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## **A study on preparedness of mainstream school for inclusion**

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### **Abstract**

Over a period of time, Integrated education is a term which has replaced by the term Inclusive education, many professionals those who are working in the field of special education or rehabilitation consider these two different terms in a same manner. They think that inclusion is just a synonym of integration. In other words, they consider it as inclusion of children with special needs in general classroom which are meant to children without special needs. There must be more clarity about what that term tries to emphasis “Inclusion is an education system which accommodates all children regardless of their class, creed, socio economic background, physical, emotional, intelligence, etc factors. Inclusion is concerned about restructuring the cultures, laws, policies and practices in schools so that the diversity of all children can be welcomed in the system. Many studies say that many students drop out schools from due to some barriers such as attitudinal, and infrastructural. In recent years, the concern towards inclusive education is increasing, and this increment has brought significant changes in policies and rules and regulation for the enrolment of children with special needs. But still this idea is struggling to implement in full – fledged manner. Many challenges are faced by children with disability to get enrolment in general school. Hence, to explore what are the hurdles in the way of inclusion, this study was conducted. Awareness programs could help parents, children and other members of society to know more about the rules and regulations in regard of inclusion, so that the children with disability could get maximum benefit and live a life as others.

### **INTRODUCTION**

This study was undertaken to explore the attitude, along with various domains such as Psychological, Social & Parents, Curricular & Co – curricular And Administrative Aspects and roles of in–service regular and special educators. This is a worldwide known fact that India is the biggest democratic country in the world. Being the largest democratic country the core quality of its constitution i.e., Justice, Liberty, Equality, and Fraternity for all the citizens of the



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country. These core qualities would be only attainable by integrating peoples from the diverse ends of the society, by providing them INCLUSIVE EDUCATION. The main objective of inclusive education is to promote democratic principles and values and beliefs concerning equality, fraternity, and social justice for all.

We can say that “Education is the tool which can we use as a social equalizer but it becomes the biggest discriminatory tool when everyone is not included judiciously according to their special needs. It can be seen that children with special needs and other disadvantaged groups are not welcomed equally in every single school and are not given equal educational opportunities as per their differentiated needs. Children with special needs are considered a burden on the family, society, and the education system as well, which resulted in their exclusion from normal life. Moreover, if we look into the history of education, it shows that our education system from the very beginning was divided into two systems of education, namely General and Special education. Those who are having different disabilities were enrolled in special schools and those who are considered normal, were enrolled in general schools. But this view of segregation has been changed over gradually. Nowadays inclusive education has become the center of attraction all over the world, particularly in introducing educational reforms to prevent exclusionary practices of children with special needs. To provide better opportunities to children with special needs and differently-abled many educational reforms such as different amendments in policies, introducing different pedagogical approaches and practices have been introduced across the nation – states.

“Inclusive education” means a system of education wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities.

As per RPWD Act, 2016

The main idea behind introducing this word inclusion is just that no child with disability should lag behind due to any kind of disabilities. Our government had taken many initiatives in the field of inclusion education so that our children with special needs could meet the basic rights like Free and compulsory education. As per the RPWD Act, 2016,

The basis of the study to get to know the status of the belief system of regular and special educators because children with special educational needs are completely dependent on them. If we viewed our history at a glance, we find that the student with special educational needs were

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not the part of our mainstream schools. They were found in the segregated education system. Even though those students with different disabilities or special educational needs were not allowed to be the part of the society. They were meant to be in the restricted environment where they had to follow particular set of rules.

Gradually, we realized a need of the proper education system for the children with special needs. Formation of educational acts and policies were done for maintaining the equity. In 1995, person with disability act came into force with a list of 7 disabilities. Government of India, Ministry of Social justice & Empowerment under the Department of Empowerment of Persons with Disabilities (DIVYANGJAN) enacted a new act named as Rights of Persons with Disabilities (RPwD Act, 2016). This act is a consist of 21 disabilities. The RPwD Act, 2016 was enacted on 28.12.2016 which came into force from 19.04.2017. The salient features of the Act are: -

- i. Responsibility has been cast upon the appropriate governments to take effective measures to ensure that the persons with disabilities enjoy their rights equally with others.
- ii. Disability has been defined based on an evolving and dynamic concept.
- iv. Additional benefits have been provided for persons with benchmark disabilities and those with high support needs.
- v. Every child with benchmark disability between the age group of 6 and 18 years shall have the right to free education.
- vi. 5% reservation in seats in Government and Government aided higher educational institutions for persons with benchmark disabilities.
- vii. Stress has been given to ensure accessibility in public buildings (both Government and private) in a prescribed time-frame.
- viii. 4% reservation in Government jobs for certain persons or class of persons with benchmark disability.
- ix. The Act provides for grant of guardianship by District Court or any authority designated by the State Government under which there will be joint decision – making between the guardian and the persons with disabilities.
- x. Broad based Central & State Advisory Boards on Disability to be set up as policy making bodies.



