

Reviews on Inclusive Education for Children with Disabilities with respect to School Environment, Teachers' Attitude and Competencies

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Abstract

The term inclusion refers that all the children coming under the same roof regardless of their caste, class, creed, disability or gender. Inclusion is “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. Nearly about 10% of the world’s population is affected with a disability, and a large amount of these people live in developing countries. Many problems such as, lack of well-educated teachers, curriculum, resources, good infrastructural facilities, awareness, positive attitude, plans, policies are creating hurdles for extending the concept of inclusive education in India.

The social needs of students were adequately met through inclusive education, but their academic needs were not. The present study has identified the problem of perception of the whole situation from different perspective and it is hoped that the results, will certainly help in dealing with today’s educational and sociological scenario. The researcher has made an attempt to survey related literature in the field concerned and studied a number of books, journals, and dissertations on topics similar to the areas.

Key Words: Inclusive Education, Sociological Scenario, Infrastructural Facilities, Positive Attitude.

Introduction:

Review of related studies is very essential for every investigator to be up to date in the information about the literature related to his own problem already done by others. It is considered the most important pre-requisite to actual planning of conduction of the study. Review of related literature provides theories, ideas, explanations or hypothesis, which may prove useful in the formulation of a new problem. It suggests method, procedure sources of data and statistical techniques appropriate to the solution of the problem.

Keeping in view of the above study “Reviews on Inclusive Education for Children with Disabilities with respect to School Environment, Teachers' Attitude and Competencies” the investigator enumerated various research papers published in some journals, books and dissertations studied. The following researches were done in the field of School Environment, Teachers' Attitude and Teaching Competency.

Sarah Kyakimwa (2024) studied on “Impact of School Environment on Retention of Learners with Disabilities in Universal Primary Schools in Africa: A Review.” The findings underscore the need for targeted interventions to improve the school environment for learners with disabilities.

Zukaego Ifeoma Eluemuno.et.al.(2022) conducted a study on the “Influence of

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safety school environment on inclusive education for sustainable development". The sample for the study comprised only 500 respondents randomly selected from students and teachers from the seven schools in AlvanIkoku Federal College of Education, Owerri. Four research questions guided the study. It was found out that, safety school environment promote inclusive education. It was also found, that use of diversified teaching methods making meaningful and interesting and encouraging interaction among students are some classroom practices that can promote inclusive education.

Laila Khalid. et.al (2021) observed in the study "Inclusive Practices in the Existing School Environment: Parental Perceptions and Concerns". Ten parents (n=10) of children with and without disabilities were selected through purposive sampling from inclusive primary schools of Punjab. Findings revealed that parents of children with disabilities are more inclined towards inclusive education. Reactions of parents, quality of instruction and institutional support have created a feeling of uncertainty and dissatisfaction amongst the parents of children with disabilities about inclusion.

Ambei Ruhama (2020) examined "School Environment and Inclusive Educational Settings: Policy Implications and Mitigation strategies Emerging from the South West Region of Cameroon". The study supposition was that inaccessible physical infrastructure was one of the major barriers that hindered the performance of students with disabilities in schools in Cameroon.

Edwin-Ezeoka Cynthia A1 .&Obidike, Ngozi D. (Ph.D) (2020) studied on "School Environment and its Influence on Education of Children with Learning Disabilities in Awka South LGA". Findings from the study reveals among others that the school environment really has an influence on the education of the learning disabled child. Non availability of meaningful toys, and books coupled with location of the school and overgrown bushes, lack of functional ICT laboratory and other instructional materials such as insufficient whiteboards and play gadgets where challenges that influenced the education of the learning disabled child.

Christopher Boyle et.al.(2024) studied on the aim to identify the differences in attitudes of primary and secondary pre-service teachers on inclusion and the potential relationship between demographic variables such as definitions of inclusion, previous experience working in a school, completion of a module on inclusive schools, and other variables. Results showed that primary pre-service teachers have more positive attitudes towards inclusion than secondary pre-service teachers.

Cecilia Alimatu Issaka (2022) made a study on "Attitudes and Concerns of Pre-Service Teachers' about Inclusive Education Enshrined in the New Four-Year Basic Education Curriculum in Ghana". The study revealed that pre-service teachers has positive attitude towards the implementation of inclusive education in Ghana. About eighty percent (80.1%) stated that children with special educational needs can be effectively supported to learn in regular classrooms in Ghana (1.30, SD=.64).

JasminaRadojlovic (2022) made a study on "Attitudes of Primary School Teachers towards Inclusive Education". The study revealed that One in three teachers (32.8%) thought that inclusion was useful for children with disabilities, (29.7%) of them thought that schools did not have the conditions for inclusive education, whereas one in four teachers (25.0%) believed that inclusion was not good.

