Attitude of High School Teachers Towards Inclusive Education

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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 overall 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 and inclusive society and achieving education for all; moreover, the 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, salamander 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 to words 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 1980. Now, more than two decades later, schools in these contraries are changing as educations prince, politicians and communities, try to prepare for the new challenges and promises of the 25 countries. How students with disabilities and special education continue to fit into this future is the ongoing challenges of inclusion. Inclusive 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. Inclusion 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 sexual 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 sexual 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 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 areas 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>
<thead>
<tr>
<th>Localities</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>'t' Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>68</td>
<td>101.51</td>
<td>7.076</td>
<td>0.858</td>
<td>0.145</td>
</tr>
<tr>
<td>Urban</td>
<td>36</td>
<td>101.31</td>
<td>6.882</td>
<td>1.147</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>‘t’ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>102.94</td>
<td>6.988</td>
<td>0.988</td>
<td>2.143*</td>
</tr>
<tr>
<td>Female</td>
<td>54</td>
<td>100.06</td>
<td>6.736</td>
<td>0.917</td>
<td></td>
</tr>
</tbody>
</table>

*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, H2 was rejected. That mean, there no significant difference between male and female teachers attitude towards inclusive education.

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>‘t’ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>36</td>
<td>101.78</td>
<td>7.035</td>
<td>1.173</td>
<td>0.355</td>
</tr>
<tr>
<td>Female</td>
<td>68</td>
<td>101.26</td>
<td>6.992</td>
<td>0.848</td>
<td></td>
</tr>
</tbody>
</table>

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 H3 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: