



## **Comparative Analysis on Attitudes of Secondary School Teachers and Students towards Inclusive Education with Special Reference to North 24 Parganas District, West Bengal**

**Santanu Paul <sup>1</sup>, Dr. Preeti Sharma <sup>2</sup>**

<sup>1, 2</sup> Department of Education, Mansarovar Global University, Sehare, M.P., India.

### **ABSTRACT**

An analysis of secondary school teachers and student's attitudes towards inclusive education, exploring potential contrasts and similarities in their perceptions. The comprehending these mindsets is essential for the effective execution of inclusive activities in secondary education. The importance of inclusive education, the need to assess attitudes, and the rationale behind differing perspectives from teachers and students are all important considerations. Inclusive education is a framework in which all students, irrespective of their backgrounds or abilities, receive instruction collaboratively within mainstream educational environments. Inclusive education fosters social integration, mitigates stigma, and ensures equitable access to high-quality education for all students. To examining the mindsets of both teachers and students offers a thorough scenario of the problems and opportunities in inclusive education. In this article, comparative analysis on attitudes of secondary school teachers and students towards inclusive education with special reference to North 24 Parganas district, West Bengal has been discussed.

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

### **INTRODUCTION**

The comprehensive research reveals that although the majority of secondary school teachers possess a favorable disposition towards inclusive education, disparities exist based on gender and experience. (Bhatnagar, N. & Das, A., 2014) Male teachers may exhibit fewer favorable attitudes than their female counterparts, whereas more experienced teachers may demonstrate marginally more positive perspectives. (Fanai, L., 2022) The factors such as resource accessibility, prior training, and institutional support can dramatically influence teacher attitudes, especially in rural environments. (Kalita, L., 2020) The studies indicated that secondary school students typically possess a more favorable perspective on inclusive education than teachers, based on research on student attitudes. (Mouchritsa, M. et al., 2022) These advantages may be ascribed to their increased familiarity with inclusive practices, a less rigid viewpoint on conventional teaching methods, or a more profound

commitment to social justice and equality. (Paramanik, N. & Barman, P., 2018) To comprehending these attitudinal distinctions is essential for formulating successful measures to advance inclusive education. Specialized professional development for teachers, aimed at resolving gender disparities and supplying sufficient resources, is essential. Moreover, engaging students in the design and execution of inclusive policies helps cultivate a more affirmative and supportive educational atmosphere for everyone. (Srinivasan, V. & Vijayabharathi, V., 2021) This objective of the study was to comparative analysis on attitudes of secondary school teachers and students towards inclusive education with special reference to North 24 Parganas district, West Bengal.

## RESEARCH METHODOLOGY

Research methodology refers to the systematic and theoretical examination of the methods employed in a certain field. It encompasses the theoretical analysis of the behaviors and principles. It advocates employing various strategies and tactics to gather significant data and empirical evidence on an extensive scale.

**Study Area:** North 24 Parganas, West Bengal.

### Variables:

- Dependent Variables: Gender, Category, School type, Area.
- Independent Variables: School teachers, school students, Attitudes, Inclusive education.

**Research Design:** A method for addressing your research questions is the research design. In quantitative research design, it is standard procedure to pose identical questions to every respondent. In this manner, we can fairly assess all the data samples. In this research, quantitative research design has been used.

**Sources of Data:** Primary data refers to data that originates from firsthand accounts or empirical evidence, particularly in the context of study. In this research, primary data has been used.

**Sampling Plan:** Every item in the population has an equal and likely probability of being chosen for the sample when using the simple random sampling technique. In this research, simple random sampling has been used.

**Sample Size:** The secondary school teachers were 120 (rural 60 & urban 60) and secondary school students were 480 (rural 240 & urban 240).

**Methodology:** The respondents were selected from the selected schools of North 24 Parganas district, West Bengal. After clearing the research objectives, the structured questionnaires and 5 Point Likert Scale sheet were distributed in favor of each respondent. Sufficient time was given in favor of each respondent. Then, after collection of the sheets, these were preserved for further data analysis and interpretation.

**Research Tools:** In this research, structured questionnaires (5 Point Likert Scale sheet) were used. The following research tools were used:

- Teacher Attitude Scale towards Inclusive Education was used to measure the attitudes of the secondary school teachers.
- Students Attitude Scale towards Inclusive Education was used to assess the attitudes.

