

Journal of Educational Research and Extension

JERE



ISSN 0973-6190

Peer Reviewed Quarterly Journal

Vol.60, No.3 - July - Sep 2023



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COLLEGE OF EDUCATION
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ISSN 0973-6190

VOL. 60 (3)
JULY - SEPTEMBER 2023

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EXTENSION**

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**SRI RAMAKRISHNA MISSION VIDYALAYA
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(AUTONOMOUS)
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Published by :

**Sri Ramakrishna Mission Vidyalaya College of Education
(Autonomous)**

Coimbatore - 641 020

Phone No.: (+91) 80125 33915, Website: www.srkvcoe.org

E-mail: srkvcoejere@gmail.com

Printed at :

Ramakrishna Mission Vidyalaya Printing Press

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DEVELOPING A TOOL TO MEASURE ATTITUDE TOWARDS BLOG AMONG FIRST YEAR HIGHER SECONDARY STUDENTS

1

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INTRODUCTION

Education plays a crucial role in not only improving efficiency but also in fostering democratic participation and enhancing the overall quality of individual and societal life. Among the various levels of education, secondary education holds immense significance as it is during this phase that students make critical decisions about their future educational pursuits and career paths. The years spent in secondary education are pivotal in shaping their personal development and determining the trajectory of their future lives (Vishal Gupta, 2016).

BLOG

According to the Cambridge Dictionary, a “blog” refers to a regular online record where individuals share their thoughts, opinions, or experiences with the intention of allowing others to read and engage with them. In the field of education, technology can serve as a valuable tool for facilitating higher-

level thinking skills among students, which are essential in the 21st century. Through carefully designed activities, teachers can utilize technology to foster critical thinking, problem-solving, and creativity (Shelly, Gunter & Gunter, 2012). However, it is often observed that technology in education is predominantly used as a source of information, rather than a dynamic tool for constructing knowledge. Innovation in this area has primarily revolved around hardware and software advancements (Lim et al., 2013). Consequently, research efforts have primarily focused on practical implementation and design considerations rather than exploring the pedagogical potential of technology (Yashwantrao Ramma, 2017).

ATTITUDE TOWARDS BLOG

The topic of student attitudes towards educational blogging has been extensively researched. Everett Rogers’ work, as cited in Abimbade (2011), and O’Malley and McCraw (1999)

suggest that attitudes towards blogs in an educational context are influenced by three factors: prior educational conditions, student characteristics, and perceived characteristics of the blog itself. Students' actions and behaviors regarding educational blogging are likely to align with their attitudes towards it. Adedaja and Abimbade (2013) further emphasize that the acceptance of a blog relies on the attitudes of both students and instructors towards its use. Numerous studies have explored learners' attitudes towards the use of blogs in higher education. Coutinho (2007), Ellison and Wu (2008), Halic, Lee, Paulus, and Spencer (2010), and William & Jacobs (2004), as mentioned by Kun, Jamie, David, and Niamboue (2013), have all investigated this area. William and Jacobs (2004) discovered that a majority of MBA students at Harvard Law School and Queensland University of Technology held a positive attitude towards the use of blogs in teaching, recognizing its contribution to their learning experience. Additionally, both teachers and pre-service teachers have displayed positive attitudes towards utilizing blogs in teaching and learning. Yang (2009) found that Taiwanese English as Foreign Language (EFL) teachers appreciated the use of blogs for fostering critical thinking skills, noting that blog-based discussions were more effective than face-to-face discussions. Similarly, Coutinho (2007) and Zeng and Harris (2005) obtained similar positive results in their studies. These findings collectively highlight the importance of understanding student

attitudes towards educational blogging, as they play a significant role in the acceptance and utilization of blogs in educational settings.

REVIEW OF RELATED LITERATURE

Jackling et al., (2015) made a study on Student attitudes to blogs: a case study of reflective and collaborative learning. The aim of this study is to evaluate the capacity of an e-learning tool (blog) to facilitate reflection among students as part of collaborative group learning. The paper provides insights into student attitudes toward blogs as an interactive and reflective learning tool. Additionally, the study highlights the differences between domestic and international student attitudes toward reflection as part of collaborative learning in groups. The results indicate that international students consistently viewed the use of e-learning tools more positively than domestic students. For educators, the results provide direction in terms of enhancements to assessment tasks incorporating e-learning, including the professional development of staff to address the rapidly changing learning environment.

Yang & Chang (2012) studied the use of blogs, and how student attitudes towards online peer interaction and peer learning, as well as motivation to learn from peers, may differ when using the blog comments feature, and when students are encouraged to read and comment on each other's work. We contrast two ways blogs

affect learning engagement: (1) solitary blogs as personal digital portfolios for writers; or (2) blogs used interactively to facilitate peer interaction by exposing blogging content and comments to peers. A quasi-experiment was conducted across two semesters, involving 154 graduate and undergraduate students. The result suggests that interactive blogs, compared with isolated blogs, are associated with positive attitudes towards academic achievement in course subjects and in online peer interaction. Students showed positive motivation to learn from peer work, regardless of whether blogs were interactive or solitary. Our main conclusion is that engaging in dialogues in the form of blog comments is associated with positive attitudes towards online peer interaction and academic achievements, and both groups show positive motivation to learn from peers.

Daniel Churchill (2011) suggested that in order to maximize teaching and learning opportunities, a blog system can be effectively expanded by the use of a variety of other Web 2.0 applications. By blogging, students are required to read information, filter through the relevant pieces, restructure the information, organize it, and determine a meaningful way to write about it. All of these activities foster critical thinking (Alison Sawmiller, 2010). The dynamic interaction between writer and audience that blogs facilitate can help students see real value in their academic writing and take that writing more seriously. Moreover, the public, persistent nature

of blogs can help students practice more integrative learning, finding connections among their personal, professional, and academic experiences (Oliver & Coble, 2016). Using blogs benefit students not only with extra practice and better preparation but with a different context to use the language, to develop ideas, communication skills and awareness. It is also a new source to practice English through an authentic tool that engages and arouses students' interest in writing (Mietti, Moura, Faleiros, 2016).

OBJECTIVE

Since there is no research tool to measure the students' Attitude towards Blog, for the first-year higher secondary students in the Indian Scenario and the researcher envisioned to construct a tool.

The main objective of the study is to construct and standardize a scale on Attitude towards Blog for the first year higher secondary students.

METHODOLOGY

To develop the tool titled "Attitude towards Blogs," extensive research was conducted by referring to books, journals, and consulting experts in the fields of educational technology and online learning. This initial stage resulted in the creation of 30 statements, consisting of 18 positive statements and 12 negative statements. The negative statements included numbers 2, 4, 5, 7, 8, 11, 12, 15, 17, 22, 29, and 30. The tool utilized a 5-point Likert scale for participant responses, ranging from "strongly agree" to "strongly disagree." Weightage was

assigned to each response category, with 4 assigned to “strongly agree,” 3 to “agree,” 2 to “undecided,” 1 to “disagree,” and 0 to “strongly disagree” for positive statements. Conversely, for negative statements, the weightages were reversed. The tool was administered to a sample of 100 higher secondary students selected randomly from two higher secondary schools. All 100 completed tools were carefully scored and recorded. To ensure the selection of reliable items, two statistical measures, namely the ‘t’ value and Cronbach’s Alpha test, were utilized. The collected research tools from the 100 students were arranged in descending order based on the scores. The highest

27% and lowest 27% of respondents were identified, resulting in a total of 27 tools from each group (higher and lower). These 54 tools were analyzed further. For each statement, the Cronbach’s Alpha value was calculated separately for the higher and lower groups. Statements with a Cronbach’s Alpha value greater than 0.5 were retained, while those with a value less than 0.5 were excluded. Additionally, the significance of the test items was established by calculating the ‘t’ value. Items with a ‘t’ value greater than the critical table value at a significance level of 0.01 were considered for further analysis.

