

Attitude of High School Teachers Towards Inclusive Education

Santu Biswas

Santubiswas031@gmail.com

Guest Lecturer in Education, Dijendralal College, Krishnanagar, Nadia, West Bengal

Received: Feb. 12, 2018

Accepted: March 16, 2018

ABSTRACT

The purpose of the present study was to investigate the attitude towards inclusive education among the high school teachers of Nadia. In the present study the researcher used descriptive survey method and quantitative analysis of data. 104 High School teachers considered as a sample of the study. a standardized Questionnaire used for data collection. Three hypothesis were framed according to the strata. The over all findings indicated that there were significant difference between male and female teachers but no significant between rural, urban, and Arts and Science teachers. Attitude of High School teachers towards inclusive education could be formed and developed in the context of an educational system which can provide some specific conditions in order to have a good practice in this field.

Key words: Attitude, School, Teachers, Inclusive Education.

Introduction:

UNESCO'S action in the field of inclusive education has been set explicitly within the "inclusive education framework adopted in 1994.

".....Schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other condition." (Article 3, Salamanca Framework for Action).

"Regular school with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system." (Article 2, Salamanca statement).

"Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stage. Elementary education shall be compulsory." (Universal declaration of Human Rights, 1948, Article 26).

Negative teacher attitudes towards Inclusive Education are exemplified in the local school district of interest of this study. Inclusion began in the United States and Europe as a special education initiative on behalf of students with disabilities as early as the 1980s. Now, more than two decades later, schools in these countries are changing as educators, politicians and communities try to prepare for the new challenges and promises of the 21st century. How students with disabilities and special education continue to fit into this future is the ongoing challenge of inclusion.

Inclusion of such education plan is included in a very small number of specially educated children with disabilities. The concept of inclusion and co-ordinating education is often used in the same sense, where the children of the disabled children are taught classes' co-ordinations have been asked to include in the disabled children's integration education. But for this, the child has to provide early child training and child guardians have to be informed. So, co-ordination is just a part of unification education. Inclusive Education provides education in schools for children with disabilities. In this case, the education system is included in the reading syllabus with the importance of special needs among disabled children. All of the children with disabilities are not equal in their mental needs. They have to do the procedure for teaching and learning. All people with disabilities should not have the same mental needs, in line with their needs the curriculum training system should be evaluated for communication. There will be a chance to revise and update. Children should be able to continue the education system seems to be acceptable to both the general and disabled. In this case, the education system is included in the reading syllabus with the importance of special needs among disabled children. All of the children with disabilities are not equal in their mental needs. They have to do the procedure for teaching and learning. All people with disabilities should not have the same mental needs, in line with their needs. The curriculum training system should be evaluated for communication. There will be a chance to revise and update. Children should be able to continue the education system seems to do acceptable to both the general and disabled students.

The demand for secondary school teachers is ever with the ever expanding secondary education everywhere .Hundreds of teachers are required to be recruited for the secondary schools. The teacher plays a vital role in the teaching learning process. Upon whose competency and efficiency the quality of education depends. Teacher behavior is conditioned by his psychological as well as sociological environments and hence certain qualities which are essential for good teacher are better developed in certain environments.

Statement of the Problem:

The purpose of the present study was to investigate the attitude towards inclusive education among the high school teachers of Nadia, hence the title of the research may be as-
“Attitudes of High School Teachers towards Inclusive Education.”

Objectives of study:

- To measure the attitude of school teachers towards inclusive education;
- To find out the nature of attitude of school teachers towards inclusive education;
- To identify the attitude of school teachers as strata wise (Gender,Localities,streams);
- To develop a tool for measuring of attitude of school teachers towards inclusive education.

Hypotheses:

Ho1: There would be no significant difference between attitude scores of rural and urban teachers towards inclusive education.

Ho2: There would be no significant difference between attitude scores of female and male teachers towards inclusive education.

Ho3: There would be no significant difference between attitude scores of science and arts teachers towards inclusive education.

Methodology:

Method: The method used in the present research is descriptive survey method and quantitative in nature.

Sample: The sample contained 104 teachers of different area of Nadia. Teachers (Mans-50;Womens-54)are considered as the sample of the study of different place of the Nadia District of teachers and above on the basis of educational qualification and teacher attitudes level of Higher Secondary.

Tool used: A standardized Questionnaire are used for data collection.

Sampling Technique: Purposive sampling are used for data collection of different ares of Nadia District.

Analysis and Interpretation:

H₁: There would be no significant difference between attitude scores of rural and urban teachers towards inclusive education.

Table-1: Showing Significant of the Difference Between for Rural and Urban

Localities	N	Mean	Std. Deviation	Std. Error Mean	't' Value
Rural	68	101.51	7.076	.858	0.145
Urban	36	101.31	6.882	1.147	

No significant

Observation

It was found that table-1 that the mean score of teacher attitude towards inclusive education of rural and urban groups were 101.51 and 101.31 respectively. There the t-value was 0.145 and the level of significance was 0.885.

Interpretation

In the above table-1 the mean score of rural group was 101.51 which was grater than that of urban group(101.31). The t-value($t=0.145$, $df=102$, $p>0.05$) was not significant at 0.05 level of significance.

Thus, the H₁ was accepted. That mean, there significant difference between urban and rural groups in teachers attitude towards inclusive education.

H₂: There would be significant difference between attitude scores of female and male teachers towards inclusive education.

