

# Teachers' Attitude towards Inclusion in Schools: A Panoramic Study

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## ABSTRACT

Education is a fundamental right for all children, irrespective of any discrimination. Some segments of diverse backgrounds remained outside the sphere of elementary education. Children with special needs face obstacles to being included in a regular classroom. The attitudinal barriers of teachers play an important role in the exclusion of children who deserve the right to education. A person's attitude is a psychological construct, mental and emotional entities that is ingrained in or defines them. The research aims to analyze the attitude of teachers towards inclusive practices in some selected parts of West Bengal. The study also reflected perceptions of inclusion, beliefs on the efficacy of inclusion, and perceptions of the professional role and functions of school teachers towards inclusive education. A standardized scale was adopted and disseminated among the teachers. The study concluded that teachers' perceptions about inclusion were slightly supportive of inclusive service delivery models, while their beliefs about the efficacy of inclusion remained neutral. However, perceptions of their professional roles and functions were supportive of inclusive service delivery models. Their overall attitude towards inclusion was also slightly supportive of inclusion. There was no significant difference in attitude towards inclusion irrespective of school types, gender, or work experience.

**Keywords:** Attitude, perceptions, beliefs, professional role, inclusion, school teachers

Inclusive philosophy deals with the idea of including all diverse learners who are excluded. The Rights of Persons with Disabilities (RPWD) Act of 2016 defined inclusive education as a method of instruction where students with and without disabilities study together and where the teaching and learning processes are appropriately modified to meet the learning needs of diverse learners. The Right of Children to Free and Compulsory Education Act, or Right to Education Act (RTE), came into force on April 1, 2010. The act ensured the fundamental right to free and compulsory education for children ages 6 to 14, i.e., elementary education. Child with Special Needs (CWSN) is one of the excluded parts of education in India. The Rights of Persons with Disabilities (RPWD) Bill was enacted in December 2016. In a variety of spheres of life, including those related to education, society,

law, business, economics, culture, and politics, it supported and protected the rights and dignity of individuals with disabilities. Some terms and conditions of the grant of recognition to educational institutions by the competent authority in the state have been included with the provisions of Section 16 of the Act in the Draft West Bengal Rights of Persons with Disabilities Rules, 2017. In Section 16 of the Rights of Persons with Disabilities Act, 2016, some duties of educational institutions have been focused on, including the provision of necessary support. Inclusion and equity in education were also emphasized as important objectives in the National

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Education Policy, 2020. NEP, 2020, categorized socio-economically disadvantage groups (SEDGs) based on gender identities (particularly female and transgender individuals), socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (rural or small towns), disabilities, and socio-economic conditions (such as migrant, poor, victims of trafficking, orphans, and child beggars). There are various barriers, such as physical barriers, cultural barriers, instructional barriers, institutional barriers, and psychological barriers, to include the excluded. Attitudinal barriers are the most important factors among various types of psychological barriers. The attitudes of learners, parents, the community, peers, and teachers act as impediments in the path of including the excluded. The present study aims to explore teachers' attitudes towards the inclusion of children with mild to moderate disabilities in schools in West Bengal.

### Rationale of the study

The excluded learners have diverse backgrounds: race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, ideologies, family background, etc. The National Survey on Estimation of Out-of-School Children (2014) depicted that 2.45% of children were out of school in the age group of 6–13 years. From the perspective of location, the number of out-of-school children was 2.54% in rural Bengal and 2.18% in urban areas. By gender, 3.51% of male children and 1.28% of female children in West Bengal were out of school. From the perspective of religion, 2.20% of Hindu children and 2.87% of Muslim children were out of school. By social group, 3.26% of Schedule Caste, 3.40% of Schedule Tribe, and 0.93% of Other Backward Class children were out of school. Nevertheless, it was recorded as the highest from the perspective of disabilities. 21.33% of children with physical and mental challenges remained excluded from the sphere of school education. 13.31% of children with mental disabilities, 28.33% with visual disabilities, 37.39% with hearing disabilities, 27.73% with speech disabilities, 26.99% with orthopedic disabilities, and 8.94% with multiple disabilities remained out of school in West Bengal. For this reason, the education of children with special needs requires

