



ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION IN RELATION TO THEIR MANAGEMENT AND MARITAL STATUS

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ABSTRACT Education is a critical input for developing the manpower and a very significant factor for achieving rapid economic and technological progress. The Right to Education Act implies that every child has a right to get education in order to achieve fundamentals of survival, development, health and nutrition, access to information, to acquire knowledge and to improve the quality of his/her life. The Sarva Shiksha Abhiyan (SSA) is the New initiative of the Govt of India for achieving the objective of "Education for all". As part of education for all mission the focus is also laid on the inclusive education. The objective of the present investigation is to study the influence of management and marital status on the attitude of secondary school teachers towards inclusive education. A five point Attitude scale developed by **Raghava, R (2014)** was used for the present study. A sample of 120 secondary school teachers representing all categories of secondary schools in Chittoor District were included in the study. The data was analysed using 't' test. The results revealed that Management and marital status have influenced the attitude of secondary school teachers towards inclusive education.

KEYWORDS : Secondary school teacher, Inclusive education, Management and Marital status.

Introduction

The concept "children with special needs" is of British origin. Prior to 1944, provision of education was made on the basis of a specific handicap i.e., visual and hearing impairment, essentially through charitable initiatives. The emphasis was more on training than on education. Originally, provision for children with sensory and physical disabilities and mental handicaps were made, and subsequently extended to those with emotional and behavioural problems.

In the period, following World War-II an increasing amount of research was directed at children with special education needs, particularly in the United States of America (USA). It was recognized that this could not be achieved through the classification of children into handicapped categories which had no direct educational implication.

Parents became conscious and concerned that their children's educational needs should be met and in the period following the War many parent organisations were started which then exerted pressure to improve educational provisions. This was the second cycle of development in special education.

Research on social deprivation indicated that children's educational progress did not reflect factors within the child but within the child's environment. This led to the Head Start programme in USA and "the educational priority area" programme in Britain. The third development was growing concern for the rights of the minorities. Equal educational opportunities were seen as essential to realizing the rights through participation in the general system of education.

Integrated education was regarded as necessary to enable an individual to become an accepted member of society. These views led to a strong demand that those with special educational needs should be educated in ordinary schools.

Integrated education in different forms was introduced, but in Britain it waited to be implemented till the 1988 Education Act was formulated about special education needs. In the right to education, all the children are supposed to be admitted in nearby schools. But there is no provision for children with disabilities in every school. Special facilities and specially trained Teachers are required. Regular school Teachers are not sufficiently aware of the concept of disability and education of these children. Therefore, the disabled children will be deprived of this opportunity. The inclusive education was used in the place of integrated education and now it is in vogue. Keeping in view recent initiatives on inclusive education, a comprehensive review is necessary to understand the present status of education of children with disabilities, and how inclusive education can be promoted. Some of the studies related to the present investigation are highlighted below.

Reddy, Lokanadha, G., Jayaprabha, R and Sujatha Malini, J (2005) found that in most of the disability aspects in children, the school teachers possessed only moderate and low awareness and attitude with moderate competency. Sharma and Desai (2007) reported that

Australian teachers were significantly more in favour of including students with disabilities in to regular class rooms than Singaporean counter parts. Australian teachers were more positively disposed to include students with disabilities who required physical and social accommodation. Mohanty, Susanta (2008) mentioned that regular teachers were asked to teach special needs students without receiving any formal training as well as administrative assistance; but inclusive education demands the class teacher to be innovative flexible, creative, ready to learn from the learners and capable of initiating active learning. Usha Rani, V (2008) reported that the awareness of teachers about the inclusive education for the disabled was average. Female teachers had more awareness than their counter parts. No significant difference in the awareness was reported according to groups such as a) head teachers and assistant teachers, b) junior and senior teachers c) secondary grade, B.T. and P.G. teachers. Raghava, R (2014) found that gender and experience have significant influence on the attitude towards inclusive education of primary school students. The discriminatory attitude towards persons with disabilities at all levels of society, contributes to the continued neglect of their right to education. It is conservatively estimated that less than 10 percent of children with disabilities in developing countries in the Asia-Pacific region are in schools internationally, and this calls for the relook at the concept of inclusive education. It appears that the area of inclusive education is neglected by the researchers and it requires attention and it would be of great loss to the students, who have disabilities if this area is not exploited fully. Although the researchers made sporadic efforts in the area of inclusive education, still there is a vast scope to exploit and to strengthen the inclusive education programme. In this order the present investigation has assumed importance.

