

Attitude Of Secondary School Teachers Towards The Inclusion Of Special Educational Needs (SEN) Children In General Education Classroom

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Abstract: In this study an attempt has been made to find out the attitude of secondary school teachers towards the inclusion of special educational needs (SEN) children in general education classroom. The study concluded that (a) 55% of teachers possess positive attitude towards the inclusion of SEN children in general education classroom, (b) there is no significant difference between attitude of Government and private school teacher towards the inclusion of SEN children in general education classroom, (c) there is no significant difference between attitude of male and female school teacher towards the inclusion of SEN children in general education classroom, (d) there is no significant difference between attitude of married and single school teacher towards the inclusion of SEN children in general education classroom. It is, therefore, said that the teacher should attend seminars, debates and conferences to improve their knowledge about way of part iciping and accepting inclusion for a better nation as well as our SEN children in India.

Keywords: Attitude, Secondary school teachers, Special educational need (SEN), General education.

I. INTRODUCTION

People with disabilities face lot of problem in every part of their life. Everyone is born to live in the world. But the kind of society we live is not in accordance with this idea. To overcome the problem, Govt. of India has been taken initiative to increase inclusion of special educational needs (SEN) children in general education classroom by the laws/Act such as the Person with Disability Act, Sarva Siksha Abhiyan, Right to Education Act etc. But the reality is far from the law/Act which states. Kothari Commission (1964-66) says "the destiny of India is being shaped in her classroom", for teachers play a crucial role to motivate the students. In the education process the role of teacher is much more important than any other factors. Teachers' attitudes significantly influence the learning situation they create for the students and the application of appropriate practices in the classroom. So the investigator is interested to know about the attitude of teachers towards the inclusion of SEN children in general

education classroom. This motivates is to conduct of this study.

II. LITERATURE REVIEW

Forlin et al (2008) reported that teacher attitude and beliefs have a powerful influence on how successfully inclusive educational practices are implemented.

Gibb et al (2007) reported that negative attitude towards inclusion inhibit the success of implementation of inclusive education.

Grieve, A.M., (2009) and Ross-Hill, R. (2010) reported that classroom learning environment and teaching approach have been found to be affected by the attitudes teachers espouse.

Avramidis et al (2000); Gibb et al (2007); Goodman & Burton; (2010) reported that teachers attitude towards inclusion may also be influenced by the teachers' opinions

about their personal expertise or knowledge to include children with special need within their classroom.

Larrivee and Cook (1979) reported that perception of success of inclusion and that the level and availability of support significantly and positively affected teachers' attitude towards including children with SEN.

Monsen et al., (2015) reported that Teacher Attitude to Inclusion Scale (TAIS) based on Larrivee and Cook (1979) Opinion Relative to Mainstreaming Scale (ORMS) has been revised and analysis of four factor structure was found for the "attitude toward inclusion".

The literature review was reported that most of the research conducted in U.S.A., U.K., and Nigeria etc.

Maheshwari & Shapurkar.,(2015) reported on "Awareness and Attitude of Primary Grade Teachers (1-4th Grade) in Mumbai, India.

A thorough review of literature revealed that no studies have directly investigated the secondary school teachers' attitude towards inclusion of SEN children in general education classroom particularly in the Indian context. So we intend to investigate the attitude of secondary teachers towards the inclusion of SEN children in general education classroom, and the effect of variables such as nature of secondary school teacher (Govt. Vs Private), Gender, Marital status on their attitude.

III. OBJECTIVES OF THE STUDY

The study was undertaken by the investigator for the following objectives.

- ✓ To know the attitude of the secondary school teachers towards inclusion of SEN children in general education classroom.
- ✓ To know the difference in attitude among the secondary school teachers in relation to private and government schools
- ✓ To know the difference in attitude among the secondary school teachers in relation to gender.
- ✓ To know the difference in attitude among the secondary school teachers in relation to marital status.

IV. HYPOTHESIS OF THE STUDY

In view of the objectives of the study, the various hypotheses were formulated for their testing as follows:

- ✓ Secondary school teachers of Pingla Block of Paschim Medinipur District of West Bengal, India. Possess positive attitude towards inclusion of SEN children in general education classroom.
- ✓ There is no significant difference between government and private secondary school teachers in their attitude towards inclusion of SEN children in general education classroom.
- ✓ There is no significant difference between male and female secondary school teachers in their attitude towards inclusion of SEN children in general education classroom.

- ✓ There is no significant difference between married and single secondary school teachers in their attitude towards inclusion of SEN children in general education classroom.

V. SCOPE AND LIMITATION OF THE STUDY

The study is limited to different government and private secondary schools of Pingla Block of Paschim Medinipur District of West Bengal, India.

The study was limited to only secondary school.

VI. METHODOLOGY

Descriptive survey method was followed in the study to know the attitude of secondary school teachers of Pingla Block of Paschim Medinipur District of West Bengal, India, towards the inclusion of SEN children in general education classroom.

