

# Awareness of Elementary School Male Teachers towards Inclusive Education: A Study of the Effectiveness of Sensitization Programme

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## **Abstract:**

*The concept of inclusion places emphasis on changing the system rather than changing the child or person. Inclusive education can be seen as a stepping stone for a future inclusive and equitable society. The general philosophy of inclusive education is to provide good teaching practices, healthy relationship between teacher and students, improve the quality of education for all children in a classroom and help the development of all children in different ways using different strategies. The present study was an attempt to examine the effect of sensitization strategies on the awareness of elementary school male teachers of Dibrugarh district, Assam towards inclusive education. For that purpose, 75 elementary school male teachers were selected purposively as sample. A questionnaire on awareness about inclusive education was used for collection of data. Pre-test/ post-test one group field experimental design was used in the study. Data were analyzed using descriptive statistics such as Mean, S.D., and t-test. The main finding of the study reveals that elementary school male teachers' level of awareness was enhanced towards inclusive education after their exposure to sensitization programme.*

**Keywords:** *Inclusive Education, Sensitization Programme, Elementary School Teacher*

## **I. INTRODUCTION**

Inclusion is a process that involves the transformation of schools and other centers of learning to cater for all children including - boys and girls, students from ethnic and linguistic minorities, rural populations, those affected by HIV and AIDS, and those with disabilities and difficulties in learning and to provide learning opportunities for all youths and adults as well. Its aim is to eliminate exclusion that is a consequence of negative attitudes and a lack of response to diversity in race, economic status, social class, ethnicity, language, religion, gender, sexual orientation and ability. Education takes place in many contexts, both formal and non-formal, within families and the wider community. Consequently,

inclusive education is not a marginal issue but is central to the achievement of high quality education for all learners and the development of more inclusive societies. Inclusive education is essential to achieve social equity and is a constituent element of lifelong learning (UNESCO, 2009). Inclusive education is about all children learning together even if they differ from each other in styles and pace of learning. It accepts and welcomes all types of learners including children with special needs. It is a dynamic process because it addresses all aspects of child development-emotional, physical, intellectual, creative, social etc.

Inclusion of children with special needs has become a matter of priority in many countries around the world with the declaration of UNESCO's *Salamanca Statement and Framework for Action on Special Needs Education (1994)*. In that line the Government of India has also formulated various policies, schemes and programmes for inclusive education at the national level. The Right to Education Act, 2009 has brought a new hope for education of the children with special needs. Schemes such as Integrated Education for the Disabled Children (IEDC), District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamic Shiksha Abhiyan (RMSA) contain provision for supporting the education of such children. University Grants Commission (UGC) is also implementing a scheme under which a financial assistance is provided as per the prescribed norms, to universities. The Persons with Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act, 1995 and Rights of the Persons with Disabilities Act, 2016 provides that every child with a disability shall have access to free education up to 18 years of age. The National Curriculum Framework for School Education (NCERT, 2005) has recommended inclusive schools for learners with special educational needs by making appropriate modifications in the content, presentation and transaction strategies, preparing teachers and developing learning friendly evaluation procedures.

Awareness about inclusive education means to have knowledge about the concept and nature of inclusive

education. Teachers are called the backbone of a nation. Inclusive education system can only be achieved if teachers are aware of the nature of inclusive education and are committed and competent to work for it. In order to create awareness about different aspects of inclusive education among teachers, an effective action plan is needed. Developing a positive attitude by creating awareness towards children with special needs and their education is not a one-day task, but a gradual and continuous effort is essential for that. Successful dissemination of public awareness programme and other similar activities must be organised in societies. So, the researcher felt that sensitisation programme can play an effective role in removing negative attitudes and fostering positive ones among the teachers towards children with special needs and inclusive education through sensitisation programme.

## II. STATEMENT OF THE PROBLEM

Considering the above discussion the researcher has entitled the problem as “Awareness of Elementary School Male Teachers towards Inclusive Education: A Study of the Effectiveness of Sensitization Programme”

## III. OBJECTIVES

1. To design and implement sensitization programme to enhance the level of awareness of elementary school male teachers of Dibrugarh District, Assam towards inclusive education.
2. To study the effect of sensitization programme on enhancing the level of awareness of elementary school male teachers of Dibrugarh District, Assam towards inclusive education.
3. To study the effect of the sensitization programme on enhancing the level of awareness of elementary school male teachers of Lahowal Educational Block of Dibrugarh District, Assam towards inclusive education.
4. To study the effect of the sensitization programme on enhancing the level of awareness of elementary school male teachers of Tengakhat Educational Block of Dibrugarh District, Assam towards inclusive education.
5. To study the effect of the sensitization programme on enhancing the level of awareness of elementary school male teachers of Barbarua Educational Block of Dibrugarh District, Assam towards inclusive education.

## IV. HYPOTHESES

The following hypotheses were framed for the present study:

**H1:** The sensitization programme will have significant effect on enhancing the level of

awareness of elementary school male teachers of Dibrugarh District, Assam towards inclusive education.

