

ATTITUDE OF TEACHERS TOWARDS CHILDREN WITH SPECIAL NEEDS IN RELATION TO ORGANIZATIONAL CLIMATE AND CURRICULAR ADAPTATIONS

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ABSTRACT

The present research paper explored the relationship of Attitude of Teachers towards Children with Special Needs with Organizational Climate and Curricular Adaptations. The sample was selected with the help of two sampling techniques i.e. simple random sampling technique for the selection of twenty five (25) Government Schools of Chandigarh (U.T.) and systematic sampling technique for the selection of 300 Government teachers. Three tools were used for the collection of the data i.e. Standardized tool for Organizational Climate whereas self developed tools for Curricular Adaptations and Attitude of Teachers towards Children with Special Needs. The results of the study indicated that there was positive and significant relationship of Organizational Climate and Curricular Adaptations with Attitude of Teachers towards Children with Special Needs.

KEYWORDS: Children with Special Needs, Organizational Climate, Curricular Adaptations, Attitude, Teachers

INTRODUCTION

An influential instrument for social change is education which is inseparable part of human life. Education not only helps in getting information about various things but also enables a person to be familiar with the surroundings (Rury, J. L. 2016). It enables a person to become a responsible citizen as well as productive for society/nation. A person will be able to make the most of his/her capabilities/potentialities with the help of education only. The foremost duty of the state is to provide opportunities of education for all the citizens of the country including those with disabilities.

The responsibility of providing quality of education to children with special needs in inclusive classroom at par with the other children lies on the shoulder of teachers. The teachers are required to have positive attitude towards children with special needs for inculcation of maximum potential among all the children. A teacher has the responsibility of creating healthy environment in inclusive classrooms in which children with special needs along with other students can show their full potential (Virk, J., Arora, A. & Sood, R. S. 2010).

ORGANIZATIONAL CLIMATE

Teachers utilize their capabilities to the maximum level if their requirements are met by the school organization on time. Working abilities of teachers are affected by the school organization. The strong relationships among all the school members create pleasant school Organizational Climate. A friendly and co-operative working climate helps in accomplishment of school organizational goals (Rose, A. J. F. 2012). In a school, where all members co-operate with each other, achieve the educational goals better than those schools where members work individually rather than together.

CURRICULAR ADAPTATIONS

Curricular Adaptations are known as the modifications and accommodations for fulfilling the educational requirements of all the students in inclusive classrooms. They are necessary for making teachers as well as students comfortable during teaching-learning process in inclusive classroom (Diagnostic Centers, California Southern, Northern, Central). The diverse Curricular Adaptations include curriculum adaptations, co-curricular adaptations, physical infrastructural facilities, innovative teaching methods and techniques etc.

REVIEW OF LITERATURE

Ramu, K. (2016) investigated on 500 mainstreamed teachers to know their perspective towards children with special needs. The findings revealed that female mainstreamed teachers possessed more positive attitude towards Children with Special Needs as

compared to their male mainstreamed teachers. Teachers urged that basic skill training to Children with Special Needs is need of the hour.

Barbra, M., & Joyline, N. (2014) studied teachers' perceptions towards children with mental disabilities into the regular classroom. The study was carried out on fifty respondents from five schools selected through stratified random sampling technique. The study revealed that teachers favoured inclusion of Children with mental disabilities in the regular classrooms but showed ignorance towards specific educational needs of such children. The teachers expressed that all the necessary support i.e. support from special educators, administration, members of the school etc. is needed to empower teachers as well as the children with mental disabilities in inclusive schools.

Babu, A., & Kumari, M. (2012) studied the effect of Organizational Climate existed in the schools on teacher effectiveness. The sample consisted of 100 teachers. The results of the study revealed that teacher effectiveness was directly impacted by Organizational Climate. Teachers were found to be more effective where open Organizational Climate was existed as compared to the teachers who were working under closed Organizational Climate conditions.

Goel, R. (2012) investigated on 196 residential schools teachers and 218 non-residential schools teachers to know the Organizational Climate and teacher effectiveness. The findings of the study revealed that there was better Organizational Climate in residential schools than non-residential schools. The study further revealed that teacher effectiveness was found more in residential schools in comparison to the non-residential schools.

