

## A Comparative Study of the Attitude of Government & Private School Teachers towards Differently Abled Students at Middle School

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### **ABSTRACT**

*The present study was conducted to study the attitude of government and private school teachers towards the differently-abled student. A sample of 80 teachers from various government and private schools was collected from the Agra District by employing a simple random sampling method. The collected data was analysed using descriptive and inferential statistical techniques. T-test was calculated to compare the attitudes of government and private school teachers. The findings indicated that there is no significant difference in the attitude of private and government school teachers towards differently-abled students.*

***Keywords-** Inclusive education, Attitude of teacher, differently abled student, Private school teachers, Government school teachers*

### **INTRODUCTION**

Presently inclusive education is a broadly accepted approach for the twenty-first century due to the fact it helps in displaying students' hidden potential, promotes each person's right to equality without discrimination, and creates an inclusive environment for children's maximum development. This is because we all have equal rights in spite of our differences. The notion of acceptance is stimulated through inclusive education that also promotes a wider sense of social acceptance, peace, and harmony. Inclusive education has become an international concept and is now used in many official schooling systems. Multiple meanings developed along with the global spread of inclusive education. The development of inclusive education policies and their context-specific implementation in many nations are particularly influenced by cultural and historical interpretations of disabilities. In India many policies have been framed and launched to support the differently abled students. 1970, Integrated Education for Disabled Children (IEDC), 1986 National Council of Educational Research and Training (NCERT) and 2000 Sarva Siksha Aviyani (SSA). NCERT in the year 2000 has emphasized on placement of differently abled students in the mainstream or inclusive schools without any discrimination. But, in India, enrolment and the successful

completion of education of these children is not satisfactory due to lack of awareness of their parents and teachers. Every teacher, student, parents and other stakeholder should have access to knowledge, skills, and information about differently abled students that will enable them to contribute to an inclusive society. The fundamental goal of education to support the fundamental principles of education for all and to promote equality in the classroom inclusion, the education of children with disabilities in regular classes, must be adopted as both an ideology and also on ground reality. It is not enough to prioritize inclusive education as a crucial component of the educational system; instructors' attitudes toward inclusion must also be addressed because the attitude of the teachers have a significant impact on the teaching-learning process in the classroom and is crucial to the successful implementation of inclusive education. Teachers always play a major role in a student's life they bring out the best in students and inspire them to strive for greatness. The presence of a good teacher is a valuable asset for the student's growth and development. Inclusive education is an innovative approach to education by which all children can get equal opportunities to learn in the same environment regardless of their intellectual, physical, social, behavioral, and emotional backgrounds. Stello and Boyle (2013) and Goddard and Evans (2018) reported that the attitudes of primary pre-service teachers towards inclusion were generally positive and strengthened during the course of the training years. The participation and cooperation of teachers, parents, and community leaders are crucial to ensuring the proper function of inclusivity. The successful implementation of inclusive education necessitates a positive outlook. It may come from the community, peers, parents of the children, teachers, administrators, etc. However the most crucial for the successful implementation of an inclusive approach in the classroom depends upon the attitude of the teachers.

## NEED OF THE STUDY

The attitude of the teacher is crucial for the effective implementation of inclusive education and has a significant impact on the teaching-learning process in the classroom (Sharma, et al., 2008; Hattie, 2009). The extent to which the attitudes of teachers accept or reject differently abled students in their inclusive classroom will decide the success of such students. Teachers play a significant role in catering the special needs of special children. For the successful implementation of inclusive education it is very necessary to identify and assess the attitude of government and private school teachers. Though mostly researches have revealed that teachers have positive attitude towards inclusive education (Berry et.al., 2003; Avramidis & Norwich 2010 and Ridarickand & Ringlaben, 2013, Bhakta & Shit B. 2016), but there are some studies found which revealed that teachers have negative attitude towards inclusive education (Wishart 2007; El-Ashry 2009; Boer & Piji, 2011). On the basis of these researches, it is evident that results are inconclusive also it is also necessary to know the difference between the attitude of government and private school teachers. Do they have any difference in their attitude related to acceptance of differently abled children in regular classroom? Therefore researcher has decided to conduct research on the topic 'A comparative study of the attitude of government & private school teachers towards differently abled students at middle school' in order to gain a better understanding about the attitude of teachers.

## OBJECTIVES OF THE STUDY

Objectives of the present study were as follow-

1. To study the attitude of private school teachers towards differently abled students.

2. To study the attitude of government school teachers towards differently abled students.
3. To compare the attitudes of government & private school teachers towards differently abled students.

### **HYPOTHESIS OF THE STUDY**

In order to test the objectives of the study null hypothesis has been formulated

**H<sub>0</sub>1:** There will be no significant difference between private and government school teachers' attitude towards differently abled students.

### **METHODOLOGY OF THE STUDY**

In order to achieve the objectives and nature of the study investigator selected the descriptive survey method to analyze the characteristics of the sample.

