



A STUDY ON ATTITUDE OF HIGHER SECONDARY SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION IN TAMIL NADU

Education

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ABSTRACT

Inclusive education is an idea of education which encourages education of all kinds of students in regular school system and it includes all types of students regardless of caste, religion, socio-economic status, ethnicity and disabilities and attitude of school teachers is a prime aspect of it. More than two fifth of higher secondary school teachers are having moderate level of attitude towards inclusive education. Significant difference exists among attitude towards inclusive education and demographics of higher secondary school teachers. Attitude of higher secondary school teachers towards inclusive education has positive, significant and moderate relation with their professional commitment. To improve attitude towards inclusive education among higher secondary school teachers, inclusive education must be highly practical oriented and it should fulfill needs of all types of students. Further, inclusive education must generate positive changes among students and also in educational system.

KEYWORDS

Attitude, Higher Secondary School, Inclusive Education, Teachers

1. INTRODUCTION

In present days, classrooms are highly diverse in nature with related to skills and capabilities of school students, hence, awareness and compassion on the element of education, teachers have greater and significant role for promotion of inclusive education successfully. The fundamental objective of inclusive education is to smash blockades that divide common and specialized education and include students and make them to feel like energetic member in classroom education (Mastropieri and Scruggs, 2004). Inclusive education is an idea of education which encourages education of all kinds of students in regular school system and it includes all types of students regardless of caste, religion, socio-economic status, ethnicity and disabilities (Kozleski et al 2011).

Inclusive education is a multi-dimensional thought that comprises of festivity and valuing of dissimilarities and variety and equivalent chances and social insertion of disabilities and higher learning (Salend and Duhaney, 1999). Teachers are very essential for execution of inclusive education and they are driving forces for successfulness of inclusive education. Teachers who are individually supporting inclusive practices and recognize the thought of inclusive education can eagerly acclimatize learning environment for diverse requirements of students and employ a number of strategies and teaching methods (Ryan, 2009). Inclusive education undoubtedly shows that attitude of school teachers is a prime aspect of it (Beacham and Rouse, 2012). Therefore, it is necessary to study attitude of higher secondary school teachers towards inclusive education in Tamil Nadu.

2. REVIEW OF LITERATURE

Emam and Mohamed (2011) found that no significant difference prevailed between primary and pre school teachers for attitude towards inclusive education but pre school teachers had favourable attitude on inclusive education. Kurniawati et al (2012) revealed that teachers of primary schools hold positive attitude on inclusive education and it was associated with their experience in teaching and trainings undergone.

Christopher (2013) concluded that no significant difference exist among gender of secondary school teachers and attitude towards inclusive education and significant difference was there among teaching experience and attitude on inclusive education. Bhatnagar and Das (2014) showed that teachers of secondary schools had high level of positive attitude on inclusive education and they viewed it provided social and academic gains for disabled students.

Kaur and Kaur (2015) indicated that no significant difference was there among gender of teachers of secondary schools and their attitude towards inclusive education and significant difference was there among urban and rural school teachers on their attitude on inclusive education. Parkash and Hooda (2016) found that significant difference exist among secondary and primary school teachers in attitude towards inclusive education and teachers of secondary schools had high degree of attitude on inclusive education in comparison with teachers of

primary schools.

Kalita (2017) revealed that majority of teacher had moderate level of attitude for inclusive education and no significant difference was there among gender and attitude for inclusive education and teaching experience and attitude for inclusive education. Paramanik et al (2018) concluded that teachers of secondary schools had moderate degree of attitude towards inclusive education and significant difference exist between location of schools and attitude on inclusive education among teachers, but no significant difference was there among gender of teachers and their attitude for inclusive education.

3. OBJECTIVES OF THE STUDY

1. To examine attitude of higher secondary school teachers towards inclusive education.
2. To inspect any difference among demographics of higher secondary school teachers and their attitude towards inclusive education.
3. To study relation among attitude towards inclusive education and professional commitment of higher secondary school teachers.

4. HYPOTHESES OF THE STUDY

1. There is no significant difference in attitude towards inclusive education among demographics of higher secondary school teachers.
2. There is no significant relation among attitude towards inclusive education and professional commitment of higher secondary school teachers.

