

## "A Study on Attitude of Non-Disability Children towards Children's with Disability in Inclusive Setup."

Dr. Ravinder Kumar

Associate Professor (Special Education)

SIRTAR, Gandhi Nagar Haryana.

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**ABSTRACT:** - Education is a powerful instrument of social change and often initiates upward movement in the social structure. Education is very necessary for each and every one in order to improve knowledge and way of living, key of success. The power of education is not only in academic knowledge but also in finding place in the world and acquiring life experience. **Special Education** means specially designed instruction which meets the unique needs of an exceptional child. Special education services are designed to help your child learn the information and skills that other children are learning in the general education curriculum. **Inclusive Education** means welcoming all children without discrimination into regular or ordinary school. It refers to the process of educating all children in their neighborhood school, regardless of the nature of their disabilities. Students participating in an inclusion program follow the same schedules as their classroom and participate in age appropriate academic classes. "Attitude is a positive; negative or mixed evaluation of an object that is expressed at some level of intensity. It is an expression of a favorable or unfavorable evaluation of a person, place, thing or event." **Objective of study** 1. To find out the attitude of Non Disabled students towards children with disability in inclusive set-up. **Hypothesis** 1. There exists no significant difference in the attitude of non disabled students towards children with disability in Inclusive setup based on their class.

**Keynotes:-** Attitude, Non-Disability Children, Special Education, Inclusive Education, Inclusive Setup."

### I. INTRODUCTION:-

Today in the primitive society the primary need of men comprised food, clothing and shelter. With the progress of society and civilization, the primary need have been multiplied and one of the most important needs an individual today is the need to educate. Education is regarded as a potential instrument of individual development as

well as social uplift. It is intimately related with national development and positively correlated with productivity and quality of life. It enables and individual to be aware of his/her rights and responsibilities and to discharge his/her duties properly. Those who have remained backwards and underprivileged over the year can be empowered by education to assert their rights and fulfill their duties. Education is also a powerful means of removing this parties and discrimination in the society. Recently educational devolvement and the seventy third and seventy fourth constitutional amendment outline the possibility of instructing basic education to the local elected bodies in town and village, this would allow for community participation in education at the elementary level and would introduce radical change leading to the empowerment of learner with special educational need (SEN).

Until the 1970s, the government policy encouraged segregation, most educators believed that children with physical, sensory or intellectual disabilities were so different that they could not participate in the activities of a common school, Christian missionaries, in the 1880s, started school for the disabled as charitable undertakings, the first school for the blind was established in 1887. The first for the mental challenged being established in 1934. Now there are many acts and policies like National Educational Policy 1968, program of action 1992, person with disability act 1995, NCERT, UNESCO etc are playing an important role in the field of disability and they also promise a bright future for the disability. However there still remains a certain population of India whose learning needs and abilities diverge to a great extent from normal population – these are '**Person with Disabilities**'. The presence of disability has a lot of implication for the society academic and personal development as well as the functioning of the individual and it also affects the need, abilities and characteristic of the individual as a learner. This in turn has led to the evolution of the field of

special education. Education of children with disabilities is a challenging field, education generally enables a child with disability to overcome largely his disability makes him a useful child. The primary task of disability is to prepare him or her for adjustment to a social cultural environment. The different type of available educational program for the children with disability are Special Education, Integrated.

**Inclusive Education:-**Inclusive means welcoming all children without discrimination into regular or ordinary school. It refers to the process of educating all children in their neighborhood school, regardless on the nature of their disabilities. Student participating in a inclusion program follow the same schedules as their classroom and participate in age appropriate academic classes. They don't receive special education services in separated isolated place. Well-run inclusion programs provide an appropriate inclusion program for all students. The term inclusion and inclusive education are relatively new in the field of education for the children with disabilities.

The process of providing education to the children with disabilities as an integral part of the general education in called as inclusion. It is also defined as the process of bringing the child with disability of whatever condition in to the general class room for their education. Inclusion of children with disabilities is most desirable in our country because of a very large number of child with disabilities and few special and integrated schools with adequate tools and equipment. A child with disabilities has no option but to go to a nearby available school. Now the concept of inclusive education provides a change to the children with disabilities to join the mainstream and to receive education in regular school.

Young children are expected to develop social skills through interactions with peers in schools. However admission to ordinary school does not guarantee full participation of the children. Inclusion is based on the concept of social equality, wherein all students are given equal exposure to all educational opportunities, irrespective of their disability or any form of disadvantages. In inclusive class rooms children with disability would be less likely to interact with typically developing peers unless those peers positively and actively initiate the interaction. Since Inclusive Education is a new approach towards educating the children with special needs and learning difficulties with that of normal ones with in the same roof, so special education play the

vital role to improve children's attitude towards children with disability.

