



# A Study of Secondary School Teachers' Attitudes Towards Inclusive Education

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## ARTICLE INFO

## ABSTRACT

Inclusive education has become a central element of modern pedagogy, which aims to provide quality and equal opportunities to every student, regardless of his or her individual abilities, socio-economic background, gender, physical or mental differences. This research project clarifies the role of teachers in the context of inclusive education and analyses how the government is poised to shape inclusive environments in education. The teacher is at the centre of this, and what is the teacher's view of this inclusive education has been studied.

There is a positive correlation between a positive attitude towards inclusive education and the advancement of education, which strengthens the overall development of the student. The research presented also made it clear that teachers have to present inclusive education theoretically, but it is also necessary to show its effectiveness through practical suggestions.

## Introduction:-

The history of inclusive education in India has been inspired by various social, religious and cultural aspects since ancient times, where the Gurukul system and traditional education systems attempted all-round development of the students through the principles of personal care and moral development. In modern India, this concept has been carried forward through the fundamental rights enshrined in the Constitution and various government policies to ensure that students belonging to backward, down-trodden, disabled and other special needs sections of the society also get equal opportunities in education.

After 1950, the Indian Constitution recognized education as a fundamental right and since then inclusive education has been strengthened through several government initiatives such as the Sarva Shiksha Abhiyan (SSA), the National Rights of Persons with Disabilities Act (RPWD Act, 2016) and most recently, the National Policy on Education, 2020. The objective of these policies is not only to change the educational structure but also in the social mindset so that students of every section of the society get the respect, cooperation and necessary support.

The concept of inclusive education in India is not just an educational policy but a social movement that promotes the spirit of unity and equality in a society divided on the basis of caste, gender, economic status, geographical location and physical/mental abilities. For example, efforts are being made to mainstream education for children with special needs through resource rooms, assistive technologies and special training programmes to ensure that no student suffers from any shortfall in his/her personal development and social engagement.

The teachings of the Sufi saints were based on love, tolerance, brotherhood and inclusivity. He believed that knowledge was not the property of a particular class, but should be equally available to all (Nizami, 2002). The Khanqahs of Hazrat Nizamuddin Auliya, Khwaja Moinuddin Chishti, Baba Farid and other Sufi saints not only imparted religious education but also taught various disciplines such as Arabic, Persian, mathematics, medicine, literature and music (Eton, 1974).

## Education System in Khanqahs

The nature of education in the Khanqahs was extensive and it was expressed in many forms:

- Public teaching- The Sufi saints imparted spiritual and moral teachings through their discourses, which could be heard by a person of any class or religion (Schimmel, 1975)

- Personal Guidance: Disciples used to receive knowledge from their Guru (Pir) and under his guidance they made spiritual and moral development.
- Handwritten Manuscripts and Texts- There was a tradition of studying Sufi literature and philosophical texts, That led to the spread of knowledge (Ansari, 1992)l
- Participation of all sections of the society – the poor in the Khanqahs, Women and disadvantaged sections of society were also allowed to receive education, Thereby promoting equality and inclusivity.(Alam, 2004)l

In addition, there is a glimpse of inclusive education in Sufi Khans. The Sufi saints spread the teachings of humanity, love, brotherhood and tolerance, which not only promoted spiritual awareness but also established a shared identity among different social groups. Through Sufi music, qawwalis, and soft sermons, people were given a message of empathy and understanding towards each other. In the process, despite social divisions, knowledge and spirituality spread and people of all classes alike had the opportunity for spiritual growth.

### Definition-

According to the World Health Organization, disability is a broad term, which includes impairment, obstruction of activity, and restrictions in participation. It can affect a person's body composition, mental function, or his participation in social life.

**Legal Definition of Disability in India-**Under the Indian Disabilities Act, 2016, disability is divided into 20 categories, including blindness, deafness, mental illness, disability to walk, autism, and other neurological disorders. The Act ensures equal opportunities, protection of rights and creation of an inclusive society for persons with disabilities.

