

A Study on Knowledge of Inclusive Classroom and Behavior Management Among Secondary School Teachers

Umme Salma

Ph.D, Research Scholar

Department of Education, Osmania University

Abstract

Inclusive education provides educational opportunities for children with special needs along with normal students in the regular classrooms. A teacher with good knowledge about inclusive classroom and behavior management provides a quality learning environment for the achievement of the students. Past research studies have shown that disabled children are more likely than their non-disabled peers to present behavior problems. The main aim of classroom and behavior management is to reduce misbehaviors in the classroom and successfully engage all students in teaching and learning process. Research conducted over the past 30 years confirms that classroom management is truly a core ingredient of effective teaching. As an effective classroom management affects students' success, it has to be mastered as a powerful technique by the teachers. A knowledgeable teacher in an inclusive classroom and behavior management enhance the learning for all students and creates a positive climate. Children with special needs exhibit behavior problems, including social, emotional and hyperactivity, such behavior problems can constitute a barrier to the learning in a regular classroom. Hence, it is necessary for teachers to have the knowledge to handle the inclusive classroom and manage the behavior problems of children with special needs. Therefore, the researcher has undertaken the study to investigate the Knowledge of Inclusive Classroom and Behavior Management Among Secondary School Teachers.

Key Words: Inclusive classroom, Behavior management, Children with special needs.

Introduction

Inclusive education provides educational opportunities for children with special needs along with normal students in the regular classrooms. Inclusive classroom can be defined as a class of students with special need learn together

with other students in the regular education (Vaidya, 1997). According to UNESCO (2003b) inclusion is a process of addressing and responding to the diversity of needs of all the learners through increasing participation in learning, cultures and communities and reducing exclusion within and

from education. The teacher is the most important element of an education system (Kavcar, 2005). A teacher with good knowledge about inclusive classroom and behavior management provides a quality learning environment for the achievement of the students. Classroom management can be described as a process conducted by the teacher to ensure that the instructional process in the classroom with diverse capabilities, running well despite the disruptive behavior (Hasan, Hussain, Parveen & DeSouza, 2015).

Past research studies have shown that disabled children are more likely than their non-disabled peers to present behavior problems, including social and peer problems, conduct problems and oppositional behaviors, attention difficulties and hyperactivity, and internalizing problems, and that their problems are more likely to be within the clinical range relative to their peers (Alloway, Gathercole, Kirkwood, & Elliott, 2009; Baker et al., 2003; Eisenhower, Baker, & Blacher, 2005; Emerson & Einfeld, 2010; Landa, Gross, Stuart, & Faherty, 2013). Teacher education is essential to implement the concept of inclusive education for the children with special needs, consequently it must be priorities to train all the teachers in the same way to enhance their skills and update their knowledge. A well organized inclusive classroom gives conducive learning environment for effective teaching and learning. The main aim of classroom and behavior management is to reduce misbehaviors in the classroom and successfully engage all students in teaching and learning process. Garland, Garland, Vasquez (2013); Reschly and Holdheide (2008) stated that building classroom to be conducive to learning so that can improve the academic achievement all students, who should possess the necessary skills among teachers based instruction, classroom organization and behavior management.

Effective classroom and behavior management enhance student learning and achievement thus it plays an important component role in ensuring student achievement. Managing the learning activities is a dynamic process; the teacher needs to be a careful observer, communicator and facilitator. For effective teaching a positive classroom atmosphere is to be maintained. To maintain the classroom and behavior management, teacher should focus on ability rather disability and identify the best ways to respond to diversity. Kugelmass (2004) aims to improve the inclusive classroom is academic achievement and social development of all students that are designed to accommodate the diversity of learning, behavior on student with special needs. Inclusive classroom is a place for mutual support, respect, give and take in order to establish norms (Sapon & Shevin, 2007). Classroom and behavior management is a skill to be practiced every day in a diverse classroom.

According to Marzano, Marzano, and Pickering (2003) it is common knowledge among teachers that classroom management is an essential skill for teacher survivability and student success. Unfortunately, common knowledge isn't always accurate and educators must verify hunches with objective research. Research conducted over the past 30 years confirms that classroom management is truly a core ingredient of effective teaching. As an effective classroom management affects students' success, it has to be mastered as a powerful technique by the teachers. A knowledgeable teacher in an inclusive classroom and behavior management enhance the learning for all students and creates a positive climate. Thus he/ she use a wide range of approaches and strategies and prevent disruptions in the classroom. Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in

classroom settings. The purpose of implementing classroom management strategies is to enhance prosocial behavior and increase student academic engagement (Emmer & Sabornie, 2015; Everston & Weinstein, 2006).

