



## RESEARCH ARTICLE

### ATTITUDE OF UPPER PRIMARY SCHOOL TEACHERS REGARDING INCLUSIVE EDUCATION OF BILASPUR CITY IN CHHATTISGARH STATE, INDIA

**\*Dr. Narendranath Guria and Ritwij Tiwari**

Chaitanya College, Dist Janjgir Champa, Pamgarh, Chhattisgarh

#### ARTICLE INFO

##### Article History:

Received 05<sup>th</sup> December, 2015  
Received in revised form  
29<sup>th</sup> January, 2016  
Accepted 20<sup>th</sup> February, 2016  
Published online 31<sup>st</sup> March, 2016

##### Key words:

Inclusive Education,  
Status of the disabled students,  
Testing the significance of hypothesis.

#### ABSTRACT

Society has changed the direction of the way in which it educates its children. This trend, which has gained momentum since 1970 s, is the merger of regular or general education with special education; know as inclusion. Now the schools have to accommodate all children and arrange education according their needs. The term special education needs (SEN) refers to all those children whose needs arise out of their specific abilities on learning difficulties. Most people feel that educating a child with disability in general school is inclusion but it can be treated as total inclusion only when the general classroom teachers take most of the responsibilities for the education of these children. If the disabled child's needs are taken care of only by a specialist teacher in the general school, it is not total inclusion.

Copyright © 2016, Dr. Narendranath Guria and Ritwij Tiwari. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Dr. Narendranath Guria and Ritwij Tiwari, 2016. "Attitude of upper primary school teachers regarding inclusive education of Bilaspur city in Chhattisgarh state, India", *International Journal of Current Research*, 8, (03), 28713-28718.

## INTRODUCTION

### 1. Needs of the study

#### I felt the need of this study on following accounts

- i] Education of disabled children in the country is more than 100 years old but the present service delivery systems have not covered even 10% of the clientele. Inclusive Education emerges out as a positive alternative to increase the coverage.
- ii] More than 90% of disabled children are found in the rural areas, majority of the special schools are located in the urban areas. Inclusive education tries to change this unrealistic scenario thereby enabling the disabled children to get opportunities for education in their own locations.
- iii] One specialist teacher serve 8 to 10 disabled children of the same categories. The disabled child has to depend on the general school for education. As a result inclusion is inevitable for their children from rural areas.
- iv] Due to the lack of sensitivity of the general education to the needs of disabled children, even the mild and moderate cases are treated as high risk children who may drop out

from schools. This calls for the involvement of general education, so that the children who are currently left out of schools or those who are at risk can be served.

### 2. Objectives for the study

- i] To estimate the levels of attitude towards inclusive education programme of the following sample: Regular teachers.
- ii] To compare the mean scores of attitude, regular teachers in private and Govt.
- iii] To study the difference between male and female upper primary school teacher's attitude towards inclusive education.

### 3. Hypothesis of the Study

- H1 There will be different levels of attitude (i.e. low moderate, high) towards the inclusive education programme for the regular teachers.
- H2 There will be no significant difference in the mean scores of the attitude between private and government school teachers towards the inclusive education in the upper primary schools of Bilaspur City.
- H3 There will be no significant difference in the mean scores of the attitude between male and female teachers towards

**\*Corresponding author: Dr. Narendranath Guria,**  
Chaitanya College, Dist Janjgir Champa, Pamgarh,  
Chhattisgarh

the inclusive education in the upper primary schools of Bilaspur City.

#### 4. Delimitation of the study

- i] The study is limited to the upper primary school teachers only.
- ii] It is limited to the Govt. and Pvt. regular school teachers only.
- iii] It is limited to Bilaspur City.

#### 5. Research Design & Methodology

The heart of a research is the methodology the researcher uses, under this chapter population, sampling, sample, variables, methods, research design, tools and its description and statistical treatment is discussed. A research design consists of an outline, plan or strategy one conceives in an attempt to answer a research question. It has a full structure of the procedure that tells the researcher what should be done at what stage and how. (Wolery *et al.*, 1997) The research design is the detail plan of the investigation. Infact, it is the blue print of the detailed procedure of testing the hypothesis and analyzing the obtained data. Thus, the research design is based upon the purpose of the investigation, type of variables and condition in which the research is to conducted.

