

Attitude of Headmasters and Teachers towards Inclusive Education in relation to their Gender, Occupation and Locale in Mizoram

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ABSTRACT :

Inclusive Education (IE) is a new approach towards educating children with disability and learning difficulties with other students within the same roof. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to those who are marginalized and excluded. The headmasters and teachers have above average favourable attitude towards Inclusive education irrespective of their gender and occupational status. As Inclusive Education denotes that all children irrespective of their strengths and weaknesses will be part of the conventional education. Therefore, to meet the need of these diverse children it is utmost important to know the attitude of headmasters and teachers towards Inclusive education.

Keyword: Headmasters, teachers, Inclusive education, attitude, extremely, moderately, favourable, unfavourable

Introduction and Rationale

A person's perception towards something is reflected in his/her views and behaviours which often take an evaluative form. This concept is known as attitude. As teacher's attitude can directly impact student's performance within the classroom, it is imperative to investigate teacher's attitude as it relates to the inclusion of students with disabilities. "A person's attitude toward a particular attitude on,nb bject may influence his or her behaviour toward this object" (Bohner & Wanke, 2002, p. 13). As reported in a research study conducted by Downing, Eichinger and Williams (1997), the most frequently mentioned barrier to inclusion was the negative attitude of the teachers. A teacher's attitude has the potential to affect the academic achievement of all students, not simply those with disabilities. Avramidis and Norwich (2002) also describes Inclusive Education as the process of restructuring mainstream schools with the aim of all schools to be able to accommodate all children, regardless of disability or special educational needs. Several researchers have suggested that the concept of Inclusive Education is more involved than providing education for all children within the classroom, and is related to the much larger concept of social inclusion and valued status for all people in society irrespective of differences or disability (Forbes, 2007; Forlin, 2006; Mastropieri & Scruggs, 2001; Thomazet, 2009; Zoniou-Sideri & Vlachou, 2006). It has also been suggested that an inclusive approach to education is beneficial for all children, and the rewards of an inclusive environment are not limited to children with special education

needs (Nind, M., & Wearmouth, J. (2006). P 116-124.) Inclusive Education (IE) is a new approach towards educating children with disability and learning difficulties with other students within the same roof. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to those who are marginalized and excluded. Inclusive Education (IE) is a new approach towards educating children with disability and learning difficulties with other students within the same roof. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to those who are marginalized and excluded.

Teachers are perceived to be integral to the implementation of Inclusive Education (Haskell, 2000). Research communicates the view that teachers are the key to the success of inclusionary programs (Cant, 1994) as they are viewed as linchpins in the process of including students with disabilities into regular classes (Stewart, 1983; Whiting & Young, 1995). Other studies acknowledge that Inclusive Education can only be successful if teachers are part of the team driving this process (Horne, 1983; Malone, Gallagher & Long, 2001). As Inclusive Education denotes that all children irrespective of their strengths and weaknesses will be part of the conventional education. Therefore, to meet the need of these diverse children it is utmost important to know the attitude of headmasters and teachers towards Inclusive education. This finding may help the policy maker and educational planner in making educational plan as per need based which further will cater the societal needs.

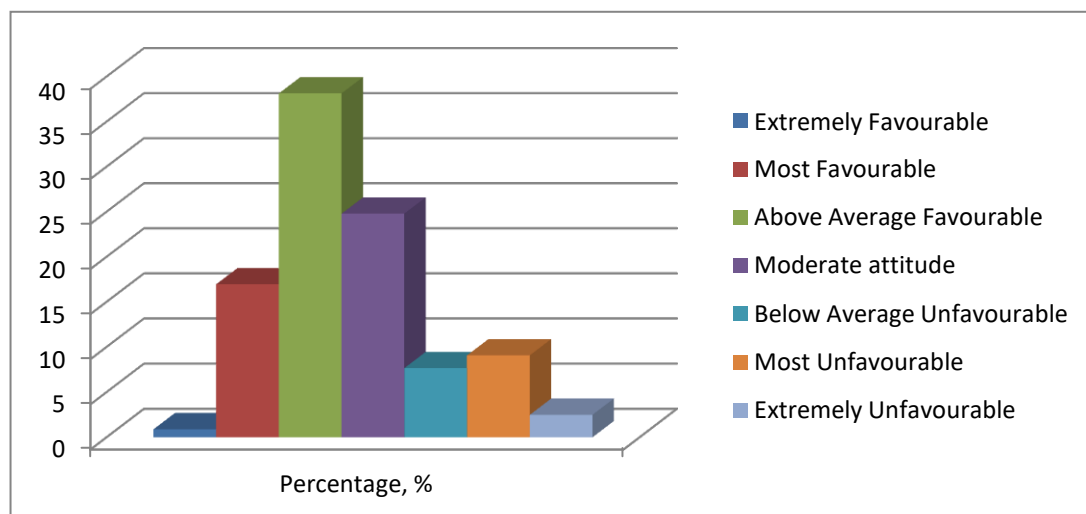
Objectives of the study

1. To find out the attitude of Headmasters and Teachers towards Inclusive Education in Mizoram
2. To explore the attitude of Headmasters and Teachers towards Inclusive Education in Mizoram in relation to their Gender, Occupational Status and Locale

ATTITUDE OF HEADMASTERS AND TEACHERS TOWARDS INCLUSIVE EDUCATION IN MIZORAM

Table 1 Attitude of Headmasters and Teachers towards Inclusive Education in Mizoram

S/N	Levels of Attitude	Raw Scores	Percentage, %
1	Extremely Favourable	15	0.89
2	Most Favourable	286	16.96
3	Above Average Favourable	643	38.14
4	Moderate attitude	418	24.79
5	Below Average Unfavourable	129	7.66
6	Most Unfavourable	153	9.07
7	Extremely Unfavourable	42	2.49

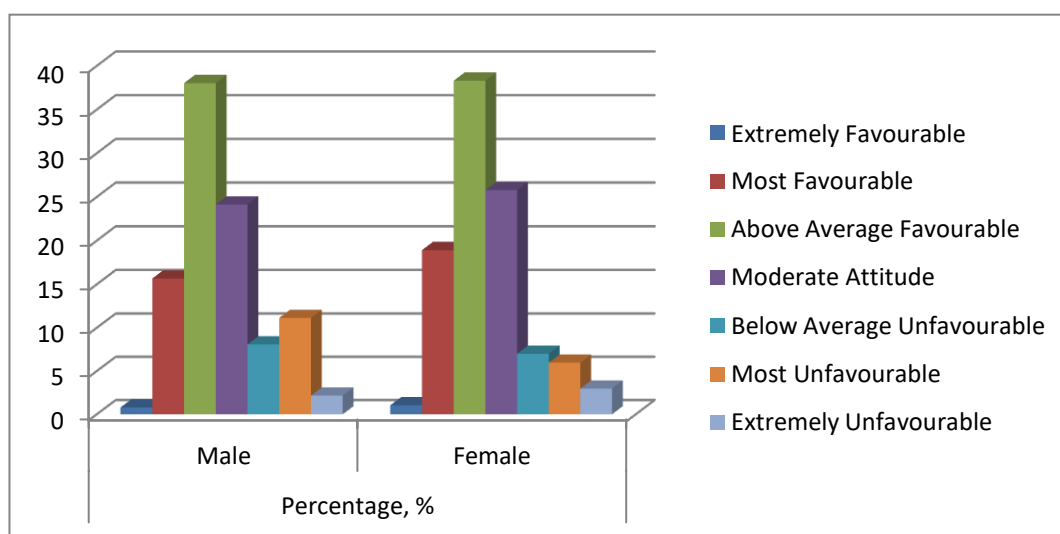
**Fig.1 Attitude of Headmasters and Teachers towards Inclusive Education in Mizoram**

By looking at the table and figure 4.1, it shows that among the 1686 Headmasters and Teachers of Mizoram, 38.14% have above average favourable attitude towards Inclusive Education while 16.96% have most favourable attitude. Only 0.89% are extremely in favour of Inclusive Education whereas 2.49% are extremely unfavourable. Also, it is worth to mention that only 9.07% of them have Most Unfavourable Attitude and 24.79% are of Moderate. Further, it also shows that 7.66% of them are of below average unfavourable to Implementation of Inclusive Education.

