

## Inclusive Education: Attitude of Primary School Teachers With Regard To Personal Variables

**\*R. Aiswarya, PG Student**

**\*Dr B. William Dharma Raja,**

Associate Professor & Head,

Department of Education,

Manonmaniam Sundaranar University,

Tirunelveli- 627012,

Tamilnadu, India.

### ABSTRACT

*Teacher plays a vital role in the learning process of students because they are the ones imparting the knowledge. One of the most significant stipulations that allow for successful inclusion of special education students is the attitudes or the attitudes of the general education teacher regarding the inclusion of special education students into their classroom. This study examines the attitude of primary school teachers towards inclusive education. The sample of the study comprised of 144 primary school teachers from 10 blocks in Tirunelveli district. The investigator used stratified random sampling method for collecting data. Descriptive and inferential statistical techniques (t- test & ANOVA) were used for analyzing data. It was found that there is no significant difference in primary school teachers' attitude towards inclusive education with regard to personal variables. It was found that only 13.2% of primary school teachers have high level of attitude towards inclusive education. It was also found that there is no significant difference in primary school teachers' attitude towards inclusive education with regard to personal variables.*

**Key Words:** Primary school teachers, Inclusive education, Attitude, Personal variables.

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### 1. INTRODUCTION

Inclusive Education is based on the simple idea that every child and family is valued equally and deserves the same opportunities and experiences. Inclusive Education is about children with disabilities, whether the disability is mild or severe, hidden or obvious, participating in everyday activities, just like they would if their disability were not present. It's about building friendships, membership and having opportunities just like everyone else. The

attempts towards development and ensuring equality and justice for all have commonly been found to conform to the norms and systems of the majority. Most of these attempts have articulated the need for inclusion of all segments of the society. However, in most cases this articulation took the form of ‘special care systems’ that ultimately led to further exclusion of these communities (Madhumita & Abraham, 2004)

## **2. Significance of the study**

In general, primary school teachers’ attitude were found to be influenced by the nature and severity of the disabling condition, training of the teacher, experience, gender and availability of support. Implications from the review suggest the need for the availability of training, adopted curriculum, positive attitudes and utmost responsibility of the teachers. One of the most significant stipulations that allow for successful inclusion of special education students is the attitudes or the attitudes of the general education teacher regarding the inclusion of special education students into their classroom. As such, the researcher wanted to explore primary teachers’ conceptualizations of inclusive education. This study will help to better understand primary teachers’ attitudes, views and knowledge about inclusive education in mainstream in primary schools. So the researcher wants to study the attitude of primary school teachers towards inclusive education.

## **3. Objectives**

- 1) To find out the level of primary school teachers’ attitude towards inclusive education; and
- 2) To find out the significant difference, if any, in primary school teachers’ attitude towards inclusive education with regard to personal variables namely gender, age and monthly income.

## **4. Hypotheses**

- 1) There is no significant difference in primary school teachers’ attitude towards inclusive education with regard to gender of the teacher.
- 2) There is no significant difference in primary school teachers’ attitude towards inclusive education with regard to age of the teacher.

- 3) There is no significant difference in primary school teachers' attitude towards inclusive education with regard to monthly income of the teacher.

## 5. Method of study

### Sample

The sample consisted 144 primary school teachers in 10 blocks in Tirunelveli district, Tamilnadu following to the stratified random sampling technique.

### Tool Used

Scale on Teachers' Attitude towards Inclusive Education (2017) was developed by the authors to collect the data from the primary school teachers.

### Statistics used

Percentage analysis, test & ANOVA were used to analyse the collected data.

## 6. Data analysis

**Table 1: Level of Primary School Teachers Attitude towards Inclusive Education**

Low		Moderate		High	
N	%	N	%	N	%
72	50	53	36.8	19	13.2

Majority (50%) of the primary school teachers had unfavorable attitude towards inclusive education.

**Table 2: Primary School Teachers Attitude towards Inclusive Education with regard to Gender.**

Variable	N	Mean	SD	t- Value	p- Value	Remarks
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	Male	51	73.49	10.75			
<b>Gender</b>					0.682	0.496	NS
	Female	93	72.39	8.25			

In the above table, since the p- values (=0.496) is greater than 0.05, the null hypothesis is accepted at 5% level of significant. It shows that there is no significant difference in attitude of primary school teachers towards inclusive education with regard to gender.

**Table 3: Primary School Teachers towards Inclusive Education with regard to Age**

Variables	Source	Sum of Squares	Degrees of Freedom	Mean score	F- Value	p- Value	Remarks
	Between Groups	326.575	2	168.29			
Age					1.959	0.145	NS
	Within Groups	11749.90	141	83.33			

In the above table, since the p values (= 0.145) is greater than 0.05, the null hypotheses accepted at 5% level of significant. It shows that there is no significant difference in attitude of primary school teachers towards inclusive education with regard to Age.

**Table 4: Primary School Teachers Attitude towards Inclusive Education with regard to Monthly income of the teacher.**

Variable	N	Mean	SD	t- Value	p- Value	Remarks
Below 20000	42	70.79	8.85			

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Monthly					1.677	0.530	NS
Income	Above	102	73.60	9.25			
	20000						

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In the above table, since the p- value ( $=0.530$ ) is greater than 0.05, the null hypothesis is accepted at 5% level of significant. It shows that there is no significant difference in attitude of primary school teachers towards inclusive education with regard to monthly income of the teacher.

## 7. Major Findings

- 1) Majority (50%) of the teachers had unfavorable attitude towards inclusive education.
- 2) There is no significant difference in primary school teachers' attitude towards inclusive education with regard to gender of the teacher.
- 3) There is no significant difference in primary school teachers' attitude towards inclusive education with regard to age of the teacher.
- 4) There is no significant difference in primary school teachers' attitude towards inclusive education with regard to monthly income of the teacher.

## 8. Recommendations

To improve the attitude of primary school teachers towards inclusive education, the government should create awareness about the Individuals with Disabilities Act (2002) among all the teachers especially primary school teachers. Schools should create infrastructural conditions and availability of special learning materials in schools so as to create the opportunity for inclusion of all children. Teacher education institutes should provide training in special schools to the pre service teachers. SCERT should include Inclusive Education as one of the subjects in the curriculum. The government should appoint at least one special teacher in every school. The school administration provides incentives to the teachers who are handling inclusive classes.

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