

## Exploring Teachers' Attitude toward Inclusive Education at the Tertiary Level

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**This article may be cited as** Jomezai, S., & Arifa, B. (2022). Exploring Teachers' Attitude toward Inclusive Education at the Tertiary Level. *ProScholar Insights*, 1(1), 37-48. <https://doi.org/10.62997/psi.2022a.739105>

**Abstract:** The goal of the current study was to investigate teachers' attitudes toward inclusive education in higher education. The study set out to investigate the attitudes of University of Loralai teachers toward inclusive education and to ascertain the teachers' dedication to inclusive education. There were one hundred teachers. Fifty teachers at the tertiary level are chosen at random from the entire population. The study's findings indicated that most participants believed that meeting the needs of all pupils should be accomplished through inclusion. The majority of educators concurred that having a diverse classroom enhances student learning. Most people believe that your university would benefit greatly from inclusivity. The majority of participants concurred that including students with special needs has a negative impact on other students' schooling. The majority of educators concurred that teaching inclusion adds far too much extra workload. The majority of respondents stated that staff/teacher involvement is the only factor that determines inclusion. Less than half of educators disagreed that there is conflict in their university when special needs students are included in regular classrooms.

**Keywords:** Teachers, Inclusive Education, Tertiary Level, University, Students

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### Introduction

#### Background of the Study

The importance of teachers in attaining learning objectives and goals in any educational system cannot be overstated. Teacher characteristics are the instructional actions a teacher employs to support pupils in reaching their objectives. These qualities are the attributes, quirks, moral or mental dispositions, and social standings that distinguish one individual or group from another. Certain characteristics of good teachers have been empirically connected to higher student achievement in the cognitive, affective, or psychomotor domains of education (Etuk et al., 2013).

A solid foundation of devoted, knowledgeable, skilled, and well-trained teachers forms the foundation of the educational system. Etuk et al. (2013) correctly noted that a person also requires a set of ethical standards or principles that will direct them in how to apply their abilities if they are to succeed in their chosen field. Understanding how students act during instruction requires a skilled teacher to view each learner as an individual, as everyone has emotional, cognitive, and psychomotor capacities. Although methodological issues arise from students' perspectives, student participation in the learning process is just as important. The teacher can analyze and modify his teaching methods to enhance student's learning and retention by using his understanding of how pupils think.

Allport (1968) defined perception as the process by which people evaluate the people they come into contact with. An individual's desired behavior, thoughts, and feelings toward a concept or thing are influenced by their attitude toward it. Schunk (1996) defined attitude as an individual's internal beliefs that influence their conduct and are learned via experience. This relates to an individual's inclination to behave or respond in a particular way in response to a particular situation (Amoo & Rahman, 2004). Thus, a student's attitude toward math or any other subject they study in school may be influenced by their perception of their teachers. The majority of the time, students assess their

teachers according to their knowledge of the subject, their ability to communicate, and their assessment of appropriateness.

We live in a society that values education greatly. Worldwide, the goal of every educational system is to create responsible citizens by teaching pupils the necessary information and getting them ready for exams. A key element in ensuring positive student perceptions at Bangladesh's private colleges is high-quality higher education. Pupils assess their instructors according to the material they cover, how well they communicate, and how they teach. When students think professors are bad, their opinion of them decreases Yibyo (2013).

It is the goal of any educator to give their students top-notch instruction both inside and outside the classroom. All of the study's participants voiced discontent with specific behaviors and attitudes displayed by their teachers during class. The author's correspondent is Jasia Mustafa, a lecturer at Daffodil International University's business administration department. Most pupils appreciate their professors when they treat their students well and show them empathy. In addition to wanting to be good academics, the majority of kids nowadays also want to learn etiquette and a positive attitude from their teachers. When professors act like kind parents, students feel more at ease. Students feel wronged when professors draw a distinction by giving certain superior students more attention than others. Students may feel bored and depressed when they are under a lot of pressure from their teachers to perform well academically. There are wonderful ties between professors and pupils in this world. Despite being a seemingly basic word, "teacher" has a huge influence. Tolerance, Energy, Awesomeness, Caring, Helpfulness, Excellence, and Responsibility are all embodied in the acronym TEACHER.

