



AWARENESS OF TEACHING STRATEGIES FOR INCLUSIVE SCHOOLS- A STUDY

J. Aruna, Prof . Satyaveer Yadav

Research Scholar, Department of Education, Sridhar University, Pilani;

Professor. Satyaveer Yadav, Shridhar University, Pilani

ABSTRACT

Inclusion is the hallmark of the 21st Century. Inclusive education explores evidence-based strategies to support diverse learners, including specific changes in curriculum, pedagogy and assessment practices. It addresses the needs of children with physical, sensory and intellectual disabilities, as well as those with complex learning problems. The chief purport of the current article is to delineate level of the awareness of teachers using various strategies for children under inclusion with special reference to gender, qualifications and management. A sample of 199 Regular Teachers as well as Resource Teachers were selected under Inclusive settings in Rangareddy and Hyderabad districts of the State of Telangana, employing simple random sampling technique. A self-developed tool which consists of 15 statements reflecting on peer-tutoring; Self-instruction; co-teaching and Direct instruction strategies was used to elicit the required information. No significant difference was found between awareness of teachers in using various strategies with special reference to their gender and management, while, a significant difference was indicated with reference to qualifications. Educational implications were drawn based on the findings and recommendations for further research was also depicted.

Index Words: Teaching Strategies, Peer tutoring, Self-Monitoring, Direct Instruction, Co-teaching.

Introduction

In the present century, the most controversial issue regarding the education of special educational needs (SEN) is that of **inclusion** (Hornby, 2015). Inclusive education is generally considered to be a multi-dimensional concept that includes the celebration and valuing of difference and diversity, consideration of human rights, social justice and equity issues, as well as of a social model of disability and a socio-political model of education. It also encompasses the process of school transformation and a focus on children's entitlement and access to education (Kozleski et al., 2011; Loreman et al., 2011; Mitchell, 2005; Slee, 2011; Smith, 2010; Topping, 2012).

Gupta (1996) describes that the task of teachers is central to education. Smith (1990) has claimed that teacher's personality in the attitudinal sense is a significant factor in teacher's behaviour and it has great impact on student's achievement. If the teachers are well-informed, motivated, with a positive attitude and committed to their profession, learning will be enhanced (Dwivedi, 2016).

It is said that awareness is the first step to create a positive attitude. In common parlance *awareness* is the state of being *conscious* of something. Oragwam (2004) defined awareness as a state of *consciousness and purpose*. Chinedu (2008) viewed awareness as the condition of being aware and able to understand what is happening around. Awareness is the state or ability to perceive, to feel or to be conscious of events, objects or sensory patterns. Awareness means having idea of the existence of something

In addition awareness, attitudes are the most important influential factors in educational systems and students' success. Studies reveal that even as compatibility increases between individuals' awareness and attitude the chance of achieving positive results such as job satisfaction and success in education and work boosts (Asadzadeh,2012).

Teachers' attitudes are gateways to understand their beliefs, vision, knowledge and their likely behavior towards desired goal. In the words of Bojana R. Mastilo, Ivana S. Zečević (2018) "Attitudes are defined as a learned and enduring predisposition to behave stereotypically and consistently towards a particular object / person / social group."

Teachers' attitudes towards education of children are often based on practical concerns about how educational policies can be implemented, rather than be grounded in any particular ideology. Several researches documented that if teachers have positive attitude towards Hearing Impaired (HI) children, then these children can boost up their scholastic performance. Research has clearly demonstrated a link between the awareness and attitudes of teachers and the academic success of learners with special educational needs.

Inclusive Education

The term '*Inclusion*' generally means ending all separate special education placement for all students and full time placement in general education with appropriate special education supports within that classroom (Garvar Pinhas &Schmelkin Pedhazur, 1989; Lipsky & Gartner, 1996).In past, the learning requirements of these children were provided in special settings, such as special classes, special schools and special residential schools or institutions. Recently, inclusion emerges out with the constitutional provision of equal opportunity for all these individuals. The concept of 'integration' stemmed out from the perspective of democracy. Integration leading to inclusive schools cannot be about renegotiating the roles of 'special' educators to meet the needs of 'special' children in ordinary classrooms (Stainback, Stainback & Forest, 1989).

