CHAPTER 2
REVIEW OF RELATED LITERATURE

This chapter contains the related reviews of research studies conducted in India as well as outside India. The present study is going to examine the nature of Parental Psychological Stress and Teachers’ Attitude towards CWSN in Barpeta District of Assam. In this chapter, an attempt has been made to make a careful review of some of the books, research journals, dissertations, government policies, and other sources of information on the problem to be investigated. The investigator in relation to Inclusive Education Programme has reviewed a large number of studies on CWSN which have helped the investigator to develop a rationale for the present study.

2.1 Research Studies Conducted Outside India

The following are some of the Research Studies that have been conducted internationally, and which the investigator has reviewed while carrying out the current Research.

Malka, M. (1994) in the book, Loneliness Among Children with Special Needs which was based in Israel, mentioned that the feeling of loneliness among CWSN has been characterized by a diversity and richness of perspectives. He identified that the children with disabilities experience more loneliness than the normal children. It is surprising that regardless of the extensive research already in existence, Malka in this book, focuses on the social deficiencies of these children and their relations to social, cognitive, and affective efforts which have not been directed toward clarifying loneliness and its implications. This book also focuses on incorporating the existing knowledge, research, and applications to understand the loneliness and experiences of
CWSN in the society. The disabilities manifested by the children in this book can be denoted as mild disabilities such as, learning disabilities, mild mental retardation, behavioural disorders, and emotional difficulties that interfered with age-appropriate functioning and adjustment, and created the need for these children to receive special education services. Here, loneliness is presented as an aspect of personality, home environment, interpersonal relations, home and peer relations which can reduce loneliness and develop the capacity of adjustment among the CWSN.

Keith, B. (1999) from UK, in his edited book *Inclusive Education: International Voices on Disability and Justice*, mentioned that the idea of Inclusive Education programme has become an international topic of discussion. He stated that a look at the concepts and practices in the education system across countries and cultures might help the society to identify common themes, suggestions, emerging concerns in Inclusive Education and explore ways in which the schools might teach all students in their communities, eliminating barriers to participation and learning. He also mentioned that the more inclusive a setting, the more it is challenged by diversity and difference. In his view, Inclusive Education Programme is an ongoing development of special education system, and should be derived from mainstream approaches towards instruction and school organization. The inclusion system as a process of amalgamation of special and regular education is seen to be problematic, because such an amalgamation appears likely to maintain a remedial model of education. In New Zealand, as elsewhere, the notion of inclusion has grown out of the mainstreaming movement focused on the disabled children. These were the students who were most obviously excluded from ordinary schools, classrooms, and learning opportunities.
Tanner, C. K., Linscott, D.V. and Galies, S.A. (2000) had made a study on “Inclusive Education in the United States: Beliefs and Practices among Middle School Principals and Teachers”. In their study, they investigated some issues for reforming the schools in the USA. They discussed one major issue, that is, implementation of Inclusive Education Programme throughout the nation. The randomly selected their samples of the study which included 714 middle school principals and teachers who were asked about inclusion, degree of change needed in Inclusive system of education, the importance of mutual strategies of teaching, perceived barriers to inclusion and supportive activities and concepts for Inclusive Education etc. All the samples demonstrated for the support and assimilation of students with disability into the regular education environment through their agreement with statements supporting inclusion as an effective strategy and a part of the continuum of services. In this study, the investigators identified that mutual strategies, provision for staff training and shared planning time support the Inclusive Education programme. The principals and special education teachers revealed statistically significant support for inclusion.

Thomas, W., Renu, C. and Tapasak, C. S. (2000) conducted a study on “Evaluation of a First Year Inclusion Programme: Students Perceptions and Classroom Performance.” in Virginia. The sample of the study includes an Inclusive Education programme at one urban elementary school. 60 primary level students and 50 intermediate level students were evaluated by using individualized and teacher report measures. The findings of the study show that at the primary level, firstly, significant increases could be seen in self-perception of cognitive competence for both specially able and normal students, secondly self perceptions of physical proficiency were higher for the students with disabilities group, thirdly no significant differences were found in
play mates, fourthly at the intermediate level, students without disabilities reported higher perception of their academic and social abilities than the students with disabilities; finally, the teacher rating shows improved social skills for both primary and intermediate students with disabilities.

**Downing, J. E., Ryadak, D. L. and Clark, B. (2000)** have made a study on “*Para-education in Inclusive Classrooms: Their Own Perceptions*” in Florida. This study focused on the perception of para-educators and their role and responsibilities in supporting students with moderate to severe disabilities in general education classrooms. The sample of the study consisted of sixteen para-educators who were interviewed by using a semi-structured interview scheduled. The samples of the study were asked a few questions for determining their understanding, their role, their experience, need of the training and relationships with other team members. The study described numerous roles and different types of relationships of the para-educator with CWSN. The study also focused on teaching, adapting materials for teaching, facilitating interactions with peers, implementing behavioural interventions. The para-educator also reported a considerable degree of independence in decision-making. In this study, implementations of the training and supervision of para-educators were also presented.

**Heather, D. & Sarah, P. (2001)** in the book *Improving Literacy Skills for Children with Special Educational Needs*, mentioned that the acquisition of literacy skills is a developmental process even in a country like London. Teachers must play the role of a guide who must plan the learning for the pupils, as they do not acquire skills readily based on their individual learning needs. The teacher of the children with special educational needs should start teaching from the known to the unknown. This technique
intended to offer teachers a resource, which showed them how to assess the skills the children they already have. The teacher can record these known skills for future learning of the students and provide suggested activities to the CWSN. In their study, the aspects of literacy such as early skills like reading, awareness on writing, spelling, handwriting etc. were covered. All these skills were sought to be developed due to the need for progression, which begins at Early Years of a child. Thus, in this book, the authors mentioned different techniques, questions, diagrams etc. for improving literacy skill of the CWSN.

