

ATTITUDE OF TEACHERS TOWARDS INCLUSIVE EDUCATION IN RELATION TO THEIR PERCEIVED SELF-EFFICACY TO TEACH IN INCLUSIVE CLASSROOM

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ABSTRACT

Inclusive Education is the education which is provided to the special needs and general students in the same roof with the special support devices or services. This paper aims to look upon the concept of inclusive education in general. The central purpose of the paper is to find the Teachers' attitude towards inclusive education in relation to their perceived self-efficacy to teach in inclusive classroom. For the present study a sample of 50 teachers of government schools were drawn by using simple random sampling method. The study is delimited to the Jalandhar district only. Findings of the study were; a total of 24% of teachers were having positive attitude (overall), 62% showed neutral attitude (overall) and 14% of teachers were found with negative attitude (overall) towards inclusive education. Also, a total of 12% of teachers were found to have positive efficacy (overall), 76% of teachers have neutral efficacy (overall) and 12% teachers have negative overall perceived efficacy to teach in inclusive classroom. Teachers' attitude towards inclusive education was found positively correlated with perceived self-efficacy to teach in inclusive classroom.

Key Words: Inclusive education, Teachers' Attitude, Self-efficacy

INTRODUCTION

For life to go on—change is inevitable. Change is never easy especially when it involves a large number of individuals and an established system. Yet change is necessary when innovative practices demonstrate greater effectiveness than past services

-Griffin, 1996

The Inclusive education is that all the students attend and are welcomed by their neighbourhood schools in regular classrooms and age-appropriate and also supported to learn the activities with other students. Likewise, to contribute and participate in all aspects of the life of the school. Inclusive education is concerning to develop and design our schools, classrooms, programs and activities so that all students learn and participate collectively. We all know that our neighbourhood schools are the heart of our communities.

India is having the second largest education system in the world, with 200 million children of age group between 6 and 14, around 25 million of whom are out of school (World Bank, 2004). However, compartment in mind that actually 35% of children are registered at birth (UNICEF, 2004), others estimate around 35-80 million children are out-of-school. So, here, role of the teacher is very important in such inclusive settings. Teacher should be capable enough to maintain the quality teaching learning processes in the inclusive classroom. Forlin (2001), claims that, serving children with learning disabilities in a regular classroom requires a major shift in roles and responsibilities of educators, involvement and also special support services. Teachers with a high wisdom of inclusive teaching efficacy tend to create healthy classroom environment and focus on diverse educational needs of the students. According to

Weisel & Dror (2006), self-efficacy was the only most critical factor which effected attitudes in Israeli teachers.

One of the prominent features of inclusive setting is the attitude of the teacher towards the students in inclusive setting classrooms. Avramidis and Norwich (2002), show that teacher's attitudes towards inclusive settings are very important variables in the execution of successful inclusive education practices. A number of studies suggest a positive association between teachers' attitudes and self-efficacy for inclusive practices (Malinen, Väisänen, & Savolainen, 2012; Meijer & Foster, 1988; Savolainen et al., 2012; Weisel & Dror, 2006). A recent review of 26 studies has been showed that the majority of teachers hold neutral or negative attitudes towards the inclusion of pupils with disabilities in regular primary education (Boer, Pijl & Minnaert, 2011).

RESEARCH PROBLEM

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OBJECTIVES OF THE STUDY

- To assess the teachers' attitude towards inclusive education.
- To determine the teachers' perceived efficacy to teach in inclusive classrooms.
- To analyse the relationship between teachers' attitude towards inclusive education and their perceived efficacy to teach in inclusive classrooms.

SAMPLE

50 teachers were drawn as a sample using simple random sampling method.

DELIMITATION OF THE STUDY

The present study is delimited to the teachers of government schools of Jalandhar district only.

RESEARCH DESIGN

Descriptive method of research was used for the present study.

TOOLS

- Sentiments, Attitude and Concerns about Inclusive education scale-Revised (SACIES-R) developed by Forlin, C., Earle, C., Loreman, T. & Sharma, U. (2011)
- 'Teachers' Efficacy for Inclusive Practices Scale', (TEIPS) developed by Sharma, U., Loreman, T. & Forlin, C. (2012).

ANALYSIS AND INTERPRETATION OF DATA

Table 1: Percentage Analysis of Teachers Attitude towards Inclusive Education (N = 50)

| S.No. | Variable | Level | N | Percentage |
|-------|------------------|----------|----|------------|
| 1 | Sentiments | Higher | 24 | 48% |
| | | Neutral | 22 | 44% |
| | | Fewer | 4 | 8% |
| 2 | Attitudes | Positive | 17 | 34% |
| | | Neutral | 28 | 56% |
| | | Negative | 5 | 10% |
| 3 | Concerns | Higher | 18 | 36% |
| | | Neutral | 29 | 58% |
| | | Fewer | 3 | 6% |
| | Overall attitude | Positive | 12 | 24% |

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| | | | | |
|---|-----------------------------|----------|----|-----|
| 4 | towards inclusive education | Neutral | 31 | 62% |
| | | Negative | 7 | 14% |

RESULTS

As shown in the above table 1, it was found that 48% teachers showed high sentiments, 40% teachers showed neutral sentiments and 8% were found to have few sentiments. Similarly a total of 34% teachers has positive attitude, 56% teachers have neutral attitude and 10% have negative attitude. A total of 36% teachers have high concern for inclusive education, 58% teachers have neutral and 6% teachers have few concerns towards inclusive education.

