

ATTITUDE OF TRAINEE TEACHER TOWARDS THE INCLUSIVE EDUCATION

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INTRODUCTION:

Inclusive education has been defined at various ways that addresses the learning needs of the differently able children. The efforts of the Government of India over the last five decades have been towards providing comprehensive range of services towards education of children with disabilities. In 1974, the centrally sponsored scheme for Integrated Education for Disabled Children (IEDC) was introduced to provide equal opportunities to children with disabilities in general schools and facilitate their retention. The government initiatives in the area of inclusive education can be traced back to National Educational Policy, 1986, which recommended, as a goal, 'to integrate the handicapped with the general community at all levels as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. The World Declaration on Education for All adopted in 1990 gave further boost to the various processes already set in the country. The Rehabilitation Council of India Act 1992 initiated a training programme for the development of professionals to respond to the needs of students with disabilities. The National Policy for Persons with Disability, 2006, which attempts to clarify the framework under which the state, civil society and private sector must operate in order to ensure a dignified life for persons with disability and support for their caretakers. Most recent advancement is the Right of Children for Free and Compulsory Education (2009) which guarantees right to free and compulsory education to all children between ages six to fourteen. For education for a child with disability, the act has to be read in conjunction with Chapter V of the Persons with Disability Act, 1995. Chapter V of the PWD Act ensures that every child with disability is entitled to a free education up to the age of 18 years. Keeping in view, Govt. of India had accelerated the new scheme of Inclusive Education to achieve the target of Education for All (EFA) by 2010. Inclusion is an effort to make sure that diverse learner – those with disabilities, different languages and cultures, different homes and family lives, different interests and ways of learning. Inclusive Education denotes that all children irrespective of their strengths and weaknesses will be part of the mainstream education. It is clear that education

policy in India has gradually increased the focus on children and adults with special needs, and that inclusive education in regular schools has become a primary policy objective.

In almost every country, inclusive education has emerged as one of the most the dominant issues in the education. With the release of the Salamanca Statement in 1994 (UNESCO), a large number of developing countries started reformulating their policies to promote the inclusion of students with disabilities into mainstream schools. The researches show that teachers in inclusive *SRJIS/BIMONTHLY/DR. J.D. SINGH (3222-3232) DEC-JAN, 2016, VOL. 3/13www.srjis.com Page 3224*

OBJECTIVES OF THE STUDY:

Present study will aim fulfilling the following objectives:

1. To measure the attitude of urban male trainee teachers and urban female trainee teachers towards Inclusive Education.
2. To measure the attitude of rural male trainee teachers and rural female trainee teachers towards Inclusive Education.
3. To measure the attitude of urban male trainee teachers and rural male trainee teachers towards Inclusive Education.
4. To measure the attitude of urban female and rural female trainee teachers towards Inclusive Education.
5. To measure the attitude between male trainee teachers and female trainee teachers towards Inclusive Education.
6. To compare the attitude between male trainee teachers and female trainee teachers towards inclusive education.
7. To develop a tool to measure the attitude of trainee teachers towards Inclusive Education.

HYPOTHESIS OF THE STUDY:

H₁: There is significant mean difference in attitude between urban male trainee teachers and urban female trainee teachers towards in inclusive education.

H₂: There is significant mean difference in attitude between rural male trainee teachers and rural female trainee teachers towards in inclusive education.

H₃: There is significant mean difference in attitude between urban male trainee teachers and rural male trainee teachers towards in inclusive education.

H₄: There is significant mean difference in attitude between urban female trainee teachers towards and rural female trainee teachers in inclusive education.

H₅: There is significant mean difference in attitude between male trainee teachers and female trainee teachers towards in inclusive education.

SIGNIFICANCE OF THE STUDY:

The objectives of the study is to examine B.Ed trainee teacher's attitude about inclusive education and compare the attitude between rural and urban B.Ed trainee teacher's attitudes. Male and female teacher's attitudes about inclusive education.

