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A Study on Attitude of Secondary School Teachers towards Inclusive Education

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Abstract

Inclusive education means including not only children with disabilities in the class room but all children with diverse background and abilities. Actually getting these children into our classroom is only half of the challenge. The other half is in meeting all of their different learning needs as well as in giving special attention to those children who are usually excluded from the classroom or from participating/learning in the classroom. The present study is aimed exploring the secondary school teacher's attitude towards inclusive education in Guntur district of Andhra Pradesh. The finding of the study shows that there is no significant difference in the in the attitude of male and female teachers towards inclusive education. There is no significant difference in the in the attitude of urban and rural teachers towards inclusive education. There is no significant difference in the in the attitude of graduate and post graduate teachers towards inclusive education. There is no significant difference in the in the attitude of private and Govt. teachers towards inclusive education.

Keywords: Attitude, Teachers, Inclusive Education

Introduction

Inclusive education means including not only children with disabilities in the class room but all children with diverse background and abilities. Actually getting these children into our classroom is only half of the challenge. The other half is in meeting all of their different learning needs as well as in giving special attention to those children who are usually excluded from the classroom or from participating/learning in the classroom. Children learn in a different ways because of hereditary factors, experience environment or their personalities. Consequently, we need to use a variety of teaching methods and activities to meet the different leaning needs of our children (Jazeel.A.M&Dr.AR.Saravanakumar, 2017). Inclusive Education is closely associated with the international vision and efforts towards renovating the engagement around Education for

All. It is based on the right of all learners to a high quality equitable education that meets their basic learning needs, and understands the diversity of backgrounds, contexts and abilities as learning opportunities. It contributes to fostering an inclusive society – feedback relationship. Inclusion is “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. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children”. (UNESCO, 2005). Inclusive education includes increasing student engagement and reducing local school culture, curriculum and community exclusion. Inclusion involves reconstructing the culture, policies and practices of the school so that it can respond to the diversity of students around them. Concerns about overcoming and eliminating the barriers accessed by some students, may reveal gaps in school activities to address the problem of school diversity. There are more than 200 million school aged children in India and of these approximately 20 million (10%) require special needs education (Census 2001). Thus, there is an urgent need to focus on the education of children with disability to supplement their different talents. The objective of making their education an integral part of our general education system is the core of inclusion. It is often very difficult to change people’s attitude because they are believed to be the result of people’s thoughts, feelings, or actions. To understand or tolerate a person’s attitude, you need to know what he believes. According to Cambridge English dictionary, “Attitude is nothing but a feeling or opinion about something or someone, or a way of behaving that is caused by this”. The concept of peer learning, collaborative and cooperative learning will enhance the quality of the learning process. UNICEF (2017) also stressed the importance of inclusive education in developing countries. The present study is aimed exploring the secondary school teacher’s attitude towards inclusive education in the Guntur district of Andhra Pradesh.

Objectives of the Study

The following are the objectives of the study

- To study the attitudes of secondary school teachers towards Inclusive Education with respect to their gender.
- To study the attitudes of secondary school teachers towards Inclusive Education with respect to their locality of the school.
- To study the attitudes of secondary school teachers towards Inclusive Education with respect to their educational qualification.
- To study the attitudes of secondary school teachers towards Inclusive Education with respect to their type of the school.

Hypotheses of the Study

The following are the hypotheses of the study

- There is no significant difference in the attitude of secondary school teachers towards inclusive education due to variation in their gender.
- There is no significant difference in the attitude of secondary school teachers towards inclusive education due to variation in locality of the school.
- There is no significant difference in the attitude of secondary school teachers towards inclusive education due to variation in their educational qualification.
- There is no significant difference in the attitude of secondary school teachers towards inclusive education due to variation in their type of the school.

Methodology of the study

The normative survey method was used for this study. The study was conducted on the sample of the one hundred secondary school teachers of Guntur city of Guntur district of Andhra Pradesh. The stratified random sampling technique was used to select the primary data. A self-constructed and standardized scale was prepared by the researcher himself to collect the data. The scale comprises of 52 statements and each item provide five responses. The responses were expressed on a five-point scale, strongly agree, agree, undecided, disagree, strongly disagree and weights of 5,4,3,2,1 are favorable statements and the reverse in unfavorable statements. The reliability of the scale was calculated as 0.82.

