

Humane Reflective Teacher

A Qualitative Approach to Teacher Education

Edited By
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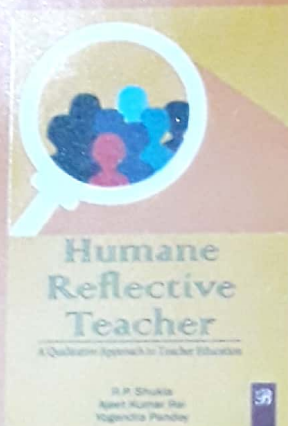
Views of Primary Teachers About Teaching Children with Disability in Regular Classroom: A Self-reflection

B. Umesh Kumar Shai

Introduction

In India, 'The Right of Children to Free and Compulsory Education Act, 2009' and 'Rights of Persons with Disabilities Act, 2016' assumes significance for quality educational opportunities to be made available to children with disabilities as along with necessary infrastructural facilities and support services including trained teachers. The education of students with disabilities and non-disabled students in the same school and same class were the biggest debate from the last three decades. The debate emanates from voices supporting and those criticizing inclusive education. Teachers are often not including adaptations into the classroom that would better students with special needs. Instead they are teaching with antiquated strategies (Kara & Yoga, 2001). Attitudes are essential in the success of educating students with disabilities in regular education classrooms (Kauffmann & Hallahan, 1981, p. 3). Teachers with a positive attitude toward inclusion provided all of their students with significantly more practice attempts, at a higher level of success (Elliot 2008). Reflective teachers are someone who looks back at the work they do and the progress, and considers how they can improve. When she teaches a student with disability, she requires adapting the content, techniques and resources to match with the needs of student. In this process reflective teaching plays crucial. The purpose of this study is to investigate the views of primary teachers about teaching children with disabilities in regular classroom. Therefore, it was emphasized on accommodation, inclusion, trained teachers and self-confidence of the teachers in teaching children with disabilities in regular classroom.

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This book is an initial effort to present a collection of views from different educationist from India and abroad on the qualitative approach to teacher education as envisioned by National Curriculum Framework for Teacher Education (2009). This book presents view, which interprets the idea of a humane teacher from different perspectives including the phenomenological perspective. It also presents views on the variegated perspectives such as gender, inclusiveness, accountability, adolescence needs and demands and many more that influences the educational situations and shapes the teacher personality. It also presents a relevant and deep insight into reflection and reflective practices as a necessary tool towards becoming a humane teacher. Finally the book presents a synthesis of the concept of humane and reflection in a synthetic way that goes into the making of a humane reflective teacher.

Editors Profile

Dr. R.P.Shukla is Professor and Head & Dean, Faculty of Education, Banaras Hindu University is an efficient administrator and a well versed academician with keen interest in Psych-philosophical aspects of Education. He has served as Professor-In-Charge at RGSC Campus of BHU, as Head of Department, Dean School of Humanities and Education. In charge VC, member Executive council, Academic council and University court of Nagaland University, Nodal officer of SSA Nagaland, consultant IGNOU Naga land region. As an academic he has organized over 50 conferences and has published more than 60 papers along with 10 books and attended more than 100 national and international conferences.

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VIEWS OF PRIMARY TEACHERS ABOUT TEACHING CHILDREN WITH DISABILITY IN REGULAR CLASSROOM: A SELF-REFLECTION

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Introduction

In India, 'The Right of Children to Free and Compulsory Education Act, 2009' and 'Rights of Persons with Disabilities Act, 2016' assumes special significance for quality educational opportunities to be made available to children with disabilities as along with necessary infrastructural facilities and support services including trained teachers. The education of students with disabilities and non-disabled students in the same school and same class were the biggest debate from the last three decades. The debate emanated from voices supporting and those criticizing inclusive education. Teachers are often not including adaptations into the classroom that would better students with special needs. Instead they are teaching with antiquated strategies (Kara & Yoga, 2001). Attitudes are essential in the success of educating students with disabilities in regular education classrooms (Kauffmann & Hallahan, 1981, p. 3). Teachers with a positive attitude toward inclusion provided all of their students with significantly more practice attempts, at a higher level of success (Elliot 2008). The purpose of this study is to investigate the views of primary teachers about teaching children with disabilities in regular classroom. Therefore, it was emphasized on accommodation, inclusion, trained teachers and self-confidence of the teachers in teaching children with disabilities in regular classroom.

Research Questions

The following questions are set and worked upon

- What are the views of primary school teachers in placing children with disabilities in regular school?
- What are the perceptions of primary school teachers about inclusive education?
- Do primary teachers think about the requirement of special trained teachers for inclusive education?
- Do primary teachers having self-confidence in dealing children with disabilities in regular classroom?

