



ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION OF JAJPUR DISTRICT

Monalisa Panda

Assistant professor in physical science pedagogy

Teacher education department,

Rajendra University, Balangir, Odisha

Abstract

Inclusive Education is key to provide equity with Equal opportunities to each and every child in the World. Inclusive Education provides individualized education with the help of appropriate strategies, equipment and support of teachers. Teachers play a very crucial role in order to make inclusive education more fruitful at the grassroots level from inspiring them to take admission in the school to making them self-sufficient by helping them in the field of their difficulties. The present study aims to understand the Attitudes of secondary schools teachers towards inclusive education in the district of Jajpur, Odisha. A sample consists of 60 secondary school teachers in Jajpur district by stratified Random sampling method. The researcher adopted a standardized teacher Attitude Scale toward Inclusive Education by Dr. Vishal Sood and Dr. Arati Ananda. Descriptive survey method was used by the researcher. From The results it was evident that most of the teachers having positive attitude towards inclusive education. There exist no significant difference between the attitude of male and female, rural and urban secondary schools teachers.

INTRODUCTION

Education is the process of facilitating learning, acquisition of knowledge, skills, values, beliefs, and habits. Education is the basic need of all human, but many of the students are excluded from having education due to their different types of problem within the educational system. Inclusive Education committed to provide equal and equitable education facilities for all learners by meeting their diverse need. Children with special needs and learning difficulties sit with normal children under the same roof. After the country's Independence a no of

formal initiatives taken by the government of India to provide education all the children. In India people with disabilities number so high , many of them lies below poverty line , where they can't fulfill their basis needs how we think about they invest in education with special needs by the results they are excluded from mainstream education. The success of inclusive education programme depends upon teachers and their attitudes towards it. By studying teachers attitude we identify deficiency within education system with respect to inclusive education. Negative attitudes towards inclusive education can hamper Students learning . Teachers role is very much crucial in this aspects, he or she can influence, create Positive atmosphere, and make implementation of the programme successful.

REVIEW OF RELATED LITERATURE

Paramanik and Barman (2018) conducted a study on "Attitude of secondary school teachers towards Inclusive education". In the present study an attempt has been prepared by the investigator to study the Attitude of secondary school teachers towards Inclusive education in the district of Purulia, West Bengal. The stratified random sampling method has been used for the collection of data. Self-made questionnaire was used. The investigator has developed Questionnaire by himself to measure the attitude of secondary school Teachers towards the 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.

Jain (2017) has conducted a study on "A study of attitude of pupil teachers towards inclusive education". The study was taken to find the attitude of pupil teachers towards Inclusive Education in relation to their gender. A descriptive study by survey method was conducted to know attitude of pupil teachers towards inclusive education. The sample for the present study comprised of 240 pupil teachers from various teacher education colleges located at Faridabad district of Haryana selected randomly. Teacher's attitude scale towards inclusive education standardized and validated by Vishal Sood and Arti Anand was used for the collection of data. The findings of the study show that there existed a significant difference between male and female pupil teachers' attitude towards inclusive education. Female pupil teachers were found to be more positive towards inclusive education than their counterpart the male pupil teachers.

Singh (2017) has and locality. According to the nature and need of the study descriptive survey method was employed. In the present study data was collected through Teacher's Attitude Scale towards Inclusive Education developed and Standardized by Dr. Vishal Sood and Dr. Arti Anand was used. 60 teachers from government secondary schools and 60 teachers from private schools from Yamuna Nagar district of Haryana were selected by random sampling technique. The findings of the present study showed no significant difference of attitude towards inclusive education among secondary school students in relation to their gender, residential background and type of school.

Kalita (2017) has conducted a study on "A study on attitude of primary school teachers towards inclusive education." The study was undertaken to study the attitude of Secondary School teachers in relation to their gender and teaching experience. For this, Teacher Attitude Scale towards Inclusive Education constructed and standardised by Dr. Vishal Sood and Dr. Arati Anand was used as a tool for collection of necessary data. It is 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 and high experience teachers' attitude towards inclusive education is slightly higher than the less experience teachers.

Kaur and Kaur (2015) have conducted a study "Attitude of Secondary School Teachers' towards inclusive Education". The study was undertaken to study the concept of inclusive education and the attitude of secondary schoolteachers towards inclusive education with respect to gender and locale. A sample of 200 teachers was selected using random sampling technique. Self-made questionnaire was used to collect data. The findings of the study there was no significant difference between male and female secondary school teachers with respect their attitude towards inclusive education. This study also indicates that there was significant difference between rural and urban secondary school teachers with respect to their attitude towards inclusive education.

Boer et al. (2011) have conducted a study on "Regular primary school teachers' attitudes towards inclusive education: a review of the related literature". A review of 26 studies revealed that most teachers hold neutral or negative attitudes towards inclusion of pupils which special needs in regular primary education. No studies reported clear positive results. Several variables are found which relate to teachers' attitudes such as training, experience with inclusive education and pupils' type of disability.

Miles (2010) conducted a study on "The Education for All and inclusive education debate: conflict, contradiction or opportunity?". This study suggests that there is an unhelpful and wasteful polarisation between EFA and inclusive education. Although inclusive education is defined by some writers in terms of overcoming barriers to learning and development for all children, in the context of Southern countries it tends to fill the gap left by EFA and so focuses almost exclusively on disabled children. The paper concludes by offering a reconceptualization of the relationship between EFA and inclusive education, argues for greater collaboration and synergy between these currently parallel initiatives, and suggests ways in which practitioners and policy makers can develop more sustainable, and context-appropriate, policies and practices,

Horne and Timmsen (2009) conducted a study on "Making it work: Teachers' perspectives on inclusion". The study found that most teachers were in favour of inclusion. Most felt they got needed support from the principal. However, teachers did feel that they lacked the adequate training needed to implement inclusion successfully. They also felt they were not given enough time to prepare and they needed more support in the form of smaller class size and assistance with modifying the curriculum.

Kalyanpur (2008) has conducted a study on Equality, quality and quantity: challenges in inclusive education policy and service provision in India". This paper identifies some of the limitations of these efforts in the context of the census findings, with reference to the issues of under-representation of specific groups and identification. The 2003 Education for All (EFA) programme and recent policy initiatives, the Right to Education Bill 2005, the Action Plan for Inclusion in Education of Children and Youth with Disabilities (IECYD) 2005 and the National Policy for Persons with Disabilities 2006, are examined for their responsiveness to these concerns.

Singhal (2006) has conducted a study on "Inclusive Education in India: International concept, national interpretation". This article examines education of children belonging to marginalised groups, with reference to children with disabilities, within the Indian context. Based on an analysis of post-independence Government documents various educational provisions made available for children with disabilities are discussed. It explores the Indian Government's focus on the development of special schools, its efforts towards integration, and the more recent emphasis on inclusive education. Furthermore, it attempts to elucidate inclusive education as understood in various official documents. The article concludes by arguing for a need to develop a contextual understanding of inclusive education that is reflective of current educational concerns in India.

RELATED LITERATURES FROM INDIAN SOURCES

Gupta and Tandan (2018) have conducted study on "Attitude of Teacher Trainees towards Inclusive Education". The study was aimed to explore the views of teacher trainees about inclusion and their readiness to teach inclusion in the classroom. In this study, the scale of teachers attitude towards inclusive classrooms (STATIC) developed by Cochran was used to collect data. The result of the study highlights there was a significant difference in attitude towards inclusion in schools between rural and urban teacher trainees. However, there was no significant difference within the attitude towards inclusion among the sub-groups of teacher trainees based on qualification, previous awareness about inclusion or familiarity with the disability in the family.

Laxmi Prasad (2018) has conducted a study on "Attitude of Secondary school teachers towards Inclusive Education in relation to their Management and Marital Status". The objective of the present investigation is to study the influence of management and marital status on the attitude of secondary school teachers towards inclusive education. A five-point Attitude scale developed by Raghava, R (2014) was used for the present study. A sample of 120 secondary school teachers representing all categories of secondary schools in Chittoor District were included in the study. The results revealed that Management and marital status have influenced the attitude of secondary school teachers towards inclusive education.

Bansal (2016) has conducted a study on "Attitude of Teachers towards Inclusive Education in Relation to their Professional Commitment". The present paper aimed to study the relationship of teachers' attitude towards inclusive education and commitment towards teaching profession with respect to various dimensions i.e. Learner, Society, Profession. Achieve Excellence, Basic Human Values. Descriptive survey with stratified random sampling method was employed. Teacher Attitude Scale toward Inclusive Education by Sood, Vishal and Anand, Arti (2011) was used to measure the attitude of school teachers towards inclusive education. The study concluded that Attitude of teachers towards inclusive education do not differ significantly regarding their educational qualifications (i.e. Graduates and postgraduate teachers). However, there exist significant difference in the attitude of teachers towards inclusive education with respect to the type of school and years of teaching experience.

Kumar (2016) has conducted a study "Exploring the Teachers' Attitudes towards Inclusive Education System". One hundred teachers having equal number of male and female population was included within the study. An Attitude Scale namely Attitude towards Inclusive Education Scale (ATIE), developed by Wilczenski (1992) was used for data collection. The major findings of the study there's significant difference between rural and concrete teachers towards Inclusive Education. This study also concluded that there is significant difference between male & female teachers and low experience & high experience teachers towards inclusive Education.

Jamwal (2015) has conducted a study on "Inclusive Education and attitude of School going Teachers". The study has attempted to find the attitude of schoolteachers towards Inclusive Education. Teacher Attitude Scale was used. 100 teachers male and female were selected as sample. The results of the study reveal that teachers show positive attitude to the Inclusive Education. Female teachers having more positive attitude to the Inclusive Education as female teachers have more sympathy than the male teachers. More experienced teachers having more positive attitude than the less experienced teachers.

Bhatnagar and Das (2014) has conducted a study "Attitude of secondary school teachers' toward inclusive education in New Delhi". A total of 470 teachers, working in schools managed by private organisation in Delhi, returned the completed study. A two-part questionnaire was used in this study. Part one gathered information relating to personal and professional characteristics of teachers. Part two was a 16-item Likert scale titled Attitude towards Inclusive Education scale. The major findings of the study were that the teacher in Delhi had positive attitude toward the inclusion of students with special needs. This study also indicates that the teachers who were more positive attitude about inclusive Education were Male.

Kumar and Bala (2014) have conducted a study on "Attitude of Resource Teachers towards inclusion of students with special education in regular classroom". This study tried to study the attitude of resource teachers towards inclusion of students with special educational needs in regular classroom and to study difference

between attitude of resource teachers based on gender and residential status. For this purpose, a sample of sixty resource teachers working in senior secondary schools having Inclusive Education for Disabled at Secondary Stage (IEDSS) scheme were selected through stratified random sampling techniques. Teacher's Attitude Scale towards Inclusive Education was used. The attitude of most of the resource teachers towards inclusion of special educational needs in regular classroom found to be positive. There exists no significant difference between the attitude of male and female, rural and urban resource teachers.

Chavhan (2013) has conducted a study on "Students Teachers' attitude towards Inclusive Education". The study attempted to examine attitude of student teachers towards Inclusive Education in relation to their gender. The study found that majority of pupil-teachers possess medium level of attitude towards inclusive education. It was seen from the results that there is significant difference between male and female student-teachers' attitude towards Inclusive Education. Female student teacher has favourable Attitude towards Inclusive Education than male student teachers.

Belapurkar and Pathak (2012) have conducted a study on "Knowledge and attitude about Inclusive Education of schoolteacher". The present study examined knowledge and attitude of schoolteachers in Urban and Rural area of Pune. 300 schoolteachers were selected by Incidental Purposive sampling technique. Scale of Teachers' Attitude towards Inclusive Classroom (STATIC) developed by Cochran was used for data collection. The result of the study the schoolteachers both rural and urban have a slight negative attitude about training and curriculum in teachers' education with respect to inclusive education. This Study also indicates that The School teachers are not clear about government policies and planning about inclusive Education.

Smitha and Acharya (2010) studied the "Attitude of teachers towards inclusive education for the disabled". The study found that teachers have unfavourable attitude towards inclusive education. The stratified random sampling technique is used for sampling. It has been concluded that the overall attitude of the teachers towards inclusive education for the disabled was unfavourable. Significant difference in the attitude of teachers towards inclusive education in term of gender was found. Male possessed more unfavourable attitude than the female teachers towards inclusive education for the disabled. Additionally, no significant difference in the attitude of teachers towards inclusive education having different years of professional experience (below 10 years and above 10 years) was found.

RATIONALE OF THE STUDY

For our educational system inclusive education is much more essential part. In India inclusive education is facing a lot of challenges, among all the challenges the attitude of teachers towards inclusive education is a vital one. For cwsn children more attention, care is required in order for their inclusion and helping them to achieve all

round development. By this study we can have a look towards the attitude of teachers towards inclusive education and this will be helpful for government and policy makers to resolve that issue and make this programme more fruitful.

STATEMENT OF THE PROBLEM

Statement of problem is as follow " **Attitude of secondary school teachers towards inclusive education** "

OPERATIONAL DEFINATION OF THE TERMS

TEACHERS ATTITUDE: The Sum total of secondary school teachers inclination and feelings, prejudice or bias, ideas, convictions and threats about inclusive Education

INCLUSIVE EDUCATION: Inclusive education is defined as education programmes where students with and without disabilities learn together in a regular school with special arrangement according to their needs.

SECONDARY SCHOOLS : secondary schools means type of school which are engaged to impart the secondary education (class IX-XII) under the board of BSE ,Odisha.

URBAN SCHOOL TEACHERS: Secondary school teachers who teach in the secondary schools located in urban areas are considered as urban school teachers.

RURAL SCHOOL TEACHERS: Secondary school teachers who teach in the secondary schools located in rural areas are considered as rural schoolteachers.

OBJECTIVES OF THE STUDY

- 1.To find out the Attitude of the Secondary School Teachers towards Inclusive Education.
- 2.To find out the difference between Male and Female Secondary School Teachers regarding their Attitude towards Inclusive Education.
- 3.To find out the difference between the attitude of rural and urban secondary school teachers regarding their attitude towards Inclusive Education.

HYPOTHESES OF THE STUDY

Ho1: There is no significant difference between Male and Female Secondary School Teachers regarding their Attitude towards Inclusive Education.

Ho2: There is no significant difference between the urban and rural Secondary School Teachers regarding their attitude towards Inclusive Education.

DELIMITATIONS OF THE STUDY

The study is limited to only the teachers of secondary schools, The study is also limited to secondary school teachers of Jajpur district only, This study is further limited to only three blocks i.e Dharmasala, Jajpur Town, Barchana Block.

METHODOLOGY OF THE STUDY

A preplanned research methodology provides the researcher scientific feasible plan for solving the problem. A research design is the arrangement of conditions for collection and analysis of data .

DESIGN OF THE STUDY

In the present is Descriptive Survey Method was followed to study the attitude of secondary school teachers towards Inclusive Education

POPULATION OF THE STUDY

In research population means the entire set of individuals or items or objects having some common characteristics to which research findings will be generalised. All the Secondary School Teachers (both male and female) of Govt. Secondary school of three blocks in Jajpur district of Odisha (India) comprised as the population of the study.

SAMPLE OF THE STUDY

A sample is a group of people, objects, or items that are taken from a larger population which should be representative of the population so that the researcher can generalised findings to the population. A sample of 60 teachers teaching at the secondary schools situated in Jajpurtown, Dharmasala and Barchana block of Jajpur district.

TOOLS OF THE STUDY

A Teacher Attitude Scale towards Inclusive Education developed by Dr. Vishal Sond (Nerchowk, HP) and Dr. Arati Anand (Nerchowk, HP) was followed to collect data for the present study. The scale is consisted of 47 items having 17 unfavourable items and 30 favourable items.

PROCEDURE OF DATA COLLECTION

The researcher collected data for the study by personally Visit the school. After taking the permission of the Principal of each and every school, the researcher collected the responded scale from the teachers.

STATISTICAL TECHNIQUES USED

In this present study, the statistical techniques mean, standard deviation (SD) and "z' test have been used for the analysis of the raw data and to find out the significance of mean differences for comparison.

DATA ANALYSIS AND INTERPRETATION

INTRODUCTION

Data analysis and interpretation is the process of assigning meaning to the collected data and determining conclusions, significance and implications of the findings i:e it is the process of ordering, categorizing, manipulating and summarizing data to obtain answers to research questions and hypothesis of objective is as follows:

Analysis and interpretation of data are central step in research process.