**Cook, B.** (2001) has conducted a study on “*A Comparison of Teachers Attitudes Towards their Students with Mild and Severe Disabilities*” in the USA. Here, he studied the teacher’s attitudes towards their students according to their degree of disability, specifically mild and severe disability. The sample of the study consisted of 70 teachers, each teacher nominated three students to support with the attitudes of attachment, concern, indifference and rejection. On the one hand, the investigator found that students with severe disabilities were significantly represented among the teacher’s nominations in the indifference category. On the other hand, students with mild disabilities were significantly represented in the rejection category. The result of the study indicated that teachers show different attitudes depending on the degree of disability of the students. Therefore, the study suggested that, the teachers should be very conscious about the students as well as their needs so that the students get appropriate educational environment.

**Hay, J. F., Smith, J. and Paulsen, M.** (2001) conducted a study on “*Teachers Preparedness for Inclusive Education*” in South Africa. This study focused on the awareness of teachers for the new policy of inclusion. The samples of the study include
2577 number of teachers. The main areas of this study were knowledge, skills and attitudes of the teachers towards inclusive education. The study revealed that unexpectedly a low number of respondents had heard about the concepts like Inclusive Education programme, mainspring and whole school approach. Only 35.9% of 2577 respondents could explain the concept of Inclusive Education and only 10.4% sample knew what mainstreaming is. This study also showed that teachers felt unprepared and unequipped to teach integrated classes and this is due to the lack of training, lack of time, large classes, lack of facilities and lack of experience on the part of the teachers. The finding of the investigation suggests that the policy maker should make huge efforts to popularize the concept of Inclusive Education programme. Results also showed that most of the teachers are in fact neither prepared nor ready to teach learners in inclusive classrooms effectively.

Louise, P. (2002) in his book Educating Young Children With Additional Needs mentioned that in the USA, the types of educational services provided to the young children with disabilities are specified by legislation, although a general educational framework governs some practices. Elsewhere, services for these children are dictated only by local policy. As for children with advanced development, that means the gifted children, the provision is typically recommended at the policy level only. This study mentions that the society has a responsibility to provide all children with an education that meets their needs. However, these are manifested to support their families through relevant service provision. This rationale applies equally to children with compromised and with advanced development. The needs of children with disabilities might seem self-evident; while a focus on the gifted children might seem unnecessary, as gifted children are already advantaged in that they can learn more easily. Nevertheless, they
are still children and still need to be taught how to learn; they cannot excel without
support. Thus, a special education approach advocates modified provisions for all
children with atypical needs.

Ghate. D and Hazel. N. (2002) conducted a study on different aspects like parental
stress, support and coping usually involved with parenting in poor environments in the
UK. The main aim of the study was to explore the characteristics and life circumstances
of a representative population of parents in need in Britain, using an ecological
perspective to explore the factors located at the community, family and individual
level. However, the contexts for stress and difficulty in parenting within poor
environments were also taken into consideration. The study focused on certain
important questions such as how the parents cope with the challenges of child-rearing;
what makes their life easier; is living in a poor environment a risk factor in its own
right and so on. They also studied the relative roles of informal, semi-formal and
formal social support system in the lives of parents in poor environment. For data
analysis, the investigators used descriptive and inferential statistical techniques, one-
way analysis of variants and binary logistic regression. In the final part of this book, i.e.
Chapter 13, the investigators focused on the important role of the policy makers and
service providers in respect of supporting parents in poor environments. The
investigators described parents’ views on what specific improvements to the existing
support services would they like to see and how the deliverable support should be made
most acceptable to families in poor environments. The results of the study confirmed
that parents living in poor environment are typically exposed to high-level risk factors,
and the investigators explored the stress level of the individual, stress level of the
family and stress level of the community and environment as a whole.
Marian, H. (2003) from UK in his book Supporting Children with Special Educational Needs: A Guide for Assistants in Schools and Pre-schools, mentioned that all human beings are special by nature, but some need more help and more time to learn something than others. This book gives preference to the Educational Act 1981 of U.K, which said that ‘Some pupils with special educational needs require extra help if they are to benefit from the experiences available to all pupils.’ The Government should recognize the valuable contributions made by assistants like parents, teachers, friends, society members and must have plans to further develop their role in supporting teaching and learning. Assistant groups, parents group, teachers group, friends group, society members can fulfil many roles in giving support towards the specially able children. The author also mentioned that many more children and young people with special educational needs are likely to attend mainstream schools. He said practical guidance is needed to understand the range of special educational needs, and effectiveness of support system in the life of specially able children.

Deckard, D. K. (2004) conducted another study on “Parenting Stress particularly in London.” This book focuses on the stress that parents experience in raising their children. Parenting stress is influenced fundamentally by who it is that has primary care responsibilities for child rearing (e.g., mother, father, relatives), as well as parental employment, parent’s mental health, and child’s social, cognitive and physical development. The book moves systematically from the concept of parenting stress to the impact of such stress on parent’s mental health, child’s behaviour and functioning and family relations. It is stated that parenting stress is both an antecedent and consequence of many influences in everyday life. For example, illness, disability, and psychiatric disorder on the part of the child affect the stress that parents experience.
However, parent’s stress also influences the adjustment between the parent and child. Apart from charting parenting stress and how it operates, the book also directs us towards what can be done to alleviate stress. Influences in everyday life such as the role of family supports, interventions for parents that train coping responses, and social policies that can relieve some of the stresses of parenting, particularly maternity and paternity leave policies, are also seriously discussed in this book.

**Sandkull, O. (2005)** conducted a study on “Strengthening Inclusive Education by Applying a right Based approach on Education Programming” at UNESCO, Bangkok. The investigator reported that Inclusive Education programme is one of the basic human rights. Like the formal education programme, Inclusive Education Programme was also important in society as a right based approach to achieve education for all students. The investigator mentioned that a right educational framework is important for promoting Inclusive Education because it can focus on the challenging issues like filling of superiority among the people, inequality of the people among the society, disparities, imbalances power of the policy maker, social injustice, System of education etc. The investigator preferred to give full support to the CWSN, which enabled them to respond with their full potential and never to discriminate on any ground such as disability, gender differences, social-economic background, ethnicity, geographical location or language etc. He further concluded that with the help of a few questions, the barriers to educational access and participation could be minimized.

