

CHAPTER – V

MAIN FINDINGS, EDUCATIONAL IMPLICATIONS

5.INTRODUCTION

Chapter-IV comprised the analysis and interpretation of data. The present chapter is devoted to the main findings, educational implications and suggestions for further research. As is evident from chapter-I, the present research aimed at studying Teachers' gender role in shaping Attitude towards Inclusive Education. The collected data from the teachers teaching in the government schools run by the ministry of Education, Bihar was subjected to statistical analysis to obtain results. To abridge the obtained results, the researcher intended for inscription of main findings of the study.

5.1 MAIN FINDINGS

The findings of the study have been presented in the following sections:

5.1.1.1: DEMOGRAPHIC PROFILE OF SAMPLE

a) Out of total sampled teachers, 12 teachers were female and 22 teachers were male.

b) Designation of teachers was PRT or primary teacher.

5.2 FINDINGS

5.2.1 COMMUNITY AND SCHOOL SUPPORTS

Total seven question were framed to measure the male teacher and female teachers' perceptions in respect to community and school support

- a. On the question of sharing school space with the community for various purposes and also utilising community space for school out of 8 female teachers out of 12 and 14 male teachers out of 22 that they always prefer space utilisation of school and community space according to requirement. This indicates a more positive attitude towards support received by the community.
- b. 11 out of 12 female teachers and 17 out of 22 male teachers recognised that the school had a policy to bring out of school children to the school. This means teachers of both genders are aware that government schools have a policy to bring out of school children back to school.
- c. Resource person from community to school for their expertise, only 2 out 12 female teachers wanted to bring such a person to their classroom, whereas 8 out 22 male teachers preferred this idea. Here female teachers are more reluctant in bringing resource person from community to school as compared to male
- d. No regular braille reading training provided by school leaders as evident from the survey.
- e. Both male and female teachers are overloaded with work that is not related to teaching and learning.
- f. Teachers of both genders had received or studied inclusive education either as in- service or pre-service training.

There is no significant difference between the attitude of male teachers and female teachers as it is evident from data analysis section of chapter 4. Calculated chi square value from table 2, 2.1 and 2.2. Chi square value was insignificant hence community and school support received by them is the same irrespective of their gender.

5.2.2 ATTITUDE TOWARDS INCLUSIVE EDUCATION WITH RESPECT TO DIFFERENT TYPES OF DISABILITY;

- a. Students with difficulty in reading and maths skills should be in regular school and were preferred by 16 out of 22 male teachers and 10 out of 12 female teachers.
- b. Students with disruptive behaviour should be in regular classrooms. Only 7 out of 12 female teachers preferred that such students be in regular classrooms. Male have a more positive inclusive attitude when it comes to inclusion of Children with disruptive behaviour in school.
- c. Only 6 out of 12 female teachers and 12 out of 22 male teachers wanted blind children to be in regular school i.e., Approximately 50%.
- d. Both the female teacher and male teacher agreed that students who fail regularly must be in regular class.
- e. With appropriate support also only 8 out of 12 female teachers and 16 out of 22 male teachers were ready for including students with disabilities in regular classrooms.

Data analysis from chapter 4, table 3, 3.1 and 3.2 calculated chi square value 5 percent level of significance was insignificant. Thus, there is no difference between the male and female teacher attitude with respect to different types of disability of students.

5.2.3 EXPERIENCES OF TEACHERS WITH DISABLED STUDENTS

Total six questions was framed from this category

- a. Technology support is needed to use in the inclusive classroom. But only 4 out of 12 female teachers knew how to use technology. 7 out of 22 male teachers agreed that they never used technology in their classroom.
- b. When it comes to Labelling students according to the notion of disability by the staff, teachers of both genders seem not to be much concerned.
- c. Teachers of both genders were ready to adopt lessons according to the needs of disabled children, if not often then already sometimes.
- d. Teachers of both genders recognised the extra time was needed for disabled students and were ready to provide the same in their classroom.

From data analysis in chapter 4. Calculation of chi square using table 4, 4.1 and 4.2. we find that chi square is significant at 5 percent level of significance. So, the conclusion was that the experiences with disabled students is not dependent on the gender of the teacher.

5.3 LIMITATIONS

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 cocperation

2. Due to lack of awareness regarding data collection under educational research, some of the teachers have copied the responses of their counterparts.

3. The tool was not checked for reliability and validity.

4. Resource and time constrain in addition to the pandemic situation the sample size was kept small

5.4 Educational Implications

It has been reported that teachers who are more positive to inclusion have more controlled learning environments compared to teachers with more negative attitudes to inclusion (Monsen & Frederickson, 2004). From a socioecological perspective, students' experience of inclusion is deeply related to the interactions they have with the broader social environment (Anderson, Boyle & Deppeler, 2014; Boyle, 2007). Therefore, relationship factors, school climate, school and system policy and practice, as well as broad community contexts, culture, and legislation can influence the success of inclusionary approaches within a school.

