

# SECONDARY SCHOOL TEACHERS' ATTITUDE TOWARDS INCLUDING DYSLEXIC CHILDREN IN REGULAR CLASSROOMS IN KOLKATA

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## Abstract

This paper addresses secondary school-teachers' attitude towards including dyslexic students in regular classrooms in Kolkata. A survey was conducted which examined the nature of teachers' attitudes about dyslexia, the support provided to learners with dyslexia and the perceived barriers to include dyslexic students in regular settings. The importance of this study lies in the fact that regular school-teachers' attitude towards dyslexic students and their inclusion into a regular classroom is critical to the success of inclusion in real practice.

One hundred secondary school teachers of varying ages of twenty to fifty-eight years and with varying experiences of one to thirty years of experience, from different localities responded. A survey questionnaire was employed, querying about the attitude teachers had regarding dyslexic students, the general attitude maintained by teachers towards it, and support provided when dealing with dyslexic learners. Respondents displayed a reasonably positive attitude towards the disability. As a whole, the findings indicated that further support and training is necessary to mitigate the obstacles and confusion experienced by the regular school-teachers when it comes to providing instructions for students with dyslexia. Therefore, the major findings of this study showed that no significant differences exist there between male and female teachers, urban and rural teachers in their attitude towards including dyslexic students in regular classrooms.

**Keywords:** *Secondary school-teacher, attitude, inclusion, dyslexic student, Kolkata.*

## Introduction :

'Inclusion' has arguably become the most talked about term globally today. It can be said that to achieve the goal of universalisation of education in India, if not globally, the education of the children with various disabilities cannot be ignored. Now, the term 'Inclusion' actually originated from the western world. Gradually it has gained primary attention in India. But developing the idea of the necessity of inclusion of Dyslexic children in regular classrooms has been really tough. In the last two decades India has made huge developments in the field of economics and education but unfortunately, the issue of the inclusion of students with various disabilities has not got sufficient care and attention. As cited by Nisha Bhatnagar and Ajoy Das in their article (2014), only 4% of the children with disability have access to education out of the 30 million of those children. In India, the Persons with Disabilities (Equal Opportunities, Protection of

Rights and Full Participation) Act, 1995 was a landmark in this field. Subsequently, The Rights of Persons with Disabilities Act, 2016 has come into force from 19<sup>th</sup> April 2017 in India.

Now, inclusion in education means “full inclusion of children with diverse disabilities in all aspects of schooling that other children are able to access and enjoy” (Loreman, Deepeller and Harvey, 2005, p.2). It has been observed that the integration of students with different kind of disabilities in mainstream settings improve their social and academic achievements. It is expected that the interaction of the students with disabilities with their normal peers in a regular classroom helps them to learn more. Basically, inclusive education is nothing but the acknowledgment that all the children can learn effectively in a single classroom together. Therefore, for implementing inclusion, educating the teachers to encourage inclusive education, inclusive practices etc. definitely work. But to make inclusion a success, the attitude of teachers play a pivotal role, which includes their perception, ability, self-efficacy, and competencies. Previously it was the teacher’s duty to identify different or special students, who were unusual, as early as possible and refer them to special education schools. But presently, in inclusive education, teacher’s duty is to modify their teaching methods using special teaching aids and making several adjustments to accommodate students with diverse disabilities in a regular classroom. Not only these, but teachers also have to develop new skills as well as redefine their existing skills. They have to ensure, in an inclusive classroom in regular settings, students of diverse abilities can learn regardless of their degree of abilities. Though teachers’ perception has changed a lot down the years unfortunately, Specific Learning Disabilities (SpLD) has not got enough attention from most of the teachers. More specifically they misunderstand a Specific Learning Disability like Dyslexia as a learning problem which does not require any special attention. Hence, proper inclusion of children with Dyslexia in regular settings is greatly hindered by the teachers’ attitude.

Mostly regular classroom teachers do not hold a supportive attitude towards the inclusion of Dyslexic children, if not all the types of children with special needs. Here, the stigma attached to learners with disabilities will lead to differential treatment and thus exclusion from the mainstream. Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society.

