

Perception of Teachers at Elementary Level Towards Inclusive Education for Children with Special Need

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ABSTRACT

This study explores elementary teachers' perceptions of inclusive education for children with special needs (CWSN) in the Cuttack district's 20 regular primary schools. The research aligns with UNICEF's human rights approach to education, emphasizing that every child deserves high-quality, inclusive education to fully realize their potential. This commitment is reflected in key international frameworks, such as the Convention on the Rights of the Child (CRC) and the Convention on the Rights of Persons with Disabilities (CRPD), which stress the importance of providing equitable education for all, including the most disadvantaged. Children with special needs often face significant barriers to education due to widespread discrimination and inadequate learning environments. Effective inclusion requires not only the provision of necessary resources but also a positive attitude from educators. Teachers' commitment and attitude play a crucial role in the successful integration of CWSN into general education settings. Support from special education professionals, school counselors, psychologists, and administrators is also essential for fostering an inclusive atmosphere. This study investigates these dynamics in the context of a diverse urban and rural school district, focusing on how teacher perceptions influence the implementation of inclusive education. By analyzing teacher attitudes and the level of support they receive, the research aims to identify key factors that contribute to or hinder the successful inclusion of CWSN. Additionally, it compares current findings with previous research to evaluate any progress or changes in attitudes and practices over time. The results of this study aim to provide valuable insights into the practical challenges and successes associated with inclusive education, contributing to the broader discourse on improving educational equity and inclusivity for all students.

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KEYWORDS: Inclusive Education, Teacher Perceptions, Educational Barriers, Professional Development, Discrimination

INTRODUCTION

The foundation of UNICEF's human rights approach to education is the conviction that every child has a right to a high-quality education that upholds and advances their dignity and best interests. Only the 20 regular primary schools in the Cuttack district are included in the study. The goal of ensuring high-quality education for everyone and the significance of offering the necessary all-encompassing support to help every child reach their full potential are both explicitly stated in the Convention on the Rights of the Child (CRC) and the Convention on the Rights of Persons with Disabilities (CRPD). Only when all students, even the most disadvantaged and excluded ones, attend school and receive inclusive, high-quality

instruction that equips them with the knowledge and skills they need for life will quality education be realized. Disability is a widespread occurrence and a characteristic of humankind. It is also well understood that children with special need face multiple forms of discrimination that lead to their exclusion from society and education. Attitudes toward children with special need, as well as a lack of inclusive learning environments, accompanied by the necessary resources and information, compound the challenges they face in accessing education. The good news is that inclusive communities can be created in a way that allows children with and without disabilities to equally benefit from their rights, including the right to

a high-quality education, alongside their classmates who do not have disabilities. While inclusive education is a broad concept that includes all groups of children, for this series we will focus specifically on children with special need. On the other hand, UNICEF's education programs reach out to all child populations, with a focus on those who may otherwise be denied an education. An effective tool for bringing about social change is education. When putting into practice any policy, the views of the main players, in this case teachers are the key to successful implementation. Thus, the work commitment of teachers is all-important to the successful execution of inclusive education. For the successful inclusion of CWSN in the general education classroom several factors must be present. First, the work commitment of teachers regarding having CWSN in the regular class. Second, must be a positive attitude of general education teachers towards disabled children. Third, there needs to be continuous support and assistance from personnel such as special education teachers, school, counsellors, school psychologists and administrator. This study will examine the factors in play in teacher commitment in one region in a large urban and rural school district as they pertain to including CWSN in the general education classroom. These perceptions will be compared with lessons learned from the results of previous research to ascertain whether there have been positive changes on this issue.

LITERATURE REVIEW

Saloviita(2018), conducted a study on "Attitudes of Teachers Towards Inclusive Education in Finland. The findings show that Finland's inclusive education strategy frequently runs afoul of teacher attitudes, particularly in the higher basic school grades where subject teachers instruct. Remarkably, a minor proportion of educators acknowledged the fundamental notion that students with special education needs may get quality instruction in regular classrooms. The findings support the possibility of inclusive education reforms in Finnish classrooms.

