



Attitude of Teachers Towards Special Children's

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Abstract:

This paper explores teachers' attitudes towards special children in the educational context, emphasizing the importance of positive attitudes in fostering an inclusive and nurturing learning environment. Factors such as training, personal beliefs, and support systems influence teachers' attitudes towards special children. Adequate training and exposure to inclusive education principles improve teachers' understanding and empathy, leading to a more accommodating classroom atmosphere. Positive attitudes correlate with improved academic performance, self-esteem, and social integration, while negative attitudes can hinder learning and emotional well-being. Addressing and reshaping teachers' perspectives is crucial for a more inclusive and nurturing learning environment for special children.

Keywords : Attitudes, Teachers, Special children, Inclusive education, Disabilities, Special needs

Introduction:

As societies everywhere work to ensure that students of all backgrounds and skill levels have access to the same high-quality education, the idea of "inclusive education" has come to the fore in the field. Children with special needs or other non-traditional learning profiles are an integral part of this effort. Successful inclusive education hinges on teachers and how they treat students with unique needs. This paper delves into the critical issue of teachers' attitudes toward children with special needs, exploring the myriad dynamics that shape these attitudes, the effect they have on the education of children with special needs, and the strategies that can be used to foster positive attitudes among educators. The academic success, emotional development, and social inclusion of children with special needs are all impacted by teachers' attitudes toward them. As schools around the world work to adopt more welcoming policies, it is critical to comprehend how educators feel about the change. The teacher-student interaction and the classroom climate are influenced by a variety of factors, including students' attitudes. The way educators feel about their students with special needs can have a profound impact on the school's climate and the students' ability to learn and thrive. There are a number of important background considerations that shape how educators view children with special needs. Teachers can better meet the needs of their students who come from a variety of backgrounds with the help of training programmes and seminars that emphasise inclusive education. Attitudes are influenced by one's personal views and experiences, which in turn form one's biases and assumptions regarding people with disabilities and other special needs. In addition, institutional supports like administrative backing and collaboration with special education experts greatly enhance teachers' outlooks and their capacity to design inclusive classrooms.

Factors Influencing Attitudes

Teachers' attitudes towards special children are influenced by various factors, including training, professional development, personal beliefs, and experiences. Training and professional development are crucial for teachers to develop inclusive education methods and strategies, which enhance their confidence in accommodating special children and foster a deeper understanding of diverse learning needs. Personal beliefs and experiences also play a significant role in shaping teachers' attitudes, with



positive experiences fostering open-mindedness and negative attitudes resulting from limited exposure to disabilities. Support systems within educational institutions also play a significant role in shaping teachers' attitudes towards special children. Administrative support, resource availability, and collaboration with special education professionals contribute to the overall attitude climate.

Societal and cultural norms surrounding disabilities also influence teachers' attitudes, with societies that emphasize inclusion and diversity producing more positive educators. Recognizing the broader cultural context is essential for designing interventions to foster positive attitudes. Professional identity and self-efficacy also play a significant role in teachers' attitudes towards special children. Teachers who view themselves as advocates for all students and believe in their capacity to meet diverse needs are more likely to exhibit positive attitudes, while those who perceive inclusion as overwhelming or beyond their capabilities may develop negative attitudes. Strengthening these factors can lead to more proactive and accommodating attitudes towards special children.

Teacher Training and Attitude Formation in the Context of Special Education

Teacher training significantly impacts educators' attitudes towards special children and their ability to create inclusive classroom environments. Effective training programs enhance educators' understanding of diverse learning needs and equip them with strategies to address those needs effectively. These programs go beyond theoretical knowledge, emphasizing practical skills, empathy development, and collaborative problem-solving. Knowledge enhancement: Teacher training provides educators with insights into various disabilities, their implications for learning, and evidence-based instructional methods. In-depth training promotes a deeper understanding of the challenges special children may face, leading to more empathetic attitudes. Attitude transformation: Quality teacher training exposes educators to real-world experiences, case studies, and interactions with special children, challenging preconceived notions and biases. Skill development: Effective teacher training equips educators with practical skills to address the diverse needs of special children, such as differentiated instruction, behaviour management, and collaborative problem-solving.

Confidence building: Adequate training boosts educators' confidence in their ability to teach special children effectively, leading to a positive mindset and willingness to experiment with innovative teaching methods. Collaboration and networking: Teacher training fosters collaboration among educators, special education professionals, and support staff, fostering open discussions, knowledge sharing, and the exchange of best practices. Continual learning: Attitude formation is an ongoing process influenced by experiences, self-reflection, and continuous learning. Therefore, teacher training should not be viewed as a one-time event but as a journey of professional development, allowing educators to refine their attitudes over time and keep pace with evolving best practices and insights.

