

**SHODH SAMAGAM**

ISSN : 2581-6918 (Online), 2582-1792 (PRINT)



## A Critical Study of Senior Secondary School Teachers attitude towards Inclusive Education

Mohd Sadiq Ali Khan, Ph.D., Gopal Narayan Dwivedi, Research Scholar,  
Department of Education  
Sanskriti University, Mathura, Uttar Pradesh, INDIA

### ORIGINAL ARTICLE



#### Authors

Mohd Sadiq Ali Khan, Ph.D.  
Gopal Narayan Dwivedi, Research Scholar

shodhsamagam1@gmail.com

Received on : 03/01/2024  
Revised on : -----  
Accepted on : 04/03/2024  
Overall Similarity : 03% on 26/02/2024



#### Plagiarism Checker X - Report

Originality Assessment

Overall Similarity: **3%**

Date: Feb 26, 2024

Statistics: 75 words Plagiarized / 2902 Total words

Remarks: Low similarity detected, check with your supervisor if changes are required.



### ABSTRACT

*The Right to Free and obligatory Education (RTE) Act of 2009 requires free and obligatory elementary education for all children, including CWSN. This legislation establishes a legislative framework that guarantees all children aged 6 to 14 years free and compulsory enrolment, attendance, and completion of elementary school. Section 3 (2) of the RTE Act focuses on the primary education of children with disabilities. The education of students with different abilities begins with separation, integration, and finally inclusion. According to a report by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2019), 27% of children with special needs (CWSN) aged 5 to 19 years. About 12% had never attended an educational institution and had dropped out of school.. In this study, the investigator used the descriptive survey method. The sample comprises of 150 Senior Secondary school teachers of Aligarh district Uttar Pradesh. Data were collected using the stratified random sampling approach. The investigator created his own questionnaire to assess secondary school teachers' attitudes towards inclusive education. In this study, data was analysed using Mean, SD, and t-tests. The study found that SENIOR secondary school teachers have a moderate attitude towards inclusive education, neither favourable nor unfavourable. The survey found a considerable disparity in attitudes towards inclusive education among rural and urban instructors. The survey found no substantial difference in attitudes towards inclusive education among male and female secondary school teachers.*

## KEY WORDS

*Inclusive Education, Teacher Attitude, Senior Secondary Schools, National Education Policy.*

## INTRODUCTION

Education is a right for all children, regardless of disability, as it prepares them to face life's obstacles. Growing up with a knowledge of our surroundings is essential for education. Human rights have the potential to affect the environment and promote positive social change. To achieve education for all, all children need access to high-quality education. The UNESCO Convention against Discrimination in Education (1960) and other international human rights treaties, including the Universal Declaration of Human Rights (1946), Convention on the Rights of the Child (1989), and UN Convention on the Rights of Persons with Disabilities (2006), prohibit exclusion from educational opportunities based on gender, ethnic origin, language, religion, nationality, or socioeconomic status. Conditions, abilities, etc. Education for differently abled pupils progresses from segregation to integration, and finally inclusion. In India, inclusive education began in 2001 with the Sarva Shiksha Abhiyan (SSA), whereas it is not a new concept in Western countries. Integrated education in India began with Integrated Education for Disabled Children (IEDC) in 1974. Inclusive education is among them. According to EFA (2000), inclusive education is a critical strategy for addressing marginalization and exclusion. EFA prioritizes providing equal learning opportunities for all children. Inclusive Education prioritizes providing opportunities for all children to learn together.

Inclusive education aims to include all children in the educational process. Inclusive education, sometimes known as special education, aims to address the needs of students who have historically been excluded or marginalized in the classroom. Inclusive education, sometimes known as special education, aims to address the needs of students who have historically been excluded or marginalized in the classroom. Inclusive education allows children with and without impairments to learn together in the same classes. Research indicates that allowing children with impairments to attend classrooms alongside peers without disabilities leads to positive outcomes. Improving cultures, policies, and practices involves more than just addressing knowledge barriers for learners. Education system and educational institutions, hence they are receptive to diversity.

