



# A STUDY OF SPECIAL EDUCATION TEACHER'S ATTITUDES TOWARDS INCLUSIVE EDUCATION IN SIRSA DISTRICT

<sup>1</sup>Dr. Gourav Sharma, <sup>2</sup>Mr. Chhottu Ram

<sup>1</sup>Assistant Professor, Shri Khushal Das University, Hanumangarh, Rajasthan

Mail id- gouravsharma604@gmail.com

<sup>2</sup>Ph.D. Scholar, Mail id- crjangra15@gmail.com

## Abstract

This study investigated teachers' attitudes towards inclusive education in relation to demographics (gender and age) and their occupational stress levels. The Opinions Relative to the Integration of Students with Disabilities (ORI), which examines the attitudes of teachers towards the inclusion of students with disabilities in mainstream schools. Teachers' gender, age and occupational stress served as independent variables. Teachers demonstrated marginally positive attitudes towards inclusion, which were correlated with their age. Specifically, younger teachers expressed more positive attitudes than their older colleagues. However, no differences were detected between men and women. Furthermore, relatively high levels of stress were observed, while the specific stressors were detected. Finally, teachers' attitudes were partly correlated to occupational stress, as less positive attitudes towards inclusive education were associated with increased levels of stress.

**Keywords: inclusive education; teachers' attitudes; teachers' occupational stress**

**\* Research Scholar – Shri Khushal Das University, Hanumangarh (Rajasthan)**

**\*\* Associate Professor- Shri Khushal Das University, Hanumangarh, Rajasthan**

## INTRODUCTION

Education is as old as human race it has been playing a very dominant role in bringing the desire changing in the society since its inception. That is why the right of education finds a place constitution in fundamental for every citizen. In 1945 the League of Nations adopted the University Declaration of Human Rights. In the field of education, article 26 of Declaration proclaims the right of every citizen to an appropriate education regardless of gender, race, color and religion. This right is also enshrined in the constitutions of all independent nations. In almost every country, children and adults are being excluded from



formal education altogether, some of those who go to school do not complete. They are gradually and deliberately pushed out of the school system because schools are not sensitive to their learning styles and backgrounds. In gesture of sympathy some children are sorted out into categories and placed in separate special schools, away from their peers. This has led to the development of two separate systems of education within countries, regular and special education. However in recent years the rationale for having two parallel national systems of education has been questioned and the foundations of 'special education have begun to crumble.

### **TYPES OF ADAPTATION FOR INCLUSIVE EDUCATION**

1. Time: Adapt the time allotted and allowed for learning, task completion or testing. For example: Individualize a timeline for completing a task; face learning differently (increase or decrease) for some learners.
2. Size: Adapt the number of items that the learner is expected to learn or complete. For example: Reduce the number of social studies terms a learner must learn at any one time.
3. Level of Support: Increase the amount of personal assistance with a specific learner. For example: Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.
4. Input: Adapt the way instruction is delivered to the learner. For example: Use different visual aids, plan more concrete examples, provide hands-on activities, and place students in cooperative groups.
5. Difficulty: Adapt the skill level, problem type, or the rules on how the learner may approach the work. For example: Allow the use a calculator to figure math problem; simplify task direction change rules to accommodation learner needs.
6. Output: Adapt how the student can respond to instruction. For example: Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands-on materials.
7. Participation: Adapt the extent to which a learner is actively involved in the task. For example: In geography, has a student hold the globe, while others point out locations.
8. Alternate: Adapt the goals or outcome expectations while using the same material. For example: In social studies, expect a student to be able to locate just the states while others learn to locate capitals as well.
9. Substitute curriculum: Provide different instruction and materials to meet student individual goals. For example: During a language test, one student is learning computer skills in computer lab.



## **INCLUSIVE EDUCATION IN INDIA**

Both full-fledged inclusive education programmes and quasi-inclusive programmes are being practiced in various forms by different organizations in India. An ideal inclusive education concept aims at facilitating total integration of the child in the community.

## **INCLUSIVE EDUCATION AND NCERT**

To facilitate access to quality education, UNESCO and government of India proposes to set up an International Centre for Special Needs education in New Delhi to cater to the Asia Pacific region. The Centre is to be set up in the Campus of the National Council of Educational Research and Training and will focus initially on the South-Asian countries which have large number of children with special educational need.

