

Students Attitude towards Inclusive Education

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Abstract

Inclusive Approach refers to the type of Education that allows students with diverse needs to find their own place and to receive their education in regular schools and classroom. Countries from abroad have decided that by 2030, inclusive and quality education will be guaranteed for all. Objective of the present study was to find out Attitudes of Under Graduate and Post Graduate students towards Inclusive Education. This study is done by using Descriptive Survey Method and the Researcher have analysed data in qualitative approach. Total 165 samples have been taken from Mathematics and Geography department (UG & PG). One Questionnaire was framed by the Researcher which consists of 25 questions with 5 options using Likert 5point scale. After the data analysis, the Researcher found that there is highly positive attitude of UG & PG students towards Inclusive Education.

Keywords: Inclusive Education, Under Graduate Students, Post Graduate Students

Introduction

Inclusive Education is a new approach towards Educating the children with disability and learning difficulties with that of normal ones within the same roof. It brings all students together in one classroom and community, regardless of their strengths and weakness in any area, and seeks to maximize the potential of all students. India is one of the few countries' worlds over where the education of children with special needs doesn't fall within the purview of human resource development ministry. Indeed over 36 million disabled children need special education which will ensure "equalization of educational opportunity" – a prime objective taken by Kothari Commission. The principle of inclusive education was adopted at the "World Conference on Special Needs Education: Access and Quality" (Salamanca, Spain 1994). About Eighty percent of Indian population lives in rural areas without provision for special schools. It means, there are an estimated 8 million children out of school in India (MHRD 2009 Statistics), many of whom are marginalized by dimensions such as poverty, gender, disability and caste. It is known that 73 million children of primary school age were out of school in 2010, down from a high of over 110 million out of school children in the mid-1990s , according to new estimates by the UNESCO Institute for Statistics (UIS). The NPE, 1986 emphasized on the integration of the physically and mentally handicapped with general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. The NEP, 2020 envisages equitable and inclusive education for all, with special focus on children and youth, especially girls, from socially and economically disadvantaged groups.

Review of Related Literature

C. Constantia, P. Christos (2019) studied on Action research: The key to inclusive education in Cyprus. The main aim of the article is to explore the role of Collaborative Action Research (CAR) in promoting inclusive education within a mainstream school in Cyprus. The preliminary data for this research were gathered using a mixed methodology approach. CAR was then carried out in a single school with 150 participants. The study then examined the extent to which CAR enhanced inclusive education, using interviews. Finally, the results showed that CAR is one of the factors which can lead to inclusion.

M. Hasan, K.H. Halder and D. Debnath (2018) deliberated on Inclusive Education and Education for All. The paper also shows various implications of inclusive Education as a strategy. The theoretical analysis indicates that inclusive education as an integral part of Education for all. The Education for All (EFA) movement is a global commitment to provide quality basic education for all children, youth and adults. Inclusive education is also a new approach towards educating the children with diverse abilities and learning difficulties with that of normal ones within the same manner. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. The focus of this paper is to explore the theoretical interrelation between the Inclusive education and Education for all and conclude them with various UNESCO documents and other published articles. The entire documentary analysis in the paper shows the relation between inclusive education and Education for All with various perspectives.

P. Haug (2017) considered on Understanding inclusive education: ideals and reality. The key issue discussed in the article is the main challenges in developing inclusive education. Most European countries have acknowledged inclusive education as a means to secure equal educational rights for all persons. However, the definitions and implementations of inclusive education vary immensely. They are discussed in relation to a narrow and a broad definition of inclusive education, distinguishing between a horizontal and a vertical dimension of the concept. The article also goes into students' learning outcomes in inclusive education as well as teacher competencies for inclusive pedagogy. No country has yet succeeded in constructing a school system that lives up to the ideals and intentions of inclusion, as defined by different international organizations. Placement seems to be the most frequent criterion of inclusive education, to avoid segregation. The quality of teaching and learning processes in inclusive education has lower priority.

