

STUDENT ATTITUDE TOWARDS INCLUSIVE EDUCATION IN THE DISTRICT OF PASCHIM MEDINIPUR, WEST BENGAL

Sunita Bera,
Assistant Professor, Gobardanga Hindu College
Sunitaberakuedu2015@gmail.com

Abstract:

The aim of the present study is to highlight the students' attitude towards inclusive education. It is a descriptive survey type research. In this study the population were all the teachers under WBCHSE (West Bengal Council of Higher Secondary Education), Government aided, Bengali Medium, Higher Secondary Schools. Total 250 samples were selected from 13 schools which were both from rural and urban. From the study this can be concluded that 7(2.8%) students show extremely favourable attitude, 19(7.6%) students show most favourable attitude, 35 (14%) students show above average favourable attitude, 104(41.6%) students show moderate attitude, 61 (24.4%) students show below average unfavourable attitude, 21(8.4%) students show most unfavourable attitude and finally 3(1.2%) students show extremely unfavourable attitude towards inclusive education.

Keywords: Attitude, Inclusive Education, Student.

Introduction:

Inclusive education means different and diverse students learning side by side in the same classroom. They enjoy field trips and after-school activities together. They participate in student government together and they attend the same sports meets and plays. Inclusive education values diversity and the unique contributions each student brings to the classroom. In a truly inclusive setting, every child feels safe and has a sense of belonging. Disability is a term which is used widely. The United Nations defined disabilities as: "any restriction or lack (resulting from impairment) of ability to perform an activity in the manner within the range considered normal for a human being." The question on disability was canvassed in all the censuses since 1872 to 1931. The question on disability was not canvassed in the censuses from 1941 to 1971. In census 1981, information on three types of disabilities was collected. The question of disability was dropped in census 1991. In census 2001, the question was again included and information on five types of disability was collected. In census 2011 information on eight types of disability has been collected. The varieties of disabilities which

were highlighted in the census of 2011 are in seeing, in hearing, in speech, in movement, mental retardation mental illness, any other and multiple disabilities.

Operational definitions of important terms:

Attitude:

An attitude is an evaluation of an object, ranging from extremely negative to extremely positive. The people can also be conflicted or ambivalent toward and object by simultaneously holding both positive and negative attitudes toward the same object. An attitude can be as a positive or negative evaluation of people, objects, events, activities and ideas. The attitude of a person is determined by psychological factors like ideas, values, beliefs, perception, etc. all these have a complex role in determining a person's attitude.

Student:

In education system student is the most important element. Student is used to refer to someone who is learning a topic under the guidance of regular schools teacher and who attends educational institutions. They are the future citizens of the nation. In the present study 'students' refers to those who belong to the higher secondary stage i.e. they are all either class xi or class xii students under the West Bengal Council of Higher Secondary Education.

Inclusive Education:

Inclusion in education is an approach to educating students with special educational needs. Under the inclusions model, students with special needs spend most or all of their time with non-special needs students. So, inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life at the school. The exceptional children should get same opportunity as like as the general children the philosophy of inclusive education belief this idea. All learners have right to education, regardless of their individual characteristics or difficulties. Basically inclusive education has emerged as a reaction towards the limitations of special education where disabled children and others with special educational needs have experienced exclusion, discrimination and segregation from mainstream education and their peers. To support inclusive education UNESCO has defined it as, "children with special educational needs have the same right to education as the others and should be able to have access to ordinary schools, which should integrated them in an education system focus around the individual and capable of accommodating his needs". In the present study inclusive education refers to that type of education where the physically or mentally retarded children get same opportunity as well as general children in the same school to enhance their qualities. So, inclusive education is that types of education where all type of students get same opportunity from their neighborhood school according to their age, grade and ability.

Need of study:

The attitude determines one's confidence and ultimately whether or not he can succeed. A good attitude helps in taking fruitful decisions. In the era of inclusive education, students have to be prepared for this system. If they are not properly mentally prepared, then the education system cannot serve its best. The mental preparation of students can be understood if their attitude is measured. If they are mentally prepared, their attitude will be positive. But if they are not prepared, their attitude will be negative. In this study, the researcher has tried to show the attitude of students towards inclusive education of their mental preparation to make inclusive education successful.

