



ATTITUDE TOWARDS INCLUSIVE EDUCATION OF PRIMARY SCHOOL TEACHERS IN KANYAKUMARI DISTRICT

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ABSTRACT

This study aims at determining the Attitude towards Inclusive Education of Primary Teachers in Kanyakumari district. Normative survey method was used in the present investigation. Data was collected from a sample of 400 Primary school teachers selected from Kanyakumari district in Tamil Nadu state using random sampling technique. Attitude towards Inclusive Education Scale (2017) constructed and validated by the investigator. The Results showed that there is significant difference among Primary school teachers based on gender, religion and type of school management.

KEY WORDS: *Inclusive Education, Attitudes and Primary School Teachers.*

INTRODUCTION

Inclusion as is known today has its origins in special education. The development of the field of special education has involved a series of stages, during which education systems have explored different ways of responding to children with disabilities, and to students who experience difficulties in learning. In some cases, special education has been provided as a supplement to general education, in other cases it has been entirely separate field. In recent years, the appropriateness of separate systems of education has been challenged, both from a human rights perspective and from the point of view of effectiveness in dealing with children with special needs. Inclusion enhances learning for students both with and without special needs. Inclusive education is a better source as it give opportunities to students with physical, mental and social disabilities, as well as talented students to receive quality education that is suitable to their needs in the regular schools itself. Inclusive education is a chance for the teachers to work with targeting collaboration and problem solving, problem solving to teaching strategies that benefit all learners. Awareness on inclusive education in schools throughout the country is still at a infancy stage, educational institutions are somewhat sceptical about having both normal and special children studying in the same class room.



REVIEW OF RELATED LITERATURE

Majda Schmid and Ksenja Vrhovnik. (2015) conducted a study on Attitudes of Teachers towards the Inclusion of Children with Special needs in Primary and Secondary Schools. This study conducted that secondary teachers showed more positive attitudes towards SN students than did their primary colleagues, as well as towards teaching and adaptation with respect to the students' SN and towards the psychophysical strain related to such work. The youngest group of teachers, those aged from 20 to 30, shows a higher level of agreement related to the provision of adequate support. Teachers with fewer SN

students in class (up to two students) show a higher degree of support for inclusion of SN students than do other groups of teachers. Teachers without training for work with SN students in comparison with their colleagues who had it show a lower level of agreement with respect to support and assistance at educational work with SN students.

M.Karthy Jayakumar (2013). S. Praveen kumar conducted a study Awareness on learning Disabilities of students among primary school teachers. The study was intended to investigate the awareness of learning disabilities among primary school teachers. The sample for the present study comprised 300 primary school teachers drawn from different schools. The tool used in the present study is the learning disability awareness test (LDAT) prepared by the investigator. The tool consist of three dimension- dyslexia awareness (awareness regarding reading disabilities), Dysgraphia awareness (awareness regarding writing disabilities) the data were analysed using t-test and ANOVA. The findings of the study revealed that the background variable gender had significant difference with regard to awareness among primary school teachers on learning disabilities, but the background variables such as type of management, location of residence and educational qualification had no significant difference with regard to awareness among primary school teachers on learning disabilities.

Richel C. Dapudong. (2014) conducted a study Teachers' Knowledge and Attitude towards Inclusive Education. Results indicated that the respondents had moderate knowledge on inclusive education and revealed neutral attitude towards inclusion. There is a need for schools to provide more special educational needs training, sufficient learning support providers and educational resources as well as in-depth specialisation courses that provide specialised practices for implementing the SEN strategies in their classrooms as well as offering teaching strategies on how to bridge theory and practice. Learning Support Programmes and the actual delivery of these programmes should be developed in terms of individual education plan (IEP) provision, curriculum modifications and classroom adaptations that are appropriate for students with special educational need.

Nisha Bhatnagar and Ajay Das (2013) has conducted "Attitudes of Secondary School Teachers towards Inclusive Education in New Delhi, India". The major findings of the study were the teachers in Delhi had positive attitudes towards the inclusion of students with special needs. This study also indicated that the teachers who were more positive about inclusive education were male, younger teachers (less than 40 years of age), less experienced (less than ten years) and had post-graduate qualifications. In addition, the teachers who had a contact with a person with a disability and those who did not have a focus on disability during their pre-service teacher education programs were more positive towards inclusive education.

