

Full text open access online (Since 2009)



Kamla-Raj IJES 2023

PRINT: ISSN 0975-1122 ONLINE: ISSN 2456-6322

Int J Edu Sci, 42(1-3): 82-92 (2023)

DOI: 10.31901/24566322.2023/42.1-3.1294

Academic Self-concept among Students with Special Needs Education in Inclusive Education Settings: A Literature Review

Daliko Mhule^{1*}, Sameer Babu M.² and Bindu D.³

^{1,3}Department of Education, University of Kerala, India

*²Department of Educational Studies, Jamia Millia Islamia Central University,
New Delhi, India*

¹Mbeya University of Science and Technology, P.O. Box 131, Mbeya, Tanzania

E-mail: ¹<dalikocosmas@gmail.com>, ²<msameer@jmi.ac.in>, ³<dbindusuresh@gmail.com>

KEYWORDS Academic Performance. Attitude. Career Aspirations. Self-efficacy. Disability

ABSTRACT Academic self-concept (ASC) gears quality learning in education. It is fundamental for acquiring skills, knowledge, experiences, and attitudes for future adulthood socioeconomic responsibilities. This literature review highlights the status of ASC among students in inclusive educational settings. Three sub-areas of academic self-concept among special educational needs (SEN) students, challenges facing ASC in inclusive education and strategies for enhancing the students' ASC guided the study. The study used Google Scholar, ScienceDirect, Education Resources Information Centre (ERIC), Journal Storage (JSTOR) and Semantic Scholar to search reports and recent articles published in peer-reviewed journals. The surveyed studies indicated low ASC among SEN students. The collaborative effort is essential for promoting an inclusive learning environment and developing a positive academic self-concept among students. Enhancing ASC among students with SEN promotes academic responsibility and belongingness. The mechanisms for enhancing academic self-concept among students in inclusive settings and areas for further research have been suggested.