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“A Study Of Attitude Of Upper Primary School Teachers Towards Inclusive Education”

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ABSTRACT

The present study aimed to study the attitude towards Inclusive Education of teachers working at upper primary level schools. To this end, a total of 80 students along with female students were selected using random sampling method. Invigilator used the method of summated rating as given by Likert (1932). To describe the obtained data, frequency table, mean and standard deviation were applied and for analyzing the data independent t-test was used. There was significant differenace between the male, female upper primary school teachers on their attitude towards psychological/behavioral aspects of Inclusive Education. Moreover this paper is representing the study of attitude towards Inclusive Education of teachers working at upper primary level schools

Key Words: Attitude, Inclusive Education, Upper Primary Level School,

Education in its general sense is a form of learning in which the knowledge, skills, values, beliefs and habits of a group of people are transferred from one generation to the next through storytelling, discussion, teaching, training, and or research. Education may also include informal transmission of such information from one human being to another. Education frequently takes place under the guidance of others, but learners may also educate themselves (autodidactic learning). Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

Some governments have recognized a right to education. At the global level, Article 13 of the United Nations' 1966 International Covenant on Economic, Social and Cultural Rights recognizes the right of everyone to an education. Although education is compulsory in most places up to a certain age, attendance at school offer is not, and minorities of parents choose home schooling, sometimes with the assistance of modern electronic educational technology (also called e learning). Education can take place in formal or informal settings.

Education is the process of bringing desirable change into the behavior of human beings. It can also be defined as the “Process of imparting or acquiring knowledge or habits through instruction or study”. The behavioral changes must be directed towards a desirable end. They should be acceptable socially, culturally and comically, resulting in a change in

knowledge, skill, and attitude. This is because traditionally, children with Special Education Needs (SEN) have been segregated into separate learning environments. This practice is now being questioned by teachers who believe it is an infringement of the rights of children with SEN. The proponents of Inclusive Education (IE) are of the opinion that including students with disabilities into mainstream classrooms would maximize their learning experiences. In psychology, an attitude is an expression of favor or disfavor toward a person, place, thing, or event (the attitude object). Prominent psychologist Gordon Allport once described attitudes "the most distinctive and indispensable concept in contemporary social psychology." Attitude can be formed from a person's past and present.

In present scenario, this discrimination is highly objected and discussed by the educationists. A new concept has been strongly insisted, namely '**Inclusive Education**'. Inclusive education is widely comprehended and is given vital place now a days. 'Inclusion' literally means 'to include' or 'to with the bifurcated or diversified entities'. Inclusive education is the education that brings exceptional children (irrespective of their condition) into the general classroom for their education. As far as education is concerned, inclusion refers to the placement and education to the children with disabilities in regular education classrooms, with children of the same age who do not have disabilities. This is the blending with or without disabilities in children. Thus, inclusive education is a basic value that extends to all children. Inclusive education gives a message.

"Everyone belong to school

Everyone is welcomed to the school"

The underlying premise of inclusion is that all children can learn and belong to mainstream of school and community life. Inclusion means full inclusion of children with diverse abilities in all aspects of schooling that other children are able to access and enjoy. It involves regular schools and classrooms genuinely adapting and changing to meet the needs of all children. It ensures the involvement of children with disabilities in to the common classroom with children without disabilities. It does not mean that the children with diverse abilities will not receive specialized assistance or teaching outside of the classroom when required, but rather that is just one the many options that are available to all children. The term 'inclusion' refers to the services to the students with special needs. They may be in neighborhood schools with necessary support services and supplementary aids for both children and teachers. It is the term that supplements the needs of all children with and without disabilities. It does not mean to forcible involvement or inclusion of the students in common terms. However, it is a process not merely about providing access into mainstream school for the students who have been previously excluded. In these terms, it can be concluded that a school that promotes inclusive education can be called an inclusive school.

While discussing about Inclusive education, it is important to keep in mind about the focal point of the classroom-towards the teacher. The attitude of teachers is equally important, as they are the main source of knowledge. If they are prejudiced against either the disabled or non-disabled or one group or the other, there are going to be more problems. Teachers will need to be re-oriented to the concept and practice of inclusion.