ATTITUDE OF HEADMASTERS AND TEACHERS TOWARDS Inclusive education in Mizoram in relation to gender

Table 4.1 Attitude of Headmasters and Teachers towards Inclusive Education in Mizoram in relation to Gender

Sl. No	Levels of Attitude	Raw Scores		Percentage, %	
		Male	Female	Male	Female
1	Extremely Favourable	8	7	0.79	1.04
2	Most Favourable	159	127	15.67	18.92
3	Above Average Favourable	386	257	38.03	38.31
4	Moderate Attitude	245	173	24.13	25.78
5	Below Average Unfavourable	82	47	8.08	7.01
6	Most Unfavourable	113	40	11.14	5.96
7	Extremely Unfavourable	22	20	2.16	2.98

**Fig.1 Attitude of Headmasters and Teachers towards Inclusive Education in Mizoram in relation to Gender**

Viewing the table and figure 4.1.1, it can be seen that in relation to Gender, 386 Male and 257 Female Headmasters and Teachers have the above average favourable attitude towards Inclusive education and 15.56% and 18.92% have Most Favourable attitude while 0.79% and 1.04% respectively are of Extremely Favourable. Male and Female Headmasters and Teachers of Moderate attitude are of the second highest percentage being 24.13% and

25.78% respectively. 11.49% of Male and 5.96% of Female are having most unfavourable attitude whereas 2.16% and 2.98% respectively are Extremely Unfavour.

2. ATTITUDE OF HEADMASTERS AND TEACHERS TOWARDS INCLUSIVE EDUCATION IN MIZORAM IN RELATION TO OCCUPATIONAL STATUS

Table 2 Attitude of Headmasters and Teachers towards Inclusive Education in Mizoram in relation to Occupational Status

Sl. No	Levels of Attitude	Raw Scores		Percentage, %	
		Head	Teachers	Head	Teachers
1	Extremely Favourable	1	14	0.48	0.95
2	Most Favourable	34	252	16.34	17.05
3	Above Average Favourable	57	586	27.41	39.65
4	Moderate Attitude	32	386	15.38	26.12
5	Below Average Unfavourable	28	101	13.46	6.83
6	Most Unfavourable	52	101	25	6.83
7	Extremely Unfavourable	4	38	1.93	2.57

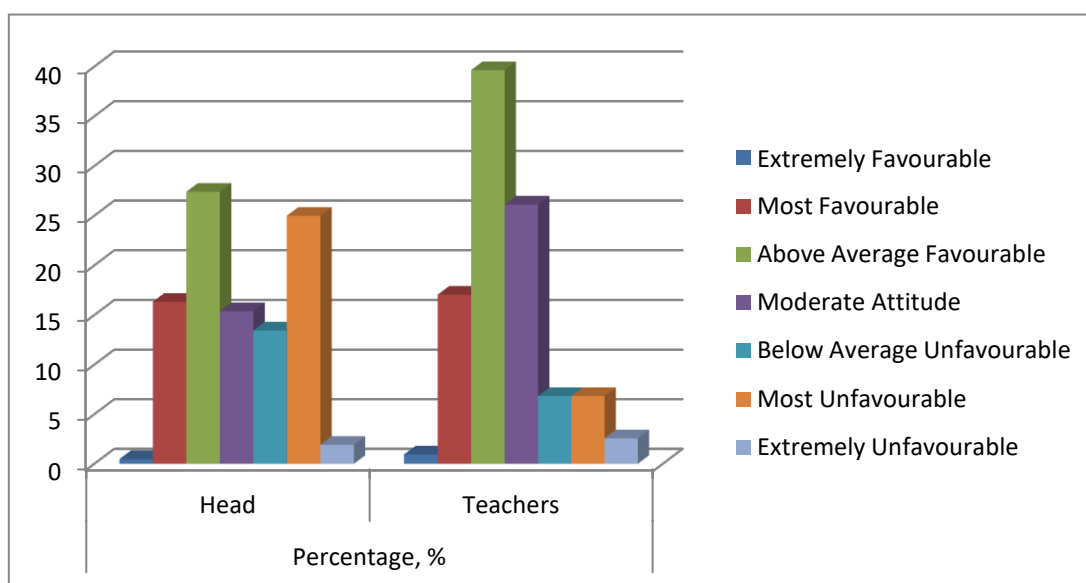


Fig. 2 Attitude of Headmasters and Teachers towards Inclusive Education in Mizoram in relation to Occupational Status

From perusal of the data and figures, it is clear that 0.48% and 0.95% respectively of Headmasters and Teachers in Mizoram are extremely in favour of Inclusive education. The highest level of attitude is 27.41% of Headmasters and 39.65% of Teachers as above average favourable whereas 16.34% and 17.05% are of most favourable. 25% of Headmasters and 6.83% of Teachers are most unfavourable while 1.93% and 2.57% respectively are extremely unfavourable. Whereas 13.46% of Headmasters and 6.83% of Teachers are below average Unfavourable, 15.38% and 26.12% respectively are of moderate attitude towards inclusive education.

