

**KNOWLEDGE, ATTITUDE AND PRACTICES OF
TEACHERS REGARDING DISABILITY AMONG STUDENTS
IN 10 GOVERNMENT SCHOOLS OF MALE'**

AISHATH MOHAMED SHAUKATH

THE MALDIVES NATIONAL UNIVERSITY

NOVEMBER, 2014

**KNOWLEDGE, ATTITUDE AND PRACTICES OF
TEACHERS REGARDING DISABILITY AMONG STUDENTS
IN 10 GOVERNMENT SCHOOLS OF MALE**

AISHATH MOHAMED SHAUKATH

**A project submitted in partial fulfillment of the requirements for the Degree of
Bachelors in Primary Health Care**

**Faculty of Health Sciences
The Maldives National University**

November, 2015

DECLARATION

Name: Aishath Mohamed Shaukath

Student Number: 000032844

I hereby declare that this project is the result of my own work, except for quotation and summaries which have been duly acknowledged.

Signature:

Date:

**KNOWLEDGE, ATTITUDE AND PRACTICES OF TEACHERS REGARDING
DISABILITY AMONG STUDENTS IN 10 GOVERNMENT SCHOOLS OF MALE'**

AISHATH MOHAMED SHAUKATH

November 2015

ABSTRACT

In January 2013, a circular was sent to all schools in Maldives regarding introduction of inclusive education in mainstream schools to allow different types of disabled children to be enrolled in these schools. This study investigates the knowledge, attitude and practices of regular classroom teachers towards students with disability compared with the teachers teaching in Jamaaludheen and Imaadudheen School. The study is conducted using a survey questionnaire among 84 teachers of 10 government schools in Male'. The data is analyzed using SPSS version 20.0. According to the study, all the participants had an acceptable level of knowledge regarding disability in children. Moreover, the control group has expressed positive attitude towards including disabled children in main stream classes and involving them in all the curricular and extra-curricular activities while the case group had negative attitude towards involving disabled children in the normal classes. From this study it was identified that teachers do not believe they have the proper skills to teach students with disability. Therefore, it is very important to increase teachers knowledge and skills by providing more workshops and training programs.

Key words: Circular, Inclusive education, Knowledge, Attitude, Mainstream schools

Acknowledgements

Alhamdhulillah! I am grateful to Almighty Allah for giving me the strength and patience to complete this study. Next I would like to express my deepest appreciation to my loving family and friends for giving their support throughout the semester. Moreover I would like to express my sincere gratitude to my adoring supervisor Mis Shahiya Ali Manik for her continuous guidance and encouragement throughout the study. Additionally I sincerely thank the management of the Faculty of Health Sciences for giving the opportunity and providing me with all the necessary facilities to complete this study. Furthermore I thank my beloved lecturers in department of public health providing there assistance in completing this research. At least but not last I thank all the participants who spent their valuable time to participate in the research.

Contents

DECLARATION	iii
ABSTRACT	iv
Acknowledgements	v
Contents	vi
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF ABBREVIATIONS	x
1 CHAPTER	1
INTRODUCTION	1
1.1 Background to the Study	1
1.2 Problem Statement	3
1.3 Objective of the Study.....	4
1.3.1 General Objective.....	4
1.3.2 Specific Objectives.....	4
1.4 Research Question.....	5
1.4.1 Main Question.....	5
1.4.2 Specific Questions.....	5
1.5 Significance of the Study	5
1.6 Scope of the Study	6
1.7 Definitions of terms	6
2 CHAPTER.....	7
REVIEW OF LITERATURE	7
2.1 What is disability?.....	7
2.2 Inclusive education	9
2.3 The Rights Framework for Inclusion	10
2.4 Laws and Policies regarding disability and Inclusive Education in Maldives	11
2.5 Conceptual framework and Measurement of variables.....	13
2.6 Teachers knowledge, attitude and practice on Inclusive Education.....	14

2.7	Socio demographic factors (gender, age, educational back ground, years of experience)	15
3	CHAPTER	17
	METHODOLOGY.....	17
3.1	Research Design.....	17
3.2	Population and Sample.....	17
	Study Area	17
	Target Population	18
	Sampling Techniques	18
	Sample Size	19
3.3	Instrumentation	19
3.4	Data Collection Procedures.....	20
3.5	Validity and reliability	20
3.6	Framework for Data Analysis.....	21
4	CHAPTER	22
	DATA ANALYSIS AND RESULTS.....	22
5	CHAPTER	36
	DISCUSSION AND CONCLUSION.....	36
5.1	Summary of main findings.....	36
5.2	Discussion	37
5.3	Limitations	40
5.4	Conclusion	41
5.5	Direction for future Researches and Recommendations	41
	Reference list.....	43
	APPENDICES	46
	Appendix A.....	46
	Appendix B.....	47

LIST OF TABLES

Table 1 Framework for Data Analysis.....	21
Table 2 Demographic characteristics of the participants.....	22
Table 3 types of disability.....	25
Table 4 Identification of the disability in students	26
Table 5 Characteristics of Down Syndrome	30
Table 6 laws in Maldives regarding disability.....	30
Table 7 attitudes of teachers by control group.....	31
Table 8 Attitudes of teachers by case group	31
Table 9 Opportunities to improve knowledge	33
Table 10 Perceptions of teacher towards students with disabilities	34

LIST OF FIGURES

Figure 1 Conceptual framework and Measurement of variables	13
Figure 2 Attitude of teachers regarding specific disabilities	15
Figure 3 Definition of disability by case group	24
Figure 4 Definition of disability by control group.....	24
Figure 5 Definition of inclusive education by case group	26
Figure 6 Definition of inclusive education by case group	27
Figure 7 Definition of Autism by case group	28
Figure 8 Definition of ADHD by case group	29
Figure 9 Extra support for students with disability by case group	35
Figure 10 Extra support for students with disability by control group.....	35

LIST OF ABBREVIATIONS

ADHD: Attention Deficit Hyperactive Disorder

CRPD: Convention on the Rights of Persons with Disabilities

EDC: Education Development Center

EFA: Education for All

FHS: Faculty of Health Science

GCE: Global Campaign for Education

IDEA: Individuals with Disabilities Education Act

MGF: Ministry of Gender and Family

MGFDSS: Ministry of Gender, Family Development and Social Security

MPND: Ministry of Planning and National Development

SEN: Special Education Need

UN: United Nations

UNESCO: United Nations Educational, Scientific and Cultural Organization.

UNICEF: United Nations Children's Education Fund

WHO: World Health Organization

CHAPTER 1

INTRODUCTION

1.1 Background to the Study

For decades disability is a term that is being largely avoided by communities and consideration has not been given to educating people with disabilities. However in recent years, human rights frameworks have begun to inform on a vision for delivering the right to education for children with disabilities (UNICEF, 2012)

Initially, special education for children with disability started in separate schools or in separate classes. As a result, the communities got used to the idea that special education implies to isolated education. However, researches show that when a child with disabilities attends classes with or without disabilities (Inclusive education) their academic performance and social skills improves rapidly (BPS parents, 2015).

Principle of inclusive education was first globally accepted and endorsed in 1994 at the World Conference on Special Needs Education in Salamanca, Spain. However, it was the UN Convention on the Rights of Persons with Disabilities (CRPD) in 2006 that established inclusive education as a mechanism to deliver the right to education for people with disabilities (GCE, 2006). Convention on the Rights of Persons with Disabilities was ratified by the Maldives on 5 April 2010. In addition to this, the policy for disability in general was ratified and published by the Maldivian government in 8th July 2010 (Maldivian Gezzet, 2010).

In inclusive education, children with disabilities are provided with same teaching methods, textbooks and materials as a normal child. These schools are designed in a way that children with range of abilities including physical, sensory, intellectual, and mobility impairments can be included in the same classes (Leonard Cheshire Disability, n.d.).

In January 2013, Ministry of Education (MoE) in Maldives sent a circular to all schools of Maldives regarding the introduction of inclusive education in all main stream schools (Ministry of Education, 2013). Since then, inclusive education has been implemented in main stream schools in Maldives.

“Governments need to take appropriate measures to employ enough well- trained teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train teachers to incorporate disability awareness and the use of appropriate teaching methods” (UN CRPD, 2006).

According to need assessment done by Regional Seminar on Inclusive Education, Paro, 2013, states that, in Maldives specially trained teachers are required to provide education in inclusive class rooms, as in most of the schools in Male’ regular teachers are utilized to provide inclusive education for special need students. Therefore, it is very important to assess these teachers knowledge, attitudes and practices towards disability and inclusive education (Pinnock, 2013).

During the teachers training programs conducted by the Maldives National University, in the first year there is only one module regarding Disability which is only 4 to 8 hours. However in the third year of teachers training program there is a module called “Introduction to Special Education” which includes 46 hours. To

fulfill the requirements of this module the trainees have to attend the SEN classes in Jamaaludheen School and Immadhudheen School. In addition to this the Post-Graduation in Diploma and in Master programs there is a module called Inclusive Education. However, recently a bachelors program started on SEN in January 2015. According to a seiner lecturer of faculty of Education in 2012, 45 teachers have completed Diploma in SEN which was a 1 year program.

1.2 Problem Statement

The Eighth Strategic Action Plan of Education Sector states: “increase and expand educational opportunities for children with special needs including the gifted and talented.” (Human rights commission of Maldives, 2010).

In Maldives it is every child’s right to gain education and the government provides free education for all students including students with disabilities. The main challenge in delivering quality education arises from lack of capacity within the Maldives to train teachers for primary and secondary levels. Significant challenge also lies in providing education for children with special needs (Pinnock, 2013).

It is estimated that in Maldives there are about 2,250 children with disabilities cited in EDC 2009. However, only 230 children with disabilities were enrolled in schools in 2009. Among those students 127 were attending schools in Male’, while 103 were enrolled in Atolls schools (Human rights commission of Maldives, 2010).

In 1984 Maldives government started SEN (Special Education Program) classes for students with hearing impairment in Jamaaludheen school in Male’ (Naseer, 2012). Up to date there are two schools following the integrated system in Male’.

A report from UNICEF, 2010 (as cited in Human rights commission of Maldives, 2010), suggests that 11 schools have been selected across the country to provide

education in integrated system for children with disabilities. Concerns remain that many disabled children remain outside the formal education system; the curriculum is not adapted to their needs and teachers are not well prepared to teach children with special needs.