The study is significant because the knowledge gained provides insight into the current attitudes of B.Ed trainee teachers about inclusive education. The knowledge also provides for possible reasons for B.Ed trainee teachers attitudes and we know how to developed B.Ed trainee teachers attitudes. In attention, the result of this study can help educators address the reasons or issues identified in order to better serve in B.Ed trainee teachers. Its works in multicultural settings (including and understanding) of the value of diversity and respect for difference. It works in case collaboration with colleagues, parents and the wider community. Inclusive Education possess pedagogical skills as well as specialist's knowledge of their subjects. Inclusive education has access to effective early career support programmes at the start of their career. It engages in reflective practice and research. Be autonomous learners in their own career-long professional development.

TERMS DEFINED:

Inclusive Education:

Inclusive education is the process of addressing learner's needs within the "Mainstream" school, using all available resources to create opportunities to learn in preparing for life. The emphasis is on reviewing schools and systems and changing them rather than trying to change students.

Attitude:

According to Allport described attitude as a subject matter of social psychology, he defines it is a "Mental and neural state of readiness exerting a directive influence upon the individual's response to all subjects and situation with which it is related.

REVIEW OF RELATED STUDIES:

a) Schmidt. M, Vrhovnik. K, University of Mandar Faculty of Education, Slovenia (2015)

“Attitude of teaching towards the inclusive Education of children with special needs in primary and secondary schools.”

b) Dr. Osmanaga. F, Department of Psychology and social work. University Luigi Gurakuqi at Shkoder Faculty of Education. Albania (2013)

“Teacher’s Attitudes Regarding Inclusive Education: The Albanian Case”

c) **Cagney. T.L, Iowa State University (2009)**

“Attitudes of general education teachers towards including students with special needs”

d) **Kern.E. (2006), Philadelphia College of Osteopathic Medicine**

“Survey of Teacher Attitude Regarding Inclusive Education within an Urban School District”

e) **Berry.G, Berst.T, Jund.A.S, Overton.M, Rondina.Andrea, Tate.M. Colifornia State University, San Bernardino.**

“What are Teachers’ Attitude towards Inclusive in the General Education Classroom”

f) **Das.A.K, Murray State University, Kuyini.A.B, University of New England, Desai.I.P (2013).**

METHODOLOGY OF THE STUDY:

The method used in the present study was descriptive survey type research. The researcher followed the following steps in her study.

- Firstly, the researcher prepared a questionnaire about inclusive Education, containing thirty-eight questions of seven dimensions.
- She selected the sample.
- Then she applied the questionnaire on the sample.
- After that, he made expert opinion for the standardization the lest.
- Next step of his study was scoring the questionnaire.

- At last, he analysis the data with different statistical techniques.

Variable included:

The researcher considered the following variables:

- Inclusive Education questionnaire.
- Rural B.Ed trainee teachers.
- Urban B.Ed trainee teachers.
- Male B.Ed trainee teachers
- Female B.Ed trainee teachers.

Tools used:

In order to carry out the present investigation, the necessary tool was developed and employed by the researcher, which is given bellow-

- Questionnaire for Inclusive Education

Construction of Tools:

To measure of B.Ed trainee teacher's attitude towards Inclusive Education, the researcher prepared a questionnaire. The questionnaire consisted of 45 items or statements on psychological aspects. The present researcher identified major seven dimensions measuring attitude towards Inclusive education. The seven dimensions are – Teaching skill, Flexible Teaching process, uses of teaching learning material, Management knowledge about students, Evaluation teaching and Administration.

At first the researcher took 45 items for the questionnaire, then she concluded with some expert, teachers and guide for standardization the scale. Over all they suggested seven items should be discarded from the total items. The investigator then discarded the seven items and the final test items retained only 38 items.

The response for each item or statement were expressed in terms of five alternative categories such as: strongly agree, agree, undecided, disagree and strongly disagree. Five items among at different objectives wore found under each dimensions the attitude towards Inclusive Education.

Population for the study:

In the present study the investigator has taken students from B.Ed as population. From the total population the researcher selected only B.Ed 4th semester students.

