

ATTITUDE OF HIGH SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION

Dr. Susheela Narang

Principal

Kenway College of Education, Abohar

ABSTRACT

Present investigation was done to study the attitude of high school teachers towards inclusive education. For this study 120 government high school teachers were taken by using random sampling technique. Self-prepared questionnaire was used by the investigator. The findings of the present study revealed that there is no difference in attitude of high school teachers towards inclusive education in relation to their gender and locale.

Keywords: Attitude, Inclusive Education, Authentic assessment practices, Applied curriculum, Multi-level instructional approaches.

INTRODUCTION

Education is an integrated part of one's life. All children should be given an equal opportunity to learn to the limits of their capacities. It is mandatory for all the children to get education. According to 93rd amendment of the Indian constitution education has been made a fundamental right for children in 6-14 years age groups. Fundamental Education is that kind of education which aims to help children and adults who do not have the advantages of formal schooling, to understand the problem of their environment and their rights and duties as citizens and individuals, to acquire essential knowledge and skill for the progressive important of their living conditions and to participate effectively in the economic and social development of their community, making full use of facilities and techniques brought to the community from outside.

Inclusive Education is also a part of education. It seeks to address the learning needs of all children, youth and adults with a special focus on those who are vulnerable to marginalization and exclusion. It implies all learners, young people with or without disabilities being able to learn together through access to common pre-school provisions, school and community education setting with an appropriate network of support services.

Inclusive requires some changes in how teachers teach, as well as changes in how students with and without special needs interact with and relate to one another Inclusive Education. Practices frequently rely on active learning, authentic assessment practices, applied curriculum, multi-level instructional approaches, and increased attention to diverse student need and individualization.

Inclusive education is the need of the Indian society of today as it intends to bridge the gap between special education, 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 helps in achieving our movie motive of universalization of education. It could only be possible if expansion of education be made keeping in view the mental and physical health, needs and other strengths of children.

Meaning of attitude is, A hypothetical construct that represents an individual's degree of like or dislike for an item.

A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation. Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards. [together called stimuli]

The teacher is a crucial component in the scheme of education and the success of any educational venture depends upon him. If the teacher is clear about the aims of inclusive education and is fully trained he is sure to succeed.

The teacher must have knowledge about special needs children, their various disabilities and problems and the strategies and methodologies required to educate him.

In the words of Aurobindo, The teacher is not an instructor or task master, he is a helper and guide. His business is to suggest and not to impose. He does not actually train the pupil's mind, he only shows him how to perfect his instruments of knowledge and helps him and encourages him in the process. He does not impart knowledge to him, he shows him how to acquire knowledge that is within. This only shows him where it lies and how it can be habituated to rise to the surface.

OBJECTIVES

1. To study the attitude of high school teachers regarding inclusive education.
2. To compare the attitude of male and female high school teachers towards inclusive education.
3. To compare the attitude of rural and urban high school teachers towards inclusive education.

HYPOTHESES

1. High school teachers will have positive attitude towards inclusive education.
2. There is no significant difference between attitude of male and female high school teachers towards inclusive education.
3. There is no significant difference between attitude of rural and urban high school teachers towards inclusive education.

METHOD

The descriptive survey method was employed for the present study.

SAMPLE

A sample of 120 government high school teachers were taken by using random sampling technique out of which 60 were rural and 60 were urban.

TOOL

Self prepared questionnaire was used by the investigator.

RESULTS AND DISCUSSION**Table 1**

Showing Attitude of Male and Female High School Teachers towards Inclusive Education

Sr. No	Group	N	M	SD	S E _d	t-ratio	Level of Significance
1	Male	60	15.85	2.748	0.563	0.213	Not Significant at 0.01 level
2	Female	60	15.63	3.389			

Table 1 shows that t-ratio between male and female high school teachers was 0.213 which was found in significant at 0.01 level of significance indicating there is no difference between the attitude of male and female high school teachers towards inclusive education. Therefore, the hypothesis there is no significant difference between attitude of male and female high school teachers with respect to inclusive education was retained. The finding of Martz and Erin (2009) also highlighted the same results.

Table 2

Showing Attitude of Rural and Urban High School Teachers towards Inclusive Education.

Sr. No	Group	N	M	SD	S E _d	t-ratio	Level of Significance
1	Rural	60	15.80	2.915	0.563	0.213	Not Significant at 0.01 level
2	Urban	60	15.68	3.249			

Table 2 shows that t-ratio between the rural and urban high school teachers was found to be 0.213 and which was in significant at 0.01 level of significance. Which indicates that there is no significant difference between the attitude of rural and urban high school teachers towards inclusive education. Therefore the hypothesis there is no significant differences between attitude of rural and urban high school

teachers with respect to inclusive education was retained. The finding of Mukhopadhyay and Musengi, (2012) also highlighted the same results.

EDUCATIONAL IMPLICATIONS

This study offers insight into what resource allocation strategies are more likely to positively influence teacher attitudes. It will also give administrators a good idea of what teacher's beliefs and attitudes are, and what factors make the views of teachers positive or negative towards inclusive education. From this study, administrators could also estimate teachers understanding of inclusive education and make subsequent plans for training that can fill the gaps in teacher's knowledge. Data suggested that though some teachers received training related to inclusive education, understanding of it is diverse. In particular, this study suggests that teachers need additional training to gain skills and knowledge (both basic and practical) which would allow them to be effective inclusive teachers. This study will also be useful for those who have an interest in inclusive education policy. Many studies have indicated that support from a government can have a positive impact on teacher's attitudes, as well as the ability to affect the successful implementation of inclusive education. The information contained in the present study suggests that increased support may increase positively towards inclusive education.

SUGGESTIONS

Government and private organizations interested in education should pursue more vigorously comprehensive and qualitative sensitization programmes at all levels of education system on inclusive education. This sensitization programme should also include radio and television programmes for public awareness. Community institutions should also be used as agents to create awareness. Attention should be focused on the need to give practicing teachers training on inclusive education practices through seminars and workshops. The curriculum of teacher education programmes in all teacher training institutions should be restructured to include compulsory (core) courses for all teacher trainees. Curriculum planners should also develop curriculum in all areas which will be flexible thereby accommodating the heterogeneous experiences that are bound to be seen in any inclusive classroom. The government should enter into partnership with Non Governmental Organizations (NGOs) especially those from countries where inclusive education has taken root. This will facilitate aid in the area of assistive technologies such as Braille, audio tapes etc. This is because it is only teachers who have the expertise and the right attitude, that can provide the necessary leadership and guidance for these special needs students in mainstream schools. The government should Endeavour to restructure the school buildings and school plants as much as possible to accommodate special needs students. This will eliminate the various structural barriers to inclusion while ensuring a more inclusive friendly environment

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