



**ELEMENTARY SCHOOL TEACHERS' ATTITUDE TOWARDS
INCLUSIVE EDUCATION**

Dr. Manjunatha K. M.
Dept Of Sociology,
S.B.C. First Grade College for Women,
S S Layout, Davanagere - Karnataka (India)

ABSTRACT:

The practice of teaching students with disabilities alongside students who do not have disabilities in general classrooms is known as inclusive education, and it has been identified as the most difficult, yet crucial, issue in education worldwide. The Right to Education (RTE) Act of 2009 aims to make it possible for all disabled children to attend and complete elementary school on a level playing field with other children. Teachers' knowledge of and enthusiasm for inclusive education are crucial to its successful implementation. The primary objective of this study was to ascertain elementary school teachers' perspectives on inclusive education. In the Visakhapatnam district of Andhra Pradesh, 78 elementary school teachers took the Attitude Towards Inclusive Education Scale (ATIES). Elementary school teachers were found to be supportive of inclusive education. Gender, location, age, educational background, and teaching experience, among other factors, were found to have a significant impact on attitudes toward inclusive education.



KEYWORDS: Children with Special Needs (CWSN), Teacher Education, Inclusive Education, and Attitudes.

INTRODUCTION

Education is a powerful tool for social change that helps to close the gap between different groups of people in society and often starts upward movement in the social structure. Comprehensive Training indicates that all youngsters regardless of their assets and shortcomings will be important for the standard schooling. All children, regardless of social group, caste, class, gender, or (dis)abilities, are eligible for inclusive education. All members of society's children must attend the same school to achieve inclusive education. Therefore, "the act of ensuring that all children despite their differences, receive the opportunity to be part of the same classroom as other children of their age, and in the process get the opportunity to be exposed to the curriculum to their optimal potential" is the definition of inclusive education. The most difficult but most pressing issue in education worldwide is ensuring that all children receive a high-quality education in an inclusive setting. The situation is even more glaring in India, where efforts are being made to universalize elementary education (UEE) with a focus on providing education to children with special needs (CWSN), a disadvantaged and marginalized group in society.

The World Health Organization's World Report on Disability (2011) estimates that 95 million children between the ages of 0 and 14 have a disability, with 13 million experiencing severe difficulties.

The majority of these children are victims of inequality in some way, regardless of their disability. Access to education, health care, rehabilitation, and reintegration into society are all challenges they face. The United Nations Universal Declaration of Human Rights from 1948 recognizes and affirms education for all, including education for disabled children; the Convention against Discrimination in Education from 1960; and the Universal Declaration on the Rights of the Disabled from 1975. The 1989 Convention on the Rights of the Child; Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993), World Conference on Special Needs Education: World Conference on Education for All (Jomtien Thailand 1990). Quality as well as Access (Salamanca, Spain, 1994); The World Education Forum, which took place in Dakar, Senegal, in the year 2000, and in the more recent Convention on the Rights of Persons with Disabilities

Indian Culture is normally more comprehensive than segregationist in nature. From the Gurukul System to the western daycare model, efforts have been made to bring people in rather than keep them out. The Centrally Sponsored Scheme of Integrated Education for Disabled Children (IEDC) was launched in 1974 by the Indian government. The plan's goal was to make it easier for students with disabilities to succeed and get an education in regular schools. The Public Strategy on Schooling (1986) perceives instruction of impaired as a human asset improvement action and not just a government assistance action. The strategy stresses the expulsion of variations, and guaranteeing balance of instructive chance for the Kids with Unique Necessities (CWSN). The Persons with Disabilities (Equal Opportunities, Protection of Rights, and Full Participation) Act of 1995 directs the government and local authorities to ensure that every child with a disability has access to free education in an appropriate setting until he is 18 years old and to encourage students with disabilities to be integrated into regular schools..

NEED FOR THE STUDY:

Education is essential to a child's growth. Therefore, it is essential for a child to attend a school where his or her abilities are valued, educational requirements are met, and potential is realized. Inclusive education is the practice of teaching students with disabilities alongside students without disabilities in general classrooms. If teaching is effective and addresses both students' strengths and needs, it is possible for all children to learn (Lindsay, 2003). Whether or not a student has a disability, academic success depends on how much they learn from their teachers (Young, Wright, & Laster, 2005). One of the most important factors in the education of children with disabilities is teachers' attitude (Smith, 2000). Teachers' knowledge of and enthusiasm for inclusive education are crucial to its success (Loreman, Deppler, & Harvey, 2005). As a result, the researcher conducted a study to learn about teachers' perspectives on inclusive education in elementary schools.