J. Lambrecht, J. Lenkeit, A. Hartmann, A. Ehlert, M. Knigge and N. Spörer (2019) calculated on the effect of school leadership on implementing inclusive education: how transformational and instructional leadership practices affect individualised education planning. One instrument to implement individualised education is individualised education planning (IEP). IEP requires cooperation between special and regular teachers. From research on school leadership, it is known that leadership styles are connected to the way, school leaders use their scope of action with respect to fostering collaboration. However, little is known about the relationship between the leadership of a school, the provision of structures for collaboration, and the implementation of IEP in an inclusive context. The article focuses on the question to what extent transformational (TL) and instructional leadership (IL) are connected to the provision of structures for collaboration and how TL and IL as well as structures for collaboration

relate to the implementation of IEP directly and indirectly. Based on data of N = 135 German schools, a path model was calculated. It revealed medium relations between TL, IL, and structures for collaboration as well as a medium effect from structures to collaboration on implementation of IEP. The effect from TL towards implementation of IEP was fully mediated by structures for collaboration, while the effect from IL persisted.

P. Narsaiah (2018) opined on conscious on Inclusive Education: Challenges and Prospects in India. Inclusive education stands for improvement of schools in all dimensions to address the educational needs of all children. Recommendations to send children with disabilities to mainstream schools were first made in the Sargent Report in 1944, and again in 1964 by the Kothari Commission. Despite this, the change has been slow, with segregation in special schools dominating the scene until recently. There is no need of reinforcing the fact that teacher education remains a very weak link with respect to equipping teachers to be prepared for an inclusive classroom environment. The teacher education diplomas and degrees offer “Education of children with special needs” as an optional subject, in order to prepare teachers to identify and diagnose disability. However, it gives them a holistic perspective with respect to dealing with diversity or challenge negative attitudes. The challenges and prospects in India are elucidated in the present paper. Inclusive education thus needs to be implemented with full rigour in order to fulfil the mandate of Education for all as guaranteed by the Fundamental Right to education declared by the 86th Constitutional amendment act in 2002 and enacted as a law in the year 2009.

C. Nilholm (2020) designed on Research about inclusive education in 2020 – How Can we improve our theories in order to change Practice? Since the Salamanca Statement was published in 1994 a massive amount of research has addressed the issue of inclusive education. Yet, there is a sense of lack of progress which seems to necessitate a critical look at the field while not neglecting advancements made. Such advancements concern the development of theory, a concept which is given a broad interpretation in the paper. Both theories with limited scope and more encompassing theories have been developed. However, from the point of view of Lewin’s well-known formulation ‘there is nothing as practical as a good theory’ there seems to be a lack of theories that have empirically been shown to be successful tools in the development of more inclusive school systems, schools and classrooms. The case study seems to be a methodological approach well suited for the development of such theories. Two examples from Sweden, one from the school level and one from the classroom level, are used to illustrate the potential of case-studies to develop theory in this area of research.

S. Pingle and I. Garg (2015) studied on Effect of Inclusive Education Awareness Programme on Preservice Teachers. In India, the concept of inclusive education schools is gaining importance to provide equal opportunities of education for all. Aims of schools in India has is to include students with special needs in the regular classrooms. However, biggest challenge they face is lack of awareness among teachers about inclusive education. Educationists across India have felt the need to make teachers aware about inclusive education. This research paper discusses about the effect of inclusive education awareness programme, developed to create awareness among preservice teachers. Methodology used was quasi-experimental design-pre-test-post-test non-equivalent group along with factorial design to study the interactive effect of moderator variables on treatment. Questionnaire on awareness about inclusive education was prepared, it comprises of 48 items, and its reliability index is 0.85 by Split–Half

method and 0.88 by Cronbach Alpha. Purposive sampling technique was used and sample consisted of 77 preservice teachers in the experimental group and 53 in the control group from two colleges offering D.Ed. (Diploma in Teacher Education) Course. Treatment, inclusive education awareness programme was implemented using different interactive teaching methods for 52 hours across five weeks. Data was analysed using descriptive and inferential statistics t-test, ANNOVA (Two-way), Wolf's test. Findings revealed that preservice teachers from experimental group have gained awareness about inclusive education to a moderate extent. No significant interactive effect of gender, socio-economic status, social intelligence, emotional intelligence and treatment was found. This confirms that treatment given to experimental group was effective.

