

Disability and acceptance in education

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The disability presents in various historical eras I.

Kőszeghy és Parragh (2016):

- From prehistoric times, human remains have been found in northern Iraq where the individual's half arm was missing.
- One of the prominent figures of classical antiquity is Hephaestus, the God of fire and blacksmithing, who himself had a physical disability.

Karasszon (2016):

- The story of King Saul, the first king of Israel, can also be found in the Old Testament world.



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The disability presents in various historical eras II.

Kőszeghy és Parragh (2016):

- In the period between the pagan Germanic culture and the early modern period, children with disabilities were considered to have been replaced by the Devil himself or by a smuggler.

Bernuth (2005):

- Chamber of Arts and Curiosity of the Austrian Archduke Ferdinand of Innsbruck (Austria, 1563).
- Collected portraits of people of special appearance and placed them together with paintings of other royal relatives within the walls of the castle, thus emphasizing that they were as equivalent as their intact counterparts.

The disability presents in various historical eras III.

Bánfalvy (2012):

- In the 19th century, the education of the disabled in institutions appeared.

Lányiné (2017):

- In the 20th century, dehumanist actions began, following Hitler's theory of eugenics in Germany.
- UN aspirations for integration and equal opportunities.

Goodrich (2014):

- Iran 1920: The first school for visually impaired and blind children.
- Iran 1944: The first school for deaf and hard hearing children.
- Iran 1960: The first school for children with intellectual disabilities.

Materials and methods

Questionnaire: (electronically and handouts)

- Questionnaire blocks:
 - Demographic questions
 - Attitude survey questions
- 205 fills:
 - 106 teacher
 - 99 special needs teacher
- 155 of them work in state institutions
- Questionnaire evaluation with SPSS program



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Hypotheses

- 1) The majority of teachers are less accepting of children and students with special educational needs (SEN).
- 2) SEN children and students would rather not be accepted by teachers in their own child's classroom.
- 3) Religious people more accepting of people with disabilities.
- 4) Women are more accepting of people with disabilities.

Results I.

- Out of 205 fills, 165 women and 40 men completed the questionnaire.
- Examining the answers, women prove to be more accepting than men.

