

Attitude of Teachers Towards Inclusive Education District Wise Comparison in Punjab

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ABSTRACT

The purpose of present research paper was to compare attitude of teachers towards inclusive education on the basis of three districts of majha region i.e., Teacher, Teaching Learning Process, Administrator, Psychological Aspect, Social Aspect, and Evaluation. Out of 22 districts of Punjab 03 districts of majha region (Amritsar, Gurdaspur and Tarn Taran) were selected. From each district 25 elementary schools were selected and from each school 03 to 04 teachers were selected. Data were collected by using the scale to measure attitude towards inclusive education scale for elementary school teachers. The result of one-way Anova followed by t test revealed that teachers of Tarn Taran district had less favorable on dimension 'Administrator' of attitude towards inclusive education than teachers of Gurdaspur district and there was no significant difference in the dimension 'Administrator' of attitude of teachers towards inclusive education on the basis of Amritsar & Tarn Taran and Amritsar & Gurdaspur districts. This study further revealed that there was no significant difference in the dimensions 'Teacher', 'Teaching Learning Process', 'Psychological Aspect', 'Social Aspect' and 'Evaluation' of teachers towards inclusive education on the basis of districts. Overall it was concluded that there was not significant difference in Attitude of teachers towards Inclusive Education on the basis of districts.

Keywords: *Inclusive Education, Attitude towards Inclusive Education, Elementary School Teachers.*

Inclusive education is one of the most essential educational programmes in all countries. It has given more opportunities to all students in education system. Success of Inclusive Education depends on various factors, in which teacher is the most significant factor. For becoming a competent and successful inclusive teacher, it is necessary to have required knowledge, skills and positive attitude. This research study was aimed at measuring the attitude of the teachers towards inclusive education. The main objectives of the study were to measure the attitude of teachers of mainstream schools towards inclusive education, and compare the attitude of mainstream schools teachers on the basis of districts on different (psychological, social, Teaching learning process, Administrator & Teacher) aspects of inclusive education. Attitude is concerned to know the feelings and reactions of the teachers towards of inclusive education and its different aspects. Advani and Chadha (2002) states that, "Inclusive education aims to provide a favourable setting for achieving equal

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opportunity and full participation for all thus bringing children with special needs well within the purview of mainstream education. Punjab is geographically classified into Majha, Malwa, Doaba and Poadh regions. Majha is a historical region of Punjab comprising the modern districts of Amritsar, Pathankot, Gurdaspur and Tarn Taran. The border region of Punjab is facing different types of problems with new developments and districts attached to international boarder face different types of problems than the other districts of the state. These problems also influence the education system, problems of students, teachers and parents in schools. Thus, the investigator plan to adopt one region of Punjab i.e., Majha in keeping in mind such problems and educational needs of students of elementary schools.

REVIEW OF RELATED LITERATURE

Bhatnagar & Das (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. Two focus group interviews with ten participants in each group and 20 individual semi structured interviews were conducted. 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.

K. Runi Nakro, (2019) conducted study attitude of student teachers undergoing the two year Bachelor of Education programme in secondary teacher education institutions of Kohima town under Nagaland University and revealed that there is significant difference in the attitude of pre-service and in-service student teachers. No significant differences were found between male and female, graduate and post graduate student teachers. The study revealed that a majority of 65% of the student teachers hold positive attitude towards inclusive education wheras17% had negative attitude towards inclusive education. The rest 18% of student teachers had a neutral attitude towards inclusive education.

Gandhi et al. (2020) examined the attitude of primary school teachers towards inclusive education from government and private schools on the basis gender and locale of schools. Private teachers’ attitude towards inclusive education was more positive as compared to their government primary teachers.

Singh et al., (2020) investigated the attitude of the teacher’s towards inclusive education as the attitude of teachers or executors has a significant impact on the successful implementation of inclusive education. The result shows that attitude of teachers towards inclusive education was moderate to a favorable level. Pre-service and urban teachers had a more positive/favorable attitude towards inclusive education than the attitude of in-service and rural teachers, respectively. In contrast, there was no significant difference between the attitude of male and female teachers towards inclusive education.

Objective

To compare attitude of teachers towards inclusive education on the basis of three districts of majha region i.e., Teacher, Teaching Learning Process, Administrator, Psychological Aspect, Society or Social Aspect, and Evaluation.

Sample

Population in the present study is teacher’s teaching in elementary school of three districts of mahja region i.e., Amritsar, Gurdaspur and Tarn Taran of Punjab state affiliated to Punjab

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School Education Board, Mohali. In these three districts there were 8 to 11 educational blocks existing (8 in Tarn Taran, 9 in Amritsar and 11 in Gurdaspur). From each block 3 to 5 elementary schools were randomly selected keeping in mind representation of all types of communities existing in the districts. Total 75 schools were selected at second stage of sampling process. On an average, from each school three teachers were selected purposefully.

Table 1: Sample structure of schools and teachers.

