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**Practice and Prospects of Inclusive Education Towards Secondary
School Teachers and Students Attitudes**

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ABSTRACT

Teachers attitudes and behaviors are crucial to inclusive education, which seeks to incorporate all students into regular classrooms regardless of their talents or limitations. Teachers opinions toward inclusive education is generally somewhat positive, though they can differ depending on geography and gender. Positive attitudes and excellent training programs are essential for successful implementation, even though self-efficacy and worries about inclusive behaviors also play a part. Students have a favorable attitude toward inclusive education, albeit this can vary depending on the student's personal traits and the type of disability. Some students are reluctant to learn with peers who have severe or intellectual disabilities, but many are open to it. In this article, practice and prospects of inclusive education towards secondary school teachers and student's attitudes has been discussed.

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

INTRODUCTION

Humanity cannot exist without education. It is a necessary condition. Education ignites our transformation into true human beings. Without education, we cannot fully realize our potential and opportunities. Education is a purposeful, dynamic, and goal-oriented endeavor. It endures for the whole of a person's life. It acts as a stimulant for the development of the full personality. It helps us adapt to our surroundings and acts as a stimulant for character, emotional, mental, physical, and social development. It prepares us to face the difficulties and hardships of life, both now and in the future. Since ancient times, it has been a fundamental aspect of life. In every era of human history, education has continuously been essential. It represents a process in society. Education is provided by society for its own gain. Education and society are intertwined. Every culture has a unique educational system that influences and is influenced by that culture. Every country or town has its own unique culture, values, beliefs, objectives, and customs. The goal of a society or a country is to inculcate and spread values, beliefs, customs, and traditions among its citizens. It is believed that education is an essential instrument for the development, dissemination, and advancement of civilizations, values, and ideas.



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**PRACTICE AND PROSPECTS OF INCLUSIVE EDUCATION TOWARDS SECONDARY
SCHOOL TEACHERS AND STUDENTS ATTITUDES**

Education inspires individuals to engage in social growth and facilitates their participation in societal advancement. High-quality education and equitable access to educational opportunities are vital for human growth and societal advancement. The disparity in educational chances constitutes a significant obstacle to an individual's comprehensive development. Access to education shall not be denied to any individual based on discriminatory criteria. All persons ought to pursue an education. (Galaterou, J. & Antoniou, A-S., 2017) All youth should have equal access to educational possibilities. Education is seen as a vital human right. Every individual possesses the intrinsic right to exist with dignity. Education offers comprehensive learning opportunities and avenues for personal growth. Progress in all areas of life is unattainable without adequate education. Our nation has esteemed education since ancient times. Our nation was regarded as the quintessence of Vishva Guru. A plethora of educational provisions has been incorporated into our constitution. Education is included in the concurrent list, enabling both state and federal governments to establish regulations pertaining to it. India is an emerging nation. An effective, rational, responsible, and adaptive education system is essential for the rapid advancement and growth of the nation. Progress within the global society is unattainable without an adequate education system. This preferred teaching method should be accessible to all students. Our progeny embodies the future citizenry. A democratic governmental framework has been instituted. Only informed and educated citizens ensure the success of democracy. Education is essential for the advancement and development of our democracy and for individual growth. It encompasses four objectives of secondary education: cultivating democratic citizenship, enabling holistic personality development, enhancing occupational efficacy, and nurturing leadership attributes. These objectives can only be realized by ensuring that secondary education is accessible to all students, including those with disabilities. The Secondary Education Commission promoted the establishment of specialized institutions for students with disabilities. India is an emerging nation. Numerous average youths are denied educational opportunities for various reasons. The education of students with impairments presents a significant societal challenge. Despite the efforts of the government and many NGOs to provide education, significant advancement is still necessary in this area. Multiple commissions and committees established after independence provided substantial recommendations for the education of students with disabilities. Students with disabilities have numerous personal and societal challenges. They withstand 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 students. The creation of distinct institutions for these youths is not a comprehensive solution. Segregating education for students from their mainstream peers presents numerous hurdles, since enrolment in distinct schools leads to adaptation difficulties for these individuals. These students attend specialized institutions devoid of typically developing peers. Upon finishing their study at specialized institutions, these teenagers sometimes face challenges in mainstream assimilation. While



