

Teacher Awareness of Inclusive Education in Relation to Morale

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Abstract

The objective of this study was to examine the awareness of inclusive education among teachers and its relation to their morale. Data were collected from 120 teachers using a random sampling technique. The analysis was conducted using qualitative methods, and the data underwent statistical treatment employing mean, standard deviation, frequency distribution, correlation, and independent t-tests. The findings reveal significant differences in teachers' awareness of inclusive education concerning a) gender, b) locality, and c) marital status. Similarly, significant differences in teacher morale were observed with respect to a) gender, b) locality, and c) marital status. The study concludes that correlation analysis indicates a significant relationship between teacher morale and awareness of inclusive education, demonstrating a positive correlation between these variables.

Key words: Inclusive Education, Teacher and Morale

INTRODUCTION

A recent development in the teaching profession is inclusive education. This is a contemporary method of instruction that treats students with learning difficulties equally with other learners. With this method, the teacher's job is to ensure that both students understand the lesson being taught. This method aids in creating a learning community that is inclusive of all members' personal and intellectual diversity. According to estimates from J.D. Singh (2016), "73 million children of primary school age discontinued their education in 2015, compared to 110 million who discontinued their education due to a learning handicap in 2000. Still lacking is proper training for teachers on inclusive education.

TEACHERS' ATTITUDE TOWARDS INCLUSIVE EDUCATION

The movement of inclusive education has gained momentum in recent years; a key element in the successful implementation of the policy is the views of the personnel who have the major responsibility for implementing it i.e., the teachers. It is argued that teachers' beliefs and attitudes are critical in ensuring the success of inclusive practices since teachers' acceptance of the policy of inclusion is likely to affect their commitment to implementing it. Teachers are perceived to be integral to the implementation of inclusive education. Research communicates the view that teachers are the key to the success of inclusionary programs, as they are viewed as linchpins in the process of including students with disabilities into regular classes. Other studies acknowledge that inclusive education can only be successful if teachers are part of the team driving this process. Historically, teachers have not been favorably disposed to the policy of increased inclusion of children with special needs within the regular classroom. Teachers' attitudes towards inclusive education appear to have important correlates with actual classroom practice, although the direction of causality is not clear. The reported a positive relationship between teachers' attitudes towards inclusion and their belief that they

could influence the educational outcomes of children with special needs. Fritz & Miller (1995) found that inclusion was an impossible obstacle for some teachers; however, others have seen it as an opportunity for personal and professional growth while contributing to the dynamic field of education. It would appear that the attitudes of educators toward the inclusion of students with disabilities are multidimensional and complex. Positive attitudes are considered to encourage the inclusion of students with disabilities into regular classrooms, while negative attitudes support low achievement and poor acceptance of students with disabilities into mainstream settings (Beattie, Anderson & Antonak, 1997).

MORALE

Morale may be described because the expert hobby and exuberance that someone indicates in a selected paintings scenario for the fulfillment of person and organization goals (Bentley and Rempel, 1980). Within the framework of organizational theory, morale is described because the development of an person in sporting out organizational responsibilities and his perceived activity delight withinside the agency as a whole. Teacher definition of morale: According to Webster's dictionary (2010), morale is a intellectual country of someone that manifests as confidence, manage and motivation to finish a task. Bentley and Rempel (1970) described instructor morale because the diploma to which someone's wishes are met and the person's notion of the way the paintings scenario has caused worker delight. As referred to withinside the Administrator's Handbook for Improving Faculty Morale Smith defines morale as a assured country of thoughts that steadily strives to acquire an vital and not unusual place mission.

IMPORTANCE OF TEACHER'S MORALE:

Millor 1981, teacher morale can have a positive effect on student attitudes and learning. Raising teacher morale not only makes teachers more likable for teachers, but also makes learning more likable for students. It creates an environment conducive to learning. Teachers are an important part of the education system. They provide students with the motivation and support they need to succeed. But teachers also need to be motivated and supported to be effective. Teacher morale can suffer from the constant stress of meeting educational goals or changes in leadership or policy. Improving teacher morale has many benefits as it can help teachers maintain a positive attitude and be happier at work.

STATEMENT OF THE PROBLEM

The researcher discusses the current study, which is titled “**Awareness of Inclusive Education Among Teachers in Relation to Morale**”

Teachers

Teachers are passionate about the subject matter they teach, otherwise they would never be in the profession. Teaching gives you the opportunity to share that passion and knowledge with others. You get to go into work every day and talk about or discuss topics that you love and know so much about.

Inclusive Education

Inclusive education may be defined as a palace where everyone belongs, is accepted. Supports and is supported by his or her peers and others members of the schools community in the course of having his or her educational needs met.