Majda and Ksenja (2015) The secondary teachers showed more positive attitudes towards special needs students than did their primary colleagues, as well as teaching and adaptation with respect to the student's special needs and towards the psychophysical strain related to such work. The youngest group of teachers those age of 20 to30, shows a higher-level agreement related to the provision of adequate support. Teachers with fewer inclusion of special needs students in class (up to two students) show a higher degree of support for inclusion of special needs children than do other

group of teachers. Teachers without training for work with special needs students in comparison with their colleagues who had it showed a lower-level agreement with respect to support and assistance at educational work with special needs students.

Cologon (2013) assessed attitudes to children with special need can be one of the keys facilitators or a serious barrier to their inclusion and participation in mainstream education. Inclusive education provides an opportunity for the development of appropriate attitudes towards people with disabilities.

Bhatnagar and Das (2013) conducted a survey of 470 regular school teachers in Delhi and reported that these teachers had a moderate level of concerns to implement inclusive education in their schools. Although the majority of respondents (95%) said they had not undergone special education training, the teachers were unconcerned about an additional workload as a result of inclusion.

Walker (2012), "Attitudes and Inclusion: An Examination of Teachers' Attitudes Toward Including Students with Disabilities" was the title of a study done in 2012 by Walker. The findings of this study showed that teachers' views about engaging kids with special needs were positively impacted by principal support, namely in the form of professional development and emotional, practical, and informational support. It is advised that more study be done in these two areas in the future.

Fairbanks et.al. (2010) found that some teachers hold more positive attitudes towards inclusive education and can be more sensitive and flexible when teaching children with special needs.

Fakolade, Adeniyi and Tella (2009), The study that was carried out was titled "Attitude of Teachers Towards Inclusion of Special Needs Children in General Education Classroom: The Case of Teachers in Some Selected Schools in Nigeria". The study aims to investigate the perspectives of educators regarding the integration of students with special needs into their secondary general education program. Therefore, for special needs students to be successfully included in mainstream classes, teachers must have a positive attitude and implement organized classroom programming.

Nayak (2008) investigated the views on inclusive education held by parents and educators. According to the study's findings, educators are eager to work in a diverse classroom and are prepared to take on new challenges. The study's findings also revealed a substantial variation in the opinions of regular school teachers. a long-standing barrier to community and

educational participation with those with impairments.

Ellins and Porter (2005) studied teacher's attitudes towards inclusion in a primary school in Great Britain. They focused on the subject the teachers taught and came to the conclusion that teachers who taught mathematics, science and English held a less favorable attitude towards inclusion compared to their colleagues. Children with special need also achieved lower result in these subjects. Science teachers had the most negative attitude towards inclusion out of all, and children with special needs received the lowest result in their subjects.

Smith and Leonard (2005) report that both special educators and general educators felt there was insufficient time to collaborate in a manner that would bring about successful inclusion Time was frequently mentioned as one of the barriers to successful inclusion.

Hameed (2002) reflected that inclusive e education can be a good setup for them if appropriate adaptation is made in instruction with assistive and educational devices and special arrangement are made in evaluation process by the teachers at primary and secondary level. The research is conducted to know the perception of stakeholders (children with visual impairment studying at different levels of education, their teachers and parents) about inclusive education.

Booth (2001), According to his research on inclusive education, inclusive education is the chance for a person with a disability to fully engage in all household, community, educational, work, and recreational activities that are typical of daily life.

OBJECTIVES OF THE STUDY

The main objectives of the present study are:

1. To investigate how government elementary school instructors, both male and female, feel about providing inclusive education to kids with special needs.
2. To study the perception of more and less experienced teachers of elementary school to inclusive education for children with special need.
3. To study the perception of urban and rural teachers of govt. elementary school to inclusive education for children with special need

HYPOTHESIS

1. There is no discernible difference in the degree of dedication that male and female general primary school instructors have to providing inclusive education for students with special needs
2. There is no significant difference in commitment level of high and low experienced teachers of

general elementary school to inclusive education for children with special need.

3. There is no significant difference in commitment level of rural and urban teachers of general elementary school to inclusive education for children with special need.

INCLUSIVE EDUCATION

Inclusive education which has emerged as are form in the education of the children with special needs gained momentum since 1994 world conference on special needs education. It is significant some countries have made significant advances towards prompting inclusive education in their legislation. At the same time inclusion has been the subject of heated debate in professional journals, training programmed for teachers' educators and among special education leaders. In education 'inclusion' refer to the placement and education of children with special need in regular classrooms with children of the same age who do not have disabilities. The underlying premise of inclusion is that all children can learn and belong to the mainstream of the school and community life. Inclusion is the basics value that extends to all children. Everyone is welcome to the school and they all belong there, says inclusion.