When professors act like kind parents, students feel more at ease. Students feel wronged when professors draw a distinction by giving certain superior students more attention than others. Students may feel bored and depressed when they are under a lot of pressure from their teachers to perform well academically. There are wonderful ties between professors and pupils in this world. Despite being a seemingly basic word, "teacher" has a huge influence. Tolerance, Energy, Awesomeness, Caring, Helpfulness, Excellence, and Responsibility are all embodied in the acronym TEACHER. Going ahead, this would have been far better for their schooling. Higher secondary and secondary education are the fundamental degrees of education.

### **Statement of the Problem**

The present study was designed to teachers' attitudes toward inclusive education at the tertiary level.

### **Objectives of the Study**

1. To explore the teachers' attitude toward inclusive education at the University of Loralai
2. To discover the teachers' commitment toward inclusive education at the University of Loralai.

### **Research Questions**

1. How do you perceive teachers' attitudes toward inclusive education at the University of Loralai?
2. How do you perceive teachers' commitment toward inclusive education at the University of Loralai?

### **Significance of the Study**

All parties involved in the teaching and learning process will benefit from the study.

### **Delimitation of study**

The study was delimited to the students of the Department of Education at the University of Loralai.

### **Literature Review**

Many scholarly studies in the past have focused on teachers' opinions on teaching children with disabilities. These results suggest that there is disagreement among special education teachers about the best ways to instruct students



with special needs. The importance of the divergent viewpoints among the instructors has not yet been established. (Campbell, 2003). Do the concerns of special education instructors and general education teachers differ significantly? Or do the viewpoints of teachers just differ according to their training and background?

Cross-national studies are important, according to Dapudong (2013), because they may highlight disparities, which may motivate and inspire academics to reconsider the deeply held ideas and theories that are common in their own countries.

Without question, the intended inclusion of children with disabilities in regular classrooms, or inclusion, has been a hot topic in education for the past 20 years. However, it wasn't until recently that extensive research on teachers' viewpoints on including students with special educational needs (SENs) began. In Dapudong (2013).

More recent theories of education, which contend that understanding the dynamics of the inclusive classroom and its practice primarily depends on assessing teachers' attitudes—a crucial component of this dynamic system—may be the primary cause of this shift in research focus (Dapudong, 2013; Rose, 2001). In fact, research has shown that teacher attitudes greatly influence both the inclusion process and the final result.

### **Inclusive Education**

Inclusion is the provision of additional aids and services to children with disabilities, especially those with severe impairments, to help them succeed in conduct, academics, and social skills, as well as to prepare them to be fully participating members of society. They are enrolled in age-appropriate general education classes at the local school to achieve this. According to Memisevic and Hodzic (2011), inclusive education refers to teaching practices that support the rights of students with disabilities to participate in regular classes. The idea behind inclusive education is that kids with exceptional abilities and experiences will benefit socially and academically from learning alongside pupils who are usually developing, as opposed to being excluded from them. They defined the full inclusion program as a service delivery strategy that meets the following six criteria in this way: Every student attends the same schools as they would have regardless of their condition; Every school naturally has a certain proportion of students with disabilities; Under a zero-rejection policy, no student is normally excluded based on the type or severity of their impairment. Cooperative learning and peer instruction strategies are frequently used in general education classrooms, and special education support is offered within the general education class structure. The school location does not offer isolated special education classrooms; instead, age- and grade-appropriate school and general education placements are made.

The goal of inclusive education is to support every child in realizing their full potential through learning. The way adults and other students welcome all children to access learning and acknowledge that no single teaching strategy is best for all students is more important than where students sit in classrooms today, given the diversity of learners in these settings. All children should have equal access to verbal, social, emotional, and intellectual resources regardless of their physical conditions, according to the inclusive education concept (Friend, 2008).

