

## **A STUDY ON ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION**

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**Abstract:** *Children are the raw materials in the hands of teacher. Teacher plays a very important role to shape all type of children in a positive manner. Favourable attitude of teachers is vital in the development of children with special needs. Hence the present paper is justifiable to study the attitude of teachers towards inclusive education. For this purpose, Teachers attitude scale towards inclusive education standardized by Vishal Sood and Arti Anand were used to collect data. From the study it was found that maximum teachers possessed above average level of attitude towards inclusive education. There exists significant difference between male and female secondary teachers towards inclusive education.*

**Key words:** Attitude, Secondary School Teacher, Inclusive Education

## **1. Introduction**

Education is an essential and indispensable need to live in this modern and challenging world. In our education system it has been found that, the most marginalized groups are often invisible like: Girls living in different circumstances, street children, children in remote villages, and the very poor etc. Among them one of the most vulnerable sections of our society is children with disabilities (differently able) are often discriminated. Especially in the case of education, they have to face many problems. To established equality and to remove discrimination, it is essential to bring differently able children in the mainstreaming education system. For a long time, differently able children were educated in separate classes or in separate schools. But attitude of the society towards educating these differently able children have undergone change with the development of civilization. Inclusive education recognizes and responds to the diversity of the children's needs and abilities by including differences in their ways and pace of learning through giving more support and additional provision in order to have equal access to education. Thus, inclusive education has become an important aspect of present educational policies.

The framework for action on special needs education was adopted by the world conference on special needs education organized by the government of Spain in co-operation with UNESCO and held in Salamanca from 7 to 10 June 1994. Guiding principle of this framework informs that school should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. School should also accommodate disabled and gifted children, street and working children, children from remote and nomadic population, children from linguistic, ethnic or cultural minorities and other disadvantaged or marginalized areas or groups. It recognizes that, regular schools with an inclusive orientation are the most effective means of combating and preventing discriminative attitude and building up an inclusive society. In this regard positive attitude of teachers towards inclusion plays an important role.

## **Rationale of the Study**

Despite the importance and benefits of inclusive education and its support by the government, evidence shows that its implementation has not been sufficiently realized. Successful implementation depends on positive and favourable attitude among teachers. If teachers are not ready to accept the children's having different kind of special needs or difficulties than it will create a major issue in the mainstream education system or general classroom. Again, inclusive education programme was introduced at first in the primary school level. But considering its importance in secondary level it was also started in the secondary level through the scheme Inclusive Education for Disabled at Secondary Stages (IEDSS) lunched from the year 2009-10. Hence the present study is justified to know the attitude of secondary school teachers toward inclusive education.

## **Statement of the Problem**

By keeping in mind, the above facts the title of the present study has been entitled as "A Study on Attitude of Secondary School Teachers towards Inclusive Education.

## **Operational Definitions of the Terms**

### **Inclusive Education:**

The word inclusive literally mean 'to include' or 'to make one the bifurcated or diversified entities'. Thus, the word Inclusive Education is concerned with acceptance of all pupils in the mainstream system irrespective of their condition, taught with a common framework, and identified as the responsibility of all teachers.

### **Secondary School Teachers:**

Teachers who teaches in a school, that is intermediate in level between elementary school and college which usually includes classes from VI to XII.

### **Attitude:**

Attitude represents individual feeling for supporting or against something that indicates persons feeling of favorableness and unfavourableness towards some ideas, objects etc.

### **Objectives of the Study**

- 1) To study the overall level of attitude towards inclusive education among secondary school teachers.
- 2) To study the differences in level of attitude between Male and Female secondary school teachers towards inclusive education.

### **Hypothesis of the Study**

On the basis of objective number 2 following hypothesis were formulated.

- 1) There lies no significant difference between the attitude of Male and Female secondary school teachers towards inclusive education.

### **Delimitations of the Study**

Due to various constraints it was not possible to include each and every corner of the area of study. Therefore, present study was concerned only with Government/Provincialized secondary schools of Gabharu block of Sonitpur District, Assam

## **2) Literature Review**

Different studies were undertaken to measure the attitude of teachers towards inclusive education. Among them few studies are mentioned below:

Belapurkar M. A. (2012) in a study entitled 'Knowledge and attitude about inclusive education of school teachers' examined the knowledge and attitude of school teachers in urban and rural

pune towards inclusive education. The findings indicated overall positive attitude of school teachers towards inclusive education and the knowledge level of school teachers about inclusive education are significantly low and unclear. They were not clear about Government policies and planning, how to identify different abilities in children, and what remedial treatment could be given to different abilities children.

Errol, D., Helen, H., Lawrence, I. and Clara, W. (2006) conducted their study entitled, 'A study that investigated the attitudes of urban and rural teacher in Haiti towards inclusion'. The results revealed that teacher's attitudes towards integration were not associated with year of teaching experience, education was positively associated with attitudes, and teacher in rural Haiti did not differ from teachers in urban Haiti. Findings also indicated that variables representing teacher cognition and beliefs were more important in predicting attitudes than variables related to the teacher actual experiences of teaching.

Huanga, C.H. and Chenb, R.K. (2017), carried out a study on 'Attitudes toward Inclusive Education: A Comparison of General and Special Education Teachers in Taiwan. Findings indicate that both the types of teacher education programs and the teaching experience influence the willingness of the participants to include a student with special needs in the regular classroom setting.

Prakash, jai., Hooda, Sushma. Carried out a study entitled 'A comparative study of attitude of primary and secondary school teachers towards inclusive education' resulted that there exist significant differences between attitude of primary and secondary school teachers towards inclusive education as the mean value of attitude of secondary school teachers is greater than primary school teachers.

