

# Attitude Towards Inclusive Education: A Comparative Study of Government and Aided Secondary School Teachers

<sup>1</sup>Dr.Ranjini Devi S, <sup>2</sup>Sreelekshmi S

<sup>1</sup>Associate Professor, <sup>2</sup>HST Physical Science

<sup>1</sup>NSS Training College, Pandalam, Pathanamthitta, Kerala

<sup>2</sup>Naduvattom Vocational Higher Secondary School, Pallippad, Alappuzha, Kerala

<sup>1</sup>[deviranjinieducation@gmail.com](mailto:deviranjinieducation@gmail.com), <sup>2</sup>[sreelekshmipallippad@gmail.com](mailto:sreelekshmipallippad@gmail.com)

## ABSTRACT

The present study is intended to find out the level of Secondary school teachers' attitude towards inclusive education and to find out whether there is any significant difference in the attitude of government and aided secondary school teachers towards inclusive education. The investigator selected survey method for the present study. 115 secondary school teachers from Alappuzha and Pathanamthitta districts were selected as the sample of the study. An attitude scale was used for this study to collect data. Statistical techniques used by the investigator in this study were mean, standard deviation and t- test. Findings of the study revealed that majority (70.44%) of secondary school teachers have moderate attitude towards inclusive education. Also, there is significant difference between Government and Aided secondary school teachers' attitude towards inclusive education. The difference is in favour of scores of Government secondary school teachers. Hence, it can be concluded that Government secondary school teachers are better than aided secondary school teachers in their attitude towards inclusive education.

**Index words: Attitude, Inclusive Education, Secondary School Teachers.**

## INTRODUCTION

Inclusive education is widely viewed as a rights-based and socially just approach that promotes equal access to learning for all students, regardless of ability, background, or need. Article 21A of the Indian Constitution guarantees the right to education as a fundamental right for children between the ages of 6 and 14 years. The Indian government has been striving to give all of its inhabitant equal access to education since attaining independence. This has helped to equalize educational possibilities for all Indian citizens to some extent. By giving underdeveloped areas and socially, culturally, and economically disadvantaged people access to more educational facilities, efforts have been made to correct regional disparities during this process. Inclusive education is a system of education that allows all students—children and young adults with or without disabilities—to learn together in a supportive setting. It also explains how diversity should be welcomed and seen as a strength rather than a weakness by all parties involved in the system, including kids, parents, the community, educators, administrators, and politicians. Creating and organizing our classrooms, programs, and activities in a way that promotes learning and social interaction among all children is the aim of inclusive education. In mainstream schools, colleges, and universities, both disabled and non-disabled students—including those with "special educational needs"—learn together in inclusive education. In addition to focusing on underrepresented groups in society or among children, inclusive education embraces diversity, benefits all students, grants equal access to education, and makes suitable accommodations for certain categories without excluding them.

UNESCO (2009) asserts that inclusion is a mutually beneficial process that excludes meeting the needs of the disabled at the expense of the non-disabled. In inclusive education, individual variations were extensively examined. It not only permits children with special needs to attend regular courses, but it also respects their uniqueness, celebrates their diversity, and gives them opportunities to actively engage in all aspects of education so they can reach their full potential. For students with special educational needs, inclusive schools are advised by the National Curriculum Framework for School Education(2023) along with appropriate modifications and enhancements to the curriculum, methods of presentation and instruction, creation of a welcoming environment, etc. Educating students with impairments and learning issues in the same classroom as their peers is the aim of inclusive education. Every child's educational requirements are meant to be satisfied, with a focus on those who are most vulnerable to marginalization and exclusion. It illustrates how all children, with or without disabilities, may learn together when they have access to comparable preschools, educational institutions, and community learning spaces with an appropriate support network. This is only possible if the educational system is flexible, considers the needs of a diverse range of students, and adjusts to meet those expectations.

