Awareness on Inclusive Education among the secondary school teachers of Jaleswar

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Abstract

Inclusive Education is a concept of educating the normal learners and the learners with learning disability together. This shall offer both type of learners a similar learning experience. Inclusive education is a new domain in teaching of which lot of researches are on. However many teachers aren't aware of this field and still treat both types of learners differently. This paper is an attempt to analyze the awareness of secondary school teachers and on inclusive education in the Jaleswar area. The researchers conducted a survey among secondary school teacher of both private and public, male and female teachers. The data collected has been analyzed through simple factor analysis. The results are presented in the paper.

Introduction

Inclusive education is a novel area in the field of teaching. This is a modern approach to teaching in which the students with learning disabilities are also treated on par with regular students. The role of teacher through this approach is to make both the learners learn the lesson being taught similarly. This approach helps to arrive at a totality of learning community without any regard to the academic as well as the personal differences in them. It is estimated (J.D. Singh, 2016) "73 millions of children of primary school age were dropped at school in 2015 while 110 million were dropped out in 2000 due to learning disability. There is still a lack of Proper training among faculty upon inclusive education

In the global competitive world, need and goals for education have become multidimensional. Education has become an inevitable part of and everybody's life. It has become the basic need of all. Thus, it is important for even the below average learners to overcome their weakness and educators to design and device methodology in order to train different categories of learners. This paper throws light on the awareness on inclusive education among the secondary school teachers of Jaleswar city in the state of

Odisha. The researcher has prepared a structured questionnaire and got the responses from the selected respondent. Many teachers in the recent days are not familiar of this new teaching methodology. In an under developing city like Jaleswar, the amount of learners with learning disability tend to be higher than that of cities. Hence, these are places which need more access to inclusive education. Researchmethodology on inclusive education must be introduced in curriculum of teacher training institutes so as to make the future teachers inclusive education ready.

Review of Literature

Unnikrishnan (2015) in the study titled "Inclusive education in India: challenges and implicit for children with special Needs". He says that education for all is not possible in India unless there are no proper means to materialize the same and implement in society. He concluded that "We have to make inclusive education a reality in the coming days" (Unnikrishnan 64).

Swamy (2017) in the article entitled "Towards an inclusive education system: Role of distance education in India" analyzed the possibilities of inclusive education. He observed that the nation has to prepare for the inclusive education carefully and much preparation needed for the same. He proposed that distance education system should include everything for all.

Booth (2018) in the article titled "The name of the Rose: Inclusive values into action in teacher education" analyzed the participation of children with special needs in educational activities. He recommends that teachers belongs to Mumbai region does not have enough awareness on learning disability itself; identification of learners with learning disability and device methodologies for them. The proposed paper could help in understanding. The awareness level of teachers and suggest methodologies to enhance them. Gaurav Agarwal (2015) found that 67 percentage of teacher in Hariduar have no awareness on learning disability. The researcher proposes to conduct a similar study on inclusive education in the teachers of Jaleswar city.

GotktePadmini (2017) in the study entitled "Readiness of schools for inclusive education: A comparison on the basics of school types." The researcher conducted a survey among 16 schools in Mumbai and concluded that they were not actually ready due to lack of awareness.

Smith and Tyler (2019) in the study "Effective Inclusive Education: Equipping education professionals with the necessary skills and knowledge examined the use of web based technologies to enhance the inclusive education. They concluded that "as the curriculum of teacher education is revised and reformed, web based units of effective practice practices will give both current and future teachers that tools they need to educate every student effectively.

Sushant Kumar Pathya (2019) in the study entitled "A study of Inclusive Education practices for the students with special needs at primary level in Orissa" studied the implementation of several methodologies in inclusive education process. He recommends that "There is still lot of scope to ensure successful inclusions and effective inclusive schools. We have to move with more sincerity, greater dedication and a spirit of service". (274)

Need for the study

The research proposes to conduct the present study due to various reasons. The reviews quoted above reveal that there are many more things to be done in the inclusive education in India. It has to come across many milestones before educating millions of Indians. It is also found that the government of Orissa has not much invested on the assessment of the implementation of Inclusive education in the city This paper is a step towards the assessment of the same as it might help to understand whether to do the state stand in the journey towards "Education for all" and what is to be done further on this aspect. It is also stated (Freeman Alkin, 2000), "Students who have learning disability if made to attend classes with regular students they would be rejected socially. This shows the lack of social tolerance. This happens due to the unawareness of teachers on inclusive education." (156). Hence, this paper is an attempt to access the awareness and to create an awareness of at least the technical aspects of the Inclusive Education through a field study.

