

ATTITUDE TOWARDS INCLUSIVE EDUCATION AMONG STUDENT TEACHERS OF B.ED.

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ABSTRACT

The main aim of the study is to attitude towards inclusive education among B.Ed., student teachers. The researchers had a detailed with experts, guide and an informal interaction with student teachers. For different parts of the rating scale, suitable instruction of responding was formulated. The preliminary draft of scale consists of 30 items. The sample of the study was collected randomly to the 56 student teachers of school of distance education, Bharathair University, Coimabatore. After finalizing the item analysis strategies, the investigator prepared the final draft of the tool consists of 25 items in five-point scale. To conclude, it is said that teacher is the key person to implement the inclusive education effectively in schools. Thus, it is very necessary to develop knowledge and skills in pre service training period to operate inclusion.

KEYWORDS: Inclusive Education, Student teachers, Sample, Tool

INTRODUCTION

Today, education plays major role in connecting society with the needs of the individual. Inclusive education is a classroom model were equal opportunities for all children, irrespective of the differences like caste, colour, race, religion, creed, custom and tradition. In inclusive education, the special children are supported to learn, contribute and participate in all aspects of the life the school. The curricular and co – curricular programs and activities are designed in such a way that all students learn and participate together which advocate group sharing. Inclusive education accommodates both normal children and mild to moderate disabilities children to study under a common stream. The parents are also allowed to participate in their ward education and in the activities of their local schools. It develops friendships with a wide variety of

other children, each with their own individual needs and abilities. The community appreciates diversity in the name of inclusive education. In modern trend inclusive education help to reorient the mainstream educational structure to enroll the impaired child along with normal child to ensure that all belongs to the same society, hence the purpose of the inclusive education is to fulfill the needs and wants of diverse learners.

REVIEW OF RELATED LITERATURE

Jogeswari Dash, *et al* (2019) studied an attitude of perspective teacher educators towards inclusive education. To study the attitude of perspective teacher educators towards inclusive education. To compare the attitude of male and female perspective teacher educators towards inclusive education. The descriptive survey method has been applied for the present study. All the perspective teacher educators of three years integrated B.Ed., and M.Ed., of Rajendra College, Balagir are the population of the present study. The prime objectives of this paper is to compare the attitude of perspective teacher educators on the basis of their gender, stream, and academic year, it was found from the present study that male perspective teacher educators have slightly favourable attitude than the female prospective teacher educators and science prospective teacher educators have better attitude than arts perspective teacher educators.

R. Sourche and A. Selvan (2017) examined B.Ed., students' attitude towards inclusive education. To study the attitude of B.Ed., students' attitude towards inclusive education. To find out any significant difference in the attitude of B.Ed., students towards inclusive education with respect to gender, locality, major subject, educational qualification, type of family and marital status. Normative survey method was conducted to elicit the attitude of student teachers about inclusion education. The sample consists of 300 B.Ed., students (include both gender) sampled randomly from six B.Ed., colleges in Puducherry region. The sample includes both first year and final year student teachers. Inclusive education is one of the best modern instruments to abolish discriminatory attitudes. It helps to develop healthy social relationship and interaction. Hence it is the duty of the teacher to enhance the ability of the impaired students to socialize, to participate to communicate and to live successfully and learn to

adopt as normal citizen in sociality. The challenges of the teacher should be done only by developing positive attitude along with ability.

NEED AND SIGNIFICANCE OF THE STUDY

The inclusive education model now rapidly advocated by most of the nation to educate special children under normal settings along with normal children, educationalist believes that the development of special child in terms of intellectual, social and emotional was vary remarkable when they learn along normal child rather than isolates. Hence the raising of inclusion schools is unavoidable. Hence the future teachers (B.Ed., student teachers) have more challenges to nurture both normal and special child and to satisfy their diverse need. The role of teacher in the inclusive setting is multitasking, which should be successfully accomplished by developing positive attitude towards their role and task assigned. Hence the attitude of the student teachers plays predominant role along with their broad perception, confidence and competency to be a successful teacher in under inclusive settings. In this aspect the study of their attitude gains its importance.

STATEMENT OF THE PROBLEM

“ATTITUDE TOWARDS INCLUSIVE EDUCATION AMONG STUDENT TEACHERS OF B.Ed”

DEFINITIONS OF THE TERMS

Inclusive Education

Inclusive education is the systems in which differently abled children are provided formal education together and together with normal children. By definition, inclusive education includes all leaners, but it may be interpreted differently according to the context.

Student Teachers

A Student who is studying B.Ed., programme to be a teacher and who as part of the training, observes classroom instruction or does closely supervised teaching in secondary or higher secondary schools.

OBJECTIVES OF THE STUDY

To study attitude towards inclusive education among student teachers of B.Ed.,

To study attitude among student's teacher.

To find the difference an inclusive education among male and female students' teacher.

To find the difference an inclusive education among rural and urban students' teacher.

HYPOTHESES OF THE STUDY

There is no significant difference in means score of attitude towards inclusive education among student teachers of B.Ed., with respect to gender.

There is no significant difference in means score of attitude towards inclusive education among student teachers of B.Ed., with respect to locality.

There is no significant difference in means score of attitude towards inclusive education among student teachers of B.Ed., with respect to teaching instruction.

There is no significant difference in means score of attitude towards inclusive education among student teachers of B.Ed., with respect to educational qualification.

There is no significant difference in means score of attitude towards inclusive education among student teachers of B.Ed., with respect to type of family.

There is no significant difference in means score of attitude towards inclusive education among student teachers of B.Ed., with respect to marital status.

DELIMITATION OF THE STUDY

The study conducted Coimbatore district only.

