

A Study of The Attitudes of Teachers Towards Physically Challenged Students: A Case Study of Patna

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Abstract

Even after 74 years of independence the phenomenal expansion of educational opportunities for the physically challenged children are not enough. It is common assumption in the society that educating a child with physically challenged in general school is inclusion but only if general classroom teachers take responsibilities for the education of physically challenged children and school infrastructure is accessible then it can be considered as total inclusion. There are various studies conducted on inclusive education and attitude of teachers towards differently abled children. Most of these studies are either based on collectively all forms of disability of differently abled children and learning disability of children. There are studies of attitude of teachers towards differently abled children individually on lower primary school, upper primary school, high school and higher secondary school. Moreover studies of attitude of teachers towards physically challenged children is very rare. So, there is a need of extensive study of the attitude of teachers towards physically challenged children of all types of schools (Lower Primary School, Upper Primary School, High School and Higher Secondary School). A study of the attitudes of teachers towards physically challenged students in Patna District of Bihar was investigated. Total Teachers who give responses were 280. Total Female teachers who give responses were 140, out of which 35 were from Lower Primary school, 35 were from Higher Primary school, 35 were from High school and 35 were from Higher Secondary school. Total Male teachers who give responses were 140, out of which 35 were from Lower Primary school, 35 were from Higher Primary school, 35 were from High school and 35 were from Higher Secondary school. The attitude scale was constructed to gather information regarding perception of Teachers towards their physically challenged students. The attitude scale for Teachers consists of total 40 items of questionnaires. And then further divided the total 40 items into 6 dimensions. Considering the observations and findings it is concluded that attitudes of Female Teachers towards physically challenged students are more inclusive in nature as compared to Male Teachers.

Keywords: Physically challenged children, Inclusive Education, Attitude of Teachers, Lower Primary School, Upper Primary School, High School, Higher Secondary School

I. INTRODUCTION

Many studies are in favor of inclusive education and understands the importance of integrated education for the differently abled children. The role of teachers, normal students and differently abled students in integrated education programme is agreed by all. But there are not many studies about the challenges and barriers focused on physically challenged children in society due to the perceptions and attitude of teachers. The conclusion of most of the studies revealed the fact that the integrated education programme helps to equalize the educational opportunities of the differently abled. All the programmes and legislations made for the welfare of differently abled will be less effective if the attitude towards them is not positive. This made the investigator to undertake a study of the Attitude of Teachers towards physically challenged students. Similarly the investigator also tried to study the attitude of teachers, to know what are the views of the teachers about integration of physically challenged children with normal children in schools. Also tried to study what teachers expect about their career opportunities of physically challenged children. In this study, it is attempted to access the perceptions and awareness of teachers towards school infrastructure and about schemes/facilities provided by the government to physically challenged children for the welfare and benefit of physically challenged children. In this study, it is

also attempted to know that how much teachers are updated with the schemes/facilities provided by the government to physically challenged children.

II. LITERATURE REVIEW

Pandey S.P. (1991) studied differently-abled people in the rural eastern Uttar Pradesh and found that they were living in critical condition. Majority of the differently abled reported that most of the people did not want to include them in mainstream for daily activities and at public places. Educational level of these differently-abled people was badly affected due to their poor economical background. And hence they have to be engaged in economical works of different occupations.

Ms. Rubee Mamgain (2015) studied to determine the attitudes of general school teachers towards inclusive education in Gwalior, Madhya Pradesh. Study included total 50 teachers. Study concluded that attitude of teachers were in favour of inclusive education. And, the degree of favourable attitudes of teachers were found higher in teachers with B.Ed. as compared to teachers with D.Ed. But there were no significant difference in attitude of teachers with other variables like gender, teaching experiences and locality.

Marlina (2017) studied the special needs children in Padang schools, West Sumatera, Indonesia in 2015 and used descriptive survey method. This study results concluded that attitudes of teachers is related with teachers' educational background and teachers' teaching experiences but are not related with teaching experience.

Firoz Shah (2017) studied the attitude of parents and teachers towards differently abled children of upper primary schools in Rampur district of Uttar Pradesh. Study included total 105 differently abled children, 90 parents and 95 teachers. Out of 105 children there were 60 boys and 45 girls. Out of 90 parents there were 48 females and 42 males. And, out of 95 teachers there were 55 female teachers and 40 male teachers. The attitude scale has total 40 items based on 6 dimensions for gathering information from parents. And, The attitude scale has total 40 items based on 6 dimensions for gathering information from teachers. This study includes all types of differently abled children. This study concludes that, attitudes of male Teachers of upper primary school towards differently abled children are more inclusive in nature as compared to female teachers.

