

# Elementary School Teachers' Competencies towards Inclusive Education for Children with Special Needs in Chamarajnar District

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**Abstract-**To ensure that everyone has access to education, the Indian government has launched numerous laws and programmes. Children with specific needs are given special attention in integrated education, special education, and inclusive education. All young learners, including those with and without impairments, are expected to be able to learn together through access to common pre-schools and schools with the necessary infrastructure of support services. The goal of this study is to determine how elementary school teachers in the Chamarajnar District assess their own and other teachers' competencies for inclusive education for children with special needs in relation to gender and prior teaching experience. The researcher used a descriptive survey strategy that included a qualitative and quantitative approach. 23 primary school teachers from Chamarajnar district, Karnataka, who work in elementary schools make up the sample for this study. The researcher created a test called the Teacher Competence Scale towards Inclusive Education, which was used to assess elementary teachers' perceptions of their inclusive education competencies for CWSN. Both percentage analysis and an independent "t" test were used to assess the data that had been gathered. The confidence level for significance was set at 0.05. According to the statistical findings, there was a substantial disparity in the abilities of male and female primary school instructors to provide inclusive instruction for CWSN. When compared to male teachers working in Chamarajnar District, female elementary teachers demonstrated greater competences for CWSN's Inclusive Education. The 't' test further demonstrated that there was no significant difference in the competences of inclusive education among elementary school instructors with different levels of teaching experience. It has been confirmed that teachers are quite prepared to teach CWSN in regular classrooms, but there are few challenges that have an impact on the teaching and learning of these children in general classrooms. Therefore, it is important to give teachers the

proper training to deal with the diverse needs of the learners, apply appropriate individualised pedagogy, and use appropriate assessment systems. In an inclusive school, all students must be taught in a class by the same instructor. It is the duty of the school to offer a flexible curriculum that all pupils, including CWSN, can use. To ensure that kids learn successfully and accomplish to the best of their abilities, it is crucial for elementary schools to offer supportive experiences.

**Keywords:** Competencies, Inclusive Education, Children with Special Needs, Elementary, Teachers.

## INTRODUCTION

According to the Oxford Dictionary, competency is "a skill that one needs in a particular employment or for a certain task." The teaching profession is one that is performance-based. A student's achievement is frequently used to gauge a teacher's productivity or effectiveness. Competence is a psychological notion that is described as an organism's capacity for productive environmental interaction. The goal of inclusion is to mainstream education by removing obstacles that prevent all students from attending the same school, regardless of their physical or intellectual capabilities. There are about 1000 million people in India, 200 million of whom attend school, and 30 million of whom need special education. Increased participation in learning, engagement with cultures and communities, and a reduction in exclusion from and within the educational system are viewed as key components of inclusion, which is a process for addressing and meeting the diverse needs of all learners (Booth, 1996). With a shared vision that includes all children of the proper age range and the conviction that it is the duty of the regular system to

educate all children, it entails changes and adaptations in content, approaches, structures, and techniques.

The book “Inclusive Teaching Competence” covers all of the theoretical and practical facets of inclusive education that are necessary to advance fair and sustainable educational practises and society at large. The usefulness of a professional competency-building self-instructional package in helping B.Ed teacher candidates understand inclusive education principles was examined by Eduru (2015). A competency scale was created by the researcher to evaluate achievement and competency. The study’s findings demonstrate a strong correlation between knowledge and professional competency, and teacher test results both before and after the professional competency package’s deployment greatly improved. In 2019, Tripathi and Kapri conducted research on secondary school teachers’ opinions of inclusive education in India. According to this study, female instructors were more supportive of inclusive education than male teachers. Sharma (2019) investigated the attitudes of teachers and head teachers towards inclusive education, and the findings showed that there are no appreciable gender differences in these attitudes. Sharma and Tyagi (2018) investigated the relationship between elementary teachers’ self-concept and their ability to instruct. In numerous research, it was discovered that women are more capable and skilled, adaptable, adaptive, and creative. Patel (2016) examined a study on the teaching abilities of primary school teachers, and the findings showed that there are no differences in teaching abilities between male and female teachers. It has been shown that both have comparable teaching skills. Researchers Kusuma and Ramadevi (2013) looked at the abilities of teachers in inclusive education. The inclusive education initiative will increase community awareness as teachers become more assured and skilled. According to the aforementioned studies, no research has been done on the inclusive competences that primary school teachers in Chamaraj Nagar believe are necessary to make their classrooms more inclusive.