STATEMENT OF THE PROBLEM:

A study of the Visakhapatnam district's elementary school teachers' attitudes toward inclusive education. As a means of ensuring that all students receive a high-quality education, the National Curriculum Framework for School Education (NCERT, 2000), developed by the National Council for Educational Research and Training, contains significant recommendations for inclusive schools. "Neither isolation nor segregation is beneficial for students with disabilities. Cultural necessity is that students with exceptional requirements ought to be taught alongside different students in comprehensive schools, which are financially savvy and sound educational practices. As a result, it encourages all students, regardless of background, to participate in regular schools. Through the 86th Amendment Act of 2002, Article 21(A) of the Indian Constitution was incorporated, making education a fundamental right. Right to Instruction (RTE) Act, 2009 endeavors to give an empowering climate to crippled kids to enter school, join in and complete rudimentary training comparable to different youngsters. The National Curriculum Framework (NCERT, 2005) reaffirms the significance of including and keeping all children in school by implementing a program that grants all children dignity and the confidence to learn. "Schools have a responsibility to provide a flexible curriculum that is accessible to all students," it states. Educating and Educational experiences in the homeroom ought to be wanted to

answer the different requirements of understudies. To help students with disabilities get an education, teachers should look into different approaches. The centrally sponsored Sarva Siksha Abhiyan (SSA) is putting many innovative programs and practices into action to achieve universalization and quality in education. In addition, the Sarva Siksha Abhiyan (SSA) places a high priority on inclusive education in schools for children with special needs (CWSN), which is provided to all differently abled children, regardless of their type, category, or degree of disability

OBJECTIVES

- To measure and comprehend the educators' perspectives on inclusive education in elementary schools.
- To determine whether elementary school teachers' perspectives on inclusive education are different in relation to their gender, location, age, educational background, and teaching experience, among other factors.

HYPOTHESES :

- 1) Male and female elementary school teachers' perspectives on inclusive education are not significantly different.
- 2) There exists no tremendous contrast among rustic and metropolitan grade teachers in their demeanor towards Comprehensive Schooling.
- 3) The attitudes of elementary school teachers under and over the age of 30 regarding inclusive education are not significantly different.
- 4) There exists no massive distinction between the grade teachers having D.Ed and B.Ed capability in their disposition towards Comprehensive Schooling
- 5) There exists no massive distinction between the grade teachers beneath or more 10 years of expert involvement with their disposition towards Comprehensive Schooling.

METHODOLOGY :

The current study is descriptive in nature and based on information gathered about elementary school teachers' attitudes toward inclusive education.

Sample:-

This study used a random sample of 78 elementary school teachers from the Visakhapatnam district in Andhra Pradesh. This example of 78 educators working in grade schools is found to have the accompanying sub-tests: Male teachers female teachers teachers in rural schools and teachers in urban schools Tools:-

A questionnaire with two sections served as the instrument for data collection in this study. The purpose of this instrument's first section was to collect professional and demographic information from participants. Teachers of elementary schools were asked to provide data on a variety of demographic factors, including gender. Locality. Age, educational background, and teaching experience, among other factors, were taken from the second section of the Attitudes toward Inclusive Education Scale (ATIES), a 16-item instrument designed by Wilczenski (1992) to gauge participants' attitudes toward the integration of students with a variety of disabilities into regular classrooms. Participants' attitudes toward four aspects of inclusive education were measured using this 16-item scale: On a Likert scale, social, physical, academic, and behavioral participants rate their responses: 1 = strongly disagree, 2 = disagree, 3 = somewhat disagree, 4 = somewhat agree, 5 = agree, 6 = strongly agree. The scale gives you a total score that can be anywhere from 16 to 96. A lower score means you have a negative attitude, and a higher score means you have the most positive attitude. The AITES is a popular tool for evaluating teachers' perspectives on inclusive education.

Collection of Data:

The investigator gathered the data from elementary schools in the Visakhapatnam district. The teachers were given an explanation of the purpose of the study and asked to complete the personal data sheet and the Attitude Towards Inclusive Education Scale (ATIES).

Delimitations of the study:

The review was exposed to a few delimitations. Due to time constraints, the researcher chose a small sample of elementary school teachers in Visakhapatnam district in Andhrapradesh state to collect the data.

Analysis and Interpretation of Data:

The means, standard deviations, and t-ratios of the collected data were used to determine whether elementary school teachers' attitudes toward inclusive education were significantly different based on factors such as gender, location, age, educational background, and teaching experience, among other factors. The following table displays the data and results of the test of significance for the difference between mean scores of elementary school teachers' attitudes toward inclusive education based on the relevant subsamples of interfering variables.

Table showing the significance of difference between mean scores of Attitudes Elementary school teachers towards Inclusive Education based relevant subsamples of interfering variables.

