

“Perspectives of trainee teachers on inclusive education”

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ABSTRACT:

“Being a disable is not a distraught, but the right is to access an inclusive education”

The present study aimed at identifying knowledge, attitude and concerns of trainee teachers towards inclusive education. Imparting proper knowledge is the vital role played by the teachers in student’s learning process. An effective success of achieving inclusive can be possible through training as well as adequate knowledge and proper attitude towards it. In order to attain this, the researcher has framed objectives followed by research questions. Samples were selected randomly and data were obtained through online and analyzed the same through pie diagram. The trainees have moderate knowledge about inclusive education and showed neutral attitude towards the same. It is a need of the hour for the schools to provide more educational needs training, sufficient learning support providers and educational stakeholders must specialize courses so that implementing special educational needs (SEN) strategies can be made effectively and to bridge the gap of theory and practice in the general classroom.

Key words: inclusive education, CSEN, trainees, perspective and attitude

INTRODUCTION:

Education for all is really meant to access education for everyone irrespective of their disabilities. Inclusive is a platform where every disabled child gets a right to get an education with normal students in general classroom. As a part of B.Ed curriculum, the trainees understand and consider it seriously in addressing with inclusive education.

Inclusive education allows the inclusion with regular children and children with special needs by placing them together in mainstream classes, to be taught and instructed by

mainstream teachers. It is considered a way to create an environment that can give all children access to education (Sanjay Singh, 2013).

If the right to education for all is to become a reality, we must ensure that all learners have access to quality education that meets basic learning needs and enriches lives. Still, today, millions of children, youth and adults continue to experience exclusion within and from education around the world. The UNESCO Convention against Discrimination in Education (2008) and other international human rights treaties prohibit any exclusion from or limitation to educational opportunities on the bases of socially ascribed or perceived differences, such as sex, ethnic origin, language, religion, nationality, social origin, economic condition, ability, etc (Richel .C, 2014).

NEED AND SIGNIFICANCE OF THE STUDY:

The success of inclusive education is dependent on the support of teachers at grass root level in the education system. In such scenario teachers' attitude is one of the striking features in determining the effectiveness of inclusion. So, trainee teachers can be trained in the same path so that they can inculcate the practice of handling disabled students. It is said that teachers under pre-service are guided by their beliefs and values about the importance of inclusion are able to implement it effectively and also able to improve the classroom performances in of children with special needs.

In this way, the investigator felt the need to take up the study and find out the knowledge, attitude and concerns about inclusive education.

REVIEW OF RELATED LITERATURE:

1. **Lalitha Subramaniam** (2017) explored the relationship between attitude, knowledge and competency skills of regular school teachers pertaining to children with special needs. The attitudes, concerns and competency skills were measured using 4 point rating scales. Results of the study indicated significant correlations between knowledge about CSEN and attitudes towards disability and teacher efficacy for inclusive practices; attitudes towards disability and attitudes towards inclusive practices and attitudes towards inclusive education and concerns about inclusive

education and teacher efficacy for inclusive practices. The findings offers insight into preparation of training programs for teachers for successful implementation of inclusive education.

2. **Elisabeta Kafia** (2014) conducted research in Albania, encouraged teachers to reflect upon and discuss their understanding of the competences needed for inclusive education. Based on their experience, they identified a number of skills they considered of vital importance in modifying their teaching methods, classroom management and relationship with students and parents in order to accommodate the demands of an increasingly diverse group of students. The responses provided in this paper clearly demonstrate that while inclusive education is not an unknown concept to most teachers, it is not properly addressed in pre-service teacher education programmes or sufficiently implemented and coordinated in in-service teacher education.
3. **Sanjay Singh** (2013) conducted a study on perception of teacher trainees towards inclusive education. He also found that attitude and knowledge can also effect the success of implementation of inclusive education and as such it is necessary to explore the attitudes of teachers' trainees towards inclusion. The major findings of the study were there is a significant difference between the attitudes of male and female teachers towards inclusive education.

OPERATIONAL TERMS DEFINED:

1. **Inclusive Education:** means that all students attend and are welcomed by their neighbourhood 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 ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. Students participate in the education program in a common learning environment with support to diminish and remove barriers and obstacles that may lead to exclusion.
2. **CSEN:** refers to children with learning problems or disabilities that make it harder for them to learn than most children the same age.
3. **Trainees:** the one who pursues bachelors of education course and training

4. **Perspective:** a particular attitude towards or way of regarding something; a point of view.
5. **Attitude:** a settled way of thinking or feeling about something, a position of the body indicating a particular mental state.

