

meet the special needs of all children with and without disabilities. For children with disabilities, education will support their inclusion into regular education through the application of methods, techniques and specific material. Inclusion requires a lot of struggle and commitment to overcome all types of barriers mainly attitudinal and social.

Teachers are the key to the success of inclusive education programme. For making inclusive education programme effective, it is generally agreed that the school personnel will be more responsible that is, mainstream teachers should be receptive to the principles and demands of inclusion. Even though inclusive classrooms are a wonderful concept, it becomes a challenge for the teachers to find balance to serve the students, across the educational and developmental spectrum, ranging from typically developing student to severe and profoundly disable students.

This paper explores the problems faced by the teachers of primary schools while practicing inclusive education in regular classrooms.

Objectives of the Study

- To find out the problems faced by teachers of primary schools in inclusive educational setting.
- To suggest effective strategies for handling the needs of students with learning disabilities in classroom.

Method

The study followed survey method for collecting data.

Sample

Sample for the present study consisted of 35 teachers working at various primary schools of Kozhikode district. Purposive sampling was used to select the sample. The teachers working under inclusive educational setting were selected.

Tool Used

To measure the variable, 'Questionnaire on Problems Faced by Teachers' in inclusive educational setting developed by the

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Inclusive: Slogan and Practice— Problems Faced by Primary School Teachers

Niranjana K P, Fathima Jaseena M. P. M & Bindu T. V

In recent decades, the integration of children with special educational needs in the ordinary school has been a key topic in special education. The concept of inclusion has emerged from the ideas of providing equal opportunities to all children keeping in mind the diverse nature of their individual needs. Inclusion promotes quality and equity education for all, without any type of barrier or exclusion, including those who may be potentially marginalized due to disability, gender, emotional or behavioral problems, family background, ethnicity, giftedness, migrants, poverty, hearing or visual impairment, language delay, among others (UNESCO, 1994). Inclusion is a concept that sees children with diverse abilities as full time participants in and as members of their neighborhood schools and communities.

Inclusive education is a flexible and individualized support system and is provided in regular schools, committed to an appropriate education for all. Inclusive Education recognizes and responds to the diversity of the children's needs and abilities including in their ways and pace of learning. The real challenge of inclusive education is to

investigators was used. Questions related to various problems faced by teachers in inclusive educational setting were included in the questionnaire.

Statistical Technique

Percentage analysis was used for analyzing the problems faced by primary school teachers in inclusive educational setting.

Analysis and Discussion

The percentage of responses on various problems faced by teachers in inclusive educational setting is presented in table 1.

Table 1
Percentage of responses on problems faced by teachers in inclusive educational setting

Sl. No.	Problem Areas	Percentage
1.	Inadequate Training and experience of Teachers	100
2.	Learner Based challenges	87
3.	Rigidity of curriculum	27
4.	Inadequate resources	73
5.	Attitude of peers	44
6.	Attitude of parents of normal children	60
7.	Class Management	50
8.	Same evaluation tools and techniques	97
9.	Shortage of time	84

Table 1 shows that all teachers (100%) opined that inadequate training and experience of the teachers to handle children with learning disabilities is the major problem faced in inclusive educational setting. 87 percent of teachers opined that learner based challenges is a hindrance in inclusive educational setting. Individual differences in inclusive classroom create difficulties for the teachers. The pace of learning of normal children and challenged students are not same. The challenged need more attention than the normal children and learners with different disabilities require different support.

Out of the sample only 27 percent of teachers pointed out that rigidity of curriculum as a problem in inclusive setting. The curriculum lacks the required flexibility to cater the needs of challenged students. While considering the matter of availability of resources, 73 percent of teachers opined that physical aspects such as inaccessible

classrooms to students with wheel chair, overcrowded classrooms, lack of resources such as Braille and large print etc. stand in the smooth functioning of inclusive classrooms. The lack of facilities and teaching materials are another important impediment to the implementation of inclusive education.

While analyzing the problem of attitude of peers and parents of normal children, the table shows that the responses of teachers for these items were 44 percent and 60 percent respectively. According to their perception the negative attitude of peers and parents of normal children also create problems in inclusive educational setting. 50 percent of the teachers opined that managing classroom in inclusive educational setting is a tedious task for the teachers. They opined that misbehavior of the students with special needs create disciplinary problems in the classroom.

Majority of the teachers (97%) opined that using same tool and techniques for evaluating normal and challenged students affects the interpretation of results of students and their further studies. 84 percent of teachers responded that shortage of time as a problem in inclusive education setting. It is a drastic challenge to the teachers to their own competency to teach the students in a short time span giving individual attention to children with learning difficulties.

Conclusion and Suggestions

An analysis made to understand the problems faced by primary school teachers in inclusive educational setting supports that accommodation of a wide range of students in the same classroom gives teachers many challenges. Among the problems, lack of training and experience of teachers, learner based challenges, inadequate resources, shortage of time and same evaluation tools and techniques are the major problems faced by primary school teachers in inclusive educational setting. The foremost problem to be solved in inclusive educational setting is the shortage of inclusive teacher training programmes. It is essential that inclusive classrooms should have skilled and trained teachers.

Teacher preparation programmes should include subjects which helps prospective teachers to be sensitive to the needs of challenged

students and to implement learning strategies according to the individual differences in an inclusive educational setting. Special educators should assist regular teachers in planning and teaching children with special needs. Inaccessible environment, lack of support from teachers and school make most of the learners drop out of school. The facilities in the schools need to work focusing on the needs of children with varying competencies in order to bring about inclusion in its true sense. Children without difficulties should be taught to accept and value the personality of their disabled peers. Administrators and policymakers need to make efforts to formulate adjusting curriculum, assessment practices, teaching styles and physical environment to provide for the needs of all students with and without disabilities.

Inclusive Education welcomes and values every child regardless of ability or disability so that education seeks to everybody but the present status is such that it seeks to nobody.

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Transformational Leadership for Humanizing Inclusive Education

Dr. Reena George & Paul P. Raphael

Humanistic Education is an approach to education that places a strong emphasis on the Socio-emotional aspects of the individual. 'Humanistic way of understanding human behaviour' is the backbone of it. The major exponents of this approach are Abraham Maslow, Carl Rogers, Arthur Combs etc. Humanists accept man as a bio-psycho-social organism. According to them every human being has a basic need to develop his/her potential to the fullest, to progress beyond what he/she is now. For humanizing education of children with special needs, we have to develop inclusive education system. Inclusion is the major challenge facing educational systems around the world. In India, we have accepted the maxim 'education for all'. But it is not yet realized. In the present scenario our country particularly in the state of Kerala efforts are being made by the government to provide increased grant/aid for special schools. But government has to promote inclusive education also. Every child has a fundamental right, and must be given the opportunity to achieve and maintain an acceptable level of learning.

Leadership is a highly sought-after and highly valued one in all societies. The presence of a good leader will make progress in the