

## Study Of Teachers' Perceptions Towards Inclusive Education In Uttar Pradesh

Abhilasha Chaurasia<sup>1</sup>, Dr. Anamika Srivastava<sup>2</sup>, Dr. Tagaram Kondala Rao<sup>3</sup>

<sup>1</sup>Research Scholar, Department of Education, Mansarovar Global University, Madhya Pradesh, India

<sup>2</sup>Department of Education, Mansarovar Global University, Madhya Pradesh, India

<sup>3</sup>Associate Professor, CIET-NCERT, India

---

Cite this paper as: Abhilasha Chaurasia, Dr. Anamika Srivastava, Dr. Tagaram Kondala Rao (2024). Study Of Teachers' Perceptions Towards Inclusive Education In Uttar Pradesh. *Frontiers in Health Informatics*, 13 (7) 1495-1502

---

### Abstract

*The openness of teachers to welcome pupils with special needs is a defining characteristic of inclusive education. Their attitudes and understanding concerning inclusive education are crucial since they demonstrate such readiness. The goal of this study was to investigate teachers' attitudes and perceived understanding about inclusive education in UP. The respondents (n=235) were mainstream and special education instructors from public primary and secondary schools. They were given a set of questionnaires that asked them about their views and knowledge of inclusive education. The data were analysed using descriptive statistics like frequency and percentages. The key finding is that, on average, instructors have good attitudes about inclusive education. They agreed that inclusive education promotes social interaction and inclusion among students, hence reducing negative preconceptions about special needs kids. The findings also indicate the importance of collaboration between mainstream and special education teachers, as well as the need for clear guidelines on how to conduct inclusive education. The study's findings have major implications for school administrators, teachers, and other stakeholders who are directly or indirectly involved in the implementation of inclusive education.*

**Keywords:** Teacher's perception, Inclusive education, Attitude, Special education, Primary Schools, Secondary schools

### Introduction

Inclusive education is a concept in which students with special needs are placed in normal classes and taught by mainstream teachers. According to the Malaysian Ministry of Education, pupils with special needs are visually impaired, partially or completely deaf, or have a learning disability (Akta Pendidikan 1996). These students have been diagnosed as having physical sensory deficits and learning problems. The Ministry of Education offers special education programmes for three types of disabilities: hearing, visual, and learning disabilities.

The learning difficulties programme serves a diverse range of pupils with mild retardation, autistic tendencies, and multiple disabilities. Such students have been enrolled in special programs or schools. Placement in special needs programmes is determined by the special needs categories, which are visual, hearing, and/or learning problems. Students with visual or hearing impairments are either put in special schools or in general schools through an integration scheme. Students with learning difficulties are often enrolled in mainstream schools' integration programs.

The inclusive programme was implemented in regular courses as part of a care continuum for kids with special needs. This programme, which followed the UNESCO Declaration of Education for All, aimed to encourage interaction between students with special needs and regular students. Students with special needs are put in regular courses and

taught by a class teacher who is supplemented by a special education instructor. In the next section, this paper briefly examines inclusive education in Uttar Pradesh.

### **Overview of Inclusive Education**

The World Declaration on Education for All, signed in Jomtien, Thailand in 1990, emphasised integration initiatives and equitable issues for all, including those with special needs. In 1993, UNESCO held a Sub-regional Seminar on Policy, Planning, and Organisation of Education for Children with Special Needs in Harbin, China, emphasising the importance of education for everyone. The seminars and workshops on special education and Education for All resulted in a shift in emphasis from integration to inclusion.

The notion of inclusion assumes that mainstream courses can be reorganised and changed to better meet the requirements of students with special needs. This inclusionary perspective was a key agenda item at the 1994 meeting in Spain that resulted in the Salamanca Statement on Principles, Policy, and Practice in Special Needs Education (Zalizan, 1997). This symposium was attended by 92 countries, including Malaysia, and 25 international organisations. In Malaysia, inclusive education was first implemented in the mid-1990s as part of a reform effort aimed at students with special needs.

However, policymakers and practitioners have a loose definition and understanding of inclusive education. According to Akta Pendidikan 1996 (Education Act 1996), the national environment for special education is based on the principle of integrating and including special education pupils who have the right to be alienated as needed. Recognizing the barriers to full inclusion, pupils are either partially or completely included depending on their ability to follow directions in mainstream classes. In Malaysia, inclusion is implemented in primary and secondary schools, with integration courses for kids with special needs.