Globally, in the field of special education there was a paradigm shift to promote the inclusion for children with special needs in academic, vocational and social aspects. The idea of Inclusive Education was given impetus by two conferences set up under the support of United Nations. The first of these, held in Jomtein, Thailand in 1990, promoted the idea of 'education for all', this was followed in 1994 by a UNESCO conference in Salamanca, Spain,

which led to a Statement that is being used in many countries to review their education policies. The Salamanca Statement proposes that the development of schools with an 'inclusive' orientation is the most effective means of improving the efficiency and ultimately the cost-effectiveness of the entire education system. Inclusion is a collaborative process among students, parents, and educators which enables students with and without disabilities to learn together in the same class to the greatest extent possible utilizing appropriate support services (Holmberg, 2016).

UNESCO (1994) declared that every child has unique characteristics, interests, abilities and learning needs and therefore, if the right to education is to mean anything, education systems should be designed and educational programmes implemented, to take into account the wide diversity of these characteristics and needs.

Analysis of Inclusion

A number of studies found that general education teachers are not supportive of inclusion. Hammond and Ingalls (2003), for example, concluded that most of the teachers did not support inclusion, albeit their schools had inclusive programs. Burke and Sutherland (2004) found similar results where in-service teachers' attitudes toward inclusion were negative. Other studies found that general education teachers are less supportive of inclusion (Armstrong, Armstrong, Lynch, & Severin, 2005; De Boer, Pijl, & Minnaert, 2010; De Boer, Pijl, & Minnaert, 2011). Rakap and Kaczmarek (2010) investigated Turkish general education teachers working in public elementary schools regarding the inclusion of students with disabilities in their classrooms and their readiness to include students with severe learning disabilities. The results indicated that the teachers had negative attitudes towards the inclusion of students with disabilities into regular education classrooms

Skilled teachers who are responsible for implementing inclusive education are also not up to as desired and necessary for inclusion. Das, Kuyini and Desai (2013) examined the current skill levels of regular primary and secondary school teachers in Delhi, India in order to teach students with disabilities in inclusive education settings. They reported that nearly 70% of the regular school teachers had neither received training in special education nor had any experience teaching students with disabilities. Further, 87% of the teachers did not have access to support services in their classrooms. Finally, although both primary and secondary school teachers rated themselves as having limited or low competence for working with students with disabilities, there was no statistically significant difference between their perceived skill levels. The inefficiency of teachers to develop and use instructional materials for inclusion students (Coskun, Tosun, & Macaroglu, 2009) is also a problem.

In recent years inclusion and inclusive education has become one of the most highlighted and discussed issue in education. Gouveia (1997) also reported that children with disabilities in the inclusive settings are subjected to a more varied curriculum and thus, benefit more academically. Most often the special education classes "focus more

on functional skills and less on subjects such as science, fine arts, literature and social studies”. However, there is still no consensus on inclusive practices and the teaching strategies to be applied to these pupils with special needs in the classroom.

In spite of the progress made by the Indian inclusive education system, Yashpal Singh and Anju Agarwal (2015) identified the problems of Inclusive education in India as follows:

1. Attitudes towards inclusion and disability among teachers, administrators, parents, peers and policy planners.
2. Teacher’s skill and competency.
3. Lack of awareness about children with disabilities among general teachers.
4. Improper curricular adaptations
5. School environment including difficulties in physical access.
6. Family collaboration
7. Insufficient and improper pre-service teacher education
8. ICT availability and related competencies.
9. Improper policy planning and lack-luster implementation.
10. Negative self-perceptions of children with disabilities.

