



SCHOOL TEACHERS ATTITUDE, REGARDING INCLUSIVE EDUCATION: A CASE STUDY OF BILASPUR CITY, CHHATTISGARH STATE

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ABSTRACT :

This study indicates that attitude of private and government school teachers are equal towards inclusive education. This might be due to the reason that both private and government teachers have more knowledge about the children learning environment because of the present day practice of inclusion of special need children. The hypothesis, different methods of collecting data the tools to be used for it are all thought of well in advance while planning and project. The emphasis on the means and tools is important so



that the conclusion and result confirm, elucidate and approve the assumed hypothesis. Analysis of results is directly concerned with hypothesis. The obtained results will confirm, prove or disprove the hypothesis. Inclusive education in special education may be a recent concept, but it is an accepted approach in general education in the Indian context. In a general classroom in India, Children of different I Q levels study together. A classroom teacher usually targets the average learner in his/her teaching, but is also exposed to situations of handling slow learners as well as academically advanced learners. Therefore, inclusive Education on the basis of cognitive abilities is already in vogue in general education in General classroom teachers apply this method of teaching without labeling it as 'inclusive education'.

KEYWORDS : I Q levels, classroom teachers Attitude, levels of attitude towards Inclusive Education .

INTRODUCTION:

The scientific procedure results in a systematic, technical and organized way, in view of the goal set forth by way of hypothesis. The hypothesis, different methods of collecting data the tools to be used for it are all thought of well in advance while planning and project. The emphasis on the means and tools is important so that the conclusion and result confirm, elucidate and approve the assumed hypothesis. Analysis of results is directly concerned with hypothesis and 33.33 percent teachers possess low attitude towards inclusive education out of overall teachers. 46.66 percent teachers attitude is neutral 20 percent teachers possess high positive attitude towards inclusive education out of overall teachers. Find that there is small difference in the mean value of Govt and Private school teacher's attitude, but it is marginal. Thus, it is clear that both Govt. And Private school teachers attitude are equal towards inclusive education. According to Neary & HalvorSen "The best environment for learning is those in which students are motivated, learning is active and information is presented in a manner that recognizer the diversity of each student.

DELIMITATION OF THE STUDY

- I. The study is limited to the upper primary school teachers only.
- II. It is limited to the Govt. and Pvt. Regular school teachers only.
- III. It is limited to Bilaspur city.

OBJECTIVES OF THE STUDY

- I. To estimate the levels of attitude towards Inclusive Education programme of the following sample: Regular teachers.
- II. To compare the mean scores of attitude, regular teachers in Pvt. and Govt.
- III. To study the difference between male and female upper primary school teachers' attitude towards inclusive education.

HYPOTHESES OF THE STUDY

- H₁.** There will be different levels of attitude Inclusive education programme for the regular teachers.
- H₀₂.** There will be no significant difference in the mean scores of the attitude between private and govt. school teachers towards the Inclusive education.
- H₀₃.** There will be no significant difference in the mean scores of the attitude between male and female teachers towards the inclusive education in the upper primary schools of Bilaspur city.

Literature Review: The major findings were -

Mani (2000) : The inclusive Education programme increase the enrolment of disabled children in both rural and urban areas.

Some of the specific observations are as under:

- (a) The retention rate among the disabled children has been reported high as compared to the non-disabled children.
- (b) Parents of children with special needs prefer inclusive education programmes for their children rather than sending them to special schools.
- (c) The children with all their disabilities barring the mentally retarded perform at par with their non-disabled peers in inclusive setting.
- (d) Both children with and without disabilities develop healthy personal and social relationships with each other. It facilitates the harmonious development of their personalities.

