Chapter-II
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2.1 Introduction

The survey of related literature in research is of immense importance, because it stimulates and encourages the investigator to see deep into the pros and cons of the problem and derive pleasure and satisfaction of its own. Research takes the advantage of the knowledge which has accumulated in the past as a result of constant human endeavor. It can never be done in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. A careful review of the research, journals, books, dissertations and other sources of important information on the problems to be investigated is one of the most important steps in planning of any research study. Review of literature is an important aspect of any research report. It renders valuable clues to the investigator.

A review of literature and studies is very helpful for the investigator to find out the research already conducted in the area with their finding. It provides ideas, theories and explanation of investigators research. It also gives the researcher an understanding of the research methodology which refers to the way and study to be conducted. It helps the researcher to know about tools and instruments which proved to be useful. The advantage of related literature also provides insight on statistical methods through which the validity of results is to be established.

In the words of Carter V. Good "The key of the vast storehouse of published literature may for a definition of the problem and helped in the selection of procedure and also provide comprehensive data for interpretation of results". Thus a review of related literature promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication. An attempt has been made to review some of the studies which are directly or indirectly related to the present investigation.

Over the past decade a considerable amount of research has been conducted and many written policies were framed to change the views and philosophies of how the children with special needs are to be educated. Many organizations worldwide have taken the lead in playing a pivotal role in promoting inclusive education as part of human rights agenda that advocates the increase in participation of all learners in regular schools.

The trend towards inclusive education has led to an increase of studies focusing on peers attitudes. This review study presents an overview of studies describing attitudes of students, variables relating to students' attitudes, and the relationship between students' attitudes and the social participation of peers with disabilities.

2.2 Studies related to peer support for children with special needs

For the convenience, the literature reviewed related to this study is presented in two categories viz. 'studies conducted in India' and 'studies conducted abroad'.

2.2.1 Studies conducted abroad

- **Rai (1991)** did a study on cooperation- based learning strategies for disabled and non- disabled children in integrated setting. It has been found that cooperative learning experiences promote a close relationship between the disabled and non- disabled. When learning situations are structured cooperatively and they worked together, they interact in positive ways, feel supported and encouraged to achieve. The five major sets of strategies for structuring cooperative learning includes clearly specifying the objectives of the lesson, decisions about placing of students and size of the group, explaining the task, positive interdependence and learning activities with students, monitoring the learning groups intervening to provide the task assistance, and evaluating students in their achievement.

- **Schmidt and Cagran (2008)** studied self concept of students in inclusive settings. The results indicated that, in comparison to their hearing peers, integrated students with a hearing impairment have a lower academic and social self-concept, as well as a general self-concept but a higher physical self-concept. There are differences among students with a hearing impairment in both the individual dimension and general self-concept. There are no statistically significant differences between the class with integrated students, on the one hand, and the class without them, on the other; however, there is a noticeable advantage for the students from the class with integrated learners over the other class serving as a control group in all three individual dimensions as well as in general self-concept.

- **Grider, 1995** studied on 'Full inclusion: A practitioner's perspective' which focused mainly on autistic behaviour of the children. He founded that placing disabled students in regular education setting promote greater acceptance by their peers and they gain more academic knowledge through teacher instruction and small group activities.

- **Bryan G. Cook, Melvyn I. Semmel (1999)** this preliminary study examined the effects of severity of disability and classroom composition on the peer acceptance of included students with disabilities. Two hundred eighty-five students, 44 of whom had disabilities, from 14 elementary classrooms in southern California constituted the sample. Twenty-nine students were rated by teachers as having no immediately noticeable, or mild, disabilities; 15 received ratings indicating immediately obvious or severe, disabilities. Peer acceptance was measured by nominations from classmates regarding with

whom they would most like to play and work, as well as with whom they actually played on a regular basis.

