



## **Experience in B.Ed Trainees Attitude Towards Inclusive Education**

**Dr. K. Jayaraman<sup>1</sup> & Dr. V. Jeevanantham<sup>2</sup>**

1. Professor and Head, Department of Educational Technology, Bharathidasan University, Tiruchirapalli-23, PIN-620 023, Tamilnadu, jayambdu@gmail.com
2. Assistant Professor in Perspective Education, Jairam college of education, LNS(PO), Karur-02. PIN-639 002, Tamilnadu, drvjanantham@gmail.com

### **Abstract:**

*The main aim of the study is to Experience in B.Ed Trainees attitude towards inclusive education. Inclusive education stands for improvement of schools in all ways to provide the needs of all trainees either normal or learning disability with special needs or gifted student. The world conference 1994 on Special Needs Education in Salamanca Spain gave emphasis on inclusive education stating that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The learning disabled student may be physical, cognitive, mental, sensory, emotional, and developmental or some combination of these. The researcher find the B.Ed trainees attitude towards inclusive education in the variable Gender, Area, Educational Qualification and Siblings. For his study he take trichy district B.Ed Trainees.*

**Keywords:** *B.Ed Trainees, Experience. Attitude and Inclusive Education*

### **Introduction:**

Inclusive Education refer to include all types of Students who are excluded from the main stream education system. Special Educational Needs and Disability act (2001) leads to an earnest need for education for all Trainees either normal or learning disability student in a class under the one classroom where every Trainees get formal education. Inclusive education stands for improvement of schools in all ways to provide the needs of all trainees either normal or learning disability with special needs or gifted student. The world conference 1994 on Special Needs Education in Salamanca Spain gave emphasis on inclusive education stating that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The learning disabled student may be physical, cognitive, mental, sensory, emotional, and developmental or some combination of these. An individual may be called as learning disabled if he/she has some learning disability such as sensory and cognitive or developmental disabilities or impairment in the past or is seen as learning disabled based on a personal or group standard or norm. The International Classification of Functioning, Disability and Health (ICF), produced by the World Health Organization, distinguish between body functions physiological or psychological and body structures. Impairment in bodily structure or function is defined as involving an anomaly, defect, loss or other

significant deviation from certain generally accepted population standards, which may fluctuate over time. This study focuses on investigating Trainees teachers' attitudes toward inclusive study education.

### **Review of Related Literature:**

**Kumar & midha (2017)** have studied the teachers attitudes towards Inclusive Education that involves 300 Primary and Secondary School Teachers ( 150 from Special School & 150 From main stream school) The result showed that mainstream school Teachers have more favourable attitudes towards children with physical, social and behavioural disabilities than the special school teachers. Both have Similar Favorable attitudes towards children with academic disability.

**Sujatha Malini (2013)** In the present study attitude of teacher trainees towards inclusive education was investigated. Questionnaire to assess attitude towards inclusive education practice for children with disabilities was developed by karthikadevi (2008) was administered to a random sample of 120 B.Ed teacher trainees. It is found that out of 26 statements, the teacher trainees' attitude was neutral in 18 statements. There is no significance difference between the gender, age, community, educational qualification and socio economic status of teacher trainees.

**Arun kumar Guptha (2018)** In this study, the scale of teachers' attitudes toward inclusive classrooms was used to collect data and 300 teacher trainees studying in their second year of the teacher training programme. The results indicated that generally teacher trainees had a positive attitude toward inclusion in schools. The finding highlight that there was a significant difference in attitude towards inclusion between urban and rural teacher trainees.

**Osama Almahdi (2019)** This study explored pre-service teachers' attitudes toward inclusive education. The Sentiments, Attitudes, and Concerns about Inclusive Education-Revised (SACIE-R) scale was completed by 138 teacher candidates in a teacher preparation program in Bahrain Teachers College. The findings revealed that candidate teachers needed more opportunities to interact with and teach children with disabilities during their school practicum; they also needed more preparation and knowledge about the educational policies related to these children. Not all the candidate teachers felt confident in their knowledge and skills when dealing with these children.

### **Title of the Study:**

The tile of the study is "Experience in B.Ed Trainees Attitude towards Inclusive Education"

### **Objective of the Study:**

To find out the significant difference in the level of attitude towards inclusive education among B. Ed. Trainees based on Gender, Educational qualification, Area, and No of children.

### **Terms Definition:**

**Experience-** To travel around area in order to learn it.

**Attitude-** The way that you behave towards something that shows how you think and feel.

**Inclusive Education-** Include the students with special needs in the regular classroom.

### **Delimitation of the Study:**

The study was undertaken only in Tiruchy district Second year B.Ed Trainees only.

**Research Method:**

Normative survey method was selected for this study.

**Sampling Method:**

Random sampling method was adopted to select 100 B.Ed Trainees were selected as sample who lived in Trichy.

