

## ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION

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### **ABSTRACT:**

*Inclusive education is one of the most essential educational programmes in all countries. It has given more opportunities to all students in education system. Success of Inclusive education depends on various factors, in which teacher is the most significant factor. For becoming a competent and successful inclusive teacher, it is necessary to have required knowledge, skills and positive attitude. In the present study an attempt has been prepared by the investigator to study the 'Attitude of secondary school teachers towards Inclusive education' in the district of Purulia, West Bengal. In the present study, the investigator has used Descriptive survey method. The sample consists of 150 secondary school teachers in the district of Purulia, West Bengal. The stratified random sampling method has been used for the collection of data. The investigator has developed Questionnaire by himself to measure the attitude of secondary school Teachers towards the Inclusive education. For the analysis of data Mean, S.D and 't' test have used in the present study. The findings of this study that the attitude of secondary school teachers towards inclusive education is being neither favourable nor unfavourable that is Moderate. This*

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*study also indicates that there is a significant difference between Rural and Urban teachers in respect of attitude towards inclusive education. Besides, this study indicates that there is no significant difference between male and female secondary school teachers in respect of their attitude towards inclusive education.*

**KEY WORDS:** Teacher Attitude, Inclusive Education, Secondary School Teacher

## **1. INTRODUCTION:**

One of the major problems in the world is facing today that's why a number of persons are excluded from the Educational system. So the aims of Indian constitution (45article) are not to achieve and the society is not being developed. As per the census of India (2011), 21 percent (out of total population) of disabled person in India live both in rural and urban areas. In this population, some persons are facing different types of problem in the educational system and the result they are excluded from the educational system. In such type of situation, the Indian govt. has started different types of programmes/incentives such as- Sarva Shiksha Mission (1988), Sarva Shiksha Abhiyan ( SSA,2001) District Primary Educational Programmed (DPEP)and the National Curriculum Frame Work(NCF,2005)is just to promote the opportunities for all children to participate, learn and have equal opportunities of the education system. Inclusive education is one of them. EFA (2000) says that Inclusive Education is one of the key strategies to address issues of marginalization and exclusion. The fundamental principle of EFA is that all children should have the greater opportunity to learn. The fundamental principle of Inclusive Education is that the all children should have the more opportunity to learn together.

Inclusive education is a stepping stone towards the educational system which includes all children in the educational process. Inclusive education is called special education which originally set out to meet the needs of learners who were being traditionally excluded from the school or otherwise marginalized within the classroom. Inclusive education happens when children with and without disabilities join and learn all together in the same classes. Research shows that when a child with disabilities attends classes beside peers who do not have disabilities, good things happen. It does not just involve a focus on the barriers knowledge by learners but it about the improvement of the detail of the cultures, policies and practices in

education system and educational institutions hence that they are approachable to the diversity of learners and value them equally. Today Inclusive education or inclusion of education is a great concept which makes to achieve at quality of education and to efforts the student to enrolment in the education system.

### **1.1 INCLUSIVE EDUCATION: MEANING & DEFINITION:**

Inclusive education is based on fundamental human rights. Inclusive education means that schools should be include all children regardless of the physical, intellectual, social, emotional, linguistic or other conditions. It should be include all types of children such as gifted, backward, and mentally retarded, learning disabilities, Socio- economic disadvantages students etc. It is an approach that fulfills the learning needs of all children, youth and adults who are vulnerable to marginalization and exclusion from the educational system. Inclusive education means that all students attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school ([www.inclusionbc.org](http://www.inclusionbc.org)).

**Stainback and stainback (1992):** Inclusive education may be defined as “A palace where everyone belongs, is accepted. Supports and is supported by his or her peers and others members of the schools community in the course of having his or her educational needs met.

**M.F.Gingrec (1997):** Inclusive education is a set value, principles, and Practice that seeks more effective and meaningful education for all students, regardless of whether they have exceptionally labels or not.

