

ATTITUDE OF SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION WITH RESPECT TO MARITAL STATUS

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ABSTRACT

This Present study focus on the Attitude of School Teachers towards Inclusive Education with respect to Marital Status. The sample of the study comprises of 156 school teachers from Tiruvarur district selected through simple random sampling technique. The investigator employed a Multidimensional Attitude toward Inclusive Education Scale (MATIES) standard tool developed by Marian Mahat (2008) from Monash University consists of 18 items to collect the data from selected sample. The findings of the study show that there is significant difference in the Attitude of School Teachers towards Inclusive Education with respect to Marital Status.

Keywords: Inclusive education, Attitude

INTRODUCTION

Inclusive education aims to integrate all students, regardless of their abilities or backgrounds, into a unified learning environment. This approach not only supports academic growth but also promotes social and emotional development by fostering a sense of belonging among all students. The success of inclusive education depends significantly on the attitudes and perceptions of teachers, who play a crucial role in its implementation.

One intriguing dimension that influences teachers' attitudes toward inclusive education is their marital status. Marital status may impact teachers' perspectives and approaches in various ways, potentially affecting their adaptability to inclusive practices, their stress levels, and their overall commitment to the diverse needs of students. For instance, teachers who are married may have different experiences and responsibilities compared to their single counterparts, which could influence their professional outlook and effectiveness in an inclusive classroom setting.

This study explores how marital status influences school teachers' attitudes towards inclusive education. By examining these dynamics, we aim to understand whether and how marital status shapes teachers' readiness to embrace inclusive practices, their interactions with students, and their overall approach to creating an inclusive learning environment. Understanding these factors can provide valuable insights for developing targeted support and training programs to enhance the effectiveness of inclusive education across different teacher demographics.

REVIEW OF RELATED STUDIES

Lise Lemoine, et al., (2024) investigated on “Teachers’ attitudes toward Inclusive Education for children with disabilities”. The study explains the growing importance placed by international organizations on governments to prioritize inclusive schooling for such children. Despite a doubling in the enrollment of children with disabilities in mainstream schools in France over the past 15 years, inclusion rates vary depending on disability type and educational stage. The study emphasized the potential impact of teachers' attitudes on the effectiveness of inclusive schooling. Using data from 440 in-service teachers and 135 pre-service teachers, the researchers examined the association between attitudes towards Inclusive Education and three variables: teacher status (pre-service vs. in-service), educational stage, and type of disability. Participants completed the Multidimensional Attitudes Inclusive Education Scale between January and April 2021, providing responses concerning Inclusive Education overall and specific attitudes towards five categories of disabilities. These findings suggest avenues for promoting school inclusion and the well-being of both typically developing and non-typically developing children.

Dr. Virender Singh Yadav and Geetha (2021) researched on the topic “A Study of Teacher’s Attitudes towards Inclusive Education”. This study was conducted to provide a practical overview of the factors influencing teachers' attitudes towards Inclusive Education and how these attitudes impact its effectiveness. Understanding these mindsets is crucial as they could greatly influence the outcomes of Inclusive Education programs. The varied responses from teachers reflect the complex interaction between individual characteristics, school culture, and societal norms. Additionally, teacher preparation and experience play significant roles in shaping educators' perspectives on Inclusive Education. Research suggested that there is a correlation between teachers' views and the level of training they have received in inclusive practices. Teachers who have undergone such training are better equipped to meet the diverse needs of their student populations effectively.

OBJECTIVES

- To study the Attitude of School Teachers Towards Inclusive Education with respect to Marital Status

HYPOTHESES

- There is a significant difference in the attitude of school teachers towards Inclusive Education with respect to their Marital Status

RESEARCH METHODOLOGY

The researcher employed survey methodology to collect the data from the selected sample. The samples of present study were selected through simple random sampling technique which comprises of 156 school teachers in Tiruvarur District, who are all working in Govt and private, Govt-Aided and private schools. The researcher administered a standard tool Multidimensional Attitude toward Inclusive Education Scale (MATIES) standard tool developed by Marian Mahat (2008) from Monash University. The tool containing 18 items was given to 15 school teachers and their responses were collected and the item-total correlation was calculated. The reliability of Attitude tool has been established by calculated Cronbach Alpha ($r = 0.749$), which shows that the tool is significantly reliable to collect the data for present study.



STATISTICAL TECHNIQUES

- Descriptive Analysis (Mean and Standard Deviation)
- Item Analysis – Cronbach's Alpha for reliability analysis.
- t- Test will be used to find out the difference between the subgroups.

DELIMITATIONS OF THE STUDY

1. The study is limited to 156 samples only.
2. The study is limited to school teachers only
3. The study is limited to Tiruvarur district only.

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis 1: Attitude of school teachers towards Inclusive Education with respect to their Marital Status

Table 1

Mean, SD and t-value of Attitude of school teachers towards Inclusive Education with respect to their Marital Status

| Attitude towards Inclusive Education | Marital Status | | | | t-Value | p- Value | Level of Significance |
|--------------------------------------|-----------------|--------------|------------------|--------------|--------------|--------------|------------------------|
| | Married (N=125) | | Unmarried (N=31) | | | | |
| | Mean | S.D | Mean | S.D | | | |
| Cognitive | 20.37 | 3.465 | 21.29 | 3.476 | 1.323 | 0.461 | p>0.05 NS |
| Affective | 23.22 | 4.529 | 21.00 | 5.779 | 1.996 | 0.028 | P<0.05 S |
| Behavioral | 25.16 | 3.371 | 24.90 | 3.487 | 0.369 | 0.613 | p>0.05 NS |
| Overall Attitude | 68.75 | 5.460 | 67.19 | 7.364 | 1.105 | 0.011 | p>0.05 S |

From the above table 1, it is observed that the mean scores in the cognitive, affective, behavioral dimension of rural and urban school teachers were 20.37 and 21.29, 23.22 and 21.00, 25.16 and 24.90 respectively. The overall mean scores of attitude of married and unmarried school teachers were 68.75 and 67.19 respectively.

Since the p value is lesser than 0.05 for attitude in total and the dimension such as Affective, the Null hypothesis is rejected at 5% level of significance. Hence, there is a significant difference in the attitude in total and its dimension (affective) of school teachers towards Inclusive Education with respect to their Marital Status. From the mean values, the Married school teachers have more attitude than the Unmarried school teachers.

RECOMMENDATIONS

From the findings of the present study, the investigator recommends the following;

- Implement comprehensive training programs for teachers that focus on understanding the principles of Inclusive Education, teaching strategies, classroom management techniques, and ways to accommodate diverse learning needs.
- Provide ongoing professional development opportunities for teachers to enhance their understanding of Inclusive Education and to learn new teaching strategies and techniques.
- Recognize and celebrate the diverse backgrounds, abilities, and learning styles of all students in the classroom. Embrace the idea that every student has unique strengths and challenges.
- Engage in continuous learning and professional development to enhance your understanding of Inclusive Education principles, teaching strategies, and techniques for accommodating diverse learning needs.
- If there are specific needs or challenges, don't hesitate to talk to the teacher about them. Communication is the key to get the support you need.
- Try to understand that everyone is different and have their own strengths and weaknesses. Encourage your classmates and support them when needed.
- Treat everyone with respect and kindness. Show your teacher and classmates how important inclusivity is by being inclusive yourself.

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