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## **A DETAILED STUDY ON KNOWLEDGE OF SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION**

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### **Abstract**

This review intended to research the disposition of the educator's towards comprehensive instruction as the mentality of instructors or agents essentially affects the fruitful execution of comprehensive schooling. The number of inhabitants in the review included all pre-administration and in-administration educators of the Varanasi District of Uttar Pradesh. Out of this populace, an example of 108 pre-administration and in-administration instructors (related with essential and auxiliary school) were chosen through quantity inspecting strategy from 11 organizations (having a place with the public authority and private administration framework). We wish to find educators' perspectives towards comprehensive instruction among their distinctive segment factors for example Method of administration, Gender, Locality. A disposition of educators towards Inclusive Education poll, was utilized for information assortment. Gathered information were genuinely investigated by utilizing Frequency counts, Mean, Standard Deviation (SD), Standard Error of Mean and 't' test. Among the all out members n= 108, 48.14% were pre-administration educators and 53.33% were in-administration instructors, half educators related with the metropolitan region and other half educators living in provincial regions, 48.14% were female and 53.33% were male. The outcome shows that mentality of instructors towards comprehensive schooling was moderate to a great level. Pre-administration and metropolitan educators had a more certain/great demeanor towards comprehensive schooling than the mentality of In-administration and provincial instructors, individually. Conversely, there was no huge contrast between the mentality of male and female instructors towards comprehensive schooling.

**Keywords:** Inclusive education, Attitude, Pre-service teachers, In-service teachers



## **1. Introduction**

India is the greatest majority rule country on the planet. Being a semi government country, the center nature of its constitution, which is referenced on the absolute first page for example preface is equity, freedom, balance, and society for every one of the residents of the country. These center characteristics would be just achievable by coordinating people groups, all segments of society, by giving them comprehensive schooling. Comprehensive schooling means to advance vote based standards and qualities and convictions identifying with equity and civil rights to all.

Schooling is the greatest social equalizer yet it turns into the greatest biased apparatus when everybody is excluded sensibly as per their exceptional requirements. We have seen that youngsters with handicaps and other impeded gatherings are not invited similarly in the schools and are not offered instructive chances according to their separated requirements.

They are viewed as a weight on society and the schooling framework also, which brought about their rejection from typical life and thus turning instruction against our protected qualities.

Additionally, the historical backdrop of schooling shows that the training framework from the start was isolated into two frameworks of instruction, specifically custom curriculum and general training. The individuals who have various handicaps were conceded to extraordinary schools and the people who don't have any sort of inability were joined up with general schools (Dash, N. 2006). Yet, this view has been changed throughout some time. Presently Inclusive schooling has become the overwhelming focus everywhere, especially in acquainting instructive changes with forestall exclusionary rehearses. For the better sustenance of youngsters with uncommon necessities and debilitated numerous schooling changes, strategy corrections and distinctive academic methodologies and practices have been embraced the country over states. These days, comprehensive instruction has turned into the best device for social, political, and monetary incorporations of kids with exceptional necessities. It has turned into an issue of qualification a crucial basic liberty instead of an advantage or foundation for kids with various capacities.



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### **Inclusive Education:**

This schooling framework obliges all students, youngsters, and youngsters with or without inabilities in typical instruction framework to learn together in a favorable climate. It likewise discusses all partners in the framework like students, guardians, local area, instructors, chairmen, and policymakers, to be OK with variety and pursue it as an open door instead of an issue.

Comprehensive schooling isn't just connected with focusing on avoided part of social orders or kids yet additionally it invites variety, helping all students, giving equivalent admittance to instruction and making suitable arrangements for specific classes of kids without barring them. The definition features the point that incorporation isn't tied in with addressing the necessities of the debilitated to the detriment of non-incapacitated yet it is a proportional interaction that benefits both; UNESCO (2009). Comprehensive instruction exhaustively discussed the varieties among people. It doesn't just acknowledge the kids with extraordinary necessities into the ordinary homeroom yet in addition acknowledge their variety, regard their independence, set out open doors for full investment in each part of tutoring so they can reach up to their ideal potential.

