



PalArch's Journal of Archaeology
of Egypt / Egyptology

Attitude Of High School Teachers' Towards Inclusive Education: A Study In
Amguri Block Of Sivasagar District

Susmita Hazarika

Dibrugarh University, Assam, India

Susmita Hazarika: Attitude Of High School Teachers' Towards Inclusive Education: A Study In Amguri Block Of Sivasagar District -- Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(9). ISSN 1567-214x

Keywords: Attitude, High School Teacher, Inclusive Education

ABSTRACT

Inclusive education is a structure or system of education in which special children with special need are signed up in normal classes and are provided supportive special services. With the spreading worth of equal and tantamount opportunities for education for all, inclusive education is becoming as one of the significant and notable aims of schools. It aims to include students with special needs in the same and regular classrooms as well as to provide equal social rights to them like other general students. The notion of attitude is mainly concerned with the thinking ways, acting and behaving of an individual towards a particular thing which is built as an outcome some kind of learning experiences. The present study was an attempt to identify the level of attitude of high school teachers towards inclusive education. The sample of the study comprised of 200 high school teachers of Amguri education block under Sivasagar district out of which 100 are male and 100 are female. Here, purposive sampling technique was incorporated to select the necessary sample high schools. An attitude scale namely Teacher Attitude Scale Towards Inclusive Education (TASTIE) standardized and validated by Dr. Vishal Sood and Dr. Arti Anand was administered to collect data. Statistical techniques such as mean, median, mode, S.D., were calculated to analyze and interpret the data. The study revealed that the high school teachers of Sivasagar district have a positively high attitude towards inclusive education.

1. Introduction

With the spreading worth of equal and tantamount opportunities for education for all, inclusive education is becoming as one of the significant and notable aims of schools. It aims to include students with special needs in the same and regular classrooms as well as to provide equal social rights to them like other general students(Garg,2010). The Government of India has authorized the

regulation Persons with Disabilities Act, 1995 (PWD Act) to consummate the goal of allocating access to free education in a proper environment to all students with disabilities till age of eighteen years. The aim of the act was to endorse the integration of learners with disabilities in mainstream schools. UNICEF's (2000) report on the Status of Disability in India affirms that in India there are around 30 million children encountered with disability. The Sixth All-India Educational Survey (NCERT, 2000) reveals that 20 million school- aged children (6-14 years) out of 200 million need special education.

In the past 25 years, an international interest regarding inclusion of children with special needs in regular schools (Ballard, 1998; Brooth & Ainscow, 1998; Ainscow, 1998, as cited in Garg, 2010). In the old times, students with special needs were tutored in special schools and institutions discretely from their peers. The concept of inclusive education has been emerged from the perception that education should be imparted to all children regardless of their needs and individual differences. The notion of inclusive education opposes the practice of teaching special children in special schools and is gleaned from the concept of equity. It accepts all children as their nature and aims to provide them ample and adequate resources. It also supports them according to their demands and needs. While speaking about *integration* it says that integration means blending of an individual into a school in which he/ she was not recognized and allowed. Inclusive education doesn't simply refer to the placement of children with special needs into normal schools, but it is also concerned with the conditions under which all children can be educated effectively (Barton, 1997). According to Sebba and Ainscow (1996), "Inclusive education is the process with which schools try to respond to all pupils as individuals, reviewing the organization and provision of their curriculum."(Garg, 2010,p.1.)

The National Curriculum Framework for School Education (NCERT, 2000) has recommended inclusive schools for students and learners with special educational needs and making of proper alteration and improvement in the content, presentation and imparting strategies, developing friendly based environment etc. In India inclusive education reached its present position through various international developments which endorsed inclusive education such as Convention on the Rights of the Child 1989, UN Standard Minimum Rules 1993 etc. It was mainly ascended by the Salamanca Statement (UNESCO 1994).

The origin of today's inclusive education has in special education which entangles a spate of stages. During that time education systems had probed different methods to deal with children with learning disabilities and for students who have difficulties in learning. Inclusive education is a structure or system of education in which special children with special needs are signed up in normal classes and are provided supportive special services. Here, a specialist assists the classroom teachers in advancing better and useful teaching strategies for those children having learning disabilities and other impairments. It is all about developing and designing schools, classrooms, programs and activities to give all students opportunities to learn and participate together. It is

an approach in education and philosophy which seeks to provide all students with community membership and opportunities to achieve academic and social needs. Inclusion intends to make sure that each and every child is peacefully welcomed and their unique individual needs and styles of learning are properly valued and attended.

