

Teacher Educators' View on Inclusive Education

PREM PRABHA SINGH*¹ AND MANI SAXENA²

¹Associate Professor and ²Research Scholar

¹Allahabad School of Education, Sam Higginbottom Institute of Agriculture Sciences and Technology,
Prayagraj (U.P.) India

²Department of Teacher Education, Allahabad School of Education, Sam Higginbottom Institute of Agriculture
Sciences and Technology, Prayagraj (U.P.) India

ABSTRACT

The paper investigated the attitude of teacher educators' towards inclusive education of rural and urban areas of male and female. The researcher has used the survey method for obtaining the data. Teacher attitude scale towards inclusive education (TASTIE) constructed and standardized by Dr. Vishal Sood and Dr. (Mrs.) Arti Anand. The samples consisted of 100 teacher educators' from 8 teacher training colleges. Mean, standard deviation and t-test were used for analysis of the data. The finding revealed that there is no significant difference between attitude of teacher educators' of rural and urban areas and between male and female.

Key Words : Teacher educators', Inclusive education

INTRODUCTION

Inclusive education, as an approach, seeks to address the learning needs of all children with a special focus on those who are vulnerable to marginalization and exclusion. Inclusive education means that all students (including children with special needs) attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together and the main objective of inclusive education is Education For All. Inclusive education is based on the simple idea that every child and family is valued equally and deserves the same opportunities and experiences. Inclusive education is about children with disabilities – whether the disability is mild or severe, hidden or obvious – participating in everyday activities, just like they would if their disability were not present.

Ministry Of Education (2013) defines inclusive

education as, “child-centered learning recognizes that individual students each have - their own starting point of learning, their own individual previous unique knowledge base that the teacher recognizes the importance of the student's level of engagement and motivation in activity”.

Need and Justification:

The purpose of the study was to elucidate the attitude of teacher educators' and identify the student teachers attitude within teacher education programme towards accepting inclusive teaching ideologies in relation to their physical behaviors, social and parents, curricular and co-curricular, administration in training colleges. This study is, enabling the teacher educators' views towards inclusive education.

This study therefore aimed to address the following research questions –

- What are the attitudes of teacher educators' regarding support for the implementation of inclusive education?
- What forms of teaching ideologies were used in

inclusive education acquired by teacher educators in teacher education programme?

Objectives of the study:

1. To study and compare the attitude of teacher educators’ towards inclusive education area wise.
2. To study and compare attitude of teacher educators towards inclusive education dimensions wise of rural and urban areas.
3. To study and compare the attitude of teacher educators’ towards inclusive education gender wise.
4. To study and compare attitude of teacher educators towards inclusive education dimensions wise of male and female.

Hypotheses of the study:

1. There is no significant difference between the attitudes of teacher educators’ towards inclusive education area wise.
2. There is no significant difference between the attitudes of teacher educators towards inclusive education dimensions wise of rural and urban areas.
3. There is no significant difference between the attitudes of teacher educators’ towards inclusive education gender wise.
4. There is no significant difference between the attitudes of teacher educators towards inclusive education dimensions wise of male and female.

METHODOLOGY

Method selected for the present study:

The present study belongs to the category of descriptive field survey method. The research design utilized in the study involves the teacher attitude scale towards inclusive education (TASTIE).

Tools used in the present study:

Teacher Attitude Scale Towards Inclusive Education (TASTIE) (A measure of attitude of teacher educators’ towards inclusive education) constructed and standardized by Dr. Vishal Sood and Dr. (Mrs.) Arti Anand.

Population for the present study:

The population of the study consisted of all the teacher educators’ teaching in teacher training program (college of education) of Allahabad district.

Sample of the study:

The researcher has randomly selected a sample of 100 teacher educators’ from teacher training colleges of rural and urban area of Allahabad district using stratified random sampling technique.

Statistical techniques used:

Statistical techniques used in the study are Arithmetic Mean, Standard Deviation (SD) and t-test.

RESULTS AND DISCUSSION

Null Hypothesis 1:

There is no significant difference between the attitudes of teacher educators’ towards inclusive education of rural and urban.

It is inferred from the Table 1 that there is no significant difference between rural and urban teacher educators’ attitude towards inclusive education. Hence the null hypothesis is accepted

Null Hypothesis 2:

There is no significant difference between the attitudes of teacher educators towards inclusive education dimensions wise of rural and urban areas.

It is inferred from the Table 2 that there is no significant difference between rural and urban teacher educators’ attitude towards inclusive education in their Psychological/Behavioural, Social/Parents related, Curricular/Co-curricular and Administrative. Hence null hypothesis is accepted.

Null Hypothesis 3:

There is no significant difference between the attitude of teacher educators towards inclusive education of male and female.

