

A Study on the Attitude of B. Ed Students of Aizawl City towards Inclusive Education

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Abstract: *The study was conducted to find out the attitude of B. Ed students of Aizawl city towards inclusive education. The sample of the study comprised of 240 B. Ed students selected by using proportionate random sampling. Teachers Attitude Scale towards Inclusive Education developed by Dr. Vishal Sood and Dr. Mrs. Arti Anand was used to collect the data. The findings of the study revealed that majority of the B. Ed students have favourable attitude towards inclusive education. The findings also showed that there is no significant difference between male and female B. Ed students and graduate and post-graduate B. Ed students in their attitude towards inclusive education.*

Keywords: *Inclusive Education, Attitude, B. Ed Students, Aizawl City*

INTRODUCTION

Inclusive education is an approach which aims to accommodate all learners with or without disabilities in the same classroom providing the same kind of education. It means enabling schools to welcome all learners regardless of their differences, disadvantages and abilities and address the diverse needs of all learners by reducing barriers in the educational system. UNESCO (2009) define inclusive education as “Inclusion is seen as a process of addressing and responding to the diverse needs of all children and the youth, through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications to content, approach, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.” (UNESCO, 2009)

Attitude and belief are an important component in successfully implementing inclusive education. Attitudes play an important role in explaining how teachers are involved in facilitating special needs students in the classroom (Folsom-Meek & Rizzo, 2002 as cited in Tindall, MacDonald, Carroll, & Moody, 2014). According to Craighead and Nemeroff (2004), attitude is a psychological tendency expressed by evaluating certain entities (objects, people, institutions, or events) through favorable or unfavorable degrees. The attitudes of B. Ed students are important as they are future teachers who will work in different environment with different types of students having different needs.

Nowadays, societies have become increasingly concerned about ensuring children's educational rights, regardless of their disabilities and as a result, the inclusion of students with disabilities into the regular classroom setting has become the concern of teachers, governments, and the community in general.

LITERATURE REVIEW

A study conducted by Bhatnagar and Das (2013) in New Delhi, India showed that the teachers had positive attitudes towards the inclusion of students with special needs. Odo, M. E. (2022) also conducted a study on attitude of teachers towards inclusive education and the result indicated that majority of the teachers have positive attitude towards inclusive education. Shane and Christopher (2013) revealed in their study that there was no difference in the attitude of male and female secondary school teachers' attitudes towards inclusive education. Awal (2013) also found out that gender does not play a significant role in determining teachers' attitude towards inclusive education. However, a study done by Tamar (2008) on regular teachers in Tbilisi revealed that female teachers had more favourable attitude than the male teachers towards inclusive education.

Astha et al. (2011) found out that teachers having professional training/qualification have very high positive attitude as compared to the teachers not having this type of qualification and Chopra (2018) also revealed that trained teachers are having a more favourable attitude compared to untrained teachers. Sharma (2020) in his study of Nepal teachers found out that teachers having Master degree have a more positive attitude than teachers with lower educational qualifications. Shit and Bhakta (2016) in their study of teachers in West Bengal found out that medium of instruction, gender and type of school has no significant difference in the attitude of teachers towards inclusive education.

OBJECTIVES OF THE STUDY

1. To find out the attitude of B. Ed students of Aizawl city towards inclusive education.
2. To compare the difference between male and female B. Ed students of Aizawl city regarding their attitude towards inclusive education.
3. To find out if there is any significant difference between graduate and post graduate B. Ed students of Aizawl city in their attitudes towards inclusive education.

HYPOTHESES OF THE STUDY

1. There is no significant difference between male and female B. Ed students of Aizawl city regarding their attitude towards inclusive education.
2. There is no significant difference between graduate and post graduate B. Ed students of Aizawl city in their attitude towards inclusive education.

METHODOLOGY

For the present study, a sample of 240 B. Ed students was taken from Institute of Advanced Studies in Education (IASE), Mizoram University (MZU) and District Institute of Education and Training (DIET), Aizawl using proportionate random sampling. Teachers Attitude Scale towards Inclusive Education (TASTIE-SA) developed and standardized by Dr. Vishal Sood and Dr. Mrs. Arti Anand was used to collect data from the subjects. Appropriate descriptive and inferential statistical techniques such as Mean, Standard Deviation, t-test, ANOVA and Percentage were used to find out the attitude of B. Ed students towards inclusive education.