The role of attitude in ascertaining behaviour is very significant and therefore it is very important to determine the factors that help in moulding attitudes of mainstream teachers who have to deal with children with disabilities in regular classroom. As they have to teach all students including special children in the same classroom without hurting or developing any inferiority complex among normal children they have to be very careful regarding this. The present study was an attempt to explore high school teachers' attitudes towards inclusive education in school. It focused on exploring different levels of attitude of teachers towards inclusive education, differences between male and female teachers attitude towards inclusive education. The study also attempted to know about the present situation of implementation of inclusive education policies in schools and how teachers are aware about it.

2. Problem Statement

In the recent years many national and international programmes has launched which are become success to make only a bounded impact regarding participation of children with disabilities in formal education. Therefore, this situation should be changed in the near future and it requires a focused endeavor. As the number of children is very large who needs better and special teaching methods and there is only limited resources are available, the foremost choice should be to promote inclusive education in schools. For this, it is very important for teachers to have a great knowledge and understanding about inclusive education and should have a better attitude towards special children as well as inclusive education. Teachers should be given proper special training as well as in-service training to gain proper knowledge and understanding about special children. They must have abilities to encounter problems of their students while teaching. In a bid to buttress these perspectives, the following key questions need to be answered through this study:

1. what is the perspectives of high school teachers' about implementing inclusive education in the schools of India?
2. what is the level of attitude of high school teachers' towards inclusive education?
3. which methods and techniques they use in the classroom to teach both general and special children?
4. Does the male and female teacher possess a different attitude towards inclusive education?
5. Does the teacher of different geographical areas possess different attitudes towards inclusive education?

3. Objectives

The objectives of the present study are-

1. To study the level of attitude of high school teachers' of Sivasagar district towards inclusive education.
2. To compare the attitude of male and female high school teachers' of Sivasagar district towards inclusive education.
3. To compare the attitude of rural and urban high school teachers' of Sivasagar district towards inclusive education.
4. To compare the attitude of government and private high school teachers' of Sivasagar district towards inclusive education.

4. Hypotheses

Ho1 There is no significant difference of the attitude of male and female high school teachers' of Sivasagar district towards inclusive education.

Ho2 There is no significant difference of the attitude of rural and urban high school teachers' of Sivasagar district towards inclusive education.

Ho3 There is no significant difference of the attitude of government and private high school teachers' of Sivasagar district towards inclusive education.

5. Literature Review

Singh, Y.P. & Agarwal, A. (2015) reported a study on attitudinal barriers to inclusive education in India which aimed to identify the barriers of building a good attitude towards inclusive education in India and tried to find out the possibilities and challenges in fostering positive attitudes towards inclusive education India. The study revealed that teachers, parents, peers, administrators as well as policy planners have less productive knowledge about inclusive education. The teachers of mainstream schools have a less positive attitude towards inclusive education. It also revealed that teacher's skill levels, teacher's training, classroom support services, low competence for working with students with disabilities etc. are found as attitudinal barriers towards inclusive education.

Bansal, A. (2016) reported a study on attitude of teachers towards inclusive education in relation to their professional commitment which aimed to explore the relationship of teachers attitude towards inclusive education and commitment towards teaching profession with respect to various dimensions i.e. learner, society, profession, achieve, excellence, basic human values. The study explored that there was a significant difference in the attitude level of teachers with respect to type of school, educational qualifications and professional experiences and a significant positive correlation was found between attitudes of teachers towards inclusive education and professional commitment of teachers. There was also found no significant difference in the professional commitment of graduate and post- graduate teachers.

Kumar, A.K. (2016) conducted a study on Indian teachers' attitudes towards inclusive education which aimed to explore the attitudes of university and

school teachers towards inclusive education. The sample of the study was 100 and the participants complete an attitude scale namely Attitudes toward Inclusive Education Scale (ATIE) developed by Wilczenskin 1992. The study revealed that there is a significant difference in the attitude of teachers in relation to teaching level, gender, residence and their experience. It also explored that the university and female teachers showed a positive attitude as compared to school and male teachers.

Sharma, A., Chari, D. & Chunawala, S. (2017) reported a study on exploring teachers attitudes towards inclusive education in Indian context using 'type of disability' which aimed to identify attitudes of the middle school teachers using a lens of disability type and to explore the causal reasons for positivity or negativity of such attitudes through interviews. It explored a higher positive attitude towards inclusion of students with 'orthopedic challenges' and also some negative attitudes were identified from teachers' concerns about pedagogic challenges in inclusive education.

