



# TEACHER'S ATTITUDE TOWARDS THE DISABLED STUDENTS OF THEIR CLASS

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## *Abstract*

Teachers' attitude towards inclusive schools becomes the gateway to consider their values, their vision, and possibly their actions. And in the Indian context, when inclusion was still in its infancy, several studies measure teachers' attitudes as 'positive' or 'negative' despite specific attempts to unravel the various types of disabilities that individual perspectives might apply. It could implicitly contribute to completely ignoring any impairment category (and severity) as factors influencing personal attitudes. A survey of secondary school teachers across India was conducted to micro analyze attitudes using a "disability type" lens to investigate explanations for such positivity (or negativity) in individual perspectives through interviews.

This study revealed higher positive attitudes towards student inclusion through "orthopedic difficulties," while reported sight, speech, and hearing based inclusion questions of students with disabilities (SWD). Any pessimistic outlook was the result of teachers' concerns about pedagogical problems in multicultural classrooms. Inclusion was even more optimistic for teachers who had previous experience with SWD and emphasized technology's value in inclusive classrooms. Reforms are proposed in pre-service and in-service education among teachers and incorporate technical innovations in classrooms.

## 1. OVERVIEW

As the name suggests, special education is an instructional curriculum that is separate from general knowledge. It becomes an education within a 'special curriculum, including a curriculum' specially planned and taught to meet 'unique citizens' ' specific needs through 'unique teachers.'

The Federal Republic of Education (FRN) has characterized as a personalized training curriculum designed to meet children's specific requirements with special needs that cannot be met by general education. That is a government-funded educational initiative to provide equal educational opportunities or opportunities for all Nigerian school-age children. Unfortunately, Special Needs Students are a group of students who have failed to structure their data in Nigeria. Funadai (2010) argued that this sector of the Nigerian education system, which has not given a right place of honor, refers to the school curriculum of middle and high school students with developmental disabilities.

FRN (2013) Children with disabilities are loosely classify into three main groups within national education policy: the disabled, often poor, the gifted, and even the creative.

The "disabled" group comprises people with disabilities (physical, sensory) who, without specific special education instruction, would not be able to meet the standard school/class structure and practices. These included visual, hearing, physical or health

impairments, mental retardation, cognitive impairment, and intellectual disabilities, including those with one type of disability or another.

Disadvantaged include nomadic herders, migrant fishers, migrant farmers, hunters, etc. They cannot receive traditional education due to their subsistence habits and require special knowledge to meet specific particular/peculiar needs and conditions. while the gifted and the skilled were individuals. (children and adults) They have a relatively high intelligent quotient and are generally endowed with unique characteristics and are therefore not assessed adequately through standard school curricula. Special Needs Students (SNS) through special education are more like Siamese twins who have been inseparable. The former (special needs students) applies to something like a limited group of students who cannot fully thrive in primary education due to their physical and psychological advantage (Dis). In contrast, the latter (special education) applies to Both the educational elements addressed by the first Kanu tanto (2008) defined twelve types of special needs to be included:

- (i) Mental retardation,
- (ii) Learning disabilities,
- (iii) Emotional and behaviour disorder,
- (iv) Communication disorders,
- (v) Hearing loss,
- (vi) Blindness and low vision,
- (vii) Physical disabilities,
- (viii) Autism,

- (ix) Severe disabilities,
- (x) Multiple disabilities,
- (xi) Deaf/blindness, and
- (xii) Gifted and talented.

The academics also concluded that combining these student groups even in a general classroom is based on clients' perceptions of women in universities. "(Fakolade, Adeniyi, and Tella, 2009; Florian, 2012; Dukmak, 2013)".

In learning, mindset is everything, which is related, among many other things, to either the predisposition or perception or reaction of that entity to "an animate or inanimate object, event, subject, or person. Attitude is characterized by Binder and Niederle (2007)" as one's own negative or positive opinion on a particular topic. That shows that they can now describe teachers' attitudes towards the SNS. as the propensity for students' negative or positive statement about the SNS. In Nigeria and other countries, research is underway on teachers' attitudes towards equitable education and students with special needs (Zoniou-Sideri and Vlachou, 2006). Alghazo (2002) analyzed the mentality of "Jordanian teachers and administrators towards people with disabilities". Such a study To test the attitude cheers and administrator attitude with disabilities, such a review would use a population sample, the Attitude Against Persons with Disabilities (ATDP), or the Passing Attitude of the Keys (MAS). The results found that educators' views towards people with disabilities were now

overwhelmingly pessimistic the idea of including them in the daily education class was never embraced and never encouraged. Most educators are far more conscious of children with special needs and less conscious of socially retarded young people.