ATTITUDE TOWARDS BLOG SCALE

| Item No. | ‘t’ value | Cronbach’s Alpha | Selected / Not Selected |
|----------|-----------|------------------|-------------------------|
| 1 | 6.47 | 0.900 | Selected |
| 2 | 6.18 | 0.786 | Selected |
| 3 | 2.36 | 0.429 | Not Selected |
| 4 | 2.08 | 0.475 | Not Selected |
| 5 | 10.6 | 0.878 | Selected |
| 6 | 3.88 | 0.852 | Selected |
| 7 | 4.05 | 0.820 | Selected |
| 8 | 12.07 | 0.889 | Selected |
| 9 | 4.15 | 0.827 | Selected |
| 10 | 2.12 | 0.389 | Not Selected |
| 11 | 1.88 | 0.433 | Not Selected |
| 12 | 2.46 | 0.439 | Not Selected |
| 13 | 2.05 | 0.437 | Not Selected |
| 14 | 2.30 | 0.405 | Not Selected |
| 15 | 2.11 | 0.477 | Not Selected |
| 16 | 4.79 | 0.804 | Selected |

| Item No. | 't' value | Cronbach's Alpha | Selected / Not Selected |
|----------|-----------|------------------|-------------------------|
| 17 | 2.06 | 0.431 | Not Selected |
| 18 | 7.89 | 0.895 | Selected |
| 19 | 6.90 | 0.920 | Selected |
| 20 | 1.95 | 0.403 | Not Selected |
| 21 | 1.76 | 0.310 | Not Selected |
| 22 | 10.34 | 0.861 | Selected |
| 23 | 10.87 | 0.857 | Selected |
| 24 | 1.65 | 0.237 | Not Selected |
| 25 | 2.17 | 0.388 | Not Selected |
| 26 | 8.95 | 0.943 | Selected |
| 27 | 2.02 | 0.334 | Not Selected |
| 28 | 8.32 | 0.919 | Selected |
| 29 | 8.57 | 0.935 | Selected |
| 30 | 2.13 | 0.367 | Not Selected |

Based on the above-mentioned statistical treatment of the 30 statements, 15 statements were found to be valid. The final version of the tool entitled "Attitude towards Blog" consists of 15 statements. Out of the 15 statements, 9 were positive statements and 6 were negative statements (Negative Statements - 2, 5, 7, 9, 11 and 14). The maximum score for the tool is 60 and the minimum is 0.

CONCLUSION

This research tool holds significant value for the school education system as it aims to shed light on the attitudes of first-year higher secondary students towards

blogs. Blogging, when utilized in a science-learning environment, can serve as a powerful tool for promoting critical thinking skills, fostering collaboration, and facilitating differentiated instruction through the incorporation of multiple learning styles. The simplicity and accessibility of weblog technology encourage students to actively engage their writing skills. By integrating weblogs into the classroom and incorporating electronic writing experiences, students have the opportunity to enhance their understanding of science concepts and topics.

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ATTITUDE TOWARDS E-LEARNING AMONG COLLEGE STUDENTS

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INTRODUCTION

The e-Learning environment can be accessed using a web browser over the internet or intranet and supports several learning strategies and different ways of interaction, communication and collaboration-learning with the objective of enhancing the student's knowledge and cost saving. e-learning also helps to reach geographically dispersed groups, to provide "anywhere-anytime" learning, to provide consistency, to ensure compliance with regulations, and to improve productivity etc. Educational institutions use e-learning for broadening the academic scope among students. Hambrecht and Leiserso (2000) expressed e-learning is an umbrella term that describes any type of learning that depends on electronic communication. It is a generic term covering a wide set of ICT technology-based applications and processes which includes: computer-based learning, web-based learning, virtual classrooms, digital collaboration and networking. In other words, it is

referred to teaching and learning that is web-enabled. The other commonly used terms include: online learning, computer assisted learning or ICT in education. e-learning incorporates both content (curriculum) and instruction (pedagogy). It has now become a term representing a new model of education that incorporates academic networks which particularly impact on the learning communities using varieties of learning resources. Berteau (2009) expressed that e-learning can be defined from different perspectives. There are specialists who consider that e-learning means any teaching process which integrates any form of technology, but there are others who claim that e-learning represents a teaching solution for distance education, facilitated by the massive penetration of Internet as a form of communication. Nichols (2003) defined the concept as the use of various technological tools that are either web-based, Web-distributed or Web-capable for the purposes of education." As noted, in the

centre of Nichols' perspective, lies as a main component of the phenomenon of e-learning. Internet and web technologies, which allow the transfer of information at any time in any location, to as many people as needed. The American Society for Education and Development defines e-learning as "any form of information transmitted, facilitated or provided by electronic technologies in order explicitly to support the process of learning."

REVIEW OF RELATED LITERATURE

Bertea (2009) conducted a case study to identify the students' attitude towards e-learning. The results revealed that there is a connection between technical abilities and students' attitude towards e-learning. The e-learning attitude is also influenced by time dedicated to computer use, indicator of PC experience. Zakariah et al. (2011) conducted a study on e-Learning awareness in a higher-learning institution in Malaysia. The data were collected from 120 students of University Technology MARA, Pahang. The data were then analyzed using SPSS. The results showed that the students were aware of this technology and interested in using e-learning. They have accepted that e-learning is one of the methods of teaching and learning process in their institutions. Seyal and Ali (2013) examined the attitude towards e-learning among 220 students of technical and vocational institutions in Brunei Darussalem. The results showed that majority of the students had positive attitude towards e-learning. Ahmed et al.

(2018) explored factors influencing the adoption of e-learning in an open and distance learning institution of Pakistan. The results elaborated major challenges of e-learning and explored the influencing factors for the adoption of e-learning in Pakistan. It was stated that the students strongly prefer e-learning for their academics. Singh et al. (2021) conducted a survey on E-learning methods in nursing and medical education during COVID-19 pandemic in India. It was stated that there is a need to improve information and communication infrastructure to enhance feasibility of e-learning for nursing / medical students in India and appropriate guidelines, and continuous feedback from teachers and students are needed for utilizing e-learning more effectively.

OPERATIONAL DEFINITIONS

- **Attitude towards E-learning:** Attitude towards E-learning is operationally defined as the tendency to express one's acceptance or rejection of the use of electronic devices as
 - (i) E-learning interest
 - (ii) Usefulness
 - (iii) Ease of e-learning and
 - (iv) E-learning confidence.
- **College Students:** The students who are studying in (B.Sc.-Medical and Non-Medical / B.A. / B.Com.) final semester in degree colleges are considered as college students for the present study.

OBJECTIVES

- To study the attitude of college students towards e-learning and its dimensions viz. e-learning interest, usefulness, ease of e-learning and e-learning confidence.
- To study the significant differences in the attitude of college students towards e-learning and its dimensions in relation to their browsing period.

