



A COMPARATIVE STUDY OF STUDENTS' ATTITUDE TOWARDS INCLUSIVE EDUCATION AT SENIOR SECONDARY LEVEL

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Abstract:

The main purpose of the study is to be comparing the attitude of students at senior secondary level. A sample of 200 students (100 students from Govt. school and 100 students from private school... in which 90 males and 110 females, 60 from rural and 140 from urban) from Gurugram district was taken. For data collection self-constructed questionnaire tool was used. The mean, standard deviation and t-test were used for analyze the data. The findings of the study revealed that there was no significant difference between Govt. and private, males and females, rural and urban students' attitude towards inclusive education at senior secondary level.

KEYWORDS: Students' Attitude, Inclusive Education, Senior Secondary.

Introduction: Being educated is the right of every child whatever his or her capacities may be. In a class no two students are of the same cognitive abilities. Some of them may be average, dull or gifted. In every classroom there are some children who deviate from the normal whether negative or positive. Hence, they need some extra help from teachers. But sometimes the help required is more technical especially in case of children with special needs. There may be dropouts in case of failure to understand their special needs resulting in the non-achievement of the aim of universalization of elementary education. A dominant problem in the disability field is the lack of access to education to children with disabilities and as education is a fundamental right to all, it presents a serious problem.

Meaning of Inclusive Education:

Inclusive education (IE) is a new approach towards educating the children with disability and learning difficulties with the normal ones under the same roof. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners with or without disabilities being able to learn together through access to common preschool provisions, school and community, educational setting with an appropriate network of support services. This is possible only in flexible education system that assimilates the needs of diverse range of learners and adapts itself to meet these needs.

So, inclusive education is not only an implementation of a legalized programme of education, but "Inclusive education is primarily an attitude, a value and a belief system..... Not



merely a set-up of actions..... The word ‘include’ implies being a part of something, being embraced into the whole (Puri and Abraham, 2004).

Govt. of India has launched many acts and policies for the implementation of successful inclusive education like that:

Ramamurthy committee (1991), SSA (2002), National policy of person with Disabilities Act (2006), (RTE) Right to education (2009), Provisions of inclusive education in five year plans etc.

So, one can well understand the meaning of inclusive education with the help of ingredients’ of successful inclusion, which can be depicted as follows:

I: Infrastructure

N: National level Policies

C: Capacity Building

L: Legislation-Reforms

U: Understanding

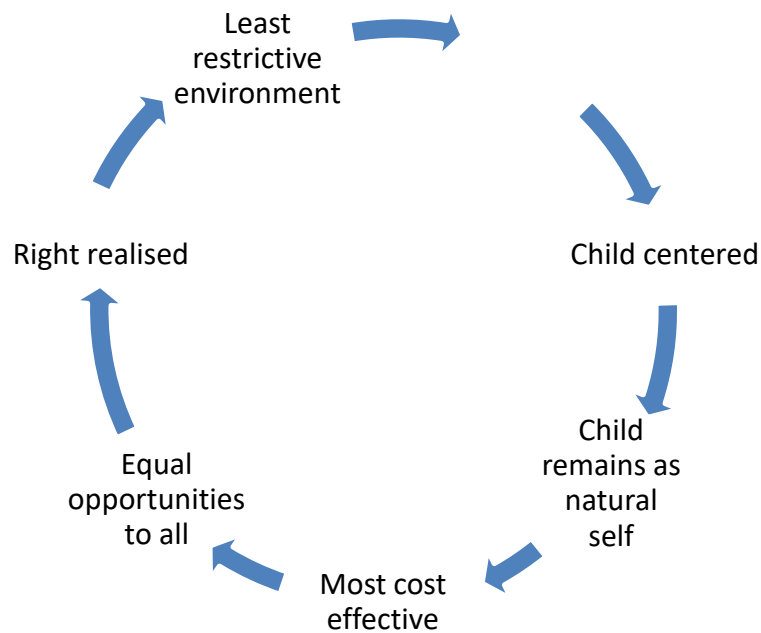
S: Sensitization

I: Initiative

O: Organization

N: Networking—Central, State Govt. and NGO etc.

Benefits of Inclusion:



Definitions of Inclusive Education:



Acc. to UNESCO World Conference (1994): “An inclusive school should.... accommodate all children regardless of their physical, intellectual, social, linguistic or other conditions. This should include disable and gifted children, street and working children, children from remote or nomadic population, children from linguistic, ethnic or culture minorities and children from other disadvantaged or marginalized area and groups”.

Acc. to the Centre for Studies in Inclusive Education (2002): “All children and young people – with and without disabilities or difficulties – learning together in ordinary pre –school provision, schools, colleges and universities with appropriate networks of support. Inclusion means enabling all students to participate fully in the life and work of mainstream setting, whatever their needs. There are many different ways of achieving this and an inclusive timetable might look different for each student”.

