

## Attitude Towards Inclusive Education of Primary Teachers in Relation To Their Gender and Locality in The State of Maharashtra

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### Abstract

*This study intended to explore the attitudes of primary teachers towards inclusive education for children with special needs at primary level in the state of Maharashtra. The sample comprised of 260 general teachers at primary schools and 40 resource teachers. One attitude scale developed by the investigator. The results of the study revealed that urban teacher have found more positive in their attitude towards inclusive education compared with rural teachers. And female teachers and Resource teachers have also found more positive in their attitude towards inclusive education compared with male teachers and General teachers.*

*(Key words- Attitude, Inclusive Education, Primary Teachers, Gender)*

### Introduction

The concept of inclusion has emerged from the ideas of providing equal opportunities to 'all' children. Providing equal opportunities does not mean providing 'similar' things to all children. It means providing equal opportunities keeping in mind the divers nature of their individual needs. Inclusive education programs do not focus on the accommodation of these children into a general education setting, but are focused on the education setting, but are focused on the restructuring of schools to accept and provide for the needs of all students. In inclusive education, mainstreaming and integration are viewed as intermediary steps to ultimate goal of teaching all students together. All the children in all shades of their exceptionality disability are welcome by making necessary arrangements and accommodations for their education in the same school and classes along with their non-disabled peers.

### Objective of the Study

1. To compare the attitude of male and female primary teachers towards inclusive education in the state of Maharashtra.
2. To compare the attitude of rural and urban primary teachers towards inclusive education in the state of Maharashtra.

3. To compare the attitude of resource teachers and general teacher towards inclusive education in the state of Maharashtra,

### Hypothesis Of The Study

- 1) There exists no difference in the attitude of male and female primary teachers towards inclusive education in the state of Maharashtra.
- 2) There exists no difference in the attitude of rural and urban primary teachers towards inclusive education in the state of Maharashtra.
- 3) There is the significant difference in the attitude of resource teachers and general teacher towards inclusive education in the state of Maharashtra.

### Sample Of The Study

The sample of the study will be taken from Six viz., district Solapur, Satara, Ahemadnagar, Pune 40 school were selected from this district repetitively These districts are select purposively keeping in view the willingness of the headmasters to cooperate with the investigator in conducting the research project. The total samples of the study were 260 teachers of the school and 40 resource teachers. The investigator selected convenient purposive sample for the present study.

### Tool Used

The researcher had developed an attitude scale for primary teachers towards inclusive

education were designed on Likert-type scale ratings, which employs level of agreement usually with a five-response category. Questionnaire contained 20 questions the researcher conducted pilot study, item analysis, and reliability analysis to establish reliability of the tools. The researcher had a thorough discussion with Five expert of Inclusive education.

**Procedure**

For collection of data investigator contacted personally with the Headmasters of the schools. After their kind permission, attitude scale was administrated to the teacher of inclusive schools and collected the same by the investigator.

Analysis and interpretation of the results

The whole sample was divided into groups subgroups; these were: gender (male and female) and locality (Urban and rural.) The data were analyzed by t-test the hypotheses. Table.1 shows the inferential analysis of data by researcher. Table 1 shows the comparison of aptitude of male and female primary teachers. Table 2 shows the comparison of attitudes of rural and urban primary schools teachers. Table 3 shows the comparison of general and resource teachers of inclusive schools of Maharashtra.

**Table No 1**

Category	N	M	SD	T	Level of significance
Male	150	88.83	9.17	3.308	0.01
Female	150	94.73	15.30		

Table 1 Shows that ‘t’ value 3.08 is significant at 0.01 level. It was concluded that there is significant difference between the attitude of female and male teacher of inclusive schools of Maharashtra.

**Table No 2**

Category	N	M	SD	‘t’	Level of significance
Rural teachers	150	96.74	13.93	5.866	0.01
Urban teachers	150	86.82	19.59		

Table 2 Shows that ‘t’ value 5.866 was significant at 0.01 level. It was concluded that there is significant difference between the attitude of Rural teachers and Urban teachers teacher towards inclusive schools of Maharashtra.

**Table No 3**

Category	N	M	SD	‘t’	Level of significance
Resource teachers	40	256.96	19.71	2.807	0.01
General teachers	40	249.29	18.91		

Table 3 Shows that ‘t’ value 2.807 was significant at 0.01 level. It was concluded that there was significant difference between the attitudes of General teachers towards inclusive schools of Maharashtra.

**Result and Discussion**

The results of the study revealed that urban teachers have found more positive in their attitude towards inclusive education compared with rural teacher. And female teachers have also found more positive in their attitude towards inclusive education compared with male teachers and resource teacher have also more positive and favorable attitude towards inclusive education compared with general teacher. For the development of teachers attitude towards inclusive education and for children with special needs students refresher courses should be organized from time to time for general teacher and resource teacher. Compulsory training for Teacher on inclusive education so they can better understand the problems of CWSN. If a teacher has a favorable attitude towards inclusive education and for children with special needs, they will also make batter use of skills of teaching while teaching in inclusive classroom.

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