

" Attitude of Primary Special School Teachers and Primary Inclusive School Teachers Toward Inclusive Education of Students with Visual Impairment at Banaskantha District in Gujarat.

Name : Joshi Atinbhai D.

Designations : Research scholar Phd.(Education)

Name of Institute: Madhav university Pindwara (Sirohi) Rajsthan

Supervisor :- Dr. Pawan Kumar,Dean, Research Department Madhav university
Pindwara (Sirohi) Rajsthan

Abstract

In the present study the investigator made a comparative study on attitude of Primary Special School Teachers and Primary Inclusive School Teachers toward Inclusive Education of Students with Visual Impairment at Banaskantha District in Gujarat. In this study for conducting survey, special schools and inclusive schools teachers from Banaskantha district of Gujarat state were selected. The schools were selected by purposive sampling technique and overall 50 teachers including 25 special school teachers and 25 inclusive school teachers have been selected as sample for the study. A self madean attitude scale was prepared by the researcher based on standardised questionnaire related to teachers' attitudes towards inclusive education developed by Galis and Tanner (1995) .The test tool consists of 34 statements. To determine the significance difference of means of selected groups t-test were used in this research work. Researcher found attitude of male and female primary teachers of special schools is same, Level of attitude of male primary teachers of inclusive schools is equal to attitude of female primary teachers, attitude of male teachers and female teachers of special school is equivalent but attitudes of male and female teachers of inclusive schools are higher than male teachers of special schools, attitudes of male and female teachers of inclusive schools are higher than female teachers of special schools&There is no significant difference between attitude of male and female teachers of inclusive schools.

Keywords: Attitude, Special schools, Inclusive Schools, Inclusive Education, Visual Impairment.

Introduction

The process of Inclusive Education though has a long history in India however, impact has not been encouraging. The process has been expanding in its scope to the contemporary needs and understanding. In this long journey, the first school for the deaf and mute was set up in 1888. Later, the services for physically disabled were initiated in the middle of the twentieth century but individuals with mental retardation were

given the least attention with the first school for the mentally challenged being established only in 1934 (Mishra: 2000). Special education programs in those times were heavily dependent on voluntary initiatives. The Government of India's initiatives, started after independence, were in the form of few workshop units meant primarily for blind adults (Luthra: 1974).

National Focused Group (NCERT: 2006) has identified four major formulations of disability. They are (1) the charity model, (2) the bio-centric model, (3) the functional model and (4) the human rights model. In the functional model, entitlement to right is differentiated according to judgments of individual incapacity and the extent to which a person is perceived as being independent to exercise his/her rights. The mentioning of 'inclusion' and education of the disabled in National Policy on Education (NPE) and Program of Action (POA) led to a series of experiments on integrated education in India, Some of them are full- fledged projects like the Project Integrated Education for the Disabled (PIED) and the others as a part of the flagship programs aiming to achieve Universalization of Elementary Education like the District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA). All these programs have emphasized the need to place Children with Special Needs (CWSN) in regular schools, giving due importance to evolve a broad spectrum of educational models for children with different special needs tailor made to their needs. Inclusion, as a policy driven by the conviction that all students have a right to be in a regular school and thus try to mainstream all children into the inclusion mode, which can be just as coercive and discriminatory as trying to force all children with special needs into the mold of a special education class/ special schools or any other alternative placement setting.

One of the major activities in the process of inclusive education is to bring systemic changes in the school. It includes barrier free construction, providing assistive devices, preparing individual education plan in every school with trained teachers and remedial teaching. Mild and moderate category children are directly sent to school where teachers can take care of their needs. Children whose disability is more than moderate level need some kind of training to cope up with the rest of the students. In such cases, children are sent to special RBC and provided basic skill learning. The investigators have decided to attitude of Primary Special School Teachers and Primary Inclusive School Teachers toward Inclusive Education of Students with Visual Impairment at Banaskantha District in Gujarat.

