



## ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION

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### **Abstract**

*The purpose of this study was to determine the attitude of primary school teachers towards inclusive education. The sample consisted of 91 Primary school teachers teaching at different schools of mayurbhanj district of Odisha. A tool like Attitude towards Inclusion Scale (ATI) was used to measure the perception towards disability and inclusion. Results showed that teachers with more experience had more positive perception than teachers with less experience. Further, No differences were found between preschool and primary school teachers' perception towards disability and inclusion.*

**Key words:** *Attitude, Primary School Teachers, Inclusion.*

### **Introduction**

The specially designed instruction in normal school setting called 'inclusion' is a challenging task for a teachers to deliver effective instruction in the classroom (Parua, 2018) due to its principle like 'Education for All' irrespective of their caste, religion, ethnicity and disability. The severity of disability of students in the inclusive classroom some extent challenged for school authority and teachers to accommodate and provide quality education in the setting (Parua and Sharma, 2011). Many teachers facing classes containing students with disabilities, and many perceive themselves as being unprepared (Zhang et al, 2009). Generally teacher's attitudes are influenced by the level of disability they are asked to accommodate within the classroom. Teachers are willing to accept only the students with mild physical disability in the classrooms and reluctant to include students with more severe physical disabilities, or students with intellectual disability (Center and Ward, 1987). Research in developing and developed countries shows that success in implementing effective inclusion practices in schools is contingent on several key factors, including positive teachers' attitudes towards and their knowledge of inclusion (Kuyini and Desai, 2006).

The purpose of this study was to determine the attitudes of primary school teachers towards disability and inclusion.

### **Method**

#### **Participants**

A total 91 primary school teachers of Odisha, participated in the present study. Teachers were teaching at primary and preschool schools run by Govt. and Private body. The total sample included in the study were male 38.46% (n=35) and female 61.53% (n=56) and having more than 10 years of teaching experienced 52.74% (n=48) and less teaching experienced 47.25% (n=43).

#### **Instruments**

An Attitude towards Inclusion Scale was constructed to investigate teacher's attitude towards inclusion. The statement of the scale is expressing definite favorableness or unfavorableness about student with disability and inclusion. The scale has 30 item/statements spread over in two parts i.e. Attitude towards Disability and Attitude towards Inclusion. The scale is designed to understand the differences in individual reactions to various situations. The scale is self administering. The respondents are required



to record their response in 5 categories i.e. strongly agree, agree, uncertain, disagree and strongly disagree.

Internal consistency reliability co-efficient in the current study as measured by Cronbach's coefficient alpha for the pre-test were high for the scale overall ( $r=0.87$ ) and for the attitude towards disability and attitude towards inclusion are also high ( $r=0.65$ ) and ( $r=0.71$ ) respectively.

### Analysis and interpretation

**Table-1, Significance of difference between more and less experienced teachers's attitude towards disability and inclusion**

Dimensions	More Experienced Teachers (N=48)		Less Experienced Teachers (N= 43)		t-ratio
	Mean	SD	Mean	SD	
Attitude towards Inclusion	40.20	4.19	35.38	4.09	6.33**

Table Value of 108 df at .05 level =1.96  
at .01 level =2.58

\* significant at .05 level  
\*\* Significant at .01 level

It is revealed from the Table-1 that the mean scores of more and less experienced teachers in attitude towards disability are 40.20 and 35.38 with SD 4.19 and 4.09 respectively. The t-ratio came out from above two group is 6.33 which is significant at .01 level of significance. That means there is significance different between more and less experienced teachers in the perception attitude towards inclusion. However, the mean score of more experienced teachers is greater than less experienced teachers, it indicates that more experienced teachers had good and positive attitude towards inclusion as compare to less experienced teachers.

**Table-2, Significance of difference between male and female primary school teachers's attitude towards disability and inclusion**

Dimensions	Male Teachers (N=35)		Female Teachers (N= 56)		t-ratio
	Mean	SD	Mean	SD	
Attitude towards Inclusion	39.23	4.13	38.92	4.09	0.48

Table Value of 108 df at .05 level =1.96  
at .01 level =2.58

\* significant at .0 level  
\*\* Significant at .01 level

It is revealed from the same that the mean scores of pre-school and primary school teachers in attitude towards inclusion are 39.24 and 37.22 with SD 4.13 and 4.09 respectively. The t-ratio came out from above two groups is 0.48 which is not significant at any level of significance. That means there is no significance different between male and female school teachers in the attitude towards inclusion. However, the mean score of male primary school teachers is greater than primary school teachers, it indicates that male school had good and positive attitude towards inclusion as compare to primary school teachers.



## Conclusion and Discussion

The findings of the study revealed that teachers having less experience qualified exhibit less positive attitude towards inclusion and disability. Again, there was no significant difference between pre-school teachers and primary school teachers on attitude towards inclusion and disability. Therefore, need is felt to organize some awareness programmes to inculcate the positive attitude and bring about more awareness among these teachers toward the inclusion and disability. Again, the present study essentially has some implications for the govt., administrator and policy makers. The policy makers and administrators simply can from the policies only, but it is the Govt., which executes and implements those in actual sense. Govt. should allocate more funds to implement the policies that are framed on behalf of the disabled. Supervisory committees should be appointed to inspect whether the policies are executed in the schools or not.

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