



PERCEPTION OF PRIMARY SCHOOL TEACHERS TOWARDS INCLUSION OF STUDENT WITH DISABILITIES IN GENERAL SCHOOL

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Abstract

The purpose of this study was to determine the perception of primary school teacher's towards inclusion of disabled students in normal classroom. The sample consisted of 130 primary school teachers teaching at Bararh district of Odisha. Results provided evidence that primary school had good and positive perception towards inclusion of students with special needs in normal schools.. The overall findings suggest that primary school teachers belonging to urban areas and having higher qualification had positive attitude towards inclusion.

Keywords: *Perception, Primary School Teachers, Students with Special Needs, Inclusion.*

Introduction

Inclusion has become used extensively worldwide to support students with special needs for their maximum development. Students with special needs get more benefit at inclusive set up in academically as well as socially (Parua, 2008). To teach disabled students with normal student is very challenging for teachers having negative attitude towards their education and learning. Primary teachers enter the classroom with their own personal beliefs, values and attitudes towards inclusion and their new primary responsibility to teach all students, especially students with disabilities. They have the challenge of providing effective education in inclusive settings for disabilities students but their attitude must be positive towards the target groups. As a result, many teachers facing classes containing students with disabilities, and many perceive themselves as being unprepared (Zhang et al. 2000). They were more negative about the impact of children with special needs on other children in the general education classroom (Hantngis and Oakford, 2003). Parua and Sharma, (2010) added that changing the attitudes of teachers towards inclusive education will require more than simple exposure and accepted in the general education classrooms. If students with special needs were to be completely integrated and accepted in the general education classroom, long-term changes in the attitudes of educational professionals would be required. So the present study attempted to find out the attitude of pre-service teachers towards inclusion of disabled in normal educational settings..

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Concept of Inclusive Education

The inclusion of children with disabilities in the regular education classroom is a relatively recent phenomenon, taking centre-stage in educational reforms in the last two decades. Foreman (2005) defines inclusion as based on the 'philosophy that schools should, without question, provide for the needs of all the children in their communities, whatever the level of their ability or disability'. The philosophy of inclusive education envisions the idea of providing opportunities for students with disabilities to study as equal partners with their classmates without disabilities (Forlin, 2008; Mitchell, 2008).

Friend and Bursuck (2009) defined inclusive practices a variety of strategies and opinions designed and applied by education professionals to meet the needs of all learners. So, it is essential to know the attitude of pre-service teachers towards student with special needs before they entering to the profession.



Hence the presents study determines the attitudes of pre-service of teachers towards students with special needs.

Attitudes of Pre-service Teachers

There is substantial research examining teachers attitude towards inclusion and disability. Sze (2009) found that the attitude of the general education teacher is one of the most important predictors of successful integration of students with disabilities in general education classrooms.

Singh (2012) examined the attitude of elementary school teachers towards inclusive education. Their findings showed that elementary school teachers with high experienced and more aged were positive attitude towards inclusive education.

Kumar (2012) compared the attitude of pre-service teachers between different stream and locality towards inclusion of disabled in general education settings. Pre-service teachers belonging to science stream and urban areas were found to be have more favourable attitude towards inclusion.

Method

The present research work was a descriptive survey type of research. The sample consisted of a total of 130 primary school teacher’s teaching at different primary school of Bargarh district of Odisha.

Tools

An Attitude scale is prepared and standardized by the investigator for the collection of the data. The statement of the scale is expressing definite favorableness or unfavorableness about inclusive education. This scale has 40 items This scale is designed to understand the differences in individual reactions to various situations. The scale is self administering. The respondents are required to record their response in 5 categories i.e. strongly agree, agree, uncertain, disagree and strongly disagree. Internal consistency reliability coefficients in the current study as measured by Cronbach’s coefficient alpha for the pre-test were high for the scale overall (r = 0.87)..

Analysis and interpretation

Table-1, Significance of Difference between the Means Attitude Scores urban and rural Primary School Teachers

Groups	N	M	S.D.	t-ratio	Level of significance
Urban	80	119.79	3.10	2.42	Significant.
Rural	50	116.76	3.87		

Table-1 denoted that the mean scores of urban and rural group on attitude are 119.79 and 116.76 with SDs 3.10 and 3.87. The t-ratio came out from above two grous is 2.42 which is significant at .05 level of significance. That means there is significant difference exit between these two groups of teachers on attitude towards inclusion.



Table-2, Significance of Difference between the Means Attitude Scores high and low qualified Primary School Teachers

Groups	N	M	S.D.	t-ratio	Level of significance
High qualified	48	117.01	3.14	2.57	Significant.
Low qualified	82	114.08	3.45		

Table-1 denoted that the mean scores of high and low qualified teachers on attitude are 117.01 and 114.08 with SDs 3.14 and 3.45. The t-ratio came out from above two groups is 2.57 which is significant at .05 level of significance. That means there is significant difference exist between these two groups of teachers on attitude towards inclusion.

Discussion

The purpose of this study was to determine the attitude of primary school teachers towards inclusion of disabled in general school setting. Result of the study shows that primary school teachers belonging to urban areas and having high qualification had more positive and good perception towards inclusion of students with disabilities in normal schools. It indicates that primary school teachers perceived that to educate disabled students with normal peers is better educational strategy for effective development of students. This result was supported by the findings of Parua & Sharma, (2010) and Kumar (2012).

These results provided encouraging evidence that pre-service teachers belong to high educated family had more positive attitudes towards all the development of students with special needs. These results are meaningful because they show that pre-service teachers found the awareness and knowledge through mass media like TV, radio and newspaper and from their educated parents about disability problems. The findings of this study are consistent with the study by Singh (2012) reported improved attitudes toward students with exceptional learning needs when pre-service teachers exposed about disability.

In present time, education has to prepare children with disabilities not only academically but also socially, emotionally and in cognitive aspects to enable them to face the ever-changing world confidently. There is an inverse relationship between academic achievement and social development (Kumar, 2011) and academic achievement and emotional development (Kamboj, 2010)

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