

Attitude Of Teacher Trainees Towards Inclusion Of Special Educational Need (SEN) Children

Kamlesh Nandini Panthri^{1*}, Dr. Alpana Sharma²

^{1*}Research Scholar, Department of Education, Apex University, Jaipur

²Research Supervisor & Assistant Professor, Department of Education, Apex University, Jaipur

ABSTRACT

The main objective of the study was to know the attitude of teacher trainees towards inclusion of special educational need (SEN) children. In the presented study the researcher has used the descriptive survey method. A total of 100 B.Ed. Teacher Trainees and D.Ed. Teacher trainee of Jaipur City selected randomly as the sample. A self-administrated attitude scale was used in the study to measure the attitudes of teacher-trainees. The collected data has been done using mean, standard deviation and t-test. The study's findings showed that there is found no significant difference between B.Ed. and D.Ed. teacher-trainees attitude towards inclusion of special educational need children. There is found no significant difference between male and female teacher-trainees attitude towards inclusion of special educational need children.

KEYWORDS: Assessment, Attitude, Inclusion, SEN children.

INTRODUCTION

The Indian educational system has experienced a paradigm shift in the last few decades toward inclusive education in order to support education for everyone. The philosophy behind inclusive education is about adapting schools to accommodate the needs of all students, as opposed to placing kids with special needs in particular courses and facilities. Global population estimates show that developing and third world nations have a higher proportion of disabled children than do affluent nations (UNESCO, 1996). About 2.21% of India's population was projected to have a disability in the 2011 Census, with over 25% of those people being school-age children.

For the purpose of integrating students with special needs in mainstream schools, the Indian government introduced the Centrally Sponsored Scheme of Integrated Education for Disabled Children (IEDC) in 1970. In 1986, the Project Integrated Education for Disabled Children (PIED) was initiated by the National Council of Educational Research and Training (NCERT) in collaboration with UNICEF. It was a significant step toward allowing special education needs children (CWSN) to attend regular schools. Since 2000, NCERT has prioritized inclusive education for all students, without making any distinctions for children with impairments. The Department of Elementary Education's Sarva Siksha Ahiyan (SSA) project, which was started in 2000, is supporting this (Dutta & Banerjee, 2013). However, the enrolment of SEN children in ordinary schools in India is unsatisfactory because either their parents and instructors are unaware of the need for special education services, or the children are suffering in regular classrooms without the necessary support. Collaboration between teachers, teacher educators, parents, and students have a significant impact on how effectively the classroom process promotes students' learning, as acknowledged by the United Nations General Assembly in 1994. In order to provide a welcoming and inclusive environment for all students in the classroom, teachers are essential (Costello & Boyle, 2013). Teachers must have a positive attitude and the ability to recognize the individual distinctions in each student as well as their attitude in order to successfully include children with Special Educational Needs (SEN) in mainstreaming programs.

REVIEW OF RELATED LITERATURE

- **Mohammed, Y.S. (2022)** studied on Attitude of Teachers towards Children with Disabilities in Early Childhood Centres in the Sissala West District. The study investigated the attitude of teachers towards children with disabilities in early childhood centres in the Sissala West District. The sequential exploratory mixed-method design was used in this study. With this, the qualitative data was used to augment initial quantitative results. The sample size for the study consisted of 118 kindergarten teachers. The sample was selected from an accessible population of 168. They were selected using a systematic sampling technique. 8 teachers were selected for interview using the homogenous sampling technique. Questionnaires and interviews were instruments used to collect data for the study. The study revealed that teachers in the Early Childhood Centres in Sissala West District exhibited positive attitudes toward children with disabilities. It also emerged that teachers in the Early Childhood Centres in Sissala West District can handle children with disabilities though they do not have much knowledge of these groups of learners. The study

recommends that Teachers in Early Childhood Centers in the Sissala West District must be required to take periodic refresher courses and training. These courses and training should focus on developing personalized learning approaches for all students as well as the necessary values, attitudes, skills, and competencies to manage inclusive classes.

