

Teacher's attitude towards inclusive education in secondary schools of Howrah district, West Bengal, India

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Abstract

Education is the fundamental right of every child irrespective of his/her social, economic, political, cultural or physical scenario. From the birth disability to any genetic disorder or physical disorder can't interfere the right of education of any people of India. Inclusive is a type of an education system which involves a teaching method to ensure equal opportunity of education to all students together without any discrimination. The teachers play a vital role to implement as well as maintain the overall curriculum of inclusive education system. In 21st century teachers need to provide proper way of teaching skills to such children effectively and develop unique attitude, tools and other options towards inclusion of children with special needs. The above study designed to compare the teacher's attitude towards inclusive education in respect to gender and locality of schools. The method used to complete this study is descriptive survey type method in which 100 numbers of teachers from fourteen numbers of schools is selected as the samples. Mainly these schools are situated in the Howrah district of West Bengal, India and divided into rural and urban as one of the important characters of this study. Another character is the gender of the teachers in the secondary schools. To compare the influence of these two characters in "Teacher's attitude towards inclusive education" by two tailed t – test with the help of SPSS 18.0 software. The findings showed that the gender of teachers has significant impact on the attitude of teachers towards inclusive education whereas based locality (rural/urban) it has insignificant impact. Furthermore, this study confer that the gender of teachers is a vital impact on the various attitude of teachers of secondary schools whereas locality is not an important factor by the result of these study.

Keywords: Attitude, inclusive education

Introduction

"All children (with a range of abilities and disabilities) learning together in general class rooms in their locality/ community, with teaching methods, materials and school environments that address the needs of all" (UNCRPD, 2017). In regular schools promotes the process of improving the terms on which individuals and groups take part in society, through create an opportunity to nurturance of friendship and acceptance among typical children as well as children with special needs (diagram 1).

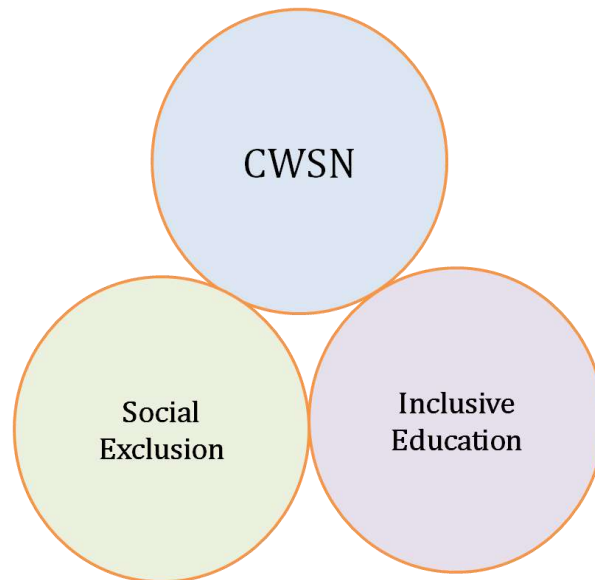


Diagram 1: These three circles showed the interrelationship between three superior factors of Inclusive education system

The main goal to initiate the inclusive education in mainstream schools, to empower learners, celebrate diversity, fight against discrimination and encourage more inclusive societies and accommodates different needs of individual learners from infrastructures to teaching learning methods and materials to curriculum plasticity and substitute assessment procedure. The ideal duty of the teaching community is to implement inclusive education in real classroom scenario, so the teacher attitude is playing a vital role to stimulate total inclusive education system. The National education policy – 2020 highlighted “the importance creating enabling mechanisms for providing CWSN, the same opportunities of obtaining quality education as any other children and separate teaching strategies will be formulated for focused attention for reducing social category gaps in school education” (NPE- Section – 6.2.5 and 6.2.6). To score the attitude of teachers it is need to evaluate the view of teachers about inclusive education. From that point of view the present study was set up to estimate teacher’s attitude towards inclusive education in secondary schools.

Methodology

To set up the methods of this study, is following a descriptive survey type design. A standardized questionnaire was used for proper information’s. Total 100 number of teachers (Male and female in same number) was interviewed from 20 secondary schools situated in the both the rural and urban area in district of Howrah, West Bengal India. The above summarized steps were followed for proper collection and storage of information -

Step 1: Selection of locality of secondary schools

Step 2: Selection of teachers as sample of this study

Step 3: Selection of tools TASTIE –SA (Sood and Anand, 2011)

Step 4: Data collection via questionnaire interview (descriptive survey type methods)

