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Attitude of Regular and Special Primary School Teachers Towards Inclusive Education in Purba and Paschim Medinipur Districts of West Bengal: A Comparative Study

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Abstract

In the present study the investigators made a comparative study on Attitude of Regular and Special Primary School Teachers towards Inclusive Education in Purba and Paschim Medinipur Districts of West Bengal. 166 Primary school teachers (96 Regular and 70 Special teachers) in the Purba and Paschim Medinipur Districts of West Bengal were taken as representative sample for the whole population. Stratified random sampling technique was followed for selecting the Schools and teachers were selected following purposive sampling technique. An attitude scale (Likert Type) was used for knowing the Attitude of Regular and Special Primary School teachers towards Inclusive Education. The means of both groups were tested for significance of difference by using t-test. The study revealed that the attitude of Primary Teachers in Purba and Paschim Medinipur Districts of West Bengal is neither more favorable nor unfavorable towards inclusive education i.e., satisfactory or average in attitude. The study also revealed that the attitude of Male and Female teachers in Regular and Special Schools, Male and Female teachers in Regular Schools, Male and Female teachers in Special Schools, Urban and Rural teachers in Regular and Special Schools, Trained and Untrained teachers in Regular and Special Schools, Upper and Lower primary teachers in Regular and Special Schools, Regular and Special Primary School Teachers, attitude towards Inclusive Education did not differ significantly. The study also revealed that the attitude of Rural and Urban primary school teachers both in Regular and Special schools, Lower and Upper primary special school teachers and Teachers in Regular and Special Schools in Purba and Paschim Medinipur Districts differ significantly.

Keywords: Attitude, Regular and Special Primary schools, Teacher, Inclusive Education.

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Introduction

We live in a world of diversities and individual differences. None of us is ever identical, in true sense. When special needs children's learn in the same schools with their non-disabled peers, the support is necessary for them to be successful there, then the society is said to be Inclusive. All children, in spite of their disability, try to participate in all parts of school life. Inclusive Education is an effort of collaboration. The principle behind inclusive education is to promote opportunities for all children to participate, learn and have equal treatment, irrespective of their mental and physical abilities.

Inclusive education is a human right issue. Inclusive education means that all children, regardless of their strength or weaknesses are accommodated in a school and become part of the school community. Inclusive education encourages bringing all students together in one classroom and following the same curriculum regardless of their diversities (Dutta & Banerjee, 2013). Inclusion is an educational approach and philosophy that provides all students with community membership and greater opportunities for academic and social achievement. Inclusion is about making sure that each and every student feels welcome and that their unique needs and learning styles are attended to and valued (Winter, & Paul, 2010).

- UNESCO Salamanca Statement and Framework for Action (1994) proclaimed that, "Every child has a fundamental right to education and must be given the opportunity to achieve & maintain an acceptable level of learning. Every child has unique characteristics, interest, abilities and learning needs, educational system should be designed & educational programmes implemented to take into account the wide diversity of these characteristics and needs. Those with special educated needs must have access to regular schools which should accommodate them within a child-centered pedagogy, capable of meeting these needs"(Dutta, & Banerjee, 2013).
- UNESCO views inclusion as "a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning"(UNESCO, 2005, p. 12).

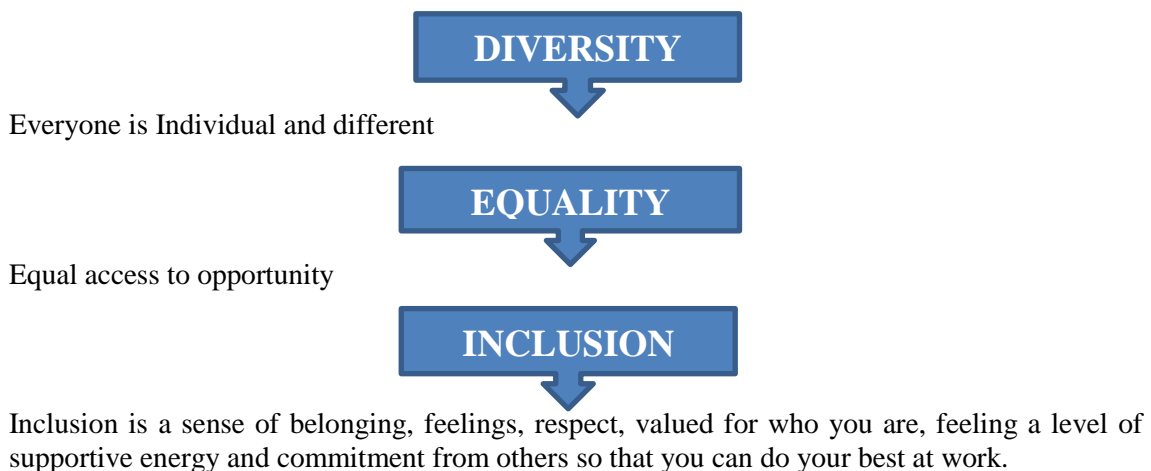


Figure 1: Inclusion Setup

Education is the right of all children, and the aim of inclusive education is to ensure that all children have access to an appropriate, relevant, affordable and effective education within their community (Khan, 2011). Inclusive education is the need of Indian society of today as it intends to bridge the gap between special education, integrated education and general system of education and will reduce exclusion and all type of discrimination prevalent in our education pattern of today.