**Ann, L. and Brahm, N. (2005)** in their edited book *Special Teaching for Special Children: A Pedagogies for Inclusion* which is based on the education of London, mentioned that there are much possibility that can be followed and a method can be tried in the field of Inclusive Education Programme. In short, special method and
special pedagogies can help teachers and policy makers to include the broadest possible range for children in their classes. Generally, special children need special pedagogy with the same curriculum system. The editors stated that the leading researchers on special needs defend a conceptual analysis of the teaching strategies for particular groups of learners with special educational needs. The book covers the type of disability like deafness, visual impairment, blindness, severe learning difficulties, profound and multiple learning difficulties. The book focuses on some important issues like language and communication difficulties among the students, autistic spectrum disorders of students, social, emotional and behavioural difficulties among the students, moderate learning difficulties of the students etc. In the Summaries of the book, it was mentioned that pedagogic strategies, knowledge and curriculum are the key points of the discussion. This book is essential for students, policy makers, researchers, and professionals in the field of special educational needs and inclusion.

Engelbrecht, P., Oswald, M. and Forlin, C. (2006) conducted a study on “Promoting the Implementation of Inclusive Education in Primary Schools in South Africa.” The study reported that if the school principal is prepared to hold a democratic leadership style, and if he shares all the power and responsibilities with all the other faculty members in the school community, then the concept of inclusion and Inclusive Education will be realized by the school community as a whole. A creative and dedicated school leader with strong commitment to inclusive and democratic values is necessary for the schools to move towards the implementation of a more successful inclusive and democratic system.

Mastropieri, M.A., Cornoldi, C., Terreni, A. and Scruggs, T.E. (2006) has made a study on “Teachers Attitudes in Italy after Twenty Years of Inclusion.” The purpose of
This study was to determine the nature of Italian Teachers’ attitudes towards inclusion after 20 years of inclusion policies and practices. The sample of the study comprised 523 teachers in Northern and Central Italy. They responded to a survey that was based on common core items taken from a review of previous surveys conducted in America. The findings mentioned that the overall support for the concept of inclusion was found to be very strong in Italy. However, Italian teachers responded negatively on time management, training, personnel assistance and resources provided for development of inclusion. The implications for inclusive practice in the United States were also discussed in the study.

Daveta, M. L. (2009) has made a study on “Inclusive Education for children with disabilities in Fiji: Teacher Perspective and Attitude.” The purpose of this study was to examine teacher’s perspectives and attitudes on Inclusive Education Programme for children with disabilities in Fiji. It was a qualitative study, and data was collected with the interview schedule. Nine teachers from nine different schools in Suva, the capital city of Fiji, participated as a sample in this research study. The nine participants were selected from three different school settings. Three of the participants were from special schools, three were from primary schools and three were from secondary schools. From the data, it could be found that teachers support Inclusive Education. In Fiji, there is a system of reservations on the inclusion of students with severe disabilities. The factors identified to influence teachers’ attitudes towards inclusion were—level of disability that the students had, inadequate training of teachers on teaching students with disabilities, inadequate government funding, lack of specialized resource personnel and lack of appropriate equipment and resources to support students and teachers in the teaching learning process. The Ministry of Education has
limited commitment and limited participation and confusion of teachers on policy and curriculum design were also identified. This study concluded that the teachers need to change their perspectives and attitudes and the schools need to be welcoming and prepared to accept all students with disabilities into the general education system in Fiji.

Paneral, S. et al (2009) have conducted a study on “Special Education versus Inclusive Education: The Role of the Treatment and Education of Autistic and Communication related Handicapped Children (TEACCH) Program”. This is a comparative study. This study compared the treatment and education of children with autism using the TEACCH programme versus an Inclusive non-specific programme. The sample of the study consisted of boys with autism and severe mental retardation enrolled in one of different programmes over a 3 years period. 13 boys were enrolled in the natural setting of mainstream school programme, 11 boys in the residential TEACCH programme and 10 boys in the Inclusive Education Programme nonspecific approach. The boys from one of the TEACCH programmes improved from baseline in 11 or more skills, which included the skill of perception, skill of motor development, skill of gross motor activities etc. The boys in the Inclusive non-specific programme showed improvement in perception skill only. The study reported that TEACCH programmes might be more helpful for the children with autism than the non-specific Inclusive Education programme.

Krause, H. P and Dailey, M. T. (2009) in their edited book “Handbook of Parenting: Style, Stress and Strategies” discussed the pattern of family structures, which has evolved as a result of social, cultural and economic changes. An overview of parental monitoring and the development of two new retrospective monitoring scales was
examined. This book also focused on certain parenting styles, stressors, and practices, which promote positive and negative child behaviour. The goodness-of-fit concept was emphasised, which concentrates specifically on how a poor fit between the temperament behaviour of infants and young children and parents’ expectations and parenting skills can stress and challenge the parent-child relationship and potentially lead to poor child outcomes. Among other issues, this book addresses the relations of maternal emotional availability with infant smiling and crying, the importance of measuring parental brain and physiological systems, the effect of working class mothers on their emotional availability to their children, and the variety of patterns that a parent must adopt in daily life to cope with situations of conflict to promote processes of emotional and social adaptation in their children. Families and parents have the most central and enduring influence on children’s lives. Parenthood is not instinctive, but is rather an evolutionary procedure throughout the child’s life. In order to become effective at their tasks, the parents must follow the advice given by expert professionals such as teachers, or even psychologists and psychiatrists. In addition, this book also focused on the improvement in parenting role for the good and pleasurable homely environment.

**Bartolo, P. A. (2010)** conducted a study on “*The Process of Teacher Education for Inclusion: the Maltese Experience*” in the context of Europe. This study discussed the major challenges for the development of teacher education for inclusion. This study is based mostly on the reflective experience of the author as the faculty of education over the past several years. The author said that the education system is followed by lot of challenges, which create problem in the promotion of inclusion. The Inclusive Education Programme encompasses the development of the right based approach to the
education of persons with disability. Finally, four current issues are highlighted at the study, like widening applicability of all minorities or disadvantaged groups, the impact of political and social contexts on the development of inclusive schools, strategic balance between the education of specialist educators and the pedagogic balance between the academic and experimental learning about inclusion.