Acc. to Sebba and Sachdev (1997): “Inclusive education is a process involving changes in the way schools are organized, in the curriculum and in teaching strategies, to accommodate the range of needs and abilities among pupils. Through this process, the school builds its capacity to accept all pupils from the local community who wish to attend and, in so doing, reduces the need to exclude pupils”.

Need and Significance of the Study:

Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive. It aims at strengthening the Indian education system so that it reaches every child and provides them opportunities for academic and social achievement.

Statement of the Problem:

“A Comparative Study of Students’ Attitude towards Inclusive Education at Senior Secondary Level.”

Objectives of the Study:

The objective of the present study:

1. To study the attitude of government and private senior secondary school students regarding inclusive education.
2. To study the attitude of male and female senior secondary school students regarding inclusive education.
3. To study the attitude of rural and urban senior secondary school students regarding inclusive education.

Hypotheses of the Study:

1. There will be no significant difference between government and private senior secondary school students regarding attitude of inclusive education.
2. There will be no significant difference between male and female senior secondary school students regarding attitude of inclusive education.



3. There will be no significant difference between rural and urban senior secondary school students regarding attitude of inclusive education.

Delimitation of the Study:

The present study is delimited to 200 students of senior secondary Govt. and private schools of Gurugram district Haryana.

Methodology: Descriptive method is used by the researcher for the present study.

Sample: In the present study, Random sampling technique is used by the researcher to select the sample size 200(100 students from the Govt. and 100 students from private school).

Variables: Students' Attitude, Inclusive Education, Types of Institution, Residential Background, Gender.

Tool Used: Self constructed questionnaire which consists 30 items is used to collect the data related to the present study.

Statistical Techniques Used: In the present study, following statistics techniques are used:

Mean

Standard Deviation

T-test

Analysis and Interpretation:

A. Attitude of govt. and private sec. school students towards inclusive education. The table -1 represents the data pertaining to the significance of differences in the mean scores of attitude of govt. and private secondary school students towards inclusive education.

Type of School	N	M	S.D.	t	Result	Decision
Govt. School	100	64	7.58	0.89	NS	Null Hp. accepted
Private School	100	65	6.46			

It is evident from the table that the 't' value on the attitude of secondary school students is 64 and 65 respectively. When such scores were subjected to the testing of their significance of difference, the 't' value was found to be 0.89 which is less than the table value of 't'. Therefore, the 't' ratio is found to be no-significant. As such, the hypothesis that there does not exist any significant difference in the attitude of govt. and private secondary school students towards inclusive education.

B. Attitude of male and female sec. school students towards inclusive education. The table -2 represents the data pertaining to the significance of differences in the mean scores of attitude of male and female secondary school students towards inclusive education.



Gender	N	M	S.D.	t	Result	Decision
Male	90	65	7.98	1.35	NS	Null Hp. accepted
Female	110	62	8.40			

It is evident from the table that the 't' value on the attitude of secondary school students is 65 and 62 respectively. When such scores were subjected to the testing of their significance of difference, the 't' value was found to be 1.35 which is less than the table value of 't'. Therefore, the 't' ratio is found to be no-significant. As such, the hypothesis that there does not exist any significant difference in the attitude of male and female secondary school teachers towards inclusive education.

C. Attitude of rural and urban sec. school students towards inclusive education. The table -2 represents the data pertaining to the significance of differences in the mean scores of attitude of rural and urban secondary school students towards inclusive education.

Background	N	M	S.D.	t	Result	Decision
Rural	60	71.16	8.83	1.78	NS	Null Hp. accepted
Urban	140	59.02	6.52			

It is evident from the table that the 't' value on the attitude of secondary school students is 71.16 and 59.02 respectively. When such scores were subjected to the testing of their significance of difference, the 't' value was found to be 1.78 which is less than the table value of 't'. Therefore, the 't' ratio is found to be no-significant. As such, the hypothesis that there does not exist any significant difference in the attitude of rural and urban secondary school students towards inclusive education.

Findings of the Study:

After the careful analysis of the obtained data and interpretation of the results with regard to the objectives and hypotheses of the study, the investigator reached at the following findings:

There is no significance difference between the attitude of government and private senior secondary school students regarding inclusive education.

There is no significance difference between the attitude of male and female senior secondary school students regarding inclusive education.

There is no significance difference between the attitude of rural and urban senior secondary school students regarding inclusive education.

Conclusion: It can be concluded from the results that both govt. and private, male and female, rural and urban senior secondary school students' have similar attitude towards inclusive education.



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