

## Attitude of Non -Disability Children Towards Children with Disability in Inclusive Setup

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### ABSTRACT

Attitude may be positive, negative, or mixed evaluation of an object that is expressed at some level of intensity. Individual with special needs in regular schools have relatively more difficulty in participating socially in regular education. The aims of the study were to assess the attitude of non-disabled students towards children with disability in inclusive set-up. The self-developed attitude scale was specially designed for the study. The collected data was analyzed by using appropriate statistical techniques mean, median, mode, standard deviation, F- test. There is no significant difference in the attitude of non-disabled students toward children with disability in inclusive set-up on basis of gender as well as their locality.

**Keywords:** Attitude, Disability, Inclusive education

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 connotations 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"-Freeman An 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.

This movement to include students with disabilities in general education classrooms and schools has gained support from educators, researchers and parents. [1 2 3] It became an interesting event for the researcher to explore the attitudes of one group of the various groups involved in the teaching process, the parents towards the inclusion of their children in regular Lebanese schools. It raised issues about parents' attitudes concerning various aspects of inclusion, types of inclusion and types of special needs to be included believing that the more positive the attitudes of different groups, the more they would be willing to accept the implementation of inclusion in the educational settings. This concept of including children with disabilities in regular education environments has been identified using many labeled mainstreaming, integration and most currently, inclusion. Inclusion advocates do not

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see inclusion and mainstreaming as the same thing. They see it as “Inclusion implies that the student has a right to be in the general education classroom and that the classroom should be modified and made ready for the student”. [4] In this study, the studied schools embody the definition of inclusion as detailed by Fiorello. This paper presents a case study of two regular private elementary schools in Sidon city, Lebanon that offer inclusion of children with special needs. It explores how 15 parents of special educational needs children reflect their opinion about the importance of inclusive education in improving academic functioning and social development behavior of their children. It thereby raises issues about effectiveness, applicability, readiness and acceptance by parents of inclusion. [5,6]

The education of children with special needs in regular education has become an important matter for debate worldwide in recent decades. Previously, it was assumed as unrealistic to place children with special educational needs in regular schools.[7] However, children with various types of special needs can actually attend regular education in many countries nowadays . [8] The development to include children with special needs in regular education settings is generally described by the term ‘inclusion’, which refers to ‘the process of education of children with disabilities in the regular education classrooms of their neighborhood schools – the schools they would attend if they did not have a disability – and providing them with the necessary services and support’ . [9] In various countries, inclusive education was initiated by parents of children with disabilities. Although parents’ motives to place their disabled child in a regular school might vary, they mainly choose a regular education setting because of the possibilities for their child to participate socially in the peer group.

However, children with special needs in regular schools have relatively more difficulty in participating socially in regular education. Research showed that these children are less accepted by their peers, have fewer friendships and are less part of a network in class compared to their typically developing peers.[10]

### *Objectives:*

- To find out the attitude of non-disabled students towards children with disability in inclusive set-up based on locality.
- To find out the attitude of non-disabled students towards children with disability in inclusive set-up Gender.

### *Hypothesis*

Hypothesis of the study are,

- There exists no significant difference in the attitude of non -disabled students towards children with disability in Inclusive setup based on their locality
- There exists no significant difference in the attitude of non -disabled students towards children with disability in Inclusive setup based on their gender.

## **METHODOLOGY**

### *Place and design of the study:*

The study was conducted at Bhiwani district (Haryana). Descriptive research method was used. A convinces sample was used for collection of data.

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### *Sample*

The researcher used the purposive sampling method for this study and selected 75 non - disabled students of inclusive set-up in Bhiwani, Haryana.