According to Farrell (2000), inclusion is a more accurate way to describe the caliber of education provided to children with special needs in an integrated context from the perspective of quality. In his view, in order for children with special needs to experience complete integration, they must be valued as members of the community, actively engaged in all facets of the mainstream school's activities, and acknowledged as an integral part of the institution. The equality framework is about a real commitment to inclusivity, according to Corbet (1999). Among other things, this entails changing the institution's culture to make it more flexible, sensitive to diversity, and aware of the ways in which ideas are communicated and conveyed through language. According to her, inclusion requires fostering an atmosphere that respects individuals with diverse needs and their right to be accepted for who they are without feeling compelled to fit in. This viewpoint is in line with Leeman & Volman (2001), who contend that education is inclusive if it is designed to enable all students to learn alongside one another, regardless of differences.

Rather than promoting efficient classroom/school practices, inclusive education is a transformative program for education. Restructuring and reorganizing the educational system is the reform's ultimate objective, according to Armstrong et al. (2010). The authors emphasize how important it is to understand the links between inclusive



education and a wider range of concerns, such as the social and economic goals of the educational process. Politics, according to Lorella Terzi (2008), is the cornerstone of inclusive education. According to Terzi, the political component of inclusive education originates from two main places: its resolve to reject discriminatory laws and practices and its political connection with the disability social model, the political movement, and the struggles of individuals with disabilities. Furthermore, she argues that because inclusive education aims to benefit all citizens in a participatory democracy, it may be political in nature.

### Teachers' Attitudes

Avramidis et al. (2000) state that research on administrators, teachers, and students engaged in teacher education programs has shown that these groups have a favorable attitude toward the idea of inclusion. But when it comes to the real execution, they become nervous. Implementing a program like this will be difficult if teachers don't have the right mindset, according to the studies already covered in this study. The policy isn't being enforced because educators and schools are dedicated to upholding it.

Therefore, it is necessary to take action to change teachers' opinions so that they will embrace inclusion. Several studies have indicated that a variety of factors, such as class size, materials and resources, gender, kind of disability, teaching experience, and teacher preparation, may influence students' opinions. The solar system is moving in an extraordinarily vast and distinct manner as a result of distant radio emitters (Campbell et al., 2003).

### Attitudes of Male and Female Teachers

Avramidis et al. (2000) found that aspiring female instructors are more open to including students with special needs in their classrooms. But as compared to their male counterparts, Forlin's (2001) study showed that female instructors had significantly greater levels of stress and issues with perceived professional abilities. Research indicates that female educators are more inclined than their male colleagues to include students with impairments in regular classroom environments. (2002) Norwich and Avramidis. Mothers may know more about children with disabilities than anyone else (Alghazo & Gaad, 2004). Research by Alghazo & Gaad (2004) and Avramidis et al. (2000) yielded comparable results.

Male professors have been proven to exhibit higher positive attitudes than female teachers in numerous recent and past research (Rakap & Kaczmarek, 2010). Male instructors in Cyprus exhibited higher positive attitudes than female educators. Additionally, male students reported having good attitudes following their experience, according to a study conducted on preservice students (Forlin et al., 2011).

While Alghazo et al. (2003) discovered that neither male nor female teachers had positive thoughts on inclusion, Carroll et al. (2003) reported that there was little to no variation in the perspectives of the genders. As a result, it appears from studies that there is no correlation between the gender of teachers and their views about dealing with pupils who have disabilities.

### Research Methodology

A quantitative research design was adopted. The research used a descriptive research approach for conducting the study. There were 100 teachers at the University of Loralai. The study sample comprises 50 teachers. Data was collected through a closed-ended questionnaire with 5 points to describe teachers' perceptions. Frequency, percentage, and bar graphs were used to present, analyze, and interpret data.

