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## KNOWLEDGE AND AWARENESS TOWARDS INCLUSIVE EDUCATION AMONG B.ED. TRAINEES IN RELATION TO THEIR EMOTIONAL STABILITY

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### ABSTRACT:

*In the study, the investigator made an attempt the knowledge and awareness towards inclusive education and emotional stability among B.Ed trainees. The Knowledge and Awareness towards Inclusive Education Scale (KATIES) – Constructed and Validated by the Investigator (2018) and*

*Emotional Stability Questionnaire (ESQ) developed by Sanjay Vohra (2013) were utilized to collect from 782 samples of teacher trainees studying in colleges of education in tiruvallur district, Tamilnadu. The normative survey was followed and random sampling technique was adopted by administration of the tools. The findings reveals that the knowledge and awareness towards inclusive education of B.Ed. trainees is at average level for entire sample with regard to various categories of sub-samples as well as the emotional stability of B.Ed. trainees is at average level for entire sample with regard to various categories of sub-samples. Also there is significant relationship between knowledge and awareness towards inclusive education and emotional stability of B.Ed. trainees with regard to entire as well as sub samples namely male, female, undergraduate qualified, post graduate qualified. Thus the study reveals that there needs a good focus on the trainees- the future teachers of our education system through proper exposure as well as experience given as recommendations to reach education to all irrespective of the child's unprivileged characteristics based on their physical-psychological-social-economic disparities.*

**KEYWORDS:** *Inclusive education, Knowledge and awareness, Emotional Stability, Teacher trainees.*

### 1.INTRODUCTION:-

Education is a process of learning, which is aimed at improving moral, cultural, social and intellectual attributes of the student individually as well as member of a social group. It is an instrument to change the social, cultural, economic

and political set up of the society. It is considered as a key for the development of any country. Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners. At the Jometin World Conference (1990) in Thailand, the goals for 'Education for All' were set and it was proclaimed that every person (child, youth and adult) shall be able to benefit from educational opportunities which would meet their basic learning needs. So as A teacher

trainee, the future professionally qualified and committed teacher, they must possess sound knowledge and be the best in awareness towards their diversified learners in the form of

- The regulations and the legislations that support/aid versatile learners.
- Their state, limitations, the needs as well as their expectations.

- The suitable pedagogical techniques to be adopted.
- The technological advancements that enhance the learning process of different kinds of learners.

Thus, the knowledge and awareness of inclusive education among the teacher trainees is the need of the hour that equips them professionally and on the other hand helps to achieve the goals of inclusive education in the society.

According to **Murray's**, the word 'emotion' is derived from the Latin word 'e' which means 'out' and from 'movere' which means as 'to move'. So emotions can be stated as affective domain aspect that that they are characteristically pleasant Vs unpleasant or in differently existed. There exist two aspects of affective process relevant to emotions as

- An active temporary process.
- A chronic persisting state.

So the teacher trainees most importantly in inclusive education needed to be emotionally stable, who should

- Understand the learners in all aspects of them right from their problems to their needs.
- Have empathetic attitude towards them.
- Create confidence with student friendly mode that that makes the mentor, easy to access and express themselves.
- Be a guide- mentor that helps the learners to face the society with strong will. and finally, the beacon who guides them with light for the students in future and life in the society.

### 1. Significance of the study

As the investigator felt that the teacher trainees of today are the professionally qualified teachers- the pillars of a classroom- nation in near future, the subjects of research were taken up as teacher trainees. Also in handling an inclusive classroom, the trainees needs a good amount of knowledge as well as awareness towards various aspects of children with special needs such as the theoretical knowledge about inclusive education which consists of legal provisions that aids them, the basic knowledge about the disabilities as symptoms, needs and teaching strategies that needed to be utilized in the classroom which helps them to have clear picture about the challenges and tasks involving in teaching-learning process in an inclusive classroom.

Emotion, the crucial factor to any individual who should know how to handle, to express and the temperament to be shown, exhibits one's character to the outward world. Especially in teaching profession, the teacher's plays the central part of teaching-learning process has to possess, the trait to handle emotions that arises in the minds when they face young children. Involving in an inclusive classroom, the trainees should equip themselves with qualities such as tolerance, sensitiveness towards the expectations of children, self-assurance-poise and so on because the children with different needs as well as different abilities are present to create a diversified classroom that demands stable emotions in them. Thus, on the of above discussion, the investigator felt the need to study the knowledge and awareness level of the trainees towards inclusive education with relation to their level of emotional stability that helps to understand the present scenario with respect to inclusive education and the teacher trainees.

