



## Study of Attitude of Government Teachers of Secondary Schools towards Inclusive Education

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### ABSTRACT

Inclusive education is not only an educational process, but it is also a medium to lead the society on the path of equality, equity and social justice. Given the social diversities and inequalities of the present times, its relevance increases even more. The policies and programs being run by the Government of India are a positive initiative in this direction, which the teacher has an important role in implementing effectively at the grassroots level. If we adopt inclusive education wholeheartedly, then it is definitely possible to build a strong, educated and harmonious India. The research was conducted with 200 government teachers and teachers of Indore district to know the attitude towards inclusive education, in which teachers have given about 55 percent negative attitude towards it, but 45 percent also provide positive feedback.

**Keywords:** Inclusive education, Attitude,

### Introduction:-

*"A teacher is the lamp which illuminates the darkness of every student according to his own specialty."* Dr. Kavita Tiwari  
Inclusive education is the process in which equal quality education is made available to all students coming from different physical and mental abilities, classes, castes, genders, languages and socio-economic backgrounds. It is a structure of education that mainstreams students who are particularly disadvantaged, disabled, or socially marginalized. In today's time, education is not just a medium to acquire information, but it is the foundation for building an egalitarian society. It is this vision of inclusive education that becomes absolutely essential in the direction of providing social justice and equal opportunities [1-4].

### Need for inclusive education in the present time

Diversity is a key feature in today's India. There is diversity in language, religion, caste, gender, physical and mental abilities. In such a diverse society, if everyone does not get equal opportunities, social inequality and discrimination increases. There are a large number of children in India who are deprived of education due to poverty, gender discrimination, disability or belonging to tribal/minority communities. Therefore, inclusive education not only opens the doors of education for them, but also strengthens social harmony. This education system inspires students to understand, accept and connect with each other in a spirit of cooperation [4-8].

### Importance of Teacher in Inclusive Education

Students with diverse backgrounds, abilities, languages, and special needs receive education together in an inclusive classroom. In such a situation, the responsibility of the teacher is not only the teaching of the subject, but he plays the role of a sensitive guide, motivator and creative adapter.

The teacher has to diversify the teaching methods, such as the use of visual, audio, interactive and assistive technologies, understanding the individual needs of each student. He creates an inclusive environment where all students get equal opportunities and respect. At the same time, it also helps in removing discrimination, prejudice and social inequalities. An inclusive teacher develops a sense of cooperation, tolerance and empathy in the students, so that they learn to accept each other. The teacher has to adopt constant training, sensitivity and flexibility so that he can play

a constructive role in the education of children with special needs. In this way, the teacher as a pillar of inclusive education helps in building an egalitarian, tolerant and empowered society [9-12].

1. Equal Opportunity- It gives all students the opportunity to learn without any discrimination.
2. Harmony in society – when students of all classes study together, So tolerance in society, The spirit of cooperation and understanding grows.
3. Empowerment of children with disabilities – Children with special needs can be made self-reliant and self-confident through inclusive education.
4. Improving the quality of education- curriculum as per variations, Making teaching methodology and assessment inclusive makes the education system more effective.
5. National Development – When all classes get equal education, So, they become partners in nation building, This makes inclusive growth possible [13].

### Major Policies and Initiatives of Government of India for Inclusive Education-

1. Sarva Shiksha Abhiyan (SSA) is a flagship scheme launched in 2001, The aim of which is to provide free and compulsory education to all children between 6 and 14 years. It emphasizes on the inclusion of children with special needs in general schools [14].
2. National Education Policy 2020 – This policy is for students with special needs., It provides a strong framework for the inclusion of socially and economically disadvantaged groups and linguistic minorities in education. It has made 'equity and inclusion' the main basis.
3. Rights of Persons with Disabilities Act, 2016: This Act talks about providing equal rights and proper facilities to students with disabilities in the field of education. It has directed all educational institutions to adopt an inclusive education system.
4. Samagra Shiksha Abhiyan- This program integrates teacher education. Additional Teachers for Inclusive Education, auxiliary material, Braille Books, Facilities such as Sign Language Interpreter are provided.
5. Right to Education Act 2009 – According to this, children between the ages of 6 and 14 years have the right to free and compulsory education. The Act is particularly effective for enrolment of marginalized sections in schools [15-18].

### Objectives of the Research-

Setting objectives is extremely important in any research work, as they provide a clear direction to the entire process and outcome of the research. According to this justice, some objectives were also created in the research presented, which are as follows:

1. To study the attitude of secondary school government teachers and teachers towards inclusive education.

### Hypotheses of the Research-

Hypotheses are not limited to guidelines, but these research methodologies also play an important role in designing data collection and analysis. Therefore, this research was constructed to create a hypothesis of destination attainment, which is as follows:

1. There is no significant difference in the attitude of secondary school teachers and teachers towards inclusive education.

### Research method

The research presented has been researched using the survey method. In which secondary level government teachers teaching in Indore district have been selected as population. Only 200 government teachers and teachers have been selected from the entire population through the facility selection method method. They are divided into 100 teachers and 100 teachers.

