



COMPARATIVE STUDY OF ATTITUDE OF ELEMENTARY SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION

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ABSTRACT

Until very recently, a majority of serves as a framework on inclusive education was of Northern (European and North American) provenance, used a "whole-school" strategy to structural adjustment, but was inspired by the cultural disability model. The initial movement to incorporate special education students in traditional schools (integration) changed to one in which the entire class was urged to be more able to adapt and encompassing in its day-to-day pedagogical approaches with all schoolchildren (inclusive education). Pupils in special schools have been perceived as geopolitically and sociologically segmented from their peer group. The importance of pedagogical in specific was stressed as the key to ensuring that the curricula is adaptable and, therefore, more approachable in order to satisfy the academic goals of all pupils. A educator or educational administrator is halfway their approach to raising the standard of their institution when they acknowledge that teaching techniques that can made curricula available to learners who are disabled can however make the learning process readily available to all learners. This makes inclusive education a problem with quality education rather than just a problem with people with disabilities.

KEYWORDS

Inclusive education, educators, pupils, people with disabilities, pedagogical.

INTRODUCTION

Shah, S. I. A. and Ashraf, Sobserved that all students' learning needs are met through inclusive education, with a special emphasis on the children who are most at risk of alienation. With inclusive education, institutions are designed to accommodate all children' requirements rather than isolating kids with special needs in separate courses and facilities. Inclement of pupils with special needs is the responsibility of the schooling institutions to ensure that everyone receives an adequate education. It appears that many nations struggle greatly with the concept of



inclusiveness. The process of inclusion, though, is not spontaneous. Before a favourable result can occur, several conditions must be met. One of those elements is the mentality of instructors employed in public schools who operate in the norm towards inclusive education. Therefore, the concept of researching the attitudes of school professionals was adopted. There are multiple instances in the published research that highlight how important it is for inclusive education programmes to have the support of ordinary class instructors and their favorable feelings are key to their effectiveness. It is believed that educators play a crucial role in putting inclusive education into practise. According to studies, educators who have prejudiced views towards inclusion often use much less efficient teaching methods, that causes disabled students who are part of general education classes to fare worse and worse.

Although there is no denying that now the educators do have positive opinion regarding inclusive education, it is only "Above Average Favourable," which is still a very good outlook. Since men instructors are far less supportive of inclusive education than their female colleagues are, it is essential to raise consciousness about this topic. Additionally, as commercial educators demonstrated a far less favourable opinion regarding inclusive education than did government educators, it is necessary to raise their level of knowledge about this topic. Awareness efforts using television, billboards, seminars, and education are necessary to increase public understanding. There ought to be workshops for in-service instructors regarding the issues relating to kids with special needs, as well as the techniques and approaches needed to teach special kids in a welcoming setting. To ensure the effectiveness of its execution, inclusive education ought to be covered in courses for pre-service teachers. For all professional educators, inclusive education must preferably be a compulsory requirement and an essential component of teacher preparation programmes. It is important to offer aspiring educators with a broad spectrum of basic information and teaching knowledge related to inclusive education, such as comprehending the requirements and capabilities of kids with special needs (Mahajan, M., 2015).

Ali, M. M., et al. (2006) said that the implementation of the inclusive education programme might be effective if the instructors' degree of proficiency is raised. As a result, chances for

individuals who lacked experience and expertise in special education to enrol in programs linked to inclusive education programmes must be provided. Teaching staff can receive training courses in educational modifications from more seasoned educators. It is important to make an attempt towards teacher collaboration among instructors of standard education and special education. Obliquely, this endeavour might support fostering a collaborative spirit in the implementation of inclusive education. According to the research, instructors' desire and capacity to accommodate students with special needs have a significant role in whether inclusive education is successful. Furthermore, studies demonstrate that instructors who really are knowledgeable about the inclusion policy and can explain what inclusion means practically seem to be more eager to join the inclusion group. Several studies have demonstrated though, that while educators generally believe that inclusive education is necessary, many of them find it challenging to implement.