### **Rationale of the Study**

Today Inclusive Education is a broadly acknowledged methodology of the 21st century since it helps in unfurling the secret capability of the understudies, guarantee the right of each person with no separation and make an all around comprehensive climate for the greatest improvement of the kids as we realize that we as a whole have equivalent rights notwithstanding much contrast. Comprehensive training congratulates the possibility of acknowledgment; advances more extensive social acknowledgment, harmony, and collaboration.

The main obligation of the appropriate capacity of comprehensive relies on the inclusion and participation of educators, guardians, and local area pioneers. To the effective execution of comprehensive training, an uplifting perspective is required. It could be of society, peers, guardians of the youngsters, instructors, director's and so on the most significant for the fruitful execution of a comprehensive methodology in the study hall relies on the disposition of

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educators. Accordingly, focusing on comprehensive training as a necessary piece of the instruction framework isn't sufficient however the mentality of instructors for consideration is similarly significant. Educator's mentality is significant for the fruitful execution of Inclusive Education and contributing incredible effect on the instructing learning measure in the study hall (Sharma, et al, 2008, Hattie, 2009). Costello and Boyle (2013) and Goddard and Evans (2018) revealed that essential pre- administration educators' perspectives towards consideration were by and large certain and reinforced across the preparation years. Monje (2017) found three particular perspectives that arose on incorporation: Believers, Non-Believers and True Believers. The Believers and True accepts both upheld full-consideration. The Non- Believers didn't uphold full incorporation for all understudies with disabilities. The negative disposition of educators towards IE influences showing viability and instructing learning interaction of Students contrarily and makes an obstacle for the achievement of Inclusive Education (Gal, Schreur and Engel-Yeger, 2010, Cassady, 2011, Taylor and Ringlaben, 2012). Daane, Beirne Smith, and Latham (2000) recommended a requirement for legitimate preparing of educators since instructors see themselves as caught off guard for comprehensive schooling since they need proper preparing around here. Khan, Hashmi and Khanum (2017) likewise perceived instructors' ability as a fundamental part of comprehensive schooling and suggested that comprehensive training ought to be a piece of pre- administration and inservice educator training. Bansal (2018) about most of the instructors concurred (53.8%) that all understudies ought to be taught in the a customary study hall and as a result of comprehensive training, they improve scholastically (52.3%) and positively affect social and enthusiastic turn of events (47.6%). Both crippled and non-debilitate kids got openings for common correspondence (56.9%). 26.1% of the educators didn't know about comprehensive training rehearses. The examinations (Minke et al., 1996; Balboni and Pedrabissi, 2000; Opdal and Wormnaes, 2001; Wall, 2002; Agbenyega, 2007; Das and Kattumuri, 2011) at last infer that mentality, concerns and view of instructors towards Inclusive Education influence its execution. Since the educators' demeanor has a critical commitment to effective execution of comprehensive schooling; along these lines, the scientist needed to explore that:

- What is the degree of demeanor of instructors towards Inclusive Education?



- Is there any contrast between Pre- administration Teachers and In- administration Teachers with respect to their Attitude towards Inclusive Education?
- Is there any distinction among Male and Female Teachers with respect to their Attitude towards Inclusive Education?
- Is there any distinction among Rural and Urban Teachers with respect to their Attitude towards Inclusive Education?

### **Objectives of the Study**

1. To study the level of attitude of teachers towards Inclusive Education.
2. To study the attitude of teachers towards Inclusive Education concerning:

- Mode of service
- Gender
- Locality

### **Hypotheses of the Study**

- H1: There would be a significant difference between Pre-service and In- service Teachers regarding their attitude towards Inclusive Education.
- H2: There would be a significant difference between Male and Female Teachers regarding their attitude towards Inclusive Education.
- H3: There would be a significant difference between Rural and Urban Teachers regarding their Attitude towards Inclusive Education.