**Data Analysis and Interpretation:** In this research, pie & bar charts were used.

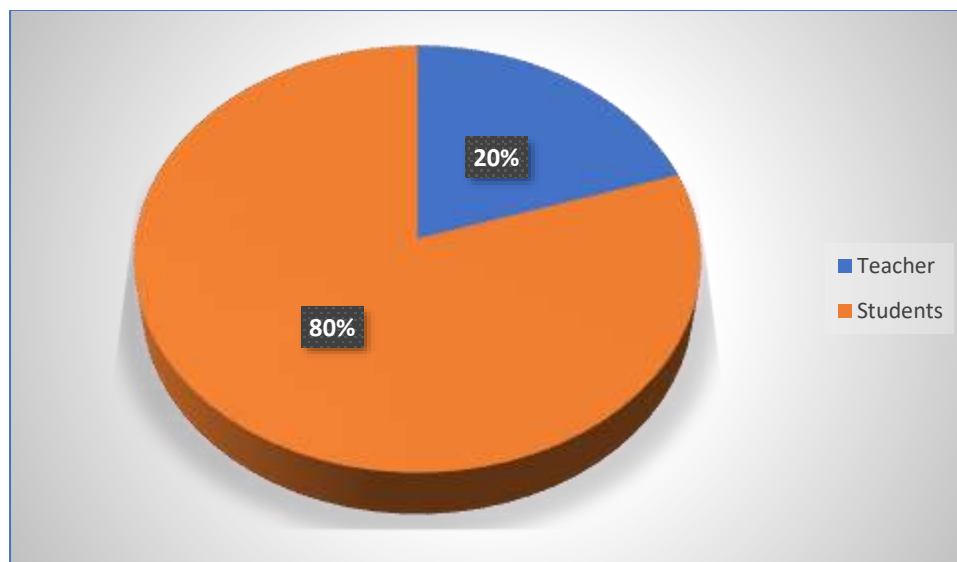
## DATA ANALYSIS, INTERPRETATION AND RESULTS

### A. PERSONAL PROFILE

**Table 1: Category**

| Options  | Respondents | Percentage |
|----------|-------------|------------|
| Teacher  | 120         | 20         |
| Students | 480         | 80         |
| Total    | 600         | 100        |

(Source: Primary Data, Survey)



**Figure 1: Category (%)**

From the above table & figure, the % of respondents were:

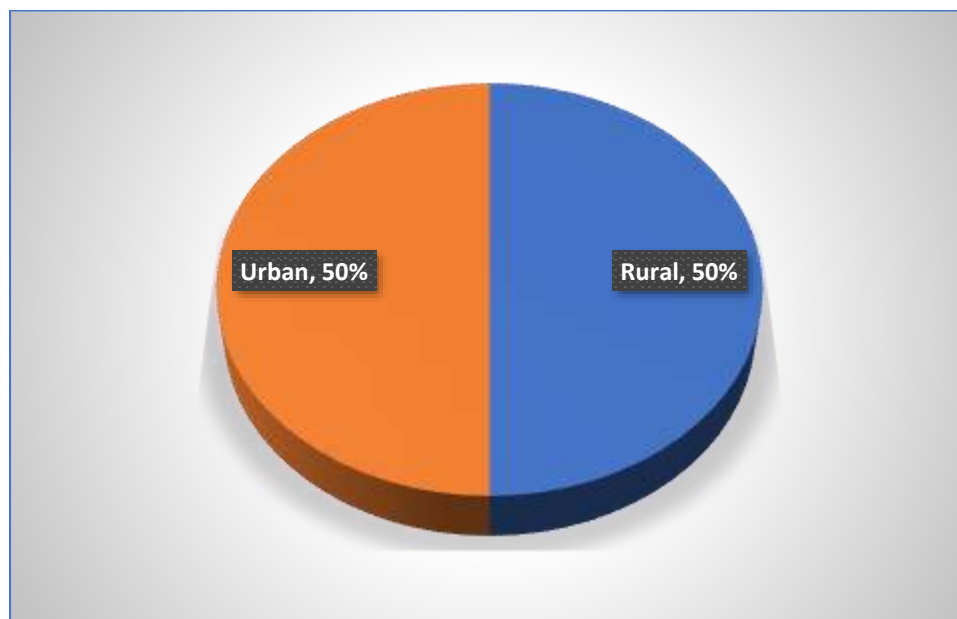
Teacher: 20%

Students: 80%

**Table 2: Area**

| Options | Respondents | Percentage |
|---------|-------------|------------|
| Rural   | 300         | 50         |
| Urban   | 300         | 50         |
| Total   | 600         | 100        |

(Source: Primary Data, Survey)



**Figure 2: Area (%)**

From the above table & figure, the % of respondents were:

