



## ATTITUDE OF SECONDARY TEACHERS TOWARDS INCLUSIVE EDUCATION

**Dr. E. Vijaya**

Assistant Professor of Education, Govt. College of Education for  
Women, Coimbatore, Tamil Nadu.



### ABSTRACT

*The present study was attempted to find out the attitude of secondary teachers towards inclusive education. This study was conducted among 240 secondary teachers of Coimbatore district. The sample was obtained from a random sampling technique. The self-made tool was used for data collection. The data were analyzed by employing t-test. The results found that there is no significant different in attitude of secondary teachers towards inclusive education in terms of age and teaching experience. Findings also indicated that there is a significant difference in attitude of secondary teachers towards inclusive education with regard to type of school and medium of instruction.*

**KEY WORDS:** *Inclusive Education, Secondary Teachers.*

### INTRODUCTION

Today the educational scenario in India is meretricious. Our educational system aims education for all, but in reality, the majority of the students remain academically backward their number is alarmingly high at all stages of education. Some children need special education compared to normal children. Teachers play an important role in modifying the behavior of learners. Education should allow children to reach their fullest potential in terms of cognitive, emotional, and creative capacities. In 1990, the World Declaration on education for all noted that the generally poor quality of education needed to be improved and recommended that education be made both universally available and more relevant. The purpose of education is to teach a student how to live his life by developing his mind and equipping him to deal with reality, in which he has to be taught to think, to understand, to integrate the knowledge. Education, in general sense, is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense education is the procedure by which society deliberately transmits its accrued knowledge, skills, and values from one generation to another. It is a unique process and naturally, social change will be creating an impact on the education process like curriculum methodology, class instructions, etc. The methods of teaching should be dynamic in nature. In a democratic setup, each child should be enabled to develop fully and new methods are to be evolved for better teaching and learning.

### INCLUSIVE EDUCATION

Inclusive Education means welcoming all children, without discrimination, into regular or ordinary schools. It refers to the process of educating all children in their neighborhood school, regardless of the nature of their disabilities. Students participating in an inclusion program follow the same schedule as their classmates and participate in age-appropriate academic classes. They don't receive special education services in separated or isolated places. Students with disabilities are not required to be "ready" and don't have to "earn" their way into regular classrooms based upon their academic skills. A well-run inclusion

program provides an appropriate inclusion program for all students. It does not ignore children's individual needs or parent's concerns. It doesn't sacrifice the education of students with special needs or that of the general run of students. Social inclusion provides a myriad of opportunities for Students with and without disabilities to interact in a mainstream environment. Students with disabilities use the school library, playground and participate alongside their non-disabled peers in extra-curricular activities such as art, music, gym, field trips, etc. Inclusion teaches all children to understand and accept human differences and provides all students enhanced opportunities to learn each other's contribution; the friendship between students with and without disabilities becomes a possibility in a school that accepts inclusion students.

Inclusion provides the appropriate support for everyone involved in the inclusion process. A full inclusion program will not "dump" students with disabilities into regular classes without training or support. Teachers are provided with time, training, teamwork, resources, and strategies. No unreasonable demands are placed upon the teachers. They are not expected to teach students with disabilities without the support that they need to teach the children effectively.

Indeed, there are some children with severe disabilities for whom it would be extremely difficult to create a truly inclusive educational environment; it would neither benefit the child nor others in the setting. However, this does not suggest that the need to be segregated and isolated from all life within the community. There should be a number of inclusive settings whereby the child can feel included and be great served. Such settings might be arranged within the school premises, family circles, at community gatherings, at sports events, religious services, and other recreation centers, which can be in all likelihood to make sure the opportunities for social interaction (Evans I. L., 1999).

### NEED FOR THE STUDY

Children with disabilities are found in rural areas in Tamil Nadu. The special Schools are only a few in numbers and cannot serve all. Therefore, inclusive education is needed to provide equal educational opportunities to them in their own localities. As far as the standardized models of integration are concerned, one specialist teacher serves 8-10 disabled children of the identical category. This approach isn't sensible in rural areas in maximum villages of the country disabled children of various categories are present. Thus, the disabled child has to rely on the general school for education. As a result, inclusion is inevitable for those children from rural areas, so the investigator selected this problem for the present study.

