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## Name of the Article: Attitude of Teacher Trainees towards the Inclusion of Children with Special needs in general school setting

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### **Abstract:**

*The aim of the present paper is to study the attitude of pre-service teacher trainee towards the inclusion of children with special needs in general school setting. 100 pre-service teacher-trainee undergoing D.EL.ED and B.ED courses in different private teacher trainee institutes are selected as sample of the study. A self developed attitude scale was formed to collect the data. Collected data was analyzed through SPSS. The study revealed that training and experiences of prior contact with CWSN had significant impact on differentiation of trainee's attitude. But sex of trainee had no significant impact on their attitude towards inclusion.*

**Key words:** 1 Attitude, 2 Inclusion in education, 3 pre-service, 4 teacher trainee.

### 1. Introduction

Inclusion means enabling all children to participate fully in the life and work of mainstream settings in fulfilling their needs, seen as a continuous process of breaking down barriers to learning. Inclusion in education is restructuring schools as the common place for all children where they can learn together without any discrimination.(Mahanta et al.2016). It is considered to be a multi –dimensional concept that includes the celebration and valuing of differences and diversity. In inclusive education all children attend and welcomed by their neighborhoods schools in age appropriate regular classes( SCERT, Assam handbook,2016). They are also supported to learn, contribute and participate in all aspects of school life. It brings all students together in one classroom and community regardless of their strength or weaknesses in any area (UNESCO, 1994). (UNESCO, 2003. It is about social justice. (Ferri & Javanovic, 2005; Keefe & Moore, 2004; Ko & Boswell, 2013)

Training is considered as an important factor in improving teachers' attitudes positively towards inclusive education. Teachers training in special education, their work experiences with SEN, and their amount of prior contact with people with disabilities etc. are found to be associated with more positive attitude towards inclusion (Boyle, Topping & Jindal-Snape, 2013) ; Subban & Sharma, 2006; Wilkerson, 2012). The training effect has consistently correlated positively with inclusive attitudes (e.g. Sharma, Forlin, Loreman & Earle 2006).

### 2. Reviews on related literature

**Emmanuel K. Gyimah et al.(2010)** conducted a study on “ Determinants of Differing Teacher Attitudes towards Inclusive Education Practice”. The study revealed that training and education in special education are relevant to improving teacher attitude towards the inclusion movements.

**Marchesi (1998)** found in his study that professional training of teachers was reported to be one of the key factors of successful inclusion.

**Siegel and Jausovce (1994)** also found in their study that in service training was highlighted as an effective way of improving teachers attitude towards inclusion of children with special need.

**Avramidis and Norwich (2002)** s study has demonstrated a positive correlation between training and positive attitude.

**Ackah Jnr, (2010)** conduct a study on Teachers attitude towards inclusive education. The study reveled that untrained teachers feel that they are unprepared to face the challenge of inclusion. The result demonstrated a positive correlation between training and positive attitude.

**Deb kumar Bhakta and Buddadeb Shit (2016)** conducted a study on “ Assessment of School Teachers Attitude towards Inclusion of Special Educational Needs Children in regular classroom” and the findings indicate that there is a significance difference between the trained teachers and untrained teachers.

**Jonathan Earl Sutton (2013) conducted a study** “Teacher Attitude of Inclusion and Academic performance of Students With Disabilities” and finding reveled that there is a significance relationship between the trainings of teachers and their positive attitude towards the inclusion of children with special needs.

**Jonathan Earl Sutton (2013) conducted a study on** “Teacher attitude of Inclusion and Academic Performance of students with Disabilities.” The finding revealed that there is a significance relationship between teachers attitude towards inclusion and the support and training received by the teachers.

### 3. Objectives:

- 1.To know the attitude level of teacher-trainees towards inclusive education.
- 2.To find out whether training programs has any impact on making a significant difference in the attitude of teacher-trainees towards inclusive education.

3. To study whether experience of prior contact of teacher-trainees with people with disability plays any significant role on making a significant difference in their attitude towards inclusive education.
4. To find out whether sex has any impact on making a significant difference in teacher-trainees' attitude towards inclusive education.

#### 4. Hypotheses:

**H1:** There is no significant difference between B.Ed. and D.El.Ed. teacher-trainees attitude towards inclusive education.

**H2:** There is no significant difference between teacher-trainees having prior contact with CWSN and with those having no contact in their attitude towards inclusive education.

**H3:** There is no significant difference between male and female teacher-trainees attitude towards Inclusive education.

#### 5. Method:-

##### Sample:

By using simple random sampling technique, a sample of 100 teacher trainee are selected from five private teacher trainee college under Dibrugarh University of Assam. 50 trainee from D.EL ED. and 50 from B.ED Course are selected having equal number of male and female trainee.

##### Variables:

##### 1. Dependent Variables:

Attitude towards inclusive education

##### 2. Independent variables:

i. Training programme- D.El.Ed. &B.Ed.

ii. Prior contact- Having contact with CWSN and having no contact with CWSN.

iii. Gender-Male and Female

##### Materials:

The study involved a self administrated attitude scale for teacher-trainee's attitude having 45 statements, which contains items for demographic data and items regarding inclusive education. The items related to inclusive education provided information regarding the knowledge and attitude towards Inclusive education, differently able children, integrated education, special education, practice of inclusive education etc.