Category	variable	N	Mean	S.D.	CR Value t-test	Remarks
Gender	Male	43	73.13	7.24	*2.977	<i>Significant at 0.01 Level</i>
	Female	35	78.39	8.36		
Locality	Rural	46	80.22	9.53	*4.272	<i>Significant at 0.01 Level</i>
	Urban	32	71.34	8.25		
Age	Below 30years	23	71.45	9.68	*3.469	<i>Significant at 0.01 Level</i>
	Above 30 years	55	80.13	10.23		
Educational Qualification	D.Ed	19	79.35	8.64	*3.551	<i>Significant at 0.01 Level</i>
	B.Ed	59	72.16	7.35		
Teaching Experience	Below 10 years	31	73.49	8.07	*2.464	<i>Significant at 0.05Level</i>
	Above 10 years	47	78.07	9.14		

As can be seen from the table above, there is a significant difference in how male and female elementary school teachers view inclusive education. The CR value for the gender category is 2.977, which is significant at the 0.01 level, and the mean value for male teachers is 73.13, while the mean value for female teachers is 78.39. It makes it abundantly clear that male and female educators have very different perspectives on inclusive education.

The CR value is 4.272, which is significant at the 0.01 level, and the mean value of teachers working in rural elementary schools was 80.22, while the mean value of teachers working in urban elementary schools was 71.34. It makes it abundantly clear that elementary school teachers in urban and rural areas have very different perspectives on inclusive education.

The mean value for teachers under the age of 30 was 71.45, while the mean value for teachers over the age of 30 was 80.13. The CR value is 3.469, which is statistically significant. Accordingly, we can conclude that teachers under the age of 30 and teachers over the age of 30 who work in elementary schools have significantly different perspectives on inclusive education.

The CR value is 3.551, which is significant at the 0.01 level. It clearly demonstrates that D.Ed and B.Ed qualified teachers differ significantly in their attitude toward inclusive education. Regarding the

teachers' professional experience, the mean value of teachers with less than ten years of teaching experience was 73.49, and the mean value of teachers with more than ten years of teaching experience was 78.07. The CR value is 2.464, which is significant at the 0.05 level. It is abundantly clear that teachers' attitudes toward inclusive education are significantly influenced by their professional experience.

FINDINGS OF THE STUDY:

The following is a summary of the study's findings:

1. It is seen that overall the educators working in grade schools had shown positive mentality towards Comprehensive Training.
2. The way that male and female elementary school teachers view inclusive education is significantly different. At the elementary level, female teachers had a more favorable attitude toward inclusive education.
3. The teachers in urban and rural elementary schools have very different perspectives on inclusive education.
4. The attitudes of elementary school teachers under and over the age of 30 regarding inclusive education vary significantly. The perspectives on inclusive education held by elementary school teachers with D.Ed. and B.Ed. degrees differ significantly. The teachers with a D.Ed. degree were more supportive of inclusive education.
6. The elementary school teachers' attitudes toward inclusive education were significantly influenced by their professional experience.

CONCLUSION:

The following conclusions are drawn based on the data's results. The elementary school teachers' attitudes toward inclusive education were more positive. It was discovered that female teachers were more supportive of inclusive education than male teachers. In addition, it is concluded that teachers in rural schools were more supportive of inclusive education than teachers in urban schools. The age capability of the educators proficient experience of the instructors altogether affected the grade teachers mentalities towards Comprehensive Schooling. This is because the D.Ed. candidates had taken a course on inclusive education as part of their training. The study has a greater impact on education. In order to raise awareness among elementary school teachers, inclusive education should be included as a required subject in the curriculum for teacher education. In-service teachers should participate in orientation programs on inclusive education.

REFERENCES:-

- Best John.W. (2001) *Research in Education* Prentice Hall of India Pvt.Ltd.New Delhi
- DEP-SSA(2008) *In-Service Teacher Education On Inclusive Education* Distance Education Programme- Sarva Shiksha Abhiyan, IGNOU, New Delhi
- Government of India (1996) : *The Persons With Disabilities (Equal Opportunities,Protection of Rights and Full Participation) Act, 1995*, Ministry of Welfare, New Delhi.
- Hegarty, S. and Alur M. (2005). *Education and Children with Special Needs*, Sage Publications, New Delhi.
- NCERT (2000) *National Curriculum Framework for School Education*: New Delhi, NCERT.,New Delhi.
- NCERT (2005) *National Curriculum Framework-2005 National Focus Group on Education of children with special Needs* NCERT.,New Delhi.
- Puri, M and Abraham, A. (2004). *Handbook of Inclusive Education for Educators, Administrators, and planners*. Sage Publications, New Delhi.
- Reddy , G.,L.,(2007) : *Encyclopaedia of Special Education vol.4th* , Discovery Publishing House New Delhi
- Reynolds C.R. & Mann, L (1987) *Encyclopedia of Special Education* John Wiley & Sons, Inc. USA.

-
- Tania Afreen Khan(2011) *Investigation of secondary school teachers' attitudes towards and knowledge about inclusive education in Bangladesh* University of Canterbury Newzealand.
 - UNESCO (1994) *The Salamanca Statement and Framework for Action on Special Needs Education*. Paris: UNESCO.
 - UNESCO (2009) *Policy Guidelines on Inclusive Education* . Paris: UNESCO