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A Critical Study on the Attitude of the Future Teachers towards Inclusive Education Approach

ORIGINAL ARTICLE



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Abstract

Currently, the concept of inclusive education has emerged, which believes in the idea that racial segregation is against the law nature. However, the adoption of this approach is highly dependent on teachers' attitudes, which can have different influences. Children with disabilities also have access to classrooms. Current research on future teachers' attitudes toward inclusion. The study aims to assess attitudes towards inclusive education among B.Ed. learners as well as educators. The researchers conducted comprehensive interviews with specialists and guides, as well as informal interactions with student teachers. Specific response instructions were developed for each section of the rating system. The initial draft of the scale has 30 items. The study sample consisted of 55 randomly selected student teacher from Jamia Urdu College of Education, Aligarh. The investigator finalized the item analysis methodologies and created a tool with 25 things on a five-point scale. Finally, effective implementation of inclusive education in schools relies heavily on teachers. Developing knowledge and skills during pre-service training is crucial for successful inclusion operations.

Key Words

Attitude, Teacher, Student, Inclusive Education, Sample.

Introduction

Education is a vital entitlement for every child. Education is to equip students with the understanding, abilities, and knowledge needed to contribute to India's communities and workplaces in the future. The fundamental aim becomes more difficult as schools accommodate pupils from more different origins and talents. To address these difficulties, instructors, parents, and members of the community must work together to create more inclusive schools. Inclusion is a teaching approach and notion that ensures all students have community membership and more opportunity for social and academic achievement. Inclusion is about ensuring that every learner feel comfortable and that their unique requirements along with learning styles are met, because teachers' attitudes towards inclusive education play an important role. Meaningful education for children with special needs (CWSN), an attempt in this study. This was conducted to study the practical

attitude of teachers in elementary schools, and we plan to continue conducting it in the future. It plays an outstanding role for planners and policy makers to design professional programs. Practical teachers to develop positive attitudes towards inclusive education.

Concept of Inclusive Education

The main principle of inclusive education is to educate all children, with or without disabilities, in the same classes as typical children. Towards the end of the 20th century, this became increasingly recognized as a principle that encouraged and welcomed diversity among all students. It aims to eliminate social exclusion caused by perceptions of diversity based on race, socio-economic class, ethnicity, religion, gender and ability. Education is considered a fundamental human right that lays the foundation for a more just society. As a result, an emphasis on justice suggests a concern for justice (Ainscow M., 2018). The basic idea of education is to do justice for all. Nesco Research Institute of statistics (2018), showed that 263 million children are out of school worldwide. The children are female, from poor families, mentally ill, physically disabled, or have HIV/AIDS disease. Of these children, 9% are children between the ages of 6 and 11. H. There are 61 million people in the lower age group. primary school, 25% of children aged 12 to 14, i.e. H. 63 million high school, 33% of children aged 15 to 17, or H. 139 million, do not attend secondary school school. Educating these children is a huge challenge for the world. Therefore, efforts are being made at international and national levels to involve these children in education and make them an important part of social and national development. Society cannot develop unless a large portion of the population is educated and contributes to the development of society. The teacher is responsible for this task. Therefore, teachers will receive specialized training to provide the necessities of inclusive education. In this direction, teachers' positive attitude towards inclusive education is very important.

Attitudes of Teacher's towards Inclusive Education

Teachers at the school level are the main factors for educational success and this also applies to inclusive education. However, about 10% of teachers are untrained. Those receiving education do not have the skills and attitudes needed to shape their education including. Our classrooms are multigrade and overcrowded, and our curriculum rarely reflects reality. Children's lives and interests because teachers do not have the necessary skills and attitudes; It's time to think about how to adapt your training program to this challenge. Teachers' attitudes towards inclusive education can only be developed if teachers have the necessary competencies. Knowledge of the difficulties and strategies in teaching such children only after training CWSN provides classroom input, instruction, and collaboration with peers, parents, and others. Teachers can work with advisors to address inclusion issues and foster positive attitudes on the road to inclusion. This can be achieved if teachers have a positive attitude towards inclusive education. We aim to create fun schools and classrooms where children with special needs can spend their time with peace of mind and learning. Therefore, teachers' attitudes towards inclusive education can be considered. Teachers' knowledge of constitutional provisions, adaptive pedagogy, etc. Assessment methods, CWSN needs, and teacher sensitivity to specific approaches. Pursuing inclusive education. Previous research has shown that teachers are not doing their job well. Attitudes towards inclusive education hinder educational success comprehensive education

