

ATTITUDE OF PUPIL TEACHERS TOWARDS INCLUSIVE EDUCATION IN ODISHA

Ankita Subhasmita¹, Sriparna Ghose², Prasanta Mallik³

¹Master in Arts student, Department of Education, Ravenshaw University

²M.Phil. Scholar, Department of Education, Ravenshaw University

³RGNF, Doctoral Fellow, Department of Education, Ravenshaw University, Cuttack, Odisha, India-753001

Abstract: Inclusive education is brought about by having all children of society to become students of the same school. Here the school has to undergo changes to include all of its students to be a part of it. So, inclusive education means, the act of ensuring that all children despite their differences, receive the opportunity of being part of the same classroom as other children of their age, and in the process get the opportunity of being exposed to the curriculum to their optimal potential. Hence the study is an attempt to find out the attitude of pupil-teachers who are pursuing the four years integrated B.Ed. course, towards Inclusive Education. In the present study, the researcher used a self-made attitude scale for the collection of data then the researcher used both descriptive statistics like mean and SD and inferential statistics such as t-test are used for the analysis of the collected data. The findings of the study reveal that from Hypotheses 1 It was found that the t. value is -.322 which is not significant at 0.05 and 0.01 levels of significance. Therefore, it is clear that there is no significant difference between the attitude of male & female pupil teachers towards inclusive education and from Hypotheses 2 it was found that the t. value is 2.921 which is not significant at 0.05 and 0.01 levels of significance. Therefore, it is clear that there is no significant difference between the attitudes of Arts & Science pupil-teachers towards Inclusive education. Hence both the Hypothesis of the present study are accepted.

Keywords: Inclusive education, Attitude of pupil-teacher

Introduction

Education act as a tool of the social equalizer but nowadays educational institution plays a commercialization process where everyone is not included prudent in nature according to their special needs & interest. Inclusion is an educational approach and philosophy that provides all students with social relationships and greater opportunities for academic and social achievement. Inclusion is about making sure that each and every student feels welcome and that their unique needs and learning style are attended to and valued. Inclusive schools have imbibed the values in students upon which the United States has founded pluralism, tolerance, and equality. They ask teachers to provide suitable individualized support and service to all students without the stigmatization that comes with separation from mainstream student life. Research shows that most students learn and perform better when exposed to the richness of the general education curriculum and mainstream schooling. At times inclusion gives complexes and negativity. On the contrary, inclusion enhances learning for students with and without special needs. Students learn instructions and use their learning differently; the goal is to provide all students with the instructions they need to succeed as learners and achieve high neighbours confidently. Inclusive education is an intermixing of philosophy and pedagogical practices that allow each student to feel respected, confident and safe so that he or she can learn and develop to his or her full potential in every aspect of schooling so that they can achieve their future goal. Moreover, the history of education shows that the education systems from the beginning were divided into two systems namely special education & general education (Dash, 2006). Inclusive education is brought about by having all children of society become students of the same school. Here the school has to undergo changes to include all of its students to be a part of it. So, inclusive education means, the act of ensuring that all children despite their differences, receive the opportunity of being part of the same classroom as other children of their age, and in the process get the opportunity of being exposed to the curriculum to their optimal potential. An appropriate definition of inclusive education is provided by (Lipsky and Gartner 1996, 1999), who described it as students with disabilities having full membership in age-appropriate classes in their neighbourhood schools, with appropriate supplementary aids and support services. Antia et al. (2002) inclusion denote a student with a disability unconditionally belonging to and having full membership of a regular classroom in a regular school and its own community. They contrasted this with integration or mainstreaming both of which imply that the student with a disability has the status of a visitor, with only conditional access to a regular classroom, but primary membership of a special class or resource room. In their review of 28 European countries, Meijer (2003) described three different approaches to including students with special educational needs: one-track (including almost all pupils in the mainstream), multitasks (a variety of services between mainstream and special needs education), and two-track (two distinct educational systems). In this chapter, the main focus is upon the first of these – the one-track approach. In recent years, the concept of inclusive education has been broadened to encompass not only students with disabilities but also all students who may be disadvantaged. Earlier, Skrtic (1996) had argued that inclusive education goes far beyond the physical placement of students with disabilities in general classrooms, but should involve schools meeting the needs of all their students within common without any classifications. This broadened conceptualization of inclusive education was recently articulated in the meeting at the forty-eighth session of the UNESCO International Conference on Education, held in Geneva in November 2008, where it was acknowledged that inclusive education is an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination (UNESCO, 2009).

