

**ATTITUDE OF PRE-SERVICE TEACHERS TOWARDS INCLUSIVE
EDUCATION IN RELATION TO SOCIAL ADJUSTMENT**

Ms. Suman Rani
Assistant Professor

Ms. Shashwinderjeet Kaur
M.Ed. Student
Sadbhavna College of Education for Women,
Raikot

ABSTRACT

The purpose of the study to find out the relationship of social adjustment and attitude towards inclusive education of pre-service teachers and pre-service special teacher. Sample of 120 teacher (60 general and 60 special teacher) was collected with the help of random sampling techniques and Social adjustment inventory by: R.C Dev. (HINDI) and Teacher attitude towards inclusive education by: Vishal Shrof Arti Anand (HINDI). Findings of the study there exist no significant relationship between social adjustment and attitude towards inclusive education of pre-service general teachers. There exist no significant relationship between social adjustment and attitude toward inclusive education of pre-service special teachers.

Key words: social adjustment, attitude, inclusive education, pre-service teachers and pre-service special teacher.

INTRODUCTION

Inclusive education means all people with or without disabilities being able to learn together in ordinary school and community educational setting with appropriate network of support services in inclusive education the needs of all learners was addressed so that good education could be provided to all. Inclusive education means learning by all type of peers in the same environment. In the process of inclusion, in a school, which adapts its policies and facilities according to need and requirements of all type of child? The focus of inclusion was not merely on academic literacy but also on emotional and functional literacy for all children. Inclusion represents the belief that students with special educational need should be fully integrated into general education classrooms and school and that their instruction be based on their abilities, not their

abilities an emphasis that becoming more prevalent. Through prominent approach to prepare teachers for inclusive education mainly focused on higher level facilities. It helped to prepare new teacher for inclusive teaching. If pre-service teachers developed inclusive practices in real conditions, then these practices would be maintained throughout this teaching career. The main aim of introductory inclusive education to increase the confidence and positive attitude of among teacher which helped to increase the abilities and also affect the students positively. By the inclusive educational programmers a teacher would provide the restrictive environment to educate students with disabilities in general education setting. It also helped to the teacher adjust the curriculum to meet the individual needs of students and have a more positive approach to inclusion. It also helped the needs of all students.

INCLUSIVE EDUCATION

Inclusive education means children with and without disabilities participate and learn together in the same classes. It is based on the idea to develop and design such classroom, programs and activities in which all students learn and participate together. Inclusive involves particular emphases on the educational rights to those groups of learners who may be vulnerable or at risk of exclusion or underachievement. It emphasizes the need for opportunities for equal participation for any student's whit disabilities or special needs in the education system.

SOCIAL ADJUSTMENT

Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process. It involves coping with new standard and value. In the technical language of psychology "getting along with the members of society as best one can" is called adjustment .As Plato says 'Man is a social animal.' We live in a society and form opinion about others and others have opinions about us. We try to behave according to the norms of the society so that we can adjust with others. But it is not an easy talk because the personality of each individual is a unique organization. This organization has to make special efforts to adjust with other unique organization. Social adjustment is the direction the teacher try to instill adjustment skill in our students: Teacher should

emphasis on the adjustment of the student in the school. They should help the student cope with the existing situations of the school. They should contribute to improving the social environment of the school. Psychologists use the term adjustment of varying conditions of social and interpersonal relation in the society. Thus adjustment can be called the reaction to the demands and pressures of the social environment imposed upon the individual.

ATTITUDE

Attitudes reflect a tendency to classify objects and events and to react to them with some consistency. Attitudes are not directly observable but rather are inferred from the objective, evaluative responses a person makes. Thus, investigators depend heavily on behavioural indicators of attitudes what people say, how they respond to questionnaires, or such physiological signs as changes in heart rate. Attitude research is employed by social psychologists, advertising professionals, and political scientists, among others. Public-opinion researchers often attempt to distinguish attitudes from related concepts such as values, opinions, and knowledge. An attitude is a predisposition or a tendency to respond positive or negatively towards a certain idea, object, person, or situation. Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards (together called stimuli).