Kurth, J.A. & Keegan, L. (2012) investigated on different adaptations developed by teachers to meet the educational requirement of children with special needs. The authors independently reviewed the curricular adaptations developed by the teachers in the schools. The researchers found that the teachers lower the reading level and minimizes the span of classroom assignments for children with special needs.

Stevens, B., Everington, C., & Kozar-Kocsis, S. (2002) studied curricular modifications made by teachers for disabled children. The sample of the study consisted of forty-two

elementary teachers. The result of the study indicated that teachers frequently made curricular adaptations for disabled children.

SIGNIFICANCE OF THE STUDY

The success of any inclusive educational institution mostly depends upon the Organizational Climate and Curricular Adaptations in reference to attitude of teachers towards children with special needs. The present study is significant as it will reveal the attitude of teachers towards children with special needs as these children get education in inclusive classroom with general children from the same teacher. It will also reveal about the prevailing Organizational Climate and will explore the Curricular Adaptations required for Children with Special Needs in Government schools of Chandigarh (U.T.).

For the above purpose the researchers decided to conduct research study on “Attitude of Teachers towards Children with Special Needs in Relation to Organizational Climate and Curricular Adaptations.”

OBJECTIVES

1. To study the significant relationship of Organizational Climate with Attitude of Teachers towards Children with Special Needs.
2. To study the significant relationship of Curricular Adaptations with Attitude of Teachers towards Children with Special Needs.
3. To study the significant relationship of Organizational Climate with Curricular Adaptations in view of Teachers.
4. To study the significant effect of Organizational Climate and Curricular Adaptations on Attitude of Teachers towards Children with Special Needs.

HYPOTHESES

1. There will be no significant relationship of Organizational Climate with Attitude of Teachers towards Children with Special Needs.
2. There will be no significant relationship of Curricular Adaptations with Attitude of Teachers towards Children with Special Needs.

3. There will be no significant relationship of Organizational Climate with Curricular Adaptations in view of Teachers.
4. There will be no significant effect of Organizational Climate and Curricular Adaptations on Attitude of Teachers towards Children with Special Needs.

DELIMITATIONS OF THE STUDY

1. The study was delimited to 300 Teachers (150 Males and 150 Females) of Government Schools of Chandigarh (U.T.).
2. The study was delimited to three variables only i.e. Organizational Climate, Curricular Adaptations and Attitude of Teachers towards Children with Special Needs.

SAMPLE

Selection of Government Schools: Twenty-five Government Schools of Chandigarh (U.T.) were selected out of total 115 Government Schools through simple random sampling technique.

Selection of Teachers: The sample of 300 Teachers was selected with the help of systematic random sampling technique in which 150 were Female Teachers and 150 were Male Teachers. Six Male and six Female teachers were selected from each selected school.

TOOLS

1. Six point Likert Scale on Attitude of Teachers towards Children with Special Needs was developed by the researchers.

Table No.1

Distribution of Scores for Teachers' Attitude towards Children with Special Needs

Scores	Attitude of Teachers towards Children with Special Needs
Below 72	Highly Negative
72-89	Negative
90-107	Neutral
108-125	Positive
Above 125	Highly Positive

2. Organizational Climate Inventory used by A. Beaula (2007).

Table No. 2

Distribution of Scores for Organizational Climate Inventory

Scores	Type of Organizational Climate
Below 90	Controlled/Autocratic Climate
90-126	Moderately Open Climate
Above 126	Open/Democratic Climate

3. The researchers developed a checklist on Curricular Adaptations.

Table No. 3

Distribution of Scores for Curricular Adaptations

Scores	The degree of Curricular Adaptations
Below 37	Less Adaptations
37-65	Not sufficient Adaptations
Above 65	High Adaptations

STATISTICAL TECHNIQUES

The following statistical techniques were used to analyse the data:

1. Mean was applied to study the general nature of scores for the different variables.
2. Correlation was computed to find out the significant relationship of Organizational Climate and Curricular Adaptations with Teachers' Attitude towards Children with Special Needs.
3. Regression was applied to know the significant effect of Organizational Climate and Curricular Adaptations on Teachers' Attitude towards children with special needs.