Research shows that most students learn and perform better when exposed to the richness of the general education curriculum, as long as the appropriate strategies and accommodations are in place. Inclusive education means not only giving targeting underprivileged group or children but it also welcomes diversity providing equal opportunity & experience for certain category of children without excluding them. At no time does inclusion require the classroom curriculum, or the academic expectations, to be watered down. On the contrary, inclusion enhances learning for students, both with and without special needs. Students learn, and use their learning differently; the goal is to provide all students with the instruction they need to succeed as learners and achieve high standards, alongside their friends and neighbours'. Inclusive education is a pairing of philosophy and pedagogical practices that allow each student to feel respected, confident and safe so he or she can learn and develop to his or her full potential. It is based on a system of values and beliefs centred on the best interests of the students, which promotes social cohesion, belonging, and active participation in learning, a complete school experience, and positive interactions with peers and others in the school community. These values and beliefs will be shared by schools and communities. Inclusive education is put into practice within school communities that value diversity and nurture the well-being and quality of learning of each of their members. Inclusive education is carried out through a range of public and community programs and services available to all students. Inclusive education is the foundation for ensuring an inclusive New Brunswick society.

Inclusive education is a new trend of thought in education. It is concerned with the quest for equal social justice for all participants and combats against all forms of barriers of discrimination. Inclusive education believes that every child has the fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning. A teacher is considered to be the most important pillar in the field of education. For making an inclusive classroom successful, knowledgeable and skilled teachers are required. The role of the teacher is important to the success of inclusive education. While educators' attitudes are important as potential predictors of success or failure of inclusion, equally important are their knowledge and teaching efficacy about inclusion. Inclusive education is a new trend of thought in education. Teacher educators are not sure about the strategies and intervention techniques involved in this system. D.Ed. teacher educators believe that inclusive education would improve the quality of education for students with disabilities (Imandar, 2009). Different types of teachers and their academic qualifications do influence or create the difference in terms of their perception towards the implementation of inclusive education and there is a positive relationship between the types of teachers and their perception towards the implementation of inclusive education (Ghani and Ahmad, 2012). Inclusive teachers should acquire special education and training related to children with special needs. The respondents reflect in their responses that the skills of an inclusive teacher make them more efficient and productive as well as progressive. (Makinen and Marita, 2013 and Choukekar and Ranjitha, 2014). It is concerned with the quest for equal justice for all participants against all forms of discrimination. Inclusive education believes that every child has the fundamental right to access education and must be given the opportunity to achieve and maintain an acceptable level of learning. Kumar & Midha (2017) found that teachers of the mainstream school have a more favourable attitude than those of special schools which may be one of the major causes of the slow success of inclusive education programmes. Sarkar & Choudhuri (2017) found teachers who had teaching experience of fewer than five years have a negative attitude towards inclusive education. Costello & Boyle(2013) & Goddard & Evans(2018) reported that primary pre-service teachers' attitudes towards inclusion were generally positive & strengthen across the training years. After reviewing various studies, the investigator found that many studies have been conducted on rural, urban, teaching experience, curriculum perception and self-concept on inclusive education. Keeping in view, the investigator aims to study the attitude of pupil teachers towards inclusive education. It is also expected that it will help the curriculum planner to review and evaluate the curriculum and incorporate inclusive education-related content and activities in the curriculum of the inclusive education programme.

1. Objectives of the study

The main objectives of this paper are:

1. To study the attitude of pupil-teachers towards inclusive education in relation to their gender.
1. To study the attitude of pupil-teachers towards inclusive education in relation to their stream.

3. Research Methodology

In the present study, the Descriptive survey method was used. Descriptive research studies are designed to investigate 'what exists with respect to variables or conditions in a present situation. In the present study, the investigator studied the Attitude of pupil teachers towards inclusive education in relation to their gender & stream. The general population consists of all the four years integrated B.Ed. student of Odisha. Here The accessible population of the study is all the four years integrated B.Ed. students Ravenshaw university (Cuttack) & Regional institute of education (Bhubaneswar) Further the investigator was selected 200 students (100 from RIE & 100 from Ravenshaw) by adopting a stratified random sampling method. In the present study, the investigator was collected data

with the help of the Five-Point Likert scale to measure the attitude of four years integrated B.Ed. students. The mean and S.D of the test scores of perception of pupil teachers towards inclusive education are calculated and interpreted. The hypothesis is further examined by applying the "t"-test as shown in the following tables.

Table-1

Showing N, Mean values, Standard Deviation, and T-test value in gender-wise.