Research problem

The research problem proposed by the author is that there is a lack of awareness on Inclusion education among the senior secondary teachers in the Jaleswar area which a sub district of Balasore. The town is an epitome of rural India and a typical example of a p[lace where there is a high need for inclusive education due to poor economic, learning, and social background of children. Hence that area has been chosen for the study.

Objectives

The main objective of this paper is to study the awareness of inclusive education and practices methodologies adopted in exclusive education among the senior secondary teachers in Jaleswar.

The paper analyzes the outcome of the implementation of inclusive education process by the state government of Odisha.

The paper examines the effectiveness of the strategies adopted by the teacher educators to promote Inclusive education in Odisha.

Methodology

The present paper is descriptive in nature that a field survey has been conducted among senior secondary teachers of Jaleswar of both male and female; private and government has been chosen for this study out of 289(Survey:<https://cdn.s3waas.gov.in/s370c639df5 e30bdee 440e4cdf599fec2b/uploads/2018/05/2018051897.pdf>) total senior secondary school teachers. The average of 50 teachers from 1747 (Survey:<https://cdn.s3waas.gov.in/s370c639df5e3 0bdee440e4cdf599fec2b/uploads/2018/05/2018051897.pdf>) has been selected for the study. These 23 male and 27 female teachers who were picked from random cluster method have been given 6 questions. The responses were collected on the basis of linear scale in which one prefers to strongly agree: and 5 prefers to strongly disagree. The results have been analyzed through Simple factor Analysis and presented below. The conclusion of an examination has been drawn by the majority.

Results and discussion

The author has approached the respondents with pre structured questionnaire. Several aspects have been examined. They are listed below with proper illustrations. The primary aspect of the questionnaire is the familiarity of teachers on the term "Inclusive Education".

Tab. 1: Perception of Teachers in familiarity with Inclusive Education				
Responses	**Response value**	**No. of Responses**	**Sum Value**	**Percentage**
Agree	1	12	12	24
Strongly Agree	2	26	52	52
Neutral	3	5	15	10
Disagree	4	4	16	8
Strongly Disagree	5	3	15	6
Total		**50**	**2.2**	**100**

It is understood that 76 percentage of the teachers are familiar with the term, 14 percentage of the teachers are unaware, and 10 percentage of the teachers are neutral. It should be understood that many are familiar with the terminology. But, it is worse to know that 100 percentage of the teacher are not familiar with the term.

The next aspect of a survey is the awareness of educating normal child with a special need together.

Tab. 2: Perception of Teachers in educating all types of learners in a single classroom				
Responses	**Response value**	**No. of Responses**	**Sum Value**	**Percentage**
Agree	1	5	5	10

Strongly Agree	2	3	6	6
Neutral	3	10	30	20
Disagree	4	15	60	30
Strongly Disagree	5	17	85	34
Total		**50**	**3.72**	**100**

It is understood that only 16 percentage of teachers know that all can be educated together. 64 percentage of the teachers are not even aware. The rest of 20 percentage teachers have expressed neutral it means either side. Even if the neutral categorized into agree, the result could not meet the expected level.

The third aspect of questionnaire is the ability of teachers that identify students with learning disability in their classes.

Tab. 3: Perception of Teachers to identify Students with learning disability in classroom

Responses	Response value	No. of Responses	Sum Value	Percentage
Agree	1	15	15	30
Strongly Agree	2	25	50	50
Neutral	3	5	15	10
Disagree	4	3	12	6
Strongly Disagree	5	2	10	4
Total		50	2.04	100

It is understood that 30 percentages have agreed and 50 percentage have strongly agreed, 10 percentage or neutral. Six percentage are disagree and four percentage are neutral. The test result shows that value 2 is accepted. Hence, it is found that teachers are able to identify with learners with a disability in their classrooms.