JUSTIFICATION OF INCLUSIVE EDUCATION

1. Educational Justification

By implementing significant changes in the planning, execution, and assessment of education, inclusive education has the potential to improve education for all students. Where children with special need and other disadvantaged groups have been included in schools that are inclusive there has been an improvement in the quality of education as it becomes more child-cantered and focused on achieving good learning results for every youngster, even those with a wide variety of skill levels.

2. Social Justification

Inclusive education ensures all children are able to live, learn and play together. It gives every kid the chance to discover and embrace each other's skills, interests, personalities, and needs. Additionally, it enables children to form deep friendships and connections that support the growth of their social skills and self-assurance in their capacity to engage with others and the outside world. Together, they acquire a sense of belonging as they discover that all kids are a part of their community. Positive attitudes are changed in schools and the communities around them when all children study together. As a result, children with special needs are less likely to face stigma and are more likely to be included in society. This increases their chances of becoming contributing members of their communities.

Economic justification

There are powerful economic arguments in favour of inclusive education, particularly with regards to poverty reduction and reducing the costs of education.

Poverty reduction: Lack of adequate education remains the key risk factor for poverty and exclusion for all children, both with and without disabilities. For children with special need, however, the risk of poverty due to lack of education may be even higher than for children without disabilities. Children with special need who are excluded from education are virtually certain to be poor long-term and life-long. They almost inevitably become an economic burden on society and on their families. The World Bank states that children with special needs are less likely to develop the human capital necessary to achieve greater salaries, which is why disability is linked to long-term poverty. Providing quality inclusive education in the long-term can reduce dependency on the state and promote their potential economic capacity.

CHILDREN WITH DISABILITY

Children with disabled are those whose patterns of educational needs are very different from those of the majority of children in our society. In other words, only those children, who possess deviations that require special teaching competence or unusual school services, are included. By definitions, children with disabled are those who differ from the average to such a degree in physical or psychological characteristics, that school program designed for the majority of children don't afford them opportunity for all round adjustment and optimum progress and who therefore need either special instruction or some cases special ancillary services, or both, to achieve at a level of commensurate with their respective abilities. So, special children are those children who differ from the average to such an extent that their differences warrant some type of special instruction, either within the regular classroom or special classes. Their differences from most people do not keep them from leading full and normal lives as children or as adults. Sometimes special education plays no role in their lives because their abilities, motivation, support from their families and communities are sufficient to allow them to circumvent their deficiencies without special assistance. But this is not the case with most of the special children and they need special assistance to realize their full potential.

TYPES OF CHILDREN WITH DISABILITY

Every child in a democracy like ours is entitled to an education. It is consistent with a democratic philosophy that all children should be given equal opportunity to learn whether they are average, bright,

dull, retarded, blind, deaf, crippled, delinquent, emotionally disturbed otherwise limited or deviant in their capacities to learn. Disabled children deviate from the normal children either in the positive direction or in the negative direction. Consequently, there are various types of disabled children. They are:

- Learning disabilities
- Physical disabilities
- Speech or language disabilities
- Intellectual disabilities
- Emotional disabilities
- Multiple disabilities
- Hearing impairments
- Other health disabilities
- Visual impairments
- Autism
- Traumatic brain injury
- Developmental delays

COMMITMENT

To be committed is to be devoted to one's career. When one fulfills their obligations to the relevant profession, they imbibe it. It necessitates gaining the specialized knowledge required for a given career and using that knowledge to accomplish goals. Better job stability, satisfaction, and self-esteem result from this, which raises teachers' commitment levels. According to the Dictionary of Sociology, "commitment refers to a feeling of obligation to pursue a particular goal or to follow a particular course of action" (Theodor son and Theodor son 1970) is how the phrase is defined literarily.

According to **Dictionary of Education (1973)** commitment is a personal or group engagement to support and follow a line of action, an orientation, a point of view or a choice, usually involves some public declarations of the engagement used especially in vocabulary of writers in religious existentialism and good dynamics.

