

**THE ATTITUDES OF THE NON-DISABLED STUDENTS  
TOWARD STUDENTS WITH DISABILITIES IN THE  
SELECTED SCHOOL IN SAVAR**

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M. Sc in Rehabilitation Science  
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**BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)**

**Faculty of Medicine**

**University of Dhaka**



## **Student's Declaration**

This work has not previously been accepted in substance for any degree and is not concurrently submitted in candidature for any degree.

This dissertation is being submitted in Partial Fulfillment of the Requirements for the degree of M. Sc in Rehabilitation Science.

This dissertation is the result of my own independent work/investigation, except where otherwise stated. Other resources are acknowledged by giving explicit references.

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I confirm that if anything identified in my work that I have done plagiarism or any form of cheating that will directly awarded me fail and I am subject to disciplinary actions of authority.

I confirm that the electronic copy is identical to the bound copy of the thesis.

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## **Supervisor's Statement**

As supervisor of Mst Hosneara Yeasmin's M.Sc. thesis work, I certify that I consider her thesis "**The Attitude of Non-disabled Students Toward Students with Disabilities in selected Schools in Savar**" to be suitable for examination.

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## **List of Acronyms**

**APA:** American Psychological Association

**BBS:** Bangladesh Bureau Statistics

**BHPI:** Bangladesh Health Professions Institute

**CATCH:** Chedoke- McMaster Attitudes towards Children with Handicaps

**CRP:** Centre for the Rehabilitation of the Paralyzed

**DRPA:** Disability Rights and Protection Act

**ICF:** International Classification of Functioning, Disability and Health

**IE:** Inclusive Education

**IEP:** Individualized Education Plans

**IRB:** Institutional Review Board

**LMIC:** low- and middle-income countries

**NPPD:** National Policy for Persons with Disabilities

**PWD:** Person With Disabilities

**RTI:** Response to Intervention (RTI)

**SPSS:** Statistical Package for Social Sciences

**UNCRPD:** United Nations Convention on the Rights of Persons with Disabilities

**WHO:** World Health Organization

## Abstract

**Background:** A positive attitude is necessary to ensure inclusive and sustainable education for children with disabilities.

**Objectives:** The study's primary aim was to identify the attitude of non-disabled students of two secondary schools of Savar towards their peers with disabilities or other children with disabilities. The other objective was to elicit the association among observed variables related to non-disabled children's attitudes towards children with disabilities.

**Method:** A descriptive cross-sectional study was conducted among the students of two secondary schools studying from class six to ten at Savar aged 10-18 years between October and December 2023. There were 300 students and their parents were openly invited to the survey, and 227 responded (response rate 73%). We conducted the survey using a structured questionnaire with socio-demographic information and the Chedoke-McMaster Attitudes towards Children with Handicaps (CATCH) scale to determine the attitude of non-disabled students towards children with disabilities. Descriptive statistics were performed using mean, standard deviation, frequency and percentage; inferential statistics employed Pearson correlation, Spearman rank correlation, or Chi-square test according to the nature of data.

**Results:** Among the respondents, females were higher in number than males, 93 (41%) and 134 (59%), respectively. The highest respondents were from class seven, 59 (26%). The respondent's age was  $13.5 \pm 1.5$  years. Eighty-five (34.4%) of the respondent's fathers were secondary school educated, whereas 36 (15.9%) were graduates. Meanwhile, 68 (30%) of the mothers were secondary educated. Most of the respondent's fathers were either businessman 91 (40%) or job holders 92 (40.5%). Hundred and seventy (74.9%) of the mothers were housewives. Most of the students had knowledge, experience, and relatives with disabilities, such as 87.2%, 62.1%, and 44.5%, but 99 (43.6%) had no peers with disability. No relationship was noted between age and attitude score (CATCH total or subdomains), whereas there was an association between CATCH score and subdomains ( $P < 0.05$ ). A significant association was noted between gender and students attitudes specific domain. A significant relationship was also noted between knowledge and

experience on disability and attitude scores and sub-domains ( $P < 0.01$ ). Moreover, the significant relationship was also noted among students with disabilities, parents' education and job status with positive attitudes towards children with disability ( $P < 0.05$ ).

**Conclusion:** With its unique focus on knowledge and attitude as measured by a validated scale, this study has provided significant insights. We discovered that students with a better understanding of disability or more exposure to individuals with disabilities or peers with disabilities demonstrated more positive attitudes. Furthermore, the study revealed that students in inclusive schools were more supportive of their peers with disabilities or other children with disabilities. Based on these findings, we propose the implementation of an inclusive curriculum in secondary schools in Bangladesh to foster more positive attitudes towards children with disabilities and to advance the cause of accessible education for all.

**Key words:** *Attitudes, CATCH Scale, Students with disabilities.*

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**Key words:** *Attitudes, CATCH Scale, Students with disabilities.*

### **1.1 Background**

Bangladesh is a developing country and many children with disabilities live here. According to the World Health Organization around 15% of the total population in the world suffers from any type of disability which is increasing day by day (World Health Organization, 2021). In Bangladesh, there are around 16 million people suffering some form of disability that which about 10% of total population (Bangladesh Bureau of Statistics, 2016). Children who are disabled have particular difficulties growing up and integrating into society. Around 6% of children globally are affected with disability, according to recent studies (Babik & Gardner, 2021). Physical, sensory, mental, and intellectual disabilities are only a few of the various types of disabilities that exist. For these kids to realise their full potential, they need specific help and intervention. The socialisation process is a major obstacle for kids with disabilities. Peer rejection, loneliness, or bullying are possible experiences for them. The development of social skills and inclusive education can aid in overcoming these obstacles (Vornholt et al., 2013).

Furthermore, Jones et al. (2022) assert that parents and carers can have a significant impact on their child's social development and the establishment of social support networks. Approximately 15% of people worldwide are thought to be disabled, and the majority of them reside in low- and middle-income countries (LMICs) (Banks et al., 2017). "Persons with disabilities include those who have long-term physical, mental, intellectual, or sensory impairments which, in combination with various barriers, may hinder their full and effective participation in society on an equal basis with others," states the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). Individuals with disabilities are among the most vulnerable populations in society, especially those who reside in low- and middle-income countries (Khatun et al., 2021).

Due to a combination of factors including greater medical costs, lower educational attainment, poorer health, and lower employment rates, they are more likely to experience poverty (Pinilla-Roncancio et al., 2021). Furthermore, in many LMICs, individuals with disabilities frequently do not receive the required assistance from the public and private

sectors. For example, the World Health Organisation estimated that only 5–15% of the 75 million people who need a wheelchair have access because people with disabilities cannot afford the devices and there are no national policies covering assistive technology costs (Nuri et al., 2020). Bangladesh is a developing nation home to a sizable population of disabled children. As per Mitra et al. (2011), the World Health Organization estimates that approximately 15% of the global population is experiencing some form of disability, and this number is steadily rising. Approximately 10 million individuals in Bangladesh have disabilities, accounting for 10% of the country's overall population (Rahman et al., 2018).

A significant portion of them is completely disabled. Complete disability, sometimes referred to as severe or profound disability, is a state in which a person has a major reduction in their ability to perform physical, mental, or sensory functions. Individuals who are completely disabled frequently need a great deal of help and support with daily tasks like self-care, transportation, and communication (Naheed, 2020). In Bangladesh, there are numerous causes of disability, including mishaps, incorrect pathological diagnoses, pregnancy malnourishment, polio, typhoid, violent crimes, acid burns, child marriage, marriages between close relatives, and more (Sultana, 2010). In addition to believing that disability is a misfortune for families and society, many rural and urban residents also hold many false beliefs about the inclusion of people with disabilities in society (Sarker, 2015). Research carried out by the Bangladesh Bureau of Statistics (BBS) indicates that 65.6% of Bangladeshi youngsters attend school. According to the report, a larger proportion of youngsters in urban regions than in rural ones attend school. The percentage is 62.3% in rural areas and 74.2% in urban areas (Khatun et al., 2021). Depending on the age category, different percentages of kids attend school. The age range of 6 to 10 years old has the greatest rate, 90.5%. According to Alam et al. (2014), the percentage decreases to 68.8% for those between the ages of 11 and 14 and to 47.2% for those between the ages of 15 and 17.

Children with disabilities encountered obstacles in a variety of contexts, including work, education, healthcare, and transportation. Roughly 85% of disabled children reside in developing nations where they face prejudice, degradation, and shame (Hussain et al., 2021). Difficulties with the body, mind, senses, and intellect are all forms of impairment.

These disabled children need special care, attention, social skills training, and inclusive education in order to reach their full potential and overcome these challenges. For students with disabilities, socialisation presents significant challenges because it is possible for their peers to reject, isolate, or bully them (Smythe et al., 2021).

It is difficult to offer PWDs, especially those with total disability, effective rehabilitation and support services because the nation's healthcare system is frequently insufficient and underfunded. Furthermore, PWDs still face societal stigma and discrimination in Bangladesh, which can make it more difficult for them to get work, education, and other necessities (Arifeen et al., 2013). A further obstacle that children with impairments face is reaching their academic potential. To achieve academically, they might need extra assistance, including specialized training or assistive technology. Response to intervention (RTI) programs and individualized education plans (IEPs) are two effective interventions for kids with impairments (Forlin, 2013). Children who are disabled have particular difficulties growing up and integrating into society. These kids can realize their full potential with the support of socialization and academic achievement-focused interventions. For children with disabilities to thrive, parents, carers, and educators must collaborate to offer the resources and support they need (Ferreira, 2017).

Based on scholarly investigations, youngsters with impairments in Bangladesh encounter noteworthy obstacles concerning their ability to obtain schooling, healthcare, and social assistance. According to a study by Ahmmed et al. (2012), children with disabilities in Bangladesh frequently experience prejudice when trying to enroll in specialized education programmes and are kept out of general schools. The survey also discovered that Bangladesh lacks qualified educators and relevant instructional resources for kids with impairments. Due to a dearth of specialised facilities and qualified healthcare personnel, children with disabilities in Bangladesh encounter considerable obstacles while trying to receive medical care. According to Begum et al. (2019), Bangladeshi rural children with impairments face unique barriers to receiving healthcare.

More funding is also needed to advance PWDs' social inclusion, expand access to jobs and education, and enhance the healthcare system. In Bangladesh, total disability is a major public health concern that impacts a huge population, especially the elderly and children

(Islam, 2015). There are many misconceptions about the integration of people with disabilities in society, and many rural and urban residents believe that disability is a curse on families and society (Nkomo et al., 2020). Aziz & Naima's (2021) study reveals that children with impairments in Bangladesh encounter several obstacles, such as restricted availability of social services, health care, and schooling. The writers draw attention to the stigmatisation of impairments in Bangladesh and the frequent discrimination faced by disabled children in their communities. In Bangladesh, children with impairments also frequently experience stigmatisation and social marginalisation. According to a study by Siska & Habib (2020), Bangladeshi society has a lot of negative attitudes on disability, which frequently leads to social exclusion and isolation for kids with impairments.

The Bangladeshi government has launched several programs and policies targeted at enhancing the lives of kids with disabilities in order to solve these issues. These consist of the Disability Rights and Protection Act, the National Education Policy, and the National Policy for Persons with Disabilities. Nonetheless, more funding for resources and infrastructure is required to serve Bangladeshi children with disabilities. This entails correcting societal perceptions of disability, expanding the availability of specialized education programs, and enhancing access to healthcare (Ahmmed, 2014). Children with disabilities encountered obstacles in a variety of contexts, including work, education, healthcare, and transportation. Approximately 85% of children with disabilities reside in underdeveloped nations where they face prejudice, degradation, and shame (Rashid et al., 2018).

Research indicates that a relatively small proportion of Bangladeshi children with disabilities attend school. Just 26.3% of children with disabilities between the ages of 6 and 17 were enrolled in school, according to 2016 research by the Bangladesh Bureau of Statistics. Compared to the national average for all children, which is approximately 80%, this number is far lower (Mackey et al., 2012). This low percentage is the result of multiple reasons. The absence of accessibility in schools is a significant problem. In Bangladesh, a large number of schools lack amenities for students with disabilities, such as braille textbooks, accessible restrooms, and ramps. Children with disabilities find it challenging to physically enter schools and take part in academic activities as a result.