special attention. Among all barriers, attitudinal barriers are one of the most important barriers to include children with mild to moderate disabilities in regular classrooms. The most potent factor is teachers' attitudes. The National Education Policy, 2020, focused on the five pillars of education: access, equity, quality, accountability, and affordability. For successful implementation of the inclusive policy in the school education system, one important thing is to assess the attitude of teachers towards inclusion and take the necessary measures to improve the situation.

### Operational definition of terms/concepts

- ❑ *Teachers* – Teachers who teach in government, government sponsored, government aided primary and secondary schools in West Bengal.
- ❑ *Attitude* – A feeling or opinion of teachers about inclusion in schools or a way of behaving with the children with special needs.
- ❑ *Inclusion* – Inclusion of children with mild to moderate disabilities in regular classrooms.
- ❑ *Schools* – Primary and secondary schools in West Bengal.

### Review of related literature

Several studies have been conducted on the attitude of teachers towards inclusion. The present review of studies focused on the findings from India as well as West Bengal.

Kumar (2016) found significant difference in the attitude of less experienced & high experienced teachers and male & female teachers in Delhi.

Sharma *et al.* (2017) reported significant differences in teachers' attitudes towards inclusion among teachers with and without experience of teaching students with disabilities in Delhi. The study did not find any gender bias in teachers' attitudes towards inclusion.

Rathee (2017) found that teachers were already aware about the inclusion of disabled children in the regular classroom of Sonipat and Panipat of Haryana. Residential school teachers had more positive attitude towards inclusive education. There was no significant difference in the attitude of teachers towards inclusive education with respect to the years of teaching experience.

Bansal (2016) found that the attitude of teachers towards inclusive education did not differ significantly with regard to their educational qualifications but it differed with respect to the type of school and years of teaching experience at Chandigarh city. No significant difference existed in the total professional commitment and its various dimensions with regard to their educational qualifications and years of teaching experience.

Mishra *et al.* (2018) reported a tendency towards an overall positive attitude among school teachers in urban Jodhpur of Rajasthan.

Thomas and Uthaman (2019) reported that 51% of respondents had a good attitude towards inclusive education and 49.4% of respondents had a negative attitude in this regard in Kozhikode city and Kozhikode rural educational sub-districts in Kerala.

Kalita (2017) found that most of the primary school teachers of Rampur Block of Kamrup district, Assam had moderate attitude towards inclusive education. There was no significant difference among the attitude of male & female teachers and experienced & less experienced primary school teachers towards inclusive education.

Karim *et al.* (2012) depicted that training in disability facilitated positive attitude in teachers towards inclusion of children with special needs in regular classrooms in Jorhat and Kamrup districts of Assam.

Dash *et al.* (2019) also reported that most of the teachers had moderate favorable attitude towards inclusive education in Balangir, Odisha. The attitudes of male and female teacher educators towards inclusive education did not differ significantly.

Bhakta and Shit (2016) determined that gender, medium of instruction and type of school had no impact for create significant difference among the teachers attitude towards inclusive education in Howrah and Paschim Medinipur districts of West Bengal.

Paramanik and Barman (2018) reported that the gender and stream of subject and experience of the teachers had no influence on the attitude of secondary school teachers towards inclusive education in the district of Purulia, West Bengal. But, locality of secondary school teachers had significant influence on the attitude.

Upadhyay and Patra (2019) identified that there was a decreasing trend in the enrollment of CWSN in the

recent years in West Bengal. The study suggested that the barriers could be reducing by increasing awareness and arrangement of sufficient resources and infrastructural facilities.

