

CHAPTER 2
REVIEW OF RELATED LITERATURE

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2.0 Introduction

A literature review is a *"critical analysis of a segment of a published body of knowledge through summary, classification, and comparison of prior research studies, review literature and theoretical article."* - University of Wisconsin writing centre

Review literature defined as *"the use of ideas in the literature to justify the particular approach to the topic, the selection of method, and demonstration that this research contributes something new"*. - Hart, 1998

The review of literature is a step in the research process that positions the research problem within the context of the literature as a whole. The review of related literature serves multiple purposes and is essential to a well-designed research study. It generally comes early in the research process, and it can contribute valuable information to any part of the research study. With the amount of information available from a variety of sources, the review of the literature is by no means a trivial task. It is a systematic process that requires careful and perceptive reading and attention to detail. In the review of the literature, the researcher attempts to determine what others have learned about similar research problems and to gather information relevant to the research problem at hand. According to Borg & Gann (1989), "the literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature, our work is likely to be shallow and naive and will often duplicate work that has already been done better by someone else."

"An effective review is one that creates a firm foundation for advancing knowledge. It facilitates theory development, closes areas where a plethora of research exists, and uncovers areas where research is needed." - Webster & Watson, 1997

2.1. Reviews on Teachers' Attitude Towards Education of CWSN

This section of the chapter presents a review of the studies on school teachers' attitude towards the education of CWSN in Indian context. The review had helped to understand the research trends in the field of teachers' attitude with other variables.

Cook (2001) investigated teachers' attitudes towards the inclusion of children with disabilities using a nomination procedure. Teachers were asked to nominate three of their pupils who represented the best responses to four attitudinal categories (attachment, concern, indifference and rejection). Researcher came out with the findings that teachers nominated significantly more pupils with disabilities in the category 'concern' or 'rejection', whereas typically developing pupils were significantly nominated more in the attachment category. No significant differences were found between the two groups with regard to the 'indifference' category.

Glaubman & Lifshitz (2001) studied that the Regular Teacher Initiative Questionnaire was used by to examine teachers' willingness to include pupil with special needs in their classrooms. The mean score showed that teachers are neutral about the inclusion of pupil with special needs in regular classrooms.

Reusen, Shoho & Barker (2001) to study how the attitudes of high school teachers towards inclusion were affected by the four domains of teacher preparation, that is, academic climate, academic content, teacher effectiveness, and social adjustment conducted a study in San Antonio, Texas in a large suburban high school. The school's diverse population included 3,263 students in grades 9-12. The special education population, with disabilities ranging from mild to severe, accounted for 10 percent of the student body. The teaching staff included 12 full time special educators and one full time coordinator who also served as the program's administrator. Services for instructing the special education students ran the continuum from full inclusion to vocational training. There were no self-contained programs at the school.

Sharma (2001) in a study on the attitude and concerns of school principals and teachers regarding the integration of students with disabilities into regular schools, found that a large number of school personnel were not aware of funding available to include students with disabilities in regular school. There was some evidence that those educators who were knowledgeable about government policies and laws concerning

integrated education tend to have positive attitude towards implementing such programs. There was also found evidence that when parents were knowledgeable and supportive of integrated education, they tend to have a positive effect on school personnel.

Batsiou, Bebetos, Panteli & Antoniou (2008) explored the attitudes and intentions of Greek and Cypriot teachers towards the education of pupils with special needs in regular classrooms (N=179) on the basis of several variables such as intention, attitudes, subjective norms, self-identity, attitude strength, knowledge, information and experience. The analyses on the variables like attitude, self-identity, attitude strength indicated neutral attitude of 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.

Boer, Pijl & Minnaert (2011) concluded that the majority of teachers seem to hold undecided or negative attitudes towards inclusive education. It was aimed to record the attitudes and intentions of Greek and Cypriot primary education teachers towards teaching children with special educational needs in mainstream schools. The sample of the study included 179 educators, 86 from Greece (34 men, 52 women) and 85 from Cyprus (15 men, 70 women). Descriptive statistics indicated that school teachers had positive attitudes about the possibility of teaching students with and without. Pearson's correlation coefficient revealed that 'intention' had significant correlations ($p \leq 0.001$) with attitudes, self-identity, attitude strength, experience, information and knowledge. Analysis of Variance (ANOVA) revealed that intention, attitude strength and knowledge were the variables where the differentiation between the educators was located, with the educators from Cyprus having the higher records. Also, Cypriot educators had more experience in working with SENs pupils, and all of them had low university level education in the subject of Special Education. In conclusion, experience, attitude strength, self-identity, knowledge, information and also tertiary-level education, in the subject of Special Education, had a positive effect on the attitudes and intentions of people who want to teach pupils with SENs.