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specialized or segregated schools are available, integrating these children with their typically developing peers in mainstream schools is advantageous for them. All countries worldwide are adopting inclusive education. Inclusive education underscores the integration of all students into society. Inclusive education offers equitable opportunities for all students, assuring respect and the elimination of discrimination. Inclusive education refers to the integration of all individuals into mainstream educational institutions. It acknowledges the diversities of students. This concept integrates students with disabilities with typically developing peers in standard educational environments. It is an ongoing process in which all students, adolescents, and persons get education free from linguistic, personal, or physical biases. Child psychology is grounded in the prioritization of various learners. Students with exceptional needs engage in all curricular and co-curricular activities with their peers. It is founded on democratic ideas such as equality, collaboration, respect for difference, liberty, compassion, and harmony. In inclusive education, the school is prepared to cater to all students with their own qualities. Inclusive education is a strategy designed to address student diversity by enhancing participation and minimizing exclusion in educational settings. This concerns the involvement, engagement, and accomplishments of all students, especially those who face exclusion or marginalization for various reasons. It serves as a fundamental component for progress on the EPA agenda. Students with mild, moderate, and severe disabilities are fully integrated into mainstream educational institutions. Inclusive education necessitates modifications in school infrastructure, curriculum, and pedagogical approaches to address the diverse needs and abilities of students. This technique allows the school to more effectively accommodate all local students seeking enrolment, hence diminishing the necessity for exclusions. Inclusive instructional design fosters a learner-centered environment that accommodates all students, enabling them to learn according to their abilities and requirements. This design ensures equitable access for all learners. This design is founded on the concepts of justice and adaptability. (Srinivasan, V. & Vijayabharathi, V., 2021) Students have the freedom to learn and fulfill their assignments based on their individual needs, pace, schedule, and abilities. The learning process lacks rigid bounds or defined limitations. Multi-dimensional learning activities have been organized. In this framework of inclusive education, the educator functions as a facilitator or manager of a learner-centered, innovative, and intuitive environment. This framework enables the efficient dissemination of information. We deliver content in concise pieces and with maximum efficiency. We produce material with a systematic approach. Diverse presenting methods include visual, audio-visual, written, and oral formats. This design is predicated on individual differences and aims to meet the needs of all learners. Instructing underprivileged students in specialized institutions is more detrimental than advantageous. It is costlier and impractical. Special school's isolate students from society, hindering their social skill development, while inclusive schools foster these competences among pupils. The framework for special schools is termed "pull-out," whereas the inclusive education model is referred to as "push-in." Currently, all nations are prioritizing inclusive education. The primary focus of collaborative instructional design is to foster effective and meaningful collaboration among general educators, specialized educators, and parents. General and specialist educators exchange thoughts on specific



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material, together devise a strategy, implement it, and periodically assess its effectiveness to improve their partnership. (Singh, S. & Kumar, S., 2020) The cornerstone of inclusive education is founded on collaboration. All educators cooperate as a cohesive unit in this design. In the collaborative instructional design of inclusive education, general and special education teachers develop learner-centered, accessible, and engaging environments to accommodate students' similarities and differences. In this approach, a specially trained educator taught pupils with special needs, while a regular instructor taught typically developing kids. All participating educators agree that their preparation, presentation, and evaluation aim to meet the requirements of all pupils. This design employs several strategies and techniques to ensure the engagement of all youth. This design fosters unity and mutual understanding between instructors and learners, hence diminishing uncertainty. The educator serves as the primary spark within the institution. He is the individual upon whom all school operations depend. The significance of educational infrastructure, 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; tribute to the educator. The central component of the proposed educational reform is the teacher—encompassing his personal attributes, academic credentials, professional growth, and his role, which invariably influences the community's welfare, contingent upon the teacher's caliber. Current secondary school teachers are being evaluated for their current responsibilities. The function of secondary school educators is crucial. They are required to engage with adolescents. They must instill appropriate ideals and attitudes in their students. Secondary education serves as a crucial intermediary between primary and university education. Upon finishing secondary education, the majority of students enter the workforce to generate income, but others pursue higher education. The function of secondary educators is becoming progressively vital. Secondary school educators are tasked with cultivating critical thinking, respect for work, social esteem, and appreciation for variety in students. They demonstrate both subject matter competence and essential professional skills, attributes, and attitudes. Secondary school instructors must foster an inclusive and supportive environment to enable the full potential of each student and ensure educational inclusion for all. Secondary school students are typically those enrolled in grades between primary education and higher education. A secondary school student is an individual enrolled in educational institutions that provide programs subsequent to primary education. These pupils may follow either a scientific-humanistic or a technical-professional curriculum, with the former facilitating university admission and the latter enabling straight entry into the workforce. An attitude is a predisposition to respond to an individual, object, or situation. Attitude is shaped by a succession of acquired experiences. It regulates a person's behavior. An individual's personality is intrinsically connected to it. An individual's disposition indicates their behavior in various social scenarios. An individual's viewpoints and biases on various subjects, individuals, things, and situations shape their temperament. Attitude formation is contingent upon previous knowledge and experiences. (Bhatnagar, N. & Das, A., 2014) Attitude denotes our assessment of someone, a concept, or an object. We possess viewpoints on several subjects, including consumer products,