### **Theoretical Framework**

Individuals with impairments have been integrated into mainstream educational, occupational, and societal frameworks in Western countries for the past two decades (Heiman, 2004). The inclusion policy stipulated attendance at mainstreamed schools, as well as several approaches for implementing inclusion and teachers' practical and theoretical training needs. Research has demonstrated that placement in inclusive classes has numerous positive consequences and benefits for individuals with impairments.

Heiman (2004) identified four models of inclusion: (a) in-and-out, (b) two-teachers, (c) full inclusion, and (d) rejection of inclusion. Heiman (2004) discovered that the majority of teachers in the UK and Israel believed that an in-and-out model would be more beneficial for pupils with learning difficulties. These teachers feel that this strategy would allow kids with disabilities to benefit from both worlds: special teaching as needed, as well as normal lessons and interactions with their peers in ordinary settings.

The two-teacher concept was popular in Israel but less so in Britain. According to this paradigm, two teachers teach at the same time in the classroom, with one specialising in pupils with impairments. A small percentage of instructors in both nations said that full inclusion was the best approach to use in the regular classroom. They believed that with more teacher assistance and cooperation, as well as educational system services, full inclusion could succeed and benefit everyone. Some teachers in both nations flatly denied inclusion.

The teachers in this group believed that it would be preferable for children with disabilities to study in separate classes according to tailored programs, allowing them to advance at their own speed. They believed that such an approach is more effective because special needs students in inclusive classes would never be able to achieve the same academic level as regular pupils. Similar versions were seen in Malaysia. According to our observations, full inclusion is the least commonly employed strategy. Most teachers would use hybrid methods, such as two-teacher and in-and-out approaches.

### **Review of Literature**

During the past two decades, the inclusion movements have made significant progress in (a) supporting the rights of children to have their special educational needs identified and met through education legislation and the right of

individuals with disabilities to equal opportunities, (b) minimising unjustified discrimination, and (c) developing support facilities and services for people with special needs. (The Disability Rights Task Force Final Report, 2004; Ministry of Education, 2004).

According to Heiman (2004), students can be placed in mainstream classes after undergoing a multidimensional diagnosis that includes psychological and educational tests. Students typically receive additional academic support from a special education instructor in their normal classrooms or in a resource centre. To enable flexible inclusion in the least restrictive setting, schools must train more mainstream instructors to accommodate and deal with special needs kids in their classrooms.

Despite the obvious benefits of inclusion, and despite teachers' commitment and positive attitudes, as well as their knowledge and skills in meeting the educational needs of diverse students with disabilities, teachers were concerned about students' academic, social, and behavioural adjustment in inclusive classes. Some teachers believed that inclusion would provide little benefit to kids with impairments, and hence questioned its benefits (Heiman, 2002; Priestley and Rabiee, 2002).

Other teachers expressed concern that when more children are included, teachers will require more tools and skills to deal with the social and emotional issues that accompany inclusive education (Idol, 1997). Vaughn, Schumm, Jallad, Slusher, and Samuell (1996) identified numerous factors that may cause instructors to object to inclusion, including the huge number of children in the class, funding constraints, the teachers' workload, and difficulty with standardised evaluation. Others cited a lack of teamwork or requested guidance in dealing with students with special needs (Danne & Beirne-Smith, 2000).

Some mainstream teachers reported that they chose to teach a certain discipline rather than special education, and that the inclusion strategy drove them to explore areas they were unfamiliar with or uninterested in (Vaughn et al., 1996). Mock and Kauffman (2002) described the trap in which teachers were caught: on the one hand, teachers cannot be prepared to meet the unique educational needs of every student with special needs; on the other hand, teachers in inclusive classes teaching students with special needs may function outside of their training and specialisation.

### Methodology

The present study is a descriptive survey. The population consist of the both normal and special education teachers from primary and secondary schools of UP. The population was divided into five zones: northern, western, central, eastern, and southern. A stratified sampling technique method was used to choose a sample of 300 teachers at random from a national directory. Respondents were given a self-rated questionnaire to assess their attitudes and knowledge about inclusive education. Data were analysed using descriptive statistics expressed as percentages based on three categories: agree, uncertain, and disagree. A total of 235 questionnaires were returned, representing a 78% return rate.

