



Student Teachers' Attitude towards Inclusive Education.

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Abstract

This research project analyzed ten teacher training colleges of Mumbai to determine Attitude of student teachers' towards Inclusive Education. The purpose of this research project was to study student teachers attitude towards inclusive education and to compare their attitude on the basis gender, caste and locality. The rating scale on Attitude towards inclusive education was used to collect data from student teachers. The scale contains 41 items measuring Attitude towards Inclusive Education. The Descriptive Research method was used to analyze the data. The procedure involved administering a scale on student teachers and collect information.

The researcher found that there is significant difference in Attitude towards Inclusive Education.. The female student teachers have favorable attitude towards inclusive education than male student teachers. The student teachers' caste and locality does not have any influence on attitude towards inclusive education.

Key Words: *Student Teachers, ' Attitude, and Inclusive Education.*

Introduction

We live in the world of diversities and individual differences. Such diversities and differences are part and parcel of our life. Even in education we have individual differences and it is the moral responsibility of the teacher to cater the needs of individually different children. Exceptional, special or children with special needs whatever terminology we may choose to describe them , the phrase clearly stands for all those children who deviate from the so called normal or average in their various personality dimensions so much so as to demand special care , attention and measures for their adequate adjustment, welfare and progress in their life. It means we have to face the challenge of meeting the needs of children with special needs.

Even under 'Sarva shiksha Abhiyan' every child belonging to the age group 6-14 years should be provided free and compulsory education irrespective of any kind of social, economic differences. So it becomes mandatory to schools to provide education to all children.

Social justice is essential for the development of an egalitarian society. Education is the powerful instrument in the process of overcoming inequalities and accelerating social transformation. It has become the fundamental right. It means that no person should be denied education at any cost. So it has become mandatory to include all the types of children in education.

Inclusive education means children and young people with and without special needs learn together in ordinary educational settings. Inclusion without resources, without support, without teacher preparation time, without commitment, without staff development won't work. Teachers are the key person to implement the inclusive education effectively in schools. So it becomes utmost importance to know what is student teachers' attitude towards inclusive education. Does the attitude towards inclusive education of the student teachers differ according to their gender, caste age and locality? Keeping these questions in mind following study was conducted.

Objectives of the study

The study has following objectives

1. To study student teachers' attitude towards inclusive education.
2. To compare student teachers' attitude towards inclusive education on the basis of gender.
3. To compare student teachers' attitude towards inclusive education on the basis of locality (urban / rural).
4. To compare student teachers' attitude towards inclusive education on the basis of caste (general / reserve).

Methodology

Considering the nature of problem under investigation and the nature of the data for the study, Descriptive survey method was used for data collection.

Sample

For the purpose of present study 486 student teachers studying in second year of D.T.Ed from ten colleges of education , Mumbai were drawn as sample .The sample was selected at two stage. At the first stage ten colleges of education were selected randomly. At the second stage 486 students teachers were selected by cluster sampling technique.

Tool Used

Attitude Towards Inclusive Education scale . It is a readymade tool prepared by Ms Khade Supriya and Ms Shewale Deepmala (2008). There are total 41 statements in the tool out of which 30 statements are positively worded and 11 statements are negatively worded. The cronbach alfa and horst formula methods were adopted for calculation of reliability coefficient for the present tool and the value found to be were 0.86 & 0.68 respectively. The high reliability coefficient of correlation shows that the present tool is a reliable device to assess attitude of student teachers towards inclusive education .

Administration of the tool and data collection

The colleges were personally visited for collection of data after seeking permission from principals of the colleges concerned. Rapport was established with the respondents before administration of the tool. The investigator gave necessary directions to fill all the items in the scale. To elicit the actual responses it was also announced that their responses will be kept secret and will be used only for research purpose.

Analysis and Interpretation of Data

Data was analyzed using descriptive and inferential statistics. Mean, Median, Mode, Standard deviation, t-test and percentage have been used.

Having analyzed the data , the sample was divided into three groups based on statistical measure of mean.

Table 1 shows the profile of level of Attitude towards Inclusive Education of Student teachers.

Table 1 : Levels of Attitude towards Inclusive Education of student teachers

<i>Level of Attitude</i>	<i>N</i>	<i>Percentage</i>
<i>Low</i>	03	0.61
<i>Medium</i>	284	58.43
<i>High</i>	199	40.94
<i>Total</i>	486	100

The scores obtained by student teachers on the Attitude Scale indicated that majority of them (58.43 %) fall within the medium level of attitude . About 40.94 % of student teachers fall under high level and the remaining 0.61 % of student teachers belong to the low level of Attitude towards Inclusive Education .

Gender and Attitude towards Inclusive Education – Test of significance was applied to find out whether there is any significant difference between male and female student teachers in the mean values of the Attitude towards Inclusive Education . The calculated mean values, standard deviation and t- value is given in the table below.

Table 2 : Gender and Attitude towards Inclusive Education

<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>t- value</i>	<i>Level of significance</i>
Female	288	136.43	9.72	3.15	0.01
Male	198	133.43	10.68		

The t-test result in table 2 reveals that there is significant difference between male and female student teachers in their Attitude towards Inclusive Education .Female student teacher have favourable Attitude towards Inclusive Education than male student teachers.

Locality and Attitude towards Inclusive Education – Test of significance was applied to find out whether there is any significant difference between Urban and Rural student teachers in their Attitude towards Inclusive Education . The calculated mean values, standard deviation and t- value is given in the table below.

Table 3 : Locality and Attitude towards Inclusive Education

<i>Locality</i>	<i>N</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>t- value</i>	<i>Level of significance</i>
Urban	263	135.83	10.29	1.46	NS
Rural	223	134.47	10.10		

The t-test result in table 3 reveals that there is no significant difference between Urban and Rural student teachers in their Attitude towards Inclusive Education .

Caste and Attitude towards Inclusive Education – Test of significance was applied to find out whether there is any significant difference between General and Reserved category student teachers in their Attitude towards Inclusive Education . The calculated mean values, standard deviation and t- value is given in the table below.

Table 4 : Caste and Attitude towards Inclusive Education

<i>Category</i>	<i>N</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>t- value</i>	<i>Level of significance</i>
General	154	134.13	10.51	1.25	NS
Reserve	332	135.64	10.10		

The t-test result in table 4 reveals that there is no significant difference between General and Reserve category student teachers in their Attitude towards Inclusive Education.

Conclusion

Majority of student teachers possess' medium level of Attitude towards Inclusive Education. It was seen from the results that there is significant difference between male and female student teachers Attitude towards Inclusive Education. Female student teacher have favorable Attitude towards Inclusive Education than male student teachers.

The result also showed that there is no significant difference in Attitude towards Inclusive Education of student teachers based on their caste and locality.

Recommendations

Based on the findings following recommendations are made by the investigator. Student teachers need to be sensitized towards awareness about inclusive education through various learning programmes. It is high time that the policymakers, administrators and teachers need to get oriented towards inclusive education.

References

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