

**PARENTS' DEPRESSION AND ATTITUDE TOWARDS  
INCLUSION OF CHILDREN WITH AND WITHOUT  
DISABILITIES IN SCHOOLS**

**SYNOPSIS**

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## **Chapter – I: Introduction**

According to the Indian census 2011, a total population of 26.8 million is living with impairments. They often lag behind and face more difficulties as compare to their peer group without disabilities in use of mental abilities, physical developmental milestones, social skills and emotional maturity and this causes additional stress, anxiety, depression and lack of confidence in parents as to the parenting practices. This is likely to affect their mental health. Since there is no cure, parents and families have to learn to live with a member who has a permanent condition that is chronic and disabling which combine to create pressure on the parents which tends to disrupt the normal family equilibrium.

The present national laws like RTE Act 2009 and RPWD Act 2016 stated that inclusive education is a legal obligation in India, which has increased accessibility of education for children with disabilities in regular schools. Various challenges have been encountered in the implementation and success of inclusive education in our country. A large volume of researches suggested that successful implementation of the inclusion policy is largely dependent on parents' positive attitude toward the inclusion of children with special needs in the mainstream school. Parents of children with disabilities in our country are rarely partners in the process of education in which their children are involved, while the role and place of parents of children with disabilities in inclusive education has remained very important.

The attitude of parents can have a profound effect on the social and educational integration of children. It makes a great difference to these children whether the attitude and actions of parents reflect considerations for their real needs or are merely prompted by pity or monetary limitations. It is a determinant of behaviour. Our behaviour depends upon our attitude, which is holding positive and negative belief regarding any concept. All these three components are affects the parental attitude towards their children's education. If all the three components are positive then the individual's action, belief and feeling towards education should be positive. The belief component of attitude affects the action component. If a person perceives something favourable then his/her action must be favourable. In this situation if the parent's belief towards education is favourable then it affects their action component, and it must be positive and favourable.

The aim of the present study is to examine the level of depression on parents of children with disabilities and also to find out the of impact of independence variables like age, gender, education qualifications, nature of the family of the parents and gender of the child with disability in creating depression among the parents of children with dishabilles.

## **Chapter – II: Review of Literature**

Over the past decade, a substantial amount of research has been undertaken, and numerous written regulations have been formulated, in an effort to alter the perspectives and philosophies around the education of children with special needs. Numerous organizations around the world have taken the initiative to play a crucial role in promoting inclusive education as part of the human rights agenda, which pushes for the increased inclusion of all students in regular schools. In this chapter, the researcher examined numerous studies conducted in the field of inclusive education in various contexts, globally, regionally, and locally, in order to determine the status of inclusive education in elementary schools, the obstacles parents face, and the gains they have made in implementing inclusive education. This chapter is also examined the level depression experienced by parents of children with intellectual disabilities and parents of children without disabilities, as well as to better understand how they adjust socially.

The examined literature pertaining to this study is divided into two categories: "studies done abroad" and "studies conducted in India". The reviews of related literatures are shown in the Matrix Form below:

**Table showing Review of Related Literature Matrix**

<b>Studies conducted on Attitude of parents towards inclusive outside of India</b>				
<b>Title of the Article/Research /Paper</b>	<b>Author/s and Year</b>	<b>Journal/Book/Link</b>	<b>Objective/s</b>	<b>Findings</b>
"Influences on parent perceptions of inclusive practices for their children with mend retardation."	Palmer, D. S., Borthwick-Duffy, S. A., Widaman, K. & Best, S. J. (1998)	<i>"American journal on mental retardation."</i>	To study parent perceptions towards inclusive practices for their children with mental retardation	They found that parents of children with severe disabilities had positive attitudes towards inclusion.
" The attitudes parents held toward the inclusion of children with cognitive disabilities in regular education."	Balboni & Pedrabissi (2000)	<i>"Education and Training in Mental Retardation and Developmental Disabilities."</i>	The attitudes of parents of non-disabled students about the inclusion of pupils with mental retardation (MR) in regular classes were examined.	It was discovered that women and parents with an average to high socioeconomic status were more supportive of inclusive schooling.
"Benefits and risks of reverse inclusion for preschoolers with and without disabilities: parents' perspectives."	Rafferty, Boettcher and Griffin (2001)	<i>"Journal of Early Intervention."</i>	To compare the reported benefits and issues of inclusion among 244 parents whose preschoolers with and without disabilities attended a community-based reverse inclusion program.	No statistically significant difference was found on the attitude scale between the attitudes of parents of children with and with out special needs.
"Taking sides: parents' views on inclusion for their children with severe disabilities."	Palmer, D. S., Fuller, K., Arora, T. & Nelson, M. (2001).	<i>"Exceptional Children"</i>	They tried to identify the reasons for their support of, or resistance to, inclusive education.	Parents assumed that increased expectations and additional stimulation in regular classrooms would help their children improve their academic performance and functional skills.
• "Barriers and facilitators to inclusive education."	• Pivik, J., • McComas, J., & Laflamme, • M. (2002).	<i>"Exceptional Children"</i>	To find out the barriers to inclusive education physical disability.	Parents and children at eight schools recognised the following obstacles to inclusive education: (a) Environmental barriers, (b) Intentional attitudinal barriers of parents, (c) Unintentional attitudinal barriers of parents, and (d) Physical disability-related limitations.

<ul style="list-style-type: none"> <li>• "Parents' attitudes to inclusion of their children with special needs."</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Elkins, J., Kraayenoord, E., Van, C. &amp; Jobling, A.(2003).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>"Journal Of Research In Special Educational Needs"</i></li> </ul>	To examine the attitudes of Australian parents of children with disabilities attending school in Queensland.	According to the results of the survey, the majority of parents supported inclusion; some would support it if additional resources were made available; and a minority of parents supported special placement.
<ul style="list-style-type: none"> <li>• "Attitudes of Greek parents of typically developing kindergarten children towards."</li> </ul>	<ul style="list-style-type: none"> <li>• Gnd GEORGE, E. T. (2003).</li> </ul>	<ul style="list-style-type: none"> <li>• European Journal of Special Needs Education</li> </ul>	To investigate the attitudes of Greek parents of typically developing children towards kindergarten inclusion.	Greek parents had positive attitudes towards inclusive education, parents' attitudes did not differ based on their gender and their educational level
<ul style="list-style-type: none"> <li>• "Sibling relationships of children with down syndrome: perspectives of mothers, fathers, and siblings."</li> </ul>	<ul style="list-style-type: none"> <li>• Cuskelly, M., &amp; Gunn, P. (2003).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>"Sibling American journal on mental retardation"</i></li> </ul>	Examined the perspectives of experienced instructors and the community regarding the inclusion of students with Down syndrome in regular school settings.	They discovered that parents acknowledged the educational, social, and emotional benefits of inclusive education for all students with and without impairments.
<ul style="list-style-type: none"> <li>• "Attitudes of Greek parents of primary school children without special educational needs to inclusion."</li> </ul>	<ul style="list-style-type: none"> <li>• Kalyva, E., Georgiadi, M., &amp; Tsakiris, V. (2007).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>"European Journal of Special Needs Education"</i></li> </ul>	Explored the attitudes of Greek parents of primary school children without SEN towards inclusion	It was found that Greek parents of primary school children without disabilities had an overall positive attitude towards inclusion.
<ul style="list-style-type: none"> <li>• "Parental attitudes regarding inclusion of children with disabilities in greek education settings."</li> </ul>	<ul style="list-style-type: none"> <li>• Dimitrios, K., Georgia, V., Eleni, Z., &amp; Asterios, P. (2008).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>"Electronic Journal for Inclusive Education"</i></li> </ul>	Examined parents' attitudes toward the inclusion of their children with disabilities in general education and correlated their views with parent characteristics (e.g., education) and child variables (e.g. age, severity of disability).	Students' age emerged as the principal factor that influenced parents' perceptions about inclusion.
<ul style="list-style-type: none"> <li>• "Towards inclusive education for children with disabilities."</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• UNESCO (2009).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>"A Guideline Bangkok, Bangkok"</i></li> </ul>	The purpose of the guidelines was to assist countries in increasing the emphasis on inclusion in their education strategies and plans, to introduce the	Attitude shifts and policy formulation—through the clarification of inclusive education, regional and national advocacy and discourse, the formulation

			expanded concept of inclusive education, and to highlight the areas that require special attention to promote inclusive education and strengthen policy development.	of sustainable socioeconomic policies, and the application of an interdisciplinary, multisectoral, and collaborative approach—are required.
<ul style="list-style-type: none"> <li>• "Attitudes toward inclusion of children with special needs in regular schools (a case study from parents' perspective)."</li> </ul>	<ul style="list-style-type: none"> <li>• Elzein, H.L. (2009).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>"Educational Research Review."</i></li> </ul>	To determine the perspectives of parents towards the integration of children with special needs into two private elementary schools in Sidon, Lebanon.	Respondents displayed a positive attitude toward the inclusion aspects of academic improvement, social adaptation, and teacher collaboration. The majority of respondents viewed the resource room as a form of inclusion positively.
<ul style="list-style-type: none"> <li>• "Parent perspectives on inclusive education in Rural Alberta, Canada."</li> </ul>	<ul style="list-style-type: none"> <li>• Loreman, T., McGhie-Richmond, D., Barber, J., &amp; Lupart, J. (2009).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>"Exceptionality Education International."</i></li> </ul>	To Examine inclusive education in the context of a rural school district in Canada that has adopted an inclusive philosophy.	It was found that the most of the parents showed positive views about the experiences with the inclusive school environment and links to the local community.
<ul style="list-style-type: none"> <li>• "Attitudes of parents towards inclusive education: A review of the literature."</li> </ul>	<ul style="list-style-type: none"> <li>• De Boer, A., Pijl, S. J., &amp; Minnaert, A. (2010).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>"European Journal of Special Needs Education."</i></li> </ul>	In reviewing the research about parents' perspectives on inclusive education, special consideration is given to parental attitudes and their impact on children with special needs' social involvement in mainstream schools.	Several factors associated with parental views were identified, including socioeconomic status, level of education, inclusion experience, and kind of disability.
<ul style="list-style-type: none"> <li>• "Parents' perspectives on inclusion and schooling of students with Angelman syndrome: suggestions for educators."</li> </ul>	<ul style="list-style-type: none"> <li>• Leyser, Y., &amp; Kirk, R. (2011).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>"International journal of special education."</i></li> </ul>	To investigate the perspectives of parents of children with Angelman Syndrome (a severe and complex impairment) on inclusion and schooling, and to solicit their suggestions and recommendations for educators.	The findings revealed not just overwhelming support for the philosophical and legislative concepts of inclusion, but also major issues such as a lack of knowledge and abilities on the part of teachers and the possibility of the child being rejected.

