Social Attitude of Children with Special Needs in The Learning Process

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ABSTRACT

The purpose of this study is to investigate how children with special needs feel about participating in regular classroom activities. To learn what's going on and where we can start looking for answers, we need to look back at where we've been. The methodology of this study was qualitative, and the technique was descriptive. Data is collected using a variety of methods, including observation, interviews, and documentation, and then categorized and evaluated using a process that begins with the elimination of extraneous information and ends with the formulation of a conclusion. These results provide more evidence that unfavourable social views held by other students toward students with special needs have internal and external roots. These results also imply that kids with special needs suffer social limiting forces from the outside, especially those that stem from a general societal attitude of hostility. Some people just refuse to interact with families that have special needs. Having trouble relating to others and withdrawing from the world are common reactions to negative events and behaviours among children with special needs. As a rule, this is because of their history of poor decisions and acts. This makes it crucial that we figure out what's triggering the response. Given the feasibility of these goals, a positive outlook is essential for children of all ages, including those with special needs and those growing normally.

Keywords: Social Attitude, Special Needs, Learning Process.

INTRODUCTION

During the whole of the teaching and learning that takes place in a school, there is interaction not just between students but also between students and instructors and teachers and pupils. This calls for a response since it is a necessary component of the learning process. However, it has been shown that the contact that occurs spontaneously amongst children in inclusive classrooms makes it more difficult for students to study. This is because the presence of children with special needs contributes to an increase in the typical number of students in a class (Francisco et al., 2020).

Learning in schools needs students to collaborate with their fellow students, just as learning that calls for collaboration, such as debating a topic presented by a teacher, requires students to collaborate with their fellow students (Shernoff et al., 2017). Students need to feel at ease talking about what they already know for those who are studying together to be able to gain from one another's experiences and ideas while they are learning together. Every person, in addition to their other friends, will undoubtedly have interactions with others who have cultural values and attitudes that are distinct from their own.

The way we think about ourselves and the world around us is one of the most important factors that will affect how well we do in school. Nevertheless, one's own personal experience and growth are also factors that contribute to the formation of one's interpersonal style. When it comes to dealing with the events or responses that will be created as a result of social attitudes in the school's social environment, the perspective of a person in an inclusive school has unique characteristics that set it apart from other individuals' perspectives. These views and ideals are supported by the evidence provided by social interactions.

The study has concluded, after conducting interviews with students about their experiences interacting with other students who have special needs, that children who have special needs may have a more difficult time making friends and adjusting to the life of a student in school than their peers who have typically developed brains. Taber (2018) states it is not always the case that students with special needs know less than their

peers who are usually developing, but this is often the case. From what has been observed, children who have special needs often have a greater depth of knowledge than their classmates who are growing normally. However, these people also have the propensity to approach learning in non-traditional methods, which are frequently not used by their classmates who are developing ordinarily.

PROBLEM STATEMENT

An important factor in determining the learning outcomes that students will obtain from the learning activities themselves, which may take the form of answers, is the attitude of a student in the process of learning that takes place in the classroom. How a young child engages with other members of a group or decides whether or not to become a member of that group can shed light on the student's attitude toward his or her classmates; this is especially true in schools that emphasize the significance of social inclusion. Each individual in the association is accountable for his or her social behaviour, and the degree to which that individual takes responsibility for that behaviour has a substantial bearing on how it is shown in the wider world.

Students' social perspectives in inclusive schools may be shaped by the relationships they cultivate with their peers and the experiences they have as they go through the many stages of their education.

PURPOSE OF THE STUDY

Finding out how students' social attitudes truly develop throughout the learning process which is a part of inclusive education is one of the most important reasons why this study has to be carried out. Why does a student's conduct alter when he or she is interacting socially with peers who have restrictions on the amount of collaboration they can establish in the learning process? How can students at schools that welcome all students benefit from the opportunity to interact with their peers and make new friends in a way that enhances their educational experience? And what kinds of answers or behaviours are often seen throughout the learning process in inclusive education?