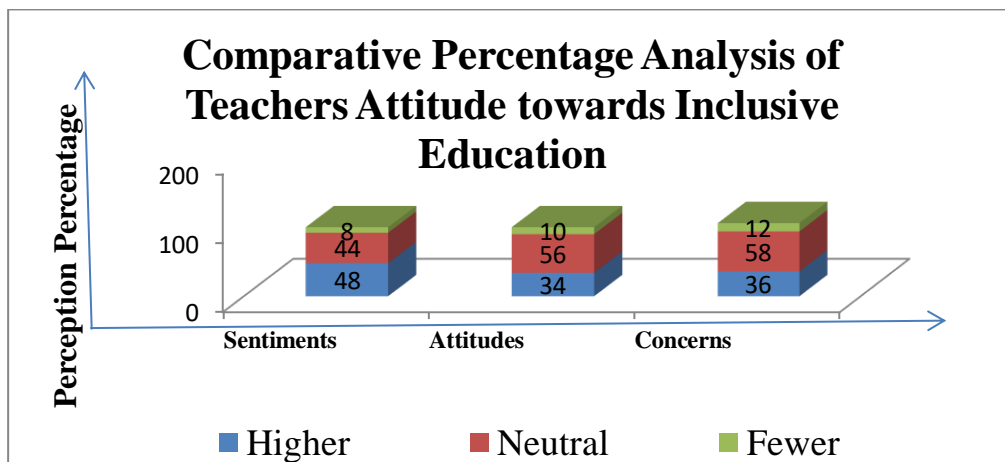


Figure (a): Dimension wise Percentage analysis of Teachers Attitude towards Inclusive Education

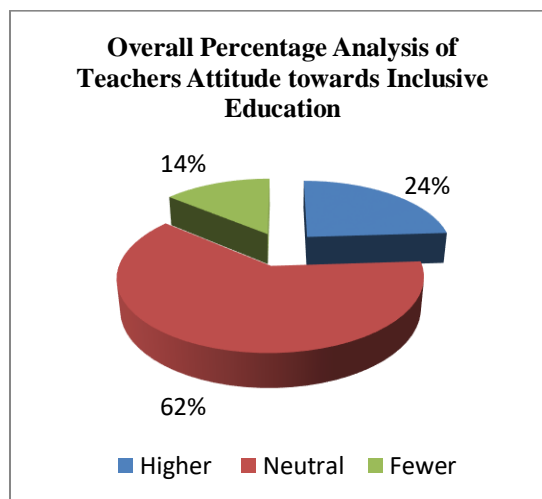


Figure (b): Pie Charts showing the Percentage analysis of Teachers’ Overall Attitude towards Inclusive Education

As shown in the above figure (b), a total of 24% of teachers were having positive attitude (overall), 62% showed neutral attitude (overall) and 14% of teachers were found with negative attitude (overall) towards inclusive education.

Table 2: Percentage Analysis of Teachers’ perceived efficacy to teach in inclusive classrooms (N = 50)

| S.N. | Variable | Level | N | Percentage |
|------|--|----------|----|------------|
| 1 | Efficacy to use inclusive instructions | Higher | 8 | 18% |
| | | Neutral | 37 | 72% |
| | | Fewer | 5 | 10% |
| 2 | Efficacy in Collaboration | Positive | 7 | 14% |
| | | Neutral | 38 | 76% |
| | | Negative | 5 | 10% |
| 3 | Efficacy in managing behaviour | Higher | 7 | 14% |
| | | Neutral | 37 | 74% |
| | | Fewer | 6 | 12% |
| 4 | Overall perceived efficacy to teach in inclusive classroom | Positive | 6 | 12% |
| | | Neutral | 38 | 76% |
| | | Fewer | 6 | 12% |

As shown in the above table 2, 18% of teachers were found to have higher efficacy, 72% of teachers have neutral efficacy and 10% teachers have few efficacy to use inclusive instructions. Likewise a total of 14% of teachers were found to have positive efficacy, 76% of teachers have neutral efficacy and 10% teachers have negative efficacy in collaboration. A total of 14% of teachers were found to have positive efficacy, 74% of teachers have neutral efficacy and 12% teachers have negative efficacy in managing behaviour.