- **Salovita, Timo (2022)** studied on Teachers' Changing Attitudes and Preferences around Inclusive Education. Teachers' opinions were investigated in order to evaluate the prospects of inclusion in Finland, and also to study the variables associated with these attitudes. A total of 2,276 teachers and principals participated in the email survey. The final sample contained 1,041 classroom teachers, 755 subject teachers and 445 special education teachers. The results confirmed the existence of a large variety in attitudes both in the whole sample as well as between the teacher categories. Except for special education teachers, the participants reported changing their position more often towards negative than positive direction. The availability of material resources such as smaller class size had no association with teachers' attitudes. Instead, the immaterial resources such as help from other teachers had a positive association with more positive attitudes. Even if the teachers' opinions were more critical than in many other countries, the survey also indicated the existence of the potential for positive development towards more inclusive education.
- **Srinivasarao (2022)** studied on Attitude of Secondary School Teachers towards Inclusive Education: A Study in Visakhapatnam District. The purpose of this study was two-fold. First, it aimed at determining the attitudes of the secondary regular school teachers in Visakhapatnam regarding the inclusion of students with disabilities. Second, it also aimed to identify the facilitators of inclusion as perceived by these teachers. The semi-structured interviews and focus group interviews indicated that the teachers in Visakhapatnam are positively disposed toward the inclusion of children with special needs. They expressed a sincere desire and enthusiasm to work with these children with disabilities and expressed a number of facilitators for inclusion. The findings of this study indicated that secondary regular education teachers in Visakhapatnam believe that students with disabilities in an inclusive classroom not only succeed academically but also gain opportunities for socialization with their peers without disabilities. However, the study also suggested that the teachers in Visakhapatnam do not perceive inclusion as leading to higher levels of academic or social learning for students with disabilities. In addition the teachers in the study do not feel prepared for teaching students with disabilities in their classrooms. The study examined the attitude of the school teachers towards inclusive education in relation to some academic and personal variables like gender, level of teaching, working experience and professional training. The study found that the difference of attitude of teachers towards inclusive education in relation to gender was negligible and not statistically significant. Moreover, though half of the sample teachers are professionally trained, but there are no significant differences in the attitude of the trained and untrained teachers towards an inclusive setting of education and the focus on the lack of exposure especially of the trained teachers towards the same. However the analysis of the data showed that the teachers' attitudes differ in relation to the experience and level of teaching.

OBJECTIVE OF THE STUDY

- 1 To know the attitude of teacher trainees towards inclusion of special educational need (SEN) children.

HYPOTHESES OF THE STUDY

- 1 There is no significant difference between B.Ed. and D.Ed. teacher-trainees attitude towards inclusion of special educational need children.
- 2 There is no significant difference between male and female teacher-trainees attitude towards inclusion of special educational need children.

RESEARCH METHOD

In the presented study the researcher has used the descriptive survey method.

Sample

In this study 100 B.Ed. Teacher Trainees and D.Ed. Teacher trainee of Jaipur City selected randomly as the sample.

Research Tool

A self-administrated attitude scale of 42 statements was used in the study to measure the attitudes of teacher-trainees.

Statistical Techniques

In the present study, statistical analysis of the collected data has been done using mean, standard deviation and t-test.

RESULT AND DISCUSSION

H₀₁: There is no significant difference between B.Ed. and D.Ed. teacher-trainees attitude towards inclusion of special educational need children.