TEACHER COMMITMENT

Teachers work in stressful, emotionally and intellectually stimulating environments in complex, diverse jobs (Day, 2004, p. 13). In order to sustain passion for actively participating in the task, teaching is a profession that demands personal dedication (Day, 2004). The notion of commitment, defined as the allocation of one's own resources, has traditionally been linked to the professional attributes of an educator (Le Compte and Dworkin, 1991). Because it is seen to be crucial to attaining high-quality instruction, teacher burnout, professional longevity, student attitudes, and learning outcomes, as well as the institutional organization's organizational health, teacher commitment is valued highly (Firestone, 1996: Graham, 1996).

THE THREE PILLAR MODEL OF COMMITMENT

1. A sense of belonging to the institution
2. Sense of excitement in the job
3. Confidence In management

Commitment is encapsulating by giving all of you while at work. This commitment entails things as using time constructively, attention to detail, making that extra effort, accepting change, cooperation with others, self-development, respecting trust, pride in abilities, seeking improvements and giving loyal support.

These pillars are as follows:

1. **A sense of belonging to the institution:** This builds upon the loyalty essential to successful institution relations. The sense of belonging is created by management through ensuring the workforce is informed, involved and sharing in success;
2. **A sense of excitement in the job:** Improved results will not be achieved unless teachers can also feel a sense of excitement about their work which results in the motivation to perform well. This sense of excitement can be achieved by appealing to the higher- level needs of pride, trust and accountability for results; and
3. **Confidence in Management:** Teachers who lack respect and confidence in management leadership may find it difficult to maintain their feelings of excitement and belonging. Respect for authority, commitment, and skill increases this regard. The way the organization under investigation manages its personnel and fosters a culture of dedication is largely responsible for its success. People will go above and above to demonstrate that their trust is well-founded, for instance, if they are feeling trusted. But fostering dedication is challenging. It takes time, there are bumps in the road, and committed managers are needed.

CHARACTERISTICS OF A COMMITTED TEACHER

Students who are taught well learn more than those who are not. Some characteristics and teaching methods are consistently associated with committed teaching. Committed teachers have some basic understanding of the learning process. They are able to make connection between what students already know and what they want them to learn. In a review of nearly 60 studies of student's descriptions of effective teacher **Kenneth Fiedman (1991)**, found

six core characteristic that appeared at the top of the list in almost the studies. They are very necessary for committed teachers which are as follows:

- A. Concern for students.
- B. Knowledge of subject-matter.
- C. Encouragement of discussion.
- D. Ability to explain clearly
- E. Enthusiasm and Preparation.

RESEARCH METHOD

Methodology employed in an investigation determines destiny of the research. No research project or study can under taken successfully without proper thinking and planning. It is important for any researcher, enthusiast to be well acquainted with the methodology of educational research and the any educational research can be conducted. The method used must be harmony with the broad scientific principle and it must lead to valid generalization and possible conclusion. This is a part of research outlines which depends on success of the entire research plan. It describes what must be done, how it will be done and what data will be analyzed. The quantitative section of this study in which educators have an opportunity to express their feelings and opinions about inclusive education, and in commitment of general education teachers towards inclusive education. For this study the researcher will use Ex-post facto design. In the present study the export facto design of research is found to be the most appropriate one as because there are many studies have done on related to this study. It effectively studies commitment of teachers to inclusive education. Teachers Inclusion Survey and Questions to Examine the Experience of Educators Working in Inclusive Classrooms. It was therefore necessary to adapt this design so that it fit with this study's focus on teacher commitment to inclusive

POPULATION AND SAMPLE:

All general elementary schools in Cuttack district are the target population of present study. All teachers of general government elementary schools of Banki Block and cuttack sadar is accessible population of the present study. The investigator will select 10 elementary schools from urban area cuttack sadar as well as 10 from rural area banki block by adopting disproportionate stratified random sampling. Further, 80 teachers of 20 elementary schools are included as sample of the study. The teacher with more than 15-year experience has come under high experienced teacher and teacher with less than 15-year experience come under low experience teacher.