	Amritsar	Gurdaspur	Tarn Taran	Total
School	25	25	25	75
Teachers	79	64	59	202

Research Tool Used

Scale to measure attitude towards inclusive education for elementary school teachers developed by Gursewak Singh Bhullar and Dr. Tirath Singh (2018) was used to collect the data. Dimensions of scale are Teacher, Teaching Learning Process, Administrator, Psychological Aspect, Social Aspect, and Evaluation.

Analysis

Table 2 Dimension wise summary of ANOVA for attitude of teachers towards inclusive education on the basis of districts

Dimension	Source of Variation	Sum of Squares	df	Mean Square Variance	F-value
Teacher	Between Groups	160.119	2	80.059	2.46 ^{NS}
	Within Groups	6468.124	199	32.503	
	Total	6628.243	201		
Teaching Learning Process	Between Groups	30.073	2	15.037	.68 ^{NS}
	Within Groups	4367.076	199	21.945	
	Total	4397.149	201		
Administrator	Between Groups	154.657	2	77.328	5.75 ^{**}
	Within Groups	2677.566	199	13.455	
	Total	2832.223	201		
Psychological Aspects	Between Groups	19.273	2	9.637	.76 ^{NS}
	Within Groups	2535.202	199	12.740	
	Total	2554.475	201		
Society and Social Aspects	Between Groups	1.591	2	.796	.04 ^{NS}
	Within Groups	4405.800	199	22.140	
	Total	4407.391	201		
Evaluation	Between Groups	15.074	2	7.537	1.20 ^{NS}
	Within Groups	1250.313	199	6.283	
	Total	1265.386	201		
Attitude towards inclusive education	Between Groups	163.397	2	81.699	.36 ^{NS}
	Within Groups	44749.870	199	224.874	

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Dimension	Source of Variation	Sum of Squares	df	Mean Square Variance	F-value
Teacher	Between Groups	160.119	2	80.059	2.46 ^{NS}
	Within Groups	6468.124	199	32.503	
	Total	44913.267	201		

** $p \leq 0.01$, NS= Not Significant at 0.05 level.

Table 2 the F-value for mean difference in attitude of teachers towards inclusive education of Amritsar, Gurdaspur and Tarn Taran districts is 2.46 which is not significant at 0.01 level on the basis of this null hypothesis that there is not significant difference in the mean scores of attitudes of teachers towards inclusive education on the basis of districts, is accepted. It may be concluded that there was not significant difference in the dimension 'Teacher' of attitude of teachers towards inclusive education on the basis of districts.

Table 2 depicts the F-value for mean difference in attitude of teachers towards inclusive education of Amritsar, Gurdaspur and Tarn Taran districts is .68 which is not significant at 0.05 level. On the basis of this null hypothesis that there is not significant difference in the mean scores of attitudes of teachers towards inclusive education on the basis of districts, is accepted. It may be concluded that there was not significant difference in the dimension 'Teaching Learning Process' of attitude of teachers towards inclusive education on the basis of districts.

Table 2 depicts the F-value for mean difference in attitude of teachers towards inclusive education of Amritsar, Gurdaspur and Tarn Taran districts is 5.75 which is significant at 0.01 level. Further, post hoc tests for each pair of districts were computed (applied to compare the pair-wise mean difference) which are given in table 3

Table 3 Post hoc Tests for comparison of dimension 'Administrator' of attitude of teachers towards inclusive education on the basis of three districts

Variable	Name of districts	N	Mean	Standard Deviation	Mean Difference
Districts	Amritsar	59	25.75	4.058	.83 ^{NS}
	Tarn Taran	79	24.91	4.033	
	Amritsar	59	25.75	4.058	1.25 ^{NS}
	Gurdaspur	64	27.00	2.684	
	Gurdaspur	64	27.00	2.684	2.09*
	Tarn Taran	79	24.91	4.033	

* $p \leq 0.05$, NS= Not Significant at 0.05 level.

Table 3 shows that the comparison of dimension Administrator of Attitude of teachers towards Inclusive Education on the basis of Amritsar and Tarn Taran district is not significant at 0.05 level. On the basis of this, the null hypothesis that there is no significant difference in Attitude of teachers towards Inclusive Education on the basis of Amritsar and Tarn Taran district is accepted. It may be concluded that there was no significant difference in the dimension Administrator of Attitude of teachers towards Inclusive Education on the basis of Amritsar and Tarn Taran districts.

