



INCLUSIVE EDUCATION AND ATTITUDE OF SCHOOL GOING TEACHERS

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Abstract

Inclusive education is the powerful efforts of our state and centre governments to uplift the status of the disabled children those are less likely go to school and are considered a burden on the family members of the society. To keep the distance of parents of disabled children from the inferiority complex, inclusive education has started. In the Present Study, an attempt has been made to find the attitude of School teachers towards Inclusive Education. Teacher attitude scale was used. 100 teachers male and female of primary school going were selected as a sample of the study. The Results of the study reveal that teachers show the positive attitude to the inclusive education. Female teachers having more positive attitude to the inclusive education because female having more sympathy than the male. More experienced teachers having more positive attitude than less experienced teachers.

Introduction

Human being is the best creation of God. Every human being quite different to other human being. No body is similar to other. Even their problems are different. Every human being having difference in the sense of physical, mental, social, economical, emotional to the others. Education is considered the third eye to meet the challenges of life. Every person having not equal mind to get the equal education.

Education starts from cradle and ends to the grave. It is the act or process of imparting or acquiring general knowledge developing the powers of reasoning and judgement and generally of preparing oneself or others intellectually for mature life.

In Education "Inclusion" refers to the placement and education of children with disabilities in regular education classrooms with children of the same age who do not have disabilities. The underlying premise of inclusion is that all children can learn and belong to the main stream of school and community life. According to NCF Review (2005) inclusive education means all learners young people with or without disabilities being able to learn together in ordinary pre-school provision's community educational setting with appropriate network of support services.

Inclusive Education is a worldwide movement aiming to create one education system that values all children to devise a classroom that welcomes all children irrespective of many disabilities. The modern concept consider such children as unique whose uniqueness may be noticed in one or the other dimensions vision, communication, adaptive behaviour etc.. Inclusion is a concept that sees the children with disabilities as full time participants in and as

members of their neighbourhood schools and communities (Knight, 1999) Inclusive education, as an approach, seeks to address the learning needs of all children with a special focus on those who are vulnerable to marginalization and exclusion. To be inclusive in education means that all students in a school, regardless of their strength or weaknesses in any area, become part of the school community. The empirical evidence in the area of inclusive education clearly indicates that teachers and parental attitudes are the factors for making inclusive education.

Significance

As per our constitution every person has the right to get education as he wants. From the media it has been found that some Indian people are not able to get education like others due to their disability. Centre and state governments have launched various education schemes to educate them who are not able to get education like normal children. To make success of any government scheme the public should have a positive attitude towards that. The major goal of Inclusion is to prepare students to participate as full and contributing members of society. Keeping in view the population explosion and availability of limited resources to meet out education and other demands of all members of population, the success of this concept entirely depends on teachers, their commitments and attitude towards special children who are to be imparted education in inclusive settings. The empirical evidences in the area of Inclusive education clearly indicate that teachers and parental attitudes are the key factors for making Inclusive education, a real success.

Statement of the Problem

“STUDY OF ELEMENTARY SCHOOL GOING TEACHERS WITH SPECIAL REFERENCE TO THEIR ATTITUDE TOWARDS THE INCLUSIVE EDUCATION.”

Objectives

1. To find out the attitude of Elementary School Teachers towards Inclusive Education.
2. To analysis the attitude of male and female teachers towards inclusive education having experience of 0 to 7 years and 8 to 15 years.
3. To check whether there was any significant difference of attitude of females having 0 to 7 years and 8 to 15 years experience towards inclusive education.
4. To evaluate the attitude of males having experience 0 to 5 years and 6 to 23 years towards inclusive education.

Hypotheses

A There is no significant difference of having less experience 0 to 7 years male and female and high experience of 8 to 15 years male and female towards inclusive education.

B There is no significant difference between the scores of the female teachers having 0 to 7 years experience and 8 to 15 years experience.

C There is no significant different of attitude of male teachers towards inclusive education having experience of 0 to 7 years and 8 to 15 years.

D There is no significant difference in attitude of elementary teachers towards inclusive education

Method

Descriptive survey method was used.

Sample

The purpose of the investigation was to study the attitude of Elementary School Teachers towards Inclusive Education. At the time of data collection 100 teachers were available. Thus the sample size was 100 teachers among whom 34 were male teachers and 66 were female teachers.

Tool used

Teacher Attitude Scale Developed by Sood and Anand (2011).

SatisticalTechnique

't' test.

Analysis,interpretation of data and discussion of results

In the methodology of educational research the next step after data collection is analysis and interpretation of the result. Analysis of data refers to breaking down the complex factors of data into simple parts and putting the parts together in new arrangements in order to determine facts.

The study aims at investigating the attitude of teachers towards inclusive education. Teacher attitude inventory was administered on 100 teachers.