Literature Review

Baldwin M. (2001) study barriers coming in serving disabled youth, Ruth Basa (2001) examined the basic language and skills of learning, K. Davidson (2001) access the gap in instruction and reading abilities of disabled students. Michelle P. (2002) determined perception about barriers coming in the way to have beliefs and practices, James McInnis (2003) evaluated the role of principals of primary schools to lead the process of inclusion, Kala P. (2006) determined the variables that affects attitude of teachers towards inclusion of disabled students in main stream classroom, Chris Forlin, Umesh Sharma and tim Loreman (2007). Studied comparatively the attitude of pre-service teachers towards, inclusive education, Meghan Puskarich (2008)

calculated the participation of disabled adolescents in school's co-curricular activities, Young (2008) assessed the use of technology, self-concept and school motivation of transitions of schools, Umesh Sharma (2009) assessed the attitude of pre-service teachers with reference to change of places towards inclusive education, NidhiSingal (2009) studied conflicts and opportunities for inclusive education, Mathew White (2010) studied entry behaviour and level of brain injured students, Alexander Minnaert (2010) examined the attitude of regular primary school teachers towards inclusive education, Yeager (2011). assessed the process of implementation of inclusive education for special need students, Umesh Sharma (2012) assessed efficacy of teachers for implementing inclusive practices, Alquraini (2012) examined the factors related to attitude of teachers towards inclusive education, NishaBhatnagar (2013) assessed attitude of teachers belonging to secondary schools towards inclusive education, Ashwini Tiwari and others (2013) assessed behaviour of teachers towards inclusive education in Ahmadabad, Sandeep Berwal and Savita Gahlawat (2013) experimented the effect of Yoga on Self-concept and Emotional Maturity of Visually Challenged Students, Umesh Sharma, SadiaShaukat, Brett Furlonger (2014) assessed the inclination of pre-service teachers towards inclusive education, Feryal abed al hadiShnikat (2015) studied Emotional Intelligence Differences between the Normal, the Blind and the Deaf in Adolescence in a Jordanian Sample, Pankaj Pant Prof. P.K.Joshi (2016) studied a comparison of Emotional Stability of Visually Impaired Students Studying at Secondary Level in Inclusive Setup and Special Schools, Banoo J, Vaida NandNadeem NA (2017) had a comparative Study of Differently Abled Adolescents on Visual Impairment and Physical Deformity, David Mitchell & Ishwar Desai (2018) studied Inclusive Education for Students with Special Needs.

Delimitations of the Study

- The present study is limited to visually impaired students only.
- The present study is limited to visually impaired students studying in primary and secondary levels schools.
- The present study has been conducted only Banaskantha District in Gujarat state. Therefore, the finding cannot be generalized for other states.

Objectives of the Study

- To study attitude of special school and inclusive school teachers towards inclusive education of students with visual impairment with respect to their gender and level of teaching.
- To compare attitudes of special school teachers towards inclusive education of students with visual impairment with respect to their gender and level of teaching.
- To compare attitudes of inclusive school teachers towards inclusive education of students with visual impairment with respect to their gender and level of teaching.
- To compare attitude of special school and inclusive school teachers towards inclusive education of students with visual impairment with respect to gender.

- To compare attitude of special school and inclusive school teachers towards inclusive education of students with visual impairment with respect to level of teaching.
- To compare attitudes of male and female teachers of special primary schools.
- To compare Attitudes of male and female teachers of inclusive primary schools.
- To compare Attitudes of male and female teachers of special schools.
- To compare Attitudes of male teachers of special schools and inclusive schools.
- To compare Attitude of male teachers of special schools and female teachers of inclusive schools.
- To compare Attitudes of female special school teachers and male inclusive school teachers.
- To compare Attitude of female teachers of special schools and inclusive schools.
- To compare Attitude of male and female teachers of inclusive schools.
- To compare Attitude of primary teachers of special and inclusive schools.