RESULTS

Table No. 4

Attitude of Teachers towards Children with Special Needs and their view on Organizational Climate and Curricular Adaptations

Respondents	N	Mean Score for Attitude towards Children with Special Needs	Mean Score for Organizational Climate	Mean Score for Curricular Adaptations
Male Teachers	150	91.89	118.63	53.24
Female Teachers	150	86.15	115.52	52.44

Table No. 4 indicates mean scores for the variables Teachers' Attitude towards Children with Special Needs, Organizational Climate and Curricular Adaptations. The value of Mean was 91.89 and 86.15 for Male and Female teachers respectively for Teachers' Attitude towards Children with Special Needs. As per the scoring pattern of the Likert Scale on Teachers' Attitude towards Children with Special Needs, the Male Teachers possessed neutral Attitude whereas Female Teachers possessed slightly negative Attitude towards Children with Special Needs.

The Mean values for Organizational Climate were 118.63 and 115.52 for Male and Female Teachers respectively. The statistical values and the scoring pattern of the

Organizational Climate Inventory indicated that moderately open Climate was existed in the Government schools of Chandigarh (U.T.) as per the view of Male and Female Teachers.

The Mean values for Curricular Adaptations were 53.24 and 52.44 for Male and Female Teachers respectively. The scores revealed that as per Female and Male Teachers there was no sufficient Curricular Adaptations for Children with Special Needs in Government inclusive schools of Chandigarh (U.T.).

Table No. 5

Relationship of Attitude of Teachers towards Children with Special Needs with Organizational Climate

Respondents	Mean score for Attitude towards Children with Special Needs	Mean score for Organizational Climate	r	p-value
Male Teachers	91.89	118.63	0.422	0.000**
Female Teachers	86.15	115.52	0.461	0.000**

*significant at 0.05 level

**significant at 0.01 level

Table No. 5 shows the correlation between Attitude of Teachers towards Children with Special Needs and Organizational Climate. The calculated correlation values between the Organizational Climate and Attitude of Teachers towards Children with Special Needs as per both the respondents i.e. Male Teachers and Female Teachers were 0.422 and 0.461 respectively. The p-value was 0.000, which showed positive and significant correlation at the 0.01 level of significance.

Thus, the H_{01} “There will be no significant correlation between Organizational Climate and Attitude of Teachers towards Children with Special Needs” stands rejected for Male Teachers and Female Teachers.

Hence, it is concluded that democratic Organizational Climate is needed for pragmatic attitude among teachers towards Children with Special Needs.

Table No. 6**Relationship between Attitude of Teachers towards Children with Special Needs and Curricular Adaptations**

Respondents	Mean score for Attitude towards Children with Special Needs	Mean score for Curricular Adaptations	r	p-value
Male Teachers	91.89	53.24	0.594	0.000**
Female Teachers	86.15	52.44	0.343	0.000**

*significant at 0.05 level

**significant at 0.01 level

Table No. 6 shows the correlation between Attitude of Teachers towards Children with Special Needs and Curricular Adaptations. The calculated correlation values between Curricular Adaptations and Attitude of Teachers towards Children with Special Needs were 0.594, 0.342 and p-values were 0.000 respectively for both the respondents i.e. Male Teachers and Female Teachers which revealed positive and significant correlation at the 0.01 level of significance.

Hence, the H_{02} “There will be no significant correlation between Curricular Adaptations and Attitude of Teachers towards Children with Special Needs” is rejected for Male Teachers and Female Teachers at the 0.01 level.

Therefore, the above results exhibited that Curricular Adaptations had positive effect on Teachers’ Attitude towards Children with Special Needs. Thus it can be said that proper Curricular Adaptations leads to positive Attitude towards Children with Special Needs among Male and Female Teachers.

Table No. 7**Relationship between Organizational Climate and Curricular Adaptations**

Respondents	Mean score for Organizational Climate	Mean score for Curricular Adaptations	r	p-value
Male Teachers	118.63	53.24	0.629	0.000**
Female Teachers	115.52	52.44	0.578	0.000**

*significant at 0.05 level

**significant at 0.01 level

Table No. 7 shows the correlation between Organizational Climate and Curricular Adaptations. The correlation values between Organizational Climate and Curricular Adaptations were 0.629, 0.578 whereas corresponding p-values were 0.000 and 0.000 respectively for both the respondents i.e. Male Teacher and Female Teachers. The correlation was positive and was significant at the 0.01 level of significance.