VARIABLES OF THE STUDY

The study has been designed with the following variables:

DEPENDENT VARIABLES

Awareness of Inclusive Education and teachers Morale

INDEPENDENT VARIABLES

- | | | |
|-------------------|---|-------------------|
| 1. Sex | - | Male/Female |
| 2. Locality | - | Rural/Urban. |
| 3. Marital Status | - | Married/Unmarried |

OBJECTIVE OF THE STUDY

The main objectives of this study are

1. To find out whether there is no significant difference in students' teacher their attitudes toward critical thinking with respect to a) gender b) Qualification c) locality

HYPOTHESES OF THE STUDY

The following are the hypotheses proposed in this study:

2. There is no significant difference in student's teacher in their attitudes toward critical thinking with respect to a) gender b) Qualification c) locality

METHODOLOGY- IN- BRIEF

Design : Descriptive

Method : Normative

Technique : Survey

POPULATION

The population for the present study consists of teacher who are working school in Chennai Tamil Nadu.

SAMPLING

The investigators collected data from 120 teacher with the help of random sampling technique for this the study.

TEACHER AWARENESS OF INCLUSIVE EDUCATION SCALE

The tool attitude towards critical thinking employed for the measurement of teacher Awareness of Inclusive Education was constructed and standardized by guide and investigator (2020). The tool consists 20 items., Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. Scoring was done by awarding 5 / 4/ 3/ 2 / 1 respectively.

RESULT ANALYSIS

Null Hypothesis:1

There is no significant difference in teacher Awareness of Inclusive Education with respect to
a) gender b) locality c) marital status

Table:1

**SIGNIFICANT DIFFERENCE IN TEACHER AWARENESS OF INCLUSIVE
EDUCATION WITH RESPECT TO A) GENDER B) LOCALITY C) MARITAL
STATUS**

Variable	Sub-Variables	N	M	ó	't' Value	Significance at 0.05 level
Gender	Male	35	68.829	8.1366	2.755	S
	Female	85	72.847	6.8756		
Location of The school	Rural	35	164.914	19.1670	2.061	S
	Urban	85	173.318	20.7492		
Marital status	Married	89	72.989	6.5877	3.412	S
	Unmarried	31	67.903	8.5804		

The resulting 't' value 2.755 is greater than the table value 1.96 at the 0.05 level of significance, as shown in the table above. The null hypothesis "There is no significance difference between male and female teacher in their Awareness of Inclusive Education" is rejected. Hence There is significance difference between male and female teacher in their Awareness of Inclusive Education.

The resulting 't' value 2.061 is greater than the table value 1.96 at the 0.05 level of significance, as shown in the table above. The null hypothesis "There is no significance difference between rural and urban teacher in their Awareness of Inclusive Education" is rejected. Hence There is significance difference between rural and urban teacher in their Awareness of Inclusive Education.

The resulting 't' value 3.412 is greater than the table value 1.96 at the 0.05 level of significance, as shown in the table above. The null hypothesis "There is no significance difference between married and unmarried teacher in their Awareness of Inclusive Education" is rejected. Hence There is significance difference between married and unmarried teacher in their Awareness of Inclusive Education.

Null Hypothesis:2

There is no significant difference in teacher morale with respect to)gender b) locality c) marital status

Table:2

**SIGNIFICANT DIFFERENCE IN TEACHER MORALE WITH RESPECT TO
) GENDER B) LOCALITY C) MARITAL STATUS**

Variable	Sub-Variables	N	M	ó	't' Value	Significance at 0.05 level
Gender	Male	35	68.829	8.1366	2.775	S
	Female	85	72.847	6.8756		

Location of The school	Rural	46	69.043	8.1920	2.726	S
	Urban	74	73.311	6.5017		
Marital status	Married	31	159.387	19.2539	3.805	S
	Unmarried	89	174.865	19.5914		

The resulting 't' value 2.755 is greater than the table value 1.96 at the 0.05 level of significance, as shown in the table above. The null hypothesis "There is no significance difference between male and female teacher in their teachermorale"rejected. Hence There is significance difference between male and female teacher in their teachermorale.

The resulting 't' value 2.726 is greater than the table value 1.96 at the 0.05 level of significance, as shown in the table above. The null hypothesis "There is no significance difference between rural and urbanteacher in their teachermorale"rejected. Hence There is significance difference between rural and urbanteacher in their Awareness of Inclusive Education.

The resulting 't' value 3.421 is greater than the table value 1.96 at the 0.05 level of significance, as shown in the table above. The null hypothesis "There is no significance difference between married and unmarriedteacher in their Awareness of Inclusive Education"rejected. Hence There is significance difference between rural and urbanteacher in their Awareness of Inclusive Education.

