

ECD 529: Research Methodology
Research Proposal Assignment

**Parental Perspectives on Inclusive Education for Very Mild and Moderate
Level Children with Disability at Preschool Stage**

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Content

1.1. Introduction	- 3-4
1.1.1. Problem Statement	- 4-5
1.1.2. Literature Review	- 5-7
1.1.3. Research Questions	- 7
1.1.4. Research Objectives	- 7
1.1.5. Rationale	- 7
2. Methodology	-08
2.1. Research Approach	-8-9
2.2 Nature of Research	-9
2.2. Study Design	- 9
2.2. Study Setting	- 9
2.3. Study Population	- 10
2.4. Sampling Size and Method	- 10
2.5. Measures	- 11
2.6. Data Collection	- 11
2.7. Data Analysis Plan	- 11
3. Ethics	- 12
4. Timeline	- 12
Reference -	- 13

1.1 Introduction

“Inclusive education is a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education” (UNESCO, 1994). Bangladesh, despite being a small country, grapples with a significant population, within which approximately 2.8% are persons with disabilities (PWDs). Recognizing education as a fundamental human right, the government has initiated measures to establish an inclusive learning environment for PWDs. The Persons with Disabilities Rights and Protection Act of 2013 mandates the admission of PWDs into every school, ensuring their access to proper education. However, despite these legal provisions, the effective implementation of inclusive education remains a challenge. While the government offers training for managing PWDs, translating these efforts into tangible outcomes often falls short. Inclusive education in Bangladesh encompasses three main approaches: segregated education, integrated education, and inclusive education. Segregated education involves the complete separation of students with disabilities from their peers. Integrated education allows students with disabilities to learn in the same classroom as their general education peers but prohibits them from sitting together. On the other hand, inclusive education fosters an environment where all students, regardless of ability level, learn and participate together. UNESCO defines inclusive education as a philosophy that ensures equal opportunities for all learners, with teachers adjusting their curriculum and teaching methodologies to benefit students of all ability levels. Research suggests that inclusive education programs are optimal for PWDs, as they uphold their right to education and provide support in overcoming challenges. While inclusive education offers benefits such as improved interaction with peers and teachers, enhanced behaviour management skills, and socialization opportunities, not all PWDs may be suited for this environment. Students in mild to very moderate stages of disability generally demonstrate the ability to adapt to inclusive education settings. Inclusive education aims to promote inclusiveness and generates common values of rights, emancipation and non-discrimination towards education. Inclusive education is a creative approach that designs effective and equitable education systems for all learners. It is a paramount topic in the field of education that generally speaks of an education system that includes all students, gives them support and welcomes them to learn, whatever their abilities. Globally, 150 million children are living with disabilities. They get very little scope for learning in mainstream schools because they are the most vulnerable and excluded people in their communities. Despite the potential benefits

of inclusive education, its implementation poses challenges for special educators in mainstream schools. These educators navigate diverse learning environments characterized by varying levels of ability and support needs. Inclusive practice, similar to other teaching methods, is subject to contextual influences within the education system and the broader community. Inclusive education aims to promote inclusiveness and generates common values of rights, emancipation and non-discrimination towards education. Inclusive education is a creative approach that designs effective and equitable education systems for all learners. It is a paramount topic in the field of education that generally speaks of an education system that includes all students, gives them support and welcomes them to learn, whatever their abilities. Globally 150 million children are living with disabilities. They get very little scope for learning in mainstream schools because they are the most vulnerable and excluded people in their communities. Very few children with disabilities attend schools but most of them are out early while the level of schooling they receive is frequently lower than their peers. The Rights by and Protections of Persons with disabilities-2013 of Bangladesh mentioned that children with disabilities in any circumstance can not be kept out of education for their disabilities. For this, every school is bound to admit them but we don't have strong resources for inclusive education. Day by day PWD's quantity is increasing. So Some special schools are working with special education programs, but mild and moderate levels of PWDs can cooperate with general education. Most of the schools are not allowing them in their classrooms but some schools are giving them scope but their main motive is earning money. They are not aware of quality services. They recruit shadow teachers for taking care but the teachers are not trained or well educated. After a sudden period, the shadow teachers fail to manage them properly in the classroom then the management says sorry to the parents. For that parents are very disappointed with inclusive education. Most of the students who have mild or very moderate levels of disability are deprived of situational facts. I want to explore parents' perspectives to understand the obstacles to inclusive education and how to mitigate this issue by addressing the fundamental gaps. I will use quantitative methods by taking interviews with PWD's parents.

