusion in the general education school provides children with special educational needs the opportunity to participate in a variety of activities (creative, dramatic play, etc.)	4,1462	,62396
4. The inclusion of children with special educational needs in general education is likely to prepare their peers to accept them into the real world.	3,1462	,75853
5. With the inclusion of children with special educational needs in mainstream education, formal development children (their peers) are more likely to learn about the diversity of people.	3,0462	,55492
6. In general education schools, children with special educational needs are less likely to receive special help and personalized guidance.	4,5231	,50140
7. In general education schools, children with special educational needs are less likely to receive special services such as physiotherapy and speech therapy.	4,5077	,69601
8. Teachers in general education schools are able to tailor their curriculum to assist children with special educational needs attending their classroom.	3,1308	1,69078
9. Teachers in general education schools do not have the necessary knowledge to integrate students with special educational needs.	4,5000	,60039
10. Educating children with special educational needs is preferable to special educators, rather than general education teachers.	4,3615	,76760

11. General education teachers treat / manage parents of children with special educational needs in a different way than parents of typical developmental children.	3,5385	,70605
12. Inclusion in general education school is more likely to impair the emotional development of the child with special educational needs.	2,1308	,48845
13. The child with special educational needs will be socially isolated from the typical developmental children in general education school.	3,6692	1,39428
14. Students with special educational needs should be given the opportunity to participate in the general education classroom, wherever possible.	4,4000	,69994
15. Students with special educational needs are more likely to develop academic skills faster in special school classes than in general education classes.	4,0923	,90173
16. I feel that my child should have the same privileges and advantages as other children in the classroom.	3,5231	,84647
17. I feel that parents of typical developmental children are disadvantaged when children with special educational needs are in their children's classroom.	4,3615	,78754
18. I think my child will be better in the general education class than in the special school class.	3,3308	,89259

---

In table 1 it can be seen that participants believe that that in general education schools, children with special educational needs are less likely to receive special help and personalized guidance ( $M = 4.52$ ), special services such as physiotherapy and speech therapy ( $M = 4.51$ ), teachers in general education schools do not have the necessary knowledge to integrate students with special educational needs ( $M = 4.50$ ), students with special educational needs should be given the opportunity to participate in the general education classroom, wherever possible ( $M = 4.4$ ), parents of typical developmental children are disadvantaged when children with special educational needs are in their children's classroom ( $M = 4.36$ ), educating children with special educational needs is preferable to special educators, rather than general education teachers ( $M = 4.36$ ), inclusion in the general education school provides children with special educational needs the opportunity to participate in a variety of activities (creative, dramatic play, etc.) ( $M = 4.14$ ), students with special educational needs are more likely to develop academic skills faster in special school classes than in general education classes ( $M = 4.09$ ), the child with special educational needs will be socially isolated from the typical developmental children in general education school ( $M = 3.67$ ) and general education teachers treat / manage parents of children with special educational needs in a different way than parents of typical developmental children ( $M = 3.53$ ). Furthermore, participants neither agree nor disagree that their children should have the same privileges and advantages as other children in the classroom ( $M = 3.52$ ), children will be better in the general education class than in the special school class ( $M = 3.33$ ), inclusion in general education is more likely to prepare children with special education needs for the real world ( $M = 3.32$ ), the inclusion of children with special educational needs in general education is likely to prepare their peers to accept them into the real world ( $M = 3.14$ ), integration into general education is more likely to create positive emotions in children with special educational needs for themselves ( $M = 3.14$ ), teachers in general education schools are able to tailor their curriculum to assist children with special educational needs attending their classroom ( $M = 3.13$ ), with the inclusion of children with special educational needs in mainstream education, formal development children (their peers) are more likely to learn about the diversity of people ( $M = 3.04$ ). Finally, participants do not believe that the inclusion in general education school is more likely to impair the emotional development of the child with special educational needs ( $M = 2.13$ ).

### **III. Conclusion**

The parents' perception in relation to inclusion of children with special needs in general education resulted that they are undecided. More precisely, parents believed that in general education schools, children with special educational needs are less likely to receive special help and personalized guidance, special services such as physiotherapy and speech therapy, teachers in general education schools do not have the necessary knowledge to integrate students with special educational needs, students with special educational needs should be given the opportunity to participate in the general education classroom, wherever possible, parents of typical developmental children are disadvantaged when children with special educational needs are in their children's classroom, educating children with special educational needs is preferable to special educators, rather than general education teachers, inclusion in the general education school provides children with special educational needs the opportunity to participate in a variety of activities (creative, dramatic play, etc.), students with special educational needs are more likely to develop academic skills faster in special school classes than in general education classes, the child with special educational needs will be socially isolated from the typical developmental children in general education school and general education teachers treat / manage parents of

children with special educational needs in a different way than parents of typical developmental children. Furthermore, participants neither agreed nor disagreed that their children should have the same privileges and advantages as other children in the classroom, children will be better in the general education class than in the special school class, inclusion in general education is more likely to prepare children with special education needs for the real world, the inclusion of children with special educational needs in general education is likely to prepare their peers to accept them into the real world, integration into general education is more likely to create positive emotions in children with special educational needs for themselves, teachers in general education schools are able to tailor their curriculum to assist children with special educational needs attending their classroom, with the inclusion of children with special educational needs in mainstream education, formal development children (their peers) are more likely to learn about the diversity of people.

Karantoni Maria. " Parents' Perception In Relation To Inclusion of Children With Special Needs In General Education." *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 11(05), (2021): pp. 21-23.