



A Study on the Attitude of Teacher Trainees Towards Inclusive Education

*Dr. J. Sujathamalini **Ms. G.Ananthi ***Ms.S. Kanmani

* Assistant Professor, Alagappa University College of Education, Alagappa University, Karaikudi, Tamilnadu

** B.Ed Student, Alagappa University College of Education, Alagappa University, Karaikudi

*** Project Fellow, Alagappa University College of Education, Alagappa University, Karaikudi

ABSTRACT

In the present study attitude of teacher trainees towards inclusive education was investigated. Questionnaire to assess attitude towards inclusive education practice for children with disabilities was developed by karthikadevi (2008) was administered to a random sample of 120 B.Ed teacher trainees. It is found that out of 26 statements, the teacher trainees' attitude was neutral in 18 statements. There is no significance difference between the gender, age, community, educational qualification and socio economic status of teacher trainees.

Keywords : Inclusive Education, Children with Disabilities, Teacher Trainees Attitude

INTRODUCTION

Education of disabled children has basic concepts and goals in common with the education of all children. The children with visual impairment, mental retardation and orthopedically handicapped have feelings, emotions, drives and motives common to children in general. Along with those common characteristics there are some specific characteristics or handicap conditions that warrant special services in their educational programmes. It is obligatory to provide special services for exceptional children either in the regular classroom or special classes within the regular school and in special schools to strengthen their abilities and grow according to their potentialities. Such special service or special education may vary depending upon their type of disability.

In this 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. Inclusion refers all children irrespective of their abilities and disabilities became part of the school community. It is provision of quality education for all children under one roof. Successful inclusion warrants teachers's awareness, positive attitude and competencies to understand and recognize the strength and weakness of the students with disabilities.

According to Bras (1980), Rajaiiah (1990), Appasamy (1996) and Josua(1996), the attitude of the teacher will make a world of difference to a child's progress. The success of inclusive education is also dependent upon the regular teacher's willingness to make adaptations to accommodate individual differences and their attitude. Teachers' perceptions will influence their behavior towards and their acceptance of, students with special educational needs (Dupoux, Wolman and Estrada 2005). Kusuma Harinath (2000) made a study to identify the teachers' attitude towards learning difficulties of children in English. He developed an attitude scale and the same was administered to the sample of 32 teachers teaching English subject to the children. The result showed that in 19 statements the teachers exhibited high attitude, in 16 and 13 statements they possessed moderate and low towards learning

difficulties/disabilities in children. Divya Jindal (1996) stated that successful integration and inclusion of children with visual impairment depends on their active social interaction with peers, which is possible only when social skills are developed to an adequate level. Guido (1990) studied educators' attitude towards the inclusion of severely/profoundly disabled students in regular classrooms. The purpose of the study was to investigate the relationship between professional educators' attitude and integration of severely/profoundly disabled students in regular classrooms. The research showed that increased specific special education knowledge and experience is a key factor in more favorite attitude towards case of placement of severely/profoundly disabled students in regular educational classrooms. Formatting opportunities for regular/special educators to take advantage of specialized course appears to support integration efforts for more severely disabled students in regular classes. The present study intended to study on the attitude of teacher trainees towards inclusive education.

STATEMENT OF THE PROBLEM

"A study on the Attitude of Teacher Trainees towards Inclusive Education"

OBJECTIVES OF THE STUDY

The following objectives have been framed for the present study.

1. To develop a questionnaire to assess the attitude of teacher trainees towards inclusive education concepts for children with disabilities.
2. To find out the attitude of teacher trainees towards inclusive education concepts for children with disabilities.
3. To find out the significant differences among attitude of teacher trainees towards inclusive education due to variation in their personal variables such as gender, age, community, educational qualification and socio economic status of teacher trainees.

HYPOTHESES OF THE STUDY

1. There exist positive attitude among the teacher trainees

towards inclusive education concepts for children with disabilities.

- There is a significant difference in the attitude among the teacher trainees towards inclusive education concepts for children with disabilities due to variation in their personal variables such as gender, age, community, educational qualification and socio economic status of teacher trainees.

