

ATTITUDES OF THE SECONDARY SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION

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Abstract

The principle of inclusive education is all the children learn together wherever possible regardless of any difficulties and differences they may have. It is a fact that regular schools and regular classroom environment often fail to accommodate the educational needs of many students, especially individuals with disabilities. It is the reason that so many pupils with disabilities do not attend regular schools. Unit regular schools have developed the capacity to cater to them; it is difficult to argue for inclusion. One of the chief a challenge to achieving this goal is the changing task and attitude of the regular classroom teacher. The objective of the study was to find out the level attitudes of the secondary school teachers towards inclusive education. Attitudes of inclusive education Scale was prepared and validated by the investigator in 2017. The findings of the study were; i) The level of the attitudes of secondary school teachers towards inclusive education is average (75.0), ii) 22.6% of the male teachers have low, 67.9% of them have average, and 9.4% of them have a high level of the attitude of the secondary school teachers towards inclusive education. 13.2% of the female teachers have low, 77.2% of them have average, and 9.6% of them have high level of the attitude of secondary school teachers towards inclusive education. iii) there is a significant difference in the attitude of secondary school teachers towards inclusive education with respect to gender.

Introduction

UNESCO defines Inclusive Education as a means that all students attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and have supported to learn and contribute in all aspects of the life of the school; i.e., inclusive education is about develop and design our schools, classrooms, programmes and activities so that all types of students find out and participate together. Under-inclusive education, students with special needs spend most or all of their time with non-disabled students. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities. According to Gunjan, T. (2016) stated that, the following are the position of the teacher in inclusive education: Design long-term training plans that obtain into account all the actors involved and the diverse models needed to gather different needs; understand training activities directed to both conventional teachers and specialists so that they allocate the same approach and are enabled to work in partnership; include the relationship between theory and practice and opportunities for reflection in all training actions; Start from the needs felt by the teachers themselves; Direct training to the school as a whole whilst retaining an array of strategies and models to achieve different objectives and address different needs; encourage self-development, creating opportunities for networking amongst teachers, schools and communities; and encourage teachers themselves to expand new teaching materials (Bertrand, O., 1998)

Significance of the Study

Inclusive education is the need of Indian society of today as it intends to bridge the gap between special instruction, integrated education and general system of education and will reduce exclusion and all type of discrimination prevalent in our education pattern of today. Inclusive education is developing the various development of education field such as Universalization of education, to fulfill the constitutional responsibility, development of the nation breaking the barrier of poverty, to improve the quality of education. Inclusive education has evolved as a movement to challenge exclusionary policies and practices of general schools. The principle of inclusive education is all the children learn together wherever possible regardless of any difficulties and differences they may have. It is a fact that regular schools and regular classroom environment often fail to accommodate the educational needs of many students, especially individuals with disabilities. It is the reason that so many pupils with disabilities do not attend regular schools. Unit regular schools have developed the capacity to cater to them; it is difficult to argue for inclusion. One of the main challenges to achieving this goal is the changing task and attitude of the regular classroom teacher. Teachers play a pivotal role in the education of all type of children. The favorable and positive attitude of teachers towards children with disabilities is a major aspect of the teaching-learning process and also for the growth and development of children with disabilities in the inclusive classroom. Hence, the present paper is justified to study the attitude of secondary school teachers' towards inclusive education. So, the investigator selected this study. Thus the study is entitled as "*Attitudes of the secondary school teachers towards Inclusive Education*".

Objective of the Study

1. To find out the level of attitudes of secondary school teachers towards inclusive education.
2. To find out the level of attitudes of the secondary school teachers towards inclusive education with respect to gender.
3. To find out whether there is any significant difference in attitudes of the secondary school teachers towards inclusive education.

Null Hypotheses

1. The level of attitudes of secondary school teachers towards inclusive education is average
2. The level of attitudes of secondary school teachers towards inclusive education with respect to gender is average
3. There is no significant difference in the attitudes of secondary school teachers towards inclusive education

Population and Sample

The descriptive survey method was used by the investigator. The present investigation covers the secondary school teachers in Rajapalayam Taluk. The total sample selected for this

study is 220 and these samples were selected from 19 secondary schools using of simple random sampling technique

Tools Used

Attitudes of Inclusive education Scale was prepared and validated by the investigator in 2017.

Statistical Techniques Used

The investigator used following statistical techniques which helped in the analysis and interpretation of data. 1 Mean 2 Standard Deviation 3. t- test

Analysis and Interpretation of Data

1. The level of attitudes of secondary school teachers towards inclusive education is average

Table 1 The Level of Attitudes of the Secondary School Teachers towards Inclusive Education

Low		Average		High	
Count	%	Count	%	Count	%
34	15.5	165	75.0	21	9.5

It is inferred from the above table that 15.5% of the teachers have low, 75.0% of them have average and 9.5% of them have the high level of the attitude of secondary school teachers towards inclusive education.

2. The level of attitude of secondary school teachers towards inclusive education with respect to gender is average

Table 2 The Level of the Attitude of Secondary School Teachers towards Inclusive Education with Respect to Gender

Gender	Low		Average		High	
	Count	%	Count	%	Count	%
Male	12	22.6	36	67.9	5	9.4
Female	22	13.2	129	77.2	16	9.6

It is inferred from the above table that 22.6% of the male teachers have low, 67.9% of them have average and 9.4% of them have high level of attitude of the secondary school teachers towards inclusive education. 13.2% of the female teachers have low, 77.2% of them have average, and 9.6% of them have the high level of attitude of the secondary school teachers towards inclusive education.

3. There is no significant difference in the attitude of secondary school teachers towards inclusive education with respect to gender.

Table 3 Significant Difference in the Attitude of Secondary School Teachers towards inclusive Education with Respect to Gender

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% level
Male	53	1.01922	4.30496	2.729	S
Female	167	1.02362	3.60425		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from above table that the calculated 't' value (2.729) is greater than the table value (1.96) for df (218) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant difference in the attitude of secondary school teachers towards inclusive education with respect to gender.

Interpretation

The 't' results show that there is a significant difference in the attitude of the secondary school teacher towards inclusive education with respect to gender, i.e. the mean value of female school teachers is better than the male school teachers attitude towards inclusive education. This may be due to the fact that female school teachers have more sympathy and empathy towards disabled children and also they have to express their emotions in the right behavior. So they have a high level of attitude towards inclusive education.

Major Findings

1. The level of attitudes of secondary school teachers towards inclusive education is average
2. 22.6% of the male teachers have low, 67.9% of them have average and 9.4% of them have a high level of the attitude of secondary school teachers towards inclusive education. 13.2% of the female teachers have low, 77.2% of them have average, and 9.6% of them have a high level of the attitude of secondary school teachers towards inclusive education.
3. There is a significant difference in the attitude of secondary school teachers towards inclusive education with respect to gender.

Recommendation

The following recommendations are:

1. Strategies for developing the attitude toward inclusive education may be educated among rural and urban school teachers.
2. The head of the institution should be very particular about the development of attitude towards inclusive education among teachers by educating them the benefits of inclusive education.
3. Attitude towards inclusive education may be developed for urban and rural teachers by organizing more seminars, training sessions, etc.
4. A close relationship between the roles played by the teachers, their superiors are desirable for the development of attitude towards inclusive education among secondary school teachers.
5. In-service training includes specialized development for instructors who are already functioning in the classroom. In addition to developing the skills of professionals previous to entering the workforce, it is essential that teachers are already teaching be provided skills and techniques for inclusive education.
6. Students with disabilities need strong support from their teachers to participate in class activities with non-disabled peers.

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