
Attitude towards Inclusive Education among Secondary School Teachers in Aizawl City in relation to their Teaching Experience and Type of School Management

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Abstract

The present study focuses on the attitude towards Inclusive Education displayed among the secondary school teachers' community. The investigators took the variables like teachers' teaching experience and type of school management for the study for which the sample consisted of class-ix and class-x (Secondary School) teachers in Aizawl City. The study noted that there is no significant difference in the attitude towards inclusive education among high school teachers in relation to the number of years of teaching experience; the study also justified that the type of school management does not create any significant difference in the attitude towards inclusive education among Secondary School Teachers of Aizawl City. Hence, in both the cases, the investigators have accepted the Null Hypotheses.

Keywords: Inclusive Education, Type of School Management, Teaching Experience, Attitude, Secondary School Teachers

INTRODUCTION

Inclusive Education encompasses the teaching-learning process that inculcates all learners irrespective of their learning styles, abilities, socio-economic status and also includes children with special needs. Therefore, an Inclusive education school would develop and design their school infrastructure, programs and activities so that all students would be able to learn together and participate together with no discrimination in the way they function. Diversity, inclusion and equity are at the heart of the teaching-learning process in an inclusive setup and it ensures that everyone has the same level of access to education. It is imperative to understand that segregation in the form of special schools and integrated schools does not fall under the umbrella of inclusive education. For example, the infrastructure required for an inclusive setup may include ramps for students

who are wheelchair bound which may not be so in the case of integrated schools. An inclusive education school is also different from integrated and special schools in the sense that, in an inclusive set-up, there is no segregation of the students basis their abilities. Status, socio-economic status; and everyone receives the same treatment and support.

The Government of India has launched many programs and initiatives towards Inclusive Education. One such example is the ePatshala portal initiated and launched by National Council of Educational Research and Training (NCERT) as a support system that will make education accessible for everyone in an electronic format or even in the form of books; the ePatshala portal gives students, Teachers, Educators and even parents the opportunity to reach out to the portal to retrieve instructional materials. The materials available are written in multiple languages and are available in different formats – audio, video, written, ebooks, flipbooks etc. Also, the resources available in this portal may be accessed easily from anywhere and anytime by logging into the portal thereby giving universal access to users who have the need to utilize such instructional materials.

Galaterou and Antoniou (2017) noted that teachers' stress level seems to have a relation to their attitude towards inclusive education. Attitude of the teachers towards inclusive education is one variable that could impact the level of support given in an inclusive set-up. It is noted that when an employee goes to work with a positive attitude, the person is more productive, produce better work, and even influence the people around him/her (Indeed Editorial team, 2024). A favorable attitude motivates teachers to perform their duty, taking responsibility and accountability of a situation and lending support to those who need it. For the present study, the researchers have taken years of experience and type of school management as variables that could make a difference in the attitude of teachers towards inclusive education.

LITERATURE REVIEW

Todorovic et al. (2011) conducted a study on "Attitudes towards Inclusive Education and Dimensions of Teacher's Personality" where the sample consists of 100 teachers – 50 from primary schools and 50 from secondary schools. In the sample there were 76 female and 24 male participants. The result noted that there is a significant difference in the attitude towards Inclusive Education among teachers on the basis of their teaching experience. Teachers with a lesser number of working experience (1 – 20 yrs of experience) have a more favorable attitude towards Inclusive Education as compared to their counterparts who have 20 years or more teaching experience.

Shatri (2017) conducted a study on "The Impact of Trainings and Experience on Teachers' Attitudes towards the Inclusion of Children with Special Educational Needs in the Ordinary and Comprehensive Schools" and he found out that experienced teachers had more positive attitudes than inexperienced teachers. According to findings, trainings for the teachers' development in special needs education and inclusive education practices are important factors in developing more positive attitudes towards inclusion.

Kaur (2020) conducted a study on 'Attitude of teachers towards Inclusive Education' and found out that there is no significant difference between private and government teachers towards inclusive education. The study also revealed that there is significant difference between male and female teachers towards Inclusive Education.