Mukherjee *et al.* (2015) highlighted that inclusion can be successfully implemented in practice in schools in Kolkata with the provision of more pre-service and in-service training, curriculum adaptation to develop skills required for inclusive settings, provision of more resources, and support.

## Objectives of the study

The objectives of the present study are as follows:

- ❑ To analyze teachers' perceptions about students with special needs
- ❑ To analyze teachers' beliefs about the efficacy of inclusion
- ❑ To analyze teachers' perceptions about their professional roles and functions
- ❑ To examine the overall teachers' attitude towards inclusion
- ❑ To find out the differences between the attitude of Primary School Teachers and Secondary School Teachers
- ❑ To find out the differences between attitude of Male Teachers and Female Teachers
- ❑ To find out the differences between attitude of Teachers having 10 years of experience or more than 10 years and Teachers having less than 10 years of experience

For the first four objectives, no hypotheses were framed as they were one of the components dealt in the tool and has been addressed in the analyses section.

## Hypotheses

- ❑  $H_{01}$  – There is no significant difference in attitude towards inclusion among primary teachers and secondary teachers.
- ❑  $H_{02}$  – There is no significant difference in attitude towards inclusion among male teachers and female teachers.
- ❑  $H_{03}$  – There is no significant difference in attitude towards inclusion among teachers experienced 10 or more than 10 years and teachers experienced less than 10 years.

**METHODOLOGY**

**Area covered under Study**

Hooghly and Jhargram Districts of West Bengal were selected as the study areas. Hooghly District is one of the districts in West Bengal with the high literacy rate (82.55 percent according to the 2011 Census). The Jhargram District was formed on April 4, 2017, after bifurcation from the Paschim Medinipur District as the 22nd district of West Bengal. It is one of the districts with a low literacy rate (70.92% according to the 2011 Census).

**Variables**

The following variables were taken into considerations:

- ☐ Independent Variables –
  - ❖ School type:
    - » Primary School Teachers
    - » Secondary School Teachers
  - ❖ Gender:
    - » Male Teachers
    - » Female Teachers
  - ❖ Experience:
    - » Teachers having 10 years of experience or more