<ul style="list-style-type: none"> <li>• "Including students with disabilities in UAE Schools: A descriptive study."</li> </ul>	<ul style="list-style-type: none"> <li>• Ananti, M., Nisreen &amp; Ain Al. (2012).</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <i>"International Journal of Special Education."</i></li> </ul>	<p>The present practises that shape the nature of inclusive education in UAE schools were documented in a descriptive study.</p>	<p>They found that overall parental attitude towards inclusion education of children with special needs are not favourable</p>
<ul style="list-style-type: none"> <li>• "The state of inclusive education in Zimbabwe: Bachelor of Education (special needs education) students' perceptions."</li> </ul>	<ul style="list-style-type: none"> <li>• Chireshe, R. (2013).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>'Journal of Social Science.'</i></li> </ul>	<p>The study centred on the perceived benefits of inclusive education, obstacles to its implementation, and solutions to the obstacles.</p>	<p>The findings demonstrated the existence of negative views among various stakeholders, particularly parents, as well as a lack of comprehension regarding the significance of inclusive education.</p>
<ul style="list-style-type: none"> <li>• "Attitudes and experiences of parents regarding inclusive and special school education for children with learning and intellectual disabilities."</li> </ul>	<ul style="list-style-type: none"> <li>• Gasteiger-Klicpera, B., Klicpera, C., Gebhardt, M., &amp; Schwab, S. (2013).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>"International Journal of Inclusive Education."</i></li> </ul>	<p>To evaluate the experiences of parents whose children with cognitive disabilities attended special schools or inclusive programmes.</p>	<p>Overall, the results indicated a high level of parental satisfaction with the schooling, but there were significant disparities in parental opinions based on the severity of learning difficulties and the type of school.</p>
<ul style="list-style-type: none"> <li>• "Parents attitude: Inclusive education of children with disability."</li> </ul>	<ul style="list-style-type: none"> <li>• Daniela, D. R., &amp; Natasha, C. J. (2014).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>"International Journal of Cognitive Research in Science, Engineering and Education."</i></li> </ul>	<p>To investigate the opinions of parents of children with "normal" development about the inclusion of children with disabilities into the general education system in Macedonia.</p>	<p>In general, many parents accept inclusive education, although the majority continues to believe that special schools are superior for educating children with disabilities.</p>
<ul style="list-style-type: none"> <li>• "Perceptions of parents of young children with and without disabilities attending inclusive preschool programs."</li> </ul>	<ul style="list-style-type: none"> <li>• Hilbert, D.D. (2014).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>"Journal of Education and Learning."</i></li> </ul>	<p>To determine the characteristics of parents of children with and without disabilities whose young children are enrolled in an inclusive early childhood education programme that influence their attitudes towards inclusion and inclusive preschool programmes.</p>	<p>Analysis found that parents of disabled children were less likely to support an inclusive programme that served children with severe disabilities, such as autism and behavioural disorders.</p>
<ul style="list-style-type: none"> <li>• "Parents attitude"</li> </ul>	<ul style="list-style-type: none"> <li>• Al Neyadi,</li> </ul>	<ul style="list-style-type: none"> <li>• "Theses."</li> </ul>	<p>To examine whether there is a difference in attitude between parents of children</p>	<p>The study revealed that there were some differences in the attitudes between</p>

towards inclusion of students with disabilities into the general education classrooms."	Maitha Khalifa Ali, (2015).		with and without disabilities.	parents of children with and without disabilities.
• "Perceptions of inclusive education: a mixed methods investigation of parental attitudes in three Australian primary schools."	• Stevens, L., & Wurf, G. (2018).	• <i>"International Journal of Inclusive Education."</i>	The objective of this research was to investigate the perceptions of parents of children with and without disabilities towards inclusive education .	Parents of children with disabilities were significantly more likely to strongly agree that children have the right to inclusive education.
• "Attitudes of parents of typically developing children towards school inclusion: the role of personality variables and positive descriptions."	• P. Albuquerque, C., G. Pinto, I., & Ferrari, L. (2019).	• <i>"European Journal of Special Needs Education."</i>	This study explored the attitudes of parents of Typically Developing Children (TDC) towards school inclusion of a child with some type of disability.	Attitudes were more positive towards children with Hearing Impairment than towards children with Down syndrome. Small but statistically significant associations were found between personality dimensions and parental attitudes.
• "Differences in attitudes towards inclusion between parents of children with and without disabilities."	• Bopota, O., Loukovitis, A., Barkoukis, V., & Tsorbatzoudis, H. (2020).	• "European Review of Applied Psychology."	The current study was set out to assess if there are differences in attitudes towards inclusion between parents of children with and without disabilities.	The findings showed no significant differences in attitudes towards inclusion between parents of children with and without disabilities.
• "Parents' attitudes towards inclusive education and their perceptions of inclusive teaching practices and resources."	• Paseka, A., & Schwab, S. (2020).	• <i>"European Journal of Special Needs Education."</i>	To Determine the attitudes and opinions of parents regarding inclusive education and inclusive teaching strategies and resources.	The descriptive results indicated that parents' attitudes toward the inclusion of a student with a physical handicap or learning disability were somewhat positive, whereas attitudes toward children with behavioural disorders or mental disabilities were more neutral.
<b>Studies conducted on Attitude of parents towards inclusive in India</b>				
• "Examples of inclusive education in india, for every	• United Nations Children's Fund	• <i>"UNICEF."</i>	To examine the situation of special and inclusive education in India and the	❖ Families lacked sufficient knowledge about their child's specific

child health, education, equality, protection. advance humanity."	Regional Office for South Asia (2003).		recording of inclusive model practises.	handicap, its impacts, and its impact on their child's capacity. This frequently results in a feeling of hopelessness.
"Children with disabilities in private inclusive schools in Mumbai: Experiences and challenges."	Das Ph D, A., & Kattumuri, R. (2011).	" <i>Electronic Journal for Inclusive Education.</i> "	To analyze the status of children with disabilities studying in private inclusive schools of Mumbai.	❖ Scarcity of resources, negative attitudes of teachers, non-disabled classmates, and parents were cited as obstacles to educating children with impairments in conventional classrooms.
"Perceptions of parents of typical children towards inclusive education."	Bhargava, S., & Narumanchi, A. (2011).	" <i>Disability, CBR &amp; Inclusive Development .</i> "	To investigate parents of typical children's attitudes regarding inclusive education and children with special needs.	Results showed that parents of typical children reflected a positive attitude towards inclusion
"Attitude of Parents and Teachers Towards Inclusive Education."	Mohsin, N., Ghafar, A., & Tabsum, T. M. (2012).	" <i>Secondary Education Journal.</i> "	The purpose of the study was to determine the attitudes and reactions of parents and teachers in Punjab towards the implementation of inclusive education.	The results of this study also indicate that the responses of parents and teachers are crucial for the successful implementation of inclusive education.
"Parental attitude towards the inclusion education for their disabled children." .	Gupta, P., & Buwade, J. (2013).	" <i>Inclusion Education.</i> "	This study's objectives were to explore parents' opinions toward the inclusion of their children with disabilities in general education and to correlate those attitudes with parent variables such as Sex, education, and child variables such as age, gender, and kind of impairment. .	The results of the study revealed that the age and gender of children have the greatest impact on parental attitudes toward inclusion. On the subscales of the questionnaire pertaining to parents' gender, educational level, and children's handicap type, no differences were detected.
"Attitude of Parents towards Inclusive Education for CWSN: A study in Kamrup District, Assam, India."	Saikia, P. (2016).	" <i>International Journal of Humanities and Social Science Invention.</i> "	Attempted to find out the attitude of parents towards Children with Special Needs in Kamrup District, Assam, India.	Most of the parents were favouring inclusive education for their children. It was also revealed that inclusive education in general schools were more helpful than in special school for total

				development of their children.
"Attitudes of parents on the inclusion of children with intellectual disabled in education."	Sharma, M. (2016).	" <i>International Journal of Advanced Educational Research.</i> "	To determine the attitudes of parents of non-intellectually handicapped children towards the inclusion of children with and without intellectual disability in inclusive education in Nagpur, Maharashtra.	Some parents of children without disabilities believe inclusive education is good for students with disabilities, whereas the majority of parents of children with intellectual disabilities believe inclusive education is beneficial for children without disabilities in regular class.
"Parents' attitude toward inclusion of their children with autism in mainstream classrooms."	Mathur, S., & Koradia, K. (2018).	" <i>IAFOR Journal of Psychology &amp; the Behavioral Sciences.</i> "	This study aimed to investigate the perspectives of parents towards the inclusion of children with autism in regular schools.	The study found that parents have a negative view concerning the quality of educational services in mainstream education, but a positive attitude toward the acceptance and treatment of their children in mainstream school.
"Perception of parents of children with special needs towards educational inclusion in neighborhood elementary schools."	Dash, Neena & Mallick, Sujata. (2018).	" <i>PEDAGOGY OF LEARNING (POL) International Refereed Journal of Education.</i> "	To Determine the attitudes of CWSN parents concerning the educational inclusion of children with special needs in local elementary schools.	The majority of parents report that a lack of proper infrastructure facilities for CWSN, a rigid curriculum, unwilling teachers, an unfamiliar language, a lack of funds, and the absence of initiatives from high-level authorities are obstacles to educational inclusion in neighbourhood elementary schools.
"Attitude of parents towards inclusion of their children with intellectual disability in primary school under Navi Mumbai."	VKharat, Jyoti & U, Gangadhar. (2018).	" <i>International Journal of Advanced Research.</i> "	To determine the level of parental support for the inclusion of their children with intellectual disabilities in elementary school.	There is no significant difference between the attitudes of parents towards the inclusion of their children with intellectual disability and their age.
"Parents attitude towards inclusive education"	Bhuyan, Mandira. (2019).	" <i>International Journal of Scientific and Research</i> "	To study the attitude of parents towards inclusive education based on their	It was found that there is no significance difference of parental

		<i>Publications (IJSRP).</i> "	gender and habitat.	attitude based on their habitat but had significance difference in male and female parents in their attitude towards inclusive education
<b>Studies conducted on depression of parents outside of India</b>				
<b>Title of the Article/Research /Paper</b>	<b>Author/s and Year</b>	<b>Journal/Book/Link</b>	<b>Objectives and Methodology</b>	<b>Findings</b>
"Depression in mothers and fathers of Children with intellectual disability."	Olsson, M.B., & Hwang, C.P. (2001).	<i>"Journal of Intellectual Disability Research."</i>	The objective of the present study was to investigate severity of parental depression in families of children with ID and in control families and the prevalence of depression among them.	Mothers of children with autism (mean = 11.8) and mothers of children with intellectual disability without autism (mean = 9.2) had significantly higher depression scores than fathers of children with autism (mean = 6.2), fathers of children with intellectual disability without autism (mean = 5.0), and fathers (mean = 4.1).
"Hardiness and social support as predictors of stress in mothers of typical children, children with autism, and children with mental retardation."	Weiss, M. J. (2002).	<i>"Autism."</i>	The effects of social support and hardiness on the level of stress in mothers of typical and developmentally disabled children were examined.	The findings indicated that there were significant group differences in the way depression; anxiety, somatic complaints, and burnout were rated. Both hardiness and social support were found to be predictors of successful adaptation.
"Depression: its trajectory and correlates in mothers rearing children with intellectual disability."	Glidden, L. M., & Schoolcraft, S. A. (2003).	<i>"Journal of Intellectual Disability Research."</i>	The purpose of this study was to determine whether initial differences in depression between adoptive mothers who knowingly and willingly chose to raise disabled children and biological mothers.	They found that neuroticism was the best predictor of both adoptive and birth mothers' depression, but not of the mother's subjective well-being in relation to the child.
"Caregiver Burden and Depression in Parents	Serr, J., Mandleco, B., Olsen, S., & Dyches, T.	<i>"Problems and Perspectives Conference."</i> Saint-	Objective of this quantitative descriptive study was to find out the depression	Mothers of children with disabilities or chronic conditions rated themselves

