

# A COMPARATIVE STUDY OF ATTITUDE OF TEACHERS TOWARDS INCLUSIVE EDUCATION TEACHING AT PRIMARY AND SECONDARY SCHOOL LEVEL

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**ABSTRACT:** Inclusive education describes the process by which a school attempts to respond to all pupils as individuals. It has given more opportunities to all students. Success of inclusive education depends on various factors, in which teacher positive attitude is the most important factor. For becoming successful inclusive teacher, it is necessary to have required knowledge, skills and positive attitude towards inclusive setup .teachers' attitudes are gateways in inclusive classrooms. Hence, the present paper is justified to study the attitude of primary and secondary school teachers' towards inclusive education. For this study, teacher attitude scale towards inclusive education (constructed and standardised by Vishal sood and Arati anand) was used as a tool for collection of data. The findings of this study that secondary school teachers' attitude towards inclusive education is higher than the primary school teachers, there is no significant difference between the attitude of male and female teachers of primary and secondary school towards inclusive education. We know that the future of the inclusive concept is in the hand of the teacher's attitude. So here investigator tried to know attitude of the teachers towards inclusive education teaching at primary and secondary school level.

**KEY WORDS:** Teacher, Attitude, Inclusive Education, Primary school, Secondary School.

## INTRODUCTION

Inclusive education is a means of creating effective classrooms where the educational needs of all children including children with disabilities are addressed. The Salamanca Statement and Framework for action (1994) strongly promote “inclusive education” or “schools for all”. Inclusive education means that schools should include all children regardless of the physical, intellectual, social, emotional, linguistic or other conditions. It should include all types of children such as gifted, backward, and mentally retarded, learning disabilities, Socio- economic disadvantages students etc. According draft NEP 2019 ‘Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education- while indeed an essential goal in its own right- is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive and contribute to the nation. Unfortunately, prejudice and bias, based on gender, social, and economic status, and special needs, among other factors, often affect people’s capacity to benefit from the education system, compounding social cleavages that hold the nation back from growth, innovation and progress.’ Inclusive education in special education is a recent concept and also an accepted approach in general education in the Indian context. National Policy on Education (1986) and the Programme of Action (1992) stressed to expand educational access to the children who could not be a part of mainstream education. The Rehabilitation council of India Act (1992), Persons with Disability Act (1995) and the National Curriculum Framework for School Education (2005) also give importance to the equal educational opportunities for disabled children without any discrimination as normal children receive. Inclusive education will be a part of teacher education, school teachers and other education functionaries. Stein (1995) advocates “a teacher should be a philosopher and a horse Tamer”. The teacher is teaching students with special needs in general classroom along with other students. It is a challenge for teachers to work with their own perceptions, apprehensions, and teaching constraints. Therefore there is necessary to all school teacher to have a right attitudes towards inclusive education.

## CONCEPTS EMPLOYED IN THE STUDY

**Teacher:** Teacher means that those person who are engaged to teach the students at primary and secondary school level under the Board of School education. In this study teachers have been categorized Male teacher and female teacher.

**Attitude:** Attitude indicates the behaviour pattern of a person in different situations. It is a familiar word and is used freely to express one's way of thinking, feeling or behaving.

**Inclusive Education:** Inclusive education rejects segregation and emphasizes on participation of all learners. It respects differences in inclusive education. There is no room for discrimination and all children receive equal educational environment and opportunities.

**Primary Schools:** Primary Schools means that those types of schools which are engaged to impart the primary education class 1-8 to the students under the Board of school education Uttarkhand.

**Secondary Schools:** Secondary Schools means that those types of schools which are engaged to impart the secondary education class 9-10 to the students under the Board of school education Uttarkhand.

## REVIEW OF LITERATURE

**Parasuram, K. (2006)** studied on variables that affect teachers' attitude towards disability and inclusive education in Mumbai, India. The analyses revealed that while some of the variables of interest did affect teachers' attitudes towards disabilities, the only variable that affected teachers' attitudes towards inclusion was prior acquaintance with a person with a disability.

