

Study of Sentiments, Attitudes and Concerns of Pre-service Physical Education Teachers of CACPE Regarding Inclusion of Students with Disabilities in School

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ABSTRACT

The main purpose of this Research is to study Sentiments, Attitudes and Concerns of Pre-service Physical Education Teachers of CACPE Regarding Inclusion of Students with Disabilities in School. It is very important in today's world where the inclusion education is raising very fast and the effect of this is seen on the teacher behaviour, their teaching style, confidence etc. It is seen that the Bped syllabus that there is exposure regarding adapted education and even in Mped there is Optional subject (adapted physical education). The research was conducted on Pre-service of CACPE from Bped 1st and 2nd and Mped 1st and 2nd. To collect the data a Standardized SACIE-R scale was used in which three factors of Pre- service teacher were considered which are Concern, Sentiments and Attitude. The mean of Concern score of the Pre-service teacher were 12.5 so, as per the norms on an average 12.5 falls under not concerned range. The Sentiments of the Pre- service teacher on an average were 14.6 which falls under 13-16 range and the mean of the Attitude were 14.18 which comes in negative attitude range between 13-16. If there are high concerns then concerns should be tackled and if sentiments are low and good then they should be used positively and if the attitude are good then they should be used for the betterment.

Keywords : Sentiments, Concern, Attitude, Inclusion, Pre- service teacher.

Introduction

An inclusive approach is understood as meaning that the education of all students covering the spectrum of diversity takes place in adequately supported regular

classrooms in the educational context that would be attended if the form of diversity were not present, normally the neighbourhood school. Understanding pre-service teachers' beliefs about inclusion is important as positive attitudes towards inclusion are amongst the strongest predictors of the success of the inclusion reforms. A better understanding of teacher attitude towards inclusion can assist in improving the learning environment. Educators with apprehensive attitudes may use practices that promote exclusion rather than inclusion in their classrooms. On the other hand, educators who hold positive attitudes towards inclusion tend to use teaching strategies that allow them to accommodate individual differences. While educators' attitudes are important as potential predictors of success or failure of inclusion, equally important are their concerns about inclusion. The focus is to know the on education at the pre-service teacher level (Forlin, Earle, Loreman, & Sharma, 2011). (Manogna, Nivedita, & Niwas, 2018).

In a country like India the number of the disabled people is so large, their problems so complex, available resources so scarce and social attitudes so damaging, it is only legislation which can eventually bring about a substantial change in a uniform manner. The impact of well-directed legislation in the long run would be profound and liberating. The Persons with Disabilities (PWD) Act, 1995 ushered in a new era for the education of children with disabilities in India. A major emphasis of this law was the inclusion and full participation of students with disabilities in regular schools. It guaranteed non discrimination and removal of barriers, both physical and psychological, to facilitate the inclusion of students with special needs into regular schools. (Das, Kuyini, & Desai, 2013)

After reviewing the various disabilities that qualify under IDEIA, it becomes clear that students who will benefit from inclusion should be provided with the opportunity to be a part of the general education classroom. Inclusion becomes the logical avenue for educating children with disabilities. In 1988 Education Act required school boards to specify their orientations and standards concerning the organization of services for students with special needs. The Act also requires school principals, with the assistance of the students' parents, the staff providing services to the students, and the students, to establish an individualized education plan (IEP) for each student with particular needs. Schools are encouraged to focus on the educational needs of the students with special needs rather than on their weaknesses. (Randoll, 2008)

Inclusion requires that all students of varying abilities be included in the classroom community and receive the individualized education needed for their success in life 2 and in the least restrictive environment. Countries around the world have progressively been more concerned in ensuring the rights to education of all children

irrespective of any disadvantage or disability.

Inclusion means full inclusion of children with diverse abilities in all aspects of schooling that other children are able to access and enjoy. It involves regular schools and classrooms genuinely adapting and changing to meet the needs of all children, as well as celebrating and valuing differences (Manogna, Nivedita, & Niwas, 2018).

The concerns of the PreTs may be high and least, if the concerns of the PreTs is very high towards the students then it will be a problem as the PreTs are worried to teach the students it can be due to the various reasons. Even with the sentiments if the sentiments of the PreTs are very high or low they should use their sentiments positively in teaching. Attitudes of th PreTs can be positive or negative. Positive attitudes mean the PreTs will have brighter and different attitude towards the students. The teacher will put affords in solving problems, they will find

different innovative ways to teach these students, but if they have low attitude towards the students then PreTs will find it difficult to teach or face the problems in inclusive classroom.

Methodology

Population and samples

For study the researcher has selected population of CACPE college Pune. i.e BPEd and MPed 1st and 2nd year who are enrolled in 202881-2023 year. Approximate number of BPEd 1st year PreTs were 100, BPEd 2nd year were 100 and in MPed 1st year PreTs were 40 and 40 PreTs in MPed 2nd year.