Training Teachers in Inclusive Pedagogies

Training teachers in inclusive pedagogies includes students of all ability levels, increases teacher awareness of the importance and benefits of inclusion, and improves the implementation of inclusive education systems. This is one of the most important parts. Teachers are locals who host students. The World Bank asserts that the attitudes of general educators and educators in mainstream settings toward students with disabilities have generally improved, perhaps as a result of various policies and programs during the 2000s. The Rehabilitation Council is responsible for teacher training. The Rehabilitation Council of India currently conducts 56 long and short term courses for professionals in 16 categories conducted by various universities/institutions. There are 1,176 professionals and her 1,791 employees registered in the Central Rehabilitation Register, bringing the

total number of registered professionals and 30,935 employees. To achieve the goal of education for all, it is essential to educate educators about the importance of inclusion and how to organize inclusive classrooms.

Review of Related Literature

Patrica, B. (1997) focused on elementary school teachers' attitudes toward inclusion, education. They concluded that elementary school teachers demonstrated the most Negative attitudes towards inclusion.

Ferris (1996) compared the attitudes of general secondary school teachers and special secondary school teachers towards each other. Inclusion practices. As a result, special education teachers be proactive about including students with disabilities in general education.

Sharma (2001) conducted a study to find out what concerns school teachers have regarding inclusion education. He selected a sample of his 310 elementary school principals and his 484 teachers. Public Schools in Delhi. He noted that both principals and teachers are concerned. Regarding the lack of resources such as special education teachers and educational facilities. There was a lack of sufficient resources and trained staff to implement inclusive education program.

R. Sourche and A. Selvan (2017) investigated B.Ed. students' perspectives on inclusive education. This study examines B.Ed. students' attitudes towards inclusive education. To determine any substantial variation in the attitude of B.Ed. students to promote inclusive education, consider factors such as gender, location, major subject, educational qualification, family type, and marital status. A normative survey was undertaken to assess student instructors' attitudes towards inclusion education. A random sample of 300 B.Ed. students (both genders) was taken from six colleges in the Puducherry region. The sample consists of both first and final year student instructors. Inclusive education is an effective way to eliminate discrimination. It promotes good social relationships and interactions. As a result, it is the teacher's responsibility to improve the ability of handicapped students to socially, participate in communication, and live successfully, as well as to learn to function as a regular citizen in society to meet teacher obstacles, it's important to cultivate a positive mind-set and ability.

Jogeswari Dash et al. (2019) investigated the attitudes of perspective teacher educators towards inclusive education. To investigate the attitudes of teacher educators towards inclusive education. Comparing the attitudes of male and female teachers towards inclusive education. This study used descriptive research method. Teacher trainer from all perspectives with her B.Ed integrated for 3 years and M.Ed. students from Rajendra University, Balagir constituted the population of the present study. The primary purpose of this study is to compare the recruitment status of teacher trainers based on gender, career path, and grade level. In this study, teacher educators with a male perspective had slightly more positive attitudes than female in-service teacher educators, and science in-service teacher educators had better attitudes than art teacher educators.

Need and Significance of the Study

Inclusive education models are now rapidly gaining acceptance by the majority of the population raise special children in a normal environment with normal children, Educators believe that children's intellectual development is special. Social and emotional differences were noticeable when learning alongside normal children like isolated. Therefore, the development of inclusive schools is essential. Therefore, the future Teachers (bachelor of education, in-service teachers) face greater challenges in developing both regular and mainstream teachers. We support special children and meet their diverse needs. The role of teachers in inclusion Multitasking attitude needs to be properly managed throughout development a positive attitude toward the roles and tasks assigned to you. So the attitude of the students is teachers play a key role with wide awareness, confidence and confidence Ability to be an effective teacher in an inclusive environment. In this aspect, studying their posture is becoming increasingly important.

Statement of the Problem

“A Critical Study on the Attitude of the Future Teacher towards Inclusive Education Approach.”

Objective of the Study

- To study the attitudes of Future Teachers towards inclusive education in compare to their gender.
- To study the attitudes of Future Teachers towards inclusive education in compare to their marital status.
- To study the attitudes of Future Teachers towards inclusive education in compare to their locality.
- To study the attitudes of Future Teachers towards inclusive education in compare to their Educational Qualification.
- To find out the attitude of Future Teachers Attitude towards Inclusive Education in compare their teaching instruction.

