



## A STUDY OF ELEMENTARY SCHOOL TEACHERS' ATTITUDE TOWARDS INCLUSIVE EDUCATION

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### Abstract

*Providing all the children with Quality Education in inclusive setting has been identified as the most challenging issue in education across the world. Inclusive Education is the practice of educating students with disabilities alongside children without disabilities in general classrooms. Right to Education Act, 2009 attempts to provide an environment for all disabled children to enter school attend and complete elementary education with other children. Successful and effective implementation of Inclusive Education depends upon teachers' knowledge and positive attitudes towards it. The main aim of this study was to find out the attitudes of elementary school teachers towards Inclusive Education. The Attitude towards Inclusive Education Scale was administered to 20 teachers working in different elementary schools of Pune district. It was found that elementary school teachers had a positive attitude towards Inclusive Education. Significant differences were found in the scores of attitude towards Inclusive Education with respect to gender, locality, age, educational qualification and teaching experience etc.*



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### INTRODUCTION:

Education is a powerful instrument of social change, and often initiates upward movement in the social structure there by helping to bridge the gap between the different sections of society. Inclusive Education denotes that all children irrespective of their strengths and weaknesses will be part of the mainstream education. Inclusive Education is for all, irrespective of any social community, caste, and class gender and disability of the child. Inclusive Education is brought about by having all children of society to become students of the same school. So, Inclusive Education means, “the act of ensuring that all children despite their differences, receive the opportunity of being part of the same classroom as other children of their age, and in the process get the opportunity of being exposed to the curriculum to their optimal potential”. Providing Quality Education for All children in inclusive setting has been identified as the most challenging, yet the most important issue in education across the world. The situation is much more glaring in India, where country is striving hard to Universalize Elementary Education specially for providing education to disadvantaged group, marginalized section of the society, i.e. Children with Special Needs (CWSN). In spite of their disability, most of these children are victims of some form of

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inequality. They face obstacles in terms of access to education, health care in general and rehabilitation and reintegration in society. Education for All including the Education for Disabled Children as a human right is recognized and affirmed in United Nations Universal Declaration of Human Rights. Indian Society is naturally more inclusive than segregationist in nature. The National Policy on Education (1986) recognizes education of disabled as a human resource development activity and not merely a welfare activity. The policy emphasizes the removal of disparities, and ensuring equalization of educational opportunity for the Children with Special Needs (CWSN).

### **NEED FOR THE STUDY:**

Schooling is vital to child's development. It is therefore important that a child must attend school

Where there abilities are respected, educational needs are met and potential is realized. Inclusive Education is the practice of educating students with disabilities alongside children without disabilities in general classrooms. If teaching is effective and responds to both students' needs and strengths, there is a possibility for all children to learn. Academic success depends on how much a student learns from teachers, whether they have disabilities or not. Teacher attitude is one of the most important variables in the education of children with disabilities. Successful and effective implementation of Inclusive Education depends upon teachers' knowledge and positive attitudes towards it. Hence the researcher conducted the research to know the attitudes of elementary school teachers towards Inclusive Education.

### **STATEMENT OF THE PROBLEM:**

A Study of Elementary School Teachers' Attitude towards Inclusive Education.

### **Operational Definitions:**

#### **1. Elementary School:**

Elementary School is an institution where children receive the first stage of academic learning.

#### **2. Teachers attitude:**

An attitude is a more or less stable set or disposition of opinion, interest or purpose, involving expectancy of a certain kind of experience and readiness with an appropriate response.

## **OBJECTIVES**

1. To measure and understand the elementary school teachers attitude towards Inclusive Education.
2. To study whether there exist any difference in the attitudes of elementary school teachers' attitude towards Inclusive Education with respect of their Gender, Locality, Age, Educational Qualification and Teaching Experience etc.

## **HYPOTHESES:**

1. There exists no significant difference between male and female elementary school teachers in their attitude towards Inclusive Education.
2. There exists no significant difference between rural and urban elementary school teachers in their attitude towards Inclusive Education.
3. There exists no significant difference between the elementary school teachers below and above 30 years age in their attitude towards Inclusive Education.
4. There exists no significant difference between the elementary school teachers having D.Ed and B.Ed qualification in their attitude towards Inclusive Education.
5. There exists no significant difference between the elementary school teachers below and above 10 years of professional experience in their attitude towards Inclusive Education.

## **Assumptions:**

1. Teachers of elementary school have the knowledge about inclusive education.
2. Teachers of elementary school have different attitudes regarding inclusive education.
3. Teachers of elementary schools have different teaching strategies.

