



A STUDY ON ATTITUDE OF TEACHERS TOWARDS INCLUSIVE EDUCATION

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Abstract

The present study has been taken to find out the 'Attitude of Teachers Towards Inclusive Education'. To conduct this study hundred teachers from various Government and Private schools situated in rural and urban area were taken as sample of study. Teacher Attitude Scale towards Inclusive Education by Vishal Sood and Aarti Anand (2011) was used to collect the data. Descriptive statistics was applied. 't' value was worked out to find Attitude of Teachers Towards Inclusive Education. The result shows that there is significant difference between private and government teachers towards inclusive education. There is significant difference between male and female teachers towards inclusive education. It has been further found that there is significant difference between rural and urban teachers towards inclusive education.

Keywords: Attitude of Teachers, Inclusive Education

Introduction

Teachers occupy an important place in building of a nation. They, in fact, are the real masons who lay the foundation of a nation committed to the growth and development of values. Teachers are like oars required to reach the destination, and the main catalytic agents for introducing and supporting desirable social changes. They have been, all over the globe, regarded as the benefactors of mankind. In Indian traditions, teachers have always enjoyed a place of highest dignity, status and honour.

It may be recalled that India, in ancient and medieval times, was never devoid of excellent and high quality teachers. They successfully created honest and vibrating society through their pupils and preaching. India's ancient seats of learning at Nalanda, Vikramshila, Vallabhi and Takshashila had such world class teachers. But with the passage of time, teachers seems to have lost the past glory in the modern materialistic world. In the present era, the teacher of the yore has become more or less a fictional character. Now of the millions of teachers in schools, colleges and universities across India, a majority of them in the profession are just like square peg in a round hole.

Teachers' attitudes, as well as their behaviours, have been proposed as a key factor in successful inclusive education. According to a number of authors teachers' attitudes toward inclusionary programs are one of the most important factors in determining the success of the practice or program. The extent to which the attitudes of teachers validate or reject an inclusive approach will serve to predict the success of such inclusion. Since teachers play a significant role in ensuring the successful integration of students with special needs, evaluating and investigating teachers' attitudes is the cornerstone in building a successful inclusion program.

Studies acknowledge that inclusive education can only be successful if teachers are part of the team driving this process (Horne, 1983; Malone, Gallagher, & Long, 2001). One of the most significant stipulations that allow for successful inclusion of special education students is the attitudes or attitudes of the general education teacher regarding the inclusion of special education students into their classroom. Classrooms are now becoming more diverse with respect to students abilities, therefore sensitivity and awareness on the part of general education teacher is essential to promote successful inclusion. The empirical evidences in the area of inclusive education clearly indicate that teachers' attitudes are the key factor for making inclusive education, a real success. Eagly and Chaiken (1998) define attitude as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor".

There are several studies conducted on attitude of teachers towards Inclusive education.

Belapurkar and Phatak (2011) revealed the knowledge and attitude of school teachers in urban and rural Pune. The results indicated overall positive attitude of school teachers towards inclusive education and the knowledge level of school teachers about inclusive education are significantly low. Their concept of inclusive education is unclear. They were not clear about Government policies and planning, how to identify different abilities in children, and what remedial treatment can be given to them. Boer and Piji (2011) studied regular primary school teacher attitude towards inclusive education. The study revealed that majority of teachers hold negative attitude towards the inclusion of pupil with special needs in regular primary education. Rahamanand and Sutherland (2012) examined the attitudes of teacher educators towards inclusive education in Bangladesh secondary schools in order to further understand the challenges faced by countries that are economically marginalized in implementing educational reforms. Teacher educator's attitudes towards inclusive education was generally positive, however participants were unsure how to implement inclusive education.

Smitha and Acharya (2010) found that teachers have unfavourable attitude towards inclusive education. They studied the attitude of teachers towards inclusive education for the disabled. Male possessed more unfavourable attitude than the female teachers towards inclusive education for the disabled.

Objectives of the Study

1. To study the difference between Private and Government Teachers' attitude towards inclusive education.
2. To study the difference between Male and Female Teachers' attitude towards inclusive education.
3. To study the difference between Rural and Urban Teachers' attitude towards inclusive education.

Null Hypotheses of the Study

1. There will be no significant difference between Private and Government Teachers' attitude towards inclusive education.
2. There will be no significant difference between Male and Female Teachers' attitude towards inclusive education.
3. There will be no significant difference between Rural and Urban Teachers' attitude towards inclusive education.

Method

Significance of difference was worked out between Teachers' attitude and Inclusive Education.

