

**ARE THE PROSPECTIVE TEACHERS AT SECONDARY LEVEL AWARE ABOUT INCLUSIVE
EDUCATION?**

Paper submitted by

Dr. Mumthas, N.S.
Associate Professor,
Farook training College, FarookCollege Po
Calicut,
mumthasns@yahoo.co.in

&

E.Shamina

For
National Seminar on

Quality Concerns in Education

At

UNIVERSITY OF CALICUT
(2011-November-11)

ARE THE PROSPECTIVE TEACHERS AT SECONDARY LEVEL AWARE ABOUT INCLUSIVE EDUCATION?

Abstract

By recognizing the potentiality of education, every society has committed itself to the universalization of education with an aim of providing 'Quality Education for All.' The governments and the communities ought to ensure that every section of society gets equality of opportunity and necessary inputs for effective participation in the educational process. In order to address the issue of inclusive education there is a wide spread acceptance that teacher training institutions must ensure that teachers are trained to teach effectively in classrooms where there are students with a variety of learning needs. In a study involving teachers in USA it was found that only 29 percent of general educators felt that they had enough expertise or training in inclusion (Hobbs and Westling 2002). The present study is an attempt to find out whether the prospective teachers have adequate awareness on the concept of inclusive education through an Awareness Test on Inclusive Education (Mumthas& Shamina, 2010). A sample of 300 prospective teachers at secondary level from various teacher-training institutions of Malappuram and Calicut districts were selected for the study. Test of significance of difference between means and one-way ANOVA were used for the analysis of data. It is found that prospective teachers do not have adequate Awareness on Inclusive Education and it does not differ significantly irrespective of their gender, locale of Institution and type of management of institution. The mean value of prospective teachers in science occupies first position followed by prospective teachers in commerce, social science and language. The study suggests that adequate training programs on Inclusive Education should be given to prospective teachers for successful implementation of Inclusive Education.

ARE THE PROSPECTIVE TEACHERS AT SECONDARY LEVEL AWARE ABOUT INCLUSIVE EDUCATION?

By recognizing the potentiality of education, every society has committed itself to the universalization of education with an aim of providing 'Quality Education for All.' The objective 'Education for All' is possible only when students with special needs get equal opportunities for education. Children with special needs are those who deviate mentally, socially, educationally, physically or culturally from normal children. Such children need special educational care and their learning problems are to be tackled in a special manner. Educating these disabled children is a challenging task in human resource development. Inclusion offers a different perspective on the education of children with disabilities in ordinary schools. Inclusion means all children are welcome regardless of differences. While talking about inclusive schools it is important to remember that, everyone in the school should be involved in inclusion. A team approach is very crucial to inclusion. Teachers should have the capacity to work within a collaborative framework to meet the universe needs of all individual students.

In order to address the issue of inclusive education there is a wide spread acceptance that our regular education sector must ensure that teachers are trained to teach effectively in classrooms where there are students with a variety of learning needs. A number of researches have concluded that successful implementation of inclusion reforms depends largely on the goodwill of educators. In a study involving teachers in USA it was found that only 29 percent of general educators felt that they had enough expertise or training in inclusion (Hobbs and Westling 2002). In the light of this and other research findings(Cook et al,2000; Horne& Timmons,2009), these authors suggest that the degree of success of inclusion can be related to several factors, perhaps the most important being teacher's perception, attitudes and opportunity for collaboration.

Teacher development is at the heart of initiatives for inclusive practices in schools. To overcome the history of exclusion and more forward we need more than a rudimentary knowledge of the various disabling conditions. We need a fundamental change in the way we think about our life. Teachers need a change in attitude, a change that re-defines people with disabilities as of equal value to our society. Above all our regular education sector of which we are a part requires the energy, strength and coverage to move forward shattering all irrelevant educational concepts and philosophy.

Teacher requires right type of awareness and attitude on various aspects of disabilities, causes and characteristics, identification and assessment, teaching and training methods and guidance and counseling to the children with disabilities, their parents and community. Such an awareness and attitude lead to better competencies in teachers. A teacher with right type of awareness, attitude and competencies is an asset to any institutions offering programs for the disabled. By considering all these factors, the investigator wants to know whether the prospective teachers have adequate awareness on the concept of inclusive education.

Objectives

The objectives set for the study are

1. To find out the extent of Awareness on Inclusive Education among prospective teachers at secondary level.
2. To test whether there exist significant difference in the mean scores of Awareness on Inclusive Education among prospective teachers at secondary level based on their gender, locale of institution, type of management of institution and subject of specialization.

Methodology

Stratified random sampling technique was adopted to draw a representative sample of 300 prospective teachers at secondary level from different training colleges of Malappuram and

Calicut districts. Necessary weightages were given to the gender(Male=62,Female=238);locale of institution(Rural=165,Urban=135); type of management of institution(Government=32,Aided=36,Unaided=232) and subject of specialization(Language=107,Science=123, Social studies=56,Commerce=14). ‘Awareness test on Inclusive Education’ (with reliability coefficient 0.72 and concurrent validity 0.70) developed by Mumthas & Shamina, 2010 was used for collecting the required data. The data was analyzed using test of significance of difference between means for large independent samples.

Analysis and discussions

a. Extent of Awareness on Inclusive Education among Prospective Teachers at

Secondary Level

The extent of Awareness on Inclusive Education among prospective teachers at secondary level is 20.10. The mean score of Awareness on Inclusive Education reveals that prospective teachers are not much aware about the concept inclusive education, as their mean score is just half of the total score.

b. Group Difference of Awareness on Inclusive Education among Prospective Teachers a Secondary Level based on their gender and locale institution.