STATEMENT OF THE PROBLEM

The problem selected for the present study is stated as: "Attitude towards Inclusive Education of Primary School Teachers in Kanyakumari District"

OBJECTIVES OF THE STUDY

1. To construct and validate a scale for measuring the Attitude towards Inclusive Education of Primary School Teachers.
2. To find out the background variables namely gender, religion, type of management

HYPOTHESES FRAMED

The following are the major null hypotheses framed for the present investigation.

1. There exists no significant difference in the mean scores of Attitude towards Inclusive Education of male and female primary school teachers.
2. There exists no significant difference in the mean scores of Attitude towards Inclusive Education of primary school teachers with respect to the various religions.
3. There exists no significant difference in the mean scores of Attitude towards Inclusive Education of Government and self-financing primary school teachers.

Method of the study

Normative survey method was used for this study

Sample

The present study was conducted on a sample of 400 primary school teachers from various primary schools in kanyakumari district

Tools used

The tools used for the present study were,

- Attitude towards Inclusive Education (2017) scale constructed and standardized by Investigator

Statistical techniques used

The following statistical techniques have been used in the present study for the analysis of collected data.

- Mean
- Standard Deviation
- t-test
- ANOVA

Comparison of Attitude towards Inclusive Education based on Gender

Mean and standard Deviation and t-value of Attitude towards Inclusive Education scores male and female primary school teachers

Gender	N	Mean	S.D	t-value	P	Level of significance
Male	178	140.87	20.64	2.07	0.039	Sig. at 0.05 level
Female	222	145.36	22.56			

The calculated t value($t=2.07$; $P \geq 0.039$) is significant at 0.05 level. Therefore the null hypothesis "There exists no significant difference in the mean scores of attitude towards Inclusive Education of male and female primary school teachers" is rejected. i.e. There exists significant difference in the attitude towards inclusive education of male and female primary teachers. primary school teachers

Comparison of Attitude towards Inclusive Education based on religion

Mean Standard Deviation and F-value of Attitude towards Inclusive Education scores of primary school teachers belonging to various religions

Religion	Mean	SD	Source	Sum of squares	df	Mean square	F	P	Remark
Hindu	144.14	20.56	Between Group	4512.93	2	2256.47	4.83	0.008	Sig. at 0.05 level
Christian	144.75	22.41	Within Group	185373.51	397	466.94			
Muslim	132.72	23.63	Total	189886.44	399				

The calculated F-value ($F=4.83$, $P<0.008$) is significant at 0.05 level. Therefore the null hypothesis "There exists no significant difference in the mean scores of attitude towards inclusive education of primary school teachers with respect to the various religions" is rejected. This result indicates that there exists significant difference between primary school teachers belonging to different religions in their attitude towards inclusive education. So it can be concluded that religion has influence on attitude towards inclusive education of primary school teachers.

Comparison of Attitude towards Inclusive Education based on type of management

Mean and standard Deviation and t-value of attitude towards inclusive education scores Government and self financing primary school teachers

Type of management	N	Mean	SD	t	P	Remark
Government	235	146.96	21.42	4.01	0.000	Sig. at 0.05 level
Self finance	165	138.24	21.41			

The calculated t value ($t=4.01$; $p>0.000$) is significant at 0.05 level Therefore the null hypothesis “There exists no significant difference between the attitude towards inclusive education among primary school teachers belonging to type of management” is rejected. i.e. There exists significant difference in the attitude towards inclusive education of Government and Self financing primary school teachers.

CONCLUSION

The following conclusions were drawn from the present study.

1. The attitude towards inclusive education of female was higher than that of male primary school teachers.
2. The attitude towards inclusive education of Christian teachers was higher than their counterparts.
3. The attitude towards inclusive education of self financing school teachers was higher than their counterparts.

From the present study it is clear that the male, christian and self-financing primary school teachers of Kanyakumari District have high attitude towards inclusive education than their counterparts. Inclusive education is about appreciating each individual’s differences and unique set of strengths and limitations. It’s not just an education philosophy; it’s an important life skill. Primary school children grow into adults who live in a world filled with people different from themselves; learning how to interact and work with these people is a key accomplishment of childhood, as integral as academic proficiency. An inclusive school is a perfect training ground for real life, because daily social, physical and academic interaction between kids who are typically developing. Hence the following suggestions can be given for the improvement of attitude towards inclusive education of primary teachers. Attitude towards Inclusive Education can be created through programs like drama, mime etc. It should be introduced from primary school level. Inclusive education should be included along with regular subjects in the curriculum. Special talks on Inclusive education should be arranged in schools.

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