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GRT

A STUDY OF ATTITUDE OF SCHOOL TEACHERS' TOWARDS INCLUSIVE EDUCATION PROGRAMME IN STATE OF HARYANA

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ABSTRACT

The present study deals with attitude of school teachers' towards inclusive education programme in state of Haryana. A sample of 250 school teachers' from Ambala division of Haryana state is selected for this study. Special male & female and general male & female school teachers' are selected for data collection. Descriptive survey method is selected and random purposive sampling technique is used. Teacher Attitude Scale towards inclusive education (2011) by Vishal Sood and Arti Anand, a standardized measuring tool is used. Mean, SD, and CR value is calculated for the data analysis. It was found that special school teachers' has more attitude towards inclusive education programme.

KEYWORDS :School teachers, Inclusive education, attitude.

INTRODUCTION

It has been observed that people in the society possess very funny myths about persons with disabilities. There is a common perception that people who look physically different are different from other human beings. It is assumed that they are sick persons. Traditional media also portray persons with disabilities as beggars, robbers, conspirators etc. Dangerous people are often portrayed as ugly, deformed, physically and mentally handicapped, monstrous etc. Children are exposed to negative images about persons with disabilities from books, magazines, movies, plays, comics, cartoon shows, dramas. Such stereotypes influence the attitude of people towards individuals who are obviously different. We can see these stereotypes when people react with hostility to the idea of establishing/opening of special school in their neighborhood. Movies often show people with disabilities in a negative and unrealistic way.

Efforts have been made from time to time to generate public awareness about spirit and grit of persons with disabilities. Special Olympics create an active and appealing image of people with disabilities. Public news reports of these events are carried by many forms of media, radio, newspaper and television. This increases their social acceptance by non disabled people. There have been many positive/fine movies representing of persons with disabilities. Examples in India include Dosti, Black.... Which give fairly realistic views of people who are disabled publicity campaigns through print media such as reporting of achievements of persons with disabilities in academics? Art and culture has a crucial role in shifting the negative attitude of general population towards persons with disabilities. Such news items portray them as a 'differently able' rather than 'disabled'.

India has been supreme to impart knowledge to others. From last some decades, sustained efforts have been made to evolve a viable system of better and advanced education. Shri Aurobindo first, in year 1910, visualized a national system for education. Its main emphasis was on the development of nature and power of the human brain, the nature of simultaneous and successive teaching and training of human intellectual abilities and logical abilities. Gandhiji's Buniyadi Taleem (Basic Education) as envisaged in the wardha scheme was another powerful and effective model rooted firmly in the India. The curriculum developed under this scheme aimed at all round development of the child's personality and abilities, that is, the development of Body, Mind and Spirit, however, it suffered from an implementation gap due to the problems of changing political system, governments, poverty, lack of awareness, insufficient resources, existing English and Missionaries education system etc.

For this great change, every nation has expectations from its teachers, policy maker and the citizens in general. Therefore, the main focus of education is on the development of power of adaptation to an ever changing Social environment'. It is common known that every individual is born with inherent abilities and education helps only to develop these abilities up to optimum level. Moreover, education is considered to be a process which contributes to the natural development of man's innate potentials, brings out all round development of his personality, results into desirable behavior changes and ultimately prepares him for healthy and responsible life. In the words of Dewey "Education helps us in anticipating certain salvations and consequences. We, therefore, plan our future experiences in such a way that we secure their beneficial consequences and avert the undesirable ones".

India is the second most populous country in the world. According to the census, 2001, there are 21.9 million persons with disabilities in India which constitutes 2.13 percent of the total population. Provision of educational facilities for this segment of population in least restrictive environment is a major concern for school teachers' and policy makers. However, in spite of the concerted efforts by the government as well as the voluntary agencies, the education of the persons with disabilities has had limited coverage. The report of Rehabilitation Council of India (1996) reveals, that only one percent of disabled students in India have access to basic education. Consequently, providing education to all disabled children is a significant responsibility of the government, particularly with the enactment of Persons with Disability (PWD) Act, 1995, declaring elementary education as the fundamental human right to every able and disabled child.

