

Attitudes and Concerns
of Indian Teachers
towards Integrated
Education

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Doctor of Philosophy

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**Attitudes and Concerns of Indian Teachers towards Integrated
Education**

**Submitted by
Nisha Bhatnagar**

A thesis submitted in total fulfillment of the requirements for the
degree of Doctor of Philosophy



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Declaration

I, Nisha Bhatnagar, declare that the PhD thesis entitled *Attitudes and Concerns of Indian teachers towards integrated education* is no more than 100,000 words in length including quotes and exclusive of tables, figures, appendices, bibliography, references and footnotes. This thesis contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this thesis is my own work.

Signature

Date

8.11.10

Acknowledgements

Thousands of candles can be lit from a single candle, and the life of the candle will not be shortened. Happiness never decreases by being shared (Lord Buddha, Buddhism Dictionary; p.12).

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Dedication

I dedicate this thesis to the holy feet of the Almighty who enabled me to finish this work; and in the memory of my late mother, Mrs. Bimla Bhatnagar, who always taught me the value of hard work and to give a helping hand to all those who are less privileged.

न त्वहम् कामये राज्यं न स्वर्गं नापुनर्भवम्
कामये दुःख तप्तानां प्राणिनामार्तिं नाशनम् ।

(Bhagwat Purana, Chapter 1)

Oh God,

I do not desire any kingdoms, or heavens, or even elimination from the cycle of life and death. My only desire is to diminish the sorrows and agonies of all those people who are anguished and tormented.

Abstract

Education is the right of all children, and integrated education aims to ensure that all children have access to an appropriate, relevant, affordable and effective education within their community. The recent educational policies of inclusion of students with disabilities in mainstream classrooms have created significant changes in practices for teachers. The inclusion of students with special educational needs in mainstream schools is a focus of debate in education systems all across the world.

It has been suggested by eminent educators that successful inclusion is largely dependent upon a reconceptualisation of teachers' roles and responsibilities and therefore, it is essential to explore the attitudes and concerns of the mainstream teachers towards integration in their classrooms.

In developing countries like India, the integration movement is a new concept for the educators and therefore, it is essential to restructure the policies and practices of the teachers to make integration as successful as it is in the developed world. Efforts to integrate disabled students into the least restrictive milieu, generally the neighborhood school, are fast becoming the dominant educational ideology in all the schools in India.

This study was undertaken to identify and explore the attitudes and concerns of secondary school teachers regarding the integration of students with disabilities into their regular classroom programs in New Delhi and, to determine whether the attitudes and concerns of the teachers were significantly related to their background variables. Furthermore, the study also sought to identify different approaches and strategies which could modify teachers' attitudes and decrease their concerns for integrated education in their regular classroom programs.

A three part questionnaire was used to collect data from 500 secondary teachers teaching in Vidya Bharti Management in New Delhi where integrated educational practice is already underway. It consisted of: part (i) Background Information of Teachers; part (ii) Attitudes towards Integrated Education Scale (ATIES) developed by Wilczenski in 1995;

and part (iii) Concerns about Integrated Education Scale (CIES) developed by Sharma and Desai in 2001. Additionally two focus groups and 20 semi structured interviews were also held to discover the main attitudes and concerns of the teachers.

The major findings of the study were:

- Male teachers are more positively disposed to the inclusion of special students in their classrooms compared with female teachers and are less concerned about integrated education;
- Younger teachers (<40 years) are more positively disposed to the inclusion of special students in their classrooms compared with older teachers (> 40 years) and less concerned about integrated education;
- Graduate Teachers are less positively disposed to the inclusion of special students in their classrooms compared with Post Graduate teachers but more concerned about integrated education;
- Less experienced teachers (< 10 years) are more positive about the inclusion of special students in their classrooms compared with more experienced (> 10 years) teachers and are less concerned about integrated education;
- Teachers with disability in the family are more positive about the inclusion of special students in their classrooms compared with teachers without a disability in family and are less concerned about integrated education;
- Teachers with no focus on disability are less positively disposed to inclusion of special students in their classrooms compared with those teachers with a focus on disability and are more concerned about integrated education;
- Teachers with no focus on Special Education are less positive about the inclusion of special students in their classrooms compared with those

teachers with a focus on Special Education and are more concerned about integrated education;

- Teachers with knowledge of the Act (PDA 1995) are less positively disposed to the inclusion of special students in their classrooms compared with those teachers without any knowledge of the Act and are less concerned about integrated education; and
- Teachers with a high level of confidence are more positive about the inclusion of special students in their classrooms compared with teachers with lower confidence levels and less concerned about integrated education.

A number of strategies were suggested by teachers which could be adopted by various stakeholders to alleviate their concerns about integrated education and to modify negative attitudes towards more positive attitudes relating to integration in the education system.

The teachers' main suggestions were:

- Financial assistance for resources and specialised personnel support;
- Architectural support services for the special needs students;
- Department of Education, New Delhi, the school's management and the principal must arrange for in-service training for teachers;
- The Office of the Commissioner of Disabilities of India must make adequate provisions and ensure that integration is a success in all the schools in the state;
- The school's management and principal must collaborate to make a policy for a successful integration program in the school;
- Ministry of Education must conduct seminars to help the teachers understand the value of integrated education;

- The parents and community members must join together as volunteers to improve the levels of integration within the schools;
- The school principal must not close schools to special needs students in any condition;
- Different curriculum and different question papers must be prepared by the teachers for a successful integration program in the schools.

This study provides educators, policy makers and the school's management in India with an opportunity to understand how to implement an integration policy and remove barriers to a successful integrated education system in the country. The findings of this study aim to encourage teachers to move away from the dual system of education towards an inclusive school system. It is a vision of the researcher to see an Indian educational system also to be as inclusive as any other country in the developed world.

Abbreviations and Definitions

Accommodation	An adjustment made to an environment, situation, or supplies for individual differences. For example, moving desks to make wider spaces in the classroom is an accommodation for a student in a wheelchair.
At risk	The term is used in educational institutes which refer to students at risk of not being able to complete their school education because of any kind of disability. The term is also used in educational literature about school retention.
Attitude	An attitude is a hypothetical construct that represents a person's degree of like or dislike for any object or idea. They are seen as judgments and are developed according to an ABC model (affect, behaviour, and cognition). Unlike personality, the attitudes change as a function of experience.
Ayurveda	An ancient system of medicine in India
BD	Behavioural Disorder
CBSE	Central Board of Secondary Education (New Delhi, India)

Cognitive Learning	The area of learning based on knowledge and reasoning; also called academic learning.
Collaborate	To work, plan, and problem solve with other staff members and professionals in a cooperative manner, sharing responsibilities while utilizing the individual strengths and skills of each person.
Concerns	Concerns refer to matters or issues relevant or important, which are related to teachers' work and their reactions to them, which they perceive may interfere with their ability to successfully perform a given task or role.
Co-teaching	An instructional arrangement in which there is more than one adult in a classroom, instructional and classroom responsibilities are defined and assigned and some type of co-planning is involved. The use of the term co-teaching in this book does not refer to a specific model, and any other adult in the classroom can be called a co-teacher.
DfEE	Department for Education and Employment, UK
DPEP	District Primary Education Program
ESCAP	Economic and Social Commission for Asia and the Pacific
<i>EFA</i>	In 2001, the Indian constitution was amended to guarantee the fundamental right to <i>Education for All</i> . It is a concept that assures that the education of children with a disability is perceived as a subject of state welfare.

EFA	A worldwide movement by UNESCO which aims for the global Education for All. It is mainly aiming to meet the learning needs of all children, youth and adults by 2015. The Education for All movement was launched at the World Conference on Education for All in 1990. Since then, governments, non-governmental organizations, civil society, bilateral and multilateral donor agencies and the media have taken up the cause of providing basic education for all children, youth adults.
Graduate Teacher	A teacher possessing a degree of B.ED (Bachelor of Education) and can teach only secondary classes (Grade 6 th to 10 th) in India
IDEA	Individuals with Disabilities Educational Act. In 1975, The Congress of USA passed Public Law 94-142 (Education of All Handicapped Children Act), now codified as IDEA (Individuals with Disabilities Education Act). In order to receive federal funds, states must develop and implement policies that assure a free appropriate public education (FAPE) to all children with disabilities.
IECY	Inclusion in Education of Children and Youth with Disabilities
IEDC	Integrated Education for Disabled Children

IEP	Individualised Educational Plan, a written plan of educational goals and objectives for a student. This plan is reviewed and rewritten each year.
IFSP	Individual family service plan is a written plan of special support goals and services provided to infants and toddlers, as well as their families.
ITP	Individual transition plan, a written plan of transition goals, objectives, or actions included in the IEP of special education students over the age of 14 or 16.
ILP	Individualised Learning Plan
ILO	International Labour Organisation
Impairment	Impairment is any loss or abnormality of psychological, physiological or anatomical structure or function. A disability is a restriction or lack of (resulting from an impairment) ability to perform an activity in the manner or within the range considered as normal for a human being. This definition has been taken from <i>The Persons with Disability (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995</i>
Inclusion	A philosophy that seeks to address the needs of all students who may have difficulty in accessing the mainstream curriculum and attempts to educate the student within a school approach to diversity of education.

Inclusive Classroom A classroom in which children with a diversity of learning needs and abilities share instructional space and all staff members who are responsible for providing support work together to benefit all the students in the class.

Integrated Education Integrated education or integration refers to the education of students with disabilities in regular schools along with their peers without disabilities. The regular classroom teacher has the primary responsibility for the education of students with disabilities. In India, integrated education is more commonly used than the term integration. In this study the term 'inclusion' is used interchangeably with 'integration'.

IQ Intelligence Quotient

Janshala Program The Janshala Program is a collaborative effort of the Government of India and five UN agencies – UNDP, UNICEF, UNESCO, ILO and UNFPA – to provide program support for the ongoing efforts towards achieving Universal Elementary Education in India. The term *Janshala* consists of two components i.e. '*Jan*' (refers to the word 'Community') and '*Shala*' (refers to the 'School'). The combination of these two words refers to the 'Community School'. The total area covered under the program is 139 blocks spread over nine states – Andhra Pradesh, Jharkhand, Chhattisgarh, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Rajasthan and Uttar Pradesh.

Jataka Tales The stories of Buddha's Former birth

LD Learning Disability

Least Restricted Environment A special education term meaning the placement in which a student has the best opportunity to achieve with the least amount of restriction, based on individual student needs and abilities.

Mainstream Education A normal classroom in which special children can be included for the purpose of integrated education

MR Mental Retardation (used only in India). In India, 'mental retardation' is still in use where as the term is no longer used in Australia. In this thesis the term 'mental retardation' will be used when referring to people with intellectual disabilities in India.

National Trust Act The 1999 National Trust Act provides for the constitution of a central body, the National Trust, to safeguard the rights of people with disabilities. This was for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act. The objective of this enactment is to enable and empower persons with these disabilities to live as independently and as fully as possible within or close to the community to which they belong. It also addresses the needs of those persons who do not have family support and provides for their care and protection.

NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NCPEDP	National Centre for the Promotion of Employment of Disabled People
NGOs	Non Government Organisations
NIMH	National Institute for the Mentally Handicapped
NSS	National Service Scheme
NSSO	National Sample Survey Organisation
OCED	Organisation for Economic Co-operation and Development
PDA	Persons with Disabilities Act (1995)

PIED	Project Integrated Education for Disabled
Postgraduate teacher	A teacher possessing postgraduate qualifications with a degree of and teaches only senior secondary classes (11th and 12 th) in India
RCI	The Rehabilitation Council of India
RDC	Rights of Disabled Children
RI	Relief International
Regular Classroom	Regular classroom refers to a group of pupils/students brought together for teaching or instructional purposes in regular and normal classes, often as a convenient administrative unit. Regular classroom refers to ordinary, general or non-special education classroom in a primary or secondary school
Remedial Teaching	Instruction aimed at improving a skill or ability in a student or "catching a student up." Techniques for remedial instruction may include providing more practice or more explanation, repeating information, and devoting more time to working on the skill. A student having a low reading level could be given remediation through one-on-one reading instruction, phonic instruction, or practice in reading aloud.

Salamanca Statement A Framework for Action on Special Needs Education

which was adopted by the World Conference on Special Needs Education organised by the Government of Spain in cooperation with UNESCO and held in Salamanca from 7 to 10 June 1994. Its purpose was to inform policy and guide action by Governments, international organisations and aid agencies to support and implement special education.

SSA

Sarva Shiksha Abhiyaan is a movement which means “ each one,teach one” in India.This program was started for achievement of universalisation of elementary and primary education , as mandated by the 86th amendment of the Constitution of India making free and compulsory to children between the ages of six to twelve. The program aims to achieve the goal of teaching all children by 2010.

SEN

Students with Educational Needs

Special Education

A federally mandated program organized through state and local educational agencies that ensures and provides appropriate educational opportunities for students qualifying under categories of disabilities.

Students

with Disabilities

In the present study, students with disabilities refer to students who, because of one or more forms of disabling conditions, which means a condition or conditions that deprives them of or reduces their power of doing normal activities, require some specially designed instruction and services. This definition has been taken from *The Persons with Disability (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995*.

The Green Paper

A summary of a consultative Green Paper, show how the teachers aim to improve the achievements of children with special educational needs (SEN) in England

Transition Services

Services, training, skills, support, or instruction identified as necessary to help a special education student successfully move from a school setting into a post-secondary setting (i.e., work, job training, technical school, college, military, independent living, semi-independent living).

TRA

Theory of Reasoned Action

UEE

Universalisation of Elementary Education

UN

United Nations

UNDP	United Nations Development Program
UNESCAP	United Nation's Educational and Social Commission for Asia and the Pacific
UNESCO	United Nations Educational Scientific and Cultural Organization
UNFPA	The United Nations Population Fund (UNFPA) began operations in 1969 as the United Nations Fund for Population Activities but the name was changed in 1987 under the administration of United Nations Development Fund
UNICEF	United Nations International Children's Emergency Fund, (an agency of the United Nations responsible for programs to aid education and the health of children and mothers in developing countries)
Vidya Bharti	A renowned Educational Management running primary and Secondary Schools all over India
VI	Visual Impairment
WHO	World Health Organisation

WPA

The World Program of Action is a global strategy to enhance disability prevention, rehabilitation and equalization of opportunities, which pertains to full participation of persons with disabilities in social life and national development. The WPA also emphasizes the need to approach disability from a human rights perspective.

World Education

Forum (2000) .The purpose of the Forum was to present the global results of the evaluation of the Decade of “Education for All” (EFA) launched in Jomtien, Thailand, in March 1990, and to adopt a new Framework for Action, essentially in order to continue the task. As was already evident half way through the decade, the six goals set in Jomtien for the year 2000 had not been met. Thus, the Framework for Action adopted in Dakar basically “reaffirmed” the vision of the goals laid down in Jomtien, which now run for another 15 years, until 2015.

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Preface

Once upon a time, King Solomon was asked to settle a dispute between two women who both claimed to be the mother of a young child. King Solomon called both the women into his court, and, on seeing the determination of both of them to claim the child as their own, the king suggested that the child be split in two, so that each woman could have half. Upon hearing his verdict, one woman- the real mother- was horrified at the king's solution, and withdrew her claim. At that point, King Solomon was able to identify the true mother. It was the woman willing to set aside her own claims in support of the child's best interests (1, Kings 3:16-28).

This story from the Old Testament is a good reminder to all the educators and policy makers to keep in sight the fact that we are dealing with multi-dimensional and special needs students in the classrooms. It is often tempting to look for our claims but we must remember that the welfare of the children in an educational setting is the foremost priority. The realities that we face today in Indian schools while trying to address children's needs often create some barriers that lead to compartmentalizing the childrens' educational development.

In this research, an attempt is made to build a case for bringing all the pieces together and to find out the attitudes and concerns of Indian educators towards integrated education and the barriers and the challenges that the teachers have to face during integration of special needs children in a mainstream setting. The great proliferation of academic knowledge that all the teachers must possess in order to make the integration a success, is also a crucial topic that must be conveyed to all the policy makers and all those who are in the field of education.

Chapter 1

Background and Need

If the challenge of the twentieth century was creating a system of schools that could provide minimal education and basic socialization for masses of previously uneducated citizens, the challenge of the twenty-first century is creating schools that ensure – for all students and in all communities – a genuine right to learn. Meeting the new challenge is not an incremental learning. It requires a fundamentally different enterprise (Linda D. Hammond cited in Jha, 2002, p.24).

1.1 Introduction

A brief perusal of the history of education is enough to suggest that diversity has been a continual challenge for educators all around the world. The challenge of attempting to comply with Special Education regulations established at the school, state and federal levels has grown in recent years and increased the need for organizational support. Strict policies and legal requirements affecting these challenges have been developed for those students who have special needs. Many countries have developed new policies to be more inclusive and create a society where people with disabilities are considered equally with other citizens. Whilst this social development in the area of social policy has good intentions, it may, however, lack both true commitment by governments and the financial resources to implement new legislation, policy and make the necessary changes.

For decades, globally, special schools have been the focus of the education of students with special needs. However this view of special education provision has gradually changed and the segregation of these students is now perceived as unacceptable (Bolick, 2001; Hehir, 2003). The inclusion movement has also prompted many educators to seek and rely upon support from administrators in education. Most educators follow the practice of inclusion although some disagree with this educational strategy (Smith, 2000) believing many students with special needs are better served in separate settings.

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), there are an estimated 140 million children who are out of school, a majority being girls and children with disabilities. Among them, 90% live in lower middle-income

countries and over 80% of these children are in developing countries (Framework for Action, 2002, p.22). The experiences of such children can range from one of being totally excluded from schooling, through to full-time placement in a regular classroom. It has been suggested that:

Over half a billion persons are disabled as a result of mental, physical or sensory impairment. These individuals are often limited by both physical and social barriers which exclude them from society and prevent them from actively participating in the development of their nations (UNESCO, 2004, p.36).

Despite encouraging developments, there are still an estimated 115-130 million children not attending school (International Consultative Forum on Education for All, 2000, p.14). We can identify three broad phases of policy making with regard to disability and education. The first phase, based on a model of segregated provision, lasted from the end of the eighteenth century until well into the post-World War II period. During this period, special schooling constituted one element in a more general process involving the regulation and institutionalization of 'anomalous' populations in the society, especially populations of the financially poor (Foucault, 2002; Scull, 1993).

The second phase was associated with new orientations in general social policy, particularly in movements towards 'normalization' and de-institutionalization, most typically associated with developments in the social services in Scandinavia (Reinach, 1987). These second phase movements were articulated in what came to be known as 'integration' or 'mainstreaming' and date roughly from the 1960s (Rispen, 1994).

The most recent third phase, known as inclusive education, has developed out of a critique of the policies and practices in integration and in continuing segregation. It increasingly reflects the political struggles of disabled people to contest the representation of disability in terms of individual 'conditions' and of responses to disability in terms of 'care' and 'need', and to base this challenge on demands for human rights, social justice and equality in an inclusive society (Armstrong 2000; Dyson & Millward, 1997; McDonnell, 2000; Riddell, 2000).

The integration of children with special educational needs in an ordinary school has been a key topic in special education for the last 25 years (Avramidis, 2000). However, more

recently, the term ‘inclusion’, which embodies a whole range of assumptions about the purpose and meaning of schools (Kliwer, 2006), has come to supersede ‘integration’ in the vocabulary of special educators. According to Corbett, “Inclusive education is not a ‘quick fix.” It comes about after years of thorough, consistent commitment to shared ideals and through the hard work of skilled teachers who are open to improving their practices” (2001, p.56).

