A study on Perception of teacher trainees towards inclusive education

Sanjay Singh
Chairman: Senani Educational Welfare Association
Naila Garhi, Naila, Rasulabad, Kanpur Dehat, U.P
sanjaygdc@rediffmail.com

Abstract
Inclusive education allows the inclusion with regular children and children with special needs by placing them together in mainstream classes, to be taught and instructed by mainstream teachers. It is considered a way to create an environment that can give all children access to education. Successful and effective implementation of inclusive education depends upon teachers having adequate knowledge of it through training as well as positive attitudes towards it. In this study with a sample of 200 teacher trainees results revealed that there is no significance difference in the perception of male–female and rural urban teacher trainees.

1. INTRODUCTION
The Right to Education Act reflects the need for inclusion. As far as the field of education of children with special needs, inclusive education is a recent development. Inclusion remains a controversial concept in education because it relates to educational and social values, as well as to our sense of individual worth. But to make ‘EFA’ and ‘RTE’ a success, inclusive schooling is very significant. Inclusive education allows the inclusion with regular children and children with special needs by placing them together in mainstream classes, to be taught and instructed by mainstream teachers. It is considered a way to create an environment that can give all children access to education. If teaching is effective and responds to both students’ needs and strengths, there is a possibility for all children to teach (Lindsay, 2003). Students with disabilities are able to fit into an inclusive programmed because they usually receive some individual support from class teachers to help them complete the required tasks.

Teachers play a vital role in the learning process of students because they are the ones imparting the knowledge. Successful and effective implementation of inclusive education depends upon teachers having adequate knowledge of it through training as well as positive attitudes towards it.

2. STATEMENT OF THE PROBLEM:
Knowledge and attitudes can also affect the success of the implementation of inclusive education, and as such, it is necessary to explore the attitudes of teachers’ trainees towards inclusion. In the present study, this researcher explores Moradabad’s Teacher trainees’ attitudes towards, inclusive education.

3. OPERATIONAL DEFINITION:
3.1 INCLUSIVE EDUCATION:
In its broadest and all encompassing meaning, inclusive education, as an approach, seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners, young people with or without disabilities being able to learn together through access to common preschool provisions, schools and community educational...
setting with an appropriate network of support services. This is possible only in a flexible education system that assimilates the needs of a diverse range of learners and adapts itself to meet these needs.

3.2 ATTITUDE OF TEACHER TRAINEES:
“An Attitude is a dispositional readiness to response to certain situations, persons or objects in a consistence manner, which has to be learned and has become ones typical mode of response.”
In this study attitude of teacher trainees means the positive or negative effect of trainees towards inclusive education.

4. OBJECTIVES OF THE STUDY:
The research objectives are:
1. To study the attitude of male and female trainees towards inclusive education?
2. To study the attitude of rural and urban teachers trainees towards inclusive education?

5. HYPOTHESIS:
In this study the following hypotheses have been formulated for verification.
The present study will tested following hypothesis.
1. There will be no significant difference in male and female trainee’s attitude in inclusive education.
2. There will be no significant difference in rural and urban trainee’s attitude in inclusive education.

6. DELIMITATIONS OF THE STUDY:
The present study is delimited to the teacher trainees of Moradabad Districts of Uttar Pradesh State for the year 2012-13
The study is confined one variable only i.e. Attitude.

7. REVIEW OF THE RELATED LITRATURE
The investigator has made an attempt to give a brief account of the important related studies in India and abroad as Indian and Foreign Studies.

