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TRAINEE TEACHERS' PERCEPTION TOWARDS INCLUSIVE EDUCATION FOR THE CHALLENGED CHILDREN

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Abstract: The children with disabilities are facing difficulties in day to day life. Still, most of the peoples have negative attitude about these children. This study particularly aimed at investigating the perception of trainee teachers' towards inclusive education for the challenged children. For investigation, the authors have selected only trainee teachers as a respondents. Because teachers is the chief and crucial factor of education process as a social reformer. Survey method was used to collect the data and it analysed through quantitative approach. A Likert type attitude scale was used and administered on 109 trainee teachers (Secondary level) of two B.Ed. colleges of Birbhum District, which were selected by using stratified random sampling technique. The major findings are: i. 60% trainee teachers' possess positive perception towards inclusion of the challenged children, ii. Female trainee teachers possess more favourable perception, iii. Pre-service trainee teachers' perception is more favourable, iv. Trainee teachers' in the age group 22-31 years possess more favourable perception, v. Trainee teacher possess negative perception who have tackle more challenged children, vi. In-service trainee teachers having more years of teaching experience possess more favourable.

Key Words: Special Education, Inclusive Education, Trainee Teachers

Introduction: The term 'Inclusion' refers a philosophy that brings student, families, educators and community members together to create school and other social institutions based on acceptance, belonging and community (Kaur & Singh). Kalita define, Inclusion is an educational approach and philosophy that provides all students with community membership and greater opportunities for academic and social achievement (Kalita, 2017). The term inclusive education was first adopted in a world conference on "Special Needs Education: Access and Quality" which was held at Salamanca, Spain (1994). Inclusive education refers it is the idea where the teachers imparted education to the learners without any discrimination and accepting students with disabilities. The inclusive education is focused to the persons with disabilities to complete education in normal school environment. In India exceptional children are still excluded in many institutions. But this approach will help to the learners to complete his/her education in general education system so that they can develop their social, emotional and psychological level as well.

The history of the education of exceptional children are not new for India, after independence Kothari commission (1964) was first emphasised on the policy of integration. Although, Sargent's report (1944) was use the term earlier, therefore, it called the landmark of 'integration policy'. Dr. Kothari also stated that the education should be inseparable part of general education. NPE 1986 also focused on the inclusive education. Further, different provisions, legislations and act was passed on the favour of the right of the person with disabilities like The Mental Health Act 1987, RCI Act. 1992, PWD Act. 1995 etc.

Education is closely related to society. Without education society cannot develop. Social development means it is not only to develop economically but also political, social, cultural, and emotional aspects also. Children is the pillar of future society, so the true education of the children can solely change the society as well. Still in India, often exceptional children are not only excluded from the education but also socially, politically, professionally, culturally etc. Yet, often peoples thinks that these such children are not able to do anything. In RTE Act. 2009 which represents the consequential legislation envisaged under Article 21-A of the Indian Constitution (86 Amendment) mentioned that 'all children in the age group of 6 to 14 years has a right to get full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.'

Education for all includes all the children or individuals those who have or have not exceptional in physical or mental. But still in many corner of the states of India, yet children are not getting the proper education for their disability. Therefore they are getting helpless to improve himself/herself. They need our support to set a goal so that they can easily make their future bright. These support will depends on the human perception which is differ from each other. Of course it is matter in the education of the children with special needs. Often people showing their negative attitude in this regard. Only education can help to change the perception of the peoples about these children. All the recommendations that have suggested by the various committees and commissions will only imply through a teacher. Teachers are playing a crucial role in all round

development of a child. They are not only teach subjects or provide knowledge in a particular subject or discipline but their attitude brings a positive thoughts to the learners to being more productive. Success of the students will depend on the teachers' attitude. Similarly the success of the children with special needs will depends upon the teachers.

Thus, it is very important for the teacher to being positive attitude about the inclusive education. Teacher is the key person to implement the inclusive education (Kalita, 2017). Hence in this study, it has been taken an attempt to know the perception of the trainee teacher about the inclusive education.