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## **Methodology**

### **Statement of the study**

The purpose of this study is “A study on preparedness of mainstream school for inclusion”.

### **Objective**

- To compare the difference between the attitudes of male and female teachers of mainstream school towards inclusive education.
- To find out the level of attitudes of different type of teachers of mainstream school for inclusion.

### **Hypotheses**

- There will be no significant difference in the attitude towards Inclusive Education among the male and female teachers.
- There will be significant difference in the attitude of different type of teacher towards Inclusive Education.

### **Sample**

The sample of the present study will be 50 government school educator (25 regular and 25 special educator) working in government school. The sample will be taken from Delhi.

### **Sampling Technique**

In this research non- probability sampling technique and convenient sampling method will be used for selection of sample.

### **Research Design**

The present research is survey and Descriptive in nature. Research will correlate the level of Attitude, strength, weaknesses, and roles of regular and special educators dealing with special children in an inclusive setting in mainstream government schools of Delhi.

### **Tool/ Test**

For the Research study the researcher will prepare the tool to collect the data from the sample.

### **Analysis of Data**

By the use of tool, researcher will administer the tool and collect the relevant data from the sample and with the help of various quantitative and qualitative techniques analysis of data will be performed.



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## **INTERPRETATION**

The interpretation is a task of drawing conclusions or inferences & explaining their significance after a careful analysis of selected data. Interpretation is the final stage of analysis of data. Interpretation consists of values of mean, S.D. significance, correlation etc. it reflects what are the findings of the original problem. Interpretation is an essential part of any research. The application of inductive and deductive logic to research is only represented by the analysis and interpretation of data.

### **Need of Interpretation**

Interpretation is done to measure and elaborate the findings of any research in a simpler format. Hence, it could be easy to understand. The interpretation helps categorization, manipulation, and summarization of the information which is extracted from the data with use of different tests. Interpretation depicts conclusions of analytical methods. The interpretation is done to establish continuity in research by linking the results of a study with those of another and to establish a new concept or finding.

### **Use of Interpretation**

- The first and the foremost reason of using interpretation by the researchers is that it is needed to explain the usefulness & the utility of the research findings to the concerned users.
- With the help of interpretation that the researcher can explain the findings and can make other people understand the real significance of research findings.

### **Essentials for Interpretation**

- While interpretation of the research work, it is also important that the data should be sufficient and complete so that it can be analysed scientifically and can be used for drawing inferences.
- Before selecting the data for interpretation, it is important to confirm the degree of suitability of the data.
- There should be uniformity and homogeneity in the data.



- Before selecting the data for interpretation, it is essential that the data & information should be systematically classified & properly tabulated.
- While interpretation of the research work, it is necessary to analyse the data by applying scientific methods.

### **Analysis and interpretation of Data**

The major objective was identifying several factors which includes the sociodemographic variables like age, gender, type of teaching they do in the school and also their years of experience in understanding and the difference they possess in inclusive learning in government-based schooling systems. The study firstly collected all the required sociographic variables of the researcher's interest and the main attitude that these teacher holds on inclusive learning. The following table defines the sociodemographic characteristics of the participants that is been taken for the study.