Methods

Participants in this study were primary schools teachers from the state of Assam, India. Eighty one teachers were participated in the survey. They were randomly selected from 16 schools located in Kamrup district, Assam. The instrument used for collecting the information was a questionnaire called views of teachers about inclusive education. The items in the questionnaire are closed ended type and were listed under four domains viz. accommodation of children with disabilities in regular classroom, inclusion, train professionals required for inclusive education, self confidence in dealing children with disabilities in regular classroom. Respondents were offered five rating scale viz. strongly disagree, disagree, not decided, agree and strongly agree. Once the response came back from the teachers, the information were tabulated and analysed. In order to obtain the result, data were sum up and converted into percentage. Data were analysed separately for each items for three information, they are a) sum up response of the teachers under five scales, b) percentage distribution of responses under five scale and c) percentage distribution of responses under three i.e. agreement, disagreement and no decision.

Results

The survey responses were coded under five scale, they are Strongly disagree (SD), Disagree (D), Not Decided (ND), Agree (A) and Strongly Agree (SA). Descriptive statistics were used to calculate the collected data. Initially the data were analysed as per the code provided for response and further clubbed SD and D for disagreement and A and SA for agreement and ND for not decided.

What are the views of primary school teachers in placing children with disabilities in regular school?

Table 1

Table describing the views of primary teachers regarding accommodation of children with disabilities in regular classroom

No	Item	SD	D	ND	A	SA
1	Educating all children in a common classroom	3	24	6	33	15
2	Special and separate setting is the best for serving children with disability	9	15	21	27	9
3	Children with severe disability should be placed in Special and Separate setting	3	0	3	48	27
4	Children who communicate differently should be placed in a special or separate setting	0	21	18	36	6

N = 81

Note: SD = Strongly Disagree; D=Disagree; ND=Not Decided; A=Agree; SA=Strongly Agree

Views of parent in the items listed under the domain of accommodation are varying. The survey responses of primary teachers are shown in table 1 and percentage distribution of

response is shown in figure 1. In the item 1 i.e. educating all children in a common classroom, out of 81 teachers only 3 (3.7 %) of them are strongly disagree, 24 (29.63 %) are disagree, 6 (7.41 %) are not decided, 33 (40.74 %) are agree and 15 (18.52 %) are strongly agree. Altogether 27 of them are respond for disagreement and 48 are respond for agreement. For item 2 i.e. Special and separate setting is the best for serving children with disability, 9 (11.11 %) of them are strongly disagree, 15 (18.52 %) are disagree, 21 (25.93 %) are not decided, 27 (33.33 %) are agree and 9 (11.11 %) are strongly agree. Altogether 24 of them are respond for disagreement, 36 are respond for agreement and 21 for no decision. For item 3 i.e. Children with severe disability should be placed in Special and Separate setting, 3 (3.7 %) of them are strongly disagree, 3 (3.7 %) are not decided, 48 (59.26 %) are agree and 27 (33.33 %) are strongly agree. Altogether only 3 of them are respond for disagreement, 75 are respond for agreement and 3 for no decision. For item 4 i.e. Children who communicate differently should be placed in a special or separate setting, 21 (25.93 %) of them are disagree, 18 (22.22 %) are not decided, 36 (44.44 %) are agree and 6 (7.41 %) are strongly agree. Altogether 21 of them are respond for disagreement, 42 are respond for agreement and 18 for no decision.

