

# Study of attitude of secondary school teachers of SSC Board schools in Mumbai region towards Inclusive Education

<sup>1</sup>Priya Francis Poruthur, <sup>2</sup>Dr.Karuna Sinha

<sup>1</sup>Teacher, Biology department, Thakur College of Science & Commerce, Mumbai, India

<sup>2</sup>Assistant Professor, Hansraj Jivandas College of Education, Mumbai, India

Email – <sup>1</sup> priyaalex2011@gmail.com, <sup>2</sup> karunahs2014@gmail.com

**Abstract:** Teachers are important stakeholders to implement Inclusive Education. Positive attitudes play a very considerable role in implementation of inclusive education. The research undertaken attempted to examine attitudes of secondary school teachers of SSC Board schools in Mumbai towards Inclusive education with respect to gender. A sample of 90 secondary school teachers of SSC Board schools were selected using random sampling technique.

Standardized tool-STATIC-Scale Of Teachers Attitude Towards Inclusive Classrooms - Dr.Keith Cochran was used to collect data. The study revealed that female teachers had slightly positive attitude as compared to male teachers. There is significant difference in the attitude of male and female teachers towards Inclusive education.

**Key Words:** teachers, attitudes, inclusive education, gender.

## 1. INTRODUCTION:

The several layers of inequity that is woven into India's social fabric is well known and teachers and students carry these to the school and classrooms. Social divides like gender, language, religious minorities, caste, socio-economic status, culture, ethnicity and customs are inherited from generation to generation together with their biases. Children with disabilities too are excluded from social fabric. Seasonal migration, poverty, living in slums, lack of access to school, child labour, child marriages also lead to inequity in education and social exclusion. Out of six million children that are still out of school, a majority are from marginalized communities. Overall it is clear that large numbers of children who struggle daily with additional hardships are not getting the chance to improve their lives through education. There are approximately 55 million children who are already excluded from the mainstream education system owing to their geographical isolation, social class, religion and different categories of ethnic group based exclusion (Mitchell, 2008).

Lewin (2000) highlights the potential for education to reverse the negative effects of social exclusion. There are an estimated 25 million children out of school in India (MHRD 2003 statistics, cited in World Bank,2004)

With great diversity of learners in the classroom, there comes a responsibility to provide equitable education to every child.

As India moves ahead to strengthens the education sector further, the implementation of inclusive education in the public and private sectors must become a strong principle of our nation's education sector. Inclusive education is regarded as one of the best form of education to ensure equity and equality in education. Several Boards across the country are trying at their level to implement inclusive education, however there is much lacuna in the system However to manage inclusive education, it becomes essential to assess the attitude of all the stake holders. The teacher being the key facilitator of process of formal education and also the primary stakeholder in education system, it becomes extremely important to assess the attitude of teachers towards Inclusive education.

## 2. LITERATURE REVIEW:

Mashiya (2003) in his study "Educators' Attitudes Towards Inclusive Education" found that factors such as age, gender, qualification, grade taught and class size have an influence on educator's attitude towards inclusive education

Lambe and Bones (2006) in a study found that attitudes of secondary teachers towards philosophy of inclusive education were generally positive with more than 80% participants believing that all teachers should experience teaching children with special education needs. Specifically 50% of participants felt that they did not have adequate experience to work effectively with students with special education needs

Shane and Christopher(2013) investigated on "Secondary School Teachers' Attitudes Towards Inclusive Education". The study was conducted on secondary school teachers including male, female, more experience and less experience teachers. The study found that there was no difference in attitude of male and female teachers. But a

statistically significant difference was found in attitude of teachers having more and less experience. The more experience teachers favoured inclusive setting.

Boyle, Topping, K., & Jindal-Snape, D. (2013) studied on “Teachers' Attitudes Towards Inclusion in High Schools. Teachers and Teaching: Theory and Practice” displayed the breakdown of mean scores by gender. When considering the results, it is important to note that 63% of the participants were female and 37% were male. Therefore, the sample was biased in favour of females. However, in the national context the percentage of male (40%) and female (60%) teachers in secondary teaching in Scotland (Scottish Government,2008), is fairly similar to the sample that has been used in this study. Furthermore, the breakdown of male (35%) and female (65%) teachers within the study authority represents as similar gender differential. Female teachers were significantly more positive towards inclusion than their male counterparts across all school sectors.

### 3. OBJECTIVE

To study the attitude of male and female secondary school teachers of SSC Board schools in Mumbai region towards Inclusive education.

### 3.1 HYPOTHESIS

#### Null hypothesis

There is no significant difference in attitude of male and female secondary school teachers of SSC Board schools in Mumbai region towards Inclusive education.

### 4. MATERIALS:

#### Tools of Research

Standardized tool –STATIC-Scale Of Teachers Attitude Towards Inclusive Classrooms-Dr.Keith Cochran. The researcher has been granted permission by the research guide who designed it, Dr.Keith Cochran. This tool has been used in 25 countries and translated into at least 12 languages. The tool included 20 questions with Likert scale for answering procedure from 1 (strongly disagree) to 6(strongly agree).

**5. METHOD:** The study undertaken by the researcher is descriptive survey.

The population includes secondary school teachers of SSC board schools in Mumbai.

The sample includes 90 secondary school teachers from English medium SSC board schools in Mumbai.

### 6. ANALYSIS:

t test conducted on the sample responses received from teachers

Table 1.1

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Score	1 Male	10	56.5	11.797	3.731
	2 Female	80	57.8	11.015	1.231

Table 1.2

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Score		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	0.005	0.942	-0.349	88	0.728	-1.3	3.722	-8.7	6.097
	Equal variances not assumed			-0.331	11.05	0.747	-1.3	3.929	-9.94	7.342

Table1.3

	Tabulated value	Obtained value
at 0.01	2.626	0.349
at 0.05	1.984	

**7. FINDINGS:**

t test is used to compare mean overall attitude score of regular teachers that are males with regular teachers that are females. According to this test, there is statistically significant difference between the attitudes related to gender

Female teachers has slightly higher total scores (M=57.8 ,SD=11.015) as compared to male teachers who has score(M=56.5 ,SD=11.797) , t ( 0.349) , df=88. The obtained value is greater than table value

The null hypothesis is rejected

There is significant difference between attitudes of female secondary teachers and male secondary teachers

Thus this result indicates female teachers have slightly more positive attitude towards Inclusive education as compared to male teachers

**8. RESULT:**

The female teachers of SSC Board Secondary section have more positive attitude towards Inclusive education as compared to male secondary teachers.

**9. CONCLUSION:**

To conclude we can say that there is an urgent need to focus on Inclusive education as a criterion for school assessment and school ranking in public and private sector. Then only it can bring about revolutionary change in education. The dichotomy between policy and practice needs to be minimised. The policy makers need to develop and design a specific plan so as to have an impact on negative attitudes of teachers if any, towards inclusive education. There is a significant need to manage factors contributing to negative attitudes especially of teachers as they are significant stakeholders in implementation of inclusive education. Government policies needs to be relooked and more stringent regarding successful implementation of Inclusive Education.

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