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Attitude of Elementary School Teachers Towards Inclusive Education

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ABSTRACT

In the present study, the researcher intended to assess and explore the attitude of elementary school teachers towards inclusive education in relation to their locality of school, teaching experience and stream of education. The investigator used descriptive survey research method for the present study.The sample consists of 60 elementary school teachers in the district of Cuttack. The stratified-random sampling method has been adopted for the selection of sample Teacher Attitude Scale towards Inclusive Education developed by Arti Anand and Vishal Shood () for the collection of data. For the analysis of data Mean, SD and t-test have used in the present study. The findings of this study showed that the attitude of elementary school teacher have most favourable attitude towards inclusive education. The study also indicates that there is no significant difference found between the attitude of elementary school teachers towards inclusive education in relation to locality of school, teaching experience and stream of education.

Keywords- Attitude, Inclusive education, elementary school

1.0 Introduction

Government of India have been made ambitious programme for providing educational opportunities to all and making Elementary Education is a Fundamental Rights in article 21(A). But , for providing quality education and making education programme attractive, it is very important to meet the need of all children and providing education accordingly. It is not possible to making child-centred Education without understanding the similarities and differences among learners. At the same time , there are some problem to providing individualized instruction. So, the solution to all this thing the concept of Inclusive Education is taking to be consideration. "Inclusion as a process of providing equal access to the opportunities and to meet the need of all children. Inclusive education is an opportunity; which create an environment for all people to equal access the education without restriction" (World Declaration on Education for All, 1990).Inclusive education is an education system where everyone have a right to participate in educational process irrespective of their physical, emotional, intellectual,social, linguistic condition. It is an environment which develop and design our curriculum, school environment ,classroom and etc., for all type of learners like gifted, social- economic disadvantages , mentally retarded, backward to learn together.

1.1 Teachers Attitude towards Inclusive Education

Webster dictionary defines "attitude is a hypothetical term which refers to the individuals positive or negative respond for an item."Attitude is a predispositions or a tendency to respond positively and negatively towards a certain idea , object person or situation". "Attitude is a mental readiness or it is a experience towards an object which influences upon individuals"(Allport, 1954). Attitude is consisted upon 3 components i.e, a) cognitive(b) Affective (c) Behavioural(Allport, 1954). The attitude of teachers towards inclusive education is measured by three components such as;

a) Cognitive:-The cognitive components of attitude means individuals own belief and knowledge on a particular object, idea, person or situation.

Example-In Inclusive setting this components consist teachers belief and knowledge on Inclusive education

b) Affective:- This component refers the individuals feeling to accepting the objects.

Example- In the inclusive environment this consist the teachers feelings to accepting and educating to the diverse groups.

c) Behavioural:- It refers to the someone's action towards the idea, object and situation in a particular way.

Example- It is the teachers own views on how they treat to the special need children in the classroom .

1.2 Rationale of the study

Government of India has taken different initiatives (RCI Act,1992 ;PWD Act,1995; SSA,2001; IECYD, 2005) for promoting inclusive education . All these programmes remain meaningless if administrators, teachers, and members of the community do not have positive attitude towards inclusive

education . By taking into consideration the findings of the various studies the researcher has noticed that a more number of studies have been done to measure the

attitude of teachers at secondary level(Kaur & Kaur ,2015; Kumar, 2016;Prakash &Hooda, 2016; Biswas, 2018;Parmanik & Barman 2018; Tahseen&Bano, 2019), and higher level. Where as very few studies have been done in this regard at elementary level (Nagra& Devi, 2016;Mohanty,2019) . In Odisha , very few study has been conducted to measure the attitude of teachers on the basis of their stream of education (Ghosh, 2020).No clear cut direction is coming from the studies at elementary level. There is no specific conclusion which determines inclusive education have fully positive or fully negative impact on elementary education. In the present study the researcher has selected four broad areas to explore teacher's attitude towards inclusive education which is different from other studies. Thus, the researcher has shown keen interest to study the attitude of elementary school teachers toward inclusive education.

2.0 Review on Attitude of Teachers towards Inclusive Education

Chopra (2008) carried out a study on practices and attitudes towards inclusive education among elementary teachers of west Golaghat district of Assam . The descriptive survey method wasused for the study. 120 elementary teachers were selected as sample randomly and data was collected by using self-developed questionnaire. The findings of the study revealed that the attitude towards inclusive education is positive among elementary school teachers.