#### NEED OF THE STUDY

In an inclusive school, all students must be taught in a class by the same instructor. It is the duty of the school to offer a flexible curriculum that all pupils, including CWSN, can use. It is crucial that the school offers

enabling experiences to help kids succeed in their academic endeavours and reach their full potential. This is only achievable if the teachers change their curricula to take into account the diversity present in an inclusive classroom. In recent years, educators, policymakers, researchers, and economists have paid close attention to Indian classrooms and schools as a result of the growing emphasis on inclusion. Implementing policies and programmes that are effective in achieving the aim of education for all through inclusive education is the primary responsibility of educators, administrators, social service organisations, and parents. Behavior modifications demonstrate teachers’ readiness to alter the curriculum to accommodate children with special needs, which over time will influence teachers’ cognitive and affective attitudes. The only way to implement inclusive education in the classroom is to enhance teachers’ knowledge and attitudes. Training teachers in competencies and skills is crucial, particularly for CWSN inclusive education. To ensure that everyone has access to education, the Indian government has launched numerous laws and programmes. Children with specific needs are given special attention in integrated education, special education, and inclusive education. All young learners, including those with and without impairments, are expected to be able to learn together through access to common pre-schools and schools with the necessary infrastructure of support services. The goal of this study is to determine how elementary school teachers in the Chamaraj Nagar District assess their own and other teachers’ competencies for inclusive education for children with special needs in relation to gender and prior teaching experience.

#### STATEMENT OF THE PROBLEM

The problem identified by the researcher is as follows: “Elementary School Teachers’ Competencies towards Inclusive Education for Children with Special Needs in Chamaraj Nagar District”

#### PURPOSE OF THE STUDY

The aim of this research is to know the opinion of teachers’ towards inclusive competencies towards inclusive education for Children with Special Needs in Chamaraj Nagar District and also know the differences

in the Inclusive Competencies with regard to sex and teaching experience.

Inclusive Competencies towards Inclusive Education for Children With Special Needs in Chamarajnar District.

**OBJECTIVES OF THE STUDY**

1. To study the opinion of elementary teachers about inclusive competencies towards inclusive education for children with special needs in Chamarajnar district.
2. To find out the differences between elementary male and female teachers’ Inclusive Competencies towards Inclusive Education for Children With Special Needs in Chamarajnar District.

**RESEARCH HYPOTHESES**

1. There is no significant difference between elementary male and female teachers’ Inclusive Competencies towards Inclusive Education for Children With Special Needs in Chamarajnar District.
2. There is no significant difference between less and more experienced elementary teachers’

**METHODOLOGY**

The goal of this study is to determine how elementary school teachers in the Chamarajnar District assess their own and other teachers’ competencies for inclusive education for children with special needs in relation to gender and prior teaching experience. The researcher used a descriptive survey strategy that included a qualitative and quantitative approach. 23 primary school teachers from Chamarajnar district, Karnataka, who work in elementary schools make up the sample for this study. The researcher created a test called the Teacher Competence Scale towards Inclusive Education, which was used to assess elementary teachers’ perceptions of their inclusive education competencies for CWSN. Both percentage analysis and an independent “t” test were used to assess the data that had been gathered. The confidence level for significance was set at 0.05.