If an educator is not interested in the overall development of a child with a disability in his/her class that responds negatively to the presence of the child in the classroom and this apathy of the teacher is picked up by other children who further stigmatize and isolate the learner with special educational needs. Their attitude regarding this is greatly affected by the thought that inclusion interferes with the effective teaching-learning process in a regular classroom. So they believe that the special education system is important for students with several educational deficiencies. This kind of attitude may act to constrain the implementation of inclusive education in its true spirit. It has been observed that those teachers who welcomed the concept of including Dyslexic children into regular classroom settings have elevated their quality of instruction according to the requirements. On the other hand, teachers who do not agree with inclusion are less likely to individualize methods and lessons according to the needs of the Dyslexic students.

Improving educational opportunities for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living and economic self-sufficiency for individuals with disabilities.

Studies have found that most of the regular teachers lack confidence in their skills and abilities to accommodate those children in a single classroom. Not only this, a teacher’s attitude greatly depends on his/her efficacy and quality of support personnel available, along with his/her substantial training. Lack of support personnel and substantial training in this regard brings stress and strain for the teachers which, in turn, make them apprehensive about the success of inclusive education. In this context, the school administration’s supportive climate and the school culture of encouraging inclusion plays an important role. It is assumed that the partnership of the school administration and the teachers and supportive climate of the

school improve the attitude of teachers towards the inclusion of the Dyslexic children and increase overall acceptance of the concept. In these circumstances, it has become important to examine the amount of training that teachers receive on how to teach dyslexic students. In order to fully meet the needs of students with dyslexia, teachers must have a firm understanding of how dyslexia affects the brain and what can be done in the classroom to assist students. There is a basic assumption that teacher education programs and continuing teacher education prepare teachers to meet the needs of all students. But, those in the education field need to have knowledge about teachers' attitude. It is also important to understand the factors that affect the attitudes of teachers.

Though in most developed countries the trend of placing students with Dyslexia or other similar disabilities into mainstream schools, rather than isolated or special schools, has been three decades old -but in India, it is not a very old one.

The Government of India has been instrumental in organising comprehensive educational services for the education of children with several disabilities. The National Policy on Education (1986) recommended, 'to integrate the handicapped with the general community at all levels as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence'. Inclusion has academic and social benefits for all children, with or without disabilities.

Research has found that including children with disabilities like Dyslexia or other SpLDs in the mainstream educational system enables them to benefit from the stimulation and motivation from mingling with their more able peers, which gives them the opportunity to feel and understand higher academic behaviours. But in every aspect to make this system work the most important thing is the attitude of the teachers.

The factors which play the key role in determining the attitude of teachers include their age, gender, qualification, the location of the school and their experiences. Research suggests that increased knowledge and information about inclusion also helps in the formation of a positive attitude of teachers towards including children with Dyslexia and other SpLDs. When a teacher is positive in his attitude then only he will invest more time and effort to make inclusion successful.

Attitude is a person's negative or positive point of view about an idea or concept. Teachers attitude, in the context of including children with Dyslexia, has been regarded as the main controlling factor to help and make Dyslexic students learn.

Although teachers' attitude towards inclusive education has been researched broadly in India and in other countries as well, but studies on the attitude of teachers towards the inclusion of Dyslexic students are scarce as most of the educated persons misunderstand Dyslexia as a learning problem and not a disability. Hence, there was a need for studies on the secondary school teacher's attitude towards the inclusion of the students with Dyslexia in regular classroom settings.

### **Rationale behind the study:**

Dyslexia is a central educational issue that schools are facing today, but because there are no physical manifestations, it goes undiagnosed or unnoticed. It is extremely important for the achievement of dyslexic children that educators be aware of the topic of dyslexia and how to address it in a common and regular classroom.