The data was collected from the students present on 11th March 2023 in College from the students presented on the above mentioned date. From BPEd 1st year the researcher had collected 93 responses, Bped 2nd year the respondents were 63, Mped 1st year 28 responses were collected and Mped 2nd year 32 responses.

Data Collection Tool

SACIE-R: This scale is developed by Chris Forlin, Chris Earle, Umesh Sharma to measure pre service teacher perception in the three constructs of inclusive education, namely sentiments level when engaging with the people with disabilities; acceptance of learners with different needs; and concern about implementing inclusion. The SACIE-R was developed from an initial 60 items and administrated through a series of refined surveys. A final 15- item scale was validated using 542 PreTs from 9 institutions in four countries including Hong Kong, Canada, India and the United States. This scale is valid are it is a tool for identifying PreTs attitudes toward inclusion

and their sentiments and concerns about inclusive education. The SACIE-R scale was used because it was standardized and revised. This scale was previously used. The 15 items of this scale are also translated in Marathi language. Four stage process Stage one involved employing the 19-item SACIE and the first validation attempt. Stage two involved a revision of the scale based on the results of the previous iteration and the reduction from 19 to 15 items. Stage 3 involved the addition of eight new items for testing to strengthen the aspect of attitudes and improve the reliability of this factor. Stage 4 involved a final reduction and validation of the resultant 15-item SACIE scale. In SACIE-R scale three factors are considered Concern, Sentiments and Attitude.

Table 1 : Summary of Demographic characteristics of the PreTs in the study

Variables	N	Percentage
Program	Bped 1year =93	43
	Bped 2year=63	29
	Mped 1year=28	13
	Mped 2year=32	15
Gender	Male = 146	67
	Female =68	31
	Prefer not to mention= 3	2
Age	20-25years = 173	80
	25-30years = 35	16
	Above 30 years = 8	8
Interaction	with Yes=139	36
disabilities	No=77	64
Level of training	None=101	47
	Some=105	48
	High=10	5
Knowledge of legislation and policy	None=61	28
	Poor= 51	24
	Average=82	38
	Good=21	10
	Very good=1	0

Level of confidence	Very low=9	4
	Low=29	14
	Average=115	53
	High=54	25
	Very high=9	4

In the above table the different variables are given. In this table the summary of demographic information of the PreTs of CACPE is shown. The questionnaire was distributed among the PreTs the responses were analysed.

Program

43% of respondents are from BPEd 1year, 29 respondents are from BPEd 2 year, 13 from MPED 1 year and 15 from MPED 2 year.

Gender

67% respondents are males, 31% are females and remaining 3% preferred not to mention their gender.

Age

The age is categorised into three groups 20-25 yrs,26-30 yrs and 30yrs and above. The 80% of PreTs are between 20-25 years category, 16% of preTs falls under 26-30 years category and remaining 8% of preTs are in last category that is 30 years and above.

Interaction with disabilities

The PreTs were asked if they had interaction with disable students, 64% of respondents said yes they had interaction with disable students and 36% of respondents said No that they didn't had any interaction with the disables.

Level of training of PreTs

The PreTs were ask to response if they had any training regarding the disabilities. 47% of

Responses were none, 48% of respondents had some level of training and only 10% of the respondents had high level of training.

Knowledge of legislation and policy

To find out the knowledge about legislation and policy regarding the disabilities the PreTS were asked a question regarding the same. 28% of respondents said that they have no knowledge about the legislation and policy, 24% had poor knowledge about the policy, 38% of respondents had average knowledge about the same, 10% of the respondents had good knowledge about the legislation and policy and there are 0% of respondents have very good knowledge about the same.

Level of confidence

The respondents were asked about their level of confidence with the disable students. 53% Of respondents said that they have average confidence with students with different abilities, 9% of respondents had very high confidence and also 9% of respondents has very low confidence, low confidence was 29% among the respondents and high level of confidence was 54%.

Table 2 : Descriptive Statistics for Preservice PETs' scores on SACIE-R

	CONCERNS	ATTITUDE	SENTIMENTS
Mean	12.5	14.18	14.6
Median	12	14	15
Mode	13	15	15
Standard Deviation	2.16	2.63	2.34
Kurtosis	0.36	1.12	0.44
Skewness	0.61	-0.47	-0.29
Range	12	15	13
Minimum	8	5	7
Maximum	20	20	20

In the table 4.2 the statistical output Concerns, Attitude and Sentiments of PreTs. The SACIE- R scale was used to collect the data from the PreTs of CACPE. The researcher has given the online questionnaire to the PreTs and the data was collected. The number of responses(n) was 216.