**DATA ANALYSIS AND INTERPRETATION**

Aggregate Percentage Analysis

Table-1: Table shows the opinion of elementary school teachers on Inclusive Competencies towards Inclusive Education for CWSN.

Sl. No.	Statement	Aggregate	
		Number	Percentage
1.	Professional Knowledge	15	53.88
A	Basic Qualification	16	67.38
B	In-service Training programme	13	40.38
2.	Classroom Management	18	77.33
A	Love and Care	19	80.86
B	Seating Arrangement	19	82.60
C	Teachers Preparation	18	79.73
D	Teaching Material	12	52.15
E	Evaluation Process	21	91.30
3.	Collaboration	17	74.16
A	Teachers Integration	16	69.57
B	Peer Group Learning	22	97.13
C	Pooling of Resources	13	55.10
D	Collaborative Teaching	14	59.14
E	Parents-Teachers Interaction	21	89.87
4.	Assessment and Evaluation (Modes of Evaluation and Generalization)	15	66.96
5.	Instructional Techniques	6	27.18
6.	Individual and Adaptive Instructions	21	89.90
7.	Assistive Technology	11	44.34

The said table-1 shows elementary school teacher’s competencies towards Inclusive Education for CWSN making more Inclusive based on average percentage. This table concludes that out of the 23 elementary school teachers, it is confirmed that inclusive competencies

- with regard to profession knowledge, 16 (67.38%) of the elementary school teachers agreed to have Basic qualification and 13 (40.38%) elementary school teachers agreed to have In-service training programme as an attempt to make CWSN are more Inclusive.
- with regard to classroom management, 19 (80.86%) elementary school teachers agreed to have Love and Care, 19 (82.60%) elementary school teachers agreed to have seating arrangement, 18 (79.73%) elementary school teachers agreed to have preparation, 12 (52.15%) elementary school teachers agreed to have teaching material and 21 (91.3%) elementary school teachers agreed to have evaluation process as an attempt to make CWSN more Inclusive.
- With regard to Collaboration, 16 (69.57%) elementary school teachers agreed to have teacher integration, 22 (97.13%) elementary school

teachers agreed to have peer group learning, 13 (55.10%) elementary school teachers agreed to have pooling of resources, 14 (59.14%) elementary school teachers agreed to have collaborative teaching, and 21 (89.87%) elementary school teachers agreed to have parents-teacher interaction as an attempt to make CWSN more inclusive.

- with regard to assessment and evaluation, 15 (66.96%) elementary school teachers agreed to have assessment and evaluation as an attempt to make CWSN more Inclusive.
- with regard to instructional techniques, 6 (27.18%) elementary school teachers agreed to have instructional techniques as an attempt to make CWSN more Inclusive.
- with regard to individual and adaptive instructions, 21 (89.9%) elementary school teachers agreed to have individual and adaptive instructions as an attempt to make CWSN more Inclusive.
- with regard to assistive technologies, 11 (44.34%) elementary school teachers agreed to have assistive technology as an attempt to make CWSN more Inclusive.