LITERATURE REVIEW

To take into account, the one-of-a-kind perspectives that people with disabilities provide to society, several academics have developed several different ideas.

According to Retief & Letšosa (2018), the social model of disability is one of the perspectives that might be taken into consideration about this topic. According to this point of view, a person's handicap is not a defining characteristic of that person but rather the result of that person's experiences growing up in a society that is not welcoming and inclusive to people with disabilities. This view is based on the idea that a person's upbringing is more important than their physical condition. According to one school of thought, the reason why people who have special needs run into hostility and discrimination is not because of the nature of their disability, but rather because of the refusal of society to provide appropriate accommodations for them. This view holds that the reason for this hostility and discrimination is not the nature of the disability, but rather the refusal of society.

The medical model of disability is another prominent point of view that believes impairment to be something that, with the application of a competent medical treatment, may be reduced or even healed (Kattari et al., 2017). This point of view is held by certain people. According to this view, unfavourable attitudes toward people who have special needs are caused not by the individual's impairment but by the condition itself, which is why it is important to distinguish between the two.

There is also a third approach to looking at the issue, and that is through the lens of the minority group model. This model postulates that people who have special needs are more likely to be the target of hostility and discrimination because they are social outsiders. According to this theory, discrimination against individuals who have disabilities is caused by the efforts of dominant groups to maintain their privileged and superior status quo (Dancy et al., 2020). This theory places the focus on the power gap that exists between

dominant and disadvantaged groups and says that discrimination against individuals with disabilities is caused by dominant groups.

In conclusion, these concepts demonstrate how significantly societal factors impact how people regard persons with special needs, and they propose that eliminating social hurdles and fostering inclusion are vital to overcoming prejudice and discrimination. These concepts also demonstrate how significantly societal factors impact how people regard persons with special needs.

PREVIOUS STUDIES

Previous studies have concentrated their attention on the views that members of society have toward persons who are afflicted with impairments or who have other unique needs.

According to the findings of one piece of research, parents of children who have been diagnosed with autism spectrum disorder (ASD) reported encountering unfavourable attitudes and prejudice from members of the community, particularly concerning the provision of services and participation in social activities. The findings of the study also indicated that parents who were dealing with the sickness of their child often had emotions of shame and loneliness for themselves (Hubert & Aujoulat, 2018).

In another piece of research, Gilson & Carter (2016) found college students were asked how they feel about people who have intellectual impairments as well as how they treat people with intellectual disabilities. It was proven that students had a more unfavourable attitude toward persons with intellectual disabilities than they do toward those with physical impairments. This is because students perceive intellectual disabilities to be more difficult to understand. The research also found that students who had a greater number of positive experiences interacting with individuals who had intellectual disabilities had more positive perceptions of those individuals. This was found to be the case even though the students did not have an intellectual disability themselves.

Another piece of research investigated the perspectives of educators on the most effective ways to modify classroom environments to meet the needs of children who have disabilities. It was shown that instructors had more favourable views toward children with intermediate special needs than they did towards children with severe special needs (Douglas et al., 2016). According to the results of the research, educators who had received training on how to support children with special needs reported having a more positive image of their pupils. This was the case even though the training had been given to the educators after the study had been completed.

The results of this research suggest that society as a whole harbour unfavourable sentiments about those who are disabled or have other special requirements (Spassiani, et al., 2017). These attitudes are influenced by factors such as the nature and severity of the individual's condition, as well as the degree to which the person holding the attitude is personally familiar with and understands the topic. Other factors that play a role in the formation of these attitudes include social conditioning and media representations. The results of the research should be interpreted with caution since the people being studied and the circumstances in which they were conducted were not comparable. In addition, further study is necessary to acquire a comprehensive grasp of this issue and to establish a culture that warmly accepts and happily celebrates diversity in all of its guises. Both of these goals cannot be accomplished without further investigation.

