



ORIGINAL RESEARCH PAPER

Education

ATTITUDE OF HIGHER SECONDARY (+2 LEVEL) SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION IN PURULIA DISTRICT

KEY WORDS: inclusive education, teachers' attitude, universalisation education.

Tapas Singh Sardar

Ex- B.Ed. Student, Aryan College of Education, Burdwan University, Purulia.

ABSTRACT

In the study of attitude towards inclusive education among the higher secondary (+2 level) school teachers is significant at present context. Because without the concept of inclusive education, universalisation of education will not be achieved. The researcher has developed a self-made questionnaire and collected data from fifteen higher secondary (+2 level) schools of Purulia district in West Bengal. The researcher has used descriptive type survey method in present study and stratified random sampling has been used to collect the from 204 teachers. The researcher takes recourse of mean, and 't' test to analyse the data.

1. INTRODUCTION

Inclusive Education has played a very significant role in the present education system. The term "inclusive education" is introduced to provide equal opportunities to students who have one or many learning disabilities so that they will able to get education according to their ability in general school. Every country in the world adopted this concept in their school education programme. Already so many projects, policies & schemes are working in the area of inclusive education in India. This approach of Education was adopted at the "World Conference on Special Needs Education: Access and Quality" (UNESCO Salamanca statement, Spain 1994). Later, international organizations like UN, UNICEF supported & developed this educational approach. According to UNESCO "inclusive education as a process of addressing & responding to the diversity of needs of all learners through increasing participation in learning, cultures & communities. And reducing exclusion within & from education".

1.1 Historical Perspectives of Inclusive Education in India

The approach of inclusive education was introduced in india in the year 1987. NCERT & UNICEF jointly launched PIDE (Project integrated education for disabled children). In india, based on this project inclusive education is expanding.

1.1.2 Government Initiatives for Inclusive Education.

National education commission (1964-1966): the national education commission emphasized on integrated education for children with disability. The scheme was launched in the year 1974, the name of the scheme was integrated education of the disabled children (IEDC). Later it was merged with the District primary Education project (DPEP) in 1997.

Special education policy (1986): According to this policy inclusive education is "educational facilities for the physically & mentally handicapped children should be expanded & attempts should be made to develop integrated programmes enabling the handicapped children to study in regular schools".

Plan of Action (1992): The plan of Action suggested that child with disability could be educated in a general school only. It recommended to transfer the children with disabilities to general school once they acquired daily living skills.

Rehabilitation council of india (RCI) Act (1992): This council is working in the field of rehabilitation & special education. The council also regulates and monitors the training of rehabilitation professionals & personnel, promoting research in the area of special education & rehabilitation.

Persons with disability (PWD) Act (1995): According to the PWD Act; every child with a disability has access to free education in an appropriate environment until he or she attains the age of eighteen years.

National Trust Act (1999): The main objective of this act is to enable & empower persons with disabilities to live as independently & as fully as possible.

National policy for persons with disabilities (2006): This policy has been ensuring that every child with disability has access to suitable environment from pre - school to secondary level education.

The Right to Education (RTE) Act (2009): The act was providing free & compulsory education to the children of 6-14 years age group including children with disability like cerebral palsy, mental retardation, autism.

The Rights of Persons with Disabilities (RPWD) Act (2016): This act (RPWD) 2016 has been replacing the old PWD Act 1995. New act involves dynamic concept of disabilities. The types of disabilities have been increased to 21 & the govt. of India has power to add more types of disabilities.

From the above discussion we can understand that very good steps have been done on inclusive education in india

1.3 Rationale of the study:

Concept of inclusive education has given a new dimension to the current school education system. But how much are higher secondary school teachers are aware of this system of education? The present study shows the attitude towards inclusive education among the high secondary school teachers in Purulia district. This present study is very significant, because -

1. This study helps the school teachers to develop their ability to diagnose disability students in classroom.
2. Special efforts can be given to remove their student's disabilities.
3. This present study desires to know whether the learning disabilities and normal child get the equal education opportunities of higher secondary level students.
4. This study is giving a chance of equal facilities in gaining Education.
5. Special efforts can be given to all rural & urban school teachers for the improvement of attitude in Inclusive Education.

1.4 Statement of The Problem:

The title of the study is "attitude of high secondary (+2 level) school teachers towards inclusive education in Purulia district"

1.5 Delimitation of The Study:

The present study has delimitation by:

This study has been confined to urban as well as rural high secondary schools of Purulia district (W.B).

This study was also delimited to the 15th high secondary schools under Purulia district

2. Operational Definition:

2.1 Inclusive Education:

Inclusive Education is the creation of an education system where children with all special needs have access to quality education in general school.

2.2 high school teachers:

“High school teachers” means those teachers who engaged to teach +2 level students under the West Bengal Council of Higher Secondary Education (WBCHE).

3. Objectives of The Study:

1. To know the attitude of rural and urban school teacher's toward inclusive education.
2. To know the attitude of male and female teacher's toward inclusive education.
3. To know the difference between the attitude of teachers having more than 10 years and less than 10 years of experience towards inclusive education.

