



A COMPARATIVE STATUS STUDY OF PRE SERVICE TEACHER AND IN SERVICE TEACHER ATTITUDE TOWARDS THE INCLUSION EDUCATION

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The Government of India is trying to improve its education system focussing on the inclusive approach. Disabled children have equal right to get education as per their needs and capability. Differently able children should be treated equally as the normal children and instead of looking them in sympathy their talents and abilities should be recognised for their self-respect and welfare of the society. Inclusive education involves embracing human diversity and welcoming all children and adults as equal members of an educational community. This involves valuing and supporting the full participation of all people together with in mainstream educational settings. Inclusive education requires recognizing and upholding the rights of all children and adults and understanding human diversity as rich resources, and everybody is the part of all human environments and interactions.

Right to Education Act 2009 ensures education to all children irrespective of their caste, religion, ability, and so on. Every stakeholder of the society has to understand their role and responsibilities to work with cooperation and coherence to ensure that not a single child is left without school education. Inclusion of children with disabilities in mainstream classrooms has become the focus of extensive research in education. It has both academic and social benefits for all students, such as providing opportunities for communication and social interaction. General education teachers have differing views about the inclusion of students with disabilities in mainstream classrooms. However, the type and severity of the children's disabilities affect teachers' willingness to accommodate certain students and their confidence that they will effectively manage their classroom.

Inclusive education is an approach to education free from discriminatory beliefs, attitudes and practices including free from ableism. Inclusive education requires putting inclusive values into action to ensure all children and adults belong, participate and flourish. The goal of

inclusive education is to break down the barriers that separate general and special education and make the inclusive students feel like and actually become active members of general education classroom.

It is important to identify teachers' attitudes toward inclusion because it can dramatically affect their performance and the success of children with disabilities in the classroom.

Statement of the problem-

“A comparative study of pre- service teacher's and in- service teacher's attitude towards the inclusive education”.

Significance of the study- the study is significant due to the fact that teacher's opinion towards inclusion affect the relationship affect the relationships and supports that is provided in the classroom. The result of the study is significant if general education teachers have negative attitude toward inclusion and are unwilling to have students with disabilities in their classroom, they may not provide the necessary supports that would create a beneficial learning environment for the students. The presented information will help teachers identify their attitude towards the inclusion of specific students, which will hopefully result in more effective and appropriate inclusive practices.

Objectives-

1. To recognize the attitude towards the inclusive education among pre-service teachers.
2. To recognize the attitude towards the inclusive education among In-service teachers.
3. To compare the opinion of pre-service teachers and In-service teachers towards the inclusive education.

Research Hypothesis- there will be significance difference between pre-service and in-service teachers attitude towards inclusive education.

Limitations of the study-

- 1) The study is limited to only one teacher training college and secondary school teachers of Pune city.
- 2) The study has been limited to secondary school teachers of Pune city.

The major limitation of this study revolves around sampling issue; as the study has rallied primarily on a small sample drawn from a limited geographical area.

Therefore generalizing the finding may be difficult. However the small sample size coupled with the significant result reported does suggest that the present findings are reliable.

Methodology- this is comparative study and hence, the investigator has adopted survey method for the study. The details of the procedure followed are given in the following paragraphs.

Sample- The study group consisted of 70 teachers of which 35 are of pre-service and 35 are of in-service teachers. These teachers were included in the survey by using incidental sampling.

Tool- An opinionnaire was constructed for the study by the investigator. For this extensive study of inclusive education was done. The draft items were prepared, and consultations were held with experts in education, language experts and then item corrections were made. The Likertscale questions were set-up in a five point scale format ranging from strongly agree(SA), Agree(A), Undecided (UD), Disagree(D), strongly disagree (SD) and corresponding weight age was 5, 4, 3, 2, and 1. Guidelines were also issued for responding.

Variables-

Independent variables - Pre-service teacher and In-service teacher.

Dependent variable- opinion about inclusive education.

Statistical Tool- For analysis and interpretation of the data researcher has used Mean (M), Standard deviation (SD) and 't' test as statistical techniques.

Teachers type	Mean	SD	No of teachers	't' test value	significance
Pre-service	19	6.63	35	2.05	There is significance difference
In-service	14.6	6.95	35		

Interpretation- At 0.05 level, t-value is 2.05. The obtained calculated value is greater than the table value. Hence there is a significance difference between in-service and pre-service teacher's attitude towards inclusive education.

Conclusion- Pre-service teachers possesses better attitude towards inclusive education as compare to In-service. This may be due to two year syllabus of B.Ed.

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