## Meaning of Inclusive Education

The term "inclusion" refers to the practice of involving a person in group activities so that he has equal access to all opportunities as any other member of the group. In other words, inclusion is accepting all types of learners, whether they are impaired, non-disabled, gifted, backward, maladjusted, and so on.

## What is Inclusive Education?

Inclusive education entails offering equal chances to all learners, whether disabled or not, in a regular classroom setting. In an inclusion context, all students learn together, with an emphasis on the learners' skills rather than their impairments. In inclusive education, all learners participate equally in academic and co-curricular activities. In an inclusive environment children with special needs spend most of their time with normal children.

## Definition of Inclusive Education

According to the National Commission on Special Needs in Education and Training (NCSNET), inclusive education is a learning environment that promotes the full personal, academic, and professional development of all learners, regardless of race, class, gender, disability, religion, sexual orientation, learning styles, or language.

## Scope of Inclusive Education

- It involve all children, including healthy children, sick children, children of migrant workers, children from tribal communities, and so on.
- Inclusive education creates a comfortable environment for all students.

- Encourage education for disabled girls.
- Promote ICT-based technology for impaired students.
- Implement a curriculum adaption approach.
- All learners receive education depending on their needs.
- The school will provide special programmes for impaired students.
- Aids and equipment must be provided to impaired students so that their basic needs can be met.

## Need and Significance of Inclusive Education

Qualitative education provides more benefits than quantitative education. Inclusive education is essential for improving educational quality. Quality education is feasible when all learners have equal educational chances. The following points demonstrate the need and importance of inclusive education:

- **Skill Development:** An inclusive setting fosters collaboration and tolerance skills among learners. Students can learn about one other's personalities in an accepting setting.
- **Confidence Development:** Inclusive education offers a less restrictive setting for impaired learners, allowing them to share their perspectives and engage in typical activities. As a result, it promotes the growth of confidence among impaired students.
- **Development of Society:** Strengthening the education system leads to societal development. Inclusive education enables educational system improvement. A better education system promotes student progress and allows them to have a beneficial impact on society.
- **Development of Nation:** Marginalization, poverty, and discrimination hinder national growth. All of these factors can be avoided through inclusive education, allowing the nation to flourish positively.
- Universalization of education requires inclusive education. According to the Sarva Sikhaya Abhiyan (SSA), universal education cannot be realized without inclusion.
- Inclusive education is essential for achieving social equality. Inclusive education provides equal opportunity for all students. In an inclusive environment, all learners, disabled or non-disabled, have equal chances and responsibilities. As a result, inclusive education promotes social equality.

## Literature Review

**Ferguson** (2008) believes that trends point to negative outcomes, particularly for minority kids and students with certain types of disabilities. The newest challenge is to make inclusive practices accessible to everyone, everywhere, and at all times.

**Michael Arthur-Kelly et al.** (2008) propose that interpersonal variables are crucial to improving educational support for students with multiple impairments.

**Chhabra, Srivastava, and Srivastava** (2010) conducted a study to assess instructors' views and concerns about include children with disabilities in the regular classroom. The findings show that Botswana instructors have rather negative opinions toward inclusive education. A significant association was found between attitudes and worries ( $r = .323$ ). The findings also show that many ordinary teachers are unprepared and scared of working with students with disabilities in regular classes, resulting in frustration, resentment, and unfavorable attitudes toward inclusive education because they believe it will lead to lower academic standards.

**Khan, A. T.** (2011) conducted a study on secondary school teachers' attitudes and knowledge of inclusive education in Bangladesh. This study's quantitative and qualitative findings indicate that secondary school teachers generally support inclusive education for students with special needs. The study found that most Bangladeshi secondary school instructors supported the inclusion of such youngsters in normal classes.

**Belapurkar, M. A., and Phatak, V. S.** (2012) conducted a study on the knowledge and attitudes of school teachers towards inclusive education. The study found that instructors in both rural and urban areas have a slightly negative attitude towards inclusive education training and curriculum.