### Analysis of Data

#### Teacher's attitude

Table 1

*To meet the needs of all students, inclusive education is a best practice*

	SA	A	N	DA	SDA
Frequency	15	29	4	1	1
Percentage	30	58	8	2	2



Figure 1

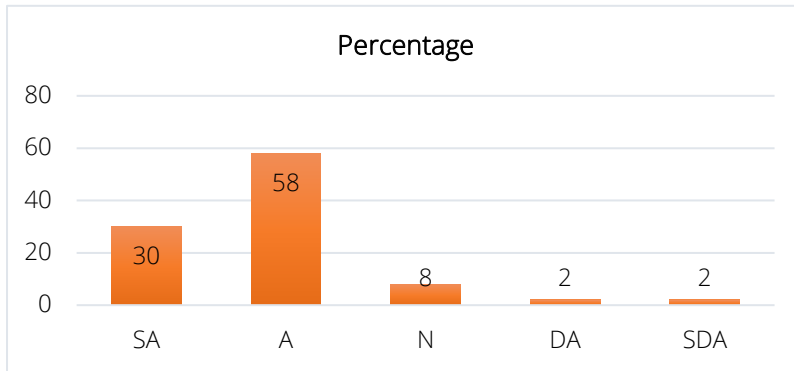


Table 1 describes 88% of the participants agreed that inclusive education is best to meet all the needs of the learners.

Table 2

*More issues are created than resolved by inclusion.*

	SA	A	N	DA	SDA
Frequency	2	4	19	20	5
Percentage	4	8	38	40	10

Figure 2

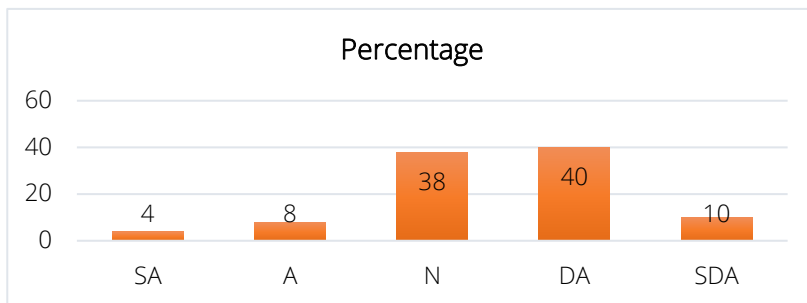


Table 2 describes 50% of educators disagreed that inclusion exacerbates rather than resolves issues.

Table 3

*Diversity in the classroom enriches learning.*

	SA	A	N	DA	SDA
Frequency	29	16	1	2	2
Percentage	58	32	2	4	4

Figure 3

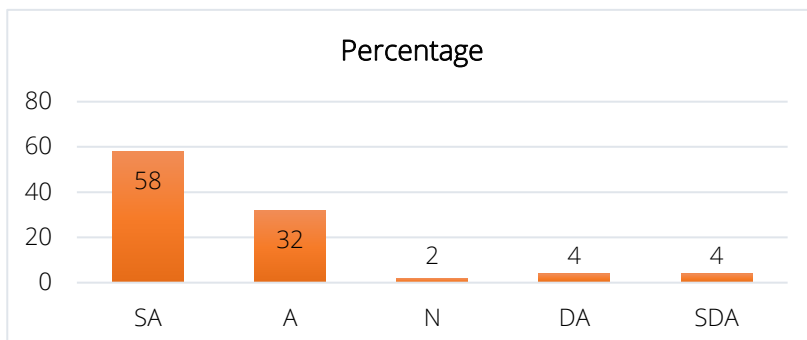


Table 3 indicated that 90% of teachers agreed that diversity in the classroom enriches learning.