Inclusive Education is most important in India because.....

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- ✓ Education for All.
- ✓ Equity in Education.
- ✓ Equality in Educational Opportunity
- ✓ Justice for All.
- ✓ All children learn by being together.
- ✓ To develop friendship and learn social skills.
- ✓ Breaking the barrier of poverty.
- ✓ To improve the quality of education.
- ✓ Universalization of education.
- ✓ To fulfill the constitutional responsibility.
- ✓ Development of nation.
- ✓ To development of social skills and better social interactions.
- ✓ To improved social development and academic outcomes for all learners.

The role of school teacher in Inclusive education is so vital. Inclusive Education is very much helpful for the development of child and nation. Therefore the researchers feel that particularly the primary school teachers in both regular and special schools towards inclusive education can never be ignored. It is this feeling that has urged Investigators to take up the present study on a particular region of West Bengal. It is expected that, this study though small, will be able to make some significant contributions in the field of education.

From the above discussion it is clear that proper understanding of the Inclusive Education is inevitable for everybody. It is very much essential for school teachers. The role of teacher in inclusive classroom setup is very crucial. Since, the Primary stage is the foundation of all the levels of education, it needs special attention. It is found that there are different reasonable opinions in this regards. But we cannot come to a conclusion about all the Primary school teachers' attitude towards Inclusive Education from several comment or discussions with handful teachers only. Many questions are arising in the researchers mind about the teacher's attitude towards Inclusive Education at Primary Level. Still now it is very important and sensitive issue. It is an urgent need for developing certain strategies which can improve their knowledge, attitude and skills towards Inclusive Education. Therefore, in order to know the attitude of Primary teachers in both Regular and Special Schools towards Inclusive Education, the investigators have decided to take up a systematic and objective attitudinal study of Regular and Special Primary School teachers towards Inclusive Education. The investigators intend to restrict their research work to Purba and Paschim Medinipur Districts of West Bengal.

Statement of the Problem

“Attitude of Regular and Special Primary School Teachers towards Inclusive Education in Purba and Paschim Medinipur Districts of West Bengal: A Comparative Study”

Literature Review

Christian, D. (2010) has conducted a study on “Mainstream secondary school educators' attitudes to inclusive education in South Wales”. Objectives of the study were: 1. Determine teachers' and learning support staff's attitudes and experiences to teaching pupils with identified educational needs in mainstream settings. 2. Analyze teachers' perceptions of best practice in mainstream schools. 3. Recommend the most effective method(s) of teaching science to children with special educational needs (SEN). Findings of the Study were: 1. Educators generally reported negative views to the inclusion of pupils with identify learning difficulties within the