After going through several studies in India and in abroad it has been found that most of the studies have focused on or emphasized on the students with physical or social or sensory disabilities. The results of those studies also show that over the recent years teachers' attitude towards the inclusion of a student with physical, social or sensory impairment have become more positive. But not much importance was given to the students with SpLD (Specific Learning Disabilities) or to be more specific - to the students with dyslexia.

In the light of the previously published papers, it has been found that teachers actually do not differentiate between a student with dyslexia and a low-performing student. Till date dyslexia is mostly viewed as a



disorder only and not as a disability, which in turn restricts research in this field. So the authors here chose to investigate the secondary school teachers' attitude towards including dyslexic students into regular settings.

Most of the time dyslexia goes undiagnosed or unnoticed and as a result, dyslexic children are marked as idle, reluctant or even idiot. This can be crucial, as it restricts the inherent talents and the abilities of a child as an individual. Time has come to know what the teachers actually feel, what their attitudes are towards these children.

Children with learning disabilities do not tend to experience one specific learning disability. Snowling (2013) and Ross-Hill (2009) support that, dyslexia is a multi-faceted disorder. There are a number of challenges for children with dyslexia. If the condition is not diagnosed early when the child is young and which enables interventions to be implemented, this can have a negative effect on the future of the child. Children can experience a lack of motivation and low self-esteem which can affect their educational achievement and also have a negative effect when they are adults. Snowling (2013) therefore stresses the importance of early detection and early intervention strategies for children at risk from dyslexia, particularly if there is a family history.

In general, children with SpLD can experience bullying and it has been found recently that many children with special educational needs (i.e., SEN) have left mainstream schools in preference for specialist schools. These findings may also be related to the bullying of SEN pupils by their typically developing peers. Not all children thrive in inclusive mainstream schools, although the principles of inclusive education are to help a child achieve their full potential during their formal education and also to facilitate tolerance and an inclusive community.

As teachers' positive attitude toward the inclusion of students with diverse cognitive disabilities is beneficial to the development of the concept of 'Inclusion' as a whole so the authors felt a need to conduct the study to assess the secondary regular-school teachers' attitude toward inclusion of dyslexic children in their classrooms.

Secondary level is the time when students are on the edge of their academic careers and other transitions of their life. At this stage, the attitude of teachers plays a crucial role in the academic development of Dyslexic students also. Attitude consists of various factors, such as temperament, patience, pre-conceived notion and many other things. The amount of time and effort that teachers are willing to put into helping students with dyslexia may be one such factor that possibly depends on the attitudes of the teacher. This may also hold for reactions of teachers in daily classroom situations where the teacher must deal with many students at the same time and often has to react fast.

### **Objectives of the study:**

In the backdrop of the aforesaid introductory knowledge, the following objectives were taken up to conduct the study :

- ❖ To measure the difference in the attitude of male and female teachers.
- ❖ To measure the difference in attitude between urban and rural teachers.
- ❖ To measure the difference in attitude of teachers of different age groups.
- ❖ To measure the difference in attitudes of teachers with respect to their years of job experience.
- ❖ To measure the difference in attitude of male teachers with respect to the locality of their schools.
- ❖ To measure the difference in attitude of female teachers with respect to the locality of their schools.

### **Hypotheses of the study:**

Having the objectives delineated, the study was conducted to test the following hypotheses:

Ho1: There would be no significant difference between male and female teachers in their attitude towards the inclusion of Dyslexic students in regular settings.

Ho2: There would be no significant difference between teachers of schools in urban and rural areas in their attitude towards the inclusion of Dyslexic children in regular settings.

Ho3: There would be no significant difference between young, middle-aged and aged teachers in their attitude towards the inclusion of Dyslexic children in regular settings.

Ho4: There would be no significant difference between less experienced, experienced and very experienced teachers in their attitude towards the inclusion of Dyslexic children in regular settings.

Ho5: There will be no significant difference between Male Urban and Male Rural teachers in their attitude towards the inclusion of Dyslexic children in regular settings.

Ho6: There will be no significant difference between Female Urban and Female Rural teachers in their attitude towards the inclusion of Dyslexic children in regular settings.