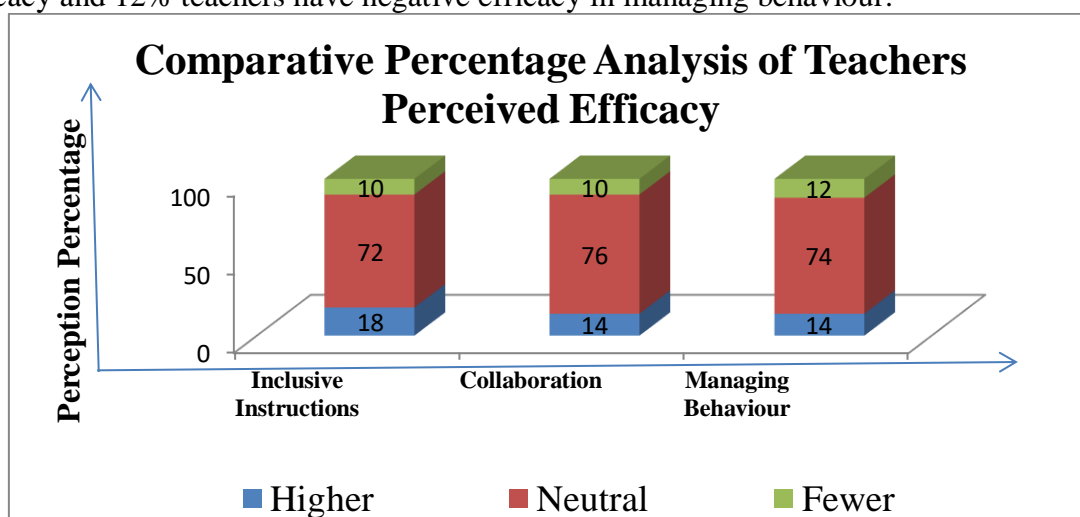
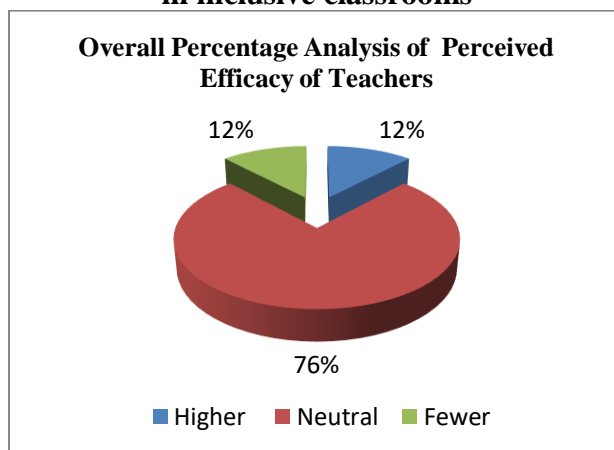


Figure (c): Dimension wise Percentage analysis of Teachers’ perceived efficacy to teach in inclusive classrooms



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Figure (d): Pie Charts showing the Percentage analysis of Overall Teachers’ perceived efficacy to teach in inclusive classrooms

As shown in the above figure (d), a total of 12% of teachers were found to have positive efficacy (overall), 76% of teachers have neutral efficacy (overall) and 12% teachers have negative overall perceived efficacy to teach in inclusive classroom.

H₀: There is no significant correlation between teachers’ attitude towards inclusive education and their perceived efficacy to teach in inclusive classrooms.

Table 2: The correlation between teachers’ attitude and their perceived efficacy to teach in inclusive classrooms.

| Variables | Efficacy to use inclusive instructions | Efficacy in Collaboration | Efficacy in managing behaviour | Overall perceived efficacy to teach in inclusive classroom |
|--|---|----------------------------------|---------------------------------------|---|
| Sentiments | .320 | .342 | .356 | .367 |
| Attitudes | .329 | .356 | .388 | .349 |
| Concerns | .377 | .328 | .330 | .371 |
| Overall attitude towards inclusive education | .389 | .361 | .319 | .356 |

The Null Hypothesis H₀ was tested at statistical significance level of 0.05. The value of n=25 and p =0.3977. The overall correlation value for teachers’ attitude and perceived efficacy was calculated as 0.356 which is less than that of p value (0.397). Therefore, the Null Hypothesis is rejected.

Hence, it is revealed that Overall attitude of teachers towards inclusive education and its dimensions i.e. sentiments, attitude and concerns have shown significant and positive relationship with the measures of perceived overall efficacy and its dimensions to teach in inclusive education classroom.

CONCLUSION

The findings in this study raised some questions for the researcher about the current state of teachers’ attitude towards inclusive education classroom. The findings of the study for the dimensions taken out which reveal that for the dimension of teachers’ attitude towards inclusive education shown that a total of 24% of teachers were having positive attitude (overall), 62% showed neutral attitude (overall) and 14% of teachers were found with negative attitude (overall) towards inclusive education likewise for the dimension of perceived efficacy of teachers, a total of 12% of teachers were found to have positive efficacy (overall), 76% of teachers have neutral efficacy (overall) and 12% teachers have negative overall perceived efficacy to teach in inclusive classroom. No doubt the teachers are showed their positive attitude towards inclusive education but they do not satisfy at extreme. The teachers can be trained to be more skilled, competent and knowledgeable in their work conditions. Teacher should also show the genuine concern for students with special needs.

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