Exploring Peer Perceptions of the Students with Disabilities: A Study at University of Dhaka

Asim Das[1]; Nosrat Jahan Ormi[1] and Tahmid Anjum Nishat[1]

ABSTRACT

In Bangladesh, government-led initiatives in inclusive education aim to integrate individuals with disabilities into mainstream educational settings. Recognizing the significant influence of peers, this study examines the perceptions of University of Dhaka students towards their peers with disabilities. Participants from various departments offer insights into their perceptions and justifications regarding individuals with disabilities. Through a survey questionnaire administered to 105 students, the research explores perceptions, beliefs, and intentions towards peers with disabilities. The findings highlight a predominantly positive attitude among both undergraduate and postgraduate students, emphasizing the importance of inclusive practices within higher education. This study enhances the understanding of peer interactions and perceptions towards disability in an academic context, stressing the necessity of fostering inclusive environments that encourage diversity and acceptance among students. Further research could build upon these findings to inform policies and practices aimed at improving inclusivity and support for students with disabilities in higher education.

Corresponding Author   asim.ier@du.ac.bd

---

[1] Institute of Education and Research, University of Dhaka, Bangladesh.

Introduction and Context of The Study

Education is widely recognized as a cornerstone of societal progress, being universally acknowledged not only as a fundamental human right but also as a pivotal element within national development strategies. It is within this framework that governments across the globe bear the primary responsibility for ensuring equitable access to quality education for all citizens, duly acknowledging its multifaceted role in fostering economic growth, promoting social cohesion, and empowering individuals. Emblematic of this commitment is Bangladesh, where the imperative of education is enshrined within Article 17 of the national constitution, mandating free and compulsory education for all its citizens (Khaled, 2013). As Bangladesh continues to advance its educational agenda, it becomes increasingly imperative for policymakers to accord utmost priority to the provision of education that is not only equitable but also of high quality across all strata of society, thus necessitating the elevation of ensuring fairness in educational quality to the apex of the national agenda (World Bank, 2013).

Crucial to genuine educational development is the imperative that no citizen is excluded from the purview of education, particularly emphasizing the inclusion of diverse students, including persons with disabilities (PWDs), within the educational landscape (Human Rights Watch, 2016). This resonates deeply with the global commitment to equal educational opportunities for all, exemplified notably through Goal 4 of the Sustainable Development Goals (SDGs), which aims to ensure quality education worldwide by the year 2030, emphasizing the overarching framework of inclusion and equity among all learners (UNESCO). Central to this goal is the provision of inclusive and equitable quality education and lifelong learning opportunities for all, with a specific emphasis on ensuring the participation of students irrespective of gender, religion, or financial capability, with special attention to students with disabilities across all tiers of education and vocational training.

The government of Bangladesh, cognizant of the imperative to safeguard the rights of PWDs, has rightfully accorded paramount importance to this issue (Bangladesh Bureau of Statistics, 2015). This commitment is further underscored by Bangladesh's active participation as a signatory to various international treaties, reflecting its concerted efforts to promote inclusive education nationwide. By endorsing pivotal agreements such as Education For All (EFA) (UNESCO, 1990), the Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994), the Dakar Framework for Action (UNESCO, 2000), and the UN Convention on the Rights of Persons with Disabilities (UNCRPD), Bangladesh has taken commendable strides towards the establishment of inclusive education. Today, Bangladesh is steadfastly striving to realize its vision of providing education to all children through an inclusive approach, aligning its efforts with the overarching objectives of international frameworks such as the Millennium Development Goals (WHO, 2018). These inclusive approaches embedded within Bangladesh's policies and legislations have been derived from international treaties with a steadfast focus on fostering inclusive education (Malak, 2013).

The attainment of higher education holds profound implications for PWDs, serving as a conduit for their integration into society and facilitating their access to desirable employment opportunities (Sachs, 2011). Indeed, higher education has been well-documented as a potent means to augment the status, independence, employment prospects, and economic empowerment of PWDs (Jameel, 2011). Nonetheless, the inclusion of students with special needs within higher education remains a formidable challenge on a global scale (Hanafin, Shevlin, Kenny & Neela, 2007). Initially conceived with a primary focus on younger children, the objectives of inclusive education are now increasingly recognized as pertinent to higher education. Consequently, the effective implementation of these objectives within higher education is being acknowledged as an imperative within the educational landscape. This imperative becomes all the more pronounced as SWDs progress through their early education levels, underscoring the pivotal role of inclusiveness within higher education within the broader education system (Morina, 2017).