raising Children with Disabilities/chronic conditions."	(2003).	Petersburg Mechnikov State Medical Academy, Nursing Department, Saint-Petersburg, Russia.	levels based on their gender.	higher than fathers for depression and burden frequency.
"Meta-analysis of comparative studies of depression in mothers of children with and without developmental disabilities."	Singer, G. H. (2006).	" <i>American Journal on Mental Retardation.</i> "	A meta-analysis was used to summarise the findings from these studies on depression in mothers of children with and without developmental disabilities.	The findings indicate that mothers of developmentally disabled children face a greater risk of depression than mothers of typically developing children.
"The impact of child symptom severity on depressed mood among parents of children with ASD: The mediating role of stress proliferation."	Benson, P. R. (2006).	" <i>Journal of Autism and Developmental Disorders.</i> "	To assess the Impact of Child Symptom Severity on Depressed Mood in Parents of Children with Autism Spectrum Disorders .	Regression analyses revealed that both child symptom severity and stress proliferation were predictive of parent depression, and that stress proliferation partially mediated the effect of child symptom severity on parent depression.
"Linkages between depression and caregiver burden in parents raising children with disabilities."	Serr, J., Mandleco, B. L., & Roper, S. O. (2007).	" <i>18th International Nursing Research Congress Focusing on Evidence-Based Practice.</i> "	The study's objectives were to determine: (1) Whether there are correlations between depression and caregiver burden; (2) Whether there are differences in depression and caregiver burden by parent gender.	The frequency and inconvenience of burdens on mothers and fathers were related to depression in the expected direction. Parents of children with autism rated themselves higher than parents of children with Down syndrome or other developmental disabilities in terms of mother/frequency of burden and father's hassle of burden.
"Maternal depression and developmental disability: research critique."	Bailey Jr, D. B., Golden, R. N., Roberts, J., & Ford, A. (2007).	" <i>Mental retardation and developmental disabilities research reviews.</i> "	Aimed at describing the maternal depression literature, critically evaluating its research methodology, identifying common findings across studies, and making recommendations for future research.	Across studies, mothers of disabled children had a higher than average rate of depressive symptoms and were more likely to develop clinical depression, but the incidence may be lower than previously reported.
"A study in depression	Motamedi, S. H.,	" <i>Iranian Rehabilitation</i>	To determine the extent to which	The findings of this study indicated that

levels among mothers of disabled children."	Seyednour, R., Noori Khajavi, M., & Afghah, S. (2007).	<i>Journal."</i>	depression affects mothers of disabled children, how it affects the mother's performance or function, and how it affects the child's treatment.	73% of mothers suffered from mild to severe depression and that only one variable, mothers' depression, was associated with the type of disability of their children.
"Anxiety, depression and quality of life in mothers of disabled children.."	Bumin, G., Günal, A., & Tükel, Ş. (2008).	<i>"SDÜ Tıp Fakültesi Dergisi."</i>	To measure depression, anxiety, and quality of life in mothers of disabled children.	This study discovered that mothers of disabled children experience increased levels of anxiety and depression. Increased levels of depression and anxiety had a detrimental effect on the mother's quality of life.
"Impairment, disability, social support and depression among older parents in rural Thailand."	Suttajit, S., Punpuing, S., Jirapramukpitak, T., Tangchonlatip, K., Darawuttimaprakorn, N., Stewart, R., & Abas, M. A. (2010).	<i>"Psychological Medicine."</i>	The objective of the study was to identify whether social support modifies the association between depression and impairment or disability in older people from developing countries in Asia.	There were strong graded relationships between impairment, disability, social support deficits, and EURO-Dcaseness.
"The levels of stress, depression and anxiety of parents of disabled children in Turkey."	Uskun, E., & Gundogar, D. (2010).	<i>"Disability and Rehabilitation."</i>	The objectives of the study was to ascertain the circumstances under which parents experience elevated levels of stress and to examine the relationship between stress, depression, and anxiety.	They concluded by stating that financial difficulties are the most significant factor affecting the psychology of disabled parents.
"Associations between parental anxiety/ depression and child behaviour problems related to autism spectrum disorders: the roles of parenting stress and parenting self-efficacy."	Rezendes, D.L., & Scarpa, A. (2011).	<i>"Autism Research and Treatment."</i>	Investigated the associations between parental anxiety and depression and child behaviour problems associated with autism spectrum disorder, focusing on the roles of parental stress and self-efficacy.	These potential mediators were evaluated using a sample of 134 mothers. The hypothesis that parenting stress mediated the relationship between child behaviour problems and decreased parenting self-efficacy and partially mediated the relationship between parenting stress and increased depression or anxiety was supported.

"Depression among parents of children with disabilities."	Resch, J. A., Elliott, T. R., & Benz, M. R. (2012).	" <i>Families, Systems, &amp; Health.</i> "	The prevalence of depression among parents of children with disabilities was examined, and a model to determine the unique factors associated with parental depression was tested.	Regression analyses revealed that threat appraisals, poorer physical health, and lower family satisfaction were uniquely associated with depression.
"Anxiety and depression among parents of children with intellectual disability in Pakistan."	Azeem, M.W., Dogar, I.A., & Haiden, I.I. (2013).	" <i>Journal of the Canadian Academy of Child and Adolescent Psychiatry.</i> "	" To determine the prevalence of psychopathology, specifically anxiety, depression, and both anxiety and depression, among parents of children with intellectual disabilities (ID).	There was a significant relationship (p-value 0.05) between parent gender and an individual psychiatric diagnosis of anxiety, depression, or anxiety and depression combined.
"Depression and chronic health disorders in parents of children with and without developmental disabilities: the growing up in Ireland cohort study."	Gallagher, S., & Hannigan, A. (2014).	" <i>The Research in developmental disabilities.</i> "	To find out depression and chronic health disorders in parents of children with and without developmental disabilities.	They discovered that parents of disabled children are more likely to suffer from depression than parents of typically developing children (odds ratio (OR) = 1.83, 95 percent confidence interval (CI): 1.43, 2.35).
"The factors predicting stress, anxiety and depression in the parents of children with autism."	Falk, N. H., Norris, K., & Quinn, M. G. (2014).	" <i>Journal of Autism and Developmental Disorders.</i> "	Examined the variables predicting stress, anxiety, and depression in the mothers and fathers of children with autism, and tested the validity of a path model describing the relationship between these variables.	The results showed that the link between "child-centric variables" (such as externalizing behaviours and the severity of autism symptoms) and mental health problems in parents may be mediated by other factors.
"Anxiety and depression in mothers of disabled and non-disabled children."	Ramzan, N., & Minhas, K. (2014).	" <i>Annals of King Edward Medical University</i> "	The purpose of this cross-sectional comparative study was to determine the prevalence of anxiety and depression among mothers of disabled and special-needs children, as well as the association between anxiety and depression and	The correlation study found a statistically significant positive association between anxiety and depression and mothers' age (p.05), as well as a statistically significant inverse relationship between an impaired child's

			demographic factors in the Sheikhpura area.	age, mothers' educational attainment (p.01), and family income status.
"Depression and quality of life of parents of disabled children."	Kazmi, S. F., Perveen, S., Karamat, S., & Khan, A. B. (2014).	" <i>Annals of Pakistan Institute of Medical Sciences.</i> "	To investigate and compare the prevalence of depression and quality of life among parents of disabled children.	The independent "t-test" found that mothers of children with disabilities were more depressed than fathers of children with disabilities. Significantly, mothers of challenged children continued to have a lower quality of life than their fathers.
"Reducing distress in mothers of children with autism and other disabilities: a randomized trial."	Dykens, E. M., Fisher, M. H., Taylor, J. L., Lambert, W., & Miodrag, N. (2014).	" <i>Pediatrics.</i> "	Reducing distress in mothers of children with autism and other disabilities through Mindfulness-Based Stress Reduction (mindfulness practice) or Positive Adult Development (positive psychology practice).	Using slopes-as-outcome mixed random effects models, both treatments led to significant reductions in stress, depression, and anxiety, and improved sleep and life satisfaction, with large effects on depression and anxiety.
"Depression, anxiety and stress among parents of disabled children."	Gopalan, R. T., & Sieng, S. M. (2015).	" <i>Indian Journal of Health and Wellbeing.</i> "	To determine the prevalence of depression, anxiety, and stress among parents of disabled children and the relationship between depression, anxiety, and stress levels among parents of disabled children.	The result showed that the depression, anxiety, and stress levels of parents with disabled children are low. The results also showed that there was a positive relationship between the level of depression, anxiety, and stress among parents with disabled children.
"lived experiences of parents of children with disabilities in Switzerland."	Ntinda, K., & Hlanze, B. (2015).	" <i>Journal of Education and Training Studies.</i> "	The study's primary purpose was to ascertain the obstacles that parents of disabled children face at home, school, and in the community, as these obstacles may impair their ability to collaborate with educators for the benefit of the children.	The investigations revealed that parents face a variety of difficulties at work, at home, at school, and in the community, including emotional stress, inability to manage their children's impairments, and financial difficulties.
"Depression, stress and anxiety among parents of"	Pocinho, Margarida & Fernandes, Lúcia.	" <i>The Psychologist: Practice &amp; Research Journal.</i> "	To assess depression, stress, and anxiety in parents of sons or daughters with	Anxiety, depression, and stress levels are linked to the age of the son or

sons with disabilities."	(2018).		intellectual deficit, multiple deficiencies, or autism, taking into account the gender, age, and education level of both parents and sons or daughters.	daughter with a disability (higher levels are linked to older ages) and to the education level of the parent (higher levels are linked to less education).
"Depression and anxiety in parents of children with intellectual and developmental disabilities: A systematic review and meta-analysis."	Scherer, N., Verhey, I., & Kuper, H. (2019).	" <i>PloS one.</i> "	This systematic review examined the association between parenting an IDD kid and parental depression and anxiety.	The meta-analyses revealed that higher depression among parents of children with autism and cerebral palsy has a moderate impact size. The findings indicate that parents of children with IDD have greater levels of depression symptoms.
"Time burden of caring and depression among parents of individuals with cerebral palsy."	Park, E. Y., & Nam, S. J. (2019).	" <i>Disability and Rehabilitation.</i> "	To find out whether the presence of an individual with disability in a family affects the whole family or not.	The frequency of depression among parents supporting individuals with CP exceeded preceding findings. Time pressure due to support appears to directly predict depression. Total time spent caring appears unrelated to depression.
"Depression and life satisfaction among parents caring for individuals with developmental disabilities in South Korea."	Park, E. Y., & Kim, J. H. (2019).	" <i>Journal of Developmental and Physical Disabilities.</i> "	Examined the mediating effect of depression in the relationship between care-giving-related stressors (care-giving time and behaviour problems) and life satisfaction among parents caring for individuals with developmental disabilities.	The hypothesized path model suited the data well: parental life satisfaction was influenced by caregiving time and the degree of behavioural issues in individuals with developmental impairments, and these associations were partially mediated by depression.
"Symptom profiles and correlates of anxiety and depression among parents of autistic girls and boys ."	Bitsika, V., & Sharpley, C. F. (2021).	" <i>Research in Developmental Disabilities.</i> "	To determine whether there were differences in anxiety and depression between parents of autistic girls and boys, as well as to determine whether there were any meaningful child-based	They discovered no significant differences in total GAD7 or PHQ9 scores between the two sets of parents, but significant and meaningful differences in individual GAD7 and

			correlates of those states.	PHQ9 item scores.
"Prevalence of and factors associated with depression, anxiety, stress, and perceived family QOL among primary caregivers of children with intellectual disabilities in Bagmati Province, Nepal"	Sitoula, S. (2021).	" <i>Master's thesis.</i> "	To determine the prevalence of anxiety, depression, stress, and perceived family quality of life (FQOL) in a population of primary caregivers of children with intellectual disabilities (CWID) in urban and rural areas of 3 provinces in Nepal.	Anxiety and depression were found to be associated with caregivers' residence (rural or urban), employment status, family income, and health status.
<b>Studies conducted on Depression of parents in India</b>				
"Depression in mothers of autistic children."	DeSousa, A., & Sangoi, M. K. (2010).	" <i>Ponga.</i> "	To compare the depression scores of 180 mothers of autistic children and 180 mothers of children without disabilities.	Mothers of autistic children reported depression at a rate of 67.22 percent, compared to 31.66 percent in the control group. Increased maternal age, inadequate spousal support, unemployment, and low education appeared to exacerbate depression in these mothers.
• "Depression level of mothers having children with disability with special reference to Kashmir."	• Aaliya, L., & Iqbal, M. Z. (2011).	• " <i>Indian Journal of Health and Wellbeing.</i> "	Evaluated the depression level of mothers having a child with disability. 80 mothers having children with disabilities were selected as samples for this study.	Overall, the findings indicate that mothers with a disabled daughter who live in nuclear homes have a greater rate of depression. The current findings of the study reveal that working women with children with disabilities who live in nuclear homes have, on average; possess higher depression scores than their counterparts.
• "Prevalence of psychiatric morbidity among parents of children with intellectual disability."	• Tak, N. K., Mahawer, B. K., Sushil, C. S., & Sanadhya, R. (2018).	• " <i>Industrial Psychiatry Journal.</i> "	The purpose of this study was to determine the frequency of psychiatric morbidity in parents of children with intellectual disability	Parents of children with intellectual disability had a prevalence of depressive disorder of 28.33%.