Different countries use different terms for educating children with special needs in common/regular schools. For example, the term integration is used in the Britain; in U.S.A. the term mainstreaming is used. Some other countries use the term normalization, to represent the process of educating these children in regular schools along with non disabled children. In recent years there has been a modification in the terminology and the term inclusion has been coined for mainstreaming, normalization, deinstitutionalization and integration. Although the purpose and features of all the

previous terms are educating and developing disabled children up to maximum level, yet the term inclusion has an effective impression on the mind of children with special needs, parents, society, teachers, administrator and all the team members which are involved with these children directly or indirectly.

Inclusion follows integration but it is differ as, in integration, the child must make adjustment to the requirements of the school but, in inclusion, it is the school that must make adjustments to accommodate or include the child. Thus, in inclusion children with special needs are accepted as the responsibility of the school.

Inclusion is a concept that sees children with disabilities as full time participants in school and members of their neighbourhood schools and communities. Inclusive education, therefore, involves all children learning together with their peers in the same environment.

The main motto of inclusive education is that it enables all to participate together and equally in society from the early childhood age. This kind of purposeful education system develop the feeling of self confidence and self esteem in the minds of children with special needs and provide them to access the formal and regular system of education for everyone in the society without any discrimination.

Moreover, inclusive setup provide an opportunity to non disabled children to share their ideas and knowledge with peers who are different in one way or another to learn, to accept and respect their differences. Similarly, children with special needs also have the opportunity to become part of the school community and get a realistic and practical, experience of what a multicolored society's touch and taste. Therefore, inclusion is a coin which has two sides that is to prepare the disabled to become parts of the whole society and prepare the society to accept them as equally contributory member of the society.

Further, the basic idea behind this concept is principle of anti discrimination, equality, maximum level development of potential, equal rights, social justice and to protect human rights of every disabled so that they can also enjoy the regular school environment with barrier free and friendly environment in their neighborhood school like normal children. It helps to avail all kind of benefits like other students in the school and to involve actively in all kind of activities such as dance, music, art and craft, painting, singing, playing games etc. for their full social and academic development.

It would be a blunder to delimit the potentiality of the disabled. They are strong in spirit and mind like their able bodied counterparts. There are hundreds of examples of persons with disabilities who are living with dignity and courage. They have proved that they have special abilities in spite of the world calling them "people with disabilities".

Obviously, schools and teachers are the crucial agents for bringing out the desirable changes in the system. Therefore, teachers have the main responsibilities to develop all the activities of the school in the positive direction for the development of all children. For this process and ultimate development of children, they have to attain the positive attitude, aptitude, interest, values and certain competencies of the teaching profession to ensure the fulfillment of the expected ambitions of children and society.

In the field of education, it is the attitude of school teachers' that determines, to a large extent, the success or failure of an educational programme. It is generally assumed that successful inclusion is only possible if the non disabled children, teachers', parents and administrators show reasonably favorable and positive attitude towards children with special needs and inclusive education programme. Teachers' attitude is considered to influence their teaching practices and management strategies in the classroom and therefore, it directly influence students' learning. The learning capacity of a children with special needs may determine the extent to which the teachers' are willing and has

positive attitude to make adjustments to teaching methods, curriculum and classroom management according to the needs and disability of the children. It is clear that teachers who want to include children with special needs into their classes must feel confident in their own ability to cope with the situation and must have some positive expectations about the students' learning potential.

It was recognized that education of these children could not be achieved merely through the classification of children into handicap categories. It has no direct educational implication. The status of disability has undergone changes from isolation to normalization, normalization to mainstreaming, mainstreaming to integration and from integration to inclusion. The salient feature of inclusion is that, it rejects medical model and theoretical approach that focused on disability and did not ask for changes in the education system. Inclusion concept means maximum development of the potential of the disabled children all over the world. Inclusion in education is an approach to educate children with special needs with normal children. Inclusion is about the child's right to participate and the school's duty and responsibility to accept the child.

The role of school teachers', principals and administrators are also critical in the process of inclusion. The attitude of teachers' affects the extent to which the philosophy of inclusion is formulated and implemented. Children with special needs require special education services in the form of special teachers, special aids and appliances, accessible classrooms, barrier free laboratories and toilets for their proper functioning. It is the obligation on the part of the administrators to provide such services to these children. Therefore, for the successful implementations of inclusive education programme positive attitude of school teachers', principals and administrators are a pre requisite condition.

