

Secondary School Teachers Attitude Towards Inclusive Education

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Abstract

Inclusive education is one of the most inevitable programmes all over the world which has given more opportunities to all types of students in the education system. Though inclusive education has been accepted generously everywhere yet success of Inclusive education depends on various factors, teachers are the most important factor throughout all factors. To include all types of children (normal or special) in the same class requires patience , skills , positive attitude and of course knowledge. In the present study , the researcher has prepared an attempt to study the attitude of CBSE and UP Board Secondary School Teachers' attitude towards inclusive education in relation to their gender and years of teaching experience. Though no significant difference was found between the attitude of teachers towards Inclusive education in relation to their gender and years of teaching experience yet their Mean Scores show basic difference towards inclusive education.

Keywords : Inclusive Education, Teachers' Attitude, CBSE Board Teachers, UP Board Teachers.

Introduction

Inclusion has become a universally accepted best practice in education since its legislative authorization by IDEA (Individuals with Disabilities Education Act,2004). Inclusion is an approach to educate special students with their normal peers in a normal classroom. Though Inclusive education is most worthy to implement as an educational practice , sometimes it may be a stressful factor for the teachers (Gains,2017). The impact of inclusive classrooms on regular education teachers has not always been positive. Attitude is everything in the perspective of inclusive education. Attitude refers to the perception of an individual towards an object, person or a thing. Attitude should be defined as one's positive or negative view about a particular person or thing (Binder and Niederle , 2007). Sometimes many teachers find their work extremely challenging as inclusion is an attitude of acceptance of diversities. Many teachers are found to include disabled children in the general classroom .Majority of teachers have a negative attitude towards inclusive education (Offor & Akinlosotu,2017). In many studies , the results show that attitudes of teachers towards inclusive education are moderate to a favorable level (Singh & Singh,2020).

Objective of the Study

1. To find out the difference between the attitude of CBSE Board teachers and UP Board Teachers towards Inclusive Education.
2. To find out the difference between the attitude of Male and Female Secondary School Teachers towards inclusive education.
3. To find out the difference between the attitude of the teachers having high teaching experience (Above 10 years) and less teaching experience (Below 10 years) towards inclusive education.

Review of Literature Teachers' Attitudes Towards Inclusive Education

Several studies investigated that general classroom teachers do not have a supportive attitude towards educational inclusion (e.g., Sood & Anand,2011; Das & Kattukumari,2011; Lampport, 2012). Many studies (e.g., Sharma et al.2017; Tahseen & Bano,2019; Ismail et al.2015) found that general teachers have more favorable attitudes towards Inclusive education. Schmidt and Vrhovnik (2015) studied the attitudes of teachers towards the inclusion of students with special needs in the reference of type of school, the teachers' age ,the number of SN students in the class and the teachers' acquired skills. The results showed that secondary school teachers were found more positive than primary school teachers. The youngest group of teachers showed a positive view to assist SN students in their educational work. In another study conducted by Asres (2019) on general teachers in South Gonder in Ethiopia. The results showed that the teachers had a positive attitude towards the inclusion of

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students with disabilities in mainstream schools. It was recommended that the Government should include special needs courses at college and university level so that all the future teachers could be aware of the requirements of special needs children.

