



CHANGES IN TEACHER ATTITUDES TOWARDS IMPLEMENTATION OF INCLUSIVE EDUCATION

Ms. Rubee Mangain

JRF Deptt of Education , IASE, Jiwaji University ,Gwalior, MP

Abstract

This study was undertaken to determine the extent of attitudes of general school teachers towards inclusive education in Gwalior and to determine whether the attitudes of teachers influence by their selected background variable or not. Total 50 teachers have been selected for the study as a sample and data was collected using TASTIE instrument developed by Vishal Sood and Arti Anand in 2011. Findings of the study revealed that teachers had favourable attitude towards inclusion of children with disabilities. This study also indicates that, teachers who had more favourable attitudes, were teachers with B.Ed, compare to the teachers with D.Ed teachers training. Further no significant difference found in teachers' attitude with other selected variables as gender, locality and varying length of teaching experiences.

Key words: *Attitude, inclusive education, general school teachers, disabilities*



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Introduction:-

Education for all' is the global movement led by the UNESCO aiming to meet the learning needs of all the children, youth and adults. Disability is a natural part of human beings and defined variously in different documents. PWD act(1995), considered blindness, low vision, hearing impairment, mental retardation, mental illness, locomotors impairment and leprosy as disability whereas NTA act(1999) include autism, cerebral palsy, mental retardation and multiple disabilities as a disabilities. Educationally, Criteria to identified children as challenged for learning in regular schools is a deviation from average children.

Children those who are deviated from average towards left side in normal probability curve or below from average physically, intellectually, emotionally, and socially consider as challenged or disabled to instruct in general class with other students. These children can be categorized as mild, moderate and severe. There is a provision of special education and integrated education for the children with disabilities, but it is expensive, limited to their reach, and create exclusion in the society. Education of children with disability has shifted from no education at all to inclusive education to achieve the goal 'education for all'. Therefore to develop inclusive society (learn to live together), inclusive education is the approach to include all children irrespective of their diversity in the general school environment. World conference on special need education

(1994) at Salamanca, Spain with help of UNESCO stated that “School should accommodate all children irrespective of their physical, emotional, intellectual, social, and linguistic or other condition”. Children with disabilities may be considered as children with special needs. Every child is special and unique in their educational needs, and each one has the right to educate. For the purpose inclusive education emerged under the SSA with ‘Zero rejection policy’.

Inclusive education is an approach to promote full and active participation of all children (with and without disabilities) together in a single umbrella including all curricular and co-curricular activities. This is a challenge for the teachers and all stakeholders to handle the diverse need of all the students in same environment. Attitude is a cognitive function of human being that is expressed through the affective domains. It is considered as an individual’s interpretation, general feelings or liking and disliking on any person, events or any behavior continuingly (Tuckman, 1992). Among all the challenge negative attitude of teachers towards inclusion is a big barrier or obstacle to implement it successfully. So it is most important to assess the attitude of teachers towards inclusion of children with special needs. General school teachers or in-service teachers are the teachers who are employed in an official capacity as a teacher for the purpose of guiding and directing the learning experience of pupils or students in an educational institution (Carter V. Good). In this study, in-service teachers are those teachers who are promoted from primary and middle school to teach in the secondary and higher secondary classes and pursuing bachelor or master degree in education with government efforts.

Research questions:

- 1) What are the attitudes of in-service teachers towards inclusive education?
- 2) Do demographic variable such as gender, working experience, teaching training, and locality influence the attitude of teachers towards inclusive education?

Objectives:

- 1) To find out the level of attitude of general school teachers towards inclusive education.
- 2) To compare the attitudes of general school teachers towards inclusive education with selected background variable.

Hypotheses:

- 1) There exists no significant difference between attitude of B.Ed and D.Ed teachers towards inclusive education.
- 2) There exists no significant difference between attitude of male and female in- service teachers towards inclusive education.
- 3) There exists no significant difference between attitudes of teachers with different working experience, towards inclusive education.
- 4) There exists no significant difference between attitude of urban and rural in-service teachers towards inclusive education.