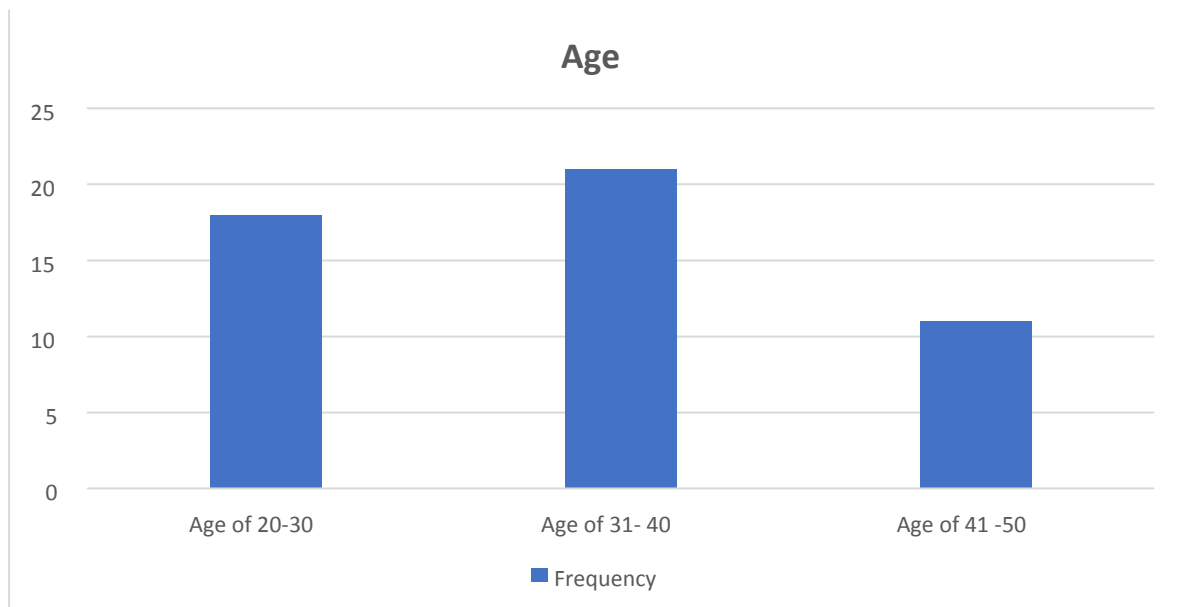
**Table 1: Sociodemographic Details of the participants**

<b>Variable</b>	<b>Range</b>	<b>f</b>	<b>Total</b>
<b>Age</b>	Age 20-30	18	50
	Age 31-40	21	
	Age 41-50	11	
<b>Gender</b>	Male	19	50
	Female	31	
<b>Type of Teacher</b>	Regular Teachers	25	50
	Special Education Teachers	25	
<b>Work Experience</b>	1-5 years	27	50
	6-10 years	11	
	11-15 years	9	
	16-20 years	3	

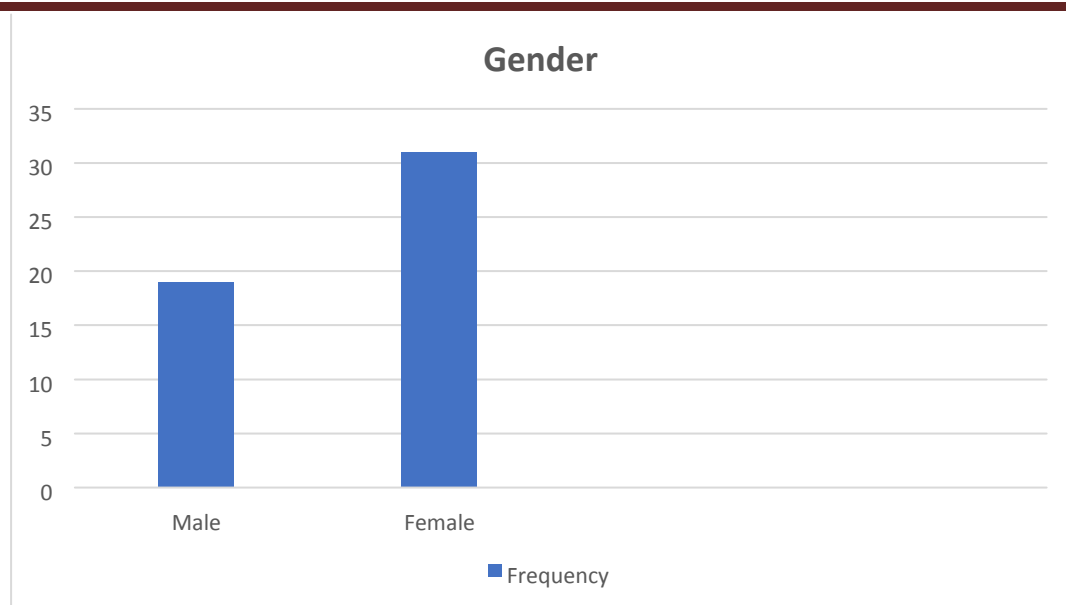
### **INTERPRETATION**

The major participants of the study were school teachers working in government schools, which included both teachers and special educators. The above mention table explains the social