Greene, B.L. (2017) reported a quasi- experimental study on attitudes of teachers' towards inclusive education which aimed to determine the attitudes of regular classroom teachers regarding several aspects of inclusive education and to study the contributions of teacher education, training and experience on inclusive education. A sample of 135 classroom teachers were selected by the researcher for this study who completed the Scale of Teachers' Attitudes towards Inclusive Classroom and incorporated MANOVA and MANCOVA to analyze the collected data. The results of the study indicated that teachers had a positive attitude towards inclusive teaching practices and had a negative attitude towards philosophical aspects of inclusionary teaching practices. The findings of the study were hoped to contribute in a positive social change which impact on the teaching practices and student learning.

Paramanik, N. & Barman, P. (2018) conducted a study on attitude of secondary school teachers towards inclusive education. It was a descriptive study and 150 secondary school teachers of Purulia district were selected through stratified random sampling technique for collection of the data. The study revealed that the teachers had a moderate attitude towards inclusive education and a significant difference was found between rural and urban teachers in respect of attitude towards inclusive education. It was also revealed from the study that male and female secondary school teachers had no significant difference in respect to their attitude towards inclusive education.

Nakro, K.R. (2019) reported a study on attitude of B.Ed. student teachers towards inclusive education which aimed to explore attitudes of student teachers of B.Ed. programme under Nagaland university towards inclusive education. It was a descriptive study and 94 student teachers were selected through simple random sampling technique. The study revealed that there is a significant difference in the attitudes of pre- service and in- service student teachers and no significant differences were found between male and female, graduate and post- graduate students. It also revealed that majority of student teachers (65%) hold positive attitude towards inclusive education, 17% of the student teachers had a negative attitude towards inclusive education and the

rest 18% of the student teachers showed a moderate attitude towards inclusive education.

Inclusive education is nowadays marked as a burning issue at international level and many researchers have been done in many countries focusing on special children in the area of special education, disabilities and now it's shifting mainly to inclusion of special child on mainstream school. Different researchers have conducted different research studies in many places and they all have contributed to the field in their own ways. From the above reviews, it is revealed that different areas of disabilities have been studied by researchers with respect to different school subject in various countries and states. In India proper attention has not been given yet on teachers training to help student teachers at D.Ed., B.Ed., M.Ed. etc. because of which teachers of schools are not that much aware to which extent they should be and their knowledge on inclusive education is also not adequate. Some other researchers have reported that teachers of pre- primary, primary as well as high school level should be made awareness to know the different kinds of disabilities, their causes, features, symptoms etc. It is seen that many teachers don't have proper knowledge on inclusive education which may hinder in the way of implementing inclusive education in the schools. So, the researcher felt that the identification of the knowledge and attitudes of teachers of high school teachers towards inclusive education will help to introduce new steps to improve the situation.

6. Methodology

For the present study, descriptive survey method was used to achieve the objectives of the study. The population of the study comprised of all the government and private high schools of Amguri education block, under Sivasagar district from which the sample was being filtered. At present there are 67 such high schools are found, out of which are 44 government and 23 are private. The researcher selected 25 high schools from the population by using purposive sampling technique and data was collected from 200 high school teachers by using incidental sampling technique out of which 100 were male and 100 were female high school teachers. Again, out of 200 high school teachers, 50 male and 50 female from rural background and 50 male and 50 female from urban background were selected for this study. Similarly, 50 male and 50 female high school teachers from government high schools and 50 male and 50 female high school teachers from private high schools were selected as sample for this study.

A teachers' attitude scale namely Teacher Attitude Scale Towards Inclusive Education (TASTIE) developed and standardized by Dr. Vishal Sood and Dr. Arti Anand was administered by the investigator in the study. It is a self-administering and self-reporting three point scale which is in statement form requiring information for each item on either of the three options on a continuum as follows: Agree, Undecided and Disagree. The reliability of the scale was 0.82 and is fairly reliable and valid to measure attitude of elementary

and secondary/high school teachers as well as teachers working at pre- primary level.