Students with disabilities encounter a myriad of challenges within the higher education milieu, ranging from physical accessibility issues to difficulties in forging meaningful interactions, adapting to diverse curricula and pedagogical approaches, and navigating accommodations. Furthermore, they often contend with pervasive negative perceptions and instances of rejection within their educational experiences. Herein, cultivation of a wel-coming environment by relevant stakeholders assumes paramount importance, alongside the fostering of self-awareness among students with disabilities, both of which constitute pivotal factors in facilitating their success within mainstream higher education (Ahmad, 2018).

A salient feature in educational experiences worldwide is the significant role played by peers. Peers, denoting individuals who are akin or closely aligned in various facets to a given individual, are regarded as pivotal influencers within the educational context. Typically construed as individuals within the same social and age brackets, peer dynamics are further shaped by factors such as gender, profession, and socioeconomic status, collectively influencing the educational milieu (Peer Education Training of Trainers Manual, UN, 2003).

Rationale of the study

Understanding the perceptions of fellow students towards students with disabilities is crucial for fostering an inclusive and supportive educational environment. This study aims to identify existing biases and areas for improvement in peer interactions. The findings will provide valuable insights for developing strategies to enhance inclusivity and support for students with disabilities, contributing to Sustainable Development Goal 4 (SDG-4), which targets inclusive and equitable quality education for all. By addressing these issues, the study will help create a more equitable academic environment at the University of Dhaka.

Research questions:

Two research questions were formulated to gather essential information regarding the topic:

    i. How do peers perceive the studying alongside the individuals with disabilities?

    ii. What are the underlying factors that influence the perceptions exhibited by peers?

Theoretical framework

The Theory of Planned Behavior (TPB) by Ajzen in 1988 & 1991 provides a comprehensive framework for understanding human behavior across multiple dimensions (Conner & Sparks, 2005). This theory delves into cognitive, affective, and behavioral aspects of perceptions to elucidate an individual's understanding, emotions, and intentions towards various subjects. Key constructs of TPB include "Behavioral Intention," "Subjective Norms," and "Perceived Behavioral Control," which collectively elucidate the nature and motivations behind an individual's attitude. Behavioral intention reflects one's perception of engaging in a particular activity, shaped by their beliefs and cognitive evaluations of the activity. Subjective norms capture personal feelings towards a given subject, influencing one's intentions. Perceived behavioral control denotes an individual's intention and capability to perform an action, reflecting their understanding and emotional disposition towards it.

Numerous studies have utilized TPB to assess perceptions, offering valuable insights into human behavior. In line with this, the current study seeks to investigate the perceptions of higher education students towards peers with disabilities using the dimensions of TPB.

Methodology

Study design

This quantitative study aims to gather a collective perspective on peers' perceptions towards students with disabilities. Utilizing a highly structured approach, quantitative research employs tools such as questionnaires and equipment to collect data. As per Leedy (1993), this method is employed to explore relationships among measurable variables, facilitating explanations, predictions, and control over phenomena. In this study, a quantitative approach was undertaken to address the two research questions and anticipate their expected outcomes.

Sample and sampling

Since the study focuses on understanding peers' perceptions, only students with peers who

have disabilities were chosen as the target population. Out of this group, 105 students were selected based on the researcher's accessibility and convenience.

Instruments

A survey questionnaire was developed using relevant literature and a reliable scale known as the Chedoke-McMaster Perceptions towards Children with Handicaps (CATCH). The scale was translated into Bengali in line with the local context of higher education system. The questionnaire comprised 30 selected items aligned with the domains of the Theory of Planned Behavior. Each item was designed to assess respondents' perspectives. Responses were gauged using a five-point Likert scale, allowing participants to express their level of agreement or disagreement. The scale included options ranging from "Strongly Agree" to "Strongly Disagree." The questionnaire was crafted in Bangla, reflecting the local context.

Reliability of the data

The internal consistency of the survey questionnaire of the current study was assessed through Cronbach's alpha to ensure the transparency and reliability of the data used in the study. The obtained value was shown through the following chart:

Reliability Statistics		
Cronbach's Alpha	Cronbach's alpha Based on Standardized Items	N of Items
0.895	0.907	30

Table 1: Value of cronbach's alpha

The Cronbach's alpha (α) value obtained in this study is .895, close to .90. This suggests strong reliability of the survey's question items, indicating high internal consistency. Thus, all items were deemed reliable for the research.