Singh et al. (2020) in their investigation titled "A Study of Attitude of Teachers towards Inclusive Education" took a sample of 108 teachers (pre-service and in-service) from

Gaya district of Bihar on whom the 'Attitude towards Inclusive Education Rating Scale' developed by Dr. Indu Garg and Smt. Sudha Sameer Pingle was administered. The attitude scale used has four components of inclusive education i.e. basic philosophical issues, feasibility issues, collaboration issues and perception towards children with special needs.

The study noted that there is no significant difference in the attitude towards Inclusive Education among teachers in relation to their gender. However, a significant difference was noted in the attitude towards Inclusive Education between the in-service teachers and pre-service teachers. The said difference is in favor of the pre-service teachers as they have a mean score that is higher than their counterpart; this finding implied that pre-service pupil-teachers have a more positive attitude towards Inclusive Education as compared to their counterpart.

Mouchritsa et al. (2022) in their study "Teachers' Attitudes towards Inclusive Education at Greek Secondary Education Schools" utilized the tool 'The Sentiments, Attitudes and Concerns about Inclusive Education Scale-Revised' (SACIE-R). The sample of the study constituted 307 teachers who teach at Greek secondary education schools. The sample has 166 teachers who belong to general education, and sample from special education consisted of 141 teachers. The majority of teachers are females i.e. 233.

The finding of the study justified that there is a significant difference in the attitude of teachers from a general education setting and teachers from a special education setting. The teachers from the special education setting have a more positive attitude towards Inclusive Education as compared to their counterpart i.e. teachers from a general education setting. The age of the teachers also seemed to have an effect on the attitude of teachers towards Inclusive Education. The teachers in the age group of 41 yrs – 45 yrs of age have an attitude that is significantly more positive than those teachers in the age group of 22 yrs – 30 yrs. Also, the mean value of teachers with 0–1 years of teaching experience in general education was statistically significantly higher than the mean of teachers with 2–5 yrs of teaching experience in general education setting.

Aneraye et al. (2024) in their qualitative analysis on the Impact of national education policy 2020 on inclusive education for individuals with disabilities, they concluded that NEP 2020 shows a strong inclination in giving and supporting inclusive education for people with disabilities. The government has addressed many issues via NEP 2020 that includes (but is not limited to) curriculum revisions, early childhood education, teacher preparation, assessment techniques, special education support, technological integration, and community involvement. The findings of the study also noted that, although NEP 2020 offers a thorough structure, efficient execution, resource allocation, and monitoring progress and assessment are necessary for the successful implementation of NEP 2020.

OBJECTIVES OF THE STUDY

1. To find out the significant difference between the attitude of teachers in relation to their teaching experience towards Inclusive Education.
2. To find out the significant difference in the attitude towards inclusive education between teachers in relation to the type of school management.

NULL HYPOTHESES

1. There is no significant difference between the attitude of teachers with more than 5 years of teaching experience and teachers with less than 5 years of teaching experience.
2. There is no significant difference in the attitude of teachers from a Government School and teachers from a Private School.

RESEARCH METHODOLOGY, DESIGN AND PROCEDURE.

The investigators used survey method of study and performed descriptive analysis for the interpretation. After the raw scores of all the survey respondents were determined, the Mean and Standard Deviation were all calculated for the set of Independent Variables which the investigators have identified; and, 't' test was applied to find out the significant differences, if any, associated with the aforementioned Null Hypotheses. Conclusion was drawn basis the findings made in the study.

POPULATION AND SAMPLE

The investigators used stratified random sampling to select the sample that constituted of 160 secondary school teachers from 10 Government Schools and 10 Private Schools within Aizawl City.

TOOL:

The present study uses the tool "Teachers Attitude Scale Towards Inclusive Education(TASTIE-SA)" which was developed and standardized by Dr. Vishal Sood and Dr (Mrs)ArtiAnand in the year 2011.

FINDINGS.