Objectives of the study:

The objectives of the present study are as follows:

- To highlight the students' attitude towards inclusive education.
- To examine the significance of difference between male and female students in their attitude towards inclusive education.
- To study the difference between the attitude of rural and urban students towards inclusive education.
- To find out the difference between the attitude of students of different classes towards inclusive education.
- To investigate the significance of difference between the attitude of science and arts students towards inclusive education.

Variables used in the study:

Major variables: Students' attitude

Categorical variables: Gender (male and female student)

Locality (rural and urban student)

Stream (science and arts student)

Class (class xi and class xii student)

Delimitation of the study:

- The study was done in the district of Paschim Medinipur.
- The study was delimited to the schools of W.B.C.H.S.E (WEST BENGAL BOARD OF HIGHER SECONDARY EDUCATION).
- The schools were Bengali medium schools.
- The students' data were collected from class xi and class xii only.
- The sample was collected purposively from both rural and urban areas.
- Total student sample was 250 which were collected from 13 schools.
- The schools were Government aided higher secondary schools.

Hypotheses of the study:

To achieve the objectives this study the investigator hypothesized that:

H₁: Attitude of male students differs significantly from their female counterpart.

H₂: There will be significant difference between rural and urban students in their attitude towards inclusive education.

H₃: Attitude of class xi and class xii students differs significantly.

H₄: There exists significant difference between science and arts students in their attitude towards inclusive education.

Review of related studies:

- **Chourdhuri and pandey (2008)** designed a study to know the views of students with visual impairment on their integration. A questionnaire made in Braille was used to collect data from them. Questionnaire attempted to know from them whether they wanted to have i) general interaction with non-disabilities students' ii) academic integration iii) co-curriculum integration. The findings of study revealed that the majority of the students want to meet, interact, study and participate in co-curriculum activities with the non-disabled students in general schools.
- **Anke de Boer, Sip Jan Pijl and Alexander Minnaert (2012)** studied the student attitude towards peers with disability. The study presented an overview of studies describing attitudes of students, variables relating to students' attitudes, and the relationship between students' attitudes and the social participation of peers with disabilities. Based on a literature search they selected 20 studies that were conducted in seven different countries. Outcomes were described in terms of negative, neutral or positive according to three attitude components (cognitive, affective and behavioural). The results showed that students generally hold neutral attitudes towards peers with disabilities. Several variables were found relating to their attitudes (i.e., gender, age, experience with and knowledge about disabilities, parental influence). Moreover, the results indicated that attitudes of peers relate to the social participation of students with disabilities. Implications of the findings were discussed in terms of promoting positive attitudes of peers.
- **Abiola Olaleye et al. (2012)** studied student attitude towards peers with disability in Nigeria. The purpose of the study was to describe the attitudes of students without disability towards their peers with disability, and to assess the role that gender and interpersonal contact play in shaping these attitudes. A cross-sectional study involving 107 students was carried out at an inclusive secondary school located in a peri-urban area in South Western Nigeria. Participants were recruited from a group of 118 students in the three junior classes and senior class one (JSS 1 to SSS 1). A semi-structured questionnaire containing items on the "Chedoke-McMaster Attitudes Towards Children with Handicaps (CATCH) scale", which elicits responses on a Likert scale numbered 0 to 4 (0-strongly disagree, 4-strongly agree), was administered. Data analysis was done using Stata version 12. Descriptive analysis was carried out and association between variables was determined using independent two-tailed t-tests. The Cronbach's alpha coefficient of the scale was 0.83. The attitudes of students in the school were generally positive ($M = 22.55$, $SD = 3.79$). Female students had higher total scores ($M = 24.76$, $SD = 2.78$) than their male contemporaries ($M = 19.84$, $SD = 3.05$), $t(103) = 8.55$, $p = .000$. Having a friend/relative with a disability was associated with more positive attitudes among

female students. In this inclusive setting, the attitudes of students towards their peers with disability were generally positive. Since interpersonal contact was associated with positive attitudes towards students with disabilities, interventions should be directed towards promoting interpersonal relationships in order to build an integrated society.

Type of research:

In the present study Quantitative Descriptive Survey method has been used to achieve the objectives.

Population:

In this study the population were all the students of class xi and class xii WBCHSE (West Bengal Council of Higher Secondary Education), Government aided, Bengali Medium, Higher Secondary Schools.