Inclusive education is a learning environment that promotes the full personal, professional academic development of all learners irrespective race, color, disability, gender, learning style and language.”(NCSNET, 1997, South Africa).

**Micheal F. Giangreco (1997):** Inclusive education is a set of values, policies and practices that seeks more effectives and meaningful education for all students, regardless of whether they have exceptionally labels or not.

The principle of inclusive education was adopted at the “World Conference on Special Needs Education: Access and Quality” (Salamanca, Spain 1994) and was restated at the World Education Forum (**Dakar, Senegal 2000**).

**M. Manivannan (2001):** Inclusive education is the implementation of policy and process that allows all children to participate in all programme. Policy means that disabled children should be accepted without any restrictions in all the educational programme meant for others children’s. The process of inclusion denotes the way in the system, makes it welcoming to all.

**Alqurani & Gut (2012):** Inclusive education when all students, regardless of any challenges that may have, are placed in age-appropriate general education classes that in their own neighbourhood schools to receive high quality instruction, interventions and supports that enable them to meet success in the core-curriculum. **UNESCO-** defines inclusive education “as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education”. So inclusive education involve changes and modifications in content, approaches, structures and strategies, with the certainty that it is the responsibility of the state to educate all children.

## **1.2 WHY IS INCLUSIVE EDUCATION IMPORTANT?**

Inclusive system provides a greater chance to educational system in all children and instrumental in changing inequitable attitude. Schools provide the outline for a child’s first relationship with the outside world of their families; facilitate the development of social relationship and interaction. Respect and understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together.

Education that excludes and segregates perpetuates inequity against traditionally marginalized groups. When education is more inclusive, then the students’ concept of civic Participations, employment and community life will increase more.

### 1.3 THE BASIC ELEMENTS OF INCLUSIVE EDUCATION:

The main element of inclusive education is three types.

- i. **Use of teaching assistants or specialists:** These teaching staff have a very prospective to be inclusive. In occurrence, a specialist who helps the teachers to address the needs of all the students is working inclusively. A specialist who pulls students out of class to work with them individually on a regular basis is not.
- ii. **Inclusive curriculum:** An inclusive curriculum includes locally relevant subjects and contributions by marginalized and alternative groups. It avoids binary narratives of good and bad, and allows adapting the curriculum to the learning styles of children with special education needs.
- iii. **Parental involvement:** Most schools strive for some level of parental involvement, but it is often limited to e-mail home and special parent–teacher conferences. In such situation the diverse school system, inclusion means thinking about several ways to reach out the parents on their own terms.

### 1.4 ADVANTAGES OF INCLUSIVE EDUCATION:

The advantages of inclusive education are several for both students with and without disabilities. Some advantages of this education are mentioned given below

1. Inclusive education increases the participation of students in all activities of the schools.
2. Inclusive setting helps the children's do better socially and academically.
3. In Inclusive settings helps the different professionals, such as- teachers, psychologist, social worker and teacher educators etc. to work together for execution and formulation of educational programmed.
4. Inclusive education increased understanding and acceptance of diversity.
5. Inclusive education provides the greater opportunity for interaction to all students.

### 1.5 DISADVANTAGES OF INCLUSIVE EDUCATION:

1. Number of trained teachers for inclusive education system is insufficient.
2. Many schools do not provide sufficient resources to teach students in inclusive classes.
3. The content of curriculum is inaccessible and not motivating many times.
4. Funding is the major barrier to the practice of inclusion.

## 2. REVIEW OF RELATED LITERATURE:

**Khan, A. T. (2011)** has conducted a study *“Investigation of secondary school teachers’ attitudes towards and knowledge about inclusive education in Bangladesh”*. The quantitative and qualitative findings of this study reveal that secondary school teachers have mostly favorable or supportive attitudes towards inclusive education for children with special educational needs. This study also concludes that Most of the Bangladeshi secondary school teachers had positive feelings about the inclusion of such children in the mainstream classes.