1.2 Statement of the problem and the gap:

Numerous studies have been conducted on the topic of inclusive education in Bangladesh. Most of the research focused on curriculum design, the knowledge gap about inclusive education, the gap in teacher's training, people's negative attitudes towards special needs children and lack of coordination in teamwork. In my research, I will focus on parents' perceptions, expectations, and

attitudes towards inclusive education in the preschool stage because every child is unique, and their difficulties are quite different from each other. So, parents' opinions are valuable to finding a better way of solution. Here I want to explore parents' perspectives to understand the obstacles to inclusive education and how to mitigate this issue by addressing the fundamental gaps. I will use qualitative methods by conducting interviews with PWD's parents.

1.3 Literature review:

The importance of parental engagement in cultivating compelling comprehensive instruction and the developing accentuation by instructive frameworks at expansive on the significance of the homeschool association in accomplishing the leading results for understudies Fan and Chen 2001 Hattie 2009 comparatively few ponders have investigated parental states of mind towards and fulfillment with comprehensive instruction especially concerning their child Duhaney and Salend 2000 performed a writing survey looking at the encounters of guardians of children both with and without incapacities in connection to comprehensive instructive programs.

A consequent audit by De Boer et al 2010 created comparative comes about These creators checked on 10 considers distributed since 1998 that centered on parental states of mind towards comprehensive instruction. They found that the lion's share of guardians overviewed over ponders held positive sees on incorporation be that as it may they voiced concerns almost schools capacities to oblige their child's needs counting inadequately individualized instruction and insufficient assets. A later blended strategies investigate think about by Stevens and Wurf 2020 inspected the sees of 44 Australian guardians of children both with and without incapacities. The discoveries demonstrated that most guardians thought comprehensive instruction benefits their child with guardians of children with incapacities being more slanted than those of children without disabilities to unequivocally concur that children have the correct to comprehensive instruction.

Adjusting with earlier inquire about most parents felt that instructors needed the fundamental aptitudes or experience to address desires of understudies with incapacities in comprehensive settings which asset dissemination in schools was frequently ineffectively focused on or ineffectual. Another later think about conducted by Paseka and Schwab 2020 including a agent study of 2000 guardians in Germany uncovered that whereas parental states of mind towards understudies with physical or learning incapacities were for the most part positive sees on

understandings with behavioral or cognitive incapacities were more unbiased. Guardians whose children were in comprehensive classes detailed encountering more comprehensive homes than those whose children were in classes without peers who have extra learning needs. There were no eminent contrasts in parental discernments of asset assignment based on classroom sort comprehensive or standard classroom.

The Social Landscape: Navigating Exclusion and Fostering Acceptance

Social exclusion and discrimination are major concerns for SWDs in inclusive settings. Peer pressure plays a significant role, as acceptance by classmates is crucial for a child's well-being (Ochoa & Olivarez Jr., 1995). Studies reveal that negative peer attitudes can be a major barrier to inclusion, leading to isolation and hindering social development (McDougall et al., 2004). Special educators face the challenge of fostering positive peer relationships and encouraging acceptance and understanding of differences within the classroom (Ainscow, 2014).

Furthermore, environmental exclusion due to inaccessible infrastructure and services poses additional challenges. Public buildings, transportation systems, and even classroom layouts often fail to consider the access needs of students with disabilities (Dutta & Banerjee). Special educators may need to advocate for modifications or utilize creative solutions to ensure a physically inclusive learning environment.

The Resource Imperative: Addressing Inadequacies for Effective Inclusion

Limited resources remain a significant challenge for special educators implementing inclusive practices. Large class sizes, with diverse learning needs, make it difficult to provide individualized attention to each student (McDougall et al., 2004). This can lead to feelings of inadequacy and frustration for both special educators and SWDs. Moreover, the lack of readily available specialized teaching materials and assistive technologies further hinders effective inclusion (Singh, 2010).

Budgetary constraints often restrict the resources available to support inclusive education. Special educators may need to advocate for additional funding, explore creative solutions with limited resources, or rely on external support from NGOs or community organizations. Students, peers, teachers, and administrators have a strong impact on the positive attitudes toward inclusion, as well as the parents of students with disabilities. Parents have a strong impact on their own outside