Review of Literature:

There have been many studies were conducted on inclusive education especially on the attitude of teachers at various levels of education. Among them few studies are discussed with their major findings. Kalita (2017), in his study investigated the attitude of the primary teachers towards inclusive education and found that most of teachers have moderate attitude towards inclusive education. Among them male teachers' attitude is higher than the female teachers', experience teachers' attitude towards inclusive education is slightly higher than the less experience teachers. Kaur and Singh, conducted a study on the attitude of student teachers towards inclusive education from the colleges of Faridkot and Bathinda district affiliated to Punjabi University. This paper revealed that student teacher have bad favourable attitude. Further male and female students, student teacher residing in rural and urban, student teacher studying in rural and urban colleges, student teachers belong to General, SC, OBC category possessed favourable attitude towards Inclusive Education. Kumar and Midha (2017) made a comparative study on inclusive education among the school teachers. It distinguished the attitudes of mainstream and special education school teachers towards inclusive education. He has found that teachers of mainstream school have more favourable attitudes than those of special schools, which may be one of the major causes of slow success of this system in India. In a study of Dimitrova and Chichevska (2014) parents attitude about inclusive education in Macedonia, indicate that, most of the parents accept inclusive education, but most of them still think the special school is better place for education of children with disability. Singh (2013) studied teacher trainees' perception towards inclusive education with 200 samples and he concluded that there is no significance difference in the perception of male, female and rural, urban teacher trainees. Zyoudi (2006) attempted an investigation on school teachers' attitude towards inclusive education in Jordan and emphasised on the factors which are influenced in the attitude of the teachers. The result revealed that teachers' attitude were found to be strongly influenced by the nature and severity of the disabling condition presented to them, the length of teaching experienced, and training. Ali,

Mustapha & Jelas (2006) in their study focused on teachers' attitude and their perceived knowledge towards inclusive education in Malaysia. The result revealed that teachers have positive attitude. They also agreed that inclusive education minimize negative attitude on special needs students and enhances interaction and inclusion among the students. They suggested there should be a clear guideline on the implementation of inclusive education.

Statement of the problem:

From the entire discussion of introduction and above literatures, the authors has formulated the title which may be stated as, "Trainee Teachers' Perception towards Inclusive Education for the Challenges Children".

Objectives of the study:

The following objectives were framed for the present study:

1. To explore the perception of the trainee teachers about inclusive education.
2. To investigate the in-service and pre-service trainee teachers perception towards inclusive education on the basis of their gender.
3. To investigate the trainee teachers perception towards inclusive education on the basis of their age.
4. To study the trainee teachers perception towards inclusive education on the basis of their service status.
5. To find out the in-service and pre-service trainee teachers perception towards inclusive education on the basis of no. of challenged children in their school.
6. To analyse the in-service and pre-service trainee teachers perception towards inclusive education on the basis of their years of teaching experience.
7. To measure the trainee teachers perception towards inclusive education on the basis of their habitat.

Hypotheses:

The following hypothesis have been formulated for this study:

H₀₁: There would be no significant mean difference between the male and female trainee teachers on the criteria of their respective scores on perception of trainee teachers towards inclusive education of challenged children.

H₀₂: There would be no significant mean difference among the different age group trainee teachers on the criteria of their respective scores on perception of trainee teachers towards inclusive education of the challenged children.

H₀₃: There would be no significant mean difference between the in-service and pre-service trainee teachers on the criteria of their respective scores on perception of trainee teachers towards inclusive education of the challenged children.

H₀₄: There would be no significant mean difference among the different no. of challenged children of the school of trainee teachers on the criteria of their respective scores on perception of the trainee teachers towards inclusive education of the challenged children.

H₀₅: There would be no significant mean difference among the different years of teaching experience of trainee teachers on the criteria of their respective scores on perception of the trainee teachers towards inclusive education of the challenged children.

H₀₆: There would be no significant mean difference among the rural, semi-urban, and urban habitat trainee teachers on the criteria of their respective scores on trainee teachers' perception towards inclusive education of the challenged children.

Delimitation of the study:-

The study was delimited to:

1. Only 109 in-service and pre-service trainee teachers from Birbhum District of West Bengal were considered for the study.
2. Sample selection was done by adopting purposive sampling technique.
3. Only one standardized test for data collection was used.

