

Attitude of Resource Teacher's towards the Education of Special Need Children in Inclusive Schools

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ABSTRACT: The present study is attempted to find out the attitude of resource teachers towards the education of special need children in inclusive schools. The education of special need children is becoming a great issue in our education system. Inclusive education demands the successful collaboration of general teachers and resource teachers. In this study the researcher tries to find out the attitude of 78 resource teachers towards the education of special need children. The resource teachers from Kozhikode and Malappuram district were selected for the study. Scale of attitude of teachers towards special need students was used for the study, it consists of 28-item. The survey method was used for collecting data. It was analysed using percentage Analysis and t-tests. The findings of the study highlights that more experienced teachers appeared to hold more positive attitude as compared to less experienced resource teachers.

Key words: Special need children, Resource teachers Attitude, Inclusive education.

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I. INTRODUCTION

Education is a fundamental right and is essential for the well- functioning of the society. The 86th Amendment to constitution emphasises the need for free and compulsory education as a fundamental right for all children from 6-14 years. These include children with disability. In the current context inclusion is becoming the ruling principle and inclusive education is becoming the best way to involve each and every child in the system of education irrespective of their differences in terms of disability, sex, religion, culture, ethnicity etc.

UNESCO Salamanca Statement and Framework for Action (1994) proclaimed that, "Every child has a fundamental right to education and must be given the opportunity to achieve & maintain an acceptable level of learning. Every child has unique characteristics, abilities and learning needs, educational system should be designed & educational programmes implemented to take into account the wide diversity of these characteristics and needs. Those with special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy, capable of meeting these needs."

According to Heiman (2004), special need children can be included in mainstream classes based on a number of diagnostic procedures including psychological and academic tests. These students get additional academic support from a special education teacher in their regular classrooms or in a resource room. Research reviews revealed that teachers who have negative attitude towards inclusive education are not able to use different educational strategies in inclusive classes and they have low expectation and it limits the learning opportunities for disabled children (Idol, 2006).

Teachers are regarded as a key component in the educational system. However, instruction in the general education classroom is based on the individuals being taught. The need to sensitize educators to this perplexing issue is paramount to the success of all students. Inclusive education demands the collaboration of general teachers and resource teachers. If teachers were more receptive toward inclusion, student achievement, socialization, skill acquisition, and access to education would increase for students with disabilities.

To make this education of special need children successful, the primary role of resource teachers is most important. Irrespective of the impairments and capacities every child has the right to receive education according to his needs, interests, capacities and abilities. It is the responsibility of the special education teacher to identify the abilities and disabilities within each child and make appropriate organizational instructional climate for proper development of the child, within the inclusive education settings. To be successful in this challenging task as teacher, he should have a favourable attitude towards certain aspects like education of special need children, Inclusive education, challenges and strategies to improve the education of special need children.

II. STATEMENT OF THE PROBLEM

Attitude of Resource Teacher's towards the Education of Special Need Children in Inclusive Schools

III. VARIABLE OF THE STUDY

Attitude of Resource Teacher's towards the Education of Special Need Children

IV. OBJECTIVES OF THE STUDY

1. To find out the level of attitude of resource teachers towards the education of special need children with regard to
 - a. General attitude
 - b. Attitude on the concept of inclusive education
 - c. Attitude on challenges and strategies to improve education of special need children.
2. To find out whether there is any significant difference in the attitude of resource teachers towards the education of special need children based on
 - a. Gender
 - b. Teaching experience

V. HYPOTHESES OF THE STUDY

1. There will be different levels of attitude of resource teachers towards the education of special need children with regard to
 - a. General attitude
 - b. Attitude on the concept of inclusive education
 - c. Attitude on challenges and strategies to improve education of special need children.
2. There will be a significant difference in the attitude of resource teachers towards the education of special need children with respect to
 - a. Gender
 - b. Teaching Experience

VI. METHODOLOGY

Normative survey method was adopted to collect the data.

6.1 Sample

The participants in the study included 78 resource teachers of schools from Kozhikode and Malappuram district. Stratified random sampling method is used for the study.

6.2 Tool used for the Study

1. Scale of Attitude of Teachers towards the Education of Special need children is developed by the researcher. The Scale consists of 28 items, as three dimensions-general attitudes, attitude on the concept of inclusive education, Attitude on challenges and strategies to improve education of special need children. The frequency of attitude is rated on a three point Likert Scale ranging as Agree, Uncertain, Disagree.
2. Personal Information Schedule - It includes details associated with Gender and Teaching Experience.

VII. STATISTICAL TECHNIQUES

The obtained data are analysed by using appropriate Statistical techniques such as Mean, Standard Deviation, Percentages, and t- test.

