

Awareness of Inclusive Education among Secondary School Teachers

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Abstract

In India every citizen has the right to get education without any discrimination of caste, color, sex, disability etc. Inclusive education promotes the inclusion and education of the disabled children along with abled children. Government of India has developed many policies and programmes for the successful implementation of inclusive education but all the efforts are not proved fruitful. The present study reveals the awareness level of secondary school teachers regarding inclusive education. The results revealed that there is no significant difference in the awareness of male -female, rural-urban and government- private school teachers.

INTRODUCTION

Inclusive Education is an approach once thought only necessary for educating students with special educational needs. It is also differ from previously held notion of integration and mainstreaming which tended to be concerned principally with disability and special educational needs and implied learners changing or becoming 'ready for' or deserving of accommodation by the main stream. "Inclusive Education is defined as a learning education, that promotes the full personal, academic and professional development of all learners irrespective of race, class, gender, disability religion, culture, sexual preference, learning styles and language", **NCSNET (1997)**. Inclusion gives students with disabilities, skills they can use in and out of the classroom. Inclusive Education is to stress upon "The right of learners to quality education that meets basic learning needs and enriches the life of the learners focusing particularly on vulnerable and marginalized groups, it seeks to develop the full potential of every individual..., and the ultimate goal of inclusive quality education is to end all forms of discrimination and foster social cohesion." (**UNESCO, International Conference on Education, Geneva, Nov 25-28, 2008**). In India numerous committees has developed their plans and policies for the promotion of successful implementation of inclusive education which includes Ramamurthy Committee (1991), National Policy for Person with Disabilities Act (2006), Sarv Shiksha Abhiyan , Provision of inclusive education in five year plans, Right to education (2009) etc. Despite of all these efforts, inclusive education has not been properly implemented in India. Reasons can be many like lack of awareness, lack of teacher- parent and community collaboration, less availability of supportive and assistive devices in schools, lack of trained resource teachers in schools etc. So the total responsibility of successful implementation of programmes, policies and acts related to inclusive education , lies in the hand of the general teachers and resources teachers. So the teachers should be a role model, a facilitator, motivator, a guide, a counselor, a parent for all the disabled children. He/she should be equipped with all the skills and knowledge which required to teach all the able and disabled children together. He should know how to operate the assistive technology, supportive aids and how to make collaboration with professors, psychologists, counselors, resources teacher, psychiatrists, parents and community. So for the successful implementation of inclusive education, a teacher should be properly aware of all the emerging trends

in inclusive education. So the investigator has opted to study on the problem of awareness of Inclusive Education among secondary school teachers.

JUSTIFICATION OF THE PROBLEM

Inclusive Education is the need of the Indian society of today as it intends to bridge the gap between special education, integrated education and general system of education and it will reduce exclusion and all types of discrimination prevalent in our education pattern of today. It helps in achieving our motive of universalisation of education. It stresses the principle practice that school curriculum especially at the primary school level should be adapted to the needs of students. It is an attempt to maintain principle of equality by giving every child the right to get education in the school of his choice regardless of his/her differences in physical, psychological and socio cultural characteristic. Inclusive education can be important medium in the expansion of education for the poor and for the production of good and responsible citizens who play a crucial role in the development of a democratic nation. Government has given many provisions regarding inclusive education. But the implementation of these policies and provisions is possible only if the teachers are skillful and trained for providing Inclusive education to every kind of child despite of their disability. The investigator felt the need to find out how much aware are the teachers regarding the concept and application of inclusive education. In the present study the investigator had tried to find out the awareness level of secondary school teachers who are responsible for producing better and skillful citizens of a nation despite of their disabilities.

OBJECTIVES

1. To study the awareness of male and female secondary school teachers regarding Inclusive Education.
2. To study the awareness of rural and urban secondary school teachers regarding Inclusive Education.
3. To study the awareness of government and private secondary school teachers regarding Inclusive Education.

HYPOTHESES

1. There exists no significant difference between male and female secondary school teachers regarding awareness of Inclusive Education.
2. There exists no significant difference between rural and urban secondary school teachers regarding awareness of Inclusive Education.
3. There exists no significant difference between government and private secondary school teachers regarding awareness of Inclusive Education.

DELIMITATION OF THE PROBLEM

The present study is delimited to 200 secondary school teachers of various schools in Amritsar district.

SAMPLE

The sample of the study consisted of 200 secondary school teachers of various schools in Amritsar district of Punjab. The sample included both male and female, rural and urban secondary school teachers.