**Belapurkar, M. A. & Phatak, V. S. (2012)** have conducted a study *“Knowledge and attitude about Inclusive Education of school teacher”*. The result of the study the school teachers both rural and urban have a slight negative attitude about training and curriculum in teachers’ education with respect to inclusive education. This Study also indicates that The School teachers are not clear about government policies and planning about inclusive Education.

**Das, A. & Bhatnagar, N. (2014)** has conducted a study *“Attitude of secondary school teachers’ toward inclusive education in New Delhi”*. The major findings of the study were that the teacher in Delhi had positive attitude toward the inclusion of students with special needs. This study also indicates that the teachers who were more positive attitude about inclusive Education were Male.

**Galovic, D. & Brojcin, B. & Glumbric, N. (2014)** have conducted a study *“The attitude of teachers toward inclusive Education in Vojvodina”*. The Result Show that in general the participants held neutral attitude towards inclusive Education and more positive expectations regarding that outcomes of inclusion. This study also indicates that the high school and preschool as well as the teacher with previous positive experience with working are an inclusive environment reported more positive attitude toward IE.

**Kaur, M. & Kaur, K. (2015)** have conducted a study *“Attitude of Secondary School Teachers’ towards inclusive Education”*. The findings of the study there was no significant difference between male and female secondary school teachers with respect their attitude towards inclusive education. This study also indicates that there was significant difference between rural and urban secondary school teachers with respect to their attitude towards inclusive education.

**Kumar, A. (2016)** has conducted a study *“Exploring the Teachers’ Attitudes towards Inclusive Education System”*. The major findings of the study there is significant difference between rural and urban teachers towards inclusive Education. This study also concluded that there is

significant difference between male & female teachers and low experience & high experience teachers towards inclusive Education.

### **3. NEED AND SIGNIFICANCE OF THE STUDY:**

Inclusive education is an essential part of every education system. It should be more opportunity to all students in regular class room in the same schools. But today's Inclusive education in our country is facing many challenges. That's why in order to meet the challenges successfully. It is very necessary to improve the different sector of inclusive education. The present study is very important, because in this study also help.....

- i. The present study will help to know the attitude of Teachers of Secondary Schools towards the Inclusive education in the district of Purulia, West Bengal.
- ii. To conduct this study the present Researcher has constructed Attitude Questionnaires (for the secondary school Teachers) which will be very helpful for other researchers to conduct future research in the field of Inclusive education.
- iii. The findings of the present study will also make awareness of the State and Central Government both regarding the Inclusive education.
- iv. The findings related to attitude of secondary schools Teachers towards the inclusive education will be very helpful for the Government and Policy Makers to take some important steps and to modify the different policies and ideas of Inclusive education, for its successful implementation of school education system in India.

### **4. OBJECTIVES OF THE STUDY**

1. To find out the Attitude of the Secondary School Teachers towards Inclusive Education.
2. To find out the difference between Male and Female Secondary School Teachers regarding their Attitude towards Inclusive Education.
3. To find out the difference between Rural and Urban Secondary School Teachers regarding their Attitude towards Inclusive Education.
4. To find out the difference between the Attitude of the Teachers having high experience teachers and less experience teachers of Teaching Experience regarding their Attitude towards Inclusive Education.

5. To find out the difference between Arts and Science Secondary School Teachers regarding their Attitude towards Inclusive Education.

## **5. HYPOTHESIS OF THE STUDY:**

*H0<sub>1</sub>*: There would not have favourable attitude among Secondary Schools Teachers towards Inclusive Education.

*H0<sub>2</sub>*: There is no significant difference between Male and Female Secondary School Teachers regarding their Attitude towards Inclusive Education in Purulia district.

*H0<sub>3</sub>*: There is no significant difference between Rural and Urban Secondary School Teachers regarding their Attitude towards Inclusive Education in Purulia district.

*H0<sub>4</sub>*: There is no significant difference between the Attitude of the Teachers having High Teaching Experience and less Teaching Experience regarding their Attitude towards Inclusive Education in Purulia district.

