

Teachers' Attitude towards Inclusive Education - A Comparative Study

Dr. Sushma H.B

Assistant Professor

School of Education

Central University of Karnataka

Sushmahaigar@gmail.com

09980095126

ABSTRACT

Inclusive education refers, enrolling children with disabilities into regular schools where, they play, learn and grow along with non-disabled peers with flexibility in all means. This however not considered enough, unless teachers' show positive attitude towards such inclusion. Thus the investigator in this paper aims to highlight the attitude of 55 male and 60 female teachers' towards inclusive education in Kalaburagi city with suggestion.

Keywords: *Inclusive education, School teacher.*

INTRODUCTION

Every year we celebrate World differently abled day on 3rd December, and much had been made both at international and national level not to keep them deprived. The 'Zero Rejection' policy adopted by the 'Sarva Shiksha Abhiyan' would ensure that no child is left out of the education system. The Indian equal opportunity and rights of person with disabilities ACT 1995, rule 26, has made to educate such special children up to age of 18 years under appropriate environment. This has given rise to a new approach called inclusive education. The philosophy behind inclusive education is to promote opportunities for all children to

participate, learn and have equal treatment, irrespective of their mental or physical abilities.

NEED AND IMPORTANCE OF THE STUDY

Children with disabilities and special needs also have the right to education just as normal children. To educate such special children under normal classroom along with non-disabled tends to know the attitude of teachers' towards inclusive education.

STATEMENT OF PROBLEM

“Teachers' attitude towards inclusive education - A Comparative Study”

OPERATIONAL DEFINITION OF KEY TERMS

Inclusive Education – Is defined as, all children irrespective of their strengths and weaknesses will be a part of mainstream education.

School Teacher- Person who teaches in school.

LITERATURE REVIEW

Bhatnagar and Das (2013) conducted a survey of 470 regular school teachers in Delhi, India and reported that these teachers had a moderate level of concerns to implement inclusive education in their schools. While the teachers were not concerned about increased workload due to inclusion, an overwhelming majority of the respondents (95%) indicated that they had not received training in special education. Sharma et al., (2009) conducted a survey of 480 pre-service teachers in India and reported that these teachers were moderately concerned about including students with disabilities in their classrooms. These teachers were particularly concerned about the lack of resources needed to implement inclusive education. Das, Gichuru, et al. (2013), Forlin (2004), and others argue that teachers' knowledge and skills, together

with their attitudes and beliefs, are crucial in the development of inclusive practice (Beacham & Rouse, 2012; Bhatnagar & Das, 2014; Das, Kuyini, & Desai, 2013; Hettiarachchi & Das, 2014) says it is also vital that the teachers are psychologically prepared to teach a class comprised of diverse students. The positive attitudes of teachers toward all students and the general climate they establish in the classroom have a major effect on the academic and social achievement of all students, especially those with disabilities.

OBJECTIVES OF THE STUDY

To know the attitude of male and female school teachers' towards inclusive education.

METHOD

Descriptive study was adopted using survey method.

POPULATION AND SAMPLE

For collecting the requisite data, 55 male and 60 female High School teachers' was selected.

TOOL

The data was collected from teachers' by administering questionnaire "Teachers'

Attitude towards Inclusive Education Scale.”