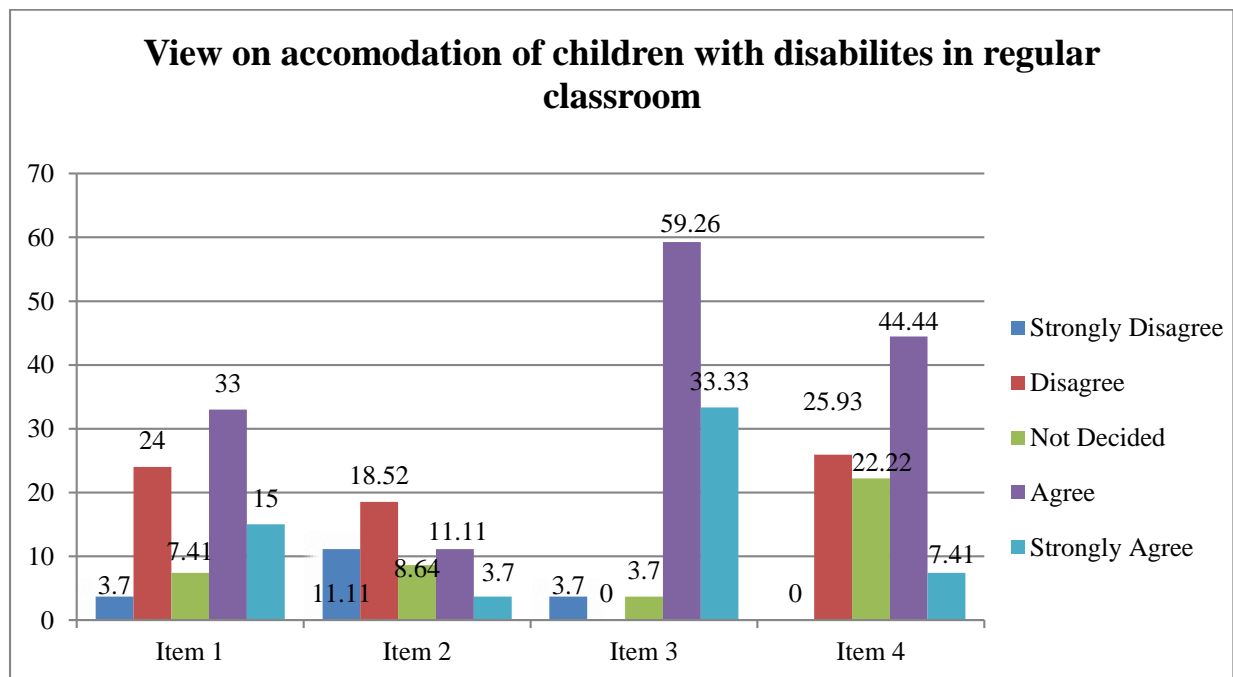


Figure 1. Percentage distribution of responses of primary teachers regarding accommodation of children with disabilities in regular classroom.

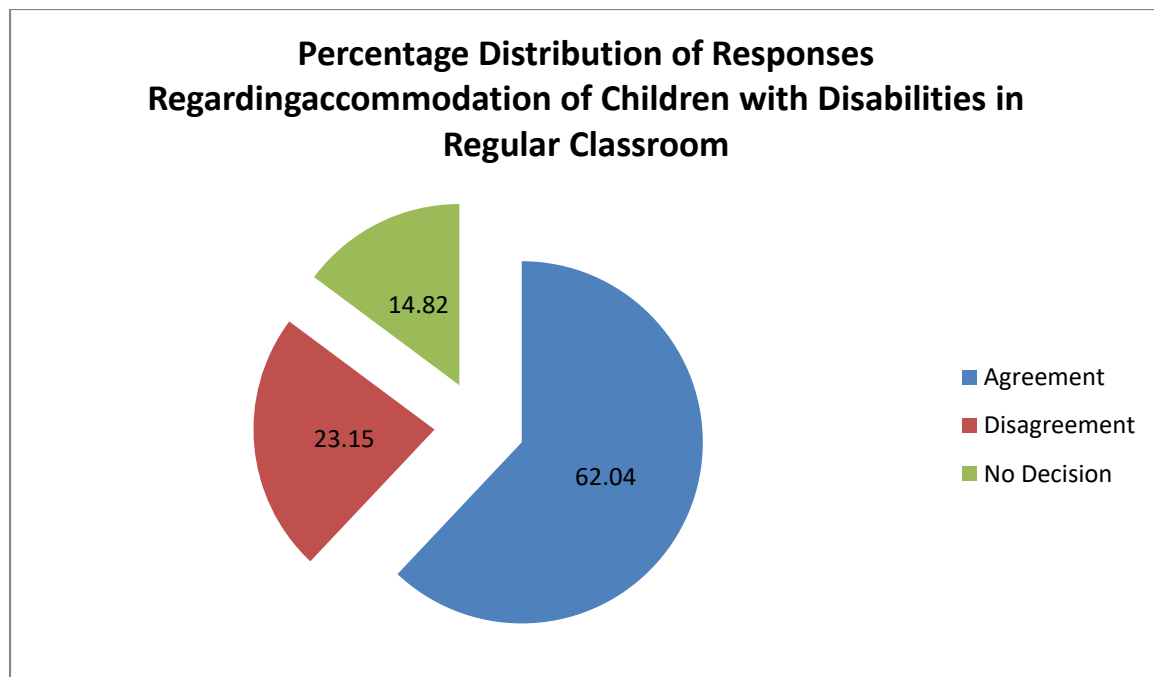


Figure 2. Percentage distribution of agreement, disagreement and no decision response of primary teachers regarding accommodation of children with disabilities in regular classroom.

