
ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION

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ABSTRACT:

Teachers are the most important component of education on process and the success of any educational venture depends upon the teacher. Teachers are the key service providers in teaching students with special needs in the Inclusive classroom. The success of Inclusive education mainly depends upon the responsibility of the teachers. Therefore, their attitude towards Inclusive education must be positive. Present study is designed to study the attitude of secondary school teachers towards Inclusive education. A sample of 200 teachers from various government and private schools situated in urban and rural areas of Dhemaji District, Assam (India) is used to conduct the study. The responses is analysed using SPSS. 't' ratio's are calculated to study the difference between the independent variables. The result of the study showed that there is significance difference between private and government teacher's attitude and male and female teacher attitudes and is no significance difference between rural and urban teachers attitude towards Inclusive education.

Key words:- Attitude of Teachers, Inclusive Education, Secondary School.

INTRODUCTION:

The extent to which the attitudes of teachers validate or reject an inclusive approach will serve to predict the success of such inclusion. Teacher's attitudes towards inclusion of SEN students are extremely complex and vary from one teacher to another. This is because traditionally SEN student have been segregated into separate learning environments. The proponents of Inclusive education are of the opinion that including students with special needs into mainstream classroom would maximize their leaning experience. Since teachers play a significant role in ensuring the successful integration, evaluating and investigating, their attitudes is the cornerstone in building a successful inclusion program. Thus, the role of teachers in inclusive education is a crucial one, it is imperative that their attitude towards this practice in assessed so that necessary elements are implemented in an effort to address both the teacher's and the student's needs.

Therefore the study has a great significant to gain a better understanding about the attitude of the teacher's of Secondary school level towards inclusive education.

OBJECTIVE:

1. To study the difference between rural and urban teachers attitude towards Inclusive Education.
2. To study the difference between private and government teachers attitude towards Inclusive Education.
3. To study the difference between Male and Female teachers attitude towards Inclusive Education.

METHOD:

Sample: By using the technique of multistage randomization of clusters, a sample of 200 teachers from various government and private school situated in urban and rural area of Dhemaji district are selected. Teachers are both male & female.

Measures: The study involved a self administrated questionnaire which contains items for demographic data and items regarding inclusive education. The participant teacher provided some socio-demographic information such as age, gender, professional, environment, residential information, teaching experience.

The items related to inclusive education provided information regarding the knowledge and attitudes towards inclusive education, differently able child, integrated education, special education right of education, practice of inclusive education etc.

PROCEDURE:

The data for the present study are collected personally by the investigator from selected Secondary school of Dhemaji District with the prior permission of principals of the respected schools. The data was calculated, scores, tabulated and then subjected to statistical analysis. The responses of teachers are analysed using SPSS.

RESULT AND DISCUSSION:

Mean, Median and mode of the total sample for the variables are obtained to ascertain the nature of distribution of the scores. Results are given in Table-1.

Table-1:- Mean, Median, Mode scored on the variable of teacher's attitude towards inclusive education.

Variable	Mean	Median	Mode
Teacher's attitude towards inclusive education.	110	108.50	106.00

Table 1 show that the values of mean, median, mode for the variable are 110, 108.50 and 106.00. The small difference in these values depict that the distribution is nearly normal. The calculated value of the mean is 110. Norms for interpretation of level of attitude towards inclusive education indicate that the level is above average favorable as the value lies between 105 -115.

Table -2: 't' ratio between mean scores of urban and rural teachers on the variable off attitudes of secondary school teachers towards Inclusive education.

Variable	Area	N	Mean	SD	Std Error Mean	DF	t ratio
Attitude of Teachers towards Inclusive Education.	Urban	100	110.97	12.14	1.21	198	0.372
	Rural	100	110.35	11.40	1.14		

Table-2: Shows that the calculated t-ratio is 0.372 which is less than the table value (1.97) at 0.05 level of significance. Hence, it is significant at 0.05 level. These the hypothesis (I) that there is no significance difference between rural and urban teacher of secondary school towards Inclusive Education.

Table-3: 't' ratio between mean scores of private and government teachers on the variable of attitude towards inclusive education.

Variable	School	N	Mean	S.D.	Std. Error Mean	Difference	t ratio
Attitude towards inclusive education	Private	100	106.11	11.23	1.12	198	5.923
	Government	100	115.21	10.47	1.04		

Table 3 shows that the calculated t ratio is 5.923 which is more than the table value of 2.60 at 0.01 level of significance. Hence it is significant at 0.01 levels. Thus the hypothesis 1 stating that there is no significant different between private and government teachers attribute towards inclusion education is rejected.

Table-4:- 't' ratio between mean scores of Male and Female teachers of Secondary school towards Inclusive Education.

Variable	Genders	N	Mean	SD	Std Error Mean	DF	t ratio
Attitude of Teaches Towards In Education	Male	100	108.26	10.40	1.040	198	2.942
	Female	100	113.06	12.57	1.257		

Table-4: shows that the calculated t-ratio is 2.942 which is more than the table value of 2.60 at 0.01 level. Thus the hypothesis (3) stating that, “There is no significant different between male & female teachers attitude towards Inclusive education” is rejected.

CONCLUSION:

The present study reported that the teachers have a positive attitude inclusive education. But it is important to note that, it is a slight positive attitude, just above average favorable attitude. Therefore there is a need to spread the awareness regarding inclusive education. In order to raise awareness, there should be awareness campaigns via media, posters, conferences and training. In pre-service and in-service teacher training programme, various aspects of inclusive education such as problems of SEN students, strategies and methodologies required to educate them etc should be an integral part of curricula. A proper training programme can create or change the attitudes of the teacher.

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