- » Teachers having less than 10 years of experience

☐ Dependent Variable -

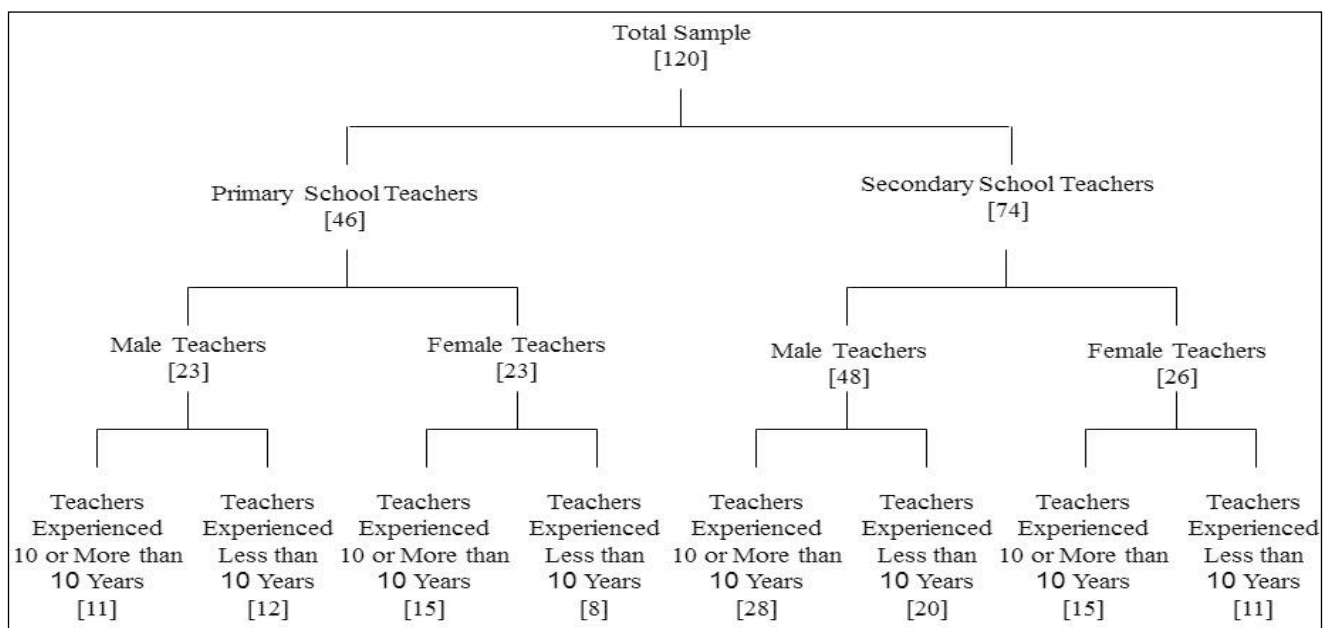
- ❖ Attitude towards inclusion

**Samples**

Total number of 120 samples had been collected by using simple random sampling techniques from different schools of Hooghly and Jhargram District. Sample distribution is presented by a sample tree shown below.

**Tools used**

A standardized scale, namely, the Teacher Attitudes toward Inclusion Scale (TATIS), was adapted for the analyses of the A standardized scale, namely, the Teacher Attitudes towards Inclusion Scale (TATIS), was adapted for the analyses of the teachers’ attitudes towards inclusion. The instrument was prepared by Joseph P. Cullen, Jess L. Gregory, and A. Noto (2010). The instrument has three TATIS factors: teacher perceptions of students with mild to moderate disabilities (POS), beliefs about the efficacy of inclusion (BEI), and perceptions of professional roles and functions (PRF). A total of 14 items were present in the scale. It is a 7-point rating scale. The tool was translated into the regional language (Bengali) before being communicated to the teachers.



**Fig. 1:** Sampling

## Collection of data

The secondary sources for the collection of information and data were books, journals, research papers, articles, the Census of India, reports, and various websites. The TATIS instrument had been used to collect primary data regarding teachers' attitudes towards inclusion from the teachers of various primary and secondary schools in Hooghly and Jhargram districts. The collected data were analysed and interpreted using the IBM SPSS 20 statistical tool. The t test was used for hypothesis testing.

## Analysis & Interpretation

After collecting data, the scores were given against responses as '7' for 'very strongly agree', '6' for 'strongly agree', '5' for 'agree', '4' for 'neither agree nor disagree', '3' for 'disagree', '2' for 'strongly disagree' and '1' for 'very strongly disagree' for items 1 to 6 and items 11 to 14. Reverse scoring has been used for items 7 to 10. The score for perceptions of the inclusion of students with mild to moderate disabilities in regular classrooms (POS) was calculated as the mean score of items 1 to 6. Similarly, the score for beliefs about the efficacy of inclusion (BEI) was a mean score of items 7 to 10, and the score for perceptions of professional roles and functions (PRF) was a mean score of items 11 to 14. The score for overall attitude towards inclusion was the mean score of items 1 to 14. A score below 1.50 indicated 'highly negative attitudes', while scores between 1.50 and 2.49 denoted 'negative attitudes', 2.50 to 3.49 denoted 'slightly negative attitudes', 3.50 to 4.49 denoted 'neutral attitudes', 4.50 to 5.49 denoted 'slightly positive attitudes', 5.5 to 6.49 denoted 'positive attitudes', and 6.50 and above denoted 'highly positive attitudes. High scores suggest that respondents support an inclusive service delivery model, and low scores support a traditional service delivery model.