**Special Education:-**Special education means specially designed instruction which meets the unique needs of an exceptional child. Special education services are designed to help your child learn the information and skills that other children are learning in the general education curriculum. These services can include therapy, counseling, adaptive equipment accommodation and modification. Ideally these process involve the individually planned and systemically Monitored arrangement of teaching procedures adapted equipment and material. These intervention and designed to help individual with special needs achieve a higher level personal self- sufficiency and success in school in their community which may not available if the student where only given access to a typical class room education.

Special education include visual impairment, hearing impairment, deaf and blind, mental retardation, gifted and talented multiple disabilities, learning disabilities, communication disorders, emotional and behavioral disorders, physical disabilities, development disabilities and many other disabilities. Student with these kinds of disabilities are likely to benefit from additional educational services such a different approach of teaching use of technology, specifically adapted teaching area or resource room.

**Attitude:-**Attitude is a familiar word and is used freely to express one's way of thinking, feeling or behaving. The term 'attitude' has been used by psychologists in several connotation and there are a number of agreed definitions of the term. "An attitude is a dis-positional readiness to respond to certain situations, persons or objects in a constant manner, which has been learned and has become one's typical mode of response"- These are fundamental determinants of our perceptions of, and actions toward all aspects of our social environment. Attitudes involve a complex organization evaluative beliefs, feelings and tendencies toward creations. How much we like or dislike something. Determines our behavior towards that thing. We tend to approach, seek out or be associated with things we like; we avoid shun or reject things we do not like.

Studies have shown that negative attitude towards young people with disability is a major barrier to inclusive education. School requires hard work in order to be successful. However, for some

students even hard work is not enough. These students are faced with additional challenges in classroom. There are few studies conducted on the attitude of these children. In these children various disabilities can be observed. These disabilities can be disorders, Behavioral disorders and learning disorders. The musculoskeletal disorders include Blindness, hearing impairment and permanent motor involvement. Learning disorder is related to processing formation that leads to difficulty in reading, writing and computing. Among learning disorders, **Dyslexia** and Attention deficit/Hyperactive disorder (ADHD) are the most common type of disability accounting for half of all students receiving special education. Experiencing negative attitude and being victimized by peers is associated with self blame, loneliness, anxiety and low self worth. Therefore, it is vital to know the attitude of students in classroom. This study therefore aims to assess the attitude of children without disability towards their peers and vice versa.

#### OBJECTIVE OF STUDY

1. To find out the attitude of Non Disabled students towards children with disability in inclusive set-up.
2. To find out the attitude of Non Disabled students towards children with disability in inclusive set-up based on locality.
3. To find out the attitude of Non Disabled students towards children with disability in inclusive set-up Gender.

#### HYPOTHESIS

1. There exists no significant difference in the attitude of non disabled students towards children with disability in Inclusive setup based on their class.
2. There exists no significant difference in the attitude of non disabled students towards children with disability in Inclusive setup based on their gender.
3. There exists no significant difference in the attitude of non disabled students towards children with disability in Inclusive setup based on their gender.
4. There exists no significant difference in the attitude of non disabled students towards children with disability in Inclusive setup based on their Age.

#### OPERATIONAL DEFINITIONS:-

According to stain back and stain back Inclusive is education of all students in regular

class. IT means appropriate education programs for every student. It means everyone is accepted and supported. Inclusion assumes that students with disabilities can should attend ordinary school the fundamental principle is that all children are to the together as much as possible’

**ATTITUDE:-** Frank freeman said....An attitude is a dispositional readiness to respond to certain institutions, Person or objects in a consistent manner which has been learned and has become one’s typical mode of response.

**SPECIAL EDUCATION:-** According to IDEC- Specially designed instruction at no cost to parents to meet the unique needs of a child with a disability.

#### VARIABLE OF STUDY

- 1) Attitude is the dependent variable.
- 2) Independent variable gender and locality

#### LIMITATIONS

- The present study is confined to non disabled students only.
- The study is limited to 75 only and **purposive** selections from Bhiwani district.
- The study is limited to investigator the Attitude of non disabled students towards the children with disabled in inclusive set-up.
- The study is limited to investigator the attitude of non disabled students in relation to Independent variable namely – Locality, Gender.