Dr. Anita Singh and Rima Dutta (2010) : Inclusive Education : the role of special Education.**Some suggestions were**

Sl.	Teacher's Problems	Solutions
1.	Negative Attitude	Sensitization Programme
2.	Lack of skills	Training (Pre and Inservice)
3.	Large classroom population (lack of time)	Peer group
4.	Lack of Support	Net working with rehabilitation Professionals Programmers and Families of student with disabilities
5.	Inability to address diverse learning needs	Multi level teaching
6.	Opposition from parents with non-disabled students	Face to face interaction with the parents
7.	Resistance period	Rights period

Amitav Mishra and Girijesh Kumar (2009) : Evaluation of Inclusive Education practices in Sarva Siksha Abhyan (SSA) primary schools.

Major Findings were:

- (a) Significant gap between school age and chronological age; lower grade level in appropriate examination practice were observed.
- (b) Retention of children with disabilities was found good with appropriate attendance.
- (c) Half of the teacher's attitude towards these children were non favorable, however, positive peer acceptance was observed.

Testing the appropriateness of the data

In this study the nature of distribution was tested through descriptive analysis by calculating the mean, standard deviation as shown below

Table No. 1
Testing the appropriateness of the data of private and Govt.

School Type	Mean	Standard deviation
Private	124.67	2.95
Govt	119.16	

The graphical analysis supports normal distribution of the scores as shown by the ogive plotted on the following

Ogive for overall Scores of Govt and Private School Teachers Attitude

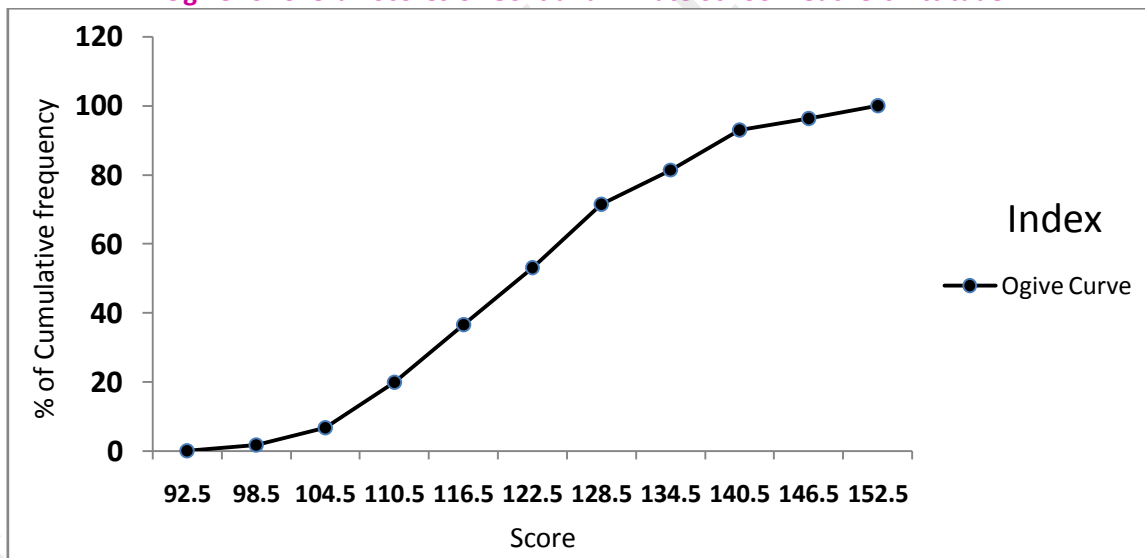


Figure No. 1 overall Scores of Govt and Private School Teachers Attitude
Ogive is appropriate, therefore result can be generalized

Table No. 2
Testing the appropriateness of the data of Male and Female

Groups	Mean	Standard deviation
Male	128.16	2.73
Female	115.67	

The graphical analysis supports normal distribution of the scores as shown by the ogive plotted on the following.