Bansal (2013) investigated on attitude of primary school teachers towards inclusive education .The descriptive survey method was used for this study.The findings of this study concluded that 1) There was a positive attitude of teachers on inclusive duaction.2)The attitude of urban teachers is positive than the rural teachers .3)There was no difference exist among the attitude of primary level teachers in relation to their experiences.4) The attitude of private teacher is higher than the attitude of Govt. teacher towards inclusive education.

Kaur & Kaur (2015) carried out a topic relating to attitude of high school teachers towards inclusive education. The descriptive research method was used for the study. Stratified- random sampling technique was adopted for the selection of 200 teachers. It is found that 1) Teachers of secondary school have positive attitude than the teachers from primary school on inclusive ducation.2)There was no difference among the attitude of secondary school teachers towards inclusive education with respect to gender.3)On the basis of location there was a significant difference between the teachers from secondary school.

Bhakta & Shit (2016) taken over a research topic on "Assessment of attitude of school teacher towards inclusion of special education need children in regular classroom". The investigator used descriptive research design for the research .TASIE scale was used by the investigator. Different statistical method like Mean, SD was adopted for the analysis of data. The study observed that 1) The teacher's attitude on inclusive education is moderate favourable .2) The attitude of teacher do not differ significantly in relation to gender. 3) Medium of instruction creates the difference among the attitude of teacher. 3) There was a significant difference exist among the attitude of teacher with respect to type of school.

Kumar (2016) conducted a study on "Assessment of teachers' attitude towards inclusive education system: A study of Indian teachers" .The investigator adopted descriptive survey method and ATIES (Attitude of teachers towards inclusive education) scale was used by the researcher the data collection purposes.. The study reveals that 1)Significant difference exist among the attitude of teacher of rural area and urban area.2) Significant difference comes from the attitude of male and female teachers.3) The attitude of less experienced and high experience is differ significantly towards inclusive education.

Nagra&Devi(2016) investigated on " Elementary school teachers attitude towards inclusive education: An empirical study". Descriptive survey method was used for the study .The study was conducted on 150 elementary school teachers.The study revealed that 1)It is found that elementary school teachers have positive attitudes towards inclusive education.2)It is found that no interaction effect among gender and locality of school on teacher attitude towards inclusive education.

Prakash &Hooda (2016) conducted a research on "Comparative study on attitude of primary school and secondary school towards inclusive education". The investigator used descriptive survey design for the study. The study concluded that 1)secondary school teachers have more attitude than primary teacher on inclusive education.2)Female secondary school teacher's have more positive attitude on inclusive education than male secondary teachers.3)The attitude of primary teacher from urban area is higher than the primary teacher from rural area.4)The urban secondary school teacher's attitude is higher than the attitude level of rural secondary teachers.

Kalita (2017)carried out a study on " Attitude of primary school teachers towards inclusive education". Researcher was used descriptive survey method for the research work. 160 primary school teacher was selected as a sample. The study stated that 1)The attitude of male teacher is more positive than female teachers 2)The attitude level of teachers having high experience is high and low experience is low.

Sreeja (2017) taken over a research topic on "Attitude of primary school teacher on the persons with disabilities". 200 primary teachers were selected by stratified random sampling technique for the study. Attitude towards disabled person scale (Yuker, Cambell, 1960) was scale was adopted by the researcher for this problem.. The studyshows that 1)The attitude of teachers from primary school is moderate regarding person with disabilities.2) There was no significant difference among the attitude of teachers from Thiruvananthpurama and Kollam district on inclusive education .

Biswas(2018)carried out a study on "Attitude of secondary school teachers towards inclusive education. Descriptive survey method was conducted for the research work. .A standardized questionnaire was used for the collection of data. The study concluded that1) The attitude of male and female teacher differ significantly towards inclusive education.2)No significant difference among the attitude of teachers from rural and urban area.

Parmanik&Berman (2018)conducted a study on " Attitude of secondary school teachers towards inclusive education ". Descriptive survey method was used for the study. The study revealed that 1) The attitude of high school teacher is moderate in Purulia district 2)There was no differences exist among the attitude of male and female teachers in Purulia District.3) The teacher's attitude from rural and urban background differ significantly on inclusive education.