HYPOTHESES

- The attitude of college students towards e-learning is high.
- There is no significant difference in mean scores of attitude towards e-learning and its dimensions viz. e-learning interest, usefulness, ease of e-learning and e-learning confidence in relation to their browsing period among college students.

METHODOLOGY

The study is carried out by using the survey method. The population of the study included all the degree college students in Punjab and the sample of the

study consisted of 292 students studying in 11 colleges affiliated to Guru Nanak Dev University in Amritsar. The colleges were selected randomly and students were selected using a convenient sampling technique. In order to collect the data, the researcher administered the Attitude Towards E-Learning Scale standardised by Rani (2015). The scale consisted of 65 items with a five-point scale viz., Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. The scale has both positive and negative items. The 38 positively worded statements in the scale was scored as 5, 4, 3, 2, 1 for the responses and the 27 negatively worded statements were scored in reverse order. In order to analyse the collected data, the researcher applied Analysis of Variance (ANOVA) followed by post-hoc analysis.

DATA ANALYSIS AND INTERPRETATION

Comparison of Scores on Attitude towards e-Learning among College Students in relation to browsing period is mention in Table 1.

Table - 1

Mean and SD Scores of Students' Attitude towards e-Learning based on their Browsing Period

| Browsing Period | N | Mean | SD |
|-----------------|-----|--------|-------|
| Frequently | 82 | 256.50 | 19.59 |
| Moderately | 129 | 226.36 | 27.30 |
| Rarely | 81 | 211.63 | 7.01 |

The table 1 showed that the mean score of attitude towards e-learning among college students. The mean value of students belonging to frequently browsing period was 256.50 with the SD 19.59; moderately browsing period was 226.36 with SD 27.30 and for rarely browsing was 211.63 with SD 7.01. It showed that the students have a positive attitude towards e-Learning. However, the college students who browse frequently have high attitude towards e-learning.

Table - 2

Differences in Students' Attitude towards e-Learning based on their Browsing Period

| Variation | Sum of Squares | df | Mean Square | F | Significance |
|----------------|----------------|-----|-------------|---------|--------------|
| Between Groups | 86464.95 | 2 | 43232.47 | 95.75** | Significant |
| Within Groups | 130481.26 | 289 | 451.49 | | |
| Total | 216946.21 | 291 | | | |

** p<0.01

The table 2 showed that the calculated differences existed among the groups in their level of attitude towards e-learning based on the browsing period. F-value 95.75 is greater than the table value at 0.01 level of significance. Hence it is stated that there is a significant

Table - 3

POST-HOC ANALYSIS

| Browsing Period | Frequently | Moderately | Rarely |
|-----------------|------------|------------|---------|
| Frequently | --- | 9.33** | 19.59** |
| Moderately | 9.33** | --- | 5.84** |
| Rarely | 19.59** | 5.84** | --- |

** p<0.01

The table 3 revealed the post-hoc analyses on students' attitude towards e-learning based on their browsing period. It is noted that there is a significant difference existed in the attitude towards e-learning between the groups based on their browsing period.

Comparison of Scores on Dimensions of Attitude Towards e-learning among College Students in relation to Browsing Period

Table - 4

Mean Score differences in the Attitude towards e-Learning among the groups based on the Selected Dimensions

| Dimensions of Attitude towards e-Learning | Social Category | N | Mean | SD |
|---|-----------------|-----|--------|-------|
| e-learning interest | Frequently | 82 | 50.66 | 3.15 |
| | Moderately | 129 | 48.72 | 3.64 |
| | Rarely | 81 | 47.64 | 1.60 |
| Usefulness | Frequently | 82 | 101.06 | 8.69 |
| | Moderately | 129 | 87.45 | 8.56 |
| | Rarely | 81 | 84.56 | 2.78 |
| Ease of e-learning | Frequently | 82 | 59.18 | 6.84 |
| | Moderately | 129 | 52.13 | 11.00 |
| | Rarely | 81 | 43.83 | 3.89 |
| e-learning confidence | Frequently | 82 | 45.60 | 5.49 |
| | Moderately | 129 | 38.06 | 6.59 |
| | Rarely | 81 | 35.60 | 5.93 |

The table 4 showed that the mean to the dimensions namely, e-learning score differences among the groups on interest, usefulness, ease of e-learning attitude towards e-learning in relation and e-learning confidence.

Table - 5

Analysis of Variance

| Dimensions of Attitude Towards E-learning | Variation | Sum of Squares | df | Mean Square | F | Significance |
|---|---------------|----------------|-----|-------------|---------|--------------|
| e-learning interest | Between Means | 384.64 | 2 | 192.32 | 20.48** | Significant |
| | Within Means | 2713.01 | 289 | 9.38 | | |
| | Total | 3097.65 | 291 | | | |

| Dimensions of Attitude Towards E-learning | Variation | Sum of Squares | df | Mean Square | F | Significance |
|---|---------------|----------------|-----|-------------|----------|--------------|
| Usefulness | Between Means | 13208.10 | 2 | 6604.05 | 118.26** | Significant |
| | Within Means | 16138.61 | 289 | 55.84 | | |
| | Total | 29346.72 | 291 | | | |
| Ease of e-learning | Between Means | 9632.66 | 2 | 4816.33 | 67.91** | Significant |
| | Within Means | 20496.59 | 289 | 70.92 | | |
| | Total | 30129.26 | 291 | | | |
| e-learning confidence | Between Means | 4544.41 | 2 | 2272.20 | 60.67** | Significant |
| | Within Means | 10822.58 | 289 | 37.44 | | |
| | Total | 15366.99 | 291 | | | |

**p<0.01

The above table 5 showed that the calculated F-values (20.48, 118.26, 67.91 and 60.67) are greater than the table value at 0.01 level of significance. Hence it is stated that significant differences existed among the groups in their level of attitude towards e-learning based on all the selected dimensions. Hence the hypothesis 'There is no significant difference in mean scores of attitude towards e-learning and its dimensions viz. e-learning interest, usefulness, ease of e-learning and e-learning confidence in relation to their browsing period among college students' is not accepted.

FINDINGS AND DISCUSSION

It is revealed from the study that college students have high positive attitude towards e-learning. However,

there is a significant difference existed among the groups based on the browsing period (Frequently /Moderately/ Rarely). Similarly, significant differences existed in the mean scores of the groups in their attitude towards e-learning and its dimensions viz. e-learning interest, usefulness, ease of e-learning, and e-learning confidence in relation to their browsing period among college students.

Based on the results it is stated that students who browse frequently had a high level of positive attitude towards e-learning. Because those who spend more time on online platforms have better access to a variety of online learning resources, and may engage in interactive learning platforms, collaborative discussions, and multimedia content that

enhance their positive attitude towards e-learning. Regular internet use may boost students' technological confidence, making them more comfortable with e-learning platforms and contributing to a positive attitude. Moderate browsing might allow students to access essential resources without being overwhelmed, fostering a positive learning experience. The moderate users may have a balance between interaction and focused study, finding a positive middle ground in terms of engagement. Students with moderate browsing habits may develop a satisfactory level of technological comfort, fostering a positive attitude towards e-learning without being overwhelmed. Students with rare browsing habit showed moderate level of attitude towards e-learning. Limited online interaction might result in a less dynamic learning experience, potentially

influencing a less positive attitude towards e-learning and limited exploration may lead to a less personalized learning experience, potentially impacting the development of a positive attitude. It's important to note apart from internet usage, individual differences among the students and various external factors can also play a significant role in shaping attitudes towards e-learning.