Hypothesis of the Study

- Attitudes of male and female teachers of special primary schools are not significant difference.
- Attitudes of male and female teachers of inclusive primary schools are not significant difference.
- Attitudes of male and female teachers of special schools are not significant difference.
- Attitudes of male teachers of special schools and inclusive schools are not significant difference.
- Attitude of male teachers of special schools and female teachers of inclusive schools are not significant difference.
- Attitudes of female special school teachers and male inclusive school teachers are not significant difference.
- Attitude of female teachers of special schools and inclusive schools are not significant difference.
- Attitude of male and female teachers of inclusive schools are not significant difference.
- Attitude of primary teachers of special and inclusive schools are not significant difference.

Methodology

Method

In the present study, the purpose is to study the Attitude of Primary Special School Teachers and Primary Inclusive School Teachers toward Inclusive Education of Students with Visual Impairment at Banaskantha District in Gujarat. The data will be collected from Banaskantha district of Gujarat and detailed description of attitude will be collected with the intent of employing data to justify current conditions and practices, **descriptive survey method** was used.

The Sample and Population

Population

For the present study the population is defined as all the teachers employed in special schools and inclusive schools of Gujarat state.

Sample

The schools were selected by purposive sampling technique and overall 50 teachers including 25 special school teachers and 25 inclusive school teachers have been selected as sample for the study.

Teachers (50)			
Special School Teachers (25)		Inclusive School Teachers (25)	
Male (15)	Female (10)	Male (14)	Female (11)

Tool

A self madean attitude scale was prepared by the researcher based on standardised questionnaire related to teachers' attitudes towards inclusive education developed by Galis and Tanner (1995) .The test tool consists of 34 statements.

Statistical Technique

t-test were used to analyze the collected data and verify the hypothesis.

Results and Discussion

Table 1

Statistical Values of Attitude Scores of Teachers

S.No.	Teachers	N	Mean	S.D.	Percent Mean
1.	Primary Male Teachers of Special Schools (SS)	15	113.10	12.43	67%
2.	Primary Female Teachers of Special Schools (SS)	10	108.89	13.27	64%
3.	Primary Male Teachers of Inclusive Schools (IS)	14	122.21	6.27	72%
4.	Primary Female Teachers of Inclusive Schools (IS)	11	124.33	4.24	73%

1. From table 1 mean and standard deviation of attitude score of primary male teachers of special schools are 113.10 and 12.43 respectively. This mean score shows low level of attitude towards inclusive education of students with visual impairment. It means primary male teachers of special schools have shown low level of attitude towards inclusive education.
2. From table 1 mean and standard deviation of attitude score of primary female teachers of special schools are 108.89 and 13.27 respectively. This mean score shows very low level of attitude towards inclusive education of students with visual impairment. It means primary female teachers of special schools have shown very low level of attitude towards inclusive education.
3. From table 1 mean and standard deviation of attitude score of primary male teachers of inclusive schools are 122.21 and 6.27 respectively. This mean value shows average level of attitude towards inclusive education of students with visual impairment. It indicates that primary male teachers of inclusive schools have shown average level of attitude towards inclusive education.
4. From table 1 mean and standard deviation of attitude score of primary female teachers of inclusive schools are 124.33 and 4.24 respectively. This mean value indicates high level of attitude towards inclusive education of students with visual impairment. It means primary female teachers of inclusive schools have shown high level of attitude towards inclusive education.

Table 2

To compare attitudes of special school and inclusive school teachers with respect to level of teaching, analysis of variance technique was applied and related teachers were divided into two groups symbolically named as:

- Group A : Primary Teachers of Special Schools
 Group C : Primary Teachers of Inclusive Schools

't' test between Group A and C

Groups	N	M	σ_D	D	't'	Significance
A	25	110.797	2.164	12.457	5.756	.01 level
C	25	123.254				

df (48)

$t_{.05}$ level = 1.98

$t_{.01}$ level = 2.62

$$t = \frac{D}{\sigma_D} \quad df = N_1 + N_2 - 2$$

From the table 2 there is significant difference between mean scores of group A and C. It indicates that there is significant difference between mean scores of attitudes of primary teachers of special and inclusive schools. This result rejects the hypothesis "There is no significant difference between attitude of primary teachers of special and inclusive schools."