Belapukar, Phatak & Uplane (2013) examined knowledge and attitude of school teachers of urban and rural schools. The results indicated positive attitude of school

teachers towards inclusive education and the knowledge level of school teachers about inclusive education are found significantly low.

Galovica, Brojcin & Glumbic (2014) in their study the attitudes of teachers towards inclusive education in Vojvodina, examined the attitudes of preschool, primary, secondary and high school teachers towards inclusive education. In addition, the study established the correlation between these attitudes and gender, education level, teaching experience, formal training in the special education field, and the duration and quality of work experience with children with special education needs. The sample comprised 322 teachers from the Serbian province of Vojvodina. The results showed that, in general, the participants held neutral attitudes towards inclusive education and more positive expectations regarding the outcomes of inclusion. This study also emphasised teaching performance in an inclusive class as a subject of great concern. The high school and preschool teachers as well as the teachers with previous positive experience with working in an inclusive environment reported more positive attitudes towards inclusive education than those from primary and secondary schools and those with negative experiences with the implementation of inclusive practices.

Nagpal (2015) studied Knowledge, Concerns and Attitudes of teachers concerning Inclusion in relation to their demographic professional attributes of 300 teachers of Haryana, India. She found that majority of teachers had 'No Knowledge' about developing/designing and monitoring of IEP, different forms of assessment and their purpose for inclusion, organizing instructional material, managing behavioural problems of CWSN and so many other components of inclusive education. Teachers had a 'Little Knowledge' about the role & responsibilities of parents and teachers in the success of inclusive education, characteristics of inclusive education programme and characteristics & needs of disabled students. Nagpal also found a positive correlation between total knowledge and total concerns & its four factors which indicated that the teachers who had good knowledge of inclusive education were likely to have fewer the concerns about inclusion.

Payal & Mayaan (2015) aimed at studying the awareness and attitudes of teachers towards inclusive education. 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 on a sample of 100 teachers. Results revealed that teachers had some

amount of awareness but an inadequate amount of information on disabilities and inclusive education. Disability to most (37) teachers meant 'an inability to do something'. The difference between disability and handicap was stated by most as former being cognitive while handicap being physical in nature. With regard to Inclusive education, a large number (46) stated that they were unaware of the term and did not know what it meant. The majority (52) of them perceived maximum challenges for themselves in an inclusive set up, and emphasized on the role of teacher training courses in the area of providing knowledge (49) and training in teaching methodology (53). Although, 83.3 percent of the teachers held a moderately positive attitude towards inclusive education, a large percentage (61.6 percent) of participants felt that being in an inclusive set up would be very challenging for both children with special needs and without special needs. Though, most (49 percent) of the teachers stated that children with special needs should be educated in a regular classroom, but they further clarified that only those should be in a regular classroom who have physical impairments of mild or moderate degree.

Sangeeta & Kumari (2015) In a study, the researchers found an unsuccessful aspect of inclusive programme in SSA. The first constituent that is, 'awareness', is still unachieved as 40 percent heads and 20 percent regular teachers of the studied inclusive schools of North-West district of Delhi didn't support the philosophy of Inclusive education and merely 30 percent teachers supported it partially. To its more peculiarity, not a single teacher as well as head of the institution was found having the clarity about the meaning, functions, objectives and bases of inclusive education. All the 25 heads revealed that there is no inspection done by the concerned authority in relation to the situation and progress of children with disabilities

Sharma, Simi & Forlin (2015) reported high degree of concerns of preservice 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.

2.2. Review on Academic Achievement of CWSN students

Almog (2011) explored academic and Social Adjustment of University Students with Visual Impairment." It was a longitudinal qualitative study in which the sample was graduates and university students. There were completely blind and low vision students. The researcher found that the participants in the study faced many difficulties and barriers (personal and environmental) during their academic journey, these

experiences as a whole blended into a positive formative experience which had broad implications for the participants.