S.K. Singh (2017) conducted a study of inclusive education with reference to visually impaired students in Lucknow and measures to strengthen fund management. Inclusive education involves changing culture of traditional education system with emphasis on active learning, applied curriculum, appropriate assessment methods, multi-level instructional approaches, and increased attention to diverse student needs. It had been believed that children with special needs must be given education separately because these children either had never attended the higher education or if had attended they dropped out early and failed to complete their higher education. Researcher had studied the issues in this paper on inclusive education with reference to challenges faced by the special need students in relation to availability of assistive device, special educator, barrier free environment in the educational institution and study the behaviour of teachers, administrative department, classmates, and families towards the special need students. The focus of this paper is to explore the theoretical interrelation between the Inclusive education and Education for all and conclude them with various UNESCO documents and other published articles. The entire documentary analysis in the paper shows the relation between inclusive education and Education for All with various perspectives.

D.H. Torrano, M. Somerton and J. Helmer (2020) measured on mapping research on inclusive education since Salamanca Statement: a bibliometric review of the literature over 25 years. The purpose of this study is to map the research literature on inclusive education (IE) since the Salamanca Statement using metadata extracted from 7,084 Scopus-indexed publications over the last 25 years in terms of the growth trajectory, productivity collaborative networks, and intellectual structure of the field. Main findings of the study are: (1) the academic interest on IE has risen from the Salamanca Statement to date; (2) IE research is a global phenomenon and is produced in most countries around the world, although the bulk of research is still published by a small number of authors and countries; (3) there is a noteworthy level of scientific collaboration in the field, with numerous consolidated research groups and robust research collaborations between countries; (4) four schools of thought define the intellectual structure of IE research: system and structures, special education, accessibility and participation, and critical research; (5) four general themes have been addressed in the literature over the last 25 years: IE in higher education settings, pre-service teacher education and their attitudes towards IE, teaching for inclusion and in-service professional development on IE, and practices and principles of IE. Findings are discussed and implications for the development of the field are presented.

M. Walsh (2018) studied on The Inclusion of Students with Special Needs in the General Education Classroom. The purpose of this study was to address the different teaching strategies that teachers can

use in their classroom in order to have a successful inclusion classroom. For this purpose, researcher addressed one question- How do teachers create and maintain successful inclusion classrooms. This study follows qualitative design using classroom observation. To answer the research question, the researcher observed two classrooms in one elementary school. In the fall, the researcher was placed in a fourth-grade classroom, with observation time occurring once a week over the course of three months. In the spring, the researcher was placed in a first-grade classroom. The time spent in both classrooms ranged from two to four hours a week. The researcher recorded observations three times for each semester. The researcher analysed the data based on a thematic analysis of observations and Review of The Literature. Additionally, the researcher compared and contrasted her observations to the review of the literature to search for common themes and differences. This research study followed a thematic analysis of observations. Two different classrooms were observed. The classrooms were chosen because they were the researcher's assigned fieldwork classrooms. The observations helped answer the research question.

Objectives

Researcher has selected the following objectives:

- To find out attitude of UG & PG students towards Inclusive Education.
- To find out attitude of Science & Arts students towards Inclusive Education.
- To find out attitude of Male & Female students towards Inclusive Education.
- To find out attitude of Unreserved & Reserved category students towards Inclusive Education.

Hypotheses

Researcher has selected the following hypotheses:

- There are no significant differences between UG & PG students towards Inclusive Education.
- There are no significant differences between Science & Arts students towards Inclusive Education.
- There are no significant differences between Male & Female students towards Inclusive Education.
- There are no significant differences between Unreserved & Reserved category students towards Inclusive Education.

Methodology

Researcher followed Descriptive Survey Method for conducting the study. The important constructions of the study were:

- **Variable:** Researcher considered only one variable i.e., Students attitude towards Inclusive Education.
- **Sample:** Researcher selected 165 students (UG & PG) from Geography and Mathematics Department.
- **Tools:** Researcher have constructed one questionnaire consisting of 25 items for this study with 5 options. Questionnaires was validated by the experts.

