



Attitude of rural students towards inclusive classroom at secondary level: A case of Burdwan District

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Article Info

ISSN (online): 2582-7138

Volume: 04

Issue: 04

July-August 2023

Received: 01-06-2023

Accepted: 19-06-2023

Page No: 466-470

Abstract

Attitude of rural students at secondary level towards inclusive classroom is about appreciating differences and modifying the strict educational system to accommodate the requirements of all kind of students. Every child should have access to high-quality education as it is a fundamental human right. Children with special needs, regular school students, educators, and society everyone benefit from teaching-learning in inclusive classrooms. In the current study, the prime objective is to compare the attitude of rural students towards inclusive classroom at secondary level with respect to gender (male and female) and type of school (government and private). The investigators studied 94 samples from rural secondary school of Pandaveswar block of Burdwan district in West Bengal through self-made questionnaire of Shalini Gupta (2012) and also used Mean, SD, t-test, and analysis by SPSS-20.0 version for analyzing the collected data. The findings of the present study unfold that there is no significant difference between male (Mean=49.69) and female (Mean=50.34) and their remains significant difference between government and private rural secondary students' attitude towards inclusive classroom of Burdwan district in West Bengal. On the other hand, out of 94 samples, 9.58% of students have extremely high and 39.36% of students have high level attitude towards of inclusive classroom. Similarly, 36.16% of students' average and 12.77% of students have low and also only 2.13% of student have extremely low level attitude towards inclusive classroom of rural secondary school students of Burdwan district in West Bengal. So, it understood that private school teachers have better attitude towards inclusive classroom at secondary schools.

DOI: <https://doi.org/10.54660/IJMRGE.2023.4.4.466-470>

Keywords: Attitude, Rural, Secondary school students, Inclusive classroom

Introduction

In 1880, Special education first was used as a term to describe an alternative educational system for students with disabilities. It was based on the presumption that particular requirements of disabled children could not be satisfied in a regular classroom. Three components are necessary for special education to be successful: qualified and trained teachers; a particular curriculum; and infrastructure (Sharma and Kulshrestha, 2021) ^[6]. Next, integrated education in that which focuses on how children with disabilities and children without disabilities interact within the same educational environment. It fosters empathy, love, and respect for children with disabilities. It costs less and doesn't call for accessible to people with disabilities (Sharma and Kulshrestha, 2021) ^[6]. However, facilities for technical aids, educational aids, etc. must be set up. In the modern period, inclusive education encompasses every category of children, whether exceptional or normal, together in the regular classrooms of the mainstream schools, represents the precise moment and current state of affairs in the background of children with special needs and impairment education, and also implies that all children, including those with disabilities, learn together in mainstream learning environments.

A school uses inclusion as a technique for making use of its assets to fulfill every child's educational, physical, and emotional needs. The provision of services to learners with disabilities in their local schools with the required support services and supplemental aids for both learners and teachers is known as inclusion (Mangal, 2014) [4]. It entails catering to the requirements of children with disabilities for a cost-free, high-quality public education in the setting with the fewest restrictions and highest efficiency. Inclusion aims to prepare pupils to engage as active, valuable contributors to society.

All children who are in need are entitled to inclusion, which is a fundamental right. Everybody belongs to the school and is welcome there, according to the idea that inclusion conveys. The most crucial aspect of inclusive education is that it enables children with disabilities to attend their local schools with all other learners (Sanjeev and Kumar, 2007) [5]. The goal of mainstream schools is to meet the educational requirements of all children, teens, and adults, with a special emphasis on those who are mostly at risk of marginalization and exclusion. All students, regardless of their educational preferences or rates, participate in inclusive education. It is a dynamic process since it takes into account all facets of a child's development, including their emotional, physical, intellectual, creative, and social growth. It is about appreciating differences and modifying the strict educational system to accommodate the requirements of all students. Children with special needs can better integrated into society with the aid of inclusive education. Every child should have access to a high-quality education as it is a fundamental human right. Children with special needs, students in regular education, educators, and society all benefit from inclusive classrooms when it comes to education.