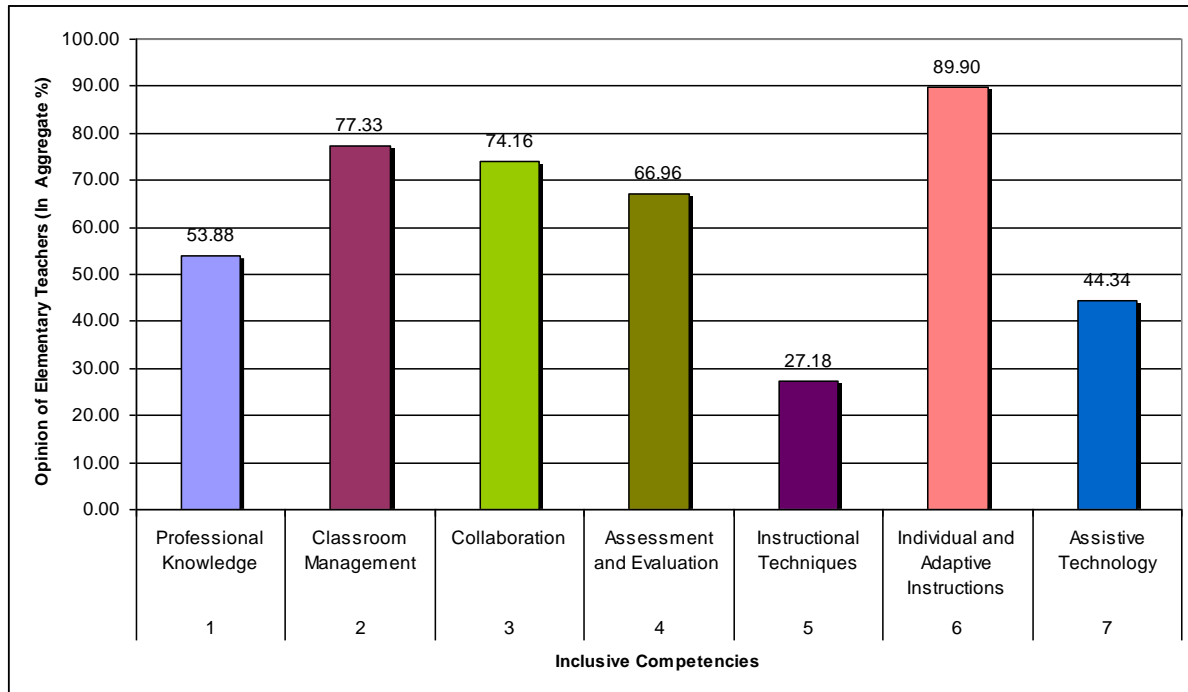


Fig.1: Opinion of elementary school teachers’ on Inclusive Competencies towards Inclusive Education for CWSN.

**Inferential Analysis**

For the present investigation, the researcher utilized independent ‘t’ test analysis was used to know the overall inclusive competencies perceived by

elementary school teachers serving in Chamarajnarag towards Inclusive Education for CWSN an attempt make more inclusive. The level of significance was fixed at 0.05 level confidence.

Table-2: Table shows sample distribution of elementary teachers working in Chamarajnarag District over gender and teaching experience and basic statistics.

Sl. No.	Variable	Groups	Frequency	Mean Scores	Standard Deviation	Standard Error Mean
1.	Gender	Male	9	35.777	9.093	3.031
		Female	14	43.642	4.877	1.303
2.	Teaching Experience	Less	13	32.666	3.774	1.258
		More	10	31.785	3.355	.896

The table-2 shows frequency, mean scores, standard deviation and standard error mean wise distribution of Inclusive Competencies towards Inclusive Education for CWSN perceived by elementary school teachers over their gender and teaching experience. The same has been represented in graphical presentation in Fig.2.