### Discussion of Results

#### Perception and knowledge of teachers towards inclusive educationin UP

To assess the impact of inclusive education implementation in UP, a survey of school teachers' attitudes and knowledge of inclusive education was undertaken. This descriptive study included both normal and special education teachers from public elementary and secondary schools. A stratified selection method was used to choose a sample of 300 teachers at random from a national directory. The population was divided into five zones: northern, western, central, eastern, and southern. Respondents were given a self-rated questionnaire to assess their attitudes and knowledge about inclusive education. Data were analysed using descriptive statistics expressed as percentages based on three categories: agree, uncertain, and disagree. A total of 235 questionnaires were returned, representing a 78% return rate.

The data were synthesised based on teachers' perceptions and knowledge of inclusive education, collaboration with special education instructors, and other issues linked to the implementation of inclusive education.

**Table 1** displays teachers' perspectives of inclusion education at UP. Overall, the majority of respondents felt that inclusive education is suitable for special needs pupils, at least in theory. For Item 1, only 50.6% of respondents thought

that students with special needs perform better academically in inclusive classes. Nonetheless, about two-thirds (66%) of respondents agreed that special needs students should be integrated into mainstream courses/communities and that inclusive classes would benefit them (Items 2, 3, and 6). Items 4 and 5 reflect respondents' mixed sentiments about the academic performance of special needs and regular pupils in an inclusive setting.

In Item 4, approximately one-third (32.4%) of respondents agreed that placing kids with special needs in regular courses has a negative impact on the academic performance of normal pupils, with the remaining (25.5%) unclear and (42.1%) disagreeing. A similar tendency was observed in Item 5, where 42.1% of instructors disputed that academically gifted adolescents would be separated in inclusive classes, 27.2% agreed, and 30.6% were unsure. Regarding Item 7, over two-thirds (62.5%) of respondents feel that students with special needs have the right to an education in mainstream classes. Most importantly, more than half (57.1%) of respondents believe that unfavourable stereotypes of special needs students can be reduced in an inclusive classroom. Specifically, labelling of the students with special needs can be reduced (Item 8).

**Table 1 Teachers' perception towards inclusive education**

S.NO	ITEM	AGREE %	UNCERTAIN %	DISAGREE %
1	Students with special needs are academically better in inclusive classrooms	50.6	32.3	17.0 2
2	Students with special needs must be integrated into the regular community	62.1	8.1	29.8
3	To achieve the highest level of inclusion, it is necessary for students with special needs to be placed in regular classes with back up support	67.7	12.3	20.0
4	The placement of students with special needs in regular classes negatively affects the academic performance of mainstream students	32.4	25.5	42.1
5	The academically-talented students will be isolated in the inclusive classrooms	27.2	30.6	42.1
6	Students with special needs will benefit from the inclusive program in regular classrooms	66.8	20.4	12.8

7	Students with special needs have the right to receive an education in mainstream classes	62.5	15.3	22.1
8	Students with special needs will not be labelled as 'stupid', 'weird' or 'hopeless' when placed in regular classrooms	57.1	22.6	20.4

### Strategies to improve inclusive education

There are numerous ways that can be used to improve the effectiveness of an inclusive programming. **Table 2** illustrates some of the difficulties that must be addressed by all parties involved in the program's implementation. Over half of respondents (56.6%) thought that mainstream classroom teachers lack the necessary exposure and skills to work with students with special needs (Item 1). This response contradicts Rogers' (1987) assertion that exposure to a group of kids with special needs has no effect on a teacher's perception. Within the framework of the study, it is thought that exposure to inclusive education is necessary for instructors to comprehend the shape of the education program as well as their role in executing.

The majority of respondents (78.3%) agreed that special needs kids require additional attention and assistance in the classroom (Item 2), and that these students were perceived to have more disciplinary issues than ordinary students (Item 3). The essential components that need to be changed were the lack of direction and collaboration from special education teachers, as well as the restricted resources available for teaching and learning pupils with special needs (Items 4 and 5). Thus, the findings suggest that when working with students with special needs, teachers must be willing to adapt and alter to guarantee that the teaching and learning process is carried out in accordance with those students' capacities (Zalizan, 2000; Madden & Slavin, 1983).