As a research tool, he used a self-made five-point scale, in which 30 sentences were made regarding the included teaching, on which the government teachers had to give their attitude responses on five points, the description of which is as follows.

In order to know the attitude of government teachers and teachers towards inclusive education through this research tool, the responses received on the entire tool which were completely disagreed, disagreed, neutral, agreed and completely agreed, are being discussed in table no.1.

**Table No. 1 Analysis of the attitude of all government teachers towards inclusive education**

standard	Total Frequencies	Frequency in percentage
Totally disagree	566	9.43
disagreeing	2943	49.05
coastal	345	5.75
agreed	1791	29.85
Totally agree	355	5.92
<b>Total number of government teachers and teachers 200 and aptitudes received 6000.</b>		

Table No. A perusal of the data presented in Chapter 1 shows that the attitude of government teachers and teachers towards inclusive education has been negative in the attitude of most of the respondents. Out of the total 6000 attitudes received, 2943 attitudes of teachers and teachers i.e. 49.05 percent have given "disagreement", which indicates that almost half of the respondents are not satisfied with the concept of inclusive education or its implementation. Further, 566 respondents with 9.43 per cent attitudes were "strongly disagreed", indicating that a total of 58.48 per cent of the respondents disagreed with inclusive education.

At the same time, the number of teachers and teachers who have responded positively to the attitude of inclusive education has been comparatively less. The number of "agree" respondents received 1791 attitudes i.e. 29.85 per cent, while "fully agreed" respondents got only 355 attitudes i.e. 5.92 per cent. This analysis indicates that about 35.77 percent of the teachers have shown positive attitude towards inclusive education. At the same time, the number of respondents who remained "neutral" was 345 with 5.75 percent. Which shows that some teachers have still not been able to form a clear opinion. After this, different attitudes of teachers and teachers should also be evaluated.

**Table No. 2 Discussion of the attitude of government teachers towards inclusive education**

Standard	Total Frequencies	Frequency in percentage
Totally disagree	377	12.57
disagreeing	1520	50.67
coastal	0	0.00
agreed	905	30.17
Totally agree	198	6.60
The total number of government teachers is 100 and the number of aptitudes received is 3000.		

Table No. It is clear from the observation of 2 that there are 100 government teachers who provided their feedback, from which a total of 3000 attitudes were received. (c) The Government of India has taken a number of steps to improve the quality of education in the country. The total number of teachers who disagree with the total received attitudes is 1520 of which is 50.67 per cent, indicating that more than half of the teachers are not satisfied with the concept of inclusive education or its practical application. In addition, 377 teachers gave attitudes on strongly disagreeing, with a percentage of 12.57 percent. This clearly shows that about 63.24 percent of government teachers have a negative attitude towards inclusive education.

On the other hand, the number of teachers on SAHMAT was 905 per cent with 30.17 per cent, which is an encouraging indication that some teachers are accepting this concept. In addition, 198 attitudes with a percentage of 6.60 give their response to the fully agreed. The overall positive response comes to 36.77 percent. What is particularly important to note is that there is no neutral answer, i.e., all teachers have expressed their clear opinion about inclusive education. After this, the attitude of government teachers towards inclusive education has been discussed.

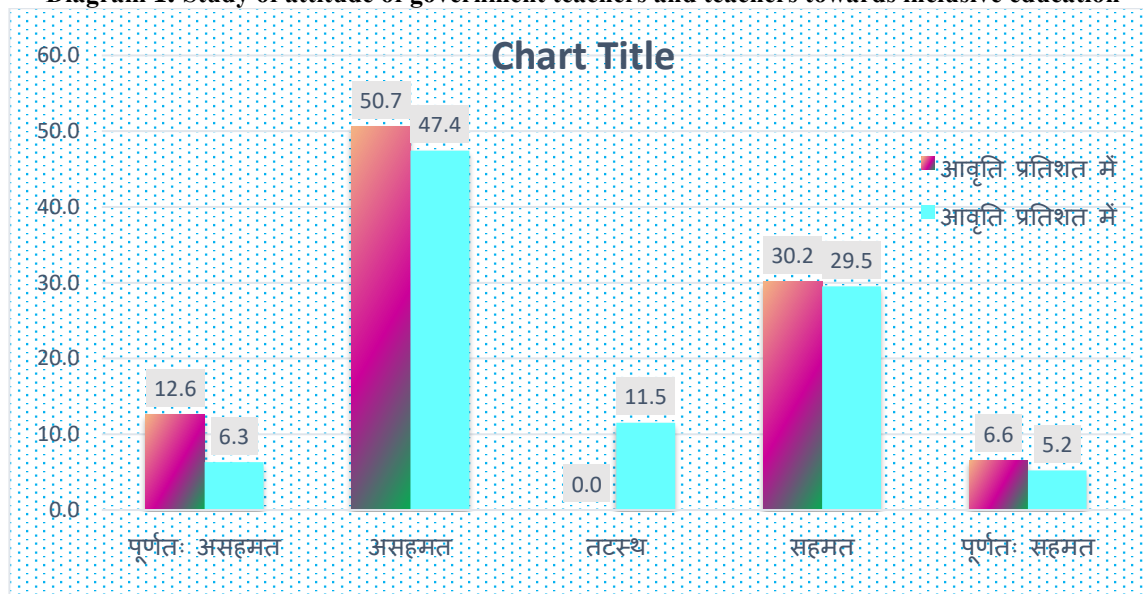
**Table No. 3 Discussion of the attitude of inclusive education of holistic government teachers**

Standard	Total Frequencies	Frequency in percentage
Totally disagree	189	6.30
disagreeing	1423	47.43
coastal	345	11.50
agreed	886	29.53
Totally agree	157	5.23
The total number of government teachers is 100 and the aptitudes received are 3000		

The total number of government teachers is 100 and the aptitudes received are 3000.

