

EFFECT OF SELECTED VARIABLES ON REGULAR SCHOOL TEACHERS ATTITUDE TOWARDS INCLUSIVE EDUCATION

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ABSTRACT

Inclusive education is a means of creating effective classrooms where educational needs of all children including children with special needs are addressed. The concept of inclusion is still emerging as far as India is concerned. In the recent years, there is a growing awareness about inclusive education among educators. Government of India had introduced various legislations and schemes in order to promote the concept of inclusive education throughout the country. The successful implementation of the concept is determined by the teacher's attitude and their willingness to handle children with special needs. But the teacher's attitude towards inclusive education is impacted by several other factors viz. personal, familial or professional influence the attitude of teachers. The present study has made an attempt to identify the effect of selected variables, namely personal, familial and professional variables on regular school teachers attitude towards inclusive education. The sample for the present study comprised of 134 teachers working in various types of schools located in the Mettupalayam town, Tamil Nadu, India. A Likert type scale named "Scale of Teachers' Attitudes toward Inclusive Classrooms" comprised of 20 items developed by H. Keith Cochran (2000) was used for the purpose of data collection. The findings revealed that personal variables like age and gender, familial variables, namely family income and professional variables like educational qualification, type of school, teaching experience, teaching experience in present school, experience in teaching differently abled and level of class exerts as an impact on teachers attitude towards inclusive education.

Keywords: Regular School Teachers Attitude, Inclusive Education, Attitude Towards Inclusive Education.

INTRODUCTION

Education is the process of learning and knowing. It expands our vision, outlook and also broadens our mental landscape. In India, Education is regarded as the path to economic prosperity, means to scientific and technological advancement, the way to battle unemployment, the means of spreading social equity, political socialization, and cultural life. The importance of education is growing tremendously and is considered as the second important sector after agriculture which guides the country on the path of development. But still, certain group of children are not encouraged and given opportunity to make their attempts in getting equal access to education because of several reasons. These

groups include children living in poverty, those from ethnic and linguistic minorities, girls, children from remote areas and those with disabilities or other special educational needs (UNESCO, 2003).

Differently abled children have limited access to educational facilities, learning equipment and teachers who are trained to teach them. Exclusion, discrimination and segregation from mainstream education and their peers have been experienced by them for several years. Some were placed in separate classes or schools; many have been denied access to education. The separation and exclusion of children with special needs deprived them emotionally and mentally. Like the non disabled, differently abled children will also have their own dreams,

interest and needs. Instead of isolating, those children should be taken care, protected and should be given educational experience like all children.

In recent years, there have been vast and positive changes in the perception of the society towards differently abled. Increasing recognition of abilities of differently abled and emphasis on mainstreaming them in the society based on their capabilities are given importance. Also it has been realized that if equal opportunities and effective access to rehabilitation measures are provided, a majority of persons with disabilities can lead a better quality of life. Keeping it in mind, different stakeholders have united to support the development of basic education throughout the country. Thus the concept of Inclusive Education has been emerged.

Inclusive education means including children with disabilities in regular classrooms that have been designed for children without disabilities (Kuglemass, 2004). The concept of inclusion has developed from a long history of educational innovation and represents school improvements on many levels for all students (Skrtric, T.M, et al., 1996). It has become well rooted in the general education reform agenda (Roach, 1991). Inclusion provides a pathway to experience equal learning opportunities on par with the normal peers, recognize and respond to the diverse needs of the students, accommodating different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities.

In the inclusive model, general classroom teachers are the primary provider of instruction for students with disabilities. Their willingness to accept students with disabilities is the main hallmark of inclusive education. Their attitudes and knowledge about inclusion are important as these are the indicators of such willingness. Therefore, it is necessary to analyze the attitude of teachers towards inclusion of children with special needs in regular classroom (Manisha, Ramlee, & Zalizan, 2006).