Figure 2 shows the percentage distribution of agreement, disagreement and no decision response of primary teachers regarding accommodation of children with disabilities in regular classroom. About 23.15 % are responding for disagreement and 62.04 % are responding for agreement and 14.82 % are responding for no decision. It reveals that maximum primary teachers are showing willingness in accommodating children with disabilities in regular school. However they have a sense of placing children with severely disability in a special and separate setting.

What are the perceptions of primary school teachers about inclusion?

Table 2

Table describing the views of primary teachers regarding Inclusion

No	Item	SD	D	ND	A	SA
1	Inclusive education will benefited to all the children	0	3	12	45	21
2	Inclusive education may give positive effect on social and emotional development of children with disabilities	0	0	3	45	33
3	Inclusive education provides acceptance of individual diversity to other children	3	3	0	27	48
4	Inclusive education may not be much effective as described theoretically	12	12	12	36	9

N = 81

Note: SD = Strongly Disagree; D=Disagree; ND=Not Decided; A=Agree; SA=Strongly Agree

Views of parent in the items listed under the domain inclusion are varying. The survey responses of primary teachers are shown in table 2 and percentage distribution of response is shown in figure 3. In the item 1 i.e. Inclusive education will benefited to all the children, out of 81 teachers only 3 (3.7 %) of them are disagree, 12 (14.81 %) are not decided, 45 (55.56 %) are agree and 21 (25.93 %) are strongly agree. Altogether only 3 of them are respond for disagreement, 66 are respond for agreement and 12 for no decision. For item 2 i.e. Inclusive education may give positive effect on social and emotional development of children with disabilities, 45 (55.56 %) are agree and 33 (40.74 %) are strongly agree whereas only 3 (3.7 %) are not decided. Altogether 78 are respond for agreement and only 3 for no decision. For item 3 i.e. Inclusive education provides acceptance of individual diversity to other children, 3 (3.7 %) of them are strongly disagree, 3 (3.7 %) are disagree, 27 (33.33 %) are agree and 48 (59.26 %) are strongly agree. Altogether only 6 of them are respond for disagreement and 75 are respond for agreement. For item 4 i.e. Inclusive education may not be much effective as described theoretically, 12 (14.81 %) of them are strongly disagree, 12 (14.81 %) are disagree, 12 (14.81 %) are not decided, 36 (44.44 %) are agree and 9 (11.11 %) are strongly agree. Altogether 24 of them are respond for disagreement, 45 are respond for agreement and 12 for no decision.

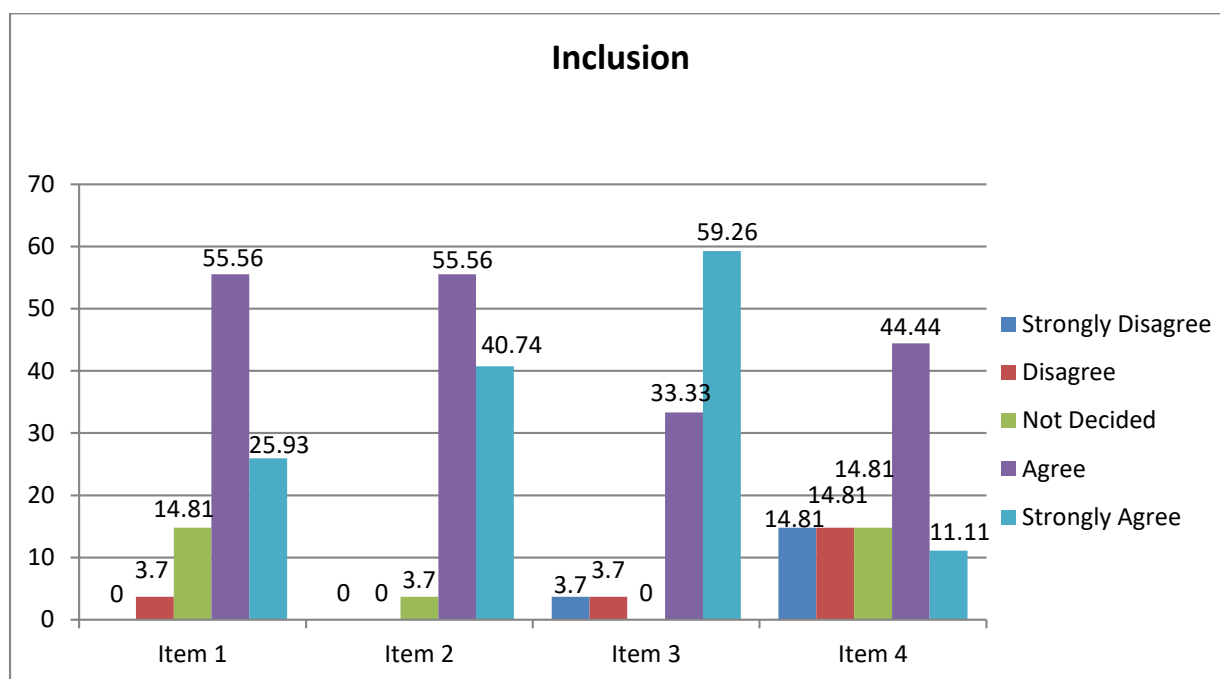


Figure 3. Percentage distribution of responses of primary teachers regarding inclusion.

