



ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS

INCLUSIVE EDUCATION

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ABSTRACT

Inclusive education means that schools should accommodate all children, regardless of their physical, intellectual, social, emotional linguistic or other conditions. The principles of inclusive education for example were adopted at the Salamanca world conference on special need education. At the Salamanca conference held in Spain from 7 to 10 June 1994 and more than 300 Representatives from 92 Government 25 international organizations, committed them to promoting inclusive education. Salamanca Conference Statement reaffirms the right to education of every individual, as stated in the 1948 Universal Declaration of Human Rights, and renews the pledge made by the world community at the 1990 World Conference on Education for All. Therefore, a study was conducted on attitude of secondary school teachers towards inclusive education. According to the nature and need of the study *descriptive survey method* was employed. In the present study data was collected through *Teacher's Attitude Scale towards Inclusive Education* developed and Standardized by Dr. Vishal Sood and Dr. Arti Anand was used. 60 teachers from government secondary schools and 60 teachers from private schools from Yamuna Nagar district of Haryana were selected by random sampling technique. The findings of the present study showed no significant difference of attitude towards inclusive education among secondary school students in relation to their gender, residential background and type of school.

INCLUSIVE EDUCATION

In the context of Inclusive education, education for all (EFA, 2010) conveyed, “Every child has the right to receive basic quality education and no child regardless of special circumstances, may be denied this right. Inclusive education deals with the right of children to be educated together, alongside their peers; that some children being segregated in special schools create and unacceptable laws not only for those denied regular education, but for the learners in normal schools who suffer from limitations of a system thus unequipped or unwilling to value and work with diversity.” Inclusive education is the responsibility of everyone of world in a child’s education-parent, teacher, administrator, community and government. The practical elements necessary for Inclusive education is to provide education to all with flexible teaching method. Inclusive education requires some physical changes to schools (e.g. an entrance ramp , etc), material inputs (e.g. material for multi-level teaching ,etc), different evaluation tools, reorientation the present education administration and monitoring what goes beyond score-cards, classrooms and into the community. In a school, the teacher plays an important role in the process of Inclusive education. Only through and openhearted teacher, a disabled child could be properly educated. A true teacher can enable a disabled child to overcome his /her disability and makes his/her into a productive citizen of the society.

The students with special need are always educated alongside students without special needs, as the first and desired option while maintaining appropriate supports and services. Special education is considered a service not a place and those services are integrated into the daily routines and classroom, structure, environment curriculum and strategies and brought to the student, instead of removing the student to meet his or her individual needs. Commonly, local educational agencies provide a variety of settings, from special classroom to mainstreaming to inclusion and assign student to the system that seems most likely to help the student achieve his or her individual educational goals. Inclusive education as an education adapted to the needs of those who learn today, within the contemporary literature and the relevant international documents, inclusive education has a broader meaning – as an educational philosophy which promotes the idea of quality education, adopted to the needs of those who learns – not only to developmentally disabled children, and not only to children, but adults as well, no matter whether they have, or they do not, developmental disabilities. Inclusive education means all learners’ young people with or without disabilities being able to learn to gather in ordinary pre-school provisions, school and community

educational setting with appropriate network of support services. In inclusive education needs of all learners are addressed so that good education can be provided to all.

JUSTIFICATION OF THE STUDY

The problem under the present study is to find out the attitude of teachers towards inclusive education for the disabled. The children with disabilities or the disabled like physically handicapped, blind, deaf and dumb are admitted in the regular classes. These children from a minority group in the classroom. Besides this minority group there will be average, average and below average students in the class. Each student in the class being different, the teacher has to cater to the need of the entire student able and disabled. For this attitude of the teachers towards them is the most important factor to be studied. The teacher being a democratic leader in the classroom must be aware of the situation.

The success of inclusive education programs to disable children to a large extent depends on the teachers' awareness, attitudes and competencies to the children who are differently able in the regular classroom. It is natural that awareness leads to formation of better attitudes and transform into better competencies. The present venture is an attempt towards this direction. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rate of learning and ensuring quality education to all through appropriate curriculums, organizational arrangements, teaching strategies, resources, use and partnership with their communities. It promotes child to child learning and participation of parents and community in planning and education of service for children in general and disabled children in particular. But the above all is possible and only depend upon the attitude of teachers. Teachers being a pivotal point in educational process greatly influences the new strategies, policies a, plan to be implemented in the school. Teachers are the ultimate key to the education change and school in improvement. The success of inclusion movement only will depend on the attitudes of teachers toward inclusion and academics preparation they receive in teaching students with disabilities. The teacher has to cater to the needs of all the students – able and disabled. For this attitude of the teachers towards them is the most important factor to be studied. Further, the findings of the present study will be helpful in the designing appropriate strategies, educational programmes and interventions for increasing the strength, abilities, and skills among students with special need as well as teachers. Therefore, the present study is an endeavor in this direction.