OBJECTIVES:

1. To study knowledge, attitude and concerns of trainees towards inclusion.
2. To identify the obstacles faced by the future teachers in understanding inclusive education.
3. To find out the awareness towards inclusion by the trainees.
4. To find out the reasons for successful implementation of inclusive education.

RESEARCH QUESTIONS:

1. Whether the trainees have positive attitude and concerns towards inclusion?
2. Why we need inclusive education in the society?

PROCEDURE OF THE STUDY:

To conduct the study, the researcher as a lecturer also tried to understand the attitude of trainees in depth towards inclusive education. For this purpose, the researcher has prepared certain questions in order to acquire data on inclusive education. The researcher obtained data with the help of google form. With the help of this, the researcher could analyse data easily and more effectively. In this way the researcher could complete the study their concerns towards inclusion. The result showed that trainees have showed moderate attitude towards inclusive education.

METHODOLOGY:**1. Samples and sampling technique:**

For the present study, the investigator selected all the trainee teachers through adopting purposive sampling technique. The total samples were taken for the study is 50 trainees.

2. Method and tool:

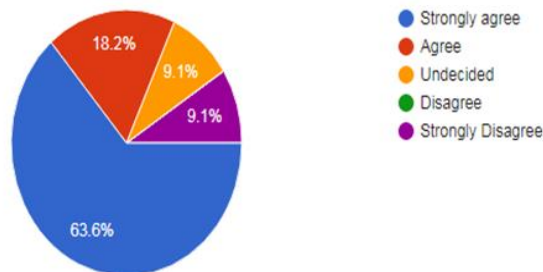
Survey method has followed by the researcher and self prepared questionnaire was used to obtain data through Google form.

3. **Statistical technique:** percentage analysis was used.

Data analysis and interpretation:

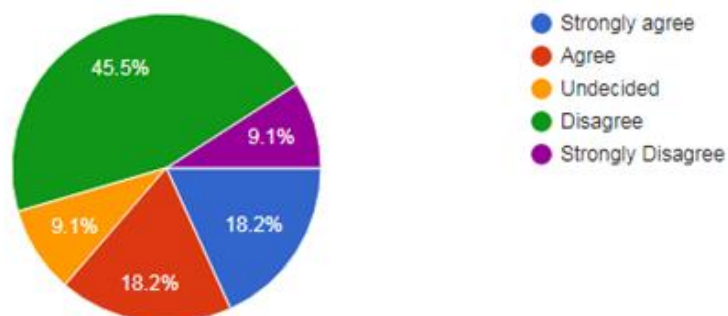
The researcher has analyzed data in the form of pie chart as interpreted below:

1. **I believe that every child regardless of disabilities has the right to be educated in the regular class.**



The above pie diagram reflects that trainees strongly agree with 63.6%, 18.2% agree, 9.1% undecided and 9.1% for strongly disagree for the given statement. So based on their opinion we can conclude that every child regardless of disabilities has the right to be educated in the regular class.

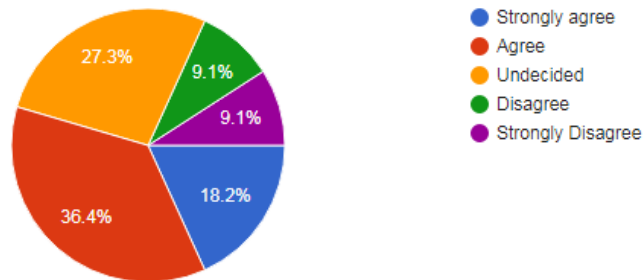
2. **It is difficult to teach students with disabilities in inclusive schools.**



The above pie diagram states that trainees disagree with 45.5%, 18.2% strongly agree, 18.2% agree, 9.1% strongly disagree and 9.1% for undecided for the above mentioned statement. In

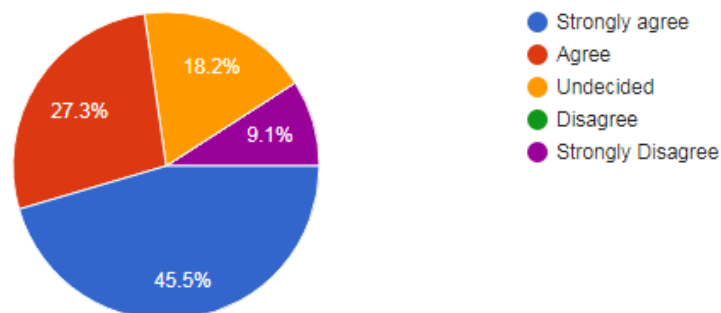
this way we can say that most of the trainees not feel difficult to teach students with disabilities in inclusive schools. In fact students opined that they are ready to support them.