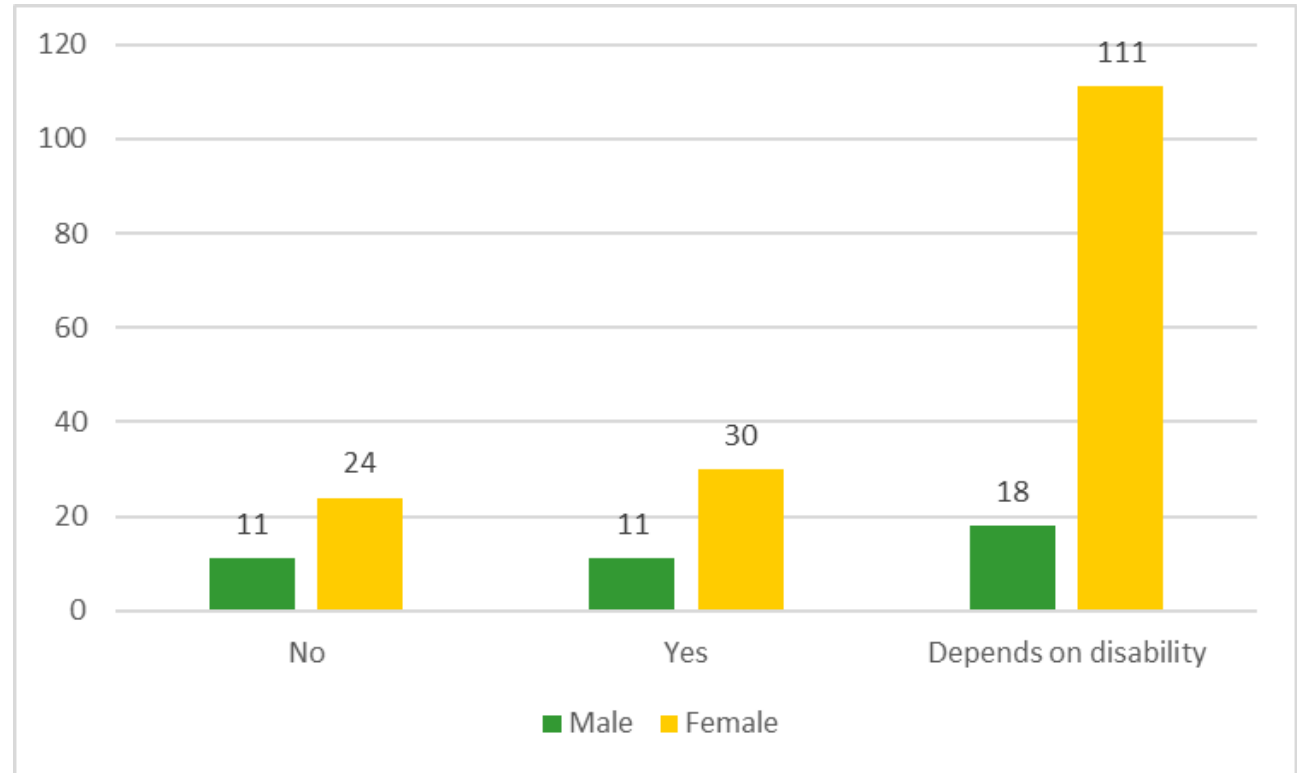
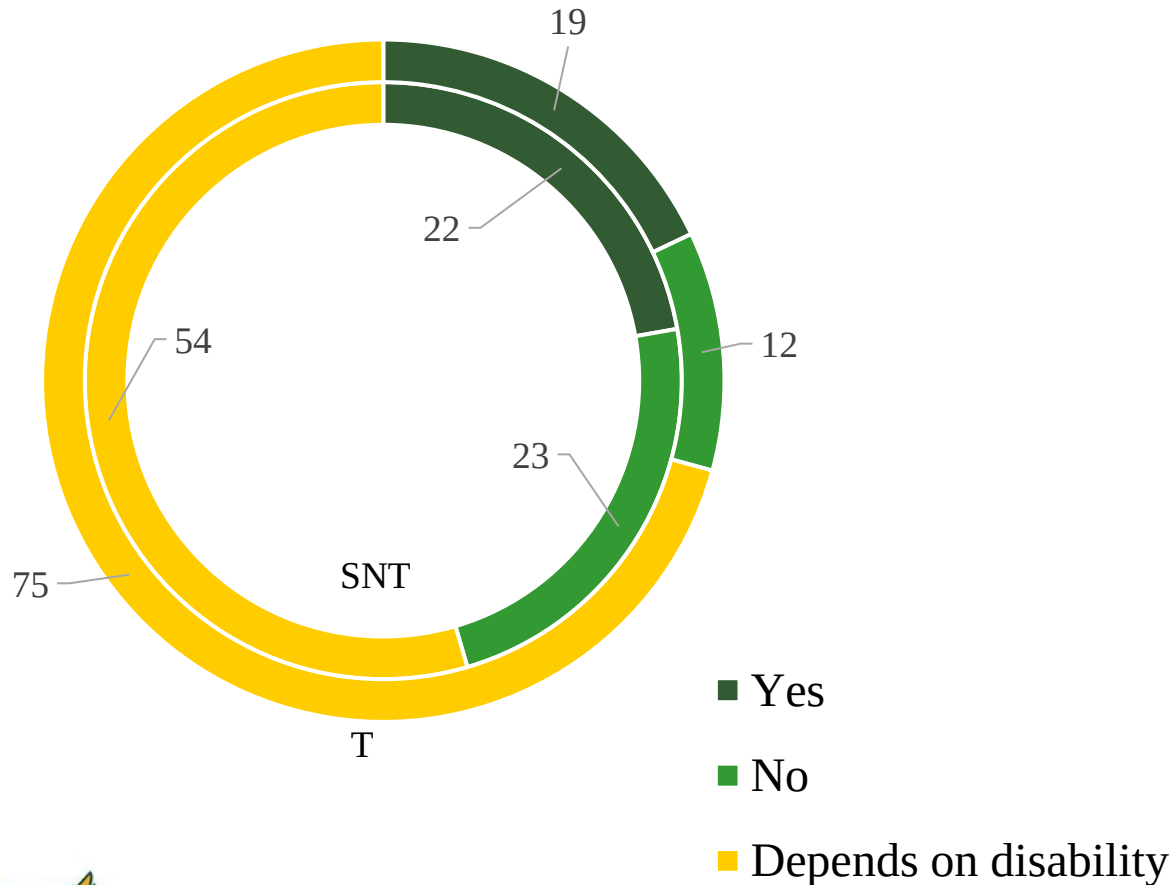


Figure1 Opinions on integration based on gender of teachers (N=205 Sign.=0,029)

Results II.



