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# Review Of Research



## A STUDY ON CLASSROOM CLIMATE OF HIGHER SECONDARY STUDENTS' ATTITUDE TOWARDS INCLUSIVE EDUCATION



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### ABSTRACT:

The present study discussed about the higher secondary students' attitude towards inclusive education. The objectives of the study focused on the higher secondary students' attitude towards inclusive education with respect to their gender and locality of school. Data are collected from 503 higher secondary students'. The result of the study indicated that there exists no significant difference on gender and locality of school on attitude towards inclusive education.

**KEYWORDS** :Inclusive education, Higher secondary students, Attitude.

### INTRODUCTION:

Inclusive education ensures the presence, participation and achievement of all students in schooling. Inclusive education includes all children irrespective of gender, language, capabilities, religion, political opinion, national, ethnical or social origin, or disability and so on. Inclusive education is essential to achieving quality education for all. Inclusive education happens when children with and without disabilities participate and learn together in the same classes. When a child with disabilities attends classes alongside peers who do not have disabilities, good things happen.

### NEED AND IMPORTANCE OF THE STUDY

The disabled students are not recognized and their needs are not fulfilled properly. Even though the technology has been modernization but there is a lack of facilities that disabled. In order to

identify the disabled students, their needs, their situation, their interest, classroom climate problems and the difficulties faced by the students of both groups. Thus the researcher has chosen the attitude of higher secondary students towards inclusive education. The need of this study is to gather information from students about classroom climate and attitude towards inclusive education to create a positive attitude and productive classroom climate.

## REVIEW OF RELATED LITERATURE

The review of related literature involves the systematic identification, location and analysis of documents containing information relating to the research problem.

**Bhatnagar, Nisha, Das and Ajay (2014)** determined a study on attitudes of secondary school teachers towards inclusive education in New Delhi, India. The study focused on the attitudes of secondary regular school teachers towards the inclusion of students with disabilities in New Delhi. The major finding of the study was that the teachers in Delhi had positive attitudes towards the inclusion of students with special needs. This study also indicated that the teachers who were more positive about inclusive education were male, younger teachers (less than 40 years of age), less experienced (less than 10 years) and had postgraduate qualifications.

**Gafoor, Abdul.K, Asaraf.Pand Muhammed (2009)** conducted a study on inclusive education: does the regular teacher education programme make difference in knowledge and attitudes? The study focused whether the regular B. Ed programme creates significant difference in the knowledge and understanding, and attitudes regarding inclusive education of student teachers and to see the broad implications of the finding for the improvement of regular teacher education programmes in relation to inclusive education practice. The result of the study was found that attitude towards inclusion is fairly high even before the teacher preparation course, revealing that the concept of inclusive education though in an evolving stage in India, the essence and principles are deep rooted in the society. B. Ed programme does make significant positive impact on knowledge and attitude regarding inclusive education practice. As attitude towards inclusion is found less favourable among females and the improvement there of is not significant due to the teacher preparation, there is need for further strengthening inclusion related experiences in teacher preparation.

## STATEMENT OF THE PROBLEM

The investigator has found that there are many problems in classroom climate and problems faced by disabled students. The researcher investigates how the classroom climate would be when inclusive children are made to sit along with the normal children to study together. Thus the researcher has entitled the research topic as "A study on classroom climate of higher secondary students' attitude towards inclusive education".

## OBJECTIVES OF THE STUDY

1. To find out whether there is any significant difference in attitude towards inclusive education among the higher secondary students' with respect to their Gender (Male / Female)
2. To find out whether there is any significant difference in attitude towards inclusive education among the higher secondary students' with respect to their Locality of School (Urban / Rural)

## HYPOTHESES OF THE STUDY

1. There is a significant difference in attitude towards inclusive education among the higher secondary students' with respect to their Gender (Male / Female)

2. There is a significant difference in attitude towards inclusive education among the higher secondary students' with respect to their Locality of School (Urban / Rural)

**METHOD OF THE STUDY**

In this study the investigator has adopted Survey Method.

**TOOLS USED**

The tools used in the present study were framed in 2015 by the investigator with five points scale on Classroom Climate and Inclusive Education. The five points are listed as SA – Strongly Agree, A – Agree, N – Neutral, DA – Disagree, SDA – Strongly Disagree.

**SAMPLE OF THE STUDY**

The total sample of this study is 503 higher secondary level students in Chennai.

**STATISTICAL TECHNIQUES**

The following statistical techniques have been used in the present study for the analysis of collected data

1. Descriptive Analysis
2. Differential Analysis

**Hypothesis: 1**

There is a significant difference in attitude towards inclusive education among the higher secondary students' with respect to their Gender (Male / Female).

**Table - 1**  
**Significant difference between the male and female of the higher secondary students' in attitude towards inclusive education**

VARIABLE	SUB - VARIABLES	N	MEAN	S.D	't' VALUE	LEVEL OF SIGNIFICANCE
GENDER	MALE	249	142.54	25.56	1.64	Not significant at 0.05 level
	FEMALE	254	145.94	20.49		

From the table - 1 it is inferred that the calculated 't' value 1.64 is less than the table value 1.96 at 0.05 level of significance. So, the research hypothesis - 1 is rejected. It is concluded that there is no significant difference in attitude towards inclusive education among the higher secondary students' with respect to their Gender. The mean value of inclusive education of male is 142.54 and female is 145.94. It stated that the level of attitude towards inclusive education of female students is higher than the male students.

**Hypothesis: 2**

There is a significant difference in attitude towards inclusive education among the higher secondary students' with respect to their Locality of School (Rural / Urban).

**Table - 2**  
**Significant difference between the rural and urban of the higher secondary students' in attitude towards inclusive education**

VARIABLE	SUB - VARIABLES	N	MEAN	S.D	't' VALUE	LEVEL OF SIGNIFICANCE
LOCALITY OF SCHOOL	RURAL	253	145.19	23.97	0.91	Not significant at 0.05 level
	URBAN	250	143.30	22.36		

From the table - 2 it is inferred that the calculated 't' value 0.91 is less than the table value 1.96 at 0.05 level of significance. So, the research hypothesis - 2 is rejected. It is concluded that there is no significant difference in attitude towards inclusive education among the higher secondary students' with respect to their Locality of School. The mean value of inclusive education of rural is 145.19 and urban is 143.30. It stated that the level of attitude towards inclusive education of rural students is higher than the urban students.

**IMPORTANT FINDINGS OF THE STUDY**

1. There is no significant difference in attitude towards inclusive education between the male and female higher secondary students'.
2. There is no significant difference in attitude towards inclusive education between the rural and urban higher secondary students'.

**CONCLUSION:**

Inclusive education must respond to all pupils as individuals, recognizing individuality as something to be appreciated and respected. Inclusive education responding to special needs will thus have positive returns for all pupils. "Children, who learn together, learn to live together."

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