The study showed that the mean score of perceptions of the inclusion of students with mild to moderate disabilities in regular classrooms (POS) was 5.19. It suggested that teachers' perceptions about the inclusion of students were slightly supportive of the inclusion model. 35.83% of respondents very strongly agreed that children with special needs should be educated with the other students within the same classroom. Only 7.5% of respondents

disagreed with the statement in item 1. The mean score (5.66) of item 1 indicated that teachers had positive attitudes in this regard. Only 12.5% of teachers express their opinion in favour of removing the children with special needs from the regular classrooms in item 2. The mean score (5.35) of item 2 also indicated slightly positive attitudes towards inclusion and against removal. Surprisingly, 48.33% of respondents expressed their opinion in favour of the co-existence of a special school system, and 15.83% remained undecided. However, the mean score (3.77) of item 3 indicated that the teachers had a neutral attitude regarding the existence of special schools. Most of the teachers (96.66%) provided their opinion in favor of necessary classroom modifications for the children with special needs. The mean score (5.97) of item 4 denoted that teachers had a positive attitude towards classroom modification. 71.66% of teachers responded in favor of the effectiveness of regular classrooms, and the mean score (5.29) of item 5 indicated that they had a slightly positive attitude towards the effectiveness of regular classrooms for children with special needs. The mean score (5.08) of item 6 also indicated that teachers had slightly positive attitudes towards the reduction of transition time in the inclusion model. A majority of teachers agreed that inclusion models reduce the transition time of students from one setting to another (Table 1, 4, and Fig. 2).

The mean score of beliefs about the efficacy of inclusion (BEI) was 3.76, which indicated teachers' beliefs about the efficacy of inclusion were neutral. 37.50% of teachers expressed their views that the children with special needs required too much teacher's time. 20% of teachers were neutral on that issue, and 42.50% were against the statement. The mean score (3.82) of item 7 also reflected the standpoint of the teachers as neutral. In respect of the academic skills of the special children, teachers expressed slightly negative views; the mean score of item 8 was 3.41. Teachers were neutral about the social skills of the special students in respect to the effectiveness of inclusion, as the mean score of item 9 was 3.97. In the same way, teachers remained neutral about the success of teachers in an inclusive environment, as the mean score of item 10 was 3.83. (Table 2, 4 and Fig. 3).

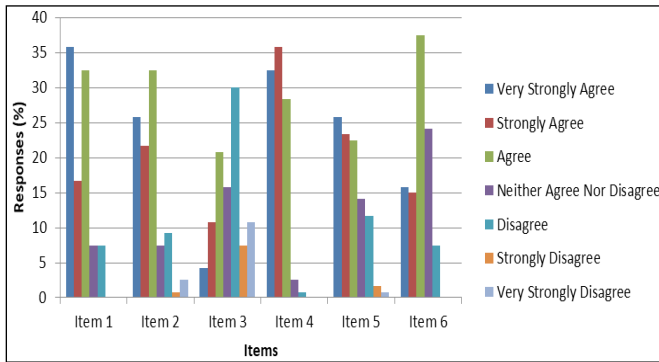
The average score of perceptions of professional roles and functions (PRF) was 6.03. This result