### 2. STATEMENT OF THE PROBLEM

So as the teacher trainees are our professionally qualified teachers in future who are in the verge of addressing the issue, there arises the need to assess their knowledge and awareness towards inclusive education and their emotional stability to have a vision towards equipping them for better society. Therefore the investigator formulated and framed the topic of the study as "**Knowledge and Awareness of B.Ed. trainees towards Inclusive Education in relation to their Emotional Stability.**"

### 3. OPERATIONAL DEFINITIONS OF THE TERMS

#### Knowledge and Awareness

Knowledge refers to information, understanding and skills that you have gained through learning or experience whereas awareness refers to the understanding of a situation or subject at the present time based on information or experience.

#### Inclusive Education

Inclusive education means that all students irrespective of their differences physically, psychologically, socially and economically attend and are welcomed by their neighborhood schools in age-appropriate in regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

#### Emotional Stability

Emotional stability is the process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally.

#### Teacher Trainees

A student pursuing Bachelor of Education (B.Ed.) in colleges of education.

### 4. OBJECTIVES OF THE STUDY

The following are the objectives of the present study:

1. To find out the level of knowledge and awareness towards inclusive education of B.Ed. trainees for the entire sample and the following sub-samples
  - a) Gender (Male / Female)
  - b) Educational Qualification (Undergraduate / Postgraduate)
2. To find out the level of the emotional stability of B.Ed. trainees for the entire sample and the selected sub-samples.
3. To find out whether there is any significant relationship between knowledge and awareness towards inclusive education and emotional stability of B.Ed. trainees with respect to their entire sample and selected sub-samples.

### 5. HYPOTHESES OF THE STUDY

1. The following hypotheses were formulated for the present study:
2. The level of knowledge and awareness towards inclusive education of B.Ed. trainees is average for the entire sample and the selected sub-samples.
3. The level of the emotional stability of B.Ed. trainees for the entire sample and the selected sub-samples is average.
4. There is no significant relationship between knowledge and awareness towards inclusive education and emotional stability of B.Ed. trainees with respect to their entire sample and selected sub-samples.

### 6. METHOD OF THE STUDY

As the investigator intend to study and analyze the status quo of the influence or the impact of chosen variables on the sample through systematic scientific study, the normative method was adopted where the researcher carries out the survey by collecting responses from the respondents and statistically analyze them.

### 7. SAMPLE OF THE STUDY

As the investigator focuses on the B.Ed. trainees as samples of the research undertaken, responses are collected from the samples and reach a generalization- conclusion towards the population. Therefore, the researcher employed random sampling technique to choose the sample from

the population. Around 1000 samples were collected in which 782 of them from Tiruvallur district, TamilNadu, India were taken up for the further- final analysis based on the fully completed questionnaires provided to them and that gives complete data for further execution of research.

**8. TOOLS USED FOR THE STUDY**

The following research tools have been administered in the study for the collecting the data in relation to the selected variables.

- ❖ Knowledge and Awareness towards Inclusive Education Scale (KATIES) – Constructed and Validated by the Investigator (2018).
- ❖ Emotional Stability Questionnaire (ESQ) developed by Sanjay Vohra (2013).

**9. ANALYSIS AND INTERPRETATION OF THE STUDY**

The analysis and the interpretation are given below

**Descriptive Analysis**

**Hypothesis 1:** The level of knowledge and awareness towards inclusive education of B.Ed. trainees is average for the entire sample and the selected sub-samples

**Table 1.1**  
**Mean and Standard deviation for the Knowledge and awareness towards inclusive education Scores of B.Ed. trainees**

Variables		Number	Mean	Standard Deviation
<b>Entire Sample</b>		<b>782</b>	<b>74.41</b>	<b>5.70</b>
Gender	Male	214	74.60	6.27
	Female	568	71.45	4.46
Educational Qualification	Undergraduate	411	72.01	5.41
	Postgraduate	371	75.54	6.94

It is evident from the table 1.1, the knowledge and awareness towards inclusive education of B.Ed. trainees is at average level for entire sample with regard to various categories of sub-samples such as gender, educational qualification. Therefore hypothesis 1 is accepted and it is concluded that the knowledge and awareness towards inclusive education among the teacher trainees are at average level.