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science classroom. 2. Children with emotional and behavioral difficulties caused more concern for teachers than pupils with severe learning difficulties. 3. The attitude scores for educators with B.Ed were less positive than for PGCE and 'other' groups, notably the 'other' group. Sharma, A. S. & Bhargav, S. (2011) have conducted a study on "In-service primary teachers' attitude towards inclusion: survey results from district Kurukshetra (Haryana)". Objective of the study was: To know the attitude of in-service primary school teachers towards Inclusion in District Kurukshetra (Haryana). Findings of the study were: 1. Male teachers have more favourable attitude than female teachers towards inclusive education. 2. Attitude towards inclusive education decreases with increase in educational qualification of the teacher. 3. The teachers having professional training/qualification have very high positive attitude as compared to the teachers not having this type of qualification. Anwer, M. & Sulman, N. (2012) have conducted a study on "Regular Schools' Teachers Attitude towards Inclusive Education in the Region of Gilgit-Baltistan". Objectives of the study were: To explore several issues regarding teachers' perceptions of inclusion. First, an inspection of teacher's perceptions will be reviewed. This aspect of the research will focus on the teacher's attitude toward providing inclusive education as well as providing insight to the reported needs required to foster and maintain a successful inclusion program. Also, this study will attempt to uncover teacher's concerns regarding appropriate or sufficient training and staff development on both the pre-service and in-service levels in the implementation of inclusion. Finally, the level of administrative support from a teacher's perspective will be explored. Findings of the study were: 1. According to the survey instrument, teachers in public school have the attitude that children with special educational needs should be included in regular education classrooms. Studies have also indicated that being included with general education students may be even more beneficial than special, small group instruction for special education students. 2. According to this current study, teachers in public school tend to feel the special education student's self-esteem is increased when they (special education students) are included in the regular education classroom. 3. According to the current study, private school teachers have reported a negative perception of inclusion when compared to public school teachers. 4. Public school teachers in this study held more positive perceptions of the level of administrative support than did their private schools counterparts. Adequate administrative support is essential to the successful implementation of an inclusion program. Teachers who are called upon to implement inclusive education programs feel the need of administrative support in several issues, including those related to time, training, personnel, materials and class size. Ramakrishnarao, K. (2013) has conducted a study on "Primary School Teachers' Attitude towards Inclusive Education". Objectives of the study were: 1. To measure and understand the Primary school teacher's attitude towards Inclusive Education. 2. To study whether there exists any difference in the attitudes of Primary school teachers' attitude towards Inclusive Education in respect of their Gender, Locality, Age Educational Qualification and Teaching Experience etc. Findings of the study were: 1. It is observed that in general the teachers working in Primary schools had shown favorable attitude towards Inclusive Education. 2. The male and female teachers working in Primary schools differ significantly in their attitude towards Inclusive Education. Female teachers had shown more positive attitude towards Inclusive Education at Primary level. 3. The teachers working in rural and urban Primary schools differ significantly in their attitude towards Inclusive Education. 4. The teachers below and above 30 years age working in Primary schools differ significantly in their attitude towards Inclusive Education. 5. The D.Ed. qualified and B.Ed. qualified teachers working in Primary schools differ significantly in their attitude towards Inclusive Education. The D.Ed. qualified teachers had shown more favourable attitude towards inclusive education. The professional experience of the teachers had significant influence on the attitude of the Primary school teachers towards Inclusive Education. Kakkar, N. (2014) has conducted a study on "Teachers' Attitude towards Inclusive Education". Objectives of the study were: The studies suggest that teachers like what inclusion classrooms do for their students and they are generally interested in serving students in such a manner. Findings of the study were: 1. General teachers have positive attitudes towards inclusive education. They agreed that inclusive education enhances social interaction and

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inclusion among the students. 2. It seems reasonable to conclude here that with the provision of more resources and support, flexible and accessible curriculum, pre-service and in-service training, teachers attitudes could become more positive towards inclusive education. Mohapatra, N. (2015) "Teachers' Perceptions towards Inclusive Education in Primary Schools of Odisha". Objective of the study was: To examine teachers' attitudes and their perceived knowledge towards inclusive education in primary schools of Odisha. Findings of the study: Teachers have positive attitude towards inclusive education. They agreed that inclusive education enhances social interaction and inclusion among the students and thus, it minimizes negative stereotypes on special needs children. The findings also show that, collaboration between the mainstream and the Resource teacher is important and that there should be a clear guideline on the implementation of inclusive education. The findings of the study have significant implication to the administrators, teachers, parents and other stakeholders who directly involved in implementing inclusive education. Samanta, S. (2016) has conducted a study on "Attitude of Secondary School Teachers towards the Inclusion of Special Educational Needs (SEN) Children In General Education Classroom". Objectives of the study were: 1. To know the attitude of the secondary school teachers towards inclusion of SEN children in general education classroom. 2. To know the difference in attitude among the secondary school teachers in relation to private and government schools. 2. To know the difference in attitude among the secondary school teachers in relation to gender. 3. To know the difference in attitude among the secondary school teachers in relation to marital status. Findings of the study were: 1. The level of attitude of secondary school teachers towards inclusion of SEN children in general education classroom is positive. The percentage of secondary school teacher having positive attitude is 55%. 2. The government and private secondary school teacher have similar attitude towards inclusion of SEN children in general education classroom. 3. Male and female secondary school teachers do not differ in their attitude towards inclusion of SEN children in general education classroom. 4. Married and single secondary school teachers do not differ in their attitude towards inclusion of SEN children in general education classroom. Chanda, P. & Behera, S.K. (2016) "Attitude of Regular and Special Primary School Teachers Towards Inclusive Education in Paschim Medinipur District of West Bengal" Objectives of the study were: 1. To ascertain the attitude of primary level school teachers in both regular and special schools towards Inclusive Education in Paschim Medinipur District of West Bengal. 2. To compare the attitude of Male and Female teachers in Regular and Special Primary schools towards Inclusive Education. 3. To compare the attitude of Male and Female teachers in Regular School towards Inclusive Education. 4. To compare the attitude of Male and Female Teachers in Special school towards Inclusive Education. 5. To compare the attitude of Rural and Urban teachers in Regular and Special schools towards Inclusive Education. 6. To compare the attitude of Trained and Untrained teachers in Regular and Special schools towards Inclusive Education. 7. To compare the attitude of Upper Primary and Lower Primary school teachers in Regular and Special schools towards Inclusive Education. 8. To compare the attitude of Regular School teachers and Special School teachers towards Inclusive Education. Findings of the study were: 1. The major finding of this study revealed that, the attitude of Primary school teachers in Paschim Medinipur district of West Bengal is neither more favourable nor unfavourable towards Inclusive Education i.e., satisfactory or average in attitude towards Inclusive Education. 2. The finding of the study revealed that, there is no significant difference between the attitude of Male and Female teachers in both Regular and Special primary schools in Paschim Medinipur district towards Inclusive Education. 3. The present study discovered that, there is no significant difference between the attitude of Male and the Female teachers in Regular primary schools towards Inclusive Education. 4. The research finding indicated that, there is no significant difference between the attitude of Male and Female teachers in Special Primary schools towards Inclusive Education. 5. The present study discovered that, there is significant difference between the attitude of Rural and Urban teachers in Regular and Special schools towards Inclusive Education. 6. In the present study the researcher also found that, there is no significant difference between the attitude of Trained and Untrained teachers in Regular and Special schools towards