Chhabra, S., Srivastava, R. and Srivastava, I. (2010) of Botswana University, Africa made a study on “Inclusive Education in Botswana: The Perception of School Teachers.” The purpose of this study was to identify the attitudes of teachers and their consciousness towards the inclusion of students with disabilities in the general classroom. The findings of the study indicate that the teachers in Botswana have somewhat negative attitudes, but they are concerned about Inclusive Education to some extent. Significant correlation was observed between attitudes and consciousness. The results also revealed that many regular teachers feel unprepared and fearful to work with the specially able learner in regular classes, they display frustration, anger, and negative attitudes towards Inclusive Education Programme and the teachers believe that Inclusive Education system could lead to lower academic standards.

Liang, X. & Abadesh, H. (2010) had done a study on “Inclusive and Segregated Classroom Assignment in China and the United States.” The focus of this article is on inclusive or segregated classroom in China and the United State related to Inclusive Education. The context of inclusive and segregated classrooms in a non-western country (China) and a western country (US) are presented. The investigators of this study discussed the conceptual framework, assumptions and beliefs regarding the value of Inclusive Education. In this paper, a comparative analysis highlights similarities and differences of the manner in which the two countries approach Inclusive Education for
CWSN. The study informed that China is just beginning to educate students with special needs, while the United States has a strong commitment to educate all children.

Gorman, O., Elizabeth, E. and Drudy, S. (2010) had conducted a study on “Professional Development Needs of Teachers working in the Area of Special and Inclusive Education in mainstream schools in Ireland.” This study gives importance to the scope of inclusion in mainstream schools in Ireland. The working lives of those teachers, who have specific responsibility for students with disabilities or special educational needs in mainstream schools, are explored in this study. The study shows that the responsibilities of the Irish teachers are not formalized and systematic. The main aspect of this research was to explore the professional development of these teachers. The study found that the professional development of the teachers was supportive towards traditional practices and these practices belonged to a deficit approach to special education rather than to an inclusive approach to education. The study revealed that instead of responding to gradually developing change, an alternative, more revolutionary approach to professional development could be adopted to challenge conventional wisdom in a truly Inclusive Education programme in Ireland.

Pijl, S. P. (2010) has conducted a study on “Preparing teachers for Inclusive Education: Some Reflection from the Netherlands.” The study reported that the teachers in the Netherlands hesitate to accept responsibility of students with special needs in regular education system and they generally do not have positive attitudes towards Inclusive Education due to lack of professional knowledge and skill for teaching students with special needs. This study mentioned that by discussing problems of education with colleagues and working together as a team, the teachers could resolve many issues by themselves.
Mentz, K. & Barrettee, S. (2011) conducted a study on “Leadership and Inclusive Education in South Africa and Jamaica: A comparative Analysis.” This article was published in the Journal of the Commonwealth Council for Educational Administration and Management. In this article, effort was made to compare two countries namely—South Africa and Jamaica. The study examined the idea of inclusive education with the school as the main unit of analysis, and the role of leadership and management in developing Inclusive Education. The study reported that the provision of effective leadership for Inclusive Education demanded a sound legislative, policy framework, and this framework had been created in both countries. The report also stated that the school leaders in particular have changed their traditional ways of thinking and further training in this regard is necessary so that leaders and schools can hold the challenge associated with Inclusive Education, rather than feel threatened by these challenges.

John, D., Mclennan, M. D. et.al (2012) conducted a study on “Stress and Relief: Parents Attending a Respite Program” in Canada. In the study, they found that families who were enrolled in a ten-month centre-based relief programme were invited to participate in the evaluation as a sample. Parent stress indexed data was collected by the Parent Stress Index-Short Form (PSI-SF). The results were compared with the findings from investigative qualitative interviews with a sub group of parents and a small comparison group of parents who also completed the Parent Stress Index-Short Form. The result showed that 69% of parents (total parents is 45) had high total stress scores on the Parent Stress Index-Short Form. No significant improvements were detected on parental stress. In contrast, the subgroup of parents (total number is 10) who participated in the qualitative interviews described substantial benefits from the interval programme including a sense of relief and having time for other activities. It
was proposed that the interval programme may have provided a temporary break to parents and developing a sense of relief, but this was not sufficient to impact on more chronic stress patterns.

Dervishaliaj, E. (2013) conducted a study on “Parental Stress in Families of Children with Disabilities: A Literature Review” in Italy. He examined the existing research on parental stress in families of children with Developmental Disabilities (DD). In the study, the investigator highlighted different variables related to stress. The investigator focused on parental stress and its correlations with other variables in families of children with developmental disabilities. This study gave importance to intervention programmes in parental stress in order to improve the level of the stress, because high level of parental stress may have a negative impact on the functioning of the child with Developmental Disability. Parents may behave in such a way that has a negative impact on children. This study suggested that parents who experience higher levels of stress interact differently with their children, compared to parents who experience lower levels of stress and they respond differently to their child’s problematic behaviour. The child with developmental disabilities is not the only one who affects his family’s life and dynamics. The family also affects positively or negatively the child’s development. This study suggested that higher levels of parental stress predict less positive outcomes from the early intervention programmes for children with disabilities, whereas early interventions for children with disabilities are more successful when family problems such as parental stress are addressed before the intervention programme begins. Thus, knowing and dealing with parental stress is important for the professionals. Parental stress interferes with the success of intervention programmes for children with Developmental Disability. Besides, while experiencing high levels of stress, parents
have less positive outcomes from intervention programmes designed to improve parental skills. The investigator summarized this paper with the view that stress conceptualized in three categories—stress related to child characteristics, parental cognitive appraisals of the situation and family resources and support.

**Gongera, E., Mugai, W., Okoth, J. and Oddillia, N.** (2013) conducted a study on “**Analysis of the Impediments influencing the Management of Special Needs Education in Inclusive Settings in Primary Schools**” in Embu County, Kenya. They mentioned that there has been a growing support of Inclusive Education worldwide in terms of the formation of numerous commissions, change of policies and education systems, support from NGOs and group activists etc.—all advocating for better lives for persons with special needs (PWSN). However, it has been observed that the persons with special needs (PWSN) still face problems when participating in the economic, social, political and cultural lives of their communities. This study was conducted in Upper Embu County. The target population was a total of 180 respondents from 60 schools practicing inclusion. The main Causes of retardation for effective management of special needs education in Inclusive settings in primary schools of Embu County were diverse, covering all the aspects of learning from labelling, cultural factors, policy issues, curriculum, staffing, learning and teaching resources, attitudes, professional and parental disagreement among others.