Rural: 50%

Urban: 50%

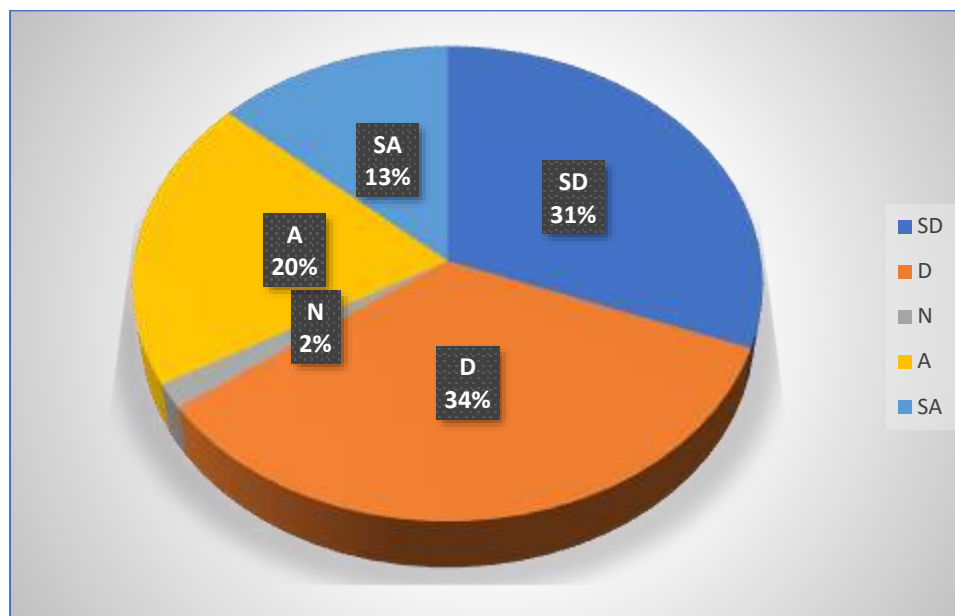
## **B. TEACHER ATTITUDE SCALE TOWARDS INCLUSIVE EDUCATION**

[Options: Strongly Disagree (SD)- 1 Point, Disagree (D)- 2 Points, Neutral (N)- 3 Points, Agree (A)- 4 Points, Strongly Agree (SA)- 5 Points]

**Table 3: Regular Classroom Instruction is Best for all Students**

| Options | Respondents | %     |
|---------|-------------|-------|
| SD      | 37          | 30.83 |
| D       | 41          | 34.16 |
| N       | 2           | 1.67  |
| A       | 24          | 20    |
| SA      | 16          | 13.34 |
| Total   | 120         | 100   |

(Source: Primary Data, Survey)



**Figure 3: Regular Classroom Instruction is Best for all Students (%)**

From the above table & figure, the % of respondents were:

SD: 30.83%

D: 34.16%

N: 1.67%

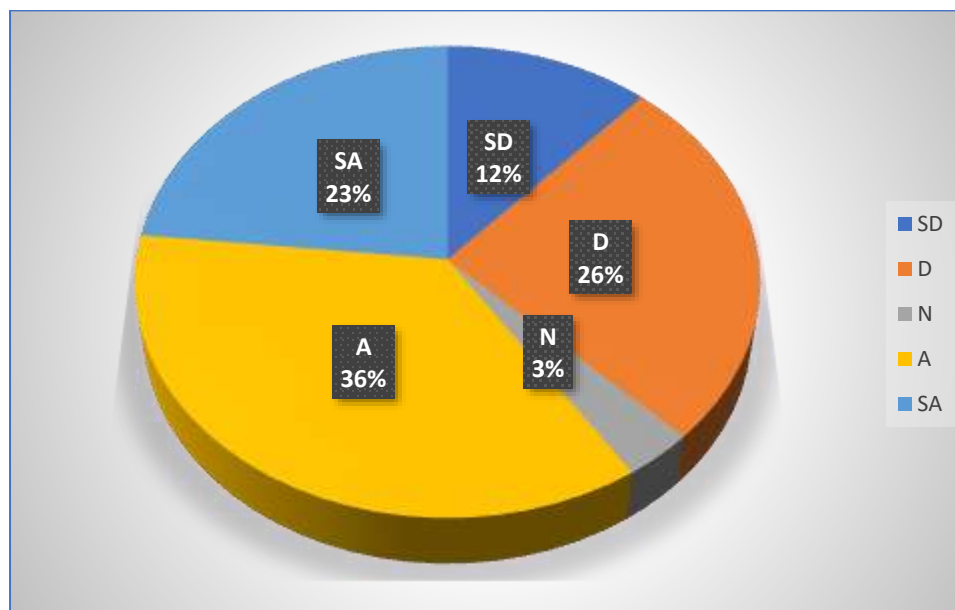
A: 20%

SA: 13.34%

**Table 4: Inclusive Education Allows for The Academic Success of all Students, Regardless of Their Ability**

| Options | Respondents | %     |
|---------|-------------|-------|
| SD      | 14          | 11.67 |
| D       | 31          | 25.83 |
| N       | 4           | 3.33  |
| A       | 43          | 35.83 |
| SA      | 28          | 23.34 |
| Total   | 120         | 100   |