VIII. RESULTS

8.1 Result 1

Table 1 shows the overall mean value and Percentage of total and component wise attitude of resource teachers towards education of special need children.

TABLE 1

Mean, Standard Deviation and Percentage of Attitude of Resource Teachers towards the Education of Special need Children in Three Areas

Areas	Items	Mean	SD	Percentage (%)
General attitude of teachers	7	16.64	1.76	79.23
Attitude on inclusive education	10	24.27	1.92	80.90
Attitude on challenges and strategies	11	25.32	1.87	76.72
Total Attitude	28	66.23	1.89	78.84

Table 1 shows the overall mean value and percentage of the attitude of teachers towards education of special need children. The total mean score and percentage in all three areas were found to be 66.23 and 78.84%. In General attitude of teacher's area the mean score is 16.64 and percentage is 79.23%. In the area of Attitude on inclusive education the mean score is 24.27 and percentage is 80.90%. In the area of Attitude on challenges and strategies the mean score is 25.32 and percentage is 76.72%. In all three areas the obtained percentage values are quite high. This high value indicates that attitude level of teachers towards the education of special need children is significantly high.

8.2 Result 2

The levels of Attitude of resource teachers towards the Education of Special Need Children are given in Table 2.

TABLE 2
Number and Percentage of Resource Teachers in Three Areas of having High, Average and Low Attitude towards the Education of Special Need Children

Areas	Low		Average		High	
	N	%	N	%	N	%
General attitude	15	19.23	47	60.25	16	20.51
Attitude on inclusive education	16	20.51	44	56.41	18	23.07
Attitude on challenges & strategies	19	24.35	43	55.13	16	20.51
Total Attitude	17	21.79	42	53.84	19	24.35

As per Table 2 the percentage of resource teachers come under average level of general attitude towards special need children was 60.25 and the percentage of resource teachers come under high level and low level of general attitude towards special need children was 20.51 & 19.23 respectively

The percentage of resource teachers come under average level of attitude towards inclusive education was 56.41 and the percentage of resource teachers come under high level and low level of attitude towards inclusive education was 23.07 & 20.51 respectively.

The percentage of resource teachers come under average level of attitude towards inclusive education was 55.13 and the percentage of resource teachers come under high level and low level of attitude towards inclusive education was 20.51 & 24.35 respectively

Level of total attitude of resource teachers towards the education of special need children in inclusive school can be concluded that maximum percentage were under average category (53.84), which was followed by high and low category (24.35 & 21.79) respectively.

8.4 Result 3

The results of t test with respect to gender, teaching experience are shown in the Table 3

TABLE 3
Significance of Difference in the Attitude of Resource Teachers towards the Education of Special Need Children with Respect to Gender and Teaching Experience

Variables		Total Sample(N)	Mean	S.D	t- test	Significance Level
Gender	Male	37	65.93	1.87	1.43	NS
	Female	41	66.53	1.83		
Teaching Experience	0-10 yr.	43	65.76	1.90	2.25	0.05
	10 and Above yr.	35	66.68	1.70		

The calculated t value for the two groups is 1.43 which is less than that of the table value at 0.05 level of significance. This shows that there is no significant difference in the attitude of teachers towards education of special need children with respect to gender. Therefore the hypothesis "There will be significant difference between male and female teachers in their attitude towards the education of special need children" is rejected.

The calculated t value for the two groups is 2.25 which is greater than that of the table value at 0.05 level of significance. This shows that there is a significant difference in the attitude of teachers towards education of special need children with respect to Teaching Experience. Therefore the hypothesis "There will be significant difference between 0-10 yr. and 10 and above yr. teaching experienced teachers in their attitude towards the education of special need children" is accepted.

8.5 Discussion

It showed that male and female teacher's attitude towards education of special need children is almost equal. Teachers with 10 and above yr. teaching experience showed more favourable attitude towards the education of special need children. Their age and experience would have more developed more patience, tolerance and responsibility in them. Hence their attitude would have been enhanced.

IX. CONCLUSION

The result of the study showed that there is no significant difference between male and female resource teachers in their attitude towards the education of special need children. Significant difference exists between 0-10 yr. and 10 and above yr. teaching experienced teachers in their attitude towards the education of special need children. Attitude of resource teachers are to be considered as an integral part of the success of inclusive education. Inclusive and systematic provision for education can help people with special needs to recognize their abilities and potentials to overcome their disability and to lead a normal life. So teacher education institutions take an effort to equip pre service teachers not only teaching skills but also develop positive attitude towards the needs of special need children.

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