Analysis and Interpretation of Data

In the present investigation the data was tabulated on the demographic variables viz., Gender, Locality, Educational qualification and management of the school as follow.

Hypothesis-1: There is no significant difference in the attitude of secondary school teachers towards inclusive education due to variation in their gender.

Table-1: Comparison of the attitude of Male and Female Teachers towards Inclusive Education

Variable	Sample	Sample size (N)	Mean	S.D.	t-Value
Gender	Male	50	153.71	12.93	0.26 ^{NS}
	Female	50	154.35	11.86	

NS-Not Significant at 0.05 Level

From table-1, it is observed that the calculated t-value 0.26 is not significant at 0.05 level, it is clear that there is no significant difference in the in the attitude of male and female teachers towards inclusive education. Hence it can be concluded that the hypothesis is accepted.

Hypothesis-2: There is no significant difference in the attitude of secondary school teachers towards inclusive education due to variation in locality of the school.

Table-2: Comparison of the attitude of Urban and Rural Teachers towards Inclusive Education

Variable	Sample	Sample size (N)	Mean	S.D.	t-Value
Locality	Urban	53	153.28	11.88	0.73 ^{NS}
	Rural	47	155.05	12.23	

NS-Not Significant at 0.05 Level

From table-2, it is observed that the calculated t-value 0.73 is not significant at 0.05 level, it is clear that there is no significant difference in the in the attitude of urban and rural teachers towards inclusive education. Hence it can be concluded that the hypothesis is accepted.

Hypothesis-3: There is no significant difference in the attitude of secondary school teachers towards inclusive education due to variation in their educational qualification

Table-3: Comparison of the attitude of Graduate and Post Graduate Teachers towards Inclusive Education

Variable	Sample	Sample size (N)	Mean	S.D.	t-Value
Educational qualification	Graduate	55	153.24	12.58	0.86 ^{NS}
	Post Graduate	45	155.26	10.68	

NS-Not Significant at 0.05 Level

From table-3, it is observed that the calculated t-value 0.86 is not significant at 0.05 level, it is clear that there is no significant difference in the in the attitude of graduate and post graduate teachers towards inclusive education. Hence it can be concluded that the hypothesis is accepted.

Hypothesis-4: There is no significant difference in the attitude of secondary school teachers towards inclusive education due to variation in their type of the school.

Table 4: Comparison of the attitude of Private and Govt. Teachers towards Inclusive Education

Variable	Sample	Sample size (N)	Mean	S.D.	F-Value
Type of School	Private	33	154.95	13.65	0.42 ^{NS}
	Govt.	67	153.84	11.38	

NS-Not Significant at 0.05 Level

From table-4, it is observed that the calculated t-value 0.42 is not significant at 0.05 level, it is clear that there is no significant difference in the in the attitude of private and Govt. teachers towards inclusive education. Hence it can be concluded that the hypothesis is accepted.

Findings of the Study

- There is no significant difference in the in the attitude of male and female teachers towards inclusive education.
- There is no significant difference in the in the attitude of urban and rural teachers towards inclusive education.
- There is no significant difference in the in the attitude of graduate and post graduate teachers towards inclusive education.
- There is no significant difference in the in the attitude of private and Govt. teachers towards inclusive education.

Conclusion

The RTE Act, 2009 offers education for all children, regardless of caste, religion, ability and so on. Inclusion is more than a teaching method for differently abled students. Researcher stressed that every child, regardless of the intensity and severity of their disability, must be valued as a member of the society and can participate in various activities. Good inclusive education is one which allows all students to participate in all aspects of the same classroom, face challenges and collaboration between teachers, parents, themselves and the community. Most importantly, we can address inclusion by encouraging positive examples of people with disabilities and adults who raise awareness for human rights in their communities, and by managing and promoting education for all. We need to develop an inclusive learning design that should be encouraging for all children.

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