Children with special needs exhibit behavior problems, including social, emotional and hyperactivity, such behavior problems can constitute a barrier to the learning in a regular classroom. Hence, it is necessary for teachers to have the knowledge to handle the inclusive classroom and manage the behavior problems of children with special needs. Therefore, the researcher has undertaken the study to investigate the Knowledge of Inclusive Classroom and Behavior Management Among Secondary School Teachers.

Method and Sample

The descriptive survey method has been used in the study. Simple random method was used for

the selection of sample. A total of 200 secondary school teachers was selected randomly from 20 government schools in Hyderabad district.

Procedure

The researcher has taken a part of the tool designed for Ph.D work. The pilot study of the tool was conducted and was found to possess content validity and reliability. To measure the knowledge about inclusive classroom and behavior management among teachers, 12 multiple choice questions were developed, the score range of total statements was 12. The minimum score was "0" and the maximum score was "12". A score of "1" is given to the right answer and "0" for choosing the wrong answer. The questionnaire to measure the knowledge about classroom and behavior management was administered on the selected 200 teachers participated in the study working in 20 government schools.

Results, Findings and Discussion

Table 1.1

Mean, % of Mean, SD and Range of Total Sample

Teachers' Knowledge about Inclusive Classroom and Behavior Management					
N	Mean	% of Mean	SD	Minimum	Maximum
200	5.39	44.9%	2.012	1	9

Note: N (Number of respondents), SD (Std. Deviation).

It is observed from the Table 1.1 that the obtained mean score of teachers' knowledge about inclusive classroom and behavior management is 5.39, the % of mean is 44.9 %, SD is 2.012, the minimum score was 1 and the maximum score was 9.

It may be concluded that the obtained mean score of teachers' knowledge about inclusive classroom and behavior management is 5.39; the % of mean is 44.9 %.

Table 1.2

S.No	Statements	Correct Response	Incorrect Response
1	In order to address the undesirable behavior of a student in an inclusive classroom, the most effective method is to find out the reasons and provide appropriate remedies.	128 (64.0%)	72 (36.0%)
2	The sitting arrangement for CWSN in an Inclusive classroom should be provided along with other normal children.	160 (80.0%)	40 (20.0%)
3	In an inclusive classroom, resourceful teacher means; the teacher who have adequate knowledge to address the problems of the students.	165 (82.5%)	35 (17.5%)

The table 1.2 presents that, out of the 200 teachers participated in the study, the majority 165 (82.5%) teachers were responded correctly about addressing the undesirable behavior of a student. Followed by 160 (80.0%) teachers gave the correct response about sitting arrangement for CWSN in an Inclusive classroom and 128

(64.0%) teachers gave the correct response about the meaning of resourceful teacher in an inclusive classroom.

It may be concluded that the majority 165 (82.5%) of teachers in the study responded correctly on addressing the undesirable behavior of a student in an inclusive classroom.

Table 1.3

S.No	Statements	Correct Response	Incorrect Response
4	The primary focus of teachers in teaching inclusive schools should, be focused on ability rather disability and identify the best ways to respond to diversity.	95 (47.5%)	105 (52.5%)
5	A student with Attention Deficit Hyperactivity Disorder (ADHD) is having serious difficulty on a long term writing assignment. The teacher should break down the writing assignment into smaller and manageable parts.	84 (42.0%)	116 (58.0%)
6	A child with epilepsy in a classroom, if he gets seizure (fits), the teacher first remove objects which can pose danger to him.	88 (44.0%)	112 (56.0%)
7	In children with mild mental retardation, which factor can develop significant influence in fostering self advocacy and independence, when encouraging the children with mild mental retardation to develop interpersonal relationship with and without CWSNs.	93 (46.5%)	107 (53.5%)

The table 1.3 reveals that, out of the 200 teachers participated in the study, 95 (47.5%) teachers responded correctly about the primary focus of teachers in teaching inclusive schools should be focused on ability rather disability and identify the best ways to respond to diversity. Followed by 93 (46.5%) teachers responded correctly about children with mild mental retardation, the contributing factor to develop significant influence in fostering self advocacy and independence. Whereas 88 (44.0%) teachers answered correctly about a child with epilepsy in a classroom, if

he gets seizure (fits), and 84 (42.0%) teachers responded correctly about managing a student with Attention Deficit Hyperactivity Disorder (ADHD) with serious difficulty on a long term writing assignment.