3. The inclusion of students with disabilities in regular classroom is beneficial to others.



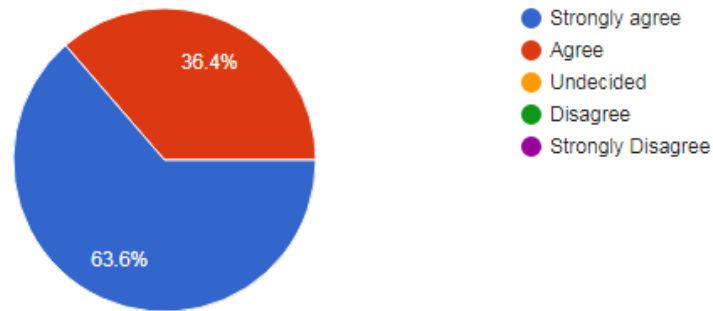
The above pie diagram reveals that trainees agree with 36.4%, undecided with 27.3% strongly agree with 9.1%, strongly disagree and disagree 9.1% for the above given statement. So we can say that most of the trainees opined that inclusion of students with disabilities in regular classroom is beneficial to others.

4. Lack of resources may make inclusive teaching impossible.



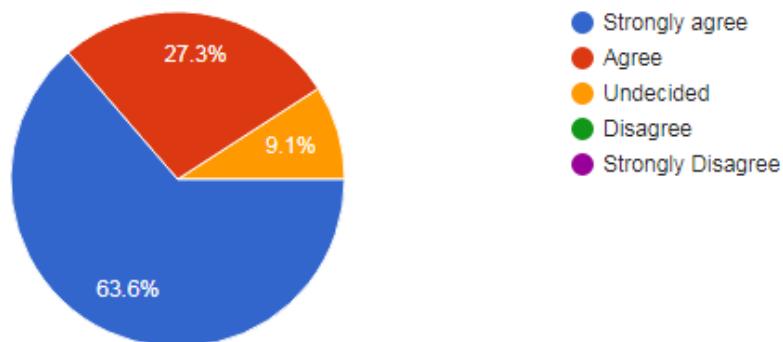
The above pie diagram states that trainees strongly agree with 45.5%, 27.3% agree, 18.2% undecided and strongly disagree with 9.1% for the above mentioned statement. In this way we can say that the trainees feel difficult to teach students with lack of resources in inclusive schools.

5. Teachers should consider the needs of learners when they present the lesson in inclusive class.



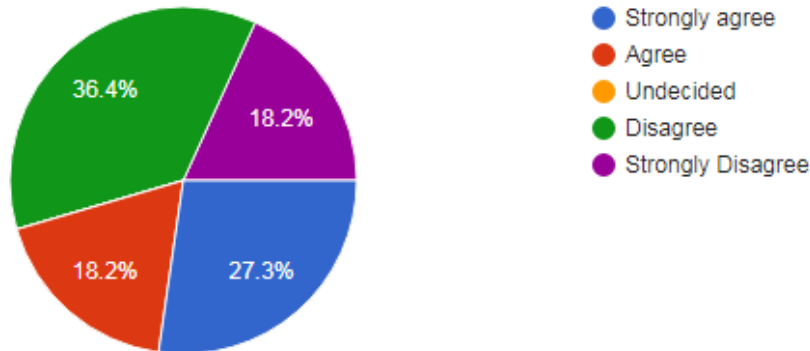
The above pie diagram reflects that trainees strongly agree with 63.3% and agree with 36.4% for the above mentioned statement. So we can say that trainees opined, teachers should consider the needs of learners when they present the lesson in inclusive class.

