

ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION

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ABSTRACT

The aim of present study is to investigate the attitude of secondary school teachers towards inclusive education. In this regard, the investigator has used Descriptive-Survey method to conduct this study. Sixty participants were selected by using stratified random sampling and ATIES scale was used to collect the data from the participants. The results show that 5% teachers were having highly positive attitude, 80% teachers were having positive attitude, and 15% teachers were having neutral attitude towards inclusive education. The results also show that no significant difference exists between male & female teachers, Rural & Urban teachers, and Govt. & Private teachers' attitude towards inclusive education.

I. INTRODUCTION

There are many types of people living in the world, some are normal, some are disable in both physical and mental level, some belongs to different caste, colour, creed, and birthplace and religion. The disabled children are known as child with special needs. The process of including both normal and needy of provision and specially disabled children to mainstream of education is known as Inclusive education.

Every person has a birthright to education. But nowadays many types of discriminations are located in the field of education. In many areas children with special needs are not treated equally. Children with disabilities are not treated equally in school as they have different needs. Our education system is also divided into two parts. These are General and Special education, which also discriminate disabled children. But inclusive education demands "Education for all and "to fulfill this demand teachers play a vital role in this process.

A teacher shapes the entire educational process. Teachers have a significant impact on the success of inclusive education. They are the best resource for inclusive education's success. They can improve the inclusive education process through their active participation, manner of thinking, conduct, teaching methods, working style, patience, tolerance, cooperation, and other skills. There are so many factors which influence the teachers in both positive and negative ways, which are becoming an obstacle in the way of inclusion. Therefore, in order to gain a better understanding we have to find out the attitude of teachers towards inclusive education.

II. REVIEW OF RELATED LITERATURES

SL NO.	AUTHOR	TITLE	METHODOLOGY			FINDINGS
			SAMPLE	SAMPLING	TOOLS	
1	ECATERINA MARIA UNIANU (2012)	Perception of teachers towards inclusive education.		Stratified random	Questionnaire	The study revealed significant difference between teachers of different ages regarding main concepts of inclusive education.
2	SHANE CASTELLO CHRISTOPHER BOYLE (2013)	Pre service secondary teachers' attitude towards Inclusive education.	174	N/A	Questionnaire Survey Method	For inclusive education to be an achievable goal in secondary school and for an increased

						social inclusion and valued status for all children.
3	LINDA VARCOE CHRISTOPHER BOYLE (2014)	Pre service primary teachers' attitude towards inclusive education.	342	N/A	TAISA Survey Method	The present study had revealed the important role of training in special education.
4	FARIDA KURNIAWATI ALEXANDER MINNNAER WONDIRNU AHONED (2012)	Primary school teachers' attitude towards inclusive education in Jakarta and Indonesia.	208	N/A	Survey method Self-made Questionnaire	It revealed teachers attitude plays a crucial role in successful implementation of inclusive education.
5	B-DUL EROILOR BRASON (2013)	Teachers attitude towards inclusive education.	200	N/A	Survey method Self- administrated Questionnaire	The study revealed the fact that there is a major confusion between inclusive education and Integrated education.
6	MANISHA MOHAD ALI RAMLEE MUSTAFA ZALIZAN MOHAMMAD JELAS (2016)	An empirical study on teachers' attitude towards inclusive education in Malaysia.	100	N/A	Descriptive Statistics and Questionnaire	The main findings shows that in general, Teachers have positive attitude towards inclusive education. The findings also show that, collaboration between the mainstreaming and the special education teacher is important and that there should be a clear guideline on the implementation of inclusive education.
7	MASUD AHEMAD UMESH SHARMA JOANNE DEPPELER (2010)	Variables affecting teachers' attitude towards inclusive education in Bangladesh.	738	Cluster Sampling	Survey Questionnaire	The results reveal the teacher's previous success in teaching students with disabilities is an important variable to be

						considered to promote inclusion of children with disabilities in the regular govt. primary schools in Bangladesh. Teacher both Inservice and preservice should not only be teaching with disabilities, they also need to feel a sense of success in teaching such students for them to feel positive about inclusion.
8	TIMO SALOVITA (2020)	Attitude of teachers towards inclusive education in Finland.	1764	N/A	Survey Method Questionnaire	There exists a significant Difference between perception of secondary school teachers in accordance to their locality.
9	MOHAMMED AL-ZYUUDI (2006)	Teachers attitude towards inclusive education.	90	N/A	Survey Method Questionnaire	The results of this study showed that the teachers' attitudes were found to be strongly influenced by the nature of severity of the disabling condition presented to them, the length of teaching experience and training.
10	SAKKARI MOBERG ETSUKO MUTA KANAKO KURENAGA (2020)	Struggling for inclusive education in Japan and Finland: Teacher's attitude towards inclusive education.	1880	N/A	Survey Method Questionnaire	The findings support the idea that to improve the universal understanding of inclusive education, More research should be done to analyse hoe inclusive education developments are