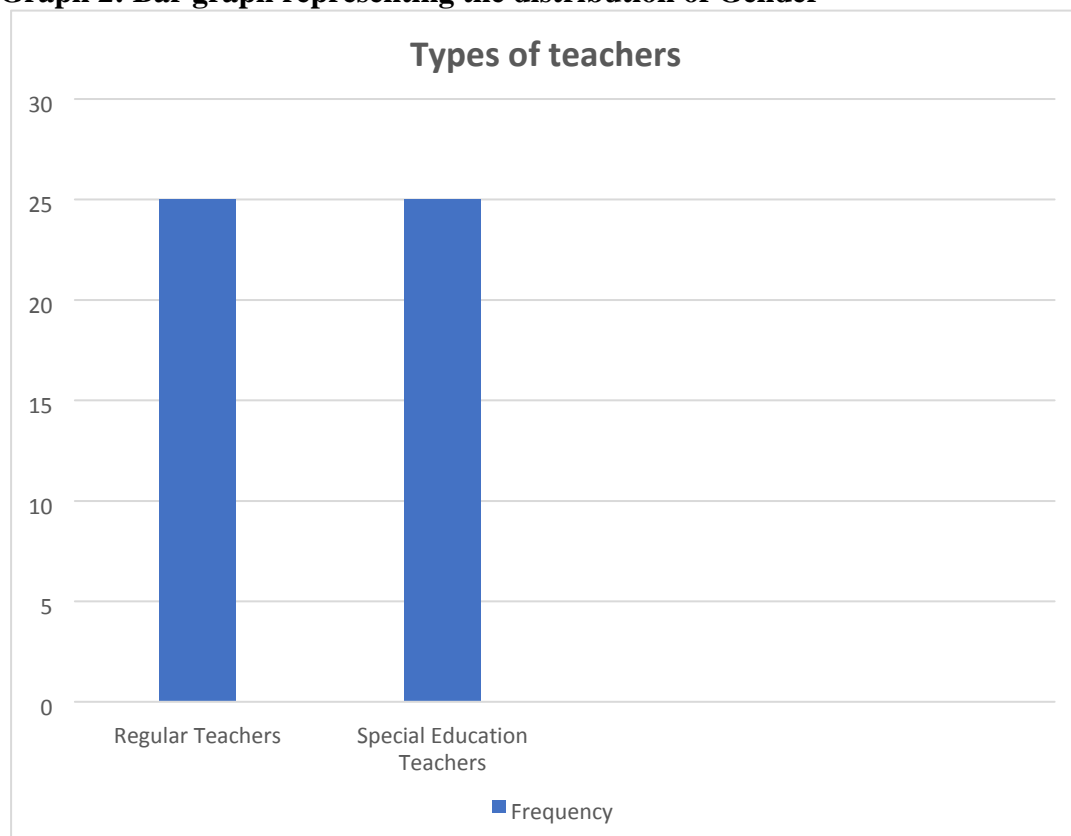
demographic characteristics of them. The study included school teachers majorly age ranging from 20- 50 years. While understanding the distribution, out of the 50 participants (Mean=1.86, SD=0.75), 18 of the sample belonged to the age range of 20 to 30 years of age, 21 of the sample belonged to 31 to 40 years of age and another 11 sample were falling under the age group of 41 to 50 years of age. Another important socio demographic variable, which holds a lot of importance in the study is gender. Among the total of 50 participants in terms of gender (Mean=1.62, SD=0.49), 19 of them were male and 31 of them were female. A major focus of the study is the type of teaching work that they do in the school (Mean=1.50, SD=0.50), regular school teachers were 25 and the special educators were 25 in frequency. In terms of work experience of these teachers (Mean=1.76, SD=0.95), 27 of them belonged to the range of 1-5 years of work experience, 11 of them belonged to a range of 6-10 years of work experience, 9 of them had a work experience ranging from 11-15 years and 3 of them belonging to work experience ranging from 16-20 years.



**Graph 1: Bar graph representing the distribution of Age**



**Graph 2: Bar graph representing the distribution of Gender**



**Graph 3: Bar graph representing the Type of teachers**



**OBJECTIVE 1**

To compare the difference between the attitudes of male and female teachers of mainstream school towards inclusive education.