**Sample:-** The sample reflects characteristics of the population from which it is drawn. Sampling methods are classified as either probability or non probability. In random sampling where each and every item in the population has an equal chance of inclusion in the sample and each one of the possible samples, in case of finite universe, has the same probability of being selected. The advantage of probability sampling is that sampling error can be calculated. Sampling error is the degree to which a sample might differ from the population. These include simple random method, systematic method, stratified etc. In non probability sampling, the degree to which the sampling differs from the population remains unknown. The researcher used the purposive sampling method for this study and selected 75 non disabled students of inclusive set-up in Bhiwani, Haryana.

**Procedure for data collection:-**The investigator has taken the permission from principals and meets the students. After explaining the purpose of the study, the investigator collected the data based on

the questionnaire about attitudes of non disabled students toward children with disability in Inclusive setup in Bhiwani, Haryana. The items were scored as per the scoring procedure discussed earlier. The data collected was organized systematically.

**Need of construction of Research Tool:-**The result of any scientific investigation depends upon the tools used in the study. Depending on the nature of the study can make use of standardized tool or can develop his / her own tools. There was complete dearth of the appropriate and standardized research tool for measuring the attitude of primary school teachers' towards Inclusive Education. For the present study there was a need to construct attitude scale on the inclusive education.

**Construction of Research Tool:-** Before the construction of research tool, the investigator thoroughly studied the tools used in the previous researches for measuring attitude. Considering the previous researches, nature and purpose of the study the researcher decided to construct Attitude scale with both positive and negative statements on inclusive education. In this study, the investigator constructed questionnaire scale for assessing the

attitude of non disabled students toward disabled student in inclusive set-up consisted of 30 items.

**Scoring:-** For the purpose of statistical analysis, the collected data need to be quantified. To quantify the data, against each statement of Attitude scale three gradations, namely “ Agree” “Undecided ” “Disagree” were given and 3, 2, and 1 scores for positive statement and 1, 2, and 3 scores for negative statements were offered.

**Statistical techniques used in the study:-**The collected data was analyzed by using appropriate statistical techniques such as

- Mean
- Median
- Mode
- Standard deviation
- F- Test

**DESCRIPTIVE STATISTICS**

**Analysis based on objective. 1. To find out the attitude of Non Disabled students towards children with disability in inclusive set-up.** Statistics calculated and their values obtained for the attitude of **Non Disabled students towards children with disability in inclusive set-up.**

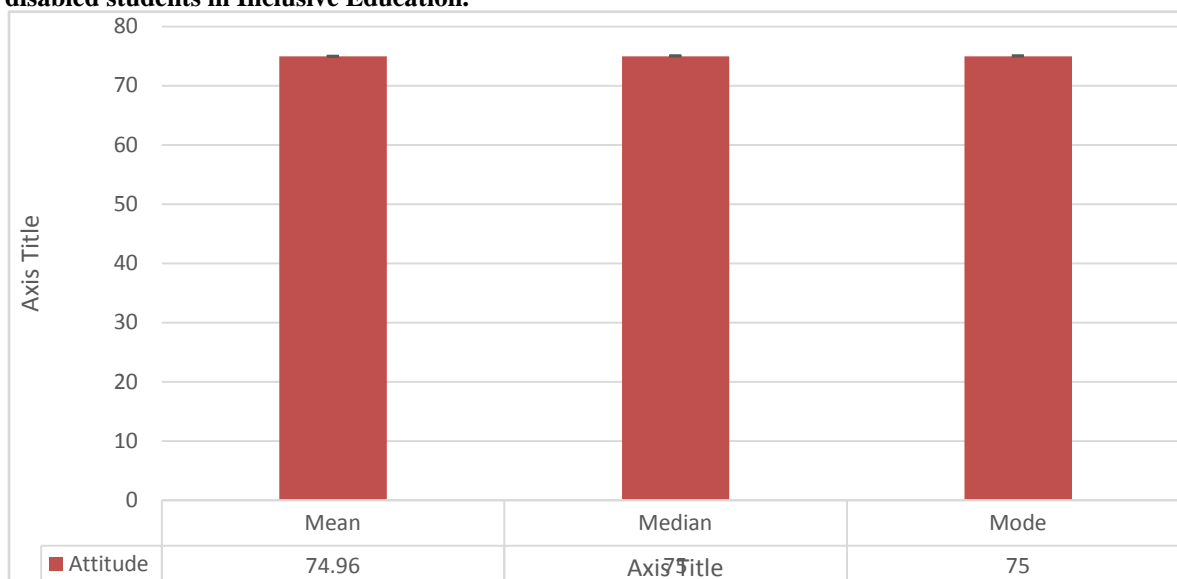
**Table 1**

No. of students	Mean	Median	Mode	Standard deviation	Skweness
75	74.96	75	75	8.57	2.73

From the table 1, it is observed that the **attitude of non disable students towards children with disability in inclusive set-up** scored a mean value of 74.96 the median and the mode are 75. The result shows that the distribution of the sample is

almost normal. The standard deviation value is 8.57 and skeweness is positively skewed. The graphical representation of statistical constants is shown in the figure.