1. Need for the Study

Teachers play the most important role in creating a positive inclusive classroom environment, where differently abled children can get participated. But in order to make the inclusive education successful, teachers need to have a positive attitude about their students with special needs. Thus it is the need of an hour to know the attitude of teachers towards inclusive education and the factors influencing their attitude.

2. Review of Related Literature

Several researchers have been focussed to identify the attitude of teachers towards inclusion of children with special needs in the regular classroom.

Dubey, Singh, & Prasad (2016) made an attempt to investigate the attitude of teachers and students towards special children or special educational needs children. In addition, it also examined the effect of gender on teachers attitude towards special children. 40 school teachers and 40 general students from ten schools of Bilaspur city were considered as the population for this study. 4 teachers and 4 students were selected randomly from each of the schools taken. Descriptive survey research design was used for this study and necessary information was collected by using a five point attitude scale developed by the researcher and a semi structured interview schedule. After scoring and tabulation of data, analysis was done with the help of mixed approach of both qualitative as well as quantitative. Results indicated that the students tended to have more positive attitudes towards special children as compared to their teachers; the results also indicated that there were no significant differences in attitude because of gender.

Bhatnagar, N. and Das, A. (2014) in their study "Attitudes of Secondary School Teachers towards Inclusive Education in New Delhi, India" aimed to identify the attitudes of regular school teachers in Delhi, India, toward the inclusion of students with disabilities. It also explored their views regarding facilitators of inclusive education. Respondents were secondary school teachers working in schools in Delhi that implement inclusive education for students with disabilities. Two focus group interviews with

ten participants in each group and 20 individual semi-structured interviews were conducted. The flexible qualitative analysis program QRS NVivo was utilized for data analysis. The major finding of the study revealed that the teachers held positive attitudes toward the inclusion of students with disabilities. The teachers also suggested a number of facilitators of inclusion in their schools such as improved infrastructure, policy changes, and provisions for institutional resources.

Costello & Boyle (2013) in their research "Pre-service Secondary Teachers' Attitudes Towards Inclusive Education" involved 193 pre-service secondary teachers enrolled in secondary education courses at an Australian University in order to determine their attitudes towards inclusive education, with a particular focus on attitudinal changes across the years of study. Results indicated that pre-service secondary teachers held positive attitudes towards inclusive education; however there was a significant decline in positive attitudes through the years of study. Pre-service secondary teachers enrolled in postgraduate programs were more inclusive than those enrolled in undergraduate courses. Attitudes towards training and perceived competence were less positive than other attitude scales for all participants, suggesting a concern regarding training effectiveness.

Johnson (1996), O' Donnell (2009), and Hart (1998) in their researches found that teachers are basically enthusiastic about participating in inclusion that they were concerned about their level of training regarding modification and received effective teaching strategies for student with disabilities. Majority of the teachers regarded that their lack of knowledge and ability to differentiate to meet pupils' needs are their biggest challenge. Lack of awareness by mainstream classroom teachers of the IEP targets for students with Special Educational Needs as well as a failure to link special and general education programmes was another barrier to the inclusion of students with Special educational needs.

In another study conducted by Nayak (2008) examined the attitude of both parents and teachers towards inclusive education. Results of the study reported that teachers look forward to teaching in an inclusive

environment and are ready to face the challenges. Result of the study also showed significant difference in the opinions of teachers of normal school.

Abate (2001), Avissar (2000), Smith and Smith (2000), and Stoler (1992) in their researches found that some correlation exists between teachers' attitudes and independent variables general education. They found that in-service training helped teachers to prepare for inclusion more than any other factor. Teachers with a higher level of education, with more years of teaching experience, and with more in-service courses had taken more positive views and noted more advantages to inclusion. Scruggs & Mastropieri (1996) found that, secondary teachers are more negative about inclusion compared to the elementary teachers.

In a study conducted by Cutbirth and Benge (1997), the attitudes of teachers and students involved with inclusive education was investigated. The findings indicated negative teachers' attitudes toward educating all students with disabilities in inclusive classrooms. General educators believed that full inclusion was unrealistic for all students with disabilities.

