

# TEACHER PERCEPTION OF CRISIS MANAGEMENT SKILLS OF SECONDARY SCHOOL CWSN STUDENTS UNDER INCLUSIVE EDUCATION

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## Abstract

In this study the investigators tried to find out the teacher perception of crisis management skills of secondary school CWSN (Children With Special Needs) students under inclusive education. In addition to that the investigators attempted to determine the different factors which help in the development of crisis management skills of secondary school CWSN students under inclusive education as per teacher perception. Survey with the help of an Inventory developed by the investigators was used to collect data. Stratified random sampling technique was used to select a sample of 168 secondary school teachers having CWSN students in their classrooms. Majority of the secondary school teachers perceived that secondary school CWSN students have low level of Crisis management skills. The result shows that teacher perception of Crisis management skills of secondary school CWSN students is significantly influenced by type of management of the school but not significantly influenced by locality of the school. Of the different factors that help in the development of crisis management skills, school support facility is found to be more effective than others in the development of crisis management skills of secondary school CWSN students according to teacher perception.

Key words: Crisis management skills, CWSN students.

## Introduction

Crisis is a 'Critical event of decision, which if not handled in an appropriate and timely manner (or if not handled at all), may turn into disaster or catastrophe'. Crisis management is the art of dealing with sudden and unexpected events, skills that are necessary to take decision. Crisis management skills are certain skills necessary to overcome emergency situation. CWSN students are those who need special attention and specific necessities that other children do not need. There are different categories of CWSN students, those with Cognitive disability, Hearing and Speech impairment, Speech impairment, Visual impairment, Locomotors impairment, multiple impairments, Learning disability, and Emotional and behavioural disorders. Children with Special Needs are also a part of society where normal people live so there are chances of exposure to the same kind of emergencies that normal people get exposed to. Because of that early preparation to face future challenges is necessary. It could be possible only through effective education system.

By considering all these the investigators decided to assess the levels of crisis management skills of secondary school CWSN students as per teacher perception and the influence of various factors such as locality and type of management of the school. Teacher perception because teachers are the only ones who, can judge students in front of them, than anyone else. Here the perceptions of secondary school teachers were considered. The investigators also tried to find out the various factors which help in developing crisis management skills of secondary school CWSN students under inclusive education.

## Objectives

1. To find out the levels of Crisis management skills of secondary school CWSN students under inclusive education as per teacher perception.
2. To find out whether there exists any significant difference in the mean scores of teacher perception of Crisis management skills of secondary school CWSN students under inclusive education based on
  1. Locality of the school (Rural and Urban)
  2. Type of management of the school (Govt. And Aided)
3. To analyse the different factors which help in the development of crisis management skills of secondary school CWSN students under inclusive education as per teacher perception.

## Hypotheses

1. Secondary school CWSN students under inclusive education have varying levels of crisis management skills as per teacher perception.
2. There exists no significant difference in the mean scores of teacher perception of crisis management skills of secondary school CWSN students under inclusive education based on
  1. locality of the school (Rural and Urban)
  2. Type of management of the school (Govt and Aided)
3. Teacher perception of different factors that help in the development of crisis management skills of secondary school CWSN students under inclusive education varies.

**Methodology****Method**

Survey method was used in the present study.

**Sample**

A total of one hundred and sixty two secondary school teachers (162) handling CWSN, (except Cognitive disability and Emotional and behavioural disorders) students in their class rooms were selected by stratified random sampling technique was the sample for the present study.

**Tool**

“Teacher perception Inventory of Crisis management skills of secondary school CWSN students” developed and standardised by the investigators was used for the collection of data.

**Statistical Techniques Used**

1. Percentage Analysis.
2. Two tailed test of significance of difference between means for large independent samples.

**Results and Discussion****Hypothesis 1**

*Secondary school CWSN students under inclusive education have varying levels of crisis management skills as per teacher perception.*

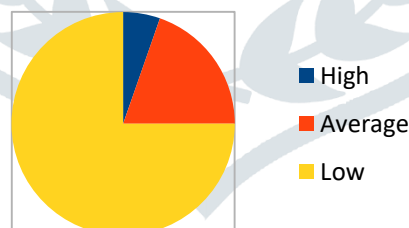
The investigators estimated the number of secondary school teachers having different levels of perception about the crisis management skills of secondary school CWSN students under inclusive education from the total sample (N=168) by calculating mean and standard deviation.

