



# Teacher's Attitude Towards Differently-abled Students: A Literature Review

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**Abstract:** *Today in our society Teachers play an important role in implementation of the inclusive education It is concluded in various studies that inclusive education is influenced by positive attitudes of teachers. . This study is conducted to review the study on teacher's attitude towards inclusive education and factors related to their attitude. There are various studies conducted on inclusive education and attitude of teachers towards differently abled children. Most of these studies are either based on collectively all forms of disability of differently abled children or only emphasized on learning disability of children. So, there is a need of extensive study of the attitude of teachers towards physically challenged children of all types of schools (Lower Primary School, Upper Primary School, High School and Higher Secondary School).*

**Keywords:** *Physically challenged children, Inclusive Education, Attitude of Teachers, Lower Primary School, Upper Primary School, High School, Higher Secondary School*

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## 1. Introduction

It is agreed by all that the role of teachers, normal students and differently abled students matters a lot in integrated education programme. But, there are very less studies about the challenges and barriers focused on physically challenged children in society due to the perceptions and attitude of teachers. All the programmes and legislations made for the welfare of differently abled will be less effective if the attitude towards them is not positive. This study is conducted to review the study on teacher's attitude towards inclusive education and factors related to their attitude.

## 2. Literature Review

Pandey S.P. (1991) studied differently-abled people in the rural eastern Uttar Pradesh and found that they were living in critical condition. Majority of the differently abled reported that most of the people did not want to include them in mainstream for daily activities and at public places.

Educational level of these differently-abled people was badly affected due to their poor economical background. And hence they have to be engaged in economical works of different occupations.

Bothma M, Gravett S, Swart E (2000) studied in Africa and concluded that primary school teachers have extreme negative attitude towards inclusive education for disabled children in regular settings of class room.

Umesh Sharma, Jessie Ee & Ishwar Desai (2003) investigated attitudes about inclusive education implementation and observed responses of 91 pre-service teachers of Australia and Singapore. Study concluded that Singaporean teachers were less in favour of inclusive education with differently-abled students as compared to Australian teachers.

Malinen, Savolainen and Xu (2012) concluded that for the implementation of inclusive education self-efficacy of teacher's is a critical and practical component.

O' Toole CI, Burke N. (2013) studied in China and concluded that attitude of pre-service teachers towards inclusive education was less positive.



Costello and Boyle (2013) studied that attitude of post graduate teachers are more positive towards inclusive education as compared to under graduate teachers.

Ms. Rubee Mamgain (2015) studied to determine the attitudes of general school teachers towards inclusive education in Gwalior, Madhya Pradesh. Study included total 50 teachers. Study concluded that attitude of teachers were in favour of inclusive education. And, the degree of favourable attitudes of teachers were found higher in teachers with B.Ed. as compared to teachers with D.Ed. But there were no significant difference in attitude of teachers with other variables like gender, teaching experiences and locality.

Marlina (2017) studied the special needs children in Padang schools, West Sumatera, Indonesia in 2015 and used descriptive survey method. This study results concluded that attitudes of teachers is related with teachers' educational background and teachers' teaching experiences but are not related with teaching experience.

Firoz Shah (2017) studied the attitude of parents and teachers towards differently abled children of upper primary schools in Rampur district of Uttar Pradesh. Study included total 105 differently abled children, 90 parents and 95 teachers. Out of 105 children there were 60 boys and 45 girls. Out of 90 parents there were 48 females and 42 males. And, out of 95 teachers there were 55 female teachers and 40 male teachers. The attitude scale has total 40 items based on 6 dimensions for gathering information from parents. And, The attitude scale has total 40 items based on 6 dimensions for gathering information from teachers. This study includes all types of differently abled children. This study concludes that, attitudes of male Teachers of upper primary school towards differently abled children are more inclusive in nature as compared to female teachers.

Amit Sharma, Deepa Chari and Sugra Chunawala (2017) studied to micro-analyze the attitudes of middle school teachers with respect to the type of disability in Indian school context. This study involved 6 teachers. Out of 6 teachers there were three female and three male teachers. Out of 6 teachers there were four teachers from government schools (in Delhi) and two were from special schools (in Mumbai). Study concluded that there were higher positive attitudes towards inclusion of students with 'orthopedic challenges' as compared to vision, speech and hearing. Pedagogic challenges leads to negative attitudes of some teachers. Experienced teachers with disable students were more inclusive.

Chandrima Sarkar (2018) studied the effects of implementational aspects of Physically Challenged Students of the primary and secondary schools of Kolkata, West Bengal. Study included 12 schools of urban area out of which 6 were primary schools and 6 were secondary

schools. Study includes normal students and 76 physically challenged students. Study concludes that the effects of the physical components of implementational aspects on the physically challenged students of primary and secondary levels differs significantly and the gain is in favour of the primary level students. It is also concluded that the effects of the social aspects on the physically challenged students of primary and secondary levels differs significantly and the gain is in favour of the primary level students.

Suresh Kumar K (2018) studied about mainstreaming the differently abled children through inclusive education. This study concludes that the perception level varies on Inclusive education among resource teachers, secondary school teachers, peers of differently abled children and parents of differently abled children. There is significant difference on level of perception of inclusive education among teachers with respect to gender, locale & teaching experience.

Multiple studies conclude that teachers have negative attitude towards severely disabled children as in study Su X, Guo J, Wang X. (2020) in China.

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Shiba Singh (2020) investigated the attitude of the teachers towards inclusive education. Study included a sample of 108 pre-service & in-service teachers (associated with primary and secondary school) of the Gaya district of Bihar. Results concluded that attitude of pre-service and urban teachers have more positive attitude towards inclusive education than the attitude of in-service and rural teachers.

Su X, Guo J and Wang X (2020) studied that pre-school teachers are more in favour of inclusive education as compared to academic subject teachers.

Naveli Sharma, Virendra Pratap Yadav and Aashima Sharma (2021) studied attitudes and empathy of youth towards physically disabled persons. In order to achieve the objectives of the study, they selected the quantitative paradigm. Study included 100 participants out of which 50 were male participants and 50 were female participants. All the participants were in the age range of 18 to 25 years. Purposive sampling was adopted to collect the data. Participants were administered with Questionnaires based on Attitudes Towards Disabled Persons Scale and the Questionnaire of Toronto Empathy. Responses were uploaded on SPSS software which were analyzed through descriptive statistics and t-test. Study concluded that both males as well as females don't have positive attitude towards physically challenged person. And, males as well as females were empathetic towards physically challenged person. Study concluded there were no gender differences

in the attitude and empathy of youth towards physically challenged person.

### 3. Conclusions

There are various studies conducted on inclusive education and attitude of teachers towards differently abled children. Most of these studies are either based on collectively all forms of disability of differently abled children or only emphasized on learning disability of children.

There are studies of attitude of teachers towards differently abled children (collectively on all types of disability) either on lower primary school or upper primary school or high school or higher secondary school.

So, there is a need of extensive study of the attitude of teachers towards physically challenged children of all types of schools (Lower Primary School, Upper Primary School, High School and Higher Secondary School).

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