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An Overview of Secondary School Teachers and Students Attitudes Towards Inclusive Education

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ABSTRACT

Positive attitudes from secondary school teachers and students are essential for inclusive education. According to research, teachers' opinions toward inclusive education is usually favorable, albeit they might differ depending on several variables, including geography, experience, and training. Similarly, peers, the classroom setting, and the teacher's style can influence students' attitudes, even though they are generally positive. Additionally, cultivating constructive attitudes and offering suitable assistance to both educators and students are necessary to create a truly inclusive atmosphere. Favorable views toward inclusive education increase the likelihood that educators will adopt inclusive practices, modify their pedagogical approaches, and provide a favorable learning environment in the classroom. Research indicates that teachers who have had specialized training in special education and have worked with students with a range of needs are more likely to have favorable views. Teachers' conviction in their ability to instruct all students, including those with disabilities, strongly correlates with their attitudes. The availability of resources, assistance from the school administration, and cooperation with colleagues can also positively impact teachers' attitudes. In this article, an overview of secondary school teachers and student's attitudes towards inclusive education has been discussed.

Keywords: Inclusive Education, Secondary School, Teachers, Students, Attitudes.

INTRODUCTION

Education is essential for human beings. It is an essential requirement. Education is what transforms us into genuine human beings. Without education, we cannot fully realize our potential and prospects. Education is a dynamic, intentional, and deliberate process. It persists throughout life. It serves as a catalyst for comprehensive personality development. It serves as a mechanism for physical, mental, character, emotional, and social growth, while also facilitating our adaptation to the environment. It equips us to confront the issues and challenges of contemporary and future existence. It has been an essential component of existence since antiquity. Education has held a significant position throughout every era of human history. It constitutes a social process. Society administers



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education for the benefit of society. (Fanai, L., 2022) The existence of society and education is interdependent. Every civilization has its own educational system, which both shapes and is shaped by it. Each nation or community possesses its distinct culture, values, ideas, goals, and traditions. A community or nation seeks to instill and disseminate values, beliefs, traditions, and cultures among its citizens. Education is seen as a crucial mechanism for the cultivation, transmission, and growth of values, ideas, and civilizations. Education motivates individuals to pursue social development and enables their involvement in society's progress. Qualitative education and equitable educational opportunities are essential for human development and the progress of a society or civilization. The inequality in educational opportunities is a substantial barrier to an individual's overall growth. Access to education must not be denied to any individual on discriminatory grounds. All individuals should obtain an education. All children's ought to possess equitable educational chances. Education is recognized as a fundamental human right. (Guillemot, F., Lacroix, F. & Nocus, I., 2022).

Every individual possesses the right to exist with dignity. Education offers comprehensive learning experiences and opportunities for individual advancement. Progress in any domain of life is unattainable without adequate education. Our country has emphasized education since ancient times. People regarded our nation as the embodiment of Vishva Guru. Numerous stipulations concerning education have been incorporated into our constitution. Education remains in the concurrent list, enabling both state and central governments to establish provisions pertaining to it. India is an emerging nation. To facilitate the rapid development and advancement of the nation, a trustworthy, rational, dependable, accountable, and dynamic education system is essential. (Kalita, L., 2020) We cannot advance with the global community without a sufficient education system. This favoured educational approach ought to be accessible to all students. Our offspring are the future denizens. We have established a democratic government structure. Only informed and educated citizens contribute to the success of democracy. Education is essential for the success and advancement of our democracy and for individual development.

The encompasses four objectives of secondary education: the cultivation of democratic citizenship, the holistic development of personality, the enhancement of occupational efficiency, and the promotion of leadership skills. We can only achieve these objectives by ensuring that secondary education is accessible to all children, including those with impairments. The Secondary Education Commission recommended the establishment of specialized schools for children with disabilities. India is an emerging nation. Numerous typical children are denied access to education for various reasons. The education of impaired children presents a significant societal challenge. Despite the efforts of the government and other NGOs to provide education, significant work remains in this area. Numerous commissions and committees formed post-independence provided significant suggestions concerning the education of children with impairments. Children with impairments face



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various personal and societal obstacles. They experience isolation. Inferiority complexes may arise among them. Their growth and development are hindered by these inferiority complexes, resulting in a lack of holistic personality development compared to typical children. The creation of distinct schools for these youngsters is not a comprehensive solution. Isolating schooling for children from mainstream peers generates numerous issues, as attending separate schools leads to adjustment difficulties for these youngsters. These children attend specialized schools devoid of typically developing peers. Upon finishing their schooling at specialized institutions, these youngsters often struggle to integrate into society. Notwithstanding the availability of specialized or segregated educational institutions, the integration of these children with their usually developing counterparts in mainstream schools is beneficial for them. Every country in the world is adopting inclusive education. Inclusive education prioritizes the integration of all children into society. A child with exceptional needs attends mainstream schools with typically developing peers. Inclusive education offers equitable opportunities to all children with respect and without discrimination. (Kaur, M. & Kaur, K., 2015).