Figure 4 shows the percentage distribution of agreement, disagreement and no decision response of primary teachers regarding inclusion. About 10.18 % are responding for disagreement and 81.48 % are responding for agreement and 8.33 % are responding for no decision. It reveals that maximum primary teachers are having a perception that children with disabilities will be benefiting in development of social and emotional areas. However they believe that inclusive education may not be much effective as described theoretically.

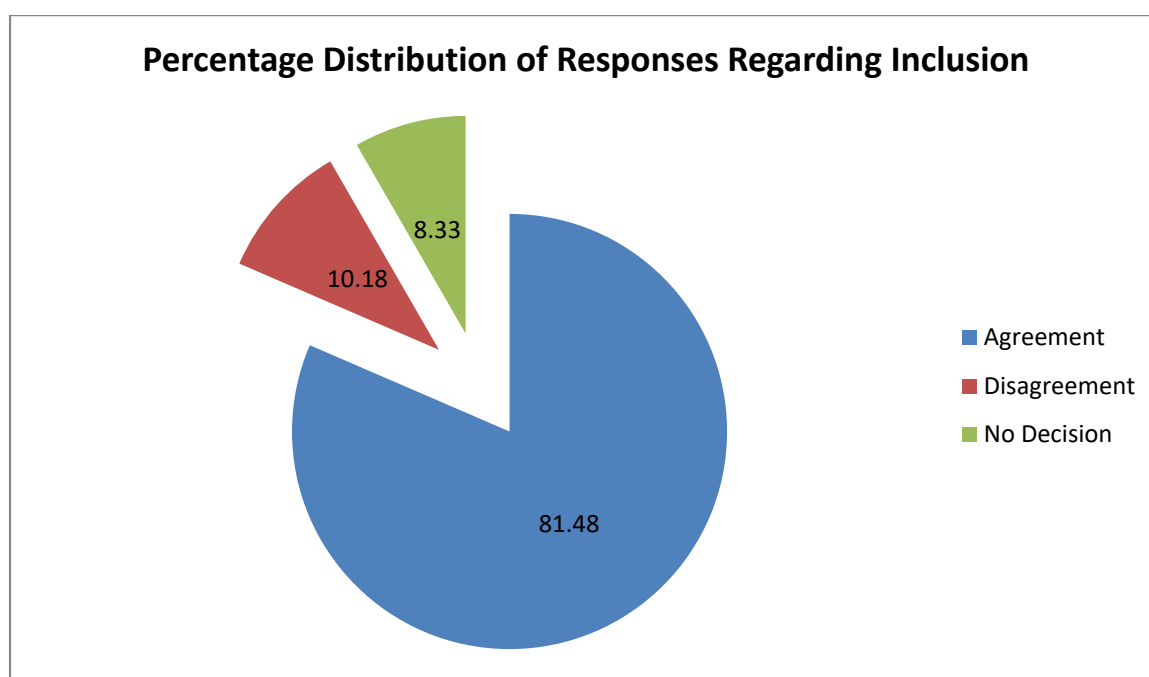


Figure 4. Percentage distribution of agreement, disagreement and no decision responses of primary teachers regarding inclusion.

Do primary teachers think about the requirement of special trained teachers for inclusive education?

Table 3

Table describing the views of primary teachers regarding train professionals required for Inclusive Education

No	Item	SD	D	ND	A	SA
1	Only special teachers are the teachers specially trained for teaching children with disability	0	0	0	54	27
2	There are enough trained professional are there for implementing inclusive education	15	36	9	9	12

N = 81

Note: SD = Strongly Disagree; D=Disagree; ND=Not Decided; A=Agree; SA=Strongly Agree

Views of parent in the items listed under the domain of train professionals required for Inclusive Education are varying. The survey responses of primary teachers are shown in table 3 and percentage distribution of response is shown in figure 5. In the item 1 i.e. Only special teachers are the teachers specially trained for teaching children with disability, out of 81 teachers 54 (66.67 %) are agree and 27 (33.33 %) are strongly agree. All the teachers respond for agreement. For item 2 i.e. There are enough trained professional are there for implementing inclusive education, 15 (18.52 %) are strongly disagree, 36 (44.44 %) are disagree, 9 (11.11

%) are not decided, 9 (11.11 %) are agree and 12 (33.33 %) are strongly agree. Altogether 51 are respond for disagreement, 21 are for agreement and 9 for no decision.