Thus, the H_{03} “There will be no significant correlation between Organizational Climate and Curricular Adaptations” is rejected for Male Teachers and Female Teachers.

Therefore, it is concluded that from the above observations that Organizational Climate and Curricular Adaptations in inclusive schools positively affect each other. Thus, it can be said that friendly Organizational Climate leads to better Curricular Adaptations in inclusive schools and democratic Organizational Climate assists in developing positive bond among all the school members.

Table No. 8

Regression analysis for Attitude towards Children with Special Needs of Male Teachers with respect to Organizational Climate and Curricular Adaptations

Variables	R	R square	F	Beta	Significance
Organizational Climate	0.59	0.352	40.65**	0.08	.346
Curricular Adaptations				0.54	.000**

*significant at 0.05 level

**significant at 0.01 level

Table No. 8 indicates the regression analysis of Male Teachers. The value of multiple correlations was found to be 0.59 where F-ratio was 40.65 with p-value 0.000. This shows that the result was significant at the 0.01 level of significance which indicated that there was significant impact of Organizational Climate and Curricular Adaptations on Male Teachers’ Attitude towards Children with Special Needs. 35.2 per cent variance in “Male Teachers’ Attitude towards Children with Special Needs” was accounted by Organizational Climate and Curricular Adaptations.

The value of Beta coefficients of Organizational Climate was 0.059 with p-value 0.510 and for Curricular Adaptations it was 0.54 with p-value 0.000. The value of Beta

coefficients was positive and significant at the 0.01 level only for Curricular Adaptations.

Therefore, the $H_{04(a)}$ “There will be no significant effect of Organizational Climate and Curricular Adaptations on Male Teachers’ Attitude towards Children with Special Needs” stands partially rejected for Curricular Adaptations and accepted for Organizational Climate in case of Male Teachers.

It revealed that proper Curricular Adaptations has more positive and significant affect on Male Teachers’ Attitude towards Children with Special Needs.

Table No. 9

Regression analysis for Attitude towards Children with Special Needs of Female Teachers with respect to Organizational Climate and Curricular Adaptations

Variables	R	R square	F	Beta	Significance
Organizational Climate	0.47	0.22	20.88**	0.39	.000**
Curricular Adaptations				0.11	.20

*significant at 0.05 level

**significant at 0.01 level

Table No. 9 depicts the regression analysis in case of Female Teachers. The calculated value of multiple correlations was found to be 0.47 where F-ratio was 20.88 with p-value 0.000. The result was significant at the 0.01 level of significance which revealed that there was significant effect of Organizational Climate and Curricular Adaptations on Female Teachers’ Attitude towards Children with Special Needs. 22 per cent variance in “Female Teachers’ Attitude towards Children with Special Needs” was accounted by Organizational Climate and Curricular Adaptations.

The Beta coefficients value of Organizational Climate was 0.39 with p-value 0.000 and for Curricular Adaptations it was 0.11 with p-value 0.20. The above observations revealed that the value of Beta coefficients was positive and significant at the 0.01 level only for Organizational Climate.

Therefore, the $H_{04(b)}$ “There will be no significant effect of Organizational Climate and Curricular Adaptations on Female Teachers’ Attitude towards Children with Special Needs” stands partially rejected for Organizational Climate whereas accepted for Curricular Adaptations for Female Teachers.

The result depicted that supporting and democratic Organizational Climate positively influences Female Attitude of Teachers towards Children with Special Needs whereas Curricular Adaptations was not found to be statistically significant predictor for Female Teachers’ Attitude towards Children with Special Needs.

CONCLUSION

Attitude of Teachers towards Children with Special Needs was positively and significantly correlated with Organizational Climate and Curricular Adaptations. This showed that democratic/co-operative Organizational Climate and sufficient Curricular Adaptations together can inculcate positive attitude among teachers towards Children with Special Needs. The study further revealed that Organizational Climate and Curricular Adaptations were significant predictors of dependent variable i.e. Attitude of Teachers towards Children with Special Needs highlighting the need of congenial Organizational Climate and proper Curricular Adaptations in Government Schools of Chandigarh (U.T.).

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