Attitude includes desires, convictions, feelings, views, opinions, beliefs, hopes, judgments, and sentiments. The study of attitude is important because there is general belief that human behavior and actions are influenced by attitudes whereby attitudes are seen as the cause and behavior as the consequence.

Attitudes are not directly observable in behavior, but we infer them from what a person says and does. Further, invisible attitudes have a powerful influence on everyone's life. Attitudes may be positive or negative and may involve a prejudice. The prejudice leads to unrealistic judgment based on inadequate grounds. Some kind of attitudes towards the disabled includes open rejection, disguised rejection, overprotection, denial and acceptance of the individual and his disability. Most of the time individuals with disabilities receive negative feedback from people around him, which affects their own perception about disability and self concept. Self concept is the core of an individual's personality. There has been considerable stress in literature on the fact that the maladjustment of the disabled is not so much due to actual disability as is due to the attitudes of the non disabled towards the disabled and due to emotional stress placed on them by the community.

The unfavorable attitudes of the society towards the children with special needs may be due to different reasons, such as lack of knowledge and awareness about disability, ignorance about the achievement and performance of these children, myths and misconceptions common in the society and stereotypes presented in the media. It is observed that, if a non disabled person has only minimal knowledge about disability, he /she is likely to formulate opinions of persons with disabilities on the basis of previously held beliefs. Such beliefs may be either unreasonably negative or unrealistically positive.

Thus knowledge is a critical factor in determining a person's attitude towards disabled, is confirmed by a number of studies. Researchers have investigated people's feelings about children with different disabilities and relate this to people's knowledge of that disability.

Attitude is defined as a predisposition or a tendency to respond positively or negatively towards

a certain idea, object, person, or situation. Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards (together called stimuli). Four major components of attitude are (1) Affective: emotions or feelings. (2) Cognitive: belief or opinions held consciously. (3) Conative: inclination for action. (4) Evaluative: positive or negative response to stimuli.

Attitude is a relative state of an individual to behave in a particular way towards the situation, people, object and so on. The attitudes are both positive and negative in nature. Attitudes typically imply a tendency to classify or categorize. The attitude scale is a device used for measuring the degree of strength of attitudes or opinions.

In this study the term 'attitude' refers to the educators' way of thinking and to their degree of acceptance of inclusive education. An educator's attitude is of crucial importance in the teaching-learning situation, as it is the educators who make learning possible. As regular educators are faced with teaching heterogeneous classes consisting of children who are not handicapped together with those who are handicapped, their task is made much more difficult than that of the special educators who deal only with handicapped learners. If this is indeed the case, the question arises as to how they manage to cope with the situation.

Attitude towards Teaching Profession is an emotionalized tendency, organized through teaching experiences to react positively towards teaching." It is a learned emotional response, set for or against teaching. Individuals will have positive attitudes towards those objects which enable them to achieve the values held and form negative attitudes towards objects which hinder the achievement of values.

EMERGENCE OF THE PROBLEM

Inclusive education allows the inclusion with regular children and children with special needs by placing them together in mainstream classes, to be taught and instructed by regular teachers.

In India, the concept of inclusion is emerging and inclusive education services are not yet well established. Therefore, inclusion considered as to provide an opportunity to develop maximum potential of disabled children in regular school through the team teaching and whole support spirits in teachers.

It is considered a way to create an environment that can give all children access to education. If teaching is effective and responds to both students' needs and strengths, there is a possibility for all children to learn. Students with disabilities are able to fit into an inclusive education program because they usually receive some individual support from class teachers to help them complete the required tasks. Academic success depends on how much a student learns from teachers, whether they have disabilities or not. Teachers play a vital role in the learning process of students because they are the ones imparting the knowledge. Successful and effective implementation of inclusive education program depends upon teachers having adequate knowledge of it through training as well as positive attitudes towards inclusive education programme.

It has been empirically demonstrated that teacher acceptance and positive attitudes are necessary if integration into the general education classroom and the implementation of educational intervention is to be effective and successful.

It reveals existing attitudes among educators with regard to inclusive education and attempt to provide suggestions of ways to eliminate and discourage negative attitudes, while promoting positive approaches.

It is therefore, important to investigate teachers' attitude about the concepts and practice of inclusive education program, if they want inclusive services are to be developed successfully in India. It

is also important to gain insight into teachers' views about their current sense of competence or readiness to offer inclusive education program.