1.2 NEED OF THE STUDY

All children and young people should be given a chance to develop their capacities a successful learner, confident individuals, responsible citizens and effective contributors to society, irrespective of their caste, creed, culture, abilities and disabilities.

It is a place, which removes discrimination as everyone belongs, is accepted and supported by his or her peers and other members of the school community in the course of having his or her educational needs met.

The staff may feel they have always had an inclusive and non-discriminatory approach, there is a friendly atmosphere in their school and that they can adapt easily to children and young people who have additional support needs.

Inclusion better conveys a right to belong to the mainstream and a joint undertaking to end discrimination and to work towards equal opportunities for all pupils and students.

Excluding children, young people and adults from the mainstream and admitting them in the special school is seen as negative discrimination and major human rights issues.

All human being need each other and this can be fulfilled in the inclusive education setting. Diversity brings strength to all living systems. To validate the opinion expressed above, a study on attitude of teachers towards inclusive education at upper primary is needed. For this, a research study given under is planned.

1.3 STATEMENT OF THE PROBLEM

“A study of Attitude of upper primary school teachers towards Inclusive education”.

1.4 OPERATIONAL KEY TERMS ARE USED

Attitude: - An attitude is the psychological response to people, society, objects, events, occurrence and circumstances; to life itself.

Upper Primary Level School: - The schools which are meant for students till class 8.

Inclusive Education: - Inclusive in education is an approach to educating students with special educational needs, under the inclusion model; students with special needs spend most or all of their time with non-disabled students.

1.5 OBJECTIVES OF THE STUDY

- 1.5.1 To study the attitude towards Inclusive Education of teachers working at upper primary level schools.
- 1.5.2 To study the attitude and its dimensions towards Inclusive Education of teachers working at upper primary level schools.
- 1.5.3 To study the attitude towards Inclusive Education of male and female teachers working at upper primary level schools.

1.6 HYPOTHESES

Ho.1 There is no significant difference between the mean scores of attitude of male and female upper primary school teachers on their Attitude towards Inclusive Education.

Ho.2 There is no significant difference between the mean scores of male and female upper primary school teachers on their attitude (Psychological/Behavioural aspects) of Inclusive Education.

Ho.3 There is no significant difference between the mean scores of male and female upper primary school teachers on their Attitude (social and parents related aspects) of Inclusive Education.

Ho.4 There is no significant difference between the mean scores of male and female upper primary school teachers on their Attitude (curricular and co-curricular aspects) of Inclusive Education.

Ho.5 There is no significant difference between the mean scores of male and female upper primary school teachers on their Attitude (administrative aspects) of Inclusive Education.

1.7 LIMITATIONS OF THE STUDY

It is essential to could'nt understant the area of study. The present study will be delimited in regard to the following:

- 1.7.1 The area of present study was limits by only Gola and Ramgarh Tehsil of Jharkhand state.
- 1.7.2. The study was delimited only to upper primary school teachers.
- 1.7.3. The sample for study comprised of both male and female teachers teaching at upper primary school level.
- 1.7.4. The total sample size were 80 teachers (40 males + 40 females) working at upper primary level schools.
- 1.7.5. Arti Anand and Vishal Sood measure attitude of teachers towards inclusive education only through a Teachers Attitude Scale towards Inclusive Education.

2. PLAN AND PROCEDURE:

The index of the whole research, which gives a design to the investigator, it is procedure. In planning a study, the investigator attempts to select the research design most appropriate to the particular problem under consideration. For the construction of a massive building, blue print as prepared by the architect and any government before determining and applying the policy has to plan it very carefully, in the same way the clear and systematic statement of the procedure, avoids all the difficulties, it the way of researcher and helps him to achieve the aims and objectives of the study because planning includes the possibilities of better performance in all jobs.

2.1 DESIGN OF THE STUDY: The purpose, objective of the study, nature of the problem, the hypotheses and the tools used in the study determine the choice of any method for collecting the data in any research study. Since the present study purported to “A study of attitude of upper primary school teachers towards inclusive education” this purpose the “manual for occupational stress”.