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Inclusive Education.7. The present study revealed that, there is no significant difference between the attitude of Lower Primary Teachers in Regular and Special schools and the Upper Primary Teachers in Regular and Special schools towards Inclusive Education.8. The finding of the study indicated that, there is no significant difference between the attitude of teachers in Regular and Special schools in Paschim Medinipur District towards Inclusive Education.

Delimitations of the Study

The Delimitations of the present study are as follows:

a) Geographical Area:

The study was delimited to only Purba and Paschim Medinipur districts of West Bengal.

b) Level of Education:

- i. The study was delimited to the Primary school teachers of the said districts.
- ii. The Regular and Special primary school teachers were considered as the subjects of the present study.

c) Level of Study

The study was conducted only at surface level. It was not an “in-depth” study. Attempts to know the subjects attitude were made by administering an attitude scale constructed by the researcher herself. An inter-district comparison was done. An inter-district comparison between the Regular and Special Primary schools Male and Female teachers, Urban and Rural teachers, Trained and Untrained teachers, Upper Primary and Lower Primary school teachers, of Purba and Paschim Medinipur were done.

Objectives of the Study

1. To ascertain the attitude of Primary level Teachers in both Regular and Special schools towards Inclusive Education in Purba and Paschim Medinipur Districts of West Bengal.
2. To ascertain the attitude of Regular Primary school Teachers towards Inclusive Education in Purba and Paschim Medinipur Districts of West Bengal.
3. To ascertain the attitude of Special Primary school Teachers towards Inclusive Education in Purba and Paschim Medinipur Districts of West Bengal.
4. To compare the attitude of Male and Female Teachers in Regular and Special Primary Schools towards Inclusive Education.
5. To compare the attitude of Male and Female Teachers in Regular Primary Schools towards Inclusive Education.
6. To compare the attitude of Male and Female Teachers in Special Primary Schools towards Inclusive Education.
7. To compare the attitude of Rural and Urban Teachers in Regular and Special Primary Schools towards Inclusive Education.
8. To compare the attitude of Rural and Urban teachers in Regular Primary School towards Inclusive Education.
9. To compare the attitude of Rural and Urban teachers in Special Primary School towards Inclusive Education.
10. To compare the attitude of Trained and Untrained teachers in Regular and Special Primary Schools towards Inclusive Education.
11. To compare the attitude of Trained and Untrained teachers in Regular Primary Schools towards Inclusive Education.

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12. To compare the attitude of Trained and Untrained teachers in Special Primary Schools towards Inclusive Education.
13. To compare the attitude of Lower and Upper Primary Teachers in Regular and Special Schools towards Inclusive Education.
14. To compare the attitude of Lower and Upper Primary Teachers in Regular Schools towards Inclusive Education.
15. To compare the attitude of Lower and Upper Primary Teachers in Special Schools towards Inclusive Education.
16. To compare the attitude of Primary School Teachers (Regular and Special) in Purba and Paschim Medinipur Districts towards Inclusive Education.
17. To compare the attitude of Regular and Special Primary school teachers in Purba and Paschim Medinipur Districts towards Inclusive Education.

Hypotheses of the Study

Hypotheses were formulated in null form.

H₀₁: There will have more unfavourable attitude of Primary level Teachers in both Regular and Special schools towards Inclusive Education in Purba and Paschim Medinipur Districts of West Bengal.

H₀₂: There will have more unfavourable attitude of Regular Primary school Teachers towards Inclusive Education in Purba and Paschim Medinipur Districts of West Bengal.

H₀₃: There will have more unfavourable attitude of Special Primary school Teachers towards Inclusive Education in Purba and Paschim Medinipur Districts of West Bengal.

H₀₄: There is no significant difference between the attitude of Male and Female Teachers in Regular and Special Primary Schools towards Inclusive Education.

H₀₅: There is no significant difference between of Male and Female Teachers in Regular Primary Schools towards Inclusive Education.