Since Education Ministry has decided to introduce inclusive education, it has been estimated that, a greater number of disabled children will get access to education and these disabled students will be attending main stream schools where there are regular teachers to teach them. Hence, it is crucially important to assess the knowledge, attitudes and practices of main stream teachers regarding disability.

No studies have been undertaken previously to identify the strengths, weaknesses and levels of performance of teachers in a classroom setup consisting children with and without disability. This study has been framed to shed light on to this very aspect.

1.3 Objective of the Study

1.3.1 General Objective

To find the knowledge, attitude and practices regarding disability in students among primary teachers, in main stream government schools of Male', compared with trained teachers.

1.3.2 Specific Objectives

1. To determine the knowledge of disability in students among teachers of regular schools.
2. To find the attitudes toward disabled students among teachers of regular schools.
3. To determine the standards of practice for disabled students among teachers of regular schools.

1.4 Research Question

1.4.1 Main Question

What is the knowledge, attitudes and practices followed by the teachers towards students with disabilities?

1.4.2 Specific Questions

What is the scope of knowledge towards disability in students, among teachers of regular schools compared to teachers specialized in disability?

What are the attitudes towards disabled students, among teachers of regular schools compared to teachers specialized in disability?

What are the teaching practices adopted by regular school teachers towards disabled students compared to specialized teachers?

1.5 Significance of the Study

The result of the survey will help to find the areas in which teachers should be trained to teach disabled students. Data obtained can be used to construct trainings for teacher, compensating in the areas that teachers lack skills in. Moreover, this will help the schools to get more opportunities for the teachers to improve the knowledge and attitude in the field. In addition to this the result of the study can be used by policy makers to create and implement policies regarding disability. It will help to reduce discrimination within the community.

By giving the disabled children opportunities to study in main stream schools, they will be able to learn better how to live in the society. It will open a platform for such

children to become more active in society, by gaining more independence, earn and thrive as individuals.

1.6 Scope of the Study

Only teachers of grade one is covered in this study as it is the first stage of primary education and it will be instrumental and less complicated for them to identify and guide the children with disability compared to teachers of a high grades.

This study is focused on teachers who teach in Male', primarily because Male' is the center and focal point of the nation and also because this is a pilot study which is expected to expand to other islands in due time.

1.7 Definitions of terms

Disability: Physical or mental condition that limits a person's movements, senses, or activities.

Normal children: a student that is able to function normally in the classroom and does not have a documented cognitive, social, or physical impairment.

Main stream schools: An ordinary school.

Inclusive education: Inclusive education means that all students attend and are welcomed by normal schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

Integrated systems: Schools where children with disabilities are located in mainstream schools but often in a separate classroom with other disabled learners and with a specially trained teacher.

2 CHAPTER

REVIEW OF LITERATURE

2.1 What is disability?

Disability is a word that can be defined in many ways. Usually the word disability is derived using two approaches, which are the “medical model” and “social model”. In medical model disability is defined as any restriction or lack, resulting from impairment, of ability to perform any activity in the manner or within the range considered normal for a human being. In other words it focuses on the medical condition of the individual. (Carson, 2009).

In the social model disability is defined as the disadvantage or restriction of activity caused by a current social organization which takes little or no account of people who have physical impairments and thus excludes them from participation in the mainstream of social activities (Carson, 2009).

According to UNICEF (2007), disability can be defined as the condition where physical and social barriers prevent an individual with impairment from leading a normal life in the community on an equal footing with others. In which, impairment refers to the loss or limitation of physical, mental or sensory function on a long-term or permanent basis (UNICEF, 2007).

Disability is a vast term, covering impairments, activity limitations, and participation restrictions. Impairment is caused by a problem in a body function or structure and activity limitation is difficulty faced by an individual in performing a certain action.

Participation restriction is problems experienced by an individual to involve in different life situations (WHO, 2014).

Disability is not just a health problem. It is a compound phenomenon showing the interaction between person's body features and the features of the society where they live. To overcome the difficulties faced plans to eliminate environmental and social barriers are required (WHO, 2014).

Over a billion people are estimated to live with some form of disability. This corresponds to about 15% of the world's population. Between 110 million (2.2%) and 190 million (3.8%) people 15 years and older have significant difficulties in functioning. Furthermore, the rates of disability are increasing in part due to ageing populations and an increase in chronic health conditions (WHO, 2014).

According to World Health Survey, about 785 million (15.6%) people above the age of 15 live with a disability, among them it is estimated that 110 million people (2.2%) have very significant difficulties in functioning. However, the Global Burden of Disease estimates a figure of around 975 million (19.4%) people with a disability. Of these, it is estimated 190 million (3.8%) have "severe disability" – the equivalent of disability inferred for conditions such as quadriplegia, severe depression, or blindness. Global Burden of Disease measures estimates 95 million (5.1%) children with childhood disability, in which 13 million (0.7%) have severe disability (WHO, 2011).

The first disability screening in Maldives was undertaken in 1981, cited in President's Office, 2006. Then there were 1,390 persons with disabilities that comprised 0.9 percent of the population. According to the Population and Housing Census data in 2000, there were 4,728 persons with disabilities in the Maldives cited by Velezine, 2001. This

constituted 1.75 percent of the total population. According to the Report on Survey of People with Disabilities undertaken in 2002 a total of 9,216 persons with disabilities were identified that comprised about 3.4 percent of the total population (MGFDSS, 2002). In Census 2006, a total of 897 persons identified that they were not able to work due to a disability, cited in MPND 2008. The most common types of disabilities reported in the Maldives are visual impairment, speech impairment, and mental illnesses (Human rights commission of Maldives, 2010).

Sensory impairment involves partial or complete visual loss, hearing loss and multisensory impairment which means having a diagnosed visual and hearing impairment (shaw-trust, 2015).

IDEA(2015), define speech or language impairment as a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance (IDEA, 2015).

A psychological disability refers to a spectrum of mental disorders or conditions that influence the emotions, cognitions, and behaviors. Psychological disabilities may include autism, depression, anxiety, schizophrenia, and bipolar disorder (Alston, 2015).

2.2 Inclusive education

Traditionally there are three broad methods to teach children with disabilities. The first method is segregation. In this method children are classified according to their impairment and is allocated to school specialized for that specific impairment. The second type is integration in which disabled children are placed in mainstream schools, in special classes, if they can cope with its requirements. Third category is inclusion, where policies, cultures and practices are transformed to include disabled students in schools removing the barriers they face (UNICEF, 2012).

Even though the concept of inclusive education has been promoted internationally for years, several barriers are being faced in providing education to children with disability. Lack of information and discriminatory attitudes towards disabilities persons at all levels of society, contributes to the neglect of their right to education. It is conservatively estimated that less than 10 percent of children with disabilities in developing countries in the Asia-Pacific region are enrolled in schools (UNESCO Bangkok, 2009).

2.3 The Rights Framework for Inclusion

To date, there have been numerous acts of legislation that have ordered special education students out of isolated educational environments and into classrooms with their regular education colleagues.

The core of inclusive education was the human rights to education, defined in the Universal Declaration of human rights in 1948 which ensures the right to free and compulsory education for all children (Morris, n.d). In the same way in the aim of the 1989 UN Convention on the Rights of the Child in Article 2 and Article 23 was to ensure the rights for all children to receive education without discrimination on any grounds.

In addition to this the Jomtien World Conference on Education for all in 1990 set the goal of Education for All (EFA). More over in 1993 the UN standard rules on the equalization of opportunities for person with disability confirms the equal rights for everyone with disabilities to education and also that it should be provided in an integrated school setting and in general school settings. Furthermore to promote EFA, Salamanca Statement and Framework for Action on Special Needs Education was adopted in 1994 considering the basic policy changes are needed to promote inclusive education so that schools can serve all children including those particularly with special needs.

Similarly the world Education Forum Framework for Action, Dakar, was made to fulfill the EFA goals and millennium development goals ensuring that all children should have access to and complete free and compulsory primary education by the year 2015. To support this Framework for action UNESCO joined with other organizations in 2001 flagship on the right to education for persons with disabilities and towards inclusion.

However it was the 2006 UN convention on the rights of persons with disabilities (CRPD) that established inclusive education as a mechanism to deliver the right to education for people with disabilities. In Article 24, the CRPD stresses the need for governments to ensure equal access to an “inclusive education system at all levels” and provide reasonable accommodation and individual support services to persons with disabilities to facilitate their education (UNESCO 2005).

2.4 Laws and Policies regarding disability and Inclusive Education in Maldives

The Maldives signed the United Nations CRPD on 02 October 2007 (United Nations 2009) and On 06 January 2010 the President’s Office submitted the pertinent ratification instrument to Parliament and got approved ratification of CRPD on 03 March 2010. The Maldives lodged its instrument of ratification of the CRPD on 05 April 2010 and became the 85th United Nations Member State to formally accept the obligations contained in the Convention. The CRPD entered into force on 03 May 2008, after the Convention received the 20th ratification (Human rights commission of Maldives, 2010).

The Maldives Constitution protects the rights of persons with disabilities in which individuals with disabilities have the same set of rights, obligations and opportunities that other Maldivians have. According to Article 17 of the Constitution of the Maldives, everyone including those with mental or physical disability is entitled to the rights and

freedoms included in the Constitution without discrimination of any kind and the article 35 (b) states that elderly and disadvantaged persons are entitled to protection and special assistance from the family, the community and the State (Human rights commission of Maldives, 2010).

The Government submitted a bill to Parliament in July 2009 to operationalize protection and special support to persons with disabilities specified in Article 35 (b) of the Constitution. The bill on “Protecting the Rights of People with Special Needs and Providing Financial Assistance” was passed by the Parliament in December 2009.

