

# Inclusive Education: Attitude of Middle Secondary School Students of Bhutan

Harish Mittu , Sonam Zangmo

**Abstract:** The current research paper studies the attitude of middle secondary school students' of Bhutan towards Inclusive Education[16]. The collected sample was one hundred and thirty nine middle secondary school students, comprised of fifty seven male and eighty two female middle secondary school students, was drawn from four middle secondary schools in Thimphu, Bhutan through convenience sampling technique. Results revealed that majority of the middle secondary school students (i.e.86.33%) of Bhutan have a positive attitude towards the Inclusive Education and male middle secondary school students have more positive attitude towards inclusive education as compare to female middle secondary school students.

**Index Terms:** Inclusive Education, Attitude, Middle Secondary School Students

## I. INTRODUCTION

Education is the process of teaching –learning where a more mature person imparts the necessary adequate information to a less mature to bring about the modification in the behavior as a result of training, imitation and experiences. Equal accessibility to education is a fundamental right of every individual irrespective of gender, caste, creed, religion, disadvantaged groups, minorities, below poverty line, ethnic groups, those with and without special educational needs, the marginalized or venerable to exclusion in the regular school setting. The Salamanca, the world conference on Special need education did emphasis on the access and quality education and later restated in the Dakar framework (2000) at World Education Forum[4]. It did mentioned that school should be a place that accommodates every children despite their social, emotional, intellectual, physical, linguistic or any other conditions.

National Commission on Special Needs Education and Training (NCSNET,1997) viewed inclusive education as the learning environment which upholds not only personal fulfillment but also help develop professional and academic development of each individual despite their differences in culture, religion, sexual preferences, class, creed, caste, languages and learning styles.

Bhutan was signatory to the Salamanca statement, so the concept of Inclusion as mentioned was welcomed and National Policy on SEN (final draft) was formulated[12][18]. The policy statements indicate that IE has gained its worth significantly in the system of Bhutanese education since then.

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Currently, Bhutan has two separate schools that cater only to children with disabilities. However, there are 14 general mainstream schools that have an immersion of Special Education Needs Programme. The list is expected to rise to 26 schools by the end of the 12<sup>th</sup> Five –Year –Plan as the Ministry Of Education has plans to have 12 more mainstream schools that implement Special Education Needs programme. The ministry aims to have at least one school in each Dzongkhag that immerses Special Education Need Program. The enrollment would depend upon the types of disability of the children. A plan to provide basic SEN training to teachers working in those schools is also in place.

## II. REVIEWS OF RELATED LITERATURE

The main route to Inclusive education concerning transformation is to look at the physical infrastructure of the buildings, conducive environment, flexible curriculum, teaching strategies, accommodation on diverse needs , interest, abilities and capabilities of the children. Schools develop its capacity to accept all the children without any discrimination from all section of community who keenly wish to attend the school through inclusion method

McGregor (2003) examined middle schools students' attitude towards their disability peers as a trial in inclusive program which was set up in regional Western Australia[17]. The analyzed data trend under discussion noticed the increased of level of acceptance by the nondisabled peers towards the inclusion in mainstream school[3][5][7].

Vignes et al. (2009) explored on students associating factors and attitude towards disability peers of students in grade seven from twelve Toulouse school areas[19]. The result revealed that most girls possessed positive attitude in relation having a quality of life, more awareness from various media, parents, and, and having maximum acquaintances with a disability peers. conducted the study on middle secondary school students' attitude towards the disability peers in Peri-urban area in South Eastern Nigeria regarding inclusion[6][13]. The result proved that students held positive attitudes and it was found to be associated with having disable relatives in a family or either acquaintances with disable friends.

Schuelka & Johnstone (2012) claims that the venture of system of educational development in relation to free and compulsory education for all, summon issues on how to coach the young differently abled student effectively as well as efficiently with shortfall of access to resources[15]. Accordingly, realizing the importance of catering to differently abled children.

**III. STATEMENT OF PROBLEM**

Inclusive Education: Attitude of Middle Secondary School Students of Bhutan

**Objective**

- To explore the attitude of middle secondary school student towards inclusive education.
- To find out the difference in middle secondary school students’ attitude towards inclusive education with respect to gender.
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**IV. HYPOTHESIS**

- a. Middle secondary school students posses positive attitude towards inclusive education
- b. There exist no significant difference in middle secondary school female and male students’ attitude towards inclusive education

**V. DESIGN OF THE STUDY**

In the present study, descriptive survey method was used to collect the data. The sample was collected from one hundred and thirty nine middle secondary students, comprised of fifty seven male and eighty two females , which was drawn from four middle secondary schools of Thimphu, Bhutan through convenience sampling technique.

**VI. TOOL**

Student Attitude to Inclusion (SATI) scale adapted from PATI scale by Palmer was used by the investigator to measure the attitude of middle secondary school students towards Inclusive Education in Bhutan[1][2][14].