## **NATIONAL POLICIES AND INCLUSIVE EDUCATION**

The concept of inclusion has been finding its reference in many national education documents in India. The article 45 of the Constitution of India is assuring better services to persons with disabilities. The Education Commission Report (1964-66) recommended placement of the disabled child, 'as far as possible' in ordinary schools. The National Policy on Education (NPE) (1986) included a full chapter on "Education of the Handicapped" and formulated guideline for action. The NPE strongly emphasized the need of interrelated education programmes through IEDC (1974). Therefore, efforts for inclusive education were persistently made.

## **STATEMENT OF PROBLEM:**

**"A STUDY OF SPECIAL EDUCATION TEACHERS' ATTITUDE TOWARDS INCLUSIVE EDUCATION"**

## **OPERATIONAL DEFINITIONS**

**1. Special Education Teacher Attitude:** The word attitude is defined within the frame work of social psychology as a subjective on mental preparation fraction. It defines out word and visible posture and human beliefs attitude determine what each individual will see, hear and think.

**2. Inclusive Education:** Inclusive education is asset of values, principles and practices that seeks more effective and meaningful education for all students, regardless of whether they have exilptionlity labeesor not (Micheal F. Giangreco) (1997)



## **OBJECTIVE**

1. To study and compare the difference between primary-and upper primary special education teachers' attitude towards inclusive education.
2. To study and compare the difference between male and female special education teachers' attitude towards inclusive education.
3. To study and compare the rural and urban of special education teachers' attitude towards inclusive education.

## **HYPOTHESIS**

1. There is no significant difference between primary and upper primary special education teachers' attitude towards inclusive education.
2. There is no significant difference between male and female of special education teachers' attitude toward inclusive education.
3. There is no significant difference between rural and urban special education teachers' attitude towards inclusive education.

## **MAJOR FINDING**

1 There exists significant difference between standard table at both levels of significance. Therefore, the hypothesis attitude of primary & upper primary special education teachers towards inclusive education, because the calculated 't' value is more than the special education teachers towards inclusive education, because the calculated 't' value is more than the standard table at both levels of significance. Therefore, the hypothesisno.1 is rejected. The mean value of attitude of upper primary special education teachers is more than the attitude of primary special education teachers, therefore the attitude of upper primary special education teachers is greater than primary special education teachers.

**2. In hypothesis No. 2** There exist significant difference between attitude of male and female special education teachers towards inclusive education, because the calculated 't' value is more than the standard table value at both levels of significance, therefore hypothesis no. 2 is rejected. The mean value of attitude female special education teachers is more than attitude of male special education teachers, therefore the attitude of female special education teachers is greater than male special education teachers.

**3. In hypothesis No. 3** There exist significant difference between attitude of rural and urban special education teachers towards inclusive education, because the calculated 't' value is



more than the standard table value at both levels of significance, therefore hypothesis no. 3 is rejected. The mean value of attitude of special education teachers is more than rural special education teachers. Therefore, the attitude of urban special education teachers is greater than rural special education teachers towards inclusive education.

### **METHOD AND PROCEDURE METHODOLOGY**

In any research project the methods of the study is very important to conclude the results. In the research study a questionnaire as measuring tool was prepared by the researcher a standardized the same and applied on the sample.

The present investigations have the survey such technique to collect the data from 200 Special Education teachers (100 primary & 100 Upper Primary). In this study the survey research deals with selection of sample, tool used in the form of questionnaire, procedure for data collection and statistical techniques to find the result were used.

This study used designed to analyze the attitude teachers on inclusive education. For fulfil the above purpose and collect the information about teachers on inclusive education tools was developed S.D. and t- test were carried out of find out the effect to age income, educational level, teachers' attitude towards inclusive education.

### **3.1 POPULATION**

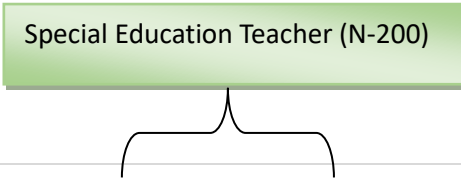
All the primary & upper primary special education teachers working in Sirsa District constituted the population of the research.