Sample and Sampling Design:

The researcher considered the probability sampling technique for the selection of sample for population. From the total population researcher selected 163 B.Ed students of the present study as sample. The division of sample for different groups was given below:

Table No-1: Distribution of sample according to gender and location:

Name of the college	Area of college	Male trainee teachers	Total male	Female trainee teachers	Total female	Total trainee teachers
Department of education	Urban	7	24	7	55	79
Suniti Educational Trust B.Ed College	Urban	17		48		
JRSET college of Education	Rural	29	29	55	55	84
Total	-	-	53	-	110	163

Statistics used:**a) Descriptive Statistics**

- Mean
- S.D

b) Inferential Statistics

- t-test

PROCEDURE OF DATA COLLECTION:

After the preparation of questionnaire it was administrated to the trainee teachers in B.Ed College. The researcher applied the questionnaire on the trainee teachers at B.Ed college at Nadia District. The college are:

- a) Department of Education, Kalyani, Nadia.
- b) Suniti Educational Trust B.Ed College, Kalyani, Nadia
- c) JRSET College of Education, Chakdha, Nadia

Then the questionnaire was distributed among the trainee teachers. She told them to read the general instruction given in the front page and respond to each item by putting a tick mark out of five options given. The difficulties in understanding the items were clarified by.

DIMENSIONS OF THE TEST:

The seven dimensions are:

Teaching skill, Flexible Teaching process, Uses of teaching learning material, Management, Knowledge about students, Evaluation technique and Administration.

PRESENTATION AND ANALYSIS OF DATA

Analysis and interpretation of the data by t – test:

H₀₁: There is no significant mean difference between Urban Male trainee teachers and Urban Female trainee teacher’s attitude in Inclusive Education.

Table No. 2: showing t – test value between total Urban Male trainee teachers and total Urban Female trainee teachers in Inclusive Education.

Group	N	Mean score	SD	Mean difference	SE _D	df	t – value
Urban male trainee teachers	24	146.88	10.49	6.53	2.72	77	2.40*
Urban female trainee teachers	55	140.35	11.68				

*Significant at 0.05 level

Analysis and Interpretation:

The findings at the t – test have revealed here statistically significant difference ($t=2.40$) between urban male trainee teachers and urban female trainee teachers regarding their attitudes towards Inclusive Education. This significant t-value indicates that there is a remarkable difference between this two groups under study. On the basis of the above findings the first hypothesis (H_{01}) is accepted. It means that there is a significant mean difference between urban male trainee teachers and urban female trainee teachers regarding their attitude towards Inclusive Education.

H_{02} : There is no significant mean difference between rural male trainee teachers and rural female trainee teacher's attitude in Inclusive Education.

Table No. 3 : Showing t – value between total rural male trainee teachers and rural female trainee teachers attitude in Inclusive Education.

Group	N	Mean score	SD	Mean difference	SE _D	df	t – value
Rural male trainee teachers	29	142.52	13.09	3.03	2.31	82	1.31(NS)
Rural female trainee teachers	55	145.55	8.86				

NS=Not significant

Analysis and Interpretation:

The findings at the test have revealed here statistically no significant difference ($t=1.31$) between rural male trainee teachers and rural female trainee teacher's regarding their attitude towards in Inclusive Education. This no significant t-value indicates that there is no remarkable difference between these two groups under study. On the basis of the above findings the second hypothesis (H_{02}) is rejected. It means that there is no significant mean difference between rural male trainee teachers and rural female trainee teachers' regarding their attitude towards in Inclusive Education.

H_{03} : There is no significant mean difference between urban male trainee teachers and rural male trainee teacher's attitude in Inclusive Education.

Table No. 4: Showing t-value between total urban male trainee teachers and rural male trainee teachers attitude in Inclusive Education.

Group	N	Mean score	SD	Mean difference	SE _D	df	t- value
Urban male trainee teachers	24	146.88	10.49	4.36	3.12	51	1.40 (NS)
Rural male trainee teachers	29	142.52	13.09				

NS: Not significant

Analysis and Interpretation:

The findings at the t –test have revealed here statistically no significant difference ($t = 1.40$) between urban male trainee teachers and rural male trainee teacher's regarding their attitude towards in Inclusive Education. This no significant t-value indicates that there is no remarkable difference between this two groups under study. On the basic of the above findings the third hypothesis (H_{03}) is rejected. It means that there is a no significant mean difference between urban male trainee teachers and rural male trainee teacher's regarding their attitude towards in Inclusive Education.

H₀₄: There is no significant mean difference between urban female trainee teachers and rural female trainee teacher's attitude in Inclusive Education.

Table No: 5: Showing t –value between total urban female trainee teachers and total rural female trainee teachers in Inclusive Education.