Amit Sharma, Deepa Chari and Sugra Chunawala (2017) studied to micro-analyze the attitudes of middle school teachers with respect to the type of disability in Indian school context. This study involved 6 teachers. Out of 6 teachers there were three female and three male teachers. Out of 6 teachers there were four teachers from government schools (in Delhi) and two were from special schools (in Mumbai). Study concluded that there were higher positive attitudes towards inclusion of students with 'orthopedic challenges' as compared to vision, speech and hearing. Pedagogic challenges leads to negative attitudes of some teachers. Experienced teachers with disable students were more inclusive.

Chandrima Sarkar (2018) studied the effects of implementational aspects of Physically Challenged Students of the primary and secondary schools of Kolkata, West Bengal. Study included 12 schools of urban area out of which 6 were primary schools and 6 were secondary schools. Study includes normal students and 76 physically challenged students. Study concludes that the effects of the physical components of implementational aspects on the physically challenged students of primary and secondary levels differs significantly and the gain is in favour of the primary level students. It is also concluded that the effects of the social aspects on the physically challenged students of primary and secondary levels differs significantly and the gain is in favour of the primary level students.

Suresh Kumar K (2018) studied about mainstreaming the differently abled children through inclusive education. This study concludes that the perception level varies on Inclusive education among resource teachers, secondary school teachers, peers of differently abled children and parents of differently abled children. There is significant difference on level of perception of inclusive education among teachers with respect to gender, locale & teaching experience.

Shiba Singh (2020) investigated the attitude of the teachers towards inclusive education. Study included a sample of 108 pre-service & in-service teachers (associated with primary and secondary school) of the Gaya district of Bihar. Results concluded that attitude of pre-service and urban teachers have more positive attitude towards inclusive education than the attitude of in-service and rural teachers.

There are various studies conducted on inclusive education and attitude of teachers towards differently abled children. Most of these studies are either based on collectively all forms of disability of differently abled children and learning disability of children. There are studies of attitude of teachers towards differently abled children individually on lower primary school, upper primary school, high school and higher secondary school. Moreover studies of attitude of teachers towards physically challenged children is very rare. So, there is a need of extensive study of the attitude of teachers towards physically challenged children of all types of schools (Lower Primary School, Upper Primary School, High School and Higher Secondary School).

Research Gap:-

There are various studies conducted on inclusive education and attitude of teachers towards differently abled children. Most of these studies are either based on collectively all forms of disability of differently abled children and learning disability of children. There are studies of attitude of teachers towards differently abled children individually on lower primary school, upper primary school, high school and higher secondary school. Moreover studies of attitude of teachers towards physically challenged children is very rare. So, there is a need of extensive study of the attitude of teachers towards physically challenged children of all types of schools (Lower Primary School, Upper Primary School, High School and Higher Secondary School).

III. PROPOSED METHODOLOGY

From the different sampling techniques the investigator selected purposive sampling technique for the selection of the sample for the present study. Purposive sampling, which is commonly referred to as judgment, selective or subjective sampling is a non-probability sampling method that is characterized by a deliberate effort to gain representative samples by including groups or typical areas in a sample. The researcher relies on his own judgment to select sample group members. Purposive sampling is mainly popular in qualitative research.

The number of sample confined to Patna district of Bihar state from both government and private schools of Lower Primary, Upper Primary, High School and Higher Secondary School.

A careful method for sampling was adopted as the number of students in a school is generally very less i.e. less than 100 and even less than 50. And in such schools to find out physically challenged students was also a difficult task.

The number of sample is confined to 120 physically challenged students.

- 1) 120 physically challenged students were identified. Out of 120 physically challenged students 65 were boys and 55 were girls.
- 2) Totals Teachers who give responses were 280.
- 3) Totals Female teachers who give responses were 140, out of which 35 were females from Lower Primary school, 35 were females from Higher Primary school, 35 were female from High school and 35 were female from Higher Secondary school.
- 4) Totals Male teachers who give responses were 140, out of which 35 were males from Lower Primary school, 35 were males from Higher Primary school, 35 were male from High school and 35 were male from Higher Secondary school.

Tools:-

There are total 40 items in the final Questionnaire for Teachers. Based on various aspects and the subject covered in each item the Questionnaire for Teachers is further divided into 6 dimensions. Each dimensions containing items which focus on the same aspect.

The Questionnaire for Teachers was divided into following dimensions:-

TABLE 1. DIMENSIONS AND QUESTIONS ITEMS

S.No.	Dimensions	Item No.
1.	Inclusion of physically challenged children with normal children	1 to 10
2.	Need of special care and counseling	11 to 16
3.	Expectations about their career after getting education	17 to 21
4.	Participation in sports/co-curricular activities and leadership	22 to 29
5.	Miscellaneous	30 to 34
6.	Perception and awareness of teachers towards school infrastructure and about schemes/facilities provided by the government to physically challenged children	35 to 40

Delimitations :-

The present study was limited in its scope due to the following facts: -

1. The study is confined only to teachers of those schools where physically challenged children were studying.
2. The study is confined only to Patna District of Bihar.
3. The study is confined to Government and Private Schools of Lower Primary, Upper Primary, High School and Higher Secondary School.
4. The study is confined only to those schools where at least a physically challenged child was studying along with normal children.