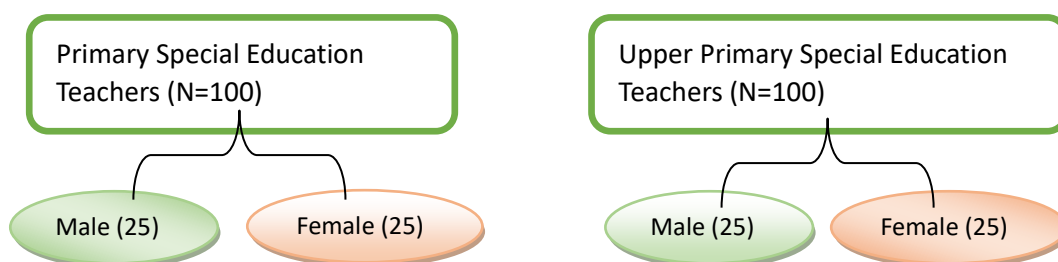
### **3.2 SAMPLE**

The standardized scale of teacher attitude scale toward inclusive education is administered to random sample of 100 Primary and 100 upper primary special education teacher and further divided into equal number of male and female and further divided into equal number of rural & urban school teachers of Primary and Upper Primary Schools.

### **3.3 SAMPLE DESIGN**

Special Education Teacher (N-200)





### 3.4 TOOLS USED

Teacher attitude scale towards inclusive education author by Dr. Sood. V. & Dr. Anand Aarti was used.

### DEVELOPMENT OF ATTITUDE SCALE

Keeping these four broad areas in consideration, the investigators developed the attitude scale by employing following steps:

### ANALYSIS AND INTERPRETATION OF DATA

The next step in the process of research after collection of data is organization, analysis and interpretation of data and formulation of conclusions and generalization to get meaningful picture out of the raw information collected. The analysis and interpretation of the application of deductive and inductive logic to the research process. Analysis of data included comparison of the outcome of the various treatments upon the several members and making of the decision as to the achievement of the goals of research. It means to study the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factor in to similar parts and putting the parts together in new arrangement for the purpose of interpretation.

It is difficult task to search truth from raw data unless treated significantly with the help of statistical analysis. To find out the Special Education teachers' attitude towards inclusive education, correlation was found out. For difference, t-ratio has been found out. The observed values were compared with critical values at 0.05 and 0.01 levels at know whether the results are significant or not. The analysis of data was carried out in the following manner:

**Hypothesis No 1:** There is no significant difference between primary and upper primary special education teachers' attitude towards inclusive education.

Table 4.1

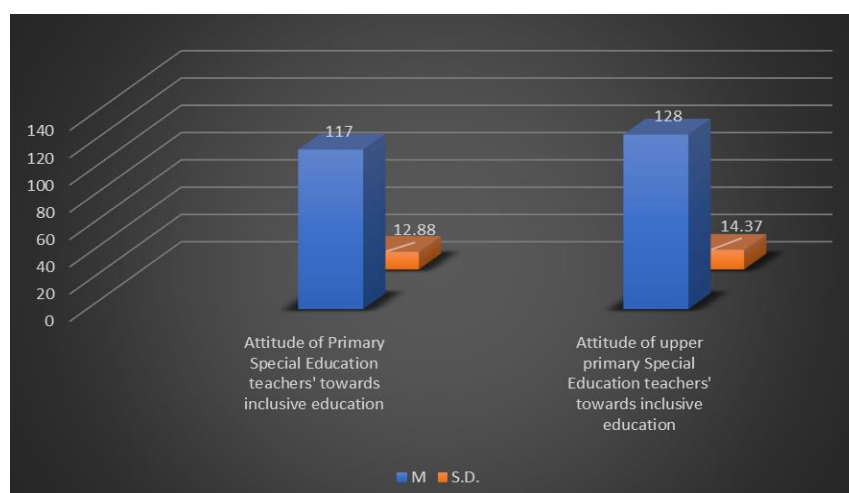


Mean, S.D. & 't' value of Primary & Upper Primary Special Education Teachers' Attitude Towards Inclusive Education