In some other research done between "Zoniou-Sideri and Vlachou (2006)" on Greek teachers' views on school effectiveness showed that standard education teachers have various restrictive and even opposing attitudes towards disability, including inclusion in school. Education. While inclusive education is important as a way of improving the performance of conventional schools but reducing the marginalization and stigmatization of students with special qualifications needs, these teachers have indicated that separate special education becomes essential in terms of offering these students a safe and healthy refuge, but as a means of explaining several weaknesses in an ordinary school. Most specific classroom teachers across Scotland refuse to have children without special needs in certain classes, referring to Florian (2012), arguing that participation interferes with some students' academic success. Dukmak (2013) Attitudes among regular class teachers towards this inclusion in the standard classroom, mainly in the "United Arab Emirates (UAE)" of students with disabilities, were investigated. Some also examined Teachers' attitudes regarding their anatomy, age, and somebody also discussed teaching experience. Somebody also

exported The effect with general attitudes towards social integration of teachers' perspectives on appropriate educational positioning towards students with different disabilities. Similar number analyzes were implementing that included such ANOVAs. To study the connections between predictors or effects on the results, somebody implemented correlations and associations. These results indicated that respondents, in particular, showed positive attitudes towards equality in education. However, primary school teachers showed more positive attitudes than women. It has demonstrate that teachers 'months of work experience influence their attitude towards inclusive education, not least because teachers' years of professional expertise improve negative attitudes and are less optimistic.

None of these studies have been conducted to examine high school teachers' behavior towards Edo State special needs students from the above. Therefore, the investigative survey explores teachers' attitudes towards students with special needs (SNS) across the Edo North Central Senate District to bridge the gap by asking the following questions **research questions:**

- ¼ What is the attitude of teachers towards SNS/ Disabled in schools/institutions?
- ¼ Does area of specialization predict attitude of teachers towards SNS in secondary schools?

- ¼ Does years of experience predict teachers' attitude towards SNS in secondary schools?

## LITERATURE REVIEW

As Allport said, attitudes have turned into an unhealthy emotional state of alertness [Bhatnagar, N. and Das, A. K. (year 2014b)]. In other cases, Eagly and Chaiken have combined the interpretive space (from which a particular attitude created) with the attitudinal area (in which an attitude expressed) to visualize some possible actions of an individual [Eagly, A. Chaiken, S. and H. (2007)]. Cognition broadly defines our perception of both object and attitude; impact expresses emotional relationships with the item, while both actions, but the effect, convey that mentality through Answers: In this research, we continue Similar Principles on How Perceptions, Impressions, and Extension into Affective Space establishes attitudes.

They build our research on the premise that only the teacher's attitude toward integration could measure individual values and possible actions within inclusive classrooms and how often and in the school, they might have.

Since when have stakeholders identified the education system? Inclusive education defines by a United Nations Organization for Education, Science, but Culture as a transformation of both the educational system to adapt to student diversity and dispel prejudices [UNESCO 2003]. For all

students, inclusion provides an ideal environment. In this context, integration differs from "special education," which insists on discrimination both philosophically and institutionally.

“The National Council for Teacher Education (NCTE)” says that inclusion is indeed a "philosophical role and even that it organizes itself with institutional structures and mechanisms to ensure that someone, such as those even marginalized students, has access to this and the requirements. For success in education, both with learning difficulties related to physical and mental problems and an individual social status [NCTE 2009].

For all students, even without disabilities, participation is perceived to have both social and academic benefits. Such benefits provide better opportunities for social contact or involvement for both. However, research for SWD has found whether incorporation has a mild to moderate impact on academic achievement and community relations [Katz, J., ET Miranda, P. (2002)]. However, there were structural challenges such as access to health care, student mobility, and school buildings' accessibility for SWDs. these limits the effectiveness of the inclusion.

Recognition of SWD, and also the severity of deficiency method, is other difficulties. Obstacles could also arise from the behavior of workers engaged in the education of SWD teachers and family members, e.g.

Teachers may have low SWD aspirations, which may ultimately impact them less participation in improving SWD learning opportunities [Peters, SJ (2004)]. Therefore, the variables underlying these attitudes need to consider. also shown that attitudes among teachers influenced by assumptions about self-efficacy, previous experience, social support, access to education for career advancement, and the intensity of the student's disability. [Kakkar, N. (2014)].

Parasuram established that a previous association with a disabled person was a factor influencing teachers' attitudes throughout the Indian context [Parasuram, K. About (2006)]. Additionally, Prakash noted differences in teachers' attitudes between government-backed and non-government-backed institutions.

There are many levels of how each category of disability can affect the physical condition, consciousness, and behavior of a disabled person, and indeed the opinions of others regarding those disabilities, and therefore their attitudes. Kakkar stressed that the degree of impairment becomes critical when addressing the instructor's behaviors in more detail. “[Reusen, A. K. V., Shoho, A. R. and Barker, K. S. (2001)].”

In summary, behaviors may be susceptible to types of disabilities, although such analysis is significant but appropriate. Those were seeking to delve into the following research question in this context: "Whether (and how) the type of disability affects

teachers' attitudes in the Indian school context?"

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