According to the *Education For All* Report (2005):

One way to move towards a relevant, balanced set of aims is to analyze the curriculum in terms of inclusion. An inclusive approach to curriculum policy recognizes that while every learner has multiple needs – even more so in situations of vulnerability and disadvantage – everyone should benefit from a commonly accepted basic level of quality education (p.11).

Figure 1.1 shows the Rights framework for Inclusion. It describes the efforts introduced across the world to ensure the right to inclusive education from 1948 to 2005. The main pillar of inclusive education was the 1994 Salamanca Statement, which emphasized the need for the removal of political or social barriers to bring all children together in schools irrespective of their physical and mental abilities, or social and economic status, thereby securing their meaningful participation in learning activities. The trend toward integrated schooling in most developed countries has increased the likelihood that students with special needs will be retained full time in mainstream classes (Burden & Burden, 2004; Roberts & Mather, 1995). Previously, students with special needs were withdrawn regularly for intensive one-to-one remedial tuition, or in some countries were placed in special groups designed to meet their instructional needs.

Current philosophy is that segregating these children with learning problems, even for short periods of time for remedial teaching, damages their self-esteem, restricts their social interaction with their peers, narrows the curriculum, and diminishes their motivation to learn. It is now believed that maintaining students with specific learning difficulties in regular classrooms, in contact with the mainstream curriculum and methods, is in their best interests in terms of equity, opportunity, and social justice (Allan, 2003; Lipsky & Gartner, 1996; Mittler, 2000).

This change in placement policy does, however, generate additional demands on all regular classroom teachers, who must now attempt to provide the necessary support for students with learning problems during normal lessons. A country's ability to develop support services at the school level may go a long way to ensuring that the policy of inclusion succeeds and many developed countries do have well developed support services for children with special needs.

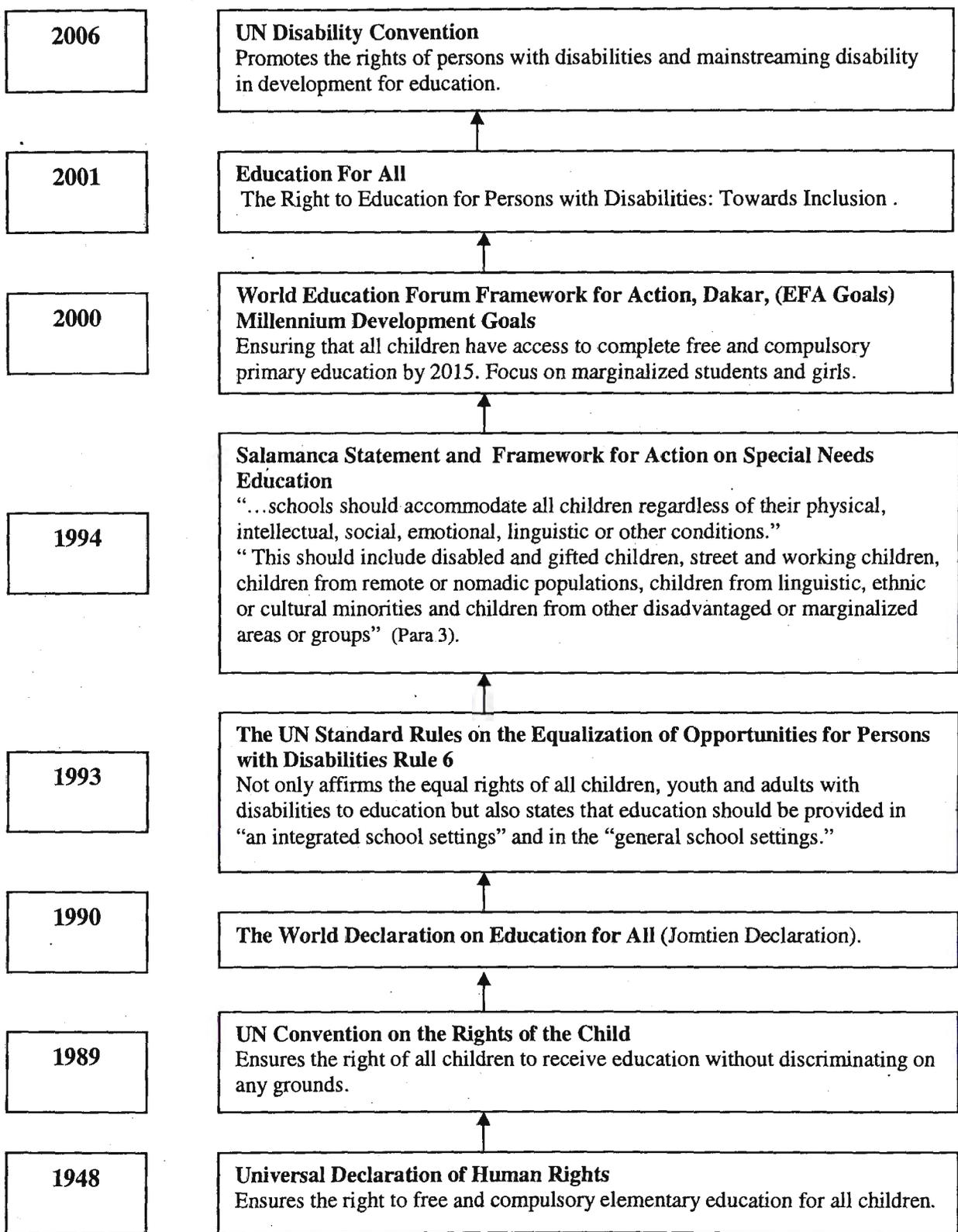


Figure 1.1 The Rights Framework for Inclusive Education.

The philosophy of inclusive education gained tremendous international currency when the United Nations promoted the idea of '*Education for All*' at a conference in Thailand in 1990. Furthermore, a policy statement on inclusive education emanating from the 1994 Salamanca conference raised a great challenge for all nations, schools and educators to provide effective education for all students including those with special needs.

In a world facing increasingly complex social and political problems, there is a growing need for interdisciplinary collaboration between people of differing professional backgrounds, and with this has come an emergence of new professions that are at the cusp of previously separate disciplines. Societal changes are being mirrored in our school system, with moves towards greater integration of the disciplines that make up the traditional curriculum. The momentum for integration has been driven by a vision that it can bring into being learning that is connective, transmissible and motivating. It is seen as a means of re-engaging young people, many of whom are alienated from school, providing learning that is both purposeful and accessible (Barab & Landa, 1997; Cumming, 1994; Perkins, 1991; Yager, 1999).

According to a World Bank Disability Group Report (2007):

Education is widely seen as a means to develop human capital, to improve economic performance and to enhance individual capabilities and choices in order to enjoy freedoms of citizenship. Within the context, therefore, empowerment refers to, "acquiring the awareness and skills necessary to take charge of one's own life chances. It is about facilitating the ability of individuals (and groups) to make their own decisions and, to a greater extent than hitherto, to shape their own destinies" (p.34).

When communities can hold teachers, administrators, and government officials accountable for inclusion of all children through formal institutional mechanisms, community members become more interested in school improvement and more willing to commit their own resources to the task. In addition, this commitment may include forming partnerships with outside contributors.

The Dakar *Framework for Action* (2000, Para 4) acknowledges the major education conferences throughout the 1990s, such as the Salamanca World Conference on Special Needs Education and urges the international community to continue working on

achieving the goals set at those forums. The 'Expanded Commentary on the Dakar Framework for Action' describes the broad vision of *Education for All* (A movement introduced at the World Conference on Education for all in 1990).

Throughout the world there is a growing emphasis on the need for education to be as integrated for such children as it is of children without disabilities. Thus, a new challenge is being posed for teachers. This, in-turn, has generated a new agenda for educational researchers. Figure 1.2 shows how educators can take steps to ensure from exclusion are changed to inclusion for all students in their schools.

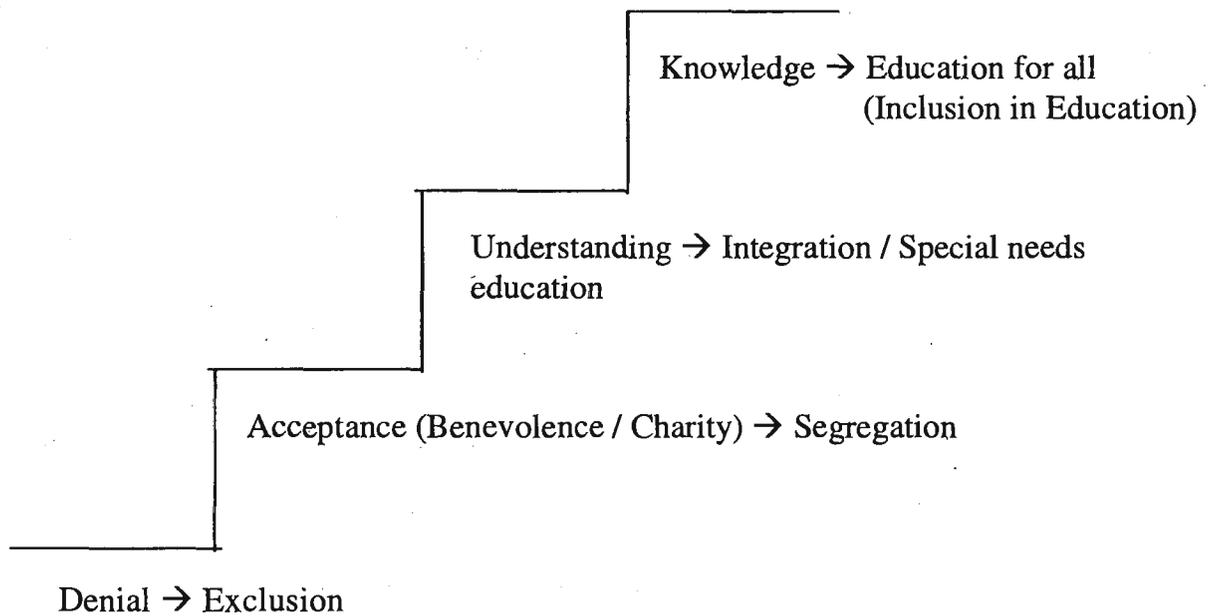


Figure 1.2 Steps from Exclusion to Inclusion

Integration is a process which can be managed through national legislation and supported through the development of central resources. This process is not about the relocation of students from special to mainstream schools, nor is it about finding ways of replicating special forms of provision within the mainstream. Rather, it is about reforming mainstream schools in ways which make them more responsive to the individual differences of the children within them.

The successful achievement of this reform depends on paradigmatic shifts, not simply at the level of policy and structure, but also at the level of the construction of special needs undertaken by particular schools.

Education as a human right has been recognized and affirmed in various international conferences including the Universal Declaration of Human Rights (Article 26th), the Convention on the Rights of the Child (Article 28), The World Conference on *Education for All* (1990), the Salamanca Conference (1994) and The World Education Forum (2000) where UNESCO, UNDP, UNICEF, UNFPA, World Bank, and agencies and representatives from all over the world gathered to review and analyze their efforts towards the goal of “Education for All”. Consequently, inclusive education is regarded as the only means to achieve the goal of *Education for All*. It is important to highlight that *Education for All* does not automatically imply inclusion. Inclusion, properly understood is precisely about reforming schools and ensuring that every child receives quality and appropriate education within these schools.

The education of children with disabilities and inclusive education have remained on the fringes in any study on effective schools and there are many barriers to the success of this program all around the world. It has been suggested:

The school effectiveness movement has reinforced bureaucratization, regulation and standardization of school organizations, all counterproductive to the notion of celebrating difference and diversity... these approaches can be instrumental in perpetuating the status quo since they fail to recognize the possibilities for education to have a role in transforming society rather than simply reflecting it (Lloyd, 2000, p.140).

In the international development targets for education set out in the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities, there is a section that suggests:

States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the educational system (United Nations, 1993, Rule 6).

The practice of including students with disabilities into regular schools has been gaining ground internationally for many years now, but is far from being fully accepted by the educational community (Yellin, 2003). For over three decades, researchers have concluded that the degree to which inclusion is successful depends largely on the attitudes and willingness of educators at the school level to welcome and involve students with disabilities in their classrooms in a meaningful way (Avramidis & Norwich, 2002; Forlin, 2001; Harvey & Green, 1984; Loreman & Earle, 2006; Sharma, Forlin, William & Algozzine, 1979).

Teachers with positive attitudes toward inclusion have been found to not only employ instructional strategies that benefit all students in a classroom (Bender, Vail & Scott, 1995; Brophy & Good, 1991), but have also been found to have a positive influence on the attitudes of peers without disabilities towards students with disabilities (Baker & Gottlieb 1980; Norwicki & Sandieson, 2002). Inclusion needs to be the fundamental philosophy throughout programs so that the goal of *Education for All* can be achieved.

UNESCO (2004, p.188) views inclusion as “a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning.” According to Article 26, of the Universal Declaration of Human Rights:

Everyone has the right to education... Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace (Article 26 – Universal Declaration of Human Rights).

The Salamanca Statement (UNESCO, 1994) recognized the uniqueness of each child and their fundamental human right to education and declared that “inclusion and participation are essential to human dignity and to the exercise and enjoyment of human rights (Centre for Studies on Inclusive Education, 2002, p.31). The Statement is supported by a *Framework for Action* which strongly supports schools having a child-centered pedagogy supporting all children. The Framework suggests that education systems must become inclusive by catering for diversity and special needs, thus creating opportunities for genuine equalization of opportunity.

Oliver (1996) believed that this history of exclusion could only be broken by completely reorganizing the system. This is in sharp contrast with the minor adjustments that the Warnock Report (1978) recommended where inclusion will continue to be defined in terms of both inclusion and exclusion, a situation Booth (1997) has described as:

Inclusion in and exclusion from education as respectively the processes of increasing and reducing the participation of students in the cultures, curricula and communities of local mainstream schools. (p.337)

This limited view is rejected in favour of a more comprehensive and radical approach that suggests:

Inclusive education is concerned with reducing all exclusionary pressures and all devaluations of students whether on the basis of disability attainment, ‘race’, gender, classes, family structure, lifestyle or sexuality (p. 338).

Special educators argue that the success of students with disabilities requires teachers to differentiate curriculum, provide a framework for learning, intensively model learning processes and strategies, present information in multiple ways, allow students to demonstrate learning in multiple ways, teach students to use memory strategies, teach self-regulation and self-monitoring, provide opportunities for extended practice and application, and adjust work load and time requirements (Vaughn, Bos, & Schumm, 2000).

As general education classrooms increasingly reflect the diverse nature of our global community, members of the education fraternity experience the tension of paradoxical mandates to address national standards and individual learning needs. Current legislation

mandates a policy of anti-discrimination and requires quality education for all. In response, policy writers exhort inclusive education; professional bodies and employers expect teacher accountability towards it; and through course development and accreditation, teacher education providers must ensure graduates have the necessary attributes, confidence and competence to design and deliver inclusive curriculum for a diverse range of learners to improve their individual outcomes from schooling.

Cheng (2000) emphasized the social, rather than isolated, nature of learning. To achieve the aims of democracy and social action through the curriculum, all educators need to be prepared to recognize and respect the unique attributes of every learner.

Integration or organized placement of children with disabilities in mainstream classrooms has certainly been one of the major topics in education for the last two decades (Avramidis, Bayliss, & Burden, 2000). However, it was not until quite recently that teacher' attitudes towards inclusion of children with special educational needs became the focus of extensive research (Avramidis, 2004; Jobe & Rust, 2000). Teachers' attitudes have been found to affect the process and the outcome of inclusion to a great extent (Avramidis, 2000; Richards, 1999).

It has been suggested that teachers' positive attitudes towards the inclusion of children with special needs could facilitate inclusion in a mainstream setting (Cook, 2001; Richards, 1999), since positive attitudes are closely related to motivation to work with and teach children with special needs Teachers' motivation in this case is of the utmost importance because inclusion demands time (Avramidis et al., 2000). Previous research has suggested that the successful implementation of any inclusive policy is largely dependent on educators being positive about it. (Sharma, 2001; Singal & Rouse, 2003). It has been demonstrated by Avramidis et al., (2000), Centre and Ward, (1987) and Ainscow and Sebba (1996), those teachers' positive attitudes towards inclusion depend strongly on their experience with learners who are perceived as "challenging". Teacher education, the availability of support within the classroom, class size and overall workload are all factors which influence teachers' attitudes. Several studies (Avramidis et al., 2000; Beh-Pajoooh, 1992; Sharma, 2001) have revealed that negative attitudes of

teachers and adults (parents and other family members) are the major barrier to inclusion suggesting that children do not have prejudices unless adults are instrumental in modeling them. Thus, introducing inclusion as a guiding principle in these different areas will be dependent upon teachers' attitudes. Negative attitudes towards differences and resulting discrimination and prejudice in society manifest themselves as serious barriers to learning. However, they are barriers that can be overcome through the practice of inclusion and are not necessary pre-cursors to the process.

There have been number of research findings summarizing what is currently known about "what works" in inclusive education (Bunch & Valeo, 1997; McGregor & Vogelsberg, 1998; Putnam, 1998; Sebba & Sachdev, 1997; Stainback & Stainback, 1996). Additionally, these researchers question whether "special education" can occur within the general education environment and define "special education" as specific, directed, individualized, intensive, remedial instruction of students who are clearly deficient academically and struggling with the schoolwork they had been given (Hallahan & Kauffman, 2000; Zigmond & Baker 1995).

1.2 The Global Context

Global disability statistics are not easy to obtain, but many of the UN agencies use the rough calculations developed by Relief International (RI). According to RI (2005), currently 600,000,000 persons are born with, or acquire, a disability within their lifetimes. Of this 600 million, UNICEF has estimated that around one quarter, or 150 million, are children (Lansdown, 2001). A recent World Bank study (*Poverty and Disability: a Survey of the Literature*, 2005) noted that:

The proportion of disabled children in developing countries is generally higher than in developed countries...It is estimated that 6 to 10% of children in India are born disabled and that, because of low life expectancy, possibly a third of the disabled population are children (p.11).

Groce (1999) in an *Overview of Young People Living with Disabilities: their needs and their rights* concluded that, "With half the world's population under 15 years old, the number of adolescents and youth with disabilities can be expected to rise markedly over the next decade" (p.32).

1.3 Facts:

These are some of the facts about persons with disabilities:

- According to United Nations Development program, around 10% of the world's population, or 650 million people, live with a disability. They are the world's largest minority (UNDP, 2006);
- This figure is increasing through population growth, medical advances and the ageing process, according to the World Health Organization Director General Dr Margaret Chan (WHO Report, 2007);
- Disability rates are significantly higher among groups with lower educational attainment in the countries of the Organization for Economic Co-operation and Development (OECD, 2005);
- The World Bank estimates that 20 % of the world's poorest people are disabled, and tend to be regarded in their own communities as the most disadvantaged (World Bank Report, 2006);
- 90% cent of children with disabilities in developing countries are not attending school (UNESCO, 2005);
- In line with UNDP annual report (2006) the global literacy rate for adults with disabilities is as low as 3% and 1% for women with disabilities;
- Consistent with the Organization for Economic Co-operation and Development (OECD) students with disabilities in higher education remain under-represented, although their numbers are increasing (OECD Annual Report, 2007);
- In accordance with International Labour Organisation, an estimated 386 million of the world's working-age people are disabled. International Labor Organization (ILO, 2006).

