



Mind-set towards inclusive education among B.Ed trainees in Pondicherry

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Abstract

This article aims to establish the mind-set to Inclusive Education among B. Ed Trainees in Pondicherry regions. A total of 200 teachers completed a questionnaire which contained 45 items regarding knowledge of specific terminology, practice of inclusive education and prejudices towards children with special needs. The results were analyzed with SPSS software. The study found that most of the B.Ed Trainees have a moderate level of Mind-set towards Inclusive Education.

Keywords: inclusive education, mind-set, B.Ed., trainees

1. Introduction

Inclusive education (IE) is an education which ensures that every child regardless of gender, ethnicity, socioeconomic background or any disability has access to a quality education. It inclusion as a process of addressing and responding to the diversity of needs of all learners through increasing participating in learning and reducing exclusion within and from education. IE is rooted in the belief that students with disabilities benefit most when given the opportunity to learn alongside of their non-disabled peers in the age-appropriate classroom. Important prerequisite for IE is to have respect for differences, respect for different learning styles and variation in methods, open curricula and welcoming each and every child.

Objectives

- To study the level of Mind-set towards Inclusive Education among B.Ed Trainees of Pondicherry.
- To find out significant difference of B.Ed Trainees attitudes towards Inclusive Education with respect to a) Gender b) Locality c) Medium of Instruction

Hypotheses

- The level of Mind-set towards Inclusive Education among B.Ed Trainees of Pondicherry is high.
- There is no significant difference among B.Ed students Mind-set towards Inclusive Education in respective of a) Gender b) Locality c) Medium of Instruction

Methodology

The study has adopted descriptive survey method. The population of the study belongs to four College of teacher education which comes to 200. The sample of 200 is taken from the four Colleges. Simple random sampling was used to select the sample from the population.

Tools procedure

Personal data sheet and Mind-set towards Inclusive Education scale prepared and validated by researcher. The

Tool has 45 items in the form of statements. Response to Each item can be chosen from 5 alternatives (Strongly agree, Agree, Undecided, Disagree, strongly disagree). Items of the tools are both in negative and positive statements.

Analysis and Interpretation

Objective 1

It is inferred from table 1 that 21.5% of the B. Ed Trainees have low, 60.5% the B. Ed Trainees have moderate and 18% the B. Ed Trainees have high level of Mind-set towards Inclusive education.

Table 1: Level of Mind-set towards Inclusive Education of B. Ed Trainees of Pondicherry

Low		Moderate		High	
N	%	N	%	N	%
43	21.5%	121	60.5%	36	18%

Objective 2

Table 2: Significant Difference in Mind-set towards Inclusive Education between Girls and Boys of B.Ed Student Teachers

	Gender	N	Mean	Std.Deviation	t Value	Remark
Mind-set towards Inclusive Education	Girls	125	229.99	9.616	1.628	Not Significant at 0.05 level
	Boys	75	227.51	12.482		

It is inferred from table 2 that the Mind-set towards Inclusive Education between girls and boys of B.Ed Trainees is not significant. The table shows the Mean and SD of the N=125 girls B.Ed Trainees (M=229.99, SD=9.616) and Mean and SD of the N=75 boys B.Ed Trainees (M=227.51, SD=12.482). The calculated t-value is found to be t=1.616 which accept the null hypothesis at 0.05 level of significance. Therefore, it is observed that there is no significant difference in the level of Mind-set towards Inclusive Education between girls and boys B.Ed Trainees in Pondicherry.

Table 3: Significant Difference in Mind-set towards Inclusive Education between Urban and Rural B.Ed Student Teachers

	Gender	N	Mean	Std. Deviation	t Value	Remark
Mind-set towards Inclusive Education	Urban	135	230.31	9.622	3.366	Significant at 0.01 level
	Rural	65	224.94	12.358		

It is inferred from table 3 that the Mind-set towards Inclusive Education between Urban and Rural B.Ed Trainees is significant. The table shows the Mean and SD of the N=135 urban B.Ed Trainees (M=230.31, SD=9.622) and Mean and SD of the N=65 rural B.Ed Trainees (M=224.94, SD=12.358). The calculated t-value is found to be t=3.366 which reject the null hypothesis at 0.01 level of significance. Therefore, it is observed that there is significant difference in the level of Mind-set towards Inclusive Education between urban and rural B.Ed Trainees in Pondicherry.

Table 4: Significant Difference in Mind-set towards Inclusive Education between English and Tamil Medium B.Ed Student Teachers

	Gender	N	Mean	SD	t-value	Remark
Mind-set towards Inclusive Education	English	130	225.69	11.193	3.410	Significant at 0.01 level
	Tamil	70	230.15	11.407		

It is inferred from table 4 that the Mind-set towards Inclusive Education between English and Tamil Medium B. Ed Trainees is significant. The table shows the Mean and SD of the N=130 English Medium B. Ed Trainees (M=225.69, SD=11.193) and Mean and SD of the N=70 Tamil medium B. Ed Trainees (M=230.15, SD=11.407). The calculated t-value is found to be t=3.410 which reject the null hypothesis at 0.01 level of significance. Therefore, it is observed that there is significant difference in the level of Mind-set towards Inclusive Education between English and Tamil Medium B. Ed Trainees in Pondicherry.

Findings of the study

- The Mind-set towards Inclusive Education of B. Ed Trainees is Moderate in nature
- There is no significant difference between boys and girls B. Ed Trainees in their Mind-set towards Inclusive Education.
- There is significant difference between Urban and Rural B. Ed Trainees in their Mind-set towards Inclusive Education.
- There is significant difference between English and Tamil Medium B.Ed Trainees in their Mind-set towards Inclusive Education.

Recommendations

Future researchers may wish to find differences in parents’ attitudes towards Inclusive Education. Future researcher may also explore differences in students’ attitudes towards Inclusive Education at the elementary, middle and higher secondary levels. These researchers could analyze whether differences exist between these groups and could determine the presence of other variables that may be related to students’ Mind-set towards Inclusive Education.

Conclusion

The study found that most of the B.Ed student-teachers have a moderate level of Mind-set towards Inclusive Education. It shows that participants in this research are aware of the Inclusive Education and seek equal opportunities, participation and contribution for all diverse learners (regardless of gender, ethnicity, socioeconomic background or any disability) in every learning environment. It is important that all students should learn to develop friendship with a wide variety of other students each with their own individual needs and abilities. If students, parents and teachers are aware about Inclusive Education, they can make positive vibration in their community.

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