- **Fuchs, D, Fuchs, L.S., Mathes, P.G. and Simmons, D.C. (1977)** in their experimental study entitled, 'Peer-assisted learning strategies: making classrooms more responsive to diversity' on 120 students from 40 classrooms (grades 2–6) in 12 schools representing 3 districts explored the effectiveness of peer-assisted learning strategies , by comparing the reading progress of three learner types (low-achieving with and without learning disabilities and average-achieving pupils) to corresponding controls using Comprehensive Reading Assessment Battery .Pre-treatment, post treatment and growth scores were measured. The sample consisted of 23 teacher and 112 student. Teachers completed questionnaires to express their views of the academic and social benefits of peer-assisted learning strategies (PALS), students were interviewed to explore student satisfaction. Findings indicated that special students in peer-assisted learning strategy classrooms made significantly greater progress than their counterparts in No peer-assisted learning strategy classrooms across the three reading measures. Teachers believed peer-assisted learning strategy had positively affected their students' reading achievement and social skills. Peer-assisted learning strategy students expressed that the treatment had helped them to become better readers.

- **Abraham, S., Stoker, R. G. (1984)** in their study entitled, 'An evaluation of methods used to teach speech to the hearing impaired using a simulation technique' took the following sample: hearing impairments; speech skills; simulation; cued speech; program effectiveness. In this study the effectiveness of syllable practice and word methods in teaching speech to severely hearing-impaired children was investigated with normal hearing listeners. The effect of cued speech was evaluated for each teaching method. Results indicated that a syllable practice approach showed significantly higher average gains in acquisition of novel phonemes that did a whole word method.

- **Toole, T. (1984)** in his study entitled 'Retention of movement cues by visually impaired persons' have taken the following sample: visual impairments; kinesthetic perception; visually handicapped mobility; college students; motor developments. In this study eleven visually impaired and 11 sighted college students were equally effective in using the kinesthetic system to retain distance and location cues, but visually impaired students were significantly more variable in movement reproduction than sighted students.

- **Carney, J. J. (1985)** in his study entitled 'Using sign language for teaching sight words', has taken up the following sample: mild disability; sign

language; sight vocabulary. In this study an approach that combines a signing or gestural component with an integrated approach to word learning- reading, listening, speaking, and writing- has been used successfully with mildly disabled children who demonstrate difficulty acquiring sight words through typical approaches.

- **Kamps, D.M., Barbetta, P.M., Leonard, B.R. and Delquadri, J. (1994)** in their experimental study entitled, 'Class wide peer tutoring: an integration strategy to improve reading skills and promote peer interactions among students with autism and general education peers' trained all the students on Classroom wide peer tutoring (CWPT) procedures as a supplement to baseline reading instruction. Each week students was assigned a tutoring partner and were then assigned either to the red or the blue tutoring team. Participants consisted of three male students with autism and their peers who were enrolled full-time in general education classrooms in three suburban elementary schools.

  The findings indicated that class wide peer tutoring was an efficient and effective strategy for increasing the academic achievement and social interactions of students with autism and their nondisabled peers. Specifically, CWPT positively affected academic achievement for the majority of the students by increasing reading fluency, and correct responses to reading comprehension questions. Mixed results, however, were noted for error rates across conditions. An additional positive finding was that the occurrence of CWPT appeared to influence students socially by increasing the duration of social interaction time during unstructured free time activities immediately following sessions. Teachers strongly agreed that CWTP was easily implemented.

- **Dailey, R.A. and Banerji, M. (1995)** in their study entitled, 'A study of the effects of an inclusion model on students with specific learning disabilities' found that students with specific learning disabilities made some academic and affective gains at a pace comparable to that of normal students.

  Parent and teacher surveys indicated improved self-esteem and motivation in students with specific learning disabilities. Anecdotal data suggested reduced stigma for students with specific learning disabilities.