1. **Blindness** - total or severe blindness that makes it difficult for a person to see.
2. **Low vision:** People who have low vision but can see with vision aids.
3. **Deafness** – Lack of complete hearing.
4. **Hearing loss (Hard of Hearing)**– partial loss of hearing.
5. **Silence (Speech and Language Disability)**– Any obstacle related to speech and language., Due to which the person has difficulty in communicating.
6. **Cerebral palsy** – problems with body movements and muscle control due to brain damage.
7. **Muscular dystrophy** – a genetic disease associated with muscle weakness and decay.
8. **Short stature(Dwarfism)**– Normal development of the body due to genetic or other reasons.
9. **Locomotor disabilities** – bones, Any type of disability in the joints or muscles that affects the mobility of the body.
10. Leprosy Cured Persons – Permanent disabilities in persons cured of leprosy.
11. Intellectual disability - Hindrance of mental development that affects the ability to learn and make decisions.
12. Mental illness – any long-term mental health problem that affects a person's life.
13. Autism spectrum disorder (ASD)- Social contact, Neurological dysfunctions associated with behavior and communication.
14. Specific Learning Disabilities- SLD- Difficulty learning to write and do math (such as dyslexia), Dysgraphia etc.).
15. Multiple Disabilities - Occurrence of two or more disabilities simultaneously.
16. Thalassaemia – a genetic disease of the blood in which the production of hemoglobin in the body is affected.
17. Haemophilia – a blood disorder in which the process of blood clotting is affected.
18. Sickle cell anaemia – An abnormality in the size of blood cells that affects the supply of oxygen to the body.
19. Parkinson's disease – a disorder of the nervous system that affects the activities of the body.
20. Huntington's disease – a genetic disease that affects brain function.

### 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 non-government teachers and teachers towards inclusive education.

### Hypothesis

The importance of hypotheses is not limited to guidance, but they also play an important role in designing the methodology of research data collection and analysis. In order to provide clear guidelines to this research, certain hypotheses were formed which are as follows:

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

### Research method-

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

As a research tool, they used a self-made five-point scale, in which 30 sentences were made regarding the included teaching, on which the teachers had to respond to their attitude on five points, the details of which are as follows.

In order to gauge the attitude of non-government teachers and teachers towards inclusive learning through this research tool, the responses received on the entire tool which were completely disagreed, disagreed, neutral, agreed and fully agreed are discussed in Table No. Being done in 1.

**Table No.1 Discussion of the attitude of holistic non-government teachers and teachers towards inclusive education**

standard	Total Frequencies	Frequency Percentage
Totally disagree	549	17.88
disagreeing	1218	24.73
Neutral	775	14.97
agreed	1976	29.40
Totally agree	1482	13.02

Table No. An analysis of 6,000 attitudes received from a total of 200 non-government teachers and teachers shows that the attitude of teachers towards inclusive education is still clearly divided into two parts. Inclusive education, which aims to provide an equal, supportive and acceptable educational environment to all students, irrespective of their social, economic, physical or mental status, will be achieved when the role of teachers is supportive and positive.

It was observed in this table that 24.70 percent fully agree and 32.93 percent agree shows that non-government teachers are in favor of inclusive education, which shows that a large section is accepting this concept and is ready to educate disabled children in this way. On the other hand, 20.30 per cent of non-government teachers disagree with this view and 9.15 per cent completely disagree, from which it can be inferred that there is still a situation of confusion about inclusive education among private teachers, which may be due to lack of training, anxiety about availability of resources or lack of experience. The position of 12.92 percent of non-government teachers and teachers who remain neutral shows that they are neither fully supporting nor opposing, which clearly indicates a lack of knowledge or sensitivity.

