



A study of attitude of secondary school teachers and students towards inclusive education at secondary stage

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Abstract

In the last few decades, the view of special education has changed. Instead of segregating students with special needs in special schools, the ideology of 'Inclusive Education' is about fitting schools to meet the needs of all students. The idea of inclusion seems to be a major challenge to the Government and educational authorities. It is their responsibility to educate the normal kids and their parents about the special children and ensure that they treat them with respect and kindness.

The teachers have major role to play in the Inclusive schools as they are the expert on classroom organization and operation on a day-to-day basis. The teachers attitude towards the students with special educational needs is important not only for teacher-student interactions but also as a model for the non-disabled students in the class- room. Priorities in Inclusive Schools should be given to; in-service training regarding disabilities, parents-teachers co-operation, curriculum adaptation, Inclusive Education plans, classroom management and adaptation of material.

Keywords: Inclusive education, main-stream, teacher's attitude, student's attitude

1. Introduction

Education is the birthright of every individual & no form of disability should be a hurdle in achieving it. Every student has an inherent right to education on the basis of equality of opportunity to all.

India is one of the few countries in the world where 90 % of disabled children do not receive any form of education. For over a century, the prevalent model for offering education to children with special needs has been the special school. Severely disabled children are sent to special schools.

1.1 Inclusive Education

Inclusive Education argues that all children irrespective of the nature & degree of disability should be educated in general schools with normal children.

It means all learners with or without disabilities being able to learn together in ordinary educational setting with appropriate network of support services. However, since the learners with disabilities form one of the largest group that is still out of the fold of general education, the target group, therefore, will focus would-be-learners with disabilities.

1.2 IEDSS

Inclusive Education for the Disabled at Secondary Stage (IEDSS) is a new education scheme for special children which

replaced integrated education for disabled children. It covers the following groups of learners:

1. Visual impairments (Blind and Low Vision).
2. Hearing impairments/ hearing and vestibular functions.
3. Locomotor disabilities (movement related functions).
4. Speech Impairments/ voice and speech functions.
5. Learning disability

1.3 Physical Accessibility

The success of inclusion, also depends on the physical accessibility in the class room required by the disabled children. For this, one needs greater financial & material resources. Due to limited financial resource, physical access has not even reached 30% mark. If the children with special educational need do not get proper education, they will not be able to earn their living and will become a liability to the society.

2. Need & Significance of the research problem

The research study will give us a general idea of the opinion of teachers & students about Inclusive Education. Ignorance existing in our society regarding disability is because people are not exposed to disability. How can you know anything about a subject if you have never experienced it or met anyone who has? If the two groups are always separated they will never learn how to socialize with each other.

The following research has great significance as it will enhance the role of teachers and students and their acceptance to inclusive education. The teachers and students of the normal schools have to open their arms in acceptance and make the special children feel wanted which will give them confidence to lead a life WITH the normal people and not AWAY from them and give them the best education not as a favour done for them but as a basic fundamental right.

3. Objectives

1. To study the attitude of secondary mainstream school teachers towards IEDSS.
2. To study the attitude of secondary students of mainstream schools towards IEDSS.

4. Hypotheses

1. The attitude of secondary mainstream school teachers towards IEDSS is positive.
2. The attitude of secondary mainstream school students towards IEDSS is positive.

5. Methodology

5.1 Research Method

The researcher used normative survey method for the research. It is a quantitative method.

5.2 Population and research sample

The population in the present study consisted of Urdu, English and Marathi medium secondary school teachers and students. The research sample consisted of 72 teachers and 120 students from 12 schools.

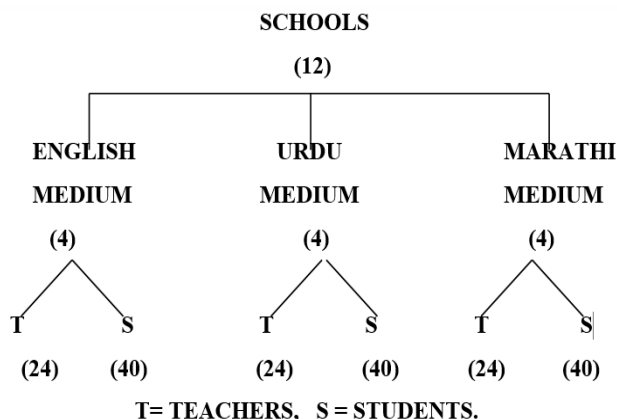
Table 1: Sample Size

Schools	No. of Teachers	No. of Students
English Medium	24	40
Urdu Medium	24	40
Marathi Medium	24	40
Total	72	120

5.4 Sampling Technique

The researcher used Simple Random Technique (lottery method) to select the sample.

5.5 Sampling Design



5.6 Tools and Techniques of Data Collection

The researcher used self-made questionnaire consisting of 30 questions, each question having five options (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree) which helped in knowing the attitude of teachers and students towards inclusive education.

Table 2: Standard norm table for measuring the attitude

S. No	Range	Attitude
1	1-50	Low positive
2	51 – 100	Moderate positive
3	101 – 150	High positive

5.7 Statistical Measures

For the present research, the researcher has made use of ‘mean’ and ‘Percentage’ to find the attitude of teachers and students towards Inclusive Education.

6. Analysis and Interpretation of data

The mean score of teacher’s attitude towards Inclusive Education is 118.39 & of student’s is 122. 25.

7. Major findings

Common Attitude of Teachers and Students towards Inclusive Education

1. The average responses of teachers and students towards Inclusive Education shows positive attitude.
2. The teachers and students felt that Inclusive Education will help the special children gain confidence.
3. The teachers and students agreed that education is a basic right and everyone should get it irrespective of the disability.
4. The teachers and students felt that school text books should include information regarding the disabilities to make us aware of the disabled children.
5. The teachers and students strongly felt that they would be proud of the disabled children’s achievements.

8. Testing of Hypotheses

1. H₁ “The secondary school teachers show positive attitude towards Inclusive Education”.
The above hypothesis has been accepted as the mean score of secondary school teacher is 118.39 & it lies between 101-150 (refer table no.2) It means that the attitude of secondary school teachers towards Inclusive Education is highly positive.
2. H₂ “The attitude of secondary school students towards Inclusive Education is positive”.
The above hypothesis has been accepted as the mean score of secondary school students is 122.25 It lies between the range 101 – 150 (refer table no.2) which means that the secondary school students attitude towards Inclusive Education is highly positive.

9. References

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