FINDINGS OF THE STUDY

In order to find out the attitude of B. Ed students towards Inclusive Education, the calculated score on the level of attitude towards inclusive education is given in table 1.

Table-1: Attitude of B. Ed students of Aizawl city towards inclusive education.

Level of attitude towards inclusive education	No. of B. Ed Students	Percentage (%)
Extremely Favourable	0	0
Most Favourable	27	11.25%
Above Average Favourable	80	33.33%
Moderate Attitude	123	51.25%
Below Average Unfavourable	9	3.75%
Unfavourable	0	0
Most Unfavourable	1	0.42%
Extremely Unfavourable	0	0

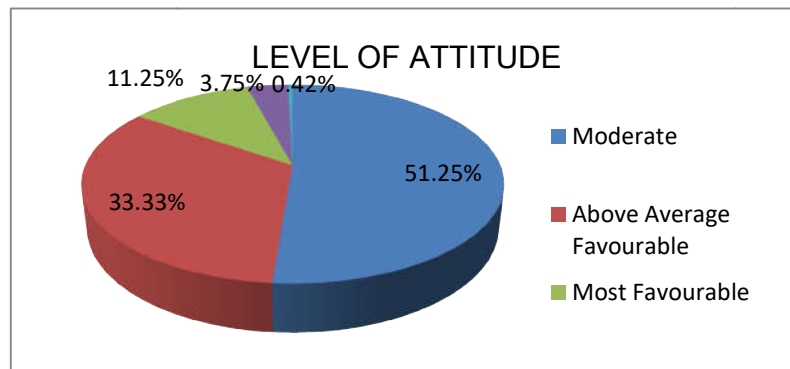
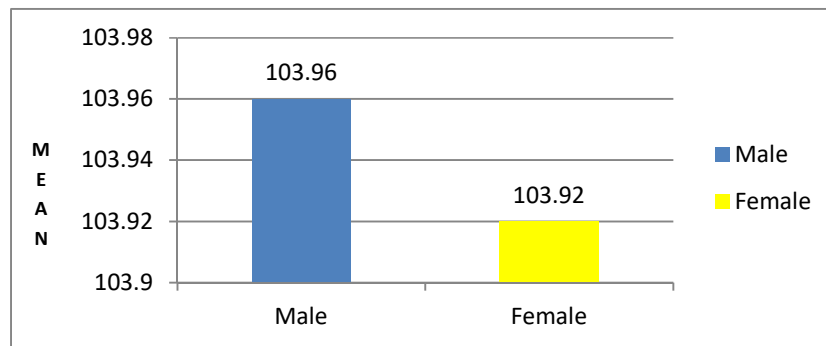
Figure -1: Attitude of B. Ed students of Aizawl city towards inclusive education.

Table 1 shows that out of 240 B. Ed students, 27 students i.e., 11.25% represented most favourable attitude, 80 students i.e. 33.33% fell under above average favourable attitude, 123 students i.e., 51.25% comprised of moderate attitude and 9 students i.e., 3.75% were found to possessed below average attitude, 1 student i.e., 0.42% was marked to have most unfavourable attitude. There were no students who possessed extremely favourable, unfavourable, and extremely unfavourable attitude towards inclusive education.

Table-2: Attitude of male and female B. Ed students of Aizawl city towards inclusive education.

Gender	N	Mean	SD	t-value	Level of Significance
Male	103	103.96	9.51	0.03	Not Significant
Female	137	103.92	9.26		

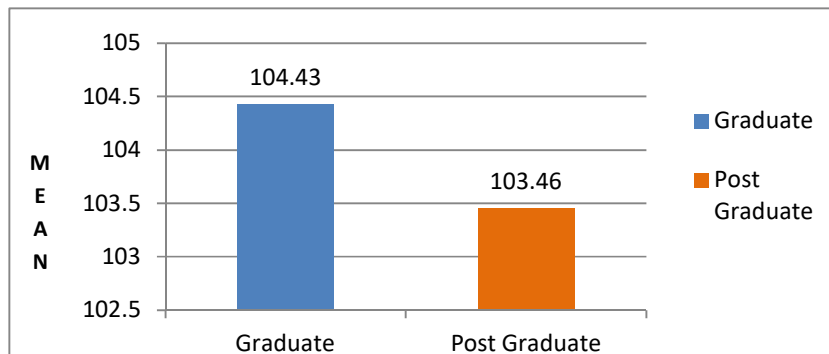
Figure-2: Comparison of the attitude of male and female B. Ed students of Aizawl city towards inclusive education.

