

PREVALENCE OF TEACHERS' ATTITUDE TOWARDS INCLUSIVE EDUCATION WITH REGARDS TO SOME DEMOGRAPHIC VARIABLES

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Abstract

Teachers' judgements about children with disabilities could have a significant influence on children's emotional, social and intellectual development. To make inclusion a successful practice, the inculcation of positive attitudes among regular teachers toward students with disabilities is a chief aspect. In the present study, researcher attempted to study the prevalence of attitude of regular teachers towards inclusive education with regards to some demographic variables namely gender, additional in-service training, presence of CWSN in classrooms, designation and age of teachers. A survey was conducted on 739 teachers designated as Primary Teachers (PRTs), Trained Graduate Teachers (TGTs) and Post Graduate Teachers (PGTs) in government school of Union Territory of Delhi, India, by using SACIE-R, developed by Forlin, C., Earle, C., Loreman, T. & Sharma, U. Forlin, C. (2011). In the light of objectives of the study, data were statistically analyzed for Mean, Standard Deviation and critical ratio. Results of the study implicated that for the thriving inclusion of CWSN in regular schools, we need to make teachers' attitude more positive in India.

Keywords: Inclusive Education, Attitude and CWSN

Inclusion of children with disabilities is now a world-wide philosophy. Attitudes of teachers are a critical component to the inclusion of students with disabilities. Attitudes are a factor in one's daily living and therefore, play an important role in an educator's daily interactions with students. Teachers' judgements about children with disabilities could have a significant influence on children's emotional, social and intellectual development. To make inclusion a successful practice, the inculcation of positive attitudes among regular teachers toward students with disabilities is a chief aspect. It is the responsibility of government and teacher training institutes to ensure that teachers possess a professional and accepting attitude toward inclusion of students with special needs (CWSN) in an inclusive classroom by accepting the presence of such children in the regular classroom with a great responsibility. Teachers' attitude is one of the most important variables in the education of children with disabilities (Smith, 2000). Literature on inclusive education has lay emphasis on the importance of positive attitudes of educators toward inclusion. In the present study, researcher attempted to study the prevalence of attitude of regular teachers towards inclusive education with regards to some demographic variables namely gender, additional in-service training, presence of CWSN in classrooms, designation and age of teachers.

Objectives

To determine teachers' attitude towards inclusive education

To compare the teachers' attitude towards inclusive education with regards to their gender

To compare the teachers' attitude towards inclusive education with regards to the additional in-service training

To compare the teachers' attitude towards inclusive education with regards to the presence of CWSN in classroom

To compare the teachers' attitude towards inclusive education with regards to their designation

To compare the teachers' attitude towards inclusive education with regards to their age

Methodology

A survey was conducted on 739 teachers designated as Primary Teachers (PRTs), Trained Graduate Teachers (TGTs) and Post Graduate Teachers (PGTs) in government school of Union Territory of Delhi, India, by using Sentiments, Attitude and Concerns about Inclusive Education Revised Scale (SACIE-R) (developed by Forlin, C., Earle, C., Loreman, T. & Sharma, U. Forlin, C., 2011). In the light of objectives of the study, data were statistically analyzed for Mean, Standard Deviation and critical ratio.

Results

Prevalence of Teachers' Attitude Towards Inclusive Education

As presented in Table-1, in dimension wise analysis, it was found that a total of 47.361 percent teacher showed highly positive sentiments, 46.414 percent teachers were having neutral sentiments and 6.225 percent teachers were found with less positive sentiments towards inclusive education. A total of 38.971 percent teachers were having highly positive attitude, 52.639 percent teachers were having neutral attitude and 8.390 percent teachers had less positive attitude towards inclusive education.

Table 1 - Teachers' Attitude towards Inclusive Education (N=739)

Variable	Level	Range	N	Percentage (%)
Sentiments	Highly Positive	20-15	350	47.361
	Neutral	14-11	343	46.414
	Less Positive	10-6	46	6.225
Attitude	Highly Positive	20-15	288	38.971
	Neutral	14-11	389	52.639
	Less Positive	10-5	62	8.390
Concerns	Highly Positive	20-15	259	35.047
	Neutral	14-10	433	58.593
	Less Positive	9-5	47	6.360
Overall Attitude	Highly Positive	60-45	213	28.823
	Neutral	44-36	438	59.269
	Less Positive	35-21	88	11.908

A total of 35.047 percent teachers had highly positive concern about inclusive education, 58.593 percent teachers had neutral concerns towards inclusive education and 6.360 percent teachers were having less positive concerns towards inclusive education. Sentiments, Attitude and Concerns collectively measured overall attitude of teachers towards inclusive education, sentiments, attitude and concerns collectively measured the overall attitude of teachers towards inclusive education, therefore, a total of 28.823 percent (213 out of 739) regular teachers were having highly positive attitude (overall) towards inclusive education, 59.269 percent (438 out of 739) teachers

showed neutral attitude towards inclusive education and 11.908 percent (88 out of 739) teachers found with less positive attitude towards inclusive education.