OBJECTIVES OF THE STUDY

1. To study the attitude of secondary school teachers towards inclusive education.
2. To study the attitude of Secondary School teachers in relation to their gender.
3. To study the attitude of Secondary School teachers in relation to their Locality.
4. To study the attitude of Secondary School teachers in relation to type of school i.e. Government and Private.

HYPOTHESES OF THE STUDY

1. There exists no significant difference of attitude among male and female secondary school teachers towards inclusive education.
2. There exists no significant difference of attitude among urban and rural secondary school teachers towards inclusive education.
3. There exists no significant difference of attitude among Government and Private School teachers towards inclusive education.

RESEARCH METHODS USED

Keeping in view the nature of the present study, descriptive survey method was used to collect the data.

POPULATION & SAMPLE

All the secondary school teachers of Yamuna Nagar district of Haryana were considered as population. From this population, samples of 120 secondary school teachers were selected by simple random sampling technique. 60 teachers from government schools and 60 teachers from private school were selected for the present study.

TOOL USED

Keeping in view the nature and need of the study, **Teacher's Attitude Scale towards Inclusive Education** developed and Standardized by Dr. Vishal Sood and Dr. Arti Anand was used.

STATISTICAL TECHNIQUES USED

- 't'-test was applied to find out significance of difference between different groups (Gender, Residential Background & type of school) .

DELIMITATIONS OF THE STUDY

Present study is delimited to:

- 1) Only to Secondary school teachers of district Yamuna Nagar (Haryana).
- 2) A sample of 120 secondary school teachers.
- 3) Only five Government and five Private schools.

MAIN FINDINGS

1. The hypothesis that there exists no significant difference of attitude among male and female secondary school teachers towards inclusive education is accepted. The calculated 't' (1.844) value is less than the table value at 0.05 and 0.01 level of significance. It means no significant difference of attitude towards inclusive education among male and female teachers was found. But the mean value of male is greater than female teachers, so there is need to develop awareness about inclusive education among female teachers as they revealed less positive attitude towards inclusive education than the male teachers.
2. The hypothesis that there exists no significant difference of attitude among rural and urban secondary school teachers towards inclusive education is accepted. The calculated 't' (1.837) value is less than the table value at 0.05 and 0.01 level of significance. It means no significant difference was found among secondary school teachers on the basis of their residential background.
3. The hypothesis that there exists no significant difference of attitude among Government and private secondary school teachers towards inclusive education is accepted. The calculated 't' (1.47) value is less than the table value at 0.05 and 0.01 level of significance. It means there is no significant difference of attitude of secondary school teachers on the basis of their type of school. But it is also found that the mean value of government school teachers is more than private school teachers, it shows that government school teachers have more positive attitude towards inclusive education.

EDUCATIONAL IMPLICATIONS

The teacher is an important personality in the process of inclusive education. Only through and openhearted teacher, a disabled child could be properly educated. A true teacher can enable a disabled child to overcome his /her disability and makes his /her into a productive citizen of the society. The teacher being a democratic leader in the classroom must be aware of the situation. Thus, the success of inclusive education depends upon awareness, competence and attitude of the

teachers. Inclusion agendas should be concerned with identifying all forms of exclusion and barriers to learning within national policies, cultures, educational institution and communities with view to remove them. Also, it has implications for redirecting teacher's attitude towards the inclusion of special needs children in regular classrooms entails the positive attitude of teachers through a systematic programming within the classrooms.

The present study has its implication for teachers, parents, administrators or policy maker and government, since the present study is conducted on the attitude of the teachers towards inclusive education. The study has some practical in implication for teachers. It has been found the present study that the teachers are already aware about the need of inclusion for disabled children in the regular class room, but still there is need special need children in the regular classroom. It is necessary because the teachers belonging to rural origin exhibit less positive attitude towards Inclusive education in comparison to their urban counterparts. There is also need to develop awareness about inclusive education among female teachers as they revealed less positive attitude towards inclusive education than the male teachers. The private schools also provide the facility of inclusive education and enhance the facilities for teachers as well as students.

They present study reflects implications for the parents as well as the community members. Disabled are no more considered as differently abled. The parents of the special educational needs {SEN} children should exhibit positive attitude for the education of their children in the regular classroom along with normal children, rather than placing them in segregated setting exclusively meant for a particular disability. The parents should also discuss the problem of their children with teachers that can take effective measures to bring the children to is concerned. It is society which aggravates the condition which in turn develops poor self-concept and confidence among children. The members of the society should try to understand that children are not burden on nation rather they are the assets of the nation, which can be proved by giving them equal opportunity in every field.

The present study also has the implications for the administrators or policy makers. The administrators and policy makers should frame policies and laws, where maximum opportunity should be made available for the disable children. Policies should be framed in such a way that the disabled children can have access to regular classroom, where they get plenty of opportunities to utilize their potentialities to the fullest possible extent. Again the present study essentially has some implications for the government also. Administrators simply can form the policies, but it is the

government who executes and Implements those in actual sense. Government should allocate more funds to implement the policies that are framed on behalf of disabled.

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