Demographic data of the participants

Purposive and convenience sampling technique was employed in selecting the participants for this study. In this study, there were 51 male participants (48.57%) and 54 female participants (51.43%) from various departments and one institute: Islamic History & Culture, History, Political Science, Mathematics, Management Information Systems, and the Institute of Education and Research. The largest group comprised 27 respondents (25.71%) from the 3rd year, while 25 respondents (23.81%) were from both the 1st and 2nd years. The smallest group

comprised 7 respondents (6.67%), who were master's students in diverse departments.

Presentation of the survey data

The Theory of Planned Behavior (TPB) serves as a framework for this study, enabling a comprehensive understanding of individuals' perceptions through various behavioral dimensions. According to TPB (Ajzen, 1988; Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975), perceptions are multidimensional, typically comprising three dimensions. This study aims to elucidate non-disabled peers' perceptions towards their peers with disabilities through these dimensions. The three dimensions of TPB, namely Behavioral Beliefs (Cognitive dimension), Normative Beliefs (Affective dimension) and Control Beliefs (Behavioral dimension), were utilized to gauge the understandings, emotions, and intentions of general students towards their peers with disabilities. The survey questionnaire's 30 question items are categorized based on these dimensions. Subsequently, statistical data are presented through charts and graphs to delineate students' perceptions across these dimensions.

Behavioral Beliefs: Peers' understanding about their peers with disabilities-
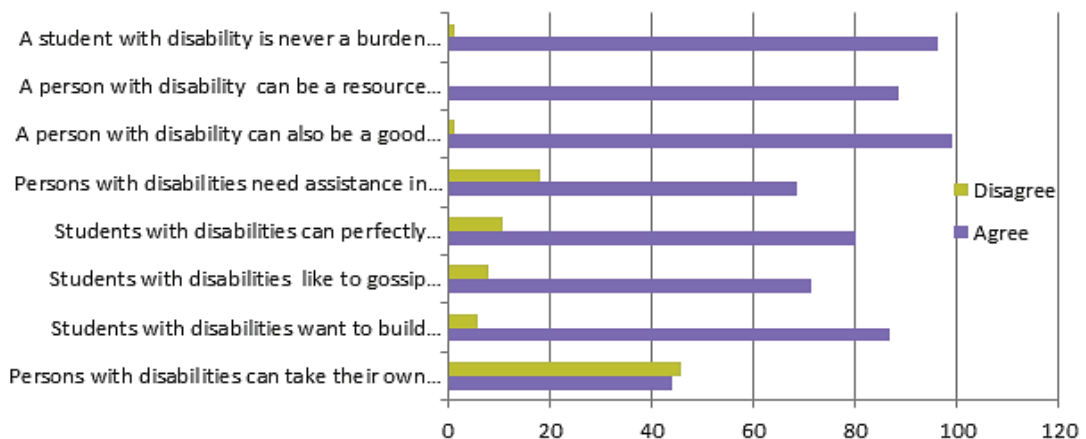

Figure 1: Percentage of participants' responses regarding Behavioral Beliefs

Here, 43.8% of the respondents agreed that Persons with disabilities (PWDs) could take their own responsibilities and 45.8% disagreed to the fact. Majority of the respondents positively responded to the fact that students with disabilities want to build friendship with their peers. Moreover, 91.4% of the students thought that SWDs expected help from their non-disabled

peers and 68.6% stated PWDs needed assistance in every sphere. 71.4% of them also agreed that SWDs liked to participate in friendly conversation with peers. 80% of the students positively responded to the fact that students with disabilities (SWDs) can perfectly participate in the classroom. Majority of the respondents also agreed that a person with disability (PWD) can also be a good friend. In addition to that, majority of them agreed to the fact that a PWD can become a resource to classroom and they are never a burden for a class.