Comparison of Mean Scores of Teachers' Attitude Towards Inclusive Education on the Basis of Gender

It is perused from Table-2 that mean scores of male and female teachers (overall group) were 14.20 & 14.43 ($t=1.191$, $p=.234$) on sentiments, 14.06 & 13.63 ($t=2.510$, $p=.012$) on attitude facet of overall attitude, 13.75 & 13.14 ($t=3.117$, $p=.002$) on concern and 42.01 & 41.19 ($t=2.130$, $p=.034$) on overall attitude.

Table-2: Significance of difference between the mean scores of teachers' attitude towards inclusive education of male teachers and female teachers

Group	Variable	Male			Female			SEd	t-Ratio	Significance
		N	Mean	SD	N	Mean	SD			
Overall	Sentiments	339	14.20	2.607	400	14.43	2.560	.191	1.191	.234
	Attitude	339	14.06	2.378	400	13.63	2.286	.172	2.510*	.012
	Concern	339	13.75	2.838	400	13.14	2.497	.196	3.117**	.002
	Overall Attitude	339	42.01	5.554	400	41.19	4.865	.383	2.130*	.034

On sentiments, attitude facet of overall attitude and overall attitude male teachers had scores significantly higher than the female teachers. After measuring gender difference on teachers' attitude towards inclusive education on total sample, H_1 retained against H_0 .

H_0 - Gender does not result in a difference in teachers' attitude towards inclusive education

H_1 - Gender results in a difference in teachers' attitude towards inclusive education

in-service training, on total 26 variables considered in the study. The difference between two groups was not found to be statistically significant in 25 variables out of total 26 variables (Table-3). A significant difference ($t=2.065$, $p=.039$) was exhibited by the Concern facet of overall attitude towards inclusive education in which teachers having additional in-service training ($M=12.78$) were found less concern about disabilities than those teachers not having additional in-service training ($M=13.48$).

H_0 - Additional in-service training does not result in a difference in teachers' attitude towards inclusive education teachers

H_2 - Additional in-service training results in a difference in teachers' attitude towards inclusive education teachers

Comparison of Mean Scores of Teachers' Attitude Towards Inclusive Education on the Basis of Additional In-service Training

The t-ratios were computed between two groups, one of teachers having additional in-service training of dealing CWSN in regular classrooms and second of teachers having no such

Table 3 - Significance of difference between the mean scores of teachers' attitude towards inclusive education on the basis of additional in-service training

Variable	Teachers have Additional Training			Teachers don't have Additional Training			SEd	t-Ratio	Significance
	N	Mean	SD	N	Mean	SD			
Sentiments	67	14.52	2.344	672	14.30	2.606	.331	.661	.509
Attitude	67	14.10	2.223	672	13.80	2.348	.299	1.025	.306
Concern	67	12.78	2.341	672	13.48	2.698	.342	2.065*	.039
Overall Attitude	67	41.40	5.003	672	41.58	5.227	.667	.270	.787

Results revealed that no significant differences were found on teachers' attitude towards inclusive education, efficacy, stress, stress coping strategies and level of confidence to teach in

inclusive classroom due to additional in-service training provided to teachers. Thus, results directed to accept H_0 and reject H_2 .

Comparison of Mean Scores of Teachers' Attitude Towards Inclusive Education on The Basis of Presence of Children With Special Needs in Classroom

Table 4 - Significance of difference between the mean scores of teachers' attitude towards inclusive education on the basis of presence of children with special needs in classroom

Variable	Have CWSN in Classroom			Don't have CWSN in Classroom			SEd	t-Ratio	Significance
	N	Mean	SD	N	Mean	SD			
Sentiments	217	14.12	2.766	522	14.41	2.499	.208	1.383	.167
Attitude	217	13.71	2.536	522	13.87	2.250	.189	.868	.386
Concern	217	12.96	2.873	522	13.61	2.566	.215	3.029**	.003
Overall Attitude	217	40.79	5.555	522	41.89	5.021	.419	2.634**	.009

It is interpreted by Table-4 that teachers, who were not having CWSN in their classroom ($M=13.61$) have showed more concern for CWSN than the teachers who were not having CWSN in their classroom ($M=12.96$) with a significant ($p=.003$) t-ratio i.e. 3.029. A significant difference ($t=2.634$, $p=.009$) on overall attitude was exhibited between teachers having CWSN in their classroom ($M=40.79$) and teachers not having CWSN in their classroom

H_0 - Presence of CWSN in classroom does not result in a difference in teachers' attitude towards inclusive education
 H_3 - Presence of CWSN in classroom results in a difference in teachers' attitude towards inclusive education

($M=41.89$). Thus, H_0 was rejected in case of overall attitude of teachers towards inclusive education H_3 was recognized.