			and the relationship between socio-demographic parameters and psychiatric morbidity.	
<ul style="list-style-type: none"> <li>"Depression and anxiety among parents of children with disabilities: a case study from developing world."</li> </ul>	<ul style="list-style-type: none"> <li>Tabassum, R. A. B. I. A., &amp; Mohsin, N. A. E. E. M. (2013).</li> </ul>	<ul style="list-style-type: none"> <li>" <i>International Journal of Environment, Ecology, Family and Urban Studies.</i>"</li> </ul>	The purpose of this study was to evaluate the association between depression and anxiety among parents of disabled children and to relate the parents' depression and anxiety to the type of disability present in their children.	The findings of this study indicated that there is a highly significant positive link between depression and anxiety ( $r = .833, p.01$ ). On the depression subscale of the DASS, there was a significant difference between parents of boys with disabilities and girls with disabilities.
<ul style="list-style-type: none"> <li>"Anxiety and depression in parents of children with impairments."</li> </ul>	<ul style="list-style-type: none"> <li>Kaur, J., &amp; Pandit, N. (2014).</li> </ul>	<ul style="list-style-type: none"> <li>"<i>International Journal of Scientific &amp; Engineering Research.</i>"</li> </ul>	The purpose of this study was to acquire insight into the prevalence of depression and anxiety among parents of children with disabilities and to ascertain the differences between the depression and anxiety reported by mothers and fathers.	It was found that depression was significantly more prevalent among parents of children with physical disabilities than among parents of children with mental retardation, speech impairment, or visual impairment.
<ul style="list-style-type: none"> <li>"Study of anxiety and depression in caregivers of intellectually disabled children"</li> </ul>	<ul style="list-style-type: none"> <li>Dave, D., Mittal, S., Tiwari, D., Parmar, M., Gedan, S., &amp; Patel, V. (2014).</li> </ul>	<ul style="list-style-type: none"> <li>" <i>Journal of Research in Medical and Dental Science.</i>"</li> </ul>	The purpose of this study was to determine the prevalence, influence, and clinical association of various sociodemographic variables on anxiety and depression in caregivers of intellectually impaired children.	Only the caregiver's age was significantly connected with a high depression score.
<ul style="list-style-type: none"> <li>"Who is more depressed?: A study among persons with disability."</li> </ul>	<ul style="list-style-type: none"> <li>Bhattacharjee, A., &amp; Chhetri, K. (2014).</li> </ul>	<ul style="list-style-type: none"> <li>"<i>Indian Journal of Health &amp; Wellbeing.</i>"</li> </ul>	The purpose of this study was to determine the prevalence of depression among people with physical disabilities and to compare it to that of their non-disabled peers (people without any disability).	The findings indicated that people with physical disabilities had a higher rate of depression than their non-disabled peers. Additionally, visually impaired individuals had a higher rate of depression than individuals with locomotor disabilities.
<ul style="list-style-type: none"> <li>"Assessment of</li> </ul>	<ul style="list-style-type: none"> <li>Chouhan, S. C.,</li> </ul>	<ul style="list-style-type: none"> <li>"<i>International</i></li> </ul>	The purpose of this cross-sectional	A positive association between daily

daily parenting stress and depressive symptoms among parents of children with intellectual disability."	Singh, P., & Kumar, S. (2016).	<i>Multispecialty Journal of Health."</i>	analytical observational study was to analyse and compare daily parenting stress and depression symptoms among parents of children with varying degrees of intellectual disability.	parenting stress and depressive symptoms was discovered, while a negative correlation between children's IQ and daily parenting stress and depressive symptoms was also discovered.
• "Marital adjustment and depression among parents of children with special needs."	• Ganesan, R., & Dhanesh, K. G. (2016).	• " <i>Indian Journal of Community Psychology.</i> " •	The purpose of this study is to ascertain the prevalence of various sociodemographic characteristics in mothers of intellectually impaired children and their clinical association with depression.	Depression was shown to be significantly more prevalent among mothers of intellectually challenged children than in prior investigations.
• "Relationship of hopelessness, depression and quality of life in mothers of persons with disabilities."	• Vinayak, S., Dhanoa, S. K., & Vinayak, R. (2016).	• " <i>International Journal of Innovation and Applied Studies.</i> " •	To find out the relationship among depression with quality of life and hopelessness in mothers of hearing & orthopedic impaired.	The results of this study indicated that mothers of hearing and orthopedic impairment have high level of depression and hopelessness which affects their quality of life.
• "Subjective burden and depression in mothers of children with autism spectrum disorder in India: moderating effect of social support."	• Singh, P., Ghosh, S., & Nandi, S. (2017).	• " <i>Journal of Autism and Developmental Disorders.</i> "	The quantitative study assessed subjective burden, depression, and the moderating effect of social support on mothers of children with Autism Spectrum Disorder (ASD) in India.	In the study, half of the mothers experienced clinically significant depression. Increased subjective burden was associated with increased depression in a substantial way.
• "Anxiety, depression and quality of life in mothers of intellectually disabled children."	• Sapkota, N., Pandey, A. K., Deo, B. K., & Shrivastava, M. K. (2017).	• " <i>Journal of Psychiatrists' Association of Nepal.</i> "	To investigate the relationship between anxiety and depression with quality of life in mothers of children with intellectual disability.	The results of this study showed that mothers of children with intellectual disabilities have higher rates of anxiety and depression, which hurts the quality of life of their children.
• "Prevalence of depression in mothers of	• Chandravanshi, G., Sharma, K.K., Jilowa,	• " <i>Medical Journal of Dr. D.Y. Patil</i>	The Study aims to find the prevalence influence of various	It has been found that the prevalence of depression in mothers of intellectually

intellectually disabled children: A cross-sectional study."	C.S., Meena, P.S., Jain, M., Prakash, O. (2017).	<i>Vidyapeeth.</i> "	sociodemographic variables and their clinical correlation with depression in mothers of intellectually disabled children.	disabled children in the present study seems to be much greater than that reported in previous studies.
• "Anxiety, depression, and quality of life in mothers of children with intellectual disability."	• Gogoi, R. R., Kumar, R., & Deuri, S. P. (2017).	• " <i>Open J Psychiatry Allied Sci.</i> "	The objectives were to examine the psychological impact (i.e., anxiety, depression, and quality of life) on mothers of children with intellectual disabilities.	The study's findings firmly established that mothers of children with ID experienced significantly higher levels of anxiety and depression than mothers of healthy children. Anxiety and depression had a negative impact on the quality of life of mothers of children with ID.
• "A cross-sectional study to assess anxiety and depression in parents of children with intellectual disability. "	• Das, A., Jain, P., & Kale, V. P. (2018).	• " <i>Indian J Psychiatry.</i> "	To assess anxiety and depression in parents of children with intellectual disability.	There was no correlation between anxiety and depression among mothers of children with moderate ID (57%).association between a father's anxiety or depression and the degree of ID in their children. High rates of anxiety and depression were seen among parents of children with ID, especially mothers.
• "Depression and anxiety in mothers of children with autism spectrum disorders and intellectual disabilities."	• Bramhe, V. (2019).	• " <i>Indian Journal of Mental Health.</i> "	The aim of the current study was to assess the levels of depression and anxiety in mothers of children with autism spectrum disorders and intellectual impairment and compare the same.	The current study discovered that mothers of children with autism spectrum disorder experience significantly more depression and anxiety than mothers of children with intellectual disabilities.
• "A study of depression among caregivers of individuals with intellectual disability—a	• Bodke, P. S., Atram, U. B., & Maidapwad, S. L. (2019).	" <i>Indian Journal of Mental Health.</i> "	The aim of this study is to assess the risk of depression among caregivers of individuals with an intellectual disability.	In this study, depression was more prevalent among caretakers of intellectually impaired individuals. Female caregivers were found to be

cross sectional study."				more likely to develop depression than male caregivers.
• "Knowledge of Rights of Persons with Disability (RPwD) Act and caregiver burden in depressed parents of children with intellectual disability."	• Sahastrabhude, D. S., Umate, M. S., Nachane, H. B., & Kale, V. P. (2021).	• <i>"Indian Journal of Mental Health."</i>	The purpose of this study was to determine caregiver burden and familiarity with the RPwD Act among depressed parents of children with ID.	Depression is more severe in older children and their caretakers. The RPwD Act shows a low level of awareness among caregivers who are depressed regarding tax rebates and educational and financial benefits.
• "Depression and anxiety in parents of children and adolescents with intellectual disability."	• Sharma, R., Singh, H., Murti, M., Chatterjee, K., & Rakkar, J. S. (2021).	• <i>"Industrial Psychiatry Journal."</i>	The purpose of this study was to ascertain the prevalence of depression and anxiety in these parents and their psychosocial correlates.	The relationship between parents' HADS Depression sub-scores and the severity of their child's ID, Down's syndrome diagnosis, and lack of family support was significant (P-value 0.05).
• "A study on the levels of depression, stress and anxiety of parents having children with intellectual disability."	• Merla, S., & Kumar, S. N. (2021).	• <i>"International Journal of Indian Psychology."</i>	Tried to unearth the psychological components in parenting in terms of their depression, stress and anxiety levels that parents of children with intellectual disabled have and comparison levels of those depression, stress and anxiety between mothers and fathers.	Statistical analysis of the results indicates that there is no statistically significant difference in the levels of Depression, Stress, and Anxiety experienced by mothers and fathers, and that Depression, Stress, and Anxiety endure in both female and male genders.

**Emergence of the research problem:**

Instead of focusing on a small portion of the school system, inclusive education should serve as a framework for all future educational development programmes (Booth, 1999). The goal of inclusive education is to increase the involvement of students in governmental educational institutions' curricula, cultures, and communities (Booth, 1999; Landsberg, 2005; & Gross, 1996). Inclusion can be achieved by fostering an environment where all students can feel emotionally supported and get the necessary accommodations for learning. Most importantly, these students need to be seen and appreciated for who they are as unique individuals (Hammond, Ingalls, 2003 & Gaad, 2004). When reviewing previous research done in this area, it was found that various aspects of inclusive education have been studied in the previous research like educators' perceptions/attitude towards inclusive education and connection between educators' attitudes and the implementation of inclusive education (Parasuram, 2006; Gaad, 2004; Hammond et al., 2003), conflict, contradiction or opportunity (Miles, & Singal, 2010; Fox, & Ysseldyke., 1997), international perspective of inclusive education (Miles, & Singal, 2010; Mitchell, 2005; Mittler, 2005), historical analysis of inclusive education (Peters, 2007; Reindal, 2016, Ferguson, 2008), parental views, perception and attitudes towards inclusive education (Tafa, & Manolitsis, 2003; Leyser, & Kirk., 2004; Kalyva, Georgiadi, & Tsakiris, 2007; Anke de Boer, Pijl & Minnaert, 2010 ).