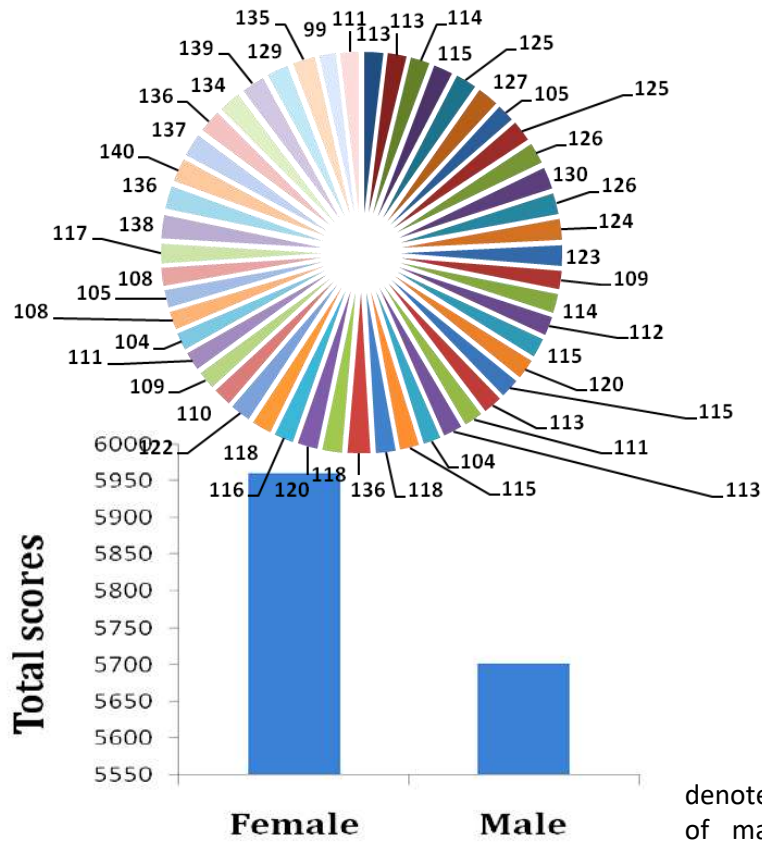
Step 5: Analysis of data by two tailed t – test (SPSS 18.0 software)

Step 6: The Impact of teacher’s gender and locality is the key variable of is determined by total scores.

Results and Discussion

After the determination total scores of each teachers (male and female), It was observed that a significant impact of female teachers in the inclusive education system in secondary schools of Howrah district.

Diagram 2 :
of individual
total 100
samples
(50 male + 50



Distributions
scores of
number of
female)

Diagram 3: X – axis
summation of scores
samples, Y – axis
numbers of sample based on gender.

denoted the
of male and female
denoted the 100

Based on observation and analysis of descriptive statistics, it is concluded that the total score of female is more than that of male, from that it is concluded that the attitude of female teachers towards inclusive education is more impactful than the male teachers. Also the hypothesis testing result (two tailed t test) showed significant impact of female teachers score on the teachers attitude towards inclusive education (P value – 0.008) ($P < 0.05$)

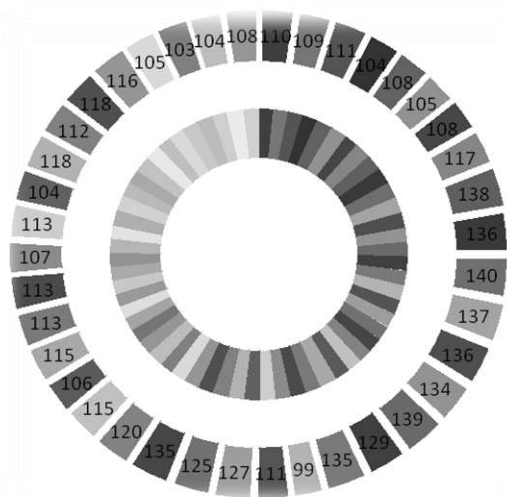


Diagram 4: Distributions of individual scores of total 100 numbers of samples in respect of locality of school (rural/urban)

The two tailed t test showed insignificant impact in respect to locality of schools (rural/ urban) on the teacher's attitude towards inclusive education (P value – 0.477) ($P > 0.05$).

Conclusion

To compare the influence of these two characters in “Teacher’s attitude towards inclusive education” by two tailed t – test with the help of SPSS 16.0 software was exclusively showed that the gender of teachers has significant impact on the attitude of teachers towards inclusive education whereas based locality (rural/urban) it has insignificant impact. Furthermore, this study confer that the gender of teachers is a vital impact on the various attitude of teachers of secondary schools whereas locality is not an important factor by the result of these study. Female teachers showed more impact to the inclusive education in secondary schools than that of male teachers.

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