Table 1 demonstrates that the Awareness on Inclusive Education among prospective teachers at secondary level do not differ irrespective of their gender, and locale of institution ($p>0.05$).

Table 1: Test of Significance of Difference between Means of Awareness on Inclusive Education among prospective teachers at secondary level based on their gender and locale of institution.

Groups Compared	N	Mean	SD	t value
Male	62	19.96	4.10	0.24
Female	238	20.13	4.89	
Rural	165	19.79	5.23	1.24
Urban	135	20.47	4.03	

c. Group Difference of Awareness on Inclusive Education among Prospective Teachers at Secondary Level based on Type of Management of Institution.

Analysis of variance of Awareness on Inclusive Education among prospective teachers at secondary level is calculated for the sub-samples based on type of management of institution viz., government, aided and unaided institutions in order to determine whether the sample means differ from one another to a greater extent. The result of variance of Awareness on Inclusive Education among the sub samples based on type of management of institution is given in Table 2

Table 2: Data and Result of Analysis of Variance of Awareness on Inclusive Education among Prospective Teachers at secondary level based on Type of Management of Institution.

Source of Variation	sum of squares	df	mean square	F
between group	24.37	2	12.18	0.54
With in group	6690.62	297	22.52	
total	6715.00	299		

Table 2 implies that there is no significant difference in the mean scores of Awareness on Inclusive Education among prospective teachers at secondary level under government, aided and unaided institutions.

d. Group Difference of Awareness on Inclusive Education among prospective Teachers based on Subject of Specialization

Analysis of variance of Awareness on Inclusive Education among prospective teachers at secondary level is calculated for the sub-samples based on subject of specialization viz., prospective teachers in language, social science, science and commerce in order to determine whether the sample means differ from one another to a greater extent. The result of variance of Awareness on Inclusive Education among the sub samples based on the subject of specialization is given in Table 3

Table 3: Data and Result of Analysis of Variance of Awareness on Inclusive Education among prospective teachers at secondary level based on subject of specialization

Source of Variation	sum of squares	df	mean square	F
between group	212.92	3	70.97	3.23*
With in group	6502.07	296	21.96	
total	6715.00	299		

*indicates $P < 0.05$

Since the main effect of subject of specialization on Awareness on Inclusive Education among prospective teachers is found to be significant, group difference was found out by means of t test. The data and result are presented in Table 4

Table 4 : Data and Result of Test of Significance of Difference between Means of Awareness on Inclusive Education based on Subject of Specialization

Subject	Number	Mean	Standard Deviation	t Value
Science	123	21.09	4.33	2.83**
Language	107	19.33	5.09	
Science	123	21.09	4.33	0.91
Commerce	14	20.00	4.24	
Science	123	21.09	4.33	2..32*
Social Science	56	19.39	4.71	
Language	107	19.33	5.09	0.49
Commerce	14	20.00	4.24	
Social Science	56	19.39	4.71	0.47
Commerce	14	20.00	4.21	
Social science	123	19.39	4.71	0.09
Language	14	19.33	5.09	

* indicate $P < 0.05$

** indicate $P < 0.01$

Table4 reveals that prospective teachers specializing in science and language and prospective teachers specializing in science and social science differ significantly in their Awareness on Inclusive Education. The mean value of prospective teachers in science occupies first position followed by prospective teachers in commerce, social science and language.

Conclusion

The mean scores of Awareness on Inclusive Education reveal that prospective teachers at secondary level are not much aware about the concept inclusive education, as their mean score is just half of the total score. It is also found that Awareness on Inclusive Education among prospective teachers at secondary level do not differ significantly irrespective of their gender, locale of institution and type of management of institution. Based on the subject of specialization prospective teachers specializing in science and language and in science and social science differ significantly in their Awareness on Inclusive Education. The mean value of prospective teachers in science occupies first position followed by prospective teachers in commerce, social science and language.

So in the present society, for the effective implementation of inclusive education, it is very urgent that prospective teachers are need to be trained in understanding the special needs of children with disabilities. Following are some implications for successful inclusion in regular stream.

- It is ideal to include a separate paper on ‘Children With Special Needs’ in pre- service teacher preparation course itself
- Provide student teachers more organized school based training in inclusion.
- Strengthen inclusive education content and methods at pre- service teacher preparation level.
- Teacher education institutions need to create conducive environment to meet these objectives.
- Organizational changes for promoting effective learning are needed in practice teaching schools.

- Practice on different strategies of inclusive education should be given to teacher trainees.
- Provide awareness through seminars, meeting and private talk with parents of differently abled children.
- Seminars, symposium, documentaries etc can be effectively utilized for disseminating the Awareness on Inclusive Education

As an individual teacher you are not always in a position to promote a culture of shared values in your school, but you can improve your class room practices to promote better inclusion and in doing so act as an example of what is possible for others.

Bibliography

Hobbs, T., & Westling, D.L. (2002). Mentoring for inclusion: A model class for special and general educators. *Teacher Educator*, 37(3), 186-201.

Cook, B.G; Tankersley, M; Cook L; & Landrum, T. (2000). 'Teacher's Attitude towards their included students with disabilities'. *Exceptional Children*. 67(1), 115-135.

Horne P, E., & Timmons, V. (2009). Making it work: Teacher Perceptive on inclusion. *International Journal of Inclusive education*. 13 (3), 273-286.

Pur,K. M.(2008). 'Equality, Quality and Quantity'. *Challenges in Inclusion in Education of Children and Youth with disabilities*. New Delhi: Government of India.

Peters,S.(2006). *Inclusive Educations An EFA strategy for all children*. Washington, DC: World Bank