Disability and education involve a strong involvement from community as well as parents in early childhood intervention, along with consideration of the relation between school and health, teacher education, school accessibility and not least the ability to look at disability in a broad context. According to the EFA (2005), Universal Primary Education by the year 2015 is one of the Millennium Development Goals.

1.4 The Indian Context

India, the most ancient nation in the world, is today the youngest nation in the world. According to the last census in 2001, the children and youth population in India is around 480 million (Ministry of Information and Broadcasting, Government of India (2004), Rehabilitation Council of India (RCI) (2002) which is the largest young population (< 18 years old) in the world. Because of their one child policy, China, the most populous country in the world, is also behind India in terms of having a younger population. According to the National Bureau of Statistics of the People's Republic of China (2000) the population of young children (< 18 years old) comprises 29 % of their total population. With a total population of China reaching 1.3 billion this means 377 million are children. The figure remains significantly less than India's young population.

On the basis of the National Sample Survey Organization (NSSO) of India Report (1991), approximately 26 million children have disabilities with about 9 million children having mental retardation, 8 million having loco motor disability, 4 million children having visual disability and 5 million children having a speech and hearing disability. The RCI further adds that "the estimates by NSSO are considered by most experts to be conservative" (Ten Years of Progress: RCI *Towards Nation Building*, 2002, p.4). In India, 'mental retardation' is still in use whereas the term is no longer used in Australia. In this thesis the term 'mental retardation' will be used when referring to people with intellectual disabilities in India.

Recent estimates of the number of school aged-children with disabilities in India have ranged from 30 to 35 million (Mitchell & Desai, 2005; Singh, 2001) but, Peters (2003), in her Report prepared for the Disability Group of The World Bank maintains that

“...The number of school-age children with disabilities in India may be as high as 50 million” (p.44).

A significant Report on a project entitled ‘Support to Children with Disabilities’ (2000-2002), undertaken by the UNDP through convergence with the Joint Government of India-United Nations System Program for Primary Education, states that “the efforts in the country today to reach the large section of citizens with disability are grossly inadequate. Nowhere is this gap more visible than in primary education (p.65).

1.4.1 Legislative Framework

For a country satisfied with its current economic growth rate, it is paradoxical that over 53% of children in India who are less than five years of age (67 million children), do not have basic healthcare facilities (*State of the World's Mothers' Report*, 2007). This would seriously suggest that a legislative framework is desperately needed to increase the quality of life for these children.

Over the years, India has passed legislation that has attempted to address the problems faced by the disabled. In the recent past, the Persons with Disabilities (Equal Opportunities Protection of Rights & Full Participation) Act (PDA), 1995; The Rehabilitation Council of India Act, 1992; The Mental Health Act, 1987; and The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 have all been attempted solutions. Some of these measures have been bold and admirable steps, but the results are only slowly becoming visible. The PDA (1995) has often been considered to have special status having an overarching role, with some of the other Acts playing important but supporting roles.

The enactment of the PDA in 1995 was hailed as a defining moment in the education of students with disabilities in India because of the emphasis it placed on the integration of students with disabilities into regular schools (Kulkarni, 2000; Rao, 2000). In line with developments in a number of overseas countries, the integration of students with

disabilities into regular schools has now entered the realm of Indian jurisdiction for the first time.

As a consequence of these legislative and policy initiatives by the Government of India, particularly during the last three decades, there are over 750,000 students with disabilities in regular schools (Gopinathan, 2003). There are also over one million teachers in regular schools who have been trained in integrated education (RCI, 2003).

However, notwithstanding these positive developments, when one takes into account the number of school-aged children with disabilities in India, which is estimated to be between 30-35 million children (Mitchell & Desai, 2005; Singh, 2001), it becomes clear that the current efforts by the Government of India have had minimal impact, only touching the fringe of the problem.

The rationale for this study emanated from the dearth of studies within the last decade that have investigated teachers' attitudes and concerns toward the implementation of inclusive education in mainstream schools in India. Since the passage of *PDA (1995)*, only a couple of studies to identify the attitudes and concerns of the educators have been undertaken, one of which is by Sharma (2001) who examined the attitudes and concerns of 310 primary school principals and 484 teachers working in government schools in Delhi regarding the integration of students with disabilities into regular school programs. Shah (2006) also conducted a study in Gujrat, India in which she measured concerns of the teachers of integrated education in India. Subsequently, no significant attempts have been made to determine whether the passage of the Act has had any impact on children with disabilities and whether the attitudes and concerns of the educators have changed during the past seven years. If attitudes have changed, it would seem important for policy makers and the educators to know to what extent they have been changed.

Secondly, teachers' attitudes and concerns toward the implementation of inclusive education have not been considered in the light of policy changes which include the provisions of the educational standards of Indian schools. It is essential to measure the attitudes and concerns of teachers while planning for integration policies which are the

pillar of all successful integration strategies. India is also a signatory to a number of international initiatives for inclusive education. Of the disability-specific international instruments, India has adopted the World Programme of Action concerning Disabled Persons (1981); the Principles for the Protection of Persons with Mental Illness and for the Improvement of Mental Health Care (1991); the Standard Rules for the Equalization of Opportunities for Persons with Disabilities (1993); and the Proclamation of the Economic and Social Commission for Asia and the Pacific on the Full Participation and Equality of People with Disabilities in the Asian and Pacific Region (1993). India is also a signatory of Salamanca Statement (1994) and therefore the Indian Government must endeavor to find out the concerns and attitudes of Indian educators towards integrated education.

Thirdly, there has been a lot of recent publicity by the State government of Delhi, the Central Government of India, and sections of the media stressing the need for providing a successful constructive platform for integrated education. Educators and policy makers must determine whether or not there is any impact on changing negative attitudes of the educators and eliminating their concerns for teaching special needs students in their classrooms. In light of these changes, this study considers both teachers' attitudes toward, and their concerns about, integrated education to be highlighted, so that Indian educators may also be as successful as educators in other countries across the developed world.

1.5 Need and Significance of the Study

Whilst statistics show that the issue of disability is huge in India, there has been a dearth of research on teachers' attitudes and concerns regarding integrated education. As previously mentioned, one of the few studies that has been conducted is that of Sharma (2001) who found that both principals and teachers were concerned about 'lack of resources' (such as special education teachers and para-professional staff) 'the non availability of instructional materials', 'the lack of funding', and the 'lack of training to implement integrated education'.

Given the new legislative mandate of *PDA (1995)*, India appears to be at a cross roads. Educators in India are not sure whether they should develop their own integration philosophy and knowledge base in relation to integration or whether they should utilize the relevant evidence based knowledge and skills available from other countries. It has been suggested that the second option cannot be meaningful as the situational variables in India might not necessarily coincide with those in the other countries where such programs have been developed (Iyanar, 2000; Jayachandran, 2000; Vaughn, 1997). In this regard, Walia and Rajput (2000) comment that “any system without indigenous roots is likely to serve only a limited purpose” (p.1).

1.6 Aims of the Study

The aims of this study are:

1. To investigate the attitudes of the secondary school teachers towards integration;
2. To investigate the effects of the selected background variables on teachers' attitudes towards integration;
3. To investigate what the major concerns of teachers are towards integration; and
4. To investigate the impact of tertiary education and professional development on teachers' attitudes and practices.

1.7 Respondents for the Study

500 teachers from Vidya Bharti Management schools in New Delhi were given a three part questionnaire for measuring their attitudes and concerns towards integrated education. 94% teachers (470/500) returned the completed questionnaire. Analysis of this quantitative part of the study is presented in chapter six and represents the attitudes and opinions of the whole group.

It was the intention of this quantitative part of the investigation to obtain a representative view of the attitudes and concerns of the whole population of the teachers in Vidya Bharti

Management schools without making any selection among the teachers. Since there has been no selection involved in this phase of the data collection, statistical analysis of the results are justified in the same way as for any probability sample. The selection of the Vidya Bharti Management schools by the researcher as respondents for this study was done on pragmatic grounds, since a good relationship with the Management and staff had been established, as is reflected in the excellent response rate. However, there is no particular focus on inclusive education, and therefore the study is arguably a useful indicator of the attitudes and opinions of a wide range of schools in India that share similar characteristics.

During the quantitative data collection phase, teachers were asked to nominate whether or not they wished to participate in a series of semi-structured interviews and focus group interviews in which they could more clearly and in more detail express their views on integrated education in their schools. A small self selecting sample of the population of teachers was involved in this qualitative part of the study and because the numbers of volunteers were small, all were involved in the data collection. Chapter eight presents the views of these dedicated and committed teachers who are already fully involved in the integration programs of their schools and those who are well aware of the needs and basic necessities of the integrated children. It therefore represents the views of a purposefully selected sample which is characteristic of interpretive qualitative analysis but it has the advantage of being drawn from the population who completed the quantitative part of the study.

Both parts of this parallel study (quantitative and qualitative) involve investigations based on the same questions, but clearly the intentions of the approaches differ. The teachers who were involved in the semi-structured and focus group interviews were those who indicated that they were already involved in the integrated practices in their schools and they brought perspectives to the study which focused upon a positive view of integration when committed and trained personnel are involved. The larger group involved in the quantitative analysis, who represent the face of the common teachers in India who have little knowledge about integrated education or about the *PDA (1995)* and who have

attained few skills and training relating to integration in their schools, provides a more negative outlook as it illustrates the magnitude of the problem in India generally regarding integrated education.

1.8 Research Questions of the Study

To achieve the aims of the study, the investigation was designed to answer the following questions:

1. What attitudes do school teachers have towards the integration of students with disabilities into regular school settings?

2a. Is there a significant relationship between teachers' attitudes toward integration and following demographic characteristics:

- (i) Gender
- (ii) Age
- (iii) Highest level of education
- (iv) Years of teaching

2b. Is there a significant relationship between teachers' attitudes towards integration and the following contact variables:

- (i) Students with disability in school
- (ii) A disabled family member

2c. Is there a significant relationship between teachers' attitudes towards integration and the following variables indicating the focus in their tertiary education.

- (i) Focus on Disability
- (ii) Focus on Special Education

2d. Is there a significant relationship between teachers' attitudes towards integration and the following variables indicating differences in knowledge about students with disabilities:

(i) Training in special education.

(ii) Knowledge of PDA (Persons with Disabilities Act, 1995)

2e. Is there a significant relationship between teachers' attitudes towards Integration and teachers level of confidence?

3. What are the facilitators of integrated education?

4. What is the rank order of importance attached to each concern by the teachers regarding the integration of students with disabilities?

5a. Is there a significant relationship between teachers' concerns toward integration and following demographic characteristics?

(i) Gender

(ii) Age

(iii) Highest level of education

(iv) Years of teaching

5b. Is there a significant relationship between teachers' concerns towards integration and the following contact variables:

(i) Students with disability in school

(ii) A disabled family member

5c. Is there a significant relationship between teachers' concerns towards Integration and the following variables indicating their focus in their tertiary education.

(i) Focus on Disability

(ii) Focus on Special Education

5d. Is there a significant relationship between Teachers' concerns towards Integration and the following variables indicating differences in knowledge about students with disabilities:

(i) Training in special education.

(ii) Knowledge of *PDA* (Persons with Disabilities Act, 1995)

5e. Is there a significant relationship between Teachers' concerns towards Integration and Teachers level of confidence.

6. What are the barriers of integrated education and educators' suggestions to overcome them?

1.9 Organization of the Thesis

The thesis has been divided into nine chapters. The first chapter provides an account of the background and need for the study. It includes an account of: different patterns of education such as segregated education and integrated education; facts about disability around the world; India's problems of disability; India's legislative framework and the *PDA* (1995); need and significance of the study; aims of the study; research questions for the study; organization of the study and explanation; and; definitions of the terms used in the study.

Chapter two focuses on integrated education in India and the main barriers of integrated education while Chapter three depicts a review of the pertinent literature related to the study and describe the aspects that were examined regarding teachers' attitudes and concerns towards integrated education. Chapter four portrays the theoretical framework of the study and the theory that has been used within the study. Chapter five represents the methodology employed to conduct the study. This chapter describes the procedure which was used to select the study population, the research design, different questionnaires used for the purposes of gathering data from Indian educators and the techniques that were applied to analyze the data in the study. Chapter six discusses the quantitative analysis of the responses of Indian educators' in the light of different variables that have been used to measure the different measures of their attitudes and concerns. Chapter seven discusses the correlation between Indian educators' concerns and their attitudes towards integrated education in India.

Similarly, Chapter eight shows a picture of the qualitative analysis relating to integrated education in light of different variables; and describes various concerns of teachers and

the strategies suggested by them for a successful integration. The final chapter, Chapter nine, contains a discussions of key findings of teachers' attitudes and concerns towards integrated education, the relationship between teachers' attitudes about integrated education and their background variables, Indian educators' concerns towards integrated education, the relationship between teachers' concerns about integrated education and their background variables, strategies suggested by the participants; and, suggestions for future research.

The next chapter, Chapter two, explores the legislative framework of integrated education in India, the policy of integration and Indian initiatives towards integrated education. The chapter also analyses the reasons why *PDA (1995)* has not been implemented in the subsequent decade since its passage in the parliament of India. The researcher has tried to present some recommendations and suggestions at the end of the chapter so that integrated education in India can be a successful program like those in the developed world.

Chapter 2

Integrated Education in India

In a country like India the number of the disabled is so large, their problems so complex, available resources so scarce and social attitudes so damaging, it is only legislation which can eventually bring about a substantial change in a uniform manner. The impact of well-directed legislation in the long run would be profound and liberating. (Baquer & Sharma 1999, pp.273-274)

2.1 International Context

In the past, children with special needs have been neglected and devalued, and their rights have been unrecognized. They have been excluded from schools, isolated from their neighbors and community and have been excluded from employment. In a reply to this history of oppression, a paradigm shift in characterizing disability has occurred in the last few years. Today law, policy and programs tend to reflect two primary theoretical approaches that treat disability either as an individual pathology or as a social pathology (Barnes, Mercer & Shakespeare, 1999; Oliver, 1990).

A human rights approach has taken centre stage. The emphasis is not merely on the environments which enable or restrict people from participating as equals in societies, but on policy and law, and on broad systemic factors. International declarations, such as the Convention on the Rights of the Child (UNICEF, 1989) and the Salamanca Statement Framework of Action (UNESCO, 1994), have stipulated that the inclusion of all children with disabilities in mainstream schools should be mandatory. The guiding principle is that ordinary schools should accommodate all children, regardless of their physical, intellectual emotional, social, linguistic and other differences.

In 1990, a movement was launched by United Nations Educational, Scientific and Cultural Organization (UNESCO) which is famously known as *Education for All* (EFA). It is based on a global commitment to provide quality basic education for all children, youth and adults. Ten years later in 2000, it was observed in Dakar, Senegal that many countries were far from having reached the goal. Therefore, it was agreed and affirmed by International community to achieve the goal of *Education for All* by 2015. For

integrated education also, the Dakar Framework (UNESCO, 2000) made similar stipulations that all children with disabilities should be part of mainstream schools, and that the EFA goals and targets for the disabled children must be reached and sustained.

2.2 The Indian Context

India has been a major seat of learning for thousands of years, having a long history of organized education. Jataka or stories of King Buddah's former births dating from the 3rd century BC are a perfect evidence to support this argument. Ancient India was once a centre of learning and culture, but long centuries of exploitation saw the land decline into poverty and backwardness. 3000 years ago there were no books in ancient India but Indian ancestors were deep thinkers and learned men. They recognized the story as an ideal tool to impart knowledge and wisdom and to shape ideas and attitudes in accordance with certain social values.

Historically, in India persons with disabilities enjoyed co-existence with the general mass, though at different times, their treatment and attitudes towards them varied but they were never excluded from society by confinement in institutions. Rather, they lived with their families. As far as education was concerned, even the Gurukula Ashram (educational institutes) promoted the basic educational principles of special education like ascertaining the abilities and needs of each pupil, individualization of teaching targets and methods to match their skills and interests and preparing them to meet the social expectations of their prospective interests. The famous epic of Mahabharata is evidence that King Dhritrashtra was the king of all India although he was visually impaired.

The 21st Century has witnessed significant changes in the educational system in India. These changes have their origin in the evolution of educational system during the post-independence era and are in response to the economic and social development policies ushered in during the last two decades. In the past few years, the country has witnessed a rise in enrolment at all stages of education, a decline in dropout rates, a move towards gender parity, a substantial increase in the number of teachers in all types of institutions and a considerable expansion in the number and spread of educational institutions.

Keeping in mind the systemic entrenchments associated with the administration of special needs education in India, the National Centre for the Promotion of Employment of Disabled People (NCPEDP), an NGO, spearheaded a national campaign in 2004 to demand that the education of people with a disability should be transferred from the Welfare Ministry to the Education Ministry.

Before independence in 1947, India inherited the education system that prevailed under British rule. In 1835, Lord Macaulay formulated the British policy on education, which governed the Indian system for more than a century and does so, to some extent, even today. Lord Macaulay rejected all that was original: Indian culture, Indian languages, literature, and Indian history. He stated:

...a single shelf of a good European library was worth the whole native literature of India and Arabia... It is, I believe, no exaggeration to say, that all the historical information which has been collected from all the books written in the Sanskrit languages is less valuable than what may be found in the paltriest abridgements used at preparatory schools in England (Macaulay, 1935, p.349).

The idea behind education seems to have been to create a cadre of Indians who would think and express themselves like the British. This is reflected by Lord Macaulay's famous statement:

We want a class of persons Indian in blood and color, but English in tastes, in opinions in morals and in conduct (Sharp, on Macaulay's Minutes, 1852, cited in Alur, 2002).

Dilip K. Chakrabarti, the famous Oxford champion of Indian history thus summarized the situation in his famous book 'The Archaeological Foundations of Ancient India':

The model of the Indian past...was foisted on Indians by the hegemonic books written by Western Ideologists concerned with language, literature and philosophy who were and perhaps have always been paternalistic at their best and racists at their worst (Chakrabarti, 2006,p.124).

Elaborating on the phenomenon of cultural colonization, Joshi (2005) wrote:

Often, the implementation of a new education system leaves those who are colonized with a lack of identity and a limited sense of their past. The indigenous history and customs once practiced and observed slowly slip away. The colonized become hybrids of two vastly different cultural systems. Colonial education creates a blurring that makes it difficult to differentiate between the new, enforced ideas of the colonizers and the formerly accepted native practices (p.56).

According to Mahatma Gandhi:

I say without fear of my figures being challenged successfully, that today India is more illiterate than it was fifty or a hundred years ago, because the British administrators, when they came to India, instead of taking hold of things as they were, began to root them out. They scratched the soil and began to look at the root, and left the root like that, and the beautiful tree perished... (Mahatma Gandhi at Chatham House, London, October 20, 1931).

John Sargent, an eminent British Educational Commissioner, recommended in 1944 that children with disabilities must be brought into the mainstream system of education. The recommendation was supported by the Kothari Commission in 1964, which called for the education of children with disabilities to be the responsibility of the Ministry of Education.

A comprehensive country wide sample survey was undertaken by the National Sample Survey Organization in 1991 to estimate the number of people with disabilities. It was reported that about 1.9% of the population (i.e. 16.2 million) had physical and sensory disabilities.

After independence, there has been some growth of special education in India that saw the establishment of 81 schools between 1960 and 1975. By 1979, the number of special education centers was 150. With the introduction of the National Institute for the Mentally Handicapped (NIMH), the availability of trained personnel and suitable models of service made the growth of special schools for children with intellectual disability very significant.