Group	N	Mean score	SD	Mean difference	SE _D	df	t – value
Urban female trainee teachers	55	140.35	11.68	5.20	2.072	108	2.51*
Rural female trainee teachers	55	145.55	21.53				

* Significant at 0.05 level

Analysis and Interpretation:

The findings at the t – test have revealed here statistically significant difference ($t=2.51$) between urban female trainee teachers and rural female trainee teachers regarding their attitudes towards inclusive Education. This significant t-value indicates that there is a remarkable difference between this two groups under study. On

the bases of the above findings the forth hypothesis (H_{04}) is accepted. It means that there is a significant mean difference between urban male trainee teachers and urban female trainee teachers regarding their attitude towards Inclusive Education.

H_{05} : There is no significant mean difference between male trainee teachers and female trainee teacher's attitude in Inclusive Education.

Table No 6: Showing t – value between total male trainee teachers and female trainee teachers attitude in Inclusive Education.

Group	N	Mean score	SD	Mean difference	SE _D	df	t – value
Male trainee teachers	53	144.49	12.08	1.55	1.89	161	0.82 (NS)
Female trainee teachers	110	142.94	10.64				

NS : Not significant

Analysis and Interpretation:

The findings at the t – test have revealed here statistically no significant difference ($t = 0.82$) between total male trainee teachers and total female trainee teacher's regarding their attitude towards in Inclusive Education. This no significant t-value indicates that there is no remarkable difference between these two groups under study. On the bases of the above findings the fifth hypothesis (H_{05}) is rejected. It means that there is a no significant mean difference between total male trainee teachers and total female trainee teacher's regarding their attitude towards in Inclusive Education.

FINDINGS:

The researcher had formulated five hypotheses. Thus it can be concluded from the study that:

- Showing the result in first hypotheses, it can be concluded that there is significant difference between urban male trainee teachers and urban female trainee teachers regarding attitudes about Inclusive Education.
- Showing the result in second t – test, it can be concluded that there is no significant difference between rural male trainee teachers and rural female trainee teachers regarding their attitudes about Inclusive Education.
- Showing the result in third t - test, it can be concluded that there is no significant difference between urban male trainee teachers and rural male trainee teachers regarding attitudes about Inclusive Education.

d) Showing the result in forth t-test, it can be concluded that there is significant difference between urban female trainee teachers and rural female trainee teachers regarding attitudes about Inclusive Education.

e) Showing the result in fifth t – test, it can be concluded that there is no significant difference between male trainee teachers and female trainee teachers regarding their attitudes about Inclusive Education.

CONCLUSIONS:

From the finding of the whole study it could be concluded that there was significant relationship between urban male trainee teachers and urban female trainee teachers, on the other hand there is significant difference between urban female trainee teachers and rural female trainee teachers' attitudes about Inclusive Education.

So on the above findings we can say that urban male trainee teachers – urban female trainee teachers and urban female trainee teachers – rural female trainee teachers have positive attitude about inclusive education.

Side by side on the perspectives of hypothesis H_{02} , H_{03} , and H_{05} the result showing that there is no significant difference between rural male – rural female trainee teachers, urban male trainee teachers – rural male trainee teachers, and all male trainee teachers – all female trainee teachers regarding their attitudes about inclusive education.

So we can say there is a difference about the attitudes of Inclusive education between rural male – rural female, urban male – rural male and all male – all female trainee teachers.

LIMITATIONS OF THE STUDY:

The limitation of the study as follows:

- The area of the research was limited only three B.Ed College. So, the study has restricted to trainee teachers for sample.
- The researcher used only 38 test items. But she could use more items for her research.
- The researcher used only five hypotheses. She could use more hypothesis.
- The researcher used only seven dimensions.
- The researcher used only 't-test' technique for the analysis.

SUGGESTIONS FOR FURTHER STUDY:

- Similar study can be conducted by large sample from various rural areas and urban areas trainee teachers.
- A similar study can be done in D.Ed and B.Ed trainee teachers attitude.
- Since the questionnaire was based on only seven dimension for measuring trainee teachers' attitude.
- A similar study can be conducted on the other state in India. This research give guide line them.
- A similar study can be conducted on the in service trainee teachers.

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