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international individuals, and political strategies. Attitudes are commonly categorized as favorable or unfavourable, that is, 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 tendency to respond to the positive or negative attributes of an object or situation. Personal experiences have significantly influenced the formation of attitudes. Consequently, the integration of emotional elements in personal experiences facilitates the formation of attitudes. In emotional contexts, gratitude will yield a 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 reinforcement obtained. (Paramanik, N. & Barman, P., 2018) The reinforcement pattern emanates from the public and influences individual attitudes and behaviors, rather than altering the attitudes and behaviors of others. The individual is either a conformist or influenced by the views of others they consider significant. The desire for connection and the necessity to avoid disagreement with powerful individuals somewhat drive the inclination. The media, including television and radio, significantly influences the formation of popular attitudes and opinions. Recent information has surfaced regarding a factor that underpins the development of novel cognitive perspectives on the subject. Influential communication implications that convey information can significantly impact emotions and modify perceptions on particular topics. Educational and religious institutions significantly shape attitude development by imparting fundamental knowledge and moral principles to individuals. The core of educational and religious practices and ideas defines the difference between virtue and vice, as well as the line between ability and inability. (Shrivastava, S. & Sharma, A., 2021) Not all views are shaped by environmental factors and individual experiences. Occasionally, an attitude manifests as an emotionally charged declaration that conveys frustration or serves as a defense for the ego. This attitude is transient and diminishes; yet, it may also develop into a more enduring and resilient temperament. Emotional factors affect attitudes, including bias. Inclusive education addresses the educational needs of all students equitably. It offers disabled youth the opportunity to integrate into conventional classrooms with their non-disabled peers. It surpasses specialized educational institutions. Inclusive classrooms advantage both typically developing students and those with special needs. Both groups of youths engage in schooling within a nurturing, unified, and amicable environment. Educational institutions are regarded as a microcosm of society. All students coexist, engage in recreation, and participate in numerous social activities and programs within the community; they learn, play, and indulge in various initiatives at inclusive educational institutions. Inclusive education optimizes the capabilities of all students, ensuring equitable educational and social rights, together with access to high-quality education. Secondary education is a crucial component of the holistic educational system. It connects primary and tertiary education. Attitude influences our behavior. A positive attitude is essential for the effectiveness of any educational program, including inclusive education. (Jury, M. et al., 2021) A lack of comprehensive and specialized research exists about the perspectives of adolescents and educators on inclusive education. It is regrettable that after seventy years of freedom, we have not achieved universal



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education. The educational circumstances for students with disabilities are profoundly concerning. The population of our country is escalating daily. The prevalence of students with impairments in this cohort is likewise rising. Numerous educators have proposed the establishment of specialized educational institutions for these students; nevertheless, this notion may be inappropriate for a developing country such as India. We contend that the solution lies in the education of students with disabilities alongside their typically developing peers. (Kalita, L., 2020).

The several factors, such as the particular environment of their school, their training, and their past experiences, might affect teachers' attitudes toward inclusive education. According to some research, urban teachers are more likely than their rural counterparts to have favorable opinions of inclusive education. This could be because of exposure and resource disparities. The impact of gender on views of inclusion is shown by research that indicates female instructors may have more positive attitudes about inclusive education than male teachers. Teachers' desire to adopt inclusive approaches is also significantly influenced by their self-efficacy, or their conviction that they can instruct all pupils in an effective manner. Promoting positive attitudes and successful practices requires professional development programs that emphasize educating educators about the needs of different students and equipping them with useful tactics for inclusive instruction. (Bala, N., 2021).

In addition to fostering the academic and social inclusion of children with disabilities, inclusive education affords all students the chance to grow in empathy, comprehension, and social skills. According to research, students with disabilities who attend inclusive schools frequently outperform their peers in terms of social and academic results. By encouraging a sense of belonging and establishing healthy peer connections, inclusive practices can make the school environment more friendly and encouraging for all children. For inclusive education to be sustained, teachers must receive continual support, such as professional development opportunities, resource access, and chances for reflection and cooperation. To promote positive attitudes and effective inclusive practices, it is essential to address teachers' concerns regarding their ability to meet the needs of diverse learners through targeted training and support. (Kaur, M. & Kaur, K., 2015).

CONCLUSION

The government is endeavouring to provide inclusive education for students with disabilities. Students with special needs learn alongside their typically developing peers in the same environment. The special education system is prohibitively expensive, hindering the creation of schools for all children with special needs. Special schools are less effective in cultivating social skills and adaptive capacities in students with special needs than inclusive schools. After finishing education in specialized institutions, individuals may face challenges in adapting to social environments or society at large. The inclusion of students with special needs in mainstream classes has been a topic of discussion. It advocates for the enhancement of traditional educational institutions in every dimension to meet the educational requirements of all students without bias. The government and its authorities are endeavouring to implement different measures for individuals with disabilities;



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nonetheless, several acts for their welfare remain unexecuted. Providing inclusive education to students with disabilities improves their learning and fosters self-sufficiency, enabling them to engage with society with greater self-confidence and dignity. Inclusive education is vital for addressing the needs of students with disabilities, considering their unique circumstances. Even the most effective systems would fail without competent instructors; conversely, the presence of adept teachers can significantly mitigate systemic deficiencies. They are crucial for the implementation of educational programs and other activities conducted in schools. At this pivotal juncture, inclusive education is important. We must endeavor to enhance and fortify the educational system. Prior to initiating any extensive educational program aimed at fostering appropriate attitudes, it is crucial to evaluate the existing attitudes of both students and secondary school teachers.

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