



ISSN Print: 2394-7500  
ISSN Online: 2394-5869  
Impact Factor: 8.4  
IJAR 2021; 7(7): 183-184  
[www.allresearchjournal.com](http://www.allresearchjournal.com)  
Received: 23-04-2021  
Accepted: 26-05-2021

**Dr. Kumar Upanishad**  
Train Graduate Teachers,  
GB Secondary School, Vivek  
Vihar, Delhi, India

**Muktikanta Behera**  
Faculty, School of Education,  
Maharaja Sriram Chandra  
Bhanjadesi University,  
Bariapada, Odisha, India

**Corresponding Author:**  
**Dr. Kumar Upanishad**  
Train Graduate Teachers,  
GB Secondary School, Vivek  
Vihar, Delhi, India

## Awareness among parents of disability students about enrollment drive in inclusive schools

**Dr. Kumar Upanishad and Muktikanta Behera**

### Abstract

The purpose of this study is to find out the awareness among parents of disability students about enrollment drive in Inclusive Schools of Odisha. A sample of 100 parents from three district of Odisha were collected. The study was conducted by using descriptive survey method. An Awareness about Enrollment Drive Scale (AEDS) was used to collect data from parents. The result of the study indicated that the parents belongs to urban areas have more aware about enrollment drive than the rural areas parents. Further, the literate parents were more aware about enrollment drive as compare to their counterpart.

**Keywords:** Parental awareness, enrollment, primary schools

### Introduction

The primary education ensure the development of children in general and students with special needs in particular. There is a transformation in educational setting to teach students with disability from special schools to inclusive schools. Inclusive setting is more conducive and favourable for the development of students with visual impairment (Parua, 2018). This means that children are able to develop their social, cognitive, emotional, physical and cultural skills according to the best of their abilities in inclusive set up. One of the important obstacles of primary education is low enrollment among students with disability. Government of India implemented to various programs and drives to increase enrollment even in remote areas. Various schemes were launched to motivate students for admission on inclusive schools. Many problem of access has been addressed in the form of improving infrastructure, proving Mid-day meal and uniform books etc. Despite these various schemes and programme to attract students to the schools, the student enrolment in inclusive schools is declined.

Nationally 29 percent of children drop out before completing five years of primary school, and 43 percent before finishing upper primary school. High school completion is only 42 percent. This lands India among the top five nations for out-of-school children of primary school age, with 1.4 million 6 to 11 year olds not attending school (Sahni, 2015) [6].

Hence, the present study attempts to find out the awareness among parents of disability about enrollment drives to increase enrollment in inclusive schools.

### Objectives of the study

1. To compare the awareness level between urban and rural parents of disability students about enrollment drive in inclusive schools.
2. To compare the awareness level between literate and illiterate parents of disability about enrollment drive in inclusive schools.

### Hypotheses of the study

1. There exists a significant difference in awareness about enrollment drive between urban and rural parents of disability children.
2. There exists a significant difference in awareness about enrollment drive between literate and illiterate parents of disability children.

## Methodology

The study is based on descriptive survey method. The sample consists of 100 parents of disability from three districts of Odisha named Balasore, Mayurbhanj and Keonjhar. The tool like 'Awareness about Enrollment Drive Scale (AEDS)' is used to measure the awareness level of parents which was constructed and standardized by the investigator. The face and content validity were found. The reliability of the tool is 0.85 which was found by test-retest method.

## Analysis and Interpretation

**Table 1:** Significance of difference between urban and rural parents on awareness about enrollment drive in inclusive schools

Variable	Groups	N	Mean	SD	SED	t-ratio	Level of significance
Awareness enrollment drive	Rural	82	64.84	4.41	1.12	0.36	Not significant
	Urban	118	66.10	5.21			

It is shown from the Table-1 that the mean scores of rural and urban parents on awareness about enrollment drive are 65.95 and 66.03 with SD's 4.56 and 4.32 respectively. The t-ratio comes out to be 0.35, which is not significant at any level of significance. That means there are no significant differences in awareness between rural and urban parents about enrollment drive in inclusive schools. However the mean score of urban parents is higher than the rural parents. It implies that the urban parents were more awarded about enrollment in inclusive schools. Thus, the hypothesis (H1) that 'there exist a significant difference in awareness about enrollment drive between rural and urban parents' is rejected.

**Table 2:** Significance of difference between literate and illiterate parents about enrollment drive in inclusive schools

Variable	Groups	N	Mean	SD	SED	t-ratio	Level of significance
Awareness about enrollment drive	Illiterate	112	63.50	4.25	1.36	2.26	.05
	Literate	88	66.54	5.12			

It is shown from the Table-2 the mean score of illiterate and literate parents on awareness about enrollment drive are 63.47 and 65.09 with SD's 4.04 and 5.01 respectively. The t-ratio came out to be 2.25, which is significant at .05 level of significance. That means there is a significant difference in awareness between illiterate and literate parents of disability children. Moreover, the mean score of literate parents is higher than the illiterate parents. That means literate parents have more aware about enrollment drive in inclusive schools. Thus, the hypothesis (H2) that 'there exist a significant difference in awareness about enrollment drive in inclusive schools between literate and illiterate' is retained.

## Findings and discussion of the result

The parents have a significant role to increase enrollment in inclusive schools. The findings of the study revealed that rural parents were less aware about the enrollment drive in inclusive schools. So the enrollment initiative should be reached to the rural people also. Further, the illiterate parents were not aware about the different enrollment

schemes of the Government which is provided to the disability students. So the knowledge and the way of propagating enrollment in inclusive schools should be in the form of drama and music through television and radio, then it will be reached parents of disability. Further, the illiterate parents had no information about the various enrollment drives of their kids in inclusive schools, so the administrator, community people, teachers and educated masses should provide information about the enrollment in the inclusive schools.

## Recommendation

The similar study can also be conducted at other level of teacher education courses. The perception, views attitude can also be studied towards Sarva Sikshya Abhiyan, Primary education also be taken adding more variables with awareness about enrollment drive. On the basis of the findings it is suggested that, primary education is very vital for getting higher education. So it should be better all students should get education to protect their constitutional right through enrollment campaign.

## References

1. Aggarwal JC. Teacher and Education in a developing society. Vikas Publishing House Pvt. Ltd 1995.
2. Ahluwalia SP. Development of Teacher attitude Inventory and a study of change in professional attitudes of student teachers. First survey of research in Education 1947.
3. Ahmad A, Sahak R. Teacher-student attachment and teachers' attitudes towards work. Journal Pendidikan dan Pendidikan Jil 2009;24(55):724.
4. Odisha Suntimes. Students enrollment declines in Odisha government schools 2018.
5. Parua RK. Understanding primary school teacher's attitude towards disability and inclusion. Zenith International Journal of Multidisciplinary Research 2012;8(8):48-54.
6. Sahni U. The second Modi-Obama submit: Building the India-US Partnership. Brooking Institutes 2015.
7. Sharma S. Attitude of pupil teachers towards Teacher Eligibility Test. Unpublished M.Phil. Dissertation, Kurukshetra: Kurukshetra University 2012.