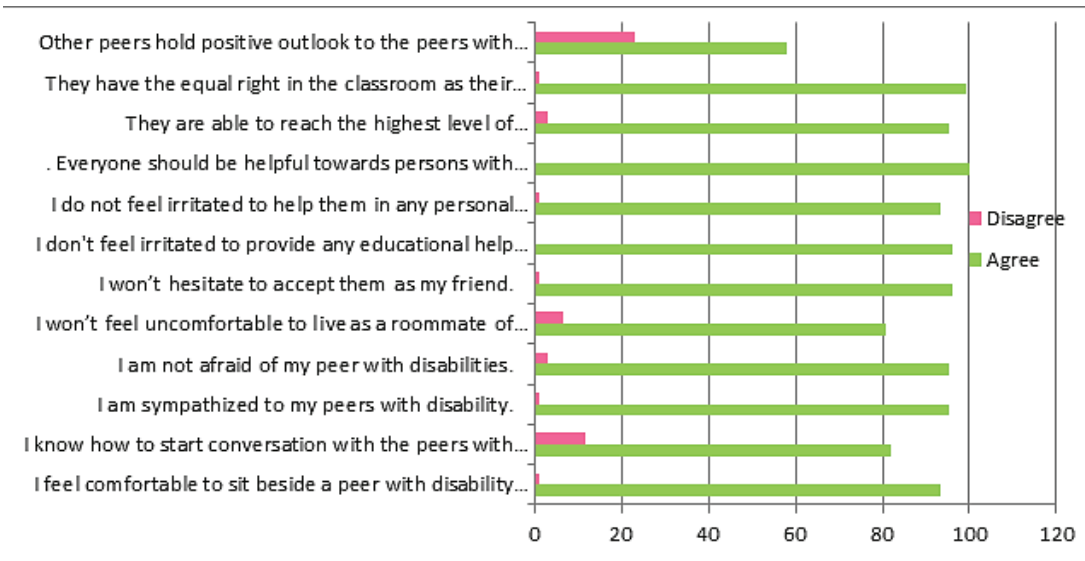## Normative Beliefs: Peers' feelings about peers with disabilities-

Figure 2: Percentage of participants' responses regarding Normative Beliefs

The vast majority of respondents, 93.3%, reported feeling comfortable sitting next to a peer with a disability in class. The majority also agree that they know how to start a conversation with their peers with disabilities. Furthermore, 95.2% of them agreed that they sympathize with their peers with disabilities and do not have any fear about disability. Most students agreed that they wouldn't hesitate to be friends or roommates with a person with a disability (PWD). Additionally, most respondents indicated that they never feel irritated when providing educational or personal support to their peers with disabilities.

Remarkably, 100% of the students agreed that everyone should be helpful towards PWDs, and 95.3% believed that PWDs could achieve the highest levels of success in their lives. Moreover, 99% of the respondents stated that they would feel proud to act as a scribe for a PWD during examinations. Finally, most students agreed that their classmates hold a positive outlook

towards peers with disabilities.

This positive sentiment underscores the inclusive and supportive environment within the school community. It highlights a widespread recognition of the potential and capabilities of PWDs. These findings suggest that students are not only accepting of their peers with disabilities but also actively contribute to fostering an environment where PWDs can thrive both academically and socially.

Control Beliefs: Peer's intentions to their peers with disabilities
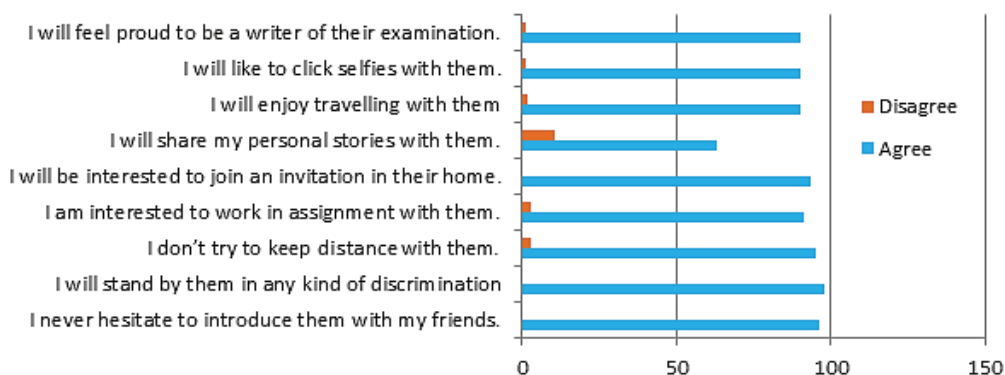

Figure 3: Percentage of participants' responses regarding Control Beliefs

An impressive 98.1% of respondents stated that they would stand by their peers with disabilities if they faced any kind of discriminatory attitude. The majority of students agreed that they never hesitate to introduce their peers with disabilities to their friends and do not maintain distance from them. Additionally, 91.4% of respondents expressed willingness to work on a joint assignment or project with their peers with disabilities. Most students also agreed that they would be willing to go on a trip with their peers with disabilities or accept an invitation to visit their homes. Furthermore, 90.5% of the students noted that they would feel proud to act as a scribe for a person with a disability during an examination.

