



ATTITUDE OF PRE-SERVICE AND IN-SERVICE SECONDARY SCHOOL TEACHERS' TOWARDS INCLUSIVE EDUCATION

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ABSTRACT:

Every successive programme starts from human mind. Attitude is a predisposition of human mind to response any situation and it is an important factor to success of inclusive education. This study is investigated the attitude of Pre-Service and In-Service teachers towards Inclusive Education at secondary stage and their difference. Descriptive survey method is used in this study. A self made questionnaire is used for data collection. The questionnaire is distributed to 110 secondary school teachers, in which 60 Pre-Service and 50 In-Service teachers of Birbhum district. The findings are revealed that maximum secondary school teachers both Pre-Service as well as In-Service have positive attitude towards Inclusive Education. This study is also focused that a very few Pre-Service and In-Service teachers have negative attitude regarding Inclusive Education.

KEYWORDS: Inclusive Education, In-Service Teacher, Pre-Service, Attitude.

BACKGROUND OF THE STUDY

"Education, then, beyond all other devices of human origin, is the great equaliser of the conditions of men-the balance wheel of the social machinery" --Horace Mann

The education of disabled children never received such amount of consideration and special efforts by the Government and non-government agencies in past as in present days. In the first phase, disabled children were treated with hostility and were neglected. They were considered as "course of God" and also burden for the parent. They were often killed by their parents. After that the disabled children were kept in protection and wardship, special schools and institutions were established for education and training of such children. They were educated in special school being separated from their parents and their non-disabled peers (Sharma, 2014). After separating, recommendations to send children with disabilities to mainstream schools were first made in the Sergeant Report in 1944, and again in 1964 by the Kothari Commission (Julka, 2005). Despite this, the change has been slow, with segregation in special schools dominating the scene until recently. The Persons with Disability (PWD) Act 1995 states that disabled children should be educated in integrated settings where possible, although it seems that the lack of implementation may be due to there being no enforcement agency for this legislation. In this context, the special education is a part of the general education. Inclusive Education goes one step further, in the approach; the special education is an integral part of the general education system. ". In 2002, through the 86th Amendment Act, Article 21(A) was incorporated in the Indian Constitution which made education a fundamental right. Further Right to Education (RTE) Act,

2009 attempts to provide an enabling environment for disabled children to enter school, attend and complete elementary education on par with other children, the very thought originated from the phenomenon of respect for an inherent dignity of all human being.

INCLUSIVE EDUCATION

Inclusive education is a recent concept and an accepted approach in general education in the Indian context. In regular classroom the teacher focuses on the average learner but he is also handling academically talented learners as well as slow learners. So student's intelligence level is differ one to another in the general classroom. In this context inclusive education is arise in education system where all children can learn together in regular classroom.

In the special school concept, the special education component is 'APART' from the general education system, where as in integrated approach, it is 'A PART' of the general education. Inclusive education goes one step further. In this approach, the special education is an 'INTEGRALE PART' of the general education system (DSE Manual, 2006).

Inclusive education means all learners, young people—with or without disabilities being able to learn together in regular pre-school provisions, schools and community educational settings with appropriate network of support services (Julka, NCERT).

REVIEW OF RELATED LITERATURE

Ali, M. M. (2006) conducted an empirical study on "Teachers Perception towards Inclusive Education". In this study researcher found that, the teachers have positive attitude towards Inclusive Education and also found collaboration between the mainstream and the special education teachers is important and that there should be a clear guideline on the implementation of Inclusive Education.

Kern, K. (2006) conducted a research entitled "A Survey of Teacher attitude regarding Inclusive Education within Urban School district". In this study it is found that no significance difference exists between male and female teachers in relation to their attitudes regarding Inclusive Education, male and female teachers generally hold a neutral attitude regarding Inclusion and no Significance difference in attitude was detected between teachers who took two or more courses in teaching special need children and teachers who took three or more courses in teaching children with special needs.

Jull, S. and Minnes, P. (2007) conducted a study entitled "The Impact of perceived support on Attitudes towards Inclusion". In this study found that there was a significant relationship between perceived quality of support provided to students with special needs, ratings of the quality of contact and positive attitudes towards inclusion.

RATIONALE OF THE STUDY

Every children and young people of the world with their individual strengths and weaknesses, with their hopes and expectations, have the right to education. It is the school system of a country that must be adjusted to meet the needs of all children (Lindqvist, 1994). In this context, the Inclusive Education is a milestone towards providing disabled and non-disabled children learn together in the regular classroom. Inclusive Education cannot be implemented successfully without teacher's help because teaching-learning processes are planned, managed and controlled by the teacher along with giving equal-opportunity with their affection for disabled as well as non-disabled children in common class room. So, success of Inclusive Education depends on various factors, in which teacher's attitude is the most important factor. The issues raised in the study will be helpful for successful implementation of Inclusive Education. This study will also provide the type of attitude of teachers towards Inclusive Education.