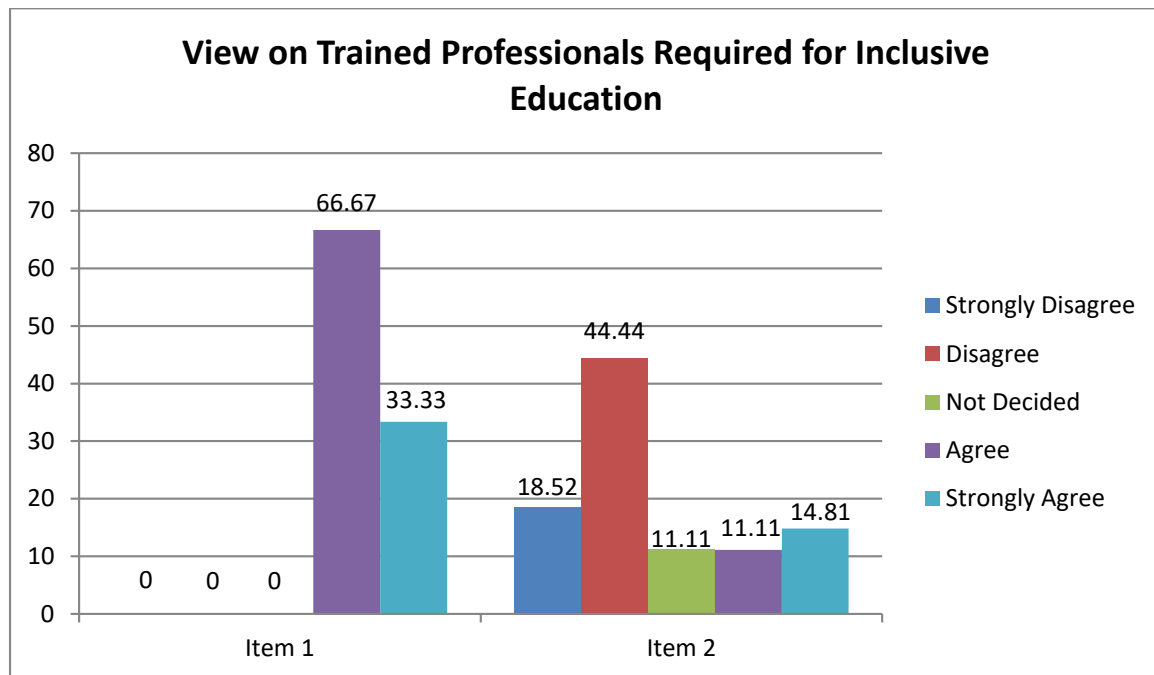


Figure 5. Percentage distribution of responses of primary teachers regarding trained professionals required for Inclusive Education.

