



## ATTITUDE OF TEACHERS TOWARDS INCLUSIVE EDUCATION IN WEST BENGAL

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### ABSTRACT:

The purpose of this study was to investigate teachers' attitudes towards inclusive education in West Bengal, and the factors that influenced such attitudes. Qualitative research was used to gather information from all general education and special education teachers. The sample consisted of 50 teachers at 5 schools. Teachers' attitudes towards inclusion vary across the education field. Numerous studies have involved teacher's attitudes towards inclusion, in the review below some of the studies referred to have used the term integration or mainstreaming, while others have used the term inclusion. In spite of using different terminology, they all seem to refer to a situation in which a class, a school, or an educational system tries to meet the needs of teachers with special needs. In this study the term inclusion is used. The trend towards inclusive education has led to an increase of studies focusing on peer attitudes. This review study presents an overview of studies describing attitudes of teachers, variables relating to teachers' attitudes.

### KEYWORDS:

**TEACHERS' ATTITUDE, INCLUSIVE EDUCATION SYSTEM.**

### INTRODUCTION:

The aim of the present study is to highlight the teachers' attitude towards inclusive education. Man is the most wonderful production in the universe. Every man or individual has an individual profile of characteristics, abilities and challenges that may be inherited and consequence of learning and development. Nobody can be exact replica of another. Everybody tries to give their best to serve the nation according to their potentiality.

The development towards inclusive education has gained momentum in the past few decades, certainly in the western world. A direct effect of this development was that in many countries separate schools for special education closed in favour of growing numbers of teachers with disabilities attending regular schools (United Nations Educational, Scientific and Cultural Organization, 1995). Research on inclusive education has followed this development closely. Its focus has long been on identifying the segregating mechanisms in educational settings and on describing factors considered relevant in implementing inclusive education (Pijl & Meijer, 1997). The ongoing trend towards inclusive education and difficulties experienced by teachers with disabilities in social participation led to an expansion of studies focusing on the attitudes of teachers without disabilities over the last decade. An overview of these studies, including their outcomes and variables in relation to peer attitudes, would seem a requirement. In addition, the importance of the social dimension of inclusive education suggests it is reasonable to investigate whether there is empirical evidence for the relationship between the attitudes of teachers without disabilities and the social participation of

teachers with disabilities. In order to broaden our knowledge about these three aspects, a review study was set up to describe: teachers' attitudes towards peers with disabilities, which variables relate to teachers' attitudes, and the relationship between teachers' attitudes and the social participation of peers with disabilities. Inclusive education (IE) is designed to address the learning needs of the special children. According to UNESCO, inclusive education is seen as "a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education." Inclusive education happens where normal and special children participate together to learn in a same class.

Inclusion in education is an approach to educating teachers with special educational needs. Under the inclusions model, teachers with special needs spend most or all of their time with non-special needs teachers. So, inclusive education means that all teachers attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life at the school. The exceptional children should get same opportunity as like as the general children the philosophy of inclusive education belief this idea. All learners have right to education, regardless of their individual characteristics or difficulties. Basically inclusive education has emerged as a reaction towards the limitations of special education where disabled children and others with special educational needs have experienced exclusion, discrimination and segregation from mainstream education and their peers. In the present study inclusive education refers to that type of education where the

physically or mentally retarded children get same opportunity as well as general children in the same school to enhance their qualities.

### REVIEW OF RELATED LITERATURE:

**A.K. Das et.al. (2013)** conducted a study to examine the concept skills levels of regular primary and secondary schools' teachers in Delhi. A total of 223 primary school teachers and 130 secondary school teachers were surveyed using a two-part questionnaire. The major findings were that nearly 70% of the regular school teachers has neither received training in special education for had any experience teaching teachers with disabilities. Further, 87% of the teachers did not have access to support services in their classrooms. Finally, although both primary and secondary school teachers rated themselves as having limited or low competence for working with teachers with disabilities, there was no statistically significant difference between their perceived skill levels.

**N. Bhatnagar and A. Das (2013)** conducted a study to determine the attitudes of secondary level teachers towards the inclusion of teachers with disabilities in New Delhi. Today sample was 470; a two-part question was used in this study. One for collecting information about personal and professional characteristics of the teachers and the other for information about attitude towards inclusive education. It was found that the teachers in Delhi have positive attitudes towards the inclusions of teachers with special needs.

**O.A. Fakolade et.al. (2016)** conducted a study to explore the attitudes of teachers towards inclusion of special needs children in their secondary schools in general education. In this descriptive survey method 60 teachers were total sample from Oyo state, Nigeria. Questionnaire was used as data collection tool. It was found that female teachers had more positive attitude towards the inclusion of special needs teachers than male counter parts. There was significant difference between married and single teachers in their attitude. Professionally qualified teachers had a more favorable attitude towards the inclusion.