Khurana (2015) carried out a multidimensional study of the learning-disabled children with an objective to study the mental aspects (intelligence, study habit, academic achievement, motivation, creativity and achievement scores) of learning-disabled children and to study the emotional aspects (adjustment, frustration, temperament, aspiration level and self-efficacy) of learning-disabled children. The study was confined to only 120 (60 boys+ 60 girls) learning disabled school going children of Agra city studying in class IX and X. The study used descriptive survey method. The researcher used purposive sampling method and percentage analysis. The study showed prevalence of learning disability children was more in the schools of U.P. Board from socially and economically deprived groups. All such children had few physical, mental, social or emotional problems with variation in intensity. The sampled group was sufferer in few social problems. Awareness programme and self-prepared illustrative material were found very effective and had positive impact on children, parents and teachers in boosting their morale.

Deepika (2016) conducted a comparative study of self-concept and adjustment of normal and physically disabled students. The schools from two divisions of Haryana state were selected for the study. 400 normal and physically disabled students from thirty-five schools were selected from X and X classes, in both Govt. and Private, sector. The method used was multi stage stratified random sampling. T test was used for statistical analysis. The results were (1) There is difference between physical and educational dimensions of self-concept of normal and disabled students. (2) Self-concept of normal children is higher than that of the physically disabled. (3) Adjustment of normal children was better than the physically disabled children. (4) Physically disabled children were more introvert than the normal children. (5) Physically disabled students suffer from inferiority complex and sickness.

Joshi (2016) aimed to investigate the effects of sensory integration therapy on the academic achievement and adjustment with learning disabilities. It was a pre-test post-test design study. The samples were selected from inclusive setting before intervention and after intervention, giving a gap of eight months, by administering the post test. Self-developed tools were used in the study and t test was employed for the

investigation. Researcher found out that the sensory integration therapy was effective in bringing positive changes in the children with learning disabilities. The study also revealed that children with learning disabilities improved in all the dimensions of academic achievement and the overall adjustment.

Nirupalini (2016) investigated on “Expanded core curricular skills and academic achievement of students with visual impairment in inclusive education for the disabled at secondary stage.” The study at hand focused the existing conditions with regard to acquisition of expanded core curricular skills in major 5 areas namely i) Academic Skills, ii) Orientation and Mobility Skills iii) Independent Living Skills iv) Career Education and v) Application of Technology. The findings showed that approximately 70% of low vision and blind students learned ECC skills and it had a major newline impact on students' academic achievement.

Pandey (2016) conducted an ex-post facto study which examined achievement Motivation, stress and its management of High and low achieving visual need students. Purposive sampling was employed for the collection of data regarding Visual need students. The study's findings revealed that there was no substantial difference between visual need students and general students in terms of achievement motivation and stress.

Kharlukhi (2017) investigated the implementation of inclusive education at the elementary level in North-Eastern Region with an objective to identify the different mechanisms available in the schools for providing quality education for CWSN, such as teacher education, curricular adaptations, teaching learning process evaluation system etc. in Assam, Meghalaya and Tripura. A questionnaire was administered amongst state authority, teachers, and parents of 30 elementary schools with inclusion strategy. It was found that only 10% teachers have B.Ed. in special education, and 11.26 % were trained in different kinds of training programmes. The resource teachers were engaged at the district level only and states did not adapt the curriculum to serve CWSN. As per need the resource teacher is entrusted to make necessary adaptations. 26% teachers follow traditional approach for assessment in the CSWN rooms. 38.47% children in the class with CSWN were shy, anxious and hesitate to participant in academic activities etc. But the children were found happy to attend school.

Mamgain (2017) conducted a study on attitudes and self-efficacy towards inclusion of children with disability in general schools. t test and ANOVA was used in analysis. The results of the study revealed that (1) only 15.8% teachers expressed most favourable attitude towards inclusion, 34.1% expressed moderate level attitude towards inclusion. (2) Teachers faced difficulties while implementing inclusive education (76.0). 69% of teachers reported that available facilities in general schools were not sufficient to implement inclusive education successfully. 81.2% of teachers reported that more in-service training in inclusive courses was needed.