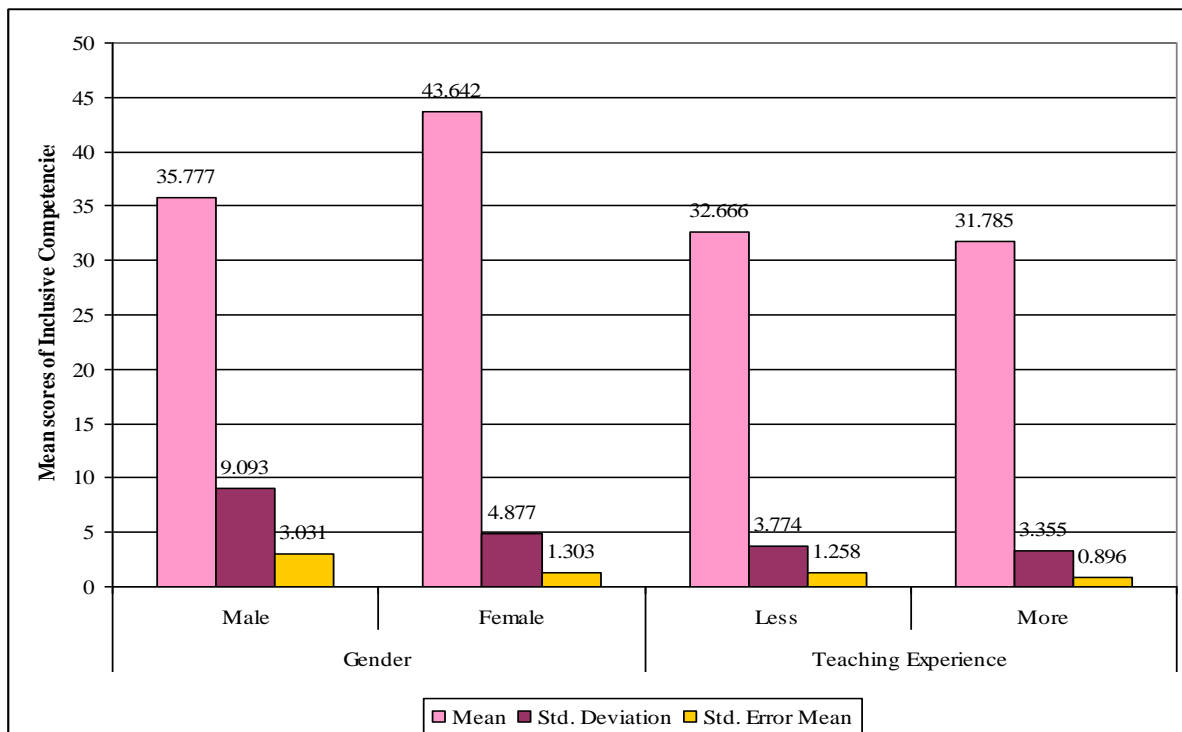


Fig.2 : Graph shows descriptive statistics on Inclusive Competencies towards Inclusive Education for CWSN over gender and teaching experience

Table-3: Table Shows ‘t’ test Results on Inclusive Competencies of Elementary Teachers towards Inclusive Education for CWSN with regard to gender.

Gender	Number of teachers	Mean Scores	Standard Deviation	‘t’ Value	Sig. Level
Male	9	35.777	9.093	2.38	*
Female	14	43.642	4.877		

\*Significance at 0.05 level

The table-3 shows that, the obtained ‘t’ value 2.38 is greater than the table value of 2.08 (df=21) at 0.05 level of significance. Hence, the stated hypothesis-1 is rejected and alternate hypothesis has been accepted that, “there is a significant difference between elementary male and female teachers’ Inclusive Competencies towards Inclusive Education for Children With Special Needs in Chamarajnapur District.” This confirms that the female teachers from elementary schools (M=43.642) had higher inclusive competencies when compared to male teachers (M=35.777) towards Inclusive Education for CWSN. The same is represented in graphical presentation in Fig.3.

