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# Opinion Of Disabled Women Students Towards Inclusive Education In Relation To Mental Health At School Level

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## Abstract

*Inclusive education acknowledges that individual students differ in their abilities and support that each student receives quality education irrespective of their abilities, disabilities, ethnicity, gender and age. In India generally students without disabilities are sent to regular schools and with disabilities are sent to special schools. At present efforts are being made to make education inclusive in nature. Inclusive education means that all children, regardless of their strength or weaknesses are accommodated in a school and become part of the same school community. Inclusive and quality education for everyone is a fundamental human right acknowledged by international nongovernmental organizations and governments that, through policies and conventions, intend to make sure that all students, especially vulnerable populations, like students with disabilities, have access to compulsory primary education (UNESCO, 2005). Since people in students' environment can significantly influence the process of inclusion in regular schools, disabled women students and their perceptions with special abilities are recognized as playing a key role. Normative Survey method was adopted for this study. The sample consists of 142 disabled women students from Salem, Districts in Tamilnadu. The investigator used purposive sampling technique for selecting the sample from the population. The data were analyzed by descriptive and differential analyses. The major finding of this study revealed that the women disabled students have average opinion and below average mental health towards the inclusive education.*

**Keywords:** *opinion, mental health. Inclusive Education, Disability*

## 1. INTRODUCTION

Opinion have intellectual, biological, social and emotional components that are derived from experience and exercise a determine influence upon behavior. Any definition that includes all of the connotative aspects limited by the term attitude must be broad and vague yet it is necessary to limit this discussion to a specific concept. For this purpose an attitude is defined

as a developmental state of organism valence created by the psycho biological processes exerting a motivational influence upon the individual's responsive behavior in situations directly and indirectly related to it. A variety of patterns are included in an individual's array of attitudes. Attitude has four dimensions intensity, direction, extensity and duration. Each of these aspects is important in understanding attitudes and their influence upon behavior. Assessment of these characteristics is done most frequently by observations of behavior but attempts have been made to develop tests to evaluate attitudes.

## **2. DEFINITION OF KEY TERMS**

### **OPINION**

The opinion indicates the tendency of a person favor or rejects particular groups of individual, set of ideas or social institutions. The individual is influenced cultural, social, psychological and functional factors.

### **MENTAL HEALTH**

Man is an integrated psychometric unit whose behavior is determined by both physical and mental factors. Mental health is a normal state of well-being and defined as a condition and level of social functioning which is socially acceptable and personality satisfying.

### **NEED AND IMPORTANCE OF THE STUDY**

Women's education is being considered as an imperative step for the national development. Equal importance is being offered for the women disabled students without any discrimination. Due to some prevailing in the society, specific measure is being taken in the field of education to encourage the disabled women education. One such measure is organization of inclusive education for students with disabled women area of school education. When disabled women students pursue the school education they may across a good number of hardships. In order to overcome the difficulties faced by the disabled women students in the special classroom. But when we have a lose peer group over this issue to what extent the disability women students are favor in the inclusive education. Inclusive education instead takes an alternate approach where it focuses on the system as needing adaptations and the rights of the disabled women students as the basis of intervention.

### **OBJECTIVES OF THE STUDY**

- ❖ To find out the opinion of disabled women students towards inclusive education at school level.
- ❖ To find out the level of mental health of disabled women students towards inclusive education at school level.
- ❖ To find out any significant difference in opinion of disabled women students towards inclusive education at school level with respect to their following demographic variables such as Medium of Instruction (Tamil Medium / English Medium), Locality of School (Rural / Urban), Management of School (Government /Aided /Private), Locality of Students (Rural /

Urban), Educational Status of Students (IX / X / XI), Types of Disability (Visually / Hearing / Orthopedically), Parental Qualification (Literate / Illiterate).

❖ To find out any significant difference in mental health of disabled women students towards inclusive education at school level with respect to their following demographic variables such as Medium of Instruction (Tamil Medium / English Medium), Locality of School (Rural / Urban), Management of School (Government /Aided /Private), Locality of Students (Rural / Urban), Educational Status of Students (IX / X / XI), Types of Disability (Visually / Hearing / Orthopedically), Parental Qualification (Literate / Illiterate).

