

Attitudes of Teachers Towards Inclusive Education

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ABSTRACT

Attitudes of teachers depends on love, care, willingness to accept the the students as he or she is, cooperative, providing opportunities and also motivating the students to excel in their behaviour repertoire. Teachers attitude towards the students should be very healthy , impartial so that the students can learn in a conducive and healthy environment.

Students too appreciate teachers who have a positive attitude towards students abilities, calibre and talents by giving them a strong platform of performance. In the same context the attitudes of teachers should be positive when the students are special children .The special children too require love affection support and guidance from their teachers .Attitudes of teachers becomes a major contributing factor when dealing with special children in an inclusive school.

The present study focuses on the attitudes of 50 teachers (25 teachers of regular schools and 25 teachers of inclusive schools) based on the questionnaire prepared by the authors.

The results indicate that there is no specific difference observed in the attitudes of the special teachers and regular teachers in respect to inclusive education.

KEY WORDS: Regular teachers , Inclusive school teachers, Special Children ,Attitudes. Inclusive Education

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I. INTRODUCTION

Attitudes of teachers depends on love, care, willingness to accept the students as he or she is, cooperative, providing opportunities and also motivating the students to excel in their behaviour repertoire. Teachers attitude towards the students should be very healthy , impartial so that the students can learn in a conducive and healthy environment. Students too appreciate teachers who have a positive attitude towards students abilities, calibre and talents by giving them a strong platform of performance.

In the same context the attitudes of teachers should be positive when the students are special children . The special children too require love affection support and guidance from their teachers . Attitudes of teachers becomes a major contributing factor when dealing with special children in an inclusive school.

Inclusive Education is the need of the hour. If we want to ensure the right of education for the children and opportunities for all, then Inclusive Education is the only alternative before us Teachers are perceived to be integral to the implementation of inclusive education . Teachers' attitudes make inclusive education, a real success. Successful inclusion of special educational needs (SEN) children solely depends on the attitudes of the regular teacher, their peers and others who are directly or indirectly are associated with SEN children.

The teachers attitudes are reflected in the classrooms were the re are diverse learners who require support motivation and a conducive learning environment. The attitudes of teachers are strongly associated with teacher categories, be it special teachers or regular teachers.

II. REVIEW OF LITERATURE

Timo Saloviita (2018), surveyed teachers' attitudes towards inclusion by using a large national sample and Teachers' Attitudes towards Inclusion Scale (TAIS). A total of 1,764 Finnish basic-school teachers participated in the e-mail survey. They included 824 classroom teachers, 575 subject teachers and 365 special-education teachers. The classroom teachers scored below and the subject teachers significantly below, the neutral midpoint of the scale. The special-education teachers' mean scores were above the midpoint.

Dr. Utpal Kalita (2017), found from the study that most of the teachers have moderate attitude towards inclusive education, male teachers' attitude towards inclusive education is higher than the female teachers, there is no significant difference between the attitude of male and female teachers of primary school towards inclusive education, experience teachers' attitude towards inclusive education is slightly higher than the less experience

teachers and there is no significant difference between the attitude of experienced and less experienced primary school teachers towards inclusive education.

Engelbrecht, Savolainen, Nel,(2013) & Lambe and Bones (2006) found that attitudes of secondary teachers towards the philosophy of inclusive education were generally positive, with more than 80% of participants believing that all teachers should experience teaching children with special education needs.

Smitha NR, Acharya Sujatha (2010) found that teachers have unfavourable attitude towards inclusive education

As to the effect of gender studies found no difference between male and female teachers (e.g., Avramidis, Bayliss, & Burden, 2000; Chhabra, Srivastava, & Srivastava, 2010). Female teachers feel more positively towards inclusion than male teachers (e.g., Alghazo & Naggat Gaad, 2004; Alquraini, 2012). Male teachers felt more positively toward inclusion than female teachers (Bhatnagar & Das, 2014; Ernst & Rogers, 2009).

E. Kalyva, D. Gojkovic, V. Tsakiris (2007) found that Serbian teachers held overall slightly negative attitudes towards the inclusion of children with SEN

Ferris (1996) compared the attitudes of general and special secondary educators towards inclusion practices. Results showed that special educators were significantly more positive about including students with disabilities in general classes.