For the present study, the Research Design is simple survey study design.

##### 5.1 Method of research

Research Method is a way to systematically solve the research problem. When we talk of research methodology, we not only talk of the research methods but also consider the logic behind the methods (Wilkins and Nietfeld, 2004). We use in the context of our research study and explain why we are using a particular method or technique and why we are not using others so that research results are capable of being evaluated either by the research himself or by others. In the present study there are different methodologies used by different purposes, such as qualitative, quantitative, literature

##### 5.2 The Population

By population, we mean the aggregated or totality of object or individuals regarding which inferences are to be made in a sampling study. It means all those people, documents etc who are proposed to be covered under the scheme of study (Panda, 1991). A population is any group of individuals that have one or more characteristics in common. In other words, the concept of population refers to any collection of a specified group of human beings or non human entities. It may be finite or infinite, real or imaginary. It is called as universe. The population of the present study is all upper middle school teachers of all government and private schools of Bilaspur City.

##### 5.3 The Sample

A sample is a small proportion of a population selected for observation and analysis. A sample of 60 teachers was taken from both government and private upper middle schools

**Table 1. List of government school**

S.No.	Name of School	No. of Teachers
1.	Lal Bahadur Shastri Hr. Sec. School, Sanichari Bazar.	6
2.	Maharani Laxmibai Hr.Sec. School.	6
3.	Shri Gurunanak Hr.Sec. School.	6
4.	Govt. Hr. Sec. School, Dayalband	6
5.	Govt. Hr.Sec. School, Tarbahar	6

Source: field survey, 2012

**Table 2. List of Private School**

Name of School	No. of Teachers
St. Xavier Public School	6
National English Medium School.	6
St. Joseph Convent Hr. Sec. School.	6
Progressive Study Centre.	6
The New India	6

Source: field survey,2012

#### 5.4 Sampling Technique

All the methods and techniques that are adopted for selecting a sample are called sampling technique (Panda, 1991). In the present study "stratified incidental sampling" technique is applied.

#### 5.5 Variables

Variables are the conditions on characteristics that experimenter manipulates, controls or observes (Covas, 1985). The independent variables are the conditions or characteristics that the experimenter manipulates or controls in order to ascertain their relationship to observed phenomena (Pathak, 1984). The dependant variables are the conditions or characteristics that appear, disappear or change as the experimenter introduces, removes or changes independent variables. The present study has two variables

##### Variable

##### 1.Independent Variable

Local (Private/Govt.)  
Gender (Male/Female)

##### 2.Dependent Variable

Attitude of Teachers)

#### 5.6 Tools of the study

In the present study, scale of teachers attitude towards inclusive education, the questionnaire developed by Dr.ANITA SINGH (2006). It is locally developed, standardized by the developer, used in dissertation by Mita Majumdar (2007).

#### Scoring

Scoring is on five point scale from 1-5. The possible ranges of responses in case of positive item are :

Response	Scoring
Strongly disagree	1
Disagree	2
Indifferent	3
Agree	4
Strongly agree	5

In case of negative items, the investigator reversed the scoring.

Response	Scoring
Strongly disagree	5
Disagree	4
Indifferent	3
Agree	2
Strongly agree	1

**6. Statistical Treatment**

Mean, SD and t test applied to test the significance of mean difference of attitude of male and female teachers and private and Govt. Teachers towards inclusive education in Upper Middle School.

(i) To calculate the mean (M), the researcher has used the formula of grouped data as follows

$$M = \frac{\sum f \cdot d}{n}$$

Where, A.M. is the assumed mean :

- f is the frequency.
- d is the deviation from assumed mean.
- i is the length of class interval.
- n is the total no of frequency.

(ii) To calculate S.D., the researcher has used the formula of grouped data as follows:

$$SD = i \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

Where, SD = standard deviation

- i = length of class interval
- $\sum fd$  = sum of one product of frequencies and deviation.
- $\sum fd^2$  = sum of the product of frequencies and deviation square.

(iii) To calculate the value of CR value, the researcher has used the formula as follows :

$$t = CR = \frac{M_1 - M_2}{SED} = \frac{M_1 - M_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2}}}$$

- When,
- M1 = mean score of Govt. Teacher
- M2 = Mean score of private teacher.
- s1 = Standard deviation for private and male school teachers.
- s2 = Standard deviation for Govt. and Female school Teachers.