### **3. Methodology**

#### **Research Method**

For the present study Descriptive survey method has been used to draw general conclusion from the gathered data.

#### **Population and Sample**

Population of the present study includes all the secondary school teachers of Gabharu block of Sonitpur District, Assam. 100 teachers were selected from the total population of 401 teachers by random sampling techniques.

#### **Tools Used**

For collecting primary data, Teachers attitude scale towards inclusive education constructed and standardized by Vishal Sood and Arti Anand (2011) were used. The inventory consists of 47 items including 4 dimensions of inclusive education via Psychological/ Behavioural, Social and Parents-Related, Curricular and Co-Curricular, Administrative in which 29 items were favourable and 18 items were unfavourable. The scale has content, cross, item and intrinsic validity at the same time reliability of the scale was 0.82 computed through test-retest.

#### **Statistical Techniques**

Descriptive statistics like Mean, Standard Deviation, frequency, percentage etc. were calculated to analyze the gathered data. Inferential statistics like z-test were also used.

### **4. Data Analysis and Interpretation**

Objective wise analysis has been explained below-

**Objectives 1:** To study the overall level of attitude towards inclusive education among secondary school teachers.

**Table 1:** Level of Secondary school Teachers Attitude towards Inclusive Education

SI No.	Levels	No. of Teachers	Percentage
1	Extremely Favourable	3	3%
2	Most Favourable	30	30%
3	Above Average Favourable	44	44%
4	Moderate Attitude	19	19%
5	Below Average unfavourable	4	4%
6	Most Unfavourable	0	0%
7	Extremely Unfavourable	0	0%

Table 1 revealed that overall level of attitude towards inclusive education among secondary school teachers of Gabharu block of Sonitpur District, Assam ranging from Extremely Favourable to Extremely Unfavourable. It was found that only 3% of the secondary school teachers have extremely favourable attitude, 30% of the teachers have most Favourable attitude, 44% teachers have above average favourable, 19% of teachers have moderate attitude and only 4% of teachers had below average unfavourable attitude. On the other hand, most unfavourable and extremely unfavourable attitude of teachers was found to be absent.

**Objectives 2:** To study the differences in level of attitude between Male and Female secondary school teachers towards inclusive education.

**Hypothesis:** There lies no significant difference between the attitude of Male and Female secondary school teachers towards inclusive education.

Table 2: Comparison of Male and Female Secondary School Teachers Attitude towards Inclusive Education.

Gender	N	Mean	S.D.	Z Value	Critical Z Value	Remark
Male	50	107.76	10.24308627	2.442668208	1.959963985	Null hypothesis is rejected at 0.05% level of significance
Female	50	112.52	9.216754929			

From Table 2, it was found that Mean and Standard Deviation of Male teachers were seen to be 107.76 and 10.24308627 respectively. Similarly, Mean and Standard Deviation of Female teachers were seen to be 112.52 and 9.216754929 respectively. Again, the obtained ‘Z’ value 2.442668208 is greater than the critical ‘Z’ value 1.96 at 5% level of significance. It indicates that there exists significant difference between the attitude of male and female secondary school teachers towards inclusive education. Therefore, the null hypothesis is rejected at 0.05% level of significance.

## 5. Findings and Conclusion

### Findings of the Study

- 1) Most of the secondary school teachers possessed above average favourable attitude towards inclusive education and not a single teacher’s attitude towards inclusive education was under the category of most unfavourable and extremely unfavourable attitude.
- 2) It was found that; male teachers’ attitude towards inclusive education is higher than the female teachers. There exists significant difference between the attitude of male and



female secondary school teachers towards inclusive education. Hence the null hypothesis against objective number 2 is rejected here.

## **Discussion**

From the studies it was also found that, majority of the teachers of secondary school possess above average favourable level of attitude towards inclusive education. Extremely favourable and below average unfavourable attitude were also found out. However, the investigator found no studies that support this finding. From the study it was found that, most favourable attitude was found to exist among the teachers of secondary school of Gabharu block of Sonitpur District and this has been supported in studies conducted by Khan, A. T. (2011). Moderate level of attitude among high school teacher was also found which was supported by the studies undertaken by Jain, M; Kalita, U. Malakar, N. (2015) etc. The findings of the present study also showed that there was no most unfavourable and extremely unfavourable level of attitude among high school teachers. The investigator found no studies that support this finding. However, studies conducted by Jain, M. found that there exist very few teachers having extremely low level of attitude towards inclusive education. Findings of Table 2 of the study indicate that gender difference influences on the attitude of teachers towards inclusion as the obtained 'Z' value is greater than the critical 'Z' value at 5% level of significance. This finding was supported in the studied conducted by Rout Kumar Gyanendra (2014); Avramidise.et.al. (2004); Chopra (2008) etc.

## **Educational Implications**

Educational implications of the present study:

- 1) The findings of the present study can help the readers to know the overall level of attitude towards inclusive education among high school teachers of Gabharu block of Sonitpur District, Assam.

- 2) The study will also help to increase the existing body of knowledge in the field of education.

### **Suggestions for Further Researches**

- 1) In-depth studies can be done on challenges hindering effective delivery of inclusive education programme.
- 2) Comparative attitude studies can be undertaken among trained and untrained teachers, pre-service and in-service teachers etc.

### **Conclusion**

Inclusive education is a present day's demand to build an inclusive society which is free from any kind of discrimination. Teacher's positive and favourable attitude towards inclusion is an area of concern towards implementing successful implementation of inclusive education programme. Therefore, measures should be taken to develop necessary knowledge, skill and training to effectively deal with children with special needs and children having different kind of difficulties.

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