Table 1: Distribution of Total Sample

Category	Gen	SC	OBC	Female	Male	Total
UG (Geography)	14	11	10	25	10	35

UG (Math)	16	07	05	05	23	28
PG (Geography)	17	09	20	31	15	46
PG (Math)	22	14	21	32	24	56

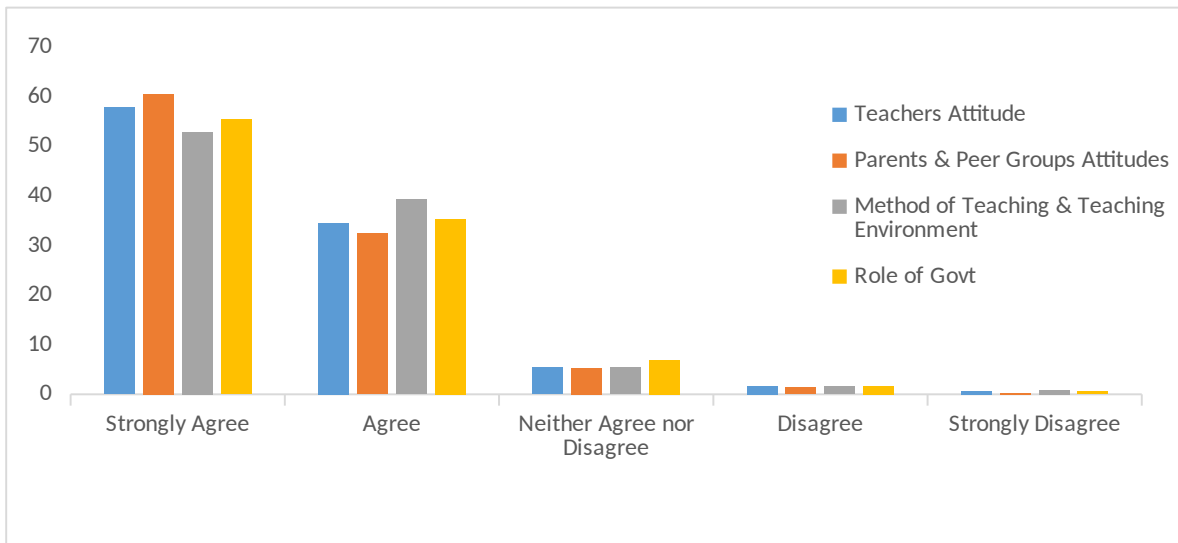
Data Analysis

Researcher have analysed data according to the research objectives. At first researcher have categorized some main points according to collected data and then presented in Bar Graph with explanations.

Table 2: Four Main Dimensions according to the Collected Data

Options	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
Teachers Attitudes	57.81%	34.48%	5.39%	1.63%	0.66%
Parents & Peer Group Attitudes	60.60%	32.42%	5.30%	1.36%	0.30%
Method of Teaching & Learning Environment	52.84%	39.27%	5.45%	1.57%	0.84%
Role of Government	55.45%	35.35%	6.86%	1.71%	0.60%

Figure 1: Four Main Dimensions



Interpretation

The graph above shows that according to 5 options, Teachers’ attitude towards Inclusive Education - Strongly Agree (57.81%), Agree (34.48%), Neither Agree nor Disagree (5.39%), Disagree (1.63%), Strongly Disagree (0.66%). According to 5 options, Parents & Peers Groups’ attitude towards Inclusive Education - Strongly Agree (60.60%), Agree (32.42%), Neither Agree nor Disagree (5.30%), Disagree (1.36%), Strongly Disagree (0.30%). In Method of Teaching & Teaching Environment influence towards Inclusive Education - Strongly Agree (52.84%), Agree (39.27%), Neither Agree nor Disagree (5.45%), Disagree (1.57%), Strongly Disagree (0.84%). Role of Government towards Inclusive Education - Strongly Agree (55.45%), Agree (35.35%), Neither Agree nor Disagree (6.86%), Disagree

(1.71%), Strongly Disagree (0.60%). Based of Percentages, Researcher found that Maximum number of students are expressed their opinion on Strongly Agree (above 50%) and Agree (above 30%) among 5 options. Finally, the Researcher concluded that attitudes of UG & PG students towards Inclusive Education was too good, they have also accepted inclusion in their Education.