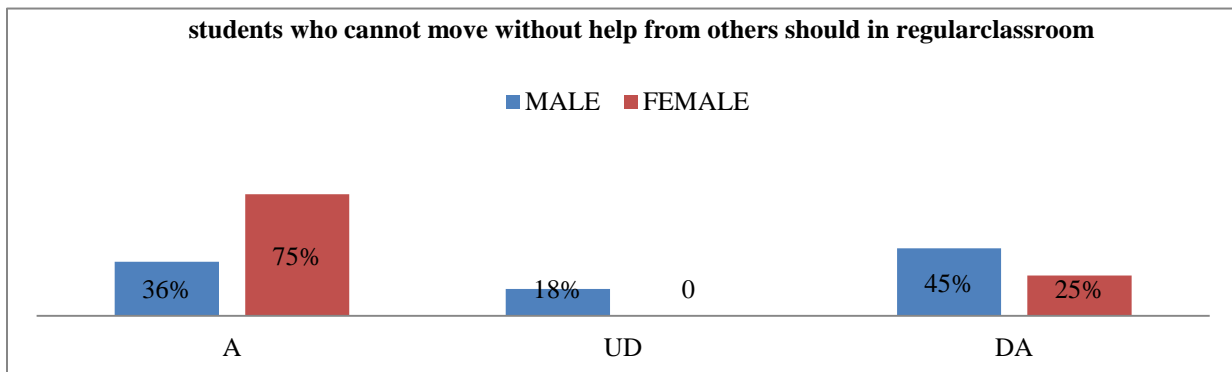
PROCEDURE

For the present study the researcher visited various high schools of Gulbarga city after obtaining the permission of head master and head mistress, questionnaire on “Teachers’ Attitude towards Inclusive Education Scale” was given to teachers’, and next day it was

collected back and based on the responses, analysis was carried out and high responses was considered.

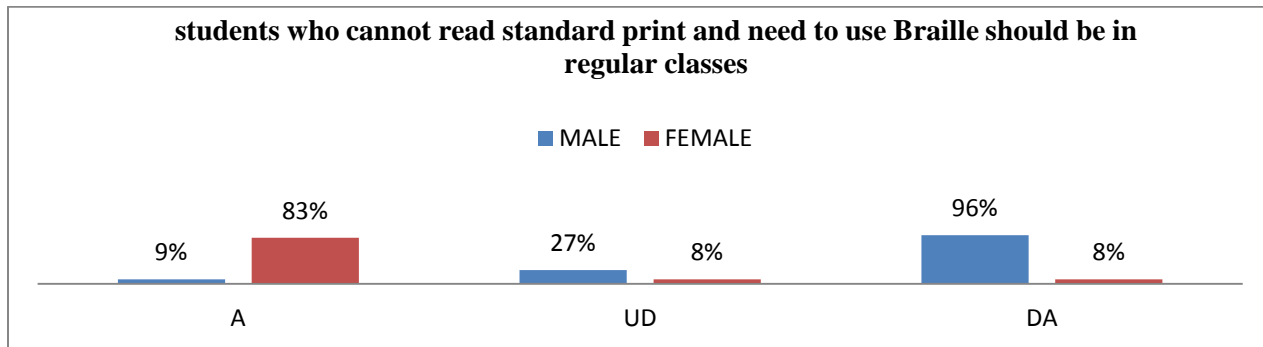
DATA ANALYSIS AND INTERPRETATION

GRAPH-01 Students who cannot move without help from others should be in regular classroom.



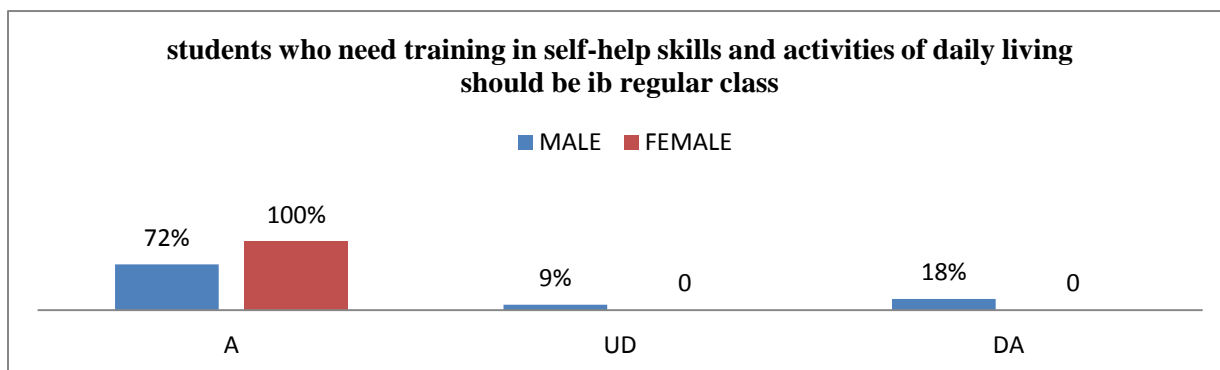
The above graph 01 shows 75% of female teachers’ agree and 45% of male teachers’ disagree to have students who cannot move without help from others to be in regular classroom, while 45% of male teachers do not agree.