Table-2: Showing Significant of different between male and female teacher

Gender	N	Mean	Std. Deviation	Std. Error Mean	't' Value
Male	50	102.94	6.988	0.988	2.143*
Female	54	100.06	6.736	0.917	

*Significant at 5%Level

Observation

It was found that table-2 that the mean score of teacher attitude towards inclusive education of female and male teachers were 102.94 and 100.06 respectively. There the t-value was 2.143 and the level of significance was 0.34.

Interpretation

In the above table-2 the mean score of male teachers was 102.94 which was grater than that of female teachers 100.06. The t-value($t=2.143$, $df=102$, $p>0.05$) was significant at 0.05 level of significance. Thus, H_2 the rejected. That mean, there no significant difference between male and female teachers attitude towards inclusive education.

H_3 : There would be no significant difference between attitude scores of science and arts teachers towards inclusive education.

Table- 3 Showing Significant of the Difference Between for Arts and Science Teachers

Gender	N	Mean	Std. Deviation	Std. Error Mean	't' Value
Male	36	101.78	7.035	1.173	0.355
Female	68	101.26	6.992	0.848	

No Significant

Observation

It was found that table-3 that the mean score of teacher attitude towards inclusive education of science and arts teachers were 101.78 and 101.26 respectively. There the t-value was 0.355 and the level of significance was 0.886.

Interpretation

In the above table-3 the mean score of science teachers was 101.78 which was grater than that of arts teachers 101.26. The t-value($t=0.355$, $df=102$, $p>0.05$) was not significant at 0.05 level of significance. Thus, the H_3 was accepted. That mean, there no significant difference between male and female teachers attitude towards inclusive education.

Findings:

After analyzing the data collected from the target sample through various techniques and describing the personal views on different dimensions of teaching life.

- ✓ There was no significant difference between rural teachers and urban teachers in attitude towards inclusive education.
- ✓ There was significant difference between male and female teachers in attitude towards inclusive education.
- ✓ There was no significant difference between science and arts teachers in attitude towards inclusive education.

Significance:

It is evident that teacher participation in school administration in going importance and also essential for school quality and academic goal achievement. There Is importance that the present study attempt to find out the tend of teachers participation in school administration. For the successful school administration most of the teacher should take their part and the same may be provided by the school headmaster to all his teacher colleagues to make them participation in the school administration. Attitudes play an importance role in teaching that is why there have been different definitions of what attitude towards teachings.

- The very description of personal profiles of the sample that would show a general picture of school teachers of the district.
- Outcomes of the study would help the future teachers, students, parents and the administrators to understand the characteristics of that section of teacher.
- The overall understandings regarding attitude of teacher, teaching experience, of those men that would help disclose valuable information to teachers, community, and social workers in building true inclusive education.

Conclusion:

Teachers' attitudes towards inclusive education could be formed and developed in the context of an educational system which can provide some specific conditions in order to have a good practice in this field. Those conditions refer to a restructure of the curricula, more help from support teachers, more time for preparing the educational activities, decreasing the number of students in one class, creating and developing opportunities for interactive partnerships between teachers, students, support teachers and parents and so on. The reform of the curriculum should be made in parallel with a proper training for teachers regarding their knowledge of inclusion and its principles. The difficulties are inherent to any change or reform, but it is necessary to develop an educational system which can properly respond to all the needs, characteristics and individual differences of all children in school.

References:

1. Avramidis, E., Bayle's, P., Burden, R. (2000). *A survey of mainstream teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school in one local education authority*. *Educational Psychology*, 20, 191-211
2. Buell, M.J., Hallam, R., Gomel-McCormick, M., Scheer, S. (1999). *A survey of general and special education teachers' perceptions and inservice needs concerning inclusion*. *International Journal of Disability, Development and Education*, 46, 143-156
3. Bacon, E. H. and SCHULZ, J. B. (1991). 'A survey of mainstreaming practices', *Teacher Education and Special Education*, 14, 144-149.
4. Beh-Pajooh, A. (1992). 'The effect of social contact on college teachers' attitudes towards students with severe mental handicaps and their educational integration', *European Journal of Special Needs Education*, 7, 231-236
5. Berryman, J. D. (1989). 'Attitudes of the public toward educational mainstreaming', *Remedial and Special Education*, 10, 44-49.
6. Bowman, I. (1986). 'Teacher-training and the integration of handicapped pupils: some Dings from a fourteen nation UNICCO study', *European Journal of Special Needs Education*, 1, 29-38.
7. Chakra, S., Srivastava, R., Srivastava, I. (2010). *Inclusive education in Botswana: the perceptions of school teachers*. *Journal of Disability Policy Studies*, 20, 219-228.
8. Clark, C., Dyson, A., Millward, A. & Skidmore, D. (1995). *Dialectical analysis, special needs and schools as organizations*. In Clark, C., Dyson, A., Millward, A. (eds) *Towards inclusive schooling?* (pp. 78-95). London: David Fulton.
9. Forlin, C., Tait, K., Carroll, A. and Jumbling, A. (1999). *Teacher education for diversity*. *Queensland Journal of Educational Research*, 15, 207-225
10. Ghergut, A. (2010). *Analysis of inclusive education in Romania*. Results from a survey conducted among teachers. *Procedia Social and Behavioral Sciences*, 5, 711-715.
11. Hay, J.F., Smit, J., Paulsen, M. (2001). *Teacher preparedness for inclusive education*. *South African Journal of Education*, 21, 213-218.
12. Kalyva, E., Gojkovic, D., Takers, V. (2007). *Serbian teachers' attitudes towards inclusion*. *International journal of Special Education*, 22, 30-34.