However, the President returned the bill in January 2010 for reconsideration by the Parliament. The President did not ratify the bill onto a law because it was found crucial to revise the bill in line with the UNCRPD. In 2007, the Government developed a human rights based National Disability Policy to address the rights of persons with disabilities (MGF 2007). Persons with disabilities were consulted extensively in the formulation of the draft National Disability Policy. An Action Plan for Children with Disabilities 2008-2013 developed by the Child and Family Protection Authority was introduced in July 2008 (MGF 2008) (Human rights commission of Maldives, 2010)

2.5 Conceptual framework and Measurement of variables

Independent variable

Dependent variable

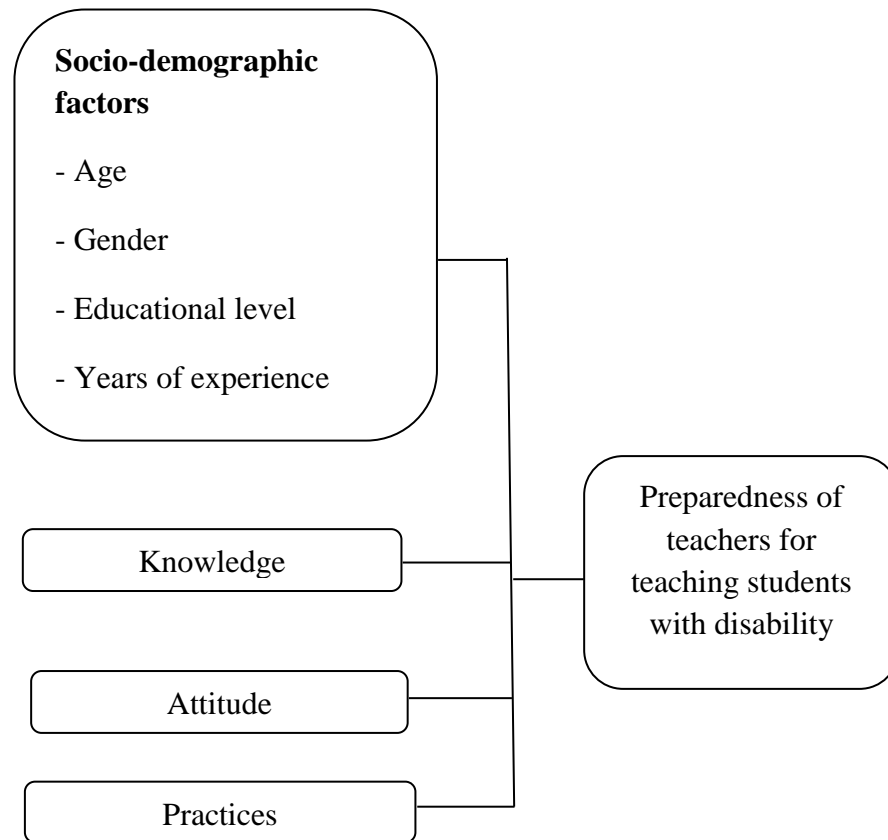


Figure 1 Conceptual framework and Measurement of variables

This conceptual framework describes the dependent and the independent variables of the study. There are main four areas that would access the teachers' awareness and preparedness in teaching students with variety of disabilities. They are the socio-demographic factors, teacher's knowledge, attitudes and practices.

The dependent variable is the preparedness of teachers for teaching students with disability. This will be assessed through their knowledge, attitudes and practices. The independent variables influencing the variable factor is the age, gender, educational level and years of experience of teachers.

2.6 Teachers knowledge, attitude and practice on Inclusive Education

Successful implementation of an inclusion program depends on the knowledge and the attitudes of teachers who will work most closely with the student involved. The attitudes of teachers are influenced by the knowledge and the experience the teachers have regarding disability.

Santoli, Sachs, Romey, and McClurg study (as cited in Barbra and Joyline, 2014) states that despite the fact that all the teachers questioned were ready to make required accommodations for students with disabilities, most of the teachers felt that students with disabilities should not be given the chance to be educated in main stream classrooms no matter the simplicity or severity of the disability, particularly students with behavioral disorders and mental retardation. Even though a majority of the teachers had a positive attitude towards inclusion which could only be effective with enough training and administrative support.

Among elementary special education teachers in Southeastern United States, that has been regularly including students with disabilities in general education classrooms for the past ten years a study was conducted to find the Attitudes Regarding Inclusion. In this study teachers had various attitudes when asked about specific disabilities. The figure below shows the responses of the participants (Ridarick, Ringlaben, n.d.).

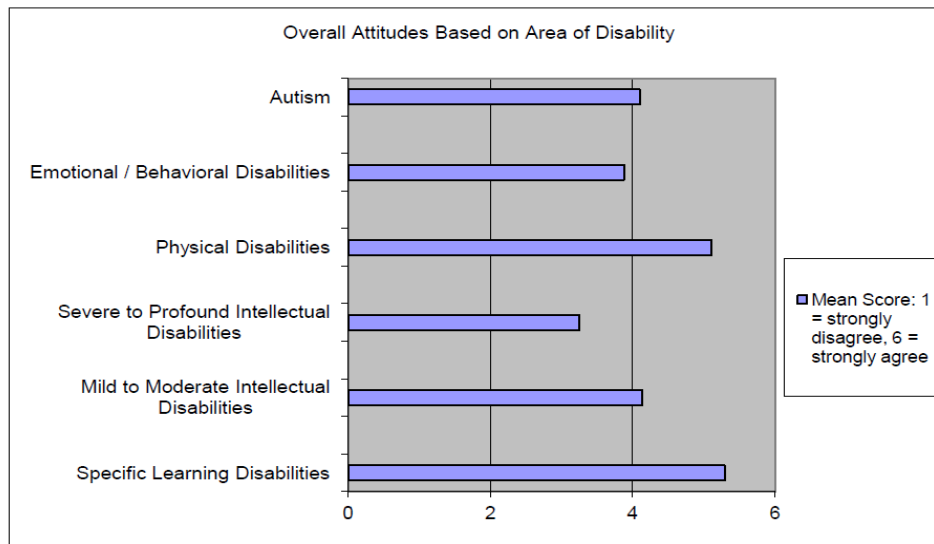


Figure 2 Attitude of teachers regarding specific disabilities

2.7 Socio demographic factors (gender, age, educational back ground, years of experience)

In the Heflin & Bullock study, (cited in Pick-Bowes, 2003) according to some teachers, students with disability negatively affect other students learning by causing distraction in the class. If this distraction is to the point that the class to be interrupted, then it is probably not a positive inclusive situation.

Another concern is that regular education teachers not having the proper training to teach students with disabilities. And some regular teachers have reported that they do not have enough experience to work with children with disabilities (Monahan, Marino & Miller, 2000; Lanier & Lanier (cited in Pick-Bowes, 2003)).

In a study undertaken in United Arab Emirates among 455 teachers to find Regular Classroom Teachers' Attitudes towards Including Students with Disabilities in the Regular Classroom, which was done using a three-Likert type scale, showed supportive attitudes towards teaching students with disability. In this study male teachers had more supportive attitudes towards inclusion than female teachers did. Teachers' age was not

relevant to their attitudes towards inclusion while their years of experience were negatively correlated with their attitudes towards inclusion (Dukmak, 2013).

In a study done to investigate teachers' attitudes, towards inclusive education in Jordan, and the aspects that influenced such attitudes, a qualitative study was done to collect information from all general education and special education teachers. The sample consisted of 90 teachers at 7 schools. The results of this study showed that teachers' attitudes were found to be strongly influenced by the nature and severity of the disabling condition presented to them, the length of teaching experience, and training. Teachers who had experience with students with special needs in mobility and other physical disabilities, were most supportive of the idea of including students with the same disabilities (Zyoudi, 2006).

CHAPTER 3

METHODOLOGY

3.1 Research Design

This was a case-control study where the control group was entirely used to obtain a standard while a random sampling method was used to select teachers from the case group.

3.2 Population and Sample

Study Area

The study was conducted in 10 Government schools of Male', where primary education is provided. They are:

1. Jamaaludheen School
2. Imaadudheen School
3. Kalaafaan School
4. Iskandharu School
5. Thaajudheen School
6. Hiriya School
7. Aminiyaa School
8. Darumavantha School
9. Majeedhiyya School
10. Arabiyya School

These schools were selected on the basis that they provide primary education for students of grade one. As a case group, teachers of grade one were used because they are the

people who spends most of the time with the children. Moreover, when the government implements a policy such as inclusive education, it will be first experimented in this grade. So it is important to know the knowledge level and attitude of these teachers early on.

Target Population

The target population for this survey was teachers from 10 Government schools of male'. It included teachers teaching disabled students in Jamaaludheen School and Immadhudheen School and selected teachers from primary grade one in all the 10 Government Schools. There were a total 49 teachers teaching in SEN classes and 55 teachers teaching regular classes.

Sampling Techniques

This study was conducted with 49 teachers teaching in SEN classes and with randomly selected 49 regular teachers from different schools. The teachers teaching in SEN classes are from the classes for disabled children in Jammaludheen and Imaadhudheen School, of which 16 teachers were from Jamaaludheen the remaining 33 from Imaadhudheen. These teachers were used as the control group in the study.

The case group includes primary teachers who are teaching for grade one in 10 government schools in Male'. There were total 55 teachers in these schools teaching in primary grade one. Among them 49 teachers were selected randomly.

Sample Size

The total 49 teachers teaching for SEN classes were taken as the control group. Among them there were 6 male teachers and 43 female teachers. There were a total of 55 primary teachers in 10 government schools of Male' from which 49 were selected as case group.

3.3 Instrumentation

This study was conducted using a survey questionnaire which contained 4 separate sections to find knowledge, attitude and practices of teachers regarding disability. This questionnaire was given for both the control and case groups.

