



Attitude of University students towards the Inclusion of children with special needs (CWSN) in higher education

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Abstract

The subject of our research is to investigate a study on the attitude of university students towards the inclusion of Children with Special Needs (CWSN) in higher education. The three purposes for which we have studied are– to explore the attitude of university students towards the inclusion of CWSN students' in higher education, to compare the attitude of rural and urban university students towards the inclusion of CWSN students' in higher education, to compare the attitude of male and female university students towards the inclusion of CWSN students' in higher education. The quantitative research method has been used for the study. The results we obtained through the self- constructed attitude scale are – there is no significant difference in the attitude towards CWSN students' inclusion in higher education among rural and urban university students in West Bengal. And there is no significant difference in the attitude of male and female university students towards CWSN students' inclusion in higher education in West-Bengal. Most of the students think CWSN students need to be admitted to general colleges and universities. Very few students think that CWSN students in general colleges and universities will face with different problems if they are admitted. 32% of students are Strongly Agree, 46% of students are Agree, 13% of students are Disagree and 9% of students are Strongly Disagree with the thought that there should be no distinction between CWSN Students and other students. Most of the students think that the co-operation of Classmates and Teachers is very necessary for the inclusion of CWSN students in general universities. Most of the students think that the society and parents need to be made aware about the admission of CWSN students in general colleges or universities.

Keywords: CWSN, inclusion & higher education

Introduction

Inclusive education aims to promote democratic principles and values and beliefs relating to equality and social justice to all. It acknowledges that every child has right to receive equal educational opportunity irrespective of their abilities, ethnicity, caste, gender, age etc. with other students under a common roof. The idea of inclusive education is to create a general education system where all children with special needs are included (Blind, Visual Impairment, Hard of Hearing, Deafness, Blind and Deaf, Neurological Disability, Locomotor Disability, Intellectual Disability, Specific Learning Disability, Autism Spectrum Disorder, Slow Learner, Emotional and Behavioural Disorders, Social and Cultural Disadvantage, Marginalized Children, Neglected children on the sidewalk, Children born and raised in brothels) in the general education system and have access to the same quality of education as the children of the nearest school/college.

Education is the biggest social equalizer but it becomes the biggest discriminatory tool when everyone is not included judiciously according to their special needs. We have seen that children with disabilities and other disadvantaged groups are not welcomed equally in the schools and are not given educational opportunities as per their differentiated needs (Singh, Kumar & Singh, 2020) ^[1].

In India out of the 121 Cr population, 2.68 Cr persons are disabled which is 2.21% of the total population. Among the disabled population, 56% (1.5 Cr) are males and 44% (1.18

Cr) are females. In the total population, the male and female populations are 51% and 49% respectively. An estimated 93 million children worldwide live with disabilities (UNICEF). Nearly 50 percent of children with disabilities are not going to school (UNICEF). 75 percent of children with disabilities don't attend schools in India (UNESCO).

Objectives of the study

1. To explore the attitude of university students towards the inclusion of CWSN students' in higher education.
2. To compare the attitude of rural and urban university students towards the inclusion of CWSN students' in higher education.
3. To compare the attitude of male and female university students towards the inclusion of CWSN students' in higher education.

Hypothesis

Ho1: There is no significant difference in the attitude towards CWSN students' inclusion in higher education among rural and urban university students in West Bengal.

Ho2: There is no significant difference in the attitude of male and female university students towards CWSN students' inclusion in higher education in West-Bengal.

Methodology

A brief description of the methodology of the study has been presented below

Research Design

Quantitative research method has been used for the study on the attitude of university students towards the inclusion of CWSN students’ in higher education.

Tools

A self-constructed attitude scale was developed and applied for collecting the relevant data. Content validity is done during initial stages of tool development. The main method to assess content validity is through expert judgment. For content validity researcher requested two experts to review the questionnaire and assess each item based on 4 criteria including relevancy, clarity, simplicity and necessity. Students were supposed to rate the agree level by using the four level Likert Scale (1 – strongly disagree; 2 – disagree; 3 – agree, 4 – strongly agree).

Population

The population of the study is all university students in State of West Bengal.

Sample

The total number of sample is 100 university students.

Sampling Techniques

The study can be followed by Probability sampling- Simple Random Sampling Technique.

Statistical Techniques Used

1. Mean
2. Standard Deviation
3. ‘t’ test

Variables

- **Independent Variable:** Selection of sample on the basis of Gender & Locality.
- **Dependent Variable:** Attitude of university students regarding CWSN students’ inclusion in higher education.
- **Categorical Variable:** Gender: Male & Female, Locality: Urban & Rural.

Delimitation of the study

The major limitations of the study are

1. This research will be conducted with 100 numbers of University students.
2. This research is delimited with in the area in the State of West Bengal.
3. This research will be conducted with these variables Attitude, Gender and Area.

Significance of The Study

1. This research can be applied to know the attitude of university students in the inclusion of CWSN students’ in higher education.
2. This study can be applied to know the attitude of rural university students in the inclusion of CWSN students’ in higher education.
3. This study can be applied to know the attitude of urban university students in the inclusion of CWSN students’

in higher education.