7. Findings and Discussion

1. *To study the level of attitude of high school teachers of Sivasagar district towards inclusive education.*

Table-1 Attitude Scores of Frequency Distribution of Total Teachers

Mean	Median	Mode	SD	Skewness	Kurtosis
1846.5	190.05	200.85	17.042	-0.950	0.323

Table- 1 shows the values of Skewness and kurtosis of the present distribution. The Skewness value i.e. SK= -0.950 indicates that the distribution of attitude test scores of high school teachers towards inclusive education is negatively skewed which proves that the high school teachers of Sivasagar district have a positively high attitude towards inclusive education.

2. *To compare the attitude of male and female high school teachers of Sivasagar district towards inclusive education.*

Table-2 Attitude Scores of Frequency Distribution of Male and Female High School Teachers

Group	N	Mean	S.D.	C.R.	Result
Male	100	185.80	17.81	0.892	Not significant at .05 and .01 level
Female	100	183.50	18.62		

From the table-2, it can be observed that the C.R. value of the attitude scores of male and female high school teachers is 0.892 which is lower than the table value of C.R. i.e. 1.96 at .05 level and 2.58 (constant value at .01 level) at .01 level of significance respectively. Therefore, the null hypothesis i.e. there is no significant difference of the male and female high school teachers of Sivasagar district towards inclusive education is accepted.

3. *To Compare The Attitude of Rural and Urban High School Teachers of Sivasagar District Towards Inclusive Education.*

Table-3 Attitude Scores of Frequency Distribution of Rural and Urban High School Teachers

Group	N	Mean	S.D.	C.R.	Result
Rural	100	183.70	18.95	0.739	Not significant at .05 and .01 level
Urban	100	185.60	17.48		

Table- 3 shows that the C.R. value of the attitude scores of rural and urban high school teachers is 0.739 which is lower than the table value of C.R. i.e. 1.96 at .05 level and .01 level respectively. Therefore, the null hypothesis i.e. there is no significant difference between the rural and urban high school teachers of Sivasagar district towards inclusive education is accepted.

4. *To Compare The Attitude of Government and Private High School Teachers of Sivasagar District Towards Inclusive Education.*

Table- 4 Attitude Scores of Frequency Distribution of Government and Private High School Teachers

Group	N	Mean	S.D.	C.R.	Result
Government	100	185.60	17.60	0.847	Not significant at .05 and .01 level
Private	100	178.87	18.69		

It is shown from the table-4 that the C.R. value of the attitude scores of government and private high school teachers is 0.847 which is lower than the table value of C.R. i.e. 1.96 at .05 level and .01 level respectively. Therefore, the null hypothesis i.e. there is no significant difference between the government and private high school teachers of Sivasagar district towards inclusive education is accepted.

So, consequently from this survey, it was cleared that the teachers have a positively high attitude towards inclusive education. The teachers were agreed that for developing self- confidence among special children inclusive education is very much important and it will be possible through inclusive education to cultivate abilities and skills among special children which will be helpful for them to show similar performance with normal children. The teachers also reported to the investigator that they need additional educational qualification and special training to understand the students with special need. According to them more financial and policy provisions are required to implement inclusive education.

8. Recommendations

Gandhiji said (Bansal, 2016, p.107). "Education of the heart could only be done through the living touch of the teacher." So, it can be predicted from it that to make the system of inclusive education effective the teachers should have the capability, dedication and devotion for teaching. Although teachers are found from this study with a positive and favorable attitude towards inclusive education but it was also revealed that most of the teachers were not properly aware about the guidelines that are provided to teachers regarding inclusive education policies. So, proper information regarding these should be provided to the teachers by the school authorities. Teachers should also be given adequate knowledge, skills competence and attitudes to develop abilities to create inclusive ethos and learning environment in schools.

From the above study, the following recommendations were indicated-

1. Teachers should be provided proper pre-service and in-service training in which they should be introduced with guidelines of inclusive education. This will help teachers to get proper knowledge to successfully implement inclusive education in schools.
2. School authorities should take initiatives to provide clear and proper ideas to teachers about various issues and challenges of implementing inclusive

- education and encourage them to resolve those challenges through planning constructive and efficacious inclusive practices.
3. Technology equipped classrooms should be provided in all schools for making inclusion successful.
 4. Teachers with having pre-experience about inclusion should be involved in teacher trainings which will help to build positive thinking and attitude among other teachers towards inclusion.
 5. Curriculum should be reformed along with teacher training.