## **Scope, Limitations & delimitations:**

### **Scope:**

The scope of the research includes the teachers of elementary schools in Pune district. This study will help in effective implementation of Inclusive Education.

### **Limitations:**

1. Inferences of the research will depend on the responses of the respondents.
2. This study is limited for selected elementary school teachers only.

### **Delimitations of the study:**

The study was subjected to several delimitations. Due to the time constraint the researcher had

chosen a limited sample and it was confined to collect the data from the teachers working in elementary schools of Pune district. The tool used for the quantitative study is self-reporting device and thus has an inherent limitation due to its nature.

## **METHODOLOGY OF THE RESEARCH:**

### **Method of the research:**

The present study is descriptive in nature, made on the basis of data gathered to find out the attitude of elementary school teachers towards Inclusive Education.

### **Sampling:-**

#### **1. Population**

For the research, all the teachers of elementary schools situated in Pune district will be the population.

#### **2. Sample**

Incidental sample will be used for the study. The sample for this study was 20 teachers working in elementary schools selected randomly of Pune district. This sample of 20 teachers working in elementary schools is found to have the following sub-samples: (i) male teachers (N=10), (ii) female teachers (N=10), (iii) Teachers working in Rural schools (N=10), (iv) Teachers' working in Urban schools (N=10).

### **Data Collection Tool:**

In present research the researcher is going to use the following tool:

#### ➤ Questionnaire

The instrument for data collection used in this study was a questionnaire that was divided into two parts. Part one of this instrument was designed to obtain participants professional and demographic data. Elementary School teachers were asked to provide information about different demographic variables such as Gender, Locality, Age, Educational Qualification and Teaching Experience etc. Part two of the questionnaire consisted of Attitudes toward Inclusive Education Scale (ATIES) which contained 16 items.

### **Data analysis tool:**

Attitudes toward Inclusive Education Scale (ATIES) was developed containing 16 items. It was designed to elicit participants' attitudes toward the inclusion of students with various disabilities into regular classrooms. This 16-item scale measured participants' attitudes toward four aspects of Inclusive Education: social, physical, academic and behavioral participants rate their responses on a Likert scale (1= strongly disagree 2=disagree 3

=disagree somewhat 4= agree somewhat 5 =agree 6 =strongly agree). The scale yields a total score that may range from 16 to 96, with a lower score indicating a less favorable attitude and a higher scale indicates a most favorable attitude. The AITES is a widely used instrument for measuring teachers' attitudes or views towards Inclusive Education.

**Data Analysis and Interpretation:**

The collected data was computed and the results were interpreted to check whether there exists any significant difference in the mean scores of in the attitudes of elementary school teachers towards Inclusive Education with respect their Gender, Locality, Age, Educational Qualification and Teaching Experience etc. The means standard deviations and t-ratio were calculated. Data and results of the test of significance of the difference between mean scores of the attitudes of elementary school teachers towards Inclusive Education based on the relevant subsamples of interfering variables has been shown in the following table.

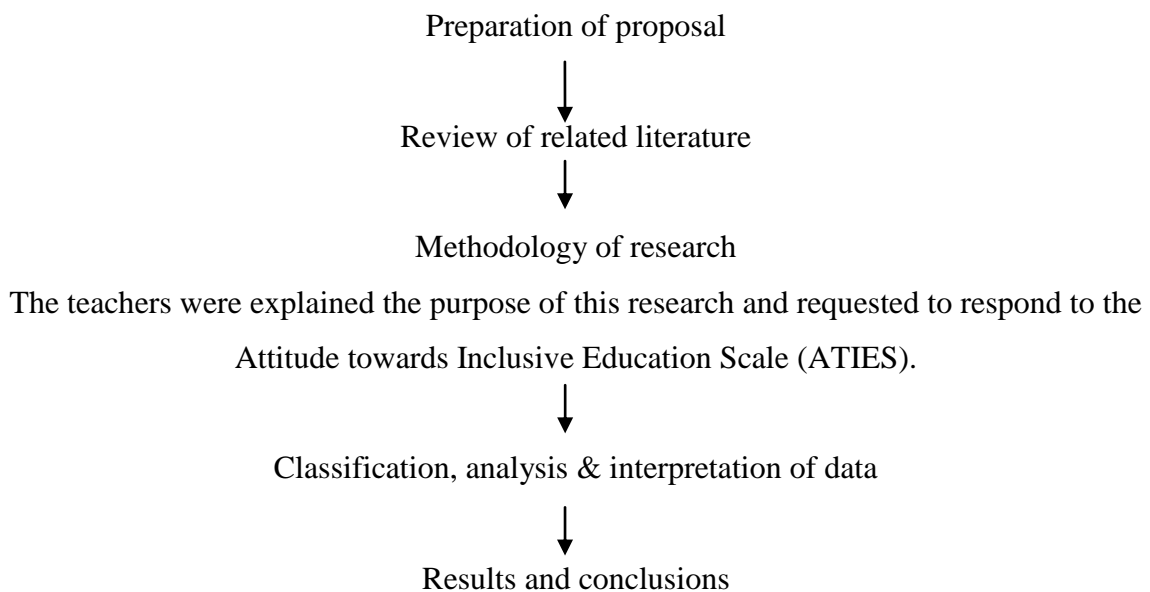
**Table showing the significance of difference between mean scores of Attitudes Elementary school teachers towards inclusive education**

