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**Exploring Teachers' Perception
of the Social Adjustment of
Divyang Students in Inclusive
Educational Settings**

Author/S Note :-

Mr. Sagar Bhaveshkumar Raval,
Research scholar, IITE, Gandhinagar
sagarbraval007@gmail.com

&

Dr. Sheetal Helaiya
Assistant Professor, IITE, Gandhinagar
sheetalh@iite.ac.in

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Mr. Sagar Bhaveshkumar Raval & Dr. Sheetal Helaiya

Abstract

Education is a service, which facilitates individual to grow in all facets of life. It is fundamental right of every citizen of the nation. India is diverse country; there is a diversity in terms of class, caste, religion, gender, etc. Such diversity can be fulfilled by accommodating them without bringing much change in the education system. The inclusion does not mean to include sociological diversity but it also talks about psychological and physical diversity too. RTE Act, 2009 emphasized on making every school inclusive. The aim of inclusive school is to bring divyang students into school and provide opportunity to gain education with other students. The school have implemented RTE Act, 2009 by providing admission to divyang students, without many efforts to train teachers to meet demand of the divyang students. For the learning primary requirement is the social adjustment of the students with their environment. The role of teacher and peer students is most important in the case of social adjustment of divayag students in the school. In this paper, the authors have attempted to present the perception of teachers regarding the social adjustment of divyang students in inclusive schools. Survey was carried out in the elementary schools of Gandhinagar city. The data were collected from the 100 school teachers with the help of questionnaire and data analyzed by employing descriptive statistical and inferential statistical analysis. The Findings reveal that the institutional support system is facing significant challenges, as indicated by a low score of 2.90. Key areas requiring attention include resource allocation, policy development, and professional training. Addressing these gaps through strategic investments and clear frameworks can significantly enhance overall institutional effectiveness.

Key words :-

Inclusive Education, Divyang students, Social Adjustment, Teachers' Perceptions, School Education.

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Introduction

Inclusive education is a philosophy that aims to provide equitable opportunities for all students, regardless of their physical, cognitive, social, or emotional challenges. In recent years, India has taken significant strides in promoting inclusive education, recognizing the importance of embracing diverse learners in mainstream schools. The Right to Education (RTE) Act of 2009 has been a milestone in this endeavour, mandating that every child, irrespective of its abilities or disabilities, should have access to education. This includes divyang students who often face considerable barriers to social, academic, and psychological integration into school environments. Inclusive education does not merely refer to the academic curriculum but also emphasizes the need to provide a nurturing environment where students with diverse needs can adjust socially. The successful social adjustment of Divyang students is crucial for their overall development, as it influences their self-esteem, learning progress, and emotional wellbeing. In an inclusive school setup, the primary responsibility of ensuring social adjustment lies not only with the institution but also with teachers and peers. Teachers play a pivotal role in shaping the environment that either facilitates or hinders the social adjustment of Divyang students. They act as facilitators, mentors, and role models in the inclusive classroom. However, while the RTE Act has made significant provisions for the inclusion of Divyang students, there remains a gap in preparing teachers to address the unique challenges these students face. Although many schools have accepted Divyang students, the professional development and training required to equip teachers to meet the diverse needs of these students remain inadequate. Understanding the perceptions of teachers on the social adjustment of Divyang students is essential for creating more effective strategies and policies for inclusive education. Teachers' awareness, attitudes, and preparedness in handling students with disabilities significantly influence the success of social adjustment efforts. The way teachers perceive the social integration of Divyang students can determine whether these students feel accepted and supported within the school community or face isolation and exclusion. This research paper aims to explore the perceptions of teachers regarding the social adjustment of Divyang students in inclusive schools. By gaining insights

into how teachers view the social adjustment process, this paper will contribute to the broader conversation on improving inclusive education practices in India.