(Source: Primary Data, Survey)



**Figure 4: Inclusive Education Allows for The Academic Success of all Students, Regardless of Their Ability (%)**

From the above table & figure, the % of respondents were:

SD: 11.67%

D: 25.83%

N: 3.33%

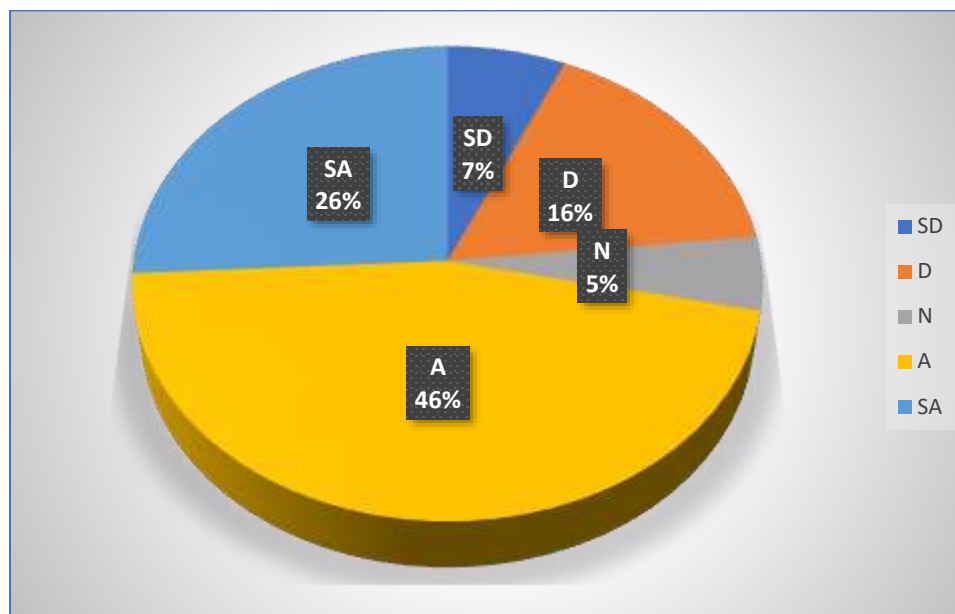
A: 35.83%

SA: 23.34%

**Table 5: Students with Disabilities are More Likely to Have Favorable Social and Emotional Development Outcomes from Inclusive Education Programs**

| Options | Respondents | %     |
|---------|-------------|-------|
| SD      | 8           | 6.67  |
| D       | 20          | 16.67 |
| N       | 6           | 5     |
| A       | 55          | 45.83 |
| SA      | 31          | 25.83 |
| Total   | 120         | 100   |

(Source: Primary Data, Survey)



**Figure 5: Students with Disabilities are More Likely to Have Favorable Social and Emotional Development Outcomes from Inclusive Education Programs (%)**

From the above table & figure, the % of respondents were:

SD: 6.67%

D: 16.67%

N: 5%

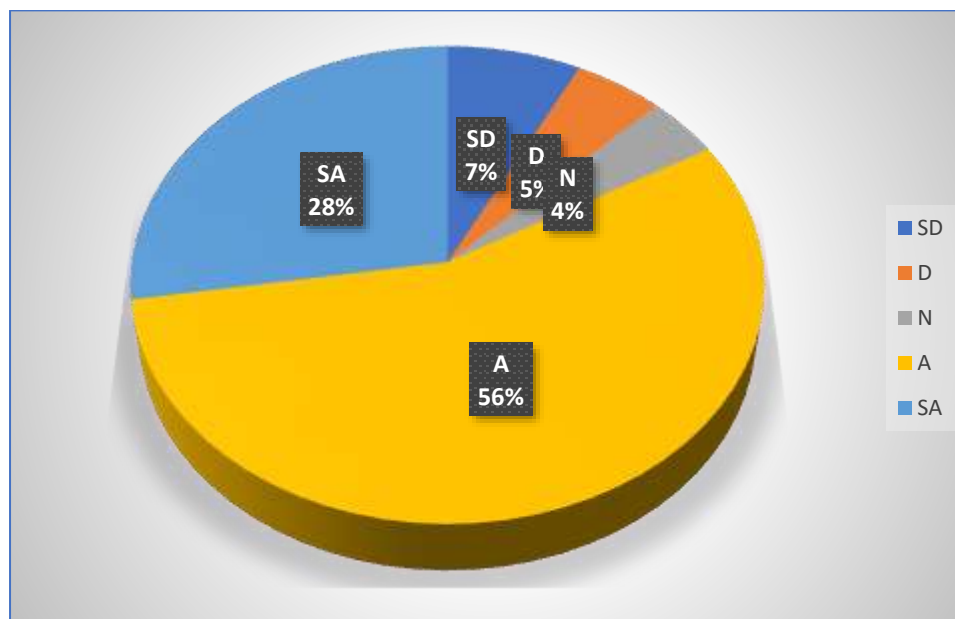
A: 45.83%

SA: 25.83%

**Table 6: Individualized Classrooms are the Most Effective Way to Meet the Needs of Students with Disabilities**

| Options | Respondents | %     |
|---------|-------------|-------|
| SD      | 9           | 7.5   |
| D       | 6           | 5     |
| N       | 5           | 4.17  |
| A       | 67          | 55.83 |
| SA      | 33          | 27.5  |
| Total   | 120         | 100   |