### **Operational Definition of the Terms Used**

An operational definition of the terms used in the present study is given below.

**Attitude:** Attitude is viewed as one's musings or thoughts with respect to one's

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sentiments that impact practices identified with a specific issue. Demeanor is a singular's perspective or attitude towards a specific item (an individual, a thing, or a thought). As indicated by Jung, "A mentality is a status of the mind to act or respond with a particular goal in mind." Tuckman (1992) defines "Attitude is an intellectual capacity of an individual communicated through the emotional areas. It is considered as a person's proceeding with understanding, general inclination or loving and hating on any occasion, individual or any conduct." In this review, the demeanor of educators towards comprehensive instruction is characterized as a summed up propensity to think, feel and react towards incorporation. Functionally, the degree of complete perspectives of instructors towards consideration alludes to the absolute score of the 42 things in the demeanor scale could be range from 42 to 126. The higher score on the scale proposes that respondent is generally more certain towards the incorporation of kids with incapacities.

**Teachers:** In this study, it refers to two types of teachers, In-service teachers, and Pre-service teachers.

**Inclusive Education:** Comprehensive instruction alludes to training framework which obliges all kids paying little heed to their physical, scholarly, social, enthusiastic, phonetic or different conditions. For the current review, comprehensive schooling implies incorporating youngsters with extraordinary necessities, distinctively abled understudies in the normal study hall that have been intended for kids without handicap. In the current review, comprehensive training alludes to youngsters with extraordinary necessities with typical kids in a standard school.

**Method and Procedure** The illustrative study strategy was utilized in this review. The populace for the review comprises of all pre-administration and in-administration instructors of the Varanasi District of Uttar Pradesh. Share testing strategy was utilized for examining purposes. The chose respondents (pre-administration educators and in-administration instructors up to optional schools) were working in government and non-public schools and organizations situated in varanasi. We at first chose to take an example of 200 educators from various instructive foundations. In any case, because of the various reasons, information assortment from 108 teachers should be possible as it were. A point by point portrayal of the example piece is displayed in Table-1.

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**Table 1: Demographic Variable-wise  
Distribution of the Sample**

Teachers' Characteristics	Categories	Frequencies (N)	%
Mode of Teachers	Pre-Service Teachers	52	48.14
	In-Service Teachers	56	53.33
	Total	108	100
Locality	Rural Teachers	54	50.00
	Urban Teachers	54	50.00
	Total	108	100
Gender	Male Teachers	56	53.33
	Female Teachers	52	48.14
	Total	108	100

From the above table, plainly the quantity of educators as indicated by their factors were practically something very similar; the explanation for it was that the analyst utilized Quota Sampling Techniques (equivalent proportionate to their segment qualities) to choose the respondents for the review from various instructive organizations.

To gauge the disposition of educators towards Inclusive Education the specialist embraced the "Demeanor towards Inclusive Education Rating Scale" created by Dr. Indu Garg and Smt. Sudha. Sameer Pingle. The scale contains complete of 42 things in which there were 25 negative explanations and 17 positive proclamations. This scale manages the four parts of comprehensive schooling for example essential philosophical issues, practicality issues, cooperation issues and discernment towards youngsters with uncommon necessities. It was a three-point Likert scale having three kinds of reaction alternatives; Agree, Disagree and Neutral. The computation of the positive things score having Agree = 3 focuses, Disagree = 1 point, and Neutral = 2 focuses and in the estimation of negative proclamations, it becomes the other way around. The all out



demeanor score ran between 42 (least score) to 126 (greatest scoring). A higher score on the disposition scale demonstrates an uplifting outlook towards comprehensive schooling and less scores present a negative demeanor towards comprehensive training.