The first section of the questionnaire asked information regarding the teachers' bio data. It included teachers' age, gender, and level of education and their duration in the field. The questions are close ended and it contains multiple answer questions. The second section contained questions to find the knowledge of teachers regarding disability. It evaluates the information teachers have regarding different types of disabilities. The questions in this section are also close ended questions in which it contains one dichotomous questions and the rest are multiple choice questions. Third section focuses on the attitudes of teachers towards disabled children and it contain a likert scale, one dichotomous and two open ended questions. The last section comprised questions to find the practices of teachers regarding disabled children and including disabled students in main stream schools. It includes dichotomous questions and one open ended question. (Refer Appendix B, Questionnaire)

3.4 Data Collection Procedures

To collect data, first, consent was obtained from the 10 schools and survey questionnaires were handed over to the allocated person from each school after guiding them on how to fill the questionnaires. Consent was taken from each participant and information was provided with each questionnaire. (Refer Appendix A, Consent Form)

3.5 Validity and reliability

Before collecting data the questionnaire was pre-tested using 10 primary teachers of Hiriya School. In addition to this, concerning the types of disabilities found among students was discussed with a leading teacher of SEN classes and changes to questionnaire were made accordingly. Moreover, regarding the wordings of the questionnaire was discussed with a lecturer of FHS. After pre-testing the questionnaire it was revised accordingly

3.6 Framework for Data Analysis

Objectives	Questions	Source of data	Types of data	Technique of analysis
<p>To determine the knowledge of disability in students among teachers of regular schools.</p>	<p>1. What is the scope of knowledge towards disability in students, among teachers of regular schools compared to teachers specialized in disability?</p>	questionnaire	Primary data	SPSS
<p>To find the attitudes toward disabled students among teachers of regular schools.</p>	<p>1. What are the attitudes towards disabled students, among teachers of regular schools compared to teachers specialized in disability?</p>	questionnaire	Primary data	SPSS
<p>To determine the standards of practice for disabled students among teachers of regular schools.</p>	<p>1. What are the teaching practices adopted by regular school teachers towards disabled students compared to specialized teachers?</p>	questionnaire	Primary data	SPSS

Table 1 Framework for Data Analysis

CHAPTER 4

DATA ANALYSIS AND RESULTS

The information presented in this section reviews the statistically significant data representing the response made by the teachers teaching for SEN classes and teachers

Demographic characteristics of participants		Case group		Control Group	
		Frequency	Percentage	Frequency	Percentage
Age	20-30 years	27	64.3	14	33.3
	31-40 years	12	28.6	18	42.9
	41-50 years	3	7.1	10	23.8
	Total	42	100	42	100
Gender	Female	42.0	100.0	40	95.2
	Male	0.0	0.0	2	4.8
	Total	42	100	42	100
Duration in field	less than 1 years	1.0	2.4	0	0
	1-5 years	14	33.3	9	21.4
	6-10 years	17	40.5	19	45.2
	11-15 years	6	14.3	8	19.0
	16-20 years	3	7.1	4	9.5
	20-25 years	1	2.4	2	4.8
	Total	42	100	42	100
Highest level of education	Advance certificate in teaching	6	14.3	1	2.4
	Diploma in teaching primary	21	50.0	6	14.3
	Bachelors in teaching primary	14	33.3	8	19.0
	Masters of education	1	2.4	2	4.8
	Diploma in teaching SEN	0	0	25	59.5
	Total	42	100	42	100

teaching for grade one students in normal classes.

Table 2 Demographic characteristics of the participants

Out of the 42 participants who were in the case group 64.30% were between the ages of 20 and 30; 28.60% were between the ages 31 and 40; and 7.10% were between the ages of 41 and 50. Among the 42 participants in the control group 33.30% were between 20 and 30 years of age; 42.90% were between the ages of 31 and 40; and 23.80% were between the ages 41 and 50. The 42 participants in the case group were female. In the control group, however, 40 participants were female and 2 participants were male.

When looking at the duration of the participants in field, in the case group, 17 of the participants have worked in the field for 6 to 10 years. That represents 40.50% of the total participants. Merely 2.40% of the participants have worked in the field for more than 20 years. In the control group 19 of the 42 participants have worked in the field for 6 to 10 years and only 2 of the participants have worked in the field for more than 20 years.

Half of the 42 participants in the case group hold a Diploma in Teaching Primary Education. In this group only 1 participant holds Masters of Education. None of the participants holds Diploma in Teaching SEN in this group. In the control group, 59.50% of the participants hold a Diploma in Teaching SEN and 19% of the participants hold Bachelors in Teaching Primary Education.

Knowledge

Figure 3 Definition of disability by case group

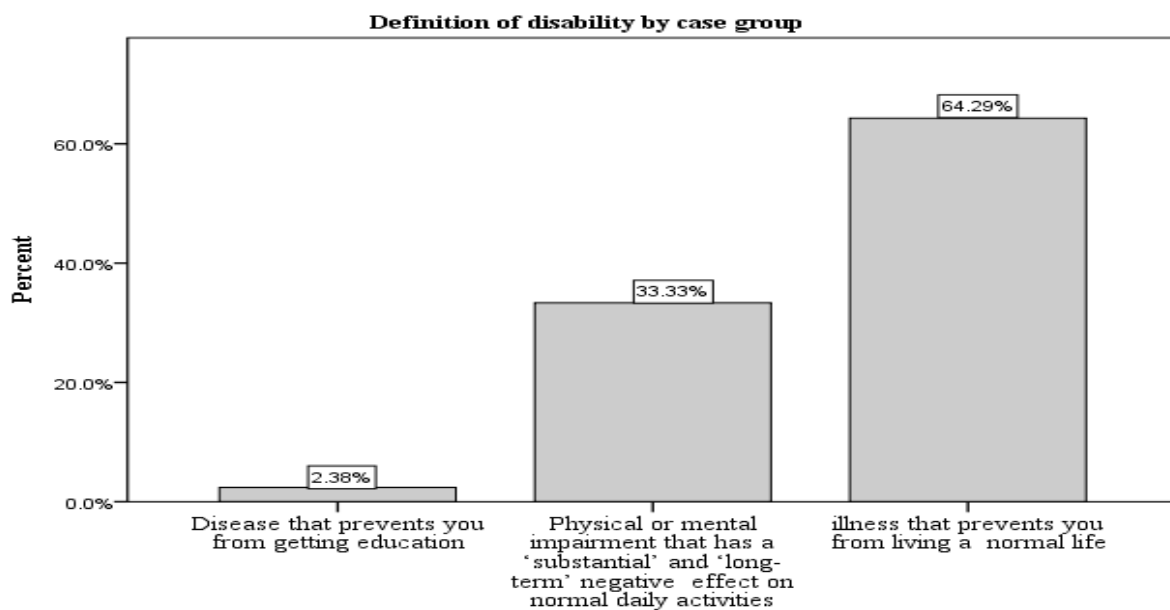
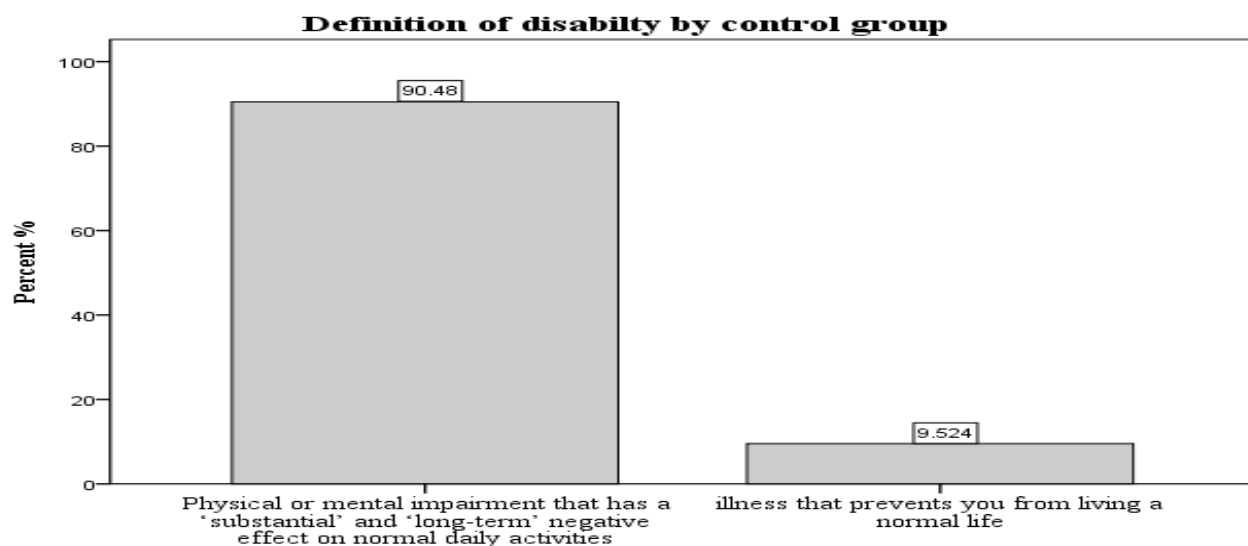


Figure 4 Definition of disability by control group



64.29% of the participants in the case group define disability as an illness that prevents a person from living a normal life. 33.33% defines disability as a physical or mental impairment that has a substantial and long term negative effect on normal daily activities. 2.38% describes disability as a disease that prevents you getting an education.

In control group 90.48% of the participants defined disability as s a physical or mental impairment that has a substantial and long term negative effect on normal daily activities while 9.524% defined disability as an illness that prevents a person from living a normal life.

Table 3 types of disability

Types of disability	Case group		Control group	
	Frequency	Percentage	Frequency	Percentage
Autism	40	95.20%	40	95.2%
ADHD	31	73.80%	27	64.3%
Down Syndrome	29	69.00%	36	85.7%
Hearing impairment	11	26.20%	33	78.6%
Visual impairment	8	19.00%	32	76.2%
Dyslexia	9	21.40%	2	4.8%
Cerebral palsy	9	21.40%	26	61.9%
*Multiple response				

In the case group 40 out of the 42 participants in this research recognize Autism as a type of disability. Interestingly, 11 of the participants identifies hearing impairment as a type of disability and only 8 of the participants recognizes visual impairment as a type of disability. And 31 teachers noted ADHD as a type of a disability while 29 teachers recognized Down syndrome as a type of disability.

In control group also 40 participants recognized Autism as a type of disability and 33 participants noted hearing impairment as a disability while 32 participants documented visual impairment as a disability. Among the participants 27 noted ADHD as a disability while 36 participants identified Down syndrome as a disability.

Table 4 Identification of the disability in students

How to identify disability	Case group		Control group	
	Frequency	Percentage	Frequency	Percentage
Through internet	15	35.70%	0	0%
By asking parents	21	50.00%	4	9.5%
By doctors report	13	31.00%	39	92.9%
By other teachers	6	14.30%	1	2.4%
By students behavior	4	9.50%	0	0.0%

*Multiple response

Half of the participants in the case group identify disabilities in students by asking their parents. 35.70% of the participants identify disability through research on the Internet and 9.50% of the participants identify disability by students' behavior. In control group 88.1 % of the teachers identified the disability within the student by the doctor's report and 9.5% asked the parents regarding the type of disability.