It is recommended that colleges can create a supportive and engaging e-learning environment that contributes to the development of a positive attitude among students towards e-learning. Regularly assessing and adjusting these strategies based on student feedback and evolving technological trends will further enhance the effectiveness of e-learning initiatives that foster a positive attitude towards e-learning.

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ATTITUDE OF TEACHING PROFESSIONAL DEGREE STUDENTS TOWARDS TEACHING PROFESSION

3

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INTRODUCTION

The aim of every professional education is to make the education professionally devoted and dedicated to the concerned profession as an effective and efficient professional. Teaching is the only profession which shapes the society. Teacher has been looked upon by the society as the wisest men of the community. He enjoyed very respectable status in the society. Teacher is the most important factor in the reconstruction of education (Aparna & Amrut Bhai, 2015) Teachers who are generally unenthusiastic about the teaching profession and having a negative attitude were more distressed about their teaching situation than teachers who were enthusiastic and have positive attitude (Suja, 2015). Thus, for the professional growth of the teachers and improvements in education, the attitudes held by them are very important. How a teacher performs his/her duty as a teacher is dependent, to a great extent, on his/her attitudes, values and beliefs. A positive favourable attitude

makes the work not only easier but also more satisfying and professionally rewarding. Attitudes towards the teaching profession can be very important to determine the level of professional pride as well as the level of commitment of the individual towards their profession (Maheshwari,2019). Chakraborty and Mondal (2014) stated that effective teaching depends on the mental attitude and behavior of the teacher towards the teaching profession. It is not enough if the teaching professional degree students (B.Ed students) are empowered with knowledge and skills but they should have a favorable attitude towards teaching which in turn influences their teaching competency. Hence, the present study attempts to assess the attitude of teaching professional degree students towards teaching profession.

ATTITUDE

Attitude is the combination of emotion, feeling, reaction and response towards some specific object, event or

situation. Attitude has three components such as cognitive, affective and behavioral means that it can be learned, modified and formed through the experiences. Teacher's attitude towards the profession directly impacts the student's achievement (Singh Sandeep, 2016).

TEACHING PROFESSIONAL DEGREE STUDENTS

The teaching professional degree students are those who are getting training or studying in teacher education course (B.Ed / M.Ed) to become teachers and they are known by different names like 'pupil-teachers', 'student-teachers', 'trainee teachers' 'future-teachers' and 'prospective-teachers'.

REVIEW OF RELATED LITERATURE

Guneyli and Aslan (2009) found a significant difference in favour of female prospective teachers in relation to the gender. No significant difference between attitude scores was observed in relation to the effects of class and socio-economic level. Baloglu & Karadag (2014) showed that there was a noticeable statistical meaningful relationship between student teachers' attitudes toward the teaching profession and some of their preferred coping strategies with stress. Arif et al., (2012) found that the ratio of four personality traits (extraversion, agreeableness, conscientiousness, and neuroticism) was nearly same, but the ratio of openness personality trait is greater which means that the openness personality trait of prospective teachers is

more dominant as compared to remaining four big personality traits. There was a significant difference between male and female prospective teachers on their big five personality traits. Female prospective teachers got greater score on their big five personality trait instrument as compared to male prospective teachers. Kareem et al., (2012) reported that students enrolled in regular programmes show high levels of professionalism as compared to distance education students. Similarly B.Ed students enrolled in regular programmes showed the highest levels of professional attitude. Chakraborty and Mondal (2014) revealed that prospective teachers' attitude towards teaching profession did not differ significantly with the variables like gender, religion, category, locale and stream of study. Shazia Noureen (2014) found that female students had more positive attitude towards teaching profession than male students. Meenu Malik and Yasmin Shafeeq (2019) stated that significant difference was observed in the professional attitude of teacher trainees belonging to government and private teacher education institutions. While insignificant difference was found in the professional attitude of teacher trainees with respect to their gender, educational qualification and religion. Ranajit Dhara (2021) found that there is a no significant difference among the graduate level students with respect to their level of attitude towards teaching profession on the basis of gender, category and study streams.

NEED AND SIGNIFICANCE

Teacher is a pivot of educational system and occupies a major position in the teaching learning process. As Kothari Commission (1964-66) has pointed out that the destiny of the nation is being shaped in the classroom, it is the prime responsibility of teacher education institutions for grooming the prospective teachers that is teaching professional degree students and produces honest and committed teachers. Teaching being a vibrant activity needs a favorable attitude and certain teaching competencies from its practitioners. In our state both the government and private teacher education institutions educate and train the prospective teachers, however there is a common observation of people and the society that the quality of prospective teachers and their attitude differ based on the teacher education institutions. Hence the investigator has taken up this study to know the attitude of professional degree students towards teaching profession.

OBJECTIVES

- To find out the level of attitude of teaching professional degree students towards teaching profession.
- To find out any significant difference in the attitude towards teaching profession among professional degree students with respect to their gender, locality of residence, locality of institution, academic qualification, course, stream of subject and religion.

HYPOTHESES

- The attitude of teaching professional degree students towards teaching profession is high.
- There is no significant difference in the attitude towards teaching profession among professional degree students with respect to their gender, locality of residence, locality of institution, academic qualification, course, stream of subject and religion.

METHODOLOGY

In the present study the researcher has applied the descriptive survey method. The sample of the study included 305 prospective teachers (B.Ed & M.Ed) who are studying in different Colleges of Education at Vellore District, Tamil Nadu. The sample was selected randomly and the data were collected by administering Attitudes Towards Teaching Profession Scale (ATTPS) constructed by the researchers. Initially 43 statements were prepared for the study and after establishing validity and reliability 13 items were discarded and 30 items were retained. Each statement has four alternative responses namely, strongly agree, agree, disagree and strongly disagree. Weights were given 4, 3, 2 and 1 for favorable statements and reversed for unfavorable statements. Reliability of the Scale was found to be 0.86 by using Split half method. The collected data were analyzed using descriptive and differential analysis.

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis - 1

The attitude of teaching professional degree students towards teaching profession is high.

Table 1: Level of Attitude of Teaching Professional Degree Students towards Teaching Profession

Maximum Score: 120

| Demographic Variables | | Sample | Mean | SD |
|---------------------------|--------------|------------|--------------|-------------|
| Gender | Male | 149 | 79.94 | 4.34 |
| | Female | 156 | 81.55 | 4.84 |
| Locality of Residence | Rural | 161 | 80.49 | 5.01 |
| | Urban | 144 | 81.07 | 4.22 |
| Locality of Institution | Rural | 146 | 81.10 | 4.59 |
| | Urban | 159 | 80.38 | 4.87 |
| Educational Qualification | UG | 182 | 80.14 | 4.77 |
| | PG | 123 | 81.40 | 4.61 |
| Course | B.Ed | 165 | 81.55 | 4.32 |
| | M.Ed | 140 | 80.09 | 4.83 |
| Stream of Subject | Arts | 151 | 80.59 | 4.08 |
| | Science | 154 | 79.97 | 4.61 |
| Religion | Minority | 112 | 80.79 | 4.87 |
| | Non-Minority | 193 | 79.97 | 4.72 |
| Overall Total | | 305 | 80.64 | 4.62 |

It is inferred from the above table that the calculated mean value is 80.64 which is higher than the mid value (60) of maximum score 120. Hence it is stated that the level of teaching professional degree students' attitude towards teaching profession is above average.