IV. OBJECTIVES OF THE STUDY

The specific objectives of the study were :-

1. To study the Attitude of Male teachers towards their physically challenged students of Lower Primary Schools.
2. To study the Attitude of Female teachers towards their physically challenged students of Lower Primary Schools.
3. To compare the Attitudes of Male and Female teachers towards physically challenged students of Lower Primary Schools.
4. To study the Attitude of Male teachers towards their physically challenged students of Upper Primary Schools.

5. To study the Attitude of Female teachers towards their physically challenged students of Upper Primary Schools.
6. To compare the Attitudes of Male and Female teachers towards physically challenged students of Upper Primary Schools.
7. To study the Attitude of Male teachers towards their physically challenged students of High School.
8. To study the Attitude of Female teachers towards their physically challenged students of High School.
9. To compare the Attitudes of Male and Female teachers towards physically challenged students of High School.
10. To study the Attitude of Male teachers towards their physically challenged students of Higher Secondary School.
11. To study the Attitude of Female teachers towards their physically challenged students of Higher Secondary School.
12. To compare the Attitudes of Male and Female teachers towards physically challenged students of Higher Secondary School.
13. To study the perception and awareness of Male teachers towards school infrastructure and about schemes/facilities provided by the government to physically challenged children.
14. To study the perception and awareness of Female teachers towards school infrastructure and about schemes/facilities provided by the government to physically challenged children.

V. DATA ANALYSIS AND FINDINGS

There were 6 dimensions of the questionnaires. Analysis of data and interpretation was done according to each dimensions of Male and Female teachers. Firstly analyzing and data interpretation of attitude scale for Male and Female Teachers separately was done and then comparison between attitudes of Male and Female Teachers had been done. At the end analyzing and interpreting of the data was done to know the Perception and awareness of Male and Female Teachers towards school infrastructure and about schemes/facilities provided by the government to physically challenged children.

Objective 1: To study the Attitude of Male teachers towards their physically challenged students of Lower Primary Schools.

Dimension 1: Considering above observations and findings it is concluded that only 50% of the Male Teachers of Lower Primary school are in favor of inclusion of physically challenged student with normal student. However, Male Teachers admits that it is not practical to have same curriculum for the physically challenged students and normal students. Male Teachers feel that syllabus cannot be completed on time, if teachers pay extra attention to physically challenged students. They think that progress of other normal students is affected due to inclusive education with physically challenged students.

Dimension 2: Considering above observations and findings it is concluded that 54% of the Male Teachers of Lower Primary school are in favor of physically challenged student that they need special care and counseling. However they agree that special attention by teachers is not always possible for security of physically challenged students. And Male Teachers admits that the teachers do not call up the guardians of physically challenged students with regard to academic progress.

Dimensions 3: Considering above observations and findings it is concluded that 54% of the Male Teachers of Lower Primary school are positive towards expectations about career after getting education of physically challenged students. However Male Teachers agree that physically challenged child should be sent to learn some work skills for earning a livelihood instead of wasting money and time in education. And Male Teachers admits that social and economic background affects the success of physically challenged child.

Dimensions 4: Considering above observations and findings it is concluded that approximately 37% of the Male Teachers of Lower Primary school are positive towards participation in sports/co-curricular activities and leadership of physically challenged students. However approximately 65% of the Male Teachers agree that physically

challenged children should be motivated to participate in school functions, competitions and co-curricular activities. Male Teachers think that physically challenged students must participate in indoor games only.

Dimensions 5: Considering above observations and findings it is concluded that approximately 62% of the Male Teachers of Lower Primary school feel positive towards giving responsibilities and leadership position to the physically challenged students. Male Teachers don't admit that since physically challenged children are dependent due to their disability so they can't be given responsibilities to lead. Male Teachers think that physically challenged children can be appointed as class monitor. Male Teachers don't admit that physically challenged children are interested in making friends with smokers and spoiled children.

Objective 2: To study the Attitude of Female teachers towards their physically challenged students of Lower Primary Schools.

Dimension 1: Considering above observations and findings it is concluded that only 55% of the Female Teachers of Lower Primary school are in favor of inclusion of physically challenged student with normal student. However, Female Teachers admits that it is not practical to have same curriculum for the physically challenged students and normal students. Female Teachers feel that syllabus cannot be completed on time, if teachers pay extra attention to physically challenged students. They think that progress of other normal students is affected due to inclusive education with physically challenged students.

Dimension 2: Considering above observations and findings it is concluded that 59% of the Female Teachers of Lower Primary school are in favor of physically challenged student that they need special care and counseling. However they agree that special attention by teachers is not always possible for security of physically challenged students. And Female Teachers admits that the teachers do not call up the guardians of physically challenged students with regard to academic progress.