❖ To find out if there is any significant relationship between the opinions of disabled women students' inclusive education towards mental health at school level.

### **HYPOTHESES OF THE STUDY**

❖ Disabled women students opinion towards inclusive education at school level is high.

❖ Disabled women students mental health towards inclusive education at school level is high.

❖ There is no significant difference in between the disabled women students' opinion towards inclusive education at school level with respect to their following demographic variables such as Medium of Instruction (Tamil Medium / English Medium), Locality of School (Rural/Urban), Locality of Students (Rural/Urban), and Parental Qualification (Literate/ Illiterate).

❖ There is no significant difference in among the disabled women students opinion towards inclusive education at school level with respect to their following demographic variables such as Management of School (Government /Aided /Private), Educational Status of School (IX/X/XI) and Type of Disabled (Visually/Hearing/Orthopedically).

❖ There is no significant difference in between the disabled women students' mental health towards inclusive education at school level with respect to their following demographic variables such as Medium of Instruction (Tamil Medium / English Medium), Locality of School (Rural/Urban), Locality of Students (Rural/Urban), and Parental Qualification (Literate/ Illiterate).

❖ There is no significant difference in among the disabled women students mental health towards inclusive education at school level with respect to their following demographic variables such as Management of School (Government/Aided/Private), Educational Status of School (IX/X/XI) and Type of Disabled (Visually/Hearing/Orthopedically).

❖ There is no significant relationship between the opinions of disabled women students' inclusive education towards mental health at school level.

### **3. METHODOLOGY OF THIS STUDY**

**Method:** Normative survey method was adopted for the study.

**Sample:** The investigator used purposive sampling technique for selecting the sample from the population. The sample consists of 142 disabled women students from Government, Government Aided and Private schools in Salem Districts in Tamilnadu.

**Tool:** For this study the researcher has constructed and validated the following tools. a) Questionnaire for disabled women students towards opinion of inclusive education. b) Questionnaire for disabled women students towards mental health of inclusive education. The researcher used to split-half method was found the reliability of the tool. The reliability value of the tool opinion of inclusive education (45 items) was 0.74 and the tool mental health of inclusive education (42 items) was 0.79.

#### DATA ANALYSIS

The collected data were analyzed by using statistical techniques both descriptive analysis (mean and standard deviation) and differential analysis (t-test, F test and correlation).

#### 4. ANALYSIS AND INTERPRETATION OF DATA

##### Hypothesis – 1

Disabled women students opinion towards inclusive education at school level is high.

**Table: 1: Mean score of demographic variables of disabled women students' attitude towards inclusive education at school level**

**Maximum Scores: 45**

Demographic Variable		Sample	Mean	S.D
<b>Medium of Instruction</b>	Tamil Medium	73	19.51	8.49
	English Medium	69	18.64	7.18
<b>Locality of School</b>	Rural	50	18.65	7.02
	Urban	92	21.81	8.08
<b>Management of School</b>	Government	59	20.83	2.00
	Aided	46	20.60	2.14
	Private	35	22.78	1.98
<b>Locality of Students</b>	Rural	63	17.40	6.91
	Urban	79	22.59	7.79
<b>Educational Status of Students</b>	IX	62	19.80	2.33
	X	49	20.36	2.58
	XI	31	21.33	2.88
<b>Types of Disability</b>	Visually	53	20.76	2.51
	Hearing	44	20.36	2.58
	Orthopedically	45	19.94	2.44
<b>Parental Qualification</b>	Literate	44	18.84	5.90
	Illiterate	98	25.06	8.30
<b>Total</b>			<b>20.54</b>	<b>7.29</b>

From the table (1) it is inferred that the calculated mean value is **20.54**. Consequently the disabled women students have average opinion towards inclusive education at school level.

##### Hypothesis – 2

Disabled women students mental health towards inclusive education at school level is high.