The possible ranges of responses in case of positive item are

- Strongly disagree :1
- Disagree :2
- Indifferent :3
- Agree :4
- Strongly agree :5

In case of negative items, the investigation reversed the scoring

- Strongly disagree :5
- Disagree :2
- Indifferent :3
- Agree :2
- Strongly agree :1

The emphasis on the means and tools is important so that the conclusion and result confirm, elucidate and approve the assumed hypothesis. Analysis of results is directly concerned with hypothesis. The obtained results will confirm, prove or disprove the hypothesis (Covas, 1985). The data after collecting has to be processed and analyzed in accordance with the outline laid for the purpose at the time of developing the research plan. The term analysis refers to the computation of certain measure along with search for pattern of relationship that exists among data. In the present study the data is analysed in two ways.

- (a) Statistical analysis
- (b) Graphical analysis

**6.1 Testing the appropriateness of the data**

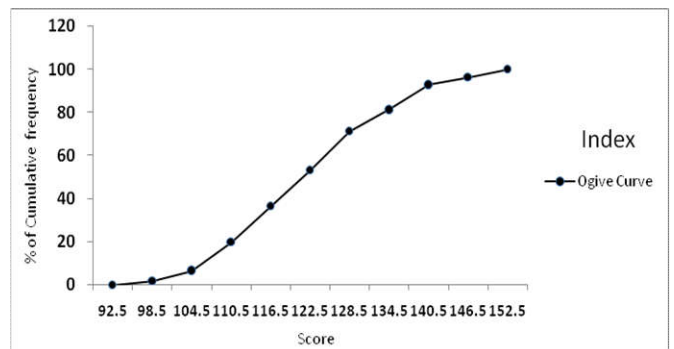
In this study the nature of distribution was tested through descriptive analysis by calculating the mean, standard deviation as shown below

**Table 3. Testing the appropriateness of the data of private and Govt**

School Type	Mean	Standard deviation
Private	124.67	2.95
Govt	119.16	

The graphical analysis supports normal distribution of the scores as shown by the ogive plotted on the following

**Ogive for overall Scores of Govt and Private School Teachers Attitude**



**Figure 1. Overall Scores of Govt and Private School Teachers Attitude**

Ogive is appropriate, therefore result can be generalized

Table 4. Testing the appropriateness of the data of Male and Female

Groups	Mean	Standard deviation
Male	128.16	2.73
Female	115.67	

The graphical analysis supports normal distribution of the scores as shown by the ogive plotted on the following.

Ogive for overall Scores of Male and Female School Teachers Attitude

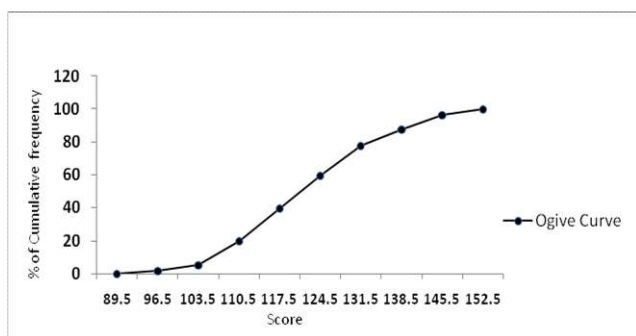


Figure 2. Overall Scores of Male and Female School Teachers Attitude

Male and female teacher's attitude ogive is appropriate therefore result can be generalized

Description of assume mean in Govt school teachers attitude

Table 5. Description of Assume Mean in Govt School Teachers Attitude

Class Interval	frequency	Mid Value	d	fd	fd2
148-152	1	150	5	5	25
143-147	2	145	4	8	32
138-142	2	140	3	6	18
133-137	3	135	2	6	12
128-132	3	130	1	3	3
123-127	5	125	0	0	0
118-122	5	120	-1	-5	5
113-117	4	115	-2	-8	16
108-112	3	110	-3	-9	27
103-107	2	105	-4	-8	32
	$\Sigma$ 30			$\Sigma$ -2	$\Sigma$ 170