**Table 4 Strategies to improve inclusive education**

S.NO	ITEM	AGREE %	UNCERTAIN %	DISAGREE %
1	Mainstream classroom teachers have the training and skills to teach special needs students	29.4	14	56.6
2	Special needs students need extra help and attention	78.3	14.5	7.2
3	Students with special needs committed more disciplinary problems compared to the regular students	50.7	13.2	36.2
4	Mainstream classroom teachers received little help from the special needs teachers	47.7	26.4	26.0

5	Although inclusive education is important, the resources for the students with special needs in a mainstream classroom are limited.	70.2	15.7	14.1
---	---	------	------	------

### School's administrators

The active participation and assistance of school administrators in the implementation of inclusive education programmes is crucial. Schools with administrative support for inclusive education have a considerable rise in understanding of the notion of inclusion. A recent study (Salisbury & McGregor, 2002) indicates that school principals play an important role in improving the school climate and executing educational policy. The researchers highlight the intricate linkages between school staff and the school climate, emphasising the necessity of the principal's understanding of the staff's role in successfully implementing inclusion. When the majority of teachers participate in an open dynamic discussion group about their beliefs, difficulties, various parts of teaching, and ways of coping with dilemmas, it motivates them to seek better coping solutions and assistance in their difficulties with the inclusion process. Furthermore, when the principle shares decision-making authority with the school personnel, it promotes greater educational accountability and responsibility.

### Teachers

This study discovered that the inclusive education program could be successfully implemented if instructors' competencies were strengthened. Thus, opportunities to attend courses connected to the inclusive education program must be developed, particularly for individuals who lack experience and training in special education. Adjustments to pedagogical aspects might be taught internally by experienced teachers to new teachers. The initiative to foster collaborative teaching between mainstream and special education instructors should be put in place. Indirectly, this endeavour may serve to reinforce a collaborative spirit in implementing inclusive education. The literature has indicated that the effectiveness of inclusive education is heavily dependent on teachers' willingness and capacity to provide modifications for students with special needs (Bender, Vail, & Scott, 1995). Furthermore, research suggests that instructors who are aware of the inclusion policy and can describe the pragmatic meaning of inclusion are more likely to join the inclusion team. However, multiple studies have indicated that while teachers believe that inclusive education is necessary, many find it difficult to implement.

### Teacher Training Institutes

The role of teacher training institutes is especially essential. The principle of inclusion should be incorporated into teacher training institutes' curricula. For example, the Faculty of Education at Universiti Kebangsaan Malaysia offers education courses with honours (special education), which prepare future special education teachers. Many key areas of special education and special needs are discussed throughout the courses. This incorporates all facets of inclusive education. There are additional classes that are offered to students from different programmes, which indirectly serve to prepare trainee teachers to gain understanding about kids with special needs. As part of the teacher training curriculum, it is recommended that education courses allow for critical discussion of topics and concepts related to inclusion and teaching effectiveness. It is also advised that trainee instructors be given structured chances to observe inclusive education in action. Observing children with special needs in an inclusive context is an important step in breaking down barriers and developing a positive attitude (Garner, 1996).

### Conclusion

The findings of the study discussed in this paper revealed that teachers form perceptions based on a number of discrete factors, including how these teachers perceived the inclusive education program, their opinion on teacher teamwork or



collaboration, and how they saw potential ways to improve the related aspects of inclusive education. The discussion in this paper also revealed that teachers are optimistic about the execution of the inclusive education programme. However, there are certain areas that can be improved, such as collaboration between mainstream and special education teachers, as well as training ordinary teachers to handle and teach kids with special needs.

The need to offer enough resources to inclusive classes has never been more important. Furthermore, there should be a greater emphasis on marketing inclusive education programmes to both the general public and stakeholders.