National Policy for Persons with Disabilities, (2006)

The National Policy recognizes that Persons with Disabilities are valuable human resources for the country and seeks to create an environment that provides them equal opportunities, protection of their rights and full participation in society. It states that steps towards employment is initiated, whereby opportunities in private sector will be explored, facilitate modifications in the machinery, work station and work environment to suit the person with disability to operate without barriers and provide assistance through appropriate agencies such as marketing boards. For persons with severe and multiple disabilities home based income generation programmes will be initiated which may be suitable for persons with limited intellectual abilities.

The National Policy on Education (NPE), 2016

Emphasizing Inclusive Education and Student Support, it reiterated that:

- a) Curriculum will cover the issues of social justice and harmony and legal measures in order to avoid social discrimination.
- b) With the objective of encouraging merit and promoting equity, a National Fellowship Fund, primarily designed to support the tuition fees, learning materials and living expenses for about 10 lakh students will be created.
- c) A zero tolerance approach on gender discrimination and violence will be adopted.
- d) There will be dedicated funds for R&D to strengthen disability studies in higher education.

The changes in the educational level as per the NEP 2020

NEP 2020 more focus on practical learning rather than theoretical learning. Every student can get quality education no matter caste, gender or any disability. Different learning techniques and experiments used by the teachers. Freedom of choosing any subjects/streams with no boundaries.

Teaching strategies

Teaching strategies are best practices in education that work in a range of classroom environments. Most teachers use multiple strategies to keep their students engaged throughout the school year and test their knowledge more comprehensively. Others may use only one or two strategies to guide their lesson plans and ensure that each student understands the information provided. What works well for one class may not be best for the next class. The best approach to teaching strategies is to customize them to meet your students' needs.

Teaching methods and TLM NEP recommended One to one teachers and tutors, peer tutoring, open schooling, appropriate infrastructure, suitable technology intervention to ensure access which can be particularly effective for Children with disabilities. Effective teaching strategies are the methods, procedures, or various processes that an educator uses during classroom instruction. These strategies are the vehicle to which teachers drive their instruction to meet standards and reach their students' educational needs.

Teachers need to have a wealth of knowledge in various teaching strategies and a bucket of these strategies to choose from. This helps educators engage their learners and keep their classrooms actively participating in the learning process.

Teaching strategies play an important role in classroom instruction. Without the use of a strategy, teachers would be aimlessly projecting information that doesn't connect with learners or engage them. Strategies help learners participate, connect, and add excitement to the content being delivered. As students become familiar with the various strategies teachers use, some can even apply those strategies independently as they learn new material.

i. Peer-tutoring

Peer tutoring is an effective educational strategy for classrooms of diverse learners because it promotes academic gains as well as social enhancement. This technique is an effective way for students to teach and practice what they have learned to solidify their understanding, while gaining more one-on-one discussion and attention (Aboud,2006).

The history of peer learning goes back as far as the period of Aristotle. (Wagner, 1982). Throughout the history there have been many developments in peer learning, working in different contexts.

The term peer tutoring is used for various tutoring activities but mostly it is referred to the students who usually study or learn in pairs in order to help each other. Peer tutoring usually leads to better

understanding of the academic concepts but it is more fruitful when the students having different ability levels work with each other. (Kunsch, Jitendra, & Sood, 2007).

Peer tutoring in special education is a strategy where higher-performing students are paired with lower-performing students or students with disabilities to review or teach academic material. This strategy has been proven to help students on both sides master content and gain self-confidence in specific skills.

Some frequently used peer tutoring models used in the classroom include:

- Class wide Peer Tutoring (CWPT)
- Cross-age Peer Tutoring (CAPT)
- Peer Assisted Learning Strategies (PALS)
- Reciprocal Peer Tutoring (RPT)
- Same-age Peer Tutoring

Benefits of peer teaching

- Increased Literacy Scores.
- Developed Reasoning and Critical Thinking Skills
- Improved Confidence and Interpersonal Skills.
- Increased Comfort and Openness.
- Versatility.

