

INCLUSION IN EDUCATION TO INCLUSIVE EDUCATION; SOCIAL INTELLIGENCE OF INCLUSIVE EDUCATION: RESOURCE FOR TEACHERS

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Abstract

Going to school is one of the few rites of passage shared in countries the world over. School is where we learn the skills to prepare us for our responsibilities as adults. School is where we make friends to last a lifetime. School is where we learn about the rules that govern our communities and our nations “the right to education...directed to the full development of the human personality and prompt (ing) understanding, tolerance and friendship.” Although the benefits of education were obvious in terms of increased skills, families by and large remained frustrated. They saw that education in classes and schools separate from their non-disabled peers prepared those leaving school for lives of segregation and isolation. They were not learning to get along with others – and the other students were not learning to get along with them. They were not forming the friendships they would need later in life in order to fully participate in their communities. In developing countries, the situation was even worse because families realized that with so many children out of school, there would never be enough resources to build new schools for all the children with disabilities languishing at home. The answer for both groups of parents was to change our goal **from inclusion in education — to inclusive education.**

Man is a social animal. This is an early saying of our ancestors; even this statement reveals that man is mainly dependent on his ‘Society’. Thorndike defines “Social intelligence as the ability to understand others and act wisely in human relations. It is the human capacity to understand what is happening in the world and responding to that understanding in a personally and socially effective manner. The present study intended to find out the Social Intelligence of Inclusive Education Resource teachers. This study belongs to survey method and the study was selected at Kalaburagi district (50) and Yadagiri district (50) of Hyderabad-karnataka by using simple random sampling technique. The total number of sample consists of 100 Inclusive Education Resource Teachers.

Keywords: Ancestors, Dependent, Social Intelligence, Inclusive Education and Resource for Teacher.



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Introduction

Edward L. Thorndike maintained that there are three intelligences: abstract, mechanical, and social. Daniel Goleman explain a groundbreaking synthesis of the latest finding in biology and brain science, revealing that we are “wired to connect “ and the surprisingly deep impact of our relationships on every aspects of our lives. Social intelligence is also called behavioral intelligence. To conclude social intelligence is the human capacity to understand what is happening in the society and responding to that understanding in the personality and socially effective manner.

Social Intelligence is of more importance in the present life style due to growing societies. It can be learned, developed and used as an effective life skill for managing personal life, interpersonal relationships and achieving success in all the walks of life. Professions like teaching demands a high level of social intelligence because it deals with people with whom constant interaction takes place. It is recommended that teachers be made aware of the importance of Social Intelligence. Social intelligence is at the heart of human happiness and emotional comfort. Explored further, the reason for unhappiness is the inability to maintain positive human relationships with the society. The result will be depression, fear, confusion and anger, created by the lack of positive human emotions that are critical to the happiness of us all. So, Social intelligence is very important in human’s life that is created to bring the practical technology of skills-based training into the world of human interaction and relations.

Definition of Social Intelligence

Goleman’s (2006) definition divides social intelligence into two broad categories: social awareness and social facility. He defined social awareness as “what we sense about others” and defined social facility as “what we then do with that awareness”.

Objectives:

- (i) To find out the significance difference if any in the Social intelligence of Inclusive Education Resource Teachers due to variations in their Gender, Social Status and Locality.

Hypotheses:

H1: There is significance difference in the Social intelligence of Inclusive Education Resource Teachers due to variations in their Gender, Social Status and Locality.

Method:

Keeping in view the objectives and scope of the present study the investigators adopted survey method to carry out this research.

Sample:

The population of the present research study is Social intelligence of Inclusive Education Resource Teachers. In this problem the investigators selected 100 Inclusive Education Resource Teachers who are working in Primary schools located in Kalaburagi (102) and Yadagiri (95) district of Hyderabad-Karnataka. A total sample of 100 teachers comprising of 50 male and 50 female was selected on Simple random sampling technique.

Tool:

In this investigation, the investigators adapted Social intelligence scale which is developed by Chadda. N.K. and Usha Ganesh Delhi with very slight modifications. This scale consists of 66 items. These items were grouped under 8 dimensions i.e.

- (a) Patience
- (b) Cooperativeness
- (c) Confidence
- (d) Sensitivity
- (e) Recognition of Social Environment
- (f) Tactfulness
- (g) Sense of humor and
- (h) Memory.

This tool has constructive, Content, Face and Intrinsic validity and reliability. Both the English and translated Telugu versions of the Social intelligence scale was administered to the sample for collecting required necessary data to study the present problem.