**Alovic, D. & Brojcin, B. & Glumbric, N.** (2014). Teachers of inclusive education in Vojvodina”. The results are generally Participants had neutral attitudes and more positive expectations towards inclusive education. About the built-in results, the study also found that high schools and kindergartens also includes teachers with positive professional experience Those around them reported more positive attitudes toward IE.

**Kaur, M. & Kaur, K.** (2015) said that there was no significant difference opinions among male and female middle school teachers regarding attitudes toward inclusion, education. This study also shows that there are significant differences between rural and urban Junior high school teachers’ attitudes toward inclusive education.

**Kumar, A.** (2016) conducted a study titled “Exploring Teachers’ Attitudes towards Inclusion”. Education system”. The main finding of the study is the large differences between rural areas and urban inclusive education teachers. This study also concludes that this is the case, significant differences between male and female teachers, low experience and high experience teachers on the path to inclusive education.

## Need and Significance of the Study

Inclusive education is an integral component of all education systems. There should be more opportunity to all pupils in normal classrooms at the same schools. Inclusive education in our country is facing significant obstacles. To successfully address the difficulties it is very vital to strengthen the various aspects of inclusive education:

- This study aims to understand secondary school teachers’ attitudes towards inclusive education in Aligarh Uttar Pradesh.
- The researcher created attitude questionnaires for secondary school teachers to aid future research on inclusive education.
- The study’s findings will raise awareness of inclusive education among both the state and central Governments.
- The study’s findings on secondary school teachers’ attitudes towards inclusive education can help the Government and policy makers modify policies and ideas to successfully implement inclusive education in India.

## Purpose of the Study

1. To determine the attitudes of secondary school teachers toward inclusive education.
2. To Compare male and female secondary school teachers’ attitudes on inclusive education.
3. To Compare rural and urban secondary school teachers’ attitudes towards inclusive education.
4. To determine the attitude of experienced teachers towards inclusive education compared to those with less expertise.

## Hypothesis of the Study

- H<sub>01</sub>:** There is no favourable attitude among Secondary Schools Teachers towards inclusive education.
- H<sub>02</sub>:** There is no significant difference in attitudes towards inclusive education among male and female secondary school teachers in Aligarh district.
- H<sub>03</sub>:** There is no substantial difference in attitudes towards inclusive education among rural and urban secondary school teachers in Aligarh district.
- H<sub>04</sub>:** There is no substantial variation in teachers’ attitudes towards inclusive education in Aligarh district, regardless of their teaching experience level.

## Methodology of the Study

### Method of the Study

The researchers utilized a descriptive survey strategy in this investigation. Investigators collected, analysed, and interpreted data using various descriptive survey research instruments, techniques, strategies, and methods.

### Population of the Study

The study population included all male and female secondary school teachers in Aligarh district Uttar Pradesh (India).

### Sample of the Study

The sample included 150 secondary school instructors, with 81 male and 69 female teachers.

### Sampling Technique

The stratified random sampling technique has been used in the selection of sample.

### Tool for the Study

The investigator employed a self-created questionnaire to collect data in this investigation. The scale consists of 30 elements, with a combination of positive (18) and negative Items: (12). The scale was built using a five-point Likert scale: Strongly Agree (S.A.), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree.

### Techniques for Data Analysis

The present study's investigator analysed data using Mean, SD, and the t-test.

### Data Collection Procedure

150 secondary school teachers from 5 rural and 5 urban locations were administered tools based on previous planning. The investigator alerted the authorities of the involved schools well in advance about the data collecting. The investigator carefully conveyed the instructions to secondary school teachers in staff rooms on what to do and how to rate the scale items. There was no time limit for rating the objects on the scale. The school teachers were told to grade all elements on the scale to assess their overall attitude toward Inclusive Education. All secondary school instructors completed the rating scale and carefully collected their completed copies. The researcher collected 150 questionnaires from ten selected secondary schools and determined the total score by comparing each item's value. The researcher utilized a predetermined technique to assess each questionnaire item. The researcher utilized a direct scoring approach (5-4-3-2-1) for positive items and a reverse scoring method (1-2-3-4-5) for negative items to calculate the scores for each questionnaire item. The investigator handled the entire questionnaire computation process with care.