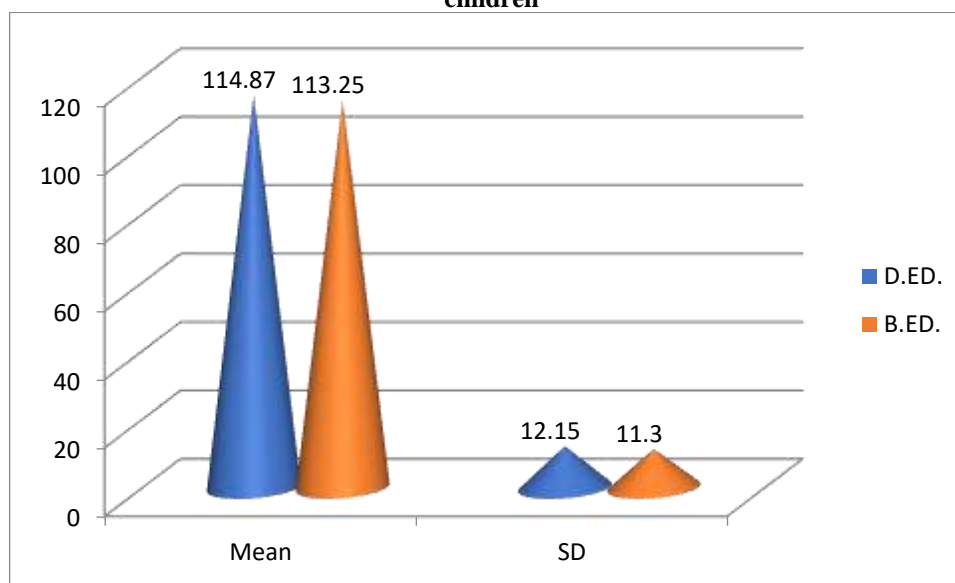
Table : 1 t' ratio between mean scores of B.Ed. and D.Ed. trainees attitude towards inclusion of special educational need children

Variable	Group	N	Mean	SD	t ratio	Result
Training programs	B.Ed.	50	114.87	12.15	0.68	Accepted
	D.Ed.	50	113.25	11.30		

Interpretation

From the above table, it is apparent that the mean scores of B.Ed. and D.Ed. teacher-trainees are 114.87 and 113.25 and standard deviation is 12.15 and 11.30 respectively. With the help of mean and SD the t-value found to be 0.68. The calculated value of 't' i.e. 0.68 is lower than the tabular value (1.97) of at the 0.05 level of significance on 98 df. So the calculated value of 't' is not significant. Hence, it is concluded that there is no significant difference between B.Ed. and D.Ed. teacher-trainees attitude towards inclusion of special educational need children. In this case, the null hypothesis has been accepted.

Graph : 1 Mean & SD scores of B.Ed. and D.Ed. trainees attitude towards inclusion of special educational need children



H₀₂: There is no significant difference between male and female teacher-trainees attitude towards inclusion of special educational need children.

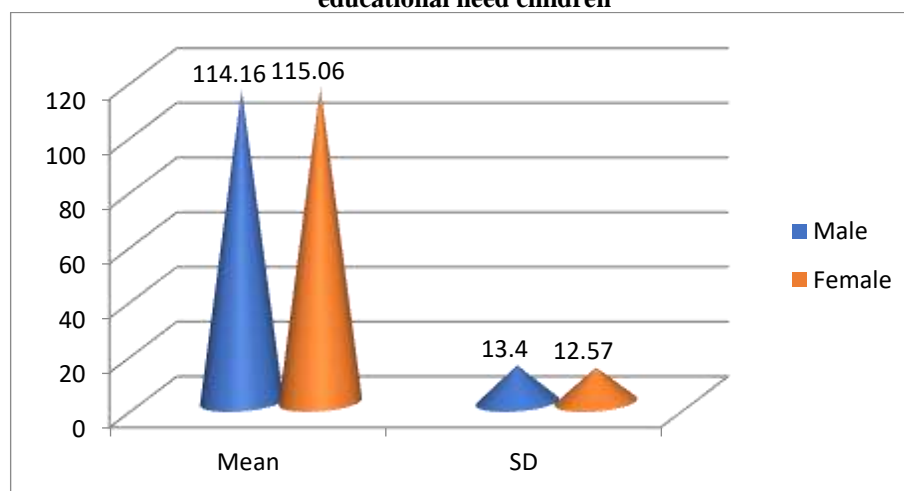
Table : 2 t' ratio between mean scores of male and female teacher trainees attitude towards inclusion of special educational need children

