



ATTITUDE OF PRE-SERVICE TEACHERS TOWARDS INCLUSIVE EDUCATION

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Introduction

Training is defined as a systematic development of attitude, knowledge, skills, & behaviour patterns required by an individual in order to perform adequately a given job.

A teacher must have knowledge of his/her subject, method & technique of teaching which affect his/her teaching, planning commission projects, stated in their draft report "Modern education aims at education of the whole person so every teacher should have a deep knowledge & understanding of children & a skill for applying that knowledge & understanding.

Inclusion is about school change to improve the educational system for all students.

The attitudes & behaviours of teachers toward student is the most important factor related to successful inclusion (Weiner, 2003). These attitudes & behaviours serve as a model for other school staff & students & are therefore critical (Horrockset al2008). The role of teacher is very important for successful inclusion & also teachers attitude are very important for inclusion.

Need

Teachers are considered to be the most important variable for students' achievements and successful implementation of inclusive education. Inclusive education movements have brought substantial change in the policy and practice level of education in different parts of the world. Teachers need to be prepared for such change. Teachers thinking, belief and attitude impact on their own teaching competence as well as students achievements. The journey towards inclusive education learning friendly schools is just at the beginning stage. In response to the international policy declarations, Pune University has started reforming policy and practice in education to promote inclusive education. The teacher education curriculum for the Secondary level teachers in Pune University has been revised in 2008. Therefore, this

study would be scope to see the status of the B. Ed preservice teachers attitude, towards inclusive education of Pune University.

Importance

Traditionally exceptional children have experienced exclusion; discrimination and segregation from the mainstream education. Only some of the exceptional children are placed in separate schools or classes. A large number of these children are not attending schools. So the general education system should be accommodate these exceptional child and accept for inclusive education. Therefore Teacher education programmes, teacher educators, teachers, parents & members of community should facilitate for the successful implementation of inclusive education. For the successful implementation of inclusive education, teacher education programme should - Sensitize the teacher trainees about inclusive education practices.

- Create awareness among all teacher trainees about the education of exceptional children.
- Develop positive attitudes in teacher trainees towards children with disabilities.
- Provide the knowledge about various disabilities to the teacher trainees.
- Develop awareness in teacher trainees about educational policies and programmes for children with special needs.
- Prepare resource teachers to deal with specific categories of disabilities. .
- Undertake in service programmes for the regular classroom teachers to equip them with the skill of dealing with exceptional children.

This study is focused on the status of pre service teachers attitude towards inclusive education, so in this aspect this study is important.

Theoretical Background (Conceptual Framework)

Sr. No.	Variable	Theories
1	Inclusive Education	-Social Justice & Equality -Foreman -Howard Gardner's Inclusive Education Multiple Intelligence Theory
2	Attitude	-Daniel Katz - Ivan Pavlov - Festinger -Dary Bem. -I. Aijzen & M. Fishbein Functional Theory Learning Theory Dissonance Theory Self-Perception Theory Theory of Reasoned Action.

Statement of the Problem

Status of Pre-service teachers Attitude towards Inclusive Education.

Conceptual Definition

Attitude

An attitude is a dispositional readiness to respond in certain situations persons or objects in a consistent manner which has been learned & has become one's typical mode of responses. (Freeman, 1968).

Operational Definition

Attitude

Pre-service teachers' attitude towards Inclusive Education is defined as ability of Sentiments, concerns about Inclusive Education. Aspects of attitudes are considered from Dr. Umesh Sharma, Loreman Tim, Forlin C. and Chris Earle's SACIE Scale.

Objective of the Study

To assess pre-service teacher's attitude towards Inclusive education.

Research Question

1. What is the status of attitude of pre-service teachers toward Inclusive Education?

Assumption

Inclusive education Related Components are the part of curriculum of teacher education program (B.Ed.) of Savitribai Phule Pune University. (SPPU Revised Syllabus, 2008).

Scope of the Study

- The scope of the present study was all pre-service teachers.
- This study was related to attitude of pre-service teachers towards Inclusive Education.