RURAL SCHOOL

Sl. no	School Name	Male	Female
1	Govt. U. P. School, Bhagipur	2	2
2	United Govt. U. P. School, Gothapada	2	2
3	Govt. U. P. School, Pathapur	3	1
4	Govt. Indira U. P. School	2	2
5	Govt. U. P. School, Ramchandi	2	2
6	Govt. U. P. School, Ghasiput	2	1
7	Govt. Centre U. P. School, Dompada	2	1
8	Amarendra Govt. U. P. School, Dompada	2	4
9	Govt. Primary School, Indumatipatna	1	3
10	Gayalabanka Nodal High School(class-I-X)	2	2

URBAN SCHOOL

Sl. no	School Name	Male	Female
1	Jholasahi nimasahi U. P. School	-	4
2	Rajabagicha L. C. U. P. School	-	3
3	Ranihat Govt. Primary School	1	3
4	Ranihat High School (class-VI-X)	1	3
5	Govt. Girls High School, Kazibazar (class-I-X)	2	2
6	Machhua bazar Project U. P. School	-	4
7	Peary Mohan Academy	-	4
8	Nankar Nodal U. P. School	1	3
9	Tarol U. P. School	-	4
10	Babasagar Das U. P. School	1	4

TOOL USED

The selection of tool is a difficult task in research and is developed upon various considerations such as objectives of the study, hypothesis of the study, availability of the time and availability of the tool itself. The researcher goes for a particular of the tool after judging its criteria like validity, reliability and practicability. Keeping in mind the investigator will adopt a work commitment scale developed by Margaret Cox, for studying the commitment level of elementary school teachers to inclusive education for children with special need. To achieve the authentic, genuine, and accurate information the investigator adopts the tool i.e Work commitment scale

VALIDITY AND RELIABILITY

Since the survey was adapted and additions made to its original form, for purposes of validity, it was reviewed by a panel of experts comprised of university professors, a principal of an elementary school and graduate students pursuing a doctoral program in urban special education. Several suggestions were made to modify the original format, such as wording, and aligning the survey questions to the CANE motivational theory to understand the variables that effect the motivation of teachers in their commitment to inclusive education. Also, there was an addition of two sections, one on the ease of including SWD in reference to the severity of their disability, and two, a section on the demographics of the participants. A pilot study was conducted in elementary schools with general education teachers to receive further input on the study's validity. Minor changes to wording to clarify some questions were made as a result of the pilot study. This pilot study was also used to test the reliability of the survey.

SCORING PROCEDURE:

The test manual's scoring guidelines were followed. In order to provide maximum consistency, the scoring stencils were prepared for ease and accuracy.

1. Scoring of work commitment scale
2. Scoring of commitment of teachers in relation to demographic variables

PROCEDURE OF DATA COLLECTION:

After selection of the sample and tools and techniques for the collection of data in the schools. Data collection is a major task in the field of research study. In the present study for getting information the researcher collected data from the respondent's i.e. elementary school teachers. In the first phase, the investigator met the

headmasters and established rapport with him or particularly the importance of the data. The investigator will collect the data from the 20 sample schools and 80 teachers through the tools by personal visits. After that the investigator explained the purpose of the research to the teachers and their responses were kept confidential and used for research only. The data was collected from the teachers from different general elementary schools.

STATISTICAL TECHNIQUE USED:

In the present study the investigator will collect data using quantitative tools and techniques such as t- test.

DESCRIPTION OF DATA

The present study aimed to study the commitment of elementary teachers to inclusive education for children with special need. For this purpose, the data have been collected through the tools such as commitment scale, administered to 80 teachers from ten elementary schools of Banki Block and ten from cuttack sadar (from cuttack district) in Odisha. After that responses of the respondent were scored as per manual and the scored data were tabulated. The tabulated data have been analysed through descriptive statistics. For assessing the nature of data collected through the commitment scale the descriptive statistics were computed. In order to study the commitment of teachers to inclusive education 't'-test was computed.