**Table 1:** Item wise responses (%) on teacher perceptions of students with mild to moderate disabilities (POS)

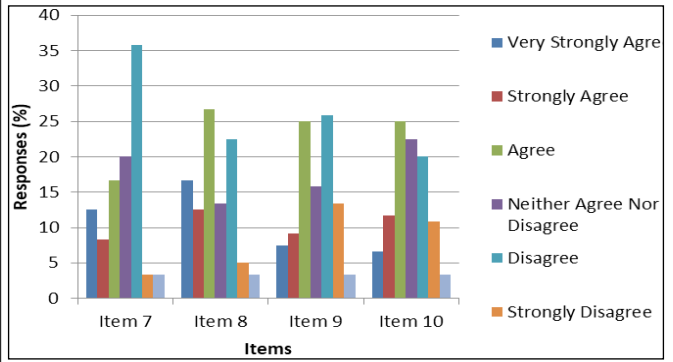
Items	Very Strongly Agree	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Very Strongly Disagree
1. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	35.83	16.67	32.50	7.50	7.50	0.00	0.00
2. It is seldom necessary to remove students with mild to moderate disabilities from regular classrooms in order to meet their educational needs.	25.83	21.67	32.50	7.50	9.17	0.83	2.50
3. Most or all separate classrooms that exclusively serve students with mild to moderate disabilities should be eliminated.	4.17	10.83	20.83	15.83	30.00	7.50	10.83
4. Most or all regular classrooms can be modified to meet the needs of the students with mild to moderate disabilities.	32.50	35.83	28.33	2.50	0.83	0.00	0.00
5. Students with mild to moderate disabilities can be more effectively educated in regular classrooms as opposed to special education classrooms.	25.83	23.33	22.50	14.17	11.67	1.67	0.83
6. Inclusion is more efficient model for educating students with mild to moderate disabilities because it reduces transition time (i.e., the time required to move from one setting to another).	15.83	15.00	37.50	24.17	7.50	0.00	0.00

**Table 2:** Item wise responses (%) on Beliefs about the efficacy of inclusion (BEI)

Items	Very Strongly Agree	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Very Strongly Disagree
7. Students with mild to moderate disabilities should not be taught in regular classes with non-disabled students because they will require too much of the teacher's time.	12.50	8.33	16.67	20.00	35.83	3.33	3.33
8. I have doubts about the effectiveness of including students with mild/moderate disabilities in regular classrooms because they often lack the academic skills necessary for success.	16.67	12.50	26.67	13.33	22.50	5.00	3.33
9. I have doubts about the effectiveness of including students with mild/moderate disabilities in regular classrooms because they often lack the social skills necessary for success.	7.50	9.17	25.00	15.83	25.83	13.33	3.33
10. I find that general education teachers often do not succeed with students with mild to moderate disabilities, even when they try their best.	6.67	11.67	25.00	22.50	20.00	10.83	3.33



**Fig. 2:** Item wise responses (%) on teacher perceptions of students with mild to moderate disabilities (POS)



**Fig. 3:** Item wise responses (%) on Beliefs about the efficacy of inclusion (BEI)

**Table 3:** Item wise responses (%) on Perceptions of professional roles and functions (PRF)

Items	Very Strongly Agree	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Very Strongly Disagree
11. I would welcome the opportunity to team teach as a model for meeting the needs of students with mild/moderate disabilities in regular classrooms.	35.83	30.00	28.33	4.17	0.83	0.83	0.00
12. All students benefit from team teaching; that is, the pairing of a general and a special education teacher in the same classroom.	31.67	32.50	30.83	3.33	1.67	0.00	0.00
13. The responsibility for educating students with mild/moderate disabilities in regular classrooms should be shared between general and special education teachers.	37.50	35.00	20.83	3.33	2.50	0.00	0.83
14. I would welcome the opportunity to participate in a consultant teacher model (i.e., regular collaborative meetings between special and general education teachers to share ideas, methods, and materials) as a means of addressing the needs of students with mild/moderate disabilities in regular classrooms.	51.67	30.83	15.00	2.50	0.00	0.00	0.00

indicated that teachers' perceptions of their professional roles and functions to include students with mild and moderate disabilities were supportive of the inclusion model. 94.16% of teachers expressed their opinion that they would welcome team teaching strategies for learners with special needs. The mean score (5.93) of item 11 also supported their positive attitude towards team teaching for the special children. The average score (5.89) for item 12 demonstrated that respondents had a favorable opinion of the advantages of team teaching for