Table: 2: Mean score of demographic variables of disabled women students' mental health towards inclusive education at school level

**Maximum Scores: 42**

Demographic Variable		Sample	Mean	S.D
<b>Medium of Instruction</b>	Tamil Medium	78	17.51	7.43
	English Medium	64	18.24	7.20
<b>Locality of School</b>	Rural	53	17.23	5.02
	Urban	89	21.81	8.08
<b>Management of School</b>	Government	59	18.70	1.97
	Aided	46	19.90	2.04
	Private	37	20.18	1.87
<b>Locality of Students</b>	Rural	59	17.40	6.91
	Urban	83	20.19	7.59
<b>Educational Status of Students</b>	IX	62	19.80	2.33
	X	49	16.06	1.58
	XI	31	16.33	1.88
<b>Types of Disability</b>	Visually	53	17.76	1.91
	Hearing	44	20.36	2.58
	Orthopedically	45	19.94	2.44
<b>Parental Qualification</b>	Literate	44	18.84	5.90
	Illiterate	98	23.76	7.79
<b>Total</b>			<b>19.05</b>	<b>4.38</b>

From the table (2) it is inferred that the calculated mean value is **19.05**. Consequently the disabled women students have **below average** mental health towards inclusive education at school level.

**Hypothesis – 3**

There is no significant difference in between the disabled women students' opinion towards inclusive education at school level with respect to their following demographic variables.

**Table: 3: 't' value of demographic variables of disabled women students attitude towards inclusive education at school level**

Demographic Variables		Sample	Mean	S.D	't' Value
<b>Medium of Instruction</b>	Tamil Medium	78	19.51	8.49	0.66 <sup>@</sup>
	English Medium	64	18.64	7.18	
<b>Locality of School</b>	Rural	53	18.65	7.02	2.50 *
	Urban	89	21.81	8.08	
<b>Locality of Students</b>	Rural	59	17.40	6.91	2.56 *
	Urban	83	22.59	7.79	
<b>Parental Qualification</b>	Literate	44	18.84	5.90	5.08 *
	Illiterate	98	25.06	8.30	

@ - Not Significant at 0.05 level

\* - Significant at 0.05 level

From the table (3), it is noted that the calculated 't' values 0.66 which is lower than tabulated value 1.96 at 0.05 level. Consequently, the null hypothesis is accepted for Medium of Instruction. Therefore it is inferred that there is no significant difference between Tamil and English medium instruction disabled women students opinion towards inclusive education at school level. The remaining demographic variables (Locality of School, Locality of Students and Parental Qualification) inferred that the calculated 't' values 2.50, 2.56 and 5.08 which are higher than the tabulated value 1.96 at 0.05 level. Consequently the null hypothesis is not accepted for above mentioned demographic variables. Therefore it is concluded that there is significant difference between rural and urban school, rural and urban area students and literate and illiterate parents disabled women students opinion towards inclusive education at school level.

#### Hypothesis – 4

There is no significant difference in between the disabled women students' mental health towards inclusive education at school level with respect to their following demographic variables.

**Table: 4: 't' value of demographic variables of disabled women students' mental health towards inclusive education at school level**

Demographic Variable		Sample	Mean	S.D	't' Value
Medium of Instruction	Tamil Medium	78	17.51	7.43	0.51 <sup>@</sup>
	English Medium	64	18.24	7.20	
Locality of School	Rural	53	17.23	5.02	2.14 *
	Urban	89	21.81	8.08	
Locality of Students	Rural	59	17.40	6.91	2.39 *
	Urban	83	20.19	7.59	
Parental Qualification	Literate	44	18.84	5.90	4.78 *
	Illiterate	98	23.76	7.79	

@ - Not Significant at 0.05 level

\* - Significant at 0.05 level

From the table (4), it is noted that the calculated 't' values 0.51 which is lower than tabulated values 1.96 at 0.05 level. Consequently, the null hypothesis is accepted for Medium of Instruction disabled women students wise analysis. It is concluded that there is no significant difference between Tamil and English women disabled students mental health towards inclusive education at school level. The remaining demographic variables (Locality of School, Locality of Students and Parental Qualification) showed that the calculated 't' values 2.14, 2.39 and 4.78 which are higher than the tabulated value 1.96 at 0.05 level. Consequently the null hypothesis is not accepted for above mentioned demographic variables. Therefore it is concluded that there is significant difference between rural and urban school, rural and urban area students and literate and illiterate parents' disabled women students' mental health towards inclusive education at school level.