2.2 SELECTION OF THE SAMPLE :

S.No	School Name	Mame Upper Primary School Teacher	Female Upper Primary School Teacher	Total
1.	D.A.V Public School,(Gola)	16		16
2.	Saraswati Shishu Vidya Mandir		18	18
3.	Kendriya Vidyalaya, Ramgarh	16		16
4.	Guru Gobind Singh Public School, Ramgarh		18	18
5.	D.A.V Public School, Ramgarh	12		12
6.	Total			80

2.3 METHODS OF THE STUDY:

In the present seenario, the is researcher try to analysis “A study of attitude of upper primary school teachers towards inclusive education” In this study, the method of summated rating as given by Likert (1932) has been applied.

3. SELECTION OF THE TOOL:

Invigilator used the method of summated rating as given by Likert (1932) employed. Each item/statement of the scale is to be rated on three consecutive points i.e. agree, undecided and disagree. An individual teachers score on the attitude scale is the sum total of his/her rating on all statements/items.

4. Analysis and interpretation of data:

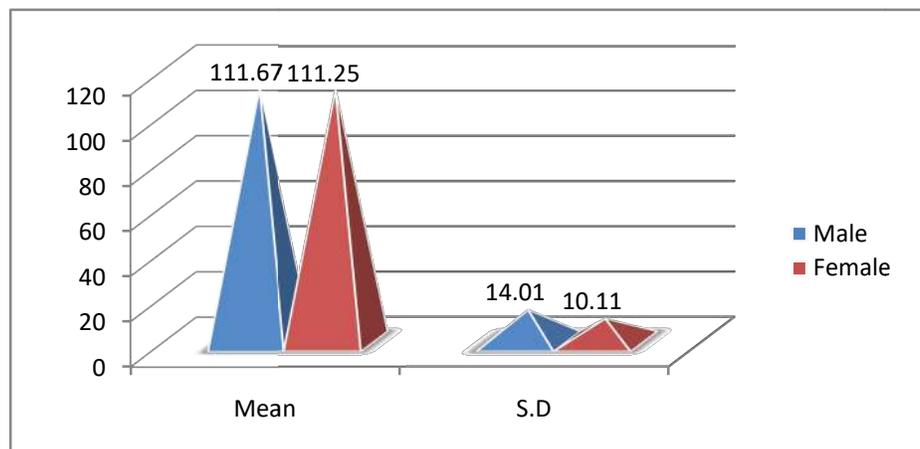
The structure of the information is in the table. In the table no 1-5 status of attitude of male and female upper primary school teachers towards inclusive education. The explanation is given as under hypotheses table wise.

Ho 1 : There is no significant difference between the mean scores of attitude of male and female upper primary school teachers on their Attitude towards Inclusive Education.

Table 4.1

variable	Gender	N	Mean	S.D	DF	't' value	Level of Significance
Attitude towards Inclusive Education	Male	40	111.67	14.01	78	0.15	Not significant
	Female	40	111.25	10.11			

Graphical Representation of mean scores and S.D value of attitude of male and female teachers towards Inclusive Education



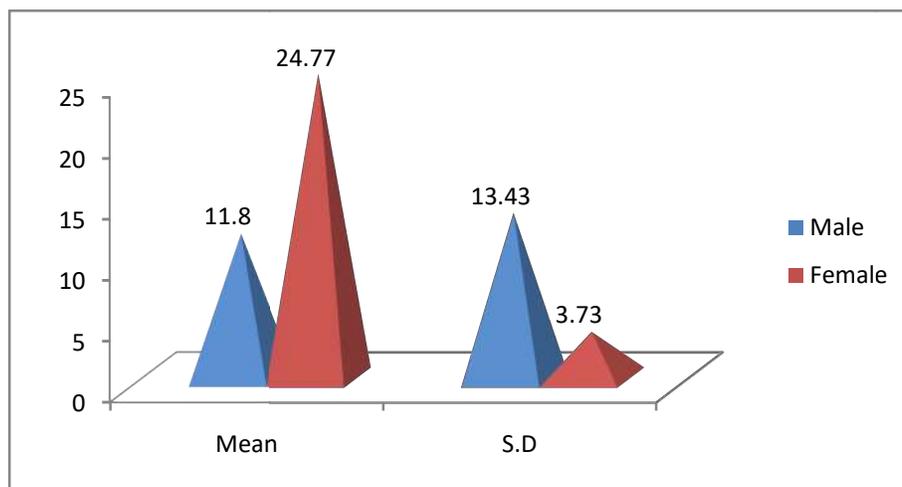
Interpretation: From above table no. 4.1 that mean scores of attitude male upper primary school teacher is higher (M=111.67) in comparison to female upper primary school teachers (M=111.25). The computed ‘t’ value is (0.15) which is not significant at level of significant. Hence, the null hypothesis that is “There is no significant difference between the mean scores of male and female upper primary school teachers on their attitude towards Inclusive Education”, is **Accepted** at 0.05 level of significant.