Hypothesis - 2

There is no significant difference in attitude of teaching professional degree students towards teaching profession with respect to their gender, locality of residence, locality of institution, academic qualification, course, stream of subject and religion.

Table 2 : Differences in the Level of Attitude of Teaching Professional Degree Students towards Teaching Profession with respect to the Demographic Variables

| Demographic Variables | | Sample | Mean | S. D | 't' Value |
|-------------------------|--------------|--------|-------|------|-----------|
| Gender | Male | 149 | 79.94 | 4.34 | 3.06 * |
| | Female | 156 | 81.55 | 4.84 | |
| Locality of Residence | Rural | 161 | 80.49 | 5.01 | 1.08 NS |
| | Urban | 144 | 81.07 | 4.22 | |
| Locality of Institution | Rural | 146 | 81.10 | 4.87 | 1.34 NS |
| | Urban | 159 | 80.38 | 4.59 | |
| Academic Qualification | UG | 182 | 80.14 | 4.77 | 2.02 NS |
| | PG | 123 | 81.40 | 4.61 | |
| Stream of Course | B.Ed | 165 | 81.55 | 4.83 | 3.02 * |
| | M.Ed | 140 | 80.09 | 4.32 | |
| Stream of Subject | Arts | 151 | 80.59 | 4.08 | 1.06 NS |
| | Science | 154 | 79.97 | 4.61 | |
| Religion | Minority | 112 | 80.79 | 4.87 | 1.04* |
| | Non-Minority | 193 | 79.97 | 4.72 | |

NS = Not Significant at 0.05 level

* =Significant at 0.05 level

The above table showed the mean score differences between groups based on the selected demographic variables. On the one hand, the calculated 't' values for the demographic groups gender (3.06), academic qualification (2.02) and course (3.02) are greater than the tabulated value 1.96 at 0.05 level of significant. It showed that there is a significant difference existed in the attitude of teaching professional degree students towards teaching profession with respect to the demographic variables gender, academic qualification and course. Hence the formulated null hypothesis is not accepted for gender, academic qualification and course.

On the other hand, the calculated 't' values for the demographic groups locality of residence (1.08), locality of institution (1.34), stream of subject (1.06) and religion (1.04) are lesser than the tabulated value 1.96 at 0.05 level of significant. It showed that there is no significant difference existed in the attitude of teaching professional degree students towards teaching profession with respect to the demographic variables namely locality of residence, locality of institution, stream of subject and religion. Hence the formulated null hypothesis is accepted for locality of residence, locality of institution, stream of subject and religion.

FINDINGS

From the analyses revealed that the following results are given below such as,

- The teaching professional degree students have above average level of attitude towards teaching profession.
- The gender wise analysis indicated that there is a significant difference existed between male and female teaching professional degree students towards teaching profession.
- The analysis based on locality of residence indicated that there is no significant difference existed between rural and urban teaching professional degree students towards teaching profession.
- The analysis based on locality of institution indicated that there is no significant difference existed between rural and urban teaching professional degree students towards teaching profession.
- The academic qualification wise analysis indicated that there is a significant difference existed in the level of attitude towards teaching profession between teaching professional degree students who have completed UG and PG programmes.
- The course wise analysis indicated that there is a significant difference existed between B.Ed and M.Ed teaching professional degree students towards teaching profession.

- The subject wise analysis indicated that there is no significant difference between arts and science subject teaching professional degree students towards teaching profession.

- The religion wise analysis indicated that there is no significant difference between minority and non-minority teaching professional degree students towards teaching profession.

CONCLUSION

It is evident from the findings that certain demographic variables significantly influence teaching professional degree students' attitudes towards their profession. In order to enhance the positive attitude towards teaching profession and to cultivate a more favorable attitude among the trainees, the teacher education institutions should organise orientation programmes and introduce professional development programmes periodically. Additionally, mentorship opportunities, constructive feedback mechanisms, and widespread awareness campaigns can further reinforce the value of teaching profession. By proactively addressing these factors, teacher education institutions can enhance the positive attitude, teaching landscape, ensuring a more enriching experience for both educators and students.

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STRESS MANAGEMENT AMONG HIGH SCHOOL STUDENTS

4

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INTRODUCTION

In the last few decades, focusing on the psychological aspects of an individual instead of pathology has given a change to mental health. Researchers and experts investigate the role of stress, forgiveness, and resilience in anticipating one's mental health (Connor and Davidson, 2003). The modern world is to be a world of achievement and also a world of stress. Some educationists point out that, stress is everywhere, especially in the field of school. Today, stress is unavoidable in adults as well as children. Many researchers in the field of behavioural science have carried out extensive research on stress and its consequences and concluded that the subject needed more concentration. Stress is a normal human reaction that happens to everyone. In fact, the human body is designed to experience stress and react to it. Stress is defined as a person's physiological, biological, and psychological response to tension caused by pressure arising from an environmental

condition (Csaszar et al., 2018). Another definition conceptualizes stress as "the experience of negative or unpleasant emotions resulting from aspects of work. When an individual experiences changes or challenges (stressors), his/her body produces physical and mental responses.

Psychological Researchers found that there are many factors influencing the stress of students. It can be divided into external and internal factors. The external factors are major changes in life, relationship problems, and work pressure in school. The internal factors are pessimism or a negative outlook on life, inability to accept reality, rigid thinking, and lack of flexibility.

Stress management is usually defined as the conscious use of cognitive, affective, or behavioral efforts to effectively deal with externally imposed events and demands that the individual perceives as unpleasant or potentially harmful (Aldwin, 2007). Most stress

management theorists state that the coping process consists of efforts to reduce perceived stress through a wide range of thoughts, emotions, and actions directed at both external stressors and internal demands and needs.

NEED AND SIGNIFICANCE

Stress is the physiological and emotional reaction to a psychological event. The constraints of modern society clearly prohibit fleeing from or physically resisting most stressful events. Unrelieved, the cumulative, physical strain generated by psychological stress can harm the body. It is often experienced as a consistent, exaggerated, and overwhelming sense of urgency, often coupled with frustration. Stress will affect different parts of learners' lives physically, mentally and emotionally. Making the heart pound and blood pressure rise, palpitations, and muscle tension increase, leading to headaches, dizziness, jaw ache and even insomnia are the symptoms of physical stress affected physically. The symptoms of stress that can be mentally stimulating are worrying, fatigue, thought confusion, etc. Anger, frustration, fear, anxiety, self-doubt, panic, despondency, feelings of inadequacy, insecurity, hopelessness, unhappiness, withdrawal, and depression are the symptoms of stress affected emotionally (NCBI,2022).

