

ATTITUDE OF TEACHERS TOWARDS INCLUSIVE EDUCATION: A STUDY IN PURBA BARDHAMAN DISTRICT ,WEST BENGAL.

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ABSTRACT : Inclusive education has got a prime importance in the present era to work hand in hand with general or regular education system to achieve the goal of education. Positive role and attitude of the teachers is essential to reach this realistic goal. The present study investigated the attitude of teachers towards inclusive education on the basis of their gender, stream, category, qualification, teaching experience and their residential area. Attitude of Teachers towards Inclusive Education Inventory consisted of 14 items (9 positive items and 5 negative items), developed by Cullen and Noto (2007) was used in this study. 118 high school teachers as sample were randomly selected from 10 high schools in Purba Bardhaman district, west Bengal, India. The data obtained was subjected to descriptive, correlation analysis. Mean, SD and 't' test were used for the interpretation of results. The result revealed that there were no difference in attitude of teachers towards inclusive education on the basis of gender, stream, category, educational qualification, teaching experience and their residential area.

KEYWORDS : Inclusive education, Attitude of teachers, Special Child, Special school, General school.

INTRODUCTION : Education system on the basis of the types of children it serves is divided into two parts. First is general education and other is special education. The second is a new approach of our education system where challenged and disabled children are served and they need special care. So special Children are initially separated from other children and they are advised to admit in special schools. Inclusive education imparts education to the children with special needs in the regular or general education system with some extra supports such as special teacher, teaching aids, special teaching room etc which will fulfill their physical, mental, social and educational needs for their development. To achieve the goal of education for all (EFA 1990) Inclusive education is now a way to fulfill govt. plans and the objectives of education as a whole. The Kothari Commission (1964-66) recommended an issue for the participation by all which was adopted by NPC, 1968. N.C.E.R.T ,MHRD and UNICEF also emphasised on this matter and recommended that special child should enjoy the same rights as the others. Here, the study was undertaken to identify the barriers to implement inclusive principles in mainstream education system and to analyze the attitude of teachers towards inclusive education.

Frost, (2002) found that the teachers who have positive attitude towards inclusive education accept special Children and fulfill their special needs and maintain teaching learning process and social interaction with others.

Mohanty, (2008) reported that inclusive education demands innovative, flexible and creative teachers.

Usharani, V.(2008) noticed that male teachers are less aware towards inclusive education than their counterparts, but there was no significance difference between

1. Head teacher and other asst teachers.
2. Senior and Junior teachers.
3. Secondary grade, graduate & post graduate teachers

Chhabra, Srivastava and Srivastava, (2010) reported that many regular teachers feel unprepared, fearful and frustration and they show negative attitudes and believe that inclusive education is a low quality in standard.

Bennett, T. Deluka, D. and Bruns, D. (1997), reported that there was a correlation in between teacher's training and the attitudes of teachers towards inclusive education because training increased teacher's confidence.

Avramidis, E. Bayliss, P. and Burdon, R. (2000). undertook a study and found that special child but bright in academic field promoted a positive attitude and increase confidence.

Bailey and Plesis, (1998) noticed that general classroom teacher feel comfortable with low and moderate special Children than with high disabled students.

Sharma and Desai ,(2003) reported that Australian teachers were more positive with special children who required physical and social needs.

Wes and Dror, (2006) reported that school environment and sense of teacher promoted a positive attitude towards inclusive education.

THE PROBLEM : Attitude of teachers towards inclusive education, a Study in Purba. Bardhaman district.

THE OBJECTIVES OF THE PRESENT STUDY AS FOLLOWS:

1. To compare the attitude of teachers towards inclusive education on the basis of gender.
2. To study the attitude of teachers towards inclusive education on the basis of Stream (Science / Arts) .
- 3.To know the attitude of teachers towards inclusive education in relation to their category (General/Reserve).
4. To study the attitude of teachers towards inclusive education in relation to their academic qualification (Graduate / Post Graduate) .
- 5.To know the attitude of teachers towards inclusive education on the basis of teaching experience (10 years and below/above 10 years).
6. To study the attitude of teachers towards inclusive education on the basis of their residential area (Rural /Urban).

