

Stereotypes of Teachers' towards Success of Children with Disabilities in Mainstream School

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Abstract: *The present study aimed to investigate the Mainstream and Special teachers' stereotype Success of Children with Disabilities in Mainstream School. The sample comprised of 100 Mainstream and 100 Special teachers working in mainstream schools under SSA in Thane districts of Maharashtra. The researcher developed three point rating scale using scientific steps of tool development. The findings indicate that mainstream and special teachers have similar stereotype towards Success of Children with Disabilities in Mainstream School.. Both the groups of teachers have similar stereotype towards success of Children with Disabilities in curricular and co curricular activities which is taken in mainstream school.*

Keywords: Teachers, Stereotype, Mainstream school, Success and children with disabilities

1. Introduction

“Stereotype threat” is a well-known as a social psychological construct in which people have expectation that was constructed based their gender, race, age, disabilities or other such characteristics of human. Stereotype is fixed image or idea emotionally colored by prejudice or bias i.e., by steadfast evaluation. Educational stereotypes are behavioural, cognitive and affective criterions to which a teacher orient himself in his professional educational activities (Akhmetova, Mynbayeva and Mukasheva, 2014). Parents (our first and most influential teachers), owns' ad others experiences, significant others (e.g., peers), and the media is influential factor for form stereotype. A teacher's need to have Pre-knowledge about their class students' progress for which they undertake evaluations (National Research Council, 2001). Mainstream ly humans have tendency to judge others based on the physical appearance and external factors. In one hand formation of stereotypes is one of the benefits of the human mind. On the other hand, stereotypes introduce big misrepresentations to the reflection of professional reality and contribute to the develop of psychological obstacles. Stereotypes lead to social categorization and universalization. In the present study the Universal and Situational stereotypes were found to be applicable. In the present study it constitutes disability of students as Universal, since data is collected with respect to children with disabilities as an overall case. Situational means contextual which is pertaining to a physical location or a context. In the context of learning in mainstream schools, the situational stereotypes were studied under curricular and co-curricular activities.

The purpose of the work is to study various types of stereotypes, diagnose teachers as having stereotypes which are creating barrier to learn children with disabilities in Mainstream schools. . Mainstream and Special teachers are important stakeholders and so the pre- and in-service programs of both these teacher education programs are vital. This is because discussions about differences in philosophies of Mainstream and special teacher education programs have also been cited as one of the constraints in achieving the

objectives of inclusive education for example Welch and Baker and Zigmond as cited in Whitworth (1999).; Pugach and Allen-Mearns (1985); Schumm and Vaughn (1995); Giancreco, Dennis, Cloninger, Edelman, and Schattman, (as cited in Whitworth, 1999) also opine that one of the greatest barriers to achieving the goal of inclusive education is the preparation teachers. In education system teacher is playing important role to success of children with and without disabilities. Hence the researcher has chosen Special Teacher (Itinerant) and Mainstream Teacher as sample. The present study aimed to investigate the Teachers' Stereotype about success in curricula and co curricula activities in which students are learning in mainstream school.

2. Literature Review

Supporting reviews about teachers training of groups of teachers is cited in Wysocki (2016) who reiterates that because the duty of teaching students with disabilities is not only the responsibility of special educators, but also the mainstream education teacher of record, inclusive teaching practices are essential in preparing pre-service teachers. Concerns about these are found in international as well as national reviews. For example Baglieri, Bejoian, Broderick, Connor, and Valle,(2011); Blanton and Pugach, (2011) while opining that improving the quality of teacher education is essential to bridge the achievement gaps of students, it is becoming more pertinent for Mainstream education content area teachers and special education teachers to work cohesively and collaborate to maximize instructional effectiveness for all students. At national level Hemlata (2013) also notes that special and Mainstream teachers need to collaborate to identify teaching strategists for a student with disability.

Perceptual theory is connected with the present research. Gregory (1970) view point is that we first hypothesis a situation based on our previous knowledge, understanding and retrieve it from memory based on previous experiences. The present researcher feels that irrespective of differences in approaches here are 3 elements of perception common irrespective of approaches. These include raw data, mental processes and connection with past experiences. As gathered

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from individuals have perceptual shortcuts where in new information is connected to previous experiences to make quick judgments. This the present researcher feels leads to stereotypes.