It is inferred from the Table 3 that there is no significant difference between male and female teacher

Table 1 : Difference between rural and urban teacher educators attitude towards inclusive education

Attitude of teacher educators’	Locality	N	Mean	Standard Deviation	t-value	Remark
	Rural	50	108.22	15.30	1.88	NS
	Urban	50	114.02	16.12		

At 0.05 level

educators' attitude towards inclusive education. Hence the null hypothesis is accepted.

Null Hypothesis 4:

There is no significant difference between the attitudes of teacher educators towards inclusive education dimensions wise of male and female.

It is inferred from the Table 4 that there is no significant difference between male and female teacher educators' attitude towards inclusive education in their Psychological/Behavioural, Social/Parents related, Curricular/Co-curricular and Administrative. Hence null hypothesis is accepted.

– There is no significant difference between the attitudes of teacher educators' towards inclusive education of rural and urban.

– There is no significant difference between the attitudes of teacher educators towards inclusive education dimensions wise of rural and urban areas; in this study the four dimensions psychological/behavioural, social/

parents related, curricular and co-curricular, administrative teacher educators' attitude towards inclusive education and found that there is no significant difference.

– There is no significant difference in attitude of teacher educators' towards inclusive education male and female. This could because of the present education system which gives scope/opportunities equally for both male and female teacher educators'.

– There is no significant difference between the attitudes of teacher educators towards inclusive education dimensions wise of male and female areas; in this study the four dimensions psychological/behavioural, social/parents related, curricular and co-curricular, administrative teacher educators' attitude towards inclusive education and found that there is no significant difference.

– The empirical evidences in the area of inclusive education clearly indicate that teacher and parental attitudes are the key factors for making inclusive

Table 2 : Difference between rural and urban teacher educators attitude towards inclusive education dimension wise

Dimensions	Locality	N	Mean	S.D	t-value	Remark
Psychological/ Behavioural	Rural	50	23.2	3.280	0.182	NS
	Urban	50	23.32	3.297		
Social/Parents related	Rural	50	29.88	4.225	0.957	NS
	Urban	50	30.7	4.341		
Curricular and Co-curricular	Rural	50	29.26	4.137	1.089	NS
	Urban	50	30.04	4.388		
Administrative	Rural	50	29.88	3.659	0.481	NS
	Urban	50	29.5	4.171		

At 0.05 level

Table 3 : Difference between male and female teacher educators attitude towards inclusive education

Attitude of teacher educators'	Gender	N	Mean	Standard Deviation	t-value	Remark
	Male	50	110.14	15.57	0.63	NS
	Female	50	112.1	15.85		

At 0.05 level

Table 4 : Difference between male and female teacher educators' attitude towards inclusive education dimension wise

Dimensions	Gender	N	Mean	S.D	t-value	Remark
Psychological/ Behavioural	Male	50	22.8	3.224	1.402	NS
	Female	50	23.72	3.354		
Social/Parents related	Male	50	29.3	4.142	1.314	NS
	Female	50	30.28	4.422		
Curricular and Co-curricular	Male	50	29.96	4.236	0.446	NS
	Female	50	30.34	4.290		
Administrative	Male	50	27.24	3.852	1.152	NS
	Female	50	28.14	3.979		

At 0.05 level

education, a real success.

REFERENCES

- Ametepee, L.K. and Anastasiou, D. (2015). Special and inclusive education in Ghana: status and progress, challenges and implication. *Internat. J. Educational Development*, **41** : 143-152.
- Das, A.K., Kuyini, A.B. and Desai, I.P. (2013). Inclusive Education in India: Are the Teachers prepared? *Internat. J. Special Edu.*, **28** (1) : 27-36. <http://www.internationaljournalofspecialeducation.com/articles.cfm?y=2013&v=28&n=1>
- Pinnock, H. and Nicholls, H. (2012). global teacher training and inclusion survey: report for UNICEF Right. UNICEF education.
- Kuyini, A.A. and Abosi, O. (2011). The 2nd generation street children acre. Developing teaching strategies to enhance positive learning outcomes in school. *World Edu. J.* 161-171.
- Giffard-Lindsay, K. (2007). Inclusive Education in India: Interpretation, Implementation and Issues: The Consortium for Educational Access, Transitions and Equity
https://www.researchgate.net/publication/301675529_INCLUSIVE_EDUCATION_IN_INDIA_-_CONCEPT_NEED_AND_CHALLENGES
- Lancaster, J. and Bain, A. (2007). "The Design of Inclusive Education Courses and the Self-efficacy of Preservice Teacher Education Students". *Internat. J. Disability, Development & Edu.*, **54**(2) : 245-256 63.
- Pearson, S. (2007). "Exploring inclusive education early steps for prospective secondary school teachers". *British J. Special Edu.*, **34** (1) : 25-32.