Therefore, the possibility for people with disabilities to fully engage in all of the educational, employment, consumer, recreational, community, and home activities that characterize every society is referred to as inclusive education. In actuality, though, inclusion entails more than merely integrating impaired students into the mainstream; it also entails giving everyone intensive support and altering social attitudes, practices, and rules to make the school environment more flexible to accommodate each child's unique learning needs. The term "children with special needs" is used instead of "children with disabilities" because inclusive education first acknowledges that special learning needs can result from social, psychological, economic, linguistic, cultural, and physical factors.

## **NEED AND SIGNIFICANCE OF THE STUDY**

The participation and collaboration of educators, parents, and community leaders are crucial to the effective functioning of inclusive education. A positive outlook is necessary for the effective implementation of inclusive education. It could be from peers, society, parents, educators, administrators, and so on. The mindset of teachers is the most crucial factor in the successful adoption of an inclusive approach in the classroom. As a result, emphasising inclusive education as a fundamental component of the educational system only is insufficient. Teachers' attitudes towards inclusion are just as crucial. For inclusive education to be implemented successfully and to have a significant impact on the teaching-learning process in the classroom, teachers' attitudes are crucial. The interaction between students and teachers is essential to the success of an optimal inclusion program. It is crucial to determine their attitude towards inclusion. Therefore, it is significant to conduct a study to determine the attitude of teachers towards inclusive education. Inclusive education has emerged as a key strategy for ensuring equity and equal opportunities for learners with diverse needs. Teachers play a pivotal role in the successful implementation of inclusive practices, as their attitudes directly influence classroom practices, student participation and learning outcomes. Understanding teachers' attitudes toward inclusive education is therefore essential for strengthening inclusive schooling. According to Kumar,(2016), teachers' attitudes vary significantly depending on their experience, gender, residence, and teaching level. This study is significant as it provides a comparative analysis of attitude towards inclusive education among government and aided secondary school teachers. By examining differences and similarities between these two categories of schools, the study helps identify institutional, professional, and contextual factors that may influence teachers' perceptions and readiness for inclusive education. The findings of this study will be valuable to educational planners, policymakers, and school administrators in designing targeted teacher training programs, professional development initiatives, and support systems that address specific needs in government and aided schools. It also contributes to improving the implementation of inclusive education policies by highlighting areas where teachers may require additional resources or sensitization. Furthermore, the results may serve as a reference for future researchers, teacher educators, and curriculum developers aiming to promote inclusive practices and foster positive teacher attitudes in this area.

## **TITLE OF THE STUDY**

The present study is entitled **Attitude towards inclusive education: a comparative study of government and aided secondary school teachers**

## **HYPOTHESES OF THE STUDY**

- Secondary school teachers' attitude towards inclusive education is high.
- There is no significant difference in in the attitude of government and aided secondary school teachers towards inclusive education.

## **OBJECTIVES OF THE STUDY**

- To find out the level of Secondary school teachers' attitude towards inclusive education
- To find out whether there is any significant difference in in the attitude of government and aided secondary school teachers towards inclusive education.

## METHODOLOGY IN BRIEF

The investigator selected survey method for the present study. The population targeted in this present study includes secondary school teachers. 115 secondary school teachers of Alappuzha and Pathanamthitta district were selected as the sample of the study. An attitude scale was used for this study to collect data. 20 statements were included in the scale. In this, there were five responses, strongly agree, agree, neutral, disagree and strongly disagree. The investigator established a rapport with students, explained the purpose of the study and assured them that their responses would be used only for research purpose. The prepared tool was administered to the students after giving adequate instructions. Statistical techniques used by the investigator in this study were mean, standard deviation and t- test.

## ANALYSIS AND INTERPRETATION OF DATA

The present study is intended to find out the level of Secondary school teachers' attitude towards inclusive education and to find out whether there is any significant difference in in the attitude of government and aided secondary school teachers towards inclusive education.