Delimitations

- This research was limited to only pre-service teachers of Savitribai Phule Pune University.
- This research was limited to pre-service teachers Attitude towards Inclusive Education.
- Course of pre-service teacher education was one year, so data was collected from pre-service teachers of Marathi and English medium in the same academic year (2014-15) only.
- This study was limited to twenty colleges of Education from Savitribai Phule Pune University.

Limitations

- The findings of present study were depending on responses given by pre-service teachers and data collection tool.
- Responses of pre-service teachers depend upon maturation, age, interest, mental state.

Method - The present study was carried out by applying Survey Method.

Population- Pre-service teachers from all teacher education Institutions affiliated to Savitribai Phule Pune University, Pune (2014-15)

Sample and sampling techniques - Selection of B.Ed. Colleges & Selection of Pre- Service Teachers.

For Survey- 20% colleges of education from S.P. Pune University and 100% students of the same colleges were included in the survey by using incidental sampling.

Variable of the Study- Attitude

Data collection tool & technique

The Sentiments, Attitudes & Concerns about Inclusive Education (SACIE) Scale was used.

Statistical Tools -Descriptive statistics

Descriptive Statistics

Objectives -To assess pre-service teacher's attitude towards Inclusive education.

To fulfil this objective researcher used SACIE Scale to assess pre-service teacher's attitude towards inclusive education, to know the status of attitude of pre-service teachers towards inclusive education. To interpret the status statically analysis was completed with the help of SPSS version-16.Data was presented in the Tabular form as below. Observation and interpretation presented along with table.

Table 1Gender wise pre-service teacher's Status of Attitude

Gender		Attitude
Female	Mean	148.4140
	N	983
	Standard Deviation	19.03535
Male	Mean	148.7097
	N	217
	Standard Deviation	19.08736
Total	Mean	148.4675
	N	1200
	Standard Deviation	19.03714

Observation:

Table 1 shows female pre-service teachers attitudes mean (148.4140) and male pre-service teacher's Attitude mean (148.7097).

Interpretation:

Male and Female pre-service teachers' attitude towards inclusive education are almost equal considering the mean value and S.D.

Table 2 Age wise pre-service teachers Status of Attitude

Age		Attitude
Below 25 Years	Mean	147.6207
	N	522
	Standard Deviation	19.14742
25-30 Years	Mean	148.7193
	N	424
	Standard Deviation	19.68004
31-35 Years	Mean	150.7287
	N	129
	Standard Deviation	17.05036
36-40 Years	Mean	150.0244
	N	82
	Standard Deviation	18.75309
Above 40 Years	Mean	146.5116
	N	43
	Standard Deviation	17.30039
Total	Mean	148.4675
	N	1200
	Standard Deviation	19.03714

Table 2 indicates Pre-service teachers age wise attitude mean are below 25 years (147.6207), 25-30 years (148.7193), 31-35 Years (150.7287), 36-40 Years (150.0244) and above 40 Years (146.5116). Table also shows that most of the pre-service teacher's age is below 30 years.

Interpretation:

Pre-service teachers age wise attitude towards Inclusive Education according to below 25 Years, 25-30 Years, 31-35 Years, 36-40 Years and above 40 Years are almost same.

Table 3 Pre-service teacher's qualification wise Status of Attitude

Qualification		Attitude
Bachelor's Degree	Mean	148.3306
	N	602
	Standard Deviation	19.97633
Master's Degree	Mean	149.3087
	N	515
	Standard Deviation	17.71060

Observation:

Table 3 indicates that graduate pre-service teachers attitude mean (148.3306) and post-graduate pre-service teachers attitude mean (149.3087).

Interpretation:

Pre-service teachers' attitude towards Inclusive Education according to qualification (graduate and post-graduate) are as good as same.

Major Findings of the Research

- **Gender wise Attitude of pre-service teacher's towards inclusive education is almost same. (Table 1).**
- **Age wise Attitude of pre-service teacher's towards inclusive education is almost same. (Table 2).**
- **Qualification wise (Graduate and Post-graduate) attitude of pre-service teacher's towards inclusive education is almost same. (Table 3).**

Conclusion

Pre-service teachers possess almost same attitude towards inclusive education irrespective of age, gender and educational qualifications.