**H2:** The sensitization programme will have significant effect on enhancing the level of awareness of elementary school male teachers of Lahowal Educational Block of Dibrugarh District, Assam towards inclusive education.

**H3:** The sensitization programme will have significant effect on enhancing the level of awareness of elementary school male teachers of Tengakhat Educational Block of Dibrugarh District, Assam towards inclusive education.

**H4:** The sensitization programme will have significant effect on enhancing the level of awareness of elementary school male teachers of Barbarua Educational Block of Dibrugarh District, Assam towards inclusive education.

## V. METHODOLOGY

- A. Population:** The population of the study comprised all the elementary school male teachers of Dibrugarh District of Assam, India.
- B. Method of the study:** In the present study one group pre-test and post- test field experimental design was used. The design includes **three operational stages**. The first stage includes pre-testing of teachers’ awareness about inclusive education by using the self developed questionnaire. The second stage includes experimental treatment for a period of three days, everyday five hour duration. The experimental treatment comprised the use of intervention through sensitization programme. The intervention strategies include distribution of literature, lectures by experts, use of charts and posters and documentary show on inclusive education etc. The third stage included post-testing of the same group using the same tool after a gap of one months of experimental treatment phase. This was done to check the retention of knowledge and information given in treatment phase about inclusive education.
- C. Sample:** The sample of the present study comprised 75 elementary school male teachers from three educational blocks i.e. Lahowal, Tengakhat and Barbarua educational blocks of Dibrugarh District of Assam, India.
- D. Sampling Technique:** Purposive sampling technique was used to select the sample of the present study.
- E. Tool used in the study:** A self-developed multiple-choice questionnaire was used to test the level of awareness of elementary school male teachers towards inclusive education. The questionnaire includes 35 items. The content validity of the tool was found out. Reliability of the tool was determined by using

test-retest method. The reliability co-efficient of the tool was 0.74. One mark was given for each correct answer and zero for each wrong answer. So, the highest obtainable score on the questionnaire could be thirty five (35) and lowest could be zero (0).

F. **Statistical Techniques used:** Mean, Standard Deviation and t- test were used for analysis of data.

## VI. RESULT AND DISCUSSION

**Objective No.2:** *To study the effect of sensitization programme on enhancing the level of awareness of elementary school male teachers of Dibrugarh District, Assam towards inclusive education.*

The effect of interventions on awareness of elementary school male teachers towards inclusive education was examined by comparing the mean pre-test and mean post-test scores as is shown in Table-1. The Table-1 represent the scores of Mean, SD, and t- value for awareness of elementary school male teachers towards inclusive education before and after awareness programme. The pre-test Mean and S.D. scores were found to be (N=75, M=19.85, SD= 4.62) respectively and that of the post-test (N=75, M=24.60, SD=3.34) respectively. The t- value was (t = 5.16).

From the table it is observed that the calculated t-value ('t' = 5.16) is greater than the table value (1.96 at 0.05 level of significance). So, it is significant at (0.05) level of significance. It may be inferred that the awareness of elementary school male teachers towards inclusive education before and after the implementation of sensitisation programme was found to differ significantly. Elementary school male teachers' post-test score was higher than their scores on pre-test. Thus, it indicates an increase in the level of awareness of elementary school male teachers after the implementation of interventions through sensitisation programme. Hence, the sensitisation programme found to have a significant positive effect on awareness of elementary school male teachers towards inclusive education.

**Objective No. 3:** *To study the effect of the sensitization programme on enhancing the level of awareness of elementary school male teachers of Lahowal Educational Block of Dibrugarh District, Assam towards inclusive education.*

The effect of sensitisation programme on awareness of elementary school male teachers of Lahowal educational block was examined by comparing the mean pre-test and mean post-test scores as is shown in Table- 2. The Table- 2 represents the scores of Mean, SD, and t- value for awareness of elementary school male teachers towards inclusive education before and after sensitisation programme. The pre-test Mean and S.D.

scores were found to be (N=19, M=23.11, SD= 4.86) respectively and that of the post-test (N=19, M=25.58, SD=2.78) respectively. The t- value was (t = 1.40).

From the table it is observed that the calculated t- value ('t' = 1.40) is less than the table value (1.96 at 0.05 level of significance). So, it is not significant at (0.05) level. It may be inferred that the awareness of elementary school male teachers of Lahowal educational block towards inclusive education before and after the implementation of sensitisation programme do not differ significantly. Elementary school teachers' post-test score was almost same with their scores on pre-test. Thus, it indicates that there is no increase in the level of awareness of elementary school male teachers after the implementation of interventions through sensitisation programme.

**Objective No. 4:** *To study the effect of the sensitization programme on enhancing the level of awareness of elementary school male teachers of Tengakhat Educational Block of Dibrugarh District, Assam towards inclusive education.*

The effect of awareness programme on awareness of elementary school male teachers of Tengakhat Educational Block of Dibrugarh District, Assam was examined by comparing the mean pre-test and mean post-test scores as is shown in Table- 3. The Table- 3 represents the scores of Mean, SD, and t- value for awareness of elementary school male teachers towards inclusive education before and after implementation of sensitisation programme. The pre-test Mean and S.D. scores were found to be (N=31, M=21.35, SD= 2.81) respectively and that of the post-test (N=31, M=22.55, SD=2.84) respectively. The t- value was (t = 1.18).