**Belapurkar, A.M. and Pathak, S.V. (2012)** found that overall positive attitude of school teachers towards inclusive education and the knowledge level of school teachers about inclusive education are significantly low. their concept of inclusive education was unclear.

**Schmidt, M. and Vrhovnik, K. (2015)** investigated that the secondary teachers showed more positive attitudes towards SN students than did their primary colleagues, as well as toward teaching and adaptation with respect to the students SN and towards the psychophysical strain related to such work.

**Kumar, A. and Midha, P. (2017)** conducted a comparative study on attitudes towards inclusive education among school teachers. The study indicated that teachers of main stream school have more favourable attitudes than those of special schools, which may be one of the major causes of slow success of this system in India.

**Paramanik, N. and Barman, P. (2018)** conducted a study attitude of secondary school teachers towards inclusive education. The findings of this study that the attitude of secondary school teachers towards inclusive education is being neither favourable nor unfavourable that is Moderate. study also indicates that there is a significant difference between Rural and Urban teachers in respect of attitude towards inclusive education.

## OBJECTIVE

1. To study and compare the Attitude of the Primary and Secondary School Teachers towards Inclusive Education.
2. To study and compare the Attitude Male and Female Primary and Secondary School Teachers towards Inclusive Education.

## HYPOTHESIS

1. There is no significant difference between the attitudes of the Primary and Secondary School Teachers towards Inclusive Education.
2. There exists no significant difference between the attitudes of male Primary and male Secondary School Teachers towards Inclusive Education.
3. There exists no significant difference between the attitudes of male Primary and female Secondary School Teachers towards Inclusive Education.
4. There exists no significant difference between the attitudes of female Primary and female Secondary School Teachers towards Inclusive Education.
5. There exists no significant difference between the attitudes of female Primary and male Secondary School Teachers towards Inclusive Education.
- 6.

## DELIMITATIONS OF THE STUDY

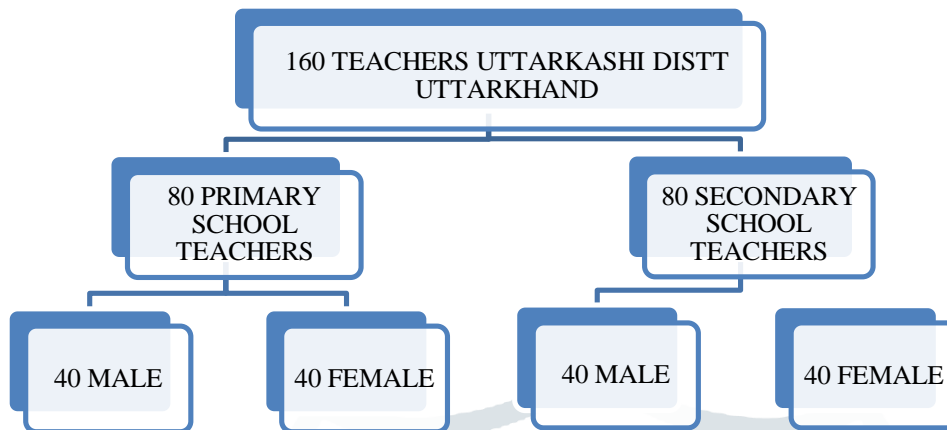
1. The present study will be restricted to primary and secondary school level.
2. Population of the present study consists of only primary and secondary school level of Uttarkashi, Uttarkhand.
3. Sample size for analysis will be 80 primary school teachers and 80 secondary school teachers.

## METHODOLOGY

The Descriptive Survey Method has been applied for the present study. Surveys are a popular method of collecting primary data.

## POPULATION AND SAMPLING

Population for the present study comprised of primary and secondary school Teachers of District Uttarkashi of Uttarkhand. The sample for the present study comprised of 80 primary and 80 secondary school teachers from various school located at Bhatwari block, Uttarkashi district of Uttarkhand selected randomly. There were equal numbers of male and female teachers.