### Materials and Methods :

**Methodology:** Descriptive survey method was used to gather data from the subjects. Each of the surveyed school was contacted in person by the first author, to explain the study. This involved discussing the reasons and method of the study. At this point, complete confidentiality was assured and it was explained that no names would be disclosed in the study. The questionnaires were distributed to the participants. After the questionnaires were collected from the schools, a letter of appreciation was sent to the relevant authorities and/or administrators.

**Method :** Now it was time to execute the actual survey to the real sample of secondary teachers. The population for the study was the whole teacher community of secondary schools. But, as it was not possible to collect data from the whole population the authors had decided to conduct this study on a small sample of at least hundred and fifty (150) secondary teachers of Kolkata (*sensulato*). But in the final run, it was found that only a hundred (100) participants could complete the questionnaire.

Seven schools were randomly chosen from different parts of Kolkata and suburbs and the prepared questionnaire was administered to 100 secondary school teachers. They did it according to their own beliefs and returned the completed questionnaires to the authors in due time.

### Sample frame :

In this study, the researcher used two common sampling strategies, namely random sampling and purposive sampling. A small number of participants (N =100) was selected for this study. These 100 participants were selected from 7 regular secondary schools in Kolkata city and suburban region in West Bengal.

Variables	Categories	Number	Percentage
<b>Gender</b>	Male	50	50
	Female	50	50
<b>Locality</b>	Urban	50	50
	Rural	50	50
<b>Age</b>	Young (23-35)	41	41
	Middle Aged (36-48)	36	36
	Aged (49-60)	23	23
<b>Experience</b>	Less Experienced (1yr-10yrs)	63	63
	Experienced	31	31

	(11yrs-20yrs)		
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**Table -1:**The Tabular representation of Demographic characteristics of participants

**Tools used:**Attitude of Teachers Towards Inclusion of Dyslexic Children Scale(ATTIDCS) developed by the authors.The present ATTIDCS has 28 items consisting of statements regarding students with dyslexia in the classroom. The instrument indicates the agreement level with each item by using a three-point Scale. The possible ranges of responses in case of positive items are 3=Agree, 2= Undecided, 1=Disagree. Inthe case of negative items, the investigator reversed the scoring. A higher score on the ATTIDCS reflects attitudes that are more positive or attitude of the practice of including dyslexic students in regular classrooms. Subjects who scored lower on the scale tended to hold less positive or more negative attitude of regarding the practice.

**Data Analysis:** Data analysis was conducted using the Microsoft Excel software (2007 version). Statistical analyses were conducted to determine if the variables of interest had any significant effect on the teachers' attitude toward theinclusion of Dyslexic children. Findings were also presented in graphs and tables using the same software.

### Results and Discussions:

#### (A) RESULTS OF SCHOOL TEACHERS' ATTITUDE TOWARDS INCLUDING DYSLEXIC STUDENTS IN REGULAR CLASSROOMSWITH RESPECT TO THEIR GENDER

*Ho1: There would be no significant difference between male and female teachers in their attitude towards the inclusion of Dyslexic students in regular settings.*

In order to find out the difference between the scores of male and female teachers, a t-test was done as shown in the Table-2 below.

DESCRIPTIVE STATISTICS				t-test		
GENDER	N	Mean	Std.Deviation	df	t- value	p-value
MALE	50	79.64	2.396	98	0.777 *	0.438
FEMALE	50	79.26	2.489			

\*Not significant at 0.05 level of significance

**Table-2:** Tabular presentation of the attitude of teachers with respect to their genders towards theinclusion of Dyslexic children in normal settings

#### Interpretation

The t-test here to find out the differences in attitude of male and female teachers shows that the 'p' value is 0.438 ( $p > 0.05$ ) and the calculated t-value is 0.777 ( $p > 0.05$ ). Hence, the t-value here is not significant at 0.05 level of significance and therefore Ho1 is retained. So, it can be interpreted that the male teachers do not possess significantly different attitude from their female counterparts towards including Dyslexic children into regular settings.