From the above table it is observed that the calculated t- value ('t' = 1.18) is less than the table value (1.96 at 0.05 level of significance). So, it is not significant at (0.05) level of significance. It may be inferred that the awareness of elementary school male teachers of Tengakhat Educational Block of Dibrugarh District, Assam towards inclusive education before and after the implementation of interventions do not differ significantly. Elementary school male teachers' post-test score was almost same with their scores on pre-test. Thus, it indicates no increase in the level of awareness of elementary school male teachers after the implementation of sensitisation programme. Hence, the sensitisation programme was found to have no significant positive effect on awareness of elementary school male teachers towards inclusive education.

**Objective No. 5:** *To study the effect of the sensitization programme on enhancing the level of awareness of elementary school male teachers of Barbarua Educational Block of Dibrugarh District, Assam towards inclusive education.*

The effect of sensitisation programme on awareness of elementary school male teachers of Barbarua Educational Block of Dibrugarh District, Assam was tested by comparing the mean pre-test and mean post-test scores as is shown in Table- 4. The Table- 4 represents the scores of Mean, SD, and t- value for awareness of elementary school male teachers towards inclusive education before and after implementation of sensitisation programme. The pre-test Mean and S.D. scores were found to be (N=25, M=15.52, SD= 2.69) respectively and that of the post-test (N=25, M=26.40, SD=3.00) respectively. The t- value was (t = 9.54).

From the above data it is observed that the calculated t- value ('t' = 9.54) is more than the table value (1.96 at 0.05 level of significance). So, it is significant at (0.05) level of significance. It may be interpreted that the awareness of elementary school male teachers of Barbarua Educational Block of Dibrugarh District, Assam towards inclusive education before and after the implementation of interventions was found to differ significantly. Elementary school male teachers' post-test score was higher than their scores on pre-test. Thus, it indicates

an increase in the level of awareness of elementary school male teachers after the implementation of sensitisation programme. Hence, the sensitisation programme was found to have significant positive effect on awareness of elementary school male teachers of Barbarua Educational Block of Dibrugarh District, Assam towards inclusive education.

### CONCLUSION

From the above discussion it is clear that sensitization programme have positive effect on enhancing the awareness of elementary school male teachers. By analyzing recent research studies, it is observed that teacher awareness plays an important role in inclusion of children with special needs in regular classroom. That is why, it is very essential to generate awareness among teacher community for better and fruitful results of inclusion in education. So for success of inclusive education system in our country there must be collaborative, cooperative program or works among Government, school authorities, teachers, special educators, community representatives and also parents of children with and without special needs.

**Table 1**

**Table shows Difference between the Mean of Pre-test and Post-test Scores on Awareness of Elementary School Male Teachers of Dibrugarh District, Assam towards Inclusive Education**

Sl. No.	Group	No. of Teachers (N)	Mean	Standard Deviation	't' value	Level significance of
1.	Pre-test	75	19.853	4.616	5.16	Significant at 0.05 level
2.	Post-test	75	24.60	3.340		

**Table 2**

**Table shows Difference between the Mean of Pre-test and Post-test Scores on Awareness of Elementary School Male Teachers of Lahowal Educational Block of Dibrugarh District, Assam toward Inclusive Education**

Variable	Group	No. of Teacher (N)	Mean	Standard Deviation	't' value	Level significance of
Male Teacher	Pre-test	19	23.105	4.863	1.40	Not Significant at 0.05 level
	Post-test	19	25.578	2.775		



**Table 3**

**Table shows Difference between the Mean of Pre-test and Post-test Scores on Awareness of Elementary School Male Teachers of Tengakhat Educational Block of Dibrugarh District, Assam towards Inclusive Education**

Variable	Group	No. of Teacher (N)	Mean	Standard Deviation	't' value	Level of significance
Male Teacher	Pre-test	31	21.354	2.811	1.18	Not Significant at 0.05 level
	Post-test	31	22.548	2.838		

**Table 4**

**Table shows Difference between the Mean of Pre-test and Post-test Scores on Awareness of Elementary School Male Teachers of Barbarua Educational Block of Dibrugarh District, Assam towards Inclusive Education**

Variable	Group	No. of Teacher (N)	Mean	Standard Deviation	't' value	Level of significance
Male Teacher	Pre-test	25	15.52	2.69	9.54	Significant at 0.05 level
	Post-test	25	26.40	3.00		

**ACKNOWLEDGEMENT:** This Article is the result of Indian Council of Social Science Research (ICSSR), New Delhi funded Research Project entitled “*Effect of Intervention Strategies on the level of Awareness of Elementary School Teachers towards Inclusive Education.*”

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