

Attitude of School Teachers towards Inclusive Education with Respect to Gender and Management

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Abstract- *Inclusive Education has become a fundamental human right today. It has evolved as a movement to challenge all exclusionary policies and practices and has gained momentum over the past decade. The main purpose of the study is to know the attitude of school teachers towards inclusive education with respect to gender and management. For the purpose of the study, the investigators selected 200 samples of school teachers by using Simple Random Sampling technique from 15 schools. Sentiments, Attitude and Concerns about Inclusive Education Scale-Revised' (SACIES-R) questionnaire was used for the present study by the investigators. Mean, SD, t-test were used to analyze the data. The result shows that male teachers in schools had more positive attitude towards inclusive education as compared to female teachers.*

Keywords: Attitude, Teachers, Inclusive Education, Education.

Introduction

“Inclusive education seeks to address the learning needs of all children with special focus on those who are vulnerable to marginalization and exclusion”.

- (UNESCO, 2003)

Inclusive Education has become a fundamental human right today. It has evolved as a movement to challenge all exclusionary policies and practices and has gained momentum over the past decade. In fact, inclusion is an ‘unending set of processes’ in which children and adults with disabilities have the opportunity to participate fully in all community activities offered to people who do not have disabilities. Inclusion involves providing services and support that parents and children with disabilities and other marginalized groups need in order to be part of mainstream settings (Best John, W. 1963, Brenda Lyons Greene, 2017, Das, Ajay and Bhatnagar Nisha, 2014, Donna, L. Ewing, Jeremy J. Monsen and Stephan Kielblock, 2017, Ecaterina, Maria Unianua, 2018, Edwards, A.L. 1968-69, Farida, Kurniawati, Alexander Minnaert, Frieda Mangunsong and Wondimu Ahmed, 2012, Haris, Memisevic and Saudin Hodzic, 2011, Khochen, Maha and Radford Julie, 2012, Koul, Lokesh, 2009, Kumar, Anil, 2016, Richel, C. Dapudong, 2014). According to Rioux - physical, altitudinal, institutional, economic and social barriers can be reduced through social participation and inclusive education from the pre-school stage.

In inclusive education setup, schools should accommodate all children regardless of the physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from linguistic, ethnic or cultural management minorities and children from other advantaged or marginalized areas or groups (Dakar World Education Forum, 2000).

The current study is undertaken because the investigators have developed the need to know the positive or negative attitude of teachers toward Inclusive Education. The investigators feel that the sensibility, concern and positive attitude towards children with inclusive needs must start from teachers, because it is the teacher that can mould, shape and nurture a child toward positive learning and growth. It is the teacher that needs to be self-aware and mentally prepared with the concept of Inclusive Education.

The Investigators also feels the need to bridge the gaps and indifferences of the teacher's attitude and create awareness and suggest needed measures after the findings from the study undertaken.

Hence, having looked at the present scenario of the attitude of teachers, the investigators have a felt need to study on the attitude of school teachers towards Inclusive Education.

Review of literature

Attitudes toward Inclusive Education among School Teachers: A Comparative Study, examined to assess and compare the attitudes of mainstream and special education school teachers towards inclusive education (Kumar and Midha, 2017). A purposive sample of 300 regular school teachers consisting of 150 teachers from mainstream and 150 teachers from special schools of Delhi-NCR (Noida, Ghaziabad, Delhi, Faridabad) of both male and female aged 24-45 yrs was drawn for research purpose. Attitudes toward Inclusive Education Scale (ATIES) developed by Wilczenski, (1992), containing 16 items was used to measure their attitudes toward inclusive education. Descriptive and inferential statistics (t-test) were used to assess and compare the attitudes of teachers of mainstream and those of special school. The results indicated that teachers of mainstream school have more favorable attitudes than those of special schools, which may be one of the major causes of slow success of this system in India.

Kalita (2017) explored on attitude of primary school teachers towards inclusive education and found from the study that most of the teachers have moderate attitude towards inclusive education, male teachers' attitude towards inclusive education is higher than the female teachers, there is no significant difference between the attitude of male and female teachers of primary school towards inclusive education, experienced teachers' attitude towards inclusive education is slightly higher than the less experienced teachers and there is no significant difference between the attitude of experienced and less experienced primary school teachers towards inclusive.

Kaur and Kaur (2015) on conducting a study on Attitude of Secondary School Teachers towards Inclusive Education found that there is no significant difference in the attitude of male and female teachers but there was significant difference in the attitude of teachers towards inclusive education on the basis of school's location.

Statement of the problem

The Title of the Problem is “Attitude of School Teachers towards Inclusive Education with respect to Gender and Management”

Objectives of the study

The following are the main objectives of the present study.

1. To find and compare the attitude of male and female school teachers towards Inclusive Education.
2. To find and compare the attitude of government and private school teachers towards Inclusive Education.

Hypotheses of the study

Based on the above objectives the following hypotheses are formulated.