The survey question items were also based on the following additional categories:

Acceptance and participation

41.9% of the respondent beliefs that their peers with disabilities can perfectly participate in the classroom. Among them, 54.3% were found interested to do a pair work or group assignment with a student with disabilities. The percentage of their responses regarding willingness to

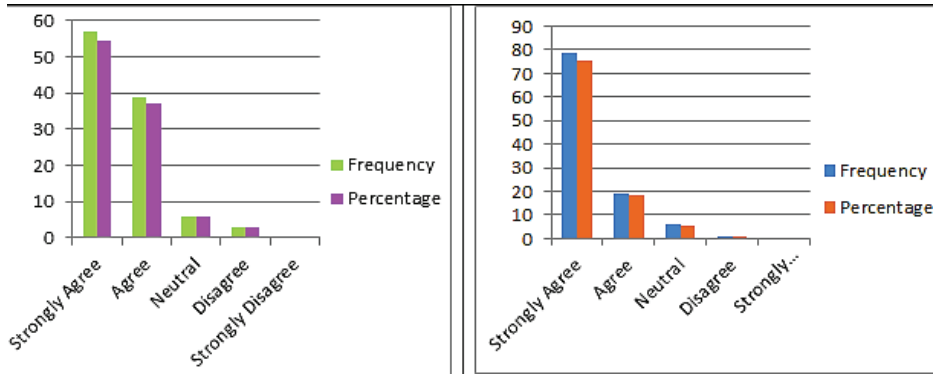collaboration with and sitting beside PWDs is shown below through a chart:

Figure 4: Willingness to collaborative work and sitting beside a peer with a disability

Most of the students agreed with the fact that they do not want to keep their distance from their peers with disabilities. They also mentioned that they do not have any kind of fear or worry about their peers with disabilities, though a small number of respondents denied the fact. Their response is given below through a chart:

Maximum students agreed on the point that they did not feel uncomfortable sitting next to their peers who have a disability. Besides, 65.7% of the respondents showed their strong willingness to attend an invitation in their peers with disability's residence.

Interaction and socialization

Most of the respondents stated that persons with disabilities can also be a good friend. 76.2% of the respondents strongly agreed with this statement. Most of the students, as shown in Figure 8, also accepted that they know how to start a conversation with their peers with disabilities. 12% of them denied the opinion, as they do not know how to initiate a conversation with their peers with disabilities.

Equal opportunity and achievement

Almost all of the respondents (87%) think that a student with a disability has equal rights in the classroom like their non-disabled peers. The statistical presentation of the opinion regarding interaction with PWDs and equal rights and opportunities is given below:
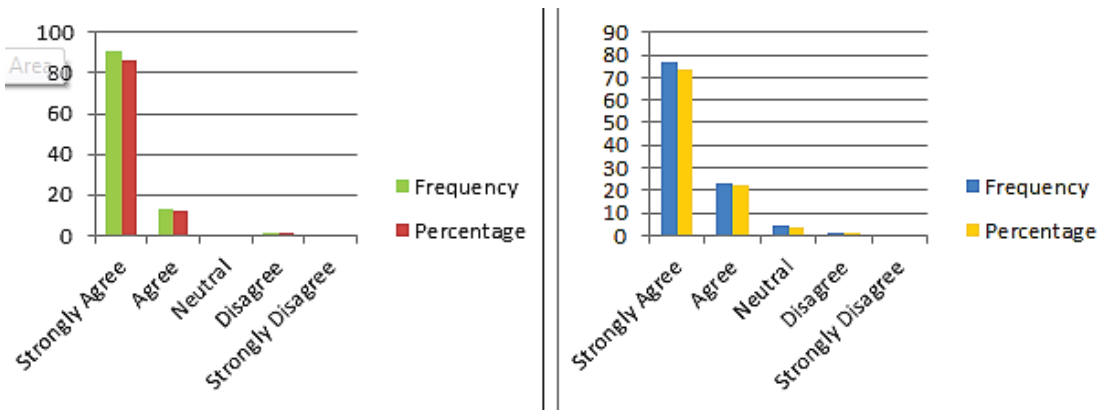
Figure 5: Perceptions about interaction with PWDs and their equal right in the classroom

66.7% of the respondents noted that they strongly believed that a person with disability is able to reach the highest level of achievement in their life. 2.9% of them denied in this regard.

Empathy and assistance

The majority of respondents stated that they sympathize with their peers with disabilities, with only 1% opposing this view. However, there was a mixed response regarding the perceptions of other peers towards students with disabilities, with 20% remaining neutral. A strong 73.3% of respondents agreed that they would stand by their peers with disabilities if they faced any kind of discrimination, and there were no negative responses to this statement.