Dimension 3: Considering above observations and findings it is concluded that 73% of the Female Teachers of Lower Primary school are positive towards expectations about career after getting education of physically challenged students. However Female Teachers agree that physically challenged child should be sent to learn some work skills for earning a livelihood instead of wasting money and time in education. And Female Teachers admits that social and economic background affects the success of physically challenged child.

Dimension 4: Considering above observations and findings it is concluded that only approximately 42% of the Female Teachers of Lower Primary school are positive towards participation in sports/co-curricular activities and leadership of physically challenged students. However approximately 69% of the Female Teachers agree that physically challenged children should be motivated to participate in school functions, competitions and co-curricular activities. Female Teachers think that physically challenged students must participate in indoor games only.

Dimension 5: Considering above observations and findings it is concluded that approximately 60% of the Female Teachers of Lower Primary school feel positive towards giving responsibilities and leadership position to the physically challenged students. Female Teachers don't admit that since physically challenged children are dependent due to their disability so they can't be given responsibilities to lead. Female Teachers think that physically challenged children can be appointed as class monitor. Female Teachers don't admit that physically challenged children are interested in making friends with smokers and spoiled children.

Objective 3: To compare the Attitudes of Male and Female teachers towards physically challenged students of Lower Primary Schools.

Considering above observations and findings it is concluded that only 50% of the Male Teachers of Lower Primary school are in favor of inclusion of physically challenged student with normal student. Whereas it is concluded that only 55% of the Female Teachers of Lower Primary school are in favor of inclusion of physically challenged student with normal student.

Considering above observations and findings it is concluded that 54% of the Male Teachers of Lower Primary school are in favor of physically challenged student that they need special care and counseling. Whereas it is concluded that 59% of the Female Teachers of Lower Primary school are in favor of physically challenged student that they need special care and counseling.

Considering above observations and findings it is concluded that 54% of the Male Teachers of Lower Primary school are positive towards expectations about career after getting education of physically challenged students. Whereas it is concluded that 73% of the Female Teachers of Lower Primary school are positive towards expectations about career after getting education of physically challenged students.

Considering above observations and findings it is concluded that approximately 37% of the Male Teachers of Lower Primary school are positive towards participation in sports/co-curricular activities and leadership of physically challenged students. Whereas it is concluded that only approximately 42% of the Female Teachers of Lower Primary school are positive towards participation in sports/co-curricular activities and leadership of physically challenged students.

Considering above observations and findings it is concluded that approximately 62% of the Male Teachers of Lower Primary school feel positive towards giving responsibilities and leadership position to the physically challenged students. Whereas it is concluded that approximately 60% of the Female Teachers of Lower Primary school feel positive towards giving responsibilities and leadership position to the physically challenged students.

Objective 4: To study the Attitude of Male teachers towards their physically challenged students of Upper Primary Schools.

Dimension 1: Considering above observations and findings it is concluded that only 53% of the Male Teachers of Upper Primary school are in favor of inclusion of physically challenged student with normal student. However, Male Teachers admits that it is not practical to have same curriculum for the physically challenged students and normal students. Male Teachers feel that syllabus cannot be completed on time, if teachers pay extra attention to physically challenged students. They think that progress of other normal students is affected due to inclusive education with physically challenged students.

Dimension 2: Considering above observations and findings it is concluded that 56% of the Male Teachers of Upper Primary school are in favor of physically challenged student that they need special care and counseling. However they agree that special attention by teachers is not always possible for security of physically challenged students. And Male Teachers admits that the teachers do not call up the guardians of physically challenged students with regard to academic progress.

Dimension 3: Considering above observations and findings it is concluded that 57% of the Male Teachers of Upper Primary school are positive towards expectations about career after getting education of physically challenged students. However Male Teachers agree that physically challenged child should be sent to learn some work skills for earning a livelihood instead of wasting money and time in education. And Male Teachers admits that social and economic background affects the success of physically challenged child.

Dimension 4: Considering above observations and findings it is concluded that approximately 37% of the Male Teachers of Upper Primary school are positive towards participation in sports/co-curricular activities and leadership of physically challenged students. However Male Teachers agree that physically challenged children should be motivated to participate in school functions, competitions and co-curricular activities. Male Teachers think that physically challenged students must participate in indoor games only.

Dimension 5: Considering above observations and findings it is concluded that approximately 62% of the Male Teachers of Upper Primary school feel positive towards giving responsibilities and leadership position to the physically challenged students. Male Teachers don't admit that since physically challenged children are dependent due to their disability so they can't be given responsibilities to lead. Male Teachers think that physically challenged children can be appointed as class monitor. Male Teachers don't admit that physically challenged children are interested in making friends with smokers and spoiled children.

Objective 5: To study the Attitude of Female teachers towards their physically challenged students of Upper Primary Schools.