The present study attempts to find out the level of significant differences with regards to the teachers' attitude towards Inclusive Education among SecondarySchool Teachers in Aizawl City in relation to their teaching experience and type of school management (Government VS Private). The findings of the present study maybe examined as follows:

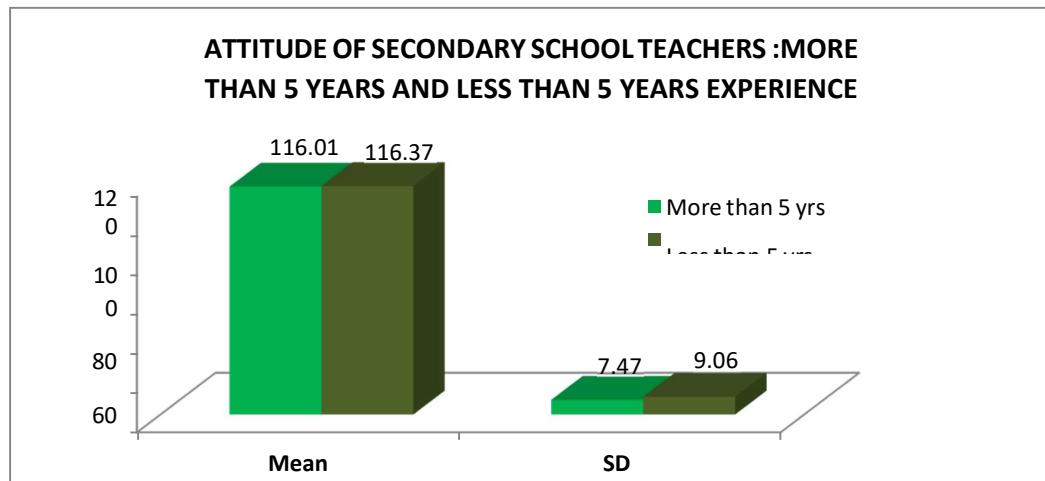
- i) Data analysis and interpretation in relation to the significant difference in the level of attitude towards Inclusive Education between Teachers with more than 5 years of experience and Teachers with less than 5 years of experience.

Table 1: Comparison of data in relation to the significant difference in attitude towards Inclusive Education of Secondary School Teachers with more than 5 years of teaching experience and Secondary School Teachers with less than 5 years of teaching experience in Aizawl City.

Teaching Experience	No. of Teachers	Mean	Standard Deviation	t-Value	Level of Significance
Experience of morethan 5 years	121	116.01	9.06	0.15	Not Significant
Experience of less than 5 years	91	116.3	7.47		

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Fig 1: Graphical representation of the mean scores and standard deviation obtained with reference to the attitude towards Inclusive Education between Secondary School Teachers with more than 5 years of experience and Secondary School Teachers with less than 5 years of experience in Aizawl City.



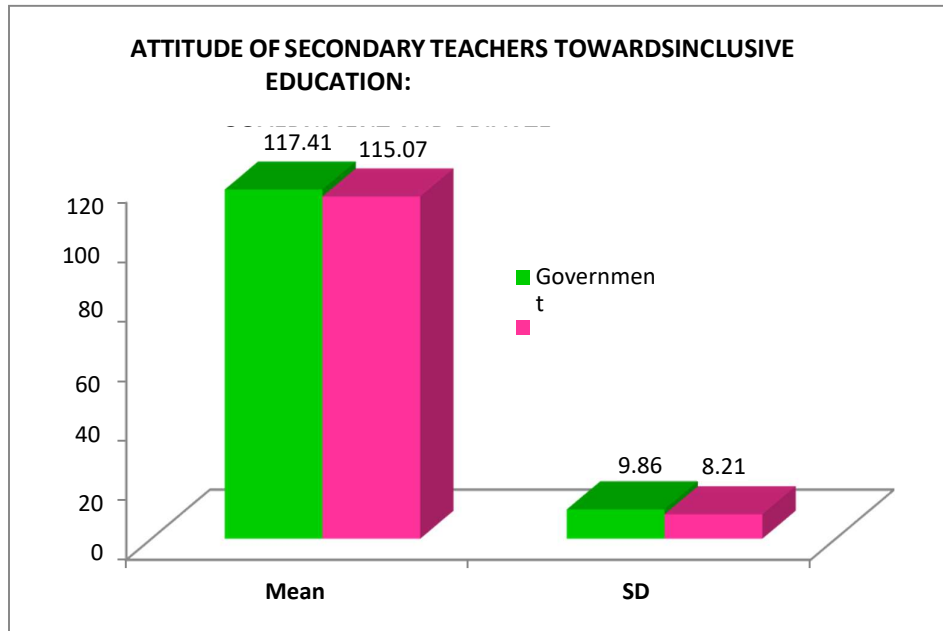
As seen on Table 1, the t-value was found to be 0.15, the 't'-value required to be significant at .01 and .05 level are 2.60 and 1.97 respectively. Hence, the obtained t-value of 0.15 is not significant. Therefore, the Null Hypothesis i.e., 'There is no significant difference between the attitude of Secondary School teachers having more than 5 years and having less than 5 years experiences towards Inclusive Education' is accepted. Hence, there is no difference in the level of attitude between teachers having more experiences and teachers having less experience towards Inclusive Education.

