



## **A STUDY ON ATTITUDE OF PROSPECTIVE TEACHERS TOWARDS INCLUSIVE EDUCATION**

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### **Abstract**

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*The present study is aimed exploring the prospective teachers' attitude towards inclusive education in Vijayawada city of Krishna district of Andhra Pradesh. The finding of the study shows that there is no significant difference in the in the attitude of male and female prospective teachers towards inclusive education. There is no significant difference in the in the attitude of urban and rural prospective teachers towards inclusive education. There is no significant difference in the attitude of educated and uneducated prospective teachers towards inclusive education. There is no significant difference in the in the attitude of employed and employed prospective teachers towards inclusive education.*

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**Keywords:** Attitude, teacher trainees, Inclusive Education

### **Introduction**

Inclusive Education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential. Inclusive education means that all children, including

those with disabilities learn together in mainstream neighborhood schools. Inclusion is a process by which a school expends its resources to meet the learning needs, physical needs and emotional needs of all the children. Inclusion is the provision of services to students with disabilities in their neighborhood schools with necessary support services and supplementary aids for both children and teachers. It means meeting the needs of children with disabilities for a free and quality public education in the least restrictive and most effective environment. The movement of including students with disabilities in the general school is receiving tremendous legislative, financial and research based support not only in India but also all over the world. Time and again Indian constitution has formulated policies, which guarantee the education of the disabled with that of the non-disabled group. But taking into view all the legislative policies, research based support, financial incentive, human rights framework - the movement towards inclusion of children with disabilities in the general education settings does not seem to have gathered the momentum as it should have. According to the National Centre for Promotion of employment for Disabled People (NCPEDP), less than 1% of disabled children in India receive any kind of education. In spite of government's policy of inclusion which came into practice approximately more than a decade ago, we are not able to provide quality education and equal opportunities for education to children with special needs. This indifference and insensitivity towards the needs and rights of children with special needs is evident in India not because of only government's policy but more because of attitude of civil society. The goal of inclusion is to prepare students to participate as full and contributing members of society. Education of children with disabilities is a responsibility of society. Like non-disabled children they should be given equal opportunities and support by those who are responsible for education of future generation, that is- parents, teachers and administrators of education. With these three set of personnel, children themselves are responsible for their as well as the education of their peer group. So, for the education of children with disabilities in an inclusive set up four set of personnel - students, teachers, administrators and parents are important. Their attitudes, beliefs and behaviour towards the inclusive education directly or indirectly influence the success of inclusive education for disabled children. The present study is aimed exploring the prospective teachers' attitude towards inclusive education in the Vijayawada city of Krishna district of Andhra Pradesh.

### **Objectives of the Study**

The following are the objectives of the study

- To find out the attitudes of prospective teachers towards Inclusive Education with respect to their gender.
- To find out the attitudes of prospective teachers towards Inclusive Education with respect to their locality.

**Hypotheses of the Study:** The following are the hypotheses of the study

- There is no significant difference in attitude of prospective teachers towards inclusive education due to variation in their gender.
- There is no significant difference in attitude of prospective teachers towards inclusive education due to variation in locality.

### **Methodology of the Study**

The normative survey method was used for this study. The study was conducted on the sample of the one hundred prospective teachers in Vijayawada city of Krishna district of Andhra Pradesh .The stratified random sampling technique was used to select the primary data. A self-constructed and standardized scale was prepared by the researcher himself to collect the data. The scale comprises of 56 statements and each item provide five responses. The responses were expressed on a five–point scale, strongly agree, agree, undecided, disagree, strongly disagree and weights of 5,4,3,2,1 are favorable statements and the reverse in unfavorable statements. The reliability of the scale was calculated as 0.88.

### **Analysis and Interpretation of Data**

In the present investigation the data was tabulated on the demographic variables viz., Gender, Locality, Educational qualification and management of the school as follow.

**Hypothesis-1:** There is no significant difference in attitude of prospective teachers towards inclusive education due to variation in their gender.

**Table-1: Comparison of the attitude of Male and Female prospective teachers towards Inclusive Education**

Variable	Sample	Sample size (N)	Mean	S.D.	t-Value
Gender	Male	50	160.21	20.38	0.61 <sup>#</sup>
	Female	50	162.82	21.78	

#Not Significant at 0.05 Level

From table-1, it is observed that the calculated t-value 0.61 is not significant at 0.05 level, it is clear that there is no significant difference in the in the attitude of male and female prospective teachers towards inclusive education. Hence it can be concluded that the hypothesis is accepted.

**Hypothesis-2:** There is no significant difference in attitude of prospective teachers towards inclusive education due to variation in locality.

**Table-2: Comparison of the attitude of Urban and Rural prospective teachers towards Inclusive Education**

Variable	Sample	Sample size (N)	Mean	S.D.	t-Value
Locality	Urban	50	157.30	15.58	1.47 <sup>#</sup>
	Rural	50	162.72	20.76	

#Not Significant at 0.05 Level

From table-2, it is observed that the calculated t-value 1.47 is not significant at 0.05 level, it is clear that there is no significant difference in the in the attitude of urban and rural prospective teachers towards inclusive education. Hence it can be concluded that the hypothesis is accepted.

#### **Findings of the Study**

- There is no significant difference in the in the attitude of male and female prospective teachers towards inclusive education.
- There is no significant difference in the in the attitude of urban and rural prospective teachers towards inclusive education.

#### **Conclusion**

It can be said that Inclusive Education means a setup in which the teachers, schools and educational systems change appropriately so that they can effectively accommodate the differing needs of the students and thus ensure that every student is included in all aspects of school-life. Inclusive education entails both identifying all kinds of barriers to Inclusive education and removing them to make education easy and accessible for all irrespective of their abilities or disabilities. Hence in principle and practice Inclusive education is a process of enabling all students, including those who were previously excluded, to learn and participate effectively within mainstream school systems. It is considered as an appropriate educational philosophy and

practice suitable for the changing and advancing human society and is meant to push the concept of social justice at a new and higher plane.

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