Dimension 1: Considering above observations and findings it is concluded that only 59% of the Female Teachers of Upper Primary school are in favor of inclusion of physically challenged student with normal student. However, Female Teachers admits that it is not practical to have same curriculum for the physically challenged students and

normal students. Female Teachers feel that syllabus cannot be completed on time, if teachers pay extra attention to physically challenged students. They think that progress of other normal students is affected due to inclusive education with physically challenged students.

Dimension 2: Considering above observations and findings it is concluded that 59% of the Female Teachers of Upper Primary school are in favor of physically challenged student that they need special care and counseling. However they agree that special attention by teachers is not always possible for security of physically challenged students. And Female Teachers admits that the teachers do not call up the guardians of physically challenged students with regard to academic progress.

Dimension 3: Considering above observations and findings it is concluded that 73% of the Female Teachers of Upper Primary school are positive towards expectations about career after getting education of physically challenged students. However Female Teachers agree that physically challenged child should be sent to learn some work skills for earning a livelihood instead of wasting money and time in education. And Female Teachers admits that social and economic background affects the success of physically challenged child.

Dimension 4: Considering above observations and findings it is concluded that only approximately 41% of the Female Teachers of Upper Primary school are positive towards participation in sports/co-curricular activities and leadership of physically challenged students. However Female Teachers agree that physically challenged children should be motivated to participate in school functions, competitions and co-curricular activities. Female Teachers think that physically challenged students must participate in indoor games only.

Dimension 5: Considering above observations and findings it is concluded that approximately 60% of the Female Teachers of Upper Primary school feel positive towards giving responsibilities and leadership position to the physically challenged students. Female Teachers don't admit that since physically challenged children are dependent due to their disability so they can't be given responsibilities to lead. Female Teachers think that physically challenged children can be appointed as class monitor. Female Teachers don't admit that physically challenged children are interested in making friends with smokers and spoiled children.

Objective 6: To compare the Attitudes of Male and Female teachers towards physically challenged students of Upper Primary Schools.

Dimension 1: Considering above observations and findings it is concluded that only 53% of the Male Teachers of Upper Primary school are in favor of inclusion of physically challenged student with normal student. Whereas it is concluded that only 59% of the Female Teachers of Upper Primary school are in favor of inclusion of physically challenged student with normal student.

Dimension 2: Considering above observations and findings it is concluded that 56% of the Male Teachers of Upper Primary school are in favor of physically challenged student that they need special care and counseling. Whereas it is concluded that 59% of the Female Teachers of Upper Primary school are in favor of physically challenged student that they need special care and counseling.

Dimension 3: Considering above observations and findings it is concluded that 57% of the Male Teachers of Upper Primary school are positive towards expectations about career after getting education of physically challenged students. Whereas it is concluded that 73% of the Female Teachers of Upper Primary school are positive towards expectations about career after getting education of physically challenged students.

Dimension 4: Considering above observations and findings it is concluded that approximately 37% of the Male Teachers of Upper Primary school are positive towards participation in sports/co-curricular activities and leadership of physically challenged students. Whereas it is concluded that only approximately 41% of the Female Teachers of Upper Primary school are positive towards participation in sports/co-curricular activities and leadership of physically challenged students.

Dimension 5: Considering above observations and findings it is concluded that approximately 62% of the Male Teachers of Upper Primary school feel positive towards giving responsibilities and leadership position to the physically challenged students. Whereas it is concluded that approximately 60% of the Female Teachers of Upper Primary school feel positive towards giving responsibilities and leadership position to the physically challenged students.

Objective 7: To study the Attitude of Male teachers towards their physically challenged students of High School.

Dimension 1: Considering above observations and findings it is concluded that only 53% of the Male Teachers of High school are in favor of inclusion of physically challenged student with normal student. However, Male Teachers admits that it is not practical to have same curriculum for the physically challenged students and normal students. Male Teachers feel that syllabus cannot be completed on time, if teachers pay extra attention to physically challenged students. They think that progress of other normal students is affected due to inclusive education with physically challenged students.

Dimension 2: Considering above observations and findings it is concluded that 53% of the Male Teachers of High school are in favor of physically challenged student that they need special care and counseling. However they agree that special attention by teachers is not always possible for security of physically challenged students. And Male Teachers admits that the teachers do not call up the guardians of physically challenged students with regard to academic progress.

Dimension 3: Considering above observations and findings it is concluded that 60% of the Male Teachers of High school are positive towards expectations about career after getting education of physically challenged students. However Male Teachers agree that physically challenged child should be sent to learn some work skills for earning a livelihood instead of wasting money and time in education. And Male Teachers admits that social and economic background affects the success of physically challenged child.

Dimension 4: Considering above observations and findings it is concluded that approximately 38% of the Male Teachers of High school are positive towards participation in sports/co-curricular activities and leadership of physically challenged students. However Male Teachers agree that physically challenged children should be motivated to participate in school functions, competitions and co-curricular activities. Male Teachers think that physically challenged students must participate in indoor games only.