Figure 5 Definition of inclusive education by case group

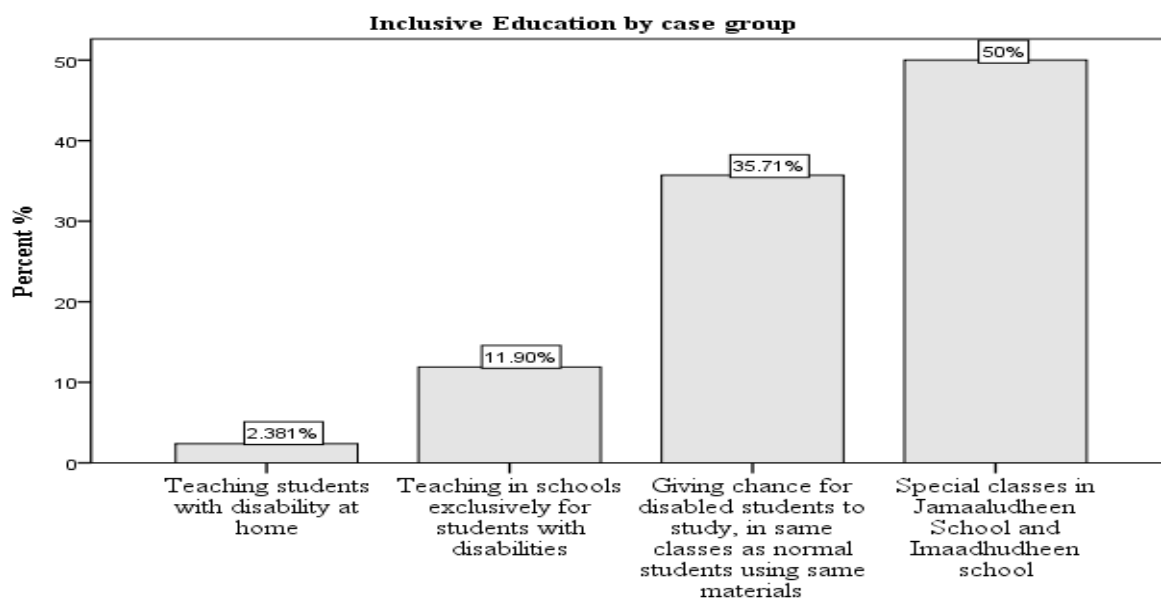
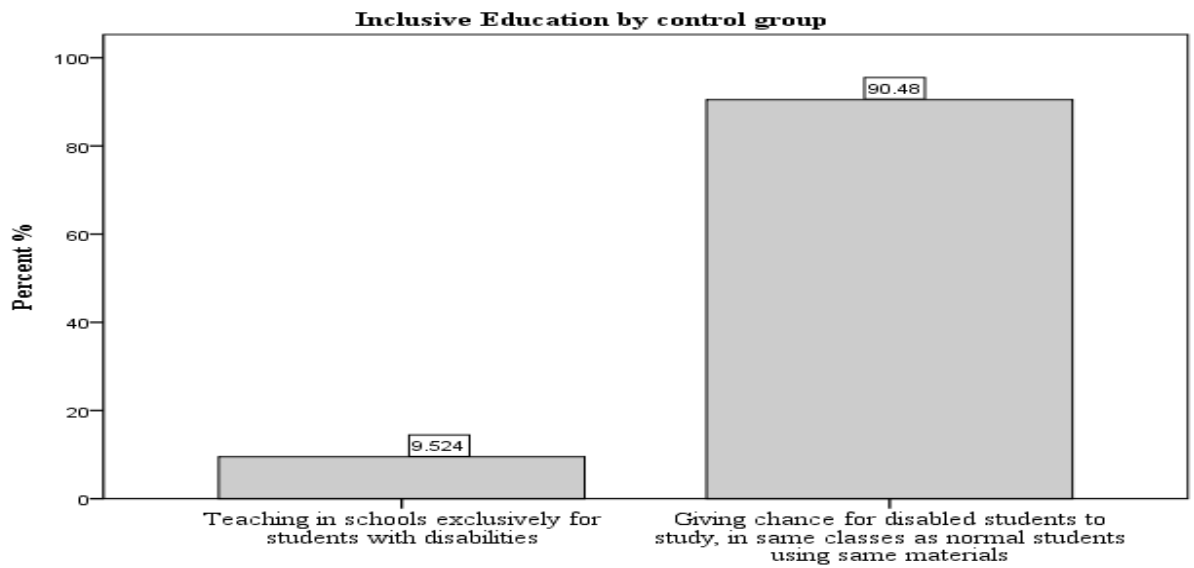


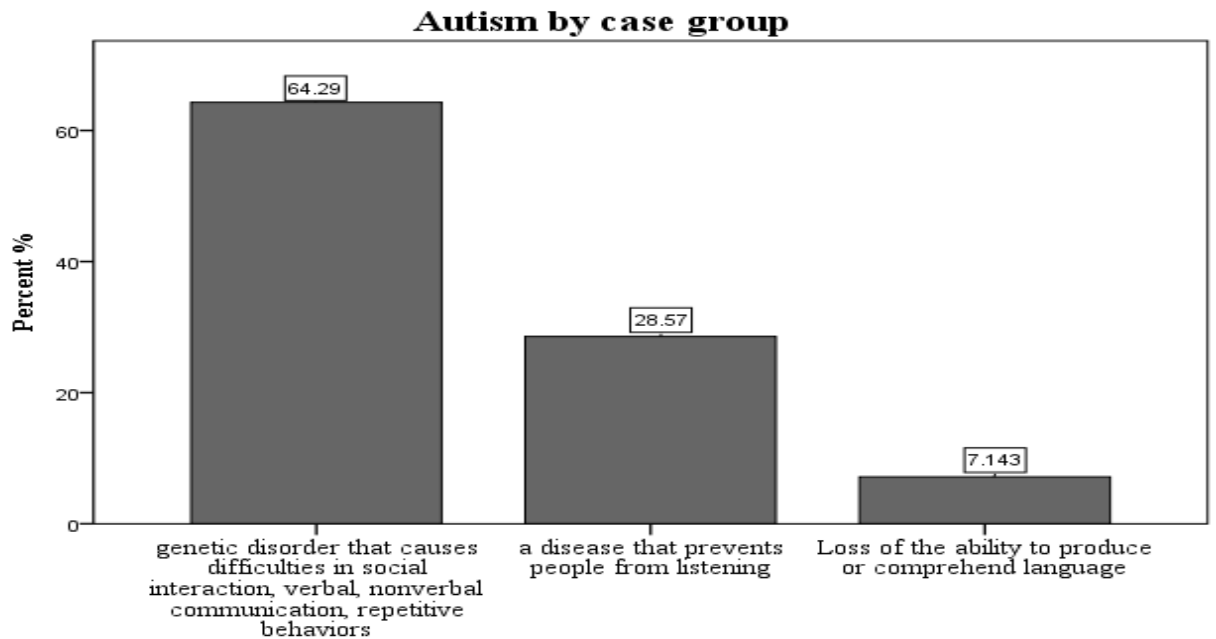
Figure 6 Definition of inclusive education by case group



According to 50% of the participants in case group special classes in Jamaaludheen School and Imaadhudheen School falls under inclusive education. 35.71% of the participants describe inclusive education as giving chance for disabled students to study in the same classes as normal students using the same materials. 11.90% describes inclusive education as teaching in schools exclusively for students with disabilities. and 2.38% describes inclusive education as teaching students with disability at home.

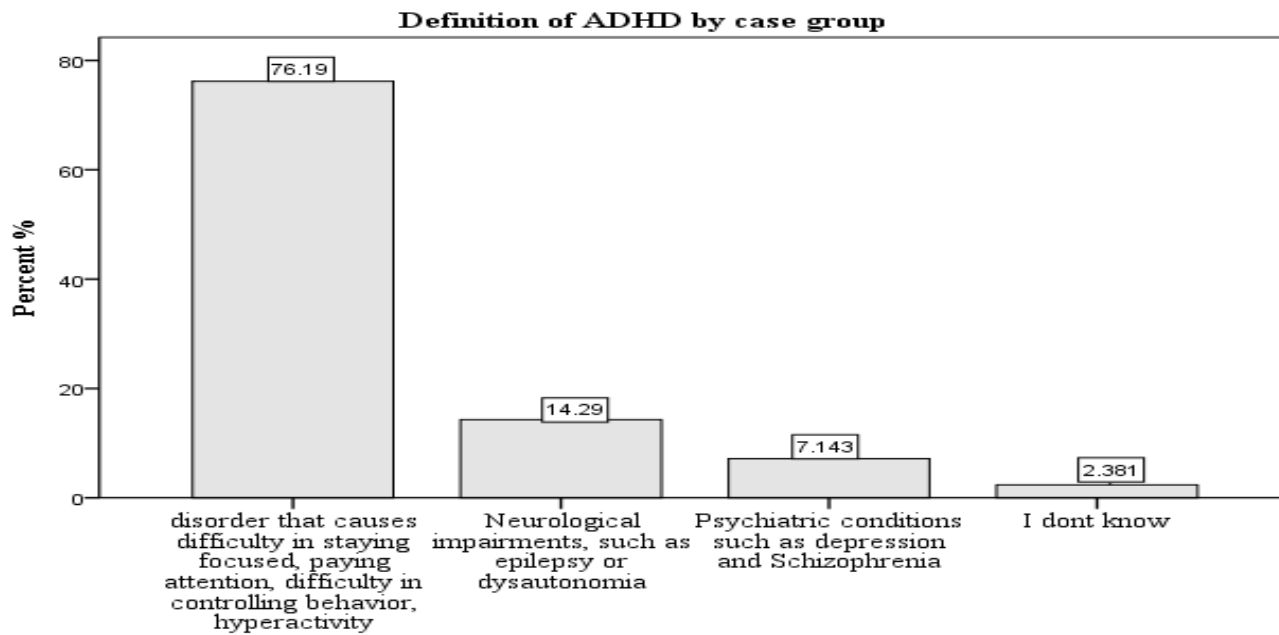
According to 90.48% of control group inclusive education is giving chance for disabled students to study in the same classes as normal students using the same materials and 9.524% of people define it as teaching in schools exclusively for students with disabilities.

Figure 7 Definition of Autism by case group



In the research, 64.29% of the participants in the case group defines Autism as a genetic disorder that causes difficulties in social interactions, verbal and nonverbal communications and repetitive behaviors. 28.57% describes Autism as a disease that prevents patients from listening and 7.14% defines Autism as the loss of the ability to produce or comprehend language. However in the control groupe all the participants described Autism as a genetic disorder that causes difficulties in social interactions, verbal and nonverbal communications and repetitive behaviors.