The sample first year B.Ed., student teachers only

Sample selected from Bharathiar University, School of distance education, students teachers.

VARIABLE OF THE STUDY

Dependent Variable

B.Ed., Student teachers

Independent Variable

Attitude and Inclusive Education

RESEARCH METHODOLOGY

Research Method

The Descriptive Survey Method has been applied for the present study. This method is designed to obtain precise information concerning the current status of the phenomena and to draw valid general conclusions from the facts discovered.

Sample of the study

The sample consists of 56 B.Ed., student teachers (include both gender) samples randomly selected from school of distance education, Bharathiar University at Coimbatore. The sample includes first year students' teachers

Tool Used

A self-made Attitude Scale was used as a tool for data collection and administration. In this scale, there are five dimensions namely 'curriculum and method', 'Support to children with disability', 'Readiness of Prospective Teacher Educator', 'Learners Need 'and 'Classroom Setting'. The scale has five points having the responses 'Strongly Agree', 'Agree', 'Neutral', 'Disagree' and 'Strongly Disagree'. The scale consisted of 25 items.

Table 1

Difference in the mean scores of Student teachers with respect to their gender

Gender	N	Mean	S. D	t - value	Level of significant
Male	29	69.00	8.56	0.00	Significant
Female	27	41.00	7.93		

The above table reveals that t – value of the variables attitude towards inclusive education among student teachers of B.Ed., at 0.01 level of significant. Hence the null hypotheses are rejected. There significant difference between the mean score of attitude towards inclusive education among student teachers of B.Ed., of gender.

Table 2

Difference in the mean scores of Student teachers with respect to their Locality

Locality	N	Mean	S. D	t - value	Level of significant
Rural	32	67.50	9.42	0.00	Significant
Urban	24	39.50	7.07		

The above table reveals that t – value of the variables attitude towards inclusive education among student teachers of B.Ed., at 0.01 level of significant. Hence the null hypotheses are rejected. There significant difference between the mean score of attitude towards inclusive education among student teachers of B.Ed., of locality

Table 3

Difference in the mean scores of Student teachers with respect to their Teaching Instruction.

Teaching Instruction	N	Mean	S. D	t - value	Level of significant
Tamil	22	59.50	6.49	0.08	Not
English	34	52.91	19.99		Significant

The above table reveals that t – value of the variables attitude towards inclusive education among student teachers of B.Ed., at 0.05 level of significant. Hence the null hypotheses are accepted. There is no significant difference between the mean score of attitude towards inclusive education among student teachers of B.Ed., of teaching instruction.

Table 4

Difference in the mean scores of Student teachers with respect to their educational qualification.

Educational Qualification	N	Mean	S. D	t - value	Level of significant
UG	34	66.50	6.99	0.00	Significant
PG	12	38.50	6.49		

The above table reveals that t – value of the variables attitude towards inclusive education among student teachers of B.Ed., at 0.01 level of significant. Hence the null hypotheses are rejected. There significant difference between the mean score of attitude towards inclusive education among student teachers of B.Ed., of educational qualification.

Table 5

Difference in the mean scores of Student teachers with respect to their Type of family.

Type of family	N	Mean	S. D	t - value	Level of significant
Joint	11	67.00	3.31	0.08	Not
Nuclear	45	52.69	17.01		Significant

The above table reveals that t – value of the variables attitude towards inclusive education among student teachers of B.Ed., at 0.05 level of significant. Hence the null hypotheses are accepted. There is no significant difference between the mean score of attitude towards inclusive education among student teachers of B.Ed., of type of family.

Table 6

Difference in the mean scores of Student teachers with respect to their Marital status.

Marital Status	N	Mean	S. D	t - value	Level of significant
Married	41	53.85	18.68	0.56	Not
Unmarried	15	60.00	4.47		Significant

The above table reveals that t – value of the variables attitude towards inclusive education among student teachers of B.Ed., at 0.05 level of significant. Hence the null hypotheses are accepted. There is no significant difference between the mean score of attitude towards inclusive education among student teachers of B.Ed., of marital status.

FINDINGS AND DISCUSSION

Major findings of the study

- 1) Most of the student teachers have attitude towards inclusive education.
- 2) Male student teacher's attitude towards inclusive education is higher than the female student teachers. Again, there is significant difference between the attitude of male female student teachers towards inclusive education.
- 3) UG student teacher's attitude towards inclusive education is slightly higher than PG student teachers towards inclusive education.

SUGGESTIONS

- 1) To develop the attitude, pre service training should be provided for attitude student teacher in the concept of inclusive education.
- 2) To develop the attitude towards inclusive education it is necessary to face the real classroom situation with diversified learners.
- 3) Pedagogical knowledge on inclusive education schooling must be provided to improve the attitude student teachers.
- 4) Authorities of training institutions should organise brain storming programmes for student teachers.
- 5) Student teachers need to be sensitized towards awareness about inclusive education through various learning programmes.

- 6) The policymakers, administrators and student teachers need to get oriented towards inclusive education.

CONCLUSION

To conclude, it is said that teacher is the key person to implement the inclusive education effectively in schools. Thus, it is very necessary to develop knowledge and skills in pre service training period to operate inclusion. Thus, an endeavour should be made to develop in teachers, the necessary attitude, skills and competencies required to deal effectively with children with various special educational needs. The student teachers' attitude towards inclusive education will help in achieving that goal. The prime objectives of this paper are to compare the attitude of student teachers on the basis of their gender, stream and academic year, it was found from the present study that male student teachers have slightly favourable attitude than the female student teachers and under graduate student teachers have better than post graduate student teachers.

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