Mathew (2017) observed the significant difference in problem solving of adolescents with visual impairment with regard to mobility and visual acuity. The statistical techniques used in the study were correlation, regression and factor analysis. The results of the study were (1) Adolescents who use Braille in reading and writing had fewer academic problems than their counterparts; (2) There was significant difference in the problem-solving ability of adolescents with visual impairment with regard to locality of school and type of management; (3) There was significant difference in critical thinking and decision making and adjustment of adolescents with visual impairment with regard to gender. (4) Adolescents, whose parents were visually impaired, exhibited more decision-making ability than their counterparts. (5) Visually impaired adolescents perceived less adjustment behaviour than their counterparts. It was also true for the dimensions namely "impulsivity" and "emotional discomfort". (6) There was significant difference in adjustment behaviour of adolescents with visual impairment with regard to type of management and locality of residence. (7) Problem solving was found to be the highest predictor of adjustment behaviour of adolescents with visual impairment and critical thinking had low influence on adjustment behaviour. (8) Problem solving was found to be the highest predictor of adjustment behaviour of adolescents who are partially blind and critical thinking had low influence on adjustment behaviour. The researcher suggested that exposure to mainstream settings and getting in touch with sighted peers would help in the escalation of social cognition and then only these students will be able to adjust to every exigent situation in life.

Paray (2017) examined Personality Characteristics, Social Awareness and academic Achievement of the Physically Challenged and Normal Secondary School Students of Kashmir Central University of Kashmir. Data was collected using the descriptive

method. The results showed that the Characteristics of Physically Challenged and Normal Secondary School students varied significantly. Normal students had a higher level of social awareness than Physically Challenged students. Moreover, the academic achievement of Normal pupils was higher than that of students who were physically challenged.

Alam (2018) performed a study of effect of physical education activities and yoga in managing manneristic behaviour among visually impaired adolescent boys studying in inclusive and special schools was conducted. 50 blind students were taken from special schools which, were residential in nature. For inclusive schools where blind students were studying, students were drawn from five different Delhi schools, two of which were non-governmental organizations and the third one was a government school. The results showed that (1) there was a significant difference between special & inclusive school teachers awareness about manneristic behaviour, indicating that special school teacher more aware of manneristic behaviour than inclusive schools; (2) In special schools near about 24%, total students left the behaviour and in inclusive school 50% student showed total extinction of manneristic behaviour; (3) The occurrence of these manneristic behaviour were also found to be associated with the moods of children; (4) In both types of setting these behaviour are found to be linked with a different condition like mostly mannerism is linked with their enthusiasm excitement and happy moods. (5) Post-test intervention programme revealed that the visually impaired children showed their manneristic behaviour mostly in Happy & Excited mood. Like, Head Movement, Body Rocking, Posture Distortion, Finger Manipulation, Clapping, Eye Poking & Rubbing. Whereas in Angry & Tension mood, they showed Face Contortion, Leg Shaking, when they are Bored/Sad, and in tension, they showed Nail Biting, Foot Shaking, Arm Shaking and Swaying. When they felt happy & excited, the visually impaired children showed manneristic behaviours like stamping and jumping in special schools.

Singh (2018) conducted a study on the critical analysis of social studies text book in the context of inclusion of children with visual impairment in regular schools. The finding of the study showed that (1) around 50% social studies teachers agreed that visual sense is necessary for understanding social studies (history, geography, and civics) concepts. (2) Fifty (50) % of social studies teachers agreed that learning material should be adapted in according to multisensory approach for understanding

geographical concepts. (3) 90% had visually impaired children reported that there is a need of text books & supplementary materials in audio/CD. The result showed that according to children with visual impairment the visual sense was not necessary for learning most of the concepts in social studies. Students feel that there was need for 153 guidelines in text books for teachers as well as students. They opined that these guidelines will help the teacher to plan lesson well in advance. There was also need for guidelines to the authors of the text book regarding how to prepare textbooks inclusive friendly. The authors should be given information regarding the needs of children with different special needs. Students with Visual Impairment also expressed the need for supplementary materials in schools in addition to text books. Social studies teachers suggested the need of significant increase in the awareness among them regarding the needs of children with visual impairment.