Most students indicated that they do not feel irritated when providing educational help to their peers with disabilities. Additionally, they also stated that they do not feel irritated when helping with personal matters. On the other hand, 65.7% of the respondents strongly agreed that they would feel proud to be a writer of persons with disabilities' examination. No negative response had come against this point as shown below in the chart.
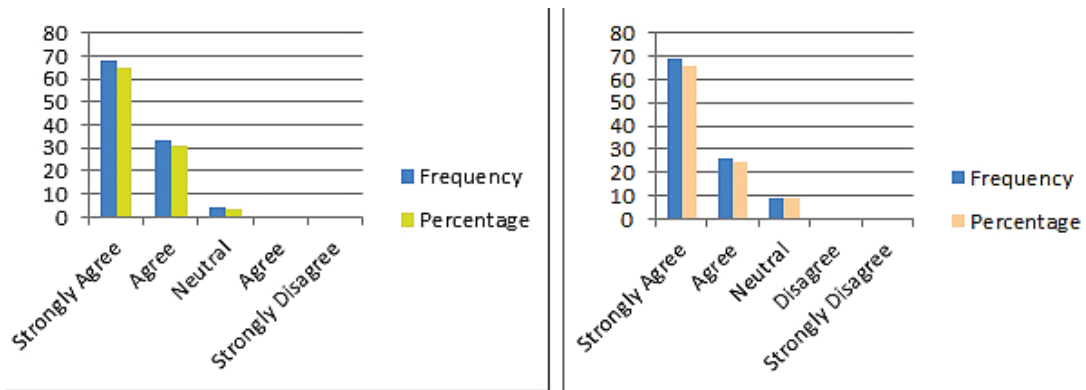
Figure 6: Perceptions of empathy and willingness of providing educational help to PWDs

Dependency

A significant portion of the respondents expressed doubt about the independence of persons with disabilities (PWDs). The majority of students did not agree with the statement that PWDs can take on their own responsibilities. Specifically, 48% of the respondents responded negatively, indicating a prevalent perception that PWDs may require support in managing their responsibilities. When it comes to the expectation of assistance, most respondents agreed that students with disabilities (SWDs) expect help from their non-disabled peers. This consensus suggests that there is a recognized need for a supportive environment to assist SWDs in their daily activities and academic endeavors.

Only a small fraction, 6.7%, remained neutral on the matter, possibly reflecting uncertainty or lack of experience in interacting with SWDs. Meanwhile, a mere 1.9% denied that SWDs expect assistance, indicating that very few students believe that SWDs can manage entirely without support from their peers.

Discussion

In exploring the perceptions of peers, several crucial and critical factors emerged from the participants' responses. These factors include personal experience and familiarity with disabilities, education and awareness, cultural and societal attitudes, parental and family attitudes, and the educational environment. Personal experience and familiarity with disabilities were found to significantly influence peers' perceptions. Previous interactions or friendships with individuals with disabilities can shape these perceptions in both positive and negative ways (MacMillan & Bennett, 2015).

Education and awareness about disabilities, including inclusive education programs or awareness campaigns, also play a pivotal role in shaping peers' attitudes. Knowledge and

understanding of disabilities can lead to more positive attitudes and interactions (Rosenbaum et al., 2013). Cultural and societal attitudes towards disabilities are critical in determining how individuals perceive and interact with peers with disabilities. Parental and family attitudes toward disabilities can also impact how peers view their classmates with disabilities. The beliefs and attitudes of parents and family members can shape children's perceptions and behaviors (Kowalski & Rizzo, 2013). Finally, the educational environment, including the inclusiveness and accessibility of schools, is a crucial factor. Inclusive educational practices and the presence of support systems for students with disabilities can promote positive attitudes among peers (Forlin et al., 2011).

Young's (1997) study shed light on the dynamics of integrating students with disabilities (SWDs) and non-disabled students in general classroom settings, revealing that this integration doesn't tend to breed negative perceptions among non-disabled peers towards their counterparts with disabilities. This finding resonates with the study, where a significant majority of students displayed overwhelmingly positive perceptions towards their peers with disabilities. This positivity could potentially be attributed to the inclusive learning environments fostered by integrating SWDs and non-disabled students. However, Koster et al. (2010) found contrasting evidence, suggesting that SWDs tend to have fewer friendships and interactions with their peers, diverging from the observations. Similarly, Kristina Gore's (2015) research hinted at fewer social connections for SWDs within the same class, offering a different perspective.