For gathering the information, the scientist visited the respondents and administrated the poll with clear guidelines and disarrays of the respondents were settled. The crude information accumulated from the respondents were arranged, investigated and deciphered genuinely by utilizing Shapiro-Wilk Test to check the typical dispersion of disposition scores of instructors and some factual condition made, for example Mean, Standard Deviation (SD), Standard Error of Mean and 't' test while the speculation were tried at 0.05 alpha level. Measurable programming SPSS rendition 20 was utilized for information investigation.

Table 2: Normality Test for Teachers' Attitude Scores

Teachers' Attitude	Shapiro-Wilk Test			Mean	Range	Skewness	Kurtosis
	Statistics	df	Sig.	100.55	74-124	-.337	-.400
	.979	108	.08	SE(1.12)		(SE 0.233)	(SE 0.661)
					(z-score = -1.446)	(z-score = -.86)	

Consequently, table-2 shows that the got educators' mentality scores on the demeanor scale were dispersed ordinarily. Notwithstanding, the Skewness esteem was -.337 for which z-score was -1.44 which falls in the middle -1.96 to +1.96 and the kurtosis measurement esteem was -.400 for which z-score esteem was -.86 which falls again in the middle -1.96 to +1.96. It shows that instructors' demeanor scores on educators' disposition scale towards comprehensive training circulated around or closer to the solid ordinary dispersion. Consequently, the dispersion of the example was good for the parametric factual computation.

Result and Interpretation

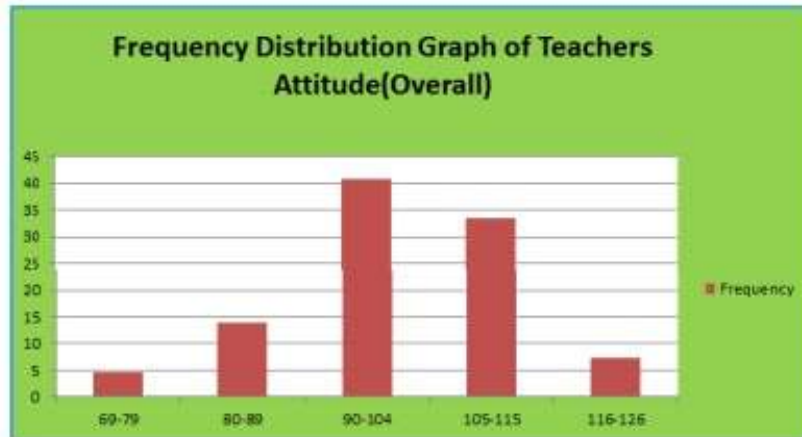
Objective 1: To find out the level of attitude of teachers towards inclusive education.

Table 3: Attitude of Teachers towards Inclusive Education

Total Number of Teachers (N)	Mean	Range	Standard Error (SE) of Mean	SD	Z-Score	Level of Attitude
108	100.55	74-124	1.125	11.687	(-2.27 to +2.00)	Average to Favourable



It is evident from the table-3 that the range of raw score of teachers’ attitudes towards inclusive education was from 74-124, and the mean score 100.55 with its Z-score -2.27 to +2.00



It is evident from the above table indicates that the mean score obtained on the attitude of teachers towards inclusive education was 100.55. It suggested

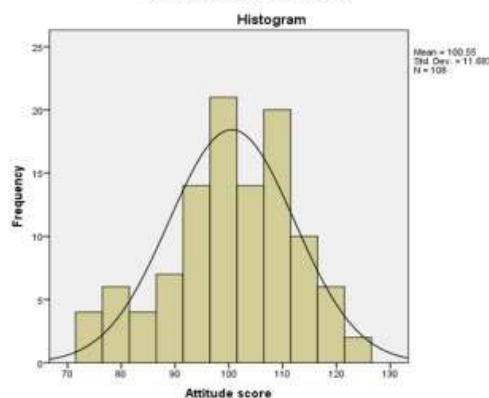
**Table 4: Teachers’ Attitude across their Mode of Service (Pre-service and In-service Teachers)**