The purpose of this study is to obtain information about teachers' attitude towards inclusive education program especially at school level. Teachers' attitude towards inclusion of students with special needs have been linked to students' success within the regular education setting. It is essential to understand teachers' attitude towards students with special needs in order to provide those students an opportunity to develop their potential successfully within their least restrictive educational setting.

It is important to investigate teachers' attitudes because this characteristic acts as a lens or filter when they are asked to acquire new knowledge and skills. For this reason, the aim of this study is to explore teachers' attitudes towards inclusive education program and how these teachers' conceptualize inclusive education program.

Teacher attitude has been demonstrated to be one of the most important variables in determining the success of innovative programs in special education. Therefore, the school teachers' attitude is essential for practical implication of inclusion in education system.

Therefore, before implementing inclusive policies it is very important to know the attitude of teachers' especially at school level so that inclusion can be implementing successfully in education system. Their positive attitude will support in effective implication of inclusion. Finally it is attitude that promotes the introduction of change in the school. Therefore, it is essential to understand Teachers' attitude towards inclusive education programme in order to provide those students' an opportunity to be successful within their least restrictive educational setting.

The studies are conducted on various variables but there were not found enough study on attitude of school teachers' towards inclusive education. Therefore, this study designed to conduct the research on the attitude of school teachers' towards inclusive education programme. This variable is the basic element for designing and implementing a new policy or plan for implementing inclusive setup in schools. Therefore, this study is very important due to above discussed factors.

STUDIES RELATED TO ATTITUDE

Bhandarkar, M. (1980) conducted a study on teachers' attitude towards teaching profession and found that: (i) there was significant difference in teachers' attitude towards teaching profession in urban, semi-urban and rural areas. (ii) The attitude towards teaching profession was not significantly related to the qualification of the teachers. (iii) The trained teachers' mean attitude score was significantly higher than the mean attitude score of the untrained teachers. (iv) The job-mobility and family problems were not significantly related to teachers' attitude towards teaching profession.

Mehra, A. K. (1986) investigated the attitude of prospective teachers towards teaching profession and found: (i) there was no significant difference in the attitude of male and female prospective teachers towards teaching profession. (ii) There was significant difference in the attitude of experienced and inexperienced prospective teachers towards teaching profession.

Pandey, S. P. (1991) studied the attitude of the rural community in eastern Uttar Pradesh towards persons with disability. The study revealed that the rural community was unaware of the potentialities of persons with disability and exhibited social prejudice towards them. They are unwelcome in public places and social functions. The reason was absence of facilities for education and rehabilitation in the area and lack of awareness and environmental building activities.

Shanthi, M. (2001) studied on "A study on the attitude of regular teachers', resource teachers, Visually Impaired Children, Sighted Children and School Administrators towards inclusive education",

the results of the study reflect that there is a significant difference between regular teachers, resource teachers, visually impaired sighted children and school administrators towards inclusive education.

Hoover (1984) conducted a study on educators' attitudes towards inclusion with specific attention to children with learning, emotional and behavioural disorders in the mainstream. The subjects involved in the study did not have special class experience but were randomly assigned to work in a special education self contained room. The results revealed that due to their lack of experience, the subjects in this study appeared to have a negative attitude, while experienced special education teachers involved in the study tended to be more positive.

Rose and Smith (1993) conducted a national survey to examine whether attitudes were perceived as a barrier to inclusive early childhood programs. Two hundred and seventy eight educators, administrators, and parents were selected to participate in this study and 58 percent responded. The results of the survey analysis indicated that attitudes were perceived to be a barrier to inclusive preschools by all groups. Interestingly, while two thirds (67%) of preschool coordinators considered attitudes to be a barrier, all parents responding to the survey (100%) considered attitudes to be a barrier.

Mushoriwa, T. (2001) evaluated teachers' attitudes towards children with physical disabilities, and the results revealed that the majority of school teachers were not supportive of physically disabled children, particularly visually impaired children and children with hearing disabilities.

Objective: The objectives of the study is given below

1. A comparative study of special and general male school teachers' attitude towards inclusive education programme.
2. A comparative study of special and general female school teachers' attitude towards inclusive education programme.

Hypothesis

1. There is no significant difference between special and general male school teachers' attitude towards inclusive education programme.
2. There is no significant difference between special and general female school teachers' attitude towards inclusive education programme.