It may be concluded that 95 (47.5%) teachers responded correctly about the primary focus of teachers in teaching inclusive schools should be focused on ability rather disability and identify the best ways to respond to diversity.

Table 1.4

S.No	Statements	Correct Response	Incorrect Response
8	A regular school is implementing a positive behavioral support program for CWSNs, the principle of behavior theory is supporting this educational practice is Reinforcement.	64 (32.0%)	136 (68.0%)
9	A teacher can develop social values in an inclusive school by behaving ideally.	54 (27.0%)	146 (73.0%)
10	How can a teacher manage a hyperactive child in an inclusive classroom by giving him tasks of cleaning the blackboard.	49 (24.5%)	151 (75.5%)
11	A 9 th grade student often disturbs the class by tapping loudly on the bench or stomping his feet on the floor. The teacher asked him to stop his disturbing behavior. Student's self management skills in regular classroom can develop by using visual cue up on disturbing behavior in the classroom.	46 (23.0%)	154 (77.0%)
12	A child from a disorganized family experience difficulty more during the lesson presentation if it is well structured.	53 (26.5%)	147 (73.5%)

The table 1.4 reveals that, out of the 200 teachers participated in the study, 64 (32.0%) teachers responded correctly about regular school is implementing a positive behavioral support program for CWSNs, followed by 54 (27.0%) teachers answered correctly on developing social values in an inclusive school by behaving ideally and 53 (26.5%) teachers answered correctly about a child from a disorganized family experience difficulty more during the lesson presentation, while 46 (23.0%) teachers responded correctly on managing a student with disturbing behavior in classroom by using visual cue up on disturbing behavior of the student.

It may be concluded that out of the 200 teachers participated in the study, 64 (32.0%) teachers responded correctly about regular school is implementing a positive behavioral support program for CWSNs.

Findings and Discussions

The obtained mean score of teachers' knowledge about inclusive classroom and behavior management is 5.39, the % of mean is 44.9 %. In the present study, 44.9% of teachers responded correctly on inclusive classroom and behavior management, Pettit, Bates, & Dodge (1993) noted that some teachers are inadequately trained to deal with students with behavior problems and may actually exacerbate the misbehavior. The majority 165 (82.5%) of teachers participated in the study responded correctly on addressing the undesirable behavior of a student in an inclusive classroom. Teachers' responses and classroom procedures differ from classroom to classroom depending on the personal consideration of a teacher (Martin, Yin & Baldwin, 1998).

It is found that 95 (47.5%) teachers responded correctly about primary focus of teachers in teaching inclusive schools should be focused on ability rather disability and identify the best ways to respond to diversity. It is found that only 54 (27.0%) teachers answered correctly on developing social values in an inclusive school by behaving ideally and 53 (26.5%) teachers answered correctly about a child from a disorganized family experience difficulty more during the lesson presentation. Teachers do not have enough information and understanding about how management practices should be used (Martin, Linfoot, & Stephenson, 1999) in the present study 46 (23.0%) teachers responded correctly on managing a student with disturbing

behavior in the classroom by using visual cues up on the disturbing behavior of the student. Teachers employ and use strategies that have been proved to be effective and work in their particular situation with their particular students (Lavoritano & Segal, 1992).

Educational Implications

1. It is important for the inclusive teacher to attend in-service training or professional development sessions to improve their skills on curriculum modification, instructional techniques and strategies that allow handling inclusive classroom successfully.
2. To build student self-esteem, it is important to develop certain teaching strategies during curriculum transaction.
3. It is the need of the hour to develop additional resources to support learning and participation of students in academic activities.
4. There is a need to evaluate learners' performance and competence in a fair manner.

Conclusion

Teachers need to know the different classroom and behavior management strategies and how to use it effectively to control the disturbing behavior of the student in inclusive classrooms. A teacher with good knowledge about inclusive classroom and behavior management provides a quality learning environment for the achievement of the students. Inclusive education results into improved social development and academic outcomes for all learners. An inclusive teacher is committed to community, who identifies individual differences and provides intervention action and implement in facing the challenges of diversity in educational interventions. As inclusion has been incorporated in every educational system, but we need to

still learn and understand the real meaning of education for all with equity and quality. Thus participate in diverse social and education program in community and teacher play role in providing opportunities for welfare, advancement of social justice and benefit of our community.

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