## TOOLS USED

The investigator has used Teacher Attitude Scale Towards Inclusive Education developed and standardised by Vishal Sood and Arti Ananad as a tool for collecting the data in the present study. The Scale consists 47 items with the combination of Positive items 29 and Negative items 18. The scale has been constructed followed by three point scale i.e. Agree (A), Neutral (N) and Disagree (D).

## STATISTICAL TECHNIQUES

The data collected has been analyzed, Mean, Standard Deviation and t test.

## ANALYSIS AND INTERPRETATION

**Table-1: Shows the difference between the attitudes of the Primary and Secondary School Teachers towards Inclusive Education.**

Group	Number	Mean	Standard Deviation	Mean Difference	SEd	Df	T-Value	Result
Primary school Teacher	80	113	10.181	2.15	1.593	158	1.343	Not significant at 0.05 level
Secondary School Teacher	80	115.15	9.967					

From the table 1 that Mean and Standard Deviation of Primary school teachers are 113 and 10.181 respectively. Similarly same for secondary school teachers are 115.15 and 9.967 respectively. The calculated t-value 1.343 is less than the tabulated t value (1.96) at 0.05 level of significance. It indicates no significant difference between the attitudes of the Primary and Secondary School Teachers towards Inclusive Education at 0.05 level of significance.

**Table-2: Shows the difference between the attitudes of male Primary and male Secondary School Teachers towards Inclusive Education.**

Group	Number	Mean	Standard Deviation	Mean Difference	SEd	Df	T-Value	Result
Male Primary school Teacher	40	113	10.751	1.56	2.420	78	.6446	Not significant at 0.05 level
Male Secondary School Teacher	40	114.56	10.897					

From the Table 2 that Mean and Standard Deviation of male Primary school teachers are 113 and 10.751 respectively. Similarly same for male secondary school teachers are 114.56 and 10.897 respectively. The calculated t-value .6446 is less than the tabulated t value (1.96) at 0.05 level of significance. It indicates no significant difference between the attitudes of male Primary and male Secondary School Teachers towards Inclusive Education at 0.05 level of significance.

**Table-3: Shows the difference between the attitudes of male Primary and female Secondary School Teachers towards Inclusive Education.**

Group	Number	Mean	Standard Deviation	Mean Difference	SEd	Df	T-Value	Result
Male Primary school Teacher	40	113	10.751	2.78	2.206	78	1.260	Not significant at 0.05 level
Female Secondary School Teacher	40	115.78	8.898					

From the table 3 that Mean and Standard Deviation of male Primary school teachers are 113 and 10.751 respectively. Similarly same for female secondary school teachers are 115.78 and 8.898 respectively. The calculated t-value 1.260 is less than the tabulated t value (1.96) at 0.05 level of significance. It indicates no significant difference between the attitudes of male Primary and female Secondary School Teachers towards Inclusive Education at 0.05 level of significance.

**Table-4: Shows the difference between the attitudes of female Primary and female Secondary School Teachers towards Inclusive Education.**