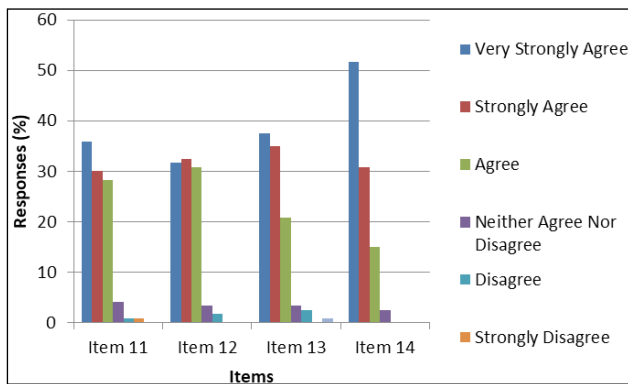
all students. In respect of responsibility sharing among general and special educators, 93.33% of teachers shared their views in favor, and the mean score (5.98) of item 13 also supported that they have a positive attitude towards responsibility sharing. Most of the teachers (97.5%) supported a consultative and collaborative teaching model for inclusion. The mean score (6.32) of item 14 also supported that teachers had a positive attitude towards collaborative methods of teaching (Tables 3, 4, and Fig. 4)

The mean score for the full scale was 5.02. This indicated the overall teachers' attitude towards the inclusion of students with mild to moderate disabilities was slightly more supportive of the inclusion model than traditional delivery models (Table 4).

**Table 4:** Descriptive statistics

	N	Mini.	Maxi.	Mean	Std. Deviation
Item 1	120	3	7	5.66	1.247
Item 2	120	1	7	5.35	1.436
Item 3	120	1	7	3.77	1.601
Item 4	120	3	7	5.97	.888
Item 5	120	1	7	5.29	1.446
Item 6	120	3	7	5.08	1.153
Item 7	120	1	7	3.82	1.550
Item 8	120	1	7	3.41	1.632
Item 9	120	1	7	3.97	1.550
Item 10	120	1	7	3.83	1.497
Item 11	120	2	7	5.93	1.010
Item 12	120	3	7	5.89	.951
Item 13	120	1	7	5.98	1.077
Item 14	120	4	7	6.32	.820
POS	120	3.50	6.83	5.1861	.80764
BEI	120	1.00	7.00	3.7563	1.10169
PRF	120	3.75	7.00	6.0313	.68489
Overall Attitudes	120	3.50	6.21	5.0190	.57283
Valid N (list-wise)	120				

**POS:** Teacher perceptions of students with mild to moderate disabilities; **BEI:** Beliefs about the efficacy of inclusion; **PRF:** Perceptions of professional roles and functions.



**Fig. 4:** Item wise responses (%) on Perceptions of professional roles and functions (PRF)

An independent sample t-test was conducted to compare attitudes towards inclusion between

primary and secondary school teachers. There was no significant difference in the scores for primary school teachers (M = 4.98, SD = 0.51) and secondary school teachers (M = 5.04, SD = 0.61);  $t(118) = -0.613$ ,  $p = 0.541$  at the 0.05 significance level. These results suggested that the attitudes of teachers towards the inclusion of students with mild to moderate disabilities are more or less the same irrespective of their school type (Tables 5 and 6).

Similarly, there was no significant difference in the scores for male teachers (M = 5.01, SD = 0.59) and female teachers (M = 5.03, SD = 0.55);  $t(118) = -0.206$ ,  $p = 0.837$  at the 0.05 significance level. These results suggested that the attitudes of teachers towards the inclusion of students with mild to moderate disabilities are also more or less the same irrespective of their gender (Tables 5 and 6).

Moreover, there was no significant difference in the scores for less experienced teachers (M = 5.07, SD = 0.49) and more experienced teachers (M = 4.98, SD = 0.63);  $t(118) = 0.883$ ,  $p = 0.379$  at the 0.05 significance level. These results suggested that the attitudes of teachers towards the inclusion of students with mild to moderate disabilities are also more or less the same, irrespective of their experience (Tables 5 and 6).