**Tool Used:**

A standardized tool constructed and validated by the researcher was used as the tool for the study. The tool consists of 25 items with three point scale.

**Statistical Techniques Used:**

In this study the following statistical methods were adopted

1. Mean
2. Standard Deviation
3. 't' test

**Hypothesis of the Study:**

There is no significant difference in the level of attitude towards inclusive education among B.Ed Trainees based on Gender, Educational qualification, Area, and No of children.

**Data Analysis and Interpretation:**

There is no significant difference in the level of attitude towards inclusive education among B.Ed Trainees based on Gender, Educational qualification, Area, and No of children.

Variable	Subvariable	N	Mean	Standard Deviation	"t" value	Level of significance
Gender	Male	70	132.22	9.48	9.50	Significant
	Female	30	131.21	10.43		
Educational Qualification	UG	30	132.61	4.46	7.66	Significant
	PG	70	141.26	7.32		
Area	Rural	30	111.32	6.78	1.78	Not significant
	Urban	70	114.33	8.12		
Siblings	One	70	138.46	12.44	1.46	Not significant
	More than one	30	142.66	11.93		

From the above table, it is evident that the calculated 't' value for gender is 9.50 the table value is 1.98 So there is significant difference between Male B.Ed Trainee and female B.Ed Trainees. The mean value is high for the female candidate than the male value. So it says that the female trainees teacher have Positive attitude towards inclusive education than the male B.Ed Trainees.

In the case of Qualification the calculated t value is 7.66 it is higher than the table value 1.98 So there is a significant difference in attitude towards between UG and PG qualified trainees teachers. PG qualified B.Ed trainees have more positive attitude towards inclusive education than the UG qualified B.Ed Trainees.

In the case of Area the calculated t value is 1.78 it is lower than the table value 1.98

So there is no significant difference between Rural and Urban area B.Ed Trainees in positive attitude towards inclusive Education.

In the case of Siblings the calculated 't' value is 1.46 it is lower than the table value 1.98.

So there is no significant difference between One and more than one siblings B.Ed Trainees in positive attitude towards inclusive Education.

### **Findings of the Study**

- ❖ There is a significant difference between Male and Female B.Ed Trainees Teachers attitude on Inclusive Education. Female B.Ed Trainees have more positive attitude on inclusive education than the Male B.Ed students.Trainees
- ❖ There is a significant difference between UG and PG qualified B.Ed Trainees on positive attitude on Inclusive Education. The PG qualified B.Ed Trainees have more attitude on inclusive education than the UG qualified B.Ed . Trainees
- ❖ There is a no significant difference between Rural and Urban B.Ed Trainees in attitude on inclusive education.
- ❖ There is no significant difference between one sibling and more than one sibilings urban B.Ed Trainees in attitude on inclusive education.

### **Conclusion:**

To conclude, it is said that teachers is the key person to improvement. The attitude towards inclusive education Experience in the modern world is essential. We must make an awareness programme for male B.Ed Trainees, rural B.Ed Trainees and for UG qualified B.Ed Trainees. The government takes initiate on to make awareness on inclusive education among B.Ed Trainees. We can implement one paper on inclusive education for B.Ed Trainees. Then they can understand the importance of inclusive education, effectively in the curriculum.

### **References**

- Bandyopathay S& Dhara . T (2021) Teacher's attitude towards inclusive education: A Literature review International Journal of Advanced Academic Studies (3)1, 214-218

- Bhakta, D.K (2017) Attitude of Pre-Service teacher-Trainees towards inclusive of Children with special needs (CWSN) in to general education. International Journal for Innovative Research In Multidisciplinary field, 316), 375-378
- Dash, J. Purohit, S. Padhy, S. and Hota •S(2019). A Study attitude of prospective teacher educators towards inclusive education International Journal of Applied Research (5)5, 22-26.
- Singh, S., Kumar.s & Singh R.K (2020). A study of attitude of teachers towards inclusive education. International Journal of Education 9(1), 189-197.
- Sanjeev, K., & Kumar. K (2007) Inclusive Education in India, Electronic Journal for Inclusive Education.
- Soureche R and selvan A (2017) B.Ed., Students attitude towards inclusive education. World Wide Journal of multidisciplinary Research and Development (3) 11, 172-174
- UNESCO Equity and inclusion in education. Paris UNESCO. 2008.
- NCERT Position paper : National Focus group on education of Children with special needs New Delhi: National Council of Educational Research and Training 2006
- Parasuram K. Variable that affect teacher attitudes towards disability and inclusive education in Mumbai, India. Disability & Society, 2006!21(3), 231-242.
- Triandis Hc, Attitude and attitude Change. New York : Wiley, 1971

**Citation: Jayaraman. Dr. K. & Jeevanantham. Dr. V.,** (2025) “Experience in B.Ed Trainees Attitude Towards Inclusive Education”, *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, Vol-3, Issue-03, March-2025.