Methodology:

Descriptive survey research method designed by the researcher for the purposed study.

Population:

In-service teachers from different schools of ‘Gwalior’ and ‘Chamble’ Division of Madhya Pradesh who are pursuing bachelor and master degree in teacher training under Government training College Hazira (Distt. Gwalior M.P.) fixed as a population for the study. Total 40 teachers in master degree course and 90 teachers in bachelor degree course are enrolled in that college under government efforts.

Sampling technique:

Sample for the study has been drawn by the systematic random sampling technique.

Instrument:

TASTIES (Teachers attitude scale towards inclusive education) developed by Vishal Sood and Arti Anand in 2011 used to collect data for the study. This scale sub divided in four vital aspects as psychological/behavioral aspect, social and parent related aspect, curricular and co-curricular activities and administrative aspect. TASTIE included total 47 items on three point Likert scale. Score on the scale can range from 47 to 141. The higher total score on the scale considered more favourable attitude towards inclusion.

Sample:

At the time of administering of attitude scale, total 33 teachers of M.Ed and 84 teachers of B.Ed training course were present. Data collected after a month of enrollment. Teachers with bachelor degree in teacher training and pursuing M.Ed course are taken as B.Ed regular teachers, whereas the teachers with diploma in teacher training and pursuing B.Ed course are taken as D.Ed regular teachers for the study. Total 30 teachers trainee from M.Ed course and 52 from B.Ed course returned the questionnaire to the researcher. Finally only complete filled forms selected and arranged alphabetically and out of which 50 (25 B.Ed and 25 D.Ed teachers) regular teachers selected as a sample for the study by systematic sampling.

Table1. Demographic information **N=50**

Demographic variable	Category	N	Percentage
Types of teacher training	B.Ed	25	50%
	D.Ed	25	50%
Working experience	Up to 10 years	23	46%
	>10 years	27	54%
Locality	Urban	28	56%
	Rural	22	44%
Gender	Male	27	54%
	Female	23	46%

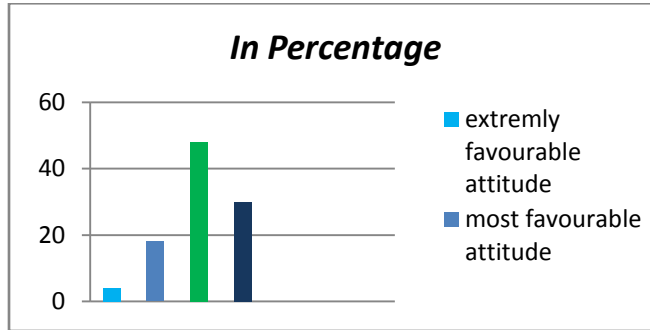
Results/findings

Table 2 Attitude of in-service teachers towards inclusive education

Attitude	Response category	Number of teachers	Percentage
Favourable	Extremely	02	4%
	Most	09	18%
	Above average	24	48%
	Moderate Attitude	15	30%
Unfavourable	Below average	Nil	-
	Most	Nil	-

Extremely	Nil
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From table 1 it can be concluded that majority of the teachers that is 48% teachers have the above average favourable attitude, 30% teachers having moderate attitude, 18% teachers shown most favourable attitude where as only 4% show extremely favourable attitude. No one showed unfavourable attitude.



Graphical presentation of the teachers' attitude

Table 3 Comparison of B.Ed and D.Ed teachers' attitude towards inclusive education

<i>Types of teachers</i>	<i>N</i>	<i>Mean</i>	<i>Standard deviation</i>	<i>t-value</i>
B.Ed teachers	25	112.4	8.21	t-2.72*
D.Ed teachers	25	106.4	7.3	d.f.48
* Total	50	109.4	8.32	Range (95-132)

s
ignificant

From the above table it can be concluded that the calculated t-value is greater than the assumed value for 't' at 48 degree of freedom i.e. 2.02 at .05 probability and 2.69 at .01 probability, this indicate that there exist significant difference between teachers with B.Ed and D.Ed teacher training.