#### (B) RESULTSOFSCHOOL TEACHERS' ATTITUDE TOWARDS INCLUDING DYSLEXIC STUDENTS IN REGULAR CLASSROOMS WITH RESPECT TO LOCALITY OF THE SCHOOLS

*Ho2 :There would be no significant difference between teachers of schools in urban and ruralareas in their attitude towards the inclusion of Dyslexic children into regular*

settings.

In order to find out the difference between the scores of teachers of schools in urban and rural, a t-test was done as shown in the Table – 3 below.

DESCRIPTIVE STATISTICS				t-test		
LOCALITY	N	Mean	Std.Deviation	df	t- value	p-value
URBAN	50	79.12	2.752	98	1.358*	0.177
RURAL	50	79.78	2.053			

\*Not significant at 0.05 level of significance

**Table-3:** Tabular presentation of the attitude of teachers with respect to the locality of their Schools towards the inclusion of Dyslexic children in normal settings

#### Interpretation

The t-test here for the differences in attitude of teachers from urban and rural schools shows that the 'p' value is 0.177 ( $p > 0.05$ ) and the calculated value is 1.358 ( $p > 0.05$ ). Hence the t value here is not significant at 0.05 level of significance and therefore  $H_0$  is retained. So, it can be interpreted that the urban teachers do not possess significantly different attitude towards including Dyslexic children into regular settings from their rural counterparts.

#### (C) RESULTS OF SCHOOL TEACHERS' ATTITUDE TOWARDS INCLUDING DYSLEXIC STUDENTS IN REGULAR CLASSROOMS WITH RESPECT TO THEIR AGE

*Ho3: There would be no significant difference between young, middle-aged and aged teachers in their attitude towards the inclusion of Dyslexic children into regular settings.*

In order to find out the relation among the scores of teachers with varied ages, an ANOVA-single factor test was conducted as shown in the Table-4 below.

DESCRIPTIVE STATISTICS				ANOVA- Single factor			
AGE GROUP	N	Mean	Std.Deviation	df		F- value	p-value
				Between Groups	Within Groups		
YOUNG (23-35)	41	79.58	2.529	2	97	0.804*	0.450
MIDDLE-AGE (36-48)	36	79.05	2.596				
AGED (49-60)	23	79.82	1.992				

\*Not significant at 0.05 level of significance

**Table-4:** Tabular presentation of the attitude of teachers with respect to their ages

#### Interpretation

The descriptive statistics in the Table-3 shows that the difference in the mean values of young, middle-aged and aged teachers attitude score is very negligible and their attitudes towards including Dyslexic children in regular settings are almost same. The other part of the Table-3 also shows that in case of comparing the



attitude towards the inclusion of Dyslexic children in regular settings of different age grouped teachers - the calculated F-value is 0.804 and p-value is 0.450 ( $p > 0.05$ ). Hence,  $H_03$  is retained. So, it can be said that teachers of different age groups do not possess significantly different attitudes towards the inclusion of Dyslexic children in regular settings.

#### (D) RESULTS OF TEACHERS' ATTITUDE TOWARDS INCLUDING DYSLEXIC STUDENTS IN REGULAR CLASSROOMS WITH RESPECT TO THEIR EXPERIENCE

$H_04$ : *There is no significant difference between less experienced, experienced and very experienced teachers in their attitude towards the inclusion of Dyslexic children in regular settings.*

In order to find out the relation among the scores of teachers with varied levels of experience, an ANOVA-single factor test was conducted as shown in the Table-5 below.