Description of assume mean in Private School teachers attitude

Table 6. Description of Assume Mean in Private School Teachers Attitude

Class Interval	frequency	Mid Value	d	fd	fd2
140-144	2	142	5	10	50
135-139	1	137	4	4	16
130-134	3	132	3	9	27
125-129	3	127	2	6	12
120-124	4	122	1	4	4
115-119	6	117	0	0	0
110-114	6	112	-1	-6	6
105-109	2	107	-2	-4	8
100-104	2	102	-3	-6	18
95-99	1	97	-4	-4	16
	$\Sigma$ 30			$\Sigma$ 13	$\Sigma$ 157

Description of assume mean in Male teachers attitude

Table 7. Description of Assume Mean in Male Teachers Attitude

Class Interval	frequency	Mid Value	d	fd	fd2
148-152	1	150	5	5	25
143-147	3	145	4	12	48
138-142	3	140	3	9	27
133-137	4	135	2	8	16
128-132	4	130	1	4	4
123-127	6	125	0	0	0
118-122	3	120	-1	-3	3
113-117	3	115	-2	-6	12
108-112	2	110	-3	-6	18
103-107	1	105	-4	-4	16
	$\Sigma$ 30			$\Sigma$ 19	$\Sigma$ 169

Description of assume mean in Female teachers attitude

Table 8. Description of Assume Mean in Female Teachers Attitude

Class Interval	frequency	Mid Value	d	fd	fd2
135-139	2	137	4	8	32
130-134	1	132	3	3	9
125-129	2	127	2	4	8
120-124	4	122	1	4	4
115-119	6	117	0	0	0
110-114	7	112	-1	-7	7
105-109	5	107	-2	-10	20
100-104	2	102	-3	-6	18
95-99	1	97	-4	-4	16
	$\Sigma$ 30			$\Sigma$ -8	$\Sigma$ 114

Testing the significance of hypothesis

After analysis the data, here the researcher has described the significance of hypothesis

Testing the significance of H1

H1: There will be difference levels of attitude i.e low(-) moderate, High(+). Towards the Inclusive education programme of the teachers.

Table 9. Different level of attitude towards inclusive education programme of teachers

Class Interval	frequency	% of frequency	Attitude level
95-114	20	33.33	Low (-)
115-133	28	46.66	Moderate (neutral)
134-152	12	20	High(+)

Interpretation

From this table it will be shown, 33.33 percent teachers possess low attitude towards inclusive education out of overall teachers. 46.66 percent teachers attitude is neutral 20 percent teachers possess high positive attitude towards inclusive education out of overall teachers.

7. Finding of the study

i] Research has demonstrated that a key component for proper implementation of inclusive education lies in teachers attitude toward it, positive attitude is held by 20% teachers, negative attitude is held by 33% teachers, moderate (indifferent) attitude is held by 47% teachers.

Table 10. Conclusion and Discussion

HO	Teachers	No.	Mean	SD	CR Value	Verification of CR	Result	Conclusion
HO <sub>2</sub>	Govt.	30	124.67	11.85	..	Insignificant	HO <sub>2</sub> Accepted	There is no significant difference between Pvt. and Govt. School Teachers attitude
	Private	30	119	11	1.86			
HO <sub>3</sub>	Male	30	128.16	11.43	4.57	Significant	HO <sub>3</sub> Rejected	There is significant Difference between Male and female teachers attitude
	Female	30	115.67	9.65	..			

In case of two tailed test, the expected value at .05 level of significance = 1.96 and at .01 level of significance = 2.58

- ii] At the upper primary level no significant difference exists between private and govt. school teachers in relations to their attitudes regarding inclusive education. It is because of the present day practice of inclusion special need children.
- iii] The results of this study suggest that there is significant difference exist between male and female teachers in relation to their attitudes regarding inclusive education, statistically significant, the gender difference suggests that male teacher attitude is more positive towards inclusion than that of the female teachers

## 8. Educational Implication

The present study indicate that attitude of female school teachers is low than male school teachers. It the female teacher becomes responsible, and then this problem can be solved. This study indicates that attitude of private and government school teachers are equal towards inclusive education. This might be due to the reason that both private and government teachers have more knowledge about the children learning environment because of the present day practice of inclusion of special need children

## 9. Conclusion and Suggestion

India is known for her unity in diversity. Infect the diverse approach in the operation of inclusive education programme without changing the general principles of mainstreaming makes India different from other developing countries.