6. I will be ready to support children with disabilities if I get training on inclusive education.



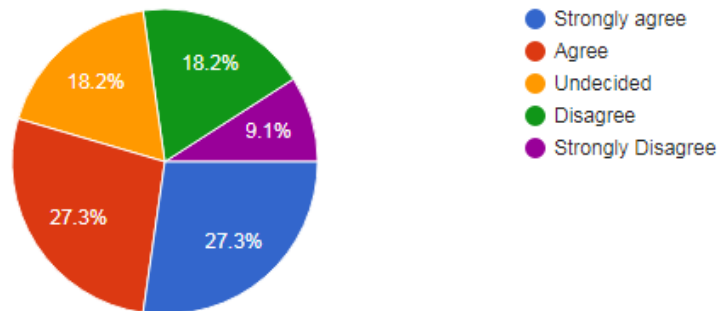
The above pie diagram states that trainees strongly agree with 63.3%, 27.3% agree and 9.1% undecided for the above mentioned statement. In this way we can say that most of the trainees ready to support children with disabilities, if they get training on inclusive education.

7. Inclusive teaching sounds good in theory but does not work effectively.



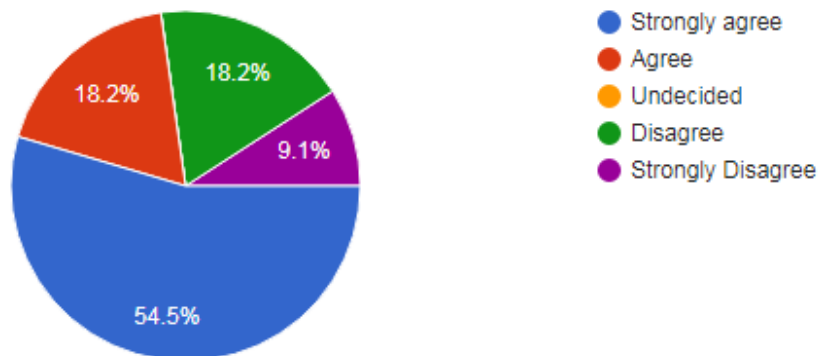
The above pie diagram reveals that trainees disagree with 36.4%, 18.2% strongly disagree, 18.2% agree and strongly disagree with 18.2% for the above mentioned statement. In this way we can say that trainees have opined it sounds good in theory but does not work effectively.

8. Inclusive education system is more cost effective than special education.



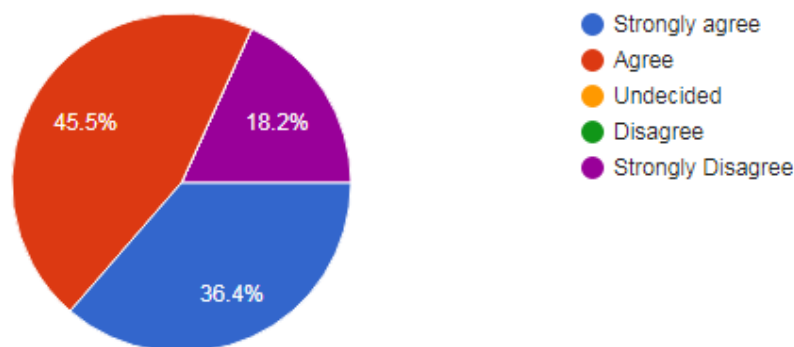
The above pie diagram reveals that trainees agree with 27.3%, 27.3% strongly agree, 18.2% disagree, 18.2% undecided and 9.1% strongly disagree for the above mentioned statement. In this way we can say that inclusive education system is more cost effective than other education system.

9. Inclusive teaching increases teacher's workload.



The above pie diagram reflects that trainees strongly agree with 54.5%, 18.2% strongly agree, 18.2% disagree and 9.1% strongly disagree for the above mentioned statement. In this way we can say that most of the trainees opined that inclusive teaching increases teacher’s workload.

10. It is a good practice to teach students with disabilities in inclusive setting (classes).



The above pie diagram states that trainees agree with 45.5%, 36.4% strongly agree and 18.2% strongly disagree for the above mentioned statement. In this way we can say that they feel it is a good practice to teach students with disabilities in inclusive setting.

Conclusion:

To conclude we can say that it is very important on the teachers part their willingness and concern to work in inclusive schools in dealing with special educational needs learners. To enhance the knowledge of teachers towards inclusive education, schools need to provide more special educational needs training, sufficient learning support providers and educational resources as well as in-depth specialization courses that provide specialized practices for

implementing the special education strategies in their classrooms. Schools can also offer some teaching strategies on how to bridge theory and practice. Learning Support Programs and the actual delivery of these programs should be developed in terms of individualized education plan (IEP) provision, curriculum modifications and classroom adaptations that are appropriate for students with special educational needs.

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