According to UNICEF (2011), if children or young people with SEN are 'othered,' they can become marginalised which can lead to bullying and ultimately, to being socially ostracised. Negative attitudes.

Negative attitudes to inclusion are greatly influenced by prior exposure and may be the result of a lack of knowledge about, or experience in, inclusive processes. Teaching training is therefore key to ensuring that teachers have sufficient opportunities to both understand inclusive practices, and experience

inclusive classrooms. Negative attitudes, after all, have been learnt and can therefore be similarly unlearned.

It is thus very significant to study teacher attitude, factors affecting teachers' attitude. To plan the pre service and in-service teacher training accordingly.

5.5 Suggestions for Future Research

The research work has a wide range of scope. The attitude of the teacher on the basis of gender of the teacher, age of the teacher, experience and training received by the teacher, work load, different types of disability can be studied.

Though, there is no dearth of researches of in this area of Inclusive Education. The result of the research is often mixed. So, the study of attitude of teacher can also be carried out in another district and states to get insight of localised situation.

Similar research can be done to study attitude of special school and regular school teacher. Attitude of parents of disabled students towards their education. Attitude of peers studying with special children can also done.

SUMMARY

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A large number of disabled children (now CWSN) are largely out of educational opportunities for primary and secondary schooling. Education is a means to improve human capabilities, to improve their economic status, become aware and develop other opportunities for their overall development. Exclusion results in a staggering loss of freedom and productivity in the labour market. As per census 2011, in India about 2.68 crore persons are disabled which is 2.21% of the total population 65.8 lakhs of disabled persons are in the age group 5-19 years. 61% of children in this group are attending educational institutions. The rate of school attendance is higher in urban areas as compared to rural areas (MOSPI,2016).

With the incorporation of The Right of Children to free and compulsory Education Act,2009 (RTE ACT-2009) government is to arrange free and with diverse educational needs in mainstream schools is now at the heart of educational policy and planning. The constitution of India guarantees education for all in Article 21A. Despite the legal provision, many children with special needs (CWSN) are unable to attend school. The major breakthrough in education CWSN for implementing right to education, CBSE has made mandatory provision for CWSN. CBSE also identify that teacher play crucial role in an inclusive setup by involving all students in all scholastic and co-scholastic activities as they are the key persons in initiating the process of inclusion.

RATIONALE OF THE STUDY

The National Education Policy, 2020 has conveyed the structural change in the education system which aims to make India the global knowledge superpower ensuring equity and Inclusion.

The aim of equity and inclusion is now at the heart of the new NEP. In the fields of higher or school education, inclusion involves restructuring the whole system with the aim of ensuring a wide range of educational.

opportunities; this includes curriculum, pedagogy and recreational opportunities, etc.

After going through literature reviews, it became evident that mainstream teachers' attitude is important, as they implement inclusive pedagogy in actual classroom scenarios. Their perceptions may influence their behaviour towards acceptance of such students (Hammond & Ingalls, 2003). Van Reused, Shoho, & Barker, (2000). Attitude of teacher and role of their gender in shaping that attitude had mixed responses. Also, the localised study of research at village level helps us to understand how prevalent is inclusive education at grassroots level.

THE PROBLEM STATEMENT

The involvement of school administration, teachers, parents, students and support staff is necessary for successful inclusion. Do teachers get support from them? Do teachers of both female teachers and male teachers equally utilise the school and community support they receive? Are female teachers and male teachers equally acquainted of Teaching methodology,

instructional technologies, teaching process, assessment, accommodation in classroom environment, assisting technology and teaching aids available for children with special needs. How does it impact the formation of an attitude towards inclusive education with experiences?

Analysis the Attitude of teachers toward different types of disabilities based on the gender of the teachers. Do male teachers and female teacher attitudes are the same towards the students with different types of disabilities?

TERMS

(a) Teachers

For the present study, teachers are those who have been appointed by the government of Bihar and perform their jobs as Primary Teacher (PRT), at different government schools run by the ministry of Education, Bihar.

(b) Attitude

“An attitude is an individual’s view point or disposition towards a particular ‘object’, ‘person’, ‘thing’, ‘idea’ etc.” (Gall, Borg & Gall, 1996). Attitudes are considered to have three components: cognitive, effective and behavioural (Eagle & Chaiken, 1993). Teachers’ beliefs or knowledge about educating children with special needs may represent the cognitive component of attitude; teachers’ feelings about educating children with special needs in inclusive classrooms reflects an affective component and the teachers’ views on how to act with children with special needs refers to the behavioural (conative) component of attitude. Precisely, for the present study, attitude refers to the teachers’ viewpoints towards teaching children with special needs in inclusive classrooms which consists three components; feelings,

emotions or behaviour towards teaching and learning practices in the realm of education.