the educational setting. Palmer, Fuller, Arora, and Nelson (2001) believed parents may be more hesitant about including their children in an inclusive setting. A few parents believe their child would not be welcomed or their child would place a burden on the teacher and the class. The parents were also worried the teacher may not be accommodating toward their child. Palmer et al. (2001) stated, “It may be true that views regarding inclusion are often related to perceptions of the general education system itself” (p. 480). If a classroom lacks control, or a teacher is untrained or unwilling to adapt the curriculum or seems overwhelmed, parents are less likely to favour inclusion. For students to associate with children like themselves, some parents believe their child should be placed in a classroom with children with similar disabilities. Palmer et al. (2001) emphasise inclusion should not be based solely on a child’s placement in a general education classroom, but should also be open to a child’s individual needs and wants as well as the family's. The purpose of inclusion is to provide fair and equal education to every student, including those with and without disabilities. Students, peers, teachers, and administrators have developed their own positive and negative feelings about inclusion. The groups having negative feelings toward inclusion may not have seen an education environment that provided a positive effect on those included in the inclusive setting. It is the job of administrators, general education teachers and special education teachers to develop an environment that will help all students show progression in their classroom.

1.4 Research questions:

1. what is a parent's perception about inclusive education?
2. What is their expectation from mainstream schools with this vibrant approach?

1.5 Research objectives:

To explore parental perspectives on inclusive education for very mild and moderate-level children with disabilities at preschool stage.

1.5 Rationale for the Study:

Bangladesh is a developing country with a huge population. Here most people live in poverty. The scope of learning is very limited. Here many children are not getting scope for education. So, people have very little knowledge about special needs children and their needs. Inclusive education is a complex process, and its proper execution is very important. In Bangladesh, inclusive

education has received serious attention and is majorly focused on the policies of the government. If the policies are executed properly then all children's inclusion should be guaranteed. The concerning point is a proper assessment of the actual need for practising inclusive education based on the country's context. Here we need to analyse the teacher's approach and parents' and students' perspectives. Very few research focused on contextual factors to understand inclusive education perception in Bangladesh. The researchers who are working on it give some guidance but the execution procedure is complex and time-consuming. Parents have very positive attitudes towards inclusive education but they are quite confused with execution procedures. Most of the research paper focuses primarily on parents' understanding of inclusive education and their positive and negative experiences with inclusive education practice. Parents who have special needs children are showing positive attitudes towards inclusive education. Most of the parents are highly educated and have a good understanding of inclusive education. Parental voice play determines the quality of inclusive education and focuses on the lack of reliable and valid tools to investigate parents' experiences with different schools that are providing inclusive education. Prominent research in England focuses on family and parents' involvement in a child's education and shared responsibility between parents and school programmes. It focused on a collaborative approach where children get stimulation from parents and school programs. Here, the mother plays a vital role in the biographical experience of education. It is also a qualitative study (2017-2019) in England. Different comparative analyses expose the impact of mothers' experiences on their perceptions of school space. "Parents are well aware of their children's capacities, challenges and limitations. They identified three specific areas that require improvement. These are negative attributes towards PWD, disability awareness programs and a friendly environment for education." "The study finds out the perception of the parents that most of the parents are supporting inclusive education rather than separate schooling"

2.0 Methodology:

2.1 Research Approach:

This study adopts an applied research approach, aiming to generate new and valuable insights into the challenges experienced by parents and their expectations towards inclusive education, particularly within the context of Bangladesh. Applied research is chosen to focus on the actual

gap and the goal of this research is to identify parents' perceptions and attitudes towards inclusive education by exploring the complexities of inclusive education practices in the preschool stage.

2.2 Nature of Research:

The research is realistic, seeking to delve deeper into a subject that is already discussed in society. By employing an applied approach, this study aims to uncover hidden insights and observations regarding the challenges faced by parents in inclusive learning environments and find the impact on society. Applied research is deemed appropriate as it allows for a comprehensive understanding of the gap between the acceptance of diverse learning environments, parents' point of view of people's poor acceptance capacity, and special educators' knowledge gaps. In this same topic, different researchers mostly focus on qualitative research. Very few are using quantitative methods. It's happening because quantitative methods don't reflect the deeper meaning of the research. So this research paper also follows the qualitative methods.

2.3 Study Design:

The design used is qualitative study to conduct exploratory research to understanding the parents' perceptions, expectations, and attitudes towards inclusive education at the preschool level to identify the key obstacles and gaps in its implementation along with the difference in reasons, opinions, motivations and perceptions of the educators who teach in varying mediums. It will help provide a hypothesis for potential qualitative research on the topic. As well as parents understanding the total specification and method of Inclusive education.

2.4 Study Setting:

The aim of this educational research is to explore the perspectives of parents of children with disabilities (PWDs) concerning the idea of inclusive education. This study will take place in urban schools in Bangladesh, where general education systems are progressively integrating methods of co-teaching. Specifically, this research will examine schools that have established special education and support services, such as shadow teachers and assistive technology, for students with disabilities.