Dickens - Smith (1995) conducted a study on the attitudes of both regular and special educators towards inclusion. Here both groups of respondents reveal more favourable attitudes towards inclusion after their in-service training. They concluded that staff development is the key to the success of inclusion.

In another study "Differences in Teachers' Attitudes towards Inclusive Education" conducted by Cochran (1998a and b) measured teacher's attitude towards inclusive education using the tool "The Scale of Teachers' Attitudes Toward Inclusive Classrooms (STATIC)". Approximately, 516 teachers (308 regular and 186 special education) from five school districts completed the Scale of Teachers' Attitudes toward Inclusion (STATIC). Statistical analyses revealed that special education teachers scored higher on the STATIC than secondary teachers. Higher scores on the STATIC indicated more optimistic or positive attitudes toward inclusion.

Some research studies pointed out that, teacher's attitude

and knowledge about children with disabilities hinders the successful implementation of inclusive education. Favazza, Phillipson, and Kumar (2000) stated that, teachers control several factors that is essential to establish a successful inclusive setting. These include: teacher attitudes, teacher expectations, teacher competence, teacher collaborative skills, and teacher support (Lohrmann & Bambara, 2006; Mastropieri & Scruggs, 2001). Their attitudes and behaviour towards students are actually mirrored by students in the class (Lohrmann & Bambara, 2006). Monahan, Marino, and Miller (1996), and Vaidya (1997) in their study points out that, the majority of teachers felt that regular education teachers do not have instructional skills and educational background to teach students with special educational needs, and general education teachers do not feel prepared to meet the needs of students with special needs especially those with learning disabilities and also revealed that pre-service student teachers felt scared at the thought of having students with disabilities in their classes.

The present study has made an attempt to study the effect of selected variables on regular school teacher's attitude towards inclusive education.

3. Operational Definitions

3.1 Regular School Teacher

Teachers working in schools meant for the non disabled children are referred as regular school teacher.

3.2 Attitude

Attitude means a tendency to respond positively or negatively towards a certain idea, object or a person.

3.3 Inclusive Education

Inclusive education is a means of creating effective classrooms where the educational needs of all children including children with disabilities are addressed.

4. Objectives of the Study

The objectives of the present study are as follows.

- To find out the influence of personal variables on regular school teacher's attitude towards Inclusive Education.

- To find out the influence of familial variables on regular school teacher's attitude towards Inclusive Education.
- To find out the influence of professional variables on regular school teacher's attitude towards Inclusive Education.

5. Hypothesis

The following are the hypothesis of the present study.

- All the personal variables exerts a significant influence on regular school teachers' attitude towards inclusive education.
- All the familial variables exerts a significant influence on regular school teachers' attitude towards inclusive education.
- All the professional variables exerts a significant influence on regular school teachers' attitude towards inclusive education.

6. Methodology

The investigator adopted survey method in order to collect data for this present study. The Mettupalayam town was selected as the research locale. Regular school teachers working in various schools located in the Mettupalayam town were considered as the research population. Stratified random sampling technique was adopted for selection of samples which included 134 teachers of which 47 are from Government schools, 45 from aided schools and the remaining 42 from matriculation schools.

A Likert type scale named Scale of Teacher's Attitudes towards Inclusive classrooms (STATIC), comprised of 20 items developed by H. Keith Cochran (2000) was used to collect the data. Scores were rated according to the responses obtained from the samples. Finally, the obtained data were analysed and interpretations were made in order to obtain the result. The detailed report of the analysis and interpretations of the present study are presented in the following sections.