Disadvantages

Although peer tutoring has many strengths, there are also challenges that should be considered. These include:

- Planning and preparing for peer tutoring requires additional time and organization for the classroom teacher.
- Peer tutors must be trained, monitored, and graded, which takes time and energy away from other important classroom tasks.
- Some parents are opposed to peer tutoring because they don't see the benefits for their child. This means that teachers must educate and convince parents of the benefits.

ii. Co-teaching

Co-teaching is a relatively new area of research in the field of education, which leaves much room for growth and discovery. It is considered a new variation of the traditional team teaching model, typically characterized as involving two general education teachers working together to meet the needs of a particular group of students. In the co-teaching model the general educator and special educator share different, but complementary knowledge and skills as they work together to meet the diverse needs of students (Anderson, 2008). Co-teaching is an approach in which two or more teachers, join together, plan together, teach together and evaluate together.

Co-operative Teaching: involves cooperation of teacher with colleagues, like class teacher, school principal, inclusion specialist, health therapist, and with parents, all belonging to a team responsible for the child's development. They collaborate in solving particular problems related to the child's development (Ranjeeta ,2018).

Co-teaching combines the expertise of two professionals, typically a general educator and a special educator, as they work together to meet the needs of a diverse student population within a general education setting. It is based on the belief that students are best served in settings most like their non-disabled peers, that students with special needs should have access to an enriched general education curriculum, and that they require instruction from highly qualified teacher.

A number of authors suggest the following key elements as co-teaching characteristics:

- Involves two or more professionals, typically a general educator and a special educator.
- Instruction within the same physical space.
- A sharing of teaching responsibilities.
- Instruction provided to a heterogeneous group of students.

Benefits for:

Students:

1. Students with disabilities gain access to the general education curriculum.
2. Reduced social stigma associated with leaving the classroom for special education services.
3. Students receive more teacher attention
4. Learning problems can be identified earlier
5. Enhanced academic performance
6. Effective for students with learning disabilities
7. Positive effects on self-esteem.
8. Increased student enthusiasm and involvement.
9. Increased participation of students with disabilities

Teachers

1. Receive personal and professional support.
2. Opportunities for professional growth.
3. Sharing of knowledge, skills, and resources between co-teachers.
4. Provides a sense of camaraderie between participating teachers
5. Increased job satisfaction and Reduced discipline problems
6. Willingness to try new things and be more creative
7. Helps to meet the psychological needs of belonging, fun, choice, power, and survival.
8. Feel more empowered to make decisions and solve problems
9. Reduced paperwork

Organizations

1. Enhanced sense of community within general education classrooms.
2. Fewer referrals for special education services
3. Parent satisfaction.
4. Staff more united.
5. Provides a way to sustain inclusive practices.

Coteaching can be an effective way to improve student learning, but it only works if both teachers are clear about their roles and responsibilities. Make sure to set aside time to plan together and get on the same page for meeting all student needs. This will help ensure that your lessons are aligned and that you are both aware of what the other is doing.

iii. Self-monitoring

Self-monitoring is a well-researched self-management intervention that has been found to be successful with students of all ability levels (Briesch & Chafouleas, 2009; Graham-Day, Gardner, & Hsin, 2010; Sheffield & Waller, 2010). It is considered by many to be easily implemented and applied across content areas. Self-monitoring involves observing one's own behaviour and recording it (Mace, Belfiore, & Hutchinson, 2001). Observing one's behaviour consists of both identifying instances of the behavior and non-instances (Mace et al., 2001) and documenting them. Simply put, self-monitoring refers to the act of recording or rating one's own behavior.

Self-monitoring has been classified as one of the common types of self-management interventions among several others, such as self-evaluation, self-instruction, goal setting, and strategy instruction (Mooney, Ryan, Uhing, Reid, & Epstein, 2005). Specifically, self-monitoring involves a two-step process of managing one's own behavior. The first step in the process involves observing one's own behavior, and the second step involves recording some aspect of that behavior (Mace, Belfiore, & Hutchinson, 2001).

Self-Monitoring - Process

Procedure	Steps
1.Planning	Step 1: Determine appropriateness.
	Step 2: Operationally define the behaviours.
	Step 3: Collect baseline data.
	Step 4: Design the intervention and monitoring form.
	Step 5: Teach the self-monitoring procedures.
2.Implementation	Step 6: Oversee self-monitoring implementation.
	Step 7: As the data allow, program for maintenance and generalization.
3.Evaluation	Step 8: Determine effectiveness and next steps.