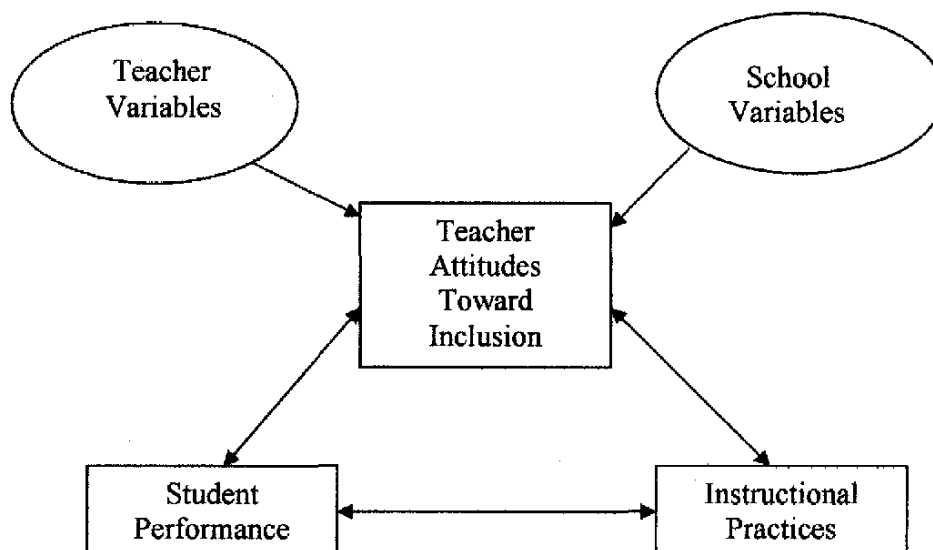


Figure 1 Teachers Attitude towards Inclusion

Source: Karla (2009)

LITERATURE REVIEW

The essential players in implementing inclusive education are believed to be educators. Consequently, it is suggested that having a optimistic mindset is crucial to effectively executing this pedagogical shift. The purpose of this research is to investigate the perspectives that



instructors have toward inclusive education, the factors that are associated with those views, and whether or not those factors have an impact on how socially active students with special needs are in mainstream classes. The integration of students with special needs in conventional early schools is viewed by the bulk of instructors as indifferent or unfavourable, according to an analysis of 26 studies. There is no research that clearly show a good outcome. Numerous factors, including preparation, expertise with inclusive education, and the kind of impairment of the students, are discovered to be related to instructors' views. Concerning how instructors' views affect how much a student with a disability participates in socialising, no result might be reached (Boer, D. et al., 2011).

According to Johnson, Y.H. and Newton, N.G.L. (2014)educators with disabilities (sentimental, physiological, psychological, and learning) make up the majority of the classmates in Bahamian classrooms, and all these pupils are struggling to adhere to the expectations of one's degree in education degrees as a result of insufficient initiatives that should have been tailored to fulfil their specific needs. Inclusive education is a must if these demands are to be provided in regular classrooms. In order to ascertain how elementary school instructors felt about this practise, a subjective phenomenology investigation was carried out. Instructors from different New Providence, Bahamas, schools were part of the study. Semi-structured questionnaires were used to get the data. Coding was used to examines the position the answers for patterns and key ideas. In order for inclusive education to be successful in primary schools, the research underlines the importance of understanding educators' attitudes regarding the practise. The research revealed that 90% of the instructors who participated in the survey had prejudiced views towards inclusive education. It was also shown that an absence of experiance in special education and inclusive education, as well as a dearth of funds, constituted the most pervasive contributing elements of the educators' negative attitudes. 20% of the instructors were favourable about inclusive education, but they also acknowledged that a variety of factors play a significant role in how successful the approach is.