- ii) Data analysis and interpretation in relation to the significant difference in the level of attitude towards Inclusive Education between Secondary School Teachers from Government Schools and Secondary School Teachers from Private Schools in Aizawl City

Table 2: Significant difference in the Level of Attitude towards Inclusive Education among Secondary Teachers from Government Schools and Secondary Teachers from Private Schools in Aizawl City.

Type of School Management	No. of Teachers	Mean	Standard Deviation	t-Value	Level of Significance
Government Schools	63	117.41	9.86	0.99	Not Significant
Private Schools	97	115.07	8.21		

Fig 2: Graphical representation of Mean value and Standard Deviation with regards to the attitude of Trained and Untrained Secondary School Teachers towards Inclusive Education.



Perusal of the data vide Table-2 shows that the 't'-value was found to be 0.99; the required 't' value to be significant at .05 and .01 are 1.97 and 2.60 respectively. The obtained 't' value of 0.99 is not significant. Therefore, the Null Hypothesis stating 'There is no significant difference between the attitude of Government and Private Secondary School teachers towards Inclusive Education' is accepted.

DISCUSSION.

Relating to teaching experience, the result of the present study found out no significance difference between the attitude of teachers with more than 5 years teaching experience and less than 5 years teaching experience towards Inclusive Education. This result is supported by Abaoud and Almati (2015) in their study, 'Characteristics of Students with Emotional/Behavioural Disorders: Perspectives of Secondary Education Teachers in Saudi Arabia' found out there is no significant difference between the attitude of teachers with more than 5 years teaching experience and less than 5 years teaching experience towards Inclusive Education. On the other hand Shatri (2017) who conducted a study on, 'The Impact of Experience on teachers attitude towards Inclusion of Children with Special Educational needs in the Ordinary and Comprehensive Schools' revealed that there is significance difference which means that the teachers who have more experienced had more positive attitude than less experienced teachers. This could be due to the reason that nowadays, teachers undergo different intensive types of training and skills development towards inclusion and that teachers are more aware towards the needs and importance of inclusion.

The findings of the present study further revealed that the attitude of Government and Private Secondary School teachers have no significant difference towards Inclusive Education. This is supported by Kaur (2020) who found that the attitude of Secondary School teachers does not have significant difference based on the type of schools. This could be due to the fact that teachers are now all trained before they join the teaching

profession and the teacher training courses have within its syllabus issues and concerns related to Inclusive Education; and, there are possibilities that this could be the reason why the study did not noted any significant difference between Government Teachers and Private Teachers.

CONCLUSION

As per the findings made by the investigators, it may be concluded that there is no significant difference in the attitude towards Inclusive Education among Secondary School Teachers of Aizawl City in relation to the number of years of experience (Less than 5yrs VS More than 5yrs). Therefore, the Null Hypothesis is accepted. Also, the researchers noted no significant differences in the attitude towards Inclusive Education among Secondary School Teachers of Aizawl City in relation to the type of School management (Government VS Private). Hence, the Null Hypothesis is also accepted in this case.

RECOMMENDATIONS.

1. Teachers should be provided proper pre-service and in-service training in which they should be introduced with guidelines of inclusive education.
2. School authorities should take initiatives to provide clear and proper ideas to teachers about various issues and challenges of implementing inclusive education and encourage them to resolve those challenges through planning constructive and efficacious inclusive practices.
3. Teachers with having pre-experience about inclusion should be involved in teacher trainings which will help to build positive thinking and attitude among other teachers towards inclusion.

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