



A Study of Awareness of Primary School Teachers Towards Inclusive Education

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1. Introduction

The present educational system in India is a legacy of the British Raj which was elitist in nature and which had the characteristics of western bias. Though the western bias is disappearing in our schools with the introduction of Indian languages as media of instruction and greater enculturation of syllabi and programmes, it remains quite strong in higher education. The elitist nature also continues as before. Although under the British rule attempts were made to widen the social base of education by removing the formal restrictions based on caste, creed and sex, opportunities of formal education were available only to the people from higher strata. In the independent India, the Constitution guarantees equality of opportunity for all citizens (Art. 16.1), and forbids 'discrimination on grounds of religion, race, caste, sex, descent...' (Art.16.2). The Government of India made a promise, reiterated in the National Education Policy (NEP) 1986 and the programme of Action 1992, to provide free and compulsory education to all children at least up to the elementary stage and to work towards provision of education of a satisfactory quality to all children up to 14 years of age before the commencement of the 21st century (NCTE, 2004).

Inclusive education is the outcome of significant modification in strategies related to the planning and delivery of services to the special children. The significant modifications that have been brought out include from Protection to emancipation, from wardship to independence, from restriction to expansion, from separation to integration, from exclusion to inclusion." Inclusion therefore is the process of bringing children with special needs into the general classroom for their education, by increasing their participation in all the cultural activities. Curricular / co-curricular and within the communities. Inclusive education is concerned with reducing all pressures on the basis of disability, gender, class, family structure and life style.

In India, there are mainly two methods for disabled children which are common in the society. One method is to provide education to children with disabilities by establishing special schools. These schools are facilitated with special teachers, special equipments, trained trainers, and special teaching learning materials etc. for these children. These are residential in nature with boarding and lodging facilities for disabled children, but the disadvantage is that these children have to live away from their families which are not conducive to normal development of children in their early years of life. At the same time such schools are only very limited in numbers. Moreover, they are failing to integrate children with disabilities in social mainstream.

2. Statement of Problem

Title of the present study is

A study of Awareness of Primary School Teachers towards Inclusive Education

3. Objectives of the research

The main objectives of the present research are as follows

1. To study the significant difference between Awareness of government and private primary school teachers towards inclusive Education.
2. To study the significant difference between Awareness of male and female Primary teachers of Government and Private schools towards inclusive Education.

4. Variables of Research

In present research gender and types of schools are independent variables while the awareness of primary school teachers is dependent variable.

5. Hypotheses of Research

The null hypothesis of present research are as follows

- Ho₁** There is no significant difference between the mean scores in Awareness scale of government and primary school teachers towards inclusive education.
- Ho₂** There is no significant difference between the mean scores in Awareness scale of male and female government primary school teachers towards inclusive education.

6. Population

Population of the present study consists of the GSEB board teachers of primary grades 1-5 in English and Gujarati medium schools of Ahmedabad district of Gujarat.

7. Sampling method & Sample

The present study is a survey method. For conducting a survey, primary school Teachers from the Ahmedabad city of Gujarat state were selected. The schools were selected by multistage sampling. 100 primary school Teachers from GSEB schools of Ahmedabad city of Gujarat were selected through Purposive sampling, 50 Government and 50 private school teachers were selected by cluster sampling and Teachers Male & female were picked through random sampling for the present study. Hence, the researcher has mentioned multi-stage sampling. While selecting a sample, special care has been taken into consideration that an ample number of teachers with respect to their gender and level of teaching have participated in the study

8. Research Method

The purpose of the present research is to study the Awareness of primary school teachers of Ahmedabad city of Gujarat state towards inclusive education. Therefore, the data were collected from primary school teachers who were working in the government and private schools of English and Gujarati medium situated in Ahmedabad city of Gujarat. For the presented study, the researcher has used Descriptive survey method to gather the data regarding Awareness. In research of human subject, a survey is a list of questions aimed at extracting specific data from a particular group of people. Furthermore, survey is also often used to assess the thoughts, Awareness, opinions and feelings.

9. Research Tool

In the present study, the researcher has constructed a five-point Awareness Scale as a tool for the present research. The Awareness scale as a research tool has been constructed by the researcher himself to measure Awareness of primary school teachers towards inclusive education after reviewing the related literature and earlier tools prepared by eminent educationists.

10. Procedure of Data collection

As the demand emerged for Online Learning during the COVID-19 pandemic situation, the researcher also decided to collect the data through online mode. Therefore, the researcher firstly took permission for online data collection from the principal heads of respective schools. Then, the researcher created the online personality scale on Google Forms website including a common letter of permission for data

collection was drafted. Lastly, the duly filled personality scales were collected from the respondents online. The obtained data were coded and saved in the Excel sheets in the computer.