Sample:

The researcher took 250 students sample from 13 schools. The sample was purposively selected. The selected sample was representative of the population. The sample was taken from Govt aided Higher Secondary Schools in the district of Paschim Medinipur under WBCHSE.

Tool:

In the present study the researcher used questionnaire as tool which was self administered questionnaire which was used for students' data collection to know the attitude towards inclusive education. The scale was three point scale where the points were Agree, Undecided and Disagree.

Students' Scale:

This scale was made by the researcher. The dimensions covered by the scale were-

- i) Psychological/behavioral
 - ii) Curricular and co-curricular aspect
 - iii) Awareness about inclusive education
 - iv) Administrative aspect
 - v) Social and parental aspect
- Total number of items are 40.

Reliability of the tool:

Chronbach Alpha:

To measure the reliability of this scale Chronbach Alpha statistical method has been applied. The value of reliability is shown below-

Table 1: Reliability Statistics

Chronbach's Alpha	Chronbach's Alphas Based on Standardized Items	No of Items
.715	.716	40

Validity of students' attitude scale:

The validity of students' attitude scale was ascertain in the following ways-

- **Face validity:**
The instrument has satisfactory face validity because the items have been selected according to the five conceptual dimensions of the scale in consultation with three judges mentioned earlier.

- **Content validity:**
The statements of the scale are fully adequate and relevant to measure the predispositions of students towards inclusive education. Available literature has been reviewed and the views and suggestions sought from various experts at the time of preparing preliminary draft of the scale have been taken into considerations. Thus, the scale can be said to possess adequate content validity.

Norm of students' attitude scale:

The scale was administered on 250 students from 13 Higher Secondary Schools. On the basis of data collection the norms have been defined. The possible range of score is 40 to 120. The score of the individual forms the raw score of this scale. On the basis raw scores z score norms based on the total sample of 332 have been prepared and are given in table 3.8.2.1 norms for interpretation of z scores and finding out the level of attitude of students towards inclusive education have been given in table below.

Table 2: Norms for interpretation of level of students' attitude towards Inclusive Education

SINO	Range of raw scores	Range of z score	Level of Attitude
1	111 and above	+ 2.01 and above	Extremely Favourable
2	104-110	+1.26 to 2.00	Most Favourable
3	97-103	+0.51 to 1.25	Above Average Favourable
4	88-96	-0.51 to +0.50	Moderate Attitude
5	82-87	-0.51 to -1.25	Below Average Unfavourable

6	75-81	-1.26 to -2.00	Most Unfavourable
7	74 and below	-2.01 and below	Extremely Unfavourable

Data Collection:

The and students were given the assurance of the confidentiality of their responses. They were assured that the academic achievement of the students will not be affected for their open responses. For that they expressed their views freely. At the time of data collection no verbal instructions were provided by the researcher to avoid biasness. There was no time limit to complete the questionnaire. Samples were given enough time to respond. They were also not disturbed by the researcher at the time of data collection. As they gave the completed questionnaire to the researcher they got vote of thanks from the researcher.

Scoring procedure:

It was a three-point scale. So, the scoring procedure was

Table 3: Scoring

Response	Agree	Undecided	Disagree
Favourable (positive)	3	2	1
Unfavourable (negative)	1	2	3

Presentation of data:

As the present study aims only to find out the attitude of students the summary statistics of two attitude scales will be presented bellow.

Table 4: Summary statistics of the scores of students’ attitude scale N= (250)

Variable	Mean	Median	SD	Skewness	Kurtosis	Range	SE
Attitude	92.612	93	8.74	-0.308	0.209	48	.552

From the table it is clear to state that mean (92.612) and median (93) values are very close to each other. The value of skewness (-0.308) indicates slightly negative skewness of the distribution. The value of kurtosis is 0.209 which is less than the normal value (0.263). So the distribution is leptokurtic. The deviation is not show large to be different from the normal values. So the nature of the distribution is near to normal i.e. maintains the Normal Probability curve.