H₀₆: There is no significant difference between Male and Female Teachers in Special Primary Schools towards Inclusive Education.

H₀₇: There is no significant difference between Rural and Urban Teachers in Regular and Special Primary School towards Inclusive Education.

H₀₈: There is no significant difference between Rural and Urban Teachers in Regular Primary School towards Inclusive Education.

H₀₉: There is no significant difference between of Rural and Urban Teachers in Special Primary School towards Inclusive Education.

H₀₁₀: There is no significant difference between Trained and Untrained teachers in Regular and Special Primary Schools towards Inclusive Education.

H₀₁₁: There is no significant difference between Trained and Untrained teachers in Regular Primary Schools towards Inclusive Education.

H₀₁₂: There is no significant difference between Trained and Untrained teachers in Special Primary Schools towards Inclusive Education.

H₀₁₃: There is no significant difference between attitude of Lower and Upper Primary Teachers in Regular and Special Schools towards Inclusive Education.

H₀₁₄: There is no significant difference between attitude of Lower and Upper Primary Teachers in Regular Schools towards Inclusive Education.

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H₀₁₅: There is no significant difference between attitude of Lower and Upper Primary Teachers in Special Schools towards Inclusive Education.

H₀₁₆: There is no significant difference between attitude of Primary School Teachers (Regular and Special) in Purba and Paschim Medinipur Districts towards Inclusive Education.

H₀₁₇: There is no significant difference between the attitude of Regular and special primary school teachers in Purba and Paschim Medinipur Districts towards Inclusive Education.

Methodology

The present study is based on survey method, particularly, the normative survey research method. It is the most popular and scientific research technique, which consist of analyzing the phenomena into their components.

Population of the Study

All the Teachers of Regular and Special Primary schools in Purba and Paschim Medinipur districts of West Bengal comprised the population of this study.

The Sample and Sampling Procedure

166 primary school teachers, 96 regular primary school teachers and 70 special primary school teachers in Purba and Paschim Medinipur Districts of West Bengal were taken as representative sample for the whole population. Stratified random sampling technique was followed for selecting the Schools. Only 166 primary school teachers were selected following purposive sampling technique.

The Tool Used

An attitude scale (Likert Type) was used for knowing the Attitude of Regular and Special Primary School teachers towards Inclusive Education.

Statistical Technique

t-test was used to analyze the collected data and verify the hypotheses.

Results and Discussion

Testing H₀₁:

There will have more unfavourable attitude of Primary level Teachers in both Regular and Special schools towards Inclusive Education in Purba and Paschim Medinipur Districts of West Bengal.

Table- 1: Number, Mean and SD of Regular & Special School Teachers

Category	N	Mean	S.D
Regular & Special School Teachers	166	207.14	20.26

Through the help of cut-off point the Investigator verified the H₁. Here Cut-off Point is $M \pm 1\sigma$. It means, Mean=207.14, N=166 and $\sigma=20.26$. Hence $M + 1\sigma$ is $207.14 + (1 \times 20.26) = 227.40$. And $M - 1\sigma = 207.14 - (1 \times 20.26) = 186.88$. Most of Primary school teachers (113 in number) i.e., 68.07% of teachers were lies between 186.88 to 227.4 scores. Hence, it can be said that the attitude of Primary teachers in Regular and Special schools of Purba and Paschim Medinipur districts of West Bengal is neither more favourable nor unfavourable towards Inclusive Education i.e., satisfactory or average in attitude towards Inclusive Education.

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Table- 2: Level of Attitude of Regular & Special School Teachers

Scores	Frequency	Percentage	Level of Attitude
Above-227.4	26	15.66%	Favourable
Between-186.88-227.4	113	68.07%	Average / Moderate
Below-186.88	27	16.27%	Unfavourable
Total	166	100%	

Testing H₀₂:

There will have more unfavourable attitude of Regular Primary school Teachers towards Inclusive Education in Purba and Paschim Medinipur Districts of West Bengal.

Table- 3: Number, Mean and SD of Regular School Teachers

Category	N	Mean	S.D
Regular School Teachers	96	203.92	22.87

Through the help of cut-off point the Investigator verified the H₂. Here Cut-off Point is $M \pm 1\sigma$. It means, Mean=203.92, N=96 and $\sigma=22.87$. Hence $M + 1 \sigma$ is $203.92 + (1 \times 22.87) = 226.79$. And $M - 1 \sigma = 203.92 - (1 \times 22.87) = 181.05$. Most of Primary school teachers (64 in number) i.e., 66.67% of teachers were lies between 181.05 to 226.79 scores. Hence, it can be said that the attitude of Regular Primary school teachers in Purba and Paschim Medinipur districts of West Bengal is neither more favourable nor unfavourable towards Inclusive Education i.e., satisfactory or average in attitude towards Inclusive Education.

