



### **A Journey from Behaviour to Attitude towards Inclusive Education**

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#### **Abstract:**

University of Pune changes B.Ed curriculum and added some topics in educational psychology related to inclusive education. Topics are related to concept of integration education and inclusive education and what is the psychology of special child. As a teacher educator we have curiosity to know the pre-service teacher's attitude and should started the process from behaviour to attitude towards inclusive education? So this study was focusing on pre-service teacher's attitude towards inclusive education. And to confirm a journey from behaviour to attitude towards inclusive education. For this we selected sample from M.Ed. students who had completed his/her B.Ed. Training under University of Pune. Sampling method was Purposive sampling method and the nature of sample was heterogeneous because sample from 2 sexes group i.e. male and female. And some students had teaching experience and some didn't have any experience.

For data collection we used standard scale i.e. SACIE scale. Conclusion was  
1] Range of Attitude towards inclusive education of Pre-service teachers who had teaching experience was,

Excellent-1, Very Good-7, Good-5, Poor-1

2] Range of Attitude towards inclusive education of Pre-service teachers who didn't had teaching experience was,

Excellent-1, Very Good-10, Good-2, Poor-1

Discussion about conclusions was, above conclusions shows that pre-service teacher's attitude towards inclusive education were positive. So we can say that process was started with attitude ,above compared conclusion shows that Attitude towards inclusive education of Pre-service teachers who had teaching experience and Attitude towards inclusive education of Pre-service teachers who didn't had any teaching experience both have positive attitude towards inclusive education. That means we can say that "A Journey from Behaviour to Attitude towards Inclusive Education" was started.

Conclusions are reliable and valid because we used standard scale to measure attitudes towards inclusive education of pre-service teacher's but sample was very small only 28(14+14) pre-service teaches so this study should be accepted at experimental level.

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**Key Words: Behaviour, Attitude, Inclusive Education**

## **INTRODUCTION:**

A JOURNEY FROM SPECIAL EDUCATION TO INCLUSIVE EDUCATION VIA INTEGRATION EDUCATION. i. e. isolation to full participation via integration. At 1950s the concept of integrated education was emerged at small level. But after 1971s "planning commission" included in its plan a programme for integration education. Then at 2000s under SSA, inclusive education was emerged. For that in-service training was started .Main objective of this training was to understand inclusive education and to develop teacher's attitude for full acceptance of disabled child. The Question is that what about pre-service teacher's attitude towards inclusive education? Teacher attitudes, concerns and sentiments have been found to be some major factors that influence the success of inclusion and they are also correlated with the level of efficacy of a teacher. Woolfolk and Hoy (1990) found that there is a significant link between pre-service teachers' efficacy beliefs and their attitudes towards children and control over the classroom. Other research studies have found that regular teachers' attitudes towards including children with special needs in the regular classrooms have a big impact on their behaviour towards and also the way they accord recognition to those children. Attitude is a cognitive function of a human

being that is expressed through the affective domains. It is considered as an individual's continuing interpretation, general feeling or liking and disliking on any event, person or any behaviour (Tuckman, 1992). In the Social Cognitive theory, Bandura (1997) suggests that attitude defines behaviour and also behavioural experience can alter attitudes. Therefore, planned environments and programs can help to alter attitudes in order to achieve desired behaviour.

University of Pune changes B.Ed curriculum and added some topics in educational psychology related to inclusive education. Topics are related to concept of integration education and inclusive education and what is the psychology of special child. As a teacher educator we have curiosity to know the pre-service teacher's attitude and to confirm a journey from behaviour to attitude towards inclusive education. So this study was focusing on pre-service teacher's attitude towards inclusive education. And to confirm a journey from behaviour to attitude towards inclusive education.

- **TITLE: A JOURNY FROM BEHAVIOUR TO ATTITUDE TOWRDS INCLUSIVE EDUCATION**

- **OPERATIONAL DEFINITION:**

Attitudes of pre-service teachers towards inclusive education are defined as sentiments, concerns and attitudes that all together indicate the attitudes of pre-service teachers towards inclusive education.

- **OBJECTIVES:**

- 1] To measure pre-service teacher's attitude towards inclusive education.
- 2] To confirm a journey from behaviour to attitude towards inclusive education by comparing experienced and non-experienced pre-service teacher's attitude towards inclusive education.