**Hypothesis 2:** The level of emotional stability of B.Ed. trainees is average for the entire sample and the selected sub-samples.

**Table 1.2**  
**Mean and Standard Deviation for the Emotional Stability Scores of B.Ed. Trainees**

Variables		Number	Mean	Standard Deviation
<b>Entire Sample</b>		<b>782</b>	<b>63.22</b>	<b>6.65</b>
Gender	Male	214	61.62	6.40
	Female	568	59.65	5.45
Educational Qualification	Undergraduate	411	62.43	6.47
	Postgraduate	371	65.76	7.41

It is evident from the table 1.2 that the computed mean and standard deviation of emotional stability scores of the B.Ed. trainees for the total sample are found to be 63.22 and 6.65 respectively, the

calculated mean score is lay in between average value is 48-80. Hence the hypothesis 2 is accepted and it is concluded that B.Ed. trainees are having average level of emotional stability. Also the calculated mean value of male and female as well as undergraduate and post graduate qualified B.Ed. trainee’s falls in the category of average level of emotional stability.

**Correlational Analysis**

Hypothesis 3: There is no significant relationship between knowledge and awareness towards inclusive education and emotional stability of B.Ed. trainees with respect to their entire sample and selected sub-samples.

**Table 1.3**  
**Co-efficient of correlation between Knowledge and Awareness towards Inclusive Education and Emotional Stability with regard to Sub-samples**

Variables		N	‘r’	Level of Significance
Entire Sample		782	0.392**	Significant
Gender	Male	214	0.390**	Significant
	Female	568	0.293**	Significant
Educational Qualification	Undergraduate	411	0.320**	Significant
	Postgraduate	371	0.432**	Significant

Table 1.3 shows, the co-efficient of correlation between knowledge and awareness towards inclusive education and emotional stability of B.Ed. trainees is found to be N=782, r=0.392 at 0.01 level which indicates that there is a positive correlation between knowledge and awareness towards inclusive education and emotional stability of B.Ed. trainees scores. Therefore the null hypothesis is rejected and it is concluded that there is significant and positive relationship between knowledge and awareness towards inclusive education and emotional stability of B.Ed. trainees. Also table 1.3 shows, there exists relationship between knowledge and awareness towards inclusive education and emotional stability of B.Ed. trainees with regard to sub samples namely, male, female, undergraduate qualified and post graduate qualified.

**10. FINDINGS OF THE STUDY**

The findings of the study are

1. The knowledge and awareness towards inclusive education of B.Ed. trainees is at average level for entire sample with regard to various categories of sub-samples.
2. The emotional stability of B.Ed. trainees is at average level for entire sample with regard to various categories of sub-samples.
3. There is significant relationship between knowledge and awareness towards inclusive education and emotional stability of B.Ed. trainees with regard to entire as well as sub samples namely male, female, undergraduate qualified, post graduate qualified.

**11. RECOMMENDATIONS**

The investigator, on the basis of the outcomes of the research undertaken suggests the following measures to enhance the level of selected variables among the chosen samples.

The knowledge and awareness towards inclusive education among the teacher trainees seems to be average which needed to enriched further for better success of inclusive based education in our society by

- A flexible curriculum in the teacher education must be brought which would give opportunity to the trainees to have exposure towards inclusive education in the manner of involving in special add on courses or elective courses.

- The training's which the student teachers has to undergo in their course of study should have good focus on inclusive education involving them in handling children with special needs so that they acquire first-hand experience towards them.  
In analyzing, the emotional stability of B.Ed. teacher trainees, the results reveals that to be at average level which needs following steps towards as
- Arranging relationship enhancement programmes with the school students and their parents help the trainees to understand the diverse needs of learner they face in.
- Exposure to different types of schools as a part of their training aids them to learn different strategies of teaching-learning process utilized as best practices of the institution that increases the trainee's calibre.

## 12. CONCLUSION

Thus the study reveals that there needs a good focus on the trainees- the future teachers of our education system through proper exposure as well as experience given as recommendations to reach education to all irrespective of the child's unprivileged characteristics based on their physical-psychological-social-economic disparities. This in turn helps the implementation of programmes that makes sure that the access of quality education available to all children- the success of inclusive education for equitable development in the society.

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