Table 5: Mean and SD of students' scores

Total students	250	92.61	8.74
Male students	100	92.45	9.55
Female students	150	92.72	8.19
Rural students	160	91.87	8.46
Urban students	90	93.67	9.06
Class xi students	144	93.85	7.93
Class xii students	106	90.93	9.52
Science students	87	94.83	8.32
Arts students	163	91.41	8.73

The table and graph depict that the mean score of total student is 92.61 and S.D is 8.74. It means that 68% students (170) out of 250 have scored 8.74 more or less than the average (92.61) i.e. 170 students have scored from 101.35 to 83.87. 95% students (approx 237) have scored from 110.09 to 75.13. 100% (99.73%) students have scored from 118.83 to 66.39.

From total male students (100) about 68 students have scored from 82.9 to 102. Near about 95 male students have scored from 73.35 to 111.55. 100 male students have scored 63.8 to 125.1.

From female students (150) near about 120 students have scored from 84.53 to 100.91. Approximately 143 students have scored from 76.34 to 109.1. 100% students (150) have scored from 68.15 to 117.29.

From rural students (160) near about 109 students have scored from 83.41 to 100.33. Near about 152 students have scored from 74.95 to 108.76. About 100% students have scored from 66.49 to 117.2

From urban students (90) near about 61 students have scored from 84.61 to 102.73. Near about 86 students have scored from 75.55 to 11.79. 90 students have scored from 66.49 to 120.85.

In case of class xi students (104) near about 71 students have scored from 85.92 to 101.78. Near about 137 students have scored from 77.99 to 109.71. 104 students have scored from 70.06 to 117.64.

From the total students of class xii (106) near about 72 students have scored from 81.41 to 100.45. About 100 students have scored from 71.79 to 109.97. All students 106 have been scored from 62.37 to 119.49.

From the total science students (87) about 59 students have scored from 86.51 to 103.15. About 83 students have scored from 78.19 to 111.47. 87 students have scored from 68.87 to 119.79.

From the total arts students (163) about 111 students have scored from 82.68 to 100.14. About 155 students have scored from 73.95 to 108.87. All students have scored from 68.22 to 117.6.

Table 6: Analysis and interpretation of data:
Item wise analysis of students' scale:
N=250

Item	Agree	Indifferent	Disagree
1	173(69.2%)	29(11.6%)	48(19.2%)
2	133(53.2%)	25(10%)	92(36.8%)
3	221(88.4%)	12(4.8%)	17(6.8%)
4	162(64.8%)	29(11.6%)	59(23.6%)
5	156(62.4%)	51(20.4%)	43(17.2%)
6	193(77.2%)	11(4.4%)	46(18.4%)
7	149(59.6%)	73(29.2%)	28(11.2%)
8	187(74.8%)	42(16.8%)	21(8.4%)
9	139(55.6%)	20(8%)	91(36.4%)
10	46(18.4%)	22(8.8%)	182(72.8%)
11	118(47.2%)	75(30%)	57(22.8%)
12	100(40%)	43(17.2%)	107(42.8%)
13	165(66%)	41(16.4%)	44(17.6%)
14	239(95.6%)	2(0.8%)	9(3.6%)
15	51(20.4%)	42(16.8%)	157(62.8%)
16	138(55.2%)	33(13.2%)	79(31.8%)
17	70(28%)	79(31.6%)	101(40.4%)
18	152(60.8%)	59(23.6%)	39(15.6%)
19	211(84.4%)	17(6.8%)	22(8.6%)
20	125(50%)	64(25.6%)	61(24.4%)
21	174(69.6%)	39(15.6%)	37(14.8%)
22	107(42.8%)	54(21.6%)	89(35.6%)
23	99(39.6%)	35(14%)	116(46.4%)
24	168(67.2%)	27(10.8%)	55(22%)
25	156(62.4%)	32(12.8%)	62(24.8%)
26	94(37.2%)	44(17.6%)	112(44.8%)
27	176(70.4%)	33(1.2%)	43(17.2%)
28	146(58.4%)	49(19.6%)	55(22%)
29	121(48.4%)	25(10%)	104(41.6%)
30	198(79.2%)	28(11.2%)	24(9.6%)
31	226(90.4%)	17(6.8%)	7(2.8%)
32	177(70.8%)	48(19.2%)	25(10%)
33	42(16.8%)	50(20%)	158(63.2%)
34	170(68%)	37(14.8%)	43(17.2%)
35	187(74.8%)	33(13.2%)	30(12%)