**Dapudong, R. C.** (2014) conducted a study on “**Teachers’ Knowledge and Attitude towards Inclusive Education: Basis for an Enhanced Professional Development Programme**” in the Philippines. Here, he mentioned that the success of inclusion or organized placement of children with disabilities in mainstream classrooms largely depends on teachers’ attitudes towards students with special educational needs (SEN)
and their knowledge on how to properly educate them. In quite a number of studies, the attitude of teachers towards educating students with special educational needs has been put forward as an important factor in making the schools more inclusive. If mainstream teachers do not accept the education of these students as an integral part of their job, they will try to ensure that someone else (often the special educational needs teacher) takes responsibility for these students. For this study, he used descriptive survey method to collect data. The sample of the study consisted of fifty-two male and female general education and special educational needs teachers who work full time in four international schools. The respondents had moderate knowledge about Inclusive Education and revealed neutral attitude towards inclusion. There is a need for schools to provide more training on special educational needs. Sufficient learning support providers and educational resources as well as in-depth specialization courses that provide specialized practices for implementing the Special Educational Needs strategies in their classrooms as well as offering teaching strategies on how to make connection between theory and practice were the other requirements. Learning Support Programmes and the actual delivery of these programmes should be developed in terms of individual education plan (IEP) provision, curriculum modifications and classroom adaptations that are appropriate for students with special educational needs.

Hashim, M. Z.B., Ghani, M. Z. B., et.al. (2014) conducted a study on the “relationship between teachers’ self-efficacy and attitude towards Inclusive Education in Pulau Pinang.” They studied the relationship between teachers’ self-efficacy and attitudes towards Inclusive Education Programme in Pulau Pinang. Apart from that, this study also identified the difference teachers’ self-efficacy and attitudes based on gender and teaching experience. It is a survey-based quantitative study using questionnaires.
Data were collected using the “Teachers’ Sense of Efficacy Scale” (TSES) and “The Scale of Teachers Attitudes toward Inclusive Classrooms” (STATIC). A total of 126 teachers who teach in the mainstream with Inclusive Education from the state of Pulau Pinang, were selected randomly as the sample of this study. The data were analyzed using the Statistical Packages for Social Sciences (SPSS) Version 22.0 software. Statistical tools such as using t-test, Analysis of Variants (One-way ANOVA) and Pearson Correlation were utilized to test the hypotheses. This study found that the participants were highly efficacious in teachers’ self-efficacy, compared to attitudes of teachers’ towards Inclusive Education. Besides, t-test showed that no significant differences between male and female teachers on their teachers’ self-efficacy and attitudes was found. The study also revealed that no significant difference between the teachers’ experiences contribute in teachers’ self-efficacy and attitudes. Lastly, it was found that there was no significant relationship between teachers’ self-efficacy and attitudes towards Inclusive Education.

Petrongolo, M. (2014) conducted a research study on “Stress in Mothers of Newly Diagnosed Children with Autism Spectrum Disorders: Barriers to Care, Use of Support Service and Child Behaviour” in Philadelphia. In the thesis, he mentioned that parenting presents a universal challenge; however, providing care to a child with disabilities comes with unique demands. Unlike typically developing children, CWSN, particularly autism spectrum disorders (ASD), require additional attention and supervision from caregivers, specialized medical care and remedial interventions. The survey told that among 88 children, one is affected by the autism spectrum disorders. The number of families caring for a child with autism spectrum disorders has increased rapidly, while the availability of effective supports has grown slowly. Most concerning
in the field of family support is that parents of children with autism spectrum disorders experience notably higher rates of parental stress compared to parents of typically developing children and children with other disabilities or health concerns. To study parenting the CWSN, data were collected as part of a larger study conducted at the University of Pennsylvania, which explored newly diagnosed children with autism, spectrum disorders and factors related to their parents’ decisions about whether to engage in treatment and how to obtain treatment and services. The investigator evaluated the children at the Children’s Hospital of Philadelphia and was invited to participate in a research study by their diagnosing physician. The study illustrated that social support, parent groups and family friends are to be associated with the parental stress levels, although the study did not find any significant differences between “formal” and “informal” sources of supports.

Garry, H. (2014) from New Zealand in his book “Inclusive Special Education Evidence-based Practices for Children with Special Needs and Disabilities” mentioned about one new theory of inclusive special education. As per the writer’s view, the main goal of Inclusive special education is to ensure that all CWSN are effectively educated in special or mainstream facilities from early childhood through high school level. Generally, inclusive special education which synthesized philosophy, policies, practice from both special and inclusive, in order to present a clear vision of effective education for all CWSN. This new theory espouses a way of teaching children with special educational needs and disabilities that encompass the best teaching strategies that can be used with students in mainstream schools, as well as evidence-based practices that have been undertaken in those special schools that have become centres of excellence. New theory needs to be welcomed considering the situation. The author has highlighted
concerns and issues with the philosophy of Inclusive Education Programme. He has noted that a number of practitioners in mainstream and special schools have achieved a highly sciatic approach to teaching children.

2.2 Research Studies in India

The following are some of the Research Studies that have been conducted in India and which the investigator has reviewed while carrying out the current research.

Kishore, S. (2000) conducted a study on “Learner’s Profile in IGNOU: The Issue of Equity and Strategies for Reaching the Disabled and Disadvantaged.” There, the investigator found that the integration of technological support and distance education system could expand the accessibility to Inclusive Education Programme. The investigator reported that distance education is seen as a flexible and suitable education system. Inclusive Education Programme through distance learning is stated to be successful only if they are able to serve the social purpose of empowering the disabled groups and disadvantaged communities. Distance learning allows the specially able children to integrate in the main stream of society by overcoming many challenges particularly with regard to policy of Inclusive Education Programme.