Avramidis, E. and Norwich, B. (2002)A plethora of studies has attempted to investigate instructors' perceptions towards the assimilation and, extra lately, the incorporation of children



with special educational needs in the normal school. This study was conducted under the presumption that perhaps the effective execution of whatever inclusive strategy is highly reliant on instructors becoming optimistic about that. This essay analyses this substantial body of literature and, while doing so, investigates a variety of variables that may have an effect on teachers' adherence to the inclusion concept. The investigations revealed indications of favourable sentiments, but there was no proof of approval of a "zero reject" or fully inclusive strategy to special school education. The type and degree of the disability that was reported to the instructor (child-related variables) was shown to have a large impact on the professor's mindset, while professor factors exhibited a less significant impact. Additionally, it was repeatedly discovered that factors connected to the academic setting, like the accessibility of resources and human support, were linked to views toward inclusiveness. (Avramidis, E. and Norwich, B.,2002).

Avramidis, E., et al. (2000) said that several teachers have strong qualms regarding promoting the extensive inclusion of students with special education needs (SEN) in normal schools, despite the fact that the drive for "inclusive education" is a key component of a wider human rights agenda. SEN Children in Normal Schools 193 has supplied a variety of material in this topic based on studies conducted in Australia regarding employees' attitudes about integrating training. The perspectives of headmasters, educators, psychiatrists, and pre-school executives were studied during 1985 and 1989, and it was discovered that there are significant differences among occupational organizations' opinions of the kinds of youngsters who are the most likely to be successful in integration. Researchers offered an overview of the results out of these investigations. Several research showed that views regarding inclusion were greatly affected by the types of impairments and/or educational issues being raised and, to a minor extent, by the participants' professionals. The team in charge of providing pre-school services was the most passionate; the unit in charge of classroom training was the most conservative, with directors, resource teachers, and psychiatrists standing between those. The scientists came to the conclusion that there wasn't any indication of a majority in support of a fully inclusive or "zero reject" strategy to special education programmes.



Idol, L., (2006) observed that this programme evaluation's main goals were ever to ascertain how much general studies instruction included learners with disabilities in four elementary schools and four secondary schools, how identical and distinct special education facilities were provided, and also how students who were disabled were backed in the least restrictive setting possible. Interview guide with the bulk of the teaching staff, special education teachers, teaching aides, and administrators in each institution were conducted in order to investigate how staff members perceived the services offered for students with special needs. The research results involve explanations of how much getting associated each college was with incorporation, the duration of time pupils expended in education, the role and responsibilities of the special education teachers, the frequency of pupil recommendations for special education considering, the behaviours of all employees towards inclusion or towards collaborative efforts, and the teaching abilities related to the inclusion of special education students. Detailed explanations of how inclusion affects other students are also included, along with information on how well all students performed on a state wide exam and how teachers felt about inclusion. In average, teachers had favourable opinions of teaching children with impairments in regular classrooms. Authorities were cautious in their approach regarding how to effectively accomplish this, a lot of them choosing to have the integrated pupils escorted by a special education teacher or educational aide or to keep the resources accommodation. Almost everybody agreed that all learners, not just those who had impairments, would benefit from having teaching aides on hand. The majority of teachers said they felt pretty good about functioning together and that they have assistance and guidance to provide programmes for inclusive education.

Hermans, R., et al. (2008) quoted that there is scientific research for the claim that instructor ideas about the teaching process play a substantial role in explicating why educators choose to use technology in the classroom. Conceptualist educator attitudes have been discovered to be an effective prediction of school use, even if the observed educational use of ICT is hardly characterised as "new" in character. The integrative utilisation technology in the classroom, in comparison, appears to be negatively impacted by experienced teachers views. These results are consistent with prior studies that indicated instructors who have a high construction mindset



seem to be more likely to use resources that support constructive learning strategies. The ultimate multidimensional analytic framework illustrates that, in addition to the influence of pedagogical views, sexuality, technological self - efficacy, and overall perceptions about technology actually have a massive influence on the usage of technology in the classroom.