Delimitations of the Study

The present study is delimited to the 250 specially trained and general school teachers' of Ambala division of Harayana.

Method

Descriptive survey method is applied for the present study.

Sample

The sample consisted of 250 school teachers including special and general school teachers selected from 5 districts' 25 blocks' school in Haryana. They consisted of a random sample of special and general school teachers currently working in inclusive (regular) classroom settings. They were selected from a pool of all special and general classroom teachers chosen from 25 schools. 50 school teachers per district were selected for this study.

Sampling Method

In the present investigation random purposive sampling technique has been used. At the first stage, five districts namely, Panchkula, Ambala, Kurukshetra, Yamuna Nagar and Kaithal districts were selected on random basis. At second stage, five blocks each of these five districts were also selected randomly. Thus twenty five blocks finally constituted the sample of the present study. At the third stage ten teachers from each blocks selected for the sample of the study.

Tool to be used

Teacher Attitude Scale towards inclusive education (2011) by Vishal Sood and Arti Anand, a standardized measuring tool is used.

Used Statistical Techniques

Mean, SD, and CR value is calculated for the data analysis.

Analysis and Interpretation of Data

The data collected is meaningless unless analysis and interpreted properly so as to arrive at a certain reliable and significant conclusion. Analysis of data is done to bring forth, the latent meaning from the tangled mass of confusion, by studying tabulated material to determine the facts.

Table -1: Comparison of special and general male school teachers' Mean differences of attitude (Total of all Four Area/ Dimension) towards inclusive education programme.

Sr. No.	Type of Teachers'	N	Mean	S.D.	CR- Value	Level of Significance	
						0.05	0.01
1	Male Special Teachers	62	121.38	10.86	11.75		Significant
2	Male General Teachers	63	99.19	10.25			

$df = (N-1) + (N-2) = (62-1) + (63-1) = 123$

* level of significance 0.05 = 1.98

**level of significance 0.01 = 2.62

INTERPRETATION :

The above table No. (1) shows Mean and S.D. of male special and general teachers' attitude (Total of all Four Area/ Dimension) towards inclusive education programme. Both group of teachers' mean are 121.38 and 99.19 and S.D. is 10.86 and 10.25. On the basis of calculated Mean and S.D. of two groups the CR Value found 11.75. On 123 (df) degree of freedom level of significant at 0.05 level given 1.98 and level of significant at 0.01 level given 2.62 values in CR Table. Calculated CR value is greater than table values. On the basis of the result it may be says that there is significant difference at 0.01 level in both groups school teachers' attitude (Total of all Four Area/ Dimension) towards inclusive education programme. Thus the hypothesis is rejected at 0.01 level of significant.

The given above table mean of both groups observed and it shows clearly that the mean of male special teachers' is more than the male general teachers'. So it may be says that the attitude (Total of all Four Area/ Dimension)) of male special teachers' towards inclusive education programme is more than

the attitude (Total of all Four Area/ Dimension)) of male general teachers' towards inclusive education programme.

Graph of table -1: Graphical representation of special and general male school teachers' Mean differences of attitude (Dim. I, II, III, IV and Total of all Four Area/ Dimension) towards inclusive education programme.

