

A Study To Determine The Teacher's Attitude Towards Inclusive Education

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ABSTRACT: Aim: The aim of the study was to determine the Teacher's attitude towards Inclusive Education Method: The sample consist of 503 Teachers, working in different schools in Puducherry State. They were drawn via cross-sectional survey method. The participants were given the TATIS scale to complete, which consist of 14 questionnaires. After which the scoring was collected back from the participants. Result: The data collected were tabulated and analyzed using Statistical Package for Social Sciences (SPSS) Statistics. The result of this study shows that the Teacher Attitude towards Inclusion Scale (TATIS) of the School Teachers is significantly not high. Conclusion: The study revealed that The Attitudes towards students with disabilities in inclusive settings (POS), The Beliefs about the Efficacy of inclusion (BEI), The Belief about Professional Roles and Responsibilities (PRF) all the three aspects of the School Teachers is not high.

KEY WORDS:Inclusive Education, School Teacher's, TATIS

I. INTRODUCTION

Teacher's attitudes : The success of each student in school with or without special assistance depends on the degree of education. (Young, Wright & Laster, 2005). Many schools and school teachers are afraid of inclusion programs because of the behavior or other social problems of students with special needs. (Downing, 2004). Ordinary teachers are not intended to accept students with special needs in accordance with the law on special education. (Campbell, Gilmore & Cuskelly, 2003). However, recent studies show that teachers have different attitudes towards inclusive education. (Burke & Sutherland, 2004). They found that the support of the most highly educated teachers and students with special needs was most successful and did not want to complain about inclusive practices. Through this link, researchers believe that teacher training should be comprehensive and complete in ordinary classes, so the inclusion process should begin. (Burke & Sutherland, 2004). Education should include appropriate and effective adult learning strategies, including personal support for education, as well as education and other follow-up activities. It is also necessary to take steps to determine whether a trained person has reached the level of mandatory experts who are experts. (Carnine & Granzin, 2001).

Belief in inclusion : The term "inclusive education" is commonly used when teaching students with or without SEN in secondary schools. (Rafferty, Boettcher, & Griffin, 2001). Teacher beliefs about the education of children with disabilities and their beliefs about inclusiveness can affect how to deal with and how to educate children with special needs. (Lieber et al., 1998; Stoiber, Gettinger, & Goetz, 1998). Researchers have developed teaching methods based on their ideas about how children learn, and their interaction with students is directly dependent on their ability to build theories about how the student's head works. (Olson & Bruner, 1996). As a result, the teacher's confidence in raising children who need special help and the teacher's attitude towards learning can have a big impact on determining the situation of a child in difficult conditions. (Bailey & Winton, 1987; Odom & McEvoy, 1990).

Class entry : The Disability Education Act of 1990 (IDEA) allows pupils with dysfunction to educate in extensive teaching classes. (Hallahan & Kaufmann, 2003). According to this law, pupils with dysfunction can be educated only in exclusive institutions. Thanks to IDEA, students with or without disabilities should not be separated and can study together in the same class. Surprisingly, students have the opportunity to learn something like what their peers are teaching.

II. LITERATURE OF REVIEW

Teacher's attitude towards inclusion : Rorie Ross-Hill, (2009) this paper investigates the varied attitudes of standard (mainstream) education lecturers towards the implementation of inclusion in elementary and school rooms. The participants of this study were seventy-three lecturers from three public elementary and secondary faculties in rural, south-eastern USA World Health Organization completed the size of Teachers' Attitudes Towards inclusive school rooms (STATIC).

The results indicated that the majority lecturers support the follow of inclusion in regular education school rooms or possess a neutral agreement towards the follow of inclusion because it relates to teaching assignment.

Factors influencing inclusion :Kala Parasuram, et al., (2006)Teacher perspective is one among the foremost vital variables within the education of youngsters with disabilities. Attitudes of general educators within the town of Mumbai, India, toward disabilities and inclusion of students with disabilities into regular faculties were studied through the usage of 2 perspective scales. The study investigated whether or not variable background characteristics like age, gender, income level, education levels, years of teaching expertise, acquaintance with someone with a incapacity, having a loved one with a incapacity, frequency of contact and closeness to someone with disability have an effect on the attitudes of academics towards folks with disabilities and towards inclusion of students with disabilities into regular faculties. The analyses unconcealed that whereas a number of the variables of interest did have an effect on teachers' attitudes towards disabilities, the sole variable that affected teachers 'attitudes towards inclusion was previous acquaintance with someone with an incapacity.