**Table 4**

*Inclusion would work well in your university.*

	SA	A	N	DA	SDA
Frequency	11	29	8	2	0
Percentage	22	58	16	4	0

**Figure 3**

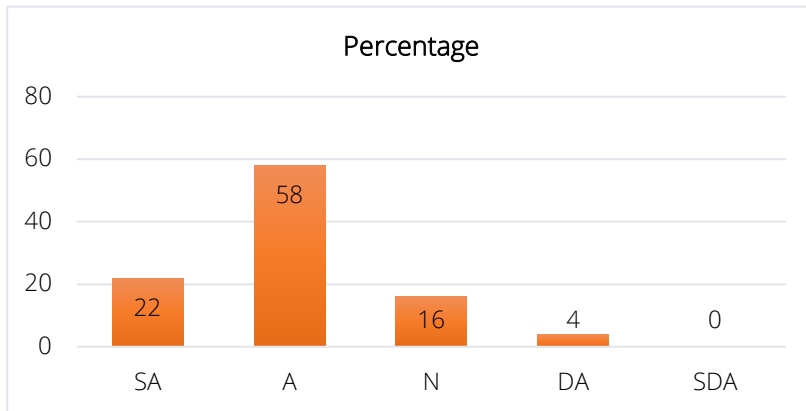


Table 4 indicated that 80% of subjects agreed that inclusion would work well in your university.

**Table 5**

*The education of other pupils suffers when special needs students are included.*

	SA	A	N	DA	SDA
Frequency	9	24	13	4	0
Percentage	18	48	26	8	4

**Figure 5**

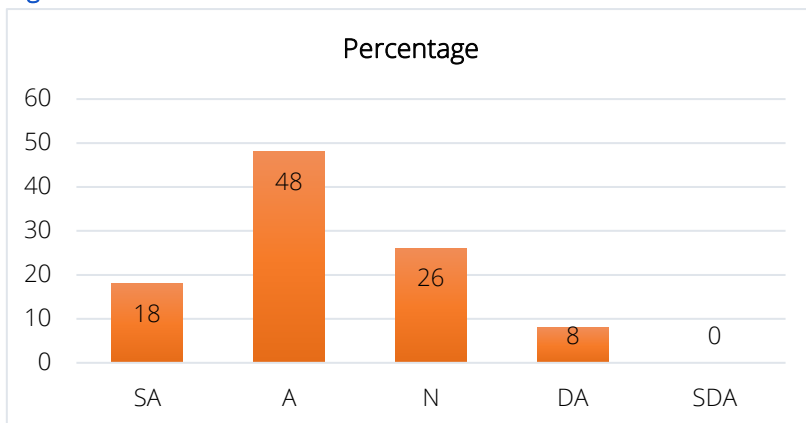


Table 5 revealed that 66% of participants concurred that including students with special needs has a negative impact on other students' education.

**Table 6**

*Teachers have too much extra work to do as a result of inclusion.*

	SA	A	N	DA	SDA
Frequency	9	19	14	8	0
Percentage	18	38	28	16	0



**Figure 6**

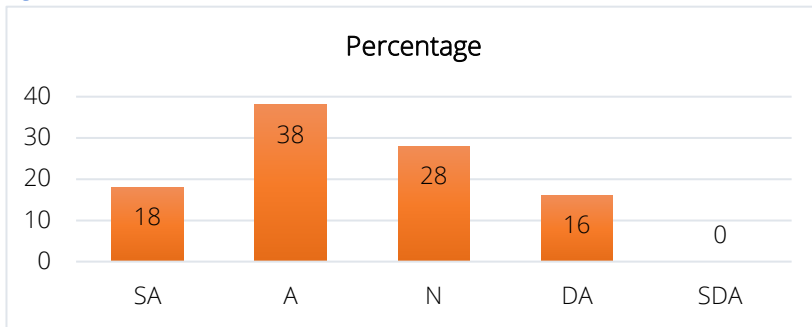


Table 6 shows that 56% of educators thought that teaching inclusion adds too much extra work.