Research Design:

Present study was descriptive in nature. It was conducted on 109 teacher trainees from Birbhum District. Data was collected and analysed quantitatively with the help of interview, questionnaire etc.

Population:-

All the general B.Ed. college students from public and private institutions (fresher and deputed) of West Bengal are population of the study.

Sample:-

The investigator collected data from 109 trainee teachers (secondary) by using purposive sampling technique. Sample were collected from two teachers' training colleges of Birbhum district. Among the samples 46 were male and 63 were female in age group 20-51.

Table No. 1: Demographic Data Sheet

Variable		Total no.	%
Gender	Male	46	42.20
	Female	63	57.80
Age(in years)	22-31	84	77.06
	32-41	14	12.84
	42-51	11	10.09
Service status	In-service	29	26.61
	Pre-service	80	73.39
No. of challenged children	1-20	21	80.77
	21-50	5	19.23
Years of teaching experience	4-14	20	71.43
	15-25	8	28.57
Habitat	Rural	53	48.62
	Semi-urban	13	11.93
	Urban	43	39.45

Variable:

- a. **Dependent Variable:** In-service and pre-service trainee teachers' perception about inclusive education of challenged children.
- b. **Independent Variables:** Gender, age, years of teaching experience, habitat, service status, no. of challenged children of the school.

Measuring Instrument:-

For collection of data the investigator used "Teachers' Perception Towards Inclusive Education (TPTIE)" Rating scale by Ali et. al. (2006) and adopted in Bengali version by the investigators. The scale consists of 18

items. The scale is Likert's type 3 point scale (Agree, Undecided and Disagree). The scores for positive statements carry as 3,2,1 and for negative statements as 1,2,3. Maximum possible score is '54' and minimum possible score is '18'.

Collection of Data:-

Data was collected individually from all sample trainee teachers. Before collection of data the investigator multiplied the data gathering instrument and served to all concerned sample trainee teachers. After collection of data in the instrument the investigator cleaned and

quantified the data as much as possible and tabulated systematically for further statistical analysis.

• **Testing Hypotheses:**

H₀₁: There would be no significant mean difference between the male and female trainee teachers on the criteria of their respective scores on perception of trainee teachers towards inclusive education of the challenged children.

Table No.: 2

Variable	Types	Total No.	Total score	Mean	S.D	DF	t-value	0.05
Gender	Male	46	1980	43.04	3.47	45	-0.45	1.98 N.S.
	Female	63	2742	43.52	3.18	62		

The above table (Table No 2) showing trainee teachers' perception on the basis of their gender.

Interpretation: From the above table it was noticed that the null hypothesis-1 is retained at 0.05 level of significance.

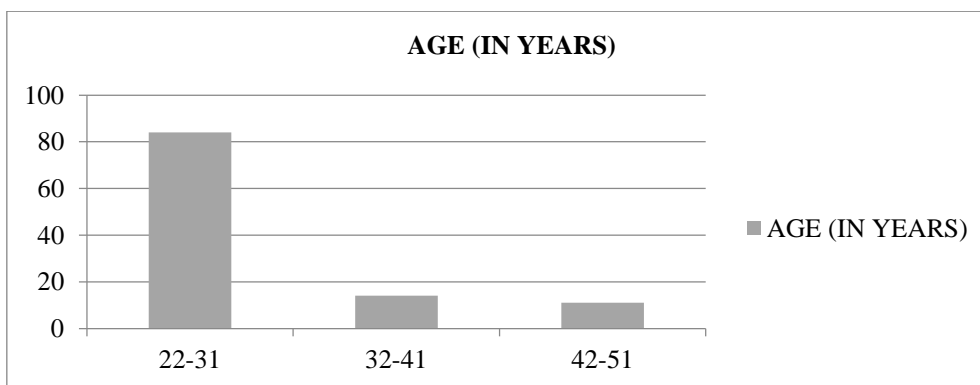
H₀₂: There would be no significant mean difference among the different age group trainee teachers on the criteria of their respective scores on perception of trainee teachers towards inclusive education of the challenged children.