Yashpal Committee advised on the ways and means to reduce the load on school students at all levels, particularly the young students. While improving

the quality of learning including the capability of lifelong self-learning and skill formation (Yashpal, 1993), this committee opened some ways to sustain learning with our burden or joyful learning situations. These are life-centered learning, re-scheduled examination systems, and learner-centered classrooms. So, it is clear that, from the Indian education commission (Kothari Commission 1964-66) to the National Education Policy (NEP 2020), the Indian education system has paid attention to reducing the mental and emotional stress of students and encouraging the development of concept through an interactive session like debate, discussion, group learning, etc. which can enhance the ability to analyse socio-political realities. It is the direct and indirect application of different techniques of stress management. If the learner has good stress management, she/he will perform well in the classroom and also in society. In the present study, the investigators analyse stress management among high school students.

REVIEW OF RELATED STUDIES

Vijaya (2013) found that the majority of boys expressed high level of stress and moderate stress compared to girls. Whereas majority of girls exhibited low level of stress compared to Boys. Chiang (2015) proposed that school is one of the main sources of stress among adolescents. comes from too much homework, unsatisfactory academic performance, preparation for tests, lack of interest in a particular subject, and

teacher's punishment. Sukdee (2021) conducted a study to find out the factors affecting the stress of online learning during COVID-19 among students at the Faculty of Education, Thailand National Sports University in Chonburi Campus. The result of the study revealed that study stress levels during the COVID-19 situation were at a moderate level, the subjects' emotional and mental well-being, perceived severity of stress, perceived usefulness of stress management, university policies that promote stress management, social support were at a high level, and opportunity for risk of stress was moderate in level. Beck (2021) conducted a study on stress and perfectionism among graduate students in communication sciences and in social work in the UK. The purpose of the study was to explore the overall well-being of their students, areas causing stress and their coping mechanisms. The sample of the study included 193 communication and science students and 137 social work students in the UK. The result of the study showed that similarities and differences existed in the level of stress management and coping mechanisms among the students. The level of student respondents regarding stressors, stress management practices, perceived stress levels, and perfectionism.

DEFINITION OF KEY TERMS

Stress Management

Stress management is defined as the thoughts and behaviours mobilized to manage internal and external stressful situations. It is a term used distinctively

for conscious and voluntary mobilization of acts, different from 'defence mechanisms' that are subconscious or unconscious adaptive responses, both of which aim to reduce or tolerate stress. (NCBI,2022).

In the present study, the investigators focus on different variables of stress management like Instrumental social support, Suppression of competing activities, Accepting responsibility, Emotional social support and Behavioural disengagement.

High School Students

The students belonging to 8th, 9th and 10th standard of Kerala state are considered High School students. In the present study, 8th-standard students are selected as representatives of High School students

OBJECTIVES

- To find out the different levels of stress management among high school students.
- To find out whether there exists a significant difference in stress management among high school students with respect to gender, locale and type of management.

HYPOTHESES

- High school students possess different levels of stress management.
- There exists a significant difference in stress management among high school students with respect to gender, locale and type of management.

METHODOLOGY

In order to accomplish the objectives of the study, a survey method was adopted. The sample of the study included 170 students studying class 8 in Kerala who were selected by using the stratified sampling method. In order to collect the data, the investigators prepared a Stress Management Scale (5 point scale) which has 30 items categorized into five dimensions of stress management: Instrumental social support, Suppression of competing activities, Accepting responsibility, Emotional social support and Behavioural disengagement. For positive statements scores 5,4,3,2 and 1 were given for making responses viz.,

strongly agree, agree, undecided, disagree and strongly disagree respectively. A reverse scoring procedure was adopted in the case of negative statements. After administering the tool to high school students, the responses were scored carefully and subjected to statistical analysis. Descriptive statistics t-test and one-way ANOVA were used to analyse the data.

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis 1:

- High school students possess different levels of stress management.

Table 1: Level of Stress Management among the Students

| Variable | Level | Sample size | Percentage |
|-------------------|---------|-------------|------------|
| Stress Management | High | 78 | 45.88 |
| | Average | 84 | 49.41 |
| | Low | 8 | 04.71 |

The above table showed that 45.88 % of high school students possessed a high level of stress management, 49.41 % possessed an average level of stress management and 04.71% possessed a low level of stress management. Hence it is stated that the students differed in their level of stress management.

Hypothesis 2:

- There exists a significant difference in stress management among high school students with respect to gender, locale and type of management.

Table 2 - A: Differences in the Level of Stress Management among Students based on Gender

| Variable | Gender | N | Mean | SD | t value |
|-------------------|--------|----|-------|------|---------|
| Stress Management | Boys | 83 | 39.31 | 2.24 | 3.65* |
| | Girls | 87 | 35.12 | 2.97 | |

* Significant at 0.05 level

It is revealed from the above table that the mean value of boys is 36.31 and girls is 35.12. The calculated t-value is 3.65 which is significant at 0.05 level. This indicated that there is a significant difference existed in the level of stress

management between boys and girls. Thus, the hypothesis is accepted. The mean score difference stated that the boys had a higher level of stress management than girls.

Table 2 - B: Differences in the Level of Stress Management among Students based on Locale

| Variable | Locale | N | Mean | SD | t value |
|-------------------|--------|----|-------|------|---------|
| Stress Management | Rural | 82 | 38.28 | 3.66 | 2.98* |
| | Urban | 88 | 40.52 | 3.09 | |

*Significant at 0.05 level

It is revealed from the above table that the mean value of rural students is 38.28 and urban students is 40.52. The calculated t-value is 2.98 which is significant at 0.05 level. This indicated that there is a significant difference

existed in the level of stress management between rural and urban students. Thus, the hypothesis is accepted. The mean score difference stated that urban students had a higher level of stress management than rural students.

Table 2 - C : Differences in the Level of Stress Management among Students based on Type of Management

| ANOVA | | | | |
|----------------|-----------|-----|----------|---------|
| Source | S.S | d.f | M.S | F Value |
| Between Groups | 871.9284 | 2 | 435.9642 | 13.15* |
| Within Groups | 1338.0775 | 167 | 8.0124 | |
| Total | 2210.0059 | 169 | | |

*Significant at 0.05 level

The above table showed that the calculated F-value 13.15 is greater than the table value at 0.05 level of significance. Hence it is stated that there is a significant

difference existed in the level of stress management among the students based on the school management.

Table 2 - D: Differences in the Level of Stress Management Between Groups

| Variable | Type of Management | N | Mean | S.D | t-value |
|-------------------|--------------------|----|-------|------|---------|
| Stress Management | Government | 60 | 34.38 | 2.83 | 3.56* |
| | Aided | 56 | 31.14 | 2.11 | |
| | Government | 60 | 34.38 | 2.83 | 3.83* |
| | Unaided | 54 | 29.32 | 3.25 | |
| | Aided | 56 | 31.14 | 2.11 | 4.12* |
| | Unaided | 54 | 29.32 | 3.25 | |

From the above table it is evident that the t-value of stress management between government and aided school students is 3.56, that of students studying in government and private unaided school students is 3.83 and of students studying in aided and unaided school students is 4.12. These are significant at 0.01 levels, this indicates that there is a significant difference existed in the level of stress management among the students based on their school management. Students studying in government schools had the highest level of stress management followed by students studying in aided and private unaided schools.

FINDINGS

- High school students differed in their level of stress management.
- There is a significant difference existed in the level of stress management among high school students with respect to gender, locale and type of management
- The level of stress management of boys is higher than girls.

- The level of stress management of urban students is higher than rural students.
- The stress management of students studying in government schools is higher than students in aided and unaided schools.