André Kunz (2021) explores “Beliefs and Attitudes toward Inclusion of Student Teachers and Their Contact with People with Disabilities”. The findings show that the student teachers report significantly more positive contact with people with disability than negative ones. At the same time, student teachers who are in contact with people with disabilities report a significantly more positive attitude toward inclusion at the beginning of the term, and a higher self-efficacy in dealing with disruptive behavior and interdisciplinary cooperation, as well as an individualizing teaching structure.

Keshab Chandar Halder (2021) made a study on “Attitude of Teachers towards Inclusive Education in West Bengal.” This review study presents an overview of studies describing attitudes of teachers, variables relating to teachers’ attitudes.

Mickael Jury. et.al. (2021) studied on “Attitudes toward Inclusive Education: An Exploration of the Interaction between Teachers’ Status and Students”. The results showed that if special education teachers had more positive attitudes than general teachers, they, however, expressed less favorable attitudes toward the inclusion of students with ASD in comparison with those with other types of disabilities.

TimoSaloviita (2020) examined that “Attitudes of Teachers towards Inclusive Education in Finland.” About 20% of teachers were strong opponents of inclusion, and 8% were strong advocates. The attitudes towards inclusion had only weak associations with variables other than the teacher category. Teachers’ work orientation and self-efficacy had low associations with their attitudes towards inclusion.

Shiba Singh (2020) studied on A Study of Attitude of Teachers towards Inclusive Education. The population of the study comprised all pre-service and in-service teachers of the Gaya district of Bihar. Out of this population, a sample of 108 pre-service & in-service teachers (associated with primary and secondary school) were selected through quota sampling technique. The result shows that attitude of teachers towards inclusive education was moderate to a favorable level.

Dr. PranabSaikia(2019) made a study on “Perception of the School Teachers towards Inclusive Education and Need of Teacher’s Training for Inclusive Education”. Survey method was used for the study and 300 hundred teachers from six districts of Assam were given a self-structured questionnaire to assess their perception towards inclusive education. The results of the showed that teachers were possessed a clear perception regarding the needs and importance of inclusive practices in schools but they equally emphasized appropriate training for teachers on inclusive education.

Bansal (2018)explored in his study“Understanding Teachers’ Perspective of Inclusive Education for Children with Special Needs (CWSN).” Majority of the teachers agreed (53.8%) that all students should be educated in the regular classroom and because of inclusive education,

Amit Sharma et al., (2017) made a study “Exploring Teachers’ Attitudes towards Inclusive Education in Indian context using type of Disability Lens”. He found that, positive and high attitudes towards inclusion of students with ‘orthopedic challenges’ about inclusion of students with disabilities (SWD) related to vision, speech and hearing were stated. Some

negative attitudes arose from teachers' concerns about pedagogic challenges in inclusive classrooms.

Joanna Galaterou (2017) studied on Teachers' Attitudes towards "Inclusive Education: The Role of Job Stressors and Demographic Parameters". 208 primary and secondary school teachers are working in urban and suburban areas of five prefectures of Greece. Teachers demonstrated marginally positive attitudes towards inclusion, which were correlated with their age. Specifically, younger teachers expressed more positive attitudes than their older colleagues.

Novelyn L. Mitra (2024) studied on "Teaching Competencies of Senior High School Teachers Relative to the Content Standards on Logic in General Mathematics". The result of the study was the basis in proposing a learning module in logic which may help in enhancing the competency of the teachers as well as the performance of the students.

VimalVidushy (2022) explored "Teaching competence among secondary school teachers in relation to sense of responsibility gender and locale" and the study revealed that gender and locale has no significant effect on teaching competence.

Dr. Hoovinbhavi B.L (2021) conducted study on "General Teaching Competency of Secondary school teachers with reference to a few selected variables". Results reveals that there is a significant difference between teaching competency of male and female teachers group, high and low qualified teachers and high and low socio-economic status teachers group.

Zhaojie and Lin (2017) attempted "Construction of Teaching Competency Model of College Teachers in Flipped Classroom: Also Reflection on the Teaching in Artificial Intelligence Background." The results showed positive changes in teachers competencies with use of technology.

Yusuf, Ibrahim, and Rahim (2017) investigated "Virtual Instructional Leadership and Teachers' Teaching Competency: Finally, in this study, the researcher successfully developed a model depicting the relationship between virtual instructional leadership and teacher teaching competency.

Conclusion:

Based on the above composed appropriate literature, it could be inferred that the present study differs from the reviewed studies in many ways. Hence, the present research had been conducted to fill the gaps in the researches carried out earlier. In a nutshell, the critical appraisal of the review of literature indicated that findings of these studies have restricted to their scope of application, therefore, into the proposed problem. The present study has identified the problem of perception of the whole situation from different angles and it is hoped that the results, will certainly help in dealing with today's educational and sociological scenario. Hence, the present research had been conducted to fill the gaps in the researches carried out earlier.

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