REVIEW OF LITERATURE

Costello Christopher Boyle Shane (2013): The attitudes held by pre-service teachers have been shown to affect their willingness and ability to implement an inclusive approach to education. A sample consisting of 193 pre-service secondary teachers enrolled in secondary education courses at an Australian university were surveyed to determine their attitudes towards inclusive education, with a particular focus on attitudinal changes across the years of study. Results indicated that pre-service secondary teachers held positive attitudes towards inclusive education; however there was a significant decline in positive attitudes through the years of study. Pre-service secondary teachers enrolled in postgraduate programs were more inclusive than those enrolled in undergraduate courses. Attitudes towards training and perceived competence were less positive than other attitude scales for all participants, suggesting

a concern regarding training effectiveness. Replication of the study is recommended across additional Australian and international universities to determine differences in training content and experiences which may impact on attitudes towards training and perceived competence.

O'Toole Catriona & Burke Niamh (2013): In this current study, a cohort of second-level pre-service teachers completed the attitudes toward inclusive education scale, the concerns about inclusive education scale, the teacher efficacy scale and a school climate (SC) survey. Results showed that the student-teachers were generally positive about inclusion, and were only a little concerned about the implementation of inclusive practices in their classrooms. The participants were least positive about including students with behavioural difficulties. A more positive School climate was associated with higher levels of personal efficacy, and lower levels of concern. Results are discussed in terms of the construal of behavioural difficulties within Ireland, the influence of the placement school and the implications for initial teacher education.

JUSTIFICATION OF THE STUDY

Education is very effective tool for making a good life of every one. May be the human is normal or disable. Every human has right to get equal education but sometimes physically disable children cannot take the benefits of education because of their disabilities. Some people thinks that disable children need special requirements. So according to their requirements the facilities should be provided and only those educationists who were expert in special education gave attention towards such students. Every teacher play major role in the life of students but for inclusive education we need those teachers who understand both type of students (Normal and Disable) means same plate form for all. So there should such type of educational program who give equal opportunities for get equal education. As we know the number of special teacher are very less and general teacher come to teach such students who disable their attention and dedication not up to that level which was required at that time. They normally feel uncomfortable in that situation. At the time of training of Pre-Service teacher if we try to focus on such issue then it may be helpful for all. In the present study researcher focus on aim of pre-service teacher training to consider the

attitudes beliefs and concerns provide the most appropriate preparation for inclusive education.

OBJECTIVES OF THE STUDY

1. To find out the relationship of social adjustment and attitude towards inclusive education of pre-service teachers.
2. Find out the relationship of social adjustment and attitude toward inclusive education of pre-service special teacher.

HYPOTHESES OF THE STUDY

1. There exists no significant relationship between social adjustment and attitude towards inclusive education of per-service teachers.
2. There exists no significant relationship between social adjustment and attitude toward inclusive education of pre-service special teachers.

DELIMITATIONS

Keeping in view the shortage of time, money and energy, the present study was delimited in term of area and selection of sample. The study was delimited to special educational colleges which are affiliated from RCI and Colleges of affiliated from Panjab University.

SAMPLE OF THE STUDY

A Sample of 120 teacher (60 general and 60 special teacher)was collected with the help of random sampling techniques

TOOLS USED

- Social adjustment inventory by: R.C Dev. (HINDI).
- Teacher attitude towards inclusive education by: Vishal Shrof Arti Anand (HINDI)

STATSTICAL TECHNIQUES USED

- Mean, SD, and
- T-test, Correlation was used by investigator for analysis of data.

RESULT

HYPOTHESES:-1

There exist no significant relationship between social adjustment and attitude towards inclusive education of per-service teachers.

Table No.4.1 Showing relationship between Social adjustment and Attitude of Pre-service General Male and Female

Sr. No.	Variables	Number	Mean	S.D.	r
1	SAI	60	85.83	14.17	0.068144
2	TASTIE	60	107.3	10.11	