India is a diverse country with many cultures, religions, and languages. India's Constitution, which was formulated and dedicated to the people in 1950 (three years after India's independence from Britain), states that the country is a socialist, secular, democratic republic (*Constitution of India*, 1950). India has a population of 1.028 billion people living in an area of 3.3 million square kilometers in 28 states and six centrally administered territories (*Census of India*, 2001).

The latest statistics available on literacy levels in India reflect the disparities that one would associate with such diversity. In 2001, the national literacy level was 65.38 per cent. A comparison based on gender shows higher literacy levels for males (75.85 per

cent) than for females (54.16 per cent). Comparisons between rural (59.40 per cent) and urban (80.30 per cent) data likewise demonstrate a bias in favor of the latter (*Census of India, 2001*).

According to UNICEF's Report on the Status of Disability in India (2000), there were around 30 million children suffering from some form of disability. The sixth All-India Educational Survey (NCERT, 1998) reported that of India's 2000 million school aged children (6-14 years), 20 million require special needs education. While the national average of gross enrolment in school is over 90%, fewer than 5% of children with disabilities are in school. The majority of these children remain outside mainstream education. Recognizing the problem of disability and regional disparities, the government and Non Government Organizations (NGOs) are initiating policy reforms and strategies for special needs and inclusive education. The educational system in India has now witnessed many changes, both rapid and slow, after the coveted independence in 1947. The post freedom era together with the economic and social development policies in the last two decades, have contributed substantially to bringing about an evolution in the overall educational system in India through legislative measures as well as social welfare activities.

A study revealed that only 0.1 per cent of youth with a disability ever accessed higher education (Singh, 2005). The campaign led to a debate in Parliament and the preparation of an *Action Plan for Inclusive Education for Children and Youth with Disabilities* (Ministry of Human Resource Development, 2005b). This plan provides a blueprint for inclusive education of children and youth with a disability from 0 to 21 years, sensitization programs, teacher training, curriculum development, accommodations, and modifications. The other achievement has been the inclusion of people with a disability and the leadership of NGOs in the highest advisory body to the Education Ministry (*The Hindu*, 13 July 2005).

The *National Curriculum Framework* for school education, which guides the education reform process in India, identifies this diversity among the people of India as a contemporary issue that needs to be addressed in the development of curriculum and

pedagogy (National Council of Educational Research and Training, 2005). The framework acknowledges that children can become alienated from the education process for linguistic, cultural, and socio-economic reasons.

2.3 India: History of Special Education

Ayurveda, a traditional Indian system of medicine, refers to disability, and provides guidelines for treatment with particular mention being made of mental retardation. Charaka and Susruta, famous ancient apothecaries, referred to mental retardation as 'manasmandyam' (weak head) caused by genetic, nutritional and environmental factors. But both of them maintained that these causative factors occurred as a result of 'Graha' (planetary influences) (Kalyanpur, 1996).

India has a rich cultural heritage in which ancient sages devised various psychological constructs for behavioral and emotional stages as reported in the Vedas and other scriptures, most of which may not be known to many Western psychologists. Due to colonization and other influences, a good deal of Western psychology has been imported into India to the utter dismay of many local psychologists. Kashyapa Samhita is the only text which deals exclusively with children. Even today the pediatricians and naturopaths resort to the ancient methods of child rearing for healthy growth and development (Mohapatra, 2004).

Caring for "the old, the sick and the disabled" is a part of the cultural heritage of India (Karna, 1999; Ministry of Welfare, 1997; Singh, 2000). Exploring the roots of welfare services for persons with disabilities, Karna states:

From time immemorial, it has been the part and parcel of the cultural heritage of India to provide help and sustenance to the poor and destitute....The Hindu religion emphasized the value of compassion, charity, philanthropy and mutual aid. The guild system, as existed in ancient India, also contributed to the promotion of such practices for the disadvantaged strata of society. (1999, p.27)

According to Miles (2002), rudimentary attempts to educate students with disabilities were made in India long before such attempts were made in Europe. He cites, for example, that specially adapted curricula were used 2000 years earlier as evidenced by children's toys which were excavated in diggings in Taxila. Also the ancient 'gurukul'

system of education that existed in India for centuries was sensitive to the unique cultural, social, and economic needs of the students and their families and imparted life skills education recognizing the potential within each student (Singh, 2001).

Historically, voluntary agencies have predominated in service provision for people with disabilities in India (Alur, 2002; Misra, 2000). Starting with Christian missionaries in the 1880s, the charity model became part of the special schools they established (Alur, 2002). For instance, there were accommodations made for the blind in 1887, for 'the Deaf and Mute' in 1888, for 'Crippled Children' in the 1850s, and for 'mentally deficient' in 1934 (Misra, 2000).

2.4 Current Position of Special Education in India

Being a signatory to the Salamanca Statement, India committed itself to the development of an 'inclusive system of education'. Since then the term inclusive education has rapidly gained ground in educational policies (Singal, 2004) at the school level and in the popular media (Singal & Rouse, 2003).

In considering the educational provisions made for students with special educational needs in India, Jha (2002) states that while the agenda for inclusion in the West is concentrated mainly on the inclusion of students with physical and intellectual disabilities and those whose learning difficulties are due largely to emotional and behavioral factors, in India the focus extends beyond such groups. They also include children who are educationally deprived due to social and economic reasons: for example, street children, girls in rural areas, children belonging to scheduled castes and scheduled tribes, as well as various minorities and groups from diverse social, cultural and linguistic backgrounds. According to Jha, all these children are considered to have special needs. He argues that what is called "special needs" in Britain would be considered the "normal needs" of a large minority of children in India. Hence, the terminology, which has its origins in the medical world of diagnosing the disabled in the West, cannot explain the educational deprivation of large numbers of children in the developing countries (Jha, 2002 p.67).

Government intervention had started in the 1940s during British rule with the Central Advisory Board of Education, which made recommendations for service provision. In 1947, under the newly independent Indian government, the Ministry of Education established a few educational and workshop units for blind adults to learn occupations traditionally perceived to be suitable for people with visual impairments, such as weaving and music (Bhatt, 1963, cited in Kalyanpur, 1996).

Education of children with disabilities was not forgotten by various commissions of the Government of India. The Kothari Commission (1964-1966) observed that the coveted goal of Universalisation of Elementary Education (UEE) depended upon the extent of success in bringing special groups of children within the educational network.

Integrated Education for Disabled Children (IEDC) was introduced in 1974 initially by the Ministry of Welfare and was later transferred to the Ministry of Human Resource Development, Department of Education, which is being implemented in over 20,000 schools in India covering 120,000 children with disabilities. IEDC has contributed significantly to incorporating the special needs inputs in the teacher education curriculum for primary and secondary teachers prepared by IEDC. In the 1970s, UNESCO recommended that developing countries implement inclusive schooling as a cost-effective alternative to educating children with disabilities and, in 1974, the Indian government responded with a pilot project. This was the IEDC scheme (Jha, 2002), which was expanded as a nationwide project in 1987. However, at its height in 1994 with full UNICEF funding, the IEDC was implemented in just ten out of 29 states (Rao, 2005).

During the 1987-1994 periods, UNICEF assisted Project Integrated Education for Disabled (PIED) under NCERT (National Council of Educational Research and Training) was taken up to provide education for all children with disabilities. Subsequently, the District Primary Education Programme was launched in 1994, in which 18,000 regular teachers were trained to impart special education to children with special needs. Janashala is another programme, which is a community school aiming to support ongoing efforts of the Government of India towards Universalize Elementary Education (UEE) with special focus on the problems of girls and underprivileged children.

A comprehensive country-wide sample survey was undertaken by the National Sample Survey Organization in 1991 to estimate the number of people with disabilities. It was reported that about 1.9 % of the population, i.e., 16.2 million had physical and sensory disabilities.

In the 1990s, the government enacted three disability-related legislations. Responding to the need for capacity building, the Rehabilitation Council of India (RCI) Act, 1992, made the RCI a statutory body responsible for mandating minimum standards for training and teacher certification for professionals in the field of special education and rehabilitation (Misra, 2000). The PDA of 1995 and the National Trust (for the welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities) Act of 1999 followed.

The National Plan of Action was prepared in response to the Indian Government's ratification of the *Framework of Action for Education For All* at the Dakar Global Conference, 2000 (Ministry of Human Resource Development, 2003). It details the Government of India's plan to address the issue of equity in education alongside universal access, retention, and achievement. Under the Education Ministry's flagship program, known as *Sarva Shiksha Abhiyan* (which aims to provide "Education for All"), special interventions and strategies are planned to ensure the inclusion of girl children, children from socially disadvantaged communities, migrant and working children, and children with disabilities (Ministry of Human Resource Development, 2005).

In 1994, the Government of India launched the District Primary Education Programme (DPEP), a centrally sponsored scheme funded by the World Bank and other foreign agencies. The Government of India launched *Sarva Shiksha Abhiyan* (SSA – Education for All), which also made special provision for serving children with disabilities. It has set a target to provide and quality elementary education to all children in the 6-14 year age group by 2010, which promotes decentralized planning with full involvement of Panchayat Raj Institutions (PRIs).

The Government of India has implemented the rehabilitation programmes on a massive scale. In a systematic way, the work that started in the early 1980s has been instrumental

in building capacities in terms of trained teachers, development of teaching and learning materials, models of context specific educational and therapeutic services, promotion of NGOs, extensive appliances and the use of technology for improvement of education.

The Indian Government's decision to make universal primary education (UPE) the main thrust of its regular education programme was in accordance with international aid directives towards the broader goal of rural development, leading to large-scale importation of Western curricula and instructional materials, teaching techniques and organizational structure (Ahuja, 2002; Jha, 2002).

Finally, the most recent of all policy documents, the *National Curriculum Framework* of 2005, states that a student with a disability has an equal right to membership in the same group as all other students.

The following are the key outcomes:

- Disability was included as a category of information gathering in the *Census of India* in 2001. This was the first comprehensive attempt at enumeration of people with a disability.
- Employment opportunities have been created in government and private business for people with disability.
- National and grassroots level advocacy networks, self-help groups of organizations for people with disabilities, parent groups, and Non-Government Organizations (NGOs) have grown in numbers.
- City society groups have stepped up advocacy activities to monitor the implementation of the *Persons with Disabilities Act*, 1995, particularly the provisions relating to physical access, employment in the government sector, and more recently inclusive education.
- Children with a disability are now covered under the *Sarva Shiksha Abhiyan* program. This was the outcome of a collaborative advocacy effort by the disability movement in alliance with other social movements and interest groups for the amendment of the Indian Constitution.

- In 2001, the Constitution was amended to include education as a fundamental right.

2.5 Policy and Practices

India, being a signatory to the United Nations (UN) instruments, has undertaken rehabilitation programmes on a massive scale. While recognizing the need to fulfill commitments corresponding to the UN declarations and mandates, being aware of its obligation under the Constitution of India, the government has introduced various programmes and schemes for the empowerment of persons with disabilities. Article 15 and 41 of the Act (PDA) afford protection to the right persons with disabilities in which the disabled persons have been guaranteed fundamental rights that are available to other citizens of the country. These include: equality of opportunity; non-discrimination; no traffic in human beings; prohibition of employment of children; religious freedom; right to individual language, script or culture; right to franchise; right to property; right to enforce fundamental rights; access to education in any educational institution; and the right to work.

The efforts of the Government of India over the last two and a half decades have been towards providing a comprehensive range of services towards education of children with disabilities. The government initiatives in the area of Inclusive Education can be traced back to the National Educational policy, 1986, which recommended, as a goal, 'to integrate the handicapped within the general community, at all levels, as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence'. The *Rehabilitation Council of India (RCI) Act 1992*, passed in the Parliament, was created by the then Ministry of Welfare (presently known as the Ministry of Social Justice and Empowerment) to regulate the manpower development programmes in the field of education of children with special needs. The PDA 1995 directs Government and Local Authorities to ensure that every child with a disability has access to free education in an appropriate environment until the student attains the age of eighteen years and endeavor to promote the integration of students with disabilities in the normal school.

The Welfare Ministry set up segregated services in the form of special employment exchanges, centralized Braille printing presses and scholarships. Further, the state funded initiatives by the non-governmental voluntary sector to provide rehabilitation services, including special education (Hegarty & Alur, 2002). In 2001, when the Indian Constitution was amended to guarantee the fundamental right to *education for all*, the education of children with a disability was perceived as a subject of state welfare.

In India, NGOs have played a significant role in the delivery of services, including education services for children with a disability (Mukhopadhyaya, 2003; Timmons and Alur, 2004). These provisions have been in the form of segregated services, run predominantly on state funding (Hegarty and Alur, 2002), specifically, through the central Ministry of Welfare (since renamed as Ministry of Social Justice and Empowerment).

2.6 Legislation in India

As a result of the United Nation's Economic and Social Commission for Asia and the Pacific (ESCAP) Proclamation (2000) for the Asia Pacific Region, the Government enacted landmark legislation in 1995 known as the *PDA for Equal Opportunities, Protection of Rights and Full Participation*. This Act encompasses a broad vision for people with disabilities in India and directs attention to all the issues that impinge on their lives. Chapter V of the Act, which deals with Education, states that the Government will ensure that 'every child with disability has access to free education in an appropriate environment till they attain the age of 18 years'. In 2001 the 93rd Amendment to the Constitution of India was passed by the Government. A clause was added to include the rights of children with disabilities.

The paradigm shift from the welfare and charity approach to a rights approach is encapsulated most effectively through the *PDA (1995)*. The Act establishes the responsibility of the appropriate Governments and society to ensure free education with persons with disabilities up to the age of 18 years, preference in employment in the public sector through the reservation of 3% of vacancies against identified posts and

accessibility to buildings, roads, transport and other public services. The Act also prohibits discrimination in every sphere on the grounds of disability.

The 1995 *PDA* mandated that state and local governments (i) undertake yearly screenings to identify 'at risk' cases, and public awareness media campaigns on causes and prevention, (ii) ensure every disabled child access to a free education in an appropriate environment, promoting integration in normal schools, (iii) authorize a 3% reservation quota in employment, (iv) provide accessibility to buildings, transport and other public services, and (v) appoint a Disability Commissioner to monitor funds and safeguard the rights of people with disabilities. The 1999 *National Trust Act* provides for the constitution of a central body, the National Trust, to safeguard the rights of people with disabilities consisting the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act. The objective of this Act is to enable and empower persons with these disabilities to live as independently and as fully as possible within or close to the community to which they belong. It also addresses the needs of those persons who do not have family support, and provides for their care and protection.

The 93rd *Amendment Act* 2002 (earlier the 86th Amendment) made free and compulsory education a fundamental right for all children in the 6-14 age group. As a result, the new Article 21A in Part III of the Constitution states that, "The state shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the state may, by law, determine." In compliance with Article 21A, the first draft of the legislation was prepared and posted on the Department of Education website (www.education.nic.in) in October, 2003, inviting comments from the public.

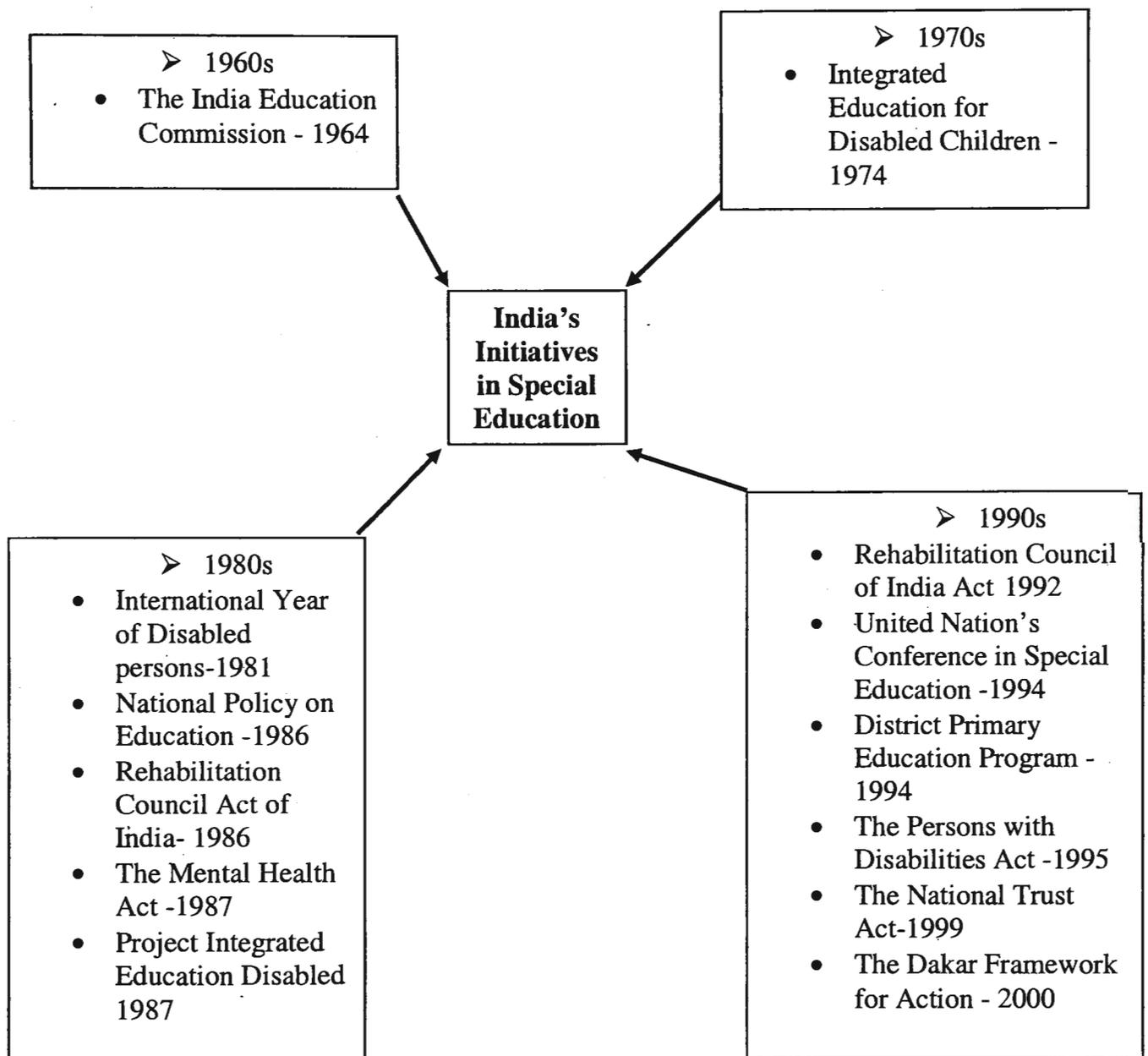


Figure 2.1 India's initiatives in special education

2.7 Government Budget

The Indian Government has also made efforts to earmark funds towards disability and rehabilitation programmes (Mohapatra, 2004). As a planned economy, the Indian government projects these allocations at regular five year intervals, called Five-Year Plans. Through the first four Five-Year Plans, allocations for development were targeted largely at rural areas. A shift towards including people with disabilities began only in the 1970s and the first phase of funding went to NGOs to establish the national research

institutes during the 5th Five-Year Plan (1974-78). A second increase occurred in the 8th and 9th Plans (1992-2002), focusing on government-funded schools, which resulted in the push towards inclusive education. The outlays for the 10th Plan (2002-2007) were the highest to date, reflecting the World Bank (2004) and Asian Development Bank (2002) directives to include people with disabilities in poverty reduction programmes and the mandate to commit 3% of all resources allocated for rural development towards individuals with disabilities.