Many urban schools have a higher level of development and provide infrastructure facilities, along with specialized training programs for teachers, enabling them to support children with disabilities. The study will concentrate on the parents of children with mild to moderate disabilities to gain insight into their perceptions, expectations, and experiences of inclusive education in urban environments. By addressing this inquiry, the research seeks to evaluate the more advanced educational landscape in urban schools and the inclusion of students with disabilities, while also identifying potential challenges to the successful implementation of inclusive education.

2.5 Study Population:

The anticipated population includes parents of children with disabilities (PWDs) who have children aged 3-7 years who are mild to moderately disabled and are currently attending special classes with assistive technology or a shadow aide in an inclusive urban primary school.

In order to comment on the practicality of the benefits and shortcomings of the inclusive education framework, the parents are expected to have a bare minimum of one year's experience of the education setup to ensure they are able to appreciate the school, the teaching strategies and materials as well as provide useful inputs on the hurdles and opportunities that exist in inclusive education for their children

2.6 Sample Size and Sampling Method:

The research respondents will come directly from an English medium school. Participants are anticipated to be drawn from 10 parents who have special needs children. This purposive participant limit will make the study feasible, as participants will be requested to be interviewed for this research purpose. Participants will be humbly invited to volunteer for the research interview, guided by a consent form and a briefing on the research and its objectives. The decision to volunteer for the interview will entirely depend on the participant. Participants will hold complete authority to withdraw from the interview at any moment. Volunteering participants will have the liberty to select their preferred language, and the interviewer will be obliged to conduct the interview accordingly.

2.7 Measures:

This qualitative study will gather insights into parents' perspectives through In-Depth Interviews (IDIs). This methodology is essential for obtaining a comprehensive understanding of parental views on inclusive education.

To enhance the validity, or "appropriateness," of the research instruments, I will implement first-tier triangulation (researcher triangulation) and second-tier triangulation (resources and theories).

The concept of reliability, which shows to the consistency of processes and outcomes across studies, can be achieved by extracting data from original sources. The researcher will ensure the accuracy of the data in both form and context through continuous comparison, either independently or in collaboration with peers.

2.8 Data Collection Procedures:

Implementing purposive sampling, the data collection will involve gathering narrative information as well as descriptive/analytic information to ensure that the final database represents qualitative data. A series of interview questions will be prepared as a sub-question series. The purpose of separate question sets is to connect and analyze the psychological perception of inclusive education. Prepared questions might be extended with amplificatory questions for further relevant enlightenment. Data will also encompass semi-structured interviews with the participants.

2.9. Data analysis Procedure:

The derived data from the interviews will be analyzed and discussed both theoretically and empirically. This means that data will be analyzed thematically, assisted by previous findings, shared experiences, and narratives of the respondents.

The design used is qualitative study to conduct an exploratory research to understanding the parents' perceptions, expectations, and attitudes towards inclusive education at the preschool level to identify the key obstacles and gaps in its implementation along with the difference in reasons, opinions, motivations and perceptions of the educators who teach in varying mediums. It will help provide a hypothesis for potential qualitative research on the topic. As well as parents understanding on the total specification and method of Inclusive education.

3.0 Ethics

The moral educational program will be placed in the entire analysis, in order to provide clear information about those circumstances.

After working with the school authorities, the researchers will fill the additional addicts and ask for parental names. Then they will be directly close to the parents of the marked, and they will be given such information about their study and their approval of their study. Only those who agree to participate will participate in research. The number of participation in the study has also been clearly explained to those who were involved.

Those who attend will be assured that their secrets and privacy will always protect them. No individual information will be revealed, and the face will be a safe haven throughout the research. If a participant answers the question of a specific question, the question will be answered. And, if a participant accepts Idis as a deep knowledge, they will honor their decision, glorify their decision without any pressure or prejudice.

The analysts will support the clearest points that no appropriate information about the lesson will make sure that what is evident and help. Analysts, who will reduce the first responsibilities, retire to retire to or combined any previous school with the selection of the school, as such statements can be a potential darker.

4.0 Timeline of the Study:

Sl No.	Task	Month 1				Month 2				Month 3			
		1w	2w	3w	4w	1w	2w	3w	4w	1w	2w	3w	4w
1	Problem Definition												
2	Development of an Approach to the Problem (including literature review with operational definitions)												
3	Research Proposal Development												
4	Tool Development												
5	Data Collection												
6	Data Preparation and Analysis												
7	Report Preparation and Presentation												
8	Final report submission and dissertation												

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