Ogive for overall Scores of Male and Female School Teachers Attitude

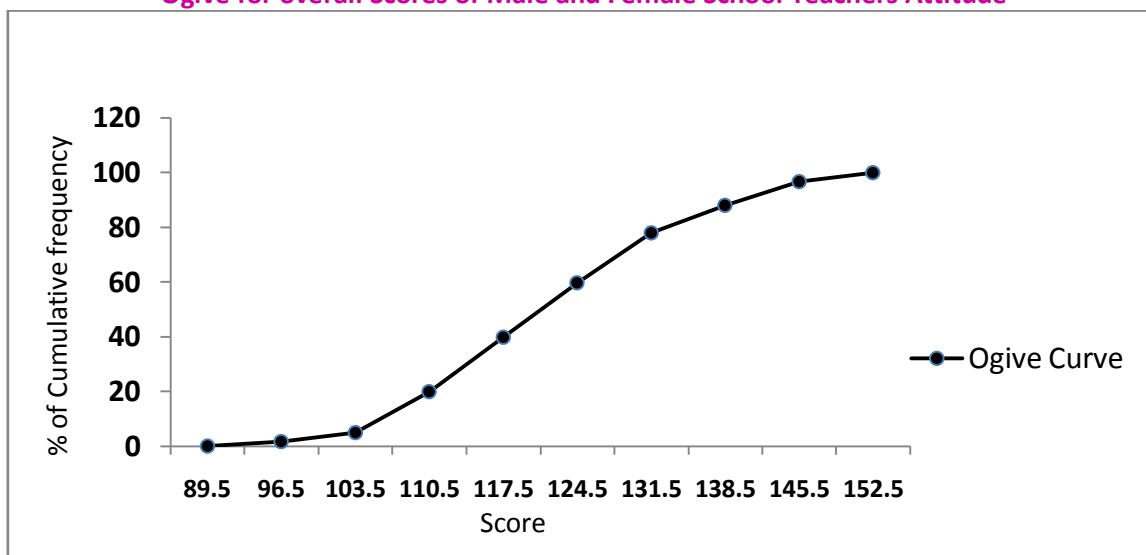


Figure No. 2 overall Scores of Male and Female School Teachers Attitude
 Male and female teacher’s attitude ogive is appropriate therefore result can be generalized

Testing the significance of hypothesis

After analysis the data, here the researcher has described the significance of hypothesis

Testing the significance of H1

H1: There will be difference levels of attitude i,e low(-) moderate, High(+) Towards the Inclusive education programme of the teachers.

Table No.3

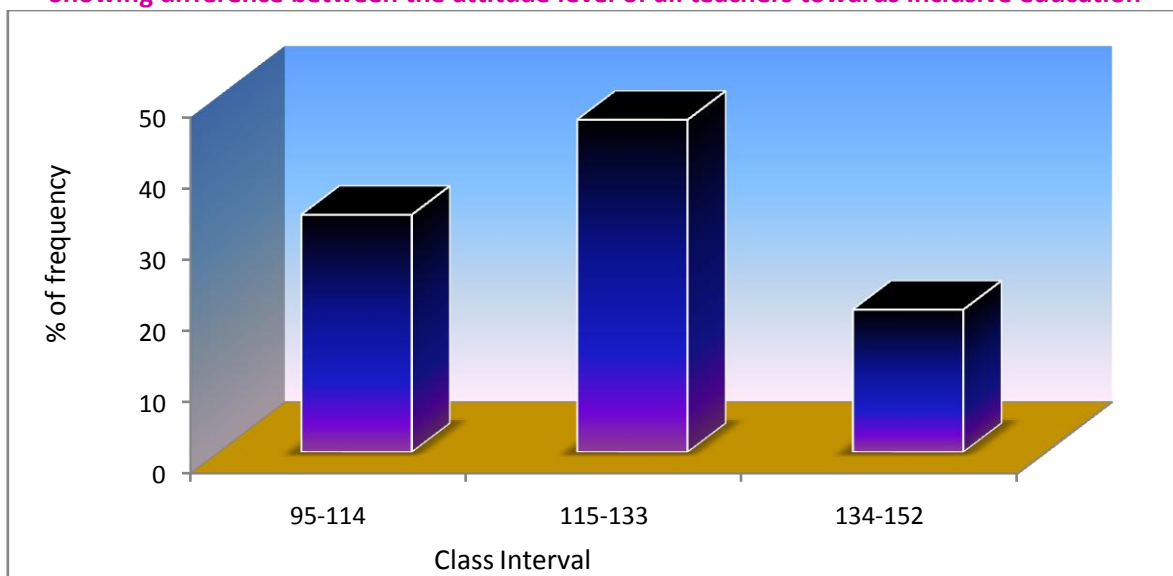
Different Level of Attitude towards Inclusive Education Programme of Teachers