*H0<sub>5</sub>*: There is no significant difference between Arts and Science Secondary School Teachers regarding their Attitude towards Inclusive Education in Purulia district.

## **6. OPERATIONAL DEFINITIONS OF THE TERMS:**

### **6.1 Inclusive education:**

Inclusive education means all students, young people with or without disabilities person able to learn together in regular free school provision, school and community educational setting with suitable arrangement of support service.

### **6.2 Attitude:**

Here in this study the investigator has used the term 'Attitude' in the sense that the opinions or views which were reflected by the Secondary School Teachers about the different aspects related Inclusive education.

### **6.3 Secondary Schools:**

Here in this study the terms 'Secondary Schools' means that those types of schools which are engaged to impart the secondary education (class 8-10) to the students under the West Bengal Board of Secondary Education (WBBSE).



#### **6.4 Teacher:**

Here in this study the term 'Teacher' means that those person who are engaged to teach the students at secondary school level under the West Bengal Board of Secondary School (WBBSE). In this study the following types of teachers have been categorized: Male teachers, Female teachers, Arts teachers, Science teachers, less experience teachers, high experience teachers, rural teachers, urban teachers etc.

### **7. METHODOLOGY OF THE STUDY:**

#### **7.1 Method of the Study:**

The present study is descriptive survey type in nature. The researchers have used the descriptive type survey method in the present study. Therefore, naturally the investigators have used different tools, techniques, strategies and method of descriptive survey research to collect, analyze and interpret the data.

#### **7.2 Population of the Study:**

All the Secondary School Teachers (both male and female) reading at Secondary school in Purulia district of West Bengal (India) comprised as the population of the study.

#### **7.3 Sample of the Study:**

The sample collected 150 Secondary school teachers out of 81 male secondary school teachers and 69 female secondary schools teachers.

#### **7.4 Sampling Technique:**

The Stratified Random sampling technique has been applied in the selection of the sample.

#### **7.5 Tool of the Study:**

The investigator has used a self made questionnaire as a tool for collecting the data in the present study. The Scale consists 30 items with the combination of Positive items (18) and Negative items (12). The scale has been constructed followed by five point Likert's scale i.e. Strongly Agree (S.A.), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

#### **7.6 Techniques of Data Analysis:**

The present study investigator has used Mean, SD, and t-test for analyzing of data.

#### **7.7 Data Collection Procedure:**

As per Previous planning the tools were administrated upon the 150 secondary school teachers out of 4(four) rural areas and 4(four) urban areas. The authorities of the concerned schools were

informed well in advance by the investigator for the purpose of collection data. The investigator clearly explained the instruction to the secondary school teachers in staff rooms regarding what to do and how to rating the items of the scale. There was no time limit to rate the items of the scale. The school teachers were instructed to rate the all items of the scale to evaluated to overall attitude to the Inclusive Education. After completion of the rating by all the secondary school teachers the filled in copies of the scale were collected from all the teachers carefully.

After collecting the all questionnaire (150) from the eight (8) selected secondary schools, the Researcher has calculated the total score of a questionnaire by computing the score against the each and every item. In computing the score of each items of the questionnaire, the Researcher has used a pre selected method. In case of positive item, direct scoring method that was 5-4-3-2-1 has been used and in case of negative items, reverses scoring method that was 1-2-3-4-5 has been used by the researcher in computing the score of each and every item of the questionnaire. This total process of computing of the questionnaire has been done by the researcher very sensitively and carefully.

## 8. ANALYSIS & INTERPRETATIONS:

$H_{01}$ : There would not have favourable attitude among Secondary Schools Teachers towards Inclusive Education.