Table 1: Mean and standard deviation of scores on Attitude towards inclusive education of secondary school teachers

Attitude towards inclusive education			
Mean	Standard deviation	Mean + Standard deviation	Mean-Standard deviation
76.8	8.76	85.56	68.04

Table 2 :Level of Attitude towards inclusive education of secondary school teachers

Level of Attitude towards inclusive education	Range	Number of teachers	Percentage
High	Above 85.56	12	10.45 %
Average	Between 85.56 and 68.04	81	70.44 %
Low	Below 68.04	22	19.13 %

Table 2 depicts that only 10.45 % of secondary school teachers possess high level of Attitude towards inclusive education and 70.44% of secondary school teachers possess average level of Attitude towards inclusive education and 19.13% of secondary school teachers possess low level of Attitude towards inclusive education. It suggests that most of the secondary school teachers have an Attitude towards inclusive education that is neither exceptionally high nor exceptionally low, but rather falls within the middle range when compared to their peers. Hence hypothesis 1 is not accepted.

The graphical representation of level of attitude towards inclusive education of secondary school teachers is given below:

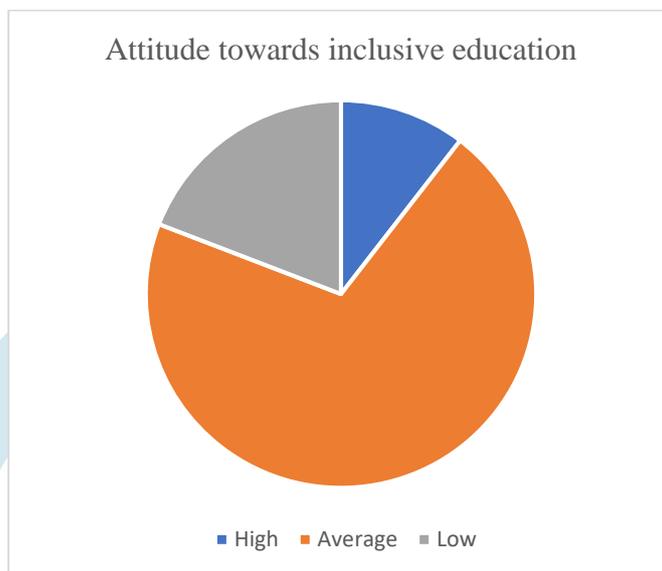


Figure 1: Level of Attitude towards inclusive education of secondary school teachers

Table 3: Mean, Standard deviation and t value of scores on Attitude towards inclusive education of Government and Aided secondary school teachers.

Group	Number	Mean	Standard deviation	t-value	Significance
Government	60	76.34	12.38	5.77	0.01
Aided	55	65.43	7.53		

From table 3 it can be seen that the value of critical ratio is 5.77, which is significant at 0.01 level. This implies that there is a significant difference in the attitude of government and aided secondary school teachers towards inclusive education. The difference is in favour of scores of Government secondary school teachers. Hence, it can be concluded that Government secondary school teachers are better than aided secondary school teachers in their attitude towards inclusive education. So, Hypothesis 2 is not accepted.

## CONCLUSION AND IMPLICATIONS

Analysis of data clearly revealed that 10.45 % of secondary school teachers possess high level of Attitude towards inclusive education, 70.44% of secondary school teachers possess average level of Attitude towards inclusive education and 19.13% of secondary school teachers possess low level of Attitude towards inclusive education. So, it can be concluded that majority (70.44%) of secondary school teachers have moderate attitude towards inclusive education. This indicates that while teachers are neither strongly resistant nor highly enthusiastic about inclusive practices, there exists a neutral or cautious disposition toward inclusion. Such an attitude suggests partial awareness and acceptance, but also reflects uncertainty, lack of confidence, or insufficient preparedness to effectively address the diverse needs of learners in inclusive classrooms. Also, there is significant difference between Government and Aided secondary school teachers' attitude towards inclusive education. The difference is in favour of scores of Government secondary school teachers. Hence, it can be concluded that Government secondary school teachers are better than aided secondary school teachers in their attitude towards inclusive education. This difference may be attributed to variations in institutional support, availability of resources, professional training opportunities, workload, and exposure to inclusive education policies and practices. These findings highlight that teachers' attitudes are influenced by the type of school management and working conditions. Overall, the results emphasize the need for systematic efforts to strengthen positive attitudes among teachers and to move them from a moderate level of acceptance toward a more favourable and proactive stance on inclusive education.