Category	Variable	N	Mean	S.D	t- value	Remarks
Gender	Male	10	73.4	6.84	0.53	Not significant
	Female	10	75.1	5.88		
Locality	Rural	10	76	5.72	2.61	Significant at 0.05 level
	Urban	10	72.5	6.63		
Age	Below 30 yrs	10	75	5.07	0.99	Not significant
	Above 30 yrs	10	73.5	7.48		
Educational qualification	D.Ed	10	75	6.57	1.77	Not significant
	B.Ed	10	73.5	6.04		
Teaching Experience	Below 10 yrs	10	72.5	6.63	2.61	Significant at 0.05 level
	Above 10 yrs	10	76	5.72		

From the above table it was understood that there does not exists significant difference between the attitudes of elementary school male and female teachers towards Inclusive Education. The mean value of male teachers is 73.4 and mean value of female teachers is 75.1.The t-value for gender category is 0.53 which is not significant at 0.01 level and 0.05 level. With regard to the locality of the school the mean value of the teachers working in rural elementary schools was 76 and the mean value of teachers working in urban elementary

schools was 72.5 the t-value is 2.61 which is significant at 0.05 level. It clearly shows that rural and urban teachers working in elementary schools differ significantly in their attitude towards Inclusive Education. With regard to age of the respondent teachers the mean value of the teachers below 30 years age was 75 and the mean value of teachers above 30 years age was 73.5. The t-value is 0.99 which is not significant at 0.01 level & 0.05 level. With regard to the Education Qualification of the teachers the mean value of the D.Ed qualified teachers was 75.5 and the mean value of B.Ed qualified teachers was 73 .The t-value is 1.77 which is not significant at 0.01 level & 0.05 level. With regard to the Professional Experience of the teachers the mean value of the teachers having below 10 years of teaching experience was 72.5 and the mean value of the teachers having more than 10 years of teaching experience was 76.The t-value is 2.61 which is significant at 0.05 level. It clearly shows that the professional experience of the teachers significantly influence their attitude towards Inclusive Education.

#### **PROCEDURE:**



#### **RESULTS:**

The findings of the study are summarized as follows.

1. It is observed that in general the teachers working in elementary schools had shown favorable attitude towards Inclusive Education.
2. The male and female teachers working in elementary schools do not differ significantly in their attitude towards Inclusive Education.

3. The teachers working in rural and urban elementary schools differ significantly in their attitude towards Inclusive Education.
4. The teachers below and above 30 years age working in elementary schools do not differ significantly in their attitude towards Inclusive Education.
5. The D.Ed qualified and B.Ed qualified teachers working in elementary schools do not differ significantly in their attitude towards Inclusive Education.
6. The professional experience of the teachers had significant influence on the attitude of the elementary school teachers towards Inclusive Education.

### **CONCLUSION:**

On the basis of the results of the data the following conclusions are drawn. The Elementary school teachers had shown more favorable attitude towards the Inclusive Education. It was found that female teachers and male teachers had positive attitude towards Inclusive Education. It is also concluded that teachers working in rural schools had favorable attitude towards Inclusive Education when compared with teacher working in urban schools. The age and qualification of the teacher's had no significant impact on the elementary school teacher's attitudes towards Inclusive Education. The teaching experience of the teacher had significant impact on elementary school teacher's attitudes towards Inclusive Education. The study has greater educational importance. Inclusive Education should be made as a compulsory subject at curriculum of teacher Education. Orientation programmes should be conducted for in-service teachers on Inclusive Education to create awareness among elementary school teachers.

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