Understanding the attitudes of non-disabled students towards their peers with disabilities is crucial for fostering inclusive environments within educational settings. In selected schools, these attitudes often vary due to a multitude of factors, including cultural influences, personal experiences, and the level of exposure to individuals with disabilities (Delgado-Gil et al., 2023). In many instances, non-disabled students exhibit positive attitudes towards their peers with disabilities. This positivity can stem from empathy, understanding, and exposure to diversity. Schools that prioritize inclusion and diversity often foster environments where students are encouraged to appreciate differences and embrace individuality. In such settings, non-disabled students may actively engage with their peers with disabilities, offering support, friendship, and collaboration. This positive attitude can contribute to the overall well-being and academic success of students with disabilities, as they feel accepted and valued within their school community (Anku et al., 2021).

However, despite efforts to promote inclusivity, some non-disabled students may hold negative attitudes towards their peers with disabilities. These attitudes can arise from misconceptions, stereotypes, or a lack of understanding about disabilities (Kumar & Kumar, 2021). In some cases, students may perceive their peers with disabilities as different or incapable, leading to social exclusion, bullying, or marginalization. Such negative attitudes not only impact the well-being of students with disabilities but also contribute to the perpetuation of stigma within the school environment. Addressing these attitudes requires education, awareness, and proactive measures to challenge stereotypes and promote empathy among students (Alhumaid et al., 2023).

Moreover, the attitudes of non-disabled students towards their peers with disabilities can be influenced by the school's overall culture and environment. Schools that prioritize inclusion and provide adequate support for students with disabilities tend to foster more positive attitudes among their student body (Kapinga et al., 2020). Conversely, schools that lack resources, training, or policies to support inclusion may inadvertently perpetuate negative attitudes or indifference towards students with disabilities. Therefore, creating inclusive school environments requires a concerted effort from administrators, educators,

and students to promote understanding, acceptance, and respect for all individuals, regardless of their abilities (Yildirim et al., 2022).

The attitudes of non-disabled students towards their peers with disabilities in selected schools can vary widely, influenced by factors such as cultural norms, personal experiences, and the school's overall environment (Asres, 2019). While some students demonstrate empathy, acceptance, and support for their peers with disabilities, others may hold negative attitudes stemming from misconceptions or lack of understanding. Fostering positive attitudes towards students with disabilities requires ongoing education, awareness, and proactive measures to challenge stereotypes and promote inclusivity within school communities (Sadziak et al., 2021). By creating environments where diversity is celebrated and all students are valued, schools can cultivate a culture of acceptance and respect for individuals of all abilities (Freer, 2023).

Research on the attitudes of non-disabled students towards their peers with disabilities provides valuable insights into the dynamics of inclusion within school settings. Several studies have explored the factors influencing these attitudes and their impact on the social and academic experiences of students with disabilities (Peytcheva-Forsyth et al., 2019). One significant finding from research is the role of exposure and interaction in shaping attitudes towards individuals with disabilities.

Studies have consistently shown that increased contact between non-disabled students and their peers with disabilities leads to more positive attitudes and greater acceptance (Alnahdi, 2019). For example, when non-disabled students have opportunities to collaborate on projects, participate in inclusive activities, or engage in shared social experiences with their peers with disabilities, they develop empathy, understanding, and appreciation for their differences. This highlights the importance of promoting inclusive practices within schools to facilitate meaningful interactions and foster positive relationships among students (Sagun-Ongtangco, 2021). Additionally, study has identified the influence of social norms and peer dynamics on attitudes towards disabilities. In many school environments, social hierarchies and peer pressure can impact how students perceive and interact with their peers with disabilities (Papadakaki et al., 2022). Negative attitudes or behaviors towards students with disabilities may be reinforced or normalized

within certain social circles, leading to exclusion or discrimination. Addressing these social dynamics requires a holistic approach that involves promoting empathy, challenging stereotypes, and creating a supportive peer culture where diversity is embraced and celebrated (Duff, 2023). Furthermore, studies have examined the role of teacher attitudes and behaviors in shaping the attitudes of non-disabled students towards their peers with disabilities. Teachers play a crucial role in modeling inclusive attitudes and behaviors, as well as providing support and guidance to facilitate positive interactions among students. When teachers demonstrate empathy, respect, and understanding towards students with disabilities, they create a classroom environment that promotes acceptance and inclusivity. Conversely, negative attitudes or biases exhibited by teachers can perpetuate stigma and undermine efforts to foster inclusion within schools (Priyadarshini & Thangarajathi, 2017).

The attitudes of non-disabled students towards their peers with disabilities underscores the importance of creating inclusive school environments that promote positive attitudes, meaningful interactions, and social acceptance (Islam et al., 2017). By addressing factors such as exposure, social norms, and teacher attitudes, schools can cultivate a culture of inclusion where all students feel valued, respected, and supported in their academic and social endeavors. This not only enhances the well-being and academic success of students with disabilities but also enriches the educational experience for all students within the school community (Kabe, 2021). The landscape of education is increasingly embracing inclusion, where students with disabilities learn alongside their non-disabled peers. This shift has fostered a need to understand how non-disabled students perceive their classmates with disabilities.

Research across various schools paints a complex picture, revealing a spectrum of attitudes ranging from positive acceptance to indifference and even social exclusion (Damianidou & Phtiaka, 2018). On the positive side, studies have shown that students who have personal connections with individuals with disabilities, such as a friend or family member, tend to exhibit attitudes that are more positive (Maurya & Parasar, 2017). Schools that actively promote interaction and understanding through inclusive practices can further cultivate this. For instance, a Saudi Arabian study found that students in public schools, which generally have a stronger emphasis on inclusion, demonstrated more positive attitudes

compared to those in private schools (Brown & Babo, 2017). This suggests that creating opportunities for collaboration and shared experiences can foster empathy and acceptance. Challenges remain. Some studies report a prevalence of neutral attitudes, where students simply don't hold strong opinions one way or another about their classmates with disabilities. This neutrality, while not inherently negative, can be a missed opportunity for building a truly inclusive environment. Furthermore, research also indicates instances of social exclusion, where students with disabilities may be unintentionally or intentionally left out of social circles. This highlights the need for ongoing efforts to promote understanding and dismantle social barriers (Nwaesei et al., 2019).

Understanding these nuances is crucial for fostering a truly inclusive educational environment. Schools can play a vital role by implementing programs that address these issues. For example, workshops that normalize disabilities and celebrate diversity can help to create a more positive climate (Alqarni et al., 2019). Additionally, promoting peer-to-peer interaction through collaborative learning activities can break down social barriers and allow students to connect on a personal level. By fostering understanding and appreciation for individual differences, schools can empower non-disabled students to become allies and advocates for their peers with disabilities, creating a more welcoming and inclusive learning experience for all (Titrek et al., 2017).

Discrimination and stigma against people with disabilities are other factors. In Bangladeshi culture, having a disability is sometimes seen as a personal or familial curse, and because of these unfavorable views and beliefs, many disabled children are not allowed to attend school (Rohwerder, 2018). To enhance the educational experience of impaired students in Bangladesh, these obstacles must be removed. This may entail making schools more physically accessible, educating teachers about inclusive education, and promoting advocacy and awareness of disability issues (Hayes et al., 2017). The government of Bangladesh is now working to enhance the lives of people with disabilities. The Persons with Disabilities Rights and Protection Act, which was enacted by the Bangladeshi government in 2013, is to advance the welfare and rights of PWDs and guarantee their full and equal involvement in society. According to Tareque et al. (2014), the Act also requires the creation of a National Council for Disability to supervise the execution of disability-

related policies and initiatives across the nation. In addition, a number of non-governmental organizations strive to help PWDs in Bangladesh by offering services and support. The purpose of this study is to determine how non-disabled students feel towards disabled pupils in a subset of Savar schools.

## **1.2 Justification**

As an employee, I work in an inclusive school where forty percent of students with disabilities attend classes alongside regular students. All children, including those with disabilities, benefit much from education. However, there were moments when people did not feel sympathetic or supportive of kids with disabilities. Even in inclusive schools, there are several physical, behavioural, and environmental obstacles that children with disabilities must overcome. Many people in Bangladesh, a developing nation, believe falsehoods about disabilities. Everyone has the equal right to engage in the activities they choose. to inspire everyone to integrate disabled children into mainstream society. The effect of interpersonal contact on students' views towards students with disabilities in Bangladesh has not been the subject of published research. This study aims to characterise students' perceptions of their classmates who have impairments and investigate the role that interpersonal interactions have in their acceptance of these peers. Understanding how students view disabilities will help policy makers design policies that promote social integration, inclusive education, and policy implementation. Notwithstanding the significance of encouraging inclusivity in schools, there might not be much study that particularly looks at how non-disabled students feel about students with disabilities in certain places or cultural situations. This study's execution can close this gap in the literature and advance our knowledge of how people see disabilities in educational settings. Encouraging inclusivity, educational justice, psychological well-being, and legal compliance all depend on understanding how non-disabled students at particular Savar schools feel about students with disabilities. In the area of inclusive education, it can also help close gaps in the research literature and provide guidance for practice and policy.

### **1.3 Research question:**

What is the attitude of non-disabled students toward students with disability in selected Schools at Savar?

#### **1.4 Objectives:**

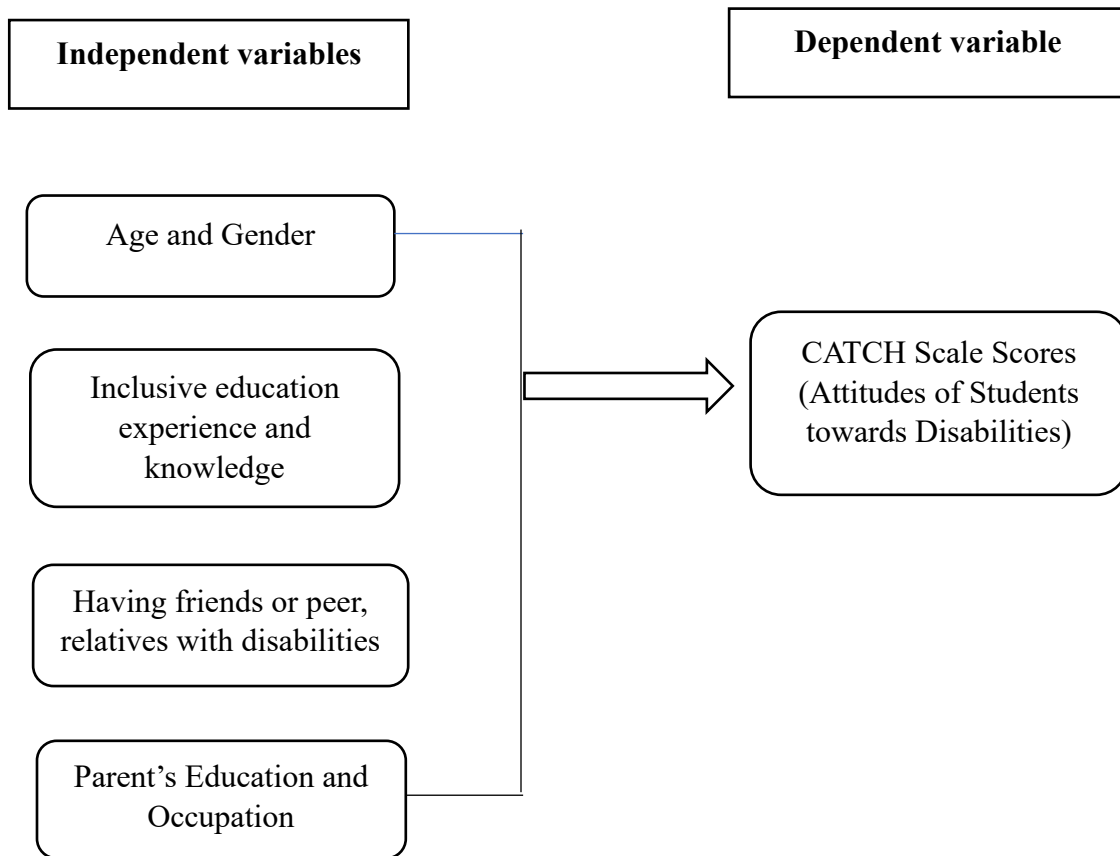
##### **General objectives:**

The general objective is to identify the association of the attitudes of non-disabled students toward students with disabilities in selected Schools in Savar.