Margot Caroline Gardiner's (2016) study uncovered a strong desire among students to form friendships with SWDs, coupled with an understanding of the importance of treating persons with disabilities (PWDs) compassionately. This aligns with the findings, where non-disabled peers demonstrated sympathy towards their peers with disabilities, echoing a supportive and inclusive atmosphere. The inclination towards forming friendships with SWDs might be bolstered by the long-term exposure to co-education in higher education institutions, potentially challenging preexisting stigmas. However, Steven J. McGregor (2003) warned against overly optimistic views of co-education, suggesting that frequent interactions between students with and without disabilities could potentially lead to negative perceptions. Despite this caution, this study suggests that exposure to SWDs positively influences students' perceptions and understanding of their peers with disabilities.

A significant revelation from the study was that a majority of respondents believed SWDs to be incapable of fulfilling responsibilities without assistance, highlighting potential systemic issues within the education system. This finding resonates with Mary Moyosore Taiwo's (2015) research, emphasizing the reliance of SWDs on peer assistance. The traditional nature of Bangladesh's education system, which may lack emphasis on self-study and creativity, could contribute to this perception.

Moreover, Hong, Kwon, and Jeon's (2014) study underscored the influence of children's understanding of disabilities on their inclusivity, echoing the findings of greater empathy and understanding among non-disabled students towards their peers with disabilities. This heightened understanding may foster positive perceptions and acceptance of peers with disabilities. Furthermore, Movkebayeva et al. (2017) stressed the importance of sympathetic behavior from peers towards SWDs in collaborative learning environments, suggesting that such perceptions could smooth the educational journey for SWDs. Similarly, Tsiouli and Soulis (2015) found that peers held a more positive attitude towards their peers with disabilities, aligning with the findings of Dhaka University students displaying empathy and cordial behavior towards their peers with disabilities both in academic and personal issue.

Recommendations

While the study reflects predominantly positive sentiments among typical students regarding their peers with disabilities, it acknowledges that not every student in higher education maintains such favorable views. To enhance perceptions toward students with disabilities (SWDs) across all higher education institutions, the following recommendations prove beneficial:

a. Foster complete inclusivity within residential halls of higher education institutions, integrating SWDs into communal living to facilitate mutual understanding and empathy among general students.

b. Conduct awareness-raising initiatives like seminars, workshops, etc. to educate the community on disabilities, thereby fostering greater comprehension and empathy.

c. Establish disability support centers on each campus to offer essential assistance to PWDs, empowering them to navigate academic and personal challenges autonomously.

d. Institute peer support programs to delineate peers' roles and responsibilities towards SWDs, alongside peer counseling initiatives to nurture psychological well-being and encourage acceptance.

e. Arrange mobility orientation programs for SWDs to acquaint them with campus layouts, ensuring independent navigation.

f. Encourage teachers to incorporate SWDs into pair or group activities to promote collaboration and understanding.

g. Organize inclusive field trips and study tours to facilitate meaningful interactions and shared experiences among general and SWDs.

h. Cultivate a culture of inclusivity and positivity among all faculty and staff towards SWDs, recognizing their influence in shaping student perceptions.

Conclusion

Despite its inherent limitations, this study provides a significant opportunity for researchers to explore the perceptions of higher education students towards their peers with disabilities. By examining various behavioral dimensions, the research reveals a prevailing trend of positive perception and acceptance among this demographic. Furthermore, it offers practical recommendations to foster an environment of inclusivity and understanding among all students. However, it's crucial to acknowledge the constrained scope within which this study was conducted, potentially limiting its ability to fully represent the diverse landscape of higher educational institutions across Bangladesh. Therefore, there is a pressing need for further research efforts to comprehensively assess the overarching perspective within these institutions. This broader investigation will yield a more nuanced understanding of the dynamics involved and better guide strategies aimed at promoting inclusivity and a positive attitude towards peers with disabilities within the higher education sector.

References

Ahmad, W. (2018). Higher Education for Persons with Disabilities in India: Challenges and Concerns. *Journal of Disability Management and Rehabilitation*, *2*(1), 1-4.

Bangladesh Bureau of Statistics. (2015). Disability In Bangladesh: Prevalence and Pattern. Ministry of Planning Government of the People's Republic of Bangladesh. Retrieved from: http://203.112.218.65:8008/WebTestApplication/userfiles/Monographs/disability.pdf

Conner, M., & Sparks, P. (2005). Theory of planned behaviour and health behaviour. *Predicting health behaviour*, 2(1), 121-162.

