

# A Study About The Attitudes Of Normal Students Towards The Inclusion Of Disabled In The Normal Schools In The Urban Area Of Guntur District

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**Abstract:** “Education means an all round drawing out of the best in child and man body, mind and spirit.” – Mahatma Gandhi rightly said. The root meaning of education is given as bringing up or leading out or making manifest the inherent potentials in a child. The education commission of 1952 emphasized that education contributes to develop habits, attitudes and qualities of character which will enable the children to bear the worthy responsibilities of the democratic citizenship.” The 22<sup>nd</sup> session of UNESCO of November 12<sup>th</sup>, 1997 through its resolution 44 (Article 10) has accepted that education is the strongest instrument of persons and societies which should be used to foster peace, justice, understanding, tolerance and equality to the benefits of both the present and future generations. Moto of the Sarva Shiksha Abhiyan (SSA of 2005) Universalization of Elementary Education in India. Which declared “the Constitutional commitment to ensure Free and Compulsory Education for all children up to the age of 14 years.” And also emphasized that inclusion is a philosophy that built on the belief that all people are equal and should be respected and valued. The present paper is to study about the attitudes of normal students towards the inclusion of disabled in the normal schools in the urban area of Guntur district. The scope of the present study is restricted to verify the variables affecting the attitudes of regular classroom students, such as type of school, locality, management, gender and age. Variables: variables are conditions or characteristics that the investigator manipulates or controls or observes. Since the problem envisages the study of attitudes of regular school students towards the inclusion of disabled in normal schools, different categories of students were included in the study. In this study, attitude of the students is the dependent variable, where as all other variables are independent variables.

**Key Words:** Attitudes, Normal Students, and Inclusion of Disabled

## 1. INTRODUCTION:

“According to the Rig-Veda “Education is that which makes a man self reliant and selfless.” And According to the Tagore, “Education makes man’s life in harmony with all existence.” Question here is whether we provide self reliance to all the students to adjust in any circumstances. UNESCO Institute for Statistics, “Eighty percentage of indian populationis not having the provision for special schools. Estimated eight million children out of the school in India.” Many of who are marginalized by the dimensions such as poverty, disability, gender and caste. Till today there is a need of inclusion in education in the numbers of students who are not getting the education by including themselves in the normal schools.

**The Kotari Commission (1964-66)** : pointed out the need for change in the attitude of educating the disabled. It said, “the Education of the handicapped had to be organized not merely on humanitarian grounds but also on the grounds of utility. It is essential therefore, that the education of the handicapped children should be inseparable part of general education system.”

**National Policy of Education (1986):**This policy lays great emphasis on the elimination f disparities in the educational system and on the equalization of educational opportunities. It states that whenever feasible the education of the children with motor handicaps and other mild handicaps should take place in general schools along with the non-disabled peers.

### **Inclusive Education:**

Inclusive is a philosophy that is to built on the belief that all people re are equally and should be respected and valued.

### **Present study :**

The present study is to identify the attitudes of regular school students towards the inclusion of disabled in the normal schools. Generally, students studying in special schools may have positive attitudes towards the inclusion of disabled in the normal schools. This is because, special school students Knowledge the facts and problems of the disabled children.

## 2. NEED FOR THE STUDY :

In the society there is a negative attitude on the disabled people, so it is very urgent to bring awareness in the society towards the disabled for equal treatment on par with other and it is also essential to increase their knowledge level to fill self confidence in them for achieving goals.

**2.1 Sample of the study:** The present study surveys the attitude of 120 regular school students of different age groups (7-9, 9-11, 11-13 and 13-15 years) Primary and High school students, 76 male and 44 female, 30 private and 90 government, Primary 68 and high schools 52 towards the inclusion of disabled in the normal schools.

**2.2 Tool :** Standardized attitude scale with 57 statement of three point yes, no and doubtful points with 33 positive and 34 negative 24 positive and 33 negative statement with the scoring of 3,2 and 1 for positive and 1,2, and 3 scores are allotted for the negative statements have been used for the present study.

**2.3 Method :** Survey method is adopted for the study.

**Statistics:** measure of central tendencies, measure of dispersion and inferential statistics (t and F values) are measured for this study.

## 3. OBJECTIVES OF THE STUDY:

- To know the attitude of the normal primary and high school students towards the inclusion of disabled in the normal schools.
- To find the attitudes of normal school students studying in the Government and Private managements towards the inclusion of disabled in the normal schools.
- To find the attitudes of Male and Female normal school students towards the inclusion of disabled in the normal schools and

### 3.1 Hypotheses:

- There is no significant difference in the attitudes of normal Primary and Higher school students towards the inclusion of disabled in the normal schools.
- There is no significant difference in the attitudes of normal school students studying in Government and Private managements towards the inclusion of disabled in the normal schools.
- There is no significant difference in the attitudes of normal school Male and Female students towards the inclusion of disabled in the normal schools.