According to the current study, attitude of rural students at secondary level towards inclusive classrooms is crucial for creating a better balanced society or nation as well as to us here in a new era in education. Human rights issues, universal access to education in the classroom, solidarity, and removing obstacles are the four components that make up an inclusive classroom. All children, regardless of their differences, should have access to high-quality education under umbrella of human rights agreement. Every student should have a chance to study, and also no child should be denied that opportunity because of their color, caste, class, or impairment (Gupta, 2012) [1]. Children with and without disabilities studying together in mainstream classes discover knowledge together. They want to learn what to know, what to do, who to be, and how to live together thus allowing all to engage in society together, contributing to social harmony and stimulating the formation of relationships among people, groups, and nations that is known as togetherness, and also breaking down barriers by becoming more familiar and tolerant in order to lessen fear, prejudice, and rejection.

Reviews of Literature

Sanjeev and Kumar (2007) [5] conducted a study on inclusive education in India and also observed that most of the Indians reside in rural areas without access to special education facilities. As a result, inclusive schools must meet the requirements of all students in every neighborhood, and both the federal and state governments must train teachers to run inclusive classes. Kurowski *et al.* (2022) [2] their article presents a review of research studies related to the theme of barriers to inclusive education in primary schools and the researchers to take a broader look at certain broad patterns

relating to obstacles to the inclusive classroom learning in primary schools. Lawrie *et al.* (2017) [3]. Their study on the moving towards to inclusive learning and teaching also examined previous work, such as inclusive curriculum design, inclusive curriculum delivery, inclusive assessment, and institutional commitment and management. Conducted research work on the Inclusion of Students with Special Needs in the General Education Classroom and also classroom observations revealed the range of techniques teachers employed to guarantee students' success.

Rationale of the study

Every child should have the right to go to school, and children with special needs should also be allowed to do so in environments that are appropriate for them. Despite this fact education institution for typical children have considerably expanded, very few schools have been able to meet the needs of special children. The majority of them have the ability to gain at least a basic education, which would be advantageous to them at every stage of their lives, but they are not given the chance to do so. Therefore, they are unable to cope up with life challenges. The advantage of inclusion is that it permanently incorporates the disabled child into society. Every person or child is constantly challenged to perform at higher levels in an environment that is both kind and competitive. The instruction, training, and grooming programs at the school are made to assist pupils in acquiring the knowledge, abilities, and approaches required to complete this duty. It is ideal to be aware of and to adjust for particular requirements and limits when there is a focus on ability. We must encourage to be empathetic and compassionate towards their aspirations and build their confidence. The inclusive classroom enables the disabled child's personality to be prepared to navigate through the challenging and dark seas of a harsh and demanding world.

Objectives

The major objectives are following as

1. To know the attitude of rural students of secondary schools of Burdwan district in West Bengal towards inclusive classroom.
2. To measure the gender wise difference in attitude towards inclusive classroom of rural secondary school students of Burdwan district in West Bengal.
3. To examine the attitude towards inclusive classroom of government and private rural secondary school students of Burdwan district in West Bengal.

Statistical Hypotheses

The main statistical hypotheses are following as

Ho1. There is no significant difference in attitude towards inclusive classroom of the male and female rural secondary school students of Burdwan district in West Bengal.

Ho2. There is no significant difference in attitude towards inclusive classroom of the government and private rural secondary school students of Burdwan district in West Bengal.

Research design

The investigators use the descriptive type research design in the current study.

Research Methodology

In this study, the investigator uses the random sampling

method and also takes into account the 94 samples from rural secondary school students of Burdwan district in West Bengal.

Data collection

In the current study, the data has been collected from rural secondary school students of Burdwan district in West

Bengal by researchers themselves through the questionnaire of Shalini Gupta (2012) [1].

Data analysis and Interpretation

The investigators use Mean, SD, t-test, and SPSS-20.0 version for analyzing the collected data.