Research shows that when students pay close attention to their own behavior and learning data, they make better choices and achieve better results in learning targets. Self-monitoring is a useful technique for many students to achieve these results in the classroom. This technique has two parts. The first part involves the student recording data, and the second part involves the student comparing that data to a set of standards and previous data that has been recorded. Self-monitoring can be used for behavior modification and learning achievement.

Benefits for Students with Disabilities

- Social behaviours and completion of written classroom work at the high school level
- The ability to follow directions in junior high school classes
- Less aggressive behavior
- Academic engagement and fewer disruptive behaviours for elementary-age students
- On-task behavior, less disruptive behavior, and listening skills for grades 7 through 9
- Math fluency

iv. Direct Instruction

Direct instruction is one of the most widely used methods of teaching, and it begins with the “clear and systematic presentation of knowledge” with the goal of helping students to develop background knowledge so that they may apply and link it to new knowledge (Kim & Axelrod, 2005).

In general usage, the term direct instruction refers to (1) instructional approaches that are structured, sequenced, and led by teachers, and/or (2) the presentation of academic content to students by teachers, such as in a lecture or demonstration. In other words, teachers are “directing” the instructional process or instruction is being “directed” at students.

Direct instruction is where teachers use explicit teaching techniques to teach a specific skill to their students. This type of instruction is teacher-directed, where a teacher typically stands at the front of a room and presents information. Teachers match their instruction to the task to enhance students' understanding of a topic. This technique depends on strict lesson plans with little room for variation. It does not include active learning activities such as discussions, workshops or case studies.

Direct Instruction operates on five key philosophical principles:

- Every child can be taught;
- Every child can gain academic achievement on basis of self-image.
- Every teacher can be successful if provided with sufficient training and learning material.
- Disadvantaged and low performing students can catch up to their higher-performing and experienced contributors and peers if they are taught using direct instruction.
- Each part of instruction needs to be controlled to reduce the chance of students' misunderstanding the details being taught and to increase the reinforcement of instruction.

Six steps in Direct Instruction

1. Review previously learned material

- a. A short review before/ with the new lesson's interest approach
- b. Check & grade previous homework
- c. Put problems on the board (can be part of bell-work)
- d. Re-teach if necessary

2. State objectives for the lesson

- a. Students should know what is to be taught
- b. Stated clearly
- c. Written on the board
- d. Handed out
- e. Follow the objective
- f. Use them to develop evaluations.

3. Present new material

- a. Your teaching depends on your analysis and preparation.
- b. Organize content.
- c. From general to specific.
- d. From lower level objectives to higher
- e. From previous information to new material Lectures.
- f. Be aware of attention spans
- g. Be aware of the number of major points made
- h. Be repetitious
- i. Review and summarize

- j. Demonstrations-Learning Activity, experiment, demonstration
- k. Surprise them
- l. Allow students to practice immediately

4. Guided practice with corrective feedback.

- a. Guided and independent practice
- b. Teacher controls & monitors guided
- c. Teacher evaluates & corrects independent
- d. Questions should be prepared in advance.

5. Assign independent practice with corrective feedback

- a. Homework.
- b. A formative step, not a summative step.
- c. Worksheets.

6. Review periodically with corrective feedback if necessary

- a. Check homework promptly
- b. Base new instruction on results
- c. Re-teach if necessary

There are many reasons why it is important to teach students with disabilities. One reason is that all students have a right to an education. All students, regardless of ability, should have access to high-quality learning opportunities. Another reason is that students with disabilities often have unique needs that can be best met by trained and experienced teachers. Additionally, research has shown that students with disabilities who receive a high-quality education often have better outcomes in life, including increased employment and earnings, improved health, and increased civic engagement.