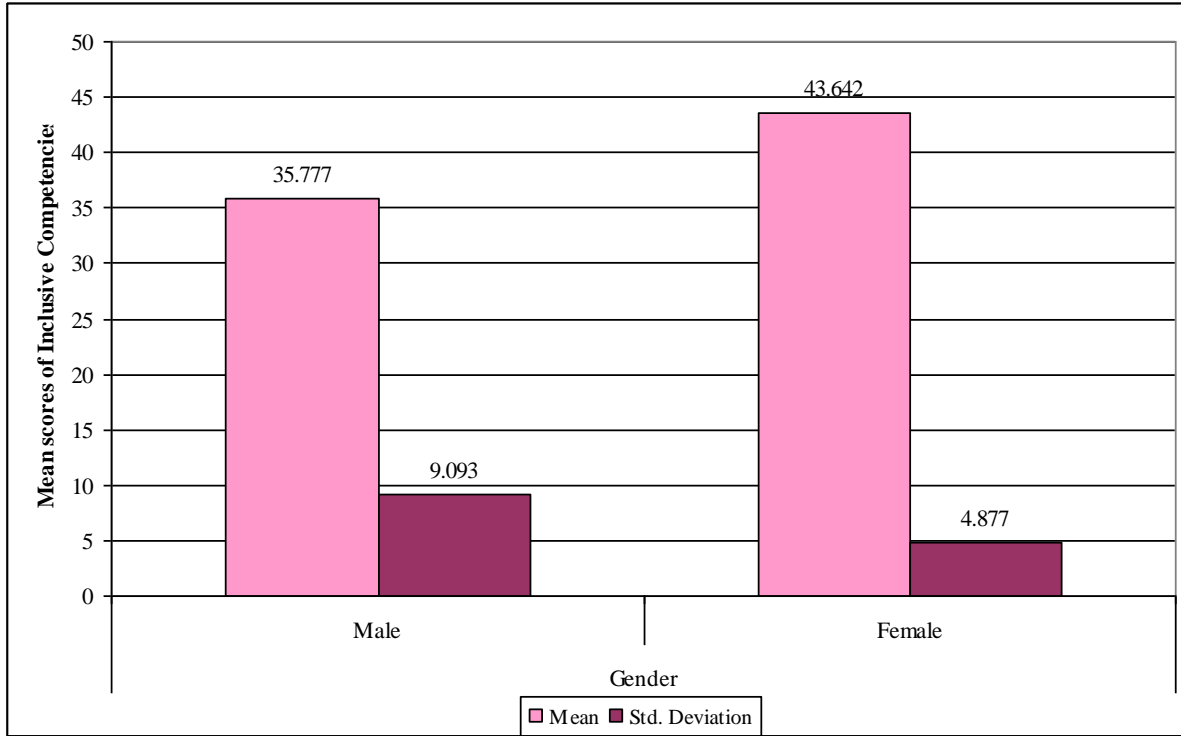


Fig.3: The bar graph shows comparison of mean inclusive competencies scores of elementary school teachers with regard to gender.

Table-4: Table shows ‘t’ test Results on Inclusive Competencies of Elementary Teachers towards Inclusive Education for CWSN with regard to teaching experience.

Teaching Experience	Number of Teachers	Mean Scores	Standard Deviation	‘t’ Value	Sig. Level
Less experience	13	32.666	3.774	1.17	NS
More experience	10	31.785	3.355		

Not Significant

The table-4 shows that, the obtained ‘t’ value 1.17 is less than the table value of 2.08 (df=21) at 0.05 level of significance. Hence, the stated hypothesis-2 is accepted that, “There is no significant difference between less and more experienced elementary teachers’ Inclusive Competencies towards Inclusive Education for Children With Special Needs in Chamarajnapur District.” This confirms that elementary teachers’ teaching experience does not affect on inclusive competencies towards Inclusive Education for CWSN. The same is represented in graphical presentation in Fig.4.