- **Ajuwon, M. P. (2008)** in his study entitled, 'Inclusive education for students with disabilities in Nigeria: Benefits, challenges and policy implications' conferred that in the midst of a major reform in Nigerian education system, which propagated the policy to include students with special needs in regular classrooms. The study suggested that to ensure long-lasting success, there was a need to eradicate all forms of superstitious, beliefs about disabilities that have repressed the involvement with people with disabilities in education and

the community. The paper emphasised on the need of proper documentation of children and youth with disabilities for effective programming, proper deployment of available trained special educators at primary and secondary school levels. The paper reinforced that it is not sufficient for government officials to merely endorse international protocols of special needs education that have not been adequately researched or tested in developing countries but recommended that for successful implementation of inclusive education developing positive attitudes toward disability, identify the scope of children and youth with challenges, Conducting comprehensive, methodologically-sound research into effects of inclusion, determine the efficacy of inclusion on general education students and their teachers, applying the principle of universal design to school building, curriculum and pedagogy, creating a culturally-responsive school environment and extending inclusion to the community is important. The bottom line for students with disabilities should be equitable access to opportunities that will guarantee successful outcomes in employment, education, and community integration.

- **Mukhopadhyay, S., Nenty, H. J. and Abosi, O. (2012)** conducted a qualitative case study entitled 'Inclusive education for learners with disabilities in Botswana primary schools'. The study described the experiences of key stakeholders about the inclusion of learners with disabilities in regular schools in the South Central Region of Botswana. Multiple stakeholders, such as school-heads, general education teachers, learners with disabilities, and their peers, from six elementary schools participated in this research. The data collection methods included focus group discussions, school and classroom observations, and document analysis. Findings indicated that most of the teachers preferred to include learners with mild disabling conditions compared with learners with severe to profound disabling conditions. School-heads raised concerns such as inadequate training in special education, lack of resources, and high student–teacher ratio as barriers to successful implementation of inclusive education. In contrast to this, the students' peers expressed high levels of acceptance of learners with disabilities.

2.2.2 Studies conducted in India

- **Mani (2000)** in his book, 'The experiences of inclusive education programmers' reported that approximately 80000 children with disability were educated in 18000 general schools of India. Some of the specific observations made by him were; the retention rate among the disabled children had been reported high as compared to the non-disabled children, majority of the teachers felt that they were becoming better teacher by including children with special learning needs in their class, the children with all their disabilities barring the mentally retarded perform at par with their non-disabled peers in inclusive settings etc.

A detailed analysis of the cultural and moral implications of inclusive education in India conducted by **Alur Mithu (2001)** revealed that although

India addressed diversity in many ways it tends to exclude people with disability from national programmes. The study suggested that moral and ethical considerations demand that people engaged with inclusion need to work towards inclusion of all children wherever necessary and that each individual first of all needs to internalize the change within them.

- **Seetharam, R. (2005)** conducted, 'A study on the social integration of children with mild and moderate disabilities in mainstream classroom under Sarva Shiksha Abhiyan, Tamil Nadu'. The study was undertaken with the following objectives:
    - To find out the peer group affiliation of mainstream students towards their disabled classmates.

    - To find out the differences in peer behavioral assessment between disabled students who are accepted and isolated by their classmates.
    - To explore the perception of the class teacher on the academic and social behavior of the disabled students.
    - To make an estimation of various aids and facilities that are made available to the disabled students and to find out the extent to which the facilities are being utilized.

    Major findings of the study were:
    - The disabled students at the primary level had scored more in peer group affiliation and academic performance than the disabled students at middle school level.
    - Psycho-physical developmental stages were significantly related to peer group affiliation and academic performance.
    - Pre-adolescents had performed better than adolescents. Family, annual income, social community status and categories of disability had significant effect on the peer group affiliation; peer assessed behavioral characteristics and academic performance. Socio-metric status of the disabled students had significant effect on academic performance and all the components of peer behavioral assessment.

