



## 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 going teachers towards Inclusive Education. Teacher attitude scale was used. 100 teachers male and female elementary 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.*



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### **Introduction**

Human being is the best creation of God. Every human being quite different to other human being. Nobody 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.

A well-educated person is known all over the world, because he is able to meet the conflicting challenges and education culturists the individual and helps him to fulfil his needs. Education develops a individual like a flower, which distribute its fragrance all over the environment. Thus education is conducive process, which develops child's individuality in all its aspects-physical, mental, emotional and social with the growth and development of

individual. The society also develops to higher and higher levels of attainments. Thus, good education is essential for the growth and development of individual as well as society.

Education is as old as the human race. It is never ending process of inner growth and development and its period stretches from cradle to grave. Education in real sense is to humanize humanity and to make life progressive, cultured and civilized. It is very important for the progress of individual and society. It is through education that man develops his thinking, reasoning, problem solving capacity, creativity, intelligence, aptitude, positive sentiments, skills good values and attitudes. It is through education that he transformed into human, social, moral and spiritual being. Man learns something every day and every movement. His entire life is education. The highest priority should given to the development of national system of education which will accelerate transformation of the exiting social system into a new one based on the principle of Justice, Equality, liberty, and dignity, constitution of India provide adequate and equal opportunity to every child and help him to develop his personality.

One important characteristic of democracy is that it requires an educated and enlightened society for its effective functioning. The government of India realizes that the faster pace of socio-economic development, using modern means of production, transportation and communication, cannot be achieved unless common masses are able to benefit from scientific and technological advancement for which the prerequisite condition is that a common man should be enlightened enough to take advantage of new discoveries and inventions. In order to achieve the goal at least two conditions are to be met. First, elementary education of a reasonably good quality must be provided for all children in the age-group 6-14 years. Second, the entire society must make functionally literate for which program of liquidation of illiteracy among adults should be taken up on a priority basis.

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 seating 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 on clearly indicates those teachers and parental attitudes are the factors for making inclusive education.

### **Significance**

As per our constitution every person having right to get education as he wants. From the media it has found that some Indian people are not able to get education like others due their disability. Centre and state governments has launched various education schemes to educate them who are not able to get education like normal children. To make success to any government scheme public should having positive attitude to 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 main factors for making Inclusive education, in a real sense.

### **Statement of the Problem**

**“Study of elementary school going teachers with special reference to their attitude towards the inclusive education.”**

### **Objectives**

- 1 To analysis the attitude of male and female teachers towards inclusive education having experience low and high.
- 2 To evaluate the attitude of females having high and low experienced school going teachers. Towards inclusive education
- 3 To evaluate the attitude of males having high and low experienced school going teachers. Towards inclusive education.
- 4 To find out the attitude of Elementary School Teachers towards Inclusive Education.

### **Hypotheses**

- 1 There is no significant difference among the attitude ,having less years experience male and female school going teachers
- 2 There is no significant difference among the attitude , having more years experience male and female school going teachers towards inclusive education.
- 3 There is no significant difference among the attitude of the female school going teachers having less experience.
- 4 There is no significant difference among the attitude of the male school going teachers having more experience.
- 5 There is no significant difference in attitude of school going 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. the sample size 100 from Elementary school going teachers was selected. ( 50 were male teachers and 50 were female teachers)**High experience teachers** means-teachers having 08 to 15 years above or more and **low experience teachers** means having 0 to 07years .

**Tool used:** Teacher Attitude Scale Developed by Sood and Anand (2011).

**Satistical Technique:**‘t’ test. Was used.

### **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 for attitude of school going male and female teachers having less experience towards Inclusive Education**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>SEDM</b>	<b>T ratio</b>
<b>Male</b>	25	114	1.6	0.5	7.6*
<b>Female</b>	25	118	2.0		
	50				

*t-value is 7.6 at 0.05 level of significance*

Table- 1 shows that t-value is 7.6 which means that there is significant difference among the attitude of male and female school going teachers having less experience,towards the

inclusive education. He H01 is rejected. Table it also shows that female school going teachers, having more positive attitude towards inclusive education.

**Table no-2, t-value for attitude of school going male and female teachers having more experience towards Inclusive Education**

Group of Teachers	N	Mean	SD	SEDM	T ratio
Male	25	117	2.0	0.41	4.7
Female	25	119	2.4		
	50				

*t-value is 4.7 at 0.05 level of significance*

Table no-2: shows that t-value is 4.7, which means that there is significant difference among the attitude of male and female school going teachers having more experience, towards the inclusive education. He H02 is rejected. Table it also shows that female school-going teachers, having more positive attitude towards inclusive education.

**Table no-3:t-value for attitude of school going female teachers having less and more experience, towards Inclusive Education**

Group	N	Mean	SD	SEDM	T ratio
Less years experienced FemaleTeachers	25	118	2.2	0.4	2.3
More years experienced FemaleTeachers	25	119	2.4		
	50				

*t- value is 2.3,significant at 0.05 level of significance.*

Table 3: reveals that t-value is 2.3, which means that there is significant difference among the attitude of female school going teachers having more and less experience, towards the inclusive education. Hence, H03 is rejected. Table it also shows that more experienced female school-going teachers, having more positive attitude towards inclusive education.

**Table 4: t-value for attitude of school going male teachers having less and more experience, towards Inclusive Education**

Group of Teachers	N	Mean	SD	SEDM	T ratio
Less years experienced maleTeachers	25	114	1.6	0.3	7.9
More years experienced maleTeachers	25	117	2.0		
	50				

*t- value is 7.9 at 0.05 level of significane*

Table 4:: reveals that t-value is 7.9, which means that there is significant difference among the attitude of male school going teachers having more and less experience, towards the inclusive education. Hence, H04 is rejected. Table it also shows that more experienced male school-going teachers, having more positive attitude towards inclusive education.

**Table -5: t-value for attitude of male-female school going teachers towards inclusive education**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>SEDM</b>	<b>T ratio</b>
<b>Male</b>	50	115	3.9	0.6	3.2
<b>Female</b>	50	113.	2.0		
	100				

*t- value is 3.2,significant at 0.05 level of significane*

Table-5 shows that t-value is 3.2 at 0.5 level of significance ,hence H0 5 is rejected.. It means there is no significant difference among attitude of female and male school going teachers towards inclusive education. Female school going teachers having more positive attitude towards inclusive education in comparison to male teachers.

### **Conclusion**

After the analysis, iterpretation 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**

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

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