Table- 3: Level of Attitude of Regular School Teachers

Scores	Frequency	Percentage	Level of Attitude
Above – 226	16	16.67%	Favourable
Between 181 – 226	64	66.67%	Average / Moderate
Below – 181	16	16.67%	Unfavourable
Total	96	100%	

Testing H₀₃:

There will have more unfavourable attitude of Special Primary school Teachers towards Inclusive Education in Purba and Paschim Medinipur Districts of West Bengal.

Table-4: Number, Mean and SD of Special School Teachers

Category	N	Mean	S.D
Special School Teachers	70	211.50	14.90

Through the help of cut-off point the Investigator verified the H₃. Here Cut-off Point is $(M \pm 1\sigma)$. It means, Mean=211.50, N=70 and $\sigma=14.90$. Hence $(M + 1 \sigma)$ is $211.50 + (1 \times 14.90) = 226.4$. And $M - 1 \sigma = 211.50 - (1 \times 14.90) = 196.6$. Most of Primary school teachers (40 in number) i.e., 57.14% of teachers were lies between 196.6 to 226.4 scores. Hence, it can be said that the attitude of Special Primary school teachers of Purba and Paschim Medinipur districts of West Bengal is neither more favourable nor unfavourable towards Inclusive Education i.e., satisfactory or average in attitude towards Inclusive Education.

Table- 5: Level of Attitude of Special School Teachers

Scores	Frequency	Percentage	Level of Attitude
Above 226.4	12	17.14%	Favourable
Between 196.6 -226.4	40	57.71%	Average / Moderate
Below 197	18	25.14%	Unfavourable
Total	70	100%	

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Table-6: Showing significant differences between variables

Variables		N	Mean	SD	S _{ED}	Mean difference	df	t	Level of Significance	
Gender	Male teachers in Regular and Special Schools	108	206.95	20.17	3.53	0.53	164	0.15	0.05	#
	Female teachers in Regular and Special Schools	58	207.48	20.41						
	Male teachers in Regular Primary Schools	51	200.73	23.81	4.57	6.8	94	1.49	0.05	#
	Female teachers in Regular Primary Schools	45	207.53	21.81						
	Male Teachers in Special Primary Schools	57	212.53	14.06	4.73	5.22	68	1.10	0.05	#
	Female Teachers in Special Primary Schools	13	207.31	17.49						
Location	Rural Teachers in Regular and Special Schools	110	209.65	21.46	3.48	7.45	164	2.15	0.05	*
	Urban Teachers in Regular and Special Schools	56	202.20	16.57						

Location	Rural Teachers in Regular Primary schools	55	206.4	25.64	5.13	5.81	94	1.13	0.05	#
	Urban Teachers in Regular primary Schools	41	200.59	17.98						
	Rural Teachers in Special Primary Schools	55	212.90	15.48	4.44	6.3	68	1.42	0.05	#
	Urban Teachers in Special Primary Schools	15	206.6	10.73						
Training Status	Trained Teachers in Regular and Special Schools	131	208.18	18.88	4.06	4.95	164	1.22	0.05	#
	Untrained Teachers in Regular and Special Schools	35	203.23	24.35						

Training Status	Trained Teachers in Regular Schools	65	205.29	21.69	5.15	4.26	94	0.83	0.05	#
	Untrained Teachers in Regular Schools	31	201.03	24.93						
	Trained Teachers in Special Schools	66	211.3	15.09	7.77	8.95	68	1.15	0.05	#
	Untrained Teachers in Special Schools	4	220.25	6.76						
Level of Schools	Lower Primary Teachers in Regular and Special Schools	99	208.51	22.09	2.87	3.39	164	1.18	0.05	#
	Upper Primary Teachers in Regular and Special schools	67	205.12	16.99						

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Level of Schools	Lower Primary teachers in Regular Schools	79	205.87	23.04	6.01	11.05	94	1.84	0.05	#
	Upper Primary teachers in Regular schools	17	194.82	19.67						
	Lower Primary Teachers in Special School	20	218.9	13.52	3.80	10.28	68	2.71	0.01 & 0.05	
	Upper primary Teachers in Special School	50	208.62	14.40						

Teachers in Regular and Special schools in Purba Medinipur District.	60	210.67	15.33	3.50	5.53	164	1.58	0.05	#
Teachers in Regular and Special Schools in Paschim Medinipur District.	106	205.14	22.33						
Teachers in Regular Schools in Purba and Paschim Medinipur Districts	96	203.92	22.87	2.60	7.64	164	2.70	0.05 & 0.01	
Teachers in Special Schools in Purba and Paschim Medinipur Districts	70	211.56	14.90						

*Significant & # Not Significant

Testing of H₀₄:

From table -6, it can be found that, the df is 164. Hence a t-test is significant at 0.05 level if it is 1.97 or more. Since 0.15 is less than 1.97 ($0.15 < 1.96$), the difference between the attitude of Male and Female teachers in Regular and Special Primary schools towards Inclusive Education is not significant at 0.05 level. Hence, the H₀₄ is accepted and the researcher's H₄ is rejected; that is to say that, there is no significant difference between the attitude of Male and Female teachers in Regular and Special Primary schools in Purba and Paschim Medinipur districts towards Inclusive Education.