Mani, M. N. G. (2000) conducted a study on “Inclusive Education in Indian Context form International Human Resource Development Centre of Ram Krishna Mission Vidyalaya, College of Education in Coimbatore.” in Tamil Nadu. The investigator conducted a revolutionary work under Inclusive Education Programme. Mani, in the report, stated that the ideal system of Inclusive Education is that the general education system should presume responsibility for the education of children with disabilities. However, the reality is different in India. The general education system is yet to be
fully sensitized to the educational needs of children with disabilities and therefore, the general system needs the assistance of specialist teachers for occasional help to make Inclusive Education more effective. Mani reported that the experiences of Inclusive Education Programme assisted by various organizations in India are encouraging.

Punani & Rawal (2000) conducted a study on “Advantages and limitations of Inclusive Education.” under NCERT. According to them, all modes of education in India are collectively covering only 11% visually impaired children of school age. They reported that Inclusive Education enhances social assimilation and social acceptance of the students with visual impairment. They also reported that Inclusive Education Programme cannot be successful without the active participation of parents, general educators and school administrators. The study also discovered that the general view of the parents and educators towards the visually impaired is that since a child is eventually expected to live in community, it is essential to provide education in the inclusive set up rather than in a residential school.

Sangita, A. J. & Joshi, M. S. (2000) conducted a study on “Impact of Parental Education on Attitude towards Nutrition and Health of their Mentally Retarded Children.” in Tamil Nadu. The purpose of the study was to study the impact of parental education on attitude towards nutrition and health of mentally retarded children. The sample of the study consisted of 100 parents of Mentally Retarded children. The results showed that there was an association between educational level and attitude of parents towards health and nutrition of the mentally retarded children.

Swarup, S. (2000) in her study “Inclusive Education-A Pioneering Work” under NCERT stated that the struggle for the rights of the disadvantaged and disabled persons
has been a major concern of the Indian Government. Therefore, the Government should take major steps for facilitating implementation of Inclusive Education in India by information exchange, organizing good networking, providing consultancy, capacity building, research and development besides focusing on necessary curriculum development and adaptation, teacher training and educational management etc.

**Sharma, U. (2001)** has made a study on “The attitude and concerns of school principals and teachers regarding the integration of students with disabilities into regular schools in Delhi, India.” The sample of this study consisted of 310 primary school principals and 484 teachers working in government schools in Delhi regarding the inclusion of students with special needs into the regular school programmes. The investigator found that the best predictors of teachers’ attitudes towards Inclusive Education were, length of their teaching experience, contact with a student with special needs and perceived parental support for Inclusive Education Programme were found to significantly influence the teachers’ attitudes and actions. The study also revealed that both the principals and teachers were concerned about the lack of resources such as special education teachers and para professional staff, non-availability of appropriate instructional materials, lack of funding and lack of teachers training to implement Inclusive Education policies.

**Zaveri, L. (2001)** developed an awareness module on “Inclusive Education for Students with Disabilities for Administrators and Teachers of General Schools” at SNDT Women University of Mumbai. The module was implemented using ‘Print media approach’ and ‘Interactive approach’. In the module, the writer indicated equal effectiveness of print media approach and interactive approach for creating awareness. The teachers felt inclusion to be attractive. Factors such as large size of class, vast
curriculum content, lack of awareness, lack of training to deal with the handicapped population, rigid curriculum and time framework seem to be pervasive in the present educational system irrespective of the type of the school (Private or Govt.-aided) and irrespective of the level of school (elementary or high school). The study also revealed that certain factors seem to be having a critical influence on the teacher’s perspectives of inclusion. As per the study, the awareness about the issues related to the provisions for handicapped and the policies formulated for the handicapped population is very low among the general educators.

Bora, J. R. (2003) conducted a study on “An In-depth Study into the Problems of Education of the Mental Retardation Children in Assam” under Gauhati University. The main objective of the study was to examine the facilities available for education in the schools for mentally retarded children, to study the male female ratio of Mentally Retarded Children, to study the socio economic condition of parents of mentally retarded children and to study the parents’ care and supervision towards the mentally retarded children. The study revealed that infrastructure, education, recreational and medical facilities provided to mentally retarded children are satisfactory to some extent, and they take proper care and supervision to the mentally Retarded Children.

Talukdar, D. (2003) conducted a study on “Problems of Visually impaired Children and Existing Educational Facilities in Assam with Special reference to Guwahati Blind School, Guwahati” under Arunachal University. The samples for the study comprised 25 numbers of students of the blind school. The sample also included the Principal of the school, the Deputy Director (Disabled), Dept. of Social Welfare, and Govt. of Assam. The study revealed that the visually impaired children suffer from a number of problems like learning difficulty; poor concept formation, poor abstract concept,
imaginations, spontaneous fantasy and dreams, poor intelligence and poor school achievement, problems of social adjustment etc. The study concluded that special educational provisions should be made and adequate fund should be allotted for education of the visually impaired children.

**Manickam, D. (2004)** made a study on “Inclusive Education: A pathway to Education for All” in Delhi. The investigator found that there are some problems in the aspect of Inclusive Education Programme, because of various hurdles in the process of Inclusive Education. The focus of this study had been to emphasize the importance and necessity of Inclusive Education in the country to fulfil the constitutional commitment to provide ‘equal educational opportunities for all. The study proposed to start with Partial Inclusive Education Programme and continued until reaching the state of full Inclusive Education.