Review of Previous Research

Kalyva, et.al (2007). *An empirical study on teachers' perceptions towards inclusive education in Serbia.* This study investigates Serbian teachers' attitudes toward inclusive education, focusing on their perceptions of social interactions among students. The findings indicate that teachers generally hold positive views on inclusion, believing it enhances social interaction and reduces negative stereotypes about students with special needs.

Katharina (2009). *Educators' perceptions of inclusion.* This literature review synthesizes various studies on general educators' perceptions of inclusive education. It highlights that many teachers feel underprepared to teach students with disabilities in inclusive settings, which can affect the social adjustment of these students. The review emphasizes the need for adequate training and support for educators.

Honkasilta, et.al. (2023). *Students' views of inclusive education: A scoping literature review.* This scoping review focuses on students' perspectives regarding inclusive education. While it centers on students' views, it provides valuable insights into how inclusive practices affect social adjustment, indirectly reflecting on teachers' roles and perceptions in facilitating these environments.

Muwana, et.al. (2021). *Perceptions and attitudes of teachers on the inclusion of children with disabilities in Zambia.* This study examines Zambian teachers' attitudes toward including children with disabilities in mainstream classrooms. It reveals that positive teacher attitudes are crucial for creating an enabling environment that supports the social adjustment and academic success of students with disabilities.

Mar et.al. (2023). *Differences in the perception regarding inclusion preparation depending on educational stage: A study with teachers.* This research analyses teachers' perceptions of their preparedness for inclusive education across different educational stages. It highlights that adequate preparation and training are essential for teachers to effectively support the social adjustment of students with disabilities in inclusive settings.

Objectives

1. To explore the perceptions of teachers regarding the social adjustment of Divyang students in inclusive schools.
2. To assess the role of teachers and peer students in the social adjustment process of Divyang students.

3. To explore the training needs of teachers for better handling the social adjustment of Divyang students in inclusive classrooms.
4. To suggest recommendations based on the findings for improving teachers' perceptions and practices related to the social adjustment of Divyang students in inclusive schools.

Methodology

The research methodology of this paper designed to systematically assess teachers' perceptions of the social adjustment of Divyang students in inclusive schools. A descriptive research design adopted to obtain a comprehensive understanding of teachers' views across multiple dimensions of social adjustment. The study employed a cross-sectional survey design, which involved collecting data at a single point in time to capture the current perceptions of teachers. This design facilitated the analysis of various components related to social adjustment, enabling the identification of strengths and areas for improvement in inclusive education practices. The population of the study-comprised teachers working in inclusive schools in Gandhinagar that city enroll Divyang students. To ensure that the sample was representative, a random sampling technique was used to select participants. The sample consisted of 100 teachers from different schools of Gandhinagar city, ensuring a diverse range of perspectives. In the sample selected as teachers with at least one year of experience in inclusive settings. For the data collection from the sample, a structured questionnaire was developed as the primary data collection tool. The questionnaire comprised 21 items divided equally across the seven components of the study are as like Teacher Attitudes, Social Interaction, Teacher-Student Relationship, Emotional Wellbeing, Inclusion and Participation, Family and Community Support, Institutional Support. The questionnaire used a 5-point Likert scale for responses. To analyze the collected data, the following statistical techniques were employed; Descriptive Statistics, Mean scores and standard deviations were calculated for each theme to summarize teachers' perceptions. Inferential Statistics a one-way ANOVA test was conducted to examine if there were significant differences in perceptions across the seven components.

Data Analysis

To analyze the data, descriptive statistics were used to understand the overall perception levels across different themes, while ANOVA was employed to determine if there were significant differences in perceptions among these themes. A graphical representation was

also utilized to visualize the mean scores of the different themes, offering a clear understanding of areas that require attention.