CONCLUSION

The study revealed that there is a significant difference existed among the students based on their gender, locality and type of school management. Hence it is recommended that parents, teachers and school authorities should take appropriate measures to enhance stress management skills among the students. Yoga, meditation and additional physical health strategies can be incorporated in school curriculum. Awareness programmes and motivation classes on stress management can be conducted in schools and guidance and counselling centres should be established in each school to assist students in academic and other psychological concerns.

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ATTITUDE TOWARDS INCLUSIVE EDUCATION AMONG SCHOOL TEACHERS IN TIRUPPUR DISTRICT

5

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INTRODUCTION

Conventionally, teachers are perceived mostly as the knowledge providers to students. But now, teachers are expected to assume a new major role as a facilitator in supporting students' learning process and nurturing budding students' multiple intelligences and lifelong self-learning abilities. Education lays the path of equal opportunity and empowerment. However most of the children with special needs become victims to an educational system which is not able to meet their individual needs.

In India, teaching is the third biggest workforce; thus a largenumber of people enter this profession. Lack of professional attitude among this group has made it difficult to ensure consistent standards. The growing demand for professional service with quality has put the onus on the teaching profession to be responsible and also more accountable to the needs and conditions of service. Due to lack of teaching attitude among teachers, continuous and adequate efforts are

not made to identify the best ideas in time, practice and role in action for self-renewal and sustenance.

In almost all countries, children and adults are being excluded from Formal Education altogether; some of them who go to school but do not complete. They are slowly and intentionally pushed out of the school system because schools are not sensitive to their learning styles and backgrounds. In a gesture of sympathy, some children are sorted out into categories and placed in the special schools, away from their peers. The thoughts that have developed during the last 50 years in the disability fields have had significant influences not only on Special Education but also on practice in regular Education. An existing thinking and knowledge demand emerges that the responsibility for all learners should remain with the regular classroom teacher. The goal of Education for children with or without special needs is to prepare them for a happy, productive and useful civil life. It has now been

advocated that disabled children should be educated in main stream schools in the company of non-disabled peers.

INCLUSIVE EDUCATION

The concept of inclusive schooling has been clearly spelt out in the Salamanca Statement and Framework of Action of Special Needs Education (1994). The fundamental principle of the inclusive schools is that “all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality of Education through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities” (UNESCO, 1994).

Sarva Shiksha Abhiyan (SSA, 2002)

The SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality Education. Hence, SSA has adopted a zero rejection policy. This means that no child with special needs should be deprived of the Right to Education and taught in an environment, which is best, suited to his/her learning needs.

Rashtriya Madhyamik Siksha Abhiyan (RMSA)

The scheme was launched in 2009-2010 replacing the earlier scheme of

Integrated Education for Disabled Children (IEDC). It provides support for the Inclusive Education of Disabled Children in class IX to XII. The aim of the RMSA scheme is to enable all students with disabilities, after completing eight years of elementary schooling, to pursue four years of secondary schooling in an inclusive and enabling environment.

The Rights of Persons with Disabilities Bill (2011)

India has ratified the UN Convention on the Rights of Persons with Disabilities (UNCRPD 2011) and undertaken the obligation to ensure and promote the full realization of all human rights and fundamental freedoms for all Persons with Disabilities without discrimination of any kind based on disability. The salient features were as follows: To equality and non-discrimination to all persons with disabilities, it recognizes the unusual vulnerability of children with disabilities and ensures that they are treated on an equal basis with other children by formulation of disability policy and law, with participation of persons with disabilities. The structural discrimination existing against persons with disabilities and enforce protection, promotion and enjoyment of all rights guaranteed in this act.

Samagra Shiksha Abhiyan (2018)

Samagra Shiksha Abhiyan (2018) focuses on Inclusion as follows:

1. Allocation for Uniforms under RTE Act enhanced per child per annum.

2. Allocation for Textbooks under the RTE Act, enhanced per child per annum and energized text books to be introduced.
3. Allocation for Children With Special Needs (CWSN) the stipend increased from Rs.3000 – 3500/- per child per annum.
4. Allocation for Children With Special Needs stipend of Rs. 200/- per month for Girls with Special Needs from classes I to XII.

National Education Policy (2020)

It focuses on Inclusive Education and Equitable Education System so that all children have equal opportunity to learn and thrive, and participation and learning outcomes are equalised across all genders and social categories by 2030. It will be an integral part of both Pre-service and In-service Teacher Education. The priority areas of action with regard to Education programmes for Children With Special Needs will continue to be mainstreaming them in nearby schools and supporting their participation in the schooling process from the foundational stage through Grade XII. The Children With Special Needs will be enabled through prioritizing barrier free structures, ramps, handrails, disabled-friendly toilets and suitable transportation.

NEED FOR INCLUSIVE EDUCATION IN INDIA

The important facts in the Indian scenario about inclusion are as follows:

- More than 90% of disabled children are found in the rural areas in

India. The special schools as well as Integrated Education Programmes are only few in number and cannot serve all disabled children. Therefore, Inclusive Education is needed to provide equal educational opportunities to all disabled children in their own locations.

- As far as standardized models of integration are concerned, one specialist teacher serves eight to ten disabled children of the same category. This approach is not practical in rural areas. In most villages of the country, disabled children of different categories are present. Therefore, the disabled child has to depend on the general schools for Education. As a result, inclusion is inevitable for these children from rural areas.
- The extent of disability in each category ranges from mild to severe and profound cases. The mild and moderate cases are more in number than the severe and profound cases, and they depend on the general Education system. This calls for the involvement of general Education so that the children who are currently left out of schools or those who are at risk can be served.

OBJECTIVES

- To find out significant difference, if any, among the Attitude of Urban, Semi-urban and Rural High School Teachers towards Inclusive Education.

- To find out significant difference, if any, among the Attitude of Government, Aided and Unaided High School Teachers towards Inclusive Education.

HYPOTHESES

- There is no significant difference among the Attitude of Urban, Semi-urban and Rural High School Teachers towards Inclusive Education.
- There is no significant difference among the Attitude of Government, Government Aided and Unaided High School Teachers towards Inclusive Education.

DELIMITATIONS

- This study was conducted within the Tiruppur District.
- This study was limited to 200 High School (Those are handling high school level) Teachers within the Tiruppur District.

REVIEW OF RELATED LITERATURE

Saloviita (2019) conducted a study on teachers' attitude towards the inclusion of students with support needs. It was stated that teachers' positive attitudes towards inclusive education are a prerequisite for its successful implementation. The teachers who were confident in their support networks and had sufficient access to educational resources, such as an in-classroom teaching assistant, were more positive towards inclusion

than other teachers and also attitudinal variables, including self- efficacy and child-centredness, and demographic variables, including age and gender, were also associated with attitudes towards inclusion. Desombre *et al.* (2019) conducted a study on French teachers' general attitude toward inclusion and its indirect effect of teacher efficacy. Results confirmed that general teachers have comparatively less positive attitude towards inclusion than special education teachers. Saloviita and Consegna (2019) conducted a survey on the attitude of Italian teachers towards inclusive Education over 40 years after the reform. The results showed that the Italian teachers had a high level of commitment to inclusive education. Nearly 90% of the respondents agreed that students with special educational needs should be educated in mainstream classrooms.