Nature of Variable Attitude of	N	M	S.D.	df	t-value	Level of significance
Primary school teachers' towards inclusive education	100	117	12.88	198	5.72	Significant at both levels i.e. .05 & .01
Attitude of upper primary school teachers' towards inclusive education	100	128	14.37			

**Interpretation of hypothesis no. 1** The mean and S.D of attitude of primary and upper primary special education teachers towards inclusive education is 117, 128 and 12.88, 14.37 respectively. The calculated 't' values is 5.72 which is more than standard able value at df 198 which is 1.97 and 2.60 at 0.5 and 0.1 level of significance. Therefore, the hypothesis no 1. Is rejected and this is a significant difference between attitude of primary and upper primary special education teachers towards inclusive education. The mean value of upper primary special education teachers is more than primary special education teachers. Therefore it is confirmed that the attitude of upper primary special education teachers towards inclusive education is more than attitude of towards inclusive education primary special education teachers.





**Hypothesis No. II:** There is no significant difference between male and female special education teachers' attitude towards inclusive education.

Table 4.2

Mean, S.D. & 't' value of Male and Female Primary School Teachers' Towards Inclusive Education

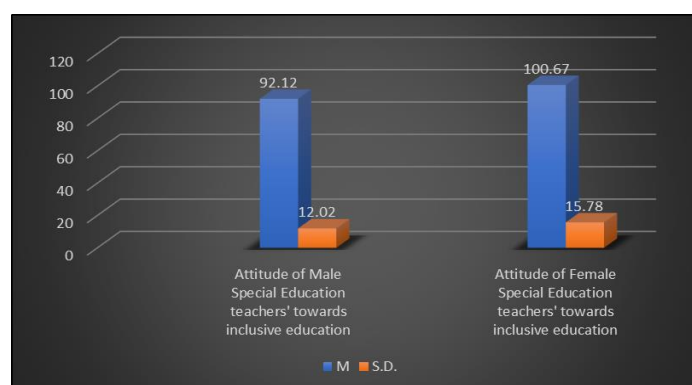
Nature of Variable	N	M	S.D.	df	t-value	Level of significance
Attitude of Male Special Education teachers' towards inclusive education	50	92.12	12.02	98	3.05	Significant at both levels i.e. .05 & .01
Attitude of Female Special Education teachers' towards inclusive education	50	100.67	15.78			

Interpretation in hypothesis no. II the mean and S.D. of attitude of male and female Special Education teachers towards inclusive education is 92.12, 100.67 and 12.02 and 15.78 respectively. The calculated 't' values is 3.05 which is more than standard table value at df 98,



which is 1.98 and 2.63 a.05 and .01 level of significance. There the hypothesis no. II is rejected & there is a significant difference between attitude level of male and female special education teachers towards inclusive education. The mean value of female special education teachers is more than male special education teachers'. Therefore it is confirmed that the female special education teachers' attitude towards inclusive education is more than attitude of male special education teachers towards inclusive education.

Figure 4.2



**Hypothesis No. III:** There is no significant difference between rural and urban Special Education teachers' attitude towards inclusive education.

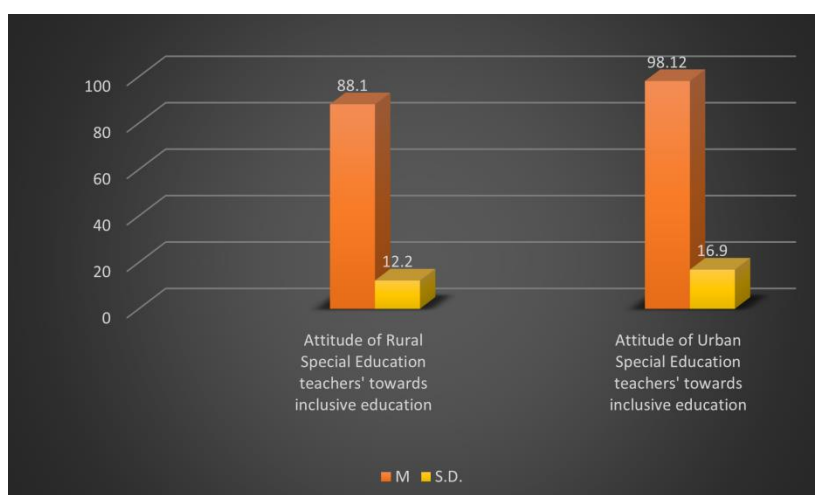
Table 4.3

Mean, S.D. & 't' value attitude of Rural and Urban Special Education Teachers' Towards Inclusive Education.