Descriptive Data Analysis

Components	Mean Score	Interpretation
Teacher Attitudes	3.02	Neutral to slightly positive
Social Interaction	2.91	Neutral to slightly negative
Teacher Student Relationship	2.94	Neutral
Emotional wellbeing	3.07	Positive
Inclusion and participation	2.95	Neutral
Family and community support	2.97	Neutral
Institutional Support	2.90	Slightly Negative

The descriptive analysis of the data revealed that the mean scores for the seven components ranged between 2.90 and 3.07. The highest mean score was observed for the Emotional Wellbeing theme (3.07), suggesting that teachers feel relatively confident in managing the emotional needs of Divyang students. This may imply that teachers perceive themselves as competent in providing emotional support and fostering a positive environment for these students. On the other hand, the lowest mean score was recorded for Institutional Support (2.90), indicating significant concerns about the adequacy of resources, policies, and administrative backing for inclusive education. This finding highlights a critical gap that needs to be addressed to ensure the effective inclusion of Divyang students. The other components, such as Teacher Attitudes (3.02), Social Interaction (2.91), Teacher-Student Relationship (2.94), Inclusion and Participation (2.95), and Family and Community Support (2.97), all scored close to the neutral mark. This suggests that teachers have mixed perceptions, without a strong inclination towards either positive or negative extremes. The neutral scores might reflect a certain level of uncertainty or a need for more support and resources to enhance their confidence and effectiveness in managing the diverse needs of Divyang students.

Results

The ANOVA analysis yielded a p-value of 0.754. Since the p-value is greater than the conventional significance level of 0.05, the results indicate that there are no statistically significant differences in teachers' perceptions across the seven components. This suggests a consistent outlook among teachers regarding the various aspects of social adjustment for Divyang students. The lack of significant differences might imply that the challenges and strengths perceived by teachers are uniformly distributed across the different components, necessitating a holistic approach to improve their perceptions. The consistency in perceptions also underscores the need for systematic improvements across all areas rather than focusing on isolated aspects. For instance, while Emotional Wellbeing scored the highest, it was still only moderately positive, suggesting room for improvement. Likewise, the low score for Institutional Support requires comprehensive policy reforms, better funding, and targeted training for teachers.

Components wise Analysis

Teacher Attitudes: With a mean score of 3.02, the perceptions of teachers towards including Divyang students are slightly positive but lean towards neutral. This suggests that while teachers may be open to the idea of inclusive education, they might also harbor uncertainties or feel inadequately prepared to handle diverse needs effectively. Professional development and training focusing on inclusive teaching strategies could help bolster their confidence and attitudes.

Social Interaction: The mean score of 2.91 indicates challenges in fostering positive peer relationships for Divyang students. This reflects potential gaps in the implementation of structured peer support systems and inclusive activities. Schools may need to invest in programs that promote positive interactions and mutual understanding among all students.

Teacher-Student Relationship: Scoring 2.94, the perceptions regarding teacher-student relationships for Divyang students appear neutral. This could imply that while teachers are making efforts to build trust and provide support, they may lack personalized strategies to address the unique needs of each student. Training focused on individual support strategies could help in enhancing this aspect.

Emotional Wellbeing: With the highest mean score of 3.07, teachers seem relatively confident in supporting the emotional wellbeing of Divyang students. This positive perception might be due to effective use of emotional support strategies or prior training in managing students' psychological needs. Strengthening these practices further could consolidate this positive perception.

Inclusion and Participation: The neutral score of 2.95 suggests that while inclusive practices are present, they may not be fully effective in encouraging active participation of Divyang students in extracurricular activities. Schools could consider adapting activities more accessible and inclusive to bridge this gap.

Family and Community Support: A mean score of 2.97 reflects that teachers perceive family and community support as somewhat neutral. Strengthening family-school partnerships and collaborating with community organizations could help in enhancing support systems for Divyang students.

Institutional Support: The lowest mean score of 2.90 highlights a significant concern regarding institutional support. Insufficient resources, inadequate policies, and limited training opportunities appear to be the main challenges. Addressing these issues through increased funding, clear policy frameworks, and regular professional development could significantly improve this aspect.