GRAPH-02 Students who cannot read standard print and need to use Braille should be in regular classes.



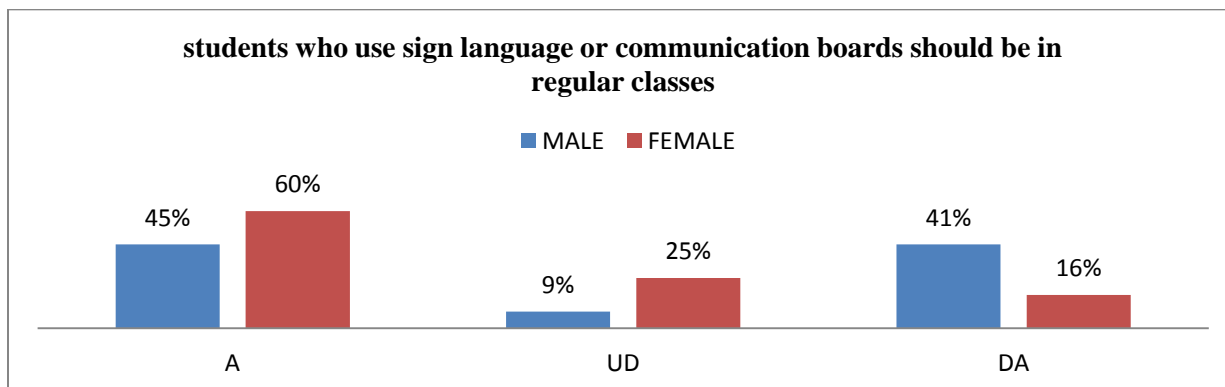
The above graph 02 shows 83% female teachers’ agree and 96% of male teachers’ disagree to have Students who cannot read standard print and need to use Braille to be in regular classes.

Graph-03 Students who need training in self-help skills and activities of daily living should be in regular classes.



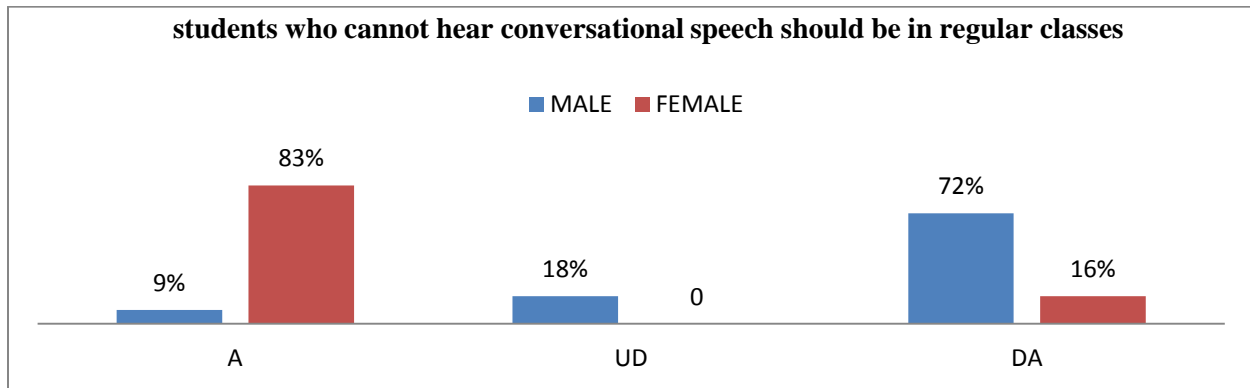
The above graph 03 shows 100% of female teachers’ and 72% of male teachers’ agree for students who need training in self-help skills and activities of daily living to be in regular classes.

GRAPH-04 Students who use sign language or communication boards should be in regular classes.