ANALYSIS AND INTERPRETATION BASED ON DESCRIPTIVE STATISTICS

In order to calculate the values of the measure of central tendency (mean), standard deviation, degree of freedom, 't' value, p value or significance of the dimensions (gender, experience, locality and training) of the total sample- descriptive statistics was used. The detail analysis and interpretation have been given in tables 4.3

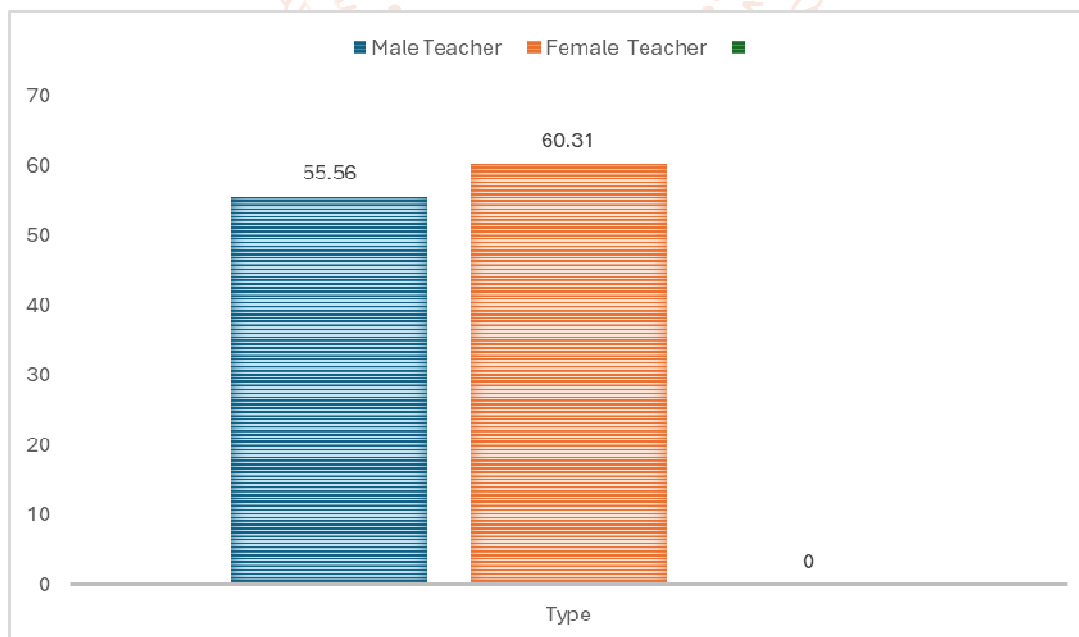
ANALYSIS AND INTERPRETATION BASED ON 'T'-TEST

The first objective is to study the commitment of male and female teachers of elementary school to inclusive education for CWSN. Work commitment scale is used by the researcher for the purpose of collecting related data. So the investigator analyse the first objective with reference to gender.

Elementary school teachers' commitment related to inclusive education is given in the following table 4.1

Table 4.1 commitment of elementary school teacher to inclusive education in relation to gender.

Variable	N	Mean	S. D	SED	t-Ratio	Remark
Male	26	55.65	4.36	1.17	3.98	Significance at 0.01 level
Female	54	60.31	5.91			



Interpretation

From the table no.4.1 it is found that the calculated value 't' =3.98 which is significant at 0.01 level of significance. Hence the null hypothesis is rejected and there is difference in commitment level among male teachers and female teachers about teaching inclusive education for CWSN. Finding of this study was in tune with the findings of the previous studies undertaken by Cox (2009), Majda and Ksenja (2015), Ali, Mustapha and Jelas (2006), From the overall results we have seen that a majority of educators are committed inclusive

education for SWD. Study undertaken by **Shippen, Crites, Houchins, Ramsey, & Simon (2005)**, contradicts the finding of the study which claimed that more research is needed to define disposition toward serving students with disabilities in general classrooms.

Null hypothesis 4.1: There is significant difference in commitment level among male teachers and female teachers of general elementary school about teaching inclusive education for CWSN.

The second objective is to study the commitment level of more and less experienced teachers of general elementary school to inclusive education for children with special need. So, the investigator analyses the second objective with reference to experience.

Table no 4.2 Commitment of elementary school teacher to teaching inclusive education in relation to experience.