**Table 7**

*All staff members and teachers must be involved for inclusion to occur.*

	SA	A	N	DA	SDA
Frequency	7	22	12	9	0
Percentage	14	44	24	18	0

**Figure 7**

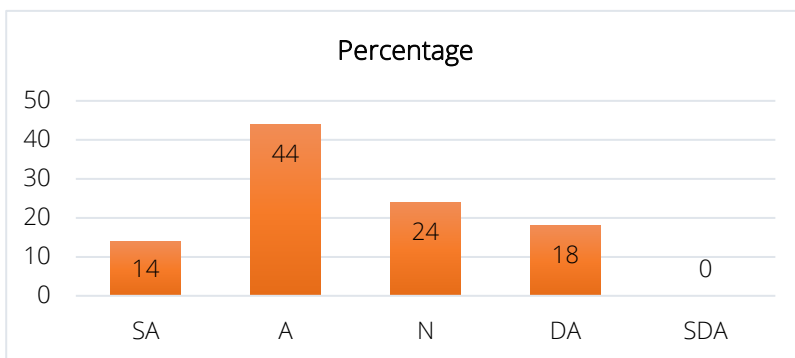


Table 7 shows that 58% of participants thought that staff/teacher involvement is the only factor that determines inclusion.

**Table 8**

*Tension arises at their university when special needs students are included in regular classes.*

	SA	A	N	DA	SDA
Frequency	6	10	17	15	2
Percentage	12	20	34	30	4

**Figure 8**

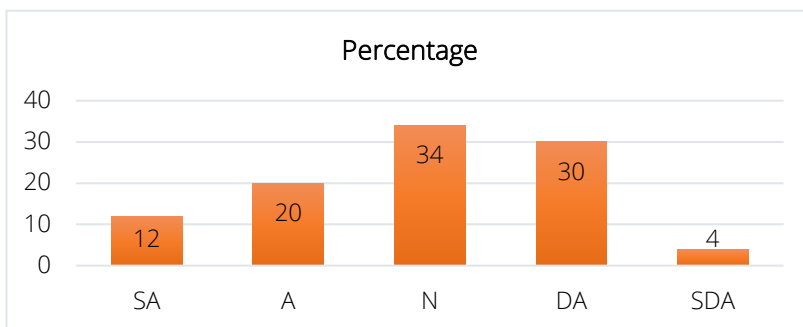


Table 8 indicated that 34% of educators disagreed that there is conflict in their university when special needs students are included in regular classes.



**Table 9**

*I presently require training in inclusive methods.*

	SA	A	N	DA	SDA
Frequency	12	29	8	1	0
Percentage	24	58	16	2	0

**Figure 9**

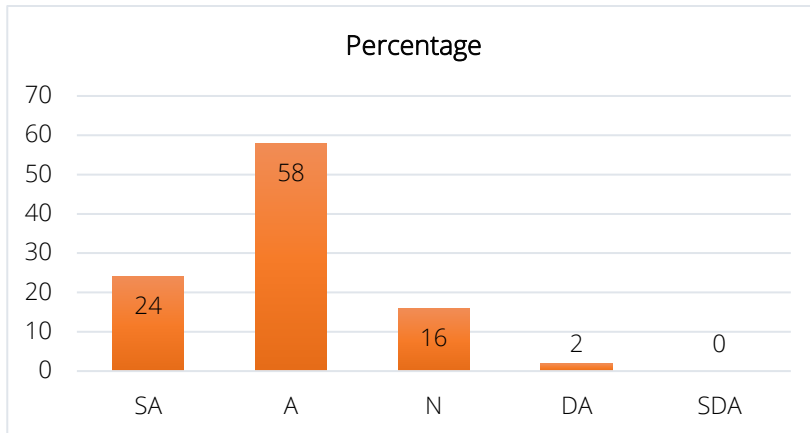


Table 9 revealed that 82% of participants concurred that they presently require training on inclusive practices.