Nature of Variable	N	M	S.D.	df	t-value	Level of significance
Attitude of Urban Special Education teachers' towards inclusive education	50	88.10	12.20	98	3.40	Significant at both levels i.e. .05 & .01
Attitude of Rural Special Education teachers' towards inclusive education	50	98.12	16.90			

**Interpretation of hypothesis No. III** the mean and S.D. of attitude of rural and urban Special Education teachers towards inclusive education is 88.10, 98.12 and 12.20 & 16.90 respectively. The calculate 't' value is 3.40 which is more than standard table value at df 98 which is 1.98 & 2.63 at .05 & 01 level of significance. Therefore the hypothesis no. III is rejected. There is a significant difference between attitude of rural and urban special education teachers towards inclusive education. The mean value of attitude of urban special education teachers towards inclusive education is more than attitude of rural special education teachers towards inclusive education. Attitude of urban special education teachers towards inclusive education is more than rural special education teachers towards inclusive education.

Figure 4.3



## Conclusion

Based on the findings of this study, it is concluded that the teachers have moderate to favorable attitude towards inclusive education. Findings of this study provide evidence that pre- service teachers having a more favourable attitude towards inclusive education than the attitude of in-service teachers and gender of teachers does not affect their attitude towards inclusive education and both male and female teachers have the approximately same level of attitudes towards inclusive education. The findings of the present study led the researcher to conclude that urban teachers are a more favourable attitude towards inclusive education than rural teachers.



## **References**

- Agbenyega, Joseph. "Examining Teachers' Concerns and Attitudes to Inclusive Education in Ghana." *International Journal of whole schooling*, vol. 3, no. 1, 2007, pp.
- Balboni, Giulia, and Luigi Pedrabissi. "Attitudes of Italian Teachers and Parents toward School Inclusion of Students with Mental Retardation: The Role of Experience." *Education and Training in Mental Retardation and Developmental Disabilities*, vol. 35, no. 2, 2000, pp.
- Bansal, Sneha. "Understanding Teachers' Perspective of Inclusive Education for Children with Special Needs (CWSN)." *Educational Quest* An International Journal of Education and Applied Social Sciences.
- Bansal, Sonam. "A Study of Attitude of Primary School Teacher towards Inclusive Education." *International Journal of Education*.
- Bhakta, Deb Kumar, and Buddhadeb Shit. "Assessment of School Teachers' Attitude towards Inclusion of Special Educational Need (SEN) Children in Regular Classroom." *International Journal of Humanities & Social Science Studies*.
- Dash, Neena. *Inclusive Education: For Children with Special Needs*, Atlantic Publishers & Distributors, 2019.
- Bindhu, C.M., and K.P. Niranjana. "Attitude of Prospective Teachers at Primary Level towards Inclusive Education."
- Cassady, Jennifer M. "Teachers' Attitudes toward the Inclusion of Students with Autism and Emotional Behavioral Disorder." *Electronic Journal for Inclusive Education*, vol. 2, no. 7, 2011.
- Castello, Shane, and Christopher Boyle. "Pre-service Secondary Teachers' Attitudes towards Inclusive Education." *Australian Journal of Teacher Education*, vol. 38, no. 4, 2013.
- Chavhan, Rekha. "Student Teachers' Attitude towards Inclusive Education." *Scholarly Research Journal for Interdisciplinary Studies*, vol. 1, no. 5, 2013, pp. 1221-1226.
- Daane, C.J., et al. "Administrators' and Teachers' Perceptions of the Collaborative Efforts of Inclusion in the Elementary Grades." *Education*, vol. 121, no. 2, 2000