- **METHODOLOGY:**

- 1] **RESEARCH METHODOLOGY:** Survey method was used.

**2] SAMPLE:** For this study we selected sample from M.Ed. who just admitted in M.Ed course. And the condition for selection was students who had completed his/her B.Ed Training under University of Pune. Sampling method was Purposive sampling method because we need some students had teaching experience and some didn't have any experience to compare attitude towards inclusive education and to confirm a journey from behaviour to attitude towards inclusive education. 28 M.Ed students was selected (14+14).The nature of sample was heterogeneous because sample from 2 sexes group i.e. male and female and some had teaching experience and some didn't have any experience.

### **3] TOOL:**

**A] DATA COLLECTION TOOL:** Standard tool was used.

For data collection we used standard scale. For this study *the Sentiments, Attitudes & Concerns regarding Inclusive Education (SACIE)* scale would be used. SACIE scale was developed by Loreman, Earle, Sharma and Forlin (2007). The scale was validated on 996 pre-service teachers from four countries (Western Australia = 208; Victoria, Australia = 57; Edmonton, Canada = 191; Singapore = 102; Hong Kong = 438). The Cronbach's alpha for the ATIES was 0.885, for the CIES was 0.949 and for the IPD was 0.683. The SACIE scale items are designed to measure three factors that all together indicate the attitudes of pre-service teachers towards inclusive education. These three factors are sentiments, concerns and attitudes towards inclusive education. SACIE scale has 15 items and measures the above mentioned three factors by using a 4-point Likert scale with the response anchors of Strongly Agree, Agree, Disagree and Strongly Disagree. Three concern items of the scale has been reverse scored so that a total high score can indicate high level of attitudes towards inclusive education.

Data was collected starting days of M.Ed course.

**B] ANALYSIS TOOL:** Norms for scores was given in Manual.

RANGE: 35-54- POOR

55-60- GOOD

61-70- VERY GOOD

71- ABOVE-EXCELLENT.

**TABLE 1: RANGE OF PRE-SERVICE TEACHER'S ATTITUDE TOWARDS INCLUSIVE EDUCATION: (N=28,14+14)**

<b>RANGE</b>	<b>NO.OF PRE-SERVICE TEACHERS WHO HAD TEACHING EXPERIENCE</b>	<b>NO.OF PRE-SERVICE TEACHERS WHO DIDN'T HAD ANY TEACHING EXPERIENCE</b>
EXCELLENT	<b>01</b>	<b>01</b>
VERY GOOD	<b>07</b>	<b>10</b>
GOOD	<b>05</b>	<b>02</b>
POOR	<b>01</b>	<b>01</b>
<b>TOTAL</b>	<b>14</b>	<b>14</b>

**5] CONCLUSIONS:**

**A] RELATED TO FIRST OBJECTIVE:**

**• OVERALL PRE-SERVICE TEACHER'S ATTITUDE TOWARDS INCLUSIVE EDUCATION:**

- 1] Two (1+1) pre-service teacher's have Excellent attitude towards inclusive education
- 2] Seventeen (7+10) pre-service teacher's have Very Good attitude towards inclusive education
- 3] Seven (5+2) pre-service teacher's have Good attitude towards inclusive education
- 4] Two (1+1) pre-service teacher's have Poor attitude towards inclusive education

**B] RELATED TO SECOND OBJECTIVE:**

1] Range of Attitude towards inclusive education of Pre-service teachers who had teaching experience was,

Excellent-1, Very Good-7, Good-5, Poor-1

2] Range of Attitude towards inclusive education of Pre-service teachers who didn't had teaching experience was,

Excellent-1, Very Good-10, Good-2, Poor-1

- **DISCUSSION ABOUT CONCLUSIONS:**

Above conclusions shows that pre-service teacher's attitude towards inclusive education were positive. So we can say that process was started with attitude.

Above compared conclusion shows that Attitude towards inclusive education of Pre-service teachers who had teaching experience and Attitude towards inclusive education of Pre-service teachers who didn't had any teaching experience both have positive attitude towards inclusive education. That means we can say that "A Journey from Behaviour to Attitude towards Inclusive Education" was started.

Conclusions are reliable and valid because we used standard scale to measure attitudes towards inclusive education of pre-service teacher's but sample was very small only 28 pre-service teachers so this study should be accepted at experimental level.

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