According to the data analysis the mean of concerns of PreTs regarding inclusion is 12.5 this means the average score of concern is 12.5 out of 20 which means average numbers of PreTs are concerned regarding the inclusion and it is found that 50% of responses are above 12 and 50% are below the 12, the score is deviated score with respect to mean is 2.16. mode is 13 which means the most frequently

appeared number out of 216 respondents. Minimum range is 8 and maximum is 20. With respect to mean the score is deviated by 2.16 which states that the populations concern regarding inclusion is similar in nature.

The data of attitude is analysed and it is found that the mean is 14.18 which means that the average attitude of the PreTs is 14.18 which states that the average of PreTs have negative attitude. 50% of responses are above 14 and 50% responses are below the 14 score. From the total respondents that is 216 the frequently appeared score is 15. The deviated score is 2.63 with respect to the mean. The standard deviation is less which states the participants are close to mean which means the participants are homogenous.

The data of sentiments of the PreTs are analysed where it is found that the mean is 14.6 which states that the average Prets have positive sentiments towards inclusion. The frequently appeared score is 15 out of 216 respondents. 50% of the respondents are above 15 score and 50% of respondents are below the 15 score. 2.34 is deviated score with respect to the means which states that the respondents are similar in nature.

Table 3 : Comparison between Male & Female PETs SAC toward Inclusive Education

	CONCERNS		SENTIMENT		ATTITUDE	
	Male	Female	Male	Female	Male	Female
Mean	12.37	12.72	14.64	14.79	12.39	12.74
Variance	4.66	4.81	6.03	4.35	4.68	4.76
Observations	147	67	147	67	148	68
Pooled Variance	4.71	5.50	4.70			
df	212	212	214			
t Stat	-1.07	-0.44	-1.08			
P(T<=t) two-tail	0.29	0.66	0.28			
t Critical two-tail	1.97	1.97	1.97			

Concerns : The mean concerns score for male preservice PE teachers is 12.37, while for female preservice PE teachers, it is slightly higher at 12.72. The variance in concerns is relatively similar for both male and female groups, with values of 4.66 and 4.81, respectively. The sample sizes (number of observations) for male and female groups are 147 and 67, respectively.

Sentiment : The mean sentiment score for male preservice PE teachers is 14.64, while for female preservice teachers, it is slightly higher at 14.79. The variance in sentiment is higher for male preservice teachers (6.03) compared to female preservice

teachers (4.35).

Attitude : The mean attitude score for male preservice PE teachers is 12.39, while for female preservice PE teachers, it is slightly higher at 12.74. The variance in attitude is similar for both male and female groups, with values of 4.68 and 4.76, respectively.

Comparisons in the groups of male and female PETs

Concerns : The mean concerns scores are relatively close for both male and female preservice teachers. This suggests that, on average, both genders have similar levels of concerns regarding inclusive education. The similar variances also indicate that concerns are relatively consistent within each group.

Sentiment : The mean sentiment scores are also quite close for both male and female preservice teachers. This implies that, on average, both genders have similar sentiment (emotional responses or attitudes) toward inclusive education. However, it is worth noting that the variance in sentiment is higher for male preservice teachers compared to female preservice teachers. This suggests that there might be more variability in emotional responses within the male group.

Attitude : The mean attitude scores for both male and female preservice teachers are again relatively close. This suggests that, on average, both genders have similar attitudes toward inclusive education. The similar variances also indicate that attitudes are relatively consistent within each group.

The t-tests values (-1.07, -0.44, and -1.08) indicate the difference between the means of each gender group for concerns, sentiment, and attitude, respectively. The $P(T \leq t)$ two-tail values (0.29, 0.66, and 0.28) represent the p-values associated with each t Stat value. These p-values tell us the probability of observing such differences (or more extreme) by chance alone. The t Critical two-tail value of 1.97 represents the critical t-value at a 95% confidence level for a two-tailed test.

Based on the t-tests results, none of the differences between male and female groups in concerns, sentiment, and attitude are statistically significant at the 95% confidence level ($p > 0.05$). In other words, there is no strong evidence to suggest that there are significant gender differences in concerns, sentiment, and attitude toward inclusive education among preservice teachers in this study.

Conclusion:

Based on the statistical analysis, there are no significant differences in concerns, sentiment, and attitude toward inclusive education between male and female preservice teachers. The t- tests for all three variables resulted in p-values greater than

the significance level ($\alpha = 0.05$), indicating that we fail to reject the null hypothesis, which suggests that the differences between male and female preservice teachers' scores are not statistically significant.

It is essential to note that this conclusion is based on the data provided, and further research may be necessary to explore other potential factors that could influence preservice teachers' concerns, sentiment, and attitude toward inclusive education. Additionally, the sample size for each gender group may affect the statistical power and generalizability of the results.

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