Variable	N	Mean	S. D	SED	t-Ratio	Remark
High	47	20.34	4.45	1.01	0.85	Not Significance at any level
Low	33	19.48	4.46			



Interpretation

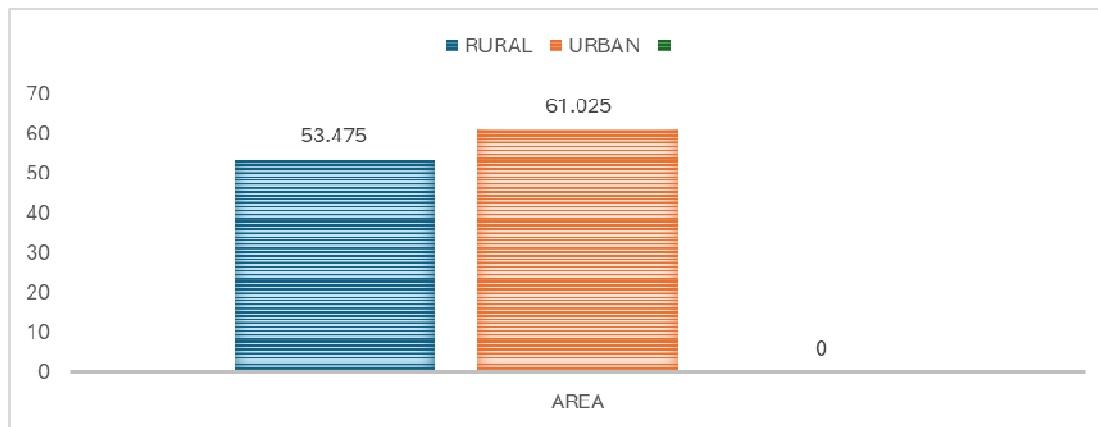
From overall analysis of table no.4.2 it reveals that the calculated value 'which is not significant at any level of significance. Hence the null hypothesis is accepted and there is no difference among high and low experience teachers (commitment level) about teaching inclusive education for CWSN. Findings of the study were consistent with the findings of the earlier research study conducted by **Avramidis, Bayliss & Burden(2000)**, The analysis revealed that teachers who have been implementing inclusive programmes, and as a result, actively participate in inclusion and exhibit more optimistic views. On the other hand, research study undertaken by **Smith and Leonard (2005)** report that both special educators and general educators felt there was insufficient time to collaborate in a manner that would bring about successful inclusion.

Null hypothesis 4.2: There is no significant difference in commitment level of high and low experience teachers of general elementary school about teaching inclusive education for CWSN.

The third objective is to study the commitment level of urban and rural teachers of general elementary school to inclusive education for children with special need. So, the investigator analyses the third objective with reference to locality.

Table no 4.3 a general elementary school teacher's dedication to providing inclusive education in the context of the community.

Variable	N	Mean	S. D	SED	t-Ratio	Remark
Rural	40	53.475	3.93	0.92	8.09	Significance at 0.01 level
Urban	40	61.025	4.29			



INTERPRITATION

From overall analysis of table no.4.3 it shows that the calculated value $t=8.09$ which is significant at 0.05 level and 0.01 level of significance. Hence the null hypothesis is rejected and there is difference in commitment level of rural and urban teachers about teaching inclusive education for CWSN. Findings of the present study extend the findings of previous research studies undertaken by **Wanderi (2015)**, The findings led that teacher had a high commitment towards inclusive education since a greater percentage was observed for those that expressed positive feelings on inclusion. However, research studies undertaken by **Fairbanks et.al. (2010)** found that some teachers hold more positive attitudes towards inclusive education and can be more sensitive and flexible when teaching children with special needs.

Null hypothesis 4.3.3: There is significant difference in commitment level of rural and urban teachers of general elementary school about teaching inclusive education for CWSN.

DISCUSSION OF RESULT

The final discussion taken to choose those responses that supported the theme of commitment to inclusive education with emphasis on the gender, experience, locality and training of general elementary teachers especially as it pertained to the benefits for students with disabilities. The final section deals with the following comments A teacher working in an inclusive environment needs to possess specific abilities and training in order to assist these pupils in the right way. I don't feel they are the most qualified person to do this because they have been teaching regular 1st grade for a long time. "It is very hard to work with students with disabilities in an inclusive setting if you have not been properly trained. Because of lack of funding makes it even harder now." "I think that they need more training when working with another teacher and sharing the teaching process." "Support, time and space are factors that are not considered." "We need teacher assistants and paraprofessionals in our classrooms." "I think that every teacher should be properly trained to be able to teach in an inclusive setting depending on the student's disability."