SECONDARY SCHOOL TEACHERS

The teacher serves as the primary driving force inside the institution. He is the individual upon whom all school operations depend. The significance of school infrastructure, educational resources, curriculum, and administrative facilities is undeniable. However, they lack significance in the absence of educators. The instructor is Brahma; the instructor is Vishnu; the instructor is the benevolent deity Maheshwara. The instructor embodies the entirety of the universe; reverence to the teacher. The paramount factor in the proposed educational reform is the teacher—his personal attributes, educational credentials, professional training, and the role he occupies, which invariably influences the community's life, contingent upon the caliber of the teacher present. Teachers currently working in secondary schools are being evaluated for their current responsibilities. The function of secondary school instructors is crucial. They must engage with adolescents. They must instill appropriate ideals and attitudes in their kids. Secondary education serves as a crucial intermediary between primary and higher education. Upon finishing secondary education, the majority of students enter the workforce to secure their livelihood, while a portion pursue higher education. The function of secondary educators becomes increasingly vital. Secondary school teachers bear the significant responsibility of cultivating critical thinking, dignity of labor, societal respect, and appreciation for diversity among students. They impart not only subject knowledge but also essential work skills, characteristics, and attitudes. Secondary school educators should establish an accessible and student-friendly atmosphere to enable all students to realize their full potential and ensure the inclusion of every student in education. (Bhatnagar, N. & Das, A., 2014).



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SECONDARY SCHOOL STUDENTS

Secondary school students are typically those registered in grades that lie between primary education and tertiary education. This category generally encompasses pupils aged 12 to 18; however, the precise grade levels and age ranges may differ by country and educational system. In numerous locations, it is regarded as the interval after elementary or middle school and preceding college or university. In most nations, secondary school encompasses grades 7 to 12, but this may vary according to the particular educational framework. The standard age range for secondary school students is 12 to 18 years, while variations may occur. Secondary education seeks to deliver a comprehensive education that equips students for tertiary education, employment, or a blend of both. It emphasizes the cultivation of critical thinking, creativity, and other vital competencies. A 'secondary school student' denotes an individual enrolled in educational institutions that provide programs subsequent to primary education, often aged between 12 and 18 years. These students may follow either a scientific-humanistic or technical-professional pathway, with the former facilitating university admission and the latter enabling immediate entry into the workforce. (Galaterou, J. & Antoniou, A-S., 2017).

ATTITUDES

An attitude is a predisposition to respond to a person, object, or situation. Attitude is cultivated through accumulated experiences. It dictates an individual's behavior. An individual's personality intricately connects to it. An individual's attitude mirrors their behavior in various social situations or environments. A person's views and prejudices on various subjects, individuals, organizations, and situations shape their attitude. The development of attitude is contingent upon previously acquired knowledge and experiences. Attitude constitutes our assessment of someone, a concept, or an object. (Shrivastava, S. & Sharma, A., 2021) We possess attitudes towards several subjects, including grocery products, individuals globally, and governmental policies. Attitudes are often categorized as favorable or unfavourable: positive or negative. Attitude is a psychological state that compels an individual to engage in social behaviors, influenced by specific emotions in reaction to situational or environmental stimuli. Furthermore, attitudes provide individuals with a readiness to respond to the positive or negative traits of an object or situation. Personal experiences have significantly influenced the formation of attitudes. (Singh, S. & Kumar, S., 2020) Consequently, the inclusion of emotional elements in personal experiences facilitates the formation of attitudes. In emotional contexts, appreciation will yield a more profound experience and a lasting impact. The environment, including culture, shapes an individual's personality. No personality exists beyond a persistent behavioral pattern that reflects the history of reinforcement received. The reinforcement pattern comes from the public and affects individual attitudes and behaviors, rather than influencing the attitudes and



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behaviors of other people. The individual is either conformist or influenced by the attitudes of others they consider significant. A need for affiliation and the desire to avoid conflict with significant individuals partially drive the trend. The media, including television and radio, significantly influences the formation of public attitudes and beliefs. New information exists regarding a factor that underpins the development of novel cognitive perspectives toward it. Strong implicative communications that share information can deeply influence feelings and shape how people view certain topics. Educational and religious institutions significantly impact the formation of attitudes by establishing foundational understanding and moral principles in individuals. (Srinivasan, V. & Vijayabharathi, V., 2021) The core of educational and religious practices and doctrines teaches the difference between virtue and vice and the line between ability and inability. Not all attitudes are shaped by environmental factors and personal experiences. At times, an attitude manifests as an emotionally driven statement that channels frustration or serves as a protective mechanism for the ego. This attitude is transient and dissipates; nevertheless, it may also manifest as a more enduring and resilient disposition. Attitudes influenced by emotional variables include prejudice. (Srinivasarao, V., 2022).