Savolainen, H., et al. (2012) proposed that the inclusive education goal is understood differently by different people and to varying degrees, which includes what the tasks of educators are in various circumstances. A deeper awareness of the importance of educators in implementing inclusive education along with a more successful reorganization of institutions to meet the different requirements of children in regular classroom can both be facilitated by cultivating an awareness for background and culture across national boundaries. In order to overcome the distance between both the policy development and their effective execution in classroom environments, educators are now required to concentrate on current proposals. Programs for teacher development must consequently take into account educators' viewpoints and attitudes in this respect. The majority of the study on educators' views regarding inclusive education focuses on standard educators' judgments of insufficient skills and expertise to effectively meet changing demands. A much more optimistic image of perceptions and self-efficacy perceptions all over societies has developed as a result of this proposed study, but it is obvious that more focus should be paid to educators' perception absence of trust in creating cooperative support systems as well as the involvement one's situations perform in teacher education programmes. We may better comprehend the complicated local circumstances in which inclusive education is being executed by using a similar approach. We can also identify patterns and variations between contexts ” that may be advantageous to both nations.

Kumar, A. (2017) Although the educators seem to be supportive of ‘ inclusive programmes and to embrace them, there is still considerable scepticism about integrating inclusive education in regular classrooms. Although changing deeply ingrained views based on cultural presumptions is arguably the hardest thing to do, they have an impact on all aspects of society, from the neighborhood to the administration to the classroom to the workplace. This implies that any inclusive education initiative or strategy, from DPOs promoting consciousness at the grassroots



level (including for parents) to professor learning (including sensitising educators to hear to the child's viewpoints), to management volume, to regulation, could perhaps take into account changes in attitudes as an essential component. Because perceptions are the foundation of sentiments, those sentiments can be altered whenever relevant knowledge, such like great successes of children who are disabled in the community, is made available. Because of this, whether upcoming lecturers are assigned to agrarian or college settings, teacher education programs must take great care to ensure that they are prepared not only with the necessary instructional practices but also the encouragement of a good outlook toward children with special needs (Kumar, A.,2017).

According to Talmor, R., et al. (2005) a study was made to pinpoint the ecological elements that influence the performance of typical school instructors who have kids with special needs in their classrooms and to investigate the relationship between these elements and professional burnout. A final tally of 330 primary educators completed a survey that was divided into three sections: personal history information; the Friedman's burnout survey; and environmental characteristics pretty standard of the task of educators that included students with special needs in their schoolroom, in four aspects: mental characteristics, organisational characteristics, structural properties, and social aspects. According to the findings, teachers' views regarding inclusion were the basic information that substantially correlated with burnout. The educator reported burnout in the area of self-fulfilment more frequently the more upbeat the mindset. This result was at odds with the study's central premise. Educating greater children and holding a second administrative job at schools were discovered to be two extra backdrop factors that were related to the de-personalization component of burnout. The percentage of kids with special needs in the classroom (more than 20%) and the meagre support given to the instructor were two additional discoveries that were discovered to be linked with greater burnout rates. Managerial, cognitive, and interpersonal contextual variables were discovered to be negatively connected with burnout, with the latter being one of most notably so. In other words, some less peer aid an educator received, the more burnout she was likely to be.



CONCLUSION

Children with special needs are not fully included in Slovenian primary schools due to organisational and human barriers that have recently been recognized. There were a variety of viewpoints and experiences of the inclusion process among educators, and their perspectives towards it just weren't uniform. Although some instructors seemed to see the inclusion process favourably, others saw it as an added occupational weight. The impression of being overpowered was exacerbated by a lack of knowledge and expertise. The necessity of interaction was widely acknowledged, but particularly the expectations of the inclusion process were not always met by collaborating with outside specialists. It emphasised certain crucial facets of the inclusion process and connected them to research from other nations. All children must participate in high-quality instruction, which calls for continual growth and an eye toward the horizon.

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