##### Data Collection:

The data for the present study are collected personally by the investigator from selected teacher trainee. The data was calculated, scores, tabulated and then subjected to statistical analysis. The responses are analyzed using SPSS.

#### 6. Result and discussion:-

##### 1.General Attitude of Teacher-trainees towards inclusion.

The frequency and percentage mean of attitude level of teacher-trainees was calculated to identify their general attitude towards inclusive education. A total of 52 teacher-trainees (52%) showed positive while 48 teacher trainees (48%) had negative attitude towards inclusive education.

Mean, median and mode of the total sample for the variables are obtained to ascertain the nature of distribution of the scores. Results are given in Table -1

**Table -1.** Mean, Median ,Mode scores on the variable of Teacher-trainee's attitude towards inclusion.

Variable	Mean	Median	Mode
Teacher trainees attitude towards inclusion	113	109	103

Table -1 shows that the values of mean, median, mode for the variable are 113, 109, 103. The small difference in these value depict that the distribution is nearly normal. The calculated value of the mean is 113. Norms for interpretation of level of attitude towards inclusive education indicate that the level is above average favorable as the value is lies between 103-115.

**2. D.EL.ED and B.ED teacher-trainee’s attitude towards Inclusive education**

**Table-2 :** t’ ratio between mean scores of D.EL.ED and B.ED trainees attitude towards inclusive education.

Variable		N	Mean	SD	Std error Mean	DF	t ratio
Training programs	D.EL.ED	50	114.87	12.15	1.20	196	0.366
	B.ED	50	113.25	11.30	1.12		

Table -2 shows that the calculated t-ratio is 0.366 which is less than the table value(1.97) at 0.05 level of significance. Hence, it is significant at 0.05 level. Therefore from the table we can able to know that there is no significance difference between D.EL.ED trainee and B.ED trainees attitude towards inclusion. Here we accepted the hypothesis.

**3. Teacher trainee having and not having contact with CWSN’s attitude towards inclusive education**

**Table 3:** t’ ratio between mean scores of trainee having and not having contact with CWSN s attitude towards inclusion.

Variable		N	Mean	SD	Std error Mean	DF	t ratio
Prior contact	Having contact with CWSN	50	109.16	10.40	1.040	199	2.943
	Having no contact with CWSN	50	115.06	12.57	1.257		

Table 3 shows that the calculated t’ ratio is 2.943 which is more than the table value of 2.60 at 0.01 level. From this table we are able to know that there is significance difference in their attitude towards inclusive education between the teacher trainee having contact with CWSN and trainees having not contact with the CWSN. Hence we reject the hypothesis.

**4. Male and Female teacher trainee’s attitude towards inclusive education.**

**Table 4:** t’ ratio between mean scores of male and female teacher trainees attitude towards inclusive education.

Variable		N	Mean	SD	Std error Mean	DF	t ratio
Gender	Male	50	114.16	13.40	1.24	199	0.388
	Female	50	115.06	12.57	1.25		

Table 4 shows that the calculated t' ratio is 0.388 which is less than the table value 1.97 at 0.05 level of significant. From this table we know that there is no significance difference between male and female teacher trainee's attitude towards inclusion of children with disability in general school setting. Hence we accept the hypothesis.

#### **Key Findings of the study:**

1. The attitude of teacher-trainees towards inclusive education is positive.
2. Training programs has not impact on making a significant difference in the attitude of teacher-trainees towards inclusive education.
3. Experience of prior contact of teacher-trainees with people with disability plays a significant role on making a significant difference in their attitude towards inclusive education.
4. Sex has no any impact on making a significant difference in teacher-trainees' attitude towards inclusive education.

#### **7. Conclusion:**

In India, the history of education for children with special needs began more than a century ago, adopted Segregation and then Integration movements. In recent years the movement of inclusion in contrast to exclusion or segregation has gained interest. One of a prime condition to be success of the movement is the attitude of teachers. In the light of this condition the present study was undertaken.

The study revealed that in general the teacher trainees have a positive attitude towards inclusion of CWSN, but it is very slightly positive, which implies the need for the organization of systematic awareness programs on disabilities and workshops on the different method of educating the children with disabilities. Such programs may develop favorable attitude towards inclusion. The Rehabilitation Council of India can accelerate 'Foundation Courses' to train the school teachers on the issues of educating the disable children and equip them to work in an inclusive environment. The NCERT and SCERT can make their existing Special Cells more active in developing methodologies, strategies, models, materials and so on in the direction of promoting Inclusive Education.

Training increases the knowledge level among teachers and leads to positive attitude towards the inclusion of children with special needs. Teachers who had been trained to teach children with learning difficulties expressed more favorable attitude towards CWSN and their inclusion than did those who had no such training. Teacher training has been shown to promote positive attitude towards children with special needs and teachers' positive attitude have been shown to influence inclusion. For teachers and children to be successful, teachers need on-going professional development. Professional training and knowledge about children with special education needs were important factors in improving teachers' positive attitude towards inclusion.

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