Mohanty (2019) investigated on " Attitude of elementary school teachers towards inclusive education ".Descriptive survey design was used by the investigator for data collection. The findings of the study concluded that 1)Less experience teachers have positive attitude on inclusive education than male teachers.2)The female teachers expressed more positive attitudes towards the idea of integrating children with behaviour problems than male teachers.3)There exist a significant difference between the attitude of rural and urban elementary school teachers.

Parua(2019) conducted a study on "Understanding primary school teacher's attitude towards disability and inclusion". Descriptive survey method was used for the study .The study suggested that 1)The primary level teachers have more supporting attitude towards student of inclusive education.2)More experienced teachers have positive attitude on students of inclusion.

Tahseen&Bano (2019) conducted a study on "Attitude of school teachers and students towards inclusive education at secondary level". Survey method was used for the study .Self –made questionnaire was developed by the researcher to explore the attitude of teachers towards inclusive education The study revealed that the teacher and student responses on inclusive education is positive..

Ghosh (2020) conducted a study on "Attitude of primary school teachers towards inclusive education" .The researcher used descriptive survey method for his research work. The findings of this study was 1)The attitude of more number of teacher towards inclusive education is positive.2)Young teachers have more positive attitude towards inclusive education than aged teachers.3)Urban teacher have favourable attitude than rural teachers towards inclusive education.4) The attitude of male teacher is positive towards inclusive education than rural teachers

Shah &Ashraf (2020)investigated on" Attitude of mainstream primary school teachers towards inclusive education". The study is based on descriptive survey research design.The result of this study stating:-1)Male and female teachers attitude do not differ significantly on inclusive education 2)There was a difference between the attitude of Govt. and private teachers .

2.1 Review Analysis

Different researches has been conducted relating to attitude of teachers towards inclusive education .Studies undertaken by (Chopra,2008; Bansal, 2013 ;Kaur &Kaur,2015; Nagra& Devi,2016; Tahseen& Bano,2020) reported favourable attitude towards inclusive education. Studies by (Bansal,2016; Kalita ,2017; sreeja,2017) concluded that teachers have moderate attitude towards inclusive education. Studies by (Singh & Mehta,2015; Sharma,Chari&Chunawala , 2017) reported a negative attitude towards inclusive education.

A number of studies has been conducted on attitude of teachers towards inclusive education with respect to locality .Studies conducted by (parmanik and Barman,2018; Kaur& Kaur ,2015;Kumar,2016) reported that the attitude of rural and urban teacher towards inclusive education differ significantly. Studies by (Bansal,2013; Prakash &Hooda ,2016; Ghosh,2020) reported that the attitude of urban teachers have more positive than rural teachers towards inclusive education. Studies by (Bhakta &Shit,2016;Nagra &Devi, 2016;Biswas,2018;)concluded that the attitude of rural and urban teacher do not differ significantly .

Some investigations have carried out on attitude of teachers towards inclusive education with respect to teaching experience. Studies by(Parmanik& Barman,2018;Bansal,2013) showed that there was no significant difference among the attitude of teacher having high experience and less experience towards inclusive education. Kalita (2017) revealed that more experienced teachers have positive attitude than less experience teachers towards inclusive education. The attitude of teachers differ significantly with reference to level of experience (Kumar,2016). Less experienced teachers have more positive attitude than more experienced teachers towards inclusive education.

Very few studies has been conducted on attitude of teachers towards inclusive education with respect to stream of education. The teacher have science background have positive attitude than the teacher have arts background (Ghosh,2020).The attitude of teacher do not differ significantly with respect to stream of education (Biswas,2018). From the above reviews ,it is found that a more number of studies have been carried out to measure the attitude of teachers at secondary and higher level. Whereas a few studies have been conducted in this regard at elementary level. It also to be concluded that the attitude is affected by experience, stream of education and gender.

2.2 Statement of the problem

In order to study the level of attitude towards inclusive education with reference to teaching experience, locality of school and stream of education, the present study is stated as " Attitude of Elementary School Teacher towards inclusive education

2.3 Operational definition of key terms

Attitude towards Inclusive education

Attitude is the way of thinking about inclusive education by the elementary school teachers. It is measured through Teacher Attitude scale Towards Inclusive Education (TASIE).