3. ATTITUDE OF HEADMASTERS AND TEACHERS TOWARDS INCLUSIVE EDUCATION IN MIZORAM IN RELATION TO LOCATION

Table 3. Attitude of Headmasters and Teachers towards Inclusive Education in Mizoram in relation to Location

Sl No	Levels of Attitude	Raw Scores		Percentage, %	
		Rural	Urban	Rural	Urban
1	Extremely Favourable	2	13	0.26	1.47
2	Most Favourable	130	156	16.19	17.67
3	Above Average Favourable	295	348	36.73	39.42
4	Moderate Attitude	185	233	23.03	26.38
5	Below Average Unfavourable	66	63	8.22	7.13
6	Most Unfavourable	100	53	12.45	6.01
7	Extremely Unfavourable	25	17	3.12	1.92

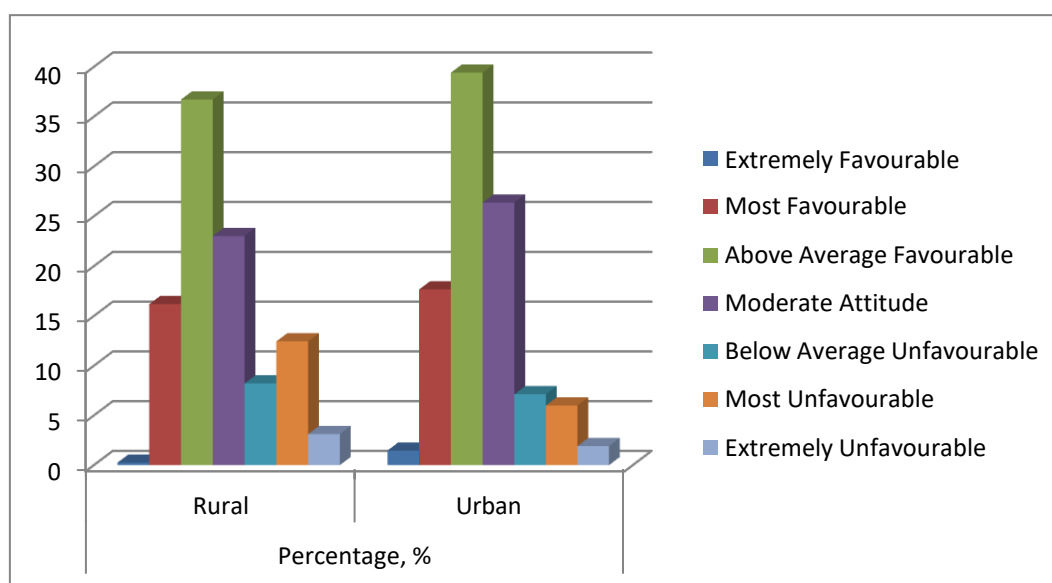


Fig. 3 Attitude of Headmasters and Teachers towards Inclusive Education in Mizoram in relation to Location

As per table and figure 4.1.3, it is shown that 36.73% and 39.42% of Urban and Rural Headmasters and Teachers have above average favourable attitude towards inclusive education while 0.26% and 1.47% respectively are extremely favourable. 16.19% and 17.67% are most favourable. There are 23.03% of Urban and 26.38% of Rural Headmasters and Teachers who possess moderate attitude towards Inclusive Education. But, 3.12% and 1.92% respectively of Urban and Rural Headmasters and Teachers are extremely unfavourable and also, 12.45% and 6.01% are of most unfavourable. It also shows that 8.22% and 7.13% are of below average unfavourable attitude.

Discussion

The study revealed that most of the headmasters and teachers have Above Average Favourable attitude towards Inclusive Education. This finding is in tune with the finding of Tripathi(2013) who found that both male and female teachers of Aizawl city had above average Favourable attitude towards Inclusive Education. On the other hand, this finding is in contradiction with the finding of Kalita (2017) who found that most of the teachers have moderate attitude towards inclusive education. Manju (2017) study also found that maximum numbers of male and female pupil teachers were found at an average level of positive ttitude towards Inclusive Education.

Conclusion

In order to achieve Education for All (EFA) targets and Millennium Development Goals it will not be impossible without improving access to and quality of education for children with

disabilities. Implementation of inclusive education immensely requires positive attitudes towards inclusion and disability among Teachers, Factors that were associated with positive attitudes included.

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