Class Interval	frequency	% of frequency	Attitude level
95-114	20	33.33	Low (-)
115-133	28	46.66	Moderate (neutral)
134-152	12	20	High(+)

Interpretation

From this table it will be shown, 33.33 percent teachers possess low attitude towards inclusive education out of overall teachers. 46.66 percent teachers attitude is neutral 20 percent teachers possess high positive attitude towards inclusive education out of overall teachers.

Showing difference between the attitude level of all teachers towards Inclusive education



Testing the significance of Ho2

Ho2: There will be no significance difference in the mean scores of attitude between private and Govt teacher's towards the Inclusive education.

Significance of difference between the attitude of private and Govt teachers towards Inclusive education.

Table No. 4

Significance of Difference between the Attitude of Private and Govt Teachers towards Inclusive Education

School type	Number Of Teachers	Mean	S.D	S.Ed	CR Value	Significant of CR
Private	30	124.67	11.85	2.95	1.86	In Significant
Govt.	30	119.16	11			

Interpretation

In the case of two-tailed, the expected value at 0.05 level of significance= 1.96. at 0.01 level of significance = 2.58since,

CR calculated (1.86) < CR Standard (1.96)

Here the obtained Cr value 1.86 is less than the expected value of 1.96 at 0.05 level of significance, so that CR value is insignificant. Hence, the Null hypothesis is likely to be accepted.

Result: The Ho 2 is retained.

Discussion: we find that there is small difference in the mean value of Govt and Private school teacher's attitude, but it is marginal. Thus, it is clear that both Govt. And Private school teachers attitude are equal towards inclusive education.

Significance of Difference between the Attitude of Private and Government Teachers towards Inclusive Education