**Table 10**

*Staff personnel at universities are suitably equipped for inclusion.*

	SA	A	N	DA	SDA
Frequency	10	13	11	13	3
Percentage	20	26	22	26	6

**Figure 10**

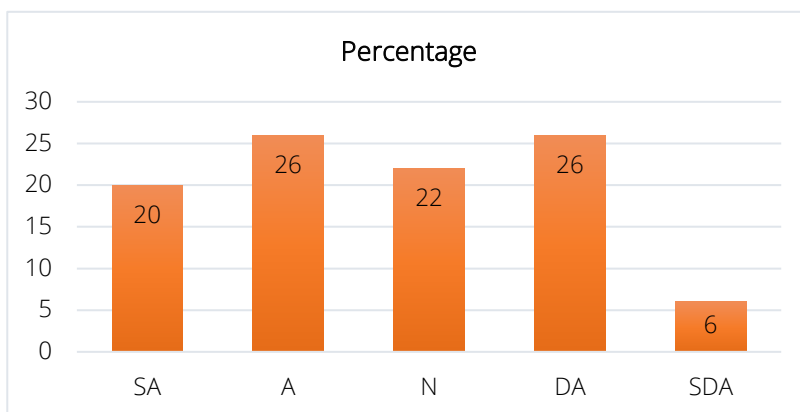


Table 10 shows that 46% of participants disagreed that university employees are sufficiently trained for inclusive work.

**Table 11**

*My coworkers are in favor of including all pupils with special needs.*

	SA	A	N	DA	SDA
Frequency	8	17	14	8	3
Percentage	16	34	28	16	6





Figure 11

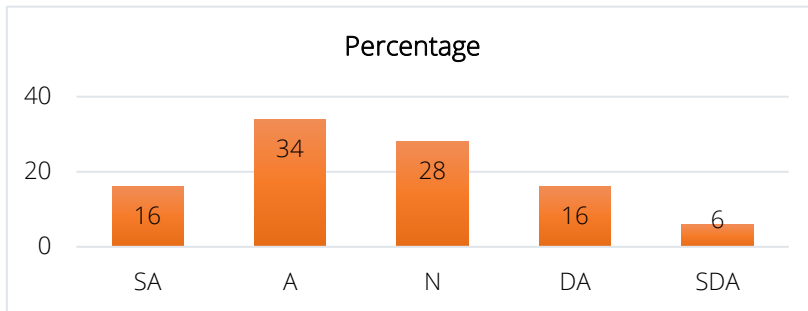


Table 11 revealed that 50% of educators concurred with my colleagues' support for fully integrating kids with exceptional needs.

Table 12

*It is very meaningful to me personally to work at this university.*

	SA	A	N	DA	SDA
Frequency	21	19	7	0	3
Percentage	42	38	14	0	6

Figure 11

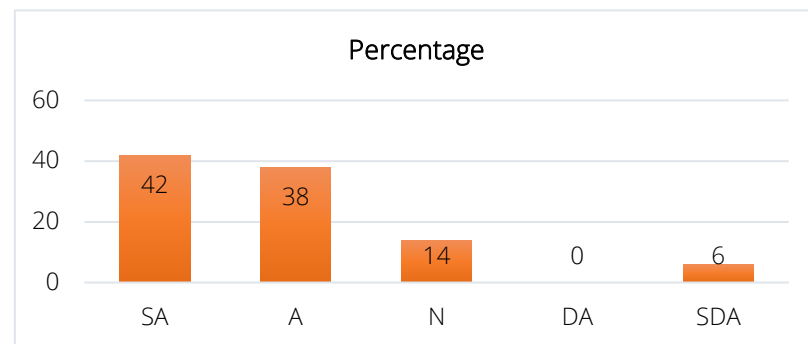


Table 12 shows that 80% of participants stated that they personally value their work at this university greatly.