Table 1: Showing the level of attitude towards inclusive classroom of rural secondary school students of Burdwan district in West Bengal

| Sr. No | Range of Raw Score | Level of attitude towards inclusive classroom | No. of Students | (%) of Students |
|---------------------|--------------------|---|-----------------|-----------------|
| 1. | 63 and Above | Extremely High | 09 | 9.58 |
| 2. | 51-62 | High | 37 | 39.36 |
| 3. | 39-50 | Average | 34 | 36.16 |
| 4. | 27-38 | Low | 12 | 12.77 |
| 5. | 26 and Below | Extremely Low | 02 | 2.13 |
| Total Sample | | | 94 | 100 |

Interpretation: The above table-1, shows that out of 94 respondents, 9.58% of students have extremely high and 39.36% of students have high level of attitude towards of inclusive classroom. Similarly, 36.16% of students belong to the category of average and 12.77% of students fall in category of low and also only 2.13% of students lie in the extremely low level attitude category towards inclusive classroom of rural secondary school students of Burdwan district.

students' attitude towards inclusive classroom of Burdwan district in West Bengal.

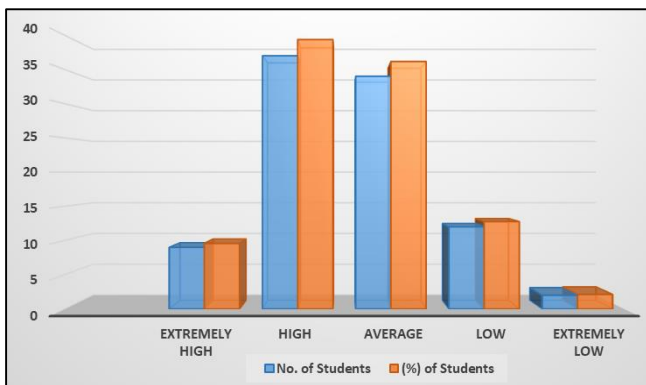


Fig 1: Attitude towards of rural secondary school students towards inclusive classroom

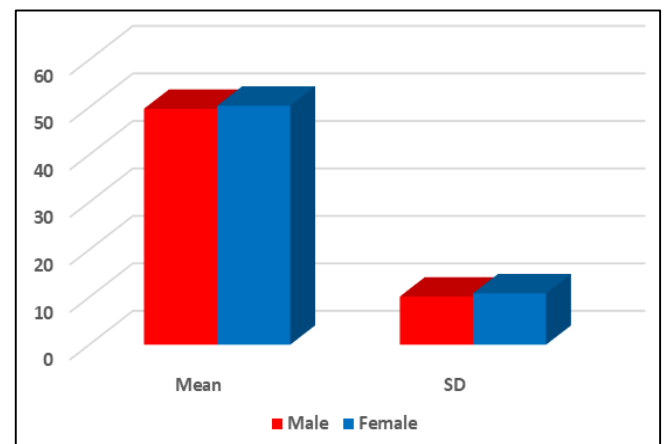


Fig 2: Showing the attitude towards inclusive classroom of male and female rural secondary school students of Burdwan district in West Bengal

Table 2: Showing the attitude towards inclusive classroom of male and female rural secondary school students of Burdwan district in West Bengal

Table 2: Showing the attitude towards inclusive classroom of government and private rural secondary school students of Burdwan district in West Bengal

| Group | Number | Mean | SD | df | t-value | Significance |
|--------|--------|-------|-------|----|---------|--------------|
| Male | 42 | 49.69 | 10.16 | 92 | -0.300 | 0.765 (NS) |
| Female | 52 | 50.34 | 10.83 | | | |

| Group | Number | Mean | SD | df | t-value | Significance |
|------------|--------|-------|-------|----|---------|--------------|
| Government | 59 | 47.18 | 10.44 | 92 | -3.662 | 0.000 S** |
| Private | 35 | 54.88 | 8.75 | | | |

NS= Not significant at 0.05 level

S**= Significant at 0.01 & 0.05 level

Interpretation: The calculated t-Value appears to be -0.300, which is not significant at 0.05 level. It is seen from the above table-2, that the attitude towards inclusive classroom of male rural students (Mean=49.69) is having a low level of value as compared to female rural secondary school students (Mean=50.34). Thus, the Null Hypothesis is accepted. Therefore, it can be concluded that there is no significant difference between male and female rural secondary

Interpretation: The calculated t-Value comes out to be -3.662, which is a significant both at 0.01 and 0.05 level. It is seen from the above table-3, that the attitude towards inclusive classroom of government rural students (Mean=47.18) is having comparatively low value as compared to private rural secondary school students (Mean=54.88). Thus, the Null Hypothesis is rejected. Therefore, it can be concluded that there is a significant difference between government and private rural secondary students' attitude towards inclusive classroom of Burdwan district in West Bengal.