Previous research has been conducted on various aspects of depression like meta-analysis of comparative studies of depression in mothers of children with and without developmental disabilities (Singer, 2006; Das, Jain, & Kale, 2018; Park, & Kim, 2019; Bitsika, & Sharpley, 2021). Anxiety, depression, and quality of life in mothers of children with intellectual disability (Kazmi, Perveen, Karamat, & Khan, 2014; Gogoi, Kumar, & Deuri, 2017).

There is limited research in the field of special education, rehabilitation of children with disabilities and inclusive education in India. Furthermore, only a few studies have been conducted on parental depression and parental attitudes towards inclusive education in this country and also in West Bengal. But specifically parental depression and attitude and there relationship has not been found or are not available to the present investigator. Therefore, the present investigators after a detailed theoretical study and long discussion with his supervisor and related field experts have formulated the research problem. This current study aims to add insight into parental depression and attitude towards inclusion of children with and without disabilities and also to observe

the impact of depression on individual to formulate the attitude towards inclusion of children with and without disabilities.

**Statement of the research problem:**

By this study the researcher intends to know parents' depression and attitude towards inclusion of children with and without disabilities in schools.

**Objectives of the study:**

The objectives of the study are as follows:

1. To investigate parents' attitude towards various aspects of the inclusion of children with and without disabilities, viz, benefits, ability and support, satisfaction and rights.
  - 1.1 To study parental attitude towards inclusion of children with and without disabilities on the basis of their gender.
  - 1.2 To study parental attitude towards inclusion of children with and without disabilities on the basis of their age group.
  - 1.3 To study parental attitude towards inclusion of children with and without disabilities on the basis of their highest educational qualification.
  - 1.4 To study parental attitude towards inclusion of children with and without disabilities on the basis of their family structure.
  - 1.5 To study parental attitude towards inclusion of children with and without disabilities on the basis of their occupation.
  - 1.6 To study parental attitude towards inclusion of children with and without disabilities on the basis of their monthly income.
  - 1.7 To study parental attitude towards inclusion of children with and without disabilities on the basis of gender of their children.
  - 1.8 To study parental attitude towards inclusion of children with and without disabilities on the basis of age group of their children.
  - 1.9 To study parental attitude towards inclusion of children with and without disabilities on the basis of children enrolled in the class.
  - 1.10 To study parental attitude towards inclusion of children with and without disabilities on the basis of types of disabilities of their children.
  - 1.11. To study parental attitude towards inclusion of children with and without disabilities on the basis of degree of disability of their children.
2. To investigate the attitude of parents of children with and without disabilities towards the inclusive education.

3. To investigate the parental level of depression
  - 3.1 To study parental level of depression of children with and without disabilities on the basis of their gender.
  - 3.2 To study parental level of depression of children with and without disabilities on the basis of their age group
  - 3.3 To study parental level of depression of children with and without disabilities on the basis of their highest educational qualification.
  - 3.4 To study parental level of depression of children with and without disabilities on the basis of their family structure.
  - 3.5 To study parental level of depression of children with and without disabilities on the basis of their occupation.
  - 3.6 To study parental level of depression of children with and without disabilities on the basis of their monthly income.
  - 3.7 To study parental level of depression of children with and without disabilities on the basis of gender of their children.
  - 3.8 To study parental level of depression of children with and without disabilities on the basis of age group of their children.
  - 3.9 To study parental level of depression of children with and without disabilities on the basis of children enrolled in the class.
  - 3.10 To study parental level of depression of children with and without disabilities on the basis of types disabilities of their children.
  - 3.11 To study parental level of depression of children with and without disabilities on the basis of degree of disability of their children.
4. To examine the different level of depression between parents of children with and without disabilities.
5. To investigate the correlation between the parental level of depression and attitude towards inclusion of children with and without disabilities.

**Hypotheses:**

**$H_01$**  There is no significant mean difference in attitude towards inclusion of children with and without disabilities between mothers and fathers.

**$H_02$**  There is no significant mean difference in attitude towards inclusion of children with and without disabilities among parents of various age groups.

***H<sub>03</sub>*** There is no significant mean difference in attitude towards inclusion of children with and without disabilities among parents of different categories based on highest educational qualification.

***H<sub>04</sub>*** There is no significant mean difference in attitude towards inclusion of children with and without disabilities among parents of different categories on the basis of their family structure.

***H<sub>05</sub>*** There is no significant mean difference in attitude towards inclusion of children with and without disabilities among parents of different categories on the basis of their occupation.

***H<sub>06</sub>*** There is no significant mean difference in attitude towards inclusion of children with and without disabilities among parents of different categories on the basis of their monthly income.

***H<sub>07</sub>*** There is no significant mean difference in attitude towards inclusion of children with and without disabilities among parents of different categories on the basis of gender of their children.

***H<sub>08</sub>*** There is no significant mean difference in attitude towards inclusion of children with and without disabilities among parents of different categories on the basis of age group of children.

***H<sub>09</sub>*** There is no significant mean difference in attitude towards inclusion of children with and without disabilities among parents of different categories on the basis of children enrolled in the class.

***H<sub>010</sub>*** There is no significant mean difference in attitude towards inclusion of children with and without disabilities among parents of different categories on the basis of types of disability of their children.

***H<sub>011</sub>*** There is no significant mean difference in attitude towards inclusion of children with and without disabilities among parents of different categories on the basis of degree of disability of their children.

***H<sub>012</sub>*** There is no significant mean difference in attitude of parents of children with and without disabilities towards inclusive education.

***H<sub>013</sub>*** There is no significant mean difference in level of depression between mothers and fathers with disabilities and without disabilities.

***H<sub>014</sub>*** There is no significant mean difference in level of depression among parents of various age groups.

*H<sub>0</sub>15* There is no significant mean difference in level of depression among parents of different categories based on their highest educational qualifications.

*H<sub>0</sub>16* There is no significant mean difference in level of depression among parents of different categories on the basis of their family structure.

*H<sub>0</sub>17* There is no significant mean difference in level of depression among parents of different categories on the basis of their occupation

*H<sub>0</sub>18* There is no significant mean difference in level of depression among parents of different categories on the basis of their monthly income

*H<sub>0</sub>19* There is no significant mean difference in level of depression among parents of different categories on the basis of gender of their children

*H<sub>0</sub>20* There is no significant mean difference in level of depression among parents of different categories on the basis of age group of their children.

*H<sub>0</sub>21* There is no significant mean difference in level of depression among parents of different categories on the basis of children enrolled in the class.

*H<sub>0</sub>22* There is no significant mean difference in level of depression among parents of different categories on the basis of types of disability of their children.

*H<sub>0</sub>23* There is no significant mean difference in level of depression among parents of different categories on the basis of degree of disability of their children.

*H<sub>0</sub>24* There is no significant mean difference in level of depression between parents of children with and without disabilities.

*H<sub>0</sub>25* There is no significant mean difference between the parental level of depression and attitude towards inclusion of children with and without disabilities.

**Operational definitions of the key words:**

**Inclusion:**

Inclusive education is a process of enabling all children to learn and participate effectively within mainstream school systems. It does not exclude the challenged or socio-economically deprived children from the mainstream learning environment. It means that there is a shift of thinking from unnatural segregation of the challenged and deprived toward supporting inclusion in the mainstream schools so that the ultimate objective of social inclusion can be achieved

**Attitude:**

An attitude is a manner of acting, feeling or thinking that shows one's disposition opinion etc. In this context the opinion of the parents of children with and without

disabilities towards education and training of the children with disabilities in inclusive schools has been considered.

**Parents:**

Biological and/or legal parents of children with and without disabilities whose child is in a regular school.

**Disability:**

Disability has been defined as any restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being, generally taken to be at the level of the individual.

**Depression:**

Parents with and without disabilities who score equal to or above 10 score on Center for Epidemiologic Studies Depression Scale Revised (CESD-R-10) are considered children with depression, reflecting unusual levels of sadness, limited energy, and low self esteem.

**Delimitation of the study:**

- Attitude and depression of parents with disabilities and without disabilities will be only considered in this study.
- The investigator will work with only 600 samples due to some constraints like paucity of time.
- Since is not possible to cover each and every district of the state of West Bengal, representative districts from east, west, north and southern parts have been selected for the study.
- The study will be conducted within the state of West Bengal.

**Chapter –III: Research Methodology**

**Population:**

Population means the area of the study concerned and in this present study, parents of children with and without disabilities from different district of West Bengal were the population.

**Selection of the samples:**

The samples consist of 600 parents of children with disabilities (n=278) and without disabilities (n=322) from state of West Bengal were selected randomly. Since it was not possible to cover each and every district of the state, representative districts from Eastern, Western, Northern and Southern parts of West Bengal have been selected for

the study. The investigators adopted purposive sampling techniques for the sample selection.

**Variables:**

**Dependent variables:**

- I. Attitude of parents of children with and without disabilities
- II. Depression of parents of children with and without disabilities

**Independent variables:**

**Related to the parents:**

- I. Gender
- II. Age Group
- III. Highest Educational qualification
- IV. Family structure
- V. Occupation
- VI. Monthly income
- VII. Nature of parents

**Related to the child:**

- I. Gender
- II. Age Group
- III. Enrolled in the Class
- IV. Types of disability
- V. Degree of disability

**Selection of research tools:**

The investigator collected pertinent data from the samples using two standard tools, the details of which are described below.

**a. The Attitude toward Inclusion/ Mainstreaming Scale (Leyser and Kirk, 2004)**

It is composed of 18 items which assess scores for the following factors:

- a) Benefits of inclusion for children with and without disabilities as perceived by parents (7 items),
- b) Parent satisfaction with their child's progress and special education services compared to inclusion (5 Items),
- c) Parent perceptions of teacher ability and inclusion support by parents of children without disabilities (4 Items) and
- d) The child rights factor related to the philosophical and legal justification of inclusion

(2 Items).

The participants responded on a 5-point Likert-type scale, anchored by strongly agree (1 point) and strongly disagree (5 points) for each item. Eight items were statements in favour of inclusion and 10 items that express negative attitudes were reverse-coded during the analyses so that low ratings can be interpreted as favorable to inclusion. Reliability and validity of the tool has been established. Reliability and validity of the tool has been established. Cronbach alpha reliability analyses resulted in the following alphas- .86, .74, .70 and .63 for the four factors respectively. Cronbach alpha for the total scale was .83. The tool was adapted before using in the present study.

**b. The Center for Epidemiological Studies Depression Scale (CESDR)**

The Center for Epidemiologic Studies Depression Scale (CESD) was created in 1977 by Laurie Radloff and revised in 2004 by William Eaton and others. The CESD has been the workhorse of depression epidemiology since its first use in the Community Mental Health Assessment Surveys in the 1970's and use in the National Health and Nutrition Examination Surveys. The scale is well-known and continues to be one of the most widely used instruments in psychiatric epidemiology. It is a popular assessment tool that has wide applicability in the general population. It has 10 items, and there are positive and negative items in the tool. The positive item score is 3, 2, 1, and the negative item score is 1, 2, 3. The total score is calculated by finding the sum of 10 items. Do not score the form if more than 2 items are missing. Any score equal to or above 10 is considered depressed. The reliability and validity of the tool have been established. Reliability and Validity of the tool is established.

