

ATTITUDE OF PRE-SERVICE TEACHERS TOWARDS INCLUSIVE EDUCATION IN RELATION TO SOCIAL ADJUSTMENT

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Abstract: Education is very effective tool of making a good life of every one. May be the human is normal or disable, every human has right to get equal education but sometimes physically disable children cannot take the benefits of education because of their disabilities. Some people thinks that disable children need special requirements. So according to their requirements the facilities should be provided by only those educationists who are expert in special education give attention towards such students. Every teacher play major role in the life of students but for inclusive education we need those teachers who understand both type of students (Normal and Disable) means same platform for all. So there should such type of educational program who give equal opportunities for getting equal education.

Key Words: Inclusive Education, Disabilities, Educational Program.

1. INTRODUCTION:

As we know the number of special teacher are very less and general teacher come to teach such students who disable their attention and dedication not up to that level which is required at that time. They normally feel uncomfortable in that situation. At the time of training of Pre-Service teacher if we try to focus on such issue then it may be helpful for all.

Inclusive education is a pairing of philosophy and pedagogical practices that help to learn and develop the full potential of students. It is based on the values and beliefs of the students which help to increase the positive integrations of students with peers and others in school communities. The education system rejects the use of special school or classrooms to separate students with disabilities from students without disabilities. Inclusive education means children with and without disabilities participate and team together in the same classes. It is based on the idea to develop and design such classroom, programs and activities in which all students learn and participate together. It emphasizes the need for opportunities for equal participation for any student's whit disabilities or special needs in the education system. Social adjustment is an effort made by an individual to cope with standards, values and needs of society in order to be accepted. It can be defined as a psychological process. It involves coping with new standard and value. We live in a society and form opinion about others and others have opinions about us. We try to behave according to the norms of the society so that we can adjust with others. But it is not an easy task because the personality of each individual is a unique organization. This organization has to make special efforts to adjust with other unique organization. Social adjustment is the direction the teacher tries to instil adjustment skill in our students. Teacher should emphasis on the adjustment of the student in the school. They should help the student to cope with the existing situations of the school. They should contribute to improving the social environment of the school. Thus adjustment can be called the reaction to the demands and pressures of the social environment imposed upon the individual.

Attitudes reflect a tendency to classify objects and events and to react to them with some consistency. Attitudes are not directly observable but rather are inferred from the objective, evaluative responses a person makes. Thus, investigators depend heavily on behavioural indicators of attitudes what people say, how they respond to questionnaires, or such physiological signs as changes in heart rate. Attitude research is employed by social psychologists, advertising professionals, and political scientists, among others. Public-opinion researchers often attempt to distinguish attitudes from related concepts such as values, opinions, and knowledge.

2. LITERATURE REVIEW:

L. Peebles Jodi & Mendaglio Sal (2014) This quantitative study examined the impact of an inclusion course and a field experience on pre service teachers' self-efficacy for teaching in inclusive classrooms. Based on data collected from 141 participants, the results indicated that both the inclusion course and the field experience produced significant gains in self-efficacy. Participants with prior experience having people with exceptional needs had significantly higher levels of self-efficacy than those without prior experience. Also, the results showed that, during the field experience, as

pre-service teachers spent more time with direct, individual instruction with students with exceptional needs, and less time with observation and whole-class instruction, their self; efficacy was more likely to increase.

L. Varcoe & C. Boyle (2014): Research has demonstrated that an important factor in the Success of inclusive education is dependent upon teachers' attitudes. Based on this evidence, the present study investigated the impact of a range of teacher variables in association with training on primary pre-service teachers' attitudes by examining total inclusion scores, positive effect, training and perceived competence, and negative effect Three-hundred and forty-two participants from a metropolitan Australian University studying primary school education completed the Teacher Attitudes to Inclusion Scale (adapted). Comparisons were made between participants who had received training on special education, compared to those who had not. The analyses revealed that overall, studying a module on inclusive education had a positive influence over pre-service teachers' attitudes. The present study demonstrates the vital role that training institutions play in developing appropriate attitudes to inclusive education with significant issues around teacher training being examined.

3. OBJECTIVES OF THE STUDY

- There is no significant relationship between social adjustment and attitude towards inclusive education of pre-service teacher
- There is no significant relationship between social adjustment and attitude towards inclusive education of pre-service special teacher
- There is no significant difference between the mean scores of social adjustment of pre-service teachers and pre-service special teachers.
- There is no significant difference between the mean scores of attitude towards inclusive education of pre-service teachers and pre-service special teachers.