Table No.-3

Variable	Age Group	Total No.	Total Score	Mean	S.D	DF	F-value	0.05
Age (in years)	22-31	84	3652	43.48	3.21	83	1.05	N.S
	32-41	14	606	43.29	3.03	13		
	42-51	11	461	41.91	4.44	10		

The above table shows the trainee teachers' perception towards inclusive education of challenged children on the basis of their age.

Graph No. 1



From the graphical representation it can be seen that the age group of 22-31 is highly response than the other two age groups about the perception towards inclusive education of the challenged children on the basis of their age.

Interpretation: From the above table and graph it is found that the null hypothesis (H₀₂) is not significant, so that the null hypothesis has retained.

H₀₃: There would be no significant mean difference between the in-service and pre-service trainee teachers on the criteria of their respective scores on perception of

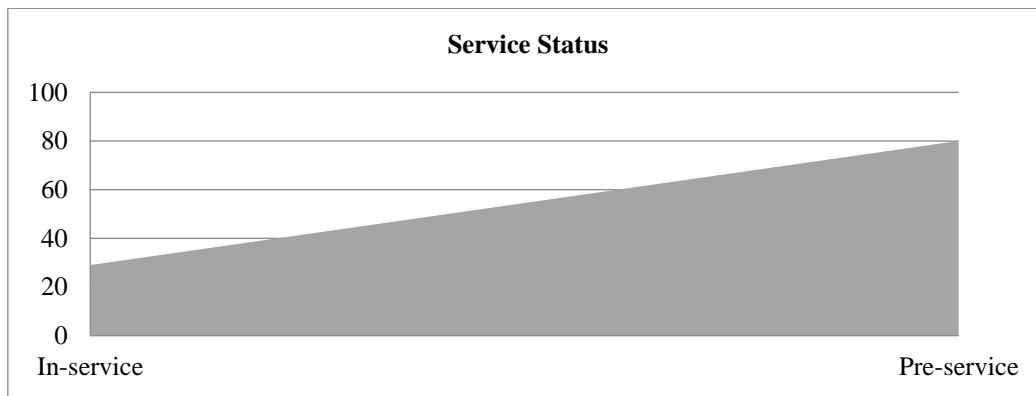
trainee teachers towards inclusive education of the challenged children.

Table No. 4

Variable	Types	Total No.	Total score	Mean	S.D	DF	t-value	0.05
Service status	In-service	29	1238	42.69	3.82	28	-0.81	1.98 N.S
	Pre-service	80	3480	43.50	3.13	79		

The above table showing trainee teachers perception towards inclusive education of the challenged children on the basis of their service status.

Graph No. 2



Graphical representation of the trainee teachers' perception towards inclusive education of the challenged children on the basis of their service status.

Interpretation: From the above table and graph it was notice that the null hypothesis (Ho3) is not significant so it retained.

H₀₄: There would be no significant mean difference among the different no. of challenged children of the school of trainee teachers on the criteria of their respective scores on perception of trainee teachers towards inclusive education of the challenged childre

Table No. 5

Variable		Total no.	Total score	Mean	S.D	DF	t-value	0.05
No. of challenged Children	1-20	21	896	42.67	4.05	20	0.95	2.06 N.S
	21-50	5	203	40.06	1.2	4		

The above table showing trainee teachers' perception towards inclusive education of the challenged children on the basis of no. of challenged children of their school

Interpretation: From the above table it was notice that the null hypothesis (Ho4) is retained.

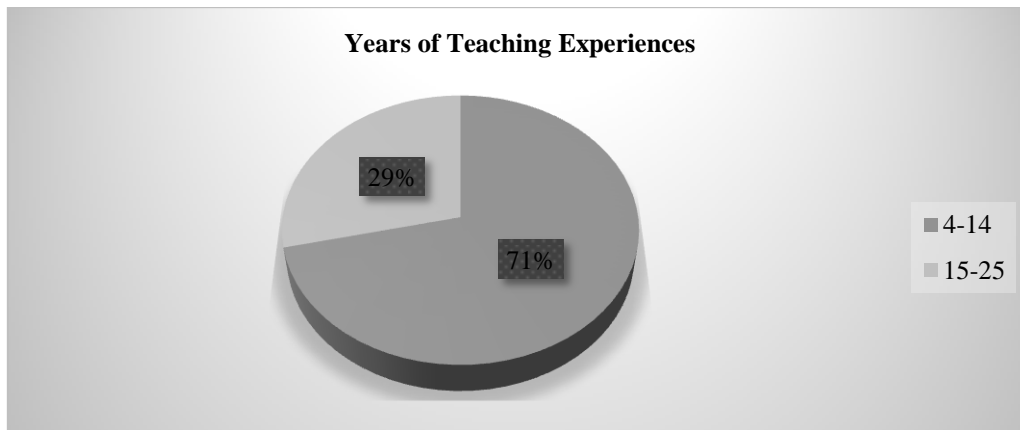
H₀₅: There would be no significant mean difference among the different years of teaching experience trainee teachers on the criteria of their respective scores on perception of trainee teachers towards inclusive education of the challenged children.