### *Construction of Research Tool*

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. Investigator constructed this scale for assessing the attitude of non-disabled students toward disabled student in inclusive set-up consisted of 30 items [i] Is inclusive education provide equal opportunities for all students within their allocated classrooms? [ii] Inclusive education can primitive peer tutoring [iii] There any benefits of inclusive education for student with disability?[iv] Do you help a children with disability in classroom?[v] Inclusive education is a basic right [vi] Inclusive education is good only for student with disability not for non disable children?[vii] Inclusive education is less useful than special education for the children with disability.[viii] Non handicapped children face problems with disabled children in Inclusive education[ix] Inclusive education is beneficial for the children with disability. [x] Non- disabled child face difficulties when they sit near students with disabled in inclusive classroom?[xi] General education is better than Inclusive education for the non disabled children.[xii] Non handicapped child can adjust with disabled peers in his classroom.[xiii] Disabled students mingling with non disabled children will affect their educational quality in future.[xiv] Children with disability are not able to learn basic things in Inclusive education[xv] Inclusive education helps to reduce discrimination[xvi] Are you like a play with disabled children in free time.[xvii] In inclusive set non-disabled students help to improve the curricular activities of students with disabled[xviii] In Inclusive set non disabled children can contribute much to find out the ability and deficits of children with disability.[xix] Can non-disabled children and disabled children learn together would improve their behavior problems , Educational skill and individual development?[xx] Inclusive education gives tension to the non disabled children'

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.

### *Procedure*

The investigator developed attitude scale to find out the attitude of non disabled students toward children with disability in inclusive set-up. The investigator has taken the permission from principals and meet 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 obtained through the administration of attitude scale among the sample of 75 non disabled students of inclusive set-up was classified, tabulated and subjected to appropriate statistical techniques to realize the objectives. 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

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

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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.

The collected data was analyzed by using appropriate statistical techniques mean, median, mode, standard deviation, F- test etc.

### RESULTS

*Table: 1 Statistics calculated and their values obtained for the attitude of Non -Disabled students towards children with disability in inclusive set-up*

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

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.

*Table: 2 Data and result of attitude on 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.

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

	Gender	No.	Mean	Standard 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.

### DISCUSSION

The aim of the study was to find out the attitude of non-disabled students towards children with disability in inclusive set-up based on gender as well as locality. Previous findings having students feelings towards peers with disabilities were found affective response. The study of Godeau et al. revealed positive outcomes,[11] while Vignes et al. revealed neutral feelings of students [12]. Nowicki (2006) used a pictorial scale to assess students' feelings towards peers with a physical and intellectual disability and found positive feelings [13].

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Findings of the present study indicated that, there exists no significant difference in attitude of Non -disabled student toward disabled students in inclusive set up basis of gender as well as locality. 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.

It is interesting to note that the meta-analysis of Nowicki and Sandies on (2002) also found gender, age and experience as relating variables, but did not describe an effect of knowledge about disabilities on students 'attitudes. This study showed that students become more accepting when their knowledge and understanding about peers with disabilities increase.[14]

Attitudes toward people with intellectual disabilities were investigated among students, disability services professionals, and the general population on Australian population. Students and disability services professionals exhibited similar attitudes, with both groups reporting significantly more positive attitudes than members of the general population. More positive attitudes were evident among younger people, people with higher educational attainment, and individuals with a prior knowledge of or regular contact with people with intellectual disabilities.[15]

### ***Suggestion for further Research***

There is so many research avenues are waiting regarding teaching strategies, material development and behavior modification in inclusive class rooms. Research focusing on curriculum development, adaptations and evaluation are fruitful areas in special educational research. The present investigation has opened the door to new areas of future research. The following suggestions can be considered while conducting studies in related areas,

- This research is limited to a sample of 75 non -disabled students from Bhiwani district in Haryana. Future research may undertake the same study with a larger sample, selected from various parts of the State or Country.
- The present study focused on very few independent variables (locality and gender). Future research may also concentrate on another psycho-social variable of subject involved.

## **CONCLUSION**

There is no significant difference in the attitude of non-disabled students toward children with disability in inclusive set-up on basis of gender as well as their locality. It has mentioned by International Commission on Education for the twenty-first century that education policies must be so designed as not to become another cause of social exclusion and that schools should foster the desire to live together. Inclusive education is a worldwide movement which is "transforming the educational system". Inclusive education is real need,

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but primarily involves changes in attitudes, if each member of a community, normal student and his parents realized in the sense that “If a challenged child in my house what can I do?”

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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