##### **Specific Objectives:**

1. To find out socio-demographic status of non-disabled students.
2. To identify the association of the non-disabled student's attitudes towards students with disabilities by age and gender.
3. To identify the association of the non-disabled student's attitudes towards students with disabilities through the inclusive education experience and knowledge of the students.
4. To identify the association of the non-disabled student's attitudes towards students with disabilities through having a friend or peer and relatives of the students.
5. To identify the association of the non-disabled student's attitudes towards students with disabilities by parents' education and occupation.

## 1.5 Conceptual Framework





## **CHAPTER- II**

## **LITERATURE REVIEW**

Bangladesh is not an exception to the global concern for public health regarding disability. The World Health Organisation estimates that one billion people, or 15% of the world's population, are disabled, and that figure is rising as a result of population expansion, advancements in medicine, and ageing populations (Howlader et al., 2019). It is predicted that there are 16 million individuals with disabilities (PWDs) in Bangladesh, or 10% of the country's overall population (Al Imam et al., 2022).

Despite these initiatives, there is still more that needs to be done in Bangladesh to meet the requirements of PWDs, especially those who are completely disabled. To fully comprehend the incidence, causes, and effects of complete disability in the nation, more research is required. More funding is also needed to advance PWDs' social inclusion, expand access to education and work, and enhance the healthcare system (Torsha et al., 2022). In Bangladesh, total disability is a major public health concern that impacts a huge population, especially the elderly and young. Social stigma, a lack of access to healthcare, poverty, and hunger all play a part in the issue.

Even if there are initiatives in place to enhance PWDs' quality of life, much more must be done to meet the requirements of individuals who are completely disabled (Bezyak et al.,

2017). A global reform initiative called inclusive education (IE) aims to include students with varying abilities into traditional formal education (Slee, 2018). All children who struggle in traditional classroom settings due to physical, intellectual, social, emotional, linguistic, or other issues are included in inclusive education programmes. Teaching children with disabilities is a direct responsibility of both general education and special education teachers (Forlin, 2013).

Children with disability faced barrier in different aspect of areas like education, health care, transport, employment etc. Physical, sensory, intellectual, and mental health problems are all examples of disability. To realize their greatest potential and overcoming these obstacles, these children with disabilities require particular care, attention, social skills training and inclusive education. Socialization is a huge challenge for student with disability because they may be isolated, rejected, or bullied by their classmates (Hunt & Marshall, 2017). Ahmmed et al. (2012) state that inclusion does not appear in isolation. Although it may not seem simple, inclusion requires sufficient accountability, a suitable viewpoint, and adjustments made. Out of Bangladesh's 1.6 million school-age disabled children, just 4% participate in educational programmes. About 6% of children globally are affected by disability, according to recent studies (BAS, 2016).

Children with disabilities in Bangladesh suffer significant obstacles to education, healthcare, and social services since they are frequently turned away from regular schools and face discrimination while trying to access inclusive education programmes. Inadequate educational resources and teachers with training in disabilities are lacking (Harada et al., 2013). Learning has the effect of forming attitudes. It is the propensity to continually respond to any person, thing, or circumstance in a favourable or negative way. The ideas, feelings, and behaviours one has towards a person, thing, or circumstance are referred to as one's attitude. Research on fostering positive attitudes and knowledge about people with disabilities has been conducted for a long time. To ascertain attitudes towards the disabled, numerous research projects, actions, and assessment instruments have been created (Sangra et al., 2012).

Adult opinions have been better understood, but there has been fewer research to date that have attempted to understand the attitudes of children and young people. The opinions and

beliefs of their peers are crucial in promoting the engagement of impaired children in society. Determining attitudes towards the disabled is therefore crucial. Numerous studies have revealed that the formation of positive attitudes occurs when typically developing youngsters interact and learn alongside children with disabilities (Bossaert et al., 2011). Additionally, it is said that students in inclusion classes achieve more and participate in society more than students in special education classes. According to reports, there is little chance that impaired and non-disabled children will interact more naturally when they are taught in special schools. It is important to encourage the development of relationships between impaired children and their friends, peers, and self. Furthermore, peers' opinions have an impact on how impaired children learn in regular classroom settings.

Thus, the cultivation of positive attitudes will also enable children with disabilities to gain from inclusive programming. However, it is observed that typically developing pupils continue to have unfavorable attitudes towards their peers with disabilities despite efforts to enact educational policies that support inclusive programming (Cicek et al., 2022). It is generally accepted that unfavourable peer attitudes prevent disadvantaged children and youth from participating socially in school. Gender, age, socioeconomic level, and interactions and contacts with individuals with special education needs are some of the critical elements that influence attitudes towards people with special education needs. According to Szumski et al. (2020), the majority of studies demonstrate that positive attitudes are developed when one has a friend or family member with a disability or interacts with them.

The disparities that emerge between children of different genders, ages, and levels of interaction are also influenced by culture. The research acknowledges that there is ongoing debate on whether or not children's attitudes towards their peers are impacted by their interactions or friendships with people with disabilities. Given that attitudes may be cultivated and altered, it's critical to ascertain children's views during the primary school years and to help them form positive attitudes in this regard (Putul et al., 2018). The majority of research indicates that identifying these critical factors is key.

Negative attitudes are commonly directed towards children with impairments, which can have detrimental effects on their wellbeing such as anxiety, loneliness, and low self-esteem. As a result, it has been advised that studies find practical strategies for fostering more accepting social attitudes towards individuals with impairments. Since it is challenging to measure attitudes directly, self-report rating scales are frequently used. To investigate related aspects and assess interventions, accurate, valid, and precise instruments for gauging attitudes towards disability are needed (Kwan et al., 2020). Results from studies that look at possible moderating factors may be deceptive if attitude assessments are not sensitive and reliable. Three primary models of attitudes exist. According to one model, children's attitudes are made up of three parts: (1) their cognitive beliefs about persons with disabilities; (2) their affective sentiments about them; and (3) their intended behaviour towards them (Khatib, 2012).

Approximately 25% of the 650 million persons who live with disabilities worldwide are under the age of 18. Inequalities exist for children and adolescents with disabilities in the areas of healthcare, transportation, school, work, and other facets of daily life. Approximately 85% of them reside in underdeveloped nations, where they frequently experience prejudice, stigma, and neglect (Olusanya et al., 2018). Studies have indicated that negative views towards young people with disabilities are a key obstacle to inclusive education, despite the fact that improved social attitudes towards individuals with disabilities are important to establish an environment for integration (Olaleye et al., 2012). Disability was defined by the International Classification of Functioning, Disability and Health (ICF) as challenges that manifested as changes in body composition and function, activity restrictions, and/or limitations on participation or involvement in any aspect of life (Jahiel, 2015). In order to meet the educational needs of kids with disabilities, the government has also set up special education schools and inclusive education resource centres. In order to facilitate inclusive education, these centres offer specialised training for educators and support personnel, as well as curriculum adaptation and assistive technology (Hayes & Bulat, 2017).

According to a study conducted by the Bangladesh Bureau of Statistics (BBS), the percentage of school-going children in Bangladesh is 65.6%. The study found that the

percentage of school-going children in urban areas is higher than in rural areas. In urban areas, the percentage is 74.2%, while in rural areas, it is 62.3%. The study also revealed that the percentage of school-going children varies by age group. The percentage is highest in the age group of 6-10 years, which is 90.5%. The percentage drops to 68.8% in the age group of 11-14 years, and further drops to 47.2% in the age group of 15-17 years (Bangladesh Bureau of Statistics, 2019).

According to recent research, disability affects approximately 6% of children worldwide (World Health Organization, 2021). In Bangladesh, children with disabilities confront extensive barriers to school, healthcare, and social services as a result commonly excluded from mainstream school and face prejudice in obtaining inclusive education programs (Alam et. al., 2020). There are lack of insufficient instructional materials and trained teacher about disability.

Additionally, the government has collaborated with non-governmental groups to establish inclusive education initiatives in isolated and impoverished regions. Nevertheless, there are still a number of obstacles facing inclusive education in Bangladesh. Among the major obstacles are a lack of skilled teachers, inadequate financing, and a lack of knowledge among parents and educators about the advantages of inclusive education. Furthermore, discrimination and societal stigma against children with impairments persist in impeding their educational opportunities (Zaman et al., 2022).

In conclusion, inclusive education in Bangladesh is defined as giving all students fair access to and involvement in the educational process. Even though the government has launched a number of programmes to support inclusive education, more funding, awareness-raising, and capacity-building are still required to guarantee that all students have access to high-quality instruction.

**3.1 Study design**

A Quantitative study with cross-sectional study design was used where data was collected from sample and analyzed at specific point in time that measured the attitudes of the students toward student with disabilities at selected school Savar. This study based on measuring attitudes of students toward students with disability as cross-sectional study was appropriate method for the purpose. A cross-sectional study is a study design that allows researchers to collect data from a large number of people at one time. Cross-sectional research allows a researcher to observe variables without altering them. Researchers in economics, psychology, medicine, epidemiology, and other social sciences use cross-sectional studies in their work. Cross sectional study is a quantitative types of study design. Quantitative research is a sort of experimental inquiry that emphasizes verifiable observation over theory or logic.

Quantitative data of various variables and relationship among them can be obtained through this method. Typically, this form of research is expressed numerically. The

researcher has represented certain observations that they have been studying. Quantitative data explain numbers and statistical reports, making the analytical process considerably more accurate; as a result, it appears more scientific and appealing to casual audiences, and it poses questions to be answered. Furthermore, these types of data are easily evaluated using software (Excel, SPSS), and a large number of populations can be added, making it possible to generalize the results to a larger population. Qualitative data is descriptive in nature and is based on language or images, whereas quantitative data is numerical and based on statistical processes. These sorts of study primarily entail in-depth interviews, which take up more time and have a smaller sample size, making it difficult to generalize the results to a larger population.

### **3.2 Study site**

The sample was taken from Chapain New Model High School which is situated nearer to Centre for the Rehabilitation of the Paralysed (CRP) and Maestro Crown Model School and College which situated in Shimultola main read that also nearer to CRP in Savar, Bangladesh. Chapain new model high school is a government school where 8 students with disabilities studies from class six to lass ten. On the other hand, Meastro crown model school and college are a private school where 7 students with disabilities studies from class six to class ten.

### **3.3 Data collection period**

Data was collected from October 2023 to December 2023 that taken 3 months.

### **3.4 Study Population:**

All non-disabled students from Chapain New Model High School and Maestro-Crown School and College in Savar, Bangladesh. There are 445 students' studies at both schools where 335 students are studies in Chapain new model high school and 110 students are studied in Meastro crown school and college and among them 15 students are with disabilities from both schools.

### **3.5 Sample size:**

There are 445 students' studies at both school and among them 15 students are with disabilities. From Chapain new model high school, 130 students were studies under the Karigori education board. These 130 students were also excluded from the study population because they all were above 18 years old. So total sample size was 300.

Both schools had 300 non-disable students, we approached to everyone. Total 227 students responded the survey with their teachers and parents' consent. The response rate was 75%. The reason for rejection was unwilling (20%), incomplete response (2%), and absent for a long time (3%).

### **3.6 Sampling technique**

Researcher was selected 2 school by conveniently Sample technique from Savar Upozela which situated near to the Centre for the Rehabilitation of the Paralysed in Dhaka. These two schools are convenient because they are situated in nearer to Centre for the rehabilitation of the paralysed and both schools have student with disabilities that is very related to the study. All the students of both setting were recruited as convenient sample technique because we approached everyone but who was convenient and willing to participate and back the questionnaires during the study time they were only selected in the study.

### **3.7 Sampling process**

At first researcher took permission from school authority and seek help from class teacher by explaining the process that how to fill up the questionnaire. Then researcher distribute the questionnaire among the students and explain the procedure. The teacher also helped to collect the data from student who was absent of that day. At the end of the day, the students who were willingly to wanted to participate and submit the questionnaires those data were counted as total sample size.

### **3.8 Inclusion and exclusion criteria**

#### **Inclusion criteria:**

- Only students without any disabilities were included to assess their attitudes toward peers with disabilities.



- Students had to be currently enrolled in one of the selected schools in Savar.
- Students within the age range of 10 to 18 years were included to focus on attitudes during primary and secondary school years (Alhilali, et al. 2023).
- Students and their guardians provided informed consent to participate in the study (Kreniske, et al., 2023)
- Students had to have sufficient proficiency in the language of the survey or interview to ensure they understood and could respond to the questions accurately.

**Exclusion criteria:**

The student who was absent on the data collection duration and unwilling to participate was excluded from the study.