(Source: Primary Data, Survey)



**Figure 6: Individualized Classrooms are the Most Effective way to Meet the Needs of Students with Disabilities (%)**

From the above table & figure, the % of respondents were:

SD: 7.5%

D: 5%

N: 4.17%

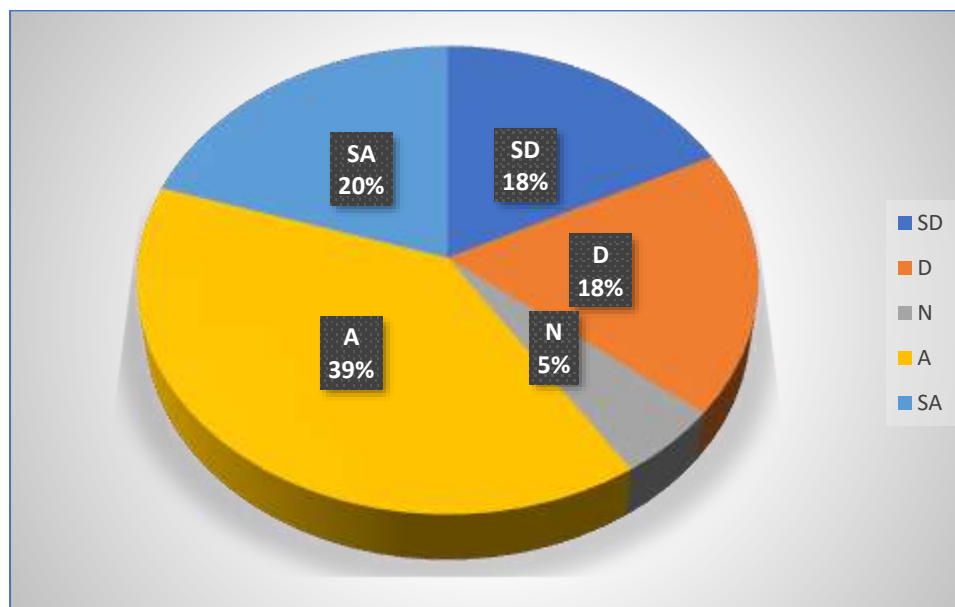
A: 55.83%

SA: 27.5%

**Table 7: By Facilitating Opportunities For Students from Diverse Backgrounds to Communicate with One Another, Inclusive Education Initiatives Help Students Appreciate and Value One Another's Unique Qualities**

| Options | Respondents | %     |
|---------|-------------|-------|
| SD      | 21          | 17.5  |
| D       | 22          | 18.33 |
| N       | 6           | 5     |
| A       | 47          | 39.17 |
| SA      | 24          | 20    |
| Total   | 120         | 100   |

(Source: Primary Data, Survey)



**Figure 7: By Facilitating Opportunities for Students from Diverse Backgrounds to Communicate with One Another, Inclusive Education Initiatives Help Students Appreciate and Value One Another's Unique Qualities (%)**

From the above table & figure, the % of respondents were:

SD: 17.5%

D: 18.33%

N: 5%

A: 39.17%

SA: 20%

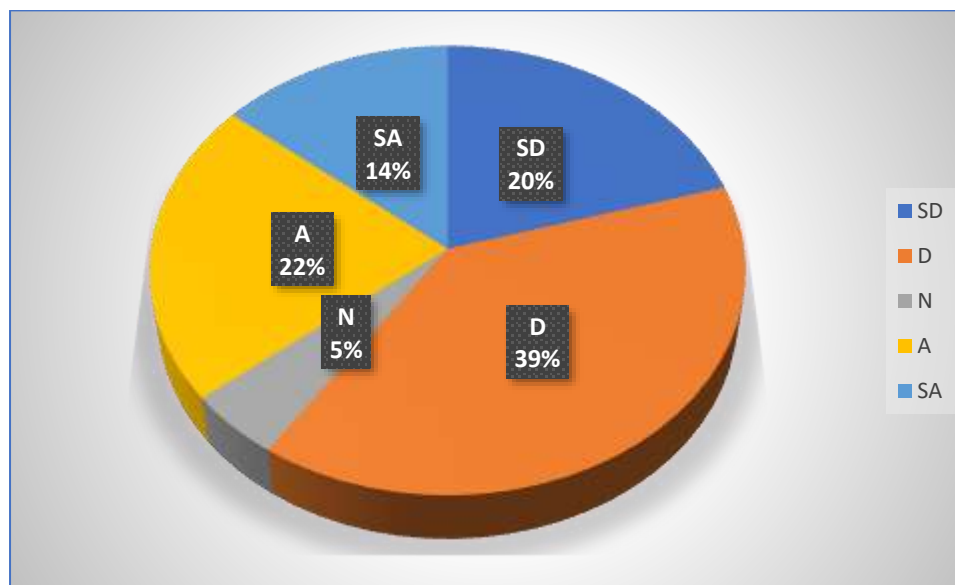
### C. STUDENTS ATTITUDE SCALE TOWARDS INCLUSIVE EDUCATION

[Options: Strongly Disagree (SD)- 1 Point, Disagree (D)- 2 Points, Neutral (N)- 3 Points, Agree (A)- 4 Points, Strongly Agree (SA)- 5 Points]

**Table 8: Regular Classroom Instruction is The Best Option for Students Whose Performance is at Least Two Years Behind that of Their Classmates**

| Options | Respondents | %     |
|---------|-------------|-------|
| SD      | 98          | 20.41 |
| D       | 187         | 38.98 |
| N       | 23          | 4.78  |
| A       | 105         | 21.87 |
| SA      | 67          | 13.96 |
| Total   | 480         | 100   |

(Source: Primary Data, Survey)



**Figure 8: Regular Classroom Instruction is the Best Option for Students Whose Performance is at Least Two Years Behind That of Their Classmates (%)**

From the above table & figure, the % of respondents were:

SD: 20.41%

D: 38.98%

N: 4.78%

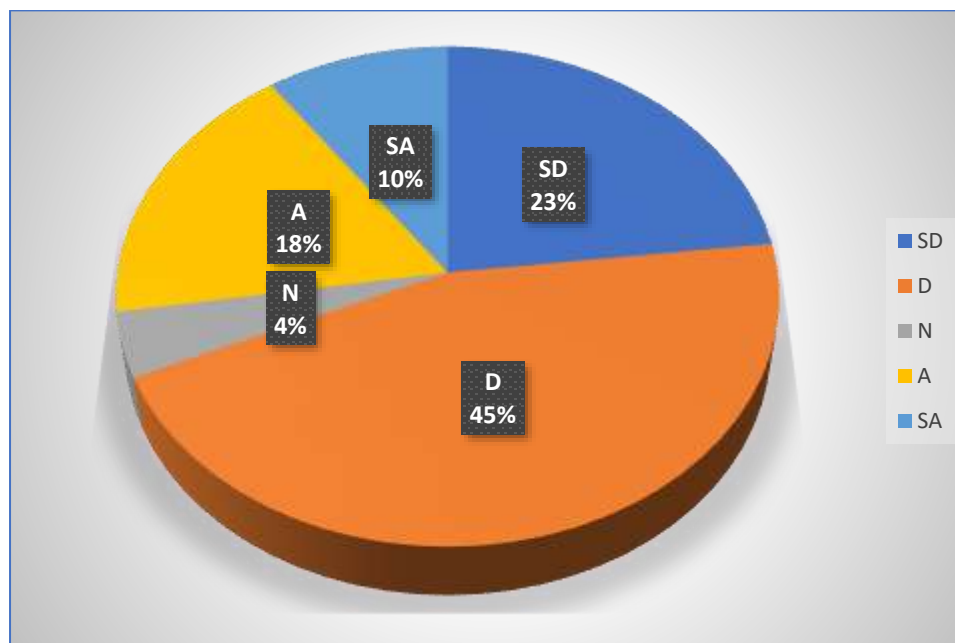
A: 21.87%

SA: 13.96%

**Table 9: Students Who Exhibit Violent Behavior Toward Their Classmates Ought to be Enrolled in Mainstream Classrooms**

| Options | Respondents | %     |
|---------|-------------|-------|
| SD      | 111         | 23.12 |
| D       | 217         | 45.21 |
| N       | 20          | 4.17  |
| A       | 85          | 17.71 |
| SA      | 47          | 9.79  |
| Total   | 480         | 100   |

(Source: Primary Data, Survey)



**Figure 9: Students Who Exhibit Violent Behavior Toward Their Classmates Ought to be Enrolled in Mainstream Classrooms (%)**

From the above table & figure, the % of respondents were:

SD: 23.12%

D: 45.21%

N: 4.17%

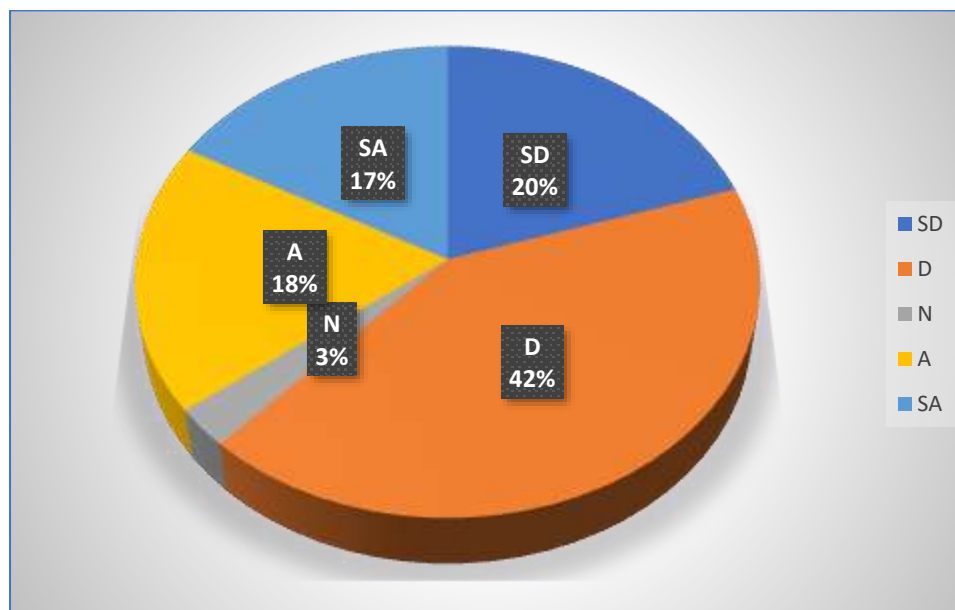
A: 17.71%

SA: 9.79%

**Table 10: Those Students Who Need Constant Assistance Should not be Removed from Mainstream Education**

| Options | Respondents | %     |
|---------|-------------|-------|
| SD      | 96          | 20    |
| D       | 201         | 41.87 |
| N       | 13          | 2.71  |
| A       | 89          | 18.54 |
| SA      | 81          | 16.88 |
| Total   | 480         | 100   |

(Source: Primary Data, Survey)



**Figure 10: Those Students Who Need Constant Assistance Should not be Removed from Mainstream Education (%)**

From the above table & figure, the % of respondents were:

SD: 20%

D: 41.87%

N: 2.71%

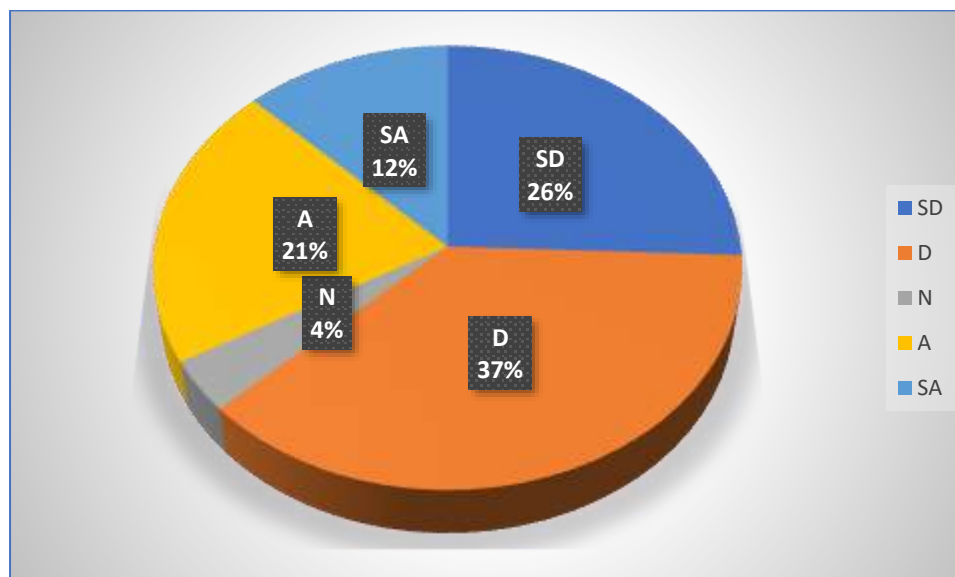
A: 18.54%

SA: 16.88%

**Table 11: Reluctant and Reserved Students Would Do Better in Mainstream Classrooms**

| Options | Respondents | %     |
|---------|-------------|-------|
| SD      | 123         | 25.62 |
| D       | 179         | 37.30 |
| N       | 18          | 3.75  |
| A       | 100         | 20.83 |
| SA      | 60          | 12.5  |
| Total   | 480         | 100   |