**VII. DELIMITATION**

The present study was delimited to four middle secondary schools of Thimphu, Bhutan.

**A. Statistical Techniques**

The objectives and hypotheses of the study have been tested by using Q1, Q3, percentage and z<sup>2</sup>-test.

**B. Results and Discussion**

Analysis of data, result and interpretation of findings has been done keeping in view the objectives and hypothesis of the study.

**VIII. RESULT PERTAINING TO ATTITUDE OF MIDDLE SECONDARY SCHOOL STUDENTS TOWARDS INCLUSIVE EDUCATION**

The objective was to explore the attitude of middle secondary school students towards inclusive education.

After administering the SATI scale pertaining to assessing the attitude of middle secondary school students towards inclusive education, the number and percentage of middle secondary school students having different attitude towards inclusive education were calculated and result have been presented in the table 1.

H<sub>a</sub>: Middle secondary school students possess positive attitude towards inclusive education.

**Table 1:Attitude of Middle Secondary School Students towards Inclusive Education**

Extent of Attitude towards Inclusive Education	Number of Middle Secondary School Students	Percentage of Middle Secondary School Students
Positive to a Great Extent	22	15.83
Positive to some Extent	98	70.50
Not at all Positive	19	13.67
Total	139	100

**IX. INTERPRETATION**

Table 1 shows number and percentage of middle secondary school students’ attitude towards inclusive education. Out of 139 middle secondary school students, 22 and 98 middle secondary school students reported to have positive attitude towards inclusive education to a great extent and to some extent respectively. 19 out of 139 middle secondary school students reported to have not at all positive attitude towards inclusive education. It is also evident from the table 1 that majority of the middle secondary school students i.e. 86.33 percent held positive attitude towards inclusive education. 15.83 percent of middle secondary school students’ attitude is positive to a great extent; 70.50 percent of middle secondary school students’ attitude is positive to some extent and 13.67 percent of middle secondary school students’ reported to have not at all positive attitude towards inclusive education. It can be concluded that the attitude of majority of middle secondary school students towards inclusive education.

Hence the hypothesis of the study stated that middle secondary school students possess positive attitude towards inclusive education is not rejected.

**X. RESULT PERTAINING TO DIFFERENCE IN MIDDLE SECONDARY SCHOOL STUDENTS’ ATTITUDE TOWARDS INCLUSIVE EDUCATION WITH RESPECT TO GENDER**

The objective was to find out the difference in middle secondary school students’ attitude towards inclusive education with respect to gender. After



adminstrating the Student Attitude to Inclusion Scale; mean, standard deviation, standard error of difference and z'-value of the middle secondary school students' attitude to inclusive education with respect to gender were computed and the results have been presented in Table 2.

H<sub>0</sub>: There exists no significant difference in middle secondary school female and male students' attitude towards inclusive education.

**TABLE 2**  
**Significance of Difference between Means of Middle Secondary School Female and Male Students' Attitude towards Inclusive Education**

Group	N	Mean	SD	SE <sub>D</sub>	z'-value	Remark
Female	82	43.24	6.23	1.16	7.26	P < 0.01
Male	57	44.09	7.41			

Table values of t' (df=137) at 0.05 and 0.01 level of confidence are 1.98 and 2.61 respectively.

### XI. INTERPRETATION

Table 2 shows the mean scores, standard deviations, standard error of difference and z'-value of middle secondary school female and male students' attitude towards inclusive education. The table 2 above reveals that the mean scores of middle secondary school female and male students' attitude towards inclusive education are 43.24 and 44.09 respectively. It shows that middle secondary school female and male slightly differ in attitude towards inclusive education. The value of standard deviation of the middle secondary female and male students is 6.23 and 7.41 respectively.. The z'-value of middle secondary school female and male students' attitude towards inclusive education comes out to be 7.26, which is significant at 0.01 level of confidence.

Hence, the stated hypothesis that there exists no significant difference in middle secondary school female and male students' attitude towards inclusive education is rejected at 0.01 level of confidence.

### XII. FINDING OF THE STUDY

- Majority of the students (i.e.86.33%) have a positive attitude towards Inclusive Education in Bhutan.
- There exist no significant difference in female and male students' attitude towards inclusive education. It is concluded that male middle secondary school students have more positive attitude (Mean = 44.09) towards inclusive education as compare to female middle secondary school students (Mean = 43.24).

### XIII. CONCLUSIONS

Within the middle secondary schools where the study has been conducted showed that students do accept differently abled children in the regular classroom with boys having slightly favorable attitudes than girls towards inclusive education. More Social interaction among the disability student and normal students, and the structured opportunities would increased acceptance of disable students in the mainstream school. For the successful implantation of inclusion in regular setting would be possible only if the policy are in firm place, the stakeholders i.e students attitude is positive towards inclusive education[9]. The inclusion program studied also suggests that inclusion is successful if all resources are allocated and made aware among the normal students. Nonetheless, students' attitude is very much important in the concept of inclusion to be implemented successfully[8[11]].

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