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

standard	Total Frequencies	Frequency Percentage
Totally disagree	344	11.47
disagreeing	610	20.33
Neutral	372	12.40
agreed	924	30.80
Totally agree	750	25.00

Table No. It is clear from the observation of Section 2 that the attitude of non-government teachers towards inclusive education is divided at various levels. Out of 3000 attitudes received from a total of 100 teachers, 30.80 percent of non-government teachers agree with inclusive education and 25.00 percent fully agree. That means 55.08 percent of non-government teachers have a positive attitude in favor of this education system. It is a satisfactory sign that teachers are developing an understanding of the utility and relevance of inclusive education. However, 11.47 per cent strongly disagree and 20.33 per cent disagree (31.80 per cent) of teachers who do not believe in the concept of inclusive

education or feel hesitant or inability to put it into practice. Notably, 12.40 per cent of non-government teachers are neutral, which is one in every eighth teacher. Whose thinking is not clear or they have not been able to make a decision yet. This may be due to either they not having enough knowledge about inclusive education, or they have not experienced it practically. This is followed by an overview of the attitude of non-government teachers towards inclusive education.

Table No. 3 Discussion of the attitude of holistic non-government teachers towards inclusive education

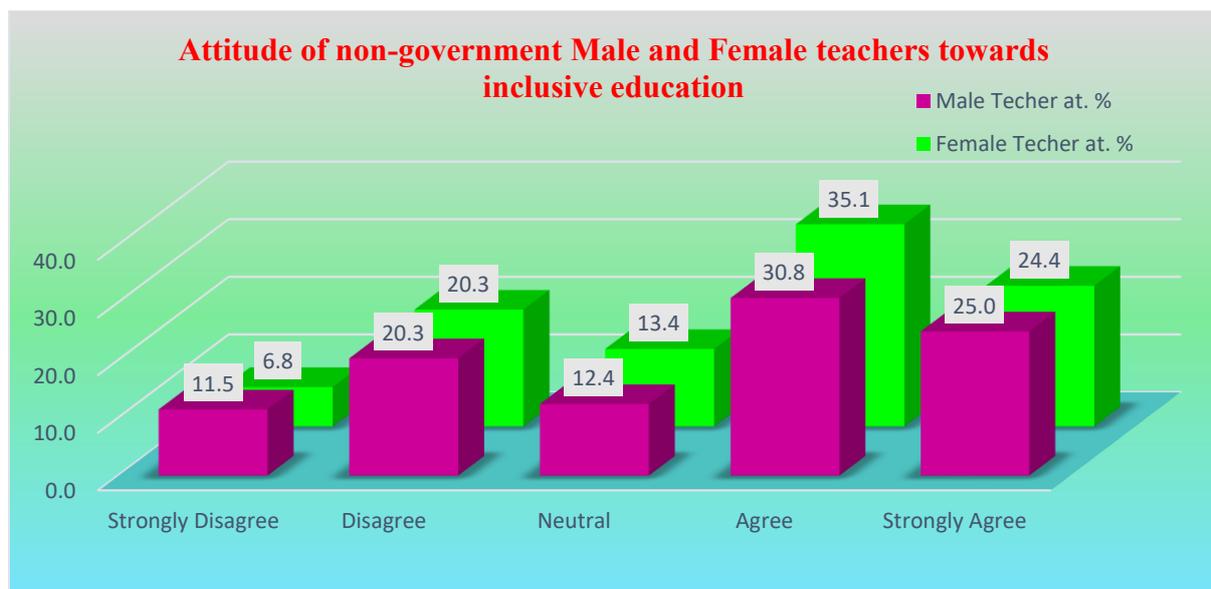
Level	Total Frequencies	Frequency Percentage
Totally disagree	205	6.83
Disagreeing	608	20.27
Neutal	403	13.43
Agreed	1052	35.07
Totally agree	732	24.40

Table No. According to Chapter 3, from the data obtained from 3000 attitudes provided by 100 non-government teachers, it is known that 24.40 percent of non-government teachers fully agree and 35.07 percent agree, i.e. a total of 60.1 percent of non-government teachers have a positive attitude towards inclusive education. Percentage of teachers, who are even higher, are ready to accept all the challenges of inclusive education.

On the other hand, 20.27 percent of non-government teachers disagree and 6.83 percent completely disagree, which shows that 27.10 percent of non-government teachers disapprove of this concept and are ready not to adopt inclusive education. This is a negative sign for the academic world. A total of 13.43 per cent neutral attitudes were received, indicating that non-government teachers have neither supported nor opposed-mediated or ambiguity. From this, it can be inferred that the understanding of non-government teachers towards inclusive education is ambiguous.