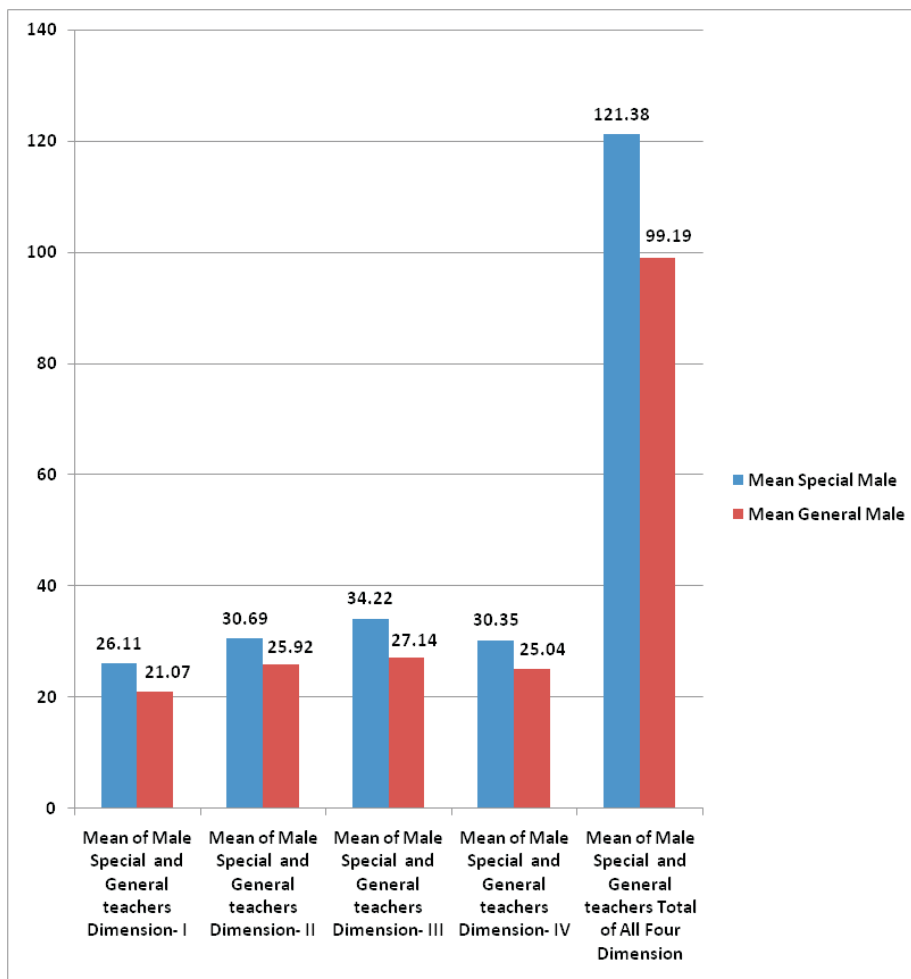


Table -2: Comparison of special and general female school teachers' Mean differences of attitude (Total of all Four Area/ Dimension) towards inclusive education programme.

Sr. No.	Type of Teachers'	N	Mean	S.D.	CR- Value	Level of Significance	
						0.05	0.01
1	Female Special Teachers	62	115.75	8.31	15.29		Significant
2	Female General Teachers	63	93.47	7.97			