7. Analysis of the Present Study

The detailed analysis of the present study are described under the following headings

S. No	Variables	Group	N	%	Attitude as a whole		F1			F2			F3		F4				
					M	SD	t/F Value	M	SD	t/F Value	M	SD	t/F Value	M	SD	t/F Value			
1	Age	21-30 yrs	31	23	57.97	6.42		17.68	3.49		11.29	4.16		14.84	2.78		14.16	2.31	
		31-40 yrs	37	28	58.00	6.45	0.150	17.19	4.16	1.566	13.22	3.73	2.784	14.68	3.34	0.499	12.92	2.81	2.591
		Above 40 yrs	66	49	58.74	9.31		18.77	5.22		12.98	3.47		14.27	2.56		12.71	3.33	
2	Gender	Male	25	19	57.52	9.00		18.56	4.75		11.48	2.90		14.52	2.84		12.96	2.62	
		Female	109	81	58.55	7.71	0.530	17.97	4.59	0.561	12.93	3.89	2.097	14.51	2.84	0.010	13.14	3.11	0.295
3	Marital status	Married	114	85	58.57	7.92		18.30	4.64		12.93	3.62		14.41	2.91		12.93	3.08	
		Unmarried	20	15	57.15	8.18	0.720	16.85	4.36	1.358	11.10	4.23	1.821	15.10	2.36	1.158	14.10	2.47	1.879

F1 – Advantages and disadvantages of inclusive education, F2 – Professional issues regarding inclusive education, F3 – Philosophical issues regarding inclusive education, F4 – Logistical concerns of inclusive education

Table 1. Effect of Personal Variables on Teacher's Attitude towards Inclusive Education

7.1 Effect of Personal Variables on Teacher's Attitude towards Inclusive Education

Table 1 presents the effect of personal variables on teacher's attitude towards inclusive education. From the analysis, it is found that all personal variables except the marital status influence the regular school teacher's attitude towards inclusive education.

Further it is observed from Table 1 that, the calculated t/F values with respect to the teacher's age (2.784) and gender (2.097) is greater than the table value at 0.05 level of significance for the dimension professional issues regarding inclusive education. Further, the mean values reveal that the female teachers (12.93) possess a positive attitude towards professional issues regarding inclusive education than the male teachers (11.48).

Likewise, the table also depicts that the calculated t value (2.591) is greater than the table value at 0.05 level for the dimension logistical concerns of inclusive education with respect to age.

Therefore, it can be concluded that the age exerts an influence upon teacher's attitude towards professional issues regarding inclusive education and logistical concerns of inclusive education, gender influences teacher's attitude towards professional issues regarding inclusive education. Whereas, marital status of the teacher doesn't influence the teacher's attitude towards any of the dimensions of inclusive education.

Hence the hypothesis "All the personal variables exerts a significant influence on regular school teacher's attitude towards inclusive education" is rejected.

S. No.	Variables	Group	N	%	Attitude as a whole		F1			F2			F3		F4				
					M	SD	t/F value	M	SD	t/F value	M	SD	t/F value	M	SD	t/F value			
1	Type of Family	Nuclear	81	60	58.37	8.20		17.83	4.92		13.15	3.53		14.67	2.78		12.73	3.17	
		Joint	53	40	58.34	7.61	0.022	18.47	4.11	0.820	11.91	4.00	1.840	14.28	2.92	0.758	13.68	2.70	1.859
2	Family Income	Below 2 lakhs	58	43	56.98	7.87		17.09	4.75		12.21	4.05		14.53	2.91		13.16	2.93	
		2-4 lakhs	48	36	59.98	8.27	1.897	18.50	4.89	2.818	13.73	3.98	3.295	14.21	2.78	0.690	13.54	2.91	1.651
		Above 4 lakhs	28	21	58.43	7.21		19.43	3.34		11.75	2.01		15.00	2.79		12.25	3.30	
3	Residential Status	Rural	70	52	57.94	7.11		18.34	4.06		12.09	3.75		14.20	2.82		13.31	2.76	
		Urban	64	48	58.81	8.79	0.626	17.80	5.17	0.676	13.28	3.70	1.858	14.86	2.83	1.350	12.88	3.28	0.835

F1 – Advantages and disadvantages of inclusive education, F2 – Professional issues regarding inclusive education, F3 – Philosophical issues regarding inclusive education, F4 – Logistical concerns of inclusive education

Table 2. Effect of Familial Variables on Teacher's Attitude towards Inclusive Education

7.2 Effect of Familial Variables on Teacher's Attitude towards Inclusive Education

The effect of familial variables on teacher's attitude towards inclusive education is presented in Table 2. It is revealed among all the familial variables, only family income influences the regular teachers' attitude towards inclusive education.