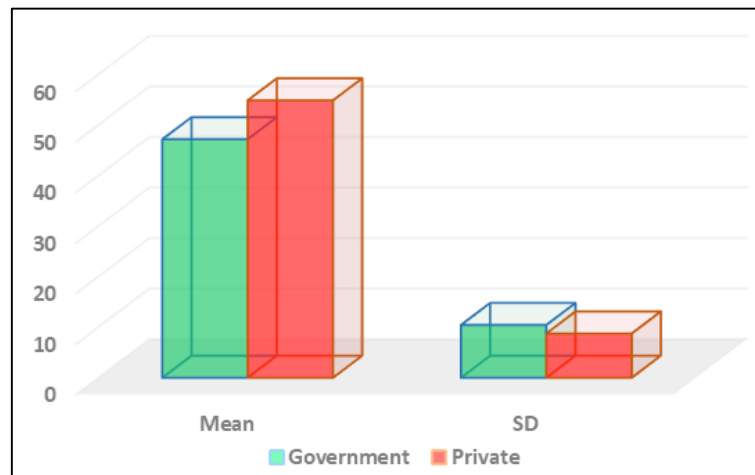


Fig 3: Showing the attitude towards inclusive classroom of government and private rural secondary school students of Burdwan district in West Bengal

Results of the study

The broader findings or results are following as

1. Out of 94 respondents, 9.58% of students have extremely high and 39.36% of students belongs to the category of high level attitude towards of inclusive classroom. Similarly, 36.16% of students having average and 12.77% of students having low and also only 2.13% of student fall in the category of extremely low level attitude towards inclusive classroom of rural secondary school students of Burdwan district in West Bengal.
2. There is no significant difference between male (Mean=49.69) and female (Mean=50.34) rural secondary students' attitude towards inclusive classroom of Burdwan district in West Bengal. It also can be concluded that females as compared to males in rural secondary schools have positively high level attitude towards inclusive classroom.
3. There found to be significant difference between government (Mean=47.18) and private (Mean=54.88) rural secondary students' attitude towards inclusive classroom of Burdwan district in West Bengal. It also can be concluded that private as compared to government rural secondary school students have high level attitude towards inclusive classroom.

Discussion and Conclusion

Positive attitude of rural students at secondary level towards inclusive classrooms is crucial for creating a balanced society or nation as well as a new dawn in education. Human rights issues, universal access to education in the classroom, solidarity, and removing obstacles are the four components that make up an inclusive classroom. All children, regardless of their differences, should have access to high-quality education as per the human rights of the laud. Every student should get a chance to study, and also no child should be denied opportunity because of their color, caste, class, or impairment. Children with and without disabilities must learn together in mainstream classes.

In the present study, the researchers have found that there is no significant difference between male (Mean=49.69) and female (Mean=50.34) attitude and significant difference is found between government and private rural secondary students' attitude towards inclusive classroom of Burdwan district in West Bengal. On the other hand, it also concluded that females as compared to males and private school going

rather than government school students have positive attitude towards inclusive classroom of rural secondary school students of Burdwan district in West Bengal. Therefore, inclusive classroom is undoubtedly the greatest way to meet their unmet requirements. Now, West Bengal government is providing great support and it has become a matter of importance. It is a positive sign for development in our society or state as well as our nation or country.

Further recommendation

Some suggestion must be added for future studies. These are:

1. Large sample size could have produced better results. Because it is a trending issue in our society as well as education system all over the World.
2. This type of study should be conducted both type of schools. Deliberately if rural area's schools are being selected as sample the results may not disclose the true picture.
3. This kind of study must be conducted at primary and upper-primary schools also.

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