- The inner circle represent of the answers of the special needs teachers (SNT), while the outer circle shows the other teachers (T) responds of the issues of integration.
- In summarise 129 of the 205 fills support the integration depending on their students disability.



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Figure2 Opinions of teachers and special needs teachers about integration (N=205 Sign.=0,032)

Results III.

- The rate of rejection was higher among religious educators than non-religious educators.
- The acceptance is still higher than rejection.

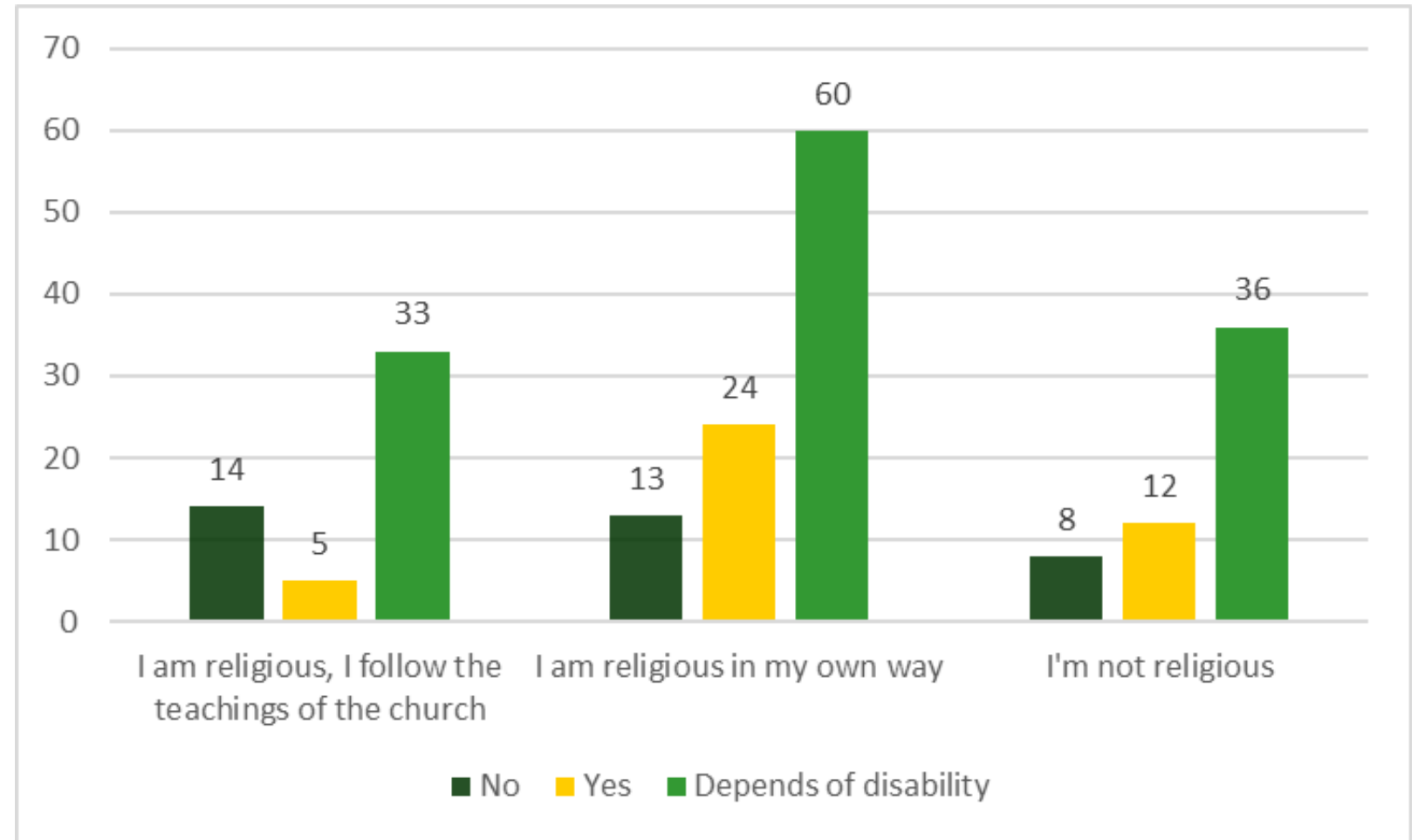
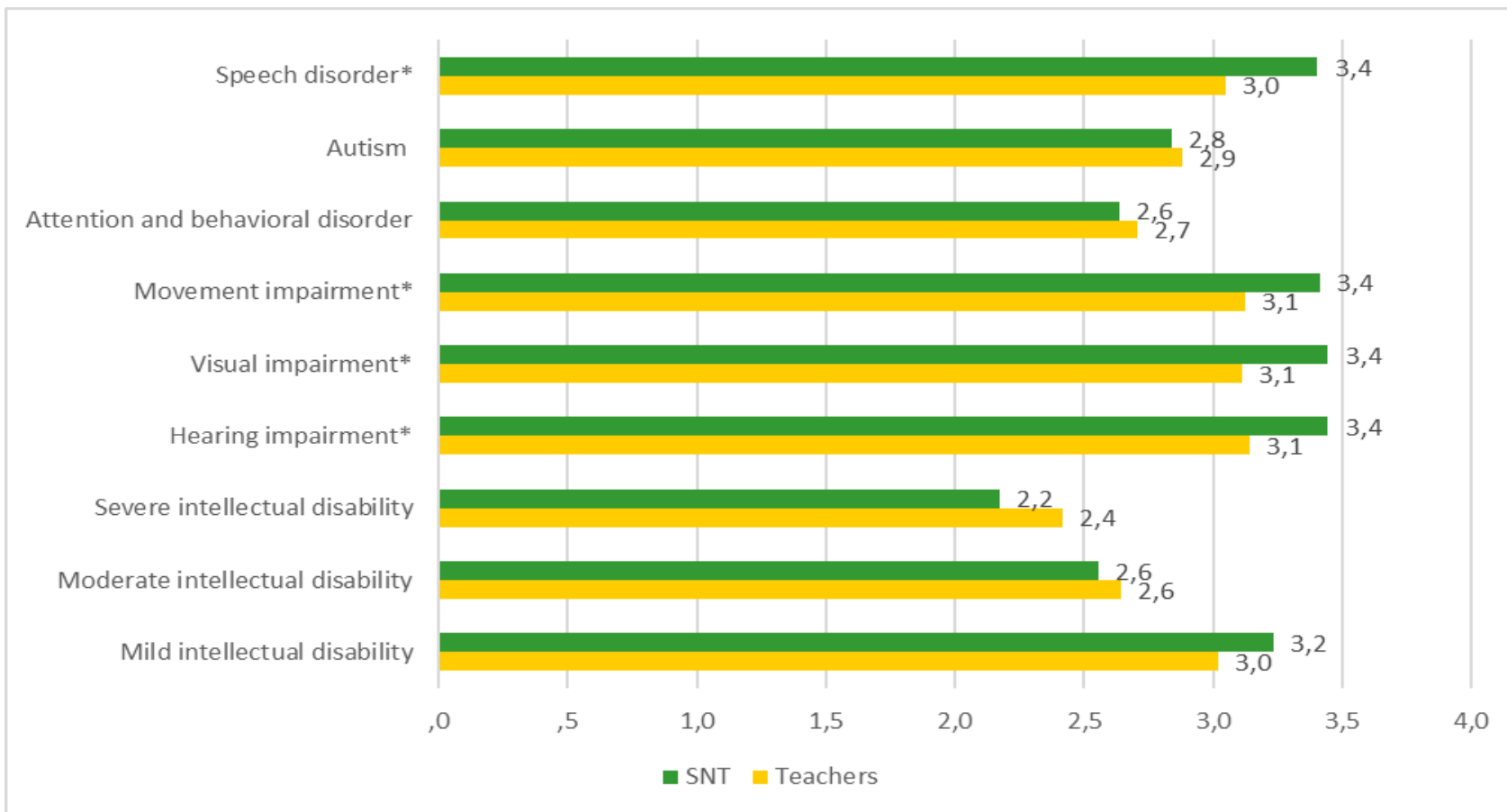


Figure3 Comparison of religiosity and opinion on integration (N=205)

Results IV.



- There was a significant difference between special needs educators and majority educators in relation to the admission of children and students with hearing, visual and mobility impairments, as well as speech disorders.



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Figure 4 SEN child, student acceptance in own child's group / class (N = 205 sign = * 0.01-0.05)

Conclusion

- 1) The special needs teachers more acceptable than majority of educators.
- 2) The teachers support the integration depending on their students disability.
- 3) Teachers would only accept only a few types of disabilities in their own child's classroom (hearing, visually, physical and speech impaired people).
- 4) The rate of rejection was higher among religious educators than non-religious educators.
- 5) Women prove to be more accepting than men.

Thanks for watching!

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