## Analysis & Interpretations of Data

**H<sub>01</sub>:** There is no favourable attitude among Secondary Schools Teachers towards Inclusive Education.

**Table No 1:** Shows the Number, Mean and S.D of the Total Teachers

Group	Number	Mean	S.D
Teachers	152	106.12	9.10

(Source: Primary Data)

Mean + Standard Deviation = 106.12 + 9.10 = 115.22

Mean – Standard Deviation = 106.12 – 9.10 = 97.02

**Table No. 2:** Shows the Level of Test Attitude of the Teachers based on the Cut Off Point

Scores	Frequency	Percentage(%)	Level of Anxiety
More than 139.45	06	4	Favourable
Between 106.48 –19.45	135	90	Moderate
Below- 106.48	9	6	Unfavourable
<b>Total</b>	<b>150</b>	<b>100</b>	

(Source: Primary Data)

The table shows that out of 152 Senior Secondary School Teachers, 4% scored above 115.22, approximately 90% scored between 97.02 and 115.22, and 6% scored below 97.02 on the researcher-created Attitude Measurement Questionnaire. The majority (90%) of Senior secondary school teachers in Aligarh district Uttar Pradesh, have a moderate attitude towards inclusive education, scoring between 97.02 and 115.22.

**H<sub>02</sub>:** There is no significant difference between male and female secondary school teachers' attitudes towards inclusive education in Aligarh district.

**Table 3:** Shows the Difference Between Male and Female Secondary School Teachers' Attitudes towards Inclusive Education

Group/Variable	N	Mean	S.D	Mean Difference	SED	Df	t-value	Result
Male	80	016.81	10.376	1.484	1.491	148	0.995	Not significant
Female	70	105.32	07.324					

(Source: Primary Data)

\*Significant at 0.05, \*\* Significant at 0.01 and @ Not Significant (Table Value of 't' against df (148) at 0.05 level = 1.98 & at 0.01 level = 2.61)

0.05 And 0.01 level of significance (1.98 at the 0.05 level). The null hypothesis is accepted at 0.05 level, and the result is not significant. Male and female secondary school teachers had similar attitudes towards inclusive education. Male instructors in Aligarh district have a more positive attitude towards inclusive education compared to female teachers, as indicated by their Mean Score.

**H<sub>02</sub>:** There is no substantial difference in attitudes towards inclusive education among rural and urban secondary school teachers in Aligarh district.

**Table 3:** Shows the difference between Rural and Urban Senior Secondary School Teachers' Attitudes towards Inclusive Education

Group/Variable	N	Mean	S.D	Mean Difference	SED	Df	t-value	Result
Rural	73	107.79	11.44	3.28	1.46	148	2.24	Significant
Urban	77	104.51	5.612					

(Source: Primary Data)

\*Significant at 0.05, \*\* Significant at 0.01 and @ Not Significant (Table Value of 't' against df (148) at 0.05 level = 1.98 & at 0.01 level = 2.61)

Table 3 shows that the Calculate t-value (2.24) exceeds the 0.05 level of significance (1.98). The null hypothesis is rejected at 0.05 level, indicating significant results. There is a statistically significant difference in attitudes towards inclusive education among rural and urban secondary school teachers. The Mean Score indicates that rural secondary school teachers in Aligarhdistrict have a more positive attitude towards inclusive education than urban secondary school teachers.

**H<sub>03</sub>:** There is no significant difference in attitude among teachers with high teaching experience and less teaching experience teacher regarding their attitude towards Inclusive Education in Aligarh district.

**Table 4:** Shows the difference between less experience and high experience secondary. School teachers' attitudes towards inclusive education

Group/Variable	N	Mean	S.D	Mean Difference	SED	Df	t-value	Result
High	77	106.16	9.858	0.74	1.492	148	0.49	Not Significant
Less	73	106.08	8.296					

(Source: Primary Data)

Significant at 0.05, \*\* Significant at 0.01 and @ Not Significant (Table Value of 't' against df (148) at 0.05 level = 1.98 & at 0.01 level = 2.61

Table 4 shows that the Calculate value (.049) is lower than the table value at the 0.05 level of significance (1.98). The null hypothesis is accepted at 0.05, indicating that the result is not statistically significant. There is no substantial variation in attitudes towards inclusive education amongst teachers with less and more experience. Based on the Mean Score, high experience secondary school teachers in Aligarh district had a more positive attitude towards inclusive education compared to less experienced instructors.