STATEMENT OF THE PROBLEM

"Attitude of Pre-Service and In-Service Secondary School Teachers' Towards Inclusive Education"

OBJECTIVES OF THE STUDY

- I. To study the Attitude of Pre-Service School Teachers towards Inclusive Education.
- II. To study the Attitude of In-Service School Teachers towards Inclusive Education.
- III. To compare the Attitude of Pre-Service and In-Service school Teachers towards Inclusive Education.

RESEARCH QUESTIONS

Is there any difference between Pre-Service and In-Service school Teacher's attitude towards Inclusive Education?

Operational Definitions

Inclusive Education: Inclusive Education means including children with disability in regular classrooms.

Attitude towards Inclusive Education: Attitude means what the school teachers think about Inclusive Education in including children with disabilities in regular classrooms.

DELIMITATION OF THE STUDY

Due to time and resource constraints and limited ability of researcher, the present study will be delimited to:

- Birbhum district of West Bengal.
- Assistant Teachers of Govt. Aided Secondary Schools.
- only one B.Ed. college of Birbhum district in WB.

METHODOLOGY OF THE STUDY

Method: Considering the demand and the nature of the study 'descriptive survey' method was used.

Population: All Secondary School Teachers and Pre-Service B.Ed. college trainees of Birbhum district of WB

Sample: In this study 60 pre-service teachers were taken from B.Ed. trainees of Department of Education, Vinaya-Bhavana, Visva-Bharati and 50 In-service teachers were taken from six secondary schools in Birbhum district.

Sampling Technique: Purposive sampling technique was used to select sample from Population.

Tool: According to objectives of this study Researcher constructed a questionnaire to collect data regarding Inclusive Education

RESULTS AND DISCUSSION

Regarding educating children with disabilities in regular classroom along with their non-disabled peers 62 percent Pre-Service teachers were agreed, 35 percent disagreed & 3 percent not given their own opinion. As far as In-Service teachers are concerned 64 percent In-Service teachers were saying yes, 16 percent no & 20 percent undecided to this statement.

When asked Pre-Service teachers views on academic needs of student with disabilities can best served through separate classes, 65 percent Pre-Service teachers were agreed; teachers 52 percent agreed, 22 percent undecided & 26 percent disagreed to this statement.

Regarding whether inclusion is a extra burden 'Inclusion' in schools, 65 percent Pre-Service teachers doesn't think inclusion is extra burden, 12 percent undecided & 23 percent teacher think extra burden. On the other side 60 percent In-Service teachers also agreed, 24 percent do not take decision & 16 percent disagreed to this statement.

When asked Pre-Service teachers views on Inclusion is extra load, then 17 percent Pre-service teachers were of the opinion that Inclusion is extra load, 15 percent undecided & 68 percent teachers were of the opinion that Inclusion is not extra load. On the other hand 38 percent In-Service teacher think inclusion as an extra load, 28 percent undecided & 34 percent teachers were of the opinion that Inclusion is not extra load.

Regarding educating children with disabilities in regular curriculum along with their non-disabled peers 53 percent Pre-Service teachers were agreed, 20 percent undecided & 27 percent disagreed. As far as In-Service teachers is concerned 52 percent In-service teachers were agreed, 20 percent without any decision & 28 percent disagreed.

As far as benefit to regular students by inclusive education is concerned 87 percent Pre-Service teachers were agreed, 5 percent undecided & 8 percent disagreed. In case of In-Service teachers, 72 percent In-Service teachers were also agreed, 16 percent undecided & 12 percent disagreed to this statement.

When asked Pre-Service teachers views on disabled children can help develop our society, 95 percent Pre-Service teachers were agreed, 2 percent without any decision & 3 percent disagree. Other than 94 percent In-Service teachers were saying yes to this statement, 0 percent undecided & 6 percent disagreed to this.

Regarding educating children with disabilities in regular classroom along with confident to teach 78 percent Pre-service teachers were agreed, 15 percent undecided & 7 percent disagree. As far as In-Service teachers is concerned 80 percent In-Service teachers were also agreed, 10 percent undecided & 10 percent disagreed to this statement.

When asked Pre-Service teachers views on I become easily frustrated when teacher give instruction to students with disabilities, then 10 percent Pre-Service teachers were of the opinion that I become easily frustrated in inclusive classroom, 30 percent without decision & 60 percent teachers think I never become frustrated in inclusive classroom. On the other hand, 22 percent In-Service teachers were frustrated to give instruction, 22 percent undecided & 56 percent were not frustrated to give instruction student with disabilities.