METHODS

The results of qualitative investigations give a greater emphasis on a phenomenon that occurs in our surrounding environment but is difficult to quantify but can be described in more detail. Because it enables a more in-depth investigation of the dynamics between children who are usually developing and those who have special needs, as well as the patterns of behaviour that form during the process of learning, the qualitative technique was chosen as the research approach to utilize. The results of the investigation are presented using a naturalist's style of descriptive writing. To get a better understanding of the factors that

promote and detract from social participation in an inclusive education setting, researchers gathered information on both the positive and negative social attitudes that typically developing students held toward students with special needs, as well as the positive and negative social attitudes that students with special needs held toward their peers who were typically developing. This was done to get information on the social attitudes that students with special needs held toward their peers who were typically developing. Without resorting to any kind of engineering, the researchers in this study gathered data that was accurate and verifiable via the use of observation, interviews, and written documentation. This ensured that the research was carried out in line with what was seen, heard, and felt.

RESULTS AND DISCUSSION
The social attitude of students with special needs

The attitudes that are regularly shown and carried out by children with special needs in social circumstances, such as bothersome conduct and misbehaviour, are the outcomes of inquiring and replying via interview notes and being backed by documentation notes in the field. The observations made in the field were used to compile these findings, which are based on those observations. Behaviour that is carried out often, autonomously, and at will, without taking into mind the setting in which it is occurring (Zmud & Sener, 2017).

This is shown by the actions that take place throughout the learning process, such as singing loudly in the classroom, snatching things that belong to classmates who desire to borrow them but without permission, and rushing around from place to place. A child who has extraordinary needs may begin the process of learning within themselves in a way that is not often done by other children, such as learning by yelling or thinking by running, for example. This might be because the child has difficulty concentrating while they are sitting still. According to Asbury et al. (2021), one possible way in which a youngster who has special needs will start the learning process is shown below. In a similar sense, other children have their unique methods of doing things. Nevertheless, the activities that other children participate in are as important, and these young people are aware of the behavioural boundaries. McElhany, (2017) states every child develops a one-of-a-kind strategy during their childhood to comprehend and adapt to the environment around them. To guarantee that every child has an equal opportunity to attain their full potential throughout the whole of the learning process, and more specifically during the entirety of the learning process that is a component of inclusive education.

The cognitive skills of a kid with special needs, as shown by the topic, may also be used to get insight into the supportive variables that are present for children with special needs. For instance, a kid with special needs may always respond appropriately to questions posed by the instructor, but this child may also exhibit excessive responses, such as conduct that seems to be out of harmony with what is necessary for the process of learning. Minghui et al. (2018) one of the aspects that might be considered supportive for children with special needs is the presence of this. This is compatible with the definition of autism, which translates to "alone," and as a consequence, it may be taken to refer to a child who lives in his world. Autism is a developmental disorder that affects the brain in a variety of ways. A child with special needs lives in his world, which will have an impact on the world with which he engages in social interactions.

Additionally, the frame of mind that is shown by children who have special needs will have a big influence on other children, especially concerning the method by which they will learn. Other children's perspectives on children who have special needs are limited by the limitations that children with special needs face in their own lives. This means that other children's attitudes toward children with special needs are also limited. That is not focused on the process of learning, such as continuously upsetting children with special needs by ridiculing their failures or even hitting them to satisfy their expectations for satisfaction. This is an example of anything that is not focused on the learning process.

A learning process is tied to events that will occur in the future that need responses from the outside world. These reactions may take the form of questions and answers that will come up throughout learning that has

been designed to encourage learning as effectively as it possibly can. According to Darling-Hammond et al. (2020), this is consistent with learning, which can be thought of as a collection of experiences gained from the outside world that are meant to assist with the development of a variety of skills acquired from the inside out. Learning can be thought of as a collection of experiences gained from the outside world that are meant to assist with the development of numerous skills. Extracurricular activities that are carried out by children who have special needs would significantly boost the academic success of students in subject areas that are directly related to aspects of the student's emotional values.