**3.9 Measurement tool**

A Child Descriptive Information Form was developed by the researcher, and the ‘Chedoke- McMaster Attitudes towards Children with Handicaps (CATCH)’ Scale was used to collected data.

The “Chedoke-McMaster Attitudes towards Children with Handicaps (CATCH) scale” is used to measure the attitudes of peers toward children with disability. (Olaleye et al 2012). The CATCH scale was developed by Rosenbaum, Armstrong, and King in 1986 and the validity and reliability of the CATCH scale were accomplished by Cicek-Gumus and Oncel in 2022. CATCH scale has 3 components (affective attitudes, behavioral intention, and cognitive attitude) with 36 items and it is used by the Likert scale which is evaluated as 0 (strongly disagree), 1 (disagree), 2 (undecided), 3 (agree) and 4 (strongly agree).

CATCH questionnaire have 36 items in total. Each of the items has five Likert scale responses from strongly disagree to highly agree. It has three sub-domains. The sub-domains are affective, behavioral and cognitive; each sub-domain consists of 12 items of questionnaire. The sum of scores is converted to final scoring and interpretation. The higher score indicates affirmative attitude, and lower score indicates poor attitude. There are reverse scores also in random items. The scale was developed at 1986 in North America, and revised to make the scale effective and audible. Some words have been revised. Initial scale had 18 positive and negative items, hence revised with 19 words re-written and 17 words omitted (Rosenbaum et al., 1986).

According to Rosenbaum et al 1986, and Vignes et al 2008, the CATCH scale has been approved as a valid, reliable, and apprehend instrument to measure children's attitudes toward a peer with disabilities. This scale has been translated into various languages (Vignes et al., 2009 and Bossaert et al., 2011) and it has numerous effects according to the various culture, norms, and translation variations. (Wild et al., 2005). CATCH was intended for students aged 9 to 13 years, although it has been utilized with students as old as 16 years (Vignes et al., 2009).

The CATCH scale is valid and reliable to measure children's attitude towards peers having disabilities (Rosenbaum et al., 1986, Vignes et al., 2008). The sum of the questionnaire per domain indicates a domain wise score, and there is a total score. The scale has a satisfactory validity, reliability and internal consistency (Cronbach alpha 0.8) (McDougall et al., 2004; Rosenbaum et al., 1986; Vignes et al., 2008).

This scale is used to detect the attitude and behavior toward children with disabilities. If we detect the attitudinal problems among a certain group of people then we can effortlessly resolve the complication by educating the certain group of people. By using the scale, many of the researchers did randomize control trial dissertations also.

The Children's descriptive information form asks children about their age, gender, grade level, socioeconomic position, disability status, and whether they have any disabled relatives or friends.

### **3.10 Data collection**

Data was collected by using a semi structure questionnaire and CATCH scale Questionnaires. The researcher used Bangla questionnaires with simple and easy sentences which is already translated by following linguistic validation process. The questionnaires were filled up by the student's self through the instruction.

### **3.11 Data analysis**

Data was analyzed using Statistical Package for Social Sciences (SPSS) Version 20. Descriptive statistics was performed using mean and standard deviation for the continuous data (interval and ratio), and frequency and percentage for categorical data. Inferential

statistics was performed using Pearson correlation to determine relationship between two continuous data, Spearman Rank correlation to determine relationship of ordinal data and chi-square test or Fissure exact test for determining relationship between two categorical or discrete data. A multiple linear regression performed considering attitude score CATCH as dependent variable, with sub-scales and students age as independent variable. The alpha value for testing hypothesis of relationship was determined as  $P < 0.05$ .

### **3.12 Quality control and quality assurance**

Quality control and quality assurance are terms used to describe activities that prevent errors from entering or remaining in a dataset. The researcher achieved study quality assurance by including all of the methodologies, procedures, and resources used to ensure the maintenance and monitoring that the investigator carried out. The researcher accepted responsibility for carrying out a well define research project.

The developed English version of CATCH questionnaires was translated according to the linguistic validation framework of Mapi research institute validation process. After developing Bangla version of CATCH questionnaires researcher did pilot study among 15 students. All participants report that they understand the Bangla questionnaire and did not face any difficulties to comprehension, conception, and cultural adaptation of any items of the questionnaire. The expert community did not identify any difficulties during the forward translation synthesis as well backward translation compared with the original English version. The CATCH scale was understandable and recognized as essential data collection material to measure the attitude of the students of children with disability among Bangladeshi students.

### **3.13 Ethical consideration:**

Researcher has followed ethical consideration with standard procedure. At first, researcher has taken approval from course coordinator of Master in Rehabilitation Science Department and supervisor has followed by research proposal submission to concerning authority was made. Then ethical approval was be taken from the Institutional review board of BHPI. For data collection, the researcher was also taken permission from the school authority with the help of respected supervisor. The researcher was developed a consent

form for the participant that making them aware of aims and implication of the study and full authority was given to participants to withdraw from the study whenever they want. Before data collection the researcher used a written consent form to take permission of each participant of the study. Researcher will never disclose the participant's personal information to others and neither physical or mental pressure was given to them as well no intensive or reward was offered to the patients and assurance about their privacy and confidentiality was made. Researcher followed Helsinki declaration for conducting the research.

## **CHAPTER- IV**

## **RESULTS**

### **4.1.1 Socio-demographic Status**

There is a wide range of ages represented among the participants in the study, with the bulk of them falling between the age range of 10 to 14 years young. There are 93 individuals who identify as male, which is 41% of the whole population, and 134 people who identify

as female, which is 59% of the total population. With 174 participants (76.7%) and 53 participants (23.3%), respectively, Chapain School and Maestro Crown School are the schools that have reached the highest level of representation among the institutions that have participated. In comparison to the other classes, Class Six has the highest enrollment, with 71 individuals, which accounts for 31.3% of the total. Class Seven, with 59 members, accounts for 26% of the total, while Class Eight, with 49 participants, accounts for 21.6% of the total, Class nine with 16 individuals which account for 7% and Class ten with 32 individuals which account for 14.1%.

The finding of the education level of participants shows that most of the participants fathers' education is secondary to higher secondary school certificate level that is 37.4% (N= 85), second lowest education level is primary and secondary school level that is 34.4% (N= 78), Graduate and post graduate education level is 15.9% (N= 36) and illiterate participants father are recorded to be 12.3% (N= 28) of the total participants. On the other hand, the finding of the education level of participants shows that most of the participants mothers' education is primary and secondary school level that is 51.1% (N= 116), second lowest education level is secondary to higher secondary school certificate level that is 30% (N=68). Graduate and post graduate education level is 22 (9.7%) and the illiterate parents are recorded to be 21 (9.3%) of the total participants.

In this study, majority of the participants father's occupation are job and business which is account for retrospectively 92 (40.5%) and 91 (40.1%) that show that maximum fathers are engage in job and business, day labor, farmer, unemployment are consequently 13 (5.7%), 4 (1.8%) and 3 (1.3%). Others occupation is engaged 24 that is account for 10.6% of the participant's father. on the other hand, maximum participants mothers are employed in the field of housekeeping is 170 individuals that account for 74.9%, job are 48 individual which account for 21.1%, business are 2 individuals which account for 0.9%, day labor are 1 individual which account for 0.4%. Others occupation is engaged 6 that is account for 2.6% of the participant's mother.

**Table 1: Socio-demographic profile of all participants**

Variables	Description	n (%) or mean $\pm$ sd
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Age (years)	Overall	13.5±1.5
Age (category)	10-14 years	164 (72.2%)
	15-18 years	63 (27.8%)
Gender	Male	93 (41%)
	Female	134 (59%)
School name	Chapain School	174 (76.7%)
	Maestro Crown School	53 (23.3%)
Class name	Class Six	71 (31.3%)
	Class Seven	59 (26%)
	Class Eight	49 (21.6%)
	Class Nine	16 (7%)
	Class Ten	32 (14.1%)
Father education	Illiterate	28 (12.3%)
	Primary-Secondary	78 (34.4%)
	SSC-HSC	85 (37.4%)
	Graduate-Post Graduate	36 (15.9%)
Mother education	Illiterate	21 (9.3%)
	Primary-Secondary	116 (51.1%)
	SSC-HSC	68 (30%)
	Graduate-Post Graduate	22 (9.7%)
Father occupation	Business	91 (40.1%)
	Job	92 (40.5%)
	Day Labor	13 (5.7%)
	Farmar	4 (1.8%)
	Unemployed	3 (1.3%)
	Others	24 (10.6%)
Mother occupation	Business	2 (0.9%)
	Job	48 (21.1%)
	Housewife	170 (74.9%)

	Day Labor	1 (0.4%)
	Others	6 (2.6%)

#### 4.1.2 Disability related information:

The table 2 have showed that among 227 participants, the larger proportion have knowledge with disabilities 198 (87%) and comparatively smaller number have no knowledge about disabilities are 29 (12%). This information gives light on the experiences that the cohort and their families have had with impairments as well as their knowledge of such limitations. There was a much larger proportion of participants who reported having peers or relatives with disabilities than any other group. Specifically, 99 (43.6%) of the participants reported having peers with disabilities, and 101 (44.5%) of the participants reported having relatives with disabilities. However, it is interesting to note that the vast majority of respondents (198 individuals, or 87.2%) have stated that they have no firsthand experience with impairments. The students who have some form of experience about disabilities have larger amount are 141 (62%) and comparatively smaller amount are 86 (38%) of the total participants.

**Table 2: Disability related information of the participants**

Variables	Description	n (%)
Knowledge with disability	No	29 (12.8%)
	Yes	198 (87.2%)
Experience with disability	No	86 (37.9%)
	Yes	141 (62.1%)
Peer with disability	No	128 (56.4%)
	Yes	99 (43.6%)
Relatives with disability	No	126 (55.5%)
	Yes	101 (44.5%)

#### 4.2.1 Association between students' attitudes and Age

The corresponding p-values (0.182, 0.162, and 0.117, respectively) are all higher than the normal alpha threshold of 0.05, which indicates that none of these links approach statistical

significance. Beginning with the analysis of the association between students' attitudes and age the coefficients demonstrate weak negative correlations across all categories, including Affective (-0.089), Behaviour (-0.093), and Cognitive (-0.105).

**Table 3: Association between students' attitudes and Age**

Variable (Age)	Pearson correlation (r)	df	P-value
CATCH Score	-0.089	62	0.182
CATCH Affective	-0.009	24	0.893
CATCH Behaviour	-0.093	30	0.162
CATCH Cognitive	-0.105	31	0.117

#### 4.2.2 Association between students' attitudes and Gender

According to the result, there was significant association between gender and student affective attitudes where The Chi-Square value of 38.388 and the p-value of 0.032 indicate that the CATCH Affective dimension has a significant association with gender. This is demonstrated by the fact that the p-value is 0.032. But there was no significant association between gender and the total CATCH Attitudes where a Chi-Square value of 68.174 and a matching p-value of 0.275. On the other hand, although there were no significant associations between gender and the CATCH Behaviour or Cognitive dimensions, the Chi-Square values for these dimensions were 30.963 and 40.387 and the corresponding p-values for these dimensions were 0.417 and 0.121, which indicates that there is no strong evidence of gender-related differences in these areas.

**Table 4: Association between students' attitude and Gender**

Variables (Gender)	Chi-square Value	df	P-value
CATCH Total Attitudes	68.174	62	0.275
CATCH Affective	38.388	24	<b>0.032</b>
CATCH Behaviour	30.963	30	0.417
CATCH Cognitive	40.387	31	0.121

#### 4.3.1 Association between students' attitudes and knowledge about disability



According to the result, the students Affective dimension demonstrated a strong correlation with knowledge about disability, as demonstrated by a Chi-Square value of 45.52 and a p-value of 0.005. The Chi-Square value for the students Behaviour dimension was 46.17, and the associated p-value was 0.030. This indicates that the CATCH Behaviour dimension also revealed a significant link with knowledge about persons with disabilities. There was no significant relationship with students total attitudes or CATCH attitudes and knowledge about disabilities where the Chi-Square value of 64.10 and a p-value of 0.403. The CATCH Cognitive component, on the other hand, did not demonstrate a significant link with knowledge about disability, as indicated by a Chi-Square value of 38.38 and a p-value of 0.170.