**Collection of data:**

The tools were personally administered to the parents of children with and without disabilities under assurance of confidentiality and explained wherever necessary. Some were also mailed to respondents. Sufficient time was given to the respondents for thoughtful responses. Telephonic conversation was allowed for any clarification and discussion. Finally, after the collection of data, the investigators cleaned, quantified, and tabulated the collected data as much as possible to prepare it for further analysis and interpretation.

**Statistical analysis:**

Statistical analysis included the use of the Statistical Package of Social Sciences (SPSS) 25.0. A Cronbach's reliability analysis was used in order to determine the internal consistency of the questionnaire. The Pearson correlation coefficient provided estimates

of associations among the subscales of the questionnaire. A *two-way ANOVA* was carried out to compare the influence of selected parent and child variables on depression and attitudes towards inclusion of children with and without disabilities and their correlation.

**Research design:**

A descriptive survey method was adopted in this study.

**Chapter –IV: Analysis and Interpretation of Data**

Analysis of the data was conducted in two parts. At the beginning, total score and item analysis were conducted using descriptive statistics percentage and later the hypotheses were tested using descriptive statistics mean, SD, and inferential statistics independent t-test, one way ANOVA, Two way ANOVA and Pearson product moment correlation (r). Some excerpts of parental attitude and parental depression having children with intellectual and developmental disabilities are also included in this chapter. The outcomes have been presented in the summarized format below:

Summary of the hypotheses tested at a glance				
Sl. No	Hypotheses	Main Effect	Main Effect - Disability -Non disability	Interaction-Effect
	$H_01$ There is no significant mean difference in attitude towards inclusion of children with and without disabilities between mothers and fathers.	Accepted	Rejected	Rejected
	$H_02$ There is no significant mean difference in attitude towards inclusion of children with and without disabilities among parents of various age groups.	Accepted	Accepted	Rejected
	$H_03$ There is no significant mean difference in attitude towards inclusion of children with and without disabilities among parents of different categories based on highest educational qualification.	Rejected	Rejected	Accepted
	$H_04$ There is no significant mean difference in attitude towards inclusion of children with and without disabilities among parents of	Rejected	Rejected	Rejected

	different categories on the basis of their family structure.			
	<i>H<sub>05</sub></i> There is no significant mean difference in attitude towards inclusion of children with and without disabilities among parents of different categories on the basis of their occupation.	Accepted	Accepted	Accepted
	<i>H<sub>06</sub></i> There is no significant mean difference in attitude towards inclusion of children with and without disabilities among parents of different categories on the basis of their monthly income.	Accepted	Rejected	Accepted
	<i>H<sub>07</sub></i> There is no significant mean difference in attitude towards inclusion of children with and without disabilities among parents of different categories on the basis of gender of their children.	Rejected	Accepted	Accepted
	<i>H<sub>08</sub></i> There is no significant mean difference in attitude towards inclusion of children with and without disabilities among parents of different categories on the basis of age group of children.	Accepted	Accepted	Accepted
	<i>H<sub>09</sub></i> There is no significant mean difference in attitude towards inclusion of children with and without disabilities among parents of different categories on the basis of children enrolled in the class.	Accepted	Accepted	Accepted
	<i>H<sub>010</sub></i> There is no significant mean difference in attitude towards inclusion of children with and without disabilities among parents of different categories on the basis of types of disability of their children.	-	-	Accepted
	<i>H<sub>011</sub></i> There is no significant mean difference in attitude towards inclusion of children with and without disabilities among parents of different categories on the basis of degree of disability of their children.		-	Accepted
	<i>H<sub>012</sub></i> There is no significant mean difference between attitude of parents of children with and without disabilities towards	-	-	Accepted

	inclusive education.			
	$H_{013}$ There is no significant mean difference in level of depression between mothers and fathers with and without disabilities.	Accepted	Rejected	Rejected
	$H_{014}$ There is no significant mean difference in level of depression among parents of various age groups.	Accepted	Accepted	Accepted
	$H_{015}$ There is no significant mean difference in level of depression among parents of different categories based on their highest educational qualification.	Accepted	Accepted	Rejected
	$H_{016}$ There is no significant mean difference in level of depression among parents of different categories on the basis of their family structure.	Rejected	Rejected	Rejected
	$H_{017}$ There is no significant mean difference in level of depression among parents of different categories on the basis of their occupation.	Accepted	Rejected	Accepted
	$H_{018}$ There is no significant mean difference in level of depression among parents of different categories on the basis of their monthly income.	Accepted	Rejected	Accepted
	$H_{019}$ There is no significant mean difference in level of depression among parents of different categories on the basis of gender of their children.	Accepted	Rejected	Accepted
	$H_{020}$ There is no significant mean difference in level of depression among parents of different categories on the basis of age group of their children.	Rejected	Rejected	Accepted
	$H_{021}$ There is no significant mean difference in level of depression among parents of different categories on the basis of children enrolled in the class.	Accepted	Rejected	Accepted
	$H_{022}$ There is no significant mean difference in level of depression among parents of different categories on the basis of types of disability of their children	-	-	Accepted
	$H_{023}$ There is no significant mean difference	-	-	Rejected

	in level of depression among parents of different categories on the basis of degree of disability of their children.			
	$H_{024}$ There is no significant mean difference in level of depression between parents of children with and without disabilities.	-	-	Rejected
	$H_{025}$ There is no significant mean difference between the parental level of depression and attitude towards inclusion of children with and without disabilities.	Rejected	Rejected	Rejected

## Chapter –V: Findings and Discussion

### Findings related to attitude of parents towards inclusive education:

- i. Fathers of children with and without disabilities showed more favourable attitude towards inclusive education than mothers of children with and without disabilities.
- ii. 50 years and above aged parents of children with and without disabilities showed more favourable attitude than other age groups towards inclusive education followed by parents of children with disabilities of 20-30 years age group and parents of children without disabilities of 41-50 years age groups respectively.
- iii. Post graduate educated parents of children with disabilities and HS passed parents of children without disabilities showed more favourable attitude towards inclusive education than their counter parts.
- iv. Parents of children with and without disabilities form nuclear families showed more favourable attitude towards inclusive education than parents from joint families.
- v. Daily worker parents of children with disabilities and parents of children without disabilities whose occupation was business showed more favourable attitude towards inclusive education than the parents with other occupation.
- vi. Parents of children with disabilities whose family income was below 10,000 and parents of children without disabilities whose family income was Rs. 30,001 to Rs. 40,000 showed more favourable attitude towards inclusive education than the parents with other monthly family income groups.
- vii. Parents of female children with and without disabilities showed more favourable attitude towards inclusive education than parents of male children.

- viii. Parents of 15 years and above children with disabilities and parents of 11-15 years age group children of without disabilities showed more favourable attitude towards inclusive education than parents of children with other age groups.
- ix. Parents of children with disabilities who studied in class IX-X and parents of children without disabilities who studied in class V-VIII showed more favourable attitude towards inclusive education than other parents of children with and without disabilities whose children studied in another classes.
- x. Parents of children with physical disabilities showed more favourable attitude towards inclusive education than other parents of children with intellectual and sensory disabilities.
- xi. Parents of children with Mild, Moderate and Severe degree of disabilities showed similar favourable attitude .
- xii. Parents of children without disabilities showed more favourable attitude towards inclusive education than other parents of children with disabilities.

**Findings related to depression of parents:**

- i. Mothers of children with disabilities and fathers of children without disabilities have more depression than their counter parts.
- ii. Parents of children with and without disabilities who were in the 50 years and above age group have more depression than parents of other age groups.
- iii. Graduate parents of children with disabilities and HS passed parents of children without disabilities have more depression than parents with other academic qualifications.
- iv. Parents of children with and without disabilities form joint families have more depression than parents from nuclear families.
- v. Parents of children with disabilities who didn't attached with specific occupation and parents of children without disabilities whose occupation was business have more depression than the parents with other occupation.
- vi. Parents of children with disabilities whose monthly family income is between Rs. 10,001 to Rs. 20,000 and parents of children without disabilities whose monthly family income was between Rs. 20,001 to Rs.30,0000 have more depression than the parents with others monthly family income groups.
- vii. Parents of boys with and without disabilities have more depression than parents of girls.

- viii. Parents of 15 years and above aged children with and without disabilities have more depression than parents of children with other age groups.
- ix. Parents of children with and without disabilities who studied in class IX-X have more depression than other parents of children with and without disabilities whose children studied in another classes.
- x. Parents of children with sensory disabilities have more depression than other parents of children with intellectual and physical disabilities.
- xi. Parents of children with profound degree of disabilities have more depression followed by moderate, severe and mild degree of disabilities.
- xii. Parents of children with disabilities have more depression than parents of children without disabilities.

**Finding related to correlation between depression and attitude of parents:**

- i. There is a positive and statistically significant correlation between the depression and attitude of parents towards inclusion of children with and without disabilities.

**Discussion**

**Discussion related to attitude of parents towards inclusive education:**

Overall, respondents' attitudes toward the inclusion of children with and without disabilities in schools were moderately positive. The study provides insight into the fact that increased literacy and education awareness, constant media campaigns across the country, and efforts to mainstream children with disabilities have made a substantial impact on all segments of society. In the past, illiteracy and a negative attitude towards education were the primary obstacles to sending children, especially those with special needs, to mainstream schools. However, the emphasis placed on schooling and education has increased dramatically, including for children with disabilities. Previously, education for children with disabilities was considered a waste of time, money, and effort due to its unpredictable and unimportant perceived consequences. Presently, the importance and the outcomes of education are highly appreciated by people through persistent efforts at compulsory education and increased awareness through the information and technology revolution.

**Gender:**

Present research showed that fathers of children with and without disabilities showed more favourable attitude towards inclusive education than mothers of children with and without disabilities. This result is statistically significant. The findings of Balboni and

Padrabissi (2000) were contradictory. Their research revealed that the attitude of Italian mothers was substantially more favourable than that of Italian fathers. However, Kalyva et. al. (2007) found that Greek fathers held more favourable opinions toward the inclusion of children with special needs than did Greek mothers.

**Age group:**

When age group of the parents were considered, it was noted that, there is a significant interaction effect of age groups of parents and presence of disability in the child (disability-non-disability) on attitude towards inclusion. From the mean score of the respondent it was found that those having parents whose age 50 years or above possess favourable attitude than other others age groups parents. Regarding the age of parents, Balboni and Padrabissi (2000) showed that the opinions of younger parents do not differ from those of older parents. The same conclusion was noted by Kalyva et. al. (2007), who also determined that the age of parents have no impact on their attitudes.

**Educational qualification:**

Present study showed that there is no significant interaction effect of educational qualifications of parents and presence of disability in the child (disability-non-disability) on attitude towards inclusion. Based on mean score it was found that the parents of children with disabilities who have post graduate degree and HS passed parents of children without disabilities showed more favourable attitude towards inclusive education than their counter parts. According to Leyser and Kirk (2004), college-educated parents were significantly more positive about the benefits of inclusion than high school-educated parents. Similarly, Tafa and Manolitsis (2003) obtained comparable results. Stoiber et. al. (1998) and Palmer et. al. (1998) similarly reported that parents with a higher level of education (college) had more favourable attitudes toward inclusive education than parents with a high school education or less. However, Kalyva et. al. (2007) found no correlation between parental education and attitudes toward children without special needs.