### OBJECTIVES OF THE STUDY

- To study the attitude of secondary teachers towards inclusive education with respect to their age, type of school, medium of instruction, and teaching experience.

### HYPOTHESES

1. There would be no significant difference in attitude of secondary teachers towards inclusive education in terms of age.
2. There would be no significant difference in attitude of secondary teachers towards inclusive education in terms of type of school.
3. There would be no significant difference in attitude of secondary teachers towards inclusive education in terms of medium of instruction.
4. There would be no significant difference in attitude of secondary teachers towards inclusive education in terms of teaching experience.

### METHODOLOGY

For this study, the survey method was used. This study was conducted on a sample of 240 secondary teachers of Coimbatore district through random sampling technique. Attitude of Teachers towards Inclusive

Education Inventory was developed by the investigator which consists 40 items. The data were analyzed using t-test.

### Data Analysis

**Table 1: Attitude of Secondary Teachers towards Inclusive Education based on Age**

Age	N	Mean	SD	t-value	Remark
Below 40 Years	130	156.92	17.469	1.574	Not Significant
Above 40 Years	110	153.45	16.609		

Table-1 shows that the mean score based on age-wise secondary teachers below 40 years (156.92) is higher than that of above 40 years (153.45). The calculated t-value (1.574) is lower than the table value (1.96) at 5% level of significance. Hence the hypothesis-1 is accepted.

**Table 2: Attitude of Secondary Teachers towards Inclusive Education based on Type of School**

Type of School	N	Mean	SD	t-value	Remark
Government	120	150.25	13.641	4.804	Significant
Private	120	160.42	18.743		

Table-2 indicates that the mean score based on attitude of government teachers (150.25) is higher than that of private secondary teachers (160.42). The calculated t-value (4.804) is higher than the table value (2.58) at 1% level of significance. Hence the hypothesis-2 is rejected.

**Table 3: Attitude of Secondary Teachers towards Inclusive Education based on Medium of Instruction**

Medium of Instruction	N	Mean	SD	t-value	Remark
Tamil	75	151.43	13.439	2.695	Significant
English	165	157.11	18.333		

Table-3 reveals that the mean score based on attitude of English medium secondary teachers (157.11) is higher than that of Tamil medium secondary teachers (151.43). The calculated t-value (2.695) is higher than the table value (2.58) at 1% level of significance. Hence the hypothesis-3 is rejected.

**Table 4: Attitude of Secondary Teachers towards Inclusive Education based on Teaching Experience**

Teaching Experience	N	Mean	SD	t-value	Remark
Below 10 Years	103	157.48	16.865	1.691	Not Significant
Above 10 Years	137	153.72	17.216		

Table-4 depicts that the mean score based on attitude of secondary teachers experience below 10 years (157.48) is higher than that of secondary teachers experience above 10 years (153.72). The calculated t-value (1.691) is lower than the table value (1.96) at 5% level of significance. Hence the hypothesis-4 is accepted.

### FINDINGS

- There is no significant difference between in attitude of secondary teachers towards inclusive education in terms of age.

- There is a significant difference in attitude of secondary teachers towards inclusive education in terms of type of school. The difference may be due to the reason that the few numbers of differently able children studying in a private school. Hence, private school secondary teachers have a good attitude towards inclusive education.
- There is a significant difference in attitude of secondary teachers towards inclusive education in terms of medium of instruction. The difference may be due to the reason that the few number of differently able children studying in English medium. Hence, English medium secondary teachers have a good attitude towards inclusive education.
- There is no significant difference in attitude of secondary teachers towards inclusive education in terms of teaching experience.

### CONCLUSION

The secondary teachers are negative or undecided in their beliefs about inclusive education and do not rate themselves as knowledgeable about educating pupils with special needs. Additionally, they do not feel competent and very confident in teaching pupils with special needs. Furthermore, it can be concluded that teachers would more often reject pupils with special needs compared to their typically developing peers.

In-fact, inclusive education is the need of the hour. It is a matter of immense pleasure that inclusive education is in a progressive way all over the world, but still, there is room for improvement. To remove the gap between inclusion and exclusion, teachers, parents, society administrators and government should collectively work to implement the policies of inclusive education.

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