						realized in different cultural and historical contexts.
11	TIM LOREMAN CHIRIS FORLIN (2007)	An international comparison preservice teachers' attitude towards Inclusive education.	603	N/A	Descriptive Statistics ATIES	International preservice teachers were least positive about including students with behavioural issues such as verbal and physical aggressive and those who are disruptive.
12	CHRISTOPHER BOYLE JO ANDERSON KELLY ALEN (2020)	Importance of teacher's attitude towards inclusive education.	203	N/A	Descriptive Statistics Questionnaire	Research shows that current practices are not consistently meeting school goals, expectations towards inclusive education.
13	MICHAEL SUBBEY (2008)	Perception of basic education school teachers towards inclusion in Ghana.	100	Purposive Sampling	Both qualitative and quantitative study	It found that the Ghana education service and other stakeholders of education pay mere lip services to inclusive school environment.
14	HFAQ KHALIQ KHAN SUJAHAT HIDER HASMI (2017)	Inclusive education in Govt. primary school teachers' perceptions.	12	N/A	Descriptive Statistics Predetermined survey points through Questionnaire	The result of the study indicates that the majority of the teachers in main stream schools have positive attitude towards inclusive education and they are happy to teach CWD in their classroom.
15	DEJANA BOUILLET (2013)	Some aspects of collaboration in inclusive education teachers experience.	69	N/A	Survey Method Self-Made Questionnaire	The data suggest that at the present time collaboration in schools is neither well organized nor well defined.
16	ALISON L ZAGONA JENIFFER A	Teachers views of their perception for inclusive Education.	78	N/A	Survey Method Self-Made	Pre service teacher should have the opportunity to learn and practice the

	KURTH MAC FARLAND (2017)				Questionnaire	skills involved in Advancing inclusive practices and student teaching placement.
17	MARIA MOUCHRISTA (2013)	Attitude of Teachers towards Inclusive education.	307	N/A	Co relational group survey	Results showed that teachers neither agree nor disagree that students with disabilities will be accepted by the rest of the class.
18	LEY SEE YOU (2016)	Teachers experience with inclusive education in Singapore.	202	N/A	Qualitative study	The most showed positive experience satisfaction with pupil's progress and new learning for teachers.
19	C.KENNETH TANNER DEBORAH JAN VOUGHN LINSOTT (1996)	Inclusive education in USA and teachers' attitude.	714	N/A	Galis selected Questionnaire (1994)	The study answers process of available educational delivery system for CWD and perception of teachers towards it.
20	GEZAHEGNE BEYENE YINEBEB TIZAZU (2008)	Attitudes of teachers towards inclusive education in Ethiopia.	200	N/A	Both Qualitative and Quantitative study.	This review is concerned about factors that affect the attitudes of teachers like the nature of disability, lack of training, availability of materials etc.

III. OBJECTIVES OF THE STUDY

1. To study the perception of teachers towards inclusive education.
2. To study the perception of teachers towards inclusive education in relation to their Gender.
3. To study the perception of teachers towards inclusive education in relation of their Locality.
4. To study the perception of teachers towards inclusive education in according to Nature of school.

Hypotheses:

H₀₁ – There is no significance difference between male and female teachers' attitude towards Inclusive education.

H₀₂ – There is no significance difference between urban and rural area school teachers' perception towards inclusive education.

H₀₃ – There is no significance difference between Govt. school and private school teacher's perception towards inclusive education.

IV. METHODOLOGY

Method: Descriptive-Survey Method was used by the researcher.

Population and sample: All the secondary school teachers of Bargarh district are considered as population. Out of them 60 school teachers are selected as sample by using stratified random sampling technique for conducting this study.

Tools used: The present investigator has used ATIES rating scale developed by Wilczenski in 1992.

Statistical Techniques Used: The investigator has used percentage, Mean, SD, and t-test for analysing the collected data.

V. ANALYSIS AND INTERPRETATION

Objective-1:

The first objective of this research is to study the prevalence of perception of teachers towards the inclusive education. The results are given below.