**Hypothesis – 5**

There is no significant difference in among the disabled women students opinion towards inclusive education at school level with respect to their following demographic variables

**Table: 5: ‘F’ value of demographic variables of disabled women students opinion towards inclusive education at school level**

Demographic Variables		Sample	Mean	Standard Deviation	‘F’ Value
Management of School	Government	59	20.83	2.00	3.78*
	Aided	46	20.60	2.14	
	Private	37	22.78	1.98	
Educational Status of Students	IX	62	19.80	2.33	3.89*
	X	49	20.36	2.58	
	XI	31	21.33	2.88	
Types of Disability	Visually	53	20.76	2.51	4.67*
	Hearing	44	20.36	2.58	
	Orthopedically	45	19.94	2.44	

\* - Significant at 0.05 level

From the table (5), it is noted that the calculated ‘F’ values 3.78, 3.89 and 4.67 which are higher than the tabulated value 3.00 at 0.05 level. Consequently the null hypothesis is not accepted. Therefore it is concluded that there is significant difference in disabled women students’ opinion towards inclusive education at school level among with respect to their management of school, educational status of students and types of disability.

**Hypothesis – 6**

There is no significant difference in among the disabled women students mental health towards inclusive education at school level with respect to their following demographic variables

**Table: 6: ‘F’ value of demographic variables of disabled women students mental health towards inclusive education at school level**

Demographic Variables		Sample	Mean	Standard Deviation	‘F’ Value
Management of school	Government	59	18.70	1.97	3.54*
	Aided	46	19.90	2.04	
	Private	37	20.18	1.87	
Educational Status of Students	IX	62	19.80	2.33	3.87*
	X	49	16.06	1.58	
	XI	31	16.33	1.88	
Types of Disability	Visually	53	17.76	1.91	3.98*
	Hearing	44	20.36	2.58	
	Orthopedically	45	19.94	2.44	

\* - Significant at 0.05 level



From the table (6), it is noted that the calculated 'F' values 3.54, 3.87 and 3.98 which are higher than the tabulated value 3.00 at 0.05 level. Consequently the null hypothesis is not accepted. Therefore it is concluded that there is significant difference in disabled women students' mental health towards inclusive education at school level among with respect to their management of school, educational status of students and students District.

#### **Hypothesis – 7**

There is no relationship between the disabled women students opinion of inclusive education towards in relation to mental health at school level.

**Table: 7: Relationship between the disabled women students opinion of inclusive education towards mental health at school level**

Variables	't' Value	Level of Significance
Attitude of disabled women students towards inclusive education	0.06	Not Significant
Mental health		

From the table (7), it is noted that the calculated 't' value 0.06 which is lower than the tabulated value at 0.05 level. Consequently the null hypothesis is accepted. Therefore it is concluded that there is no relationship between the disabled women students' opinion of inclusive education towards mental health at school level.

## **5. CONCLUSION**

In the present study the investigator has focused on "opinion of disabled women students towards inclusive education in relation to mental health at School Level" in Salem district. The hypothesis is tested statistically and the results are presented. Disabled women students have average attitude towards schemes and disabled women students have below average mental health towards inclusive education at school level. At started earlier, in the present study attitude of disabled women students at school level is average. Further there is exists no significant relationship between the attitude of disabled women students towards the mental health at school level. The inclusion of disabled women students in regular education became an important topic in education policy and practice over the last decade. As evidenced in international statements, including students with of disabled women students in regular education should maximize their academic and social development and ultimately lead to an inclusive society and positive attitudes disabled women students. It is clear that the social dimension is important when implementing inclusive education. It has been suggested that the umbrella term 'social participation' can be best used when describing social dimension, since it refers to contacts between students with disabled women students and their peers; acceptance; friendships; and the self-perception these students have socially of themselves. Research describing one of the themes of social participation showed worrying outcomes so far. It is often stated that students with disabled women students experience difficulties in being accepted and building friendships with typically developing peers. Why students with disabled women students experience social difficulties is not quite clear. It is claimed that the attitudes of those directly involved (i.e. teachers, parents and peers) might play a role in this. Consequently, in this dissertation the relationship between the teachers, parents and typically



developing students and the social participation of disabled women students in regular education has a prominent role.

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