- **Aryal Madhav, Gnyawali Subodh, Shrestha B. Jyoti, Shrestha Binjwala, Shrestha S. Gauri and Upadhyay Madan (2006-2009)** conducted a study entitled 'Educational status of blind and vision impaired children studying in schools of Nepal'. The main objective of the study was to obtain representative data on status of education of blind and vision impaired children studying in integrated/ special schools. For this they set pre-tested and validated tools consisting of interviews, classroom observation were used to obtain information from a) Blind children b) Sighted peers c) Headmasters d) Resource teachers. Direct observation of resource rooms was also done using a checklist. They found that timely availability of teaching learning material and better trained teachers were the major felt need, need to find extra time and effort to teach blind visual impairment specially geometry, maps and figures

were identified as constraints. Support from sighted peers for mobility and reader services and government for hostels were reported as facilitating factors. However, living conditions and food was reported to be unsatisfactory. Headmasters agreed with students and resource teachers about late and /or non arrival of teaching learning material, Sighted peers seem to understand the problems of blind and vision impaired well, have positive attitude and are generally helpful to the blind and vision impaired students, general observation of class room showed satisfactory environment for education of blind and vision impaired children.

- **Das, A., Kattumuri, R. Dr. (2011)** in their qualitative study entitled, 'Children with disabilities in private inclusive schools in Mumbai: Experiences and Challenges' analyzed the case of children with disabilities studying in private inclusive schools of Mumbai. It discussed the development of self concept, elucidates the benefits and challenges of children with disabilities in inclusive education.

The paper identified that education structures, systems and methodologies to meet the needs of all children, act as the support for implementing inclusion in schools. The barriers identified for educating children with disabilities in regular classrooms were scarcity of resources, negative attitudes of teachers, non-disabled peers and their parents It was also found that since the teachers were not trained and sensitized they had an indifferent attitude towards special children. The main recommendations of the study were to enhance the participation of children with disabilities and foster their aspiration included recruitment of resource teachers in proportion to the numbers and needs of the enrolled children with disabilities in a school; pre-service and regular in-service training of regular teachers on issues related to managing inclusive classrooms, peer sensitization; and introducing relevant alternative activities for children with disabilities.

- **Biswas, P.C. and Panda, A. (2004)** in their study entitled, 'A study on attitudinal barriers to inclusive education' described the nature and extent of attitudinal barriers to inclusion of children with disabilities in the regular school as perceived by the high school senior students .A purposive sampling of two hundred (N=200) students, boys and girls, studying in classes IX and XI, enveloped into eight different classrooms located in rural and urban areas of Jaleswar district of Orissa, constituted the subject of study. It was found that the subject constituting two groups of secondary children studying at 9th grade and + 2 stage (11th grade) of either sex residing at rural and urban areas of Orissa possess negative attitudes of the person with disabilities and also their schooling.

- **David, R., Kuyini, B. A. (2012)** in their study entitled, 'Social Inclusion: Teachers as facilitators in peer acceptance of students with disabilities in regular classrooms in Tamil Nadu' used a triangulation method where along with the questionnaire, participant observation and interview method were used to collect data. The participants were selected through a multi-stage cluster sampling. The research population consisted of 93 primary school teachers and a total of 923 students from 3rd grade to 6th grade from the

district of Ramnad, Tamil Nadu, India. Descriptive statistics and regression analysis was used to analyze data. Findings showed that in the context of the Inter-group Contact Theory, teachers' classroom practices influenced the social status of students with disabilities in regular classrooms. The teachers could make a difference in the social inclusion experiences of students and that such inclusion may also allow for better school outcomes that are associated with increased peer interaction amongst students with and without disabilities.

2.3 Concluding points

2.3.1 Concluding Points of studies conducted abroad
Most of the studies recommended that transformation among the societal beliefs and attitudes would support transformation among the educational system.

2.3.2 Concluding Points of studies conducted in India
Barriers for educating children with disabilities in regular classrooms emanated from scarcity of resources, negative attitudes of teachers, non-disabled peers and their parents.

2.4 Conclusion of the review of the related literature
By and large the aspects related to inclusive education had been studied by the researchers at local and global level are on peers attitude in general.

So far the methodologies adopted by the previous studies had used varied tools and techniques such as structured interview, observations schedules and questionnaires etc to study the peer's attitude.

A few studies have endeavored on context specificity and subject specific to barriers in inclusive education. further there are least availability of the studies related to status of attitudes of students without disabilities towards their CWSN peers. The review also highlighted that there existed a lacuna of research evidences about the level and extent of attitudes of students without disabilities towards their CWSN peers at local level.