The next aspect of the study is the ability of a student with a learning disability to score better than normal learners.

Tab. 4: Perception on the ability of Students with learning disability to score better marks in exams				
Responses	**Response value**	**No. of Responses**	**Sum Value**	**Percentage**
Agree	1	5	5	10
Strongly Agree	2	2	4	4
Neutral	3	5	15	10
Disagree	4	15	60	30
Strongly Disagree	5	23	115	46
Total		50	3.98	100

It is understood that 10 percentage of the teachers agree; four percentage of the teachers strongly disagree; 10 % of the teachers are neutral; 30 percentage of them disagreed and 46 % of them strongly disagreed. The average value of responses is 3.98. Hence, it is understood that teachers disagree that an average student could score better than normal.

Another aspect of the questionnaire is the examination of the investment level of the government on Inclusive education.

Tab.5: Perception on the investment ratio of government in Inclusive Education				
Responses	**Response value**	**No. of Responses**	**Sum Value**	**Percentage**
Agree	1	18	18	36
Strongly Agree	2	20	40	40
Neutral	3	5	15	10
Disagree	4	3	12	6
Strongly Disagree	5	4	20	8
Total		50	2.1	100

It is understood that 36 percentage of the teachers agreed; 40 percentage of the teachers strongly agreed; 10 percentage of them are neutral; six percentage of them disagreed; eight percentage of them strongly disagreed. The average value of response is 2.1. Hence, it is understood that responses strongly agree.

The next aspect of discussion is the government measurements to implement inclusive education through FDP.

Responses	Response value	No. of Responses	Sum Value	Percentage
Agree	1	16	16	32
Strongly Agree	2	22	44	44
Neutral	3	3	9	6
Disagree	4	6	24	12
Strongly Disagree	5	3	15	6
Total		50	2.16	100

Tab.6: Perception on faculty development programs in Inclusive Education

It is understood that 32 percentage of them have agreed; 44 percentage of them strongly agreed; six percentage of them are neutral; 12 percentage of them disagree; six percentage of them strongly disagreed. The average value is 2.16. Hence, it is understood that government has done measurements to implement inclusive education effectively in classrooms.

Major findings

❖ It is found from this study that not all teachers of secondary school are aware of the term "Inclusive Education". The Government of India mission, "Education for All" not even have been sensitized by all teachers.

❖ It is found from the research that many teachers are not even aware that all types of students could be educated together. The sad reality is that secondary school teachers still have the attitude of traditional teachers.

❖ It is understood that many teachers of the state are able to identify learners with disability. This is an outcome of repeated teaching practice. Teachers are able to identify learners with disability but they are helpless to promote them.

❖ It is found from this study that teachers are not aware that children with special education needs could also do better in education and score higher than normal children if they are provided with proper educational needs and means. This is due to the lack of awareness of methodologies of inclusive education.

❖ It is found from this study that government has made effort to materialize education for all and has invested towards the same. It is reflected among teachers of the secondary schools.

❖ It is found from this study that the department of secondary education, Orissa takes various measurements by means of faculty development programs to implement Inclusive Education in India.

❖ On the whole, it is understood that teachers are familiar with an inclusive education and able to identify the learners with special needs. However, they are helpless to promote such children and motivate them. Even the government implements various measurements in making "Inclusive Education" a grand success but it has to go a long way.

Major recommendations

The government should conduct awareness program among teachers on inclusive education. The department of higher education should make the programs on inclusive education more reachable to the teachers. Teachers must be trained with proper methodologies on inclusive education. A track record of the sample token size could be maintained on the successful learning impact could be analyzed so as to model the generation learners in successful path.

Conclusion

The study examined 50 teachers of secondary schools in awareness of "Inclusive Education". The data has been collected on various aspects of education. It is concluded through the present study that awareness of Inclusive Education has a long way to go. The awareness on Inclusive education, policies, methodologies and strategies are to be trained to teachers of secondary schools and the progress of which are to be monitored.

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