At present, inclusive education programme seems to be a boon for disabled children who are looking for services. It can be considered as the appropriate system for many disabled children who do not know what their needs are. To conclude it can be said that inclusive education is mandate today. In fact inclusive education is the need of the hour. It becomes a crucial issue in the field of education, which attracts all concerned. It is a matter of immense pleasure that inclusive education is in a progressive way all over the world, but still there is room for improvement. To remove the gap between inclusion and exclusion, teachers, parents, society, administrators and government should collectively work to implement the policies of inclusive education

### 9.1 Suggestion

- 1] School administration should make arrangement the needs of teaching related equipments for the disabled.
- 2] Teacher should care for the sitting arrangement of the disabled in the classroom.

- 3] Teacher should encourage the disabled for vocational training.
- 4] Teacher should give importance the disabled as well as general student.
- 5] It should be necessary to arrange free book distribution for the handicapped.
- 6] Teachers should be given psychological training to experience satisfaction in satisfying students.

### 9.2 Recommendation

- i] The attitude that inclusive education is not an alternative but an inevitability, if the dream of providing basic education to all children is to even become a reality needs to be cultivated among all concerned professionals, grassroots workers, teachers and community members, especially in rural and remote areas.
- ii] Links and bridges need to be built between special schools and inclusive education practices, linkages also need to be established between community based rehabilitation programmes and inclusive education.
- iii] Public policies, supportive legislation and budgetary allocations should not be based on incidence, but on prevalence of special education needs, and take into consideration the backlog created as a result of decades of neglect.
- iv] Regular education should be based on performance indicators specified in the implementation programme, and accountability for effective implementation at all levels should be ensured.
- v] The preparation of children in the form of early childhood intervention before enrolment is required. This would ensure that they do not drop out, are retained in schools, and complete equally with other children.
- vi] Orientation training of policy makers and education department officials, both at the state and block level, is essential. In addition, there is a need to develop on site support systems for teachers. Grass roots workers, parents, special school teachers, para teachers and other individuals can be shown how to provide the required support.

### REFERENCES

- Baker, J. M. and Zigmond, N. 1995. The meaning of and practice of inclusion for students with learning disabilities. *Journal of Special Education*, 29(2), 163-180
- Beattie, J. R, Anderson, R. J. and Antonak, R. F. 1997. Modifying the attitudes of prospective educators toward students with disabilities and their integration into the regular classrooms. *The Journal of Psychology*, 131(3),245-260.

- CowasJ, H.J. 1985. A study of the effectiveness of the orientation programme for the teachers working in the integrated education for the Disabled children in Rajasthan, SIERT, 4TH Survey, Vol. 2
- Mani 2000. The inclusive Education programme increase the enrolment of disabled children in both rural and urban areas, *Sixth survey of Educational Research*, Vol. 1
- Mishra, 2004. Attitudinal barrier concerns general educator's lack of feeling responsible for education students with disabilities. 4th survey Vol. 1, Orissa
- Panda, B.K. 1991. Attitude of parents and community members towards disabled children. Utkal university, 4th survey Vol. 2, Utkal, Orissa.
- Pathak, A.B. 1984. In a study of Disabled children in Normal School, 4th survey Vol. 2 Udaipur
- Paul Suman, 2001. Education for the challenged children : Trends and Innovation in East Khasi Hills District of Himalaya. 4th survey Vol. 1, Kashmir
- Singh Anita and Dutta Rima 2010. Inclusive Education : the role of special Education, Education wave, Bilaspur
- Wilczenski, F. L. 1992. Measuring attitudes towards inclusive education. *Psychology in the Schools*, 29, 306-310.
- Wilkins, T. and Nietfeld, J. L. 2004. The effect of a school-wide inclusion training programme upon teachers' about inclusion. *Journal of Research in Special Education Needs*, 4, pp. 115-121.
- Wolery, M., Anthony, L., Snyder, E. D., Werts, M. G. and Katzenmeyer, J. 1997. Effective instructional practices in inclusive classrooms. *Education and Treatment of Children*, 20 (1), 50-58.

\*\*\*\*\*