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Table 3 shows that the comparison of dimension 'Administrator' of attitude of teachers towards inclusive education on the basis of Amritsar and Gurdaspur districts is not significant at 0.05 level. On the basis of this, the null hypothesis that there is no significant difference in attitude of teachers towards Inclusive education on the basis of Amritsar and Gurdaspur districts is accepted. It may be concluded that there was no significant difference in the dimension 'Administrator' of attitude of teachers towards inclusive education on the basis of Amritsar and Gurdaspur districts

Table 3 shows that the comparison of dimension 'Administrator' of attitude of teachers towards inclusive education on the basis of Gurdaspur and Tarn Taran districts is significant at 0.01 level. On the basis of this, the null hypothesis that there is no significant difference in Attitude of teachers towards Inclusive Education on the basis of Gurdaspur and Tarn Taran districts is rejected. Further, the mean difference in the table indicates that mean score of teachers of Tarn Taran district is lower than the teachers of Gurdaspur district. It may be concluded that teachers of Tarn Taran district had less favorable on dimension 'Administrator' of attitude towards inclusive education than teachers of Gurdaspur district.

Table 2 depicts the F-value for mean difference in attitude of teachers towards inclusive education of Amritsar, Gurdaspur and Tarn Taran districts is .76 which is not significant at 0.05 level. On the basis of this null hypothesis that there is not significant difference in the mean scores of attitude of teachers towards inclusive education on the basis of districts, is accepted. It may be concluded that there was not significant difference in the dimension 'Psychological Aspects' of attitude of teachers towards inclusive education on the basis of districts.

Table 2 depicts the F-value for mean difference in attitude of teachers towards inclusive education of Amritsar, Gurdaspur and Tarn Taran districts is .04 which is not significant at 0.05 level. On the basis of this null hypothesis that there is not significant difference in the mean scores of attitude of teachers towards inclusive education on the basis of districts, is accepted. It may be concluded that there was not significant difference in the dimension 'Social Aspects' of attitude of teachers towards inclusive education on the basis of districts.

Table 2 depicts the F-value for mean difference in attitude of teachers towards inclusive education of Amritsar, Gurdaspur and Tarn Taran districts is 1.20 which is not significant at 0.05 level. On the basis of this null hypothesis that there is not significant difference in the mean scores of attitude of teachers towards inclusive education on the basis of districts, is accepted. It may be concluded that there was not significant difference in the dimension 'Evaluation' of attitude of teachers towards inclusive education on the basis of districts.

Table 2 depicts the F-value for mean difference in attitude of teachers towards inclusive education of Amritsar, Gurdaspur and Tarn Taran districts is .36 which is not significant at 0.05 level. On the basis of this null hypothesis that there is not significant difference in the mean scores of attitude of teachers towards inclusive education on the basis of districts, is accepted. It may be concluded that there was not significant difference in attitude of teachers towards inclusive education on the basis of districts.

Findings

- Teachers of Tarn Taran district had less favorable on dimension 'Administrator' of attitude towards inclusive education than teachers of Gurdaspur district. There was no significant difference in the dimension 'Administrator' of Attitude of teachers

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towards inclusive education on the basis of Amritsar & Tarn Taran and Amritsar and Gurdaspur districts.

- There was not significant difference in the dimension 'Teacher' of Attitude of teachers towards inclusive education on the basis of districts
- There was not significant difference in the dimension 'Teaching Learning Process' of attitude of teachers towards inclusive education on the basis of districts.
- There was not significant difference in the dimension 'Psychological Aspects' of attitude of teachers towards inclusive education on the basis of districts.
- There was not significant difference in the dimension 'Social Aspects' of Attitude of teachers towards inclusive education on the basis of districts.
- There was not significant difference in the dimension 'Evaluation' of attitude of teachers towards inclusive education on the basis of districts.
- Overall, there was not significant difference in attitude of teachers towards inclusive education on the basis of districts.

DISCUSSION

Districts is important variable in the present research. The subsequent finding was that there was no significant difference in the dimensions teacher and teaching learning process of attitude of teachers towards inclusive education on the basis of districts. On the other hand, there was significant difference in the dimension administrator of attitude of teachers towards inclusive education on the basis of districts. There was no significant difference in the dimension administrator of attitude of teachers towards inclusive education on the basis of Amritsar and Tarn Taran districts. There was no significant difference in the dimension administrator of attitude of teachers towards inclusive education on the basis of Amritsar and Gurdaspur districts. Teachers of Tarn Taran district had less favourable on dimension administrator of attitude towards inclusive education than teachers of Gurdaspur district. A number of studies like Hull (2005), Chhabra et al. (2006), Bradshaw & Mundia, (2006) Parasuram (2006), Forlin et al. (2006), Sharma et al. (2008). Ahsan et al. (2012) Khan (2012) Nagpal and Sangeeta (2013) Yadav (2014) Bhatnagar and Das (2014) Bansal (2016) Kumar (2016), Paramanik Barman, (2018), (K. Runi Nakro, 2019) have been conducted on attitude of school teachers towards inclusive education but No study was found with the objective of studying and comparing attitude regarding inclusive education perceived by Teachers of elementary schools on the basis of districts of Punjab with the dimensions taken in the present research. In two dimensions like psychological aspects, society and social aspects, evaluation the basis of districts, no significant difference were found. There was not significant difference in the dimension of attitude of teachers towards inclusive education on.

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Conflict of Interest

The author(s) declared no conflict of interest.

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