As far as sufficient training to help students with disabilities is concerned 42 percent Pre-Service teachers had sufficient training, 13 percent undecided & 45 percent teacher had not sufficient training. On the other side, 48 percent In-Service teachers had sufficient training, 26 percent undecided & 26 percent teachers had not sufficient training to help student with disabilities.

When asked Pre-Service teachers views on I become anxious when students with disabilities in my class, then 25 percent Pre-Service teachers were of the opinion that we are anxious, 13 percent without decision & 62 percent teachers were not anxious. Other than, 10 percent In-Service teachers were anxious, 32 percent undecided & 58 percent were not anxious to teach student with disabilities in regular classroom.

Regarding whether teachers are prepared for teach student with disabilities, 'Inclusion' in school, 48 percent Pre-Service regular teachers were prepared with their educational background, 25 percent without any decision & 27 percent teachers were not prepared with their educational background. In-Service teachers also indicate that, 66 percent In-Service teachers were prepared with their educational background, 8 percent without any decision & 26 percent teachers were not prepared with their educational background for teach student with disabilities.

When children with disabilities in regular classroom, then 77 percent Pre-Service teachers were ready for collaborative teaching, cooperative learning, peer mediated instruction and interventions, 20 percent Pre-Service teachers do not take decision, & 3 percent Pre-Service teachers were not ready. As far as In-Service teachers is concerned 56 percent In-Service teachers were ready, 24 percent In-Service teachers do not take decision, & 20 percent In-Service teachers were not ready to use of that teaching method.

When asked Pre-Service teachers views on regular and special school teachers should teach student with disabilities then 80 percent Pre-Service teachers were agreed, 2 percent undecided & 18 percent disagreed. On the other side 76 percent In-Service teachers were agreed, 14 percent were undecided & 10 percent disagreed to this statement.

As far as regular teachers should not be taken responsibility for teaching of students with disabilities are concerned 20 percent Pre-Service teachers do not taken the responsibility for teaching, 12 percent without any decision & 68 percent teachers taken responsibility. On the other hand 12

percent In-Service teachers do not take responsibility, 26 percent undecided & 62 percent teachers taken responsibility for teaching of student with disabilities.

Regarding whether inclusive classroom is more attractive 'Inclusion' in school, 80 percent Pre-Service teachers think inclusive classroom is more attractive, 12 percent do not decided & 8 percent think not attractive. Otherwise 72 percent In-Service teachers think inclusive classroom attractive, 18 percent undecided & 10 percent disagree to this opinion.

Regarding educating children with disabilities will develop high self-esteem when they include in regular classroom Pre-Service teachers were 87 percent agreed, 5 percent undecided and 8 percent disagreed to this statement. Similarly In-Service teachers were response 62 percent agreed, 28 percent undecided and 10 percent disagreed on the same statement.

Regarding whether disabled children are fulfilled the social needs in regular classroom 'Inclusion' in school, 55 percent Pre-Service teachers believed that disabled children are fulfilled the social needs in regular classroom, 17 percent Pre-Service teachers not given their opinion and 28 percent Pre-Service teachers doesn't believed that disabled children are fulfilled the social needs in regular classroom. Again, in case of In-Service teachers, 50 percent agreed, 26 percent undecided and 24 percent disagree to this statement.

When asked Pre-Service teachers views on social needs of student with disabilities can best served through separate classes, 48 percent Pre-Service teachers were agreed, 12 percent neutral & 40 percent disagreed. On the other hand, In-Service teachers 54 percent agreed, 8 percent undecided & 38 percent disagreed to this statement.

Regarding educating children with disabilities become more social in regular classroom along with their normal peers, Pre-Service teachers were 85 percent agreed, 8 percent undecided and 7 percent disagreed. Again, In-Service teachers were indicating that, 72 percent agreed, 16 percent undecided 12 percent disagreed to it.

Regarding whether teacher will face lot of problem in inclusion 'Inclusion' in school, 57 percent Pre-Service teachers think that 'they were face lot of problem in inclusion', 15 percent Pre-Service teachers not given their opinion and 28 percent Pre-Service teachers think, doesn't face lot of problem in inclusion. In the other side 62 percent In-Service teachers are face lot of problem in inclusion, 16 percent undecided and 22 percent doesn't not face lot of problem in inclusion.

Regarding educating children with disabilities in regular classroom along with regular children, then 13 percent Pre-Service teachers cannot control the inclusive classroom, 10 percent Pre-Service teachers do not give their opinion, and 77 percent Pre-Service teachers control the inclusive classroom. As far as In-Service teachers are concerned 16 percent In-Service teachers cannot control the inclusive classroom, 20 percent Pre-Service teachers do not give their opinion, and 64 percent Pre-Service teachers control the inclusive classroom.