Classroom Practices and Attitude Alignment : Nurturing Inclusive Environments for Special Children's

Attitude alignment is crucial in creating inclusive environments for special children. Teachers with positive attitudes implement differentiated instruction, personalized learning plans, collaborative activities, Universal Design for Learning (UDL), positive behaviour management, individualized support, and creating inclusive spaces. Differentiated instruction caters to different learning styles, abilities, and paces, ensuring that special children receive appropriate challenges and support. Personalized learning plans involve collaboration with students, parents, and special education professionals to design individualized strategies that address specific needs. Collaborative activities encourage social interaction and peer learning, fostering a sense of belonging and mutual respect.



Universal Design for Learning (UDL) emphasizes creating instructional materials and methods that cater to diverse learners. Positive behaviour management involves proactive strategies that promote positive behaviour and prevent challenges, while individualized support offers additional assistance, guidance, and mentorship to special children. Inclusive spaces are created by arranging seating, materials, and displays to accommodate diverse needs and preferences, ensuring that all students, including special children, feel welcomed and comfortable in the learning environment. Advocacy and support are essential for special children's success within the broader educational context.

Review of literature :

(Gregor & Campbell, 2001) studied “Student teachers’ attitudes towards the inclusion of children with special educational needs in the ordinary school” and said that A survey of 135 university student teachers revealed positive attitudes towards inclusive policies depend on their perception of children with special needs. However, competence decreased with severity, and emotional and behavioural difficulties caused more stress.

(Batsiou et al., 2008) studied “Attitudes and intention of Greek and Cypriot primary education teachers towards teaching pupils with special educational needs in mainstream schools” and said that the study examined Greek and Cypriot primary education teachers' attitudes and intentions towards teaching SENs in mainstream schools using Planned Behaviour Theory. Results showed positive attitudes, significant correlations with experience, knowledge, and self-identity.

(Jenkins, 2010) studied “Attitudes of teachers towards dysfluency training and resources” and said that Teachers significantly impact children with stuttering, and their perceptions significantly impact their progress. Speech-language pathologists should provide teachers with more information about stuttering resources, as 60% are aware of them and express interest in future training.

(Galović et al., 2014) studied “The attitudes of teachers towards inclusive education in Vojvodina” and said that the study analysed 322 teachers in Vojvodina, Serbia, regarding inclusive education for children with special needs. Results showed neutral attitudes and positive expectations, with high school and preschool teachers reporting more positive attitudes.

(Oluremi, 2015) studied “attitude of teachers to students with special needs in mainstreamed public secondary schools in southwestern Nigeria: the need for a change” and said that the study analysed teachers' attitudes towards students with special needs in Southwestern Nigeria's public secondary schools, finding a significant positive attitude of 78.8%. Positive attitudes significantly influence self-perception and academic performance, emphasizing the importance of teachers' attitudes in promoting school achievement and social behaviours.

(Saloviita, 2020) studied “Attitudes of Teachers Towards Inclusive Education in Finland” and said that Finnish teachers' attitudes towards inclusion show 20% are strong opponents, 8% advocates, weak associations with work orientation and self-efficacy.

The Impact of Teachers' Attitudes on Special Children : Navigating Educational Success and Emotional Well-being

Teachers' attitudes towards special children significantly impact their educational experiences and emotional well-being. Positive attitudes encourage active engagement in learning, while negative attitudes can reduce participation, self-efficacy, and cognitive growth. Inclusive teachers contribute to positive self-esteem and self-concept, empowering students to recognize and appreciate their unique qualities. Social interaction and integration are facilitated by positive attitudes, while negative attitudes may lead to isolation, teasing, or exclusion, hindering social development and fostering supportive friendships. Emotional well-being is significantly impacted by teachers' attitudes. Positive attitudes



create a safe and nurturing environment where students feel valued and accepted, contributing to emotional resilience, reduced stress, anxiety, and a sense of belonging. Negative attitudes can lead to emotional distress, alienation, and mental health challenges.

Motivation and engagement are boosted by inclusive teachers, tailoring approaches to individual needs and interests. Teachers with positive attitudes are more likely to participate in classroom activities and take ownership of their learning, while negative attitudes can lead to disengagement and apathy. Long-term outcomes of special children are influenced by teachers' attitudes. Positive attitudes build self-confidence, resilience, and a love for learning, while negative attitudes may result in limited career prospects and diminished life satisfaction. Advocacy and empowerment are crucial for special children's success, with teachers with positive attitudes often becoming strong advocates for their needs and rights.

Conclusion :

Teachers' mindsets toward students with disabilities are crucial in creating an inclusive classroom. The educational experiences of students with special needs are greatly influenced by teachers' attitudes, according to studies. Educators can't expect their classrooms to be welcoming, encouraging, and productive if they don't first work to cultivate an atmosphere of optimism. The way in which educators are prepared to interact with students who have special needs is largely determined by the content and structure of their training programmes. Attitudes can either help or hinder a person's success in school and their ability to integrate into society. Positivity in the workplace can be fostered through activities like continuing education, mentoring, teamwork, and communication with colleagues in the field of special education. It is both a moral obligation and a pedagogical requirement to encourage students to develop a more compassionate and accepting worldview. To ensure that children with special needs receive the kind of education they deserve—one that is defined by understanding, support, and belief in their abilities—constant research, policy creation, and collaborative efforts are required.

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