Table 1: t-value of Gender wise attitude (male-female) towards inclusive education

| Group of Teachers | N | Mean | SD | SEDM | T ratio |
|-------------------|-----|------|-----|------|---------|
| Male | 50 | 115 | 3.9 | 0.6 | 2.7 |
| Female | 50 | 113. | 2.0 | | |
| | 100 | | | | |

t-value=2.7

Table shows t-value 2.7 at 0.5 level of significance ,hence H0 is accepted. It means there is no significant difference of having gender wise difference towards inclusive education.

Table-2 (i) t-value of attitude of teachers of less experience

0 to 7 years Male and Female Attitude scale towards Inclusive Education

| Group of Teachers | N | Mean | SD | SEDM | T ratio |
|-------------------|----|------|-----|------|---------|
| Male | 25 | 114 | 1.6 | 0.5 | 7.6 |
| Female | 25 | 118 | 2.0 | | |
| | 50 | | | | |

t-value= 7.6 Table 2 (i)(ii): t-value 7.62 and 4.56 shows the less experience of 0 to 5 years of males and females and high experience of 6 to 23 of males and females towards inclusive education has no significant difference hence hypothesis is accepted.

Table 2 (ii): t-value of attitude of teachers of High Experience

8 to 15 years male and female attitude scale towards Inclusive Education

| Group of Teachers | N | Mean | SD | SEDM | T ratio |
|-------------------|----|------|-----|------|---------|
| Male | 25 | 117 | 2.0 | 0.6 | 4.6 |
| Female | 25 | 119 | 2.4 | | |
| | 50 | | | | |

t-value=4.6

Table 3: t-value of experience wise among females only 0 to 7 years females and 8 to 15 years females attitude scale towards Inclusive Education

| Group of Teachers | N | Mean | SD | SEDM | T ratio |
|-----------------------|----|------|-----|------|---------|
| 0 to 7 years Females | 25 | 118 | 2.2 | 0.4 | 3.4 |
| 8 to 15 years Females | 25 | 119 | 2.4 | | |
| | 50 | | | | |

t-value=3.4

Table 3: t-value 3.42 at 0.5 level of significance hence hypothesis is accepted. It moves experience wise among females only has no significant difference.

Table 4: t-value of experience wise among male only 0 to 7 years males and 8 to 15 years males attitude scale towards Inclusive Education

| Group of Teachers | N | Mean | SD | SEDM | T ratio |
|-----------------------|----|------|-----|------|---------|
| 0 to 7 years Males | 25 | 114 | 1.6 | 0.6 | 4.2 |
| 8 to 15 years Females | 25 | 117 | 2.0 | | |
| | 50 | | | | |

t-value=4.2

Table 4: t-value 4.2 at 0.5 level of significant, hence hypothesis is accepted. This shows that there is no significant difference of attitude of male teachers towards inclusive education having experience of 0 to 7 years and 8 to 15 years. Table 1: t-value of Gender wise attitude (male-female) towards inclusive education

| Group of Teachers | N | Mean | SD | SEDM | T ratio |
|-------------------|-----|------|-----|------|---------|
| Male | 50 | 115 | 3.9 | 0.6 | 2.7 |
| Female | 50 | 113. | 2.0 | | |
| | 100 | | | | |

t-value=2.7

Table shows t-value 2.7 at 0.5 level of significance ,hence H0 is accepted. It means there is no significant difference of having gender wise difference towards inclusive education.

Conclusion

After the analysis, interpretation of data and discussion, the researcher came to this conclusion that male and female teachers, both having positive attitude towards the inclusive education. Female teachers having more positive attitude towards the inclusive education than male school going teachers. More experienced school going teachers having more positive attitude than less experienced.

Educational Implication

- Teachers should have a commitment to achieve the goals of inclusive education.
- Government and institutions should provide full facilities to the children as per provision in inclusive education.
- Institutions should Create atmosphere for special needs children and normal children.
- Teachers should think positively that all children's could learn.
- Teachers should know the psychology of the children and individual difference.
- All the teachers should show the full positive attitude towards inclusive education and imparting to children.
- Parents should cooperate to government and institutions to achieve the goals of inclusive education.

One of the major goals of inclusion is to prepare students to participate as full and contributing members of society. It is only through an open-hearted, open-minded, committed and true teacher that special children can be included in regular or normal classrooms with other general children. Only such teacher can bring their optimum for betterment of society and nation as a whole. Inclusive education is a child's right, not privilege. All approaches to inclusive schooling require administrative and managerial changes to move from the

traditional approaches to elementary and high school education. Inclusion requires some changes in how teachers teach, as well as changes in how students with and without special needs interact with and relate to one another. Inclusive education practices frequently rely on active learning authentic assessment practices, applied curriculum, multi-level instructional to diverse student needs and individualization.

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