Instrument used :TimoSaloviita, et al., (2015)The Teachers' Attitudes towards comprehensive Education (TATIS) scale was designed to live pre-service teachers' attitudes towards inclusion, as outlined within the Salamanca Statement of United Nations agency. The 10-item scale was developed employing a sample of 185 final-year pre-service subject lecturers. It had been valid in four future studies with numerous samples of lecturers and pre-service lecturers. The unidimensionality of the size was established altogether samples except the first students, and its validity was confirmed in psychological science analyses. The size is usually recommended to be used in intervention studies attending to develop positive attitudes towards inclusion among lecturers and pre-service lecturers.

III. METHODOLOGY

Research design : Cross-sectional study

Sampling : Five hundred and three (N=503) School Teacher's through non probability convenience Sampling were selected from Puducherry

Instrument used : "TATIS - Teacher attitudes towards inclusion scale" questionnaire

TATIS The dependability of TATIS was affirmed by the Cronbach alpha-connection technique, the unwavering quality of the instrument was assessed, and the general relationship coefficient was seen as 0. 821.TheCronbach alphas for the elements of POS, BEI, PRF, separately are .803, .863, .680. A certainty coefficient affirms that it is a solid apparatus for estimating instructor mentalities to empower understudies with mellow to direct inabilities (Joseph P. Cullen, 2010) The build legitimacy was affirmed through head part investigation. This method uncovered three factors that represented over 58% of the all-out change.

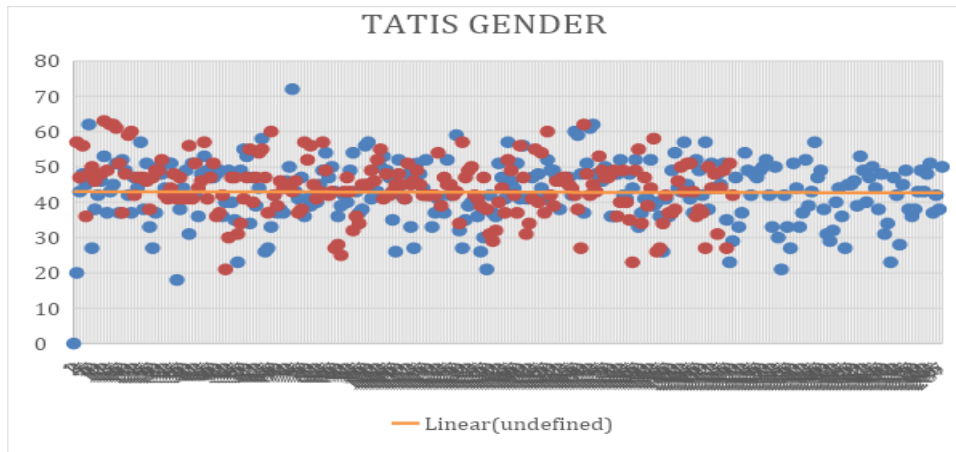
Data collection procedure :School Teacher's (government, non-government, private) were selected based on screening criteria) Purpose of the study will be explained Written consent form duly filled and signed will be obtained from each teacher. Demographic data will be collected followed by TATIS form will be issued to find out the levels of attitude

Information examination :Itwas analysed using Statistical Package for the Social Sciences model 23. 0

IV. RESULTS AND INTERPRETATION

Significant difference in full scale scores of Teacher Attitude toward Inclusion Scale (TATIS) for variables with two sub – samples

| Variable | Sub sample | N | Mean | SD | Mode | t-value | Df. | Level of Sig. |
|----------|------------|-----|-------|------|------|---------|-----|---------------|
| Gender | Male | 217 | 44.24 | 7.92 | 1.25 | 1.70 | 501 | NS* |
| | Female | 286 | 42.99 | 8.41 | | | | |