**Family structure:**

When family structure was considered, it was noticed that parents of children with and without disabilities from nuclear families showed more favourable attitude towards inclusive education than parents from joint families which is statistically significant. It can be derived that parents from nuclear families are expecting that their children with disabilities should get necessary support from the nearby school. Moreover, they

usually don't have any other family members to rely upon. Hence, they are positive towards inclusion of children with and without disabilities.

**Occupation:**

Daily worker parents of children with disabilities and parents of children without disabilities whose occupation was business showed more favourable attitude towards inclusive education than the parents with others occupation. Results support the finding that farmers and business owners may feel less need to invest in their children's education than people in dependent employment. Also, for small farmers the opportunity costs of sending their children to special school may be high, since they are more likely to expect their children to help out tending the land and rearing livestock, especially during peak working times and also they may prefer to get the educational support nearby home (Bhalotra, & Heady, 2003; Basu, Das, & Dutta, 2003). It is generally observed that most of the extensive special educational service centres are located in the cities which are really too costly. Due to distance and financial constraint daily workers parents are unable to bring their children in the special service centres and even are unable to pay the services. As a result, they are supporting inclusive education.

**Family income:**

Results supported the earlier studies (Evangelista de Carvalho Filho, 2012; Mingat, 2007; Shavit & Blossfeld, 1993; Jencks, 1972; Coleman et. al., 1966) that low socio-economic status can adversely affect the attitude towards schooling and education. Present research also supported the previous study. It was found that parents of children with disabilities whose family income is below 10,000 and parents of children without disabilities whose family income is Rs. 30,001 to Rs. 40,000 showed more favourable attitude towards inclusive education than the parents with other monthly family income groups. Balboni and Padrabissi (2000) found that parents with a high and average socio-economic status (SES) were significantly showed more positive attitude towards inclusion than parents with a low Socio-economic Status (SES). Stoiber et al. (1998) found that parents with higher or middle incomes expressed more positive attitudes toward inclusive education than parents with low incomes, although the difference was not statistically significant.

**Gender of the child:**

Based on mean score it was observed that parents of female children with and without disabilities showed more favourable attitude towards inclusive education than parents

of male children. The education of males is viewed as an investment in the family's future source of income, whereas the education of females is viewed as a responsibility and is the obligation most likely to be neglected in times of hardship. However, contrary evidence was discovered in this investigation. Parents of girls all agreed that children with and without disabilities should be included. This finding is a positive sign so far as mass awareness is concerned, since girls' children were not normally sent to school as compared to boys. Mothers who have completed a particular level of education have experienced its worth and are aware that it is possible for girls to attain that degree. So, we want them to use the power and knowledge they've gained from going to college to make sure that their daughters also go to school (Smits and Gündüz-Hodor, 2006).

**Age group of children:**

When age group of children was considered, it was found that parents of 15 years and above children with disabilities and parents age group 11-15 years having children without disabilities showed more favourable attitude towards inclusive education than parents of children with other age groups. Though there is very little difference in mean score of attitude of parents of children with and without disabilities. The result is not statistically significant. Dimitrios, et.al., (2008) found that students' age emerged as the principal factor that influenced parents' perceptions about inclusion, with parents of students aged below 18 years appearing more emotionally involved and concerned about the future of their children through inclusion practices. Boer, Pijl, and Minnaert (2010) in their study revealed that the parents' attitudes are more positive if they are educated to a higher level and if they had already experienced inclusive education. They also mentioned that generally, a major barrier to successful inclusion seems to be the lack of resources or that resources are not addressing students' concrete needs at the initial stage. That is why parents of children with lower age group may not showing favourable attitude towards inclusion of children with and without disabilities in schools.

**Children enrolled in the class:**

When children enrolled in the class were considered, it was found that parents of children with disabilities who studied in class IX-X and parents of children without disabilities who studied in class V-VIII showed more favourable attitude towards inclusive education than other parents of children with and without disabilities whose children enrolled in another classes. This result is not statically significant. Balboni and

Padrabissi (2000) discovered similar results in their investigation. They discovered a direct correlation between children's experiences with inclusive education and the opinions of parents of children with and without disabilities:  $F(1, 643) = 4.83, p = .05$ . Palmer et. al. (1998) found that the longer a child attends special education classes, the more negative their parents' attitudes are towards inclusive education..

**Types of disabilities of the children:**

It is found that mean difference of attitude towards inclusion of children with and without disabilities among parents of different categories on the basis of types of disability of their children do not exist and this result is insignificant. Based on mean score, parents of children with physical disabilities showed more favourable attitude towards inclusive education than the parents of children with intellectual and/or sensory disabilities. Several studies showed that the type of disability is related to parents' attitudes. Rafferty et. al. (2001) examined the effects of disability type and severity on parental attitudes toward inclusion. The study found that parents of children with and without disabilities were the least enthusiastic about the inclusion of children with emotional issues, cognitive impairment, and autism. The majority of parents favoured the inclusion of children with physical and sensory problems. Tafa and Manolitsis (2003) found that parents of typically developing children were more concerned about the inclusion of children with behaviour problems or severe cognitive disabilities than they were about the inclusion of children with moderate or mild cognitive disabilities, physical disabilities, blindness, or visual impairments.

**Degree of disabilities of the children:**

It was found that mean difference of attitude towards inclusion of children with and without disabilities among parents of different categories on the basis of degree of disability of their children do not exist and this result is insignificant. Parents of children with mild, moderate and severe degree of disabilities showed similar favourable attitude. Leyser and Kirk (2004) evaluated the perspectives of parents of children with special needs across three levels of severe impairment (mild, moderate, and severe). Tafa and Manolitsis (2003) found that parents of typically developing children were more concerned about the inclusion of children with behaviour problems or severe cognitive disabilities than they were about the inclusion of children with moderate or mild cognitive disabilities, physical disabilities, blindness, or visual impairments. According to a number of studies, parents of children with severe disabilities have a favourable view of inclusion. (e.g., Gallagher et. al., 2000; Hanline

& Halvorsen, 1989; McDonnell, 1987; Palmer, Borthwick-Duffy, & Widaman, 1998; Ryndak, Downing, Jacqueline, & Morrison, 1995). However, a few researchers revealed that some parents of children with severe disabilities opposed inclusion (Palmer, Fuller, Arora, & Nelson, 2001).

#### **Parents of children with and without disabilities:**

When nature of parent was considered, it was found that parents of children without disabilities showed more favourable attitude towards inclusive education than other parents of children with disabilities and this result is statistically insignificant. This finding is differed with the study of Eiserman et al, (1995); Stoiber et. al.,(1998) and supported by the study by Kokaridas, et. el., (2008) and Kalyva et. al. (2007), Tafa and Manolitsis (2003), who found that Greek parents of preschool children without disabilities were positive towards inclusive education and the studies of Guralnick, (1994); McCoy, (1995) got the similar findings. That means parents of children with disabilities are not satisfied with inclusive education.

#### **5.4.2 Discussion related to depression of parents of children with and without disabilities:**

##### **Gender:**

Present research showed there is an statistically significant interaction effect of gender of parent and presence of disability in the child (disability-non disability) on parental level of depression. From the mean score it was found that mothers of children with disabilities had more depression than their counter parts. Pereira-Silva & Dessen (2006) reported a similar conclusion, stating that mothers are overburdened with the care of children with impairments, resulting in emotions of worry, despair, and stress. Cherubini, Bosa, and Bandeira (2008) reached a similar conclusion that boys exhibit fewer psychiatric symptoms than females. Bailey et al. (2007) and Olsson and Hwang (2001) both concluded that fathers exhibit lower depression levels than mothers. Most research examining the mental health of parents with disabled children has indicated that female depression is more prevalent than paternal depression ( Breslau et.al.,1982; Fisman et.al.,1989; Harris & McHale, 1989; Dumas et.al.,1991; Blacher & Lopez, 1997; Hoare et. al.,1998; Veisson, 1998). Mothers may be more vulnerable when stress and issues arise in the parenting domain because they may have higher levels of self-competence than fathers have in relation to the parenting role. It's also possible that fathers express their unhappiness in ways other than depression, in which case future research should include measures of psychological health other than depression.

Emerson et. al. (2004) found that 22% of American women went to see a doctor because their disabled children caused them psychological problems.

**Age group:**

The present research finding showed that there is no significant mean difference in level of depression among parents of children with and without disabilities of various age groups. But from the mean score it was found that parents of children with and without disabilities who were in the 50 years of age and above age had more depression than parents of other age groups. These findings are in line with those of Dave et al. (2014), who demonstrated a strong relationship between the caregivers' ages and the depression levels (a prevalence of 63%) in parents of children with impairments. Martins and Couto (2014) reach the same conclusions. These could be the result of their way of thinking about what will happen to the disabled child when they pass away. The main worry of parents of disabled children is who will care for their child if they are not there. In contrast, Pereira (1996) disproves these findings by demonstrating that younger parents of disabled children exhibit higher levels of despair because they feel less equipped to handle the circumstance.

**Educational qualification:**

Present study showed that there is a significant interaction effect of educational qualification of parent and presence of disability in the child (disability-non disability) on parental level of depression. According to Alarcao and Gasper (2007), who observed that low educational levels are related to problems in the family and individual development, it was confirmed that depression decreases as the level of education improves while taking into account parents' education levels. However, Yildirim et. al. (2008) found that caregivers with low educational status and those who were illiterate had high depressive scores and needed some intervention.

**Family Structure:**

According to the present research findings, the nature of the family are directly associated with level of depression of the parents of children with disabilities. Present study revealed that there is a significant interaction effect of family structure of parent and presence of disability in the child (disability-nondisability) on parental level of depression. It was discovered that parents from joint families were more susceptible to depression than parents from nuclear families. If parents and families are not supported in satisfying their requirements, it may further hinder a child's development, leading to stressful conditions for the parents and family (Azar & Badr, 2006). In this context, if

the parents are from traditional or joint family systems, the needs of grandparents are prioritized because they influence the decisions of the parents and family (Peshawaria et. al., 1995), which may lead to family conflict and depression among the caregivers of children with special needs.

**Occupation:**

Present investigation revealed that there is no significant main effect of occupation of parent on parental level of depression. From the mean calculation, it was found that parents of children with disabilities who didn't attached with specific occupation and parents of children without disabilities whose occupation was business had more depression than the parents with others occupation which confirmed the findings of some studies (Gohel et.al., 2011; Ribeiro et. al., 2014). They found that fathers without jobs had significantly more negatively affected in terms of depression than the rest of the fathers. An interesting finding given by Ribeiro et. al. (2014) that paid work and leisure activities contributed most to reduce the parental stress in mothers of children and adolescents with cerebral palsy. Bolhari (2001), Ramazani (2001) did not find any significant relationship between the mothers' employment situation with depression, which is in disagreement with several previous studies.

**Family Income:**

The present findings indicated that there is no significant main effect of monthly income of parent on parental level of depression It is also observed that parents of children with disabilities whose monthly family income was between Rs. 10,001 to Rs. 20,000 and parents of children without disabilities whose monthly family income was between Rs. 20,001 to Rs.30,0000 had more depression than the parents with others monthly family income groups. Findings are supplemented by early researches (Arjum et. al., 2010 & Lawoko et.al.,. 2003). Raising a kid with a disability may be more expensive, threatening the financial stability of the family. These costs may include medical equipment and supplies, medical care giving fees, private education tutoring, adaptive learning equipment, and specialized transportation (Shyam & Govil, 2004).. In addition, studies revealed that parents emphasized the necessity of making concessions in other areas in order to meet the financial demands of child care (Nimbalkar, Raithatha, Shah, & Panchal, 2014). It was shown that financial and physical care had the greatest detrimental influence on caregivers (Shyam & Govil, 2014). Similar results have been seen in other investigations (Nimbalkar, Raithatha, Shah, & Panchal, 2014).