Now mean score of attitude of inclusive schools primary teachers (123.254) is higher than the mean scores of attitude of special schools primary teachers (110.797), it means, inclusive schools primary teachers have more inclination towards inclusive education than the primary teachers of special schools.

Table 3
Results of Testing Hypothesis

Hypothesis No.	Hypothesis	't' value	Significant Level	Result
1	Attitudes of male and female teachers of inclusive primary schools are not significant difference.	0.86	N.S.	Accepted
2	Attitudes of male and female teachers of special schools are not significant difference.	1.02	N.S.	Accepted
3	Attitudes of male teachers of special schools and inclusive schools are not significant difference.	7.01	.01 level	Rejected
4	Attitude of male teachers of special schools and female teachers of inclusive schools are not significant difference.	5.34	.01 level	Rejected
5	Attitudes of female special school teachers and male inclusive school teachers are not significant difference.	8.21	.01 level	Rejected
6	Attitude of female teachers of special	6.47	.01 level	Rejected

Hypothesis No.	Hypothesis	't' value	Significant Level	Result
	schools and inclusive schools are not significant difference.			
7	Attitude of male and female teachers of inclusive schools are not significant difference.	1.50	N.S.	Accepted
8	Attitude of primary teachers of special and inclusive schools are not significant difference.	5.76	.01 level	Rejected

Limitations of the Study

- 1.The present study was conducted only at surface level. It was not extensive and “In-depth” study.
2. This study was conducted only in particular districts (Banaskanthadistrict of Gujarat state)
3. Attitude of the teachers was measured only through administration of an attitude scale constructed by the investigator.
- 4.The teachers’ behaviors in some specific situations were notobserved. Also, no intensive interview with the teachers was held for knowing their real attitude.
- 5.For the present study Visual Impairment means two types of Visual impairment,
 1. Blindness
 2. low vision .

Educational Implications of the Study

The purpose of education is to ensure that every student gains access to knowledge, skills and information that will prepare them to contribute to society, communities and work places. For students with disabilities, achieving this common purpose, they can not be put on the back burner. Inclusion or the education of children with disabilities in regular classrooms must be adopted both as an ideology and as a practical solution to support the education for all adage, and to bring about equality in education in India. For this purpose attitudes of those who form an important part of this dynamic goal, namely the teachers have been found to influence the process and the outcome of inclusion to a great extent. The present study is an effort to evaluate attitude of primary school teachers belonging to special and inclusive schools. The study reveals that teachers teaching in inclusive schools have got positive attitude towards inclusion, but teacher teaching in special schools did not show positive attitude towards inclusion. To change the attitude of special school teachers and teachers

teaching in general classes should be motivated through seminars, workshops & discussions. A visit can be arranged for general teachers to have acquainted with hidden qualities of disabled children. The state and central government should motivate institutions to implement inclusive education programme at their own initiative and they must make all necessary arrangements and support for training of teachers, infrastructure facilities, equipment's funds and other services.

Conclusions of the Study

Following conclusions have been drawn from the findings of the study:

1. Teachers of inclusive schools have positive attitudes towards inclusive education.
2. Inclusive school teachers have shown higher level of attitude towards inclusive schools in comparison to special school teachers.
3. Male teachers of inclusive schools have shown higher attitude towards inclusive education in comparison to other groups of teachers.
4. Attitudes of male and female teachers of inclusive primary schools are not significant difference.
5. Attitudes of male and female teachers of special schools are not significant difference.
6. Attitudes of male teachers of special schools and inclusive schools are not significant difference.
7. Attitude of male teachers of special schools and female teachers of inclusive schools are not significant difference.
8. Attitudes of female special school teachers and male inclusive school teachers are not significant difference.
9. Attitude of male and female teachers of inclusive schools are not significant difference.
10. Attitude of primary teachers of special and inclusive schools are not significant difference.

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