Ho.2 There is no significant difference between the mean scores of male and female upper primary school teachers on their attitude (Psychological/Behavioral aspects) of Inclusive Education.

Table No. 4.2

Variable	Gender	N	Mean	S.D	D F	‘t’ value	Level of Significance
Attitude (psychological/ behavioural Aspects) of Inclusive Education	Male	40	11.8	13.43	78	5.89	Significant
	Female	40	24.77	3.73			

Graphical Representation of mean scores and S.D value of male and female teachers on their attitude (psychological/Behavioral aspect) of Inclusive Education



Interpretation

Result given in the table no. 4.2 clearly reveals that mean scores of male upper primary school teachers on their attitude towards the psychological/behavioral aspects of inclusive education is less (M=11.8) in comparison to female upper primary school teachers(M=24.77). The calculated ‘t’ value is 5.89 which is significant at 0.05 level of significance. Hence, the null hypothesis that is “There is no significant difference between the mean scores of male and female upper primary school teachers on their attitude (Psychological/Behavioral aspects) of inclusive education” is **rejected**.

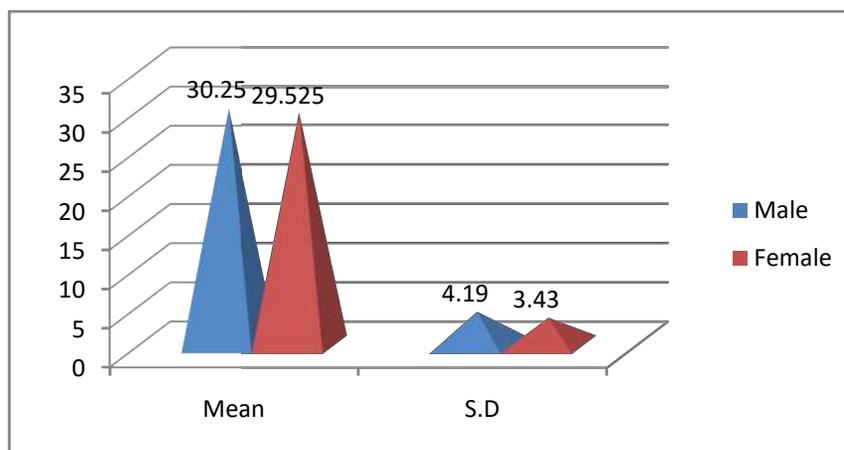
Ho.3 There is no significant difference between the mean scores of male and female upper primary school teachers on their Attitude (social and parents related aspects) of Inclusive Education.