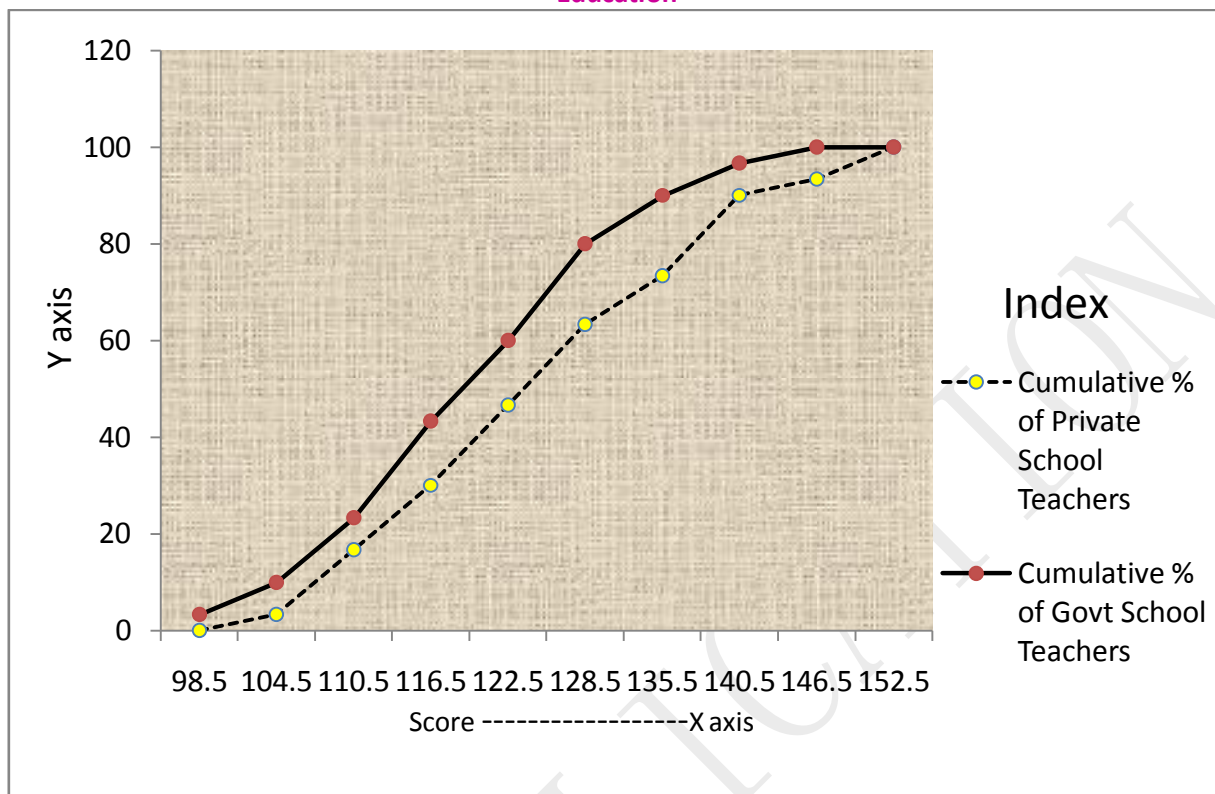


Figure No.4 Difference between the attitude of private and government teachers towards inclusive education

Testing the significance of Ho3

Ho3: There will be no significance difference in the mean scores of attitude between male and female teacher’s attitude towards the Inclusive education

Table No. 5

Significance of Difference between the Attitude of Male and Female Teachers towards Inclusive Education

Groups	Number	Mean	S.D	S.Ed	CR value	Significant of CR
Male	30	128.16	11.43	2.73	4.57	Significant
Female	30	115.67	9.65			

Interpretation

In the case of two tailed, the expected table value, at 0.05 level of significance 1.96 at 0.01 level of significance 2.58.

Here,

CR calculated (4.57) > CR Standard (2.58)

So, the CR value is significant Hence, the hypothesis is likely to be rejected.

Result: Hypothesis Ho3 is rejected

Discussion: Here mean value of male teacher’s attitude is more than the female teacher’s attitude. So, it can be interpreted that the male teacher’s attitude are more positive towards inclusive education as compared to the female teacher’s attitude.

Significance of Difference between the Attitude of Male and Female Teachers towards Inclusive Education