**Figure 1 showing the Mean Median and Mode values of Attitude of None disabled students toward disabled students in Inclusive Education.**



**To find out the level of attitude of non disabled students towards children with disability in inclusive set-up.**

To assess the level of the **Non disabled students toward children with disability in Inclusive Education** the total sample is classified in to three groups favorable, neutral and unfavorable. The conventional procedure of  $\sigma$  distance from mean  $M$  is used. Those who obtained scores greater than  $M + \sigma$  (above 83.53), are said to have favorable attitude towards children with disability. The unfavorable are those who obtained scores less than  $M - \sigma$  (66.39) and those who obtained scores in between  $M + \sigma$  and  $M - \sigma$  (between 83.53 to 66.39) are said to have neutral

attitude towards children with disability in Inclusive set-up.

**Analysis based on objective – 2, to find out the attitude of Non Disabled students towards children with disability in inclusive set-up based on locality. Hypotheses - 1**

There exists no significant difference in the attitude of **Non Disabled students towards children with disability in inclusive set-up based on locality. Students** from urban area ( $N = 31$ ) and the rural ( $N = 39$ ) were compared for the variable using critical ratio. The results are shown in the table 3

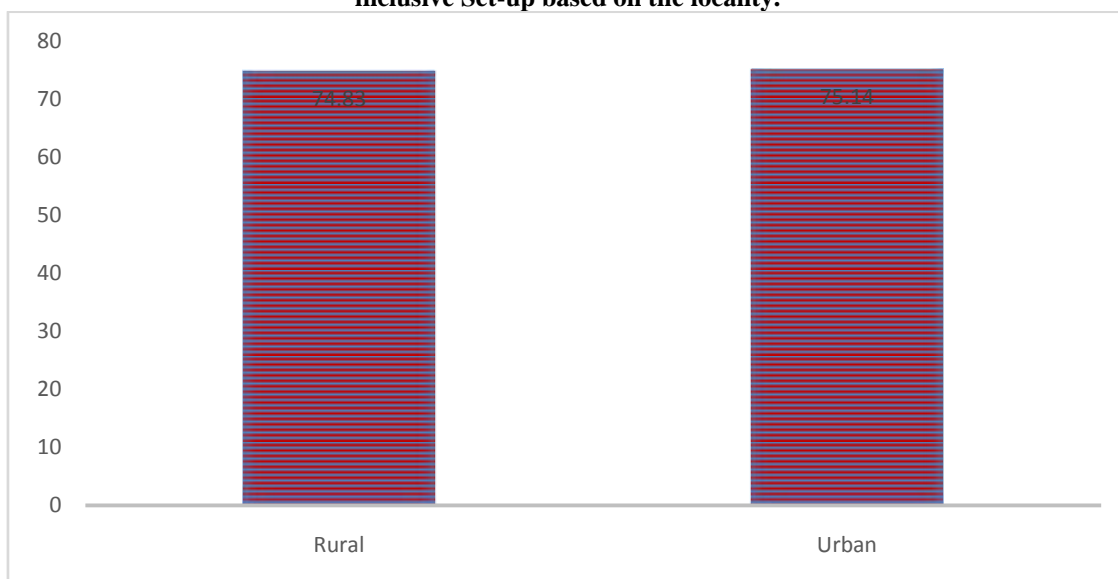
**Table 2. Data and result of attitude none disabled students towards children with disability in inclusive set-up based on locality.**

	NUMBER	MEAN	STANDARD DEVIATION	C R
RURAL	39	74.83	2.48	0.537
URBAN	36	75.14	2.51	

The obtained critical ratio for rural and urban teachers is 0.537, which is less than the table value 1.96 at 0.05 levels of significance. So the null hypothesis is retained as untenable and the findings are said to be statistically not significant. It means

that there exists no significant difference in attitude of Non disabled student toward disabled students in inclusive set up based on locality.