5. RESEARCH METHODOLOGY

The present research is carried out in Tamil Nadu state. Higher secondary school teachers are chosen by using simple random sampling method and questionnaire method is used to gather data from 325 higher secondary school teachers. Percentages are calculated to know demographics of higher secondary school teachers and mean and standard deviation are worked out to examine attitude of higher secondary school teachers towards inclusive education. t-test and F-test are done to inspect difference among demographics of higher secondary school teachers and their attitude towards inclusive education. Correlation analysis is used to study relation among attitude towards inclusive education and professional commitment of higher secondary school teachers.

6. RESULTS AND DISCUSSION

6.1. DEMOGRAPHICS OF HIGHER SECONDARY SCHOOL TEACHERS

The demographics of higher secondary school teachers are shown in Table-1. The findings clarify that 59.08 per cent of higher secondary school teachers are females and 40.92 per cent of them are males and 30.77 per cent of them are coming under age category of 36 – 40 years, while, 14.15 per cent of them are coming under age category of 26 – 30 years. The findings disclose that 32.92 per cent of them are holding PG

with B.Ed, while, 14.77 per cent of them are holding M.Phil and 57.85 per cent of them are working in Government schools, while, 42.15 per cent of them are working in private schools. The findings explain that 40.00 per cent of them are owning 11 – 15 years of teaching experience, while, 12.00 per cent of them are owning 16 – 20 years of teaching experience and 37.23 per cent of them are getting monthly salary of Rs.35,001 – Rs.45,000, while, 13.85 per cent of them are getting monthly salary of above Rs.45,000.

Table-1. Demographics of Higher Secondary School Teachers

Profile	Number of Teachers	Percentage
Gender		
Male	133	40.92
Female	192	59.08
Age Category		
26 – 30 Years	46	14.15
31 – 35 Years	95	29.23
36 – 40 Years	100	30.77
41 – 45 Years	84	25.85
Education		
UG with B.Ed	67	20.62
PG with B.Ed	107	32.92
PG with M.Ed	103	31.69
M.Phil	48	14.77
Type of School		
Government	188	57.85
Private	137	42.15
Teaching Experience		
1 – 5 Years	41	12.62
6 – 10 Years	115	35.38
11 – 15 Years	130	40.00
16 – 20 Years	39	12.00
Monthly Salary		
Below Rs.25,000	62	19.08
Rs.26,001 – Rs.35,000	97	29.84
Rs.35,001 – Rs.45,000	121	37.23
Above Rs.45,000	45	13.85

6.2. ATTITUDE OF HIGHER SECONDARY SCHOOL TEACHES TOWARDS INCLUSIVE EDUCATION

The attitude of higher secondary school teaches towards inclusive education was studied and the results are shown in Table-2.

Table-2. Attitude of Higher Secondary School Teaches towards Inclusive Education

Attitude towards Inclusive Education	Mean	Standard Deviation
Inclusive education is an attractive practice of education	3.91	1.03
Inclusive education is cost effective in comparison with specialized education	3.93	1.04
Inclusive education is easy to do in a small class	3.95	0.97
Inclusive education mounts workload of teachers	3.87	1.08
Inclusive education is highly practical oriented	3.38	1.15
Inclusive education provides education to all kinds of students	3.80	1.07
Inclusive education gives good experience to all types of students	3.84	0.98
Inclusive education is the best mean to fulfill needs of all kinds of students	3.32	1.20
Inclusive education creates negative change in educational system	3.34	1.09
Inclusive education needs association among parents, teachers and school administrators	3.89	1.01

The higher secondary school teachers are agreed with inclusive education is an attractive practice of education, inclusive education is cost effective in comparison with specialized education, inclusive education is easy to do in a small class, inclusive education mounts workload of teachers, inclusive education provides education to all kinds of students, inclusive education gives good experience to all

types of students and inclusive education needs association among parents, teachers and school administrators, while, they are neutral with inclusive education is highly practical oriented, inclusive education is the best mean to fulfill needs of all kinds of students and inclusive education creates negative change in educational system.