4. RESEARCH METHODOLOGY:

Source of Data: This study is based upon primary data which has been collected from the students of Special Educational Colleges affiliated from RCI and Panjab University.

Sample Size: The information was collected through questionnaire from 120 respondents from Educational Colleges.

Sampling Technique: Convenience sampling technique has been adopted for the study.

Tools for Analysis: 1. Social adjustment Inventory by Dr. R. C. Dev (Hindi)

2. Teacher Attitude towards Inclusive Education by Dr. Vishal Sood and Dr. (Mrs.) Arti Anand

STATISTICAL TECHNIQUE:

t- test and Correlation was used by investigator for analysis of data.

DELIMITATIONS OF THE STUDY:

- The sample size is limited to 120 respondents, so the result of the study cannot be considered as universal.
- The findings of the research are based on the assumption that respondents have given the correct information.
- The study was conducted only in Educational Colleges of RCI and Panjab University, so other potential samples outside these were not considered.

5. ANALYSIS:

Table-1.1 showing relationship between Social Adjustment and Attitude of Pre-Service general Males and Females

Sr. No.	Variables	Number	Mean	SD	r
1	SAI	60	85.81	28.26	0.07
2	TASTIE	60	107.2	10.11	

Interpretation: The above analysis shows that there will be significant relationship between Social Adjustment and Attitude of Pre-Service general Males and Females.

Table-1.2 showing relationship between Social Adjustment and Attitude of Pre-Service special Male and Female

Sr. No.	Variables	Number	Mean	SD	r
1	SAI	60	115.3	25.12	0.74
2	TASTIE	60	104.17	11.25	

Interpretation: The above analysis shows that there will be significant relationship between Social Adjustment and Attitude of Pre-Service special Males and Females.

Table-1.3 showing difference between the mean scores of social adjustment between pre-service general teachers and pre-service special teachers

Sr. No.	Variables	Number	Mean	SD	t-value	Level of significant
1	SAI (Gen.)	60	85.81	28.26	6.04	significant
2	SAI (Spe.)	60	115.3	25.12		

Interpretation: The above analysis shows that there will be significant difference between the mean scores of social adjustment between pre-service general teachers and pre-service special teachers.

Table-1.4 showing difference between the mean scores of Attitude between pre-service general teachers and pre-service special teachers

Sr. No.	Variables	Number	Mean	SD	t-value	Level of significant
1	TASTIE (Gen.)	60	107.2	10.11	0.07	Not significant
2	TASTIE (Spe.)	60	104.17	11.25		

Interpretation: The above analysis shows that there will be no significant difference between the mean scores of Attitude between pre-service general teachers and pre-service special teachers.

6. FINDINGS:

- There is significant relationship between Social Adjustment and Attitude of Pre-Service general Males and Females.
- There is significant relationship between Social Adjustment and Attitude of Pre-Service special Males and Females.
- There is significant difference between the mean scores of social adjustment between pre-service general teachers and pre-service special teachers.
- There is no significant difference between the mean scores of Attitude between pre-service general teachers and pre-service special teachers.

7. RECOMMENDATIONS:

The study may also be helpful in providing directions to the pre-service general teacher and pre-service special teacher to provide suitable facilities and congenial environment to promote inclusive education. The investigator suggests the following problems for further research in this specific area. The present study was limited on the pre-service teachers only. But at the work can be done on teachers of the other area. Urban and Rural students towards inclusive education may be studied. Urban and Rural teacher can be undertaken. A study may be undertaken on social adjustment in relation to other variable like home adjustment, physical adjustment, emotional adjustment, school adjustment and intellectual adjustment.

8. CONCLUSION:

From the above study, we can conclude that through prominent approach to prepare teachers for inclusive education mainly focused on higher level facilities. It helped to prepare new teacher for inclusive teaching. If pre-service teachers developed inclusive practices in real conditions, then these practices would be maintained throughout this teaching career. The main aim of introductory inclusive education to increase the confidence and positive attitude among teacher which helped to increase the abilities and also affect the students positively. By the inclusive educational programmes a teacher would provide the restrictive environment to educate students with disabilities in general education setting. It also helped to the teacher adjust the curriculum to meet the individual needs of students and have a more positive approach to inclusion.

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