1. There is no significant difference between male and female school teachers’ attitude towards Inclusive Education.
2. There is no significant difference between government and private school teachers’ attitude towards Inclusive Education.

Methodology

Method: In the present study Descriptive Survey Method of investigation was employed by the investigators.

Sample: For the purpose of the study, the investigators selected 200 samples of school teachers by using Simple Random Sampling technique from 15 schools. From the selected 200 sample, the investigator collected 100 samples from Inclusive Schools and 100 from Regular Schools, which also selected randomly from private and government Schools.

Tool: Sentiments, Attitude and Concerns about Inclusive Education Scale-Revised’ (SACIES-R), developed by Forlin, Earle, Loreman and Sharma. (2011), questionnaire was used for the present study by the investigators.

Table-1: Distribution of items on various dimensions of SACIES-R Scale

Sl. No	Dimensions of SACIES-R	Description of the Dimension	Item Numbers	Total
1	Sentiments (SNT)	Attitude towards persons with disabilities	2,5,9,11,13	5
2	Attitude (ATT)	Attitude towards inclusion of students with disabilities	3,6,8,12,15	5
3	Concerns (CNC)	Personal concerns of teachers towards students with disabilities in their own class	1,4,7,10,14	5

Table-2: Distribution of Positive and Negative items on SACIES-R Scale

Sl.No.	Dimensions of SACIES-R	No. of Items	Positive statements	Positive statements
1	Sentiments (SNT)	5		2,5,9,11,13
2	Attitude (ATT)	5	3,6,8,12,15	
3	Concern (CNC)	5		1,4,7,10,14
	Total	15	5	10

Table-3: Scoring Procedure of SACIES-R Scale

Response Alternatives	Positive Items	Negative Items
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

Analysis and interpretation of the data: The influence of independent variables (gender, management) on the Attitude of School Teachers towards Inclusive Education was investigated.

Hypothesis – 1: There is no significant difference between Male and Female school teachers' attitude towards Inclusive Education.

The above hypothesis is tested by employing 't' - test. The results are presented in Table – 4.

Table – 4: Gender-wise Mean, SD and t-values of Attitude of school teachers towards Inclusive Education.

Sl. No.	Gender	N	Mean	Std. Deviation	Std. Error Mean	t-Value
1.	Male	43	41.21	4.678	0.713	0.232@
2.	Female	157	41.03	4.308	0.344	

Note: '@: Indicates not significant at 0.05 level.

From Table- 4, it is found that the calculated value of 't' (0.232) is less than the table value of 't' (1.96) for 198 df at 0.05 level of significance. Hence, the null hypothesis formulated that there is no significant difference between Male and Female school teachers' attitude towards Inclusive Education is accepted.

Comparing the Mean Scores of attitude of Male is 41.21 which are slightly higher than the mean score of attitude of female which is 41.03, with corresponding SD of 4.678 and 4.304 respectively. Therefore, it can be concluded that the male school teachers were found to have slightly higher attitude towards inclusive education as compared to female school teachers.

Hypothesis – 2: There is no significant difference between Government and Private school teachers' attitude towards Inclusive Education.

The above hypothesis is tested by employing 't' - test. The results are presented in Table – 5.

Table – 5: School Management-wise Mean, SD and t-values of Attitude of government and private school teachers towards inclusive education.

Sl. No.	Management	N	Mean	Std. Deviation	Std. Error Mean	t-Value
1	Government	44	40.64	4.909	0.740	0.675
2	Private	156	41.19	4.223	0.338	

Note: '@: Indicates significant at 0.05 level.

As revealed in Table – 5, it is observed that the obtained t- value, (.675) is lesser than the table value (1.96) and it is not significant at 0.05 level with $df = 198$. It shows that the mean score of attitude of school teachers between Government and Private school does not differ significantly. Thus, the null hypothesis that there is no significant difference Government and Private school teachers' attitude towards Inclusive Education is accepted.

Further, the mean score of attitude of Private school teachers is 41.19 which is higher than the attitude of Government school teachers mean score of 40.64 with corresponding SD of 4.223 and 4.909 respectively. Therefore, it can be classified that the attitude of Private school teachers has favourable attitude as compared to Government school teachers towards Inclusive Education, despite the null hypothesis being accepted.

Findings of the study

- There was no significant difference was found in the attitude of school teachers towards inclusive education with respect to gender.
- Male school teachers got higher mean score than the female school teachers in their attitude towards inclusive education.
- Male school teachers had more positive attitude towards inclusive education as compared to female school teachers.
- No significant difference was found in the attitude of school teachers towards inclusive education on the basis of Management.
- Private school teachers have favourable attitude as compared to government school teachers towards Inclusive Education.

Conclusion

Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together. Those with special educational needs must have access to regular schools which should accommodate them within a child-centered pedagogy, capable of meeting these needs. From the results it shows that Male school teachers got higher mean score than the female school teachers in their attitude towards inclusive education. Male school teachers had more positive attitude towards inclusive education as compared to female school teachers. Private school teachers have favourable attitude as compared to Government school teachers towards Inclusive Education.

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