4. This study can be applied to know the attitude of male university students in the inclusion of CWSN students’ in higher education.
5. This study can be applied to know the attitude of female university students in the inclusion of CWSN students’ in higher education.

Data Analysis

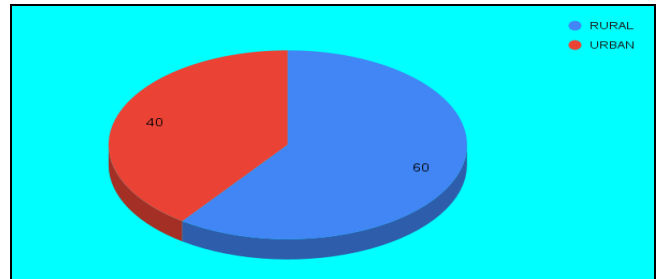


Fig 1: Distribution of samples: Geographical area basis

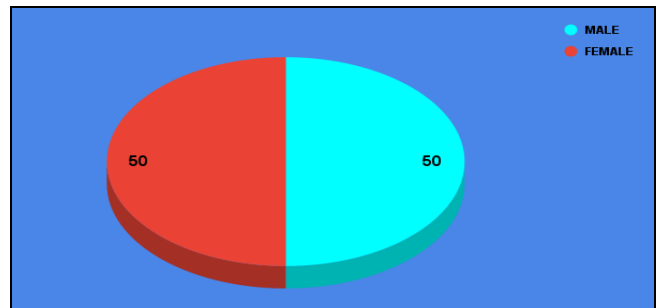


Fig 2: Distribution of samples: Gender basis -

Table 1: Data analysis for Ho1

- **Scoring Procedures**

Table 1

	Strongly Agree	Agree	Disagree	Strongly Disagree
For Positive direction question	4	3	2	1
For Negative direction question	1	2	3	4

Table 2: Descriptive statistics of score obtained from Rural and Urban students

Rural	Urban
Mean = 53.87	Mean = 55.35
Standard Error = 0.83612903	Standard Error = 0.93288006
Median = 53.32	Median = 55.35
Mode = 52.21	Mode = 55.34
Standard Deviation = 6.48	Standard Deviation = 5.90
Kurtosis = 0.30867498	Kurtosis = 0.25373134
Skewness = 0.25462962	Skewness = 0.00
Range = 32	Range = 26
Minimum = 37	Minimum = 42
Maximum = 69	Maximum = 68
Sum = 3232	Sum = 2214
Count = 60	Count = 40

Table 3: Analysis of the result by using t – test in MS Excel

t-test: Two – Sample Assuming Equal Variances	
RURAL	URBAN
Mean 53.87	55.35
N 60	40
S.D 6.48	5.90
t – Stat 1.18	
df 98	
0.05 Critical Value (Two – tail)	1.99
0.01 Critical Value (Two – tail)	2.63
Ho1: Result – Null Hypothesis is Accepted at the 5% and 1% levels.	

The ‘t’ value is 1.18. The table values should be $t_{0.05} = 1.99$ and $t_{0.01} = 2.63$ with $df = 98$ as per table 1.2. Whereas, the present t – value is 1.18, which does not exceed the table value of ‘t’ at both levels of the significance. The hypothesis “**Ho1:** There is no significant difference in the attitude towards CWSN students’ inclusion in higher education among rural and urban university students in West Bengal”. is accepted.

Table 4. Data analysis for Ho2

• Scoring procedure was same as done in table – 1.

Table 4: Descriptive statistics of score obtained from Male and Female students

Male	Female
Mean = 55.52	Mean = 53.42
Standard Error = 0.90099009	Standard Error = 0.86845827
Median = 54.86	Median = 53.77
Mode = 53.55	Mode = 54.48
Standard Deviation = 6.37	Standard Deviation = 6.14
Kurtosis = 0.29210968	Kurtosis = 0.30593881
Skewness = 0.31083202	Skewness = - 0.1710097
Range = 25	Range = 29
Minimum = 44	Minimum = 37
Maximum = 69	Maximum = 66
Sum = 2775	Sum = 2671
Count = 50	Count = 50

Table 5: Analysis of the result by using t-test in MS Excel:

t-test: Two – Sample Assuming Equal Variances	
MALE	FEMALE
Mean 55.52	53.42
N 50	50
S.D 6.37	6.14
t – Stat 1.68	
df 98	
0.05 Critical Value (Two – tail)	1.99
0.01 Critical Value (Two – tail)	2.63
Ho2: Result – Null Hypothesis is Accepted at the 5% and 1% levels.	

The ‘t’ value is 1.68. The table values should be $t_{0.05} = 1.99$ and $t_{0.01} = 2.63$ with $df = 98$ as per table 2.2. Whereas, the present t – value is 1.68, which does not exceed the table of ‘t’ at both levels of the significance. The hypothesis “

Ho2: There is no significant difference in the attitude of male and female university students towards CWSN students’ inclusion in higher education in West-Bengal”. is

accepted.