Hypothesis of the Study

- H₀₁:** There is no significant difference between Male and Female Future Teachers regarding their attitude towards Inclusive Education.
- H₀₂:** There is no significant difference between Married and Unmarried Future Teachers regarding their Attitude towards Inclusive Education.
- H₀₃:** There is no significant difference between Rural and Urban Future Teachers garding their Attitude towards Inclusive Education.
- H₀₄:** There is no significant difference between graduate and Post graduate Future Teachers regarding their Attitude towards Inclusive Education.

Delimitation of the Study

- The study conducted Aligarh district only.
- The sample is collected from second year B.Ed., student teachers only.
- Sample selected from Jamia Urdu College of Education.

Research Methodology

Research Method

The current investigation was conducted using the Descriptive Survey Method. This method provides accurate information on the current state of the phenomenon and allows for valid general conclusions based on the facts obtained.

Sample of the Study

The sample consists of 55 B.Ed., student teachers (both male and female) samples randomly selected from Jamia Urdu college of Education. The sample includes second year students' teachers

Tool Used

A self-created Attitude Scale was utilized for data collection and management. This scale includes five dimensions: curriculum and technique, support for children with disabilities, teacher readiness, learners' needs, and classroom setting. The scale offers five possible responses: 'Strongly agree', 'agree', 'Neutral', 'Disagree', and 'Strongly Disagree'. The scale consists of 25 elements.

Table 01: Differences in average scores of student teachers by gender

Gender	N	Mean	S.D	t-value	Level of Significance
Male	29	69.00	8.56	0.00	significant
Female	26	41.00	7.94		

(Source: Primary Data)

The table shows that the variable attitude towards inclusive education among B.Ed. student teachers has a t-value of 0.01 and is significant. Therefore, the null hypotheses are rejected. There is a considerable disparity in attitudes towards inclusive education among B.Ed. student instructors based on gender.

Table 02: Differences in average scores of student teachers by marital status

Locality	N	Mean	S.D	t-value	Level of Significance
Married	41	53.85	18.68	0.0057	significant
Unmarried	14	61.00	04.48		

(Source: Primary Data)

The table shows a significant t-value for attitudes towards inclusive education among B.Ed. future instructors (p-value < 0.05). Hence, the null hypothesis is accepted. No significant difference exists between the mean score of Attitudes toward inclusive education among B.Ed. student instructors, regardless of marital status.

Table 03: Differences in average scores of student teachers by locality

Locality	N	Mean	S.D	t-value	Level of Significance
Urban	25	39.50	7.08	0.00	significant
Rural	30	68.00	9.43		

(Source: Primary Data)

Above table shows that the variable attitude towards inclusive education among B.Ed. future teachers has a t-value of 0.01 and is significant. Therefore, the null hypotheses are rejected. There is a considerable disparity in attitudes towards inclusive education among B.Ed. student instructors in the locality.

Table 04: Differences in average scores of student teachers by educational qualification

Locality	N	Mean	S.D	t-value	Level of Significance
Post graduate	12	38.50	6.49	0.00	significant
Graduate	33	67.50	6.89		

(Source: Primary Data)

This table shows that attitudes towards inclusive education among B.Ed. future teachers have a t-value of 0.01 and are significant. Hence, the null hypotheses are rejected. There considerable difference between the mean score of attitude towards inclusive education among student teachers of B.Ed., of educational qualification.

Findings and Discussion

Key findings of the study:

- Most student instructors support inclusive education.
- Male student teachers had a more positive attitude toward inclusive education than female student teachers. Male and female student instructors have significantly different attitudes towards inclusive education.
- Graduate student instructors had a somewhat more positive attitude towards inclusive education compared to Post Graduate students.

Conclusion

Inclusive education is one of the most educational programs in the school system. It provides equal opportunities for all children in regular classrooms and teacher is the main individual in implementing inclusive education efficiently in schools. As a result, developing knowledge and skills during the pre-service training period is critical for implementing inclusion. Teachers should be equipped with the essential attitudes, abilities, and competences to effectively support students with special needs. Student teachers' attitudes toward inclusive education will aid in accomplishing this goal. This paper aims to compare future student teachers' attitudes based on gender, locality, qualification etc. results indicate that male student teachers have a slightly more

positive attitude than female student teachers, and undergraduate student teachers have a better attitude than postgraduate student teachers.

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