Need for Research

Teacher attitude is one of the most important variables in the education of children with disabilities (Smith, 2000). Teacher beliefs underlying the philosophy of inclusion are important predictors of the outcomes of inclusion (Ringlaken & Price, 1981). Teachers' judgments about children with disabilities could have a significant influence on children's emotional, social and intellectual development. Since general educators' willingness to include students with disabilities in their classrooms is critical to the success of inclusion, a number of researchers have stressed the importance of understanding teachers' attitudes and beliefs toward inclusion (Bain & Dolbel, 1991; Roberts & Zubrick, 1992; Forlin & Cole, 1993; Hasazi et al., 1994; Forlin et al., 1996; Smith, 2000).

In the pedagogical field, inclusion refer to the need for schools to respond to an environment of diversity, that is, to a community with social, political, cultural and economic differences. The basic assumption of this idea is that the school system must adapt to its student's needs. This pedagogical model emerged during the 1990s in Jomtien, Thailand, under the assumption of 'Education for All' (EFA).

According to official estimates from the Census of India (Government of India, 2011), the number of people with disabilities in the country is 26 million, or roughly 2.1% of the total population. However, UNICEF's Report on the Status of Disability in India (2000) states that there are around 30 million children in India suffering from some form of disability. 10% of the world's population lives with a disability, and 80% of these people with disabilities live in developing countries. But 75% of people with disabilities live in rural areas in India (Singh.J.D, 2016).

Recommendations

The following recommendations focus on ensuring that teacher education and support practices are at the heart of plans to deliver truly inclusive education systems.

- It is explicitly evident that research studies conducted in India in respect of awareness and attitudes as well as teaching strategies found to be in an embryonic stage.
- Therefore, there is a dire need to probe into the awareness as well as attitudes of teachers working under inclusion using certain strategies.
- Supporting teachers to teach all learners requires a coherent approach to their education, both at the initial stage and subsequently at regular intervals, which is consistent with a broad conception of inclusion.
- While laws, plans, strategies and policies are increasingly issued all over the world in the name of inclusive education to fulfil the commitments countries made in the UN Convention on the Rights of Persons with Disabilities and the fourth Sustainable Development Goal, two challenges are commonly encountered.
- Many teacher education programs are yet to embrace this broad concept of inclusion, instead treating inclusion in teacher education first and foremost as a special topic, imparting special skills, to be deployed in special settings.
- Even when countries strike the right tone, there is often a distance between declarations and actions, especially with respect to preparing teachers.
- Education laws and policies must communicate a clear vision of teacher training for inclusion, as a process consisting of actions and practices that embrace diversity and build a sense of belonging, rooted in the belief that every person has value and potential and should be respected. Unfortunately, the language of inclusion has often been misused in policy documents to mask approaches that favour exceptions.
- Pre-service and in-service training systems should be reviewed and revised to ensure inclusive education principles are fully mainstreamed throughout teacher education curriculum. Inclusion for all, without exception, should be a core element of general pre-service training, imparting inclusive values and not as

an optional specialist course helping some teachers prepare to teach some groups. This vision of inclusion avoids categorizations that could instead lead to stigmatization, marginalization and potentially to exclusion.

- To achieve this goal, teacher training systems must deliver a more effective balance of theory based learning and hands-on practice, with a focus on helping teachers learn how to be child centered and inclusive. For that reason, peer training and professional exchanges, for instance through learning communities, resource centers, connections between mainstream and special schools, mentoring and team teaching must be prioritized.
- Teachers should be supported by teaching assistants, head teachers and district or thematic education coordinators to help fulfil their mission towards inclusive teaching. These key members of support mechanisms need to be equally well prepared to fulfil their roles.
- Governments need to meaningfully engage teachers and their representative organizations, as well as parents and community organizations, especially those representing groups at risk of exclusion, to develop and improve teacher standards, competencies and education programs
- A culture of monitoring and evaluation must be embedded in teacher education programs, focusing on classroom practices and impact on student achievement and well-being, to inform and continue improving their design and implementation.