Objective of the Study:

1. To study the influence of management on the attitude of secondary school teachers towards inclusive education.
2. To study the bearing of marital status on the attitude of secondary school teachers towards inclusive education.

Hypotheses of the study

1. There would be no significant influence of 'management' on the attitude of secondary school teachers towards inclusive education.
2. There would be no significant bearing of 'marital status' on the attitude of secondary school teachers towards inclusive education.

Tools for the Study

A five point attitude scale developed by Raghava, R (2014) was adopted. The tool was highly reliable for the investigation and it contains 50 items representing the teachers' attitude towards inclusive education. Personal data sheet for recording the students' name, Locality and Gender was prepared by the investigator.

Data Collection

The sample for the investigation consisted of 120 Secondary school teachers in Chittoor district. The stratified random sampling technique was used for the data collection. The investigator personally visited

schools and collected the data with the permission of the head masters of the schools. The Secondary school teachers who attended to the school on the day of collection of data were considered for the purpose of the investigation. The Secondary school teachers were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The attitude scale and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique 't' – test was employed to test hypotheses.

Results and Discussion

1. Management

The relationship of attitude of secondary school teachers towards inclusive education with their management is studied in the present investigation. On the basis of management, the secondary school teachers are divided into two groups viz., Government and private. The mean attitude values of secondary school teachers towards inclusive education of the two groups were tested for significance by employing 't' - test for testing the following hypothesis.

Hypothesis – 1

There would be no significant influence of 'management' on the attitude of secondary school teachers towards inclusive education.

The above hypothesis is tested by employing 't' - test. The results are presented in **Table – 1**.

Table – 1: Showing the results of t test

S. No.	Management	N	Mean	S.D.	't' – Test
1.	Government	60	152.56	39.65	2.967**
2.	Private	60	142.82	36.58	

** Indicates significant at 0.01 level

It can be observed from the above table that computed value of 't' (2.967) is greater than the critical value of 't' (2.60) for 1 and 118 df at 0.01 level of significance. Hence the Hypothesis – 1 is rejected at 0.01 level. Therefore it is concluded that the management of the secondary school teachers has influenced their attitude towards inclusive education. Government school teachers have more favourable attitude towards inclusive education.

2. Marital status

The relationship of attitude of secondary school teachers towards inclusive education with their marital status is studied in the present investigation. On the basis of marital status, the secondary school teachers are divided into two groups as married and unmarried. The mean attitude values of the married and unmarried teachers are tested for significance by employing 't' - test. For this purpose the following hypothesis is framed.

Hypothesis – 2

There would be no significant bearing of 'marital status' on the attitude of secondary school teachers towards inclusive education.

The above hypothesis is tested by employing 't' - test. The results are presented in **Table – 2**.

Table – 2: Showing the results of t test

S. No.	Marital status	N	Mean	S.D.	't' - Test
1.	Married	75	141.26	32.48	2.982**
2.	Unmarried	45	150.94	37.52	

** Indicates significant at 0.01 level

From the above table it can be seen that computed value of 't' (2.982) is greater than the critical value of 't' (2.60) for 1 and 118 df at 0.01 level of significance. Hence the Hypothesis – 2 is rejected at 0.01 level. Therefore it is concluded that the marital status has influenced the attitude of secondary school teachers towards inclusive education. Unmarried school teachers have more favourable attitude towards inclusive education.

Findings: Management and Marital status of the secondary school teachers influenced their attitude towards inclusive education.

Conclusions: The Government school teachers' attitude towards inclusive education is better than their counter parts. Further Unmarried teachers attitude towards inclusive education is highly favorable than their counter parts.

Educational implications

The findings of the present research have raised some important questions related to the educational needs of the secondary school teachers with special reference to their attitude of secondary school teachers towards inclusive education.

1. Management' has highly influenced in attitude of secondary school teachers towards inclusive education. Government secondary school teachers have favourable attitude towards inclusive education than the Private secondary school teachers. The administrators have to sensitize the private managements and provide necessary amenities to Private secondary school teachers.
2. Marital status' has highly influenced the attitude of secondary school teachers towards inclusive education. Unmarried secondary school teachers have better attitude towards inclusive education than the Married secondary school teachers. The administrators have to arrange special sessions to bring about positive change towards inclusive education among the married teachers, who are perhaps very busy with family affairs.

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