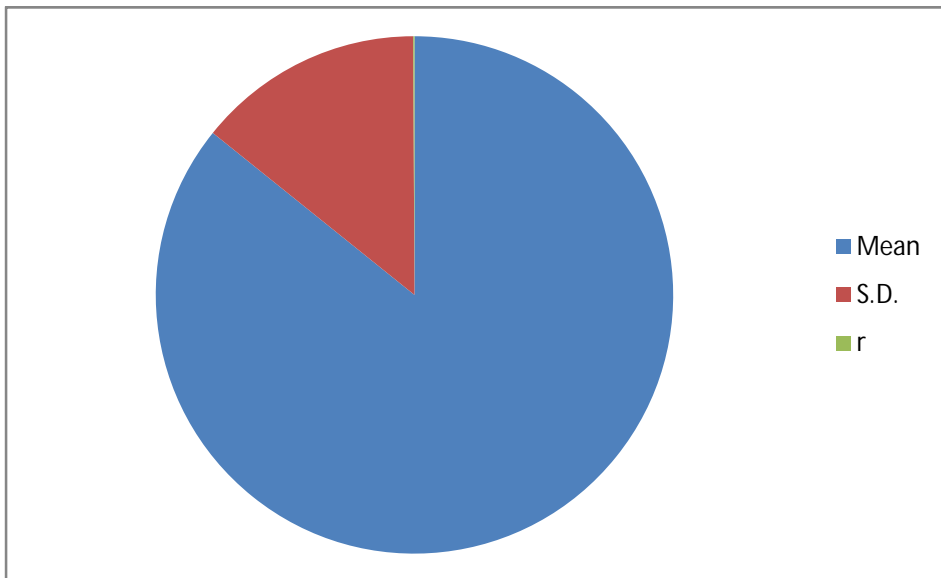


Figure-4.1.1: Pie diagram showing significance of difference between social adjustment and attitude towards inclusive education of pre-service general teachers.

Table-4.1.1 Shows that the Mean score of social adjustment and teacher attitude scale towards inclusive education of male and female pre-service teachers as SAI=85.83 and TASTIE=107.3 respectively and their standard scores is SAI= 28.27 and TASTIE=10.11 respectively. The calculated co-relation value is 0.06814421. There will be significant relationship between them.

Therefore Hypotheses 1 “There exist no significant relationship between social adjustment and attitude towards inclusive education of per-service general teachers is rejected.

HYPOTHESES:-2

There exist no significant relationship between social adjustment and attitude toward inclusive education of pre-service special teachers.

Table no. 4.2 Showing relationship between Social adjustment and Attitude of Pre-service Special male and female.

Sr. No.	Variables	Number	Mean	S.D.	r
1	SAI	60	115.4	25.13	0.74233
2	TASTIE	60	104.18	11.27	

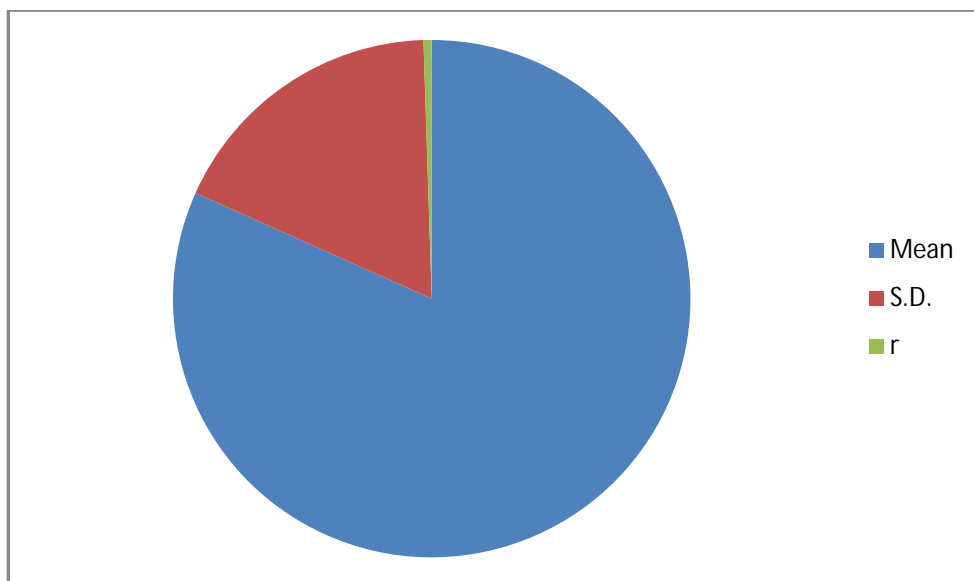


Figure-4.2 Pie diagram showing relationship and significance of difference between social adjustment and attitude towards inclusive education of pre-service special teachers.

