



A STUDY OF TEACHERS ATTITUDES TOWARDS INCLUSIVE EDUCATION

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ABSTRACT

The notion of inclusive education, which is based on the idea that all students, regardless of their strengths or weaknesses, deserve access to the same learning opportunities, has received a lot of attention in recent years. The educational environment has been revolutionized by the move from special education segregation to inclusive methods. As inclusive education becomes a standard in today's classrooms, it's important to grasp how educators feel about putting it into practice. This abstract's goal is to offer a practical overview of the elements affecting different teachers' attitudes toward inclusive education and their consequences for inclusive education. The effectiveness of inclusive education depends greatly on the dedication of teachers. The way they think about and approach teaching kids with special needs is heavily influenced by their own personal values and worldviews. Insight into these mindsets is critical since they may determine the success of inclusive education programs. The large range of possible responses reflects the interaction between the person, the school's culture, and social norms. Teacher preparation and experience have a significant role in shaping educators' perspectives on inclusive education. There is a correlation between teachers' views and the amount of training they have received in inclusive practices. Teachers that get this kind of education are better able to meet the demands of their varied student populations.

KEYWORDS: Teachers Attitudes, Inclusive Education, educational environment, education segregation.

INTRODUCTION

Inclusion is a method and attitude in education that promotes social connection and academic success for all students. Creating an inclusive environment means

catering to each student's individual interests, requirements, and methods of learning.

The goal of inclusive education is to ensure that all students, regardless of their



individual strengths and weaknesses, have equal access to and benefit from the educational opportunities provided by the school. The goal is to make the classroom a place where all students, no matter their background or circumstances, may feel comfortable and succeed. However, the views and perspectives of educators are crucial to the effective implementation of inclusive education approaches. Teachers' perspectives on inclusive education have a major bearing on the success and diversity of the classroom as a whole, and teachers play a crucial role in moulding their students' educational experiences.

Teachers' viewpoints on inclusive education may range greatly, depending on their beliefs about the merits, difficulties, and practicality of include students with varying abilities in regular classes. Some educators are committed to the ideals of inclusive education because they see its promise in helping children feel included, developing their capacity for empathy, and preparing them to thrive in a multicultural world. These educators see diversity as a strength and work to provide a welcoming learning environment by recognizing and appreciating students' unique qualities and giving them with the resources and modifications they need to succeed in the classroom.

On the other hand, some educators may show hostility toward inclusive classrooms. Their worries might be rooted in apprehension about disturbances to the classroom or a lack of self-assurance in their ability to meet children' unique educational needs. These educators' views on inclusive practices may be influenced by their concerns regarding the availability of appropriate materials and personnel.

Between these two poles, teachers hold a wide range of beliefs that are shaped by their own unique histories, professional development, exposure to inclusive methods, and institutional setting. Some educators may see inclusion with a degree of skepticism, wanting to do their best for their pupils but knowing they need more resources and training to do so. Others may take a more moderate view, seeing the value in inclusive education but also seeing the necessity for a balanced strategy that takes into account the advantages and disadvantages of traditional classroom settings.

There are several reasons why it is important to comprehend the varying perspectives of educators about inclusive education. First, it enables school leaders to design PD programs that specifically target teachers' needs and equip them to confidently adopt inclusive practices in the



classroom. Second, acknowledging the diversity of perspectives may initiate honest discussions among teachers, which in turn promotes teamwork and the sharing of successful strategies. Finally, recognizing the differing points of view allows for the discovery of possible roadblocks to inclusive education and motivates the creation of solutions to these problems.

Role of Teacher in Inclusive Education

The vast majority of teachers in India lack the necessary skills to create and administer inclusive curriculum for their special needs pupils. A teacher's job is to educate all of her students, not just those she can see. The effectiveness of inclusion programs depends on their teachers. Pre-service teachers need to learn about and appreciate diversity as part of an inclusive education curriculum if they are to become good educators. This necessitates a comprehensive training program that provides educators with skills applicable in both regular and special classrooms. Also, future educators need to be open to new ideas and learn to adapt quickly to changing circumstances. We've made great strides in modernizing our classrooms, and we should keep that momentum going. The difficulty many teachers have had making the transition from one set of procedures to another is a major barrier to full inclusion.

To combat this, we need to provide future educators opportunities to practice critical thinking, creativity, and perspective taking. The following are some of the most crucial aspects of being an inclusive educator:

Teachers' skills, values, and attitudes towards inclusive education:

The process of providing an inclusive education is influenced by several aspects of instructors, such as their educational background and teaching experience. Success in implementing inclusive education programs and practices depends on instructors having enough preparation and experience in working with students who have special needs. Successful inclusive education is far more likely if classroom instructors are open to working with students who have a range of learning and behavioral needs. Certain essential values are also required for inclusive education. There is a need to develop children's intellectual and social abilities and fulfill their life objectives, and teachers should consider learning as a lifetime process in which they share responsibility with parents for achieving this aim. It has been argued that instructors' dispositions toward students with special needs are the single most important factor in creating an inclusive learning environment.