	Male & Female	N	Mean	SD	SEM
	Male	52	102.83	12.830	1.779
Total	Female	48	103.65	12.554	1.812

Independent Samples Test										
		Levine's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Total score of attitude	Equal variances assumed	.043	.0836	-.322	98	.748	-.819	2.542	-5.863	4.225
	Equal variances not assumed			-.322	97.659	.748	-.819	2.539	-5.859	4.221

Mean value of Male pupil teachers is 102.83 and that of female pupil teachers is 103.65. The standard deviation of Male pupil teachers is 12.830 and the standard deviation of the female pupil-teachers is 12.554 respectively. The t. value was found to t -.322 which is not significant at 0.05 and 0.01 levels of significance. Therefore, it is clear that there is no significant difference between the perception of male & female pupil teachers towards inclusive education. Since the difference in the perception of male and female pupil-teachers towards inclusive education is not significant so the Null hypothesis is accepted.

Table-2

Hypothesis-2

Arts & Science

		N	M	SD	SEM
	Arts	66	105.0	12.381	1.384
Total	science	34	96.10	11.336	2.535

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Total score of attitude	Equal variances assumed	1.692	.196	2.921	98	.004	8.900	3.046	2.855	14.945
	Equal variances not assumed			3.081	31.350	.004	8.900	2.888	3.012	14.788

The mean value of Arts pupil teachers is 105.00 and that of Science pupil -teachers is 96.10 The standard deviation of Arts pupil teachers is 12.381 and the standard deviation of Science pupil teachers is 11.336 respectively. The t value was found 2.921 which is not significant at 0.05 and 0.01 levels of significance. Therefore, it is clear that there is no significant difference between the attitudes of Arts & Science pupil teachers towards inclusive education. Since the difference in the attitude of Arts & Science pupil teachers towards inclusive Education is not significant so, the Null hypothesis is accepted.

4. Major Findings of the study:

From Hypotheses 1 It was found that the t. value. is -.322 which is not significant at 0.05 and 0.01 levels of significance. Therefore, it is clear that there is no significant difference between the attitude of male & female pupil teachers towards inclusive education. Since the difference in the attitude of male and female pupil-teachers towards inclusive Education is not significant so the null hypothesis is accepted. From Hypotheses 2 it was found that the t-value is 2.921 which is not significant at 0.05 and 0.01 levels of significance. Therefore, it is clear that there is no significant difference between the attitude of Arts & Science pupil teachers towards inclusive education.

5. Conclusion:

Based on the findings of this study it is concluded that the attitude of four-year integrated pre-service teachers have the approximately same level of responses towards inclusive education with reference their gender & stream.

6. Suggestion and Recommendation

A study may be undertaken on the perception of teacher educators towards the effectiveness of inclusive education in the state of Odisha. A comparative study may be undertaken on the curriculum of inclusive education on Secondary and Higher level education systems. A case study may be undertaken on the implementation of Inclusive Education in Secondary educational institutions.

References:

- [1] Imandar (2009) "The awareness of B.Ed. and D.Ed. teacher educators towards Inclusive Education" Doctoral thesis, University of The Punjab, Lahore.
- [2] Ghani and Ahmad (2012) " perception towards the implementation of inclusive education in Penang, Malaysia" International Journal of Education, 1, ISSN No. 2347-4343.Retrieved on 2 August, 2018
- [3] Ogelman and Seçer (2012) "The effect of inclusive education practice on the peer relations and social skills of 5-6-year-old children" Indian Journal of Educational Studies: An Interdisciplinary Journal, 3(1), ISSN No. 2349-6908
- [4] Makinen and Marita (2013) "inclusive practices and narrative reflections on teaching as descriptors of teachers work engagement." Pacific Business Review International, 8(9), 31-44
- [5] Government of India (1996), The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, Ministry of Welfare, New Delhi.
- [6] Choukekar and Ranjitha (2014) "Teachers competencies for an inclusive classroom" Pune: ` University of Pune.
- [7] Kaur, M., & Kaur, K. (2015). The attitude of secondary school teachers towards inclusive education. International Journal of Behavioural Social and Movement Sciences
- [8] Johanson (2014) "A critical and contextual approach towards inclusive education in India" International Journal of Indian Psychology.4 (2)95, 2348-5396
- [9] Sonawane (2014) "effectiveness of e-learning programmed for development of competencies among pre-service teachers for the inclusive classroom." International Journal of Education and psychological research, 5 (4), 34-37.
- [10] Pandey (2016) "studied structural barriers in implementing inclusive education for children with special needs" Retrieved August 22, 2014,
- [11] Thakur and Abbas (2017) "The challenges faced by Punjab Government in implementing Inclusive Education", 4, 1-4. ISSN No.2277- 7547