Table No. 4.3

variable	Gender	N	Mean	S.D	DF	‘t’ value	Level of Significance
Attitude (Social and Parents related aspect) of inclusive education	Male	40	30.25	4.19	78	0.86	Not significant
	Female	40	29.525	3.43			

Figure No. 4.3

Graphical Representation of mean scores and S.D value of male and female teachers on their attitude (social and parents related aspect) of Inclusive Education



Interpretation

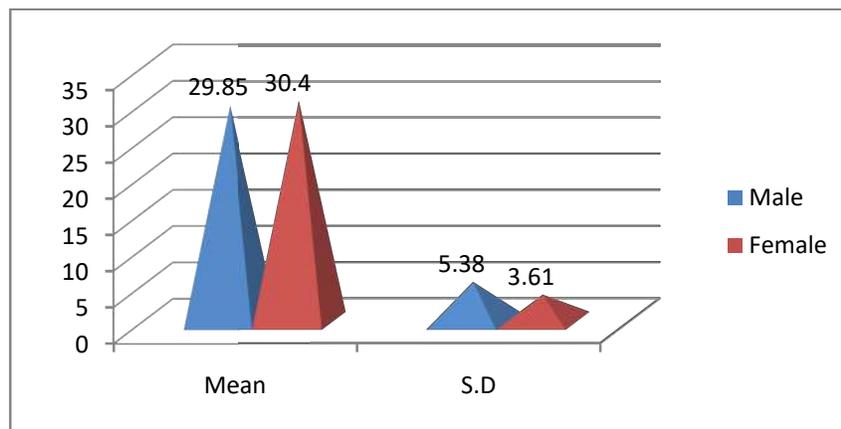
It is clear from table no 4.3 reveals that mean scores of male upper primary school teachers towards on their attitude towards the social and parents related aspects of inclusive education is more (M=30.25) in comparison to female upper primary school teachers(M=29.525). The calculated't' value is 0.86 which is not significant at 0.05 level of significance. Hence, the null hypothesis that “There is no significant difference the mean scores of male and female upper primary school teachers on their attitude (social and parents related aspects) of inclusive education” is **Accepted**.

Ho.4 There is no significant difference between the mean scores of male and female upper primary school teachers on their Attitude (curricular and co-curricular aspects) of Inclusive Education.

Table No. 4.4

variable	Gender	No.	Mean	S.D	DF	't' Value	Level of Significance
Attitude(Curricular and Co-curricular aspects) of Inclusive Education	Male	40	29.85	5.38	78	0.54	Not significant
	Female	40	30.4	3.61			

Graphical Representation of mean scores and S.D value of male and female teachers on their attitude (curricular and co-curricular aspect) of Inclusive Education



Interpretation

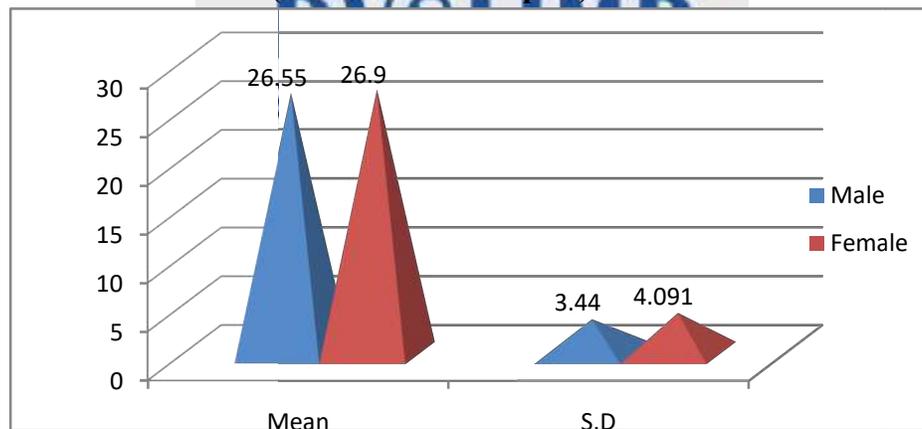
It is clear from table no 4.4 reveals that mean scores of male upper primary school teachers towards on their attitude towards the social and parents related aspects of inclusive education is less (M=29.85) in comparison to female upper primary school teachers(M=30.4). The calculated ‘t’ value is 0.54 which is not significant at accepted at 0.05 level of significant. Hence, the null hypothesis that “ There is no significant difference between the mean scores of male and female upper primary school teachers on their attitude (curricular and co-curricular aspects) of inclusive education” is **Accepted**.

Ho.5 There is no significant difference between the mean scores of male and female upper primary school teachers on their Attitude (administrative aspects) of Inclusive Education.