**Table 5: Association between students' attitudes and knowledge about disability**

<b>Variables (knowledge)</b>	<b>Chi-square value</b>	<b>df</b>	<b>P-value</b>
CATCH Total Attitudes	64.10	62	0.403
CATCH Affective	45.52	24	<b>0.005</b>
CATCH Behaviour	46.17	30	<b>0.030</b>
CATCH Cognitive	38.38	31	0.170

#### **4.3.2 Association between students' attitudes and experience about disability**

The analysis of the result revealed that there was a significant link between students' Affective attitudes and experience about disabilities where A Chi-Square value of 44.31 and a p-value of 0.007. On the other hand, the overall CATCH attitudes did not demonstrate a significant correlation with experience with disability, where Chi-Square value of 62.73 and a matching p-value of 0.450. Furthermore, the CATCH Behaviour dimension demonstrated there was no significant correlation with experience with disability, with a Chi-Square value of 36.02 and a p-value of 0.207. Despite this, the Chi-Square value for the CATCH Cognitive component was 34.12, and the p-value was 0.320. This indicates that there was no significant link between the CATCH Cognitive dimension and experience with disabilities.

**Table 6: Association between students' attitudes and experience about disability**

<b>Variables (experience)</b>	<b>Chi-square value</b>	<b>df</b>	<b>P-value</b>
CATCH Total Attitudes	62.73	62	0.450
CATCH Affective	44.31	24	<b>0.007</b>
CATCH Behaviour	36.02	30	0.207
CATCH Cognitive	34.12	31	0.320

**4.4.1 Association between students' attitudes and peer with disability**

The analysis of the result revealed that the overall CATCH Attitudes did not demonstrate a significant link with interactions with peers who had disabilities, with a Chi-Square value of 72.51 and a matching p-value of 0.170. The CATCH Affective dimension did not reach the level of statistical significance desired where the Chi-Square value of 32.78 and a p-value of 0.109. Nevertheless, neither the CATCH Behaviour nor the CATCH Cognitive components showed any significant connections with people's interactions with their peers who had disabilities. Based on the Chi-Square values of 27.702 and 30.21, respectively, and the associated p-values of 0.586 and 0.506.

**Table 7: Association between students' attitudes and peer with disability**

<b>Variables (peer with disabilities)</b>	<b>Chi-square value</b>	<b>df</b>	<b>P-value</b>
CATCH Attitudes	72.51	62	0.170
CATCH Affective	32.78	24	0.109
CATCH Behaviour	27.702	30	0.586
CATCH Cognitive	30.21	31	0.506

**4.4.2 Association between students' attitudes and relatives with disability**

Although the overall CATCH attitudes did not reveal a statistically significant link with having relatives with disabilities, with a Chi-Square value of 78.85 and a matching p-value of 0.073. In particular, the CATCH Affective dimension revealed a trend towards correlation with having relatives with disabilities, with a Chi-Square value of 31.79 and a

p-value of 0.128. This was the case despite the fact that the association was not statistically significant.

On the other hand, neither the CATCH Behaviour nor the CATCH Cognitive aspects showed any significant relationships with the presence of relatives who had disabilities. Based on the Chi-Square values of 24.91 and 37.17, respectively, and the associated p-values of 0.729 and 0.209. these findings indicate that familial interactions with individuals with disabilities may not have a significant impact on the behavioral and cognitive elements of health behavior modification in this particular situation.

**Table 8: Association between students’ attitudes and relatives with disability**

<b>Variables (Relatives with disabilities)</b>	<b>Chi-square value</b>	<b>df</b>	<b>P-value</b>
CATCH Attitudes	78.85	62	0.073
CATCH Affective	31.79	24	0.128
CATCH Behaviour	24.91	30	0.729
CATCH Cognitive	37.17	31	0.209

#### **4.5.1 Association between students’ attitudes and parents’ education**

The result revealed that there were significant relationships between the students’ attitudes and father education where With a Chi-Square value of 121.7 and a p-value of 0.001. With a Chi-Square value of 206.4 and a matching p-value of 0.145, the overall CATCH attitudes did not exhibit a statistically significant correlation with father education. On the other hand, neither the CATCH Behaviour nor the CATCH Cognitive components demonstrated any significant relationships with father education. Based on the Chi-Square values of 84.88 and 104.9, respectively, and the associated p-values of 0.633 and 0.186, these findings indicate that the educational backgrounds of dads may not have a significant impact on the behavioral and cognitive elements of health behavior modification in this particular setting.

Similarly, The Chi-Square value for the CATCH Cognitive component was 133.1, and the p-value was 0.004 indicates that there is a substantial link between mother education and

the CATCH Cognitive dimension. Additionally, with a Chi-Square value of 191.03 and a matching p-value of 0.385, the total CATCH attitudes did not demonstrate a statistically significant link with mother education. On the other hand, CATCH Affective and CATCH Behaviour components demonstrate no significant association among mother education with CATCH affective and behaviour dimension where Chi-square values are 89.03 and 96.39 and P-value are 0.084 and 0.303.

**Table 9: Association between students' attitudes and parents' education**

<b>Father education</b>	<b>Chi-Square value</b>	<b>df</b>	<b>P-value</b>
CATCH Total Attitudes	206.4	186	0.145
CATCH Affective	121.7	72	<b>0.001</b>
CATCH Behaviour	84.88	90	0.633
CATCH Cognitive	104.9	93	0.186
<b>Mother education</b>			
CATCH Total Attitudes	191.03	186	0.385
CATCH Affective	89.03	72	0.084
CATCH Behaviour	96.39	90	0.303
CATCH Cognitive	133.1	93	<b>0.004</b>

#### **4.5.2 Association between students' attitudes and parents' occupation**

The total CATCH attitudes showed a statistically significant association with Father occupation, with a Chi-Square value of 368.37 and a matching p-value of 0.013. This suggests that dads' employment may have an influence on the results of health behavior change if they are employed. Nevertheless, when specific dimensions were investigated, it was discovered that there were no significant connections between the CATCH Affective, Behaviour, or Cognitive dimensions. The Chi-Square values for these dimensions were 131.88, 156.57, and 145.36, respectively, and the related p-values were 0.216, 0.340, and 0.699 accordingly.

Additionally, with regard to the occupation of the mother, the overall CATCH attitudes exhibited a statistically significant association, with a Chi-Square value of 291.81 and a

corresponding p-value of 0.029 as well CATCH Cognitive attitudes also revealed significant association with mother occupation where Chi-Square value of 155.731 and a p-value of 0.028 between the two variables. Nevertheless, there were no significant connections between the CATCH Affective, Behaviour dimensions. The Chi-Square values for these dimensions were 79.60 and 106.21 respectively, and the related p-values were 0.887 and 0.811.

**Table 10: Association between students' attitudes and parents' Occupation**

<b>Father occupation</b>	<b>Chi-Square value</b>	<b>df</b>	<b>P-value</b>
CATCH Total Attitudes	368.37	310	<b>0.013</b>
CATCH Affective	131.88	120	0.216
CATCH Behaviour	156.57	150	0.340
CATCH Cognitive	145.36	155	0.699
<b>Mother occupation</b>			
CATCH Total Attitudes	291.81	310	<b>0.029</b>
CATCH Affective	79.60	120	0.887
CATCH Behaviour	106.21	150	0.811
CATCH Cognitive	155.731	155	<b>0.028</b>

## **CHAPTER-V**

## **DISCUSSION**

This study elicits the attitude of the students of two middle schools of Savar towards either their peers having disabilities or towards other students with disabilities. The unique features of the study were to examine the knowledge and attitude according to a validated scale. We found the students having better knowledge on disability or exposure with disable people or peers have better attitude. A study from Armstrong, Morris, and Taylor (2014), found inclusive school going students even without disabilities have a better knowledge, and attitude towards children with disabilities than a general school student. The study also showed that, studying in inclusive school makes a student's more supportive towards their peers with disabilities or any children with disabilities. Our study at Savar, found similar results as the stated study regarding knowledge and attitude of the students of middle school. From the study, we recommend to include inclusive curriculum in the secondary schools of Bangladesh to improve student's attitude towards children with disability and to enhance action to fulfil the goals of accessible education for all.

In this study, all participants were the students from selected two schools from Savar Upozela who read within class six to class ten and both schools have students with special needs. The study that was stated above offers a comprehensive analysis of a diverse group of people, shedding light on numerous aspects of their educational histories, their encounters with disabilities, and their demographic background. According to a study by Ahmmed et al. (2012), children with disabilities in Bangladesh frequently experience prejudice when trying to enroll in specialized education programmes and are kept out of general schools.

The study was conducted on 227 participants whose age range from 10-18 years and the average age of 13.5 years. There are 93 individuals who identify as male, which is 41% of the whole population, and 134 people who identify as female, which is 59% of the total population.

According to the findings of the survey, the primary educational institutions that are responsible for representing students with special education needs are Chapain School and Mestrocrown School. 77% of the participants are from Chapain School, while 33% are from Mestrocrown School. Chapain School is the largest proportion of participants. The significance of educational environments in the formation of experiences, attitudes, and opportunities for learning and development is brought to light by this distribution. Bossaert et al. (2011), who conducted a survey on the subject. Although Bright Horizons School was responsible for 18% of the participants, Sunshine Academy was responsible for 82% of the participants. When compared to the distribution shown in the previous analysis, which included Chapain School and Mestrocrown School, this distribution reveals that each of the schools has a unique representation of students who require special education services.

Insights on the educational environment and institutional structure of the participating schools can be gained by the manner in which the participants were distributed across the various classes. The class with the greatest enrollment rate was Class Six, which had 31.3% of the total participants, Class Seven had a 26% enrollment rate, and Class Eight had a 21.6% participation rate, Class nine had a 7% enrollment rate and Class ten had 14% participants' rate. It is possible that this distribution is the result of variances in academic programs, class sizes, or other factors that influence the number of students who enroll at each institution. Sunshine Academy and Bright Horizons School were found to be the primary establishments that represented Special Education Needs (Siperstein et al., 2007). Class Six had the second highest enrollment, accounting for 28%, and Class Seven had the highest enrollment, accounting for 22.5 percent. This distribution does not correspond with the findings of the previous study (Vignes et al., 2009), which demonstrated that Class Six had the highest number of students enrolled in the class. In spite of the fact that the two studies investigate the perspectives of students who do not have disabilities on the presence

of students with disabilities in the classroom, it is possible that the inequalities in school and class distributions can be attributed to differences in sampling procedures, geographical areas, or educational systems.

In addition, the sociodemographic picture is improved even more by include information about the educational and occupational history of the parents. It is interesting to note that a sizeable proportion of mothers, namely 170 individuals, or 74.9%, are employed in the field of housekeeping. This is in contrast to fathers, who have a larger variety of occupations, with the most prevalent being those related to business and employment are (40.1%) and (40.5%). This intricate sociodemographic profile serves as a solid foundation for future research and the formulation of targeted intervention strategies that are tailored to the specific needs and dynamics of the community that is the subject of the investigation. This comprehensive understanding not only makes it simpler to determine which aspects of the community require intervention, but it also ensures that interventions are appropriately tailored to address the specific challenges and circumstances that the community is confronted with.

In essence, the comprehensive depiction of participant demographics offers a comprehensive knowledge of the community that is being investigated, particularly when combined with insights into the dynamics of the family and employment patterns. This thorough understanding serves as a foundation for further research and the development of interventions that are intended to encourage inclusive behaviors and address any disparities or issues that may already be present.

This study represents that there were no significant association between age and students' attitudes but significant association showed between gender and students' attitudes. The relationship between attitudes and gender and age is an important one that needs to be investigated. The vast majority of studies have reported that gender is a significant factor, with the findings indicating that females' attitudes are more optimistic than those of boys (Cicek-Gumus and Oncel, 2022; Schwab 2017; Olaleye et al., 2012). Nevertheless, other two studies state that the influence of gender on the formation of attitudes was found to be negligible and there was no noticeable difference in the views of peers based on gender (De Laat et al., 2013; Tirosh et al., 2008). According to the research conducted prior to the



implementation of Special Education Needs, girls had more positive sentiments toward their peers who were impaired than boys did (Siperstein et al., 2007).

The pool of participants is dominated by gender, with 41% of participants classifying themselves as male and 59% of participants identifying as female. In addition to reflecting larger societal trends, this gender distribution highlights how important it is to take into account the dynamics of gender in educational and research settings. The gender distribution of the participant pool in a different study is clearly balanced, with 52% of respondents identifying as female and 48% identifying as male when asked about their gender. According to Bossaert et al. (2011), this fair depiction of the Special Education Need highlights the necessity of conducting an analysis of attitudes towards disability across a variety of gender identities and calls attention to the possibility of disparities in opinions. Furthermore, despite the fact that the gender distributions of the participants in both sets of studies were relatively different from one another, both sets of papers emphasize how essential it is to take gender dynamics into consideration in their respective research (Olaleye et al., 2012). The significance of educational environments in the formation of experiences, attitudes, and opportunities for learning and development is brought to light by this distribution.