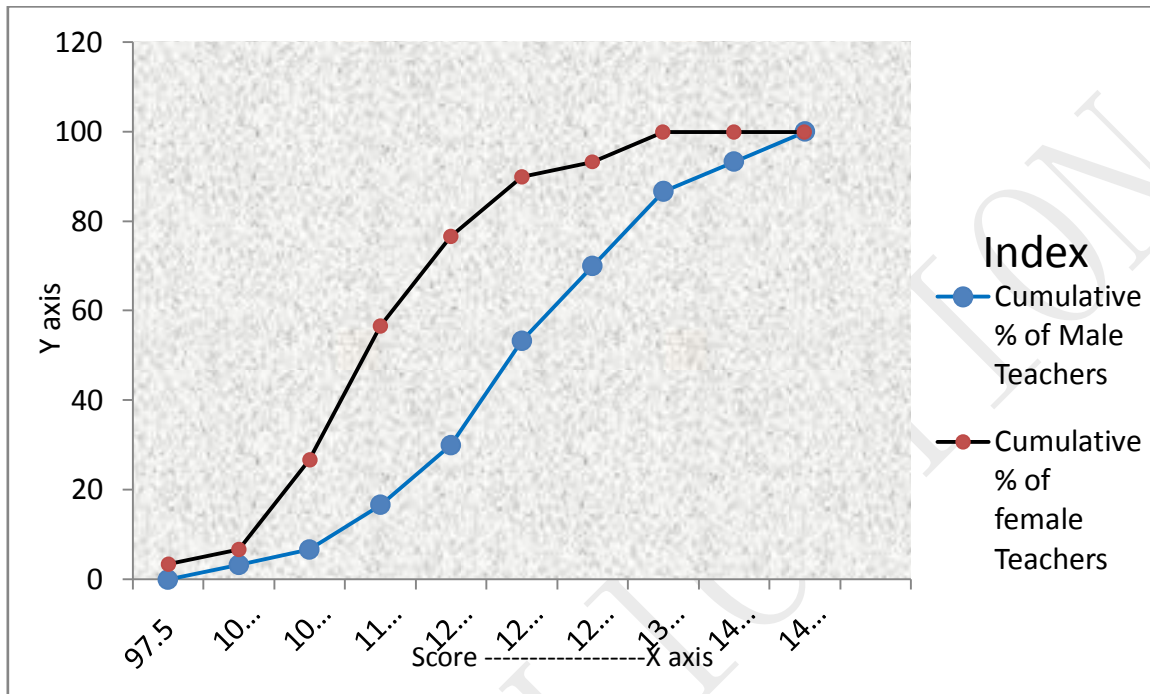


Figure No. 5 Difference between the attitude of male and female teachers towards inclusive education

Finding of The Study

- 1] Research has demonstrated that a key component for proper implementation of inclusive education lies in teachers attitude toward it, positive attitude is held by 20% teachers, negative attitude is held by 33% teachers, moderate (indifferent) attitude is held by 47% teachers.
- 2] At the upper primary level no significant difference exists between private and govt. school teachers in relations to their attitudes regarding inclusive education. It is because of the present day practice of inclusion special need children.

Educational Implication

It the female teacher becomes responsible, and then this problem can be solved Baker, J. M., & Zigmond, N. (1995).. This study indicates that attitude of private and government school teachers are equal towards inclusive education. This might be due to the reason that both private and government teachers have more knowledge about the children learning environment because of the present day practice of inclusion of special need children

School administration should make arrangement the needs of teaching related equipments for the disabled.

Teacher should care for the sitting arrangement of the disabled in the classroom.

Teacher should encourage the disabled for vocational training.

Teacher should give importance the disabled as well as general student.

It should be necessary to arrange free book distribution for the handicapped.

Teachers should be given psychological training to experience satisfaction in satisfying students.

RECOMMENDATION

The attitude that inclusive education is not an alternative but an inevitability, if the dream of providing basic education to all children is to even become a reality needs to be cultivated among all concerned professionals, grassroots workers, teachers and community members, especially in rural and remote areas.

- I. Public policies, prevalence of special education needs, and take into consideration the backlog created as a result of decades of neglect.
- II. Regular education should be based on performance indicators specified in the implementation programme.
- III. This would ensure that they do not drop out, are retained in schools, and complete equally with other children.
- IV. In addition, there is a need to develop on site support systems for teachers. Grass roots workers, parents, special school teachers, para teachers and other individuals can be shown how to provide the required support.

Suggestion For Future Research

- I. To study the problem of inclusive education.
- II. Suggestion to make inclusive education more effective.
- III. Study effectiveness of inclusive education scheme by teachers.
- IV. Research work is done by researcher with honesty.
- V. Research work is done by researcher to concentrate on their objectives.
- VI. Research work is done by researcher to concentrate with important thing.
- VII. Research work is done by researcher to concentrate with the related tool or questionnaire.

CONCLUSION

Infect the diverse approach in the operation of inclusive education programme without changing the general principles of mainstreaming makes India different from other developing countries. At present, inclusive education programme seems to be a boon for disabled children who are looking for services. It can be considered as the appropriate system for many disabled children who do not know what their needs are.

To conclude it can be said that inclusive education is mandate today. In fact inclusive education is the need of the hour. It becomes a crucial issue in the field of education, which attracts all concerned. It is a matter of immense pleasure that inclusive education is in a progressive way all over the world, but still there is room for improvement. To remove the gap between inclusion and exclusion, teachers, parents, society, administrators and government should collectively work to implement the policies of inclusive education.

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