What occurs in the classroom and whatever teaching method is selected for pupils are both influenced by teachers' attitudes. Unfortunately, many educators are reluctant to accommodate students with special needs. This study shows that educators should be provided with experiences that force them to overcome their preconceived notions and open their minds to new possibilities in order to foster the creation of effective and sustainable solutions. impairments, how they are seen, and the labels given to children with impairments all influence how others view them.

The success and accomplishments of pupils and the quality of instructors' interactions with them are both impacted by teachers' attitudes. Schrag (1994) calls attention to educators who provide meaningful messages to their pupils on a regular basis on the value of diversity. Teachers' biases toward high achievers, compassion for kids with special needs, belief in each student's intrinsic worth, and prejudice towards those who are different quickly become apparent to their pupils.

Enabling Conditions for Inclusive Education: Combining mainstream and special education is not a simple or fast process. All students need to receive adapted teaching, which necessitates

consultation and collaboration between normal and special educators. The teacher's attitude and the accessible materials also play important roles. We see professional growth opportunities, resource sharing, and administrative backing as the most crucial enabling circumstances.

Adaptive Instruction: Teachers in both general and special education settings must work together to creatively address the needs of their students in order to provide an inclusive education. In order for students to successfully master the learning and behavioral goals, adaptive teaching requires teachers to recognize and offer a variety of instructional aids. Wang (1984) In order to provide students with developmentally appropriate training, adaptive teaching necessitates that educators first determine students' unique qualities and skills via observation and testing. The next step is to create a hospitable atmosphere for students to study in. Then, guide and train pupils so that they may learn at their own speed, according to their own strengths, weaknesses, and areas of interest. This will help kids of various backgrounds become more comfortable interacting with one another. The effectiveness of adaptive instruction systems relies on a broad range of teaching and learning methodologies, which in turn depends on a wide range of



educational goals, instructional resources, and learning activities. Teachers' attitudes toward student diversity and the school's infrastructure both play critical roles in the implementation and maintenance of adaptive teaching techniques.

Professional Training and Development:

Teachers' unions generally agree that the current methods of in-service training fall short of meeting the need for effective integrated learning experiences. Teachers must have access to resources that deepen their knowledge and respect of the unique challenges faced by students with special needs. This includes information on how to recognize the signs of learning difficulties and how to modify both the classroom setting and the curriculum accordingly. Curriculum design, multicultural education, and pedagogical approaches that take into account the whole student should be central to their studies. These educators may benefit from taking a few specialized courses leading to a qualification.

Pooling of Resources: In order to provide students with disabilities access to a high-quality education, schools will need to invest in things like professional development for teachers and support staff, transportation services, infrastructure upgrades, and supplemental materials. School districts will have to provide more

resources to accommodate students with special needs. Therefore, educators need preparation in accessing appropriate inclusion resources.

Collaborative Teaming: Smith (1993) The

establishment of a collaborative school is the ultimate aim of collaborative teaming. At its heart are the collaborative efforts of faculty and administration toward a common objective of ensuring their students make steady academic progress within a safe and supportive environment. A. Salisbury, in 1994. "Collaborative problem solving to promote inclusive education is typically carried out between teachers and other support professionals who get together to solve specific problems, usually pertaining to a student or group of students, with a focus on classroom-based interventions to increase the students' chances of success.

Co-teaching: Co-teaching, often known as team teaching, is another name for cooperative or collaborative teaching. Group dynamics and assigned responsibilities are crucial for effective cooperative learning. The only thing you need for learning to happen in a group is a common objective. Many educators nowadays consider team teaching to be synonymous with, or a kind of, co-teaching. Co-teaching is defined by Scruggs,



Mastropieri, and McDuffie (2007) as "the practice of bringing together general and special educators in the same classroom to engage in a range of instructional activities designed to benefit the largest possible number of students."

Achieving social integration: Findings from studies show that children with and without impairments are similar in that they do not connect socially with one another on a regular basis unless they are actively encouraged and supported to do so. Children with special education needs sometimes have difficulty interacting with others because of factors such as linguistic and cognitive disabilities, underdeveloped play skills, and behavioral issues. Due to the significant gap between children with special education needs and their typically developing peers in terms of social interaction skills, achieving social integration between the two groups requires significant effort and innovation on the part of early childhood educators.

The Preparation of Teachers

In India, educators in the field of special education have access to both on-site and online training opportunities. Both aspiring teachers and working educators participated in this research.

Pre-service training and In-service training.

Most of these studies found that general teachers often have negative attitudes toward inclusive education due to their lack of training, knowledge, and skills with working with children with special needs, suggesting that all teachers need to be trained on special education and inclusive practices before entering the classroom (Simi, 2008).

Pre-Service Teacher

Virginia Wesleyan University defines a pre-service teacher as a university student with classroom experience. Pre-service teachers gain increasing responsibility for classroom administration and teaching while under the watchful eye of a cooperating teacher.