## References

- Madden, N. & Slavin, R. (1983). Mainstreaming student with mild handicaps. Academic and social outcomes. *Review of Educational Research*, 53: 519-570.
- Rogers, B.G. (1987). A comparative study of the attitudes of regular education personnel toward mainstreaming handicapped students and variables affecting these attitudes. Paper presented at the Fourth Pan American Conference on Rehabilitation and Special Education, Acapulco, Mexico. (ERIC Document Reproduction Service No. ED 182 465).
- Kementerian Pendidikan Malaysia (1995). *Perancangan Strategik Pendidikan Khas 2020*. Kuala Lumpur: Jabatan Pendidikan Khas.
- Anotonak, R. F. & Larrivee, B. (1995). Psychometric Analysis and Revision of the Opinions Relative to Mainstreaming Scale. *Exceptional Children*. 62: 139-49.
- Bender, W. N., Vail, C. O., & Scott, K. (1995). Teacher attitudes toward increased mainstreaming: Implementing effective instruction for students with learning disabilities. *Journal of Learning Disabilities*, 28, 87–94.
- Zalizan Mohd Jelas (1995a). Strategi bagi pelaksanaan pendidikan inklusif. Paper presented at Seminar Pendidikan Inklusif. Kuala Lumpur: Jabatan Pendidikan Wilayah.
- Zalizan Mohd Jelas (1995b). Perkembangan kini dan peningkatan pelaksanaan pendidikan khas. Paper presented at Seminar Kebangsaan Pendidikan Khas. Kuala Terengganu: Kementerian Pendidikan Malaysia
- Akta Pendidikan 1996 (Akta 550) & Peraturan-Peraturan Terpilih. Susunan oleh Lembaga Penyelidikan Undang-Undang. Kuala Lumpur: International Law Books Services.
- Garner, P. (1996). A Special education? The experience of newly qualified teachers during initial teacher training. *British Journal of Special Education*, 23(4): 176-179.
- Vaughn, S., Schumm, J. S., Jallad, B., Slusher, J., & Samuel, L. (1996). Teachers' views of inclusion. *Learning Disabilities Research & Practice*, 11, 96-106.
- Zalizan Mohd Jelas (1997). Ke-arrah pendidikan inklusif di Malaysia melalui kerjasama antarabangsa. Paper presented at Seminar Kebangsaan Pendidikan Guru. Serdang: Universiti Pertanian Malaysia.
- Idol, L. (1997). Key Questions related to building collaborative and inclusive schools. *Journal of Learning Disabilities*, 30, 384-394.
- Danne, C. J., & Beirne-Smith M. (2000). Administrators' and teachers' perceptions of the collaborative efforts of inclusion in the elementary grades. *Education*, 121, 2.
- Heiman, T. (2002). Inclusive schooling: Middle school teachers' perceptions. *School Psychology International*, 23 (1), 174-186.
- Zalizan Mohd Jelas (2000). Perception of inclusive practices: The Malaysian perspectives. *Educational Review*, 52 (2): 187-196.
- Jabatan Pendidikan Khas (2002). *Maklumat Pendidikan Khas*. Kuala Lumpur: Jabatan Pendidikan Khas.
- Mock R. D., & Kauffman M. J. (2002). Preparing teachers for full inclusion: Is it possible? *The Teacher Educator*, 37, 3, 202-217.

- Priestley, M., & Rabiee, P. (2002). Hopes and fears: stakeholder views on the transfer of special school resources towards inclusion. *International Journal of Inclusive Education*, 6 (4), 371-390.
- Salisbury, C. L., & McGregor, G. (2002). The administrative climate and context of inclusive elementary schools. *Exceptional Children*, 68, 2, 265-274.
- Zalizan M. Jelas, Ramlee Mustapha & Manisah Mohd Ali (2002). Persepsi dan pengetahuan guru terhadap pendidikan murid dengan keperluan khas: Perkembangan profesional guru ke arah pendidikan inklusif. Laporan Laluan Pantas G2/2000. Bangi: Fakulti Pendidikan, UKM (tidak diterbitkan).
- Disability Rights Task Force Final Report (2004). From Exclusion to Inclusion. Retrieved from: [http://www.disability.gov.uk/drtf/full\\_report/index.html](http://www.disability.gov.uk/drtf/full_report/index.html).
- Heiman, T. (2004). Teachers coping with changes: Including students with disabilities in mainstream classes: An international view. *International Journal of Special Education*, 19(2).
- Ministry of Education (2004). Mainstreaming Students with Special Needs. Retrieved from: <http://www.education.gov.il/special/english6.htm>.
- Subban, P., & Sharma, U. (2006). Primary school teachers' perceptions of inclusive education in Victoria, Australia. *International Journal of Special Education*, 21(1), 42-52.
- Forlin, C., Loreman, T., Sharma, U., & Earle, C. (2009). Demographic differences in changing pre-service teachers' attitudes, sentiments, and concerns about inclusive education. *International Journal of Inclusive Education*, 13(2), 195-209.
- de Boer, A., Pijl, S. J., & Minnaert, A. (2011). Regular primary schoolteachers' attitudes towards inclusive education: A review of the literature. *International Journal of Inclusive Education*, 15(3), 331-353.
- Boyle, C., Topping, K., & Jindal-Snape, D. (2013). Teachers' attitudes towards inclusion in high schools. *Teachers and Teaching*, 19(5), 527-542.