Variable	Group	N	Mean	SD	t ratio	Result
Gender	Male	50	114.16	13.40	0.35	Accepted
	Female	50	115.06	12.57		

Interpretation

From the above table, it is apparent that the mean scores of male and female teacher-trainees are 114.16 and 115.06 and standard deviation is 13.40 and 12.57 respectively. With the help of mean and SD the t-value found to be 0.35. The calculated value of 't' i.e. 0.38 is lower than the tabular value (1.97) of at the 0.05 level of significance on 98 df. So the calculated value of 't' is not significant. Hence, it is concluded that there is no significant difference between male and female teacher-trainees attitude towards inclusion of special educational need children. In this case, the null hypothesis has been accepted.

Graph : 2 Mean & SD scores of male and female teacher trainees attitude towards inclusion of special educational need children



FINDINGS OF THE STUDY

- There is found no significant difference between B.Ed. and D.Ed. teacher-trainees attitude towards inclusion of special educational need children.
- There is found no significant difference between male and female teacher-trainees attitude towards inclusion of special educational need children.

CONCLUSION & SUGGESTIONS

Over a century ago, the education of children with special needs began in India when the country followed the segregation and integration movements. Interest in the inclusion movement, which opposes exclusion and discrimination, has grown in recent years. Teachers' attitudes are one of the most important requirements for the movement to succeed. Given this circumstance, the current investigation was conducted.

The study found that while teacher candidates generally have a somewhat positive attitude toward CWSN inclusion, this attitude is very slight, indicating the need for workshops and systematic awareness programs on disabilities and alternative approaches to teaching children with disabilities. These programs could foster a positive inclusive mindset. The "Foundation Courses" that prepare teachers to educate disabled students and operate in inclusive environments can be expedited by the Rehabilitation Council of India. The NCERT and SCERT can increase the activity of their current Special Cells in creating approaches, plans, models, resources, and other things that will help advance inclusive education.

Teachers who receive training have higher knowledge levels and adopt a more accepting approach toward including students with special needs. Compared to teachers without such training, those who had received training in teaching students with learning disabilities exhibited a more positive attitude about CWSN and their inclusion. It has been demonstrated that teacher preparation programs encourage a favourable attitude toward students with special needs, and that instructors' positive attitudes affect inclusion. Teachers must continue their professional development in order for both them and the students to succeed. Educating oneself about special education requirements and receiving professional training were crucial in helping teachers adopt a more inclusive mindset.

REFERENCES

1. Dukmak, S. J. (2013). Regular classroom teachers' attitudes towards including students with disabilities in the regular classroom in the United Arab Emirates. *The Journal of Human Resource and Adult Learning*, 9(1), 26-39.
2. Fuandai, C. (2010). Catering for children with special needs in the regular classroom: challenges and the way forward, *Edo Journal of Counselling*, 3(1), 144-151.
3. Qaraqish, S. R. (2008). Attitudes of special education teachers and general education teachers towards inclusion in regular classrooms in light of some variables (in Arabic). *The Arabic Journal for Special Education (published by the Arabia Academy for Special Education)*, 13, 175-231.
4. Mohammed, Y.S. (2022). Attitude of Teachers towards Children with Disabilities in Early Childhood Centres in the Sissala West District. *International Journal of Innovative Science and Research Technology*, 7(8), 1537-1543.

5. Salovita, Timo (2022). Teachers' Changing Attitudes and Preferences around Inclusive Education. *International Journal of Disability, Development and Education*, 69(6), 1841-1858
6. Srinivasarao (2022). Attitude of Secondary School Teachers towards Inclusive Education: A Study in Visakhapatnam District. *International Journal of Creative Research Thoughts*, 10(9), 61-76.