Null Hypothesis:3

There is no significant relationship between teachermoraleand awareness of inclusive education

Table:3

SIGNIFICANT DIFFERENCE IN TEACHER MORALEWITH RESPECT TO GENDER B) LOCALITY C) MARITAL STATUS

Category	N	df	'r' Value	Remarks	Level
Teachermoraleand awareness of inclusive education	120	118	0.514	S	A Good positive relationship

There is no significant relationship between teachermoraleand awareness of inclusive educationBased on the analysis of the data concerned with reference to the table 3 it is evident that the Null hypothesis is rejected.Correlations analysis indicates that there is a significant relationship between teachermoraleand awareness of inclusive education. Based on the table, result of study shows that there is a significantPositive good correlation between theteachermoraleand awareness of inclusive education

MAJOR FINDING OF THE STUDY

1. There is significant difference in teacher Awareness of Inclusive Educationwith respect to a)gender b) locality c) marital status
2. There is significant difference in teacher morale with respect to) gender b) locality c) marital status.

3. There is correlation between teacher Awareness of Inclusive Education and teacher morale.

INTERPRETATION AND DISCUSSION

Finding of the present study reveals that there is significant difference in teacher Awareness of Inclusive Education with respect to gender. Whereas male teachers possessed Positive Perspective towards Inclusive Education than female teachers. It was also found that moderately open/democratic climate prevailed in the Schools of Tamil Nadu. The results of the study further showed that all the teachers were highly committed to their teaching.

Finding of the current study reveals that there is significant difference in teacher Awareness of Inclusive Education with respect to locality. Urban school teacher is possessed teacher awareness of Inclusive Education than the rural.

The finding of the prevailing examine indicates that there is significant difference between married and unmarried teacher awareness of Inclusive Education with respect to marital status. Unmarried teacher are better than married teacher in their awareness of Inclusive Education.

The finding of present study points out that there is significant difference in teacher morale with respect to gender. Female teacher possesses high morale than male teacher.

The finding of the study shows that there is significant difference in teacher morale with respect to gender. Urban teacher possesses high morale than rural teacher in their teacher morale.

The finding of the study shows that there is significant difference in teacher morale with respect to marital status. unmarried teacher possesses high morale than married teacher in their teacher morale.

RECOMMENDATION FOR THE STUDY

1. The Government should provide appropriate sensitization, awareness, orientation and training programmes on the management of Inclusive Education Programme to school Principal/heads, coordinators, supporting staff etc. from time to time.
2. Inclusive schools should provide an open/democratic climate in which there should be no hindrance; teachers should have a sense of accomplishment and have friendly social relationships among all the teaching and non-teaching staff of the school i.e., Principal, General Teachers, Special Educators and supporting staff for the achievement of the goals of inclusive schools.
3. Role of Professional Commitment in effective teaching is very essential. The Professional Commitment of the teachers in inclusive schools is affected by the healthy relationships among all the school members, facilities provided, opportunities given, appropriate working conditions, incentives etc.
4. In-service training programmes should be arranged keeping in mind the present needs of the students with or without disabilities. Moreover, the trainers in these training programmes should orient the teachers for preparing Individualized Education Plan (IEP) and adapted lesson plans which can be used to fulfill the educational requirements of

diverse students. There should be a perfect balance of theoretical part and practical knowledge for the success of in-service training programmes.

5. General Teachers should be sensitized towards different types of disabilities and should be trained for different Curricular Adaptation to teach students with or without disabilities in inclusive schools
6. Teachers should be sensitized towards the examination provisions and concessions given to Children with Special Needs in the inclusive schools i.e. flexible system of examination dates, extra time for completing the exams, flexibility in choosing the subjects, curriculum adaptations as per the needs etc.

Conclusion

To enhance awareness of Inclusive Education (IE), it is recommended that seminars and workshops be organized at various levels, including school, tehsil, district, provincial, and national levels. This approach is anticipated to improve teachers' awareness and attitudes towards IE. Additionally, the vision and significance of IE should be promoted through print and electronic media. To ensure comprehensive knowledge and understanding of IE, it should be integrated into preservice teacher education programs. A limitation of this study is its exclusive focus on public school teachers, which may limit the generalizability of the findings to private school teachers. As the data were collected from teachers with graduate and postgraduate qualifications, perceptions may differ among other teacher groups. The study only considered standalone secondary schools for data collection, which may restrict the applicability of the results to standalone primary and middle schools. Data collection was conducted using questionnaires, which may introduce bias, potentially affecting the authenticity of the perceptions. Furthermore, the self-reported nature of teachers' responses in the questionnaires presents another limitation of this study.

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