VARIABLES :

1. DEPENDENT VARIABLE -- Attitude of teachers ' towards inclusive education.

2. INDEPENDENT VARIABLES - A. Gender.

B. Stream.

C. Category.

D. Academic Qualification.

E. Teaching experience.

F. Teachers residential area.

HYPOTHESIS OF THE STUDY :

Ho1. Attitude of teachers towards inclusive education does not differ significantly with Gender.

Ho2. Attitude of teachers towards inclusive education does not differ significantly with stream.

Ho3. Attitude of teachers towards inclusive education does not differ significantly with Category.

Ho4. Attitude of teachers towards inclusive education does not differ significantly with Qualification.

Ho5. Attitude of teachers towards inclusive education does not differ with Teachings experience.

Ho6. Attitude of teachers towards inclusive education does not differ with residential area.

RESEARCH METHODOLOGY:

Research method – The researchers has adopted descriptive type survey research method.

Population –All the teachers of secondary and higher secondary schools of Purba Bardhaman , West Bengal are the population of the study.

Sample and Sample technique -- The researchers selected 118 sample for the study through simple random.

Tool used – The researchers used ‘The attitude of teachers towards Inclusive Education’ scale which was developed and standardized by Cullen and Noto,(2007). The tool consists of 14 items where the highest score is 98 and lowest score is 14.

Techniques used for data analysis: 1) Mean 2)SD 3) ‘t’ test.

Result and discussion:-

H01. Attitude of teachers towards inclusive education does not differ significantly with gender.

Gender	Number	Mean	SD	df	t-calculated value	t-critical value at 0.05 level	P value
Male Teacher	68	61.75	9.230	116	0.879	1.980	0.381
Female Teacher	50	60.32	8.001				

The null hypothesis retains accepted at 0.05 level of significance. The t calculated value is lower than t critical value.

H02. Attitude of teachers towards inclusive education does not differ significantly with Stream.

Stream	Number	Mean	SD	df	t-calculated value	t-critical value at 0.05 level	P value
Science	33	61.727	11.105	116	0.450	1.980	0.652
Arts	85	60.917	7.670				

The null hypothesis retains accepted at 0.05 level of significance. The t calculated value is below than t critical value.

H03. Attitude of teachers towards inclusive education does not differ significantly with Category.

Category	Number	Mean	SD	df	t-calculated value	t-critical value at 0.05 level	P value
General	75	61.92	8.855	116	1.279	1.980	0.203
Reserve	43	59.790	8.419				

The null hypothesis retains accepted at 0.05 level of significance. The t calculated value is lower than t critical value.

H04. Attitude of teachers towards inclusive education does not differ significantly with Qualification.

Qualification	Number	Mean	SD	df	t-calculated value	t-critical value at 0.05 level	P value
Graduate	35	61.571	9.813	116	0.344	1.980	0.731
Post Graduate	83	60.963	8.279				

The null hypothesis retains accepted at 0.05 level of significance. The t calculated value is below the t critical value.

H05. Attitude of teachers towards inclusive education does not differ significantly with Teaching experience.

Teaching experience	Number	Mean	SD	df	t-calculated value	t-critical value at 0.05 level	P value
10 years and below	34	61.794	7.976	116	0.513	1.980	0.608
Above 10 years	84	60.880	9.041				

The null hypothesis retains accepted at 0.05 level of significance. The t calculated value is lower than t critical value.

H06. Attitude of teachers towards inclusive education do not differ significantly with Residential area.

Residence Of teacher	Number	Mean	SD	df	t-calculated value	t-critical value at 0.05 level	P value
Rural	70	60.057	8.598	116	1.646	1.980	0.102
Urban	48	62.729	8.751				

The null hypothesis retains accepted at 0.05 level of significance. The t calculated value is below the t critical value.

CONCLUSION: The study reveals that there is no relation between the attitude of teachers towards inclusive education and their gender, stream, category, educational qualification, teaching experience and residential area. In order to make the programme of inclusive education a success, teachers should change their attitude towards students on social perspectives. we should remember that all students are special as an individual child is a human resource of our society. Teachers should select alternative instructional strategies; create school environment suitable for inclusive education with adequate equipments necessary for the children with special needs. Inclusive education should be given its due importance in pre-service and in-service education programme. Each and every child should be encouraged to participate in all the programmes held in its family, society and school. we should all collaborate to the children with special needs to achieve required skills to be useful resources of the society.

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