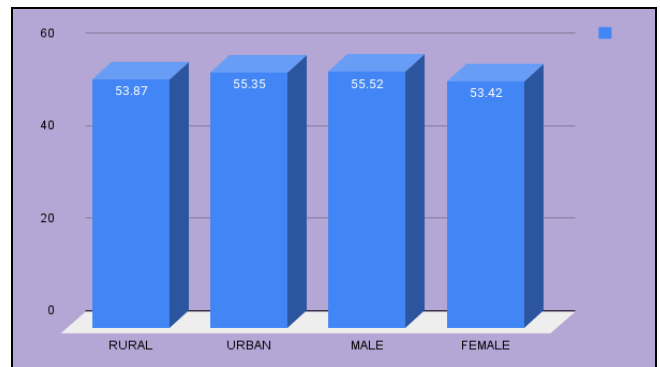


Fig 3: Graphical representation of mean score of Rural & Urban and Male & Female students:

Interpretation and Discussion

1. 1% of students are Strongly Agree, 15% of students are Agree, 60% of students are Disagree, 24% of students are Strongly Disagree with the thought that the study of other students may be hampered if CWSN students are admitted to general university.
2. 21% of students are Strongly Agree, 63% of students are Agree 12% of students are Disagree and 4% of students are Strongly Disagree with the thought that CWSN students need to be admitted in general university.
3. 14% of students are Strongly Agree, 44% of students are Agree, 39% of students are Disagree and 3% of students are Strongly Disagree with the thought that the CWSN students will face with different problems if they are admitted to general university.
4. 52% of students are Disagree, 20% of Strongly Disagree, 20% of students are Agree and 8% of students are Strongly Agree with the thought that it will not be right to admit the CWSN students to general university.
5. 13% of students are Strongly Disagree, 40% of students are Disagree, 31% of students are Agree and 16% of students are Strongly Agree with the thought that CWSN Students should be taught seperately.
6. 15% of students are Strongly Disagree, 42% of students are Disagree, 25% of students are Agree and 18% of students are Strongly Agree with the thought that the CWSN students should be taught in special university.
7. 12% of students are Strongly Disagree, 43% of students are Disagree, 33% of students are Agree and 12% of students are Strongly Agree with the thought that the CWSN students should be taught with a separate curriculum.
8. 32% of students are Strongly Agree, 46% of students

- are Agree, 13% of students are Disagree and 9% of students are Strongly Disagree with the thought that there should be no distinction between CWSN students and other students.
9. 39% of students are Strongly Disagree, 53% of students are Disagree and 5% of students are Agree and 3% of students are Strongly Agree with the thought that the CWSN students will face with difficulty to accept education.
 10. 9% of students are Strongly Disagree, 39% of students are Disagree and 45% of students are Agree and 7% of students are Strongly Agree with the thought that the CWSN students will face with difficulty to study with other students in general university.
 11. 36% of students Strongly Agree, 57% of students are Agree and 7% of students are Disagree with the thought that the respect and love will be grown up to CWSN students if they study with other students in general university.
 12. 12% of students are Strongly Agree, 59% of students are Agree, 23% of students are Disagree and 6% of students are Strongly Disagree with the thought that the CWSN students are deprived in general university.
 13. 23% of students are Strongly Agree, 55% of students are Agree and 19% of students are Disagree and 3% of students are Strongly Disagree with the thought that the CWSN students are deprived in society.
 14. 53% of students are Strongly Agree, 42% of students are Agree 4% of students are Disagree and 1% of students are Strongly Disagree with the thought that the classmates should help in the inclusion of CWSN students in general university.
 15. 63% of students are Strongly Agree, 33% of students are Agree 4% of students are Disagree with the thought that the teachers should help in the inclusion of CWSN students in general university.
 16. 53% of students are Strongly Agree, 40% of students are Agree and 5% of students are Disagree and 2% of students are Strongly Disagree with the thought that the society should be aware about to admit the CWSN students in general university.
 17. 59% of students are Strongly Agree and 37% of students are Agree 3% of students are Disagree and 1% of students are Strongly Disagree with the thought that an awareness should be developed to the guardians of the CWSN students about their higher education.
 18. 56% of students are Strongly Agree, 41% of students are Agree 2% of students are Disagree and 1% of students are Strongly Disagree with the thought that the Government should take necessary steps about to admit the CWSN students in general university.

Conclusion

Judging from all aspects, there is no significant difference in the attitude towards CWSN students' inclusion in higher education among rural and urban university students in West Bengal. And there is no significant difference in the attitude of male and female university students towards CWSN students' inclusion in higher education in West-Bengal. Most of the students think CWSN students need to be admitted to general colleges and universities. Very few students think that CWSN students in general colleges and universities will face with different problems if they are admitted. Most of the students think that CWSN students

should not be taught separately. Most of the students think there should be no difference between CWSN students and other students. If CWSN students and other students study together, the respect and love to CWSN students will be increased. Most of the students think that CWSN students are deprived of general college or university and society. Most of the students think that the co-operation of Classmates and Teachers is very necessary for the inclusion of CWSN students in general colleges or universities. Most of the students think that the society and parents need to be made aware about the admission of CWSN students in general colleges or universities.

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