36	199(79.6%)	32(12.8%)	19(7.6%)
37	182(72.8%)	27(10.8%)	31(12.4%)
38	185(74%)	35(14%)	30(12%)
39	204(81.6%)	21(8.4%)	25(10%)
40	215(86%)	19(7.6%)	16(6.4%)

From the above table the following explanations can be given-

- 173(69.2%) students are agree with that they have friends who are somehow physically or mentally disabled. 29 (11.6%) students are indifferent and 48(19%) students are not agreed with this.
- 133(53.2%) students think that it is problematic to read with the disabled students in the same class. 25(10%) students are natural and 92(36.8%) students do not think that.
- 221(88.4%) students help the disabled children for their study. 12(4.8%) students are indifferent. 17(6.8%) students do not help the disabled children.
- 162(64.8%) students think that the disabled children can't do work properly. 29(11.6%) students are indifferent in this matter. 59(23.6%) students do not think that.
- 156(62.4%) students realize that special education is more efficient than general education for the disabled children. 51 (20.4%) students are indifferent. 43 (17.2%) students convey opposite view.
- 193(77.2%) students say that they help the disabled children when they need. 11(4.4%) students do not say anything and 46(18.4%) students say that they do not help the disabled.
- 149(59.6%) students realized that the disabled children like to spend their time with them (sample students). 73(29.2%) students are indifferent and 28(11.2%) students do not realize that.
- 187(74.8%) students agreed that teachers were also very kind for the special children. 42(16.8%) students could not say anything and 21(8.4%) students were disagreed with this.
- 139(55.6%) students told that they seat with the disabled children in the classroom. 20(8%) students were indifferent and 91(36.4%) students told that they did not seat with the disabled children.

- 46(18.4%) students were not interested about the disabled children. 22(8.8%) students were indifferent and 182(72.8%) students were interested about the disabled children.
- 118(47.2%) students thought that their teachers were much tensed about the disabled children. 75(30%) students were not sure about that and 57(22.8%) students did not think that.
- 100(40%) students appreciated that disabled children do participate in all curricular and co-curricular activities. 43(17.2%) students did not say anything. 107(42.8%) students did not appreciate that.
- 165(66%) students thought that the facilities available in general schools were not appropriate for educating the disabled children. 41(16.4%) students were decision less and 9(3.6%) students did not appreciate this.
- 239(95.6%) students thought that they should help the disabled children as they can take education from general classroom properly. 2(0.8%) students could not say anything 9(3.6%) students did not say anything.
- If general students and special students get education from same classroom then the general students will be deprived - 51(20.4%) students are agreed with this. 42(16.8%) students are indifferent and 157(62.8%) students are not agreed with this.
- Special students can develop their potentialities in general classroom- 138(55.2%) students are agreed with this, 33(13.2%) are indifferent, 79(31.6%) students are not agreed.
- 70(28%) students think that general students will not be benefitted by inclusive education, 79(31.6%) students are indifferent, and 101 (40.4%) students are disagreed.
- If the special children get education from general classroom they can give up their inferiority complex. 152(60.8%) students are agreed with this, 59(23.6%) students are indifferent and (15.6) students are disagreed with this.
- If the special students get proper education they can do everything. 211(84.4%) students are agreed with this, 17(6.8%) students are indifferent and 22(8.6%) students are disagreed with.
- It is difficult for the special children to get education from general students. 125(50%) students accept this. 64(25.6%) students are indifferent, 61(24.4%) students do not accept this.