Teachers' attitude towards Inclusive education regarding their age and years of teaching experience: The relationship between teachers' attitude towards inclusive education and their age and years of teaching experience was investigated in many national and international studies. As Awal (2013) studied the attitude of teachers towards inclusive education in relation to their gender, their experience and working level. The study found that the difference in relation to gender was negligible while teachers' attitude having more than 5 years experience found more positive than the teachers having less experience. Nepal and Barman (2018) conducted a study to find out the attitude of secondary school teachers towards inclusive education in the district of Purulia, West Bengal. The major finding of the study was that the attitude of secondary school teachers was neither positive nor negative, it was moderate. It was also found that gender, stream of subject teachers and experience have no significant influence on the attitude of secondary school teachers towards inclusive education. Mohanty (2019) conducted a study to find the attitudinal aspect of teachers towards inclusive education with reference to gender and teaching experience. The results presented that male teachers with 120.75 mean score were having more positive attitude towards inclusive education than female teachers who scored 101.75 at mean. Teachers who had more than 10 years of teaching experience were more positive than those who had less teaching experience. Boer, Pijl, and Minnaert (2011) examined what attitudes teachers hold towards inclusive education, and which variables are related to their attitudes. Three studies from the review were related to gender in which two studies revealed that female teachers were more positive for inclusion of disabled children than male teachers. Teachers with less teaching experience had a more positive attitude towards inclusive education than those with more years of teaching experience. While some studies found that gender does not affect teachers' attitude as Lika (2016) studied that teachers' gender did not affect their attitudes towards the inclusion of children with disabilities in regular schools. Iyeoma and Toyosi (2017) investigated teachers' attitude towards special needs students (SNS) on the behalf of their gender, experience and educational specialization. The study showed that attitudes towards SNS among secondary school teachers were negatively skewed. The findings also showed that their attitude does not differ by sex but differ significantly by their educational specialization and years of experience.

From the foregoing, none of these studies has been conducted on the attitude of secondary school teachers in particular area. Hence, the present study examines teachers' attitude towards inclusive education by asking the following research questions:

1. Does the attitude of teachers towards inclusive education differ by the type of school?
2. Does the attitude of teachers towards inclusive education differ by gender?
3. Does years of experience predict teachers' attitude towards Inclusive education?

Hypothesis

1. There is no significant difference between the attitude of CBSE Board teachers and UP Board Teachers towards Inclusive Education.
2. There is no significant difference between the attitude of Male and Female Secondary School Teachers towards inclusive education.
3. There is no significant difference between the attitude of the teachers having high teaching experience (Above 10 years) and less teaching experience (Below 10 years) towards inclusive education

Methodology

After analyzing and evaluating all the important research methods, the researcher has selected the descriptive survey method for the present study. The purpose of the present study is to investigate the attitude of secondary school teachers towards inclusive education so the researcher considered 'descriptive survey method' as the most appropriate method for this study.

Population and Sample

Population is any group of individuals that have one or more features in common. Usually, the population is too large to attempt the survey on entire units so the researcher selects some definite members or objects from the population, this selected number is called a sample.

For the present study all UP Board and CBSE Board secondary school teachers of Meerut city constitute the population. Through a random sampling method, 200 secondary school teachers have been selected (100 UP Board and 100 CBSE Board).

Variables

Following variables are selected in the present study

Independent variable

Type of School(UP Board and CBSE Board), Gender of Teachers(Male and Female), and Experience of Teachers (Above 10 years/Below 10 years).

Dependent variable

A Dependent variable is that variable about which the researcher makes a prediction. In the present study attitude towards inclusive education and types of disabilities are dependent variables.

Tool of the Study

In the present study, to find out the attitudes of secondary school teachers towards inclusive education a self made questionnaire as a tool has been used. The scale has been constructed using a five point Likert scale. So the responses are as follows:- Strongly agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD) with each statement. The possible ranges of responses in case of positive items are:- 1= Strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree, 5= Strongly Disagree. In case of negative items, the scores are reversed.

Techniques of Data Analysis

After collecting data, certain statistical techniques are used to make it relevant and meaningful. In the present study a number of statistical techniques are employed by the researcher; eg. Mean, S.D., and 't' test for analyzing the data

Analysis and Interpretations

After analyzing and evaluating all the important research methods, the researcher has selected the descriptive survey method for the present study. The purpose of the present study is to investigate the attitude of secondary school teachers towards inclusive education so the researcher considered 'descriptive survey method' as the most appropriate method for this study.

The collected data have been analyzed and interpreted by hypothesis wise:-

Hypothesis – 1 :There is no significant difference between the attitude of CBSE Board teachers and UP Board Teachers towards Inclusive Education.