7.1 INDIAN STUDIES
Zaveri (2001) developed an awareness module on inclusive education for students with disabilities for administrators and teachers of general schools. The module was implemented using “printed media” approach “interactive approach.”
The results indicated equal effectiveness of both the approaches for creating awareness.
Reddy and Shyamala (2005) conducted a study on “students with antisocial behaviour strategies for inclusion in school.” Anti-social behavior in students has been a problem faced by all societies. In this study the authors have highlighted the various cases and characteristics of students with anti-social behavior, development of anti-social behavior and need for inclusion of antisocial behavior students in community and school settings.
Sharma (2009) conducted a study on influence of self-esteem of learning disabled and non-disabled on academic achievement in inclusive settings of Bareilly city. The study revealed that LD has lower self-esteem when compared to non-disabled. LD boys and girls differ with regard to self-esteem, whereas LD and non-LD girls do not differ with regard to self-esteem.
Susanta Kumar (2010) studied the relevance of disability and inclusive education in India in the context of EFA. He analyzed the interpretations and implementation of inclusive education in India through distance mode.
Deepshikha (2010) studied the limitations of the earlier efforts in the context of survey findings and examined the responsiveness of the recent policies for inclusion to these limitations of earlier efforts.
Abdulrahim (2011) investigated that education plays a key role in meeting the World Bank’s social development objectives, which supports inclusive growth, social cohesion, and accountability in development.

7.2 FOREIGN STUDIES
Julie & Sally (2001) conducted a study on special schools and inclusion. In this study found that children with special needs have usually focused on mainstream schools. Special schools have often been ignored or denigrated, but there is little understanding of what they do in practice.
Avramidis & Norwich (2002) conducted a study on teacher’s attitude towards integration/inclusion a review of the literature. It is assumed that the successful implementation of any inclusive policy is largely dependent on educators being positive about it.
Bezleri and Knope (2004) in their study “normalizing differences in inclusive teaching” found that inclusive practices and special education can be transformed by using a disabilities studies perspective, which constructs differences as natural acceptable and ordinary.
Petra et al (2006) studied the implementation of inclusive education in primary schools in South Africa. Qualitative data were generated from the consultative process followed in the schools during the first page and both qualitative and quantitative data from questionnaires regarding the perceptions of all school community members on the inclusive practices or lack thereof in their schools during the second phase.
Pearson (2007) conducted a study exploring inclusive education: early steps for prospective secondary school teachers. This study examines the planning, development and evaluation of a session which was designed to complement student’s school-based experiences and other university-based sessions.
Florian (2008) conducted a study on special or inclusive education: future trends. In this study examined the relationship between special and inclusive education. She looks at the motion of specialist knowledge among teachers and the roles adopted by staff working with peoples with additional or special needs in mainstream settings. She explored the implications of the use of the concept of ‘special needs’ - especially in relation to attempts to implement inclusion in practice and she notes the tensions that arise from these relationships.
Lambe and Bones (2008) conducted a study on the impact of a special school placement on student’s teacher believes about inclusive education in Northern Ireland. The study is to launch their account of their own investigation into the attitudes towards inclusion of student teachers who had experience of working in special schools. It reveal the positive attitude that the student teachers developed towards practice in the special schools settings.
Mahbub (2008) conducted a study on inclusive education at a BRAC school perspective from the children was carried out in Bangladesh, focusing on a primary school run by the non-governmental organization, BRAC the works reports have explored children’s understandings about the culture, policy and practice at their schools.
Gomes et al (2011) studied on the construction process of inclusion/exclusion for high school chemistry student in two schools in Belo Horizonte, the capital of Minas Gerais State, Basil. The aim of this study was to describe these stories of inclusion/exclusion and two discuss what motivated them to learn chemistry in the classrooms investigated. To learn chemistry, students need to develop an individual understanding of the social language of the discipline.
From the review it is clear that most of the studies have concentrated on comparison between children with special needs in special and inclusive schools. But, the investigator did not find any study, which has tried to study the attitudes of the teachers and the parents towards inclusive education and the effect of inclusion on achievement of children with special needs. The assumption is that the attitude of the teachers and parents play an important role in affecting the inclusive schools settings. It is also necessary to see the effect of inclusive on the achievement of children with special needs. Hence, the present study was undertaken.
8. RESEARCH METHODOLOGY

For the present study, the investigator decided to adopt the survey method because only survey method could be appropriate for the present study.

9. POPULATION:

All the teacher trainees of Moradabad district constituted the population for the purpose of the present study.