As far as students with disabilities create various problem in inclusive classroom is concerned 22 percent Pre-Service teachers were agreed, 15 percent undecided & 63 percent teacher disagreed. On the other hand, In-Service teachers were 34 percent agreed, 28 percent undecided & 38 percent teachers disagreed.

When asked Pre-Service teachers views on I get upset when students with disabilities cannot keep up with the regular curriculum in my class, then 28 percent Pre-Service teachers were of the opinion that I am upset, 28 percent Pre-Service teachers without decision & 44 percent Pre-Service teachers were not upset. On the other side, 44 percent In- Service teachers were agreed, 26 percent undecided & 30 percent were not upset to teach student with disabilities in regular curriculum.

MAJOR FINDINGS

- i. Maximum secondary school teachers, both Pre-Service as well as In-Service have positive attitude towards Inclusive Education.
- ii. In case of Pre-Service, 63% teachers have positive attitude and 25% teachers have negative attitude towards inclusive education. It also finds that 12% Pre-Service teachers do not take decision regarding inclusive education.

- iii. In case of In-Service, 52% teachers have positive attitude and 28% teachers have negative attitude towards inclusive education. It also finds that 20% In-Service teachers do not take decision regarding inclusive education.
- iv. There is a difference between Pre-Service and In-Service school Teachers' attitude towards Inclusive Education. Pre-Service teachers have high level attitude than the In-Service teachers of secondary school.

DISCUSSION

From the results of the study, it can be said that maximum Secondary school teachers, both Pre-Service as well as In-Service have positive attitude towards Inclusive Education. They strongly believe that children with disabilities can also help in developing our society along with non-disabled children. These findings are consistent with reviews collected for this study, several studies noted that school teachers have positive attitude towards inclusive education (Belapurkar, 2012).

The study focused that, very few Pre-Service teachers (25 percent) and In-Service teachers (28 percent) have negative attitude regarding Inclusive Education. It seems that In-Service teachers were having more negative attitude regarding Inclusive Education than Pre-Service teachers. In other words less than 28 percent In-Service teachers were not agreed to teach children with disabilities in regular classroom along with normal children than the Pre-Service teachers. This type of teachers were thinking, if they include the children with disabilities in regular classroom along with non-disabled peers then, they will face lot of problem during teaching-learning process. Most of the Pre-Service as well as In-Service teachers saying that, they become mentally stressed when they were thinking about inclusion of children with disabilities.

It was also observed that, 12 percent Pre-Service teachers and 20 percent In-Service teachers don't have any saying regarding Inclusive Education. They remain neutral; they have not given their own opinion. In this case, the reasons can be less confidence, lack of awareness, lack of interest, lack of knowledge, complexity of statement in Questionnaire towards Inclusive Education and it also may be secondary teachers had not sufficient time for the truly response. The current study also observed, both Pre-Service and In-Service secondary teachers have positive attitude towards Inclusive Education. Pre-Service teachers have more positive attitude than the In-Service teachers because, it may be Pre-Service teachers have sufficient training and they are more conscious regarding Inclusive Education.

The research can conclude, Pre-Service teachers have better general perception regarding Inclusive Education than the In-Service teachers of secondary school. The Study also indicates some teachers are (Pre-Service and In-Service) not conscious towards Inclusive Education and they have less teaching skill to managed the inclusive classroom. It can be conclude from result, maximum secondary teachers were thinking to that disabled children's self-esteem is increased when they (children with disabilities) are included in regular classroom along with non-disabled children.

EDUCATIONAL IMPLICATION

1. This study is conducted on the attitude of secondary school teachers' towards inclusive education. The study has practical implication for secondary teachers in West Bengal.
2. The study is significance for teachers, parents, administrators, policy makers, and Government to success of inclusive education in secondary school.
3. The study clearly reflects the level of attitude of Pre-service and In-service teachers.
4. This study is helpful for policy makers or administrators to identify the problems regarding attitude of secondary school teachers in inclusive education and they will can take requires steps to overcome those problems.

CONCLUSION

To conclude it can be said that the success of inclusive education dependent on various factors of education system. Teacher's attitude is one of those important factors. We cannot achieve to successful implementation of inclusive education without teacher's positive attitude toward inclusive

education because teacher creates environment for learner to learn and managed all educational issues'. The present study provides maximum secondary school teachers (pre-service and in-service) have positive attitude towards inclusive education. Therefore the present study is helpful for teachers, parents, administrators and policy makers to implement the inclusive education

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