Figure 8 Definition of ADHD by case group



In the case group, 2.38% of the participants have no knowledge of ADHD. 7.14% describes ADHD as psychiatric conditions such as depression and schizophrenia. 14.29% describes ADHD as neurological impairments such as epilepsy or dysautonomia. Most of the participants – 76.18% – defined ADHD as a disorder that causes difficulty in staying focused, paying attention, controlling behavior with hyperactivity. In control group 40 participants described ADHD as a disorder that causes difficulty in staying focused, paying attention, controlling behavior with hyperactivity and 2 participants noted it as neurological impairments such as epilepsy or dysautonomia.

When asked about the characteristic of Down Syndrome 71.40% of the participants in the case group identified upwardly slanting eyes as a characteristic of Down Syndrome and 64.30% states that flattened facial profile as a characteristic of Down Syndrome. 19% of the participants identifies short stature as features of Down Syndrome. In control group 92.9% of participants noted upwardly slanting eyes as a

character while 90.5% of them identified Flattened facial profile as a character. 81.0% of the participants have noted Short stubby hands as a character while 4.8% of the participants had noted they don't know the characters of Down syndrome.

Table 5 Characteristics of Down Syndrome

characteristics of Down Syndrome	Case group		Control group	
	Frequency	Percentage	Frequency	Percentage
Small ears	13	31.00%	25	59.5%
Upwardly slanting eyes	30	71.40%	39	92.9%
Short stubby hands	20	47.60%	34	81.0%
Flattened facial profile	27	64.30%	38	90.5%
Large tongue	14	33.30%	35	83.3%
Short stature	8	19.00%	13	31.0%
Gap between first and second toes	11	26.20%	33	78.6%
I don't know	4	9.50%	2	4.8%

*Multiple response

Table 6 laws in Maldives regarding disability

Are there any laws in Maldives regarding disability?	Case group		Control group	
	Frequency	Percentage	Frequency	Percentage
Yes	23	54.80%	41	97.6%
No	19	45.20%	1	2.4%
Total	42	100%	42	100%

In this research, in the case group, according to 54.80% of the participants there are laws in Maldives regarding disability and 45.20% of participants states that there are no laws in Maldives regarding disability. In the control group 97.6% of people said they know that there is a law regarding disability while 2.4% of the participant said that there is no law regarding disability.

Attitudes

Table 7 attitudes of teachers by control group

Control group						
Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Percentage %
Disabled children can be included in main stream schools	24	15	1	2	42	100.0
It is important to provide Education to children with disabilities	40	2	0	0	42	100.0
You have the proper education and skills to teach a student with a disability	14	14	1	13	42	100.0
Teachers should be taught more regarding disability in teachers' training programs	36	6	0	0	42	100.0
If proper guidance is provided children with disabilities will be able to perform well in day to day activities	40	2	0	0	42	100.0
You are provided with sufficient materials in order make appropriate accommodations for students with special needs	0	12	19	11	42	100.0

Table 8 Attitudes of teachers by case group

Case group						
Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Percentage %
Disabled children can be included in main stream schools	7	14	18	3	42	100.0
It is important to provide Education to children with disabilities	23	16	2	1	42	100.0
You have the proper education and skills to teach a student with a disability	2	9	19	12	42	100.0
Teachers should be taught more regarding disability in teachers' training programs	30	7	2	3	42	100.0
If proper guidance is provided children with disabilities will be able to perform well in day to day activities	17	17	7	1	42	100.0
You are provided with sufficient materials in order make appropriate accommodations for students with special needs	1	11	19	11	42	100.0

In the case group 18 of the 42 participants disagree that disabled children can be included in mainstream schools. 14 of the total participants agree that those children can be included in mainstream schools as well. 23 of the participants strongly agree that it is important to provide education to children with disabilities and only 1 of the participants strongly disagree with this view.

Among the participants 19 teachers disagree on having the proper education and skills to teach students with disability. And 2 teachers strongly believe that they have the proper education to teach students with disability. In this group 30 teachers believe that they should be taught more regarding disability in teachers' training programs and 3 teachers stated that they are provided with enough knowledge in their teachers training programs. 37 teachers think that if proper guidance is provided children with disability will be able to perform well in day to day activities, while 1 teacher strongly disagrees with this opinion. From the case group 19 teachers disagree on the idea that they are provided with sufficient materials in order to make appropriate accommodations for students with special needs. And 11 teachers strongly disagree and 11 teachers agree with this idea.

In control group 24 of the participants strongly agree and 15 participants agree to the idea that disabled children can be included in mainstream schools. In this group 40 participants strongly agreed to the idea that it is important to provide Education to children with disabilities while 2 participants agreed to the idea. 14 participants strongly agreed and agreed that they have the proper education and skills to teach a student with a disability while 13 participants strongly disagreed to it. Among this group 36 participants strongly agreed to the idea that teachers should be taught more regarding disability in teachers' training programs and 40 participants strongly agree

to the idea that if proper guidance is provided children with disabilities will be able to perform well in day to day activities. In addition to this 11 participants strongly disagree and 19 participants disagree to the idea that they are provided with sufficient materials in order make appropriate accommodations for students with special need.

Table 9 Opportunities to improve knowledge

Does the school conduct workshops or find you opportunities to improve and refresh your knowledge	Case group		Control group	
	Frequency	Percentage	Frequency	Percentage
Yes	15	35.7%	27	64.3%
No	27	64.3%	15	35.7%
Total	42	100%	42	100%

According to 64.3 % of the case group, the schools does not conduct workshops or find opportunities for teachers to improve their knowledge regarding disabilities. However 35.7% states that the schools does conduct progams to improve their knowledge. On the other hand 64.3% of the contol group noted that schools do conduct workshops and find opportunities for teachers to improve their knowledge regarding disabilities.

Practices

Table 10 Practices of teacher towards students with disabilities

Question	Response	Case group		Control group	
		Frequency	Percentage	Frequency	Percentage
Allow children with disabilities to participate in different activities?	Yes	34	81%	42	100%
	No	8	19%	0	0%
Call students by nick names related to their disability?	Yes	0	0%	0	0%
	No	42	100%	42	100%
Include disabled children during physical education (PE) period?	Yes	28	66.7%	42	100%
	No	14	33.3%	0	0%
Keep students with disability outside the class room because they cause disturbance or distraction during class?	Yes	4	9.5%	0	0%
	No	38	90.5%	42	100%
Is wheel chair available for disabled children in school?	Yes	7	16.7%	4	9.5%
	No	35	83.3%	38	90.5%

In the case group 81% of the participants states that they allow children with disabilities to participate in different activities in schools and 19% states that they do not allow children with disabilities to take part in different activities. 100% of the group states that they do not address the students regarding their disability and 33.3% states that they do not allow disabled students to participate in physical education period. And 90.5 percent states that they do not keep students with disability outside the class room because they cause disturbance or distraction during class. In the case group 7 teachers are aware that there are wheel chairs available in school.

In control group 100% of the participants indicated that they allow children with disabilities to participate in different activities and do not call students by nick names related to their disability. In addition to this 100% of the participants said that they include disabled children during PE class and do not keep students with disability outside the class room because they cause disturbance or distraction during class.

Figure 9 Extra support for students with disability by case group

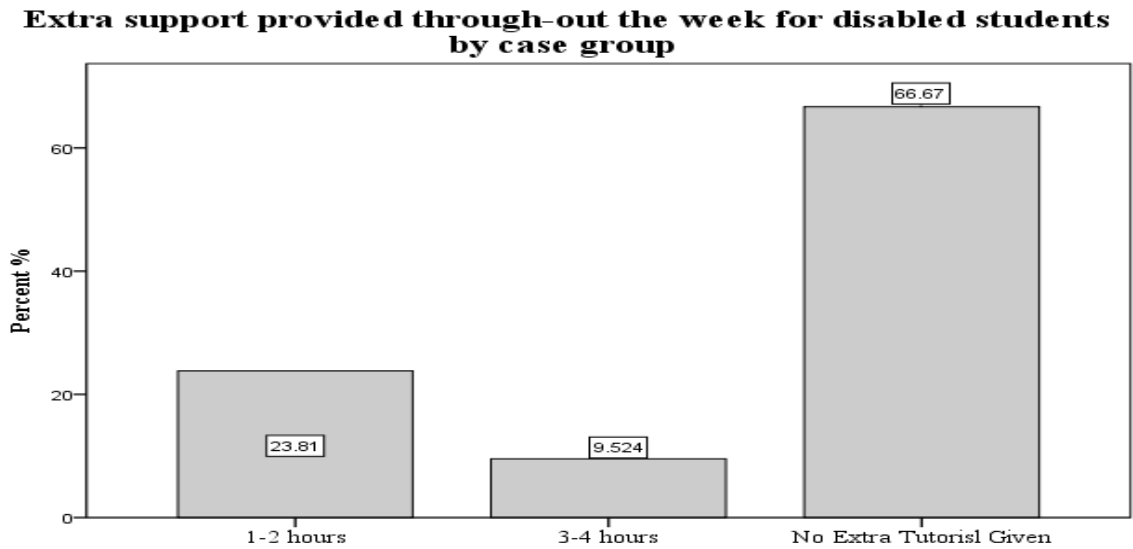
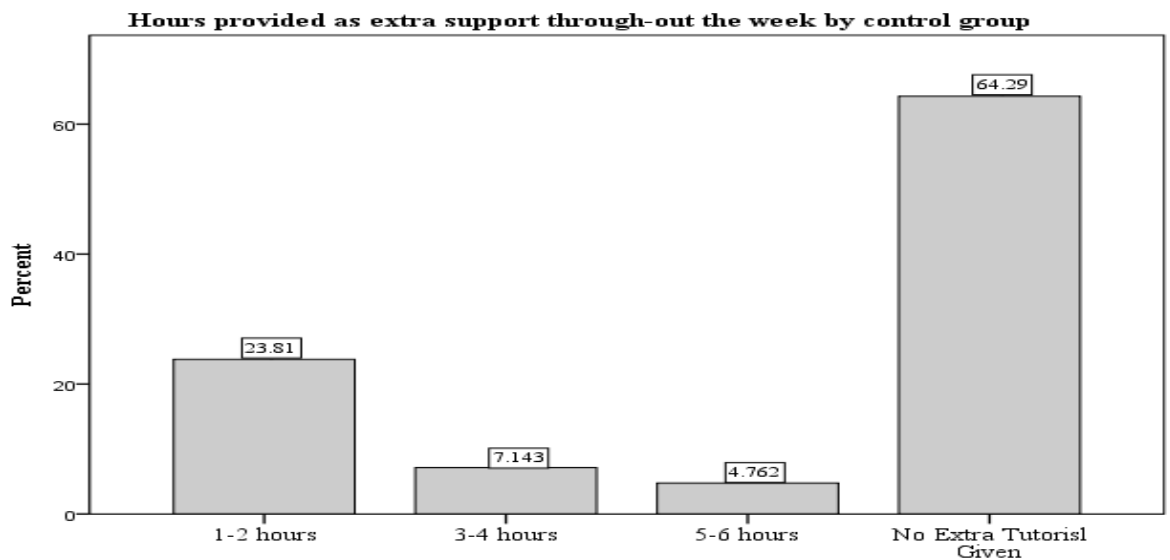