**Baishya, P. (2010)** studied on “A study on the academic achievement of the visually and hearing impaired children of Assam” at Gauhati University. The objectives of the study were to address the academic achievement of visually impaired (VI) and hearing impaired (HI) children, to make a comparative study of the academic achievement of the VI and HI children, to study their involvement in co-curricular activities, to study the parental behaviour and awareness regarding the education and need towards their impaired and normal children, to study influence of teachers’ effectiveness on the academic achievement of their impaired children and to study the wastage and stagnation rates of the HI and VI children. The study covered total 374 students from both the 7 (Seven) visual impaired schools and 3 (three) hearing impaired schools, out of which the opinion of 215 (54 Visual impaired and 161 Hearing Impaired) students were taken into account for the study. These students appeared in the HSLC
examination form 2005 to 2008, and ‘t’ test, $x^2$ (chi-square) test, and Pearson’s product moment method was used for treatment of data. The major findings of the study were that there is a significant difference between Visually Impaired and Hearing Impaired children in terms of academic achievement. The level of academic achievement in the Visually Impaired children has been found to be higher than the Hearing Impaired children. Both the categories of children are very interested in co-curricular activities. The parents of these children show their concern for education of the impaired children, but when the fulfilment of needs arises, normal children get preference. The teacher’s effectiveness has no impact on students’ academic achievement. Stagnation rates are higher in case of Hearing Impaired children than in case of the Visually Impaired children.

**Maheswari, A. (2011)** has conducted a study on “Inclusive Education: Curricular Adaptations and Teaching Strategies” in Delhi. The purpose of the study was to understand the responsibility of the teachers and assist the teachers by providing different curricular adaptation and teaching strategies to support CWSN in the classroom teaching learning process. The results of the study showed that, greater flexibility in the curriculum content, flexibility of the delivering speech, swiftness of instructions and evaluation to match the diverse needs of all students by developing number of skill and competencies in the teachers. The investigator also mentioned that by following cooperative learning, peer-tutoring system and by following Language Experience Approach, it is possible to provide support the specially able children in Inclusive Education Programme.

**Das, M. (2011)** conducted a study on “The nature of Parental Psychological Stress of Mentally Retarded and Autistic children” under Kalyani University. The main
objectives of the study were to explore the nature of stress of parenting special child, viz severely mentally retarded child and autistic child, to find out the significant stressor of such parenting, to study the nature of anxiety of such parents who rear special child like severely mentally retarded child and autistic child, to study the nature of general mental health of such parents who rear special child like severely mentally retarded child are autistic children, to study whether such parental stress has any significant effect on the harmony of family life or not, to study whether special school has any positive effect in reducing such parental stress or not. The findings of the study reveals that the parental stress was different in terms of severity and acuteness from that of normal parents, the nature of such parental stress was quite similar even if the nature of disability in child differed and in the distressed conditions of such parents, specials schools support was a great relief.

Balasundaram, A. (2011) conducted a study on “Attitude, Role Performance and Problems faced by Teachers Teaching Children with Special Needs in Inclusive Schools” under Periyar University, Tamil Nadu. The main objectives of this study are—to find out the attitude of teachers towards Inclusive schools, to find out attitude of the teachers towards education of CWSN in Inclusive schools and attitude of teachers towards teaching in Inclusive schools, to find out the role performance of teachers dealing with Visually Impaired, Hearing Impaired, Mentally Retarded and Other Handicapped children in Inclusive schools, to find out the problems faced by the teachers dealing with Visually Impaired, Hearing Impaired, Mentally Retarded and Other Handicapped in Inclusive schools, to find out the difference, according to gender of the teachers in the (i) the attitude of teachers towards inclusive school, (ii) education of CWSN, (iii) teaching CWSN in inclusive school, to find out the difference in the
role performance of teachers according to gender dealing with Visually Impaired, Hearing Impaired, Mentally Retarded and Other Handicapped in Inclusive schools, to find out the differences, in problem of teachers according to gender dealing with Visually Impaired, Hearing Impaired, Mentally Retarded and Other Handicapped children in Inclusive schools, to find out the differences in attitude of teachers, to find out the difference in role performance, to find out the differences in problems of teachers according to special teaching taken dealing with VI, HI, MR, OH children in Inclusive schools, to find out the differences in the attitude of teachers towards inclusive schools, education of CWSN in Inclusive schools, in the attitude of teachers towards teaching in Inclusive schools according to the type of CWSN, the findings are a larger percentage of teachers is working in Inclusive schools of rural locality, comparatively the percentage of teachers from urban locality is low. The percentage of female teachers dealing with CWSN in Inclusive schools is higher than the percentage of male teacher. A higher percentage of teachers without vocational training are dealing CWSN, compared to low percentage of teachers with vocational training.

**Asth, B. S. and Rajeev, V. (2012)** made a study on “Inclusive Education for Disabled at Secondary stage in Haryana: Inputs and Action required.” In this study, they discussed that the demand of the time and issues provide arguably the predominant challenges to Inclusive Education Programme. To meet the demand for CWSN, access, retention and dropout rates have negative efforts in this area. Access issues are affected by some factors like student, school, family, community and national, most influential factors are socio-economic and cultural factors within the family. Family economic survival needs traditional attitudes towards disability that may involve shame, guilt, under-expectations etc. These factors often combine with distance to school, mobility,
school-building accessibility, discrimination, shortage of trained teachers and resource supports to address teachers’ working conditions and shortage of school places. Typical responses to access issues have been modifying buildings, knowledge dissemination and awareness campaigns, teacher and parent training. The findings of the study identified that encouraging children to go to school have been another critical challenge and conditions of teachers’ work are yet another critical input in Inclusive Education Programmes. Most implementation efforts focus on teaching teachers effective instructional strategies. Other conditions of teachers’ work reported to have a significant impact on their ability to deliver effective instruction are class ratios, classroom physical layout, administrative support and supervision, incentives for participation and release time for preparation and evaluation. Further, positive attitudes toward Inclusive Education have been directly linked to teacher supports. Retention and dropout rates have been linked to curriculum and classroom instruction.

Huidrom, I. (2012) conducted a study on “Adaptive Behaviour: A Case Study of Institutionalized Mentally Retarded Children in Imphal East and West Districts of Manipur.” The main objectives of the study were to examine the infrastructural and manpower facilities available in the centers for mentally retarded children along with the educational programmes undertaken by each of them, to find out the Social Age, Social Quotient, and adaptive behavior skill of the mentally retarded children, to find out the differences in social quotient and adaptive functioning among children in accordance with the difference in the sex of the children, age of the mothers at child birth, occupational status of the mother, birth order, income of the mothers, type of family and educational status of the mothers and to find out appropriate measures in the light of the findings. For this study, descriptive method has been adopted. The findings
of the study showed that every center of mentally retarded children has the minimum infrastructural facilities, except library facility, the teachers dealing with the mentally retarded children in all the centers are trained one, educational programme under taken by the center, curriculum, method of teaching, evaluation have been completely based on formal system of education.