India has also made a purposeful endeavour to include disability rehabilitation as an area of critical social development responsibility and accountability of the national planning process from the 8th Five-Year Plan onwards. During the 10th Five-Year Plan, the outlay was 14,541 million Rupees, and the process of the 11th Five-Year Plan commencing from 2007, will focus on early intervention, education and employment, aiming at a barrier-free and inclusive society.

However, a major criticism levelled against the government is that, despite increases in budgetary allocations, its overall expenditures on health have increased from a mere 0.6% of its gross domestic product in 1996-98 to an insignificant 1.3% in 2005, while expenditures on education have remained stagnant at 3.2% (Deepa, 2006; United Nations Population Fund, 2006). Undoubtedly, there has been progress, particularly in the last ten years, and people with disabilities are no longer invisible. Yet, limited policy implementation, financial resources and dissemination have reduced the impact of the Government's efforts, leaving large numbers of children with disabilities without access to an education. The next section identifies additional barriers from an analysis of the census data.

Referring back to the UNICEF Report (2000) and the data on the Status of Disability in India, it is worth noting that the majority of these children remained outside mainstream education due to various factors, including difficulty in coping with general education demands, social reasons, and quantum of intelligence quotient per individual child.

2.8 Education of Persons with Disabilities

It has been realized that education of persons with disabilities is very crucial for their development and for living as independently as possible. Hence, education has undergone a great metamorphosis, aiming at empowerment for independent living. Charity has given way to rights as far as the education of persons with disabilities is concerned and in this way education has become a fundamental right of every child.

The right to education requires not only constitutional guarantees but legislation. A landmark ruling by the Supreme Court in India in 1993 led to mobilization by civil society calling for effective guarantees for the right to education. The court ruled that the right to education up to the age of 14 years provided by the Constitution was a fundamental right, enforceable by the courts, and that parents whose children lacked access to government schools could sue the government. A 2002 law amended the Constitution to this effect, guaranteeing free and compulsory education for children aged 6 to 14 years (Aradhya & Kashyap, 2006).

Evolving strategies to enlist the support of the Department of Human Resources Development and other developmental agencies has become a continual process for inclusion in India. Mainstreaming is one such concept for the practice of selectively placing students with disabilities in one or more regular education classes. This approach presupposed that the students must fit in the school environment designed for regular children.

Table 2.1 and Table 2.2 indicate that until 1998, integrated education was provided to more than 67,300 learners in different States up to the senior secondary level (NCERT 1998). Table 2.3 indicates some examples of integrated education in India. By the year 2002, it was estimated that 133,000 disabled children in 27 States and from Union Territories could be educated when the scheme was extended to 41,875 schools (Department of Education, 2003).

Table 2.1 Enrollment of Disabled Children in Schools under the IEP
(Integrated Educational Programme: Primary)

Area	Management	Type of Disability					Total
		Visual Impairment	Hearing Impairment	Orthopedic Handicaps	Intellectual Disabilities	Others	
Rural	Government	1539	1307	15168	1066	2070	21150
	Non-Government	391	354	2189	188	80	3202
	Total	1930	1661	17357	1254	1250	24352
Urban	Government	896	1420	5072	1694	1382	10464
	Non-Government.	982	1877	3959	800	1538	9156
	Total	1878	3297	9031	2494	2920	19620
Total	Government	2435	2727	20240	2760	3452	31614
	Non-Government	1373	2231	6148	988	1618	12358
	Total	3808	4958	26388	3748	5070	43972

Note: Government Includes the Central Government and the State Governments as also Local Bodies and Non-Government Includes Private Aided and Private Unaided.

Source: NCERT (National Council of Educational Research and Training) 1998.

Table 2.2 Enrollment of Disabled Children in Schools under the IEP
(Integrated Educational Programme: Primary)

Area	Management	Type of Disability					Total
		Visual Impairment	Hearing Impairment	Orthopedic Handicaps	Intellectual Disabilities	Others	
Rural	Government	996	533	6734	369	926	9558
	Non-Government	262	264	1582	67	141	2316
	Total	1258	797	8316	436	1067	11874
Urban	Government	604	904	3781	271	251	5811
	Non-Government	736	581	2293	572	1467	5649
	Total	1340	1485	6074	843	1718	11460
Total	Government	1600	1437	10515	640	1177	15369
	Non-Government	998	845	3875	639	1608	7965
	Total	2598	2282	14390	1279	2785	23334

Note: Government Includes the Central Government and the State Governments as also Local Bodies and Non-Government Includes Private Aided and Private Unaided.

Source: NCERT (National Council of Educational Research and Training) 1998.

Table 2.3 Examples of Integrated Education in India

Percentage of population with disability by nature, gender and area									
States of India	Children with special needs, 0-4 years			Children with special needs, 5-14 years			Children with special needs, 0-14 years		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Andhra Pradesh	66129	33432	32697	252926	127870	125057	319055	161302	157753
Arunachal Pradesh	953	501	452	3644	1917	1727	4597	2418	2179
Assam	23262	12040	11222	88971	46051	42920	112233	58092	54141
Bihar	72374	37675	34699	276811	144098	132710	349185	181773	167412
Chhattisgarh	18160	9126	9034	69458	34903	34554	87618	44029	43589
Delhi	12036	6610	5426	46034	25280	20755	58070	31889	26181
Goa	1174	599	575	4489	2290	2199	5663	2889	2773
Gujarat	44184	23000	21183	168992	87971	81021	213175	110971	102204
Haryana	18411	9893	8518	70316	37838	32578	88827	47731	41097
Himachal Pradesh	5307	2694	2613	20298	10303	9994	25605	12997	12607
Jammu & Kashmir	8794	4628	4165	33633	17702	15931	42427	22330	20097
Karnataka	46050	23447	22603	176129	89679	86450	222179	113126	109053
Kerala	27803	13510	14293	106339	51671	54668	134142	65181	68961
Maharashtra	84489	43959	40530	323148	168131	155017	407637	212090	195547
Manipur	2086	1020	944	7702	3900	3802	9716	4919	4796
Meghalaya	2014	1020	9444	7702	39900	3802	9716	4919	4796
Mizoram	778	402	377	2976	1536	1440	3754	1937	1817
Nagaland	1737	910	827	6642	3479	3163	8379	4389	3990
Orissa	32054	16255	15800	122599	62170	60429	154654	78425	76229
Punjab	21211	11318	9892	81125	43290	37835	102336	54608	47728
Sikkim	472	252	220	1805	963	842	2277	1215	1063
Tamil Nadu	54238	27310	26928	207447	104455	102992	261685	131765	129920
Tripura	2787	1429	1358	10658	5466	5193	13445	6895	6550
Uttar Pradesh	145005	76399	68606	554609	299207	262402	699614	368606	331008
West Bengal	70053	36222	33831	267935	138539	129396	337988	174761	163227
*A&N Islands	311	169	143	1190	645	545	1501	813	688
*Chandigarh	787	444	343	3009	1697	1323	3796	2141	1688
*D&N Haveli	193	106	866	736	407	330	929	513	416
*Daman & Diu	138	81	57	528	309	219	666	390	276
*Lakshadweep	53	27	26	202	104	98	255	131	124
*Pondichery	850	425	425	3253	1625	1627	4103	2050	2052
INDIA	896,839	463,934	432,905	3,430,183	1,774,432	1,655,751	4,327,022	2,238,366	2,088,656

Source: Census 2001, Government of India.

Notes: * Union Territories.

According to Tables 2.1 and 2.2 the total number of learners with Special Educational Needs (SEN) enrolled in regular schools under District Primary Education Programme (DPEP) was more than 67,000, almost 8.2% of the nearly 810,000 learners with SEN identified under the programme (DPEP, 2003).

About 11% of disabled persons between the ages of 5-18 years were enrolled in special schools in urban areas (NSSO, 2002). This clearly indicates that the special schools in a parallel stream affect the enrolment of children with disabilities in regular schools.

Baquer and Sharma (1999) aptly criticize the governments' policies pointing out that:

...separate special education systems lead to social segregation and isolation of the disabled, thus creating separate worlds for them in adult life. Inclusive education has the potential to lay the foundation of a more inclusive society where being "different" is accepted, respected and valued. The school is the first opportunity to start this desirable and yet difficult process. It is difficult because it is wrought with fears and apprehensions on the part of parents, teachers, and other children (p.78).

The current enrolment ratio per 1000 disabled persons between the ages of 5-18 years in ordinary schools is higher in the rural areas (475) than it is in the urban areas (444) (NSSO, 2002). According to the Office of the Chief Commissioner of Persons with Disabilities, only 4% of children with disabilities have access to education. In any case, the legislative enactments by the State governments have paved the way for facilitating access to education to all learners with SEN by extending entitlements such as reservations, scholarships and allowances. These enactments have put the learners with SEN on an equal footing with general citizens. Whilst this has significantly empowered the educational policies to be impressive both at Central and State levels the results have nevertheless been marginal to date.

2.8.1 Limitations of Integrated Education

Based on UNESCAP directives (Dash & Singh, 2006), in 2003, the National Sample Survey Organization (NSSO) conducted a census of people with disabilities to:

Provide information on the magnitude and characteristics of disabled persons (that would) be useful to the planners and policy makers in order to evolve a successful programme for social integration of the disabled (Ray, 2003, p. 1).

The demographics reveal not only a vast under-served population of people with disabilities, but also specific groups, such as children with mental retardation, individuals

in rural areas, and girls and women with disabilities, who receive even fewer services. The demographics also point to another issue, the problem of identification and labeling, of establishing incontrovertibly who the disabled are suggesting that one reason for the large number of children with disabilities being unserved is that they have never been identified.

From this survey (NSSO, 2003); we learn that the total number of people with disabilities in India is 18.49 million, constituting about 1.8% of the total population. In terms of educational levels, only 11% of children with disabilities between the ages of 5-18 years in urban areas (less than 1% in rural areas) were enrolled in special schools while 55% adults with disabilities were illiterate (59% in rural and 40% in urban areas) with only 7% in rural and 18% in urban areas having completed secondary education.

The Right to Education Bill 2005, drafted by the Ministry of Human Resource Development, still awaits enactment (Bhushan, 2006). This Ministry also drafted the action plan for Inclusion in Education of Children and Youth with Disabilities (IECYD) in 2005. The 2005 Right to Education Bill reiterates the Government's promise of a child's right to free education of equitable quality. However, it does not provide for children below the age of six years (Deepa, 2006), despite research indications of the importance of early intervention towards mitigating the impact of a disability and the social benefits of starting inclusion at an early age. (Alur, 2002).

The Janshala Report (Jan-March, 2004) shows that of the 200 million children in 6-14 years of age group, approximately 12 million are children with special needs (about 6%), of which only one million are attending school. With such a large number of children out of school, the goal towards *Education for All* remains a distant dream. The NSSO survey (Disabled Persons in India, 58th Round, 2002) shows that 9,029 children are with some kind of disability per 100,000 children in the age group of 5-14 years. IEDC was initially introduced in all the states in a small way by taking one block/cluster as a pilot project in each DPEP district. The IEDC is currently being implemented in 2014 blocks of 18 DPEP states. Only ten states have scaled up the IEDC programs; these are Gujarat,

Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Tamil Nadu and Uttaranchal (Janshala Report, 2004).

According to the UNICEF's Report on the status of disability in India in 2000, there were around 30 million children suffering from some form of disability. The 6th All India Educational Survey (NCERT, 1998) reported that out of India's 2000 million school aged children (6-14 years), 20 million required special needs education and it is an unfortunate fact that the majority of these children stay out of mainstream education (Baqur & Sharma, 1999).

Recognizing the problem of disability and regional disparities, the Government and NGOs are initiating policy reforms and strategies for special needs and inclusive education. The educational system in India witnessed some changes after independence in 1947. During the post-freedom era, with the social and economic development, the educational policies have contributed substantially to bringing an evolution in the overall educational system in India through legislative measures.

A Report of the RCI (Rehabilitation Council of India, 1996) stated that the number of trained special education teachers is extremely small considering the number of children with disabilities that require their services. At the time of the publication of this Report there were only 9492 specially trained teachers. Of these, 4295 were trained to teach students with mental retardation, 1079 were trained to teach students with visual disabilities, 4011 were trained to teach students with hearing impairment, and 107 were trained to teach students with locomotor disabilities in India. To address this severe shortage of trained teachers, the Rehabilitation Council of India recommended that an additional 44,000 teachers needed to be trained for teaching special children by the end of the 9th Five-Year Plan (1997-2002). However, it should be noted that even if these targets were to be achieved only 10% of the population of children with disabilities would be served (Rehabilitation Council of India, 1998)

2.9 Conclusion

With the ratification of the UN Convention on the Rights of Persons with Disabilities on 1st October 2007 by the Government of India, it has extensively covered the education of persons with disabilities and will be able to realize the goals of the Biwako Millennium Framework. National Policy has also considered as crucial the development of human resources for providing education to all children with disabilities in the general education stream. Many milestones have been achieved, significant achievements have been made and opportunities have been created for the disabled. But while much has been done, much remains to be done. In sum, the new millennium may signify many things to many people but what it should signify to all is that in terms of disability rehabilitation, new and emerging perspectives in special education cannot be ignored.

India looks toward the future with realistic optimism despite the difficult challenges and contemporary problems of globalization, those facing the environment, and emerging special needs issues. In meeting all these challenges, education will have to play a crucial role. In view of the recent initiatives taken by the government under the National Common Minimum Programme, the government is confident that they will meet the six Dakar goals under EFA, and provide quality education. Providing new dimensions to the delivery system will help change society and prepare our youth to shoulder the heavy responsibilities of a difficult future based on the principles enshrined in our constitution of liberty, equality, justice and fraternity.

In the next chapter, the Literature Review presents a detailed view of Integration and the different attitudes and concerns of Indian educators towards integrated education in mainstream education of their schools.

Chapter 3

Literature Review

Each girl and boy is born free and equal in dignity and rights; therefore all forms of discrimination affecting children must end. We will take all measures to ensure the full and equal enjoyment of all human rights and fundamental freedoms, including equal access to health, education and recreational services, by children with disabilities and children with special needs to ensure the recognition of their dignity; to promote their self reliance and to facilitate their active participation in the community. (A World Fit for Children: Plan of Action, Para 21, United Nations 2002)

3.1 Introduction

This chapter focuses on a review of the pertinent literature related to the study. In this account, the following topics are covered: (i) global education, (ii) the movement towards inclusive education, (iii) inclusion in education, (iv) policy about inclusive education, (v) benefits of inclusion, (vi) challenges for inclusive education, (vii) the global context for inclusive education, (viii) international initiatives (ix) inclusion in developed and developing countries, (x) inclusion in Asia, (xi) the roles and responsibilities of teachers for inclusion, (xii) attitudes of teachers, (xiii) concerns of teachers and (xiv) different concern variables.

3.1.1 Global Education

Education as human right has been recognized and affirmed in various national and international conferences, including the Universal Declaration of Human Rights (Article 26), the Convention on the Rights of the Child (Article 28), the World Conference on Education for All (1990), and the Salamanca Conference (1994). At the World Education Forum (2000), UNESCO (United Nations Educational Scientific and Cultural Organisations), UNDP (United Nations Development Programme), UNICEF (United Nations International Children's Emergency Fund), UNFPA (United Nations Fund for Population Activities) World Bank, and agencies and representatives from all over the world gathered to review and analyse their efforts towards the goal of *Education for All* (EFA).

According to “The Borgen Project” (2006, p.34) 115 million children lack access to education. In developing countries, the number and seriousness of the problems faced are naturally greater. Recent studies on child labour and poverty have suggested that when poor families reach a certain economic threshold where families are able to provide for their basic needs, parents return their children to school. This has been found to be true, once the threshold has been exceeded, even if the potential economic value of the children work has increased since their return to school.

Education is a fundamental human right. It is the key to sustainable development and peace and stability within and among countries affected by rapid globalisation and thus is an indispensable means for effective participation in the societies and economies of the 21st century. Achieving *Education for All* goals should be postponed no longer. The basic learning needs of all can and must be met as a matter of urgency. In this situation, inclusive approaches to education are essential, not simply on the basis of a notional right to participation in common social institutions, but because ‘regular schools with this inclusive orientation’ (Mani, 2002) represent the only realistic prospect in many countries of giving marginalized learners access to educational provision of any kind.

Educators, generally, “walk minefields” of educational contradictions in the contemporary pedagogical landscape. Sometimes students discover that schools pursue democratic goals while some find that some schools are authoritarian and follow antidemocratic goals. Embedded within a rights-based philosophy, the education of students with disabilities has gradually focussed on providing equal education opportunities, which has led to increased inclusive practices in regular classes. While this has occurred mainly in western countries, a similar trend is now starting to transpire in many of the Asian countries (Forlin, 2007; Rose, 2007).

In the present educational system all over the world, there is a marked increase in the needs of general educators for catering for the requirements of their diverse student-bodies. Accordingly, a majority of school personnel are leaning towards a collaborative approach to serving students with special needs. Thus, a rosy picture is slowly emerging wherein the movement toward full inclusion of all students with disabilities appears to be

a global reality (Boyer & Bandy, 1997). There is an urgent need to adopt effective strategies to identify and include socially, culturally and economically excluded students. This requires participatory analysis of exclusion at household, community and school levels, and the development of diverse, flexible, and innovative approaches to learning and an environment that fosters mutual respect and trust.

It is a fact that that opportunities for many students with educational needs (SEN) have altered dramatically since: the introduction of the normalization principle in the early 1970s; the initiation of the first World Conference on Education for All in Jomtein in 1990 United Nations Educational, Scientific and Cultural Organization (UNESCO), (1990); the development of the influential Salamanca Statement in 1994 (UNESCO, 1994); and the opening of the World Education Forum at Dakar in April 2000. This has led to an increased awareness of governments to reconsider inclusive education opportunities for children with special or diverse learning needs who, in many instances, have been educated previously in segregated facilities.

Recent efforts at reform in education have engendered considerable debate about the primacy of the place in the education of students with disabilities (Fuchs & Fuchs, 1996; Keefe & Davis, 1998). Now, however, educators have moved away from segregation of students with disabilities in special classes and toward the inclusion of such students in general education classes with the debate about inclusive education, being a topic of educational interest throughout the world. In the UK, the concept of inclusion is a central theme in Labour Government's education policies. Although the concept is part of a broad human rights agenda, many educators have some serious reservations about supporting the widespread placement of students with educational needs in mainstream schools (Florian, 1998).

According to the Centre of Studies of Inclusive Education (CSIE), (2004) 'Inclusive Education' means disabled and non-disabled children and young people learning together in ordinary pre-school provision, schools, colleges and universities, with appropriate networks of support. Inclusion for CSIE means a gradual restructuring of mainstream schools so that ordinary schools break down the barriers to learning and participation for

all of the students. In this scenario, special schools will eventually become redundant and will be phased out (CSIE Report, 1994). In many parts of the world there is evidence of initiatives aimed at finding ways of creating forms of mainstream schooling that can respond to pupils with disabilities and others seen as having special educational needs (UNESCO, 1995, p.116).

There is also a growing research literature that throws light on how schools and classrooms can be developed in relation to this idea (Ainscow 1999; Clark, 1999; Rouse & Florian, 1996; Sebba & Sachdev 1997). However, few studies have considered the contributions and roles of local administrative arrangements to such developments, even though there is evidence that these can be highly influential in relation to policy implementation in general (Spillane,2004).