Figure 10 Extra support for students with disability by control group



According to case group 66.67% of teachers, no extra support is provided to the disabled students. However, 23.81% of teachers stated that students are being provided 1 to 2 hours of extra support while 9.52% of teachers said 3 to 4 hours of support is provided to students with disabilities. In control group 64.29% of the participants do not give extra tutorial and 23.81 % of the participants spend 1 to 2 hours on giving extra tutorial to students.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Summary of main findings

This study shows that teachers who participated in this study have an acceptable knowledge of the types of disabilities. However, attitudes and practices of teachers teaching in normal classes differ from that of teachers teaching in SEN classes.

According to the study 59.5% of the teachers currently teaching in SEN classes has done diploma in teaching SEN classes. It is important for teachers to learn separately regarding disabilities in students as teachers will be spending a lot of time with the students. Hence they should have the proper knowledge on how to take care of these students. In case group 64.92% of the participants have defined disability as an illness that prevents living a normal life. However, in the control group 90.85% defines it as a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on the ability to do daily activities.

In control group 92.9% of the participants identify disabilities in students by the doctor’s report though in case group half of the participants asks the parents regarding the disability. In case group, 50% of the participants think that the SEN classes in Jamaaludheen School and Imaadhudheen School is known as inclusive education. However 90.48% of control group indicates that inclusive education is giving chance for students with disability to study in the same schools, in the same classes as normal students using the same materials. When asked weather the participants know that

there is a law in Maldives regarding disability 54.80% of the participants in the case group said they do know that there is a law regarding disability however in control group 97.6% of participants said that they know that there is a law.

Through out the study it was observed that the control group had a positive attitude towards including students with disability in mainstream schools and in different activities held in schools. However, most participants in case group had a negative attitude regarding involving students with disability in activities.

5.2 Discussion

This is a case control descriptive study done to investigate the knowledge, attitude and practices of teachers regarding disability in children and inclusion of these students in main stream schools. The target audience of this study is teachers teaching in regular classes compared with teachers in SEN classes. This study includes total 84 participants in which the case group was chosen through random sampling and the control group included the whole population. Control group includes teachers from SEN classes of Jamaaludheen School and Imaadhudheen School. Case group comprises of teachers from all the government schools of Male'. Among the participants teachers teaching for SEN classes has completed diploma in SEN however the normal teachers have not done any special training regarding teaching students with disabilities

Knowledge

Disability is a physical or mental impairment that has a substantial and long term negative effect on daily activities. Likewise most of the participants of the case group have identified disability as an illness that prevents a person from living a normal life. According to the participants the most common type of disabilities were Autism,

ADHD, Down syndrome, Hearing impairment, Visual impairment, Dyslexia and Cerebral palsy. Among the control group most of the teachers identify the types of disability in students by the doctors reports; however, 30% of the case group refers to those reports. In case group 50% of the participants ask the parents regarding the disabilities in students.

Even though inclusive education is providing education for students with disability in the same schools, in same classes as normal students using the same materials, 50% of the participants in case group have identified SEN classes in Jamaaludheen School and Imaadhudheen School as inclusive education.

Both the groups appeared to have adequate knowledge regarding autism and ADHD as they are the most common type of disabilities identified in schools. In addition to this the control group proved to have more knowledge regarding the laws and policies implemented in the country.

Attitudes

The participants of the control group appeared to have a positive attitude towards disabled students, providing education for these students and including these students in main stream schools. However some disagreements are recognized in case group regarding including these students in mainstream schools. Participants from both groups agreed that they do not have the proper education and skills to deal with the students with disabilities and that they need more training in teachers training programs and the schools should provide more opportunities to refresh their knowledge and skills. In addition to this the control group indicates that if proper guidance is provided children with disabilities will be able to perform well in day to day activities. And both the groups agree that are not provided with sufficient

materials in order to make appropriate accommodations for students with special needs.

According to the teachers of case group the main problem they face in class room is that only one teacher has to look after 30 to 33 students. In addition to this they have highlighted that they lack in material wise to provide education for these students. Additionally they have also noted that lack of early interventions in identifying the disability also as an obstacle for education.

Most of the teachers have noted that the biggest barrier to provide education for students with disability is lack of awareness in the community and among parents regarding disability. In addition to this lack of qualified teachers and structure of the school buildings also prevents inclusion of students in main stream schools. Moreover the control group has noted that lack of vocational training and occupational therapists in the process as a barrier. Furthermore lack of opportunities in the society prevents education for these students. In addition to this according to most of the teachers there are no conveniences and services other than wheel chairs and counselors available in schools for students with disabilities.

Practices

With regard to the severity and the type of disability they have, Even though 9.5% of the participants indicates that they do keep students with disability outside the class room because they cause disturbance and distraction during class. The rest of the participants have noted that they never practice it. In addition to this it is noted that in some schools they are provided with appliances like wheel chairs to carry students with disability around the class and school.

Majority of the participants have noted that they do not have enough time to provide extra tutorial house for students. In SEN classes, for disabled students extra time can be allocated according to the severity of the disability. And in normal classes as teachers have to look after 30 to 33 students as a result it is difficult to meet the educational needs of students with disabilities.

In addition to this lack of skilled teachers and the infra-structure of the school prevents inclusion of students in main stream schools Most of the teachers have noted that the biggest barrier to provide education for students with disability is lack of awareness in the community and among parents regarding disability.. Moreover the control group has noted that lack of vocational training and occupational therapists in the process as a barrier. Furthermore lack of job opportunities in the society after prevents education for these students. In addition to this according to most of the teachers there are no conveniences and services other than counselors and available wheel chairs in schools for students with disabilities.

5.3 Limitations

There were several limitations faced mainly because the time period to conduct the study was very little. Public holidays during this period delayed and shortened the process of data collection. Moreover, as the participants in this study were teachers they had a very busy schedule which made the response rate lower than the actual population. In addition to this as the questionnaires were self-administered by the participants, some information were missing and so had to cancel them out. In addition to this, in this study 82 participants were female, only 2 were males. There would ideally be an equal number of male and female participants in order to give an accurate representation of the population as a whole.

5.4 Conclusion

According to the study results, all the participants had an acceptable level of knowledge regarding disability in children. Moreover, control group has expressed positive attitude towards including disabled children in main stream classes and involving them in all the curricular and extra-curricular activities while control group had negative attitude towards involving disabled children in the normal classes. From this study it was identified that teachers do not believe they have the proper skills to teach students with disability. Therefore, it is very important to increase teachers knowledge and skills by providing more workshops and training programs.

According to the teachers of case group the main problem they face in class room is that only one teacher has to look after 30 to 33 students. In addition to this they have highlighted that they lack in material wise to provide education for these students. Additionally they have also noted that lack of early interventions in identifying the disability also as an obstacle for education.

5.5 Direction for future Researches and Recommendations

To generalize the result it is recommended to have a larger sampling size. Conducting this study among other schools including non- governmental schools and grades would give a larger sample size and will allow the researcher to determine the knowledge, attitude and practices of teachers. Additional research studies should focus on specific disabilities and the effects of the different disabilities in inclusive classrooms. Furthermore it is important to do an observational analysis of the class room during the teaching hours to find the attitudes and practices of the teachers. Additionally it is also important to check whether the curriculum is designed in a

manner that it encourages inclusive education. In addition to this it is important to study the views and attitudes of schools other staffs including the management and the parent's views regarding inclusion.

Schools need to provide more opportunities for teachers to development their knowledge and skills to help them to feel competent in teaching students with and without disabilities in inclusive classrooms. In addition to this it is recommended for teachers training programs to include more modules regarding disability starting from the advance level.

Reference list

- Alston, C., (2015). *Psychological Disability: Definition & Concept*. Retrieved from <http://study.com/academy/lesson/psychological-disability-definition-lesson-quiz.html>
- Barbra, M. and Joyline, N., (2014). *The Inclusion of Children with Mental Disabilities: A Teacher's Perspective*. Retrieved from <http://www.arcjournals.org/pdfs/ijhsse/v1-i2/7.pdf>
- Carson, G., (2009). *The Social Model of Disability*. Retrieved from <http://www.ukdpc.net/site/images/library/Social%20Model%20of%20Disability%202.pdf>
- Dukmak, S. J., (2013). *Regular Classroom Teachers' Attitudes towards Including Students with Disabilities in the Regular Classroom in the United Arab Emirates*. Retrieved from <http://www.hraljournal.com/Page/3%20Samir%20J.pdf>
- Global Campaign for Education. (2006). *Teachers for All: what governments and donors should do*. Retrieved from http://www.vsointernational.org/images/gce_teachers_for_all_tcm76-22710.pdf
- Human rights commission of Maldives. (2010). *Activities addressing rights of persons with disability. A baseline assessment*. Retrieved from [http://www.hrcm.org.mv/publications/otherreports/Disability Report13April2010.pdf](http://www.hrcm.org.mv/publications/otherreports/Disability%20Report13April2010.pdf)
- Leonard Cheshire Disability. (n.d.). *what is inclusive education*. Retrieved from http://www.leonardcheshire.org/sites/default/files/LCD_InclusiveEd_012713interactive.pdf
- Maldives *Disability act 2010*
- Ministry of Gender, and Family Male', Maldives. (2007). *Draft National Policy on Disability*.
- Ministry of Gender, and Family Male', Maldives. (2008). *Action Plan for Children with Disabilities 2008 -2013*. M. o. G. a. F. Child and Family Protection Authority. Male', Maldives.
- Ministry of Gender, Family Development and Social Security (2002). *Disability Survey Report 2002*. F. D. a. S. S. Ministry of Gender. Male', Government of Maldives.