Madhusmita, D. (2012) conducted a study on “Socio economic status and education of children with special needs (CWSN): A Study Conducted in Nagaon and Morigaon District.” under Gauhati University. The main objectives of the study were to study the socio economic status of parents of CWSN of Nagaon and Morigaon District, to study the CWSN friendly infrastructural and environmental facility, co-curricular and recreational facility availed by CWSN in the schools of Nagaon and Morigaon District, to study the medical facility, provision of parent teacher association, facility of uniform, midday meal and transportation availed by CWSN in the schools of Nagaon and Morigaon District, to study the academic support availed by CWSN in the schools of Nagaon and Morigaon Districts, to make a comparative study of the educational performance based on gender of CWSN of Nagaon and Morigaon District, to study the correlation between the socio-economic status of parents of CWSN and educational performance of CWSN belonging to Nagaon and Morigaon District. The study covered a total 480 number of samples from Nagaon and 440 number of sample from Morigaon District. For data analysis, statistical techniques like simple percentage, mean, standard deviation, Pearson correlation and t-test were used. The major findings of the study were, in Nagaon District 313 number of parents and in Morigaon District 304 number of parents belong to low socio economic status, the infrastructure of the schools are not
so good, 100% students of both the Districts got the health care and all the CWSN got support from special educator.

**Kaur, S. (2013)** has made a study on “Fostering Barrier Free Access for CWSN in India” under Chitkara University, Punjab. He said that the barrier free excess is particularly relevant in the context of CWSN because they have variety of needs, which need to be addressed. This study focused on access to the physical environment as well as access to the curriculum and the teaching environment of CWSN. The various Acts and Policies emphasizing the provision of barrier free environment were also discussed in the paper. The adoption of Inclusive approaches in Education is imperative so that the goal of ‘Education for All’ can be achieved. It serves as the channel for smarter practices and broader perspectives and to improve quality of life of the special children. The paper put forward strategies for the institutional planners to help them in developing some mechanism for promoting convenience and full involvement of CWSN.

**Arya, R. K. (2013)** conduct a study on “Education of Children with Special Needs: A Critical Analysis with Special Reference in Chhattisgarh State of India” in Chhattisgarh. He mentioned that education is one of the most effective tools with which CWSN could achieve the social and economic empowerment. Education holds much importance for CWSN, as they have been a subject of discrimination for a long period. Even after the passing of the different laws, like the 17 years of PWD Act 1995, 12 years of SSA and 3 years of RTE Act, the situation of education for CWSN are still marginal. All the Govt. and other organizations working under different NGOs in this field are just fulfilling the quorum. His paper deals with the current situation of education of the CWSN in Chhattisgarh State of India. In Chhattisgarh, he found total
29944 numbers of CWSN as per census 2011. The paper analyses the interpretation and implementation of Inclusive Education Programme in Chhattisgarh under SSA. He found that the greatest challenge for the State Government is the achievement of the accessibility, inclusion, and empowerment of CWSN.

**Gupta, V. & Whitehead, R. (2014)** conducted study on “*The Policies And Practice For Inclusion of Children With Specific Learning Disability (SPLD) In India.*” In this study, they reviewed the existing educational policies in India to find out the extent and gaps in inclusion of children with Specific Learning Disability. It finds that policies and programmes are inadequate. As a result, only 0.1 percent Specific Learning Disability children are being identified though the number could go up to 20 percent of the total enrolment that comes to approximately forty million children in the elementary level. The gap is very significant to be addressed by educational policy planners. The article argues the need to formulate policy and Procedures as found in other developed countries. The gap, if addressed, would help in resolving the crisis of ‘quality of education’ that is being faced in India.

**2.3 Resume of this Chapter**

The above-mentioned researches and studies reviewed with regard to Parental Psychological Stress and Teachers’ Attitude towards Inclusive Education Programme reveal that all teachers and parents are concerned about Inclusive Education Programme. They support elaborative strategies, provisions for training etc under Inclusive Education. Almost all teachers and parents mentioned that proper planning and strategies are important when the question of professional development of the CWSN arise. Both the teachers and parents mentioned that the students without
disability reported higher perception of their academic and social abilities than the students with disabilities. Regarding Teachers’ Attitude towards CWSN, studies have shown that teachers demonstrate different attitude depending on the degree of disability of the students. Sometimes the teachers even felt unprepared and unequipped to teach in Inclusive setting.

From the reviews, we found that Inclusive Education is a basic human right, which can minimize the barriers for the CWSN. The school principals and administrators can play a major role to develop a proper attitude of teachers and parents towards Inclusive Education Programme. Some of the studies also mentioned that providing high salary and some extra allowance for the teachers in Inclusive setting compared to those serving general schools, can help to achieve successful Inclusive Education. It is found that the attitude of most of the teachers toward CWSN is not satisfactory and the parents too are mentally much stressed. Some studies recommended for staff training, planning and training for the principals and parents, appointment of special educators etc. that will affect the specially able children. Some studies also showed that teachers felt unprepared and unequipped to teach integrated classes and ascribed this to lack of training, lack of time, large classes, lack of facilities and lack of experience etc.

The findings from the Literature Review suggest that a huge effort should be made by the policy makers of the education departments in both the government and the educational institutions, to ensure Inclusive Education Programme. The review of some of the existing literature has also shown that the average number of teachers is apparently neither prepared nor ready to teach the learners in Inclusive classrooms. It has also been observed that significant differences between the male and female teachers in their self-efficacy and attitudes remain. From the reviews, it has been found that the existing
infrastructure facility, recreational and medical facilities etc. provided to CWSN are not satisfactory or up to the mark. Therefore, it may be stated that more and more studies on the needs and education of the CWSN must be conducted so that appropriate attention may be given to the cause of the CWSN in the society. The Review of literature conducted during the course of this study has subsequently helped the investigator to gain an insightful understanding of the status and existing condition of education for the CWSN and the needful to be done both locally, nationally and internationally.