(Source: Primary Data, Survey)



**Figure 11: Reluctant and Reserved Students Would Do Better in Mainstream Classrooms (%)**

From the above table & figure, the % of respondents were:

SD: 25.62%

D: 37.30%

N: 3.75%

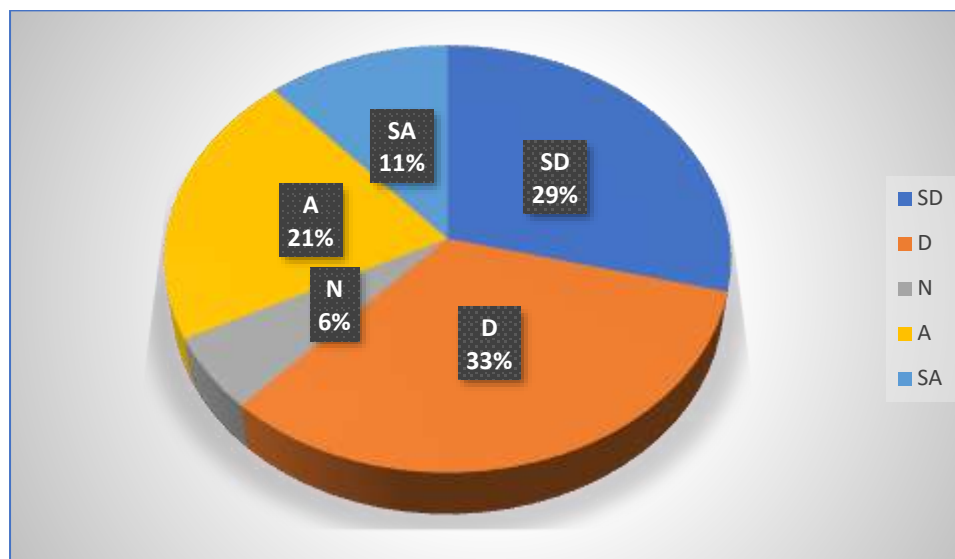
A: 20.83%

SA: 12.5%

**Table 12: Students Whose Performance Falls a Year Behind the Rest of Their Class Should Continue to Attend Regular Education**

| Options | Respondents | %     |
|---------|-------------|-------|
| SD      | 139         | 28.96 |
| D       | 158         | 32.92 |
| N       | 27          | 5.62  |
| A       | 101         | 21.04 |
| SA      | 55          | 11.46 |
| Total   | 480         | 100   |

(Source: Primary Data, Survey)



**Figure 12: Students Whose Performance Falls a Year Behind the Rest of Their Class Should Continue to Attend Regular Education (%)**

From the above table & figure, the % of respondents were:

SD: 28.96%

D: 32.92%

N: 5.62%

A: 21.04%

SA: 11.46%

## CONCLUSION

In conclusion, a comparative study of teacher and student attitudes toward inclusive education reveals a complex landscape. Teachers typically demonstrate a moderate to positive disposition, although factors such as gender and experience may affect their viewpoints. Conversely, students frequently exhibit more positive attitudes towards inclusive activities. Comprehending these distinctions and the fundamental principles is essential for promoting effective inclusive education initiatives. To fostering a culture of inclusivity in secondary schools necessitates a multidimensional strategy that takes into account the varied viewpoints of teachers and students. By addressing the determinants of attitudes and actively involving all stakeholders, educational institutions may cultivate more equal and effective learning environments for every student.

## REFERENCES

1. Bhatnagar, N. & Das, A. (2014). Attitudes of secondary school teachers towards inclusive education in New Delhi, India. *Journal of Research in Special Educational Needs*, 14(4), 255-263.
2. Fanai, L. (2022). Attitude of Secondary School Headmasters and Teachers of Mizoram towards Favourable Psychological aspect of Inclusive Education. *International Journal for Research Trends and Innovation*, 7(12), 673-678.



3. Kalita, L. (2020). A study on attitude of secondary school teachers towards Inclusive Education. *MSSV Journal of Humanities and Social Sciences*, 4(1), 1-11.
4. Mouchritsa, M., Romero, A., Garay, U., Kazanopoulos, S. (2022). Teachers' Attitudes towards Inclusive Education at Greek Secondary Education Schools. *Educ. Sci.*, 12(6), 1-18.
5. Paramanik, N. & Barman, P. (2018). Attitude of Secondary School Teachers towards Inclusive Education. *International Journal of Research in Social Sciences*, 8(7), 750-765.
6. Srinivasan, V. & Vijayabharathi, V. (2021). A Study on the Attitude of High School Teachers Towards Inclusive Education. *International Journal of Computational Research and Development*, 6(2), 19-22.