

EXPLORING B.ED STUDENTS' ATTITUDE TOWARDS INCLUSIVE EDUCATION

Dr. M. Maruthavanan

Assistant Professor

Thiagarajar College of Preceptors, Madurai, Tamil Nadu, India

Abstract

Inclusive education stands for improvement of schools in all ways to provide the needs of all students either normal or learning disability with special needs or gifted student. The world conference 1994 on Special Needs Education in Salamanca Spain gave emphasis on inclusive education stating that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The learning disabled student may be physical, cognitive, mental, sensory, emotional, and developmental or some combination of these. The researcher find the B.Ed students attitude towards inclusive education in the variable Gender, Area, Educational Qualification and Sibilings. For his study he take Madurai district B.Ed students.

Introduction

Special Educational Needs and Disability act (2001) leads to an earnest need for education for all student either normal or learning disability student in a class under the one classroom where every Student get formal education. Inclusive education stands for improvement of schools in all ways to provide the needs of all student either normal or learning disability with special needs or gifted student. The world conference 1994 on Special Needs Education in Salamanca Spain gave emphasis on inclusive education stating that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The learning disabled student may be physical, cognitive, mental, sensory, emotional, and developmental or some combination of these. An individual may be called as learning disabled if he/she has some learning disability such as sensory and cognitive or developmental disabilities or impairment in the past or is seen as learning disabled based on a personal or group standard or norm. A learning disability may occur for any person's lifetime from the birth. The International Classification of Functioning, Disability and Health (ICF), produced by the World Health Organization, distinguish between body functions physiological or psychological and body structures. Impairment in bodily structure or function is defined as involving an anomaly, defect, loss or other significant deviation from certain generally accepted population standards, which may fluctuate over time.

According to Bras (1980), Rajaiah (1990), Appasamy (1996) and Josua(1996), the attitude of the student teacher will make a world of difference to a child's progress. The effectiveness of inclusive education is also dependent upon the regular teacher's acceptance to make adaptations to accommodate individual differences and their attitude. Student Teachers' view will influence their behavior towards and their acceptance of, students with special educational needs (Dupoux, Wolman and Estrada

2005). This study focuses on investigating Student teachers' attitudes toward inclusive education.

Review

Sujatha Malini (2013) 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.

Manju Jain (2017) Attitude as a concept is concerned with an individual way of thinking, acting and behaving. Attitudes are formed as a result of some kind of learning experiences. A descriptive study by survey method was conducted to know attitude of pupil teachers towards inclusive education. The sample for the present study comprised of 240 pupil teachers from various teacher education colleges located at Faridabad district of Haryana selected randomly. There were equal numbers of male and female pupil teachers. Teacher's attitude scale towards inclusive education standardized and validated by Vishal Sood and Arti Anand was used for the collection of data. Statistical Treatment such as mean, Standard Deviation and t-test were used to analyse and interpret the data. The findings of the study show that there existed a significant difference between male and female pupil teachers' attitude towards inclusive education. Female pupil teachers were found to be more positive towards inclusive education than their counterpart the male pupil teachers.

Arun kumar Guptha (2018) In this study, the scale of teachers' attitudes toward inclusive classrooms was used to collect data and 300 teacher trainees studying in their secondyear of the teacher training programme. The results indicated that generally teacher trainees had a positive attitude toward inclusion in schools. The finding highlight that there was a significant difference in attitude towards inclusion between urban and rural teacher trainees.

Osama Almahdi (2019) This study explored pre-service teachers' attitudes toward inclusive education. The Sentiments, Attitudes, and Concerns about Inclusive Education-Revised (SACIE-R) scale was completed by 138 teacher candidates in a teacher preparation program in Bahrain Teachers College. The findings revealed that candidate teachers needed more opportunities to interact with and teach children with disabilities during their school practicum; they also needed more preparation and knowledge about the educational policies related to these children. Not all the candidate teachers felt confident in their knowledge and skills when dealing with these children.

Title of the Study

The title of the study is "Exploring B.Ed students' Attitude towards Inclusive education"

Objective of the Study

- To find out the significant difference in the level of attitude towards inclusive education among B. Ed. students based on Gender, Educational qualification, Area, and No of children.

Terms Definition

Exploring – To travel around area in order to learn it.

Attitude – The way that you behave towards something that shows how you think and feel.

Inclusive Education - Include the students with special needs in the regular classroom.

Delimitation of the Study

The study was undertaken only in Madurai district Second year B.Ed students only.

Research Method

Normative survey method was selected for this study.

Sampling Method

Random sampling method was adopted to select 100 B.Ed students were selected as sample who lived in Madurai .

Tool Used

A standardized tool constructed and validated by the researcher was used as the tool for the study. The tool consists of 25 items with three point scale.

Statistical Techniques Used

In this study the following statistical methods were adopted

1. Mean
2. Standard Deviation
3. 't' test

Hypothesis of the Study

There is no significant difference in the level of attitude towards inclusive education among B.Ed students based on Gender, Educational qualification, Area, and No of children.

Data Analysis and Interpretation

There is no significant difference in the level of attitude towards inclusive education among B.Ed students based on Gender, Educational qualification, Area, and No of children.

Variable	Sub Variable	N	Mean	Standard Deviation	"t" value	Level of Significance
Gender	Male	60	122.32	9.23	9.10	Significant
	Female	40	141.21	11.43		
Educational Qualification	UG	32	122.61	5.46	6.66	significant
	PG	68	131.26	6.32		
Area	Rural	30	111.32	6.78	1.78	Not Significant
	Urban	70	114.33	8.12		
Siblings	One	68	138.46	11.44	1.64	Not significant
	More than one	32	142.66	12.93		

From the above table, it is evident that the calculated 't' value for gender is 9.10 the table value is 1.96. So there is significant difference between Male B.Ed student and female B.Ed student. The mean value is high for the female candidate than the male value. So it says that the female student teacher have Positive attitude towards inclusive education than the male B.Ed students.

In the case of Qualification the calculated t value is 6.66 it is higher than the table value 1.96. So there is a significant difference in attitude towards between UG and PG qualified student teachers. PG qualified B.Ed students have more positive attitude towards inclusive education than the UG qualified B.Ed student.

In the case of Area the calculated t value is 1.78 it is lower than the table value 1.96.

So there is no significant difference between Rural and Urban area B.Ed students in positive attitude towards inclusive Education.

In the case of Siblings the calculated 't' value is 1.64 it is lower than the table value 1.96.

So there is no significant difference between One and more than one siblings B.Ed students in positive attitude towards inclusive Education.

Findings of the Study

- There is a significant difference between Male and Female B.Ed Student teachers attitude on Inclusive Education. Female B.Ed students have more positive attitude on inclusive education than the Male B.Ed students.
- There is a significant difference between UG and PG qualified B.Ed Students on positive attitude on Inclusive Education. The PG qualified B.Ed Student have more attitude on inclusive education than the UG qualified B.Ed Students.
- There is a no significant difference between Rural and Urban B.Ed Students in attitude on inclusive education.

- There is a no significant difference between one sibling and more than one sibling Urban B.Ed. Students in attitude on inclusive education.

Conclusion

The attitude towards inclusive education in the modern world is essential. We must make an awareness programme for male B.Ed Student, rural B.Ed Student and for UG qualified B.Ed Student. The government takes initiate on to make awareness on inclusive education among B.Ed students. We can implement one paper on inclusive education for B.Ed students. Then they can understand the importance of inclusive education.