Table-1

Sl No	Range	Respondents	Outcome
1	65-80	03 (5%)	Highly Positive
2	49-64	48 (80%)	Positive
3	33-48	09 (15%)	Neutral
4	17-32	00	Negative
5	0-16	00	Highly Negative

From the above table it can be said that about 5% teachers were having highly positive attitude towards inclusive education, 80% teachers were having positive attitude towards inclusive education, and only 15% teachers were having neutral attitude towards inclusive education.

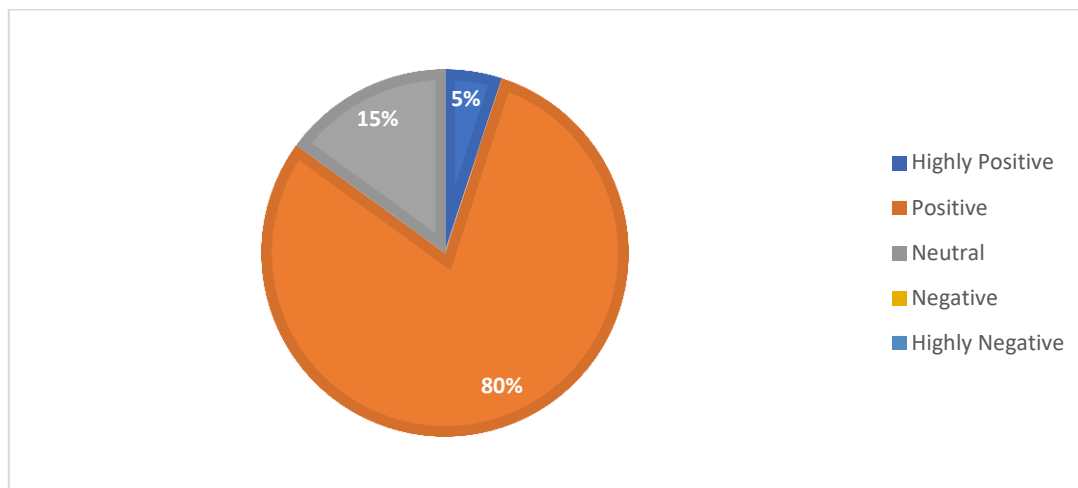


Figure-1

Objective-2:

The second objective of this study is to study the attitude of teachers towards inclusive education in-relation to their gender. For this, the researcher has used t-test to analyze the results.

Table-2

Variable	Group	N	Mean	SD	DF	t-value	p-value
Gender	Male	30	56.6	6.54	58	1.35	0.183
	Female	30	54.3	6.29			

After analyzing the data in accordance with the gender with the help of independent t-test it was found that the mean of male and female teachers is 56.6 & 54.3 respectively, SD of male and female teachers are 6.54 & 6.29 respectively. The mean difference for both gender is 1.35 which is not significant at 0.05 level. So, the null hypothesis is accepted.

Objective-3:

The third objective of this study is to study the perception of teachers towards inclusive education in-relation to their locality. For this purpose, the researcher has used t-test to analyze the results.

Table-3

Variable	Groups	N	Mean	SD	DF	t-value	p-value
Locality	Urban	30	54.5	5.38	58	1.04	0.302
	Rural	30	56.2	7.35			

The above table shows that the mean of urban and rural teachers is 54.5 & 56.2 respectively, SD of urban and rural teachers is 5.38 & 7.35 respectively. The mean difference between these two groups is 1.04 which is not significant at 0.05 level. So, the null hypothesis is accepted.

Objective-4:

Another objective of this study is to study the perception of teachers towards the inclusive education in-relation to their nature of school. For this purpose, the researcher has used t-test to analyze the results.

Table-4

Variable	Groups	N	Mean	SD	DF	t-test	p-value
Nature of school	Govt.	30	55.2	6.29	58	0.220	0.82
	Private	30	55.6	6.86			

By analyzing the data related to govt. and private teachers' perception towards inclusive education it has been found that the mean of govt. and private teachers is 55.2 & 55.6 respectively, SD of govt. and private teachers is 6.29 & 6.86 respectively. The mean difference between these two groups is 0.220 which is not significant at 0.05 level. So, the null hypothesis is accepted.

VI. CONCLUSION

The present study has an aim to investigate the attitude of secondary school teachers towards the inclusive education. For this purpose, the researcher has collected data from 60 participants and found that 5% teachers were having highly positive attitude, 80% teachers were having positive attitude, and 15% teachers were having neutral attitude towards inclusive education. Apart from this, the researcher has also used t-test to know the attitudinal difference between male & female teachers, rural & urban teachers, and Govt. and Private teachers towards inclusive education. The results show that no significant difference exists between male & female, Rural & Urban teachers, and Govt. and Private teachers towards inclusive education.

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