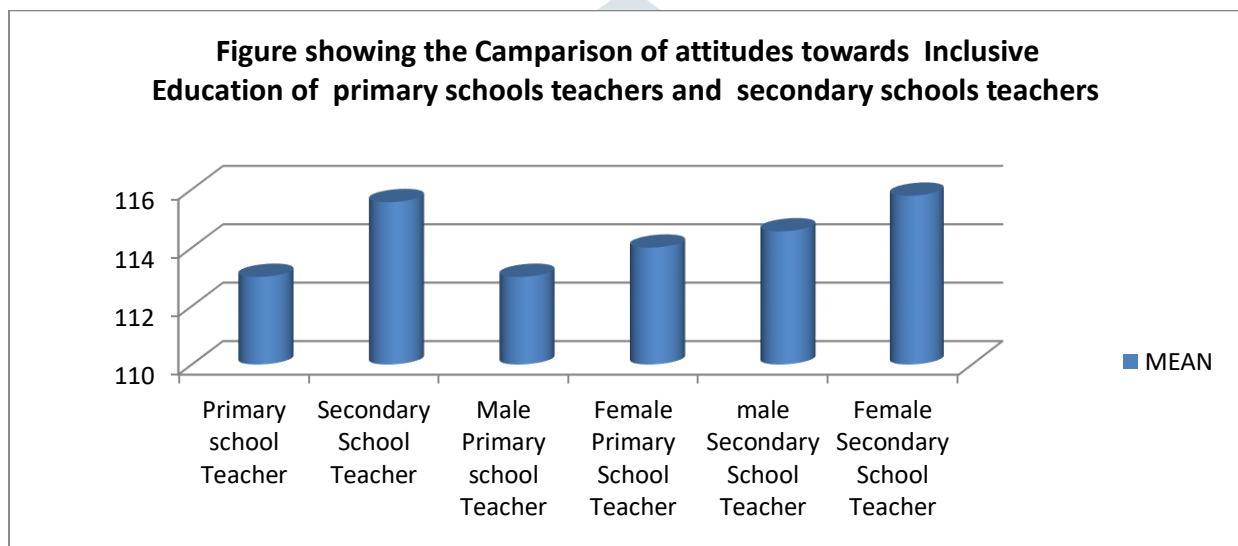
Group	Number	Mean	Standard Deviation	Mean Difference	SEd	Df	T-Value	Result
Female Primary school Teacher	40	114	9.562	1.78	2.064	78	.862	Not significant at 0.05 level
Female Secondary School Teacher	40	115.78	8.898					

From the table 4 that Mean and Standard Deviation of female Primary school teachers are 114 and 9.562 respectively. Similarly same for female secondary school teachers are 115.78 and 8.898 respectively. The calculated t-value .862 is less than the tabulated t value (1.96) at 0.05 level of significance. It indicates no significant difference between the attitudes of female Primary and female Secondary School Teachers towards Inclusive Education at 0.05 level of significance.

**Table-5: Shows the difference between the attitudes of female Primary and male Secondary School Teachers towards Inclusive Education.**

Group	Number	Mean	Standard Deviation	Mean Difference	SEd	Df	T-Value	Result
Female Primary school Teacher	40	114	9.562	.56	2.292	78	.244	Not significant at 0.05 level
Male Secondary School Teacher	40	114.56	10.897					

From the table 5 that Mean and Standard Deviation of female Primary school teachers are 114 and 9.562 respectively. Similarly same for male secondary school teachers are 114.56 and 10.897 respectively. The calculated t-value .244 is less than the tabulated t value (1.96) at 0.05 level of significance. It indicates no significant difference between the attitudes of female Primary and male Secondary School Teachers towards Inclusive Education at 0.05 level of significance.



## FINDINGS OF THE STUDY

1. Attitude of secondary school teachers are more stable and reliable compare to teachers of primary level.
2. There is no significant effect of primary and secondary school teachers on attitude towards inclusive education.
- 3- Male Secondary school teachers are having favorable attitude towards inclusive education then the male primary school teachers.
4. Female Secondary school teachers are having favorable attitude towards inclusive education then the male primary school teachers
5. The male secondary school teachers were found to be a little more positive in their then female primary school teacher's attitude towards inclusive education.
6. Female Secondary school teachers are having favorable attitude towards inclusive education then the female primary school teachers

## CONCLUSION

The finding of this study is also corroborated with a study on a comparative study of attitude of primary and secondary school teachers towards inclusive education conducted by- Dr. Parkash J. & Sushma H.(2016),They also reported that the attitude of secondary school teachers are more favorable than that of Primary school teachers towards inclusive Education. Figure showing of this study Female primary and secondary schools teachers are more favorable attitude towards inclusive education than male primary and secondary school teachers.

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