Objective-wise Data Analysis

Objective 1: Attitude of UG and PG Students towards Inclusive Education.

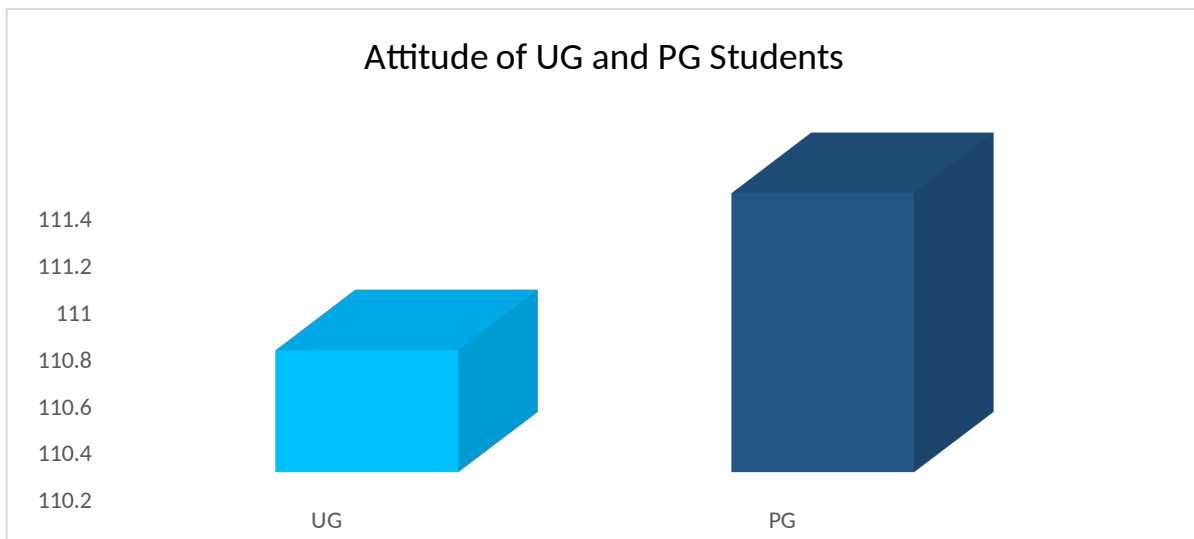
Table 3: Attitude of UG and PG Students

Category	N	Mean	SD	Mean Difference	df	t Value
UG	63	110.72	3.61	0.67	163	1.81*
PG	102	111.39	0.75			

* Not Significant at 0.05 level

In the Above table, the calculated ‘t’ value was found to be not significant, therefore, the corresponding null hypothesis (H₀) was Accepted. As such, it could be inferred that there is the no significant difference in the mean scores of UG and PG students towards Inclusive Education. The attitude of PG Students is equal to the attitude of UG Students towards Inclusive Education.

Figure 2: Attitude of UG and PG Students



Objective 2: Attitude of Science and Arts Students towards Inclusive Education.