10. SAMPLE:

The study will be conducted on a sample of 200 teacher trainees studying in the colleges of Moradabad district. A stratified randomization technical of sampling will be employed for collecting the data out of all the college of Moradabad.

11. TOOL:

Teacher Attitude scale towards inclusive education (TATIE-SA) By Dr. Vishal Sood, Principal Abhilashi P.G. College of education, NERCHOWK Dist Mandi. (H.P.)

12. DATA ANALYSIS:

To study the attitude of male and female teacher trainees towards inclusive education, mean, standard deviation and ‘t’ values were computed and are presented in Table no.1.1. From table-1.1, we can observe that the obtained ‘t’ value of 2.01 for 198 degrees of freedom, the table value of 2.60 at 0.01 level is high than the calculated value so significant & hypothesis rejected and, the table value of 1.97 at 0.05 level is low than calculated value not significant & hypothesis accepted.

To study the attitude of Rural and Urban teacher trainees towards inclusive education, mean, standard deviation and ‘t’ values were computed and are presented in Table no.1.2.

From table-1.2, we can observe that the obtained ‘t’ value is 13.67 for 198 degrees of freedom, the table value at 0.01 level is 2.60 which is very much less than the obtained ‘t’ value. Thus, not significant and null hypothesis is accepted and also, the table value at .05 level is 1.97 which is also very low than the calculated value. Thus, not significant and null hypothesis is accepted. Therefore, difference between the mean attitude scores of rural and urban with regard to attitude towards inclusive education.

13. INTERPRETATION OF RESULTS

1. Analysis of attitude of male and female teacher trainees towards inclusive education reveals that they significantly differ. Hypothesis, which indicates that there is significant difference between the attitudes of male and female teachers towards inclusive education; hypothesis is rejected at 0.01 level. But at 0.05 levels hypothesis is accepted.

2. Analysis of the attitudes of rural and urban towards inclusive education reveals that they differ significantly, which indicates that there is significant difference between the rural and urban teacher trainees towards inclusive education. Is accepted.

14. MAJOR FINDINGS

1. There is significant difference between the attitudes of male and female teachers towards inclusive education.

2. There is no significant difference between the rural and urban teacher trainees towards inclusive education.

CONCLUSION

The following suggestions will be helpful:

1. Attitude of special teachers and regular teachers towards inclusive education should be positive.

2. Provide inclusive schools to special needs children if they require.

3. Special needs children should be treated as similar to non-disabled. They should be provided environment in which they mix up with others.
4. Changing the attitude of teachers, peers and the school environment to provide a more accepting and friendly educational climate for special needs children.
5. Provide training programs to special teachers on inclusive education.
6. Early identification and better provisions for special needs children in inclusive schools.

REFERENCES:
Dash, Neena 2005. Inclusive education programme and practices with special needs at primary education level in the state of Orissa- 214 An Evaluative Study.

BIBLIOGRAPHY
### TABLE-1.1
Mean, SD and ‘t’-value of Attitude of Male and Female teacher Trainees towards Inclusive Education

<table>
<thead>
<tr>
<th>Variable</th>
<th>CATEGORY</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>‘t’</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTITUDE</td>
<td>Female</td>
<td>100</td>
<td>110.2</td>
<td>10.97</td>
<td>2.01</td>
<td>.05</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>100</td>
<td>107.1</td>
<td>10.9</td>
<td></td>
<td>.01</td>
</tr>
</tbody>
</table>

### TABLE-1.2
Mean, SD and ‘t’-value of Attitude of rural and urban teacher Trainees towards Inclusive Education

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>‘t’</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTITUDE</td>
<td>RURAL</td>
<td>100</td>
<td>106.65</td>
<td>11.50</td>
<td>13.67</td>
<td>.05</td>
</tr>
<tr>
<td></td>
<td>URBAN</td>
<td>100</td>
<td>110.48</td>
<td>10.90</td>
<td></td>
<td>.01</td>
</tr>
</tbody>
</table>