Based on the findings, the school should take necessary steps to enhance the positive attitude of teachers towards inclusive education. The study would help Aided school administrators to take actions for developing a positive attitude towards inclusive education among teachers and also various strategies should be employed in Government schools to further improving their attitude. The predominance of moderate attitudes indicates the need for regular in-service training, workshops, and orientation programs on inclusive education. Such programs should focus on developing practical skills, classroom strategies, and confidence in handling students with diverse learning needs.

Inclusive education aims to give special children equal educational opportunities as like normal children in regular classroom. So, Teacher education institutions should integrate inclusive education as a core component of the curriculum, with emphasis on experiential learning, case studies, and school-based practice to foster positive attitudes from the beginning of teachers' careers. Since a significant difference exists between Government and Aided school teachers, tailor-made intervention programs should be designed to address the specific challenges faced by each school type, ensuring equitable support and resource allocation. Adequate teaching–learning materials, assistive devices, reduced class size, and availability of special educators can enhance teachers' confidence and willingness to implement inclusive practices. Educational authorities should ensure effective implementation of inclusive education policies through continuous monitoring, guidance, and feedback, thereby promoting consistency across different management types. Awareness campaigns, seminars, and collaborative discussions can help shift teachers' attitudes from moderate to high by promoting empathy, understanding, and acceptance of diversity in classrooms.

## REFERENCES

- Bansal, S. (2016). Attitude of teachers towards inclusive education in relation to their professional commitment. *Indian Journal of Educational Studies: An Interdisciplinary Journal*, 3(1), 96-108.
- Bhatnagar, N., & Das, A. (2014). Attitudes of secondary school teachers towards inclusive education in New Delhi, India. *Journal of Research in Special Educational Needs*, 14(4), 255-263
- De Boer, A., Pijl, S. J., & Minnaert, A. (2010). Attitudes of parents towards inclusive education: A review of the literature. *European Journal of Special Needs Education*, 25(2), 165-181.
- Emam, M. M., & Mohamed, A. H. H. (2011). Preschool and primary school teachers' attitudes towards inclusive education in Egypt: The role of experience and self-efficacy. *Procedia-Social and Behavioral Sciences*, 29, 976-985.
- Katz, J., & Mirenda, P. (2002). Including students with developmental disabilities in general education classrooms: Social benefits. *International journal of special education*, 17(2), 25-35.
- Kalita, U. (2017). A study on attitude of primary school teachers towards inclusive education. *International Journal of Advanced Education and Research*, 2(3), 127-130.
- Kakkar, N. (2014). Teachers' attitude towards inclusive education. *International Educational E-Journal*, 3(2), 165-171.
- Kumar, A.(2016).Exploring the Teachers' Attitudes Towards Inclusive Education System: A Study of Indian Teachers. *Journal of Education and Practice*, Vol.7, No.34.
- Sebba, J., & Ainscow, M. (1996). International developments in inclusive schooling: Mapping the issues. *Cambridge Journal of education*, 26(1), 5-18.
- Singh, S., Kumar, S., & Singh, R. K. (2020). A study of attitude of teachers towards inclusive education. *Shanlax International Journal of Education*, 9(1), 189-197.
- Guillemot, F., Lacroix, F., & Nocus, I. (2022). Teachers' attitude towards inclusive education from 2000 to 2020: An extended meta-analysis. *International Journal of Educational Research Open*, 3, 100175.
- National Curriculum Framework for School Education (2023). [https://www.education.gov.in/sites/upload\\_files/mhrd/files/infocus\\_slider/NCF-School-Education-Pre-Draft.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/infocus_slider/NCF-School-Education-Pre-Draft.pdf)
- UNESCO (2009). Policy Guidelines on Inclusion in Education. Paris.