



# ATTITUDES OF INCLUSIVE SCHOOL TEACHERS TOWARD INCLUSIVE EDUCATION IN HARYANA

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## ABSTRACT

Education is an essential tool that transforms an individual from the space of darkness into brightness sphere for their flourish and satisfied life with full potential and productivity. These educational goals can achieved via policy of inclusive education that is , the educational system must ensure that all pupils, regardless of their differences, have equal opportunities . In achieving such goals , no doubt the attitude of teachers plays a vital role . This research paper investigates the attitude of inclusive school teachers towards inclusive education in haryana. A data of 100 inclusive school teachers were taken for the purpose of this study in which 40 teachers were male and 60 were female . The descriptive type survey method was used and findings reveled that there was no significant differences found between male and female inclusive education school teachers towards the concept of inclusive education .

*Index Terms : Inclusive Education, Teachers , Attitude*

## INTRODUCTION

Schooling is as old profession as civilization itself. Prior to British habitation, the Gurukul system of education was the key system prevalent in India. Even at that time the gamut of inclusive education can be seen when gurus taught the pupils in Gurukuls without any discrimination. Schooling is necessary for proper growth and development of the child. It is a place where abilities of child are respected, educational needs are met and potentials are realized. So, education is one of the services for the welfare of human kind. Attitudes is a psychological construct, a mental and emotional entity that characterizes a person's behavior. It is determined by one's ideas, values and beliefs. There is a tripartite view or ABC model of attitude . The success of policy of inclusive education depends on the following factors such as presence of inclusive learning environment, size of the class ,funding, flexible curriculum ,role of appropriate educational materials and other equipment with effective parental involvement. Berryman & Berryman (1981) explored the views of teachers regarding inclusion of children with various type and severity of disabilities. They found that 86.9% of teachers supported mainstreaming of only those students who had mild physical, sensory and medical disabilities and those who required little or no teacher assistance. About 31.2% supported mainstreaming for students with more serious behavioral, intellectual or physical disabilities. Clouch and Lindsay (1991) explored teacher's attitudes towards inclusion of children with various disabilities. They concluded that the majority of teachers surveyed and found that they ranked the needs of children as super most difficult to meet are emotional and behavioral difficulties, followed by learning difficulties, than children with their visual impairment and then hearing impairment. Moreover teacher's attitude varied towards specific disability because of the varied demands of the students instructional and management needs. Mahony (2016) assessed the teachers' attitudes towards inclusive education

and established the constraints and barriers faced by teachers in creating inclusive learning environments in Ireland through a self-reported questionnaires. Singh (2016) highlighted the concept of inclusive education in India and its need and challenges. This article has emphasized that each child regardless of the intensity and severity of his or her disabilities is valued member of society, so they have every right to study with nondisabled students. To meet the challenges there is strong need of cooperation from parents, educator and community leaders. Further it pointed out the need of awareness about this system among common masses. Singh et al., (2020) result shows that attitude of teachers towards inclusive education was moderate to a favorable level.

## **NEED OF THE STUDY**

To expose the hidden factors related to its stakeholders, particularly teachers, whose personality traits and attitude might play significant role for the successful implementation of the policy of inclusive education in India. So researcher considered this theme.

## **Objective**

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

## **Hypothesis**

There is no significant difference between male and female inclusive education school teachers regarding their attitude towards inclusive education.

## **Sample**

A data of 100 inclusive education school teachers were taken for the purpose of this study in which 40 were male and 60 were female in the state of haryana.

## **Tool**

1. Personal data sheet and consent form: It is related to the demographic variables of the inclusive education school teachers such as sex(f/m), age, qualification, regular / temporary.
2. Teachers' Attitudes Toward Inclusive Education Questionnaire by Wilczenski, F.L (1992): This 16-item scale measures the teachers attitudes toward inclusive education. Each item on the scale is to be rated on 6 point – Likert type classification ranging from 1 (strongly disagree) to 6 (strongly agree). The scale has a good reliability, the value of Cronbach's alpha was found to be 0.92.

## **Procedure**

First of all the consent were taken from the inclusive education school teachers and then questionnaires were given to them, after giving relevant instructions, scoring was done as per as the norms of the questionnaires. Finally the data was analyzed using the SPSS software.

## **Results and Discussion**

The main aim of this study was to compare the attitude of male and female inclusive education school teachers towards inclusive education.

**Table-1: Gender-wise Descriptive Statistics ( Mean, S.D ) & t-values of Attitude of Inclusive Education School Teachers towards Inclusive Education**

S. No.	Gender	N	Mean	S.D	t -value	Result
1	Male	40	98.59	7.51	1.17	NS
2	Female	60	93.20	9.59		

From table-1, the mean value of male teachers is 98.59 which is slightly higher than the mean of female counter part whose mean is 93.20 with S.D for male 7.51 and 9.59 respectively for female teachers. But the difference in the mean shows that male has more favourable attitude towards inclusive education than the female inclusive education school teachers. It can be observed that the t-value of the attitude scores of male and female inclusive education school teachers is 1.17 which is lower than the table value of 't' 1.98 at 0.05 level of significance . Hence, the null hypothesis that there would be no significant difference between male and female inclusive education school teachers regarding their attitude towards inclusive education is accepted or verified . This study implies that both male and female inclusive education school teachers have the same favourable attitude towards inclusive education.

### Conclusion

The successful implementation of the inclusive education are in hands of teachers with their positive attitude, without any discrimination on the basis of gender, caste, color, religion etc .

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