## DISCUSSION

The present study reflected that the overall attitude towards inclusion was slightly supportive of the inclusive model. Teachers believed that inclusion could succeed. The findings of an overall positive attitude were strengthened by the similar findings of Mishra *et al.* (2018) and Thomas and Uthaman (2019). However, the factor of teachers' perception of inclusion was slightly supportive of the inclusive model. The factor of beliefs in the efficacy of the inclusion of students was neutral. The factor of professional roles and functions was supportive of the inclusive model. It indicated that teachers in the study areas had a positive attitude but not a strong one. They were not so confident about the efficacy of including students. Their perception of the inclusion was not so clear to them. They should also be more aware of their role and procedures for including students with mild and moderate disabilities in regular classrooms.

To overcome these challenges, policymakers may think about the orientation and intense training



**Table 5:** Group Statistics

Independent Variables		N	Mean	Std. Deviation	Std. Error Mean
School Type	Primary School Teachers	46	4.9783	.50996	.07519
	Secondary School Teachers	74	5.0444	.61065	.07099
Gender	Male Teachers	71	5.0101	.59459	.07057
	Female Teachers	49	5.0321	.54556	.07794
Experience	Less Experienced Teachers (<10 yrs.)	51	5.0728	.49187	.06888
	More Experienced Teachers (10 or >10 yrs.)	69	4.9793	.62656	.07543

**Table 6:** t Test Result

Independent Samples Test										
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
School Type wise Score		1.146	.287	-.613	118	.541	-.06614	.10784	-.27969	.14740
Gender wise Score	Equal variances assumed	.062	.804	-.206	118	.837	-.02201	.10682	-.23354	.18952
Experience wise Score		4.237	.042	.883	118	.379	.09353	.10588	-.11614	.30320

programme regarding the inclusion process, identification, characteristics, and teaching-learning process for the child with special needs. These will be helpful for capacity building, knowledge enhancement, and creating awareness about their professional roles and functions to include the excluded. Upadhyay and Patra (2019) and Mukherjee *et al.* (2015) already suggested in their studies for increasing awareness as well as pre-service and in-service training. However, in this context, there was a question: to which part of the teachers should priority be given for training? Gender had no impact on the attitudinal differences among teachers towards inclusion, which was in line with the findings of Sharma *et al.* (2017); Kalita (2017); Dash *et al.* (2019); Paramanik and Barman (2018); and Bhakta and Shit (2016). The experience of teachers had no effect on the attitudinal differences, and similar findings had been reported in the studies of Rathee (2017), Kalita (2017), and Paramanik and Barman (2018). There was no significant difference in attitude among the teachers based on school type, which was in line with the findings of Bhakta and

Shit (2016). As there were no significant differences in the attitudes towards inclusion among primary and secondary school teachers, male and female teachers, and more and less experienced teachers, the policy makers should arrange a capacity-building training programme for all the teachers on an urgent basis, irrespective of any priority, to successfully implement the inclusion process in schools.

### CONCLUSION

Among all the stakeholders, teachers are the most imperative part of inclusive set-up. Moreover, mapping mindscape of the teachers is equally vital for successful institutionalization of inclusive philosophy through best practices. The present research showed that school teachers' attitudes towards inclusion were generally somewhat supportive of the inclusive model. Teachers had a positive attitude, although it was not very strong. The inclusive approach was supported by teachers' perceptions of inclusion and their professional roles and responsibilities. However,

they held no strong opinions about the inclusion's effectiveness. They were not so confident about the efficacy of inclusion. Primary and secondary school teachers, male and female teachers, and more and less experienced teachers all had similar attitudes towards inclusion, so the policy makers should prioritize capacity-building programme for all the teachers, regardless of levels. Policymakers may consider orientation and a phasic training programme to address the challenges related to inclusion process, identification, traits, and teaching-learning process for children with special needs. The study further conjuncts contextualization and community participation to be the potent drives in realizing inclusive efforts.

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