Sample

In order to conduct the present study, 15 senior secondary schools of district Kapurthala and Ludhiana were randomly selected. Out of the selected schools; 100 teachers from various government and private schools situated in rural and urban area of Kapurthala and Ludhiana were taken as sample of the study.

Measures

Teacher Attitude Scale towards Inclusive Education by Vishal Sood and Aarti Anand (2011).

Procedure

The analysis and interpretation of data was done as given below:

1. Descriptive Statistics was applied to test the normality of the data.
2. T-test was applied to find the significance of difference in Teachers' Attitudes towards Inclusive Education.

Results and Discussion

Table -1 : Significance of Difference of Mean Scores of Private and Government Teachers' Attitude towards Inclusive Education

Type	N	Mean	Standard Deviation	t-ratio
Private	50	107.15	9.40	4.728
Government	50	101.20	10.26	

Significant at .01 level of significance

Table 2- Significance of Difference of Mean Scores of Male and Female Teachers' Attitude towards Inclusive Education

Gender	N	Mean	Standard Deviation	t-ratio
Male	50	102.25	10.21	3.832
Female	50	105.20	12.14	

Significant at .01 level of significance.

Table-3 Significance of Difference of Mean Scores of Rural and Urban Teachers' Attitude towards Inclusive Education

Locality	Number Teachers	Mean	Standard Deviation	t-ratio
Rural	50	106.10	10.04	3.401
Urban	50	110.26	11.22	

Significant at .01 level of significance.

Table-1 It shows the mean scores and standard deviation (SD) values of Private and Govt. Teachers' Attitude towards Inclusive Education. It reveals that mean value of Private Teachers' Attitude towards Inclusive Education is 107.15

while that of Govt. teachers' is 101.20. Value of standard deviation of private and govt. teachers is 9.40 and 10.26 respectively.

The calculated significance of difference in the mean value in the form of t-ratio is 4.728, which is more than the table value 2.60 at .01 level of significance. Hence it is significant at 0.01 level. It is concluded that private and govt. teachers' attitude differs significantly towards inclusive education.

Thus the hypothesis 1 which states, 'There will be no significant difference between Private and Government Teachers' attitude towards inclusive education' is rejected.

Table-2. It shows the mean scores and standard deviation (SD) values of Male and Female Teachers' Attitude towards Inclusive Education. It reveals that mean value of Male Teachers' Attitude towards Inclusive Education is 102.25 while that of Female teachers' is 105.20. Value of standard deviation of male and female teachers is 10.21 and 12.14 respectively.

The calculated significance of difference in the mean value in the form of t-ratio is 3.832, which is more than the table value 2.60 at .01 level of significance. Hence it is significant at 0.01 level. It is concluded that male and female teachers' attitude differs significantly towards inclusive education.

Thus the hypothesis 2 which states, 'There will be no significant difference between male and female Teachers' attitude towards inclusive education' is rejected.

Table -3 It shows the mean scores and standard deviation (SD) values of Rural and Urban Teachers' Attitude towards Inclusive Education. It reveals that mean value of Rural Teachers' Attitude towards Inclusive Education is 106.10 while that of Urban teachers' is 110.26. Value of standard deviation of rural and urban teachers is 10.04 and 11.22 respectively.

The calculated significance of difference in the mean value in the form of t-ratio is 3.401, which is more than the table value 2.60 at .01 level of significance. Hence it is significant at 0.01 level. It is concluded that rural and urban teachers' attitude differs significantly towards inclusive education.

Thus the hypothesis 3 which states, 'There will be no significant difference between rural and urban Teachers' attitude towards inclusive education' is rejected.

Conclusions

- There is significant difference between private and govt. teachers' towards inclusive education.
- There is significant difference between male and female teachers' towards inclusive education.
- There is significant difference between rural and urban teachers' towards inclusive education.

Education Implications

The present study reported that private teachers had more positive attitude towards inclusive education than govt. teachers. It further found that female teachers had made positive attitude towards inclusive education than male teachers. Urban school teachers have more positive attitude towards inclusive education than rural school teachers. There is need to spread the awareness among teachers who exhibit less positive attitude towards inclusive education. Inclusive education becomes effective only with the loving touch of those teachers having capability, commitment and aptitude for teaching. Clear guidelines should be provided by the school authorities to the teachers regarding inclusive education policies. Seminars, conferences should be conducted for the inservice teachers and pre-service teachers about the problems of children with the special needs, the strategies and methodologies required to educate special children in inclusive environment. This study may definitely

help the stakeholders, planners, authorities as well as teachers to provide inclusive education in school and create soothing environment to develop right and positive attitude of teachers towards inclusive education.

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