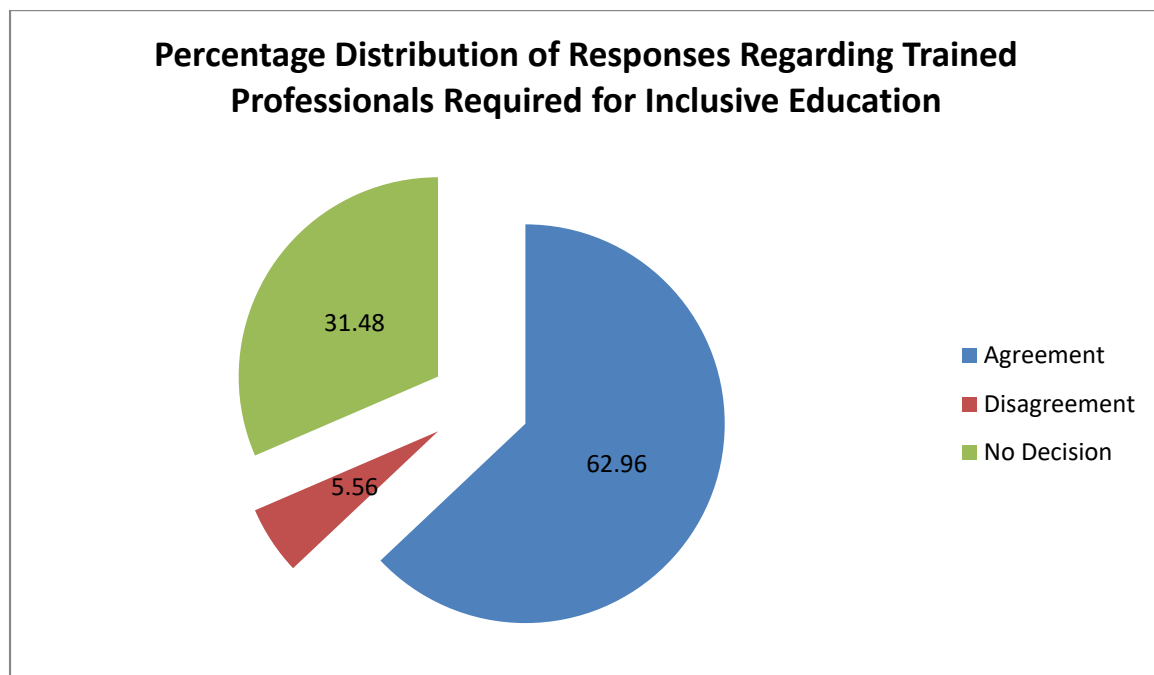


Figure 6. Percentage distribution of agreement, disagreement and no decision responses of primary teachers regarding trained professionals required for Inclusive Education.

Figure 6 shows the percentage distribution of agreement, disagreement and no decision response of primary teachers regarding trained professionals required for Inclusive Education.

About 31.48 % are responding for disagreement and 62.96 % are responding for agreement and 5.56 % are responding for no decision. It reveals that all the primary teachers are having a perception that only special teachers are the teachers who can teach children with disabilities. However they believe that there is a lack of trained professionals required for inclusive education.

Do primary teachers having self-confidence in dealing children with disabilities in regular classroom?

Table 4

Table describing the views of primary teachers regarding self confidence in dealing children with disabilities in regular classroom

No	Item	SD	D	ND	A	SA
1	I have sufficient skill and knowledge for planning and implementing lessons for children with special needs in regular classroom	12	39	24	6	0
2	I can teach children with special needs comfortably in regular classroom	0	18	30	15	18

N = 81

Note: SD = Strongly Disagree; D=Disagree; ND=Not Decided; A=Agree; SA=Strongly Agree

Views of parent in the items listed under the domain of self confidence in dealing children with disabilities in regular classroom are varying. The survey responses of primary teachers are shown in table 4 and percentage distribution of response is shown in figure 7. In the item 1 i.e. I have sufficient skill and knowledge for planning and implementing lessons for children with special needs in regular classroom, out of 81 teachers 12 (14.81 %) are strongly disagree, 39 (48.15 %) are disagree, 24 (29.63 %) are not decided, 6 (7.41 %) are agree. Altogether, 51 are responding for disagreement, 24 are for not decided and only 6 are responding for agreement. For item 2 i.e. I can teach children with special needs comfortably in regular classroom, 18 (22.22 %) are disagree, 30 (37.04 %) are not decided, 15 (18.52 %) are agree and 18 (22.22 %) are strongly agree. Altogether 18 are responding for disagreement, 33 are for agreement and 30 are for no decision.