DESCRIPTIVE STATISTICS				ANOVA- Single factor			
Experience Group	N	Mean	Std.Deviation	df		F- value	p-value
				Between Groups	Within Groups		
Less Experienced (1yr-10yrs)	63	79.38	2.399	2	97	1.543*	3.090
Experienced (11yrs-20yrs)	31	79.80	2.227				
Very Experienced (21yrs-31yrs)	6	81	0				

\*Not significant at 0.05 level of significance

**Table-5:** Tabular presentation of the attitude of teachers with respect to their job experience Towards inclusion of Dyslexic children in normal settings

#### Interpretation

The descriptive statistics in the Table-5 above shows that differences in the mean values of less experienced, moderately experienced and very experienced teachers' attitude scores are very negligible and thus, their attitudes towards including Dyslexic children in regular settings are almost same. The other part of the Table-4 also shows that in case of comparing the attitude of different experience grouped teachers towards including Dyslexic children in regular settings, the calculated F-value is 1.543 and p-value is 3.090 ( $p > 0.05$ ). Hence,  $H_04$  is retained. So, it can be said that teachers of different experience groups do not possess significantly different attitudes towards the inclusion of Dyslexic children in regular settings.

#### (E) RESULTS OF MALE TEACHERS' ATTITUDE TOWARDS INCLUDING DYSLEXIC STUDENTS IN REGULAR CLASSROOMS WITH RESPECT TO THEIR LOCALITY

$H_05$ : *There is no significant difference between Male Urban and Male Rural teachers in their attitudes towards the inclusion of Dyslexic children in regular settings.*

In order to find out the difference between the scores of male teachers of schools in urban and rural areas, a t-test was done as shown in the Table-6 below.

DESCRIPTIVE STATISTICS	t-test
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GENDER AND LOCALITY	N	Mean	Std.Deviation	df	t- value	p-value
MALE URBAN	25	79.24	2.68	48	1.184*	0.241
MALE RURAL	25	80.04	2.05			

\*Not significant at 0.05 level of significance

**Table-6:** Tabular presentation of the attitude of Male teachers with respect to the locality of their schools towards the inclusion of Dyslexic children in normal settings

#### Interpretation

The t-test here for the differences in attitude of Male Urban and Male Rural teachers shows that the 'p' value is 0.241 ( $p > 0.05$ ) and the calculated t-value is 1.184 ( $p > 0.05$ ). Hence, the t-value here is not significant at 0.05 level and therefore  $H_0$  is retained. So, it can be interpreted that the Male Urban teachers do not possess significantly different attitude from their rural counterparts towards including Dyslexic children in regular settings.

#### (F) RESULTS OF FEMALE TEACHERS' ATTITUDE TOWARDS INCLUDING DYSLEXIC STUDENTS IN REGULAR CLASSROOMS WITH RESPECT TO THEIR LOCALITY

*H<sub>0</sub>6: There is no significant difference between Female Urban and Female Rural teachers in their attitudes towards the inclusion of Dyslexic children in regular settings.*

In order to find out the difference between the scores of female teachers of schools in urban and rural areas, a t-test was done as shown in the Table-7 below.

DESCRIPTIVE STATISTICS				t-test		
GENDER AND LOCALITY	N	Mean	Std.Deviation	df	t- value	p-value
FEMALE URBAN	25	79	2.87	48	0.735*	0.465
FEMALE RURAL	25	79.52	2.06			

\*Not significant at 0.05 level of significance

**Table-7 :** Tabular presentation of the attitudes of Female teachers with respect to the locality of their Schools towards the inclusion of Dyslexic children in normal settings

#### Interpretation

The t-test here for the differences in attitude of Female Urban and Female Rural teachers shows that the 'p' value is 0.465 ( $p > 0.05$ ) and the calculated t-value is 0.735 ( $p > 0.05$ ). Hence, as the t value here is not significant at 0.05 level, therefore,  $H_0$  is retained. So, it can be interpreted that the Female Urban teachers

do not possess significantly different attitudes from their rural counterparts towards including Dyslexic children in regular settings.

Thus, in a nutshell, using a quantitative method approach, this study explored a few dimensions of the attitudes of secondary school teachers towards the inclusion of Dyslexic children in regular classrooms.

### **Major Findings:**

This study showed no difference in the attitude of male and female teachers towards the inclusion of Dyslexic children in regular classroom settings, which means that Gender has no influence over the attitude of secondary teachers.