Forlin, C., Keen, M., & Barrett, E. (2011). The concerns of mainstream teachers: Coping with inclusivity in an Australian context. *International Journal of Disability, Development and Education, 55*(3), 251-264.

Gardiner, M. C. (2016). Using Disability Awareness Instruction to Promote Peer Acceptance and Positive Perceptions Toward Students with Disabilities. Brigham Young University.

Gore, K. (2015).Perceptions between Students with Disabilities and Typically Developing Students. Theses, Dissertations and Capstones. Paper 970.

Hanafin, J., Shevlin, M. & Kenny, M. (2007). Including young people with disabilities: Assessment challenges in higher education. *Higher education*, *54*(3), 435-448.

Hong, S. Y., Kwon, K. A., & Jeon, H. J. (2014). Children's perceptions towards peers with disabilities: Associations with personal and parental factors. *Infant and Child Development*, 23, 170-193.

Human Rights Watch. (2016). The Education Deficit. Retrieved from: https://www.hrw.org/report/2016/06/09/education-deficit/protect-and-fulfil-right-education-through-global.

Jameel, S. S. (2011). Disability in the context of higher education: Issues and concerns in India. *Electronic Journal for Inclusive Education*, *2*(7), 3.

Khaled, K. L. (2013). Is the Right to Education Part of Bangladesh Education Policy?.*Bangladesh, Education Politics & Policy.* Retrieved from: http://chalkboard.tol.org/the-citizens-right-to-education-in-bangladesh/.

Koster, M., Pijl, S. J., Nakken, H., & Van Houten, E. (2010). Social participation of students with special needs in regular primary education in the Netherlands. *International Journal of Disability, Development and Education*, *57*(1), 59-75.

Kowalski, E. M., & Rizzo, T. L. (2013). Factors influencing preservice physical educators' beliefs about students with disabilities. *Adapted Physical Activity Quarterly, 10*(1), 34-50.

Leedy, P.D (1993). *Practical Research: Planning and Design.* 5th ed. New York: Mackmillan Publishing Company.

MacMillan, M., & Bennett, M. (2015). Intergroup contact and attitudes toward people with disabilities. *Rehabilitation Psychology, 60*(1), 27-32.

Malak, M. S. (2013). Inclusive education in Bangladesh: Are pre-service teachers ready to accept students with special educational needs in regular classes?. *Disability, CBR & Inclusive Development*, *24*(1), 56-81.

McGregor, S. J. (2003). .Attitude of students towards peers with disabilities: The effect of including students from an education support centre in an inclusive middle school setting. Retrieved from https://ro.ecu.edu.au/theses_hons/356.

Moriña, A. (2017). Inclusive education in higher education: challenges and opportunities. *European Journal of Special Needs Education, 32*(1)*,* 3-17, DOI: 10.1080/08856257.2016.1254964.

Movkebayeva, Z., Kabdyrova, A., Duzelbayeva, A., Denissova, I., &Tynybayeva, L. (2017). Students attitude towards co-education with disabled people in higher education institutions. *Journal of Entrepreneurship Education*, *20*(3), 1-11.

Rosenbaum, P. L. & King, S. M. (2013). Children's attitudes toward disabled peers: A self-report measure. *Journal of Pediatric Psychology, 10*(3), 387-402.

Taiwo, Mary. M. (2015). Teachers' Negotiation of Inclusive Practice in Nigerian Classrooms. *Doctorate Dissertation*. University of Edinburgh , Texas.

Tsiouli, K.,& Soulis, S. (2015). Students' Concepts about Their Classmates with Disabilities, In Co-Taught Classes: A Research Based On Greek Primary Schools*. Journal of Education & Social Policy. 2.* 110-119.

UNESCO. (1990) World Conference on Education for All: Framework for Action to Meet Basic Learning Needs. Retrieved from: https://unesdoc.unesco.org/ark:/48223/pf0000127583

UNESCO. (1994). The Salamanca Statement and Framework for Action on Special Needs Education. Retrieved from: https://unesdoc.unesco.org/ark:/48223/pf0000098427

UNESCO. (2000). The Dakar Framework for Action: Education for All: meeting our collective commitments (including six regional frameworks for action). Retrieved from: https://unesdoc.unesco.org/ark:/48223/pf0000121147

United Nations. (2003). *Peer Education Training of Trainers Manual.* Retrieved from: https://www.comminit.com/hiv-aids/content/peer-education-training-trainers-manual.

Young, H. (1997). Student perceptions toward individuals with disabilities: Inclusive versus traditional classrooms in elementary school. Thesis. Rochester Institute of Technology.