It is also observed from the table that, the calculated F values for the dimension advantages and disadvantages of inclusive education (2.818) and professional issues regarding inclusive education (3.295) is greater than the table value at 0.05 level of significance with respect to the family income.

Thus the family income alone exerts impact on teacher's

attitude towards advantages and disadvantages of inclusive education and professional issues regarding inclusive education. Hence the hypothesis, "All the familial variables exerts a significant influence on regular school teachers attitude towards inclusive education" is rejected.

7.3 Effect of Professional Variables on Teacher's Attitude towards Inclusive Education

The effect of professional variables on teacher's attitude towards inclusive education is analysed and is presented in Table 3. It is revealed that, all the professional variables except nature of job and strength of the class exerts a significant influence on regular teachers attitude towards inclusive education.

S. No	Variables	Group	N	%	Overall Attitude		F1*		F2*		F3*		F4*		t/F value	
					M	SD	M	SD	M	SD	M	SD	M	SD		
1	Educational Qualification	D.Ted	7	5	57.29	6.45	19.00	3.65	7.86	2.91	14.86	2.27	0.325	15.57	2.30	2.718
		UG with Tr Edn. Course	33	25	57.64	8.84	18.12	5.74	12.64	3.97	14.18	3.09	12.70	3.21		
		PG with Tr Edn. Course	94	70	58.69	7.76	18.00	4.26	13.02	3.52	14.61	2.80	13.06	2.94		
2	Type of School	Aided	45	34	60.56	8.12	19.11	4.84	13.60	3.88	14.27	2.34	0.882	13.58	2.67	2.521
		Government	47	35	57.38	7.42	18.06	4.06	12.04	2.76	14.96	3.11	12.32	3.41		
		Matriculation	42	31	57.10	8.00	17.00	4.79	12.33	4.43	14.29	3.00	13.48	2.78		
3	Teaching Experience	0-5 yrs	37	28	58.41	6.78	18.02	3.83	11.78	4.08	14.46	2.94	14.14	2.21	3.436	
		6-10 yrs	33	25	57.73	7.45	18.36	4.35	12.00	3.14	15.00	3.17	12.36	2.80		
		Above 10 yrs	64	47	58.66	8.85	17.97	5.18	13.50	3.73	14.30	2.59	13.10	3.39		
4	Tg. Experience in Present School	0-5 yrs	66	49	57.61	6.58	17.62	3.79	12.09	3.74	14.58	2.58	0.357	13.32	3.01	1.442
		6-10 yrs	34	25	56.94	8.39	18.03	5.03	11.82	3.05	14.74	3.54	12.35	3.01		
		Above 10 yrs	34	26	61.2	9.32	19.03	5.54	14.59	3.85	14.18	2.55	13.44	2.99		
5	Experience in tg. Dif. abled	Yes	42	31	58.02	8.70	18.79	4.50	11.36	3.76	14.62	2.80	0.289	13.27	3.64	0.365
		No	92	69	58.51	7.61	17.76	4.65	13.25	3.62	14.47	2.86	13.03	2.70		
6	Nature of Job	Temporary	32	24	56.47	7.35	16.84	4.51	11.53	4.03	14.53	3.36	0.033	13.56	2.60	1.084
		Permanent	102	76	58.95	8.06	18.47	4.60	13.01	3.62	14.51	2.67	12.96	3.13		
7	Level of Class	Primary	15	11	54.27	7.34	17.33	4.32	9.60	3.48	13.53	2.85	1.958	13.80	3.12	0.816
		Secondary	73	55	59.49	6.39	18.01	4.70	13.36	3.70	14.92	2.65	13.21	2.94		
		Hg. secondary	46	34	57.89	9.81	18.43	4.63	12.54	3.48	14.20	3.04	12.72	3.12		
8	Strength of the Class	40 & below	48	36	58.93	7.60	19.04	4.77	11.83	3.63	15.04	2.58	1.680	13.02	3.23	0.232
		Above 40	86	64	58.03	8.15	17.55	4.46	13.12	3.77	14.22	2.94	13.15	2.91		