There are numerous studies had conducted regarding the association between age and attitudes of the students toward students with disabilities those represent different viewpoint. The few studies revealed that the older students showed more positive attitudes than the younger children toward the students with disabilities (Alnahdi, 2019; De Laat et al., 2013). Nevertheless, few study also find out that younger students appeared more positive attitudes than older students toward students with disabilities (Bellanca and Pote, 2013; Blackman, 2016). On the other hands some studies also identified no association between age and attitudes of the students towards students with disabilities (Rosenbaum et al., 1988; Vignes et al., 2009).

According to McDougall et al. (2014), the sample consists of students who are between the ages of 14 and 18 years old. These are the crucial years of adolescence, which are characterized by considerable changes in the areas of physical, cognitive, and socioemotional development. It is essential to have a solid understanding of how attitudes

toward peers who have impairments influence social interactions. This is because, during this stage of development, individuals are in the process of forming their identities and navigating the dynamics of social relationships (Olaleye et al., 2012).

This study represents that there were no significant association among having relatives or friends or peer and students' attitudes. Several studies have showed the favorable impacts that having a disability friend, speaking with a handicapped person, or having a disabled family member can have on the formation of positive attitudes. In a study that was carried out by Armstrong et al. (2016), the authors investigate the viewpoints of students who do not have disabilities with regard to their classmates who have disabilities in the context of secondary education settings. According to the findings of these research, having a disabled family member or being familiar with someone who is disabled is associated with having positive attitudes towards people who are suffering from impairment (De Laat et al., 2013). Few studies are conducted to investigate the impact of contact with a disabled person on attitudes. The findings of the study revealed that individuals who had impaired family members or close friends had more positive attitudes (McDougall et al., 2004; Olaleye et al., 2012). According to the findings of (Cicek-Gumus and Oncel, 2022), there was no discernible variation in the attitude scores of persons who had a companion who was disabled. Contact with people who are handicapped did not have any impact on the formation of positive attitudes, according to the findings of a relatively small number of studies. According to the findings of the research conducted by Bossaert and Petry (2013), views did not change even when a disabled friend or student was present throughout the session.

According to the findings, a sizeable proportion of the participants reported that they had relatives (44.5% of participants) and peers (43.6% of participants) who were impaired. The ubiquity of disability in social networks and familial contexts is brought to light by this, which highlights the importance of inclusive behaviors and community support systems. Peer engagement contributes to favorable views towards disadvantaged youngsters. Cultural variables play a role in shaping attitudes through interactions. It is important to note that children might be affected from young age. Their family's structure. Children often look to their parents as role models. This study represents that

there were no significant association among education, occupation or sociodemographic status and CATCH attitudes. The study provides a variety of information that is necessary for gaining an understanding of the community that is the focus of the study. It does this by conducting an in-depth investigation into the sociodemographic landscape of the participants. By examining the educational and professional backgrounds of the parents, the researchers were able to uncover some surprising associations. It is interesting to note that the vast majority of mothers, in the range of 74.9 percent, were employed in the field of housekeeping. On the other hand, males had a wider variety of occupations, with the most prevalent being those related to business and profession.

The purpose of this study is to provide a complete investigation into the viewpoints that students who do not have disabilities have on their classmates who do have disabilities in specific educational environments. Through the use of surveys and interviews, the research is able to uncover the complicated opinions and concerns around Special Education Needs that are prevalent among students. It is remarkable that research demonstrates a variety of attitudes, ranging from acceptance and empathy to apathy and intermittent worry (RoSpecial Education Needsbaum et al., 2018). It is possible that the social and cultural features of the educational environment have an effect on the students' attitudes about disability. While some students demonstrate a genuine desire for inclusion and aid, others exhibit reluctance or ignorance regarding disability (Hurst et al., 2012). This intricate sociodemographic profile serves as a foundation for further study and the development of targeted intervention plans that are tailored to the specific needs and features of the community that is the subject of the investigation. Armstrong et al. (2016). Scholars are able to gain valuable new insights on the social structure of the community when they acknowledge the intricate interactions that exist between educational backgrounds, employment choices, and family roles. By pinpointing the most important areas in which intervention is required, researchers have the opportunity to ensure that their efforts are precisely tailored to address the specific problems and circumstances that are experienced by the community. A study conducted by (Vignes et al., 2009) revealed that the students whose parents have low socioeconomic status show more positive attitudes towards students with disabilities than higher socioeconomic condition of the parents.

Another limelight of our study was the significance of parent's education to make their children having a positive attitude towards children with disabilities, the well-educated and professional's parents can make their child to express positivity to their peers with disability. Pijl, Frostad, and Mjaavatt (2011) showed that the highly educated and working parent's children accept their peers with multiple impairments and disabilities positively. This is clear that, children from well-educated parents have good manner and broader attitude towards inclusivity. So, promoting inclusive education to the primary, secondary and bachelor level is very important to ensure inclusive and accessible society for the people with disabilities.

This study represents that there were no significant association among knowledge and experience about disabilities of the students and CATCH attitudes. The results of a comparative study that examines the attitudes of students who do not have impairments towards students who do have disabilities in a selection of schools in Savar show interesting insights, particularly when compared to studies that are extremely comparable. In this study, one of the most important aspects that is investigated is the impact that individuals' knowledge and experiences about impairments have on their opinions. According to research, the attitudes of pupils who do not have impairments are greatly improved when they are exposed to more information about disabilities and are educated about them (Hannon, 2007 and Magiati et al., 2002). For example, Armstrong et al. (2014), conducted a study in which they discovered that students who did not have disabilities but had participated in inclusive educational settings or disability awareness programmes exhibited more positive attitudes and were more likely to engage in supportive behaviours towards their peers who had disabilities. This aligns with the findings of the Several study, which emphasises the importance of introducing comprehensive disability education into the curriculum of schools in order to cultivate an environment that is accepting and inclusive of people with disabilities (Yazbeck et al., 2004).

Even while there is a significant prevalence of disabilities among friends and family members, it is interesting to note that the vast majority of participants, which accounts for 87.2% of the total, reported having no firsthand experience with impairments personally. This gap highlights how important it is to construct a societal ethos that is more inclusive

and supportive by fostering empathy, compassion, and understanding of impairments among individuals who may not have direct personal experience with impairments (Bossaert and Petry, 2013). However, in order to address attitudes and opportunities for students with disabilities, both studies emphasize how important it is to have a comprehensive understanding of the educational landscape and the organizational structures that exist inside schools. According to McKay et al. (2021), it is essential to the objectives of the study to investigate the experiences of the participants and the level of comprehension of disability in their families and peer groups. The poll provides informative information about the experiences, educational settings, and demographics of adolescents, with a particular focus on the topic of disability. Through the clarification of these processes, the findings contribute to the greater conversation that is taking place about inclusive education, social inclusion, and the advancement of justice and equity in society that is taking place.

Additionally, the Savar research sheds light on the significance of parental education and occupation in the process of moulding the perspectives that adolescents have regarding impairments. The findings imply that parents who have a higher level of educational attainment and who are employed in professional occupations are more likely to instill inclusive ideals in their children. This observation is in line with the findings of a study that was carried out by Pijl et al. (2011). The study shown that children whose parents had a higher socioeconomic position and a more advanced education were more accepting of their friends who had disabilities. It is common for these parents to have a more comprehensive grasp of disability concerns and to advocate for practices that are inclusive. Therefore, both studies highlight the major influence that children's social attitudes are influenced by their parents' backgrounds. This suggests that educational strategies that aim to promote inclusivity should also involve families in order to create a more profound and long-lasting impact on how society views people with disabilities.

Furthermore, this detailed awareness not only makes it easier to find crucial intervention areas, but it also guarantees that interventions are perfectly calibrated to address the many problems and circumstances that are widespread in the community. The study lays a solid groundwork for future research and the development of interventions that are intended to

promote inclusive behaviors and reduce any existing impediments or disparities. This is accomplished by conducting a detailed examination of participant demographics, familial dynamics, and job patterns. When it comes to Special Education Needs, this all-encompassing technique of understanding community dynamics supports a more sophisticated understanding of social systems, which in turn enables targeted activities that advance inclusion and equity.

The study, on the other hand, reveals some surprising insights when it examines the connection between CATCH scores and its constituent pieces. These correlations all have p-values that are less than 0.01, which suggests that they are statistically significant. CATCH scores demonstrate substantial positive associations with the Behaviour, Affective, and Cognitive domains because they are all positive. These substantial correlations demonstrate that the CATCH assessment tool is coherent, and they also suggest that the tool is valid and reliable when it comes to evaluating the constructs that are relevant to the study. As a further point of interest, the interconnection of the affective, behavioral, and cognitive domains is strengthened by the linkages that exist between the numerous components of CATCH. The findings of Goncalves and Lemos (2014) indicate that there is a noteworthy positive link between cognitive scores and both affective and behavioral scores, as well as a strong positive correlation between affective scores and behavior. By shedding light on the intricate interaction that occurs between a number of different categories in the process of generating overall CATCH scores, this intricate network of correlations brings to light the multifaceted nature of psychological evaluation.

The significance of age and the psychosocial dimensions that were evaluated by the CATCH assessment instrument is brought to light by these findings, which provide useful insights into the factors that determine behavioral scores (Vignes et al., 2008). When interpreting behavioral results, it is essential to take into account developmental aspects, as evidenced by the fact that behavioral scores have been observed to decrease with increasing age. Furthermore, behavioral, affective, and cognitive components all have an impact on behavior, as shown by the substantial positive correlations that have been observed between CATCH scores and behavioral outcomes (Tavares, 2011). This further demonstrates that all three types of components have an influence on behavior.

When everything is taken into consideration, these findings highlight how complex the process of behavioral development is and how essential it is to investigate a wide variety of psychosocial factors in order to accurately predict behavioral outcomes (de Boer et al., 2012). According to Bossaert and Petry (2013), researchers and practitioners are able to more effectively build interventions that are intended to promote healthy behavioral development throughout the lifetime if they have a better understanding of the effects of age and the qualities that are examined by CATCH measurement. In the surveys that have been conducted to measure children's perspectives on disability, cultural variations have not been taken into consideration. This is something that should be investigated in subsequent studies. On the other hand, each scale that is maintained contains eight components in order to ensure that the structures are appropriately represented and measured (Bossaert et al., 2011). Our investigations do not provide clear evidence that the suggested improved CATCH measures are able to identify substantial changes in attitudes; nonetheless, they do demonstrate a remarkable degree of precision with regard to emotional attitude and behavioral intention in relation to disability (Wild et al., 2005). As a result, longitudinal studies are required in order to ascertain the lowest relevant change increment, quantify measurement error, and evaluate whether or not these modified scales are able to successfully capture attitude shifts. It is vital to have these measuring qualities in order to evaluate the efficacy of interventions that aim to improve positive attitudes towards people with disabilities.

This study, which focused on children between the ages of 7 and 16, has made progress in explaining the psychometric properties of the CATCH in the context of South West England. This is despite the inherent disadvantages that are present in the study. According to Hagquist et al. (2009), the two eight-item measures that were constructed each exhibit a high degree of internal consistency. Furthermore, it is possible to securely combine these measures in order to provide a comprehensive total score that accurately reflects attitudes. It is possible that the observation that students from inclusive and regular classrooms do not differ in their attitudes can be explained by the fact that children are unable to choose whether they will attend a regular or an inclusive class. However, they may choose to interact with classmates who have special education needs through activities that require them to work together. Additionally, research suggests that having previously engaged with

a classmate who has special education needs may also have a detrimental impact on perceptions (McGregor & Forlin, 2005). This is something that would be considered a negative impact.