**Table No-1: Shows the Number, Mean and S.D of the Total Teachers**

Group	Number	Mean	S.D
Teachers	150	106.12	9.10

$M \pm \sigma$

$$M + \sigma = 106.12 + 9.10 = 115.22$$

$$M - \sigma = 106.12 - 9.10 = 97.02$$

**Table No-2: Shows the Level of Test Attitude of the Teachers on the basis of Cut off Point**

Scores	Frequency	Percentage	Level of Test Anxiety
Above-139.46	6	4%	Favourable
Between-106.48 to 139.46	135	90%	Moderate
Below-106.48	9	6%	Unfavorable
<b>Total</b>	<b>150</b>	<b>100%</b>	

On the basis of Cut off Point, from the above table, we can see that out of the total 150 Teachers, 4% Teachers have scored above 115.22, 90% Teachers have scored between 97.02 to 115.22 and 6% Teachers have scored below 97.02 on the Test of Attitude measuring Questionnaire constructed by the researcher for the Secondary school Teachers. Therefore, we can see that maximum percentage (90%) of the Teachers have scored between 97.02 to 115.22, which indicates that the level of Attitude towards inclusive education in secondary school teachers is being neither favourable nor unfavorable that is Moderate in the district of Purulia, West Bengal.

***H<sub>0</sub>***: There is no significant difference between Male and Female Secondary School Teachers regarding their Attitude towards Inclusive Education in Purulia district.

**Table-3: Shows the Difference between Male and Female Secondary School Teachers Regarding Their Attitude towards the Inclusive Education**

Group/ Variable	N	Mean	SD	Mean Difference	SED	Df	t- value	Result
Male	81	106.80	10.376	1.484	1.491	148	0.995	Not Significant at 0.05 level
Female	69	105.32	7.323					

*\*Significant at 0.05, \*\* Significant at 0.01 and @ Not Significant (Table Value of 't' against df (148) at 0.05 level = 1.98 & at 0.01 level = 2.61)*

From the table -3, it is found that the Calculate 't' value' (0.995) is less than the table value of 0.05 & 0.01 level of significance (1.98 at 0.05 level of significance). Hence the null Hypothesis is accepted at 0.05 levels and the result is not significant. So we can broadly say that there is no significant difference between male and female secondary school teachers in respect to their attitude towards inclusive education. But on the basis of their obtained Mean Score, we can say that the Attitude of Inclusive education of Male teachers is comparatively more favourable than the Female teachers in the district of purulia, West Bengal.

***H<sub>0</sub>***: There is no significant difference between Rural and Urban Secondary School Teachers regarding their Attitude towards Inclusive Education in Purulia district.

**Table-4: Shows the difference between Arts and Science secondary school Teachers regarding their Attitude towards the Inclusive Education**

Group/ Variable	N	Mean	SD	Mean Difference	SED	Df	t- value	Result
Arts	96	107.16	9.831	2.878	1.535	148	1.875	Not significant at 0.05 level
Science	54	104.28	7.290					

*\*Significant at 0.05, \*\* Significant at 0.01 and @ Not Significant (Table Value of 't' against df (148) at 0.05 level = 1.98 & at 0.01 level = 2.61)*

From the table-4, it can be found that the Calculate 't' value' (1.875) is less than the table value of 0.05 level of significance (1.98 at 0.05 level of significance). Hence the null hypothesis is accepted at 0.05 levels and the result is not significant. So it indicates that there is no significance difference between Arts and Science secondary school teachers in respect to their attitude towards inclusive education. But on the basis of their obtained Mean Score, we can say that the Attitude of Inclusive education of Arts teachers is comparatively more favourable than the Science teachers in the district of Purulia, West Bengal.

**H<sub>03</sub>:** There is no significant difference between Rural and Urban Secondary School Teachers regarding their Attitude towards Inclusive Education in Purulia district.