F1* – Advantages and disadvantages of inclusive education, F2* – Professional issues regarding inclusive education, F3* – Philosophical issues regarding inclusive education, F4* – Logistical concerns of inclusive education

Table 3. Effect of Professional Variables on Teacher's Attitude towards Inclusive Education

Furthermore, the table reveals that the calculated t values for the dimension attitude as a whole is greater than the table value at 0.05 level of significance with respect to the type of school (2.675), teaching experience at present school (3.170) and level of class (2.897).

Likewise the t values obtained for the dimension advantages and disadvantages of inclusive education is greater than the table value at 0.05 level with respect to type of school (2.322).

Teaching experience in present school, experience in teaching differently abled and level of class and attitude towards logistical concerns of inclusive education is influenced by educational qualification, type of school, and teaching experience.

Hence, the hypothesis "All all the professional variables exerts a significant influence on regular school teachers' attitude towards inclusive education" is partially accepted. When the dimension professional issues regarding inclusive education is analysed, it is found that the calculated t value is greater than the table value at 0.05 level of significance with respect to educational qualification (6.677), type of school (2.242), teaching experience (3.217), teaching experience in present school (6.585), experience in teaching differently abled (2.734), and level of class (6.792).

Whereas, for the dimension logistical concerns of inclusive education, the obtained t values is significant at 0.05 level with respect to educational qualification (2.718), type of school (2.521), and teaching experience (3.436).

Overall, it is revealed that the regular school teachers' attitude towards inclusive education as a whole is influenced by type of school, teaching experience in present school and level of class, while the teacher's attitude towards advantages and disadvantages of inclusive education is influenced by type of school, whereas attitude towards professional issues regarding inclusive education is influenced by educational qualification, type of school, teaching experience, teaching experience in present school, experience in teaching differently abled, and level of class and attitude

towards logistical concerns of inclusive education is influenced by educational qualification, type of school, and teaching experience.

Hence, the hypothesis "Does all the professional variables exerts a significant influence on regular school teachers attitude towards inclusive education" is partially accepted.

8. Results of the Study

The following are the major results obtained from the present study.

- All personal variables except marital status influences the teacher's attitude towards inclusive education.

Teacher's age exerts an influence upon teacher's attitude towards professional issues regarding inclusive education and logistical concerns of inclusive education, whereas, it didn't influence teacher's attitude towards inclusive education as a whole, attitude towards advantages and disadvantages of inclusive education and philosophical issues regarding inclusive education. Teachers belonging to the age group 30 and above will have more experience in handling children and to manage them in different situations when compared to the teachers belonging to the young age group, thus impacting their attitude.

Gender influences teacher's attitude towards professional issues regarding inclusive education whereas, it didn't influence the teacher's attitude towards inclusive education as a whole as well as the other dimensions. Female teachers have a positive attitude towards professional issues regarding inclusive education when compared to male teachers. It might be because female teachers' interest towards teaching profession as well as their patience to tackle the difficult situations.

Whereas marital status of the teacher didn't influence the teachers attitude towards inclusive education as a whole as well its dimensions.

- Among all the familial variables, only family income influences the regular teachers attitude towards inclusive education.

The family income of the teachers alone exerts impact on teacher's attitude towards advantages and disadvantages

of inclusive education and professional issues regarding inclusive education while it is not exerting any influence on teacher's attitude towards inclusive education as a whole, their attitude towards philosophical issues regarding inclusive education as well as logistical concerns of inclusive education. Teachers who are economically strong will be able to put more effort in getting enough instructional materials that best suits the needs of children with special needs.

Whereas, the type of family and residential status doesn't influence the teacher's attitude towards inclusive education as a whole as well as its other dimensions.