Comparison of Mean Scores of Teachers' Attitude Towards Inclusive Education on the Basis of Designation

It is revealed from Table-5 that on teachers' attitude towards inclusive education scale, primary teachers ($N=128$), trained graduate teachers ($N=395$) and post graduate teachers ($N=216$) have scored more or less the same.

H_0 - Designation does not result in a difference in teachers' attitude towards inclusive education
 H_4 - Designation results in a difference in teachers' attitude towards inclusive education

Table 5 - Significance of difference between the mean scores of teachers' attitude towards inclusive education of primary teachers ($N=128$), trained graduate teachers ($N=395$) and post graduate teachers ($N=216$)

	Sum of Squares			Mean Square		F	Sig.
	Between Groups (Df=2)	Within Groups (Df=736)	Total (Df=738)	Between Groups	Within Groups		
Sentiments	14.065	4905.640	4919.705	7.032	6.665	1.055	.349
Attitude	10.060	4020.422	4030.482	5.030	5.463	.921	.399
Concern	12.380	5265.417	5277.797	6.190	7.154	.865	.421
Overall Attitude	86.043	19903.391	19989.434	43.021	27.043	1.591	.204

Thus, no significance difference was exhibited and H_0 was accepted and H_4 was not retained.

Comparison of Mean Scores of Teachers' Attitude Towards Inclusive Education on the Basis of Age

As indicated in Table-6, sentiments ($F=3.669$, $p=.12$) and concerns ($F=2.725$, $p=.043$) revealed a significant difference

among teachers due to their age. Teachers from the age group of 31-40 years ($M=13.92$) were having less sentiments for children with disabilities than the teachers from the age group of 41-50 years ($M=14.71$).

H_0 - Age does not result in a difference in teachers' attitude towards inclusive education teachers
 H_5 - Age results in a difference in teachers' attitude towards inclusive education teachers

Table-6: Significance of difference between the mean scores teachers' attitude towards inclusive education of teachers of age group of <30 ($N=132$), 31-40 ($N=249$), 41-50 ($N=203$) and 51+ ($N=155$)

	Sum of Squares			Mean Square		F	Sig.
	Between Groups (Df=3)	Within Groups (Df=735)	Total (Df=738)	Between Groups (Df=3)	Within Groups (Df=735)		
Sentiments	72.590	4847.115	4919.705	24.197	6.595	3.669*	.012
Attitude	41.444	3989.037	4030.482	13.815	5.427	2.545	.055
Concern	58.054	5219.743	5277.797	19.351	7.102	2.725*	.043
Overall Attitude	117.507	19871.928	19989.434	39.169	27.037	1.449	.227

The significant difference in concerns was between teachers less than 30 years (13.89) and teachers from 31-40 years ($M=13.10$). Overall attitude and its facet attitude did not reveal any statistical difference among teachers due to their age (Table-6). Therefore, H_0 was preserved by rejecting H_5 for overall attitude. But, in case of sentiments and concerns H_5 retained.

Conclusion

On the basis of research studies, it can be contended that the effects of teachers' positive attitude regarding admission of CWSN in regular school can be a milestone in the path of success of inclusion in India. Presents study revealed that only 28.823 percent teachers divulge high positive attitude towards inclusive education where, 11.908 percent teachers came out with less positive attitude towards inclusive education. Male teachers revealed higher attitude towards inclusive education than the female teachers. Teachers who were not having CWSN in their classroom showed high positive attitude than the teachers who were having CWSN in their respective regular classroom. Sentiments and concerns revealed a significant difference among teachers due to their age. Teachers from the

age group of 31-40 years were having fewer sentiments for children with disabilities than the teachers from the age group of 41-50 years. The significant difference in concerns was between teachers less than 30 years and teachers from 31-40 years. Teachers from the age group of 30 years & less were more concerned about CWSN than the teachers of age group of 31-40 years. Additional in-service training and designation of teachers did not result in the attitude of teachers towards inclusive education. Results of the study implicated that for the thriving inclusion of CWSN in regular schools, we need to make teachers' attitude more positive in India. Additionally, female teachers, teachers having CWSN in their classrooms and teachers from the age group of 31-40 years would be the priority groups in the task of inculcating more positive attitude towards inclusive education.

References

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