Table No. 4.5

variable	Gender	No.	Mean	S.D	DF	‘t’ Value	Level of Significance
Attitude (Administrative Aspects) of Inclusive Education	Male	40	26.55	3.44	78	0.421	Not significant
	Female	40	26.9	4.091			

Graphical Representation of mean scores and S.D value of male and female teachers on their attitude (Administrative aspect) of Inclusive Education



Interpretation

The data given in the table no 4.5 reveals that mean scores of male upper primary school teachers towards on their attitude towards the administrative aspects of inclusive education is less (M=26.55) in comparison to female upper primary school teachers(M=26.9). The calculated ‘t’ value is 0.421 which is not significant at accepted at 0.05 level of significant.

Hence, the null hypothesis that “There is no significant difference between the mean scores of male and female upper primary school teachers on their attitude (administrative aspects) of inclusive education” is **accepted**.

5. RESULT AND DISCUSSION:

On the basis of analysis of the data presented in the foregoing pages the findings are systematically arranged here in accordance with the hypothesis as mentioned below:-

Ho.1 There is no significant difference between the mean scores of male and female upper primary school teachers on their Attitude towards Inclusive Education has been accepted at 0.05 levels of significance.

The result shows the mean scores of male (111.67) are higher than mean scores of the female (111.25) upper primary school teachers.

It reflects that the male teachers have more attitudes towards Inclusive education than that of female upper primary teachers.

Ho.2 There is no significant difference between the mean scores of male and female upper primary school teachers on their Attitude (psychological/Behavioral aspects) of Inclusive Education has been rejected at 0.05 levels of significance.

The result shows the mean scores of male (11.8) is lower than mean scores of the female (24.77) upper primary school teachers.

It reflects that the male teachers have low attitude towards Psychological/behavioral aspects of Inclusive Education than that of female upper primary teachers.

Ho.3 There is no significant difference between the mean score of male and female upper primary school teachers on their Attitude (social and parents related aspects) of Inclusive Education, has been accepted at 0.05 levels of significance.

The result shows the mean scores of male (30.25) is higher than mean scores of the female (29.52) upper primary school teachers.

It reflects that the male teachers have more Attitudes towards social and parents related aspects of inclusive education than that of female upper primary teachers.

Ho.4 There is no significant difference between the mean scores of male and female upper primary school teachers on their Attitude (curricular and co-curricular aspects) of Inclusive Education has been accepted at 0.05 levels of significance.

The result shows the mean scores of male (29.85) is lower than mean scores of the female (30.4) upper primary school teachers.

It reflects that the male teachers have low Attitude towards curricular and co-curricular aspects of Inclusive Education than that of female upper primary teachers.

Ho.5 There is no significant difference between the mean scores of male and female upper primary school teachers on their Attitude (administrative aspects) of Inclusive Education has been accepted at 0.05 levels of significance.

The result shows the mean scores of male (26.55) is higher than mean scores of the female (26.9) upper primary school teachers.

It reflects that the male teachers have more Attitudes towards administrative aspects of Inclusive Education than that of female upper primary teachers.

6. FINDING AND CONCLUSION:

Attitude towards Inclusive Education is important variable, which play a key role in the development of personality of an individual. The purpose of the present research is to study the attitude of upper primary school teachers towards inclusive education. Based on analysis and interpretation of data it may be conclude that there is significance difference in attitude towards Inclusive Education of male and female teachers compared on various factors.

1. There was significant different between the male female upper primary school teachers on their attitude towards psychological/Behavioral aspects of Inclusive Education.
2. There was no significant different between the male and female upper primary school teachers on their attitude towards social and parents related aspect, curricular and co-curricular and administrative aspects of Inclusive Education.
3. There was no significant difference between the male and female upper primary school teachers on their Attitude (social and parents related aspects) of Inclusive Education.
4. There was no significant difference between the mean scores of male and female upper primary school teachers on their Attitude (curricular and co-curricular aspects) of Inclusive Education.
5. There was no significant difference between the mean scores of male and female upper primary school teachers on their Attitude (administrative aspects) of Inclusive Education.

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