Mode of Service	N	Mean	SD	SEM	t-value (calculated)	Sing. Value (two-tailed) or (p-value)	Table value of 't' at 0.05 level	DF	Sig
Pre-Service	52	103.35	11.525	1.598	2.455	0.016	1.98	106	#
In-Service	56	97.95	11.326	1.513					

#Significant

From table-4, it very well may be seen that the determined t-esteem is 2.45, which is higher than the normal worth of the t-table that is 1.98 at .05 huge levels. Subsequently the invalid theory is dismissed and we can say that there is a huge distinction in the mentality of Pre-administration instructors and In-administration educators towards comprehensive schooling. The mean score of Pre-administration instructors was more noteworthy than the means score of InService educators; accordingly, it tends to be presumed that mentality of Pre- administration instructors was a more sure/great disposition towards comprehensive schooling than the demeanor of In-administration instructors.

**Histogram: Normal Distribution of the Attitude Score**



that the attitude of teachers towards inclusive education was moderate to favorable. Approximate 19 percent of teachers' attitude was below average, whereas, almost 81 percent of teachers attitude fell between moderate to the most favorable level (Table-3).

**Teachers' Attitude towards Inclusive Education concerning their Demographic Variables:**

**Objective 2(a):** To compare the attitudes of Preservice teachers and In- service teachers towards Inclusive Education. H01: There is no significant difference between the attitude of Pre- service teachers and In-service teachers towards Inclusive Education.

**Objective 2(b):** To compare the attitudes of Male Teachers and Female Teachers towards Inclusive Education.

**Table 5: Teachers' Attitude across their Gender**

Gender	N	Mean	SD	SEM	t-value (calculated)	Sing. Value (two-tailed) or (p-value)	Table value of 't' at 0.05 level	DF	Sig
Male Teachers	56	99.73	11.81	1.57	0.75	0.455	1.98	106	#
Female Teachers	52	101.42	11.60	1.60					

\*Not Significant

From table-5, it could be seen that the value of the calculated t-value is 0.75, which is less than the expected tabulated t-value of 1.98 at 0.05 significant levels level. In this situation, the null hypothesis was not rejected. From the result, it can be concluded that there was no significant difference between the attitude of male and female teachers towards inclusive education.

**Table 6: Teachers' Attitude across their Locality**

Locality	N	Mean	SD	SEM	t-value (calculated)	Sing. Value (two-tailed) or (p-value)	Table value of 't' at 0.05 level	DF	Sig
Rural	54	97.89	12.31	1.67	2.416	0.17	1.98	106	#
Urban	54	103.20	10.49	1.42					

#-Significant

From the examination of table-6, it is unequivocal that the determined t-esteem is 2.14, which is more prominent than the normal classified worth of 1.98. 0.05 degree of importance. In light of this measurable discovering, we can presume that the invalid theory is dismissed. We can say that there is a critical distinction in instructors' perspectives towards comprehensive schooling across their area. It is likewise clear from the table that the mean score of the metropolitan instructor is more prominent than the mean score of country educators concerning their demeanor towards comprehensive training. Subsequently, it very well may be presumed that metropolitan educators were more certain towards comprehensive training.

**H02:** There is no significant difference between the attitude of Male teachers and Female teachers towards Inclusive Education.

**Objective 2(c):** To compare the attitudes of Rural and Urban Teachers towards Inclusive Education.

**H03:** There is no significant difference between the attitude of Rural teachers' and Urban teachers towards Inclusive Education.



## **Conclusion**

In view of the discoveries of this review, it is inferred that the instructors have moderate to positive demeanor towards comprehensive training. Discoveries of this review give proof that pre assistance instructors having a more positive mentality towards comprehensive training than the demeanor of in-administration educators and sexual orientation of instructors doesn't influence their disposition towards comprehensive schooling and both male and female educators have the around same degree of perspectives towards comprehensive schooling. The discoveries of the current review drove the scientist to reason that metropolitan instructors are a more good disposition towards comprehensive schooling than rustic educators.

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