- If special children get education from general classroom, it will increase value arrange the general students. 174(69.6%) students think that, 39(15.6%) students are indifferent and 37(14.8%) students do not think that.
- The parents of special children should admit their children in general schools - 107(42.8%) students think that. 54(21.6%) students are indifferent and 89(35.6%) students do not think that.
- Disabled children will always be lagged behind in competition with the general students 99(39.6%), students are agreed with this, 35(14%) students are indifferent and 116(46.4%) students are not agreed with this.
- Special children can serve their country like general children- 168(67.2%) students accept this, 27(10.8%) students are indifferent and 55(22%) students do not accept this.
- 156(62.4%) students are agreed with that special children should be admitted in special school not in general schools, 32(12.8%) students are indifferent and 62(24.8%) students are not agreed with this.
- If the disabled children are admitted in special schools they will be separated from the mainstream of society- 94(37.6%) students accept this, 44(17.6%) are indifferent and 112(44.8%) students do not accept this.
- If the disabled children would have to admit in general schools it is need to change the infrastructural facilities in the schools- 176(70.4%) think this, 33(13.2%) students are indifferent and 43(17.2%) students do not think this.
- If the disabled children are admitted in the general schools they will have to face various problems-146(58.4%) students are agreed with this, 49 (19.6%) are indifferent and 55(22%) students are not agreed with this.
- The disabled children will not be able to adjust with the general students in general schools- 121(48.4%) students think that, 25(10%) students are indifferent and 104(41.6%) students do not think that.
- The disabled children have the right to take admission in general schools-198(79.2%) students accept this, 28(11.2%) students are indifferent, 24(9.6%) students do not think that.
- If they try the special children can do better result than the general children- 226(90.4%) students accept, 7(2.8%) students do not accept but 17(6.8%) students are indifferent.

- 177(70.8%) students think that if the disabled children are admitted in general schools they will think themselves as the important members of the society, 48(19.2%) students do not say anything and 25(10%) students do not think that.
- If the disabled children get admission in general schools, it will decrease the quality of education - 42(16.8%) students accept this, 50(20%) students are indifferent and 158(63.2%) students do not accept this.
- As the number of special school is so little so if they get opportunity to take admission it will be very effective for them-170(68%) students accept this, 37(14.8%) students are indifferent, 43(17.2%) students do not accept this.
- 187(74.8%) students realized that the presence of disabled children in their classroom was not problematic for them, 33(13.2%) students were indifferent and 30(12%) students confessed that the presence of disabled children in their classroom was problematic for them.
- The general students will learn to respect the special children after looking their good result in various fields, 199(79.6%) students think, 32(12.8%) students are indifferent and 19(7.6%) students do not think.
- 182(72.8%) students think that – if the special children get admission in general school it can decrease the discrimination among children, 27(10.8%) students are indifferent and 31(12.4%) students do not think that.
- To give proper education for disabled children in general school it is need to at new type of co-curricular activities-185(74%) students think so, 35(14%) students are indifferent and 30(12%) students do not think so.
- The curriculum should be made in that manner that both the special and general students will be benefitted from the curriculum-204(81.6%) students accept that, 21(8.4%) students are indifferent and 25(10%) students do not accept that.
- To give equal education for special and general children the schools should use various teaching aid- 215(86%) students think that, 19(7.6%) students are indifferent and 16(6.4%) students do not think that.

Testing the hypotheses:

H₀₁: Attitude of male students does not differ significantly from their female counterpart.

Table 7: Comparison the attitude male and female students

t-test: Two- sample Assuming Equal variances

	Male	Female
Mean	92.45	92.72
Variance	91.19	67.05
Observations	100	150
Pooled variances	76.69	
df	248	
T stat	-0.24	
P (t<=) two-tail	0.81	
T critical two-tail	1.97	

From the table it is seen that the mean of male students is 92.45 and female students is 92.72. it is also seen that the t (248) value is - 0.24 and p value is 0.81 ($p > 0.05$). **Hence ‘t’ is not significant. Therefore, the null hypothesis is not rejected. So, it can be said that attitude of male students does not differ significantly from their female counterpart.**

H₀₂: there will be no significant difference between rural and urban students in their attitude towards inclusive education.

Table 8: Comparison the attitude of rural and urban students.

t-test: Two-sample assuming equal variances

	Rural	Urban
Mean	91.87	93.6
Variance	71.57	82.14
Observations	147	103
Pooled variances	75.92	
df	248	
T stat	-1.61	
P (t<=) two-tail	0.11	
T critical two-tail	1.97	

From the table it is seen that the mean is rural students is 91.87 and urban students is 93.67. It is also seen that the t (248) value is -1.61 and p value is 0.11 ($p > 0.05$). **Hence, ‘t’ is not significant. Therefore the null hypothesis is not rejected. So, it can be said that there will be no significant difference between rural and urban students in their attitude towards inclusive education.**

H₀₃: Attitude of class xi and class xii students does not differ significantly.