**Table-5: Shows the difference between Rural and Urban secondary school Teachers regarding their Attitude towards the Inclusive Education**

Group/ Variable	N	Mean	SD	Mean Differenc e	SED	Df	t- Valu e	Result
Rural	74	107.78	11.44	3.28	1.46	148	2.24*	Significant at 0.05 level
Urban	76	104.50	5.611					

*\*Significant at 0.05, \*\* Significant at 0.01 and @ Not Significant (Table Value of 't' against df (148) at 0.05 level = 1.98 & at 0.01 level = 2.61)*

From the table-5, it can be found that the Calculate 't' value (2.24) is higher than the table value of 0.05 level of Significance (1.98 at 0.05 level of Significance). Hence the null Hypothesis is rejected at 0.05 levels and the result is significant. So it indicates that there is statistically significant difference between Rural and Urban Secondary School teachers in respect to their attitude towards inclusive education. But on the basis of their obtained Mean Score, we can say that the Attitude of Inclusive education of rural secondary school teachers is comparatively more favourable than the urban secondary school teachers in the district of Purulia, West Bengal.

**H<sub>03</sub>**: There is no significant difference between the Attitude of the Teachers having High Teaching Experience teachers and less Teaching Experience teachers regarding their Attitude towards Inclusive Education in Purulia district.

**Table-6: Shows the difference between less experience and High experience secondary school Teachers regarding their Attitude towards the Inclusive Education**

Group/ Variable	N	Mean	SD	Mean Difference	SED	Df	t- Value	Result
Less	73	106.08	8.296	0.74	1.492	148	.049	Not significant at 0.05 level
High	77	106.16	9.858					

*\*Significant at 0.05, \*\* Significant at 0.01 and @ Not Significant (Table Value of 't' against df (148) at 0.05 level = 1.98 & at 0.01 level = 2.61)*

From the table -6 we can see that the Calculate 't' value(.049) is lower than the table value 0.05 level of significance (1.98 at 0.05 level of significance). For this reason the null hypothesis is accepted at 0.05 and the result is not significant. So we can say that there is no significant difference between less experience teachers and high experience teachers in respect to their attitude towards inclusive education. But on the source of their obtained Mean Score, we can say that the Attitude of Inclusive education in high experience secondary school teachers is comparatively more favourable than the less experience secondary school teachers in the district of Purulia, West Bengal.

## 9. MAJOR FINDINGS OF THE STUDY:

- i. The first finding of the present study is that the attitude of secondary school teachers towards inclusive education is being neither favourable nor unfavorable that Moderate in the district of Purulia, West Bengal.
- ii. The second finding of the present study is that there is no significant difference between male and female secondary school teachers in respect to their attitude towards inclusive education. It means that the gender has no influence on the attitude of secondary school teachers towards inclusive education in the district of Purulia.
- iii. The third finding of the present study is that there is no significant difference between Arts and Science secondary school teachers in respect to their attitude towards inclusive education. It means that the Stream of Subject teachers has no influence on the attitude of secondary school teachers towards inclusive education in the district of Purulia.
- iv. The Forth finding of the present study is that there is statistically significant difference between Rural and Urban secondary school teachers in respect to their attitude towards inclusive education. It means that the Locality of Secondary school teachers have significant influence on the attitude of secondary school teachers towards inclusive education in the district of Purulia.
- v. The Fifth findings of the present study is that there is no significant difference between High teaching experience and Less teaching experience of secondary school teachers in respect to their attitude towards inclusive education. It means that the experience of teachers has no significant influence on the attitude of secondary school teachers towards inclusive education in the district of Purulia.

## 10. CONCLUSION:

Inclusive education is one of the most educational programmes in education system. It gives equal opportunity to all children in regular class room. The result of the study is like that the Moderate attitude of the secondary school teachers in inclusive education. So this result indicates that the implementation of inclusive education at the secondary school teachers are needed to apply knowledge and application based programmed. Therefore, it is important that the teachers give the clear ideas about various issues and challenges of inclusive education like human resource deficit, lack of collaboration between special teachers and regular school teachers, and the most significant is inappropriate the training programmes in inclusive education. The goal to

fulfill universalization of education is incomplete without inclusive and integrated education of the challenged group of students.

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