### Key Finding of the Study

1. The survey found that secondary school teachers in Aligarh district, Uttar Pradesh, have a moderate attitude toward inclusive education.
2. The study found that male and female secondary school teachers have similar attitudes towards inclusive education. In the Aligarh area of Uttar Pradesh, secondary school teachers' attitudes on inclusive education are unaffected by gender.
3. The study found a considerable disparity between rural and urban secondary school teachers' attitudes towards inclusive education. It suggests that secondary school teachers' attitudes toward inclusive education in the Aligarh district are strongly influenced by their locality.
4. The study found no significant variation in secondary school teachers' attitudes towards inclusive education based on their teaching experience level (high or low). It suggests that teachers' experiences have no major influence on the attitude of secondary school teachers toward inclusive education in the district of Aligarh.

### CONCLUSION

Inclusive teaching is a prominent educational program in the school system. It provides equal opportunities to all children in normal classrooms. The survey found that secondary school instructors generally have a moderate attitude towards inclusive education. This study suggests that senior secondary school instructors should design inclusive education programs to apply knowledge and skills. Teachers must communicate clearly about the challenges of inclusive education, such as a shortage of assets collaboration between special and regular teachers, and inadequate training programs. Universal education requires comprehensive and integrated education for all pupils, including those who face challenges.

### REFERANCES

1. Chopra, R. (2008). Factors influencing elementary school teachers Attitude towards inclusive education, British Educational Research Association Annual Conference's.V, 2-4.
2. Chowdhury, P. (2015). *Creating inclusive schools*, Rita Book Agency, Kolkata, ISBN:978-93-84472-20-7, 1-8.
3. Degi, K. (2014). A study on Attitude of Teachers towards Inclusive Education in Arunachal Pradesh, Dept of Education Rajiv Gandhi University, Itanagar, 1-3.
4. Green, L.B. (2017). Teachers Attitudes toward Inclusive Classrooms, Doctoral Study Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Education, Walden University, 14-1
5. Kiriungi, L., R. Mwititi, and Mburugu (2014). "The Assessment of Public Primary School Teachers' Attitude towards Inclusion of Children with Hearing Impairment in Central Region of Kenya." *International Journal for Educational Research*, vol.2 (3)
6. Koul, L. (2013). *Methodology of Educational Research* (4th ed.): Noida: Vikas Publishing House Pvt. Ltd., pp-106-113

7. Mangal, S.K. (2012). “*Statistics in Psychology and Education*” (2nd ed.): New Delhi: PHI Learning Private Limited.
8. Monsen, J. J. and Frederickson, N., (2004). “Teachers attitude towards mainstreaming and their pupils perceptions of their classroom learning environment”, *Learning Environments Research*, pp-129-142.
9. Nayak, J., (2008). “Attitude of parents and teachers towards inclusive education”. *EDUTRACKS*, vol.7 (6), pp.18-20
10. Oluremi, F.D., (2015).”Attitude of teachers to students with special needs in mainstreamed public secondary schools in south-western Nigeria Ondo State, Nigeria”, *European Scientific Journal*, vol.11(10), pp-194-21
11. Pearce, M., Gray, J. & Campbell-Evans, G (2010). Challenges of the secondary school context for inclusiveteaching. *Issues in Educational Research*, 20(3)
12. State Council of Education Research and Training (SCERT) (2010). *Towards Inclusive Education*.
13. The Salamanca Statement and Framework for Action on Special Needs Education. World Conference on Special Needs Education: Access and Quality, Salamanca, Spain, 7-10 June 1994. UNESCO and Ministry of Education and Science, Spain 1994.
14. Titone, C. (2005). The philosophy of inclusion: Roadblocks and remedies. *Journal of Educational Thought*, 39(1), 7-32.

\*\*\*\*\*