VII. SAMPLE

The sample was composed of 160 secondary school teachers randomly selected from different government and private school of Pingla Block of Paschim Medinipur District of West Bengal, India.

VIII. TOOLS

The researcher used an attitude scale which has been developed by the investigator in consultation with the updated and revised Teachers' Attitude to Inclusion Scale (TAIS) by Monsen et al (2015) for the collection of data. The scale contains 20 items among which 10 positively and 10 are negatively stated. The responses of the teachers were scores by using Five point Likert-Type-Scale such as, Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA) and Strongly Disagree (SD). The teacher was to select one out of those five putting a tick mark (✓) against each statement given in the scale.

The scale was score as per the following distribution of marks.

Options	Marks	
	Positive Item	Negative Item
SA	5	1
A	4	2
UD	3	3
DA	2	4
SD	1	5

IX. STATISTICAL TECHNIQUES USED IN THE STUDY

The collected data were analysed by using descriptive and inferential statistics. The statistical technical-'t' test and 'z-score' were employed for analysis and interpretation of the data.

X. DATA ANALYSIS

HYPOTHESIS: 1

Secondary school teachers of Pingla Block of Paschim Medinipur District of West Bengal, India Possess positive attitude towards inclusion of SEN children in general education classroom.

Type of Attitude*	Total(120)
Positive	88 (55%)
Negative	72(45%)

*Positive and negative attitude were consider on the basis positive and negative z-score.

Table 1

Out of 160 teachers 72 teachers (45%) possess negative attitude where as 88 teachers (55%) possess positive attitude. Then it can be said that more no. of teachers (55%) possess positive attitude towards the inclusion of SEN children in general education classroom. Hence the directional hypothesis, Secondary school teachers of Pingla Block of Paschim Medinipur District of West Bengal, India. Possess positive attitude towards inclusion of SEN children in general education classroom is accepted.

HYPOTHESIS: 2

There is no significant difference between government and private secondary school teachers in their attitude towards inclusion of SEN children in general education classroom

Group	N	Mean	SD	t-value	Result
Government teacher	120	50.4	9.04	0.91	Not Significant at 0.05 level
Private teacher	40	51.9	8.82		

Table 2: Government Vs Private secondary school teachers in attitude towards inclusion of SEN children in general education classroom

It is noted that the calculated t-value is lesser than the Table value 1.98 at 0.05 level of significance for 158 degrees of freedom. Hence the Null Hypothesis “There is no significant difference between government and private secondary school teachers in their attitude towards inclusion of SEN children in general education classroom” is accepted.

The government and private secondary school teacher have similar attitude towards inclusion of SEN children in general education classroom.

HYPOTHESIS: 3

There is no significant difference between male and female secondary school teachers in their attitude towards inclusion of SEN children in general education classroom.

Gender	N	Mean	SD	t-value	Result
Male	104	51.08	9.12	0.51	Not Significant at 0.05 level
Female	56	50.19	8.78		

Table 3: Male Vs Female secondary school teachers in attitude towards inclusion of SEN children in general education classroom

It is noted that the calculated ‘t’ value is lesser than the Table value 1.98 at 0.05 level of significance for 158 degrees of freedom. Hence the Null Hypothesis “There is no significant difference between male and female teachers in their attitude towards inclusion of SEN children in general education classroom” is accepted.

Male and female secondary school teachers do not differ in their attitude towards inclusion of SEN children in general education classroom.

HYPOTHESIS: 4

There is no significant difference between married and single secondary school teachers in their attitude towards inclusion of SEN children in general education classroom.

Marital Status	N	Mean	SD	t-value	Result
Male	141	50.71	9.09	0.60	Not Significant at 0.05 level
Female	19	50.84	8.36		

Table 4: Married Vs Single secondary school teachers in attitude towards inclusion of SEN children in general education classroom

It is noted that the calculated t-value is lesser than the Table value 1.98 at 0.05 level of significance for 158 degrees of freedom. Hence the Null Hypothesis “There is no significant difference between married and single secondary school teachers in their attitude towards inclusion of SEN children in general education classroom” is accepted.

Married and single secondary school teachers do not differ in their attitude towards inclusion of SEN children in general education classroom

XI. FINDING OF THE STUDY

- The major finding of the study were
- ✓ The level of attitude of secondary school teachers towards inclusion of SEN children in general education classroom is positive. The percentage of secondary school teacher having positive attitude is 55%.
 - ✓ The government and private secondary school teacher have similar attitude towards inclusion of SEN children in general education classroom.
 - ✓ Male and female secondary school teachers do not differ in their attitude towards inclusion of SEN children in general education classroom.
 - ✓ Married and single secondary school teachers do not differ in their attitude towards inclusion of SEN children in general education classroom

XII. CONCLUSION

Attitude of teacher have an important role in successful inclusion of SEN children in general education classroom. Positive attitude of teacher can help successful inclusion of

SEN children in general education classroom through systematic programming arrange in the classroom. It is, therefore, said that the teacher should attend seminars, debates and conferences to improve their knowledge about way of part icipating and accepting inclusion for a better nation as well as our SEN children in India.

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