## 4. ANALYSIS AND INTERPRETATION OF DATA:

The Mean of the disruption is 126.58, Median : 126.81, Mode=125.45 Range 91, QD=16.76, SD : 22.73, SK=-0.03 and Ku=0.26.

The Mean of the attitude score is 126.58 and median is 126.81. the difference is -0.23 which is negligible, hence the above distribution is normal. For the normal distribution curve, the kurtosis should be 0.263 and the obtained value of kurtosis is 0.26 which is nearly equal to 0.263. Hence the above distribution is normal.

Mean, SD and 't' value of the primary and high school students attitudes towards the inclusion of the disabled in the normal schools.

Sl. No.	Type of the School	No.of students	Mean	SD	't'
1	Primary Schools	68	126.02	20.80	0.29@
2.	High schools	52	127.30	24.99	
	Total :	120			

Significant at 0.05 level.

From the table the obtained 't' value is 0.29, which is not significant at 0.05 level. Hence the hypothesis 1 is accepted. It is concluded that there was not significant difference in the attitudes of normal primary and high school students towards the inclusion of disabled in the normal schools.

From the mean values it can be inferred that the high school students are more favourable towards the inclusion of disabled in the normal schools as compared to primary school students.

Attitudes of normal school students studying in different types of schools towards the inclusion of disabled in the normal schools.

The total sample (N=120) is distributed into two groups based on the type of school namely, primary and high school. To test whether there is any significant difference between the primary and high school student's attitudes towards the inclusion of disabled in the normal schools. 't' test was employed and the obtained results are presented below Mean, SD and 't' value of the different managements Government and Private school students attitudes towards the inclusion of the disabled in the normal schools.

Sl. No.	Type of the School	No.of students	Mean	SD	't'
1	Government	90	125.80	22.63	.58@
2.	Private	30	128.60	22.87	
	Total :	120			

Significant at 0.05 level.

From the above table obtained 't' value is 0.58, which is not significant at 0.05 level. Hence he hypothesis 2 is accepted. It is concluded that there was not significant difference in the attitudes of normal school students studying in different managements Government and Private schools towards the inclusion of disabled in the normal schools.

From the mean values it can be inferred that the students studying in the private schools are more favourable towards the inclusion of disabled children in the normal schools than the students studying in the government schools.

Mean, SD and 't' value of the different genders male and female students attitudes towards the inclusion of the disabled in the normal schools.

Sl.No.	Type of the School	No.of students	Mean	SD	't'
1	Male	76	129.86	22.50	*2.13
2.	Female	44	120.90	22.000	
	Total :	120			

Significant at 0.05 level.

From the above table the obtained 't' value is 2.130, which is significant at 0.05 level. Hence he hypothesis 3 is rejected. It is concluded that there was a significant difference in the attitudes of normal school students of different genders that is male and female towards the inclusion of disabled students in the normal schools.

From the mean values it can be inferred that the male students are more favourable towards the inclusion of disabled children in the normal schools than the female students.

## 5. FINDING AND CONCLUSIONS:

Based on the results, the following findings and conclusions are drawn out.

- Students belonging to the normal primary and high schools are having positive attitudes towards the inclusion of disabled in the normal schools. Among them high school students are more favourable towards the inclusion of disabled in the normal schools than their counter parts.
- Students studying in government and private managements are possessing positive attitudes towards the inclusion of disabled in the normal schools. Among them students studying in private management are more favorable towards the inclusion of disabled in the normal schools than their counter parts.
- Gender wise analysis showed that the male and female students are having favorable attitudes towards the inclusion of disabled in the normal schools. Between the two groups, male students appeared to be more favorable towards the inclusion of disabled in the normal schools than female students. And

## 6. RECOMMENDATIONS:

From the above findings and conclusions the following recommendations are mentioned.

- Students studying in primary school are facing lot of problems with the disabled than students studying in high schools. Primary school students had not shown good attitudes towards the inclusion of disabled in the normal schools in comparison to high school students. Hence it is recommended that the primary school students should be made aware of different kind of disabled children and their inclusion in the normal schools.
- Students studying under private management were having good attitude towards the inclusion of disabled in the normal schools than government students, so it is recommended that the government students must develop favorable attitudes towards the inclusion of disabled in the normal schools to provide education to poor disabled children, who came forward to enroll themselves in local government schools.

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