Elementary school

Elementary school is that school which constituted of the class I to VIII wherethe age group between 6-14 are being taught.

Inclusive education-

Inclusive education refers to all the students studying in a general classroom irrespective of disabilities.

2.4 Objectives of the study:-

1. To study the attitude of elementary school teachers towards inclusive education.

2. To study the attitude of elementary school teachers towards inclusive education with reference to teaching experience.

3. To study the attitude of elementary school teachers towards inclusive education with reference to locality of school.

4. To study the attitude of elementary school teachers towards inclusive education with reference to their stream of education.

2.5 Hypotheses of the study

Ho_1- There exist no significant difference between the attitude of elementary school teachers towards inclusive education with reference to teaching experience.

Ho_2-There exist no significant difference between the attitudes of elementary school teachers towards inclusive education with reference to locality of school.

Ho_3- There exist no significant difference between the attitude of elementary school teachers towards inclusive education with reference to their stream of education.

2.6 Delimitations of the study

The present study is delimited to-

- Sixty (60) elementary school teachers of Nischintakoili and Nuabazar block of Cuttack district only.
- Descriptive survey method only .
- Teacher Attitude Scale towards Inclusive Education developed by Dr. Vishal Sood and Dr. ArtiAnand(2011).
- Statistical technique i.e Mean, SD, t-test used for data analysis.
- In-service teachers only.

3. Methodology of the study

In the present study , the investigator has used Descriptive survey method to explore the attitude of elementary school teachers towards inclusive education in relation to their teaching experience, locality and stream of education.

3.1 Population

The population of the present study consisted all the Elementary School Teachers of Cuttack district in Odisha.

3.2 Sample

The sample of the present study is 60 Elementary school teachers which was selected from Nischintakoili and Nuabazar block of Cuttack District. The investigator was select 30 sample from each block.

3.3 Sampling Techniques

The investigator used stratified –random sampling technique when selecting the sample from targeted population

3.4 Tools used for the Data collection

In the present study the investigator was applied Teacher Attitude Scale towards Inclusive Education devopedbySood&Anand) for the collection of data. The scale has four dimensions namely Psychological/ behavioural, social, curricular and co-curricular and Administrative to measure the different aspect

of inclusive education. There is three type of responses such 'Agree', 'Undecided', ' Disagree'. The scale includes 47 items, in which 29 items are positive and 18 are negative.

4.0 Statistical Technique used for Data Analysis

In the present study, the researcher used Mean, SD and t-test for the analysis of data

Objective:-1 To study the Attitude of Elementary School Teachers towards Inclusive Education

Table no-4.1

Level of attitude of different type of teacher

Variable	Types of teacher	N	Mean	Level of Attitude
Locality	Urban	30	115.6	Above average favourable
	Rural	30	113.6	Above average favourable
Teaching experience	High	30	110.6	Above average favourable
	Low	30	114.47	Above average favourable
Teecher's Stream Of Education	Arts	39	124.08	Most favourable
	Science	21	123	Most favourable

Interpretation-Table 4.1 shows Mean and level of attitude of Elementary school teacher towards inclusive education in relation to their teaching experience, locality of school and stream of education. Mean score of teacher belongs to the rural area and urban area is 113.6 and 115.6 respectively which represents the teacher belongs to both urban and rural area have above average favourable attitude towards inclusive education . The mean score of high experienced and low experienced is 110.6and 114.47,which shows the teacher having high experience and low experience have above average attitude towards inclusive education. The mean score of teacher belongs to the arts and science stream is 124.08 and 123 , which represents the teacher having science stream and arts stream have most favourable attitude towards inclusive education.

Table-4.2

The Mean and attitude level of Teacher towards Inclusive Education

		N	M	Level of Attitude
Urban	More experienced	15	121.33	Most favourable
	Low –experienced	15	122.2	Most favourable
Rural	More –experienced	15	113.6	Above-average favourable
	Low experienced	15	119.53	Most favourable
Total		60	120.54	Most-favourable

Interpretation-Table 4.2 shows that teachers belongs to the urban area (more-experienced) have the mean value of 121.33 and (Low experienced) have mean value of 122.2. It reveals that the attitude of teacher both the more experienced and low experienced from urban area is most favourable towards inclusive education. Whereas the teacher belongs to the rural area (More-experienced) is 113.6 and (Low experienced) is 119.53.It means the attitude level of teachers from rural area with high-experienced have above average favourable attitude and low experienced teachers have most favourable attitude towards inclusive education. The mean value for all the teacher towards inclusive education is 120.54. It is concluded that all teachers have favourable attitude towards inclusive education.