Table 13

*I have a deep sense of community here at the university.*

	SA	A	N	DA	SDA
Frequency	21	27	1	1	0
Percentage	42	54	2	2	0

Figure 13

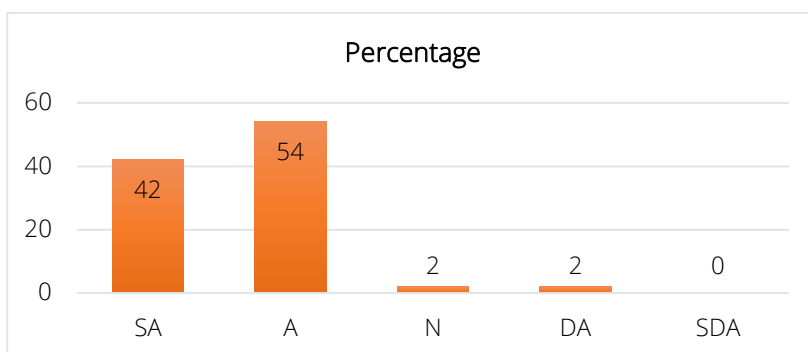


Table 13 shows that 96% of professors concurred that they strongly feel like they belong at this university.



## Findings, Conclusion, and Recommendation

### Findings

1. Table 1 describes 88% of the participants agreed that inclusive education is best to meet all the needs of the learners.
2. Table 2 describes 50% of educators disagreed that inclusion exacerbates rather than resolves issues.
3. Table 3 indicated that 90% of teachers agreed that diversity in the classroom enriches learning.
4. Table 4 indicated that 80% of subjects agreed that inclusion would work well in your university.
5. Table 5 revealed that 66% of participants concurred that including students with special needs has a negative impact on other students' education.
6. Table 6 shows that 56% of educators thought that teaching inclusion adds too much extra work.
7. Table 7 shows that 58% of participants thought that staff/teacher involvement is the only factor that determines inclusion.
8. Table 8 indicated that 34% of educators disagreed that there is conflict in their university when special needs students are included in regular classes.
9. Table 9 revealed that 82% of participants concurred that they presently require training on inclusive practices.
10. Table 10 shows that 46% of participants disagreed that university employees are sufficiently trained for inclusive work.
11. Table 11 revealed that 50% of educators concurred with my colleagues' support for fully integrating kids with exceptional needs.
12. Tab 12 showed that 80% of participants stated that they personally value their work at this university greatly.
13. Table 13 showed that 96% of professors concurred that they strongly feel like they belong at this university.

### Conclusion

Most of the participants agreed that inclusive education is best to meet all the needs of the learners. Half of the educators disagreed that inclusion exacerbates rather than resolves issues. The majority of teachers agreed that diversity in the classroom enriches learning. Most subjects agreed that inclusion would work well in your university. Maximum participants concurred that including students with special needs has a negative impact on other students' education. Half of the educators thought that teaching inclusion adds too much extra work. More than half of the participants thought that staff/teacher involvement is the only factor that determines inclusion. A number of educators disagreed that there is conflict in their university when special needs students are included in regular classes. Most participants concurred that they presently require training on inclusive practices. Less than half of the participants disagreed that university employees are sufficiently trained for inclusive work. Half of the educators concurred with my colleagues' support for fully integrating kids with exceptional needs. All of the professors concurred that they strongly feel like they belong at this university. The majority of the participants disagreed with the statement, "This university does not deserve my loyalty." Most educators concurred that they are glad to inform people about their work at the University of Loralai. The majority of participants concurred that they owe a significant amount to this university. A maximum number of participants believed that they truly feel responsible for the challenges faced by this university. More than half of the educators stated that they believed it would be easy for them to get just as devoted to another university as they are to this one. A maximum number of respondents disagreed with the statement, "I don't feel like I belong at this university." The majority of educators believed that they had no emotional attachment to this university.

### Recommendations

Based on the findings, the following recommendations were made

1. The management may encourage teachers toward inclusive education through rewards and incentives.
2. The government may develop such policies, which are useful in promoting inclusive education at the tertiary level.
3. Physical and instructional facilities might be provided to deal with children with special needs in a natural environment.
4. A curriculum might be developed to cater to the needs of special children.



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