$df = (N-1) + (N-2) = (62-1) + (63-1) = 123$

* level of significance 0.05 = 1.98

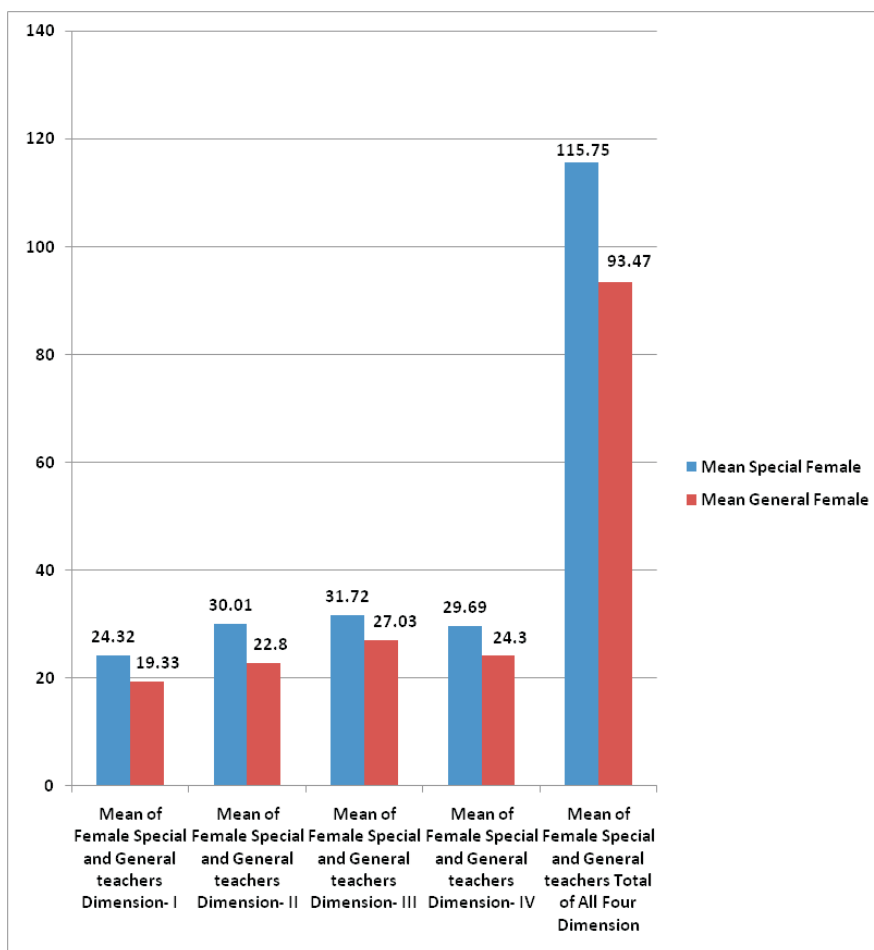
**level of significance 0.01 = 2.62

INTERPRETATION :

The above table No. (2) shows Mean and S.D. of female special and general teachers' attitude (Total of all Four Area/ Dimension) towards inclusive education programme. Both group of teachers' mean are 115.75 and 93.47 and S.D. is 8.31 and 7.97. On the basis of calculated Mean and S.D. of two groups the CR Value found 15.29. On 123 (df) degree of freedom level of significant at 0.05 level given 1.98 and level of significant at 0.01 level given 2.62 values in CR Table. Calculated CR value is greater than table values. On the basis of the result it may be says that there is significant difference at 0.01 level in both groups school teachers' attitude (Total of all Four Area/ Dimension) towards inclusive education programme. Thus the hypothesis is rejected at 0.01 level of significant.

The given above table mean of both groups observed and it shows clearly that the mean of female special teachers' is more than the female general teachers'. So it may be says that the attitude (Total of all Four Area/ Dimension)) of female special teachers' towards inclusive education programme is more than the attitude (Total of all Four Area/ Dimension)) of female general teachers' towards inclusive education programme.

Graph of table -2: Graphical representation of special and general female school teachers' Mean differences of attitude (Dim. I, II, III, IV and Total of all Four Area/ Dimension) towards inclusive education programme.



FINDINGS OF THE STUDY

Hypothesis-1

The hypothesis that there is no significant difference between special and general male school teachers' attitude towards inclusive education programme is tested by calculating C.R. value in terms of four dimensions – psychological/behavioral aspects, social and parents related aspects, curricular and co-curricular aspects, administrative aspects and sum of these as a whole of attitude towards inclusive education programme. After testing, the following results are obtained – (i) The observed mean difference of attitude in terms of sum of all four dimension as a whole, attitude towards inclusive education programme of special and general male school teachers' is found significant at 0.01. Thus, the null hypothesis is rejected.

Hypothesis-2

The hypothesis that there is no significant difference between special and general female school teachers' attitude towards inclusive education programme is tested by calculating C.R. value in terms of four dimensions – psychological/behavioral aspects, social and parents related aspects, curricular and co-curricular aspects, administrative aspects and sum of these as a whole of attitude towards inclusive education programme. After testing, the following results are obtained –(i) The observed mean difference of attitude in terms of sum of all four dimension as a whole, attitude towards inclusive education programme of special and general female school teachers' is found significant at 0.01. Thus, the null hypothesis is rejected.

CONCLUSION

In brief on the basis of the findings of the study it is concluded that the Comparison of special and general male school teachers' attitude in terms of four dimensions – psychological/ behavioral aspects, social and parents related aspects, curricular and co-curricular aspects, administrative aspects and sum of all these as a whole of attitude is found significant at 0.01 level. On the basis of observation the mean of both groups in all above dimensions, the mean of male special teachers' is high in all above dimensions in comparison of the mean of general male school teachers'. Thus it may be says that the attitude in all above dimensions of male special teachers' towards inclusive education programme is more than the male general school teachers'.

Comparison of special and general female school teachers' attitude in terms of four dimensions – psychological/behavioral aspects, social and parents related aspects, curricular and co-curricular aspects, administrative aspects and sum of all these as a whole of attitude is found significant at 0.01 level. On the basis of observation the mean of both groups in all above dimensions, the mean of female special teachers' is high in all above dimensions in comparison of the mean of general female school teachers'. Thus it may be says that the attitude in all above dimensions of female special school teachers' towards inclusive education programme is more than the female general school teachers'.

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