From the above table 4.2.2, the calculated t-value is 0.03 which is less than the critical value at 0.01 which is 2.60. Therefore, the null hypothesis i.e., “there is no significant difference between male and female B. Ed students attitude towards inclusive education” is rejected. Hence, there is no significant difference between the attitude of male and female B. Ed students of Aizawl city towards inclusive education.

Table-3: Attitude of graduate and post-graduate B. Ed students of Aizawl city towards inclusive education.

Academic Qualification	N	Mean	SD	t-value	Level of Significance
Bachelor Degree	116	104.43	8.82	0.82	Not Significant
Master Degree	124	103.46	9.52		

Figure-3: Comparison of the attitude of graduate and post-graduate B. Ed Students of Aizawl city towards inclusive education.



The above table 4 revealed the calculated t-value is 0.82 which is less than the critical value at 0.01 which is 2.60. Hence, the null hypothesis “there is no significant difference between graduate and post graduate B. Ed students in their attitude towards inclusive education” is accepted. Hence, there is no significant difference between the attitude of graduate and post graduate B. Ed students towards inclusive education.

DISCUSSIONS

The findings of present study revealed that majority of the B. Ed students of Aizawl city fall under moderate attitude towards inclusive education. There were some teachers who have above average favourable attitude and most favourable attitude but majority of the respondents have moderate attitude towards inclusive education. Several studies support the view that most of the secondary teachers have moderate attitude towards inclusive education. Odo, M. E. (2022) conducted a study on attitude of teachers towards inclusive education and the result indicated that 74% of teachers are negatively disposed to inclusive education. The result showed that the attitude of teachers towards special education is positive. Bhatnagar and Das (2013) studied the attitudes of secondary school teachers towards inclusive education in New Delhi, India and also found that the teachers in Delhi had positive attitudes towards the inclusion of students with special needs.

There is no significant difference in the attitude of male and female B. Ed students of Aizawl city towards inclusive education. This means that the gender has no influence on the attitude of B. Ed students of Aizawl city towards inclusive education as majority of the B. Ed students have moderate attitude towards inclusive education.

The above finding is supported by the results of the study conducted by Shane and Christopher (2013) on secondary school teachers’ attitudes towards inclusive education. The study found that there was no difference in the attitude of male and female teachers. Awal (2013) studied the attitude of school teachers towards inclusive education. The study examined the attitude of the school teachers towards inclusive education in relation to gender. The study found that the difference of attitude of teachers towards inclusive education in relation to gender was negligible and not statistically significant.

The result of the present study revealed that there is no significant difference in the attitude of graduate and post-graduate B. Ed students in their attitude towards inclusive education. The graduate and post-graduate B. Ed students of Aizawl city have moderate to above average favourable attitude towards inclusive education. As inclusive education is studied in the B. Ed course, students who have either graduate or post-graduate degrees have had the opportunity to study about the meaning and needs of inclusive education in the educational system. This might be the reason why

there is no significant difference between graduate and post-graduate B. Ed students in their attitude towards inclusive education.

CONCLUSION

Inclusive education aims to accommodate all kinds of learners with or without disabilities in a common classroom setting. This study was conducted on B. Ed students of Aizawl city and the overall findings of this study concluded that the B. Ed students have moderate attitude towards inclusive education. Based on the research findings, there is no significant difference found between male and female B. Ed students and graduate and post-graduate B. Ed students in their attitude towards inclusive education. Since the attitudes of B. Ed students play a significant role in the effective implementation of inclusive education in our education system, there is an urgent requirement for proper awareness, training and sensitization programme of B. Ed students in the field of inclusive education.

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