Pre-service learning opportunities are designed to provide students a chance to put into practice the theories and methods they've been studying in the classroom. According to the Johns Hopkins University's School of Education, student teachers in grades k-12 often begin their careers by shadowing veteran educators in the classroom. Pre-service teachers study class planning, delivery, and assessment under the guidance of these experts.



Pre-Service Training

Pre-service teacher training in SE is available in India, albeit much of it is aimed at secondary school teachers. While there are 159 post-secondary schools that provide special education teacher preparation, only eleven of these schools focus on elementary or primary education. The Rehabilitation Council of India is the country's highest education body, and it is responsible for creating, approving, and regulating special education programs. Distance education for a Bachelor of Education in Special Education is only available at one institution in the nation, Madhya Pradesh Bhoj (Open) institution in Bhopal. A new Postgraduate Professional Diploma in Special Education Course has been made available to students with a Bachelor of Education. though you complete this program, you will be treated as though you had earned a Bachelor of Education in Special Education with a focus on your chosen handicap. The current situation of pre-service teacher training in special education needs to be strengthened, or a more elaborate alternative mechanism for incorporating the elements of special education in general teacher training programs needs to be found, because India has one of the largest school systems in the world and a very high number of children

with special needs. There is a significant gap between what teachers and teacher educators require in order to effectively support students with special needs and what is often included in normal pre-service training programs.

In-Service Teacher

An in-service event is one that takes place within a person's regular working hours. What this signifies is that the individual is employed in the role of educator on a full-time basis. A teacher's ability to adapt to new technological developments is enhanced by in-service training. After initial training, instructors should continue their education and growth via in-service programs.

In-Service Training

The function of in-service training for educators is become more significant. Under sarva shiksha abhiyan, a variety of programs are being developed to sensitize primary school teachers toward Inclusive Education. Twenty days of in-service teachers' training under sarva shiksha abhiyan are dedicated to Inclusive Education. The purpose of this is to familiarize every educator with the idea, the meaning, and the significance of inclusion. The state SSA program has also started providing teachers with a three-to-five or



five-to-seven day training in Inclusive education. Regular teacher training sessions have reached two million thousand educators with a two- to three-day capsule on inclusive education. Three to five days of extra training have been offered to one million, four hundred thousand instructors to better orient them to Inclusive Education.

TEACHERS VIEW ON INCLUSIVE EDUCATION

Rapid transformation characterizes the current educational environment. The role of instructors has evolved significantly over the last several decades, and new techniques to teaching and evaluating students' progress have been introduced. In addition, special education requirements have given way to "additional support for learning" as a legal definition of academic struggle. The emphasis has shifted from "what is wrong with the child?" to "what does the child need to support their learning?" as a result of these developments in understanding the interactive nature of children's needs. The professional identities and obligations of many educators have been profoundly altered as a result of these changes. The way in which educators are prepared and assisted in their careers is also affected.

Different perspectives exist on the goal and nature of the support needs work because of the frequently shifting policy environment and the lack of clarity around the optimal means of organizing service. Schools and governments have different policies and programs. Therefore, the difficulty of the job must be taken into consideration in any investigation of teachers' roles, statuses, and identities in the context of their work with students who need more help. Uncertainty about who these children are, the "type" of needs they have, the variety of educational settings in which they are educated, the professional qualifications of the teachers themselves, the way in which teachers construct their own professional identity, and the appropriate ways in which they should work with adults and children alike all contribute to this complexity.

Preparing teachers for the challenge of inclusion in mainstream classrooms is an important goal of teacher preparation programs (Smith and Green, 2004). Bennett, Deluca, and Burns (1997), Loreman et al. (2005), and Foreman (2005) all place a premium on pre-service education. Moore (1999) echoed this sentiment, noting that as educators are the ones responsible for implementing inclusive education, they hold the key to its success. The success or failure of inclusive



practices in schools often depends on teachers' mindsets and pedagogical approaches.

CONCLUSION

Teachers' dispositions significantly influence the atmosphere in the classroom and the methods they use to teach. By fostering a more welcoming and accepting classroom climate, teachers and administrators may improve students' academic results via an increased focus on inclusion. On the other side, having a pessimistic outlook might unintentionally help spread prejudice and hold back students from varied backgrounds in the classroom. Examining how educators' mindsets relate to student achievement might provide insights on how to improve learning outcomes for all students. Teachers' contrasting perspectives on the importance of inclusive education might provide insight on possible roadblocks to its widespread adoption. Policymakers may better address educators' needs by learning more about their unique perspectives and problems in the classroom. To ensure that inclusive education is successfully incorporated into mainstream classrooms, it is crucial to identify and remove these hurdles. Teachers' beliefs on inclusive education may be shaped by their education, experiences, and interactions

with students from a variety of backgrounds. The results of this research might help fill in the blanks in existing professional development programs about inclusive practices. This information may then be used to shape more thorough and efficient training programs that provide educators the tools they need to promote diversity and inclusion in the classroom.

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