- Ministry of Education. (2013). Circular for inclusive education policy. (Number 2/2013)
- Morris,J. (n.d). *Disabled children, the Children Act and Human Rights*. Retrieved from <http://disability-studies.leeds.ac.uk/files/library/morris-Disabled-children-the-Children-Act-and-human-rights.pdf>
- Naseer,B.(2012). *Moving towards inclusion: A case study of one urban school in the Maldives*. Degree of Master thesis. University of Canterbury. Retrieved from <http://ir.canterbury.ac.nz/bitstream/10092/7702/1/FinalthesistolibraryBADHOO RANASEER79463687.pdf>
- Pick-Bowes.B.A., (2003). *Regular education teachers' concerns Regarding students with disabilities in the regular education classroom*. Retrieved from <http://www2.uwstout.edu/content/lib/thesis/2003/2003pickbowesb.pdf>
- Pinnock, H. (2013). *Education for children with disabilities: needs assessment in Maldives and Bhutan*. Retrieved from <http://www.pce.edu.bt/sites/default/files/Education%20for%20children%20with%20disabilities%20%E2%80%93%20needs%20assessment%20in%20Maldives%20and%20Bhutan%20by%20Helen%20Pinnock%20SEN.pdf>.
- Ridarick,T., Ringlaben,R.(n.d). *Elementary Special Education Teachers' Attitudes Regarding Inclusion*. Retrieved from <http://www.lynchburg.edu/sites/default/files/documents/GraduateStudies/>
- Shaw-trust, (2015).*Sensory impairment*. Retrieved from <http://www.shaw-trust.org.uk/scotland/disability-advice-centre-glasgow/conditions-information/sensory-impairment/>
- The Individuals with Disabilities Education Act. (2015). *Speech and language impairment*. Retrieved from <http://www.parentcenterhub.org/repository/speechlanguage/>
- UNICEF. (2012). *The right of children with disabilities to education: A rights-based approach to Inclusive Education* Retrieved from http://www.unicef.org/ceecis/IEPositionPaper_ENGLISH.pdf
- United Nations Children's Fund (UNICEF), (2007). *Promoting the Rights of Children with Disabilities*, http://www.un.org/esa/socdev/unyin/documents/children_disability_rights.pdf

- United Nations Convention on the Rights of Persons with Disabilities. (2006). *Convention on the Rights of Persons with Disabilities*. Retrieved from <http://www.un.org/disabilities/convention/conventionfull.shtml>
- United Nations Educational, Scientific and Cultural Organization. (2005). *Guidelines for Inclusion: Ensuring Access to Education for All*. Retrieved from <http://unesdoc.unesco.org/images/0014/001402/140224e.pdf>
- United Nations Educational, Scientific UNESCO Bangkok, (2009). *Towards Inclusive Education for Children with Disabilities: A Guidelin*. Retrieved from <http://www.uis.unesco.org/Library/Documents/disabchild09-en.pdf>
- United Nations. (2009). *Annual report of the United Nations high commissioner for human rights and reports of the office of the high commissioner and the secretary-general* Retrieved from <http://www.un.org/disabilities/documents/reports/ohchr/hrcouncil2008.DOC>.
- United Nations (2009). "Opening for Signature of Multilateral Treaties Deposited with the Secretary-General." *United Nations Treaty Collection*. Retrieved from <http://untreaty.un.org/English/Osignature.asp>.
- World Health Organization. (2014). *Disabilities*. Retrieved from <http://www.who.int/topics/disabilities/en/>
- World Health Organization. (2011). World report on disability. Retrieved from http://www.who.int/disabilities/world_report/2011/accessible_en.pdf
- World Health Organization. (2014). *Disability and health*. Retrieved from <http://www.who.int/mediacentre/factsheets/fs352/en/>
- Zyoudi, M., (2006). Teachers' attitudes towards inclusive education in Jordanian schools. Retrieved from <http://files.eric.ed.gov/fulltext/EJ843606.pdf>

APPENDICES

Appendix A

Informed consent

Study Title: Knowledge, attitudes and practices for disability in students, among teachers of government schools in male'

PLEASE READ THIS DOCUMENT CAREFULLY.

YOUR SIGNATURE IS REQUIRED FOR PARTICIPATION. YOU MUST BE A TEACHER TO PARTICIPATE IN RESEARCH. IF YOU DESIRE A COPY OF THIS CONSENT FORM, YOU MAY REQUEST ONE AND WE WILL PROVIDE IT.

According to this survey you have the right to withdraw at any time from the research, without prejudice, should you object to the nature of the research. You are entitled to ask questions and to receive an explanation after your participation.

Purpose of the Study:

The purpose of this study is to find the knowledge, attitude and practices regarding disability in students among primary teachers, in main stream government schools of Male', compared with the trained teachers in specialized classes in Jamaaludheen and Imaadhudheen School.

You will be assigned a code number which will protect your identity. All data will be kept in secured files,

No one will be able to know which your questionnaire responses are.

Opportunities to withdraw at will:

If you decide now or at any point to withdraw this consent or stop participating, you are free to do so at no penalty to yourself.

Your signature below indicates that you voluntarily agree to participate in this study.

Date _____

Sign: _____

Appendix B

Questionnaire

I am a student from Faculty of Health Sciences. This is a study to find the knowledge, attitude and practices of teachers regarding disability among students in 10 government schools of Male'. All the information collected through the questionnaire will be confidential and will only be used for research purpose.

If you feel uncomfortable answering a question, feel free to refrain from answering.

Respondent No: _ _ _ _ _

Date: _ _ _ _ _

1. Bio-Data

1.1. Age

- 1 20 to 30 years
- 2 31 to 40 years
- 3 41 to 50 years
- 4 50 years and more

1.2. Sex

- 1 Male
- 2 Female

1.3. Duration in the field of teaching

1.4. Highest level of education completed

- 1 Advance certificate in teaching
- 2 Diploma in teaching

- | | | |
|---|-----------------------|--|
| | primary | |
| | Bachelors in teaching | |
| 3 | primary | |
| 4 | Others: _____ | |

1.5 How long have you been teaching students with disability?

- | | | |
|---|-----------------|--|
| 1 | 1 year | |
| 2 | 2 years | |
| 3 | 3 years | |
| 4 | 4 years | |
| 5 | 5 years or more | |
| 6 | Never | |

2. Knowledge (Choose the appropriate one)

2.1. How do you define disability?

- | | | |
|---|--|--|
| 1 | It is a disease that prevents you from getting education | |
| 2 | It is a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities | |
| 3 | It is an illness that prevents you from living a normal life | |

2.2. List out the types of disabilities you know.

1	6
2	7
3	8
4	9
5	10

2.3 How do you identify disabilities in students?

- | | | |
|---|-----------------------|--|
| 1 | Through internet | |
| 2 | By asking parents | |
| 3 | By looking at doctors | |

	reports	
4	By asking other teachers	

2.4. What is inclusive Education?

1	Teaching students with disability at home	
2	Teaching in schools exclusively for students with disabilities	
3	Giving the opportunity to disabled students to study in the same schools, in same classes as normal students using the same materials	
4	Special classes in Jamaaludheen School and Imaadhudheen school	

2.5. How do you define Autism?

1	It is a genetic disorder that causes difficulties in social interaction, verbal and nonverbal communication and repetitive behaviors.	
2	It is a disease that prevents people from listening	
3	Loss of the ability to produce or comprehend language	

2.6. What is Attention Deficit Hyperactive Disorder (ADHD)?

1	It is a disorder that causes difficulty in staying focused and paying attention, difficulty in controlling behavior, and hyperactivity	
2	Neurological impairments, such as epilepsy or dysautonomia.	
3	Psychiatric conditions such as depression and Schizophrenia.	

2.7. Tick all the characteristics of a child with Down syndrome?

1	Small ears	
2	Upwardly slanting eyes	
3	Short stubby	

	hands	
4	Flattened facial profile	
5	Large tongue	
6	Short stature	
7	Gap between the first and second toes	

2.8. Tick all the types of seizures?

1	Simple partial seizures	
2	Complex partial seizures	
3	Absence seizures	
4	Grand mal seizures	

2.10. Are there any laws in Maldives regarding disability?

1	Yes	
2	No	
3	Specify _____	

3. Attitudes (Choose the appropriate one)

Statement	Strongly Agree	Agree	Strongly Disagree	Disagree
3.1 Disabled children can be included in main stream schools				
3.2 It is important to provide Education to children with disabilities				
3.3 You have the proper education and skills to teach a student with a disability				
3.4 Teachers should be taught more regarding disability in teachers' training programs				
3.5 If proper guidance is provided children with disabilities will be able to perform well in day to day activities				
3.6 You are provided with sufficient materials in order make appropriate accommodations for students with special needs				

3.7 Does the school conduct workshops or find you opportunities to improve and refresh your knowledge regarding disability?

1 Yes

2 No

3.8 What are the problems you face because of the enrollment of disabled students in your class?

3.9 What are the barriers in education for a student with a disability?

4.Practices (Choose the appropriate one)

4.1. Do you allow children with disabilities to participate in different activities in school?

- 1 Yes
- 2 No

4.2. Did you ever call students nick names related to their disability?

- 1 Yes
- 2 No

4.3. Do you include disabled children during physical education (PE) period?

- 1 Yes
- 2 No

4.4 Do you keep students with disability outside the class room because they cause disturbance or distraction during class?

- 1 Yes
- 2 No

4.5 Do you offer any extra tutorial support for students with disability?

- 1 Yes (if Yes, got Q4.6)
- 2 No (if No, got Q4.7)

4.6 How many hours are provided as extra support through-out the week?

- 1 One to two hours
- 2 Three to four hours
- 3 Five to six hours
- 4 Six hours and more

4.7 Is wheel chair available for disabled children in this school?

- 1 Yes
- 2 No

4.8 What are other conveniences available or services provided in this school for disabled students?

THANK YOU FOR PARTICIPATING IN THE SURVEY