

A Study of the Impact of Higher Secondary Teacher's Attitude towards Inclusive Education

DR. VINDESHWARI PRASAD SINGH*

singh.vprasad@gmail.com

Summary

This research investigates the influence of higher secondary teachers' attitudes on the success of inclusive education—a system aimed at ensuring equal learning opportunities for both abled and disabled students. It highlights the critical role of teachers in managing inclusive classrooms, employing adaptive teaching strategies, fostering student participation, and encouraging holistic development.

The study outlines the theoretical framework of inclusive education within the context of India's National Curriculum Framework (2005) and NEP 2020, which call for modifications in teaching and evaluation strategies. The paper discusses the significance of teachers' pedagogical skills, commitment, and sensitivity towards students with special needs.

It also identifies key challenges faced by teachers such as lack of training, infrastructural limitations, societal prejudices, and communication barriers. Furthermore, the paper stresses the need for continuous professional development and inclusive curricula that acknowledge diversity in terms of gender, language, and caste.

Ultimately, the paper concludes that a positive and proactive attitude of teachers can greatly improve the quality and outcomes of inclusive education at the higher secondary level, fostering an educational environment that supports the development of all learners.

Key words:

Inclusive Education, Teacher's Attitude, Higher Secondary Education, Special Needs, Pedagogical Skills

* Assistant Professor, Department of Education, Agra College, Agra

Inclusive education is not only an approach but also a means especially for those people who have a passion for learning and innovation and want to do something in life despite all the obstacles. It indicates that all the youth, whether able bodies or disabled, should be made capable of learning. For this, it is very important to ensure access to a uniform school and community education system. This process is possible only in a flexible education system to meet the needs of learning and teaching.

Inclusive education is an educational system in which basic human and civil rights are achieved by all those person with physical, sensory, intellectual or situational impairments through creation of inclusive policies and efforts all the level of processes and structures in values, knowledge systems and cultures. The National Curriculum Framework for School Education (NCF, 2005) recommends inclusive schools for learners with special educational needs in order to prepare teachers to make appropriate modification in content delivery and transaction strategies and adaptive assessment process for learning development.

Teachers have an important responsibility towards inclusive education at higher secondary level. The role of class teacher in an inclusive school at higher secondary level becomes more important because they have to take care of disabled children with special needs along with normal students (Draft NCF, 2005; <https://ncert.nic.in>).

The role of the teacher at the higher secondary level in inclusive education is clear from the following facts. Such as –

- Class-room management.
- Identification of the child's economic and family background.
- Encourage increased behaviour and sensitivity towards the disadvantage.
- Assistance in using adaptive teaching strategies.
- Smart working according to the principles of inclusive education.
- Working according to the principles of inclusive education.
- Personal contact with parents/guardians of disabled children.
- Encouraging students to participate in different co-curricular activities.
- There should be an effort to fulfill the goals of overall development of students i.e. physically, mentally, emotional and social development.
- Uses of measurement evaluation methods.
- Always provided guidance and counselling.

Inclusive education with reference to national Education policies –

In the context of exploring the current education system, it is important to explore the practices and ideology that are important for creating and promoting an inclusive education system. The current practice of focusing solely on 3R* approach is looking at education as a process and not a product keep is mind the current circumstances, there are urgent used to restructure the overall goals of the education system to develop students as contributing global citizens in the New Education Policy, drawing attention to the interest of teachers in inclusive education at the higher secondary education level. When students fail to acquire knowledge, that attraction to feel something is wrong becomes strong with in them. At that time this education system does some introspection (www.ijfmr.com) Vol. 6, Issue 1, Jan-Feb. - 2024.

A traditional school where adults take decisions regarding teaching activities for students, and these activities provided students with an opportunity to learn. After assessing the SSA (Sarva Shiksha Abhiyan) leading education advisors and educationists ensured that students and teachers are to be connected to each others. Such a school is to be built that enriches the knowledge base of the students, so that children based activities other than schooling and play an important role in society. The teacher associated with it should not only provide basic education of the students. But also go out of the way to provide them with subject instruction, knowledge of all languages, redressel of their problems and an opportunity to gain authentic knowledge (NEP, 2020 : Original Draft, Govt. of India).

Teachers attitude towards education –

Mostly people want to be a teachers, but to do teaching work, it is very important for the person to have talent, interest, passion, innotative idea, attractive personalities as well as special types of pedagogial aspects. In these views, it is believed first of all that its is necessary for the person to have a goal oriented approach towards education, which fulfill the all objectives of education. It's way important for a person to have devotion and interest towards education in his heart, which provides suitable formalities to make him a teacher. With all the qualities, a person can adopt education as a profession. Teaching work will keep on advancing the social values and standards updated day by day on the basis of previous education experience.

* 3R = The 3R strategy in education traditionally refers to Reading, Writing and Arithmetic (Reasoning)

Teachers should do their educational work considering the all rounded holic approach of the society necessary while communicative knowledge of their students. In this way, teacher should always keep giving the invaluable contribution for the growth of social and educational development. In this way, one can be become an ideal teacher of inclusive education school in the true sense and can provided ideal students to the nation.