3.2 The Movement Towards Inclusive Education

In the world today, including some of the most modern and advanced civilizations, people with disabilities continue to be unserved and underserved. There are more than 600 million people with disabilities (UN Report, 2003). More than three quarters of people with disabilities live in developing and poor countries, where poverty is the general rule. In developing countries today it is estimated that only 1% of mothers get help beyond that provided by family and friends in rearing their infants; and few developing countries have achieved preschool coverage of 25 to 30 % (UN Report, 2003).

As Edmonds (1979) declared almost quarter of a century before concerning the education of minority of students, we must know how to provide effective education at the school level, but we have yet to do it at a large level. Inclusion still remains largely a separate initiative, parallel to broad reform movements.

Full inclusion is a philosophical movement based upon the notion that all students, regardless of the level or type of disability, should be educated entirely in the same general education classrooms as their same-age peers. The policy of full inclusion says that *all* students should be educated in general education classrooms, and that this policy

should be implemented immediately with all students. Sapon-Shiven (1995), a UK-based educator and advocate of the inclusion movement strongly believes that:

As long as placement options other than the regular classroom exists, educators won't have to restructure general education to accommodate all children...children who challenge the system are simply removed from it, so the system itself doesn't have to change...The belief that certain children can't be included in the regular classroom is based on the false assumption of lockstep instruction. (Quoted in Willis, 2004, p.34)

3.2.1 What is Inclusion?

For many educators, the concept of inclusion remains somewhat vague. What does inclusion actually mean? What does it look like? Is it the same as full inclusion or mainstreaming? What is wrong with special education the way it is now? What changes would need to be made to adopt a more inclusive approach for special education services? What are the overarching issues-the pros and cons?

Mastropieri and Scrugg (2000) suggested “students with disabilities are served in the general education classroom under the instruction of the general education teacher” (p.23). This involves providing support services to the student in the general education setting versus excluding the student from the setting and their peers. However, inclusion does not require that the student with special needs be compared with their peers without disabilities.

In the United States, during the 1950s and 1960s, parents of children with disabilities organized to pressure courts and legislatures for changes in educational services available to their children. In 1975, the American Congress passed Public Law 94-142 (*Education of All Handicapped Children Act*), now codified as *IDEA (Individuals with Disabilities Education Act)*. In order to receive federal funds, states must develop and implement policies that assure a free appropriate public education (FAPE) to all children with disabilities. They began to have access to public schools as an issue of civil rights for their children with disabilities. Among the results of these efforts was *The Education for All Handicapped Children Act of 1975 (PL 94-142)*, which mandated that all children, regardless of disability, had the right to a free, appropriate education in the least restrictive environment. As a result, resource rooms and self-contained classrooms for

those with disabilities expanded in public schools. *PL 94-142* was updated in 1991 by the Individuals with *Disabilities Education Act (IDEA)*.

The main benefit of inclusion has come as a boon to students with disabilities in terms of mixing with general students, social acceptance, self-esteem, confidence and social skills (Kennedy, Shukla & Fryxell, 1997; Mu, Siegal, & Allinder 2000). Apart from academic gains the teachers find it challenging to include students with severe disabilities in the content areas including subjects as social studies, sciences, health and related academic subjects.

The principle of inclusive education was adopted at the World Conference on Special Needs Education held at Salamanca (United Nations, Scientific and Cultural Organization, 1994) and has been further supported by the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities, proclaiming participation and equality for all and, therefore, endorsed by UNESCO (2004).

Webster's New Unabridged Universal Dictionary (1994) defines inclusion as "the act of including," i.e. "containing, embracing, or comprising, as a whole does parts." The division of early childhood of the Council for Exceptional Children (1993) defines inclusion as "...a value [that] supports the right of all children regardless of their diverse abilities to participate actively in natural settings in their community (p.134)".

Allen and Schwartz (2001) stated: "inclusion is not a set of strategies or a placement issue. Inclusion is about belonging to a community – a group of friends, a school community, or a neighborhood (p.4). Our goal of inclusive education will only be realized when public schools across the world meet the needs of every student who enters their doors. When we hear school administrators and politicians declare that "all children can learn," we applaud them, because that is the motto of an inclusive school - one where students learn from one another, and together become an interdependent community of lifelong learners.

The concept of 'Equal Educational Opportunity' is a fundamental issue related to human rights and equity. Integrated education ensures social justice whereby all students have

access to meaningful learning, the 'opportunity' for optimal development and most importantly a sense of belonging and participation in a regular community setting.

Inclusive teachers have a wide repertoire of teaching strategies, which gives them the flexibility to match student knowledge to pedagogy and to apply another strategy quickly if the first does not work.

To be able to include a student with a learning disability academically, the inclusive teacher must differentiate the curriculum, teaching strategies, assessment methods and reporting. The teacher understands that children learn at different times, and there are many pathways to learning the same outcomes.

Forlin (1998) and Knight (2000, 2007) have reported that inclusion makes considerable demands on teachers. For special needs education to work effectively, it is essential that teachers accept responsibility for managing students' special needs and their learning. Inclusion seeks to address the needs of all students who may have difficulty in accessing the mainstream curriculum and attempts to do this within a whole school approach to diversity (Forlin, 2004). This has led in the Asia-Pacific region to an emphasis on an *Education for All* model. According to the UNESCO (2005b), this involves:

...the need for educational systems to be equitable, inclusive and relevant to local circumstances. Where the access to or the process of education is characterized by gender inequality, or by discrimination against particular groups on ethnic or cultural grounds, the rights of individuals and groups are ignored. Thus, education systems that lack a strong, clear respect for human rights cannot be said to be of high quality. By the same token, any shift towards equity is an improvement in quality. (UNESCO, 2005b, p.124)

3.2.2 Integration and Inclusion

Although there is no universally accepted definition of inclusive education, there is a growing international consensus as to the principal features of this multi-dimensional concept. In seeking an understanding of what is meant by inclusive education, perhaps the first distinction to be made is between integration and inclusion. In addressing this issue, Ainscow (1999, p. 1) stated that the former refers to 'additional arrangementswithin a system of schooling that remains largely unchanged', while the latter aims 'to restructure schools in order to respond to the needs of all students'. Similarly, Booth

and Ainscow (2002) argued that inclusion denotes a student with disability unconditionally belonging to, and having full membership of, a regular classroom in a regular school and its community. A second and related distinction, is that inclusive education goes far beyond mere physical placement (sometimes referred to as 'locational' or 'proximity integration'), but instead involves attention being paid to all aspects of schooling – curriculum, assessment, pedagogy, supports and so on. Skrtic, Harry and Kalyanpur (1996) argue that inclusive education involves schools meeting the needs of all their students within common, but fluid, environments and activities. Talking about difference between integration and inclusion, Dyson suggested:

... a crucial difference between integration and inclusion is that the former implies finding ways of supporting students with special needs in essentially unchanged mainstream schools, while the latter implies a radical restructuring of school. (2004, ch.1)

The growing popularity of the term inclusive education is clearly evident in the recent writings. However, while the linguistic shift from 'Integration' to 'Inclusive Education' has been feasible, this has not necessarily brought any changes in the minds of educators. The focus still continues to be on the child and specifically on the child with impairment, not on the critical engagement with exclusionary processes operative in the system.

According to Tomilson, (cited in Lian, 2004b, p.66): "Inclusion is not simply placing children with special learning needs into mainstream schools. It is about changing schools for them to be more responsive to the needs of all children." As these jurisdictions move to promote more inclusive education systems, it is necessary to consider how effective classroom support for these students and other marginalized groups can be developed within existing resources (Forlin, 2007b).

Integration and inclusion are psychosocial processes of enormous complexity. Current special education literature uses both terms (Lemay, 2006; Sindelar, Shearer, Yendol-Hoppey & Liebert, 2006), whereas most of the physical activity literature, particularly from the 1990s onwards, uses inclusion. Dictionary definitions, however, note a subtle difference between integration and inclusion (Lemay, 2006 p.245). For example Inclusion, according to Webster's Dictionary is "to be considered as a part of a whole". This is the goal of inclusive education, to have students of various levels of disabilities to

be an integral part of the learning environment in the general education classroom, and to do so in a way that enriches all members of the community.

In recent years, the issue of inclusive education has become a key feature of discussions about the development of educational policies and practice around the world. This movement has been strongly endorsed internationally by the *Salamanca Statement* (UNESCO, 1994) and reflects the United Nations' global strategy of *Education for All* (Ainscow, 1999; Mittler, 2000). Until the early 1990s the term 'Inclusion' was hardly used. Instead the term 'Integration' or 'Mainstreaming' terms were used and these referred exclusively to the placement of students with special needs in mainstream schools.

In mainstream schools, the students were integrated but not included. Jupp (1992) argued that such settings can be just as segregating. In the integrated setting, the students with special needs were still isolated from the rest of the class and not truly 'Integrated' within the group, particularly if they work in one on one session for the majority of the day. Integrated placements, therefore, may still leave the students with special needs 'segregated' (Harrower, 1999).

According to the UNESCO documents, inclusive education:

- challenges all exclusionary policies and practices in education;
- is based on a growing international consensus of the right of all children to a common education in their locality regardless of their background, attainment or disability;
- aims at providing good-quality education for learners and a community-based education for all.

Booth and Ainscow (1998) have the view that policies or inclusion should not be restricted to the education of students thought to have special needs. Inclusion, they argue, is a process in which schools, communities, local authorities and governments strive to reduce barriers to the participation and learning for all citizens. Some new policies were suggested at a seminar in Agra, India, co-organized by the International

Disability and Development Consortium and Enabling Education Network (EENET) and the educators agreed on the following formation that inclusive education:

- Acknowledges that all children can learn;
- Acknowledges and respects differences in children: age, gender, ethnicity, language and disability;
- Enables education structures, systems and methodologies to meet the needs of all children;
- Is a part of a wider strategy to promote and inclusive society;
- Is a dynamic process which is constantly evolving;
- Need not be restricted by large class or shortage of material resources.

There are various opinions about the meanings of the two notions and debates continue regarding integration versus inclusion. The literature is full of examples of ‘voices from the west’, who may argue that the terms mean the same, while others are making distinctions. Pijl, Meijer and Hegarty (1997) have argued that both terms are being used to express comparable processes and outcomes, emphasizing particularly that there are wider notions of integration that are coming ‘close to the concept of Inclusion’ (p. 2).

3.3. Inclusion in Education

Globally, over the past two decades, inclusion has been a buzz word in social and educational policy. Increasingly, politicians are stressing the need of inclusion in education and social justice. Focusing on ‘enabling inclusion’, O’Brien (2001) suggests that “we have to answer with integrity, the question about where and how a pupil learns best” (p. 49). Seyed, Soudien and Carrim also pointed out that:

Educational inclusion requires careful consideration of every aspect of schooling and the social context in which it finds itself. Innovative approaches to educational inclusion will need to address issues at the macro, micro, personal and interpersonal levels and to recognize and engage with the political implications of working at these levels. Connections between school and community cultures have to be drawn, as well as between educational and community programs of inclusion. (2003, p. 245)

As Sayed et al. (2003) suggested, inclusive education is embedded in a range of contexts and consideration should be given to the relationships among them. They explore a range of issues including: definitions of inclusive education; types of provisions for students with special educational needs; various forms of segregation or exclusion; paradigms of special needs; historical developments; the impact of contexts, including the role of economic considerations; the need to look beyond schooling; the justification for inclusive education; and the ways in which indigenous and foreign values are blended.

Booth (1996) asserted, 'It makes little sense to foster the inclusion of some students because they carry one label, whilst ignoring the lack of participation of others' (p. 161). In similar vein, Sayed et al., (2003) lamented the fact that the complex inter-relationship of race, class, gender and other pivots of injustice means that programmes promoting equality often tend to focus on one of these at the expense of the others and in doing so, loses the thread connecting the others (p. 240).

The term inclusion has been defined as "serving students with a full range of abilities and disabilities in the general education classroom, with appropriate in-class support" (Roach, 1995, p. 295). In such settings, children with disabilities are "considered as full members of the classroom learning community, with their special needs met there" (Friend & Bursuck, 2006, p. 4). A body of research now exists on the consequences of educating children with disabilities in classrooms alongside children without disabilities. This research has shown positive effects for children with disabilities in areas such as reaching individualized education program (IEP) goals (Hunt, Goetz, & Anderson, 1986), improving communication and social skills (Jenkins, Odom, & Speltz, 1989), increasing positive peer interactions (Lord & Hopkins, 1986), many educational outcomes (Slavin, 1995), and post school adjustment (Piuma, 1989).

Boundaries that once separated general education and special education are becoming increasingly blurred as the educational reform known as inclusion is emerging in schools around the globe. The concept of 'inclusive education' has become an international buzzword, and has been adopted in the rhetoric of many countries across the globe. Vislie (2003) stated that since *Salamanca* 'inclusion' has become a global descriptor and the

international community, by signing the declaration, has adopted its usage. According to Visile, inclusive education should be implemented at different levels; and embrace different goals; is based on a range of varied motives; and reflect different classifications of special education needs and varied service provision in different contexts. Thus, while nations might have adopted this politically correct term (Holdsworth, 2002), it is important to engage with its conceptualization within a given context.

A Canadian study, led by York University Education Professor Bunch, found that a majority of educators support integrating exceptional children into regular classrooms. According to Bunch:

Full inclusion (FI) in the educational sense, argues that all students must have the opportunity to be enrolled in the regular classroom of the neighborhood school with age-appropriate peers, or to attend the same school as their brothers and sisters. FI in the regular classroom requires that both regular students and those with some type of challenge to their learning receive appropriate educational programmes that are challenging and yet geared to their capabilities and needs as well as any support or assistance they and or their teachers may need to be successful in the mainstream. (1994, p. 150)

The trends in the educational provision for students with special needs over the past two and half decades have continued to focus on the education of children and young people with disabilities in the same setting as their peers without special needs. Called inclusion, 'mainstreaming' or 'integration', it has been described as the central issue in educational services provision today (Guilford & Upton, 1992).

Education systems across the world are experiencing major changes. One of them is related to the increase in the diversity of the school population. This includes increases in the national, cultural, religious and ethnic composition of learners, especially in countries with significant immigration levels. Classrooms are becoming more heterogeneous as a result of a worldwide movement towards the progressive inclusion of students with special educational needs within ordinary or regular education settings (Booth & Ainscow, 1998; Mittler, 2002; Sebba & Ainscow, 1996).

Arguments in favour of inclusive education tend to be of two types, socio political and empirical (Farrell, 1997; Lindsay, 1997). Socio-political arguments essentially view inclusion as a human rights matter. Ainscow (1998) has taken the notion of inclusion a

stage further to describe the way mainstream schools should cater for all their pupils and he uses phrases such as 'inclusive schools for all' without specific references for special needs students.

The issue of inclusion has been at the forefront of education (Fuchs & Fuchs, 1996). Inclusive education was initially seen as an innovation within special education (Lipsky & Gartner, 1996) but now it is viewed in a broader context. The movement towards inclusive education has provided opportunities to develop more effective methods for teaching students with diverse learning needs and regular educators have needed to assume a greater responsibility for the education of all students in their classrooms (Choate, 1993). It is, therefore, not surprising that Evans (2000) observed that integration of children with disabilities in regular classrooms remains a goal which challenges schools worldwide. The full participation of children with disabilities in programs and activities for typically developing children has emerged from a set of legal, moral, rational, and empirical arguments (Bailey, McWilliam, Buysse, & Wesley, 1998).

After following successful legislation in the United States of America and in the United Kingdom, children with disabilities or special learning needs are entitled to the provision of educational services in an inclusive environment, and this education must be individualised to meet the identified needs of the students. In Australia, the case for inclusion has a relatively short history, and is not supported in legislation and policy to the extent apparent in other Western countries (Dempsey & Foreman, 1997, p.208).

According to Foreman (1996):

Today schools in developed countries such as United States, Canada, Great Britain and Australia are moving, through policies of inclusion, to cater for the needs of all children in their neighborhood regardless of any disabilities or other special needs that individual children might have...Effective inclusion in regular schools depend on knowledge, leadership and collaboration within each school. The teaching staffs in a school, specialist's supports teachers and ancillary staff has particular knowledge and/or skills that can be helpful. Such leadership opportunities result naturally to patterns of collaboration among staff, which, in turn, result in advantages for both teaching and learning across the school. (1996, p.83)

It is not only in the developed countries, but, in many developing countries too like India, China, South Africa, Jordan and Ghana that laws and policies have positively impacted

the process of developing effective inclusive practices for children with disabilities (Lipsky & Gartner, 1987; Snell, 1981; Stainback & Stainback, 1989). Lipsky and Gartner (1997) drew attention to the failure of a dual system of education for students with disabilities, their parents, and their teachers. This was confirmed by longitudinal studies and research findings. They asserted that the separate system was flawed and unequal. They further added that this resulted in an integrated model of educational service delivery which considered separate schools a violation of civil rights, and that students are fundamentally similar and schools can cater to a diverse student population using effective educational practices. In addition, several researchers (Ainscow, 1998; Davis, 1991; Lipsky & Gartner, 1989; Stainback & Stainback, 1992) suggested that resources, professional expertise, and personnel be amalgamated from the general and special educational systems to meet the needs of all students efficiently and effectively in a unitary or merged system.

The *Salamanca Statement* strongly advocates that:

Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of the children and improve the efficiency and ultimately the cost effectiveness of the entire education system. (UNESCO, 1994, p.3)

The World Bank, which works in conjunction with the United Nations to provide loans to developing countries, has argued in favour of inclusion, justifying this position thus:

If segregated special education is to be provided for all children with special educational needs, the cost will be enormous and prohibitive for all developing countries. If integrated in-class provision with a support teacher system is envisaged for the vast majority of children with special educational needs, then the additional costs can be marginal, if not negligible. (Lynch, 1995)

In other words, integrated education is a collaboration of teachers' efforts and a pedagogy from which all children may benefit. It assumes that human differences are normal and that learning must accordingly be adapted to the needs of the child rather than the child fitting preordained assumptions regarding the pace and nature of the learning process. This integrated education and child centred pedagogy is beneficial to all students and as a consequence, to society also.

3.4. Policy about Inclusive Education

Globally, governments are now more accountable for their policy and practice, and information about provision is increasingly apparent in the public domain and subject to open monitoring at many levels. This includes the UN itself, through its mechanisms for monitoring and publicizing the implementation of the international conventions. Similarly, Non Government Organisations (NGOs) have published information about the record of all governments in implementing the Convention on the Rights of the Child in favour of disabled children (Jones, 2001, p.34).

The World Education Forum, sponsored by a range of international bodies, including UNESCO and the World Bank, argued that *Education for All* is strongly linked to national economic development and hence to the world economic and political order. It is unacceptable that more than 113 million children have no access to primary education, 880 million adults are illiterate, gender discrimination continues to permeate education systems and the quality of learning and the acquisition of human values and skills fall far short of the aspirations and needs of individuals and societies (UNESCO, 1994).

Wherever we have strong legislation, for example the *Disability Discrimination Ordinance* (Equal Opportunities Commission, 2007) in Hong Kong, the *Law of the People's Republic of China on the Protection of Persons with Disabilities* (National People's Congress, 1986) and the *Regulations on Education for Persons with Disabilities* (Chinese State Council, 1994), together with corresponding rules and regulations (Department For Education and Employment, 2001), contained within PDA in India, regular schools have been directed to accept students with disabilities wherever possible except where there are severe difficulties that cannot be addressed. Many other barriers are faced during the provision of education to children where class sizes are still extremely high and trained teachers difficult to appoint. In many of the Asia-Pacific regions the goal of achieving universal primary education for all is clearly challenging (UNESCO, 2005a, 2005b).