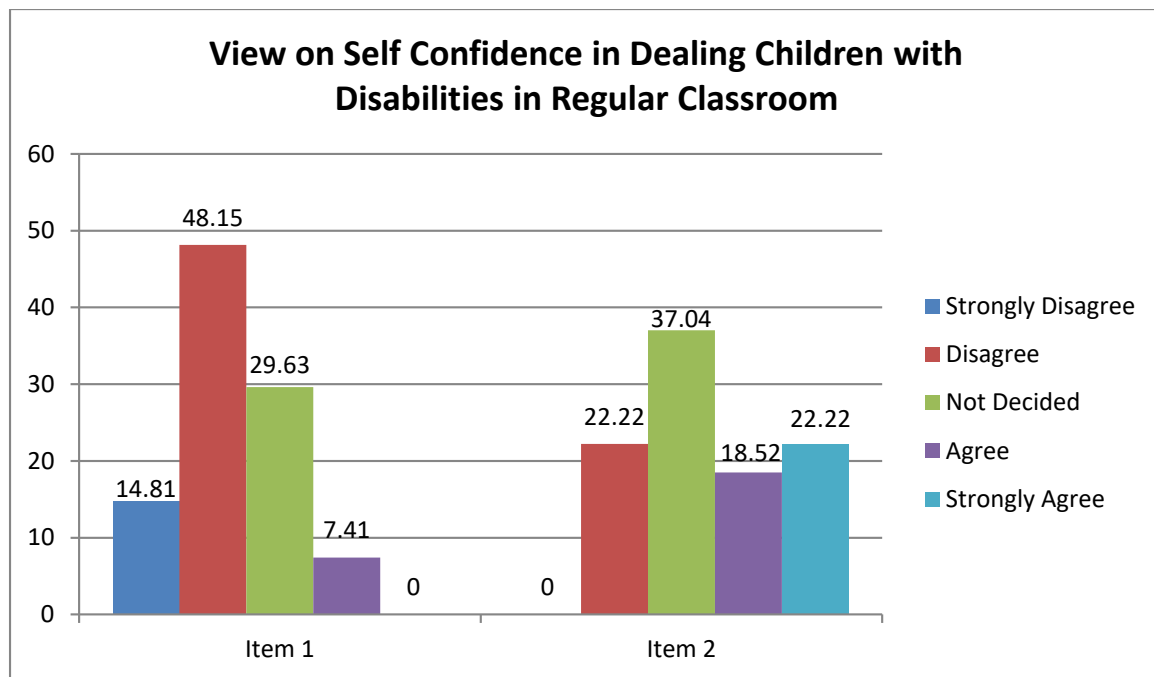


Figure 7. Percentage distribution of responses of primary teachers regarding self confidence in dealing children with disabilities in regular classroom.

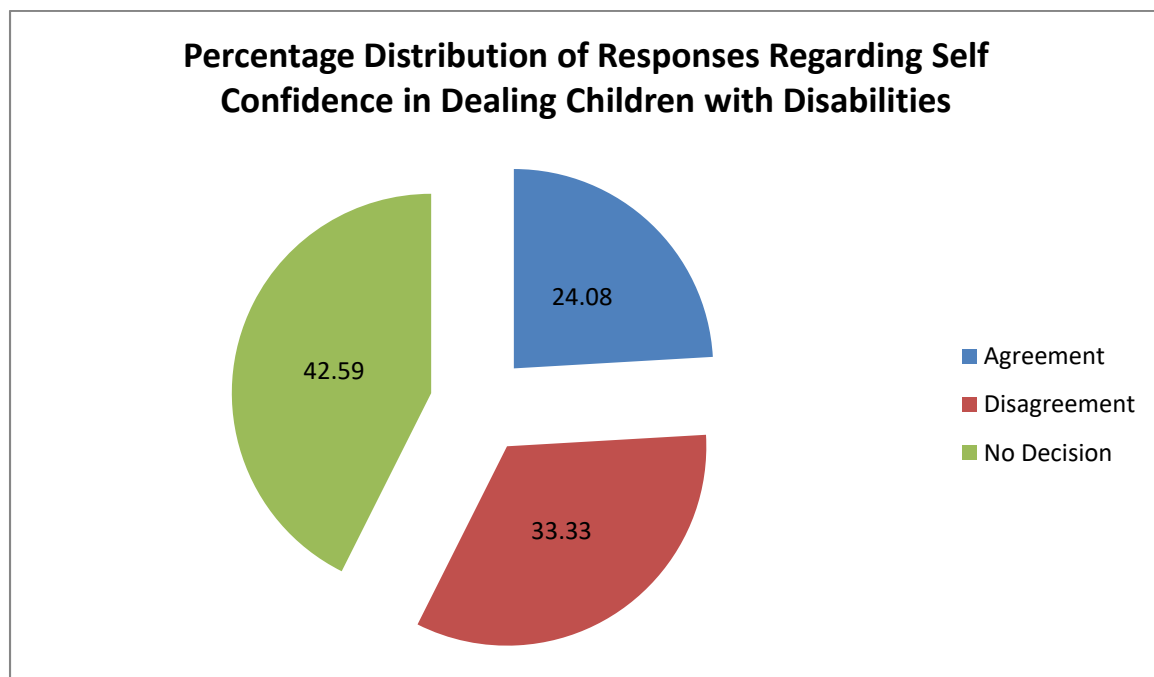


Figure 8. Percentage distribution of agreement, disagreement and no decision responses of primary teachers regarding self confidence in dealing children with disabilities in regular classroom.

Figure 8 shows the percentage distribution of agreement, disagreement and no decision response of primary teachers regarding self confidence in dealing children with disabilities in regular classroom. About 42.59 % are responding for disagreement and 24.08 % are

responding for agreement and 33.33 % are responding for no decision. It reveals that maximum primary teachers are not confident in dealing children with disabilities in regular classroom.

Conclusion

This study was about to investigate the view of primary teachers about teaching children with disability in regular classroom. From their response it is revealed that more than many of them are not supporting to include and teach children with disability in a regular classroom. Also found that maximum primary teachers are having a perception that children with disabilities will be benefiting in development of social and emotional areas. However they believe that inclusive education may not be much effective as described theoretically. Again, it reveals that all the primary teachers are having a perception that only special teachers are the teachers who can teach children with disabilities. Finally, it also found that maximum of the primary teachers are not confident in dealing children with disabilities in regular classroom.

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