METHOD

The investigator followed the descriptive survey method and had used the random sampling techniques for the selection of the sample.

TOOL

For the present study self constructed questionnaire was employed.

ANALYSIS AND INTERPRETATION

Hypothesis wise analysis and interpretation of data is given below:

HYPOTHESIS I

There exists no significant difference between awareness of male and female secondary school teachers towards Inclusive Education.

To test the hypothesis, t-test was applied. On the basis of data given in table 1, the investigator has drawn out the following conclusions:

Table 1

Showing Mean, Standard deviation, Standard Error of Mean and t-ratio of raw scores of Male and Female Teachers

<i>Category</i>	N	Mean	Standard Deviation	Standard error of mean	Difference between mean	t-ratio	Inferences
Male Teachers	100	19.09	5.72	0.57	0.79	0.92	Not significant
Female Teachers	100	19.02	5.49	0.54			

The mean score of male teachers is 19.09 and standard deviation is 5.72 while in case of female teachers, mean is 19.02 and standard deviation is 5.49. The t-value for difference in mean score is 0.92 which is not significant at 0.01 and 0.05 level of significance. Therefore no difference exists between the scores of awareness of male and female teachers towards Inclusive Education. Therefore null hypothesis – I stands accepted.

HYPOTHESIS II

There exists no significant difference between rural and urban secondary school teachers regarding awareness of Inclusive Education.

To test the hypothesis – II, t-test was applied .On the basis of data given, in table 2 following results has been drawn:

Table 2

Showing Mean, Standard deviation, Standard Error of Mean and t-ratio of raw scores Rural and Urban Teachers

Category	N	Mean	Standard deviation	Standard error of mean	Difference between mean	t-ratio	Inference
Rural Teachers	100	18.72	5.74	0.57	0.79	0.38	Not Significant
Urban Teachers	100	19.39	5.46	0.54			

A careful glance at table 2 shows that the mean score of rural secondary school teachers is 18.72 and standard deviation is 5.74, while in case of urban teachers, the mean is 19.39 and standard deviation is 5.46. The t value for difference in mean score is 0.38, which is not significant at 0.01 and 0.05 level of significance. Therefore no difference exists between the scores of awareness of rural and urban secondary school teachers. Therefore null hypothesis – II stands accepted.

HYPOTHESIS III

There exists no significant difference between government and private secondary school teachers regarding awareness of Inclusive education.

To test the Hypothesis 3 t-test was applied. On the basis of data given in table 4.3, the investigator has drawn out the following conclusions:

Table 3

Showing Mean, Standard deviation, Standard Error of Mean and t-ratio of raw scores Government and Private secondary school Teachers

Category	N	Mean	Standard Deviation	Standard error of mean	Difference between mean	t-ratio	Inferences
Govt. Teachers	100	19.22	5.29	0.52	0.78	0.68	Not Significant
Private Teachers	100	18.89	5.90	0.59			

A careful glance at table 3 shows that the mean score of government secondary school teachers is 19.22 and standard deviation 5.29 while in case of public school teachers, mean is 18.89 and standard deviation is 5.9. The t-value for difference in mean score is 0.07, which is not significant at 0.01 and 0.05 level of significance. Therefore no difference exists between the scores of awareness between government and public

secondary school teachers towards inclusive education. Therefore, null hypothesis III stands accepted

EDUCATIONAL IMPLICATIONS

1. Efforts should be made to increase the awareness level of teachers, parents and other community members towards inclusive education.
2. Awareness camps should be organized for teachers, parents and students to enhance the sensitivity and awareness towards Inclusive Education in schools and colleges.
3. Plans and policies must be made and implemented by different organizations and agencies so as to allow successful inclusion of disabled children in schools.
4. Teachers must be trained in use of different techniques and devices for the aid of disabled children. Workshops should be organized so that general teachers can be trained to handle and operate the supportive and assistive aids and technology available for disabled children.
5. Schools must provide conducive environment to the teachers and their work load must be reduced so that they can help in overall personality development of the children (able and disabled)
6. Teacher should be trained in a way so as they can make suitable adaptations in curriculum to promote meaningful learning in disabled children.
7. Guidance and counseling services should be provided to teachers, students(able and disabled) and parents as well.
8. Different teaching methods, aids and techniques must be used by the teacher, so that maximum learning takes place in all the students of a classroom.
9. Government should appoint a resource teacher in every school so he/she can aware all the teachers regarding the emerging concepts in inclusive education.

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