Among 60 teachers 30 male teachers and 30 female teachers were selected from different government school of Jajpur district.

LEVEL OF ATTITUDE AMONG SECONDARY SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION

Based on the present study first objective to study the level of attitude among Secondary teachers towards inclusive education. Data was collected from the teachers and such data have been analysed in the following table to show level of attitude of teachers.

Level of Attitude among Secondary School teachers toward Inclusive Education

Sl no.	Range of score	Level of Attitude	No.of teachers	Percentage
1	Above 115	Favourable	15	25
2	99-115	Moderate	35	58.33
3	Below 99	Unfavourable	10	16.66

From the table, it is revealed that only 25 percent of secondary school teachers show favourable attitude towards Inclusive Education and 58.33 percent of the secondary school teachers show moderate attitude towards Inclusive Education. The percentage of teachers showing unfavourable attitude is 16.66. As most of the secondary school teachers lie on the middle of the table in the moderate attitude, it is evident that most of the secondary school teachers of Jajpur district are having positive attitude towards Inclusive

Attitude of Male and Female Secondary School Teachers towards Inclusive Education

Attitude of both male and female measured with help of TASTIE scale and their attitude score compared with regard to their gender to find out whether there is any significant differences between them z test is used to find the difference between the mean attitudes scores of male and female secondary school teachers.

Group of teachers	N	Mean	SD	SEd	Z value
Female	30	106.9	8.20	1.786	0.50
Male	30	106	7.60		

Attitudes Of female teachers is slightly higher than that of the male teachers . It is also evident that the calculated 'z' value 0.50 is less than the critical value of z-score i.e. 1.96 at 0.05 level of significance. Therefore, it falls in the accepted region. Hence the hypothesis ie. "There is no significant difference between the attitude of the male and female secondary school teachers towards Inclusive Education is accepted.

Attitude of Rural and Urban Secondary School Teachers towards Inclusive Education

To find out whether there is any significant differences between attitude of rural and urban secondary school teachers or not. Analysis by such comparison through 'z' test is shown in the table.

Group of teachers	N	MEAN	SD	SEd	Z value
Urban	30	106.3	8.40	1.78	0.16
Rural	30	106.6	7.59		

It is also evident that the calculated 'z' value 0.16 is less than the critical value of z-score i.e. 1.96 at 0.05 level of significance. Therefore, it falls in the accepted region. Hence the hypothesis i.e. "There is no significant difference between the attitude of the Rural and Urban secondary school teachers towards Inclusive Education" is accepted.

SUMMARY AND CONCLUSION

MAJOR FINDINGS

1. Most of the teachers of secondary school of Jajpur district show positive attitude towards inclusive education
2. It is found that there is no influence of gender on teachers attitude as there is no significant difference between the attitude of male and female secondary school teachers towards inclusive education
3. It is found that locality of secondary school teachers don't have significant influence on their attitude towards inclusive education so there is no significant difference between the attitude of rural and urban secondary school teachers towards inclusive education in Jajpur district.

EDUCATIONAL IMPLICATION

Educational implications of the study are given below

- The study brings awareness regarding inclusive education among all.
- The study bring special attention of government and policies makers for making this programme more fruitful
- The study makes teachers more aware of their duty with providing necessary supplements to the children with special needs.

- The study brings positive attitude of teachers as well as parents, community members regarding issues face by the school for successful implementation of inclusive education programme .

SUGGESTIONS FOR FURTHER RESEARCH

- The present study may be repeated by involving more secondary schools teachers from other state.
- Further study can also be conducted in different levels of educational institutions. .
- Study can also be conducted to find out the difference between the attitude of private and government school teachers.
- study can also based on experience of the teachers comparison between high experience teachers and low experience teachers towards inclusive education
- A comparative study of primary and secondary attitude towards Inclusive school teachers Education may also be conducted.

