



# Problem Perceived in Inclusive Education by Rural Male and Female Primary School Teachers

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**Abstract:** This paper describes regarding the problems perceived by Government primary school teachers in inclusive setting at primary level. Inclusive education is a new tactic and philosophy to assist the children with disabilities under one roof without any discrimination with children without disabilities, which give a humanitarian sight of togetherness regardless of their strength and weaknesses in any sphere, and tries to bring equality and equity within potential of each and every child. This paper reveals problem faced by government primary school teachers in rural areas in inclusive setting, while dealing with the new perspective of education. The sample of the present study consists of teachers of government primary schools of Uttarakhand. The Data was collected with the help of questionnaire made by the research scholar herself.

Keywords- Inclusive education, problems perceived, children with special needs.

## Introduction

Inclusive education recommendations to send children with disabilities to mainstream schools were first made in the Sargent Report in 1944 and again in 1964 by the Kothari Commission (Julka, 2005). Despite this, the change has been slow; there is no need to reinforce the fact that teacher education remains a very weak link with respect to equipping teachers to be prepared for an inclusive environment in order to prepare teachers to identify and diagnose disability. Proper teacher training is one way to provide teachers with a holistic perspective on dealing with diversity or challenges related to children with special needs. The challenges and prospects in India are elucidated in the present paper.

Some of the problems pointed out by the government primary school teachers in inclusive settings are- Lack of physical resources, expertise of teachers, psychological barrier, lack of awareness etc.

## **Objective**

To explore the differences of gender, if any, exist among basic school teachers in rural areas with respect to their observed problems of IE .

## **Hypothesis**

There do not exist significant gender variation in perceived problems of inclusive education between rural male and female primary teachers.

## **Method**

The current study has been steered under the descriptive survey method. This method is quite appropriate and generally used research method in education and social sciences.

## **Sample and Sampling**

In current investigation a multi stage random sampling technique was opted to select the sample of Schools. This study was conducted to get the information of problem perceived by government. Primary schools teachers in Uttarakhand in inclusive setting. Randomly 154 samples from rural schools were selected for the purpose of this study.

## **Tool**

Questionnaire of problems perceived by primary teachers in inclusive education.

## **Data collection**

The data was gathered by researcher herself from the sample of teachers. For the purpose of administration of the tool, the investigator visited to the randomly selected primary school to appraise the principal regarding the objectives of the current study and to get permission to collect the data. Then the researcher asked the teachers for their cooperation. The convenience of the respondents was considered on priority during collection of data.

**Result & Discussion-****Table-1**

*Responses regarding adequacy of essential facilities in school building for special needs students.*

Respondent		Sample	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
			N	%	N	%	N	%	N	%	N	%
Rural	Male	71	4	5.6	20	28.2	7	9.9	23	32.4	17	23.9
	Female	83	1	1.2	22	26.5	8	9.6	26	31.3	26	31.3
	Total	154	5	3.2	42	27.3	15	9.7	49	31.8	43	27.9

The above table expresses in rural schools 5.6% of males and 1.2% of females strongly agreed, 28.2% of males and 26.5% of females agreed, 9.9% of male and 9.6% of female undecided, and 32.4% of male and 31.3% of female and 23.9% of male and 31.3% of female strongly disagreed regarding the availability of essential facilities in school building.

This infers that almost all rural male and female respondents have shown the same answer. Almost all male and female respondents' responses were somewhat similar. It means just 3.2% (male and female) strongly agree, 27.3% agree, and 9.7% were undecided, while 31.8% (male and female) disagree, and 27.9% of the rural population strongly disagrees. It shows that these schools have not accommodated adequate facilities in their school buildings for children with special needs. It reveals that teachers in rural areas faced problems due to a lack of essential facilities in buildings for inclusive education to provide a helpful environment for children with special needs.

**Table-2**

*Responses regarding the construction of school buildings according to the requirements of children with special needs*

Respondent		Sample	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
			N	%	N	%	N	%	N	%	N	%
			Rural	Male	71	3	4.2	10	14.1	15	21.1	26
Female	83	3		3.6	11	13.3	10	12.0	32	38.6	27	32.5
Total	154	6		3.9	21	13.6	25	16.2	59	38.3	43	27.9

From the above table, it can be easily inferred that 4.2% of males and 3.6% of females strongly agree, 14.1% of males and 13.3% of females disagree, and 21.1% of males and 12% of females were undecided. 36.6% of males and 38.6% of females disagreed, and 23.9% of males and 32.5% of females strongly disagreed.

This shows in rural schools. 3.9% (male and female) supported the statement with a response of strongly agree. 13.6% (male and female) responded agree and 16.2% (male and female) were undecided. 38.3% (male and female) disagreed with it, and 27.9% of rural teachers strongly disagreed with these schools' having school buildings according to the requirements of children with special needs. The analysis of the table revealed that there is a little bit of a difference in the views of rural males and females, but this is not much dissimilar. In the majority of rural areas, participants were told that these schools were not built to meet the needs of children with special needs.

Table-3

*Responses regarding classroom arrangements are according to inclusive education.*

Respondent		Sample	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
			N	%	N	%	N	%	N	%	N	%
			Rural	Male	71	7	9.8	18	25.4	8	11.3	23
Female	83	10		12.0	14	16.9	7	8.4	27	32.5	25	30.1
Total	154	17		11.0	32	20.8	15	9.7	50	32.5	40	26.0

The above data shows 9.8% of males and 12% of females strongly agree, 25.4% of males and 16.9% of females agree, and 11.3% of males and 8.4% of females were undecided, 32.4% of males and 32.5% of females disagree, and 21.1% of males and 30.1% of females strongly disagree with the statement that classroom arrangements are according to inclusive education.

In totality, the participants of rural schools (male and female) revealed that 11% strongly agreed, 20.8% agreed, and 9.7% (male and female) responded were undecided. 32.5% (male and female) showed disagreement and 26% strongly disagreed. This means that there was not much disparity in the responses of male and female respondents. Both have shown approximately equal responses. The majority have responded by not having the arrangements of class as per the needs of special-needs children.

**Table-4*****Responses regarding the difficulty of facilitating arrangements for special-needs children***

Respondent		Sample	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
			N	%	N	%	N	%	N	%	N	%
			Rural	Male	71	13	18.3	22	31.0	9	12.7	18
Female	83	17		20.5	26	31.3	10	12.0	15	18.1	15	18.1
Total	154	30		19.5	48	31.2	19	12.3	33	21.4	24	15.6

The above table inferred that 18.3% of males and 20.5% of females strongly agreed. 31% of males and 31.3% of females also agreed. 12.7% of males and 12% of females were undecided, 25.4% of males and 18.1% of females disagreed, and 12.7% of males and 18.1% of females strongly disagreed.

Overall, in rural schools 19.5% of males and females strongly agreed, 31.2% of males and females agreed, 12.3% of males and females were undecided, and 21.4% of males and females disagreed, while 15.6% of males and females strongly disagree. It means all rural, male and female respondents have almost the same view regarding the difficulty of facilitating arrangements for special-needs children.

**Conclusion:** It was found that there was no significant discrepancy in perceived problems of inclusive education between male and female rural primary teachers. Almost all the teachers either male or female of rural areas reported that physical resources are not adequately available according to need of children with disability.

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