In the USA, a study of legislative documents in education from 1944 to 2000 shows how opinion has changed with regard to the educational placement and provision for children

with special educational needs. In 1944 it was believed that they could be categorized and educated in 'separate' institutions, but today the legislation and views are that their needs are best served in mainstream education alongside their peers. The legislation might indicate that inclusion is simply the provision of education for all children within the same location, i.e. the same school building. Armstrong, Armstrong and Barton (2000) in Moran and Abbot (2001, p.161) have defined inclusion as "arrangements which increase participation or contact between a disabled pupil or pupils in some form of segregated provision and those in mainstream educational settings". Ainscow (1999) in Dyson and Millward (2000, p. 49) has also noted that there is evidence to show that "inclusion is often seen as simply involving the movement of pupils from special to mainstream contexts." More recently there has been much argument that the focus of inclusion on disability is too narrow and that it should also include those at a disadvantage through poverty, marginalisation and social exclusion (Wearmouth, 2001).

Within this global context, *the Salamanca Statement* of 1994 and a growing body of research assert that Inclusive Education is not only cost-efficient, but also cost-effective. Within education, countries are increasingly realizing the inefficiency of multiple systems of administration, organisational structures and services, and the financially unrealistic options of special schools.

Developed nations such as Canada and the United States have civil rights laws protecting their citizens embedded in their national policies. These rights extend to children and have been advocated by international organizations such as the United Nations (1989) and the World Health Organization (1980). Children with disabilities represent an especially vulnerable class of citizens, and special laws and policies have been in place for over 25 years promoting full participation and integration of these children into society, particularly that educated aspect of society. This investigation addresses issues relevant to the effective application of these policies for children with disabilities in school settings.

Several international and national bodies have given support to the view that human rights are deserving of universal respect and this view is widely accepted in many

societies (Burdekin, 1999). American law is strongly supportive of the rights agenda. The Australian *Anti-discrimination Act* gives inherent support to notions of individual rights. It is now unlawful to discriminate against individuals in education because of impairment or disability (Williams, 2000). The right to equal levels of service for students in educational systems is inherent in such an act. Parents have argued in the courts for their right to appropriate education for their children with disabilities. Many judicial authorities have taken the view that many persons with disabilities have often been denied access to regular educational facilities in the past, and that this is a denial of their fundamental rights to such facilities (Burdekin, 1999; Williams, 2000).

Inclusive education first emerged as the goal of equal access to mainstream education for students with disabilities. Mainstreaming has been embodied in the legislation in the USA (*Public Law 94-142/99-457/101-476*) since 1975 and the United Kingdom's *Education Act* since 1981. While Australia does not have specific legislation that mandates educational integration, the national education policies do exhort social justice and equity for all students in Australian schools (McLuskie & Waldron 2003).

The Salamanca Statement and Framework for Action (UNESCO, 1994, Article 2) asserts that:

Regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all.

In the UK, the Green Paper, *Excellence for All Children*, published in October 1997 (DFEE, 1997), vigorously supports the principle that children with special educational needs should, wherever possible, be educated in mainstream schools. The Paper states that: "Where pupils do have special educational needs there are strong educational, social, and moral grounds for their education in mainstream schools" (p.34).

The rights of those at-risk of under-participation and under-achievement in Australia are protected by *the Education Act 1989*, *Anti-Discrimination Act 1991*, *Disability Services Act 1992* and *the Disability Discrimination Act 1992 (DDA)*. The *DDA* was intended to protect people with disabilities against discrimination, including discrimination in education. Despite this intent, surveys and anecdotal evidence indicate that discrimination remains a significant problem at all levels of education and in particular for children with

disabilities wishing to be included in mainstream education (Jackson, McAfee & Cockram, 1999).

Several recent United Nations *policies* affirm the right of all children to be valued equally, treated with respect and provided with equal opportunities within the mainstream system. These include the UN Convention on the Rights of the Child (1989), the UN Standard Rules for the Equalization of Opportunities for Persons with Disabilities (1993) and the UNESCO *Salamanca Statement* (1994).

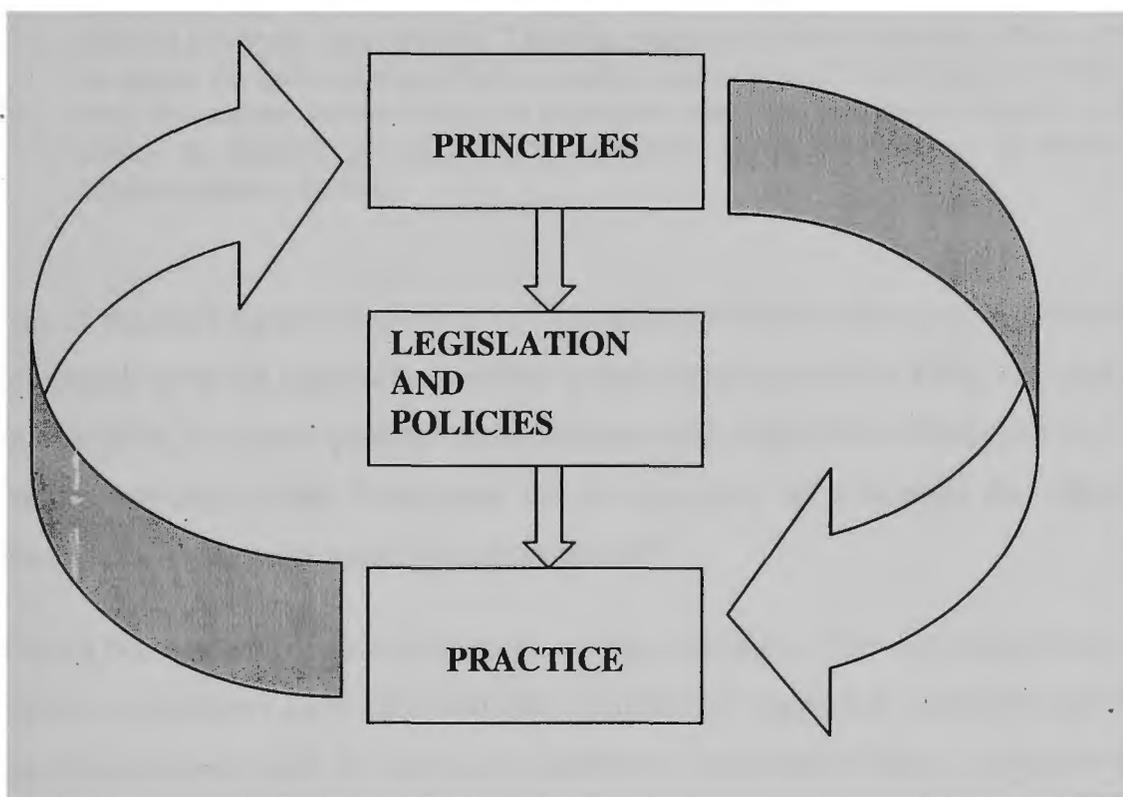


Figure 3.1 *Dempsey's Model of Inclusive Policies and Practices*

It is clear that in Dempsey's model the principle may impact first on laws or policies, which, in turn, may influence practice (Figure 3.1). To illustrate this, we should bear in mind that the core of our present belief system about the education of students with a disability is reflected in the ideas of human rights, equity and social justice (Dempsey, 2002).

In the last two decades, the public face of education for students with disabilities might be characterized as an era of 'flirting with inclusion', whilst the terminology has been regularly reshaped to include integration, mainstreaming, normalization and inclusion in education.

A UNESCO (2001) World Education forum argued that:

The need to think inclusively in education, as in other areas of society, has never been more important. Inclusive thinking is a reminder that education must be as concerned with the sustenance of communities as with personal achievement and national economic performance. Thinking inclusively about education allows us to recognize the undermining effects on social cohesion and the consequent economic costs of a narrow technical focus in education, where the sole concern is with 'what works' to increase average school attainment, narrowly conceived in terms of academic results. (p.46)

One of the most significant facts about inclusion policies in education in Australia is that in contrast with the approaches in other jurisdictions such as the USA, they are not law. In the USA, Congress passed the *Individuals with Disabilities Education Act (IDEA)*, which provides a legal framework for the provision of education for students with disabilities in the 'least restrictive environment'.

United Nations covenants and charters on the protection of human rights (including the right to education) have provided the stimulus for individual countries and states to develop their own code of ethics and legislation. The United Nations documents advocate that children are now considered to have the right to education on the basis of equal opportunity and to the development of their fullest potential. In many instances this has been interpreted to mean the inclusion of all students, regardless of disability, in regular classrooms.

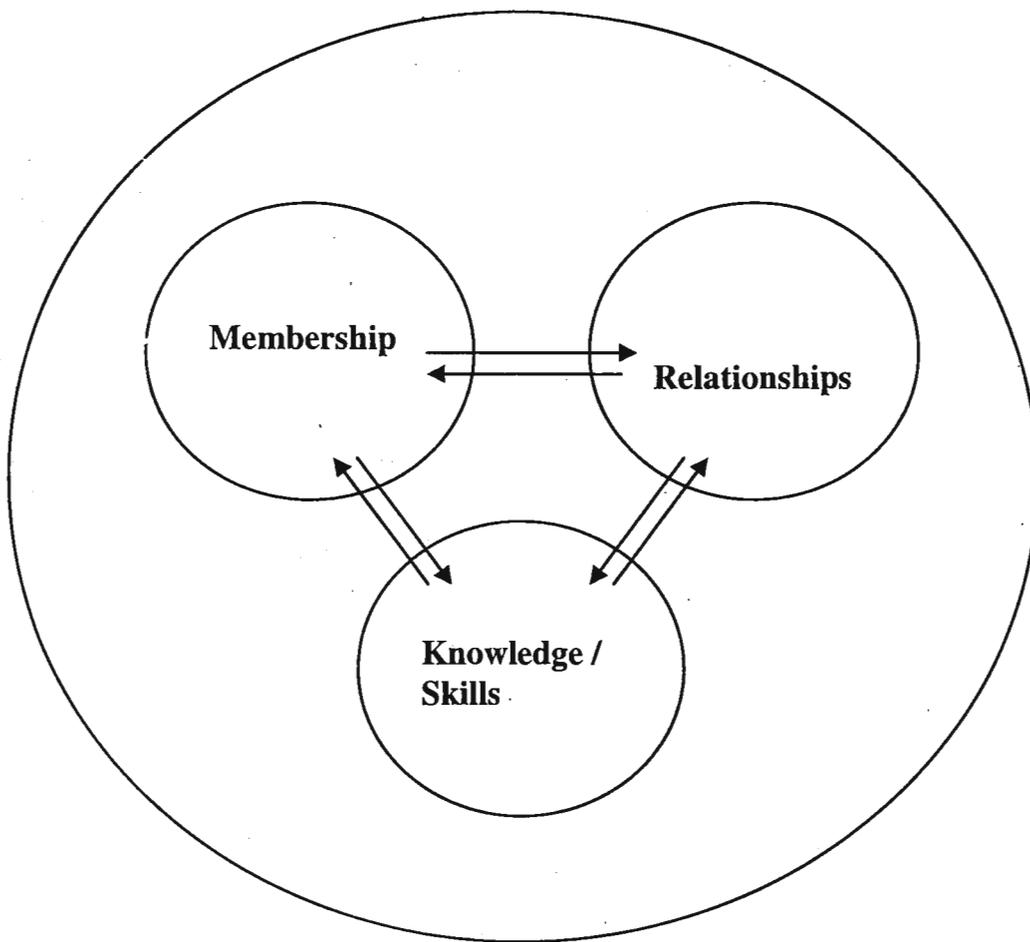


Figure 3.2 *Teachers' Roles Responsibilities and Activities*

Figure 3.2 is a model that suggests that each of the outcome domains (membership, relationships, and knowledge/skills) is affected by the others in a bi-directional manner. While the concept of changes in knowledge/skills affecting relationships and membership is a fairly traditional one, the model also suggests that changes in relationships affect changes in knowledge/skills and membership and those changes in membership affect knowledge/skills and relationships.

Membership refers to how the child is accepted in to and participates in groups, as well as the child's sense of belonging to the social fabric of the group. Membership can also be measured by observing teacher-designed groups in the classroom (e.g., literacy groups, and snack groups); student-designed groups in and out of the classroom (e.g., play

groups, student-initiated project groups); activities in which the entire class participates as one group (e.g., class meetings). Children without disabilities can easily help children with disabilities become welcome members of classrooms and other groups often without adult assistance.

The domain of *relationships* refers to a broad range of behaviours and complex interpersonal interactions. A child may form relationships with peers in all the different environments in which he or she spends time. Further, relationships can be categorized as follows: play/companionship (e.g., children who choose to play together during free time), helper (e.g., a child who assists a peer), helpee (e.g., a child who receives help from a peer), peer (e.g., two children who may interact while walking next to each other during transition but who may not choose to interact given a free-choice situation), and conflict (e.g., children arguing over the rules of a game or over taking turns with a preferred material). We hypothesize that children with successful relationships have interactions with many children and that these interactions occur across the different categories of this domain.

Knowledge/skills are the most traditional of the three outcome domains and are the most familiar to school psychologists and special educators. It is also the easiest to quantify. As such, this domain requires less explanation than the previous two. We conceptualize the knowledge/skills domain to include social communication skills, academic skills, cognitive skills, motor skills and adaptive skill. These are the traditional domains of schooling – reading, writing, and arithmetic. Interestingly, however, this domain is currently under much scrutiny, as the current political trend is to call for more accountability in this area; however, there is little agreement about how to measure success or what it means to ‘succeed’.

Given the growing international interest in inclusion and the steps that many countries have taken to develop more inclusive policies and practices it is unclear what the rationale behind these developments are. Many educational scholars (Farrell, 1997; Lindsay, 1997; Norwich, 2000) refer to contrasting lines of argument that inform the inclusion debate. The first of these focuses on rights and values of the special children.

This is best explained in the UK by the Centre for Studies for Inclusive Education (CSIE, 1989) which advocates this view forcibly in their Integration Charter, suggesting:

We see the ending of segregation in education as a human rights issue which belongs within equal opportunities policies. Segregation in education because of disability or learning difficulty is a contravention of human rights as is segregation because of race and gender. The difference is that while racism is widely recognized as discrimination...Discrimination on the grounds of disability or learning difficulty is not. (p.84)

3.5. Benefits of Inclusion

Many research studies have shown that the inclusion of students with severe disabilities into general education settings is beneficial for all students (those with and without disabilities) particularly in relation to social acceptance, self-esteem and social skills (Kennedy, Shukla & Fryxell, 1997; Mu, Siegel, & Allinder, 2000). Although some research has indicated academic gains, teachers are more challenged to appropriately include students with severe disabilities in the content areas (Heller, 2001). Content domain areas include social studies, sciences, health and related academic subjects.

The settings in which students are educated continue to be a controversial issue (Andrews, 2000; Fuchs & Fuchs, 1996; Kavale & Forness, 2000; Marston, 1997; McLeskey & Waldron, 2003; Roach, Salisbury & McGregor, 2002). Although research has provided somewhat mixed reviews regarding the effectiveness of inclusive and separate class programs (Baker, Wang & Walberg, 1995; Klingner, Vaughn, 1999; Manset & Semmel, 1997; McLenskey & Waldron, 1995; 1997; Salend & Duhaney, 1999; Waldron, 1998; Waldron, 1995; Zigmond, Vaughn & Schumm, 1995), this evidence strongly supports the perspective that students with learning disability should spend most of the school day in general education classrooms.

Those who advocate the inclusion argument usually claim that the need for social relationships with non-disabled individuals takes precedence over claims that the child should receive specialist care outside the regular classroom (Stainback & Stainback., 1994). They assert the primary value of social contact between persons with disabilities

and those without disabilities. They claim that there is no value in a wide range of specialist services within schools since the aim of education is for the child with disabilities to work in an integrated community without support. Further, the relationships formed in regular education should be an appropriate preparation for individuals with disabilities planning to live and work in community setting. They assert the regular schools should change the standard curricula to suit the particular needs of persons with disabilities. The education provided in a segregated environment is seen to be inappropriate to the demands placed on individuals in community settings (Stainback & Stainback., 1994).

3.6. Challenges for Inclusion in Education

It is true that globally all educational issues are complex and contentious which hold some values and beliefs and also the educational policies and practices are inherently political. The policies involve choices, prioritizations, and availability of human resources. A major challenge faced by educators is how to make connections between educational ideologies, policies and practices and the wider social and economic condition of the society. "A detailed consideration of the barriers experienced by some pupils can help us to develop forms of schooling that will be more effective for all pupils."(Ainscow, 2008, p.137). There are a number of reasons why the concept of inclusion has not been supported. These include:

- Inadequate training of general education teachers to work with students with disabilities (Bruneau-Balderrama, 1997; Ferguson, 2001; Johnston, Proctor, & Corey, 1995; Lanier & Lanier, 1996; Mastropieri & Scruggs, 2000; Salend, 2001; Shanker, 1994; Wang, Reynolds, & Walberg, 1994);
- Professionals' inability to problem solve and work in collaborative fashion (Bruneau-Balderrama, 1997; Goldstein & Schilit, 1997; Lanier & Lanier, 1996; Salend, 2001; Taylor, Richards, Wood, 1998);
- Inadequate personnel support for the general education teacher (Salend, 2001; Shanker, 1994);

- Negative impact on teachers' time to work with all students in the classroom (Bruneau-Balderrama, 1997; Mastropieri & Scruggs, 2000; Salend, 2001);
- Uncertainty of social and academic benefits for students with disabilities (Salend, 2001; Taylor et al., 1997); and
- Insufficient administrative support to allow flexibility within teachers' schedules for planning and solving problems (Bruneau-Balderrama, 1997; O'Neil, 1995; Salend, 2001).

To overcome the difficulties faced when trying to facilitate equality of access by those with disabilities, a broader perspective that goes beyond the school is needed. As Forlin (2006) suggests, this requires:

...a concerted effort at all levels of society and must be acknowledged by the provision of appropriate fiscal spending to enable the desired outcomes to be achieved. Regardless of financial support it is still critical to recognize that this will only be effective if people believe in the value and merit of incorporating diversity in all schools and are prepared to commit to enabling this to happen. (p.265)

Research has indicated that general education teachers do not always feel prepared to teach students, who have special needs, and special and general education teachers often lack the skills in teaming and collaboration needed to teach students with disabilities in the general education classroom (Das, 2001; Schuum, Vaughn, Gordon, & Rothlein, 1994).

The movement towards inclusive education has also become a major focus in recent education reform across the developing world . The regular class teachers are being asked to cater for the needs of students with disabilities and diverse abilities in their main stream classrooms (Loreman, 2005). Many teachers, though, hesitate about including students with disabilities since they feel that they lack the specialized skills to cater for this group of students. A teacher's willingness to include specific students is also strongly influenced by factors such as their attributes (Sachs, 2004), the nature and severity of the disabling conditions of the learners (Elkins & Porter, 2005), availability of physical and human resources (Bradshaw and Mundia, 2006), and their teacher training (Chong, Forlin & Au, 2007). A teacher's support and positive attitude towards inclusive education is,

however, essential for its successful implementation as they are the ones who work closely with students on a daily basis (Forlin, 2007a).