Dimension 5: Considering above observations and findings it is concluded that approximately 62% of the Male Teachers of High school feel positive towards giving responsibilities and leadership position to the physically challenged students. Male Teachers don't admit that since physically challenged children are dependent due to their disability so they can't be given responsibilities to lead. Male Teachers think that physically challenged children can be appointed as class monitor. Male Teachers don't admit that physically challenged children are interested in making friends with smokers and spoiled children.

Objective 8: To study the Attitude of Female teachers towards their physically challenged students of High School.

Dimension 1: Considering above observations and findings it is concluded that only 58% of the Female Teachers of High school are in favor of inclusion of physically challenged student with normal student. However, Female Teachers admits that it is not practical to have same curriculum for the physically challenged students and normal students. Female Teachers feel that syllabus cannot be completed on time, if teachers pay extra attention to physically challenged students. They think that progress of other normal students is affected due to inclusive education with physically challenged students.

Dimension 2: Considering above observations and findings it is concluded that 59% of the Female Teachers of High school are in favor of physically challenged student that they need special care and counseling. However they agree that special attention by teachers is not always possible for security of physically challenged students. And Female Teachers admits that the teachers do not call up the guardians of physically challenged students with regard to academic progress.

Dimension 3: Considering above observations and findings it is concluded that 73% of the Female Teachers of High school are positive towards expectations about career after getting education of physically challenged students. However Female Teachers agree that physically challenged child should be sent to learn some work skills for earning a livelihood instead of wasting money and time in education. And Female Teachers admits that social and economic background affects the success of physically challenged child.

Dimension 4: Considering above observations and findings it is concluded that only approximately 42% of the Female Teachers of High school are positive towards participation in sports/co-curricular activities and leadership of physically challenged students. However Female Teachers agree that physically challenged children should be motivated to participate in school functions, competitions and co-curricular activities. Female Teachers think that physically challenged students must participate in indoor games only.

Dimension 5: Considering above observations and findings it is concluded that approximately 60% of the Female Teachers of High school feel positive towards giving responsibilities and leadership position to the physically challenged students. Female Teachers don't admit that since physically challenged children are dependent due to their disability so they can't be given responsibilities to lead. Female Teachers think that physically challenged children can be appointed as class monitor. Female Teachers don't admit that physically challenged children are interested in making friends with smokers and spoiled children.

Objective 9: To compare the Attitudes of Male and Female teachers towards physically challenged students of High School.

Considering above observations and findings it is concluded that only 53% of the Male Teachers of High school are in favor of inclusion of physically challenged student with normal student. Whereas it is concluded that only 58% of the Female Teachers of High school are in favor of inclusion of physically challenged student with normal student.

Considering above observations and findings it is concluded that 53% of the Male Teachers of High school are in favor of physically challenged student that they need special care and counseling. Whereas it is concluded that 59% of the Female Teachers of High school are in favor of physically challenged student that they need special care and counseling.

Considering above observations and findings it is concluded that 60% of the Male Teachers of High school are positive towards expectations about career after getting education of physically challenged students. Whereas it is concluded that 73% of the Female Teachers of High school are positive towards expectations about career after getting education of physically challenged students.

Considering above observations and findings it is concluded that approximately 38% of the Male Teachers of High school are positive towards participation in sports/co-curricular activities and leadership of physically challenged students. Whereas it is concluded that only approximately 42% of the Female Teachers of High school are positive towards participation in sports/co-curricular activities and leadership of physically challenged students.

Considering above observations and findings it is concluded that approximately 62% of the Male Teachers of High school feel positive towards giving responsibilities and leadership position to the physically challenged students. Whereas it is concluded that approximately 60% of the Female Teachers of High school feel positive towards giving responsibilities and leadership position to the physically challenged students.

Objective 10: To study the Attitude of Male teachers towards their physically challenged students of Higher Secondary School.

Dimension 1: Considering above observations and findings it is concluded that only 55% of the Male Teachers of Higher Secondary school are in favor of inclusion of physically challenged student with normal student. However, Male Teachers admits that it is not practical to have same curriculum for the physically challenged students and normal students. Male Teachers feel that syllabus cannot be completed on time, if teachers pay extra attention to physically challenged students. They think that progress of other normal students is affected due to inclusive education with physically challenged students.

Dimension 2: Considering above observations and findings it is concluded that 56% of the Male Teachers of Higher Secondary school are in favor of physically challenged student that they need special care and counseling. However they agree that special attention by teachers is not always possible for security of physically challenged students. And Male Teachers admits that the teachers do not call up the guardians of physically challenged students with regard to academic progress.

Dimension 3: Considering above observations and findings it is concluded that 64% of the Male Teachers of Higher Secondary school are positive towards expectations about career after getting education of physically challenged

students. However Male Teachers agree that physically challenged child should be sent to learn some work skills for earning a livelihood instead of wasting money and time in education. And Male Teachers admits that social and economic background affects the success of physically challenged child.

