

## The Attitudes of School Teachers Toward Inclusive Education: A Review

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### ABSTRACT

“Education for all” is the dream of India. It is an essential tool that transforms an individual from the sphere of darkness into brightness for flourish and satisfied life. It determines, how a society, particularly the community interacts. The principles of educational system must be based on the concept of equal opportunities for every child, which ultimately fulfill the goals of inclusive education. A large number of research studies by researchers indicated that the attitude of a teacher plays an important role in successful implementation of the policy of inclusive education.

*Keywords: Inclusive education, Attitude, Community*

**A**ttitude is a psychological construct, a mental and emotional entity that characterizes a person’s behavior. It is determined by one’s ideas, values and beliefs. There is a tripartite view or ABC model of attitude, where, A stands for affective, B stands for behavioral and C stands for cognition which refers to a belief / knowledge of a person about an attitude object.

**Inclusive education** is a dynamic and constantly evolving process, where all children regardless of their abilities and needs participate equally in the same school. Further in 2000, “education for all (EFA)” was declared by Dakar forum, where the emphasis was given to help the poor, marginalized children.

### REVIEWS ON ATTITUDE OF TEACHERS TOWARD INCLUSIVE EDUCATION

There are plethora of studies which have assessed the teacher’s or educator’s attitude towards inclusion in educational system. The review with reference for teacher’s attitude was collected w.e.f. 2000 to 2016 towards inclusive education.

**Avramidis, Bayliss and Burden** (2000) conducted a study on teachers to assess their attitudes towards inclusive education, which appears to play a key role in implementing this scheme. Teacher’s negative attitude towards inclusion has been reported as a barrier in its successful implementation, may be attributed to many factors such as teacher’s unwillingness to accommodate students with special needs in mainstream classrooms,

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simply wasting a time of other normal students resulting in frustration and guilt among teachers.

**Croll & Moses** (2000) collected information regarding teacher's views about inclusion and found hurdles in creating inclusive learning environments by its stakeholders. Semi-structured interviews (n = 24) were conducted and found teacher's beliefs combined with fears and perceived inadequacies in the evolution of practice towards inclusive learning environments. Though the teachers were found in the favor of the principle of inclusion.

**Tesfaye** (2005) found that a large number of participants who were participating in inclusive program had firm negative feeling about integration. The factors responsible for this nugatory attitude towards the program are inadequate training, lack of resources, shortage of proper technique and lack of adapted curriculum etc.

**Ali Mustapha & Jelas** (2006) investigated teacher's attitude in Malaysia, to measure their attitude through self-rated questionnaire. The overall results emphasized that teachers had positive attitude towards inclusive education. They also found that inclusive education enhances social interplay.

**Khan** (2011) conducted a qualitative research to unravel varied opinion with regard to inclusion. The results reported that the successful execution of inclusive education depend upon many factors such as teacher's knowledge, training and teaching materials.

**Unianu** (2012) identified the main hurdles in execution of inclusive principles in regular schools and evaluated different aspects of the 112 teachers' viewpoints with regard to inclusive education via a questionnaire which contained 8 categories of items related to the practice of inclusive education and prejudices towards children with special needs. His findings showed that there was a major confusion regarding the difference between inclusive education and integrated education among the teachers and there were differences between teachers of various age groups in relation to major concepts about inclusion.

**Madan and Sharma** (2013) evaluated the policy and legislation of inclusive education in India. Their paper provided the general guidelines to the schools for the smooth execution of inclusive education programmes. They emphasized that it is possible only when schools are adequately prepared and are capable to seek support from teachers, parents, peers and administrative staff, hence from all stakeholders and moreover need the basic resources to run the programmes.

**Bhatnagar & Das** (2014) measured the attitudes of secondary regular school teachers towards the inclusion of students with disabilities in New Delhi. A total of 470 teachers was taken for study and their results revealed that the teachers of Delhi had favorable attitudes for students with special needs. Male young teachers (i.e., less than 40 years of age) with less teaching experience (i.e., less than 10 years) were found to be more in favor of this policy.

**Wanderi** (2015) determined the attitudes of teachers towards inclusion, their commitment to inclusion and the relationship between teacher's attitude and their commitment towards inclusion in Bahati Sub-County through a survey design. The sample of 82 teachers of the four public schools that offer inclusive education were taken for study purpose and it was found that the teacher's attitude had high positive and significant relationship with affective

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commitment of teachers. The study recommended that teachers should attend short term courses relating to inclusive learning to enhance their knowledge on inclusion.

**Mahony** (2016) assessed the teachers' attitudes towards inclusive education and established the constraints and barriers faced by teachers in creating inclusive learning environments in Ireland through a self-reported questionnaire. The results highlighted that teacher's self-efficacy was enhanced as a consequent of experience. Pre service training and professional development were significant factors in ensuring positive teacher attitudes.

**Singh** (2016) highlighted the concept of inclusive education in India and its need and challenges. This article has emphasized that each child regardless of the intensity and severity of his or her disabilities is valued member of society, so they have every right to study with non-disabled students. To meet the challenges there is strong need of cooperation from parents, educator and community leaders.

### CONCLUSION

To sum up it may be stated that teacher's attitude in which cognitive, affective and behavioral components have a significant role in the successful implementation of policy of inclusive education.

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### ***Conflict of Interest***

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