### OBJECTIVES OF THE STUDY:

1. To highlight the teachers attitude towards inclusive education.

### ANALYSIS & INTERPRETATION:

**TABLE: 1: NORMAL PROBABILITY CURVE SCORE**

Variable	Mean	Median	SD	Skewness	Kurtosis	Range	SE
Attitude	103.9	106	12.47	-0.509	-0.682	51	1.79

The table makes clear that the mean (103.9) and median (106) values for teachers attitude scores are not significantly different, but the value of skewness indicates that it is slightly negative and the value of

2. To study the difference between the attitude of male and female teachers towards inclusive education.
3. To compare the attitude of rural and urban teachers towards inclusive education.
4. To compare the attitude of Science and Arts teachers towards inclusive education.

### HYPOTHESIS TESTING:

Ho1: There is significant difference between male and female teachers on their attitude towards inclusive education.

Ho2: There is significant difference between rural and urban teachers on their attitude towards inclusive education.

Ho3: There is significant difference between the science and arts teachers on their attitude towards inclusive education.

### METHODOLOGY:

The researcher used the Descriptive Survey method and Quantitative approach for the present study. It is a method of investigation that attempts to describe and interpret the existing phenomena. It involves some type of comparison or contrast and attempts to discover relationships between existing non manipulative areas. The present study was a causal comparative study under descriptive research.

**Population:** In this study the population were all the teachers under WBCHSE (West Bengal Council of Higher Secondary Education), Government aided, Bengali Medium, Higher Secondary Schools.

**Sample:** Sample is a small proportion of the population selected by a systematic sampling procedure. It is easy to understand that the population is very big. It is impossible to collect data from the whole population. To solve this problem the researcher collected data purposively from 50 teachers from 5 schools.

**Tools and Techniques:** A self-made tool on measuring attitude of teachers towards Inclusive Education was used in this survey. The survey item responses are: agree, and disagree. They are categorized into two types of attitude namely, positive and negative attitudes. The questions are based on their performance in classroom and the problems in communicating with the teachers.

kurtosis can be assumed near to normal. The above statistics show that the distributions of the scores of teachers attitude scale are fairly normal.

**TABLE: 2: MEAN AND S.D. OF TEACHERS SCORES**

Group	N	Mean	S.D
Total teachers	50	104.6	12.87
Male teachers	41	103.54	13.29
Female teachers	9	109.44	9.91
Rural teachers	36	103.61	13.60
Urban teachers	14	107.14	10.78
Science teachers	19	103.73	13.45
Arts teachers	31	105.13	12.69

**Ho1: There is significant difference between male and female teachers on their attitude towards inclusive education.**

**TABLE: 3: COMPARISON ATTITUDE OF MALE AND FEMALE TEACHERS.**

	Male	female
Mean	103.54	104.44
Variance	176.75	98.28
Observation	41	9
Pooled variance	168.68	
df	48	
P(T<=t) two tail	0.216	
T critical two-tail	2.01	
t stat	-1.25	

From the analysis of the above table it is seen that the mean in attitude of male is 103.54 and the female is 109.44 and from the same table it is seen that the t(48) value calculated is -1.25 and p value is 0.22 (p>0.05) . Hence t is not significant. Therefore the null hypothesis is not rejected. So it can be said that there is

no significant difference between male and female teachers on their attitude towards inclusive education.

**Ho2: There exists no significant difference between rural and urban teachers on their attitude towards inclusive education.**

**TABLE: 4: COMPARING THE ATTITUDE OF RURAL AND URBAN TEACHERS T- TEST: TWO-SAMPLE ASSUMING EQUAL VARIANCES.**

	Rural	Urban
Mean	103.61	107.14
Variance	185.04	116.29
Observations	36	14
Pooled variance	166.42	
df	48	
t stat	-0.87	
P(T<=t) two-tail	0.39	
T critical two-tail	2.01	

From the analysis of the above table it is seen that the mean in attitude of rural student is 103.61 and urban student is 107.14. It also seen that the t(48) value is -0.87 and p value is 0.39 (p>0.05). Hence, 't' is not significant. Therefore the null hypothesis is not rejected. So, it can be

said that there exists no significant difference between rural and urban teachers on their attitude towards inclusive education.

**Ho3: There is no significant difference between the science and arts teachers.**

**TABLE: 5: COMPARISON THE ATTITUDE OF SCIENCE AND ARTS STUDENT T-TEST: TWO SAMPLE ASSUMING EQUAL VARIANCES**

	Science	Arts
Mean	103.74	105.13
Variance	181.09	161.05

Observation	19	31
Pooled variance		168.57
df		48
t stat		-0.37
P(T<=) two-tail		0.71
T critical two-tail		2.01

From the table no 4.4.3 it is seen that the mean in attitude of science student is 103.74 and arts student is 105.13. It is also seen that the t (48) value is -0.37 and p value is 0.71 ( $p > 0.05$ ). Hence, 't' is not significant. Therefore the null hypothesis is not rejected. So, it can be said that there is no significant difference between the science and arts teachers.

### CONCLUSION:

From the study this can be concluded that 10 teachers (20%) possess most favourable attitude towards Inclusive Education. 20 teachers (40%) possess above average attitude, 11 teachers (22%) possess moderate attitude, 8 teachers (16%) possess below average unfavourable attitude and finally 1 (2%) student possesses most unfavourable attitude towards inclusive education. It is important to say that no student possesses extremely favourable or extremely unfavourable attitude towards inclusive education.

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