The number of secondary school teachers with score  $M+1\sigma$  and above are categorised as High group, Teachers who obtained scores between  $M+1\sigma$  and  $M-1\sigma$  are categorised as Average and Teachers with scores  $M-1\sigma$  and below are classified as Low group. The results of the analysis are presented in Table 1

**Table 1**  
Percentage analysis of the Teacher Perception of Crisis Management Skills of Secondary School CWSN Students

Sl No	Group	Number	Percentage
1	High	9	5.35
2	Average	69	41.07
3	Low	90	53.57

Table 1 shows that in the total sample of 168 secondary school teachers - 53.57% of the secondary school teachers perceive that the crisis management skills of secondary school CWSN students under inclusive education are low, 41.07% of secondary school teachers perceived that it is Average and 5.35% of the secondary school teachers perceived that crisis management skills of secondary school CWSN students under inclusive education is High. This shows that secondary school CWSN students under inclusive education are with low level of crisis management skills as per teacher perception is more than that of those with average and high level of crisis management skills.



**Figure 1.**  
Teacher Perception of Crisis Management Skills of Secondary School CWSN Students

**Hypothesis 2.**

*There exists no significant difference in the mean scores of teacher perception of crisis management skills of secondary school CWSN students under inclusive education based on*

1. locality of the school
2. Type of management of the school

Mean scores of Teacher perception of crisis management skills of secondary school CWSN students with respect to locality and type of management of the school where the teachers working is given in table 2.

**Table 2**

Data and results of test of significance of difference in the mean scores of teacher perception of crisis management skills of secondary school CWSN students with respect to locality and type of management of the school

	Groups	N	Mean	Standard Deviation	Critical Ratio
Locale	Rural	85	61	6	1.28
	Urban	83	60	4	
Type of management of the school	Govt	80	56	5	5.71
	Aided	88	52	4	

The critical ratio obtained when rural and urban samples were compared for the means cores of the variable is 1.28. This is less than the value set for significance at 0.01 level of significance. This means that the two groups don't differ significantly in the teacher perception of crisis management skills of secondary school CWSN students with respect to locality. Hence the hypothesis "There exists no significant difference in the mean scores of teacher perception of crisis management skills of secondary school CWSN students under inclusive education based on locality of the school" is accepted.

The critical ratio obtained when Govt and Aided secondary school teachers perception of crisis management skills of secondary school CWSN students were compared for the means cores of the variable is 5.71, which is greater than the value set for significance at 0.01 level of significance of the test. This means that the two groups differ significantly in the teacher perception of crisis management skills of secondary school CWSN students with respect to type of management of the school. Hence the hypothesis "There exists no significant difference in the mean scores of teacher perception of crisis management skills of secondary school CWSN students under inclusive education based on type of management of the school" is rejected.

### Hypothesis 3.

*Teacher perception of different factors that help in the development of crisis management skills of secondary school CWSN students under inclusive education varies.*

The different factors that help in the development of crisis management skills of secondary school CWSN students under inclusive education as perceived by secondary school teachers is analysed by computing the percentage of agreement and disagreement for each statement in the total sample. Then the percentage of agreement for each statement in the total sample was arranged in rank order. To identify the prominent areas of effectiveness, the percentage of items from each area in the first nineteen items (consists of items with fifty percentage effectiveness) were calculated and presented in table 3

**Table 3**

Teacher perception of Percentage of effectiveness of different factors that help in the development of crisis management skills of secondary school CWSN students

Sl No	Areas	Total No. of items from each area	No. of items from each area in the first 19 items	% of items from each area in the first 19 items
1	School support facilities	15	9	47.36
2	Teaching Strategies	8	5	26.31
3	Peer group support	6	4	21.05
4	Text book	4	1	5.26
5	Evaluation	2	0	0

From table 3 it is clear that school support facility is found to be more effective than other areas according to the perception of secondary school teachers for the development of crisis management skills of secondary school CWSN students under inclusive education. Teaching Strategies and Peer group support are found to be almost equally effective.

### Conclusion

1. As per the study 53.57% of the secondary school teachers perceived that secondary school CWSN students under inclusive education have low level of crisis management skills .
2. Rural and Urban secondary school teachers doesn't differ significantly in the teacher perception of crisis management skills of secondary school CWSN students under inclusive education.
3. Secondary school teachers of Govt and aided schools differ significantly in the teacher perception of crisis management skills of secondary school CWSN students under inclusive education.
4. Of the different factors that help in the development of crisis management skills of secondary school CWSN students, school support facility is found to be more effective than other areas according to the perception of secondary school teachers.

### Educational implications

1. Development of scientific identification tool for early detection and inclusion of CWSN student is a must.
2. Curriculum suitable for easy access to a CWSN should be designed and it is necessary to take adequate measures for its adaptation.

3. It is essential to arrange school readiness programmes like training in Braille, Sign language and mobility training .
4. Vocational training should be incorporated along with school education.
5. Provision should be given for alternate questions in question paper for CWSN or evaluation should be conducted through suitable modes as per the nature of special need.
6. Free supply of assistive devices for CWSN should be ensured.
7. Special training should be given for usual classroom teachers about the different strategies that can be used in an inclusive classroom.

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