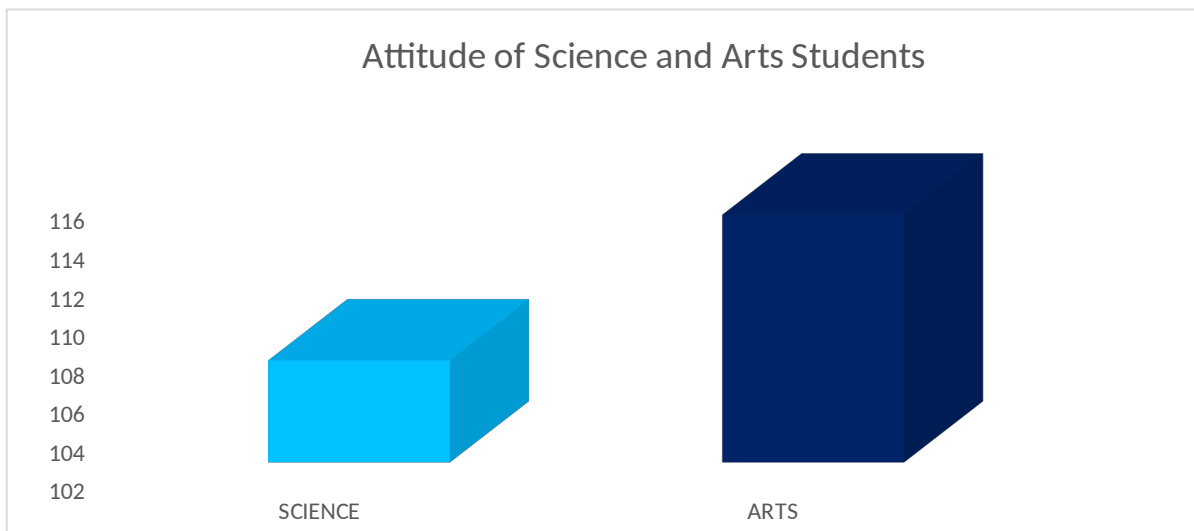
Table 4: Attitude of Science and Arts Students

Category	N	Mean	SD	Mean Difference	df	t Value
Science	84	107.66	10.00	7.11	163	5.20*
Arts	81	114.77	7.39			

* Significant at 0.05 level

In the Above table, the calculated ‘t’ value was found to be significant, therefore, the corresponding null hypothesis (H_0) was rejected. As such, it could be inferred that there is the significant difference in the mean scores of Science and Arts Students towards Inclusive Education.

Figure 3: Attitude of Science and Arts Students



Objective 3: Attitude of Male and Female Students towards Inclusive Education.

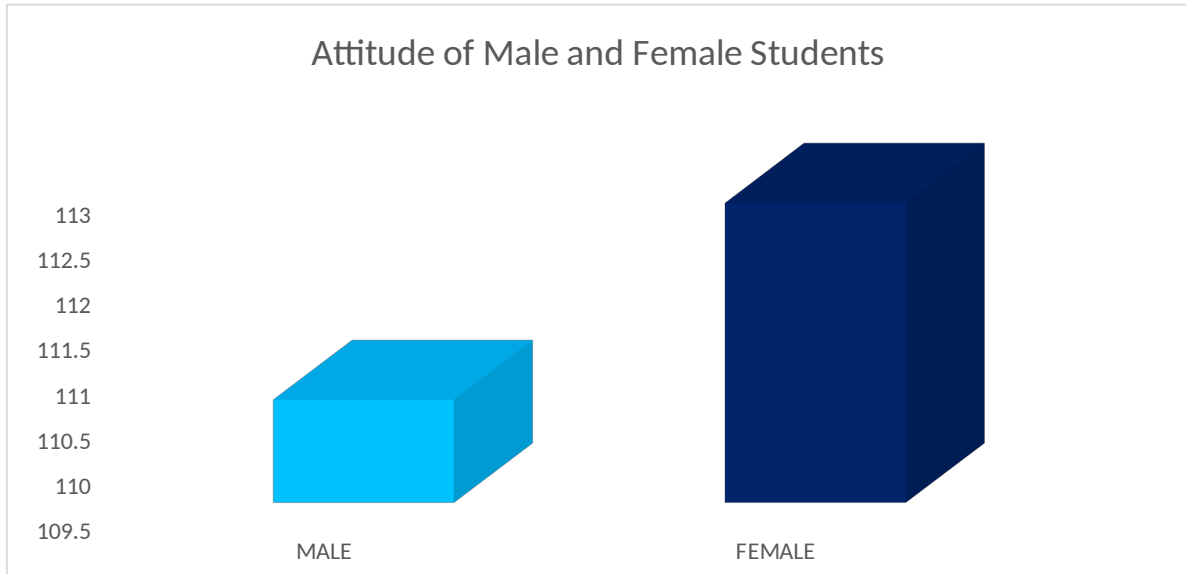
Table 5: Attitude of Male and Female Students

Category	N	Mean	SD	Mean Difference	df	t Value
Male	71	110.64	3.59	2.18	163	5.33*
Female	94	112.82	1.46			

* Significant at 0.05 level

In the Above table, the calculated ‘t’ value was found to be significant, therefore, the corresponding null hypothesis (H_0) was rejected. As such, it could be inferred that there is the significant difference in the mean scores of Male and Female Students towards Inclusive Education.