Dimension 4: Considering above observations and findings it is concluded that approximately 38% of the Male Teachers of Higher Secondary school are positive towards participation in sports/co-curricular activities and leadership of physically challenged students. However Male Teachers agree that physically challenged children should be motivated to participate in school functions, competitions and co-curricular activities. Male Teachers think that physically challenged students must participate in indoor games only.

Dimension 5: Considering above observations and findings it is concluded that approximately 61% of the Male Teachers of Higher Secondary school feel positive towards giving responsibilities and leadership position to the physically challenged students. Male Teachers don't admit that since physically challenged children are dependent due to their disability so they can't be given responsibilities to lead. Male Teachers think that physically challenged children can be appointed as class monitor. Male Teachers don't admit that physically challenged children are interested in making friends with smokers and spoiled children.

Objective 11: To study the Attitude of Female teachers towards their physically challenged students of Higher Secondary School.

Dimension 1: Considering above observations and findings it is concluded that only 59% of the Female Teachers of Higher Secondary school are in favor of inclusion of physically challenged student with normal student. However, Female Teachers admits that it is not practical to have same curriculum for the physically challenged students and normal students. Female Teachers feel that syllabus cannot be completed on time, if teachers pay extra attention to physically challenged students. They think that progress of other normal students is affected due to inclusive education with physically challenged students.

Dimension 2: Considering above observations and findings it is concluded that 61% of the Female Teachers of Higher Secondary school are in favor of physically challenged student that they need special care and counseling. However they agree that special attention by teachers is not always possible for security of physically challenged students. And Female Teachers admits that the teachers do not call up the guardians of physically challenged students with regard to academic progress.

Dimension 3: Considering above observations and findings it is concluded that 72% of the Female Teachers of Higher Secondary school are positive towards expectations about career after getting education of physically challenged students. However Female Teachers agree that physically challenged child should be sent to learn some work skills for earning a livelihood instead of wasting money and time in education. And Female Teachers admits that social and economic background affects the success of physically challenged child.

Dimension 4: Considering above observations and findings it is concluded that only approximately 42% of the Female Teachers of Higher Secondary school are positive towards participation in sports/co-curricular activities and leadership of physically challenged students. However Female Teachers agree that physically challenged children should be motivated to participate in school functions, competitions and co-curricular activities. Female Teachers think that physically challenged students must participate in indoor games only.

Dimension 5: Considering above observations and findings it is concluded that approximately 60% of the Female Teachers of Higher Secondary school feel positive towards giving responsibilities and leadership position to the physically challenged students. Female Teachers don't admit that since physically challenged children are dependent due to their disability so they can't be given responsibilities to lead. Female Teachers think that physically challenged children can be appointed as class monitor. Female Teachers don't admit that physically challenged children are interested in making friends with smokers and spoiled children.

Objective 12: To compare the Attitudes of Male and Female teachers towards physically challenged students of Higher Secondary School.

Considering above observations and findings it is concluded that only 55% of the Male Teachers of Higher Secondary school are in favor of inclusion of physically challenged student with normal student. Whereas it is

concluded that only 59% of the Female Teachers of Higher Secondary school are in favor of inclusion of physically challenged student with normal student.

Considering above observations and findings it is concluded that 56% of the Male Teachers of Higher Secondary school are in favor of physically challenged student that they need special care and counseling. Whereas it is concluded that 61% of the Female Teachers of Higher Secondary school are in favor of physically challenged student that they need special care and counseling.

Considering above observations and findings it is concluded that 64% of the Male Teachers of Higher Secondary school are positive towards expectations about career after getting education of physically challenged students. Whereas it is concluded that 72% of the Female Teachers of Higher Secondary school are positive towards expectations about career after getting education of physically challenged students.

Considering above observations and findings it is concluded that approximately 38% of the Male Teachers of Higher Secondary school are positive towards participation in sports/co-curricular activities and leadership of physically challenged students. Whereas it is concluded that only approximately 42% of the Female Teachers of Higher Secondary school are positive towards participation in sports/co-curricular activities and leadership of physically challenged students.

Considering above observations and findings it is concluded that approximately 61% of the Male Teachers of Higher Secondary school feel positive towards giving responsibilities and leadership position to the physically challenged students. Whereas it is concluded that approximately 60% of the Female Teachers of Higher Secondary school feel positive towards giving responsibilities and leadership position to the physically challenged students.

Objective 13: To study the perception and awareness of Male teachers towards school infrastructure and about schemes/facilities provided by the government to physically challenged children.

Lower Primary School

Dimension 6: Considering above observations and findings it is concluded that only 82% of the Male Teachers of Lower Primary school were found to have knowledge of all the schemes and rules made for the welfare of physically challenged children. Male Teachers admits that our school follows all the guidelines and norms specified for the welfare of physically challenged students. Approximately 70% of the Male Teachers agree that sufficient seating arrangement should be provided in the classrooms and library to accommodate the physically challenged children.