Statistical techniques:

To analyze the collected data the investigators Mean, SD, "t" and 'F' ratios statistical techniques was employed.

Result and discussion:

The obtained results from the analysis were presented and discussed hereunder in three parts

Frequency Table:

Variable	Group	Frequency	Percent	Total
Gender	Male	50	50	100
	Female	50	50	
Community	OC	20	20	100
	BC	50	50	
	SC/ST	30	30	
Locality	Rural	50	50	100
	Urban	50	50	

Part-1: Social intelligence and Gender:

Social intelligence of Inclusive Education Resource Teachers with Respect to Their Gender

Table- 1

Gender	N	Mean	S.D	t
Male	50	111.52	6.355	5.042**
Female	50	103.68	8.986	

** Significant at 0.01 level

Table- 1:Indicates that Mean value of male Inclusive Education Resource Teachersgroup is 111.52 and Standard deviation is 6.355. The Mean value and Standard deviation of the female Inclusive Education Resource Teachers group are 103.68 and 8.986 respectively. The t-value obtained is 5.042, which is highly significant at 0.01 levels. The hypothesis is there is significance difference in the Social intelligence of Inclusive Education Resource Teachers due to variations in their Gender is accepted. It reveals that the gender is significant influencing factor in the Social intelligence of the Inclusive education resource teachers. Hence we conclude from the study, that the males have high Social intelligence than the females.

Part-2: Social intelligence and Social status

Social intelligence of Inclusive Education Resource Teachers with Respect to Their Social status

Table-2

Social status	Sum of Squares	df	Mean Square	F
Between Groups	71.163	2	35.582	
Within Groups	7388.837	97	76.174	0.467 @
Total	7460.000	99		

Table-3

Social status	N	Mean	S.D	F
OC	20	109.25	7.946	
BC	50	107.34	7.795	
SC/ST	30	106.93	10.524	0.467 @
Total	100	107.60	8.681	

@Not Significant

Table-3: Obtained F-value is 0.467 is not significant at any level. The result indicates that there is no significance difference in the Social intelligence of Inclusive Education Resource Teachers due to variations in their Social Status. So it can be concluding that Social status has no influence on the Social intelligence of the Inclusive education resource teachers.

Part-2: Social intelligence and Locality

Social intelligence of Inclusive Education Resource Teachers with Respect to Their Locality

Table-4

Locality	N	Mean	S.D	t
Rural	50	106.96	8.266	
Urban	50	108.24	9.115	0.736 @

@Not Significant

Table- 4: Indicates that Mean value of Rural Inclusive Education Resource Teachers group is 106.96 and Standard deviation is 8.266. The Mean value and Standard deviation of the Urban Inclusive Education Resource Teachers group are 108.24 and 9.115 respectively. The t-value obtained is 0.736, which is not significant. The hypothesis is there is significance difference in the Social intelligence of Inclusive Education Resource Teachers due to variations in their locality is rejected. It reveals that the locality is not significant influencing factor in the Social intelligence of the Inclusive education resource teachers. Hence we conclude from the study, that the Urban Inclusive Education Resource Teachers group has high Social intelligence than the Rural Inclusive Education Resource Teachers group.

Findings of the study

1. Male Inclusive Education Resource Teachers has high Social intelligence than the Female Inclusive Education Resource Teachers.
2. Urban Inclusive Education Resource Teachers group has high Social intelligence than the Rural Inclusive Education Resource Teachers group.

Conclusion:

A process of addressing and responding to the diversity of needs of all learners through inclusive practices in learning, cultures and communities and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

Teacher occupies an important place in the society. He is the most vital component in the school system, he who shapes and moulds the personality of the children in a desirable manner. In the words of the great philosopher Cicero 2000 years back “what great gift can we offer for the republic, than to teach and instruct our children? Yes it is true today also. Instruct the child to develop right attitudes, high ideas and true appreciations of the freedom and responsibilities of a good citizen. Teachers play a significant role in character building and develop skills for critical thinking. But inclusion doesn't just mean putting the entire onus on the classroom teacher. An inclusive system provides support to teachers. It recognizes that students with disabilities sometimes need to have their special needs addressed – whether through provision of equipment like brailers or hearing aids, by making schools more physically accessible, curriculum adaptation and appropriate teacher training, or by

withdrawing students for special training such as sign language for deaf students, or mobility training for students who are blind. As we began to learn about what made inclusive education successful, we realized that the same conditions that were necessary for students with disabilities to learn also made for high quality education for all.

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