**Table 2: Independent sample T-test amongst the variables of Attitude Toward inclusive learning and gender**

Variable		Mean	SD	t	Sig Value
Attitude towards Inclusive Education	Male	105.78	13.11	0.04	0.83
	Female	110.29	11.39		
Psychological Aspects	Male	23.84	3.48	0.93	0.33
	Female	23.35	3.69		
Social & Parents Aspects	Male	26.94	4.56	1.12	0.29
	Female	27.8	3.34		
Curricular And Co - Curricular Aspects	Male	29.36	4.92	0.57	0.45
	Female	30.06	3.85		
Administrative Aspects	Male	25.63	3.43	0.02	0.86
	Female	29.06	3.44		

**INTERPRETATION**

Table no 2 explains about the independent sample t-test among the attitude towards inclusive learning and the four different subdomains of the attitude among gender. The major focus here is to the major genders, which are males and females. When comparing the main variable of interest in the study, which is attitude towards inclusive education among male (Mean= 105.78, SD= 13.11) and females (Mean=110.29, SD= 11.39), t value that was obtained in the study was 0.04 and the significant value was 0.83. The significant value obtained here is it greater than at 0.05 confidence level, indicating that there was no significant difference in the attitude of male and female teachers that was visible towards inclusive education. Comparing the variable of psychological aspects in inclusive education among the males (Mean=23.84, SD= 3.48) and females (Mean=23.35, SD= 3.69), the t value obtained was 0.93 and the significant value was 0.33. The value that was obtained is greater than at 0.05 confidence level, which indicates that there is significant difference that is observed among the variable of psychological aspects and gender. In terms of the comparison that happens with social and parental aspect in inclusive

education with males (Mean=26.94, SD= 4.56) and females (Mean=27.8.68, SD= 3.55), the t value obtained was 1.12 and the significant value was 0.29. The value that was obtained is greater than at 0.05 confidence level, which indicates that there is significant difference that is observed between male and female with respect to the variable of social and parental aspect in inclusive education. Comparing the variable of curricular and co - curricular aspects among males (Mean=29.36, SD= 4.92) and females (Mean=30.06, SD= 3.85), t value that was obtained in the study was 0.57 and the significant value was 0.45. The value that was obtained is greater than at 0.05 confidence level, which indicates that there is significant difference that is observed between male and female with respect to the variable of curricular and co - curricular aspects in inclusive education. At last, when comparing the variable of administrative aspects in inclusive education among male (Mean=25.63, SD= 3.43) and females (Mean=29.06, SD= 3.44), t value that was obtained in the study was 0.02 and the significant value was 0.86. The significant value obtained here is greater at 0.05 confidence level, indicating that there was no significant difference that was visible between the male and female with respect to the administrative aspects. Hence from this finding the hypothesis which is stated as follows “there will be no significant difference in the attitude towards inclusive education among the males and females of the school teachers” is accepted.

**OBJECTIVE 2**

To find out the level of attitudes of different type of teachers of mainstream school for inclusion.

Variable		Mean	SD	t	Sig Value
<b>Attitude towards Inclusive Education</b>	Regular Teachers	100.76	9.12	0.56	0.45
	Special Education Teachers	116.4	9.51	9.51	
<b>Psychological Aspects</b>	Regular Teachers	22.04	3.71	0.5	0.01
	Special Education Teachers	25.04	2.79	9.51	
<b>Social &amp; Parents Aspects</b>	Regular Teachers	25.28	2.79	0.02	0.87
	Special Education Teachers	29.68	3.28	9.51	
<b>Curricular And Co - Curricular Aspects</b>	Regular Teachers	27.96	3.8	0.01	0.89
	Special Education Teachers	31.64	3.93	9.51	
<b>Administrative Aspects</b>	Regular Teachers	25.48	3.26	1.07	0.3
	Special Education Teachers	30.04	2.82	9.51	



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## Conclusion

The study revealed that the various socio demographic variables along with the attitude of the different teachers has no significant difference. But only on the basis of type of teachers there were a significant difference in the attitude towards inclusive education. The findings revealed that the majority of teachers are sensitized towards inclusive education and this is a good sign of leading a good participation of children with special needs in the mainstream schools. The teachers and other multidisciplinary team are making positive efforts toward inclusive education. All this change could be made possible due to the sincere efforts of the government for making parents, teachers aware towards the different rules and policies for the benefits of children with special needs. So, this can be concluded that at this time the teachers of mainstream schools are aware towards the need of the inclusive education for the upliftment of the person with disability. Teachers are showing concerns for them. They consider all students with special needs as a prime responsibility.

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