Table-4.1: Shows the difference between the attitude of CBSE Board Secondary teachers and UP Board Secondary Teachers towards inclusive education

Table 4.1

GROUP	N	MEAN	S.D	Df	Mean Difference	SED	t-value	Remarks
CBSE BOARD TEACHERS	100	3.83	0.511	198	0.11	0.079	1.38	Not Significant At 0.05 level *
UP BOARD TEACHERS	100	3.72	0.614					

*(Table value of 't' against df 1t 0.05 level =1.97 and 0.01 level = 2.60)

From the table - 4.1, it can be found that the calculated value (1.38) is less than the table value of 0.05 level of significance (1.97). Hence the null hypothesis is accepted at 0.05 level and the result is not significant. So it indicates that there is no significant difference between CBSE Board and UP Board teachers in respect to their attitude towards inclusive education. But on the basis of their obtained

Mean Score, it can be said that the attitude of CBSE Board teachers towards inclusive education is comparatively more favorable than UP Board teachers.

Hypothesis-2: There is not significant difference between the attitude of Male and Female Secondary School Teachers towards inclusive education-

Table-4.2: Shows the difference between the attitude of Male and Female Secondary School Teachers towards inclusive education

Table-4.2

GROUP	N	MEAN	S.D.	Df	Mean Differ.	SE D	t-Value	Remark
Female	100	3.79	0.506	198	0.04	0.081	0.49	Not Significant at 0.05 level
Male	100	3.75	0.623					

*(Table value of 't' against df 197 at 0.05 level =1.97 and 0.01 level = 2.60)

From the table - 4.2, it can be found that the calculated value (0.49) is less than the table value of 0.05 level of significance (1.97). Hence the null hypothesis is accepted at 0.05 level and the result is not significant. So it indicates that there is no significant difference between Male and Female teachers in respect to their attitude towards inclusive education. But on the basis of their obtained Mean Score, it can be said that the attitude of Female teachers towards inclusive education is comparatively more favorable than Male teachers.

Hypothesis-3: There is no significant difference between the attitude of the teachers having high teaching experience (Above 10 years) and less teaching experience (Below 10 years) towards inclusive education-

Table-4.3: Shows the difference between the attitude of the teachers having high teaching experience (Above 10 years) and less teaching experience (Below 10 years) towards inclusive education-

Table- 4.3

GROUP	N	MEAN	S.D.	Df	Mean Differ	SED	t-Value	Remark
AB10	116	3.86	0.483	198	0.15	0.080	1.87	Not Significant at 0.05 level
BE10	84	3.71	0.615					

*(Table value of 't' against df 197 at 0.05 level =1.97 and 0.01 level = 2.60)

From the table - 4.3, it can be found that the calculated value (1.87) is less than the table value of 0.05 level of significance (1.97). Hence the null hypothesis is accepted at 0.05 level and the result is not significant. So it indicates that there is no significant difference between the attitude of the teachers having high teaching experience (Above 10 years) and less teaching experience (Below 10 years) towards inclusive education so the null hypothesis is accepted at 0.05 and the results are not significant. Thus there is no significant difference between high experienced teachers and less experienced teachers in respect to their attitude towards inclusive education .But on the basis of their obtained Mean Score, it can be said that the attitude of high experienced teachers towards inclusive education is comparatively more favorable than less experienced teachers.

Discussion

The study examined the attitude of both types of school teachers towards inclusive education in relation to gender and years of experience. The study found that the difference of attitude of teachers towards inclusive education in relation to gender is not statistically significant. In case of years of teaching experience it indicates that there is not significance difference between the attitude of the teachers having high teaching experience and less teaching experience towards inclusive education .But on the basis of their obtained Mean Score, it can be said that the attitude of high experienced teachers attitude towards inclusive education is comparatively more favorable than less experienced teachers

Educational Implications

Inclusive Education is essential for today's scenario. If our society and the world want to ensure the right of education for all children, Inclusive education is the only option to achieve this goal. It is the only way to future education system which will lead to a better future and better society. As present study compares the attitude of teachers towards inclusive education, it may be helpful to the stakeholders of our society to make policies related to inclusive education so that the goal of education for all could be achieved. Moreover, the teachers may learn about their own attitude towards Inclusive education and can try to change or improve it from negative to positive.

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