Implications of Findings

The findings highlight several areas that require attention to improve the social adjustment of Divyang students. First, enhancing institutional support through better policies, funding, and training is critical. Schools could benefit from clear guidelines and regular workshops on inclusive education practices. Second, professional development focusing on inclusive teaching strategies could empower teachers to feel more confident in handling diverse classroom environments. Building structured peer support programs and promoting positive interactions among students could address challenges related to social interaction. As well as, fostering stronger partnerships with families and local organizations could enhance support systems for Divyang students. Involving parents actively in their child's education and collaborating with community resources might help in addressing the gaps perceived by teachers.

Major Findings

Objective-1: To explore the perceptions of teachers regarding the social adjustment of Divyang students in inclusive schools.

The overall perception of teachers towards the social adjustment of Divyang students is neutral to slightly positive, with mean scores ranging from 2.90 to 3.07 across various components.

The lowest mean score of 2.90 for **Institutional Support** indicates significant concerns about the availability of resources, adequate policies, and administrative backing for inclusive education.

Emotional Wellbeing received the highest mean score of 3.07, suggesting that teachers feel relatively confident in supporting the emotional needs of Divyang students.

Teachers' perceptions of **Social Interaction** (2.91), **Teacher-Student Relationships** (2.94), and **Inclusion and Participation** (2.95) are close to neutral, indicating mixed feelings about the effectiveness of inclusive practices in fostering positive social adjustment.

Objective 2: To assess the role of teachers and peer students in the social adjustment process of Divyang students.

The mean score of **2.91 for Social Interaction** suggests challenges in promoting positive peer relationships for Divyang students, highlighting potential gaps in structured peer support systems.

The neutral score of **2.94 for Teacher-Student Relationships** implies that while teachers make efforts to build trust and provide support, they may lack personalized strategies for addressing diverse needs effectively.

The findings emphasize the need for structured peer support programs and targeted teacher training to enhance social interactions and relationships for Divyang students.

Objective 3: To explore the training needs of teachers for better handling the social adjustment of Divyang students in inclusive classrooms.

The **low score of 2.90 for Institutional Support** reflects insufficient resources, inadequate policies, and limited training opportunities for teachers in inclusive education settings.

The neutral to slightly positive scores for **Teacher Attitudes (3.02)** suggest that while teachers are open to inclusion, they may feel inadequately prepared to manage diverse needs effectively.

The findings highlight a critical need for professional development and training focused on inclusive teaching strategies, individualized support, and managing diverse classroom environments.

Objective 4: To suggest recommendations based on the findings for improving teachers' perceptions and practices related to the social adjustment of Divyang students in inclusive schools.

Improving Institutional Support: Addressing the lowest mean score (2.90) by enhancing policies, funding, and training to support inclusive education effectively.

Professional Development: Providing regular workshops and training focused on inclusive practices to boost teachers' confidence and preparedness.

Structured Peer Support Programs: Promoting activities and programs that encourage positive peer interactions to enhance the social adjustment of Divyang students.

Community and Family Engagement: Strengthening partnerships with families and local organizations to build a supportive network for Divyang students.

Comprehensive Approach: Emphasizing a holistic strategy that combines institutional support, teacher training, peer involvement, and community partnerships to improve the overall social adjustment of Divyang students.

Conclusion

The research paper reveals that teachers' perceptions of the social adjustment of Divyang students in inclusive schools are largely consistent across the seven components with no significant differences observed. However, the low score for Institutional Support indicates a critical need for improved resources, policies, and training to support inclusive education effectively. Addressing these gaps could enhance the overall social adjustment of Divyang students and contribute to a more inclusive educational environment. Future research could focus on longitudinal studies to track changes in teachers' perceptions over time and evaluate the impact of targeted interventions. By adopting a comprehensive approach, that includes professional development, institutional support, and community partnerships, schools can create a supportive environment for Divyang students. In essence, the study underscores the need for a systemic and inclusive approach to education that addresses the diverse needs of all students, ensuring that Divyang students are not only included but also supported to thrive both academically and socially.

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