6.3. DEMOGRAPHICS OF HIGHER SECONDARY SCHOOL TEACHERS AND THEIR ATTITUDE TOWARDS INCLUSIVE EDUCATION

The distribution of higher secondary school teachers based on attitude towards inclusive education is shown in Table-3. The attitude of higher secondary school teachers towards inclusive education is fragmented into low, moderate and high levels on the basis of Mean ± SD. Mean and SD are 37.21 and 3.94 correspondingly.

Table-3. Distribution of Higher Secondary School Teachers Based on Attitude towards Inclusive Education

Level of Attitude towards Inclusive Education	Number of Teachers	Percentage
Low	80	24.62
Moderate	147	45.23
High	98	30.15
Total	325	100.00

Among 325 higher secondary school teachers, 45.23 per cent of them are possessing moderate level of attitude towards inclusive education following by high level (30.15 per cent) and low level (24.62 per cent).

6.3.1. Gender and Attitude towards Inclusive Education

The relation among gender of higher secondary school teachers and attitude towards inclusive education was studied and the results are shown in Table-4.

Table-4. Gender and Attitude towards Inclusive Education

Gender	Level of Attitude towards Inclusive Education			Total	t-Value	Sig.
	Low	Moderate	High			
Male	31 (23.31)	72 (54.14)	30 (22.56)	133 (40.92)	5.234	.000
Female	49 (25.52)	75 (39.06)	68 (35.42)	192 (59.08)		
Total	80 (24.62)	147 (45.23)	98 (30.15)	325 (100.00)	-	-

(The figures in the parentheses are per cent to total)

Among 133 male higher secondary school teachers, 22.56 per cent of them possess high level of attitude towards inclusive education, while, 23.31 per cent of them possess low level of it. Among 192 female higher secondary school teachers, 35.42 per cent of them possess high level of attitude towards inclusive education, while, 25.52 per cent of them possess low level of it.

The t-value of is 5.234 elucidating that significant difference is prevailing in attitude towards inclusive education among gender of higher secondary school teachers at one per cent level. As an outcome, the null hypothesis is not accepted.

6.3.2. Age Category and Attitude towards Inclusive Education

The relation among age category of higher secondary school teachers and attitude towards inclusive education was studied and the results are shown in Table-5.

Table-5. Age Category and Attitude towards Inclusive Education

Age Category	Level of Attitude towards Inclusive Education			Total	F-Value	Sig.
	Low	Moderate	High			
26 – 30 Years	8 (17.39)	23 (50.00)	15 (32.61)	46 (14.15)	6.275	.000
31 – 35 Years	19 (20.00)	40 (42.11)	36 (37.89)	95 (29.23)		
36 – 40 Years	24 (24.00)	53 (53.00)	23 (23.00)	100 (30.77)		
41 – 45 Years	29 (34.52)	31 (36.91)	24 (28.57)	84 (25.85)		
Total	80 (24.62)	147 (45.23)	98 (30.15)	325 (100.00)		

(The figures in the parentheses are per cent to total)

Among 46 higher secondary school teachers coming under age category of 26 – 30 years, 32.61 per cent of them possess high level of attitude towards inclusive education, while, 17.39 per cent of them possess low level of it. Among 95 higher secondary school teachers coming under age category of 31 – 35 years, 37.89 per cent of them possess high level of attitude towards inclusive education, while, 20.00 per cent of them possess low level of it.

Among 100 higher secondary school teachers coming under age category of 36 – 40 years, 23.00 per cent of them possess high level of attitude towards inclusive education, while, 24.00 per cent of them possess low level of it. Among 84 higher secondary school teachers coming under age category of 41 – 45 years, 28.57 per cent of them possess high level of attitude towards inclusive education, while, 34.52 per cent of them possess low level of it.

The F-value of is 6.275 elucidating that significant difference is prevailing in attitude towards inclusive education among age category of higher secondary school teachers at one per cent level. As an outcome, the null hypothesis is not accepted.

6.3.3. Education and Attitude towards Inclusive Education

The relation among education of higher secondary school teachers and attitude towards inclusive education was studied and the results are shown in Table-6.