**Gender of the child:**

Present study showed that there is no significant main effect of gender of the child on parental level of depression. It is also observed from the mean score of the samples that parents of male children with and without disabilities had more depression than parents of female children. This result contradicts the findings of Lamb and Billing (1997, quoted in Pereira-Silva & Dessen, 2001), who discovered that parents with disabled daughters experience greater anxiety, depression, and/or stress than parents with disabled sons. Children with disabilities are universally associated with parental stress and despair (Padencheri & Russell, 2004; Rao et. al., 2005; Shin et. al., 2006; Verma & Kishore, 2009). They came to the conclusion that depression in girls may be caused by the idea in some cultures that a girl is a burden on the family. The result of the present study is contradictory with the previous studies as it is observed that parents of boys with and without disabilities remain more depressed in comparison to parents of girls with and without disabilities. It may be due to parental high expectations from boys which is often the outcome of incompleteness of unrealistic goals usually associated with boys. Begetting progeny for the next generation, being taken care of in their old age along with the social stigma associated with bearing a disabled boy child can often lead to depression.

**Age group of children:**

Considering the age group of children with and without disabilities present research revealed that there is a significant main effect of age group of children on parental level of depression and presence of disability (disability-Non-disability) on parental level of depression at 0.05 level. But there is no significant interaction effect of age group of children and presence of disability in the child (disability-nondisability) on parental level of depression. Present study found out that anxiety and depression scores of parents of older sons/daughters' with & without disabilities are higher than the corresponding scores for parents of younger sons/daughters with and without disabilities. These data are consistent with the study of Chou et.al. (2010). Sixty to seventy percent of elderly female caregivers of disabled people were found to be at high risk of developing depressive symptoms. Similarly, Martins and Couto (2014) observed that the prevalence of depression and anxiety is higher among older parents with disabled adult children than among younger parents. However, Hsich et. al. (2009) discovered a negative correlation between the age of the children and their influence on the family.

**Children enrolled in the class:**

Present study showed that parents of children with and without disabilities who studied in class IX-X had more depression than other parents of children with and without disabilities whose children studied in another classes. It also showed that in tests between subject effects there is no significant main effect of class standard of their children on parental level of depression and significant interaction effect of class standard of their children and presence of disability in the child (disability-nondisability) on parental level of depression. But there is a significant main effect of presence of disability (disability-non-disability) on parental level of depression at 0.05 level. It may be due to the thought resulting from future concern of the children with disabilities.

**Types of Disabilities of the children:**

It is found that mean difference of parental level of depression among parents of different categories on the basis of types of disability of their children do not exist and this result is insignificant. But from the mean score of the samples it was found that parents of children with sensory disabilities had more depression than other parents of children with intellectual and physical disabilities. These findings contradict Dale's (1996, cited in Coutinho, 2004) conclusion that the more severe the disability, the greater the distress suffered by families. A similar finding was observed in the research conducted by Cherubini, Bosa, and Bandeira (2008), Holroyd and McArthur, and others (1976, cited by Pereira, 1996). The results demonstrated that parents of autistic children are more stressed than parents of children with Trisomy 21. Olsson and Hwang (2001) also revealed that mothers of autistic children are at a greater risk than mothers of intellectually disabled children without autism. Schmidt and Bosa (2007) have also demonstrated that mothers of children and adolescents with autism are at a high-risk category for developing stress. In contrast, the findings of Pereira-Silva and Dessen (2006) are consistent with our findings: they found that there are no significant variations in the functioning of families with Trisomy-21 children compared to those with normal development in terms of parental stress.

**Degree of disability of children:**

Considering the degree of disabilities of child present research revealed that parents of children with profound degree of disabilities had more depression followed by moderate, severe and mild degree of disabilities and mean difference of parental level of depression among parents of different categories on the basis of degree of disability

of their children is significant. According to Adib Sereshki (1999) severe and /or multiple disabilities, of a child and parental /family depression is positively related. Same result was found in the study of Motamedi (2007). Since children with profound disabilities require more day to day life supports which are usually quite expensive and the parents are also worried about their future, the effect of depression is more visible in such parents.

#### **Parents of children with and without disabilities:**

When nature of parent was considered, it was found that parents of children with disabilities had more depression than parents of children without disabilities which is highly statistically significant. Most studies investigating the mental health of parents with children with disabilities have found higher depression scores of parents of children with disabilities as compared to paternal depression of children without disabilities (i.e. Breslau et al. 1982; Fisman et al. 1989; Harris & McHale 1989; Dumas et al. 1991; Blacher & Lopez 1997; Hoare et al. 1998; Veisson 1998). According to Martins and Couto (2014), parents of children with impairments are more likely to experience anxiety and depression because they are worried about who will care for their child if they are not there. A child with developmental difficulties has an impact on the family that is both nonlinear and non directional. The impact is multidimensional, reciprocal, it affects the whole family system, and it affects the relationships between the family members (Harris 1994; Rodrigue, Gefken & Morgan 1994; Breslau 1982; Breslau & Prabucki 1987). Kazak & Marvin 1984; Hanson & Hanline 1990; Beckman 1991; Dumas et al.1991 ; Reddon et al. 1992; Dyson 1997; Sanders & Morgan1997 ; Browne & Bramston 1998; Hoare et al. 1998;Warfield et al. 1999 in their studies found that parents of children with intellectual disability (ID) report higher levels of child-related stress than parents of normally developing children.

#### **Discussion on correlation between depression and attitude of parents:**

There is a positive and highly statistically significant correlation between the depression and attitude of parents towards inclusion of children with & without disabilities. It is also found that there is a highly statistically significant correlation between parental level of depression and attitude of parents towards various domain of inclusion i.e. Benefits, Ability & Support system available, and Satisfaction in inclusion of children with and without disabilities. Few studies reported that one of the major concern areas of parents of children with disabilities is their dissatisfaction with the relationship, communication and partnership between home and school (Davern,

1999; Frederickson et. al., 2004; Lovitt & Cushing, 1999). Parents were often found to express frustrations with the process used to develop the individualized support provided to the children with disabilities in regular schools, reporting a lack of respect and receptivity toward their views, feelings of intimidation, and a lack of understanding of their needs. They also reported they are not treated as an equal partner in the inclusive system (Childre & Chambers, 2005; Soodak & Ervin, 2000; Stoner, Bock, Thompson, Angell, Heyl, & Crowley, 2005)

Having a child with a disability can also disrupt the normal activities in the family, the marital relations between the couples, the healthy communication in the family, and the positive family atmosphere, leading to great distress and changes in the family life in terms of physical, financial, and psychological problems (Ozşenol, Işkhan, Unay, Aydın, Akn, and Gokcay, 2003). Yldrm Doru and Arslan, (2008) reported that a number of changes caused by the disabled child are likely to have a negative impact on the family's economic situation and the relationships within and outside the family; parents have low self-esteem; there is a decline in marital satisfaction and a decline in personal adjustment; and many parents exhibit signs of increased anxiety, depression, and stress.

Negative views of oneself, the world, and of others constitute a cycle that leads to despair and self-criticism; not only do individuals feel inadequate, but they also blame themselves for their shortcomings and failings. Cognitive distortions result in unwarranted self-blame and guilt, with personalizing being the most significant source of self-blame and guilt. Personalization is the tendency to attribute events to oneself even when there is no connection, i.e., blaming oneself for uncontrollable undesirable outcomes. Self-blame and guilt have resulted in dysfunctional behaviour and depression. Depressive symptoms of parents are not only detrimental to the well-being of the individual, but also to the family, and have a significant impact on children's personalities, behavioural patterns, and basic competencies, which in turn affect the classroom behaviour and academic achievement of children with and without disabilities.

### **Conclusion:**

For including children with disabilities in schools various key players are involved: teachers, students, parents and external groups, such as psychologists or other professional. This present research showed that there is a direct relationship with parental attitude and the various dimensions of inclusive education viz. Benefits of the

system, Ability & Support provided by the school and teachers, Satisfaction of the parents and ethical and legal rights of the child to be included in the mainstream education. Based on the present research it can be concluded that in general the efforts to implement the inclusive programme received positive as well as negatives responses from parents with and without disabilities. Statistically significant relationship has been found between the parental attitude towards inclusion of children with and without disabilities with their gender, age, and nature of family. Highly statistical relationship has been found in the attitude towards inclusive education between the parents of children with and without disabilities. In India inclusive education is still progressing and there is an immediate need to develop a long-term strategy in which every step taken adds to the sound base for inclusive education. There is a challenge to overcome a major legislative hurdle to make inclusive education more successful. An attitudinal barrier is another obstacle to reach the goal. Proper provision should be made to change the attitude of parents as well as the society through education and awareness programmes. On the other hand the present research revealed that parental level of depression is associated with their gender, education qualifications and degree of disability of their children. Parental level of depression is highly statistical significant between the parents of children with and without disabilities. There is also a positive and statistically significant correlation between the depression and attitude of parents towards inclusion of children with & without disabilities.

### **Recommendations:**

The present investigator humbly recommended following points.

- i. Intensive sensitization training on various areas of inclusive education must be continued among the parents, teachers, policy makers, and administrator's etc.
- ii. Peer group sensitization programme can be organized.
- iii. Psychological intervention may be introduced among the parents of children with and without disabilities to reduce their level of depression and improve their quality of life.
- iv. Formation of parental groups in schools which will provide support and assistance to the parents for communication of their problems, sharing their incidents with one another, and try to solve the problems.
- v. Regular parent teachers meeting should be conducted to discuss the various issues among the children with and without disabilities which may create conducive environment for both of them at home and school.

- vi. Different stakeholders, special education centers, rehabilitation professionals, should struggle and advocate for the rights of children with disabilities and for their parents to promote inclusive education.

**Significance of the study:**

**Success:**

- i. Present researcher has examined the parental attitude towards inclusion of children with and without schools and depression in relation to their demographic variables. Mixed results have been found in this context.
- ii. Differences in attitude towards inclusive education and depression have been revealed between the parents of children with and without disabilities.
- iii. Significant correlation has been identified between the parental level of depression and attitude towards inclusion of children with and without disabilities

**Limitations:**

- i. Sample size could be increased.
- ii. Random sampling procedures might be followed.
- iii. The scarcity of time and resources prevented the wider coverage of locality and sample, and the results, therefore, could not be highly generalized.
- iv. There may be wide differences between education levels of the different sub groups and provisions available in schools for children with disabilities which might have affected the results. This has not been taken care of in this study.
- v. More dependent variables like parental job stress, professional training in the field of disabilities, marital discord, and parental mental and physical illness, birth order of the child may be measured in influencing attitude of parents towards inclusive education and parental depression.
- vi. Standardized tools could be developed by the present researcher to assess the parental attitude towards inclusive education.

**Scope of further studies:**

- i. Parental attitude towards inclusion of other marginalized section i.e. S.C., S.T., Street children, platform children, children from brothel in mainstream classroom.
- ii. Issues and concerns of parents with disabilities about inclusive education.
- iii. Parental anxiety and attitude towards inclusion of children with disabilities in schools.

- iv. Comparative study on attitude between rural and urban parents towards inclusion of children with and without disabilities in schools.
- v. Parental involvement in inclusive practice for their children with and without disabilities.
- vi. Parental depression and their involvement in education and training of their children with disabilities.

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