References:

- <http://bit.ly/2020teacherspaperreferences>
- https://www.lsu.edu/chse/education/research_and_outreach/self-monitor.php
- Teacher's Desk Reference; Practical Information for Pennsylvania's Teachers (2014)
- https://en.wikipedia.org/wiki/National_Policy_on_Education
- https://niepid.nic.in/nep_2020.pdf

HO5. There is no statistically significant difference between the levels of awareness of Regular and Resource Teachers at primary level in using various strategies at primary level in Hyderabad and Rangareddy districts of Telangana State with special reference to **gender**.

Table Showing awareness levels –Gender

Crosstab

			Awareness Level			Total
			Average	High	Very High	
Gender	Male	Count	29	38	6	73
		% within Gender	39.7%	52.1%	8.2%	100.0%
	Female	Count	58	60	8	126
		% within Gender	46.0%	47.6%	6.3%	100.0%
Total	Count	87	98	14	199	
	% within Gender	43.7%	49.2%	7.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.835 ^a	2	.659
Likelihood Ratio	.835	2	.659
N of Valid Cases	199		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.14.

It can be inferred from the chi-square test, the calculated p-value is insignificant at 5.% level of significance (.659), with regard to the levels of awareness of Regular and Resource Teachers at primary level in using various strategies at primary level. It was found that a good majority of the sample (52.1%) of male teachers and (47.6%) of female teachers were found to be with high levels. Hence, the hypothesis formulated is **accepted**.

HO₉. There is no statistically significant difference between the impact of awareness of Regular and Resource Teachers at primary level in using various strategies at primary level in Hyderabad and Rangareddy districts of Telangana State with special reference to **qualification**.

a)Table 4.2.9 showing awareness level – Qualification

Crosstab

			Awareness Level			Total
			Average	High	Very High	
Qualification	PG & M.Ed	Count	0	2	3	5
		% within Qualification	0.0%	40.0%	60.0%	100.0%
	PG & B.Ed	Count	23	33	4	60
		% within Qualification	38.3%	55.0%	6.7%	100.0%
	Degree & B.Ed	Count	49	49	6	104
		% within Qualification	47.1%	47.1%	5.8%	100.0%
	Inter & Diploma	Count	15	14	1	30
		% within Qualification	50.0%	46.7%	3.3%	100.0%
Total	Count	87	98	14	199	
	% within Qualification	43.7%	49.2%	7.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.526 ^a	6	.000
Likelihood Ratio	14.489	6	.025
N of Valid Cases	199		

a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is .35.

It can be inferred from the chi-square test, the calculated p-value is significant at 5.% level of significance (.000), with regard to the levels of attitude of Regular and Resource Teachers at primary level in using various strategies at primary level with regard to **qualifications**. It was found that a good majority of the sample (55.0 %) with PG and B.Ed qualifications and (47.1 %) with degree and B.Ed, qualification were with high levels; whereas, (50.0 %) with Intermediate and Diploma course were found to be at average attitude levels. Hence, the hypothesis formulated is **rejected**.

HO₂₁. There is no statistically significant difference between awareness levels of Regular and Resource Teachers at primary level in using various strategies at primary level in Hyderabad and Rangareddy districts of Telangana State with special reference to **management**.

Table 4.2.21 showing awareness level – management

Crosstab

			Awareness Level			Total
			Average	High	Very High	
Management	Private	Count	49	48	7	104
		% within Management	47.1%	46.2%	6.7%	100.0%
	Government	Count	38	50	7	95
		% within Management	40.0%	52.6%	7.4%	100.0%
Total	Count	87	98	14	199	
	% within Management	43.7%	49.2%	7.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.027 ^a	2	.598
Likelihood Ratio	1.028	2	.598
N of Valid Cases	199		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.68.

It can be inferred from the chi-square test, the calculated p-value is insignificant at 5.% level of significance (.598), with regard to the levels of awareness of Regular and Resource Teachers at primary level in using various strategies at primary level with regard to management. It was found that a good majority of the sample (52.6 %) from Government managements had high levels of awareness, while, (47.1%) from private management had average levels. Hence, the hypothesis formulated is **accepted**.