In this research, it has been found that teachers attitude towards the inclusion of Dyslexic children into regular classroom settings is basically positive and teachers across urban or rural locality possesses similar kind of attitudes towards the inclusion of Dyslexic children. That means that this variable of the locality has no such influence over the teacher of secondary schools. It may be that school location does not impact teachers' attitudes toward inclusion of dyslexic children because their views are established before they come to teach in a rural or urban area. Alternatively, it may be that school location simply does not play a significant role in the day-to-day experiences of teachers in their classrooms and their schools, which do in fact contribute a great deal to the establishment of attitudes toward inclusion dyslexic students into regular settings.

Interestingly the results of the study indicate that secondary teachers, whether very young, young or aged does not vary in their attitude towards including the Dyslexic children anyhow. This means that age somehow does not affect teachers' thinking and perceptions.

Moreover, it was also clear through the study that the attitude of teachers does not depend on their job experience also. That is why teachers from various experienced groups, be it less experience, moderately experienced or highly experienced, does not influence their attitude. In terms of years of experience, teacher attitudes varied little. Participants had a wide range of experience, from two years to thirty, but this had little impact on their attitudes toward the inclusion of Dyslexic students.

### **Major implications of the study:**

The present study has its implications for teachers, parents, administrators or policymakers and government, since the present study is conducted on the attitude of the teachers toward including Dyslexic children, as mostly the society and the teachers both are concerned about the physical or mental or orthopedic disabilities in students but they are not concerned about students' intellectual disabilities, which is very important as of now, because every 2 or 3 amongst the normal children suffer from Dyslexia.

On the whole, these findings provide strong evidence of positive attitudes of the vast majority of participating teachers. Previously much research has been done on regular classroom teachers' attitudes towards inclusion. Though particularly in India there is a scarcity of research on this specific kind of disability of school children. On the other hand educators and researchers of western countries are much aware and several studies already have been done in this regard. The results of this study of teachers' attitude towards including dyslexic children were consistent with some previous studies but inconsistent with other ones. Such as, in this study, it was found that teacher's age was not a deciding factor in their attitude, which is in tune with the research findings of Dukmak(2013).

Murphy's revelation, that age has very little to do with teachers' attitude also is in accordance with this present study. Here in this study the results also show that male and female teachers hold similar attitude towards including Dyslexic children, which is consistent with the findings of Khan (2011), whereas, Loreman et al., (2005) shows that female teachers are more positive in attitude towards inclusion. Avramidis & Norwich also found female teachers to be more positive towards including children with disabilities.

The researchers here have found that the location of the school has a very low influence on teachers' attitude as there was no significant difference between urban and rural secondary school-teachers. This result was consistent with the result of Khan's (2011) research, but Woodcock (2013) showed that urban teachers are more receptive to the idea of inclusion than the rural teachers.

This present study showed that teachers' job experience was not affecting their attitude anyhow which was heavily supported by Murphy's (2014) findings. In her study, like in the present study, the teachers' job experience varied from 2 years to 30 years and the teachers' attitude varied very little with their years of job experience, whereas Sharma et al. (2005), in their study showed that the more experienced teachers are more positive in attitude towards including students with disabilities.

However, the reality is that the conventionally educated teacher is unprepared to handle the increasing demands of students with learning difficulties in mainstream educational settings. They are unequipped to handle the academic and emotional characteristics of dyslexia within a regular classroom. With the increasing trend of inclusion of special education students in mainstream classrooms, teachers must have access to relevant professional development and additional teacher-support to provide quality education for such vulnerable students. Obviously what was most evident through this study was the need recognised by the majority of teachers for their further professional developments to adequately address the issue of the inclusion of the students with dyslexia at the secondary level.

### **Conclusion:**

To conclude it can be said that the inclusion of Dyslexic students has become a crucial issue in the field of education, which attracts all concerned. 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. Inclusion has arguably become the most talked about term globally in the running decade. It can be said that to achieve the goal of universalisation of education in India, the education of the children with various disabilities cannot be ignored.

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