Table-6. Education and Attitude towards Inclusive Education

Education	Level of Attitude towards Inclusive Education			Total	F-Value	Sig.
	Low	Moderate	High			
UG with B.Ed	11 (16.42)	26 (38.80)	30 (44.78)	67 (20.62)	10.778	.000
PG with B.Ed	36 (33.64)	50 (46.73)	21 (19.63)	107 (32.92)		
PG with M.Ed	18 (17.48)	48 (46.60)	37 (35.92)	103 (31.69)		
M.Phil	15 (31.25)	23 (47.92)	10 (20.83)	48 (14.77)		
Total	80 (24.62)	147 (45.23)	98 (30.15)	325 (100.00)		

(The figures in the parentheses are per cent to total)

Among 67 higher secondary school teachers holding UG with B.Ed, 44.78 per cent of them possess high level of attitude towards inclusive education, while, 16.42 per cent of them possess low level of it. Among 107 higher secondary school teachers holding PG with B.Ed, 19.63 per cent of them possess high level of attitude towards inclusive education, while, 33.64 per cent of them possess low level of it.

Among 103 higher secondary school teachers holding PG with M.Ed, 35.92 per cent of them possess high level of attitude towards inclusive education, while, 17.48 per cent of them possess low level of it. Among 48 higher secondary school teachers holding M.Phil, 20.83 per cent of them possess high level of attitude towards inclusive education, while, 31.25 per cent of them possess low level of it.

The F-value of is 10.778 elucidating that significant difference is prevailing in attitude towards inclusive education among education of higher secondary school teachers at one per cent level. As an outcome, the null hypothesis is not accepted.

6.3.4. Type of School and Attitude towards Inclusive Education

The relation among type of school of higher secondary school teachers and attitude towards inclusive education was studied and the results are shown in Table-7.

Table-7. Type of School and Attitude towards Inclusive Education

Type of School	Level of Attitude towards Inclusive Education			Total	t-Value	Sig.
	Low	Moderate	High			
Government	36 (19.15)	96 (51.06)	56 (29.79)	188 (57.85)	4.780	.000
Private	44 (32.12)	51 (37.21)	42 (30.66)	137 (42.15)		
Total	80 (24.62)	147 (45.23)	98 (30.15)	325 (100.00)	-	-

(The figures in the parentheses are per cent to total)

Among 188 higher secondary school teachers working in Government schools, 29.79 per cent of them possess high level of attitude towards inclusive education, while, 19.15 per cent of them possess low level of it. Among 137 higher secondary school teachers working in private schools, 30.66 per cent of them possess high level of attitude towards inclusive education, while, 32.12 per cent of them possess low level of it.

The t-value of is 4.780 elucidating that significant difference is prevailing in attitude towards inclusive education among type of school of higher secondary school teachers at one per cent level. As an outcome, the null hypothesis is not accepted.

6.3.5. Teaching Experience and Attitude towards Inclusive Education

The relation among teaching experience of higher secondary school teachers and attitude towards inclusive education was studied and the results are shown in Table-8.

Table-8. Teaching Experience and Attitude towards Inclusive Education

Teaching Experience	Level of Attitude towards Inclusive Education			Total	F-Value	Sig.
	Low	Moderate	High			
1 – 5 Years	10 (24.39)	26 (63.41)	5 (12.20)	41 (12.62)	4.499	.004
6 – 10 Years	27 (23.48)	53 (46.09)	35 (30.43)	115 (35.38)		
11 – 15 Years	27 (20.77)	54 (41.54)	49 (37.69)	130 (40.00)		
16 – 20 Years	16 (41.02)	14 (35.90)	9 (23.08)	39 (12.00)		
Total	80 (24.62)	147 (45.23)	98 (30.15)	325 (100.00)	-	-

(The figures in the parentheses are per cent to total)

Among 41 higher secondary school teachers owning 1 – 5 years of teaching experience, 12.20 per cent of them possess high level of attitude towards inclusive education, while, 24.39 per cent of them possess low level of it. Among 115 higher secondary school teachers owning 6 – 10 years of teaching experience, 30.43 per cent of them possess high level of attitude towards inclusive education, while, 23.48 per cent of them possess low level of it.