- Professional variables except nature of job and strength of the class influences the regular school teachers attitude towards inclusive education.

The regular school teacher's attitude towards inclusive education as a whole is influenced by type of school, teaching experience in present school and level of class, while it is not influenced by other professional variables, viz. educational qualification, strength of the class, experience in teaching differently abled, nature of job, and teaching experience.

Regular school teacher's attitude towards advantages and disadvantages of inclusive education is influenced by type of school, whereas it is not influenced by any other professional variables.

The teacher's attitude towards professional issues regarding inclusive education is influenced by educational qualification, type of school, teaching experience, teaching experience in present school, experience in teaching differently abled, and level of class. whereas it is not influenced by nature of job and strength of the class.

Attitude of teachers towards logistical concerns of inclusive education is influenced by educational qualification, type of school and teaching experience, whereas other professional variables, viz. teaching experience in present school, experience in teaching differently abled, nature of job, level of class, and strength of the class.

The impact of professional variables on regular school

teacher's attitude towards inclusive education concludes that the teachers, who are well qualified and has experience in teaching, naturally have confidence and knowledge to teach children with different abilities. Also teachers who are working in the same school for several years will have better understanding about the children and their needs and therefore certainly they have positive attitude towards inclusive education. When the level of class is concerned, it is difficult for the teachers to manage children studying in younger classrooms, likewise handling classes for children studying in higher secondary class requires more teaching competency and if it not there, finally teachers will definitely will not come forward to teach children with special needs in the inclusive classrooms. But for teachers handling secondary grades will have a better attitude because the curriculum will not be that much heavy and children also will be able to manage themselves getting help from their peers and teachers will not have difficulty in handling them.

9. Discussions

- Through the results of the present study, it is found that the professional variables of the teachers exert a great impact on their attitude towards inclusive education than the personal and familial variables. All the variables, viz. educational qualification, type of school, teaching experience, teaching experience in present school, experience in teaching differently abled children except nature of job, and size of the class influence the attitude of teachers.
- When the individual dimensions of inclusive education is concerned, it is found that attitude towards professional issues regarding inclusive education is more influenced by the selected variables than attitude towards inclusive education as a whole as well as the other dimensions.

10. Limitations of the Present Study

The present study has the following limitations.

- The area of the present study is confined to Mettupalayam town only.
- Only 134 teachers were involved in the study.
- It is a descriptive study to find the teachers' attitude

towards inclusive education.

11. Recommendations of the Study

- Studies can be undertaken to know the school administrators, parents, and community attitude towards inclusion.
- Attitudinal building programmes had to be conducted for the teachers in order to create a positive change towards implementation of inclusive education.
- In-service training should be provided to the teachers for creating awareness and practical knowledge about education and training of differently abled in the inclusive education.
- Administrators, management and school principals should be encouraged in the process of successful implementation of the inclusive education.

Conclusion

Education is the fundamental right of every human being. All children either normal child or abnormal without any discrimination should be given an opportunity to get education. The government of India is committed to universalize the elementary education so that each child gets the opportunity to study. But this objective cannot be achieved without taking care of special education needs of children with special abilities. Inclusive education approach is a positive step in this direction. Traditionally differently abled have experienced exclusion, discrimination, and segregation from mainstream education and their peers. Some are placed in separate classes or schools; many have been denied access to education of any sort. The separation and exclusion of children with special needs deprives them emotionally and mentally. Inclusive education provides a pathway to experience equal learning opportunities on par with the normal peers, recognize and respond to the diverse needs of the students and ensure quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use, and partnerships with their communities.

But, the effective implementation of inclusive education happens only when regular classroom teachers have a

positive attitude. Because it is only their attitudes and determination that lend hands to implement the inclusion concept throughout the country productively. Therefore in order to build a positive attitude among teachers, in-service teacher training should be organized. Also proper training and skill development for general classroom teachers should be provided, so that they will equip themselves for the actual implementation of inclusion of students with disabilities.

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