Table No. 6

Variable		Total no.	Total score	Mean	S.D	DF	t-value	0.05
Years of teaching experience	4-14	20	850	42.5	3.73	19	-0.15	2.06 N.S
	15-25	8	343	42.88	4.17	7		

The above table showing trainee teachers perception towards inclusive education of the challenged children on the basis of their years of teaching experience.

Graph No. 3



Graphical presentation of the trainee teachers’ perception towards inclusive education of challenged children on the basis of their years of teaching experience.

Interpretation: From above table and graph it is observed that the null hypothesis (Ho5) is not significant so the hypothesis is retained.

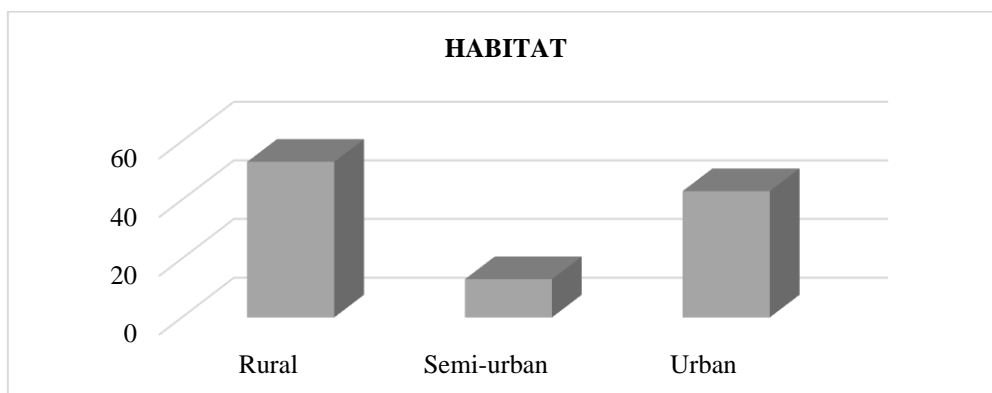
H₀₆: There would be no significant mean difference among the rural, semi-urban and urban habitat trainee teachers on the criteria of their respective scores on trainee teachers’ perception towards inclusive education of the challenged children

Table No. 7

Variable	Types	Total No.	Total score	Mean	S.D	DF	F-Value	0.05
Habitat	Rural	53	2307	43.53	3.08	52	-52.35	0.65 N.S
	Semi-urban	13	546	42	3.46	12		
	Urban	43	1865	43.37	3.45	42		

Table No. 7 showing trainee teachers perception towards inclusive education of the challenged children on the basis of their habitat.

Graph No. 4



Graphical presentation of the trainee teachers’ perception towards inclusive education of the challenged children on the basis of their habitat.

Interpretation: Teachers’ attitude on the basis of habitat it is found that the null hypothesis (Ho6) is not significant. Hence, this hypothesis also retained.

Major Findings:

- i. 60% trainee teachers' possess positive perception towards inclusion of the challenged children.
- ii. Female trainee teachers possess more favorable perception.
- iii. Pre-service trainee teachers' perception is more favorable.
- iv. Trainee teachers' in the age group 22-31 years possess more favorable perception.
- v. Trainee teacher possess negative perception who have tackle more challenged children.
- vi. In-service trainee teachers having more years of teaching experience possess more favorable.
- vii. Trainee teachers from rural habitat possess more favorable.

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