SOCIAL EXCLUSION AND CONSTRAINT TO LEARNING

The viewpoint that does not accept children who have exceptional needs is motivated by factors that make life difficult for children who have special needs. This includes attitudes that do not accept the judgements of others, do not care about their social environment to the point where they make other children feel uncomfortable and incorrect behaviour that is regularly carried out by children with special needs. When they are in a social context, the fact that there are children with special needs present does not affect them in any way.

It is necessary for there to be a common activity that members of a social group may engage in with one another. This is consistent with the concept that a social group is a unit consisting of two or more people who engage in psychological interaction with one another. According to this idea, a social group is a unit consisting of two or more people. According to Duff (2019) Even if a socialization process must include activities or interactions between human beings, this is following more than just the number of persons as they participate in a variety of activities together. An interaction that takes place between children who do not have typical developmental needs and children who do have typical developmental needs does not go well because the joint activities that will be carried out by other children for children who do not have typical developmental needs are extremely restricted. Because of this, a conversation that takes place between these two groups of youngsters does not go off without a hitch, which is the reason for this situation. If a child with special needs does not have any of the factors that might be inhibiting, then it is more likely that other children will participate in joint activities or interactions appropriately and optimally. This is because the child with special needs will not have any of the variables that might be inhibiting.

When a kid is presented with an attitude that is excessive and makes him feel uncomfortable in his social environment, the child will avoid being in that setting. This is because the child does not want to feel uncomfortable. An interaction that is required in one's personal and professional life is referred to as an attitude. This is tied to the idea of preparation, which refers to the propensity to consistently respond or react in a given manner when presented with a circumstance or object. In other words, preparedness refers to the habit of always responding or reacting in the same way. For children who have special needs, a social interaction that is essential to the process of socializing may sometimes be an impediment, which can lead to the children isolating themselves as a consequence.

a condition that affects a person's development and often presents itself before the age of three. It affects verbal and nonverbal communication, as well as social interaction, and it can disrupt day-to-day activities. Activities that are carried out repetitively are another trait that is usually related to autism. These activities are a component of the difficulties that persons with autism have while trying to carry out everyday tasks, which are highly remarkable in contrast to the things that they have experienced in the past. If a kid has a serious ailment or is in an emotionally unhealthy state, then the definition of this term does not apply to the child.

Children who have special needs commonly exhibit a behaviour known as a retreat from their social surroundings, which is one of the attitudes that is regularly expressed by these children. Children with special needs tend to develop fewer social skills as a consequence of this, which is one of the factors that hold them back from realizing their full potential. Children who have exceptional needs sometimes isolate themselves from their peers and their communities.

Because of the social attitudes that children with special needs have, which assist them in the process of socializing with other children, face difficulties both from inside themselves and from the outside world, a child with special needs has challenges in getting along with his peers. The supporting factors for children with special needs are more easily observed in their cognitive abilities, which are significantly higher than those of other children. On the other hand, the inhibiting factors for children with special needs are more prominent in behaviour that is generally not done by other children daily.

CONCLUSION

The social attitudes that other students have about children who have special needs are influenced by several variables, both internal and external, which have a significant impact on the learning process. And vice versa, children who have special needs have factors that inhibit them from socializing, particularly in their social attitudes, which tend to make other children not accept children with special needs into their social group. Children with special needs also have factors that inhibit other children from accepting children with special needs into their social groups. Children who have special needs are more likely to have negative experiences and behaviours, which are the primary causes that prevent them from joining a social group and cause them to retreat from their social surroundings. These negative experiences and behaviours may take many forms.

Especially in the learning process, which is applied individually and separately, which results in children with special needs having limits in their ability to know what is going on in their social context. Acceptance in a social group by other children to accept children with special needs can be seen in unfavourable responses to children with special needs such as teasing, likes to take things of children with special needs, influencing other friends, and even physical contact. These are all examples of unfavourable responses to children with special needs. Other children have attitudes that do not accept children with special needs owing to inadequate social skills such as making gestures or sayings that should not be required in communication. This may lead to bullying and other negative interactions between the two groups of children.

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