Table 9: Comparison the attitude of class xi and class xii students'

t- test: Two-sample assuming equal variances

	Class xi	Class xii
Mean	93.85	90.93
Variance	62.83	90.67
Observations	144	106
Pooled variances	74.62	
Df	248	
T stat	2.64	
P (t<=) two-tail	0.01	
T critical two-tail	0.97	

From the table is seen that the mean of xi students is 93.85 and xii students are 90.93. It is also seen that the t (248) value is 2.64 and p value is 0.01 ($p > 0.05$). **Hence 't' is significant. Therefore the null hypothesis is rejected. So, it can be said that attitude of class xi and class xii students differ significantly. It is also clear from the table that class xi students show more positive attitude towards Inclusive Education than class xii students.**

H₀₄: There exists no significant difference between science and arts students in their attitude towards inclusive education.

Comparison the attitude of science and arts students

t- test: Two-sample assuming equal variances.

	Science	Arts
Mean	94.83	91.43
Variance	69.26	76.62
Observations	87	163
Pooled variances	74.07	
df	248	
t stat	2.97	
P (t<=) two-tail	0.003	
t critical two-tail	1.97	

From the table it is seen that the mean of science students is 94.83 and arts students is 91.43. It is also seen that t (248), value is 2.97 and p value is 0.003 ($p > 0.05$). **Hence, 't' is significant. Therefore, the null hypothesis is rejected. So, it can be said that there exists**

significant difference between science and arts students in their attitude towards inclusive education. It is clear that Science students have more positive attitude towards Inclusive Education than Arts students.

Findings from Students' Score:

From 250 students 7(2.8%) students show extremely favourable attitude, 19(7.6%) students show most favourable attitude, 35 (14%) students show above average favourable attitude, 104(41.6%) students show moderate attitude, 61 (24.4%) students show below average unfavourable attitude, 21(8.4%) students show most unfavourable attitude and finally 3(1.2%) students show extremely unfavourable attitude towards inclusive education.

Students' attitude score distribution:

Attitude	No of Students	% of Students
Extremely Favourable	7	2.80%
Most Favourable	19	7.60%
Above Average Favourable	35	14%
Moderate Attitude	104	41.60%
Below Average Unfavourable	61	24.40%
Most Unfavourable	21	8.40%
Extremely Unfavourable	3	1.20%

Implication of the study:

From the present study of students it is seen that most of the students' (41.6%) attitude is moderate and 24.4% students' attitude is below average unfavourable. It indicates that students are also not ready and not much conscious about inclusive education.

Now, this is the time to take necessary steps of the Government and Policy makers to think about the present situation and try to find out the causes of this situation, i.e. why the teachers and students do not show enough attitude, what they think about its (inclusive education) fruitfulness. They should think about how the students' attitude can be enriched by taking various training courses, refresher courses and orientation courses. As a result the new philosophy will be successful in the area of education.

References:

- Best, W. J., & Kahn, J. V. (2012) *Research in Education* (10th ed.). PHI Learning Private Limited, Delhi – 110092.
- Creswell, J.W. (2014). *Educational Research: Planning, conducting, And Evaluating Qualitative Research* (4th ed.). PHI Learning Private Limited, Delhi – 110092.

- Kothari, C. R. (2012). *Research Methodology: Methods and Techniques* (2nd ed.). New age International (P) Limited Publishers.
- Koul, Lokesh. (2013). *Methodology of Educational Research* (4th ed.). Vikash Publishing House Pvt. Ltd.
- Mangal, S. K., & Mangal, Shubhra. (2013). *Research Methodology in Behavioural Sciences*. PHI Learning Private Limited, Delhi – 110092.
- Rao, Dr. Usha (2012). *Inclusive Education*. Himalaya Publishing house.
- Virk, J. et.al. (2010). *Fundamentals of Inclusive Education*. Twenty First Century publications, Patiala.

Internet Resources:

Anke de Boer, Sip Jan Pijl, and Alexander Minnaert, "Students' Attitudes towards Peers with Disabilities: A review of the literature", International Journal of Disability Development and Education. Vol. 59, no. 4, (2012), pp. 379-392.

Abiola Olaleye et al., "Attitudes of Students towards Peers with Disability in an Inclusive School in Nigeria", Formerly Asia Pacific Disability Rehabilitation Journal, Vol 23, No 3 (2012).