Table. 4.2 reveals that high difference was observed between the values of mean SAI=115 and mean TASTIE=104 for the social adjustment and attitude of pre-service teachers and their standard scores is 25.13 and 11.27 respectively. Social adjustment

scores of pre-service special teachers is more than attitude of pre-service special teachers and their co-relation value is 0.7423298. Hence therefore Hypotheses 2 “There exist no significant relationship between social adjustment and attitude toward inclusive education of pre-service special teachers is rejected.

CONCLUSION

The present study was conducted on the attitude of pre-service teachers towards inclusive education in relation to social adjustment. The investigator starts the investigation with null hypotheses. The following conclusions have been drawn. There exist no significant relationship between social adjustment and attitude towards inclusive education of pre-service general teachers. There exist no significant relationship between social adjustment and attitude toward inclusive education of pre-service special teachers.

BIBLIOGRAPHY

- Avramidis E & Norwich B (2010). Teacher' attitudes towards integration/inclusion: a review of the literature. *Journals of special needs education*. Volume 17, issue 2. www.tandfonline.com/page/models-and-dates-explained Ashry- Fathi Rezk El 2009: General Education Pre-service Teachers' Attitudes toward Inclusion in Egypt <http://ufdc.ufl.edu/UFE0024244/00001>
- C.Cambra & N.Silvestre.vol.18, issue2, (2010). Students with special the inclusive classroom: social integration and self-concept. *Journal of special needs education*. ISSN-0885-6257. www.tandfonline.com/doi/abs/10.1080/0885625032000078989#VFajGJWeSyAk
- Costello Christopher Boyle Shane (2013) Pre-service Secondary Teachers' Attitudes Towards Inclusive Education. *Australian Journal of Teacher Education* Vol 38, 4 <http://dx.doi.org/10.14221/ajte.2013v38n4.8>
- Gartia Radhakanta & Sharma Sushama (2012): Teacher Preparation for Inclusive Education. The general of Indian education. www.ncert.nic.in/publication/journals/pdf_files/JIE_FEB2012
- Hemmings Dr Brian (2011): Preservice teachers' views of inclusive education .*Australasian Journal of Special Education*, vol 35 (2), 103-116 stuart.woodcock@mq.edu.au

- Humphrey.N & Symes (2011). Inclusive educations for pupils with autistic spectrum disorders in secondary mainstream schools: teacher attitudes, experience and knowledge. *Journals of inclusive education*.vol, 17, issue1. www.tandfonline.com/doi/full/10.1080/13603116.2011.580462
- Kohama Angela(2012): A study on attitude of preservice teachers towards inclusive education http://www.academia.edu/6663047/A_study_on_attitude_of_preservice_teachers_towards_inclusive_education.
- L. Ferguson Dianne (2008).International trends in inclusive education: the continuing challenge to teach each one and everyone. *Journals of special needs education*.vol.23, issue2. www.tandonline.com/doi/full/10.1080/08856250801946236
- L. Peebles Jodi & Mendaglio Sal (2014). The impact of direct experience on pre-service teachers' self-efficacy for teaching in inclusive classrooms. ISSN- 0885-6257 *Journal of Special needs education*. www.tandfonline.com/toc/tied20/18/12
- Ovichegan S (2013) social exclusion, social inclusion and passing the experiences of Dalit student at one elite Indian University. *Journal of special needs education* vol.18, issue4.ISSN 1360-3116.WWW.tandfonline.com/toc/tide20/18/4
- sRoger sleeves (2010). Social justice and the changing direction in educational research: The case case of inclusive education vol.5, issue2-3 ISSN0885.6257 www.tandfonline.com/doi/abs/10.1080/13603110010035832?src=recsys#.VFauemeSyAK
- Sharma Monash Umesh (2006): Pre-Service Teachers' Attitudes, Concerns And Sentiments About Inclusive Education *International Journal Of Special Education* Vol 21 No.2
- Sharma U, Forlin C, Loreman T (2008). Impact of training on pre-service teachers' attitudes and concerns about inclusive education and sentiments about persons with disabilities. *Journal of disability & society*. Vol.23, issue7. www.tandfonline.com/doi/abs/10.1080/096875902469271?src=rec
- Sheela Sangwan Poonam (2011): Inclusive education: a developmental approach in special education *Journal of Indian Education* Volume XXXVI
<http://plan4learning.iiep.unesco.org/es/notice/T1408366690>