SUMMARY OF MAJOR FINDINGS

The findings of this study were based on the responses of special and general education teachers. The rating scale used provided quantitative information on the respondents' perspectives on inclusive education as it exists for them in their

current settings. The rating scale was followed by an open-ended section in which respondents had the opportunity to express their feelings and opinions about inclusive education. These comments were used to aid in understanding the educator's responses to the rating scale items. The sub-factors under gender, experience, locality, training, were covered in the survey under, self-efficacy, knowledge, training, and perception of support for inclusive education. Respondents, who were committed to inclusive education, were also strongly committed to the aspects of these sub-factors. They felt they had the skills to successfully include students with special need, they knew how to modify instruction to meet the needs of students with different learning needs, and they felt they were able to meet the needs of students with all types of disabilities. The five questions in the support category were endorsed by those committed to inclusive education. They stated that they had the necessary materials to do their job, enough time to communicate and collaborate with others who were involved with assisting SWD. They did not feel they had too many students in their classes to deal effectively with SWD, and they did not feel that they had too many SWD in their classes to deal effectively with all students. The results of this study indicate that this is indeed true for those who were committed to inclusive education. A majority of teachers who stated that they were committed to inclusive education made favorable responses to its value and importance, felt knowledgeable and

competent, and generally had a sense of emotional well-being with their job. It should be noted that there was a significant difference between special and general education teachers in their commitment to inclusive education. Special educators looked upon inclusive education with a more favorable light than their general education colleagues. This difference could stem from the fact that many general education teachers felt they were not properly trained to work in inclusive settings with SWD, especially those with severe disabilities.

MAJOR FINDINGS

The following lists the key conclusions from the study and interpretation of the data.

A. Findings based on commitment of elementary school teacher to inclusive education in relation to gender.

Regarding inclusive education for CWSN, there are no appreciable disparities between male and female teachers. It means that those with high commitment scores are also more able to manage children with special needs, and people with low commitment scores are less able to manage CWSN.

B. Findings based on commitment of elementary school teacher to inclusive education in relation to experience.

Teachers with high and low experience levels in inclusive education for CWSN do not significantly differ from one another. It means that those with high commitment scores are also more able to manage children with special needs, and people with low commitment scores are less able to manage CWSN.

C. Findings based on commitment of elementary school teacher to inclusive education in relation to locality.

Regarding inclusive education for CWSN, there are no appreciable variations between teachers in rural and urban areas. It means that those with high commitment scores are also more able to manage children with special needs, and people with low commitment scores are less able to manage CWSN.

D. Findings based on commitment of elementary school teacher to inclusive education in relation to training.

There aren't any appreciable differences between teaching inclusive education for CWSN with or without teacher training. It means that those with high commitment scores are also more able to manage children with special needs, and people with low commitment scores are less able to manage CWSN.

LIMITATIONS OF THE STUDY

1. The study is confined to general elementary level only.

2. This study will be delimited to the Children with special need at Elementary level of Banki Block only.
3. Only the 20 regular primary schools in the Cuttack district are included in the study.

SUGGESIONS FOR FURTHER RESEARCH

- The present study was conducted in twenty elementary schools in cuttack district Odisha, which can be extended to the population of other districts of Odisha.
- The present study was limited to 80 teachers of twenty elementary school of cuttack district (10 school from urban and 10 from cuttack rural areas). Further studies can be conducted on larger number of samples for more reliable results and better generalization.
- The present study was conducted on elementary school teachers. However, further studies can be conducted on teachers of different levels of education, differently able teachers, special teacher and general teachers etc.
- The present study examines the commitment and responsibility of elementary teachers to inclusive education for children with special need. Further research study can be conducted on the demographic variable like gender, experience, training and locality etc.
- In this study adapted version of work commitment scale was used.

CONCLUSION

In this paper the investigator presented the conceptual framework, the rationale of the study, statement of the problem, operational definitions of key terms used, objectives of the study, hypothesis and delimitations of the study. In the next chapter, the investigator would deal with the review of related literature and the hypotheses drawn after reviewing the literature.

Thus, in this chapter the investigator dealt with the importance of review of related literature and variable wise review of related literature. After reviewing the available literature related to the present study, it can be concluded that a good number of research studies have been undertaken in the area of inclusive education. The reviews bring to light that majority of the studies have found positive attitude or commitment on inclusive education for children with disability. These trends and findings of the previous researches in the area is a significant source of light to the researcher in order to take the present study forward. In the next chapter, the investigator would deal with the methodology of the study.

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