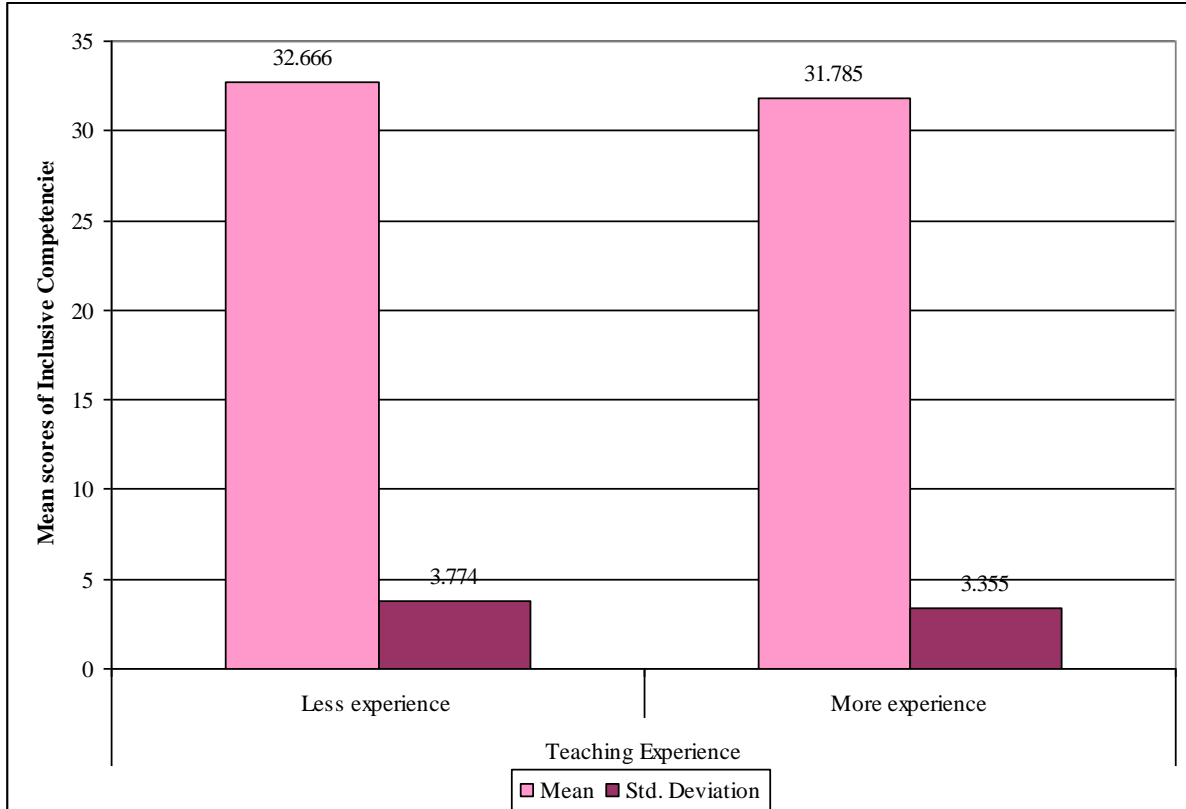


Fig.4: The bar graph shows comparison of mean inclusive competencies scores of elementary school teachers with regard to teaching experience

### FINDING

1. From the percentage analysis, it was found that majority of teachers have inclusive competencies regarding Individual and Adaptive Instructions 21 (89.9%); classroom management 18 (77.33%), Collaboration 17 (74.16%); Assessment and Evaluation 15 (66.96%), Professional Knowledge 15 (53.88%); Instructional Techniques (27.18%) Assistive Technology 11(44.34%) as an attempt to make CWSN more inclusive in Chamarajnagar District.
2. There was a significant difference between elementary male and female teachers' Inclusive Competencies towards Inclusive Education for Children With Special Needs in Chamarajnagar District.
3. There was no significant difference between less and more experienced elementary teachers' Inclusive Competencies towards Inclusive Education for Children With Special Needs in Chamarajnagar District.

### CONCLUSION AND EDUCATIONAL IMPLICATIONS

The inferential analysis revealed a substantial difference between male and female elementary teachers' inclusive abilities. When compared to male teachers, female teachers practise inclusiveness more frequently. The ability of elementary teachers to make CWSN more inclusive in Chamarajnagar District is unaffected by their prior teaching experience. According to the research's findings, it is suggested that in-service trainings be planned that are supported by approaches, methods, and tactics that involve disadvantaged children in educational activities as well as inclusive training for teachers to help them acquire inclusive competences. In order to make Inclusive Education for CWSN more inclusive with other aspects that are not studied in the present study, more research is absolutely necessary to discover the barriers.

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