Table 4 Comparison of male and female in-service teachers towards inclusive education

<i>Gender of teachers</i>	<i>N</i>	<i>Mean</i>	<i>Standard deviation</i>	<i>t-value</i>
Male teachers	27	108.5	7.03	0.4*
Female teachers	23	110.4	8.2	d.f. 48
Total	50	109.4	8.32	Range(95-132)

*non significant

From the above table t-value in case male and female in-service teachers is 0.4, which is less than the required value of 't' for significance at 0.05 probability. That indicates that there exists no significant difference between male and female in-service teachers.

Table 5 Comparison of Urban and rural in-service teachers towards inclusive education

<i>Locality of teachers</i>	<i>N</i>	<i>Mean</i>	<i>Standard deviation</i>	<i>t-value</i>
Urban teachers	22	110.95	7.58	t-0.523
Rural teachers	28	108.18	8.67	d.f. 48
Total	50	109.4	8.32	Range(95-132)

*non significant

Table 5 revealed that there is no significant difference between the attitude of urban and rural in-service teachers towards inclusive education.

Table 6 Comparison in attitude of in-service teachers with different working experience towards inclusive education

<i>Working experience</i>	<i>N</i>	<i>Mean</i>	<i>Standard deviation</i>	<i>t-value</i>	<i>*Non significant at 0.05 probability 't' value from the</i>
Up to 10 years of experience	23	109.9	8	t-0.171	
>10 years of teaching	27	108.96	8.57	d.f. 48	
Total	50	109.4	8.32	Range(95-132)	

above table further revealed that there is no significant difference between the attitude of teachers with different teaching experience towards inclusive education.

Table 7 Items analysis on the bases of teachers' response to TASTIE scale

<i>Item no.</i>	<i>Item detail in TASTIS</i>	<i>Agree</i>	<i>percentage</i>	<i>Disagree</i>	<i>Percentage</i>
4	Teachers face difficulties in implementation of inclusive education	39	78%	11	22%
17	There is no need of family support of special child in implementation of inclusive education	03	06%	47	94%
22	Presence of special child in the class create stress among the teachers	12	24%	38	76%
23	Parents of special child feel comfortable in the general school for their education	30	60%	20	40%
24	It is compulsory for the	48	96%	2	04%

25	regular teacher to have additional educational qualification while providing inclusive education School infrastructure need to be accommodated to implement inclusive education	47	94%	3	06%
32	Inclusive education is the best way to increase national literacy rate	46	92%	4	08%
33	Implementation of inclusive education in general school is a challenge	33	66%	21	34%
35	It is compulsory for the general school teachers to attend in-service training programme for the implementation of inclusive education	46	92%	4	08%
38	Parents of special child face difficulties for the admission in general school	32	64%	22	26%

Discussion:

Attitude of teachers have vital role to implement inclusive education successfully. If regular teachers not accept and ready to include children with disability in their class it will create a big gap among all the students as well as in the society. That is why it is felt by the researchers of different society to assess the teachers' attitude regarding inclusion of disability in their class. This study gives a good sign of changing in teachers' attitude gradually towards positive manner. Level of attitude in this purposed study was established by using percentage analysis, mean and standard deviation. From the table1 it can be concluded that 48% teachers showed above average favourable attitude, 30% teachers having moderate attitude, 18% teachers having most favourable attitude and only 4% teachers have extremely favourable attitude. None of them showed unfavourable attitude towards inclusion which was in contrast with other previous research findings which explore teachers with unfavourable attitude (Bindhu and Niranjana 2014). Mean value of teachers attitude in TASTIE scale is 109.4 with 95 to 136 range, this indicate overall above average attitude towards inclusion which is parallel to other research findings conducted by Parsuram 2006, Sharma et.al. 2009, Bhatnagar and Das 2013 and Chuhvan in 2014. It can be revealed from the table-3 that there is a significant difference between teachers with B.Ed and teachers with D.Ed teacher training as calculated t-value(2.72) is more than assume value of 't'(2.02 at 0.05 level of probability). B.Ed teachers had most favourable attitude towards inclusion of disabled in their class as compare to D.Ed teachers. From the table-4, table-5 and table-6 it can be seen that gender difference, locality of the teachers, and variation in teaching experience does not influence the teachers' attitude towards inclusion. These findings are in oppose to the other research findings conducted by Van Reusen2001, Avramidise.et.al.(2004), Chopra(2008), Shah, Das et.al.(2013), Bhatnagar & Das(2013),and Bindhu& Niranjana, 2014 found that teachers' gender was a factor influencing their attitude towards inclusion. Findings of 't'table 4 of this study indicate that teachers with different working experience does not exist significant difference, both group of teachers hold most favourable attitude towards inclusion with minor negligible difference. This was also in contrast with the results of research conducted by Forlin et.al. (1996), Chopra(2008), Bhatnagar &Das (2013) who reported decreasing in willingness to accept children with disability in their class, as gain more teaching experience. Further locality of the teachers also not affect their attitude towards inclusion according to the findings of this study which is parallel to the findings of Bindhu & Niranjana(2014). Table 7 of this study interprets some important items of the instrument used for the study. Majority (39) of the teachers respond that teachers faced difficulties in implementation of inclusive education whereas most (38) of the teachers are not agree that children with disability create stress for them that means they are willing to teach in inclusive environment but not so competent to handle problems comes in inclusive school environment. Further in the support of facing problem 47 teachers responded to change in school infrastructure to fulfill the needs of children with diverse needs. Among 50 respondents 33 agree that implementation of inclusive education is a challenge, so that they also agree (48 teachers) for the regular teachers to have additional educational qualification while providing inclusive education and among 50 teachers 46 are in favor to attend in-service training programme related to inclusion. 47 teachers are in the favor that implementation of inclusive education required support of parents of children with disabilities. Parents of special child face difficulties for the admission of their ward in general school, 32 responded agree with this statement. But all the

teachers are agreed and give their positive response for the inclusion as it is a best way to increase national literacy rate.

Conclusion and suggestion:

An attitude is a dispositional readiness to respond to certain situation, person or objects in a consistent manner, which has been learned and has become one's typical mode of response (Freeman). Attitude may influence behavior of a person towards an object, thing or event powerfully, it is not set in stone, can be changed by experience, learning social factors, favourable outcomes and knowledge related subject. Researches revealed that a teacher with negative attitude towards inclusion is less effective and could not be a best resource for the inclusive classroom environment. Hence among all the challenges in inclusive education it is noted that attitude is a strong variable to succeed inclusive education. This study attempts to assess the attitude of in-service teacher trainee towards inclusion. Findings of this study gave a good sign to change in teachers' attitude towards positive manner. But still teachers are concerned to implement inclusive education they need more training to refine their skill and to be a competent in handling problems comes in inclusive environment. Researcher suggest to interviewed teachers more to explore their problems and difficulties. As still most of the teachers are not familiar with the concept of inclusion education. Inclusion of all the marginalized group in general school will help to achieve the goal 'education for all', it will possible only when teachers training institutions fulfill the demand of trainees at pre-service as well as at in-service. Education is the most powerful and effective instrument to change beliefs, emotions and behavior of teachers in a positive manner towards an object, things or event. Teachers required to refine their skills and more capable to work in and to handle the problems comes in inclusive school environment. This is the time to include inclusive education subject as a compulsory paper not as optional in teachers' training curriculum.

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