**Figure 2 bar diagram showing the attitude of Non Disabled students toward children with disability in inclusive Set-up based on the locality.**



**Analysis based on objective – 3. to find out the attitude of Non Disabled students towards children with disability in inclusive set-up based on gender.**

**Hypotheses – 2. There exists no significant difference in the attitude of Non Disabled**

**students towards children with disability in inclusive set-up based on gender.**

The boys student (N = 336) and the Girls student (N = 37) were compared for the variable using critical ratio. The results are shown in the table 3

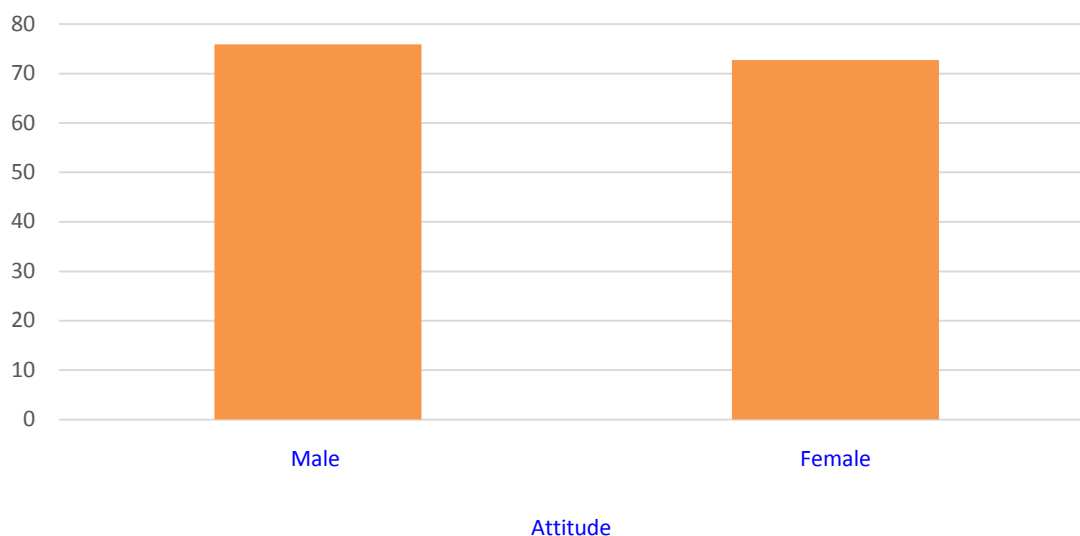
**Table 3. Data and result of attitude Non Disabled students towards children with disability in inclusive set-up based on gender.**

	Gender	No.	Mean	Stdndard Deviation	't'
Attitude	Male	36	75.81	4.528	1.600
	female	39	72.67	10.934	

The obtained critical ratio for male and female teachers' is 1.60, which is less than the table value 1.96 at 0.05 levels of significance. So the null hypothesis is retained as untenable and the findings are said to be statistically not significant. It means

that there exists no significant difference in the attitude of **Non Disabled students towards children with disability in inclusive set-up based on gender.**

**Figure 4. Bar diagram showing the attitude of non disabled children toward children with disability in Inclusive set-up based on the gender**



## II. CONCLUSION:-

The present investigation is a descriptive research study. In the present study, the investigator has gathered data using the survey method. The population of interest to the investigator was the primary school teacher's in Bhiwani district, in the state of Haryana. Total sample size is 75 non disabled students. The technique used in this study for the sample selection was **Purposive sampling**. The investigator developed attitude scale to find out the attitude of non disabled students toward children with disability in inclusive set-up. The investigator visited schools selected, taken the permission of principal and meet with the students. After explaining the purpose of the study, the investigator collected the data based on the items which related of attitudes. The items were scored as per the scoring procedure discussed earlier. The data collected was organized systematically. The items were analyzed by calculating the percentage. Statistical test were conducted to test the hypothesis.

## III. FINDINGS:-

The analysis of data revealed the following major findings.

Mean score of attitude of primary teachers towards inclusive was found to be 74.96. The median and the mode are 75. The result shows that the distribution of the sample is almost normal. As per the testing of Hypothesis.1, it is noted that there

is no significant difference in the attitude of non disabled students toward children with disability in inclusive set-up based on their locality. The obtained critical ratio for rural and urban students is 0.537, which is less than the table as untenable and the finding are said to be statistically not significant. It means that there exists no significant difference in the attitude of non disabled students toward children with disability in inclusive set-up based on their locality.

Testing of Hypothesis 2 revealed that there is no significant difference in the attitude of non disabled students toward children with disability based on their gender. The obtained critical ratio for male and female student is 1.60, which is less than the table value 1.96 at 0.05 level of significance. So null- hypothesis is retained as untenable and the finding are said to be statistically not significant. It means that there exists no significant difference in the attitude of non disabled students toward children with disability in inclusive set based on their genders.

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