



“General Education Teachers' Attitude Regarding the Use in Their Classes of Assistive Technology by Special Children”

Dr. Raj Pawan, AP in Special Education (ID), JCD PG College of Education, Sirsa
Ms. Aruradha Thakur, AP in Special Education (ID), JCD PG College of Education, Sirsa

Abstract

The purpose of this study was to determine the attitudes of general education teachers regarding the use of assistive technology in their classrooms by children with special needs. Assistive technology plays a crucial role in enhancing the learning experience of students with diverse disabilities, including physical, sensory, cognitive, and communication impairments. A five-point Likert scale was used to assess teachers' perceptions, comfort levels, and willingness to integrate assistive technology into their teaching practices. The participants in this study were general education teachers from elementary and secondary schools in a Sirsa district in Haryana. The survey aimed to collect data on teachers' attitudes toward incorporating assistive technology to support the academic growth and inclusion of children with special needs in mainstream classrooms. The hypothesis proposed that general education teachers would have a positive attitude toward the use of assistive technology by children with special needs, recognizing its benefits in fostering accessibility, engagement, and independent learning. The findings of the study supported this hypothesis, revealing that most teachers acknowledged the value of assistive technology in addressing the diverse learning needs of their students. However, some concerns were raised regarding the availability of resources, training, and technical support required for effective implementation.

This study highlights the importance of professional development programs to enhance teachers' confidence and competence in utilizing assistive technology. By fostering a more inclusive educational environment, assistive technology can empower children with special needs to participate fully in the learning process and achieve their academic potential.