9. Conclusion

So, inclusive education includes all students of a school without discriminating them regarding their strengths or weaknesses in any area and it is concerned with the feeling of internal bonding among all students, teachers and support staff. It aims to give special children equal educational opportunities as like normal children in regular classroom so that they can develop capabilities to beat them with same and equal educational qualities. The inclusive education programmes are given so much importance in the present educational set up and it is obvious that to make inclusive education policies to be properly implemented in schools, teachers should have a deeper and good knowledge of it and along with it, they must also have a positive attitude towards inclusive education.

References

- Advani, L., & Chadha, A. (2002). The inclusive initiative in India. *Journal of the International Association of Special Education*, 17-22
- Avramidis, E., & Norwich, B. (2002). Teachers' attitudes towards integration/inclusion: A review of the literature. *European Journal of Special Needs Education*, 17, 129-147
- Ballard, K. (1998). *Inclusive education: International voices on disability and justice*. London: Falmer Press
- Bansal, S. (2016). Attitude of teachers towards inclusive education in relation to their professional commitment. *Indian Journal of Educational Studies: An Interdisciplinary Journal*, 3(1), 96-108
- Barton, L. (1997). Inclusive education: Romantic, subversive or realistic? *International Journal of Inclusive Education*, 1(3), 231-242.
- Best., & Kahn. (2000). *Research in education* (5th ed.). New Delhi: Prentice Hall of India
- Bhatnagar, D. (2013). Attitudes of secondary school teachers towards inclusive education in New Delhi, India. *Journal of Research in Special Educational Needs*, 14(4). 10.1111/1471-3802.12016
- Booth, T., & Ainscow, M. (1998). *From them to us: An international study of inclusion in education*. London: Routledge.
- De Boer, A.A., Piji, S.J., & Minnaert, A.E. (2010). Attitudes of parents towards inclusive education: A review of the literature. *European Journal of Special Needs Education*, 25(2), 165-181
- Emam, M.M., & Mohammad, A.H.H. (2011). Preschool and primary school teachers' attitudes towards inclusive education in Egypt: The role of experience and

- self- efficacy. *Procedia-Social and Behavioural Sciences*, 29, 976-985.
10.1016/j.sbspro.2011.11.331
- Garrett, H.E.(1966). *Statistics in psychology and education*(6th ed.). Delhi, India: Surjeet
- Katz, J., & Mirenda, P. (2002). Including students with developmental disabilities in general class rooms: Educational benefits. *International Journal of Special Education*,17(2), 26-36
- Kalita, U. (2017). A study on attitude of primary teachers towards inclusive education. *International Journal of Advanced Education and Research*, 2(3), 127-130
- Kakkar, N. (2014). Teachers' attitude towards inclusive education. *International Educational E- Journal*, 3(2), 165-171
- Killoran, I., Woronko, D., & Zaretsky, H. (2014). Exploring pre- service teachers' attitudes towards inclusion. *International journal of inclusive education*, 18(4), 427-442
- Koul, L. (2009). *Methodology of educational research*(4th ed.).Noida, India: Vikas
- Mintz, J. (2007). Attitudes of primary initial teacher training students to special educational needs and inclusion. *Journal of Support for Learning*, 22(1), 3-8
- Parasuram, K. (2006). Variables that affect teachers' attitudes towards disability and inclusive education in Mumbai, India. *Disability and Society*, 21, 231-242
- Nakro, K.R. (2019). Attitude of B.Ed. student teachers towards inclusive education. *Journal of Advances and Scholarly Researches in Allied Education*, 16(6), 1028-1033
- Paramanik, N.,& Barman, P. (2018). Attitude of secondary school teachers towards inclusive education. *International Journal of Research in Social Sciences*, 8(7). <http://www.ijmra.us>
- Sebba, J., & Ainscow, M. (1996). International developments in inclusive schooling: Mapping the issues. *Cambridge Journal of Education*, 26(1), 5-18
- Sharma, A., Chari, D., & Chunawala, S. (2017). Exploring teachers' attitudes towards inclusive education in Indian context using 'type of disability' lens. *International Journal of Technology and Inclusive Education*, 6(2), 1134-1142.
- Sharma, P. (1998). Planning of inclusive education in multi- grade schools in the Indian situation *Journal of Indian Education*, 24, 33-39
- Singh, A.K. (2019). *Tests, measurements and research methods in behavioural sciences*(6th edn.). Delhi, India: Bharati Bhawan
- UNESCO (1994). *The Salamanca Statement and Framework for Action on Special Needs Education*. UNESCO/Ministry of Education and Science, Madrid