Based on the findings of additional data analysis, it was shown that peers from inclusive classrooms who had only a fleeting encounter with kids who had special education needs had more negative feelings than peers from traditional classes who had no interaction at all. This lends credence to the conclusion reached by McGregor and Forlin (2005), which states that there is a dire need to place a greater emphasis on the interactions that take place between children who have special education needs and students who do not have such needs. Our findings lend credence to the findings of McManus et al. (2010) and Keith et al. (2015), which demonstrate that it is preferable to have high-quality, positive interpersonal interactions with peers who have disabilities as opposed to simply having regular contact with them. In addition, the results are in agreement with the findings of the meta-analysis conducted by Pettigrew and Tropp (2006) as well as Van Dick et al. (2004). According to the findings of these two pieces of study, unpleasant circumstances may make it more difficult for contact between different groups to reduce bias and mediate processes such as perspective taking. It is possible that the perceived relevance of relationships between different groups is a crucial element. Nevertheless, it is of the utmost importance to be more knowledgeable about the characteristics of excellent contact. This study, which is in line with previous research (Bossaert et al., 2012), indicated that children with special education requirements participate in society at a lower rate than their counterparts who do not have special education needs. This was proved by the fact that they were less commonly nominated for group activities. Nevertheless, participation in cooperative activities was a powerful determinant of students' perspectives; hence, inclusive education ought to place more emphasis on this component.

Not only in the form of intervention programmers, which often give marginal assistance, there is an urgent need for reform results, but also in the form of altered teaching strategies. The subject of how to establish high-quality contact in collaborative activities—rather than merely placing students with and without special education needs in the same classroom—needs more attention. Peer tutoring, for instance, has been demonstrated to have a good



impact on the social involvement of students with special education needs. It involves peers working together on important tasks (Fuchs et al., 2002).

There are numerous aspects that influence students' attitudes toward their impaired peers. This study finds out the significance of gender, age, interaction with peer or relative with disabilities, and education and occupational characteristics. Developing good views towards impaired individuals is crucial, taking into account these considerations. Students with special needs require help and guidance from educators, family members and administrative authority to interact with their peers at school. To foster empathy and understanding, it's important to provide them with similar environments.

Students with disabilities should be educated in the similar environment as the student with non-disabled if appropriate. Peers' Positive attitudes need be developed in non-disabled children through education programs. Allowing disabled children to interact with non-disabled children in school can demonstrate the value of peer support.

## **CHAPTER-VI**

## **CONCLUSION**

A complex interplay of social dynamics, perceptions, and educational inclusion is revealed by the study that was conducted at Savar on the attitudes of students who do not have impairments toward students who do have disabilities at chosen schools during the course of the study. In general, pupils who did not have disabilities displayed a spectrum of attitudes that ranged from empathy and acceptance to apathy and, in some instances, prejudice. The level of education about disability awareness, the existence of inclusive policies, and the amount of interaction between students who did not have disabilities and students who did have disabilities were factors that had a significant role in shaping these attitudes. The findings highlight the necessity of implementation of more comprehensive inclusion programs and targeted awareness efforts in order to cultivate a school atmosphere that is more supportive and equitable for all students. Through the implementation of these areas, educational institutions have the potential to improve their mutual understanding and cooperation, which will ultimately result in a more equal educational experience for all students.

## **CHAPTER-VII      LIMITATION AND RECOMMENDATION**

The study that was conducted at Savar on the attitudes of students who did not have impairments toward pupils who did have disabilities in a selection of schools had a number of problems. To begin, the sample size was restricted to a small number of schools in Savar, which may not be reflective of larger regional or national trends. The second limitation of the study is that it relied extensively on self-reported data, which is susceptible to being impacted by social desirability bias. This suggests that students may have provided replies that were more favorable than their actual feelings. Another limitation of the study is that it did not take into consideration the different degrees of disability, which could have a distinct impact on the perspectives of students who do not have disabilities. Furthermore, the cultural and socio-economic aspects that are peculiar to Savar were not thoroughly investigated, despite the fact that they could potentially play a substantial effect in the formation of attitudes. In conclusion, the study was conducted in a cross-sectional manner,

which allows for a snapshot in time to be obtained; however, it does not take into account the potential shifts in views that may occur over time or as a result of interventions. In the future, research should strive to solve these constraints by combining qualitative methodologies, using longitudinal designs, and include a larger and more varied sample. This will allow for a more in-depth understanding of the perspectives and experiences of students.

Several recommendations are offered. These recommendations are based on the findings of the study that was conducted at Savar schools to investigate the attitudes of students who did not have impairments toward pupils who did have disabilities.

**Enhanced Disability Awareness Programs:** Schools should adopt comprehensive disability awareness programs that educate students who do not have impairments about the various forms of disabilities, with the goal of building empathy and understanding among the students.

**Inclusionary rules and Practices:** Schools should design and enforce rules that promote inclusiveness, ensuring that students with disabilities are actively included in all parts of school life, including extracurricular activities. These policies should protect the rights of students with disabilities.

**Training for Teachers:** In order to effectively manage diverse classrooms and to promote inclusive education, teachers need obtain specialized training. This training should cover both the academic and social integration of students who have impairments.

**Peer engagement Opportunities:** Schools can establish more opportunities for engagement between students with disabilities and students without disabilities through collaborative projects, group activities, and inclusive sports. These types of activities can help break down social barriers and enhance mutual understanding.

**Involvement of Parents:** Motivate parents of children with disabilities and students without disabilities to participate in awareness and instructional activities in order to construct a community that is supportive of efforts to promote inclusion.

**Establishing processes for Regular Monitoring and Evaluation:** It is important to establish processes that will allow for regular monitoring and evaluation of the success of inclusion programs and policies, with the modification of these programs and policies based on input and observed outcomes.

**Research and Data Collection:** Encourage additional research to investigate the perspectives and experiences of students in a variety of settings and over a period of time, employing a wide range of research approaches, in order to acquire a comprehensive understanding of the impact that inclusive policy initiatives have.

Through the implementation of these ideas, educational institutions have the ability to establish an atmosphere that is more welcoming and encouraging, so as to cultivate good attitudes and educational experiences that are equitable for all students.

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## **Appendix 1**

**Approval letter of IRB for conducting study**



বাংলাদেশ হেল্থ প্রফেশন্স ইনস্টিটিউট (বিএইচপিআই)  
**Bangladesh Health Professions Institute (BHPI)**

(The Academic Institute of CRP)

Ref:  
CRP-BHPI/IRB/10/2023/741

Date: 5/10/2023

To  
Mst. Hosneara Yeasmin  
M.Sc. in Rehabilitation Science  
Session: 2021-2022  
Student ID: 181210142  
BHPI, CRP, Savar, Dhaka-1343, Bangladesh

**Subject: Approval of the thesis proposal “Attitude of the Non-disabled Students Toward Students with Disabilities: A Cross Sectional Study of Selected School at Savar” by ethics committee.**

Dear Mst. Hosneara Yeasmin,  
Congratulations.

The Institutional Review Board (IRB) of BHPI has reviewed and discussed your application to conduct the above-mentioned dissertation, with yourself, as the principal investigator.

The Following documents have been reviewed and approved:

Sr. No.	Name of the Documents
1	Research Proposal
2	Questionnaire (English & Bengali version)
3	Information sheet & consent form.

The purpose of the study is to identify the attitude of non-disabled students toward students with disabilities. The study involves use of a Semi structured questionnaire and a measurement tool to identify the attitude of the non-disabled students toward students with disabilities. That may take approximately 10 to 15 minutes for participants to fill in the questionnaire and there is no physical or psychological harm to the participants.

সিআরপি-চাপাইন, সাভার, ঢাকা-১৩৪৩, বাংলাদেশ। ফোন: +৮৮ ০২ ২২৪৪৪৫৪৬৪-৫, +৮৮ ০২ ২২৪৪৪১৪০৪, মোবাইল: +৮৮ ০১৭৩০ ০৫৯৬৪৭  
CRP-Chapain, Savar, Dhaka-1343, Bangladesh. Tel: +88 02 224445464-5, +88 02 224441404, Mobile: +88 01730059647  
E-mail : principal-bhpi@crp-bangladesh.org, Web: bhpi.edu.bd

## Permission letters for data collection



বাংলাদেশ হেল্থ প্রফেশন্স ইনস্টিটিউট (বিএইচপিআই)  
BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)  
(The Academic Institute of CRP)

CRP-Chapain, Savar, Dhaka-1343. Tel: 02-224445464-5, 224441404, Website: www.bhpi.edu.bd

28<sup>th</sup> October, 2023

To

The Principal

Maestro Crown School and College.

Savar, Dhaka-1343

**Subject:** Seeking permission for data collection to conduct research Project.

Sir,

With due respect and humble submission to state that **Mst. Hosneara Yeasmin**, Part-II, student of M. Sc. in Rehabilitation, BHPI, CRP, Savar, Dhaka-1343. She is conducting a research project title is "**Attitude of the Non-disabled Students Toward Students with Disabilities: A Cross Sectional Study of Selected School at Savar**". The purpose of the study is to identify the attitude of the non-disabled students toward students with disabilities. She wants to collect data for the research project from your school. This will take approximately 10 - 15 minutes to collect data from each participant. So, she need permission for data collection. I would like to assure that anything of the study will not be harmful for the participants.

I expect your necessary cooperation and permission to collect the data from your students.

Sincerely Yours

Prof. Md Obaidul Haque

Vice Principal

BHPI, CRP, Savar, Dhaka-1343

*It's been considered.*  
*29.10.23*  
Md. Khalilur Rahman  
Principal  
Maestro Crown College  
Savar, Dhaka.

## **Permission letter**





বাংলাদেশ হেল্থ প্রফেশন্স ইনস্টিটিউট (বিএইচপিআই)  
BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)  
(The Academic Institute of CRP)

CRP-Chapain, Savar, Dhaka-1343. Tel: 02-224445464-5, 224441404, Website: www.bhpi.edu.bd

28<sup>th</sup> October, 2023

To

The Head Master

Chapain New Model High School,

Savar, Dhaka-1343

**Subject:** Seeking permission for data collection to conduct research Project.

Sir,

With due respect and humble submission to state that **Mst. Hosneara Yeasmin**, Part-II, student of M. Sc. in Rehabilitation, BHPI, CRP, Savar, Dhaka-1343. She is conducting a research project title is "**Attitude of the Non-disabled Students Toward Students with Disabilities: A Cross Sectional Study of Selected School at Savar**". The purpose of the study is to identify the attitude of the non-disabled students toward students with disabilities. She wants to collect data for the research project from your school. This will take approximately 10 - 15 minutes to collect data from each participant. So, she need permission for data collection. I would like to assure that anything of the study will not be harmful for the participants.

I expect your necessary cooperation and permission to collect the data from your students.

Sincerely Yours

Prof. Md Obaidul Haque

Vice Principal

BHPI, CRP, Savar, Dhaka-1343

## Appendix 3

### Consent form Bangla and English

#### সম্মতি পত্র

আসসালামু আলাইকুম, আমি মোছাঃ হুসনেয়ারা ইয়াছমিন, পার্ট ২, মাস্টার অফ রিহ্যাবিলিটেশন সাইন্স এর ছাত্রী, বিএইচ পি আই, সি আর পি, সাভার, ঢাকা-১৩৪৩। আমার গবেষণার শিরনাম হলো “অপতিবন্ধি ছাত্র ছাত্রীদের আচরনের ধরণ প্রতিবন্ধি ছাত্র ছাত্রীদের প্রতি”। এই গবেষণার উদ্দেশ্য হলো অপতিবন্ধি ছাত্র ছাত্রীদের আচরনের ধরণ প্রতিবন্ধি ছাত্র ছাত্রীদের প্রতি কেমন তা খুঁজে বের করা। এখানে কিছু প্রশ্ন আছে যা পূরণ করতে ১০-১৫ মিনিট সময় লাগবে।

সাক্ষাৎ কারের সময় যদি আপনি কোন মানসিক বিপর্যয়, সামাজিক ও অর্থনৈতিক ঝুঁকি এবং অন্য কোন অস্বস্তিকর শারীরিক ঝুঁকিতে পড়েন বা মনে হয় আপনি অংশগ্রহণ করতে চাচ্ছেন না তবে আপনি যেকোনো সময় না করার অধিকার রাখেন। আমি প্রতিশ্রুতি বদ্ধ যে গবেষণাটি আপনার জন্য ক্ষতিকর বা ঝুঁকিপূর্ণ হবে না। গবেষণায় অংশগ্রহণের জন্য কোনও পেমেন্ট নেই। আপনার দ্বারা প্রদত্ত সমস্ত তথ্য গোপনীয় হিসেবে গণ্য হবে।

এই গবেষণায় আপনার অংশগ্রহণ হবে স্বেচ্ছাকৃত এবং আপনি কোন নেতিবাচক ফলাফল ছাড়া এই গবেষণা যেকোন সময় প্রত্যাহার করতে পারবেন, এছাড়া আপনি পছন্দ করেন না এমন নির্দিষ্ট প্রশ্নের উত্তর না দেওয়ার অধিকার আপনার আছে। যদি আপনার আর কিছু জানার আগ্রহ থাকে তবে আপনি আমার সাথে অথবা আমার সুপারভাইজার অধ্যাপক মোঃ ওবায়দুল হক, উপাধ্যক্ষ, বিএইচপিআই, সিআরপি, সাভার ঢাকায় যোগাযোগ করতে পারেন। শুরু করার পূর্বে আপনার কোন প্রশ্ন থাকলে আপনি করতে পারেন?