Among 130 higher secondary school teachers owning 11 – 15 years of teaching experience, 37.69 per cent of them possess high level of attitude towards inclusive education, while, 20.77 per cent of them possess low level of it. Among 39 higher secondary school teachers owning 16 – 20 years of teaching experience, 23.08 per cent of them possess high level of attitude towards inclusive education, while, 41.02 per cent of them possess low level of it.

The F-value of is 4.499 elucidating that significant difference is prevailing in attitude towards inclusive education among teaching experience of higher secondary school teachers at one per cent level. As an outcome, the null hypothesis is not accepted.

6.3.6. Monthly Salary and Attitude towards Inclusive Education

The relation among monthly salary of higher secondary school teachers and attitude towards inclusive education was studied and the results are shown in Table-9.

Table-9. Monthly Salary and Attitude towards Inclusive Education

Monthly Salary	Level of Attitude towards Inclusive Education			Total	F-Value	Sig.
	Low	Moderate	High			
Below Rs.25,000	16 (25.80)	23 (37.10)	23 (37.10)	62 (19.08)	5.156	.000
Rs.26,001 – Rs.35,000	26 (26.80)	43 (44.33)	28 (28.87)	97 (29.84)		
Rs.35,001 – Rs.45,000	31 (25.62)	65 (53.72)	25 (20.66)	121 (37.23)		
Above Rs.45,000	7 (15.56)	16 (35.55)	22 (48.89)	45 (13.85)		
Total	80 (24.62)	147 (45.23)	98 (30.15)	325 (100.00)	-	-

(The figures in the parentheses are per cent to total)

Among 62 higher secondary school teachers getting monthly salary of below Rs.25,000, 37.10 per cent of them possess high level of attitude towards inclusive education, while, 25.80 per cent of them possess low level of it. Among 97 higher secondary school teachers getting monthly salary of Rs.26,001 – Rs.35,000, 28.87 per cent of them possess high level of attitude towards inclusive education, while, 26.80 per cent of them possess low level of it.

Among 121 higher secondary school teachers getting monthly salary of Rs.35,001 – Rs.45,000, 20.66 per cent of them possess high level of attitude towards inclusive education, while, 25.62 per cent of them possess low level of it. Among 45 higher secondary school teachers getting monthly salary of above Rs.45,000, 48.89 per cent of them possess high level of attitude towards inclusive education, while, 15.56 per cent of them possess low level of it.

The F-value of is 5.156 elucidating that significant difference is prevailing in attitude towards inclusive education among monthly salary of higher secondary school teachers at one per cent level. As an outcome, the null hypothesis is not accepted.

6.4. RELATION AMONG ATTITUDE TOWARDS INCLUSIVE EDUCATION AND PROFESSIONAL COMMITMENT OF HIGHER SECONDARY SCHOOL TEACHERS

The relation among attitude towards inclusive education and professional commitment of higher secondary school teachers was studied through correlation analysis and the results are shown in Table-10.

Table-10. Relation among Attitude towards Inclusive Education and Professional Commitment of Higher Secondary School Teachers

Particulars	Correlation Co-efficient
Attitude towards Inclusive Education and Professional Commitment of Higher Secondary School Teachers	0.57**

** Significant at one per cent level

The correlation coefficient among attitude towards inclusive education and professional commitment of higher secondary school teachers is 0.57 that implies that it is positively and moderately related with each other at one per cent level of significance. As a result, the null hypothesis is not accepted.

7. CONCLUSION

The above findings explicate that more than two fifth of higher secondary school teachers are having moderate level of attitude towards inclusive education. Significant difference exists among attitude towards inclusive education and demographics of higher secondary school teachers. Attitude of higher secondary school teachers towards inclusive education has positive, significant and moderate relation with their professional commitment. To improve attitude towards inclusive education among higher secondary school teachers, inclusive education must be highly practical oriented and it should fulfill needs of all types of students. Further, inclusive education must generate positive changes among students and also in educational system.

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