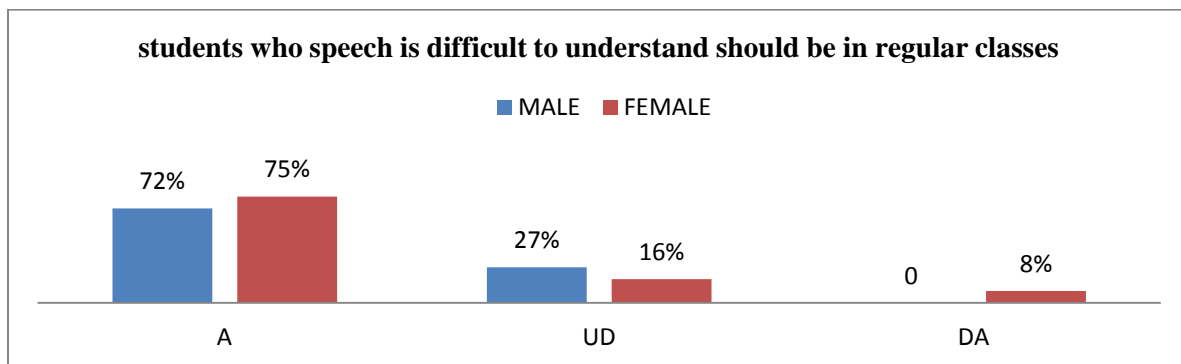
The above graph 04 shows 60% of female teachers' agree and 41% of male teachers' disagree to have students who use sign language or communication boards to be in regular classes.

GRAPH 05 Students who cannot hear conversational speech should be in regular classes.



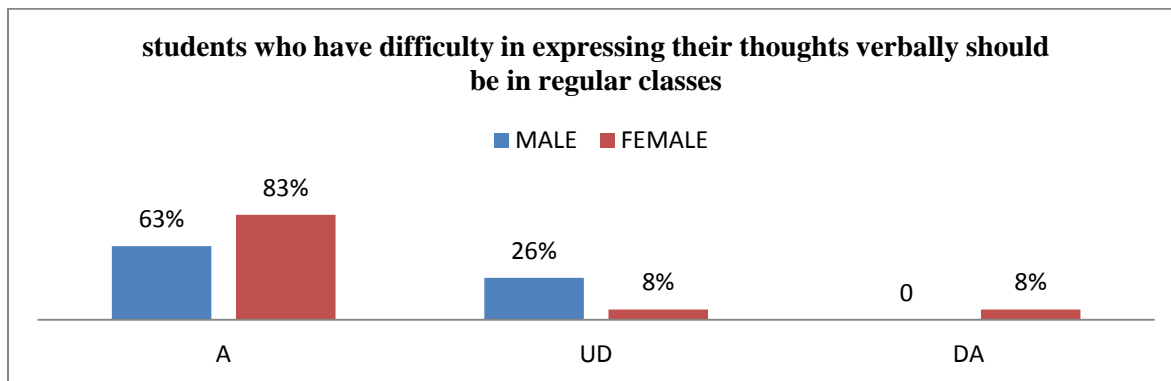
The above graph 05 shows 83% of female teachers' agree and 72% of male teachers' disagree to have students who cannot hear conversational speech to be in regular classes.

GRAPH 06 Students whose speech is difficult to understand should be in regular classes.



The above graph 06 shows 75% of female teachers' and 72% of male teachers' agree to have students whose speech is difficult to understand to be in regular classes.

GRAPH 07 Students who have difficulty in expressing their thoughts verbally should be in regular classes.



The above graph 07 shows 83% of female teachers’ and 63% of male teachers’ agree to have students who have difficulty in expressing their thoughts verbally to be in regular classes.

SUGGESTION AND CONCLUSION

Based on the analysis, both male and female teachers’ has expressed neutral attitude towards inclusive education. It can be suggested that teachers’ should develop positive attitude towards such children. Teachers’ should be trained during their training period with curriculum consisting education for special needs and also some practical classes conducted in special schools, this helps them prepare themselves mentally to handle such children in regular classroom apart from this, regular workshop, orientation programmes at district, state, national level should be organized with experts to train teachers to teach in inclusive condition and to develop psychologically strong positive attitude in educating such children in normal class room.

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