আপনি সম্মতি থাকলে নিচের হ্যা/না এর মাধ্যমে প্রকাশ করুন? (খালি ঘরে টিক দিন)

হ্যা  না

তদন্তকারীর স্বাক্ষর ও তারিখঃ.....

অংশগ্রহণকারীর স্বাক্ষর এবং তারিখঃ.....

সাক্ষীর স্বাক্ষর ও তারিখঃ.....

### Consent Form English

Assalamu Alaikum, I am Mst. Hosneara Yeasmin, Part-II, student of M. Sc. in Rehabilitation, BHPI, CRP, Savar, Dhaka-1343. I am asking you to participate in a research study. This form is designed to give you information about this study. I want to describe this study to you and answer any of your questions. My project title is “**Attitude of the Non-disabled Students Toward Students with Disabilities: A Cross-Sectional Study of Selected School at Savar**”. The purpose of the study is to identify the attitude of the non-disabled students toward students with disabilities. This will take approximately 10 - 15 minutes. During fill up the questionnaire period if you fell any emotional disturbance, social and any other discomfort, you can refuse to take participate in the study. I am committed that the study will not harmful or risk for you. There is no payment for taking part in the study. All information provided by you will be treated as confidential and in the event of any report or publication it will be ensured that the source of information remains anonymous. Your participation in this study is voluntary and you may withdraw yourself at any time during this study without any negative consequences. You also have the right not to answer a particular question that you don't like or do not want to answer during interview. If you have any query about the study or your right as a participant, you may contact with me or my supervisor Md. Obaidul Haque, Professor and Vice-Principal BHPI, CRP, Savar, Dhaka. Do you have any questions before I start?

So may if you agreed then express your opinion through yes/no? (make tik mark)

YES

NO

Signature of the Investigator & Date: .....

Signature of the Participant & Date: .....

Signature of the Witness & Date: .....

## Appendix 4

### Socio-demographic information in Bangla

#### অংশগ্রহণকারীর তথ্য

ছাত্র / ছাত্রীর নামঃ

স্কুল এর নামঃ

ক্লাসঃ

বৈশিষ্ট্য	সম্ভাব্য উত্তর
১। বয়স	বছর
২। লিঙ্গ	১। ছেলে
	২। মেয়ে
৩। আপনি কি প্রতিবন্ধীতা সম্পর্কে জানেন?	১। হ্যাঁ
	২। না
৪। আপনার ক্লাসে কি কোন প্রতিবন্ধী বন্ধু/ সহপাঠী আছে?	১। হ্যাঁ
	২। না
৫। প্রতিবন্ধী ব্যক্তি সম্পর্কে কি আপনার কোন অভিজ্ঞতা আছে?	১। হ্যাঁ
	২। না

৬। এর আগে কি আপনার ক্লাসে কোন প্রতিবন্ধী সহপাঠি ছিল?	১।হ্যাঁ
	২।না
৭। আপনার কি কোন আত্মীয় বা পরিচিত ব্যক্তির কি প্রতিবন্ধীতা আছে?	১।হ্যাঁ
	২।না
<b>৮। শিক্ষাগত যোগ্যতা</b>	
বাবার শিক্ষাগত যোগ্যতা	১।অক্ষর জ্ঞান নেই
	২।প্রাইমারি শিক্ষা-ম্যাধ্যমিক শিক্ষা
	৩।এস এস সি- এইচ এস সি পাস
	৪।অনার্স - মাস্টার্স
মায়ের শিক্ষাগত যোগ্যতা	১।অক্ষর জ্ঞান নেই
	২।প্রাইমারি শিক্ষা-ম্যাধ্যমিক শিক্ষা
	৩।এস এস সি- এইচ এস সি পাস
	৪।অনার্স - মাস্টার্স
<b>৯। পেশা</b>	
বাবার পেশা	১।ব্যবসা
	২।চাকরি
	৩।দিনমজুর
	৪।কৃষক
	৫।বেকার
	৬।অন্যান্য

মায়ের পেশা	১।ব্যবসা
	২।চাকরি
	৩।গৃহিণী
	৪।দিনমজুর
	৫।অন্যান্য

### Demographic Information in English

**Name of student:**

**Name of school:**

**Name of class:**

Variable	Possible answer
1.Age range	..... Years
2.Gender	Male
	Female
3.Do you know about disability	Yes
	No
4.Have any peer with disability in present class	Yes
	No
5.Have you had any Experience with disability	Yes
	No
	Yes

6.Had any peer with disability in any previous class	No
7.Relatives or friend with children with disability	Yes
	No
8.Educational Background	
Father	Illiterate
	Primary - High school
	SSC-HSC
	BSc - Masters
Mother	Illiterate
	Primary - High school
	SSC-HSC
	BSc - Masters
Occupation	
Father	Business
	Job
	Day labour
	Farmer
	Unemployed
	Others
Mother	Business
	Job
	Day labour
	Housewife
	Others

## Appendix 5

### CATCH questionnaire in Bangla and English

চ্যাডোক- ম্যাকমাস্টার প্রতিবন্ধী বাচ্চাদের প্রতি দৃষ্টিভঙ্গি বিষয়ে প্রশ্নপত্র

Chedoke-McMaster Attitudes towards Children with Handicaps Scale (CATCH)

০= সম্পূর্ণভাবে দ্বিমত, ১= দ্বিমত, ২= নিশ্চিত নই, ৩= নিশ্চিত, ৪= সম্পূর্ণ রূপে একমত

ক্যাচ প্রশ্নপত্র						
ক্রমিক	প্রশ্ন	সম্পূর্ণ ভাবে দ্বিমত	দ্বিমত	নিশ্চিত নই	নিশ্চিত	সম্পূর্ণ রূপে একমত
১	প্রতিবন্ধী শিশু আমার পাশে বসলে আমি কিছু মনে করবো না					
২	আমি প্রতিবন্ধী শিশুকে আমার বন্ধুর সাথে পরিচয় করিয়ে দিবো না					
৩	প্রতিবন্ধী শিশুরা নিজে নিজেই অনেক কিছু করতে পারে					
৪	প্রতিবন্ধী শিশুকে কি বলতে হয় তা আমি জানি না					
৫	প্রতিবন্ধী শিশু খেলতে চাইলে কি বলতে হবে আমি জানি না					
৬	প্রতিবন্ধী শিশুর জন্য আমার কষ্ট হয়					
৭	প্রতিবন্ধী শিশুকে যদি উপহাস করা হয় আমি তাঁর					



	পাশে থাকবো					
৮	প্রতিবন্ধী শিশুরা বড়দের কাছ থেকে অনেক বেশি মনযোগ আশা করে					
৯	আমি একজন প্রতিবন্ধী শিশুকে আমার জন্মদিনে দাওয়াত দিবো					
১০	আমি একজন প্রতিবন্ধী শিশুকে ভয় পাবো					
১১	আমি একজন অজানা প্রতিবন্ধী শিশুর সাথে কথা বলতে চাইবো					
১২	প্রতিবন্ধী শিশুরা বন্ধু বানাতে পছন্দ করে না					
১৩	আমি চাইবো আমার ঠিক পাশেই একজন প্রতিবন্ধী শিশু বাস করুক					
১৪	প্রতিবন্ধী শিশুরা নিজের জন্য নিজেই লজ্জা পায়					
১৫	আমি চাইবো একজন প্রতিবন্ধী শিশু আমার বিশেষ বন্ধু হোক					
১৬	আমি প্রতিবন্ধী শিশু থেকে দূরে থাকার চেষ্টা করবো					
১৭	প্রতিবন্ধী শিশুরা আমার মতই সুখী					
১৮	আমি আমার অন্য বন্ধুদের মত প্রতিবন্ধী বন্ধুকে পছন্দ করবো না					
১৯	প্রতিবন্ধী শিশুরা ভালভাবে ব্যবহার করতে জানে					
২০	আমি ক্লাসে প্রতিবন্ধী শিশুর পাশে বসবো না					
২১	কোন প্রতিবন্ধী শিশু আমাকে দাওয়াত দিলে আমি খুশি হবো					
২২	কেউ প্রতিবন্ধী হলে আমি তাঁর দিকে তাকানোর চেষ্টা করি না					
২৩	একজন প্রতিবন্ধী শিশুর সাথে স্কুল প্রকল্প করতে আমার ভালো লাগবে					
২৪	প্রতিবন্ধী শিশুর জীবনে তেমন আনন্দ নেই					
২৫	আমি চাইবো একজন প্রতিবন্ধী শিশু আমার সাথে থাকুক					
২৬	প্রতিবন্ধী কেউ আমার পাশে থাকলে আমার ভয় লাগে					
২৭	প্রতিবন্ধী শিশুরা অনেক বিষয়ে আগ্রহী					
২৮	প্রতিবন্ধী কেউ তাঁর জন্মদিনে আমাকে দাওয়াত দিলে আমি বিব্রত হবো					

২৯	আমি আমার গোপন কথা একজন প্রতিবন্ধী শিশুকে বলবো					
৩০	প্রতিবন্ধী শিশুরা প্রায়শঃ দুঃখী থাকে					
৩১	প্রতিবন্ধী শিশুকে পাশে পেলে আমার ভালো লাগবে					
৩২	আমি একজন প্রতিবন্ধী শিশুর বাড়িতে খেলতে যাবো না					
৩৩	প্রতিবন্ধী শিশুরা নতুন বন্ধু বানাতে জানে					
৩৪	কোন প্রতিবন্ধী শিশুকে দেখলে আমার আফসোস লাগে					
৩৫	কোন প্রতিবন্ধী শিশুর সঙ্গ পাওয়াটা আমি মিস করি					
৩৬	একজন প্রতিবন্ধী শিশুর অনেক কিছু করতে হয়					

### CATCH Scale English

#### Chedoke-McMaster Attitudes Towards Children with Handicaps Scale (CATCH)

0= strongly disagree, 1= Disagree, 2= Not sure, 3= Agree, 4= Strongly Agree

CATCH scale						
SL	Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly agree
1	I wouldn't mind if a handicapped child sits next to me					
2.	I wouldn't introduce a handicapped child to my friend					
3.	Handicapped children can do lots of things for themselves					
4.	I wouldn't know what to say to a handicapped child					
5.	I wouldn't know what to say to a handicapped child Handicapped children like to play					
6.	I feel sorry for handicapped children					
7.	I would stick up for a handicapped child					

	who was being teased					
8.	Handicapped children want lots of attention from adults					
9.	I would invite a handicapped child to my birthday party					
10.	I would be afraid of a handicapped child					
11.	I would talk to a handicapped child I didn't know					
12.	Handicapped children don't like to make friends.					
13.	I would like a handicapped child to live next-door to me					
14.	Handicapped children feel sorry for themselves					
15.	I would be happy to have a handicapped child for a special friend					
16.	I would try to stay away from a handicapped child					
17.	Handicapped children are as happy as I am					
18.	I wouldn't like a handicapped friend as much as my other friends					
19.	Handicapped children know how to behave properly					
20.	In class I wouldn't sit next to a handicapped child					
21.	I would be pleased if a handicapped child invited to me to his house.					
22.	I try not to look at someone who is handicapped					
23.	I would feel good doing a school project with a handicapped child					
24.	Handicapped children don't have much fun					
25.	I would invite a handicapped child to sleep over at my					
26.	Being near someone who is handicapped scares me					
27.	Handicapped children are interested in					

	lots of things					
28.	I would be embarrassed if a handicapped child invited me to his birthday					
29.	I would tell my secret to a handicapped child					
30.	Handicapped children are often sad					
31.	I would enjoy being with a handicapped child					
32.	I would not go to a handicapped child's house to play					
33.	Handicapped children can make new friends					
34.	I feel upset when I see a handicapped child					
35.	I would miss recess to keep a handicapped child company					
36.	Handicapped children need lots of help to do things					