Fig:4 – Attitude of Male and Female Students



Objective 4: Attitude of Unreserved and Reserved Category Students towards Inclusive Education.

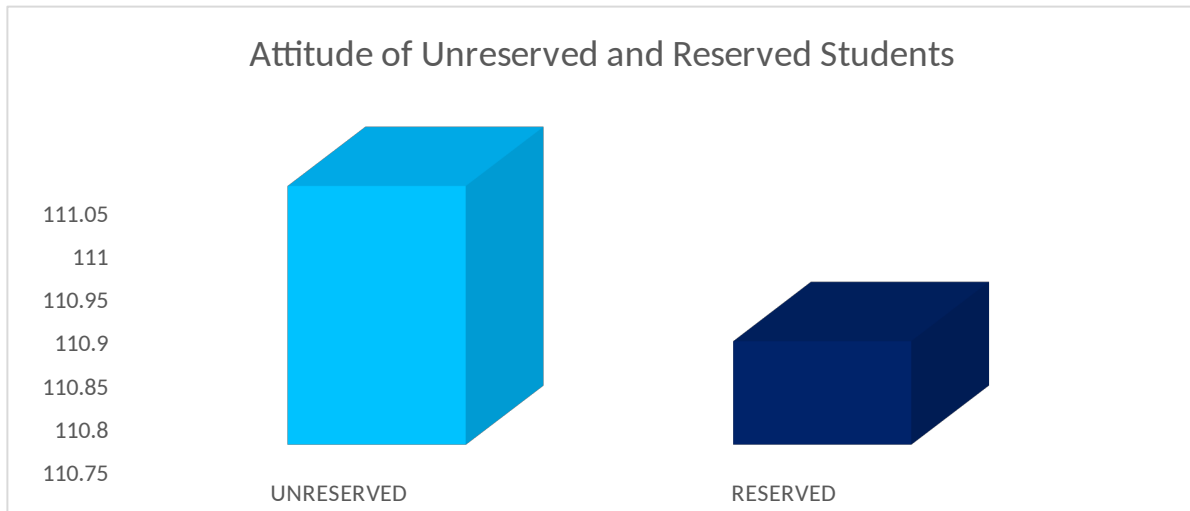
Table 6: Attitude of Unreserved and Reserved Students

Category	N	Mean	SD	Mean Difference	df	t Value
Unreserved	65	111.05	3.59	0.18	163	0.40*
Reserved	100	110.87	2.08			

* Not significant at 0.05 level

In the Above table, the calculated ‘t’ value was found to be not significant, therefore, the corresponding null hypothesis (H_0) was accepted. As such, it could be inferred that there is no significant difference in the mean scores of Unreserved and Reserved Students towards Inclusive Education. The attitude of Unreserved Students is same as the attitude of Reserved Students towards Inclusive Education.

Figure 5: Attitude of Unreserved and Reserved Students



Discussion

After calculated all data, the Researcher found that UG and PG students have positive attitude towards Inclusive Education. Among the 25 questions they express their opinion on 5 option Strongly Agree- 56.70%, Agree- 35.32%, Neither Agree nor Disagree- 5.74%, Disagree- 1.60% and Strongly Disagree- 0.63%. On the other side, the attitude of PG Students is equal to the attitude of UG Students towards Inclusive Education, there is the significant difference in the mean scores of Science and Arts Students towards Inclusive Education, there is the significant difference in the mean scores of Male and Female Students towards Inclusive Education and the attitude of Unreserved Students is same as the attitude of Reserved Students towards Inclusive Education.

Basis of this percentages it was proven that, all higher-level students accepted inclusion in Education and they also raising their hand towards specially children. NEP- 2020 also focused on Inclusion and equity education for all, with special and youth, especially girls, from socially disadvantaged groups. So, every citizen should be maintained this and helpful for those special needs students.

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