From the above entire analysis, it is concluded that in order to realize the goal of inclusive education, all 42 percent (completely disagree, disagree and neutral) non-government teachers and teachers need proper training, resources, and guidance. If non-government teachers are motivated to adopt an inclusive approach and present positive examples in front of them, then neutral and dissenting groups can also be converted into positive ones. This will enable the concept of inclusive education to be effectively implemented in schools. The same details are presented in Figure 1.

Diagram 1: A study of the attitude of non-government teachers and teachers towards inclusive education



Looking at Figure 1, it is known that an analysis of the attitudes of non-government teachers towards inclusive education shows that the attitude of non-government teachers is relatively balanced. Out of a total of 3000 attitudes, 30.8 percent of non-government teachers agree and 25.00 percent agree completely, which can be considered positive for the attitude of 55.80 percent non-government teachers. On the contrary, 11.47 percent strongly disagree and 20.33 percent

disagree, i.e. a total of 33.80 percent of non-government teachers have a negative attitude. One fact is that 12.40 per cent of non-government teachers are neutral, which can represent both sides.

On the other hand, the attitude of non-government teachers seems to be more acceptable. While 35.8 per cent teachers agree and 24.40 per cent agree (59.47 per cent of the total positive attitudes), 6.83 per cent strongly disagree and 20.4 per cent disagree, making it possible for a total of 27.23 per cent of non-government teachers to be considered negative. The neutral response is 13.43 per cent, indicating that the opinion of all non-government teachers is clearly neither in favour nor opposed to this education system. This situation indicates that private teachers are clearly unaware of the issues of inclusive education, but a large number of them are skeptical or disagree with it. There is a need for training focused on the positives of inclusive education and implementation strategies, so that their negative thinking can be changed in a positive direction.

**Verification of hypothesis-**

There is no significant difference in the attitude of secondary school non-government teachers and teachers towards inclusive education. In order to find out the exact meaning of this hypothesis, it is necessary to find the mean, standard deviation and t test of the data, which are described in the following table:

**Table No. 4. Discussion of non-government teachers and teachers of secondary schools in the attitude towards inclusive education.**

	N	Mean	SD	degree of Freedom	t -value	0.05
Govt. Male Teacher	100	3.38	0.22	198	-4.351	1.96
Govt. Female Teacher	100	3.50	0.182			

By looking at table number 4, it is known that in the attitude towards inclusive education, the mean of non-government teachers is 3.38 and standard deviation is 0.22, the mean of teachers is 3.50 and the standard deviation is 0.182. The value of the degree of independence of both is 198. The T value was obtained at -4.351, which rejects the said 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 while non-government teachers have a relatively balanced view and a large section is neutral, the attitudes of non-government teachers clearly support positivity, yet there is significance in the case of difference between the two towards inclusive education. Non-government teachers were found to have less negative thinking towards inclusive education as compared to government teachers, which makes it clear that still an excess of knowledge or affection about the values, objectives and practical use of inclusive education motivates their behavior. Which they also fully support than the teachers. Appropriate training, workshops and experiential learning opportunities should be provided to teachers and teachers so that they can empower every student equally by adopting inclusive values.

**Suggestions for Teachers-**

- Develop sensitivity and empathy: Take an empathetic approach to understanding and accepting each student's need.
- Receive training in inclusive education – Participate in professional development programs to work with students with special needs.
- Adopt flexible teaching methods- Adapt teaching methods according to different abilities such as visualization, Auditory or activity-based learning.
- Use positive language and behaviors- encouragement, Use words that increase appreciation and confidence.
- Create a collaborative environment – classroom collaboration, Promote tolerance and inclusivity.

**Suggestions for Students:**

- Look at all classmates equally—avoid any variation (physical), mental, Don't make social (social) a cause of discrimination.
- Keep a spirit of cooperation – Always be ready to help colleagues with special needs.
- Participate in inclusive activities- group work, game, And involve everyone in the project.

- Develop positive thinking – Understand the abilities of others and have a tendency to learn from them.

### Suggestions for Parents:

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

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