Key words:

- **Teachers:** Teachers who have been trained in Mainstream and special education and currently working in Primary mainstream school under SSA for were included as participants of the study.
- **Mainstream school:** Primary schools in the Thane districts which are working under SSA.
- **Children with disabilities:** Those students have taken special attention from special education teachers children with disabilities for learning.
- **Success:** Children with disabilities success in scholastic achievement will be study in two areas i.e. curricular and curricular activities.
- **Stereotype:** For the present study participant teachers' stereotype and assumption towards success in curricular and co-curricular activities of children with disabilities in mainstream schools.

3. Methodology

In the present study descriptive research design will be used. For the present study Survey Research method was used. The sample size was taken 100 Mainstream and 100 Special teachers working in mainstream schools under SSA in Thane district of Maharashtra. The researcher made tool will be used which will made by using scientific steps. Researcher used random Sampling technique for the present study

Aim of the study

To study the Teachers' stereotype towards Success of children with disabilities in mainstream schools.

Objective of the study

- 1) To study the teachers' stereotype about success of children with disabilities in mainstream schools.

- 2) To study the teachers' stereotype about success in curricular subjects of children with disabilities in mainstream schools.
- 3) To study the teachers' stereotype about success in co-curriculum activities of children with disabilities in mainstream schools

Hypotheses

The researcher made null and alternate hypothesis for each objective of the study.

H01: There is no significant difference between Mainstream and special education teachers' stereotype about success of children with disabilities in mainstream school.

H02: There is no significant difference between Mainstream and special education teachers' stereotype about success in curricular subjects of children with disabilities in mainstream school.

H03: There is no significant difference between Mainstream and special education teachers' stereotype about success in co-curricular activities of children with disabilities in mainstream school.

4. Result

The present study being descriptive survey research having a large sample of 200 teachers from mainstream schools, z-test which is a parametric statistical technique for analysis of large sample was used. The mean scores of both the groups of teachers (100 in each of the groups of resource and Mainstream teachers), on different variables was compared. Data was analysed using EXCEL and SPSS software. Null Hypothesis was tested by using z-test

- 1) To study the teachers' stereotype about success of children with disabilities in mainstream schools.
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Table 1: Teachers' stereotype about success of CWDs achievement

Sr. no.	Sub-variable and aspects	Group	N	Mean	Variance	-zcal	-zcrit	Sig at 0.05	H ₀
4.a	About curricular achievement	GT	100	5.76	2.16	1.68	1.96	NS	Retained
		RT	100	5.39	2.64				
4.b	About the co-curricular achievement	GT	100	6.02	2.74	0.34	1.96	NS	Retained
		RT	100	5.94	2.48				
4	Overall Stereotype about the scholastic achievement	GT	100	11.78	6.31	1.26	1.96	NS	Retained
		RT	100	11.33	6.41				

The table 1.0 shown the calculated z-value of the 'Teachers' stereotype about success of CWDs' is less than the critical z-value (1.68<1.96) at 0.05 level of significance. Hence, the null hypothesis that 'there is no significant difference between the stereotype of Mainstream and Special teacher s about curricular achievement of children with disabilities in mainstream schools' is retained.

It is seen that the mean score of Mainstream teachers (5.76) stereotype about the curricular achievements of students with disabilities in mainstream schools is not significantly different than the Special teacher s (5.39).

5. Discussion

A relevant study in this regards undertaken by Cameron and Cook (2013) was reviewed. The study examined Mainstream education teachers' goals and expectations for their 'included students with disabilities'. Inclusive classroom teachers were interviewed about their goals and differential expectations regarding the students with disabilities in their class. The participating teachers in the study described their expectation goals for students with severe disabilities primarily in the area of social development and reported that academic performance for these children was of little

relevance. This shows that the teachers in this study had lower expectations in curricular activities from the 'included students with disabilities' in their Mainstream mainstream schools and so they must have opined that they would prefer to set social i.e. co-curricular goal as their major goal. The conclusion of this study is that the Mainstream teachers have higher expectations with respect to co-curricular goals and lower expectations about children with disabilities with respect to curricular goals. This is in congruence with the estimation of scholastic achievement of children with disabilities where both the groups of teachers working in mainstream classrooms feel that achievement of the children with disabilities will be average.

6. Conclusion

The Mainstream and Special teachers have a similar perspective about scholastic achievement of children with disabilities in mainstream schools. Both the groups of teachers have a moderate perception about the abilities of children with disabilities with respect to the curricular and co-curricular achievements in the school.

7. Limitation of the study

- The finding of the study is generalized only to the general and resource teachers in the geographical area of Mumbai, suburban and Thane district of Maharashtra.
- The study findings are generalized only for the Marathi medium mainstream schools under SSA

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Author Profile



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