OBJECTIVES

For in-depth study of Teachers' Attitude towards Inclusive Education

(Dependent variable) and its relationship with independent variable, gender of the teacher.

The research based on three objectives stated as;

To study the difference between the attitude of teachers towards inclusive education and the support system from administration and community based on the gender of the teacher.

To identify views of teachers relative to inclusive education with respect to different types of disability changes with respect to gender of the teacher.

To study the role of experience and gender of teacher in shaping teacher attitude towards inclusive education.

HYPOTHESIS

Hypothesis 1: There is no significant difference between the attitude of male teachers and female teachers due to community and school support

Hypothesis 2: There is no significant difference between attitude of male teachers and female teachers on the basis of different types of disabilities.

Hypothesis 3: There is no significant difference between the attitude of male teachers and female teachers on the basis of experiences with disabled students.

VARIABLES

(a) Dependent Variable

In the present study, 'Teachers Attitude towards Inclusive Education' was observed and measured to determine the effect of independent variable on it.

(b) Independent Variable

In the research, the cause variable or the one that identifies forces or conditions that act on dependent variable are called independent variable. Here, gender was taken as independent variable.

RESEARCH DESIGN

Research design of the present study has been drawn by the researcher at the planning stage of the present study and modified after the accomplishment of the study (at report writing stage). selection of population and sample; selection or development of tools; and selection of appropriate and required statistical techniques followed by collection of data, scoring of data, entry of data for further analysis, applying statistics and lastly writing of report.

RESEARCH METHOD

Survey Research method was designed to study the attitude of government school primary teachers. Most survey research can be divided into three different categories: exploratory, descriptive and causal. Each serves a different end purpose and can only be used in certain ways. The present research has used a descriptive method. The main idea behind using this type of research is to better define an opinion, attitude, or behaviour held by a group of people on a given subject. Since there are predefined categories, a respondent must choose from, it is considered descriptive research.

POPULATION

A population is a complete set of people with a specialized set of characteristics. In research all the primary school teachers of Rohtas district in Bihar

SAMPLING FRAME

The sampling frame is the list from which units are drawn for the sample. Researcher selected samples from fourteen government primary schools from Chenari block of Rohtas district.

SAMPLE

A **sample** is a subset of the population. Thirty-four teachers were selected from fourteen primary government schools.

TOOL USED

A self-prepared tool based on Likert scale was used to conduct an objective Survey. Three-point scale was employed based on questionnaire (Appendix 1). teachers were to mark one of the three options available.

PROCEDURE OF DATA COLLECTION

First of all, the researcher took the permission for data collection from her supervisor. An authority letter was taken from the Department of Education, Regional Institute of Education, Bhopal, for the purpose of data collection. Then, request letters were sent to the BRC official. Then, researcher collected required data from the regular teachers working in the government schools. As per the sampling frame and sampling design, a total of 34 teachers from 14 schools were provided the data collection questionnaire comprising 19 questions leading for measuring teachers' attitude towards inclusive education. The data were collected by the researcher herself through the personal meeting with each of the respondent teacher. The teacher had option to fill questionnaire or Google form. The participants were informed of the purpose of the study and were aware that the data would be used for research purpose only. Participants were apprised that their responses will be kept strictly confidential. The participation of respondent teachers was completely voluntary. As per the request or condition of all principals of schools, the sample schools and participants/ respondents were not identified in final data analysis and report writing. The participants had the option of declining participation by not completing the questionnaire. While collecting the data collection questionnaire each respondent was thanked by the researcher. As researcher had only limited chance of visiting the schools due to ongoing pandemic situations, the researcher could not receive the expected or distributed booklets back from the teachers. Out of 50, only 34 questionnaires were received back.

STATISTICAL TECHNIQUES

The obtained data were analysed by applying statistical techniques chi square tests. Chi square test, a technique through the use of which it is possible for all researchers to (i) test the goodness of fit; (ii) test the significance of association between two attributes, and (iii) test the homogeneity or the significance of population variance.

In this work, chi square is used to test the significance between two attributes, male teachers and female teachers.

DELIMITATION OF THE STUDY

With time and resource constraint, the study of research was limited to government primary schools of a block only. Due to the situation of Covid19, there is limited access to primary school so, non probability sampling technique was employed. The researcher visited 14 government primary schools in a single block near to her residence.

The self-prepared tool was not tested for reliability and validity. So, the result may not be consistent.

MAIN FINDINGS

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