The findings of the study align with the findings (chopra,2008;Bansal, 2013 ;Kaur &Kaur,2015; Nagra&Devi,2016; Tahseen& Bano,202

Objective-2 To study the Attitude of Elementary school teachers with reference to teaching experience.

Table-4.3

Mean, SD and t-value of More- Experienced and Low experienced teachers

Teaching experience	N	Mean	SD	't'-value	Remark
More-Experienced Teachers	30	110.6	6.46	1.58	Non-significant
Low-Experienced Teachers	30	114.47	10.18		

Interpretation-Table 4.3 indicates that the Mean value of more experienced teachers is 110.6 and less experienced teachers is 114.47, where as the SD of more experienced teachers is 6.46 and lew experienced teachers is 10.18. The obtained 't' –value 1.58 with df 58 is found to be less than the table value 2.00 and 2.66 at 0.05 and 0.01 level of significance . The figure 4.1 support to this result.

Therefore, Null hypothesis is accepted i.e, " there is no significant difference between the attitude of elementary school teachers towards inclusive education with reference to teaching experience. This result is same as with the findings of (Parmanik& Barman,2018;Bansal,2013)

Objective-3 To study the Attitude of Elementary School Teachers towards Inclusive Education with reference to locality of school

Table 4.4

Mean, SD and 't'-vale of Rural and Urban teachers

Locality of school	N	Mean	SD	't'-value	Remark
Rural	30	115.6	32.67	0.29	Non-significant
Urban	30	113.6	18.69		

Interpretation-Table 4.4 shows that the Mean value of teachers belongs to the rural area are 115.6 and urban area is 113.6. The SD of teachers belongs to rural area is 32.67 and urban area is 18.69. The investigator has computed't'-test for test the hypothesis. The obtained't'- value 0.29 with df 58 is found to be less than the table value 2.00 and 2.66 (0.29< 2.00) at 0.05 and 0.02 level of significance. Figure 4.2 also supports the findings.

Though 't'-value is not significant, the null hypothesis is accepted i.e, " There is no significant difference between the attitude of rural and urban elementary school teachers towards inclusive education.The findings of this study align with the findings (Bhakta &Shit,2016;Nagra &Devi, 2016;Biswas,2018;)

Objective-4 To study the Attitude of Elementary School Teachers towards Inclusive Education with reference to their stream of education

Table 4.5

Mean, SD and 't'-vale of Arts and Science teachers

Teacher's stream of education	N	Mean	SD	't'-value	Remark
Arts	39	124.08	62.99	0.09	Non-significant
Science	21	123	34.61		

Interpretation-Table 4.5 reveals that the Mean value of teachers having Arts background is 124.08 and Science background is 123 , where as the SD of Arts teacher is 62.99 and Science teacher is 34.61.The calculated 't'-value 0.09 with df 58 is found to be less than the table value 2.00 and 2.66 at 0.05 and 0.01 level of significance.

Therefore, null hypothesis is accepted i.e, " there is no significant difference found between the attitude of teachers towards inclusive education with reference to their stream of education".

5.0 Major findings

1) Elementary School Teachers have most favourable attitude towards inclusive education.

2) The teacher belongs to the urban and rural areas have above average favourable attitude towards inclusive education.

3) In reference to teaching experience, teacher having high and low experience have above average favourable attitude towards inclusive education.

4) In terms of stream of education, the teacher having arts and science stream have most favourable attitude towards inclusive education.

5) There is no significant difference found in attitude between more experienced and less experienced elementary school teachers towards inclusive education.

5.1 Educational Implications

1. The study may help the teachers to understand their attitudes in a progressive manner.

2. This study may also be helpful for the student to dill with their teachers in a more collaborative way.

3. Government may take steps to appoint special trained teacher to address the needs of all children in inclusive setting

4. The findings may be helpful for the new research scholars to do study on other aspects towards inclusive education.

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