REFERENCES

- Bansal, S. (2016). Attitude of teachers towards Inclusive their Professional Education in relation to Commitment. *Indian Journal of Educational Studies*, 3(1), 96-108.
- Belapurkar. M. A., & Phatak. V. S. (2012). Knowledge and attitude about Inclusive Education of schoolteachers. A study. *Scholarly Research Journal for Interdisciplinary Studies*, 1-2.
- Bhatnagar, N., & Das, A. (2013). Attitudes of secondary school teachers towards Inclusive Education in New Delhi, India. *Journal of Research in Special Educational Needs*, 14(4).
- Boer, A. de, Piji, S. J., & Minnaert, A. (2011) Regular primary schoolteachers'attitudes towards Inclusive Education: a review of related literature. *International Journal of Inclusive Education*, 15(3), 331-353, Census of India (2011). Government of India. Retrieved from <http://censusindia.gov.in/>
- Chavhan, R. (2013). Students Teachers' attitude towards Inclusive education. *Scholarly Research Journal for Interdisciplinary Studies*, 1(5):1221-1226.
- Das. A. K., Kuyini A. B., & Desai 1. P. (2013). Inclusive Education in India: Are the Teachers Prepared? *International Journal of Special Education*.28(1). Retrieved January 2. 2020 from <http://www.internationaljournalofspecialeducation.com/articles.cfm?y=2013&v=28&n=1>

Govt. of India, Ministry of Human Resource Development (2009). Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Document, New Delhi.

Gupta, A. K., & Tandon, B. (2018). Attitude of Teacher Trainees towards Inclusive Education. MIER Journal of Educational Studies. Trends & Practices, 8(1), 17-28

Horne. P.E., & Timmons V. (2009). Making it work Teachers' perspectives on inclusion International Education, 13(3):273-286.

Jain, M. (2017). A study of attitude of pupil teachers towards Inclusive Education International Journal Economic and Business Review, 5(10), 33-37.

Jamwal, B. S. (2015). Inclusive Education and attitude of school going Teachers. Scholarly Research Journal for Interdisciplinary Study, 4(27), 3277-3282

Kalita, U. (2017). A study on attitude of primary school teachers towards Inclusive Education. International Journal of Advanced education and Research, 2(3), 127-130.

Kalyanpur, M. (2008). Equality, quality and quantity: challenges in inclusive education policy and service provision in India. International Journal of Inclusive Education, 12(3), 243-262.

Kaur, M., & Kaur, K. (2015). Attitude of secondary school teachers towards inclusive education. International journal of behavioral social and movement sciences, 4(1), 1-4.

Koul, L. (2009). Methodology of educational research (49 ed.). New Delhi, India: Vikash Publishing House.

Kumar, A. (2016). Exploring the Teachers' Attitudes towards Inclusive Education System: A Study of Indian Teachers. Journal of Education and Practice, 7(34).

Kumar, D., & Bala, K. (2014). Attitude of Resource Teachers towards inclusion of students with special education in regular classroom. Asian Journal of Psychology & education, 47, 1-2.

Laxmi Prasad Kulture of Secondary schoolteachers towards Inclusive Education in relation is their Management and Marital Status Indian Journal Applied Research, 8(2),

Miles. S. (2010). The Education for All and inclusive education debate: conflict.contradiction ef opportunity? International Journal of Inclusive Education. 14(1), 1-15.

Pandey, Y (2006). From Special Education to Inclusive Education an Analysis of Indian Policy. Paper Presented at Achieving Equality in Education New Challenges and Strategies for Change. Kuala Lumpur, Malaysia. Retrieved from http://www.icevi.org/publications/inclusive_education al.html

Paramanik, N. & Barman, P. (2018). Attitude of secondary school teachers towards Inclusive Education. *International journal*, 8(7), 750-765.

Singh, J. (2017). Attitude of secondary school teachers towards Inclusive Education *International Research Journal of Human Resources and Social Sciences*, 4(9), 384-391.

Singh, J.D. (2016). Inclusive education in India- concept, need and challenges. *Scholarly research journal for Humanity Science & English Language*, 3(13), 3222- 3232.

Singhal, N. (2006). Inclusive Education in India:

International concept, national interpretation. *International Journal of Disability, Development and Education*, 53(3), 351-369.

Smitha, N. R., & Acharya, S. (2010). Attitude of teachers towards inclusive education for the disabled. *Scholarly Research Journal for Interdisciplinary Studies*, 9(2), 34-48.