Upper Primary School

Dimension 6: Considering above observations and findings it is concluded that only 82% of the Male Teachers of Lower Primary school were found to have knowledge of all the schemes and rules made for the welfare of physically challenged children. Male Teachers admits that our school follows all the guidelines and norms specified for the welfare of physically challenged students. Approximately 70% of the Male Teachers agree that sufficient seating arrangement should be provided in the classrooms and library to accommodate the physically challenged children.

High School

Dimension 6: Considering above observations and findings it is concluded that only 82% of the Male Teachers of Lower Primary school were found to have knowledge of all the schemes and rules made for the welfare of physically challenged children. Male Teachers admits that our school follows all the guidelines and norms specified for the welfare of physically challenged students. Approximately 70% of the Male Teachers agree that sufficient seating arrangement should be provided in the classrooms and library to accommodate the physically challenged children.

Higher Secondary School

Dimension 6: Considering above observations and findings it is concluded that only 82% of the Male Teachers of Lower Primary school were found to have knowledge of all the schemes and rules made for the welfare of physically challenged children. Male Teachers admits that our school follows all the guidelines and norms specified for the welfare of physically challenged students. Approximately 70% of the Male Teachers agree that sufficient seating arrangement should be provided in the classrooms and library to accommodate the physically challenged children.

Objective 14: To study the perception and awareness of Female teachers towards school infrastructure and about schemes/facilities provided by the government to physically challenged children.

Lower Primary School

Dimension 6: Considering above observations and findings it is concluded that only 82% of the Female Teachers of Lower Primary school were found to have knowledge of all the schemes and rules made for the welfare of physically challenged children. Female Teachers admits that our school follows all the guidelines and norms specified for the welfare of physically challenged students. Approximately 75% of the Female Teachers agree that sufficient seating arrangement should be provided in the classrooms and library to accommodate the physically challenged children.

Upper Primary School

Dimension 6: Considering above observations and findings it is concluded that only 82% of the Female Teachers of Upper Primary school were found to have knowledge of all the schemes and rules made for the welfare of physically challenged children. Female Teachers admits that our school follows all the guidelines and norms specified for the welfare of physically challenged students. Approximately 75% of the Female Teachers agree that sufficient seating arrangement should be provided in the classrooms and library to accommodate the physically challenged children.

High School

Dimension 6: Considering above observations and findings it is concluded that only 83% of the Female Teachers of High school were found to have knowledge of all the schemes and rules made for the welfare of physically challenged children. Female Teachers admits that our school follows all the guidelines and norms specified for the welfare of physically challenged students. Approximately 75% of the Female Teachers agree that sufficient seating arrangement should be provided in the classrooms and library to accommodate the physically challenged children.

Higher Secondary School

Dimension 6: Considering above observations and findings it is concluded that only 83% of the Female Teachers of Higher Secondary school were found to have knowledge of all the schemes and rules made for the welfare of physically challenged children. Female Teachers admits that our school follows all the guidelines and norms specified for the welfare of physically challenged students. Approximately 75% of the Female Teachers agree that sufficient seating arrangement should be provided in the classrooms and library to accommodate the physically challenged children.

VI. CONCLUSION

This recent study has shown that, attitudes of Female Teachers towards physically challenged students are more inclusive in nature as compared to Male Teachers.

VII. SUGGESTIONS FOR FURTHER RESEARCH

The current study was conducted in Patna district of Bihar. The same study may be conducted with a large sample covering many districts, zones or even a full state. The study was conducted in urban areas, particularly the students studying in government schools and private schools, where the Parents of students are of low income groups and from middle class family. Similar studies can be conducted in rural areas.

In some dimensions of the questionnaire the rate of opinion of the teachers are changing because of their qualification, class they are teaching and socio-economic background. And this rate of change of opinion is either directly proportional or inversely proportional to their qualification, class they are teaching and socio-economic background. There is chance to explore this hidden behavior of the teachers of all classes which can be very important finding in terms of behavior of teachers regarding their inclusive nature.

In some dimensions of the questionnaire the rate of opinion of the teachers are almost same and is not affected by their qualification, gender, class they are teaching and socio-economic background. There is opportunity to identify the new questions and also new dimensions for questionnaire to achieve variation in their opinion.

On the basis of the personal feedback and interaction with the teachers other than the questionnaire it is observed that timings of the investigation and research also affects the findings and observations as there is huge unemployment and many other concern of livelihood challenges in Bihar post first and second wave of covid pandemic. And the uncertainties in the minds of the teachers are also reflecting on their feedback of the questionnaires. There is chance to investigate the differences in the same teachers feedbacks taken at different timings depending on their mental status and happiness. And identify how much mental status and happiness affect the inclusive behavior of the teachers.

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