4. Hypotheses of The Study:

H01: there is no significant difference between the attitude of rural and urban school teacher's toward inclusive education.

H02: there is no significant difference between the attitude of male and female teacher's toward inclusive education.

H03: there is no significant difference between the attitude of teachers having more than 10 years and less than 10 years of experience towards inclusive education.

5. Methodology of The Study:

5.1 Method of The Study:

The present study is Descriptive type in nature. The researcher has used Descriptive type survey method in the present study. Therefore, naturally the researcher has used the different tools, techniques, strategies and methods of Descriptive survey type research to collect, analyse and interpret the data.

5.2 Population of The Study:

This research work has been executed in higher (+2 level) secondary teacher's in Purulia district are considered as population. High Secondary (+2 level) Schools under the West Bengal council of Higher Secondary Education (WBCHE) of the district of Purulia have been treated as population for the present study.

5.3 Sample of The Study:

The researcher has selected only 204 teachers among the all teachers from the selected High Secondary (+2level) Schools which are situated in the Purulia district as a sample for his present study.

5.4 sampling of the Study:

The stratified random sampling technique has been used in the selection of the sample. At first the researcher has selected the Higher Secondary (+2 level) schools under the West Bengal Council of Higher Secondary Education (WBCHE) of the Purulia district purposively. Then the researcher has selected 204 teachers from that selected Higher Secondary level schools randomly to collect reliable, valid and unbiased data.

5.5 Tool of The Study:

In this study a self-made questionnaire was develop for data collection to measure the attitude of school teacher's in Inclusive Education. The scale consists of 49 statements. In this scale four (5) statements are negative and other are positive. Each item provided five response, strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree (SD).

5.6 Techniques of Data Analysis:

The present researcher has used SPSS followed by these techniques to analyse the data:

i) MEAN

ii) S.D.

iii) 't'-test

5.7 Variables of the Study:

The present study has been carried out with the following variables:

5.7.1 Dependent Variables:

Here one variable has been considered as Dependent Variable in the present study:

This is following:

a) Attitude

5.7.2 Independent Variables:

a) School area.

b) Gender

c) Teaching experience

6. Findings of the study:

Table No.1 Comparison Of Rural & Urban School Teachers' Of Purulia District With Regard Their Inclusive Education.

Pair	N	Mean	S.D	m.d	df	t- value	RESULT
Rural	144	150.91	10.39	5.97	202	3.77	N.S
Urban	60	156.36	8.85				At 0.05 level

It is found that the two groups rural and urban means sore are 150.91 and 156.36 S. D are 10.39 and 8.58, df is 202, the calculated 't' value is 3.77.

On the basis of hypothesis no.1; it is proved that, there is no significant difference between rural & urban higher secondary (+2 level) school teachers in their attitude towards Inclusive Education.

Table No.2 Comparison Of Male & Female School Teachers Of Purulia District With Regard Their Inclusive Education.

Pair	N	Mean	S.D	m.d	df	t-value	RESULT
male	155	152.04	10.89	0.44	202	0.25	N.S
female	49	152.48	9.83				At 0.05 level

female mean sore is 152.04 and 152.48 S.D are 10.89 and 9.83, df is 202, the calculated 't' value is 0.25.

On the basis hypothesis no.2; it is proved that; one kind hardly find any significant difference between male and female higher secondary (+2 level) in their attitude towards inclusive education.

Table No.3 Comparison Of Having More Than 10years Teaching Experience & Less Than 10years Teaching Experience School Teachers' Of Purulia District With Regard Their Inclusive Education.

Pair	N	Mean	S.D	m.d	df	t- value	RESULT
More than 10 years	131	151.76	11.14	1.09	202	0.60	N.S
Less than 10 years	60	156.36	8.85				At 0.05 level

It is found that the two groups more than 10years and less than 10years means sore are 151.76 and 152.85 S. D are 11.14 and 9.96, df is 202, the calculated 't' value is 0.60.

On the basis of hypothesis no. 3; it is proved that, there is no significant difference between having more than 10 years teaching experience & less than 10 years teaching experience school teacher's in their attitude towards Inclusive Education.

7. Limitation of The Study:

1. Required co-operation could not be received from the teachers and they were taking data collection casually by not filling the research tools seriously. Researcher spared extra time to make the teachers motivated again and again, but teachers showed only a limited co-operation.
2. Due to lack of awareness regarding data collection under educational research, some of the teachers have copied the responses of their counterparts.

8. CONCLUSION:

After the analysis of data researcher finds that the all higher secondary (+2 level) teachers in Purulia district have moderate attitude about inclusive education. And the result showed that no significant difference according to their school area, gender & teaching experience. Researcher concludes his study of research within a few higher secondary schools of a particular district for inadequate money & time. In future the researcher suggests for further study in this respect as under Similar study can be conducted on teachers of another district also.

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