INCLUSIVE EDUCATION

Inclusive education refers to the integration of all individuals inside mainstream educational institutions. Its honour's the diversities of children. This system integrates impaired children with typically developing youngsters in mainstream educational institutions. It is an ongoing process wherein all children, adolescents, and individuals receive education free from linguistic, personal, or physical biases. Child psychology forms its foundation, giving priority to learners of all types. (Koliqui, D. & Zabeli, N., 2022) Children with exceptional needs engage in all curricular and co-curricular activities with their peers. It is founded on democratic concepts such as equality, cooperation, respect for difference, freedom, goodwill, and harmony. Inclusive education equips the school to accommodate all students with their unique characteristics. Inclusive education is a strategy designed to address student diversity by enhancing participation and minimizing exclusion within and from educational settings. It concerns the attendance, involvement, and accomplishments of all students, especially those who face exclusion or marginalization due to various reasons. It serves as a crucial component for progress on the EPA agenda. Students with mild, moderate, and severe impairments are fully integrated into mainstream schools. Inclusive education entails modifications in school organization, curriculum, and pedagogical approaches to address the diverse needs and abilities of students. By this method, the school enhances its ability to accommodate all local kids who desire to enroll, thereby diminishing the necessity for exclusions. Inclusive instructional design establishes a learner-centered environment that accommodates all students, enabling them to learn according to their abilities and needs. This design ensures equitable access for all learners. This



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design is founded on the ideas of equity and adaptability. Students have the autonomy to learn and fulfill their tasks according to their individual needs, pace, schedule, and capabilities. There are no rigid boundaries or predetermined regulations governing the learning process. Multi-dimensional learning activities have been organized. In this model of inclusive education, the teacher or instructor assumes the position of a facilitator or manager of a learner-centered, creative, and intuitive environment. This model renders the dissemination of information effective. We deliver the content in concise pieces and in an efficient manner. We develop content using a multifaceted approach. Various presenting tactics include visual, audio-visual, written, and oral formats. This design is based on individual differences and seeks to accommodate the needs of all learners. (Jury, M. et al., 2021) Educating impoverished youngsters in specialized institutions is more harmful than beneficial. It is pricier and unworkable. Special schools exclude children from society, impeding their social skill development, whereas inclusive schools promote these abilities among students. We designate the framework for special schools as "pull-out," while we identify the inclusive education model as "push-in." At present, every nation is emphasizing inclusive education. The central emphasis of collaborative instructional design is to cultivate successful and meaningful cooperation among general educators, specialized educators, and parents. General and specialist educators share insights on particular content, together formulate a strategy, execute it, and routinely evaluate its efficacy to enhance their collaboration. The foundation of inclusive education is based on collaboration. All educators collaborate as a unified entity in this design. In the collaborative instructional design of inclusive education, general and special education teachers create learner-centered, accessible, and engaging environments to address students' similarities and differences. In this method, a specifically trained educator teaches children with special needs, while a general instructor instructs usually developing students. All collaborating educators collectively agree that their preparation, presentation, and assessment are focused on addressing the needs of all children. This design utilizes several strategies and methods to guarantee the participation of all youngsters. This design promotes cohesion and mutual comprehension between educators and learners; hence, it reduces ambiguity.

CONCLUSION

It is unfortunate that after seventy years of independence, we have not achieved universal education. The condition of schooling for children with impairments is exceedingly troubling and worrisome. (Bala, N., 2021) The population of our country is rapidly increasing on a daily basis. The incidence of children with disabilities in this cohort is also increasing. Many educators have suggested the creation of special education facilities for these children; however, this concept may not be suitable for a developing nation like India. We assert that the resolution resides in the education of differently abled students in conjunction with their usually developing counterparts. The government is striving to deliver inclusive education for children with disabilities. Children with special needs learn



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alongside their usually developing counterparts in the same setting. Do only children with special needs attend special schools for education? The special education system is excessively costly, complicating the establishment of schools for every child with special needs. (Barnová, S., Kožuchová, M., Krásna, S. & Osad'án, R., 2022) Special schools are less capable of fostering social skills and adaptive abilities in children with special needs compared to inclusive schools. After completing education in specialized institutions, individuals may encounter difficulties in acclimating to social environments or society as a whole. The integration of children with special needs into normal classes has been a subject of discourse. It promotes the improvement of traditional educational institutions in all aspects to fulfill the educational needs of all children without prejudice. The government and its agencies are working to implement various initiatives for those with disabilities, but many have yet to be executed. Delivering inclusive education to children with disabilities enhances their learning and promotes self-sufficiency, allowing them to navigate society with increased self-confidence and dignity. (Mouchritsa, M., Romero, A., Garay, U., Kazanopoulos, S., 2022).

Inclusive education is essential for meeting the requirements of children with disabilities, taking into account their distinct situations. The most successful systems would falter without proficient instructors; conversely, skilled teachers can substantially alleviate systemic shortcomings. They are essential to the execution of instructional programs and other activities carried out in the schools. Inclusive education is essential at this moment. We must strive to improve and strengthen the educational system. Before commencing any comprehensive educational program designed to cultivate suitable attitudes, it is essential to assess the current attitudes of both students and secondary school educators. (Paramanik, N. & Barman, P., 2018).

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