

CHAPTER2

REVIEWS OF LITERATURE

2.1 Review of Literature

With the pressure on Teachers to teach more on academics, prepare children for standard test, increased paperwork, upgrading knowledge and skills, focussing on inclusionary practices is do not find top position in priority list. (Timmons, V. (2009)

Teachers who implement successful inclusive practices become teachers who advocate and support inclusion (Stanovich, P. & Jordan, A, 2004). Positive teacher attitude towards inclusive education related to the level of special education training, knowledge and experience in working with or teaching students with disability (Van Reusen, A., Shoho, A., & Barker, K. 2000) A few other studies suggested a lack of teaching resources and necessary training as major Concerns in teachers with negative attitudes to inclusion (Bhatnagar, N., and Das, A. K. (2013), 2014b). Sharma, Simi & Forlin (2015) reported high degree of concerns of pre-service teachers regarding inclusion of children with additional learning needs in their classes. They found to be worrisome, with lack of resources being their main concern.

In Indian context Parasuram [9] identified that prior acquaintance with a disabled person is influencing teachers' attitude. For Inclusive classroom to be effective it requires changes in curriculum expertise and practicum placement of prospective teachers. Chopra (2008) reported that the teachers are aware of the desirability of inclusion of disabled children in the regular classroom, but still there is a need to spread the awareness regarding inclusion of special needs children in the regular classroom. Different types

of disability could influence the disabled person's physical condition, cognition and behaviour, and also others' perceptions about such disabilities, and thereby their attitudes. Kakkar has emphasized that severity of disability conditions is crucial in exploring teacher attitudes in greater depth [6]. One of the review findings reveal that in general, teachers are more likely to favour inclusion of students with physical disabilities than cognitive or behavioural disability [Avaramidis, 2002]. Younger teacher with fewer Year of teaching experience is more likely to adapt the skill and resources required to accommodate all types of study [Avaranidis,2002, Parsuram 2006]

Teachers' attitude towards can provide a sense of their beliefs, which can add to their positive behaviour in an inclusive classroom. A teacher with the right attitude makes a lasting impact on the students' enrolment and their learning.

2.2TEACHERS' ATTITUDE TOWARDS INCLUSIVE EDUCATION

This chapter describes the important results of teachers' attitude towards inclusive education in relation to their attitude, based on teachers' gender. Teachers' attitude being the dependent variable of the study has also been reviewed in relation to community and school support, types of disabilities in the student, experiences of teachers with disable students. The review of the related studies is presented as follows:

2.2.1 WORLDWIDE PREVALENCE OF TEACHERS' ATTITUDE TOWARDS INCLUSIVE EDUCATION

Payal&Mayaan (2015) aimed at studying the awareness and attitudes of teachers towards inclusive education. On a sample of 100 a semi-structured

self-constructed interview schedule and a self-constructed attitude scale were used to study the awareness of teachers about disability and Inclusive education, and their attitudes towards inclusive education respectively. Results of the study indicated that teachers had some amount of awareness but Chopra (2008) reported that the teachers are aware of the desirability of inclusion of disabled children in the regular classroom, but still there is a need to spread the awareness regarding inclusion of special needs children in the regular classroom.

Bernard (1990) suggested that teachers with more positive views of inclusion had more confidence in their ability to support students in inclusive settings, and to adapt classroom materials and procedures to accommodate their needs. Several mainstream educators view the philosophy of inclusive education as a challenge.

2.3 TEACHERS' ATTITUDE TOWARDS INCLUSIVE EDUCATION AND GENDER

Romi&Leyser (2006) conducted a study (N=1,155) on Israeli pre-service teachers with regards to inclusion. Females were more receptive to the idea of inclusion. They found female students to be more positive about inclusion and having higher self-efficacy scores than did males. Barco (2007) reported that teachers' responses to items concerning training to teach disabled students brought about differences in responses from male and female participants. The female respondents were undecided as to whether or not they had sufficient training to teach learning disabled students in the inclusive classroom setting. The female respondents also were undecided as to whether or not more undergraduate classes would have given them more

confidence working with learning disabled students in the inclusive classroom. As for efficacy, making adaptations, and training, female teachers tended to have a greater degree of confidence in teaching disabled students in the regular classroom setting in comparison to the male teachers whose confidence levels were lower than their female counterparts. Parasuram (2006) reported that there were no significant gender differences in teachers' attitude towards inclusive education. Alghazo&Naggar (2004) found a significant difference between male and female teachers, whereby males held less positive attitudes towards inclusive education ($t = 4.42, p = 0.05$). Opdal, Wormnes, &Habayeb (2001) reported that female teachers were more supportive towards inclusion, compared to male teachers. Of the male teachers, 59 percent answered that they supported the inclusion of pupils with special needs, whereas 69 percent of the female teachers were supportive in their answer. Female teachers reported (Forlin, 2001) greater stress than their male counterparts when coping with classroom issues as well.

2.4 SYNOPTIC VIEW OF REVIEW OF RELATED LITERATURE

The synthesis of researches reviewed assisted the research in terms of formulating the objectives, hypotheses and in determining the methodology followed for the completion of the present study. It also helped in establishing the need and scope of the study. The literature was reviewed in the context of teachers' attitude towards inclusive education as a dependent variable by taking teachers' gender as variable. Literature on teachers' attitude was also reviewed in the context of some moderating variables such as Community and school administration support, severity of disability, experience with disable students. All over the world, a neutral or negative attitude of teachers towards inclusive education has been revealed. also indicated that parents' knowledge and support in inclusive education

affected school personnel in a positive direction. Despite of various efforts done by various governmental and non-governmental agencies in the field of inclusive education, subsistence of negative or neutral attitude of teachers towards teaching CWSN in regular classrooms was found as the major factor in the unsuccessfulness of inclusive education philosophy as teachers are the major factor or component in the triumph of inclusive education. Therefore, the researcher was selected to work in this area.

Despite various efforts done by various governmental and non-governmental agencies in the field of inclusive education, subsistence of Children with special needs are out of regular Classrooms. Community and school administration support along with the support of the government is also very important for positive attitude formation of teachers towards inclusion. Different types of disabilities need different strategies by the teacher in the regular classroom. Do gender differences play a role in shaping attitudes towards different types of disability. Therefore, the researcher was selected to work in this area.

2.5 Hypothesis

Hypothesis 1: There is no significant difference between the attitude of male teachers and female teachers due to community and school support

Hypothesis 2: There is no significant difference between attitude of male teachers and female teachers on the basis of different types of disabilities.

Hypothesis 3: There is no significant difference between the attitude of male teachers and female teachers on the basis of experiences with disabled students.