### **POPULATION AND SAMPLE OF THE STUDY**

The population for the present study includes of all middle level government and private school teachers of inclusive schools of Agra district. Researcher selected 40 private and 40 government school teachers' responses for the study. For the selection of teachers, investigator opted simple random sampling.

### **TOOL USED FOR THE STUDY**

Researcher constructed a questionnaire 'Inclusive Education Attitude Scale' which includes 35 items in it . The questionnaire focused the present study and included questions pertaining to (i) to know the viewpoint regarding need and importance of inclusivity (ii) to determine the acceptance of inclusivity in the classroom (iii) to know the awareness regarding inclusivity. Tool description was as presented in table 1.0-

**Table 1.0 – Assessment of level of teachers' attitude towards differently abled students**

<b>Scores limit</b>	<b>Assessment</b>
130 and above	Very high level of attitude
125 to 129	High level of attitude
121 to 124	Average attitude
111 to 120	Low level of attitude
110 to less	Very low level of attitude

## DATA ANALYSIS INTERPRETATION OF RESULTS

To analyze the data, researcher used descriptive and inferential statistical techniques. Mean, standard deviation used in descriptive and t-test used in inferential statistical techniques and results have been corresponded and interpreted below-

Objective 1- To study the attitude of private school teachers towards differently able student, the raw scores of private school teachers obtained through attitude scale. Mean and standard deviation has been calculated and shown in the table 1.1.

**Table 1.1 – Exhibiting the mean and standard deviation value of the scores obtained on attitude scale of private school teachers**

Variable of the study	Mean	S.D.
Attitude of the private school teachers	129.15	3.20

It can be observed from the above table 1.1 that mean value of private school teachers was 129.15 which indicated high level of attitude (as shown in the table 1.0) towards inclusion of differently abled students and the standard deviation of the private school teachers is 3.20 which indicates the deviation or dispersion from the central tendency of the set of scores. It can be Interpreted from the above table that private schools teachers are aware about the inclusivity of differently abled students and they have positive high level of attitude towards inclusion of differently abled students in inclusive classroom.

(2) To study the attitude of government school teachers towards differently able student, the scores of government school teachers attitude obtained through mean and standard deviation which has been calculated and shown in the table 1.2

**Table 1.2 – Exhibiting the mean and standard deviation of the scores obtained on attitude scale of government school teachers**

Variable of the study	Mean	S.D.
Attitude of the government school teachers	127.7	6.74

From the table 1.2 mean and standard deviation value of government school teachers is 127.7 and 6.74 respectively. This mean score indicated the high level of attitude of teachers (as shown in table 1.0) towards inclusion of differently abled student. Government school teachers are aware about the inclusive education and the government policies related to it so their attitude was highly positive for acceptance of differently abled students in their classroom.

Objective 3- To compare the attitudes of government & private school teachers towards differently abled students

For comparing the attitudes of private and government school teachers' researcher has calculated critical ratio which is shown in the table 1.3

**Table 1.3 – Exhibiting the mean, standard deviation and critical ratio value of the scores obtained on attitude scale**

Variable of the study	Mean of the raw score	N	Mean of the raw score	S.D.	C.R.	SIGNIFICANCE LEVEL
Attitude of the private teachers	Private school teachers	40	129.15	3.20	0.22	NOT SIGNIFICANT
	Government school teachers	40	127.7	6.74		

It can be observed from the above table 1.3 that the mean value of private school teachers is 129.15, for government school teachers is 127.7, the standard deviation of the private school teachers is 3.19 and for government school teachers is 6.73. The mean scores indicated that the attitude of government and private school teachers are of high level positive. The calculated critical ratio value was 0.22, which was lower than the table value (1.96) at 0.05 level of significance, hence it was found not significant. Thus, null hypothesis stating “There is no significant difference between private and government school teachers' attitude towards differently abled student”, was accepted at 0.05 level of significance. This indicates that there is no significant difference between attitude of private and government school teachers towards differently abled student.

## DISCUSSION

The method and result of this dynamic objective have been discovered to be influenced by the attitudes of people who play a key role in it, notably the teachers. Therefore their view points on the inclusion should be positive and they always ready to solve the problems which come in the path of inclusion in education settings. The overall result of the study can be supported by the results of a research study conducted by Berry, Berst, Jund, Overton, Rondina and Tate (2003) teachers' attitude towards inclusion in the general education classroom. Overall, results indicate high positive attitudes of teachers towards inclusion.

## CONCLUSION

The focus area of this research was to compare the attitudes of government and private school teachers in middle school at Agra towards differently abled students. Findings of the study indicated that there is no significant difference between the government and private school teachers' attitudes towards differently abled students. Although the overall analysis revealed that school teachers in private and government schools have a high level of

favourable attitudes towards differently abled students, this should reflect in the success of these students, but still, such students struggle for success and the fulfilment of their basic needs in schools. Teachers are aware of the vision of the government and its policies, but still, something is lacking in the education system, so there is an urgent need to take the necessary steps for the success of every student in the nation.

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