METHODOLOGY

The present study aims to study the attitude of teacher trainees towards inclusive education. Therefore Normative Survey Method has been used in the study.

TOOLS USED

The investigator adapted a tool developed by Karthikadevi (2008) to assess the attitude of teacher trainees towards inclusive education.

SAMPLE OF THE STUDY

Simple Random Sampling technique was used by the investigators for the selection of 120 teacher trainees in Karaikudi of Sivaganga Distric, Tamil Nadu State in South India.

STATISTICAL TECHNIQUES

Descriptive and Differential Analysis were used to test the hypotheses and interpret the data.

RESULTS AND DISCUSSION

Descriptive Analysis

The data collected through the questionnaire was analyzed. Mean and Standard deviation was calculated. Based on the mean ± 1 SD the level of attitude of teacher trainees was calculated and the results were tabulated in the tables below.

Table-1 Mean Scores and the Level of Attitude of teacher trainees towards Inclusive Education

S.NO	MEAN ATTITUDE SCORE	LEVEL OF ATTITUDE
1.	0.96	P.A
2.	0.80	N.E.A
3.	0.81	N.E.A
4.	0.55	N.A
5.	0.83	N.E.A
6.	0.82	N.E.A
7.	0.70	N.E.A
8.	0.44	N.A
9.	0.82	N.E.A
10.	0.51	N.A
11.	0.88	P.A
12.	0.72	N.E.A
13.	0.60	N.E.A
14.	0.78	N.E.A
15.	0.51	N.A
16.	0.62	N.E.A
17.	0.60	N.E.A
18.	0.59	N.E.A
19.	0.82	N.E.A
20.	0.80	N.E.A
21.	0.75	N.E.A
22.	0.75	N.E.A
23.	0.62	N.E.A
24.	0.32	N.A
25.	0.78	N.E.A
26.	0.38	N.A

Note:

M + 1SD =	0.85	-	P.A
M - 1SD =	0.58	-	N.A
P.A =	Positive attitude		
N.E.A =	Neutral attitude		
N.A =	Negative attitude		

In the above table the mean attitude score, level of attitude were presented. Out of 26 statements, the student teachers' awareness is neutral in 18 statements. The students demonstrated neutral in the serial number 2,3,5,6,7,9,12,13,14,16,17,18,19,20,21,22,23 and 25. Negative Attitude was evinced in the serial number of statements 4,8,10,15 and 24. On the other extreme, positive Attitude on Inclusive Education of children with disabilities was demonstrated by the teacher trainees on the serial number 1 and 11.

Table: 2 Number and Percentage of Attitude of teacher trainees towards Inclusive Education

Positive Attitude		Neutral Attitude		Negative Attitude	
No	%	No	%	No	%
20	17	88	73	12	10

From the above table, the different level of teacher trainees attitude towards inclusive education of children with disabilities and their percentage were given. The sample wise analysis demonstrated that 88 (73%) of students showed neutral attitude towards inclusive education of children with disabilities, where as 12 (10%) and 20 (17%) of students showed Negative Attitude and positive attitude towards inclusive education respectively.

Differential Analysis

Table: 3 Effect of Personal Variables in the attitude of Teacher Trainees towards Inclusive Education

Variables	t-Value	Level of Significant
Gender	1.30	Not Significant
Age	0.70	Not Significant
Community	0.32	Not Significant
Educational Qualification	2.15	Significant at 0.05 level
Socio Economic Status	1.35	Not Significant

Table 3 showed that there exist significant differences in the attitude of teacher trainees due to variation in their educational qualification. Whereas, there is no significant difference in the attitude of teacher trainees due to variation in their gender, age, community and socio economic status of teacher trainees.

Conclusion

Overall analysis showed that teacher trainees demonstrated neutral attitude towards inclusive education. Hence, it is a need of an hour to organize attitudinal building and sensitization programme on inclusive education. There is an immediate need to promote positive attitude among pre service teachers about inclusive education because they have to accept both the strength and weakness of children with disabilities. It helps them to understand their abilities and channelize it in a proper direction.

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