11. Data analysis and Interpretation

Hypothesis 1

H₀₁: There is no significant difference in the Awareness of government and private primary school teachers towards inclusive education

School Teacher (Primary)	N	M	S.D.	Df	't' Value	Level of Significance
Government	50	110.70	11.59	98	4.85	Significant at .05 level
Private	50	104.56	13.04			

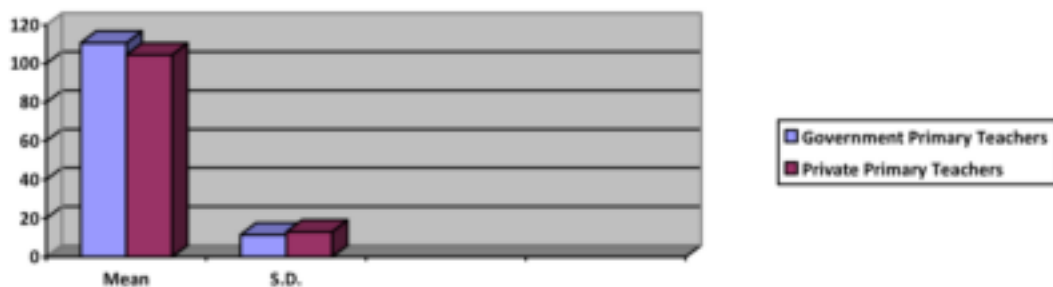


Fig 1: Mean scores and S.D of Government and Private primary school teachers'

11.1 Awareness towards Inclusive Education

Fig 1 depicts that the mean scores for the Awareness towards inclusive education of the government and private primary school teachers as 110.70 and 104.56 respectively and standard deviation is 11.59 and 13.04. There exists a significant difference between Awareness towards inclusive education of government and private primary school teachers as t-ratio ($t = 4.85$) was found significant at 0.05 level. Hence H₀₁ "There is no significant difference in the Awareness of government and private primary school teachers towards inclusive education." is not accepted. So, it can be concluded that the private teachers' Awareness towards inclusive education are more positive as compared to their government primary teachers.

Hypothesis 2

H₀₂: There is no significant difference in the Awareness of male and female government primary school teachers towards inclusive education

Government Primary School	N	M	S.D.	Df	't' Value	Level of Significance
School Teachers (male)	25	113.00	11.70	48	0.749	Not Significant at .05 level
School Teachers (female)	25	110.00	9.95			

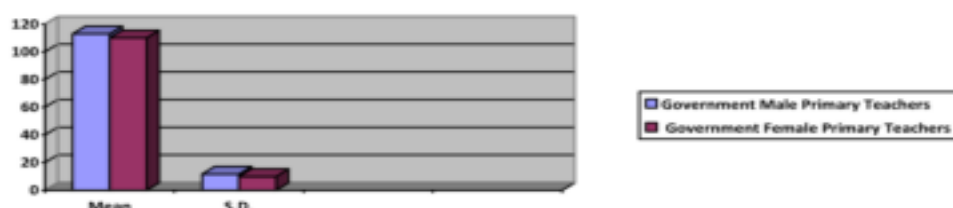


Fig 2: Mean scores and S.D of Male and Female Government primary school teachers towards Inclusive Education

Fig.2 depicts that the mean scores for the Awareness towards inclusive education of the male and female government school teachers as 113.00 and 110.00 and standard deviation is 11.70 and 9.95 respectively. There exists a non-significant gender difference between government school teachers Awareness towards inclusive education as t-ratio ($t = 0.749$) at 0.05 level of significance. Hence, H_0 "There exists no significant difference in the Awareness of male and female government primary school teachers towards inclusive education." is not rejected. So, it can be interpreted that the Government school male teachers' Awareness is same towards inclusive education as female teachers. Inclusive education setup is the need of the hour as it is a crucial issue in the field of

12. Findings of the study

- 1.The private teachers' Awareness towards inclusive education are more positive as compared to their government primary teachers.
- 2.The male teachers' Awareness is same towards inclusive education as female teachers.

13. Implications of the study

13.1 Educational Implication related to Primary School Teachers

- Students with disabilities should be considered as a student first regardless of their disability by the regular teachers. It means that a student with disabilities is also a member of the classroom as well as a member of the teaching learning process.
- Curriculum adaptation is a key to success in academic areas. Therefore, primary teachers should have the ability to adapt the curriculum to meet the individual needs of children with special needs.
- Supportive environment should be created by primary school teachers in their classroom.
- Primary school teachers must be able to accommodate students different learning styles and rate of learning with the help of different teaching methods like collaborative teaching, team teaching, peer tutoring, etc.
- Inclusive education is more emphasised on equity and equality. Therefore, primary school teachers should be giving equal opportunities to students with disabilities to participate in all activities in a regular school when possible.
- Appropriate seating arrangement is a successful part of the management of inclusive education. So, primary school teachers should have the ability to make appropriate seating arrangements for children with special needs.
- Every primary teacher should be able to deal children with special abilities with patience and care.
- End process of teaching and learning Is examination. Teacher should try to adapt examination methods accordingly to promote inclusive education in the classroom.

13.2 Educational Implication related to Community

- Inclusive education only depends on an inclusive society. Thus, the community should spread awareness about hearing impairment and inclusive education in the society for the encouragement of inclusive education.
- Community should help the parents of children with hearing impairment for searching the appropriate regular school to enrol.
- Community should provide the physical and human facilities to the regular school teachers for training about inclusive education.

14. Recommendations for future researches

Based on the findings of the present research, this study shows that the findings of the present research are amalgamated by the following suggestions for further study:

- The Awareness of special school teachers can be taken for future study. The Awareness of parents can also be taken for future study.
- The Awareness of students can also be taken for future study.

- Similar study can be done with different and more variables.
- Similar study can be conducted at other districts of Gujarat state and any place of India.
- This study was limited to students with hearing impairment. A similar study can be done with students with different categories of disabilities like students with visual impairment, students with learning disabilities, students with autism, students with cerebral palsy, students with locomotor disability, etc.

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