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B. Ed Students' Attitude towards Inclusive Education

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Abstract

Normative survey was conducted to found out the attitude of B. Ed students towards inclusive education. A sample of 300 B. Ed students was selected randomly from six college of education in Puducherry region. The Likert scale consists of 30 test items were used as the tool to elicit the attitude of the sample towards inclusive education. The collected data was statistically analyzed using SPSS and the result indicates that the sample shows negative attitude towards inclusive education. Among the demographic variables used, the gender, educational qualification and marital status shows significant difference in the attitude towards inclusive education.

Keywords: Inclusive education, disabled child

Introduction

Today, education plays major role in connecting society with the needs of the individual. Inclusive education is a classroom model where equal opportunities for all children, irrespective of the differences like caste, colour, race, religion, creed, custom and tradition. In Inclusive education, the special children are supported to learn, contribute and participate in all aspects of the life of the school. The curricular and co-curricular programs and activities are designed in such a way that all students learn and participate together which advocate group sharing. Inclusive education accommodates both normal children and mild to moderate disabilities children to study under a common stream. The parents are also allowed to participate in their ward education and in the activities of their local schools. It develops friendships with a wide variety of other children, each with their own individual needs and abilities. The community appreciates diversity in the name of inclusive education. In modern trend inclusive education help to reorient the mainstream educational structure to enroll the impaired child along with normal child to ensure that all belongs to the same society, hence the purpose of the inclusive education is to fulfill the needs and wants of diverse learners.

Need for the study

The inclusive education model now rapidly advocated by most of the nation to educate special children under normal settings along with normal children, educationalist believes that the development of special child in terms of intellectual, social and emotional was very remarkable when they learn along with normal child rather than isolates. Hence the raising of inclusion schools is unavoidable. Hence the future teachers (B. Ed students) have more challenges to nurture both normal and special child and to satisfy their diverse need. The role of teacher in the inclusive setting is multitasking, which should be successfully accomplished by developing positive attitude towards their role and task assigned. Hence the attitude of the student-teachers play predominant role along with their broad perception, confidence and competency to be a successful teacher in under inclusive settings. In this aspect the study of their attitude gains its importance

Objectives of the study

1. To study the attitude of B. Ed students towards inclusive education
2. To find out any significant difference in the attitude of B. Ed students towards inclusive education with respect to gender, year of study, locality, major subject, educational qualification, type of family and marital status.

Hypotheses of the study

1. The B. Ed students have negative attitude towards inclusive education.
2. There exist no significant difference in the attitude of B. Ed students towards inclusive education with respect to gender, year of study, locality, major subject, educational qualification, type of family and marital status.

Method

Normative survey was conducted to elicit the attitude of student teachers about inclusion education.

Tool used

The Likert scale under 5 point type was used as the tool for the present study. The tool consists of 30 statements (equal number of positive and negative statement) related to the nature, meaning, concept, activities, infrastructures, academic and non-academic programs related to inclusive education. The five categories are strongly disagree, disagree, undecided, agree and strongly disagree.

Scoring procedure

The scoring procedure adopted was a score of 5, 4,3,2,1 was given to the sample response to the positive test items and this was reversed for negative test items (1, 2, 3, 4 and 5). The total score gained by the individual denotes his/her attitude towards inclusive education.

Reliability and validity

The reliability value of the tool was found to be 0.84 by test re test method with 50 B. Ed students, as sample. The high reliability score ensures high validity.

Sample

The sample consists of 300 B. Ed students (include both gender) sampled randomly from six B. Ed colleges in Puducherry region. The sample includes both first year and final year student-teachers.

Result

The data collected from the sample were analyzed statistically using SPSS and the result was presented in the table 1 and 2.

Table 1: shows the attitude of entire sample towards inclusive education

Variable	N	Mean	SD
Attitude towards inclusive education	300	71.45	15.23

The calculated mean value 71.45 is below the median level with respect to the total score of the tool. This indicate that the sample have negative attitude towards inclusive education.

Table 2: shows the significant difference in the attitude of the sample towards inclusive education with respect to difference demographic variables

Variable	Sub variable	N	Mean	SD	t-value
Gender	Male	148	76.56	12.34	8.94*
	Female	152	79.15	15.67	
Locality	Rural	126	74.13	14.12	0.98**
	Urban	174	73.87	15.37	
Major subject	Science	150	77.54	12.34	1.12**
	Arts	150	78.25	16.11	

Educational qualification	UG	140	78.51	13.23	4.98*
	PG	160	82.12	12.41	
Type of family	Joint	121	80.67	14.23	1.07**
	Nuclear	179	81.02	14.21	
Marital status	Married	144	76.56	13.22	6.34*
	Unmarried	156	79.34	14.21	
Year of study	First	150	79.56	13.67	1.54**
	Final	150	80.21	12.34	

*Significant at 5% level; **Not significant

Major findings

The sample shows negative attitude towards inclusive education.

The female B. Ed trainees shows favorable attitude than the male B. Ed students with respect to inclusive education.

The B. Ed students, whose educational qualification is post graduate degree shows favorable attitude towards inclusive education than the B. Ed students of undergraduate degree

Married B. Ed students exhibits favorable attitude towards inclusive education than the unmarried B. Ed trainees

Educational implication

The attitude of the B. Ed trainees should be fostered positively towards inclusive education by:

1. Orienting the trainees about the importance and scope of inclusive education.
2. The role of teacher in inclusive setting should be emphasized by expert talk, conducting training program, giving guidance and field visit.

Conclusion

Inclusive education is one of the best modern instruments to abolish discriminatory attitudes. It helps to develop healthy social relationship and interaction. Hence it is the duty of the teacher to enhance the ability of the impaired students to socialize, to participate, to communicate and to live successfully and learn to adopt as normal citizen in the sociality. The challenges of the teacher should be done only by developing positive attitude along with ability.

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