Table No.3 According to Chapter 3, data obtained from 3000 attitudes provided by 100 government teachers shows that the attitude towards inclusive education has been mainly negative. Out of the total attitudes received, 1423 (47.43 per cent) teachers have responded to disagreement with inclusive education, indicating that almost half of the teachers are not satisfied with the concept or implementation of inclusive education. In addition, 6.30 per cent of the 189 teachers responded to the completely disagreed, with 53.73 per cent of the teachers leaning negatively towards inclusive education.

On the other hand, teachers provided 886 attitudes in the form of responses on agreeable, which is 29.53 percent. And 157 on fully agree which was 5.23 per cent, giving a total positive attitude of 34.76 per cent. The number of neutral teachers was 345 (11.50 per cent), indicating that some teachers still do not have a clear view on the subject. From this analysis, it is concluded that government teachers need more training, guidance and resources about the importance, purpose and practical utility of inclusive education. This will not only improve their understanding, but will also make the education system more equitable and inclusive.

**Diagram 1: Study of attitude of government teachers and teachers towards inclusive education**

Looking at Figure 1, it is known that government teachers have a negative attitude towards inclusive education. The reaction of the teachers is almost the same. On the other hand, 36.8 per cent of teachers have a positive attitude. The overall positive attitude of teachers is 34.7 percent. Teachers do not have any attitude towards neutral, but 11.5 percent of teachers also have attitudes as neutral. This shows that a section of teachers is still yet to decide whether inclusive education should be provided together or not. Government teachers have taken a clear and concrete view on this subject.

#### Hypothesis Testing-

**Hypothesis 1-** There is no meaningful difference in the attitude of government teachers and teachers of secondary schools towards inclusive education.

In order to find out the attitude towards inclusive education, the government compiled the data provided by the teacher and teachers through the attitude scale. Their Mean, Standard deviation and t value were found, Then their 0.05 Matched the T table value at the level, whose details are given in Table No. 4 It is given in the Statement:

**Table No 4 test for secondary school teachers and teachers to find out attitude towards inclusive education**

Approach to inclusive education	Number	Mean	Standard Deviation	Category of Freedom	T Price	0.05
Government Teacher	100	2.68	0.534	198	2.82	1.96
Government Teacher	100	2.80	0.911			

Table No. 4 It is known from the view of 4 that in the attitude towards inclusive education, the mean of government teachers is 2.68 and standard deviation is 0.534, the mean of teachers is 2.80 and the standard deviation is 0.911. The value of the degree of independence of both is 198. The T value was obtained at 2.82 which eliminates the above hypothesis due to the T table value being higher than the level 0.05. This implies that there is a difference in the attitude of government teachers and teachers towards inclusive education.

#### Conclusion

The study concludes that there is a difference in the attitude of government teachers and teachers towards providing inclusive education. Where teachers do not react to neutrals, the same teachers show an indecisive attitude. And both have almost the same reaction to negative attitudes. That is, there is a lack of knowledge of the values, objectives, and practical application of inclusive education. Therefore, for the success of inclusive education, it is necessary that teachers and teachers are provided with appropriate training, workshops and experiential learning opportunities, so that they can empower every student equally by adopting inclusive values.

#### Suggestions for Teachers-

1. Develop sensitivity and empathy: Take an empathetic approach to understanding and accepting each student's need.
2. Receive training in inclusive education – Participate in professional development programs to work with students with special needs.
3. Adopt flexible teaching methods- Adapt teaching methods according to different abilities such as visualization, Auditory or activity-based learning.

4. Use positive language and behaviors- encouragement, Use words that increase appreciation and confidence.
5. Create a collaborative environment – classroom collaboration, Promote tolerance and inclusivity.

### **Suggestions for Students:**

1. Look at all classmates equally—avoid any variation (physical), mental, Don't make social (social) a cause of discrimination.
2. Keep a spirit of cooperation – Always be ready to help colleagues with special needs.
3. Participate in inclusive activities- group work, game, And involve everyone in the project.
4. Develop positive thinking – Understand the abilities of others and have a tendency to learn from them.

### **Suggestions for Parents:**

1. Embrace inclusive approach- Try to teach children the values of diversity and equality.
2. Collaborate with teachers – Stay in touch with the school and play an active role in the progress of children with special needs.
3. Make children sensitive – Make your children aware of the feelings and needs of others.
4. Communicate positively – Discuss with children openly about their experiences of school life and understand their views.

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