HYPOTHESES

1. It is hypothesized that inclusive school teachers have a positive attitude towards inclusive education than regular school teachers

2. It is hypothesized that female school teachers have a positive attitude towards inclusive education than male school teachers

III. METHODOLOGY

Sample

A total sample of 50 teachers comprising of 25 teachers from inclusive schools and 25 teachers from regular schools were randomly selected for this study.

Tools

A questionnaire on attitudes of teachers towards inclusive education was prepared by the authors. The questionnaire consists of 25 questions with 15 favourable and 10 unfavourable attitudes.

Procedure

A total of 50 teachers were randomly selected from Regular and Inclusive schools . The demographic form was given to these 50 teachers to collect basic information. After which, the teachers were asked to complete the assessment on the questionnaire prepared by authors.. Teachers were informed in advance about the reason for collection of the information .

IV. RESULTS AND DISCUSSION

The scored data was analysed. Statistical Analysis was done to find the mean, standard deviation, and T-value to ascertain the null hypotheses. The statistical results are shown in the following tables 1 and 2.

Table 1 Mean, Standard Deviation , t value of Inclusive teachers and Regular teachers.

Teachers	N	Mean	Sd	T valve	Level of Significance
INCLUSIVE	25	14.8	3.61	0.89	NS
REGULAR	25	15.6	2.81		

The first hypothesis of the research study is that inclusive school teachers have positive attitude towards inclusive education than regular school teachers.. The perusal of table #1 reveals the mean, standard deviation and in relation to these the t value was computed which is not significant at any level of significance. The present research accepts the null hypothesis as there is no significant difference found in the attitudes of both inclusive teachers and regular teachers..

This result clearly states that the attitudes of teachers is very important as it directly or indirectly has an impact on the children with special needs too . The teachers do realize that there is a dire need of inclusive education and the diverse needs of the learners.

Hence the result of the present study has also indicated that there is no significant difference found in the attitudes of inclusive education between the inclusive teachers and regular teachers.

The present study is in cognizance with the study conducted by E. Kalyva, D. Gojkovic, V. Tsakiris, 2007. Although the sample is too small to give this justification and hence requires more emphasis by increase in the sample and also in depth study to get an wide spectrum of other related factors too.

Table 2 Mean, Standard Deviation ,t value of Male teachers and Female Teachers

Teachers	N	Mean	Sd	T valve	Level of significance
Male teachers	25	14.8	3.19	0.688	NS
Female teachers	25	15.5	3.31		

The second hypothesis of the present study states that, female school teachers have a positive attitude towards inclusive education than male school teachers. The perusal of table # 2 reveals the mean, SD and t value revealed that it is not significant. The research hypothesis is rejected and null hypothesis is accepted.

Gender does not have any significance role to the inclusive education of an individual. Teachers both male or female play a vital and impeccable role in the learning styles, learning strategies and learning environment of diverse learners..

Although female teachers do have soft corner for the learners but there are male teachers who take up equal responsibility of the diverse learners. The study found no difference between male and female teachers and is in cognizance with the studies by Avramidis, Bayliss, & Burden, 2000; Chhabra, Srivastava, & Srivastava, 2010.

V. CONCLUSION

The present study was conducted to find out the attitudes of teachers towards inclusive education. A total of 50 teachers were randomly selected. 25 regular school teachers from regular schools and 25 inclusive teachers from inclusive schools. A questionnaire on attitudes of teachers towards inclusive education was prepared by the authors., the teachers were asked to complete the questionnaire. It is hypothesized that inclusive school teachers have a positive attitude towards inclusive education than regular school teachers and It is also hypothesized that female school teachers have a positive attitude towards inclusive education than male school teachers. For both the hypotheses, the results found were not significant. Hence the present study accepts the null hypotheses.

LIMITATIONS

The sample of the study is too small to get justifying results. More parameters such as category of disability, time schedule with diverse learners, teaching methodologies, learning styles of learners to be considered with wide spectrum of inclusive learners.

RECOMMENDATIONS.

Training to all teachers on inclusive education to be made mandatory as teachers may directly or indirectly have an impact on the students learning and behavior repertoire.

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