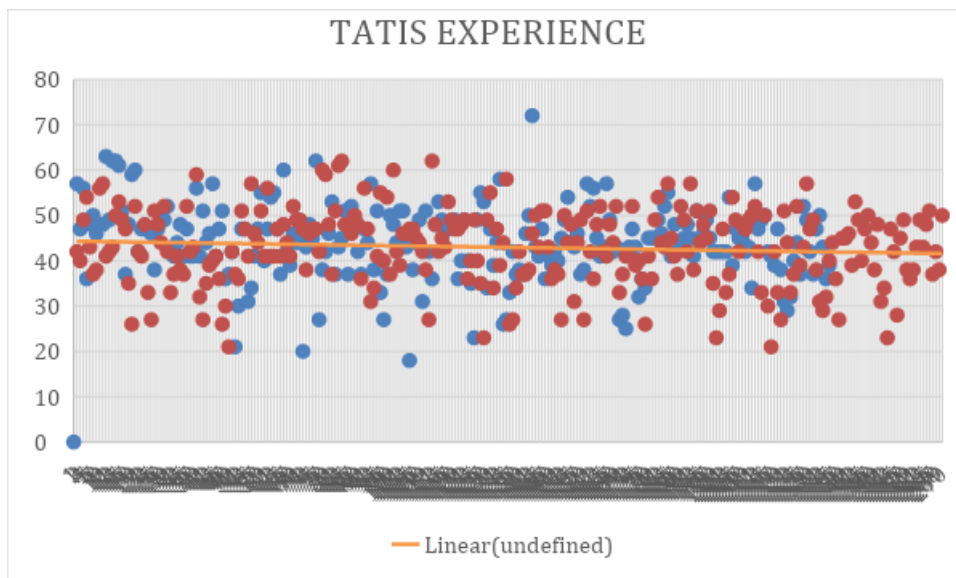


NS* - Not Significant at 0.05 level

Interpretation: It is concluded that the male and female school teachers do not differ significantly in their full-scale scores of Teacher's attitudes towards Inclusion scale (TATIS) .

Table 4.2 Significant difference in full scale scores of Teacher Attitude toward Inclusion Scale (TATIS) for variables with two sub – samples

| Variable | Sub sample | N | Mean | SD | Mode | t-value | Df. | Level of Sig. |
|----------|------------|-----|-------|------|------|---------|-----|---------------|
| Gender | <5yrs | 234 | 42.79 | 8.50 | 1.39 | 1.89 | 501 | NS* |
| | ≥5yrs | 269 | 44.17 | 7.93 | | | | |



NS* - Not Significant at 0.05 level

Interpretation: The years of Experience do not differ significantly in their Full-Scale score of Teacher Attitude towards Inclusion Scale (TATIS)

V. DISCUSSION

The study was carried out among the school teachers working in Puducherry State to find out their attitude towards Inclusive Education. The scale used here is TATIS, it comprises of 14 questionnaires, which consist of three factors 1. Attitude toward Students with Disabilities in inclusive settings (POS) 2.Beliefs about the Efficacy of inclusion (BEI) 3.Beliefs about Professional Roles and Responsibilities (PRF) of the School.Which

was administered to evaluate the teacher's attitude. The final statistical results were interpreted. On using the TATIS scale, it is evident from the figure on the Table 4.1 and 4.2 that irrespective of the gender, experience The Teachers Attitude towards Inclusive Education is significantly not high.

Implication of the study: The adequacy of any plan of action is reliant on the perspectives of the individuals. Instructors are the primary in making an interpretation of training arrangements into training through the showing learning process. Homeroom practice must consider how singular understudies learn most successfully. That absence of preparing and open doors for proficient improvement are disincentives to consideration.

Limitations : Like other works, this study also had its own limitations which are left behind for the further studies to take over. This includes the following:

- All participants did not show interest actively towards the study
- Difficulty in accessing schools and getting permission to carry out this study
- Many schools denied permission to carry out this study
- The sample size was huge
- Difficulty in getting relevant numbers of teachers in both the genders.

VI. CONCLUSION

This study was done to determine the Teacher's attitude towards Inclusive Education. A total of 503 participants attitudes were assessed using Teacher's attitudes towards Inclusion scale (TATIS). The result of this study stated, that the teachers did not have a significant positive attitude towards Inclusive Education. Hence the result could be used in creating an awareness about inclusion among the school teachers. Because it is noted that a positive attitude from them contribute to a successful implementation of inclusive education.

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