Testing of H₀₅:

From table -6, it can be found that, the df is 94. Hence, a t-test is significant at 0.05 level if it is 1.98 or more. Since 1.49 is less than 1.98 ($1.49 < 1.98$), the difference between the attitude of Male and Female Primary teachers in Regular schools towards Inclusive Education is not significant at 0.5 level. Hence, the H₀₅ is accepted and the researcher's H₅ is rejected. That is to say that, there is no significant difference between the attitude of Male teachers in Regular schools and the Female teachers in Regular schools towards Inclusive Education.

Testing of H₀₆:

From table -6, it is observed that the calculated 't' value ('t' = 1.10) is less than the table value at 0.05 level of significance ($1.10 < 2.00$). Therefore, the result is not significant and it indicates that, the difference between the attitude of Male and Female teachers in Special Primary schools towards Inclusive Education is not significant at 0.5 level. Hence, the H₀₆ is accepted and the researcher's H₆ is rejected. That is to say that, there is no significant difference between the attitude of Male and Female teachers in Special Primary schools towards Inclusive Education.

Testing of H₀₇:

From table -6, it can be found that, the df is 164. Hence a t-test is significant at 0.05 level if it is 1.97 or more. Since the calculated value of 't' (2.15) is greater than the table value ($1.97 < 2.15$), the difference between the attitude of Rural and Urban teachers in Regular and Special Primary schools towards Inclusive Education is significant at 0.5 level. Hence, the H₀₇ is rejected and the researcher's H₇ is accepted. That is to say that, there is significant difference between the

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attitude of Rural and Urban teachers in Regular and Special schools towards Inclusive Education.

Testing of H_{08} :

From the table -6, it can be found that, the df is 94. Hence a t-test is significant if it is 1.98 or more at 0.05 level. Since 1.13 is less than 1.98 ($1.13 < 1.98$), the difference between the attitude of Rural and Urban Primary teachers in Regular schools towards Inclusive Education is not significant at 0.5 level. Hence, the H_{08} is accepted and the researcher's H_8 is rejected. That is to say that, there is no significant difference between the attitude of Rural teachers in Regular schools and the Urban teachers in Regular schools towards Inclusive Education.

Testing of H_{09} :

From table-6, it is observed that, the calculated value ($t=1.42$) is less than the table value i.e., 2.00 at 0.05 level of significance. Since 1.42 is less than 2.00 ($1.42 < 2.00$), the difference between the attitude of Rural and Urban Primary teachers in Special schools towards Inclusive Education is not significant at 0.5 level. Hence, the H_{09} is accepted and the researcher's H_9 is rejected. That is to say that, there is no significant difference between the attitude of Rural teachers in Special schools and the Urban teachers in Special schools towards Inclusive Education.

Testing of H_{010} :

From the table-6, it is found that, the df is 164. Hence a t-test is significant if it is 1.97 or more at 0.05 level. Since the calculated value of 't' (1.22) is less than the table value (1.97) at 0.05 level of significance ($1.22 < 1.97$), the difference between the attitude of Trained and Untrained Primary teachers in Regular and Special schools towards Inclusive Education is not significant at 0.5 level. Hence, the H_{010} is accepted and the researcher's H_{10} is rejected; that is to say that, there is no significant difference between the attitude of trained teachers in Regular and Special schools and the untrained teachers in Regular and Special schools towards Inclusive Education.

Testing of H_{011} :

From the table-11, it is found that, the df is 94. Hence a t-test is significant if it is 1.98 or more at 0.05 level. Since 0.83 is less than 1.98 ($0.83 < 1.97$), the difference between the attitude of Trained and Untrained Primary teachers in Regular schools towards Inclusive Education is not significant at 0.5 level. Hence, the H_{011} is accepted and the researcher's H_{11} is rejected; that is to say that, there is no significant difference between the attitude of Trained teachers in Regular schools and the Untrained teachers in Regular schools towards Inclusive Education.

Testing of H_{012} :

From the above table- 12, it can be found that, the df is 68. Hence a t-test is significant if it is 2.00 or more at 0.05 level. Since 1.15 is less than 2.00 ($1.15 < 2.00$), the difference between the attitude of Trained and Untrained Primary teachers in Special schools towards Inclusive Education is not significant at 0.5 level. Hence, the H_{012} is accepted and the researcher's H_{12} is rejected; that is to say that, there is no significant difference between the attitude of Trained teachers in Special schools and the Untrained teachers in Special schools towards Inclusive Education.