Subject matter of education –

The goal of quality instruction is set as an ideal rather than a thought. Till now the teaching work has been based on average standards, hence in inclusive education, “Inclusion does not mean bringing all the students to the same level and giving them pre-determined information. Acquiring knowledge is activity, not passivity. Its transformation and for this, participation of the learner is necessary, many activities go on simultaneously in an inclusive classroom.

Teaching in senior secondary school has so far been of an average standard, which means that some students do not adjust and others find the teaching job too easy and boring. To meet the various needs of the classroom, instructions should be prepared keeping in mind the records of each student. Different classes can increase different levels of preparedness by highlighting other options according to teachers' interests -

- To provide diverse pathways for students to understand the elements of the curriculum.
- Carrying out a variety of activities that enable students to understand on their own information and ideas.
- Create options for students to demonstrate what they have learned, such as creating a self-response format based on students' choice of written, oral or alternative communication.
- To meet the learning needs of students in the classroom, using concept-based instruction and theory-based task analysis.
- The importance of inclusive education at higher secondary level is as follows. If teachers achieve the highest goal due to their interest in inclusive education.

Following the principle of inclusive education in your classroom by doing this one can establish ideal teaching. Which is as follows-

- Complete control educational environmental control
- Education through specific programs
- Education without discrimination
- Providing support from parents
- Individual variation
- Creation of mini society

In inclusive education, teachers at higher secondary level have to face many problems or obstacles, some of the major problems or obstacles are as follows-

- Lack of teaching skills of the teacher
- Social attitudes
- Interests and attitudes
- Physical barriers
- Syllabus
- Problems with language and communication
- Constraints from Indian National Education Policies

Yojana 2016, January, Vol. 1, p. 35

Future Steps for Teacher Aptitude Capacity Building –

The development of inclusive education brings about changes not only in the quality, thinking and professional competence of teachers but also in those who provide training. To overcome this type of instantaneous change, it is very important to run a consistent program of professional development among the staff as it is essential to bring about teacher transformation.

There is a need to make courses according to the educational needs of the students, hence steps are being taken towards bringing such courses in which all subjects should be included. Generally, issues like gender, caste, language, etc. are ignored in the curriculum. To meet the needs and challenges of the present time, there is a need for a specific inclusive curriculum, which can prove to be a guide to both general and special educational curriculum. In this direction, new approaches should be adopted through comprehensive and continuous evaluation.

Since teachers will be primarily responsible for bringing about complete change, it will be important to plan carefully in this process to make inclusive education a reality. However, there may be conflict between the teacher and the trainees, which can increase the distance between the teacher and the student.

To bring qualitative improvement in education at higher secondary level, both academic and practical activities should be carried out as complements to each other. It may not happen that he may have perfect knowledge but as per the time and situation he may not be able to take a decision and observe it. This will eliminate the hesitation that children have. When their hesitation ends, they will not find education a burden, rather they will find it interesting and enjoyable to study. Children should be motivated towards whatever field they are interested in, this can be possible only when the teacher teaches in inclusive classes with full dedication, devotion and interest, only then the goal of overall development can be achieved. Society and nation need people from every field to get it. He should not get half-baked knowledge, but complete knowledge with diversity.

The interest of teachers at higher secondary level towards inclusive education points towards prosperity and improvement in education work. By doing so, they can create innovations in education by using new educational responses and information sources, which can help in making students socially and technologically proficient. Teachers' interest in inclusive education gives them the ability to follow unique methods in innovative education. This will educate them may improve their professional development status, providing students with more support and guidance. The attitude of teachers at higher secondary level towards inclusive education can improve their methods and efforts in imparting education. This inspires them to create innovative and engaging curriculum that can help foster student understanding and interest. Additionally, they can provide support to students who have special needs in education through greater support of inclusive education. It can help in making them more competent and sensitive teachers by improving their pedagogical skills. Therefore, teachers' attitude towards inclusive education can have a positive impact on their educational and personal development. It can help them develop innovative pedagogy, technologies, expertise and unique courses, thereby providing greater competency to the students. Besides, such teachers can be helpful in promoting prosperity, social upliftment and personal communication (C. Sanga, C.B. 2018, Journals of Social Science).

Conclusion

The study concludes that the attitude of higher secondary teachers plays a vital role in implementing inclusive education effectively. Teachers with an inclusive mindset contribute significantly to educational innovation, curriculum flexibility, and student engagement—especially for those with special needs. It emphasizes the necessity for professional development programs, inclusive curricula, and a supportive environment to enable teachers to handle diverse classrooms. When teachers are devoted, well-trained, and equipped with inclusive strategies, they not only improve students' academic outcomes but also promote social justice and nation-building through education.

Thus, nurturing a positive teacher attitude towards inclusive education can lead to improved educational quality, enhanced social integration, and the creation of an equitable learning environment for all students.

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