Kundu and Rice (2019) conducted a study on Indian Educators perception of their inclusion implementation practices. The inclusive education has been touted as a strategy for providing educational opportunity in India. The collected data were analysed descriptively and findings revealed that head teachers and teachers perceived that their schools were not implementing inclusive practices. Paramanik *et al.* (2018) studied the attitude of secondary school teachers towards inclusive education based on the gender, locality and experience. The finding indicated that the attitude of secondary school teachers towards inclusive education was neither

favourable nor unfavourable. Gender has no influence on the attitude of secondary school teachers towards inclusive education. There was a statistically significant difference between rural and urban secondary school teachers. Rathee (2017) studied school teachers' attitudes towards inclusive education and found that the residential teachers' attitude was more positive towards inclusive education as compared to their counterparts. It might be the reason that the residential teachers are more concerned and aware about their students because they spend more time with them in residential schools. There was some difference in the attitude of the more experienced and less experienced teachers but the difference was not significant. Subramanian (2017) studied the in-service training programme about Children With Special Education Needs and Inclusive Education for general education teachers. The findings showed that the knowledge of Inclusive Education was positively related to their

attitudes towards Children With Special Education Needs.

METHODOLOGY

The descriptive survey method was employed in this study. The population for the study consisted of high school teachers in Tiruppur District and the 200 teachers were selected as sample randomly. The main variable of the study included Attitude towards Inclusive Education and demographic variables included Locality and Type of School. In order to collect data, the investigators administered a standardized tool namely the Teacher's Attitude towards Inclusion Scale which consisted of 27 statements by Deng Meng (2008). The scoring procedure of the scale has five anchoring points based on Likert type of scale. The collected data were analysed by using differential analysis. The ANOVA was used to find out the significant differences among the mean scores of different groups of selected demographic variables.

Table - 1: Distribution of Sample

| Sl. No | Variables | Sub-category | No. of Samples |
|--------|----------------|--------------|----------------|
| 1 | Locality | Urban | 82 |
| | | Semi urban | 53 |
| | | Rural | 65 |
| 2 | Type of School | Government | 83 |
| | | Aided | 60 |
| | | Unaided | 57 |

ANALYSIS AND INTERPRETATION OF DATA

urban and Rural High School Teachers towards Inclusive Education.

Hypothesis 1:

There is no significant difference among the Attitude of Urban, Semi-

Table - 2: Attitude of High School Teachers towards Inclusive Education with respect to the Locality of School

| Source of Variance | Σ^2 | Df | M ² | F-ratio | Significance |
|--------------------|------------|-----|----------------|---------|--------------|
| Between Groups | 117.61 | 2 | 586.80 | | |
| | | | | 6.263 | S |
| Within Groups | 18459.11 | 197 | 93.70 | | |

*Significance at 0.05; Table Value : 3.04

The above table revealed that the mean square between the groups based on Locality of Schools is (586.80) and mean square within groups is (93.70). The above table also indicated that the obtained 'F' value (6.263) is greater than the table value (3.04) at 0.05 level of significance. It stated that significant

differences existed in the attitude towards inclusive education among the teachers based on their locality. Hence the null hypothesis, 'There is no significant difference among the Attitude of Urban, Semi-urban and Rural High School Teachers towards Inclusive Education' is rejected.

Table - 2 A : Scheffe's test for Attitude of High School Teachers towards Inclusive Education with respect to Locality of Schools

| Rural | Semi-urban | Urban | Mean Difference | C.I value |
|-------|------------|-------|-----------------|-----------|
| 80.60 | 84.66 | --- | -4.06 | |
| 80.60 | --- | 86.26 | 5.66* | 2.39 |
| --- | 84.00 | 86.26 | -1.60 | |

The above table revealed the mean difference between the pairs with the required critical value (2.39). The mean difference between the pairs are -4.06

(Rural and Semi-urban), -1.60 (Semi-urban and Urban) and 5.66 (Rural and Urban). The mean difference values are compared with the required critical

value. From the result of comparison, the mean difference between the pairs 5.66 (Rural and Urban) was significant since the mean different value was referred as higher than the critical value. Likewise comparing the mean difference of remaining cases (Rural and Semi-urban, Semi-urban and Urban) with the critical value, they were not significant since

the mean difference were lesser than the critical value.

Hypothesis 2:

There is no significant difference among the Attitude of Government, Government Aided and Unaided High School Teachers towards Inclusive Education.

Table - 3: Attitude of High School Teacher’s towards Inclusive Education with respect to the Type of Schools

| Source of Variance | Σ^2 | Df | M ² | F-ratio | Significance |
|--------------------|------------|-----|----------------|---------|--------------|
| Between | 32.64 | 2 | 16.32 | | |
| | | | | 0.16 | N.S |
| Within | 19600.09 | 197 | 99.49 | | |

*Significance at 0.05; Table Value : 3.04

The above table revealed that the mean square between Type of Schools is (16.32) and mean square within Type of Schools is (99.49). The above table also indicated that the obtained ‘F’ value (0.16) is lesser than the table value (3.04). Hence the null hypothesis, ‘There is no significant difference among the Attitude of Government, Government Aided and Unaided High School Teachers towards Inclusive Education’ is accepted.

FINDINGS

- The high school teachers have high positive attitude towards Inclusive Education.
- The high school teachers working in urban locality schools have comparatively high positive attitude than the teachers working in semi urban and rural locality.

- The teachers working in rural locality have less positive attitude than the teachers working in semi-urban and urban locality.
- The teachers working in government schools have comparatively high positive attitude than the aided and unaided schools.
- The teachers working in aided schools have less positive attitude than the teachers working in government and unaided schools.
- There is significant difference among the attitude of urban, semi-urban and rural high school teachers towards Inclusive Education.
- There is significant difference between the attitude of urban and

rural high school teachers towards Inclusive Education.

- There is no significant difference between the attitude of rural and semi-urban high school teachers towards Inclusive Education.
- There is no significant difference between the attitude of urban and semi-urban high school teachers towards Inclusive Education.
- There is no significant difference among the attitude of government, aided and unaided high school teachers towards Inclusive Education.

EDUCATIONAL IMPLICATIONS

The attitude of the teachers is paramount to plan and implement any challenges in the field of Education. Teacher is one of the most important assets to implement any Educational activity effectively at gross root level and the achievement of the learners is directly correlated with the efficiency and quality of a teacher. An effective teacher can create a flexible classroom environment for his/her students where all of them are able to achieve their unique learning needs. The professional effectiveness and development of teachers broadly depend on their attitudes. Positive attitudes toward an event/task make teachers serve in a positive

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or effective way towards better results. Thus it would be appropriate to consider the following recommendations to achieve a successful Inclusive Educational set up for future India.

- The training on Inclusive Education should be given to school teachers in rural areas and Aided schools for understanding the needs of children with disabilities.
- The awareness programme on Inclusive Education should be designed for parents, Educational Administrators such as CEOs, DEOs, Headmasters, teachers and other staff involved in the field of Education.
- Inclusive Education should be a mandatory training part in the curriculum of the Teacher Education programme.

CONCLUSION

Inclusive Education is very essential for attaining the goal of Equality of Education for all. The attitude of teachers towards Inclusive Education is necessary for implementing the Inclusive Education. This study reveals that the High School Teachers have high positive Attitude towards Inclusive Education irrespective of Locality and Type of Schools.

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