Testing of H_{013} :

From the table -13, it can be found that, the df is 164. Hence a t-test is significant if it is 1.97 (table value) or more at 0.05 level. Since 1.18 is less than 1.97 ($1.18 < 1.97$), the difference between the attitude of Lower and Upper Primary teachers in Regular and Special schools towards Inclusive Education is not significant at 0.5 level. Hence, the H_{013} is accepted and the researcher's H_{13} is rejected; that is to say that, there is no significant difference between the

attitude of Lower Primary Teachers in Regular and Special schools and the Upper Primary Teachers in Regular and Special schools towards Inclusive Education.

Testing of H_{014} :

From table-6, it can be found that, the df is 94. Hence a t-test is significant if it is 1.98 (table value) or more at 0.05 level. Since 1.84 (Calculated Value of 't') is less than 1.98 ($1.84 < 1.98$), the difference between the attitude of Lower and Upper Primary teachers in Regular schools towards Inclusive Education is not significant at 0.5 level. Hence, the H_{014} is accepted and the researcher's H_{14} is rejected; that is to say that, there is no significant difference between the attitude of Lower Primary teachers in Regular schools and the Upper Primary teachers in Regular schools towards Inclusive Education.

Testing of H_{015} :

From table -6, it is observed that, the calculated 't' value (2.71) is greater than the table value at both 0.01 and 0.05 level of significance (2.65 at 0.01 & 2.00 at 0.05 level of significance). Therefore the result is significant; that is to say that, the difference between the attitude of Lower Primary teachers and Upper Primary teachers in Special schools towards Inclusive Education is significant at 0.01 and 0.5 level. Hence, the H_{015} is rejected and the researcher's H_{15} is accepted; that is to say that, there is significant difference between the attitude of Lower Primary teachers in Special schools and the Upper Primary teachers in Special schools towards Inclusive Education.

Testing of H_{016} :

From the table -6, it is found that, the df is 164. Hence a t-test is significant if it is 1.97 or more at 0.05 level. Since Calculated 't' value (1.58) is less than the table Value of 't' i.e., 1.97 ($1.58 < 1.97$), the difference between the attitude of teachers in Regular and Special schools in Purba and Paschim Medinipur Districts towards Inclusive Education is not significant at 0.5 level. Hence, the H_{016} is accepted and the researcher's H_{16} is rejected; that is to say that, there is no significant difference between the attitude of teachers in Regular and Special schools in Purba and Paschim Medinipur Districts towards Inclusive Education.

Testing of H_{017} :

From the table -17, it is observed that, the calculated 't' value (2.70) is greater than the table value at both 0.01 and 0.05 level of significance (2.60 at 0.01 & 1.97 at 0.05 level of significance). Therefore the result is significant; that is to say that, there is significant difference between the attitude of Regular and Special Primary schools teachers in Purba and Paschim Medinipur Districts towards Inclusive Education. Hence, the H_{017} is rejected and the researcher's H_{17} is accepted; that is to say that, there is significant difference between the attitude of teachers in Regular and Special schools in Purba and Paschim Medinipur Districts towards Inclusive Education.

Limitations of the Study

1. The present study was conducted only at surface level. It was not extensive and "Indepth" study.
2. This study was conducted only in particular districts (Purba and Paschim Medinipur districts) of West Bengal.
3. Attitude of the teachers was measured only through administration of an attitude scale constructed by the investigator. The teachers' behaviors in some specific situations were not observed. Also, no intensive interview with the teachers was held for knowing their real attitude towards Inclusive Education.

Educational Implications

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Inclusive education practice should become an integral part of education and training. This study is very much essential for the Regular and Special primary teachers to acquiring of rights skill and knowledge and shaping the desirable attitude towards Inclusive Education. The government should organize seminars, in-service teacher training programmes (workshop, refresher course) for primary teachers in order to build positive attitude. Positive attitude towards Inclusive Education is created in the teachers of both the Male and Female teachers, Rural and Urban, Trained and Untrained teachers, Upper primary and Lower Primary teachers, Regular and Special school teachers the implementation of Inclusive Education will become easier and goals of Inclusive Education will be achieved.

Conclusion

This study was investigated the attitude of primary school teachers towards inclusive education in Purba and Paschim Medinipur districts. It is conclude that inclusive education is indispensable for the society to progress. It is based on the principle of fundamental right. However one has to overcome the barriers of inclusive setup. To remove the gap between inclusion and exclusion, teachers, parents, society, administrators and government should collectively work to implement the policies of inclusive education. Inclusive Education should be made as a compulsory subject at curriculum of teacher Education. Orientation programmes should be conducted for in-service teachers on Inclusive Education to create awareness among primary school teachers. The goal of achieving universalization of education is incomplete without inclusive and integrated education of the challenged group of students. Let us work together to build free and equitable classroom where each child is given the chance and the means to develop his / her potential to the fullest. Let us remember the idea of: **“Love Inclusive not Exclusive”**.

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