Research also has suggested that administrators' attitudes toward students with disabilities are especially critical for inclusion to succeed due to administrators' leadership role in developing and operating educational programs in their schools (Ayres & Meyer, 1992; Gameros, 1995). Moreover, Centre, (1985) found that teachers believed that the guidance and positive support of the Principal was critical as teachers began to implement inclusion.

The demand to educate students with disabilities in inclusive educational settings continues to grow. The rationale for inclusive education is multifaceted and stems from legislative, ethical, and empirical domains (Cole, Mills, Dale, & Jenkins, 1991; *Individuals with Disabilities Education Act, 1997*; Peck, Donaldson, & Pezzoli, 1990; UNESCO, 1994). However, many barriers to inclusion still exist in current educational service delivery models (Ainscow, 1996; Campbell & Fyfe, 1995; Miller & Savage, 1995; Peck, Odom, & Bricker, 1993; Sindelar, 1995).

A lack of personnel prepared to provide quality inclusive services to students with disabilities and their families is one of the primary barriers to serving students in the least restrictive, most inclusive environments (Evans, Townsend, Duchnowski, & Hocutt, 1996; King-Sears, 1996; Pugach & Seidl, 1995; Sindelar, 1995). The special education movement toward inclusive education has not always embraced general educators in the process (Baumgart, 1992; Miller & Savage, 1995).

The available research on teacher attitudes indicates that while many general education teachers philosophically support the concepts of mainstreaming and inclusion, most have strong concerns about their ability to implement these programs successfully. For instance, studies have shown that most general education teachers do not agree that they have or will be provided with, sufficient planning and instructional time necessary to support mainstreaming of inclusion (Barton, 1996; Gans, 1987; Myles & Simpson, 1989). Other studies have shown that even after completing staff development training, many teachers still question their ability to teach students with disabilities, and some doubt they

will be provided with the resources and support necessary for the programs (Hannah, 1988; Vaughn, Schummm, Jallad, Slusher & Saumell; 1996). In addition, a few studies have found that high school teachers are often less positive, and in some cases, more resistant to the additional responsibilities of mainstreaming and inclusion (Bender, Vail & Scott, 1995).

Recent legislation trends have resulted in an increase in the number of children with developmental disabilities being placed in full-inclusion classrooms. Although policy decisions have begun to result in a merging of special and general education, many general education teachers feel ill-equipped and insecure about having a child with disabilities in their classroom (Semmel, Abernathy, Butera & Lesar, 1991), and the collaborative role between general and special educators has yet to be determined (Kennedy, 1997). Furthermore, although many children appear to improve in a variety of social and academic areas by being placed in a general education classroom (Kennedy, Shukla, & Fryxell, 1997; Shinn, Powell-Smith, Good, & Baker, 1997), without coordination of special support services, proximity itself often is not a guarantee for successful educational inclusion of children (Hanson, Gutierrez, Morgan, Brennan, & Zercher, 1997).

Change is difficult to realize in schools and classrooms because it requires simultaneous development of reforms in professional development, curriculum, and student support services along with a change in teacher attitudes and beliefs as reflected in the culture of the school (Fullan & Miles, 1992). The wide range of needs and abilities found in today's classrooms presents a difficult challenge for teachers.

New mandates, initiatives, and policies that embody principles and practices to improve students' achievement are often consistent with teacher efficacy efforts. Teachers typically derive personal and professional satisfaction from helping every student do well in the classrooms. Most feel responsible for creating a learning environment that promotes the highest possible student understanding and achievement; they want to ensure equal access to productive citizenship.

In the past several years, schools have been increasingly “under the gun” to raise student achievement. High stakes testing has become a way of life for most students and teachers. The pressure to do well on these tests and to achieve academic success in general, is impacting students at younger and younger ages. Unrealistic expectations, perfectionism, lack of confidence, and poor skills create stressed out children with special needs. Teachers should have support to understand why instructional reform is so important and they must believe they can develop and implement programs and practices that will lead to improved student achievement, demonstrated especially on high stakes norm-referenced testing. Norm-referenced tests allow us to compare a student's skills to others in the student's age group. Norm-referenced tests are developed by creating the test items and then administering the test to a group of students that will be used as the basis of comparison. During focus group and semi structured interviews, the teachers informed that the tests are used to assess groups of students or individuals using standardized, or highly structured, administration procedures. These students' performance is rated using scales developed during the norming process. The teachers use norm-reference tests to evaluate the effectiveness of teaching programs, to help determine students' preparedness for programs, and to determine diagnosis of disabilities

During the transition from the familiar to the new, teachers need encouragement to abandon old beliefs and behaviours. “Professional development is not an event, but should be a process that is personal and practical and provides meaningful on-the-job assistance” (Guskey, 1995). Beliefs about students and classroom practices, as well as personal feelings regarding the meaning and rewards of teaching, greatly impact classroom and school culture. School culture refers to staff attitudes and practices reflected in the quality of instruction and degree of access to, and participation of, all students in the school's social and academic activities (Tomlinson & Allan, 2001). School culture affects staff receptiveness to professional development as a vehicle for change.

Fox and Ysseldyke (1997) reported that special education teachers are relied on to ‘sell’ inclusion to general education teachers. Special education teachers also directly influence the outcomes associated with the inclusion by delivering instruction in inclusive

classrooms and providing guidance to other direct service providers in inclusive setting through consultation and collaboration. Given the lack of requisite expertise, training, and resources reported by general education teachers (Scruggs & Mastropieri, 1996), special education teachers are often sought as experts to take responsibility for and lead the day-to-day implementation of inclusion reforms (Fox & Ysseldyke, 1997).

The need for improved teacher training arises from the limitations of many current teacher training programs. In many universities, general and special education programs continue to operate under a dual system. That is, many teacher training programs still use a model that ensures separation between regular and special education teacher trainees (separate training model). Teacher training is thus segregated with each discipline being viewed as different and special (Villa Thousand, Meyers & Nevin; 1996). With this orientation, there are no opportunities to integrate materials taught or experience the Trans-disciplinary nature of education as it is practiced in classrooms today. Preservice teachers rarely see or experience the process of collaboration between general and special education modelled for them, nor the integration of the two areas of expertise (Villa et al., 1996).

Although Governments in Australia have increasingly promoted inclusive classroom practices (Ashman & Elkins, 2002), studies have found that many teachers have less than positive attitudes towards students with disabilities and their inclusion in general education classrooms (D'Alonzo, Giordano, & VanLeeuwen; 1997). Teachers set the nature of classrooms, and as such, the success of inclusion may well depend upon the prevailing attitudes of teachers as they interact with students with disabilities in their classroom. This has many implications for teacher training. Further, Australian teachers who are including students with intellectual disabilities in their regular classes have been found most concerned regarding issues related to their perceived professional competence (Forlin, 2001).

Preservice teachers, in particular, have reported high levels of discomfort when meeting or interacting with people with disabilities (Forlin, Jobling & Carroll, 2001). Participating in specific training courses has been found to decrease pre service teachers' feelings of

discomfort during interactions with individuals with disabilities (Carroll, Forlin, & Jobling, 2003).

There have been an increasing number of researchers reporting that educators were experiencing physiological and psychological symptoms of stress (Farber, 1991; Fullan, 1993; Otto, 1986). Teacher stress and burnout has been referred to as a 'crisis in education' (Farber, 1991). Teacher stress was not reduced as a consequence of changes in policy and practice but appeared to be even more common in the 1990s (Farber, 1991; Fullan, 1993). As Otto (1986) stated, currently for teachers, "expectations are formicible" (p.32).

Stress has also been linked with commitment suggesting that the more stressed teachers were, the less committed and sympathetic they were towards their students (Farber, 1991). The degree of stress experienced by educators in general has found to be mediated by several variables including teaching experience, gender, specific school role, and type of students confronted (Farber, 1991).

3.7 The Global Context for Inclusive Education

The commitment of the United Nations to human rights underpins the whole of its work in the social and humanitarian field, as first expressed in its Charter and in the *Universal Declaration of Human Rights* (1948), and more recently in the above commitment made by Heads of State at the World Summit on Children in 2002. The UN (United Nations) High Commission on Human Rights (UNHCHR) has now ruled that all UN conventions apply fully to disabled persons. These include conventions on Racial Discrimination (1965), Civil and Political Rights (1966), Economic, Social and Cultural Rights (1966), Women (1979) and Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (1984). The President of the World Bank has made a strong commitment to ensure that the needs of disabled people are specifically included in all development aid programmes supported by the Bank, and has appointed an experienced disability adviser to ensure the implementation of inclusive policy (Wolfenson, 2002).

Turning rights into reality is a challenge for the UN, but above all a responsibility for national governments. As we have seen, children are not a high priority for most governments, and children with disabilities are particularly vulnerable to being overlooked and forgotten. Recent assessments raise fundamental questions about the impact of the whole range of UN initiatives on the day to day lives of disabled children and their families, especially in developing countries (Price, 2003).

Disabled people frequently live in deplorable conditions owing to the presence of social and physical barriers which prevent their integration and full participation in the community. Millions of children and adults worldwide are segregated and deprived of their rights and are, in effect, living on the margins (Mitchell, 2003).

3.8 International Initiatives

In the new millennium, the movement towards integrated education has grown phenomenally with a number of World Congresses having passed resolutions and declarations in relation to the human rights of persons with disabilities and integrated education which include for example:

- The Beijing Declaration of Rights of People with Disabilities in the New Century (2000);
- The World Education forum-The Dakar Framework for Action. Education for All (April 2000), by the extended target years of 2015;
- The United Nations Millennium Declaration (September 2000);
- The Seminar on Human Rights and Disability-“Let the World Know” (November 2000);
- The launch of the African Decade of Disabled Persons, (2000-2009). There was also a proposal to observe an Arab Decade of Disabled Persons, 2003-2012;
- The Declaration of Quebec (2001);

- The (2001) African, Caribbean and Pacific-European Union Resolution on Rights of Disabled People and Older People in ACP Countries;
- Disability Rights-A Global Concern Conference, London, (2001);
- The Declaration of the (2002) World Assembly in Sapporo;
- The Declaration of Biwako (2002);
- The European Year of Disabled Persons (2003);
- The Cochin Declaration (2003).

3.9 Inclusion in Developed and Developing Countries

The United States of America is a rich tapestry of cultures, geographic landscapes, faiths and beliefs. It is the third largest country in the world in terms of area and the fourth largest in terms of population. According to the data from the National Census (2004), by 2000 there are 285 million people among whom 49.7 million people are with some type of long lasting condition or disability.

The Individuals with Disabilities Education Act (IDEA) is the primary federal law governing education of students with disabilities. It requires the provision of a free, appropriate public education in the least restrictive environment in which a student's needs can be met. While passage of *IDEA* and state laws have resulted in schoolhouse doors being opened to students with disabilities, a great deal of work remains to be done to ensure that the civil rights of students with disabilities are protected and that these students have meaningful access to the general education curriculum with their non disabled peers. For curriculum planning, many schools have formed professional review teams to develop individual educational plans for special needs students, in accordance with Education for All Handicapped Children Act/*IDEA* (P.L. 94-142). Team members are skilled in diagnosing and assessing special needs of students and tailoring individual educational programs to address those problems. Teams routinely work with parents and other educators; call upon support services, as indicated; and annually review each child's individual educational plan (Price, 2003).

Although the Canadian education policies state a commitment to the inclusion of children with behaviour disorders in the regular classroom (Smith, 2000), a number of authors have found that the more standard service model still prevails (Schwean et al., 1994). Specifically, in their review of existing services across Canada, Dworet and Rathgeber (1990) reported that services available in each of the provinces generally conformed to the standard service model. Similarly, in a cross-Canada survey for types of school services provided to children with behaviour disorders, Shatz (1994) found that a standard service model was the most common approach.

In Western Europe there appears to be considerable variation in developments towards inclusion. In Germany for example special students are placed in a special school. In Netherlands it is reported that almost 4 % of all pupils aged 4 to 18 attend full time special schools (Rieser, 2005). Miles (2002) suggested that in some countries of Western Europe less than 1 % of pupils are in special schools. Current figures in the UK indicate that special children placed in special schools is around 1.5 % (Norwich, 2000); in Denmark the figure is 1.5 % (Egelund, 2000) and in Hungary it is 2.7 % (Casnyi, 2001).

In the United Kingdom, there is a strong policy framework based on inclusive principles and values, together with some additional funding from the government (Mittler, 2000). Furthermore all mainstream and special schools have had some eight years to develop their inclusion policies. All the local educational authorities also have to administer complex special needs legislation and continue to provide specialists services such as educational psychology.

By contrast with the situation in many European countries, the education system in Ireland has been characterized as one that is fully funded by the state, but provided through voluntary bodies (Magee, 1990). Before passing *The Education Act* in December 1998, there was almost no legislation in existence that dealt with the education of children in Ireland. The recently passed *Education for Persons with Special Educational Needs Act 2004* guarantees the right of persons with disabilities to education. The Act makes provision for a variety of services, including assessments, individual education

plans, support services and the establishment of a National Council for Special Education.

Australia, like the USA, has a state run system of education where the national government distributes the funds for education to the states but “devolves responsibility for that education to the states” (Bailey & Rice, in Dyson, 2004). Forlin and Forlin (1996) noted that although “the legal frameworks for inclusive education in Australia are embedded in a range of generic international agreements regarding a child’s right to education” (p.1), there is still no legal mandate to ensure that this occurs. They argue that, despite this, there is the opportunity to seek redress through anti-discrimination and equal opportunity legislation. These include the *Disability Services Act (1986)* and the *Disability Discrimination Act (1992)*. Work directed at the integration of children with disabilities into mainstream education facilities commenced in Australia in the 1970s (Ashman & Elkins, 2004), although early reports did not paint a favourable picture about its success (Gow, 1985).

The Australian Constitution, written in 1900, confirms that education is a responsibility of the states and each state must provide its own education legislation. Most of these Education Acts have been enacted since 1970 and use the language of rights and responsibilities, but do not provide inclusion rights despite current policies for inclusion. Under these Acts, for instance, parents are legally obliged to enrol their child in school, but there is no obligation for the state to provide them with an education (Forlin & Forlin, 1998).

The Education Act (1977) established free, compulsory and secular education in New Zealand and this eventually enabled the establishment of separate schools, classes, camps and residential facilities for students with disabilities (Wills, 1998). Beeby (1986) noted that, at this time, the New Zealand government did not have “the means or desire to offer more than the rudiments of education to the mass of the people” (p.53). He identified the purpose of education at that time as being the ‘survival of the fittest’ where selection of the fittest was by examination. This purpose is still present in the current education system in New Zealand, exemplified by School Certificate and other national

examinations. Failure was then, and still is, the inevitable consequence for many people. It was not until the 1920s that this view was challenged by educational pioneers, like James Shelley, who believed in the unique worth of the individual child (Beeby, 1986). Special education in New Zealand relied increasingly on the work of medical and technical experts whose "ideas were shaped by notions of disability as pathology" (Ballard, 1998, p.2).

3.9.1 Problems of Inclusive Education in Developing Countries

Inclusive programs are desirable in developing countries as it is estimated that 80% of the world's population of people with disabilities live in developing countries in Asia, Africa, the Caribbean, Latin America and the Middle East. Some 150 million of these are children, and only 2% are receiving any form of special needs services (Mittler, 2002). Clearly, successful implementation of inclusive education could increase the number of those with disabilities receiving education in these countries. Although evidence (UNESCO, 1996) suggested that the education policies in many developing countries espouse integration as a desirable form of education for individuals with special needs, it remains the case that integration is not being satisfactorily implemented in these countries. Research indicated that factors such as the absence of support services, relevant materials and support personnel are the major problems of effective implementation of integration in these countries. In particular, evidence suggests that at the tertiary level of education most students with disabilities who were able to gain admission "are on their own" as they receive no special support to help them on their courses (Eleweke, 1997; Kiyimba, 1997).

3.9.2 Inclusion in Asia

In 1993 Kholi reported that in Asia's developing countries only 1% of children with special educational need have access to any education at all, let alone quality inclusive education. Second, for most countries in Asia, special education has been, and still is, synonymous with the provision of special schools or special classes. Third, it must be recognized that any review of special education in Asia is fraught with difficulties, such

as variations in the range and equality of information and the clear gaps between laws, policies and practices to be found in many of the countries.

Embedded within a rights-based philosophy, the education of students with disabilities has gradually focused more on providing equal education opportunities, which has led in many instances to increased inclusive practices in regular classes. Regular schools, which have conventionally catered for the needs of children within a “normal” intellectual range, aim to include all children within their local community, regardless of special educational need. While this has occurred mainly to date in Western countries, a similar trend is now starting to transpire in many of the Asian jurisdictions (Forlin, 2007a; Rose, 2007).

During the past decade or so, almost every country in Asia has addressed special education through legislation and/or major policy initiatives, with many showing a growing commitment to inclusive education. Sometimes this commitment is limited in its expression to legislation and policies, and increasingly it is shown through a range of practices, albeit on a small scale. Factors that have influenced the adoption of inclusive education policies include the Salamanca Framework (UNESCO 1994), the work of UNESCO in promoting *Education for All* initiatives, the impact of non-government organizations such as the Soros Foundation’s *Step by Step* programme (in Central Asia), and the influence of foreign advisers and study abroad schemes (Mitchell, 2003).

Asia contains over 60% of the world’s population (UNESCO, 2001) and as Maclean (2001) pointed out, Asia contains 70% of the world’s illiterates. Given the differences present in the histories, resources, cultures, economic and political systems and the demographics of Asian countries, it is not surprising to find that the pattern of provisions for students with special educational needs is extremely diverse, ranging from negligible to comprehensive, from highly segregated to various mixes of segregated and inclusive programmes, from coordinated to uncoordinated services, from untrained to well trained personnel and from poorly resourced to well resourced provisions (Mitchell & Desai, 2003).

Another major factor influencing special education reform in Asia is the philosophy of Confucius that has dominated societal decisions over the years. The philosophical underpinning regarding people with disabilities is, according to Confucius, that they should be cared for with tolerance and acceptance (Pang & Richey, 2006).

According to Mitchell and Desai (2005), almost every system in the Asia-Pacific region has shown a growing commitment to inclusive education:

...that the pattern of provisions for students with special education needs is extremely diverse, ranging from negligible to comprehensive, from highly segregative to various mixes of segregated and inclusive programs, from coordinated to uncoordinated services, from untrained to well trained personnel and from poorly resourced to well resourced provisions.(pp. 166-7)

The integrated education initiatives in Hong Kong aimed at building up a new educational model in supporting the integration of students with special needs in mainstream schools (Education and Manpower Bureau, 2002). In Hong Kong, inclusive education has been entirely in the context of inclusion of students with special education needs in mainstream schools. In terms of policy about inclusion, it is mainly in an integration stage, using a deficit model. Following the world trend of inclusion as education for all, many schools in Hong Kong have started including students with special education needs in the regular classrooms. Hong Kong has had an official integration policy in place since 1977, with the White Paper titled *Integrating the Disabled into the Community* (Hui, 1977).

The education of children with special needs in Pakistan is an area which is grossly neglected and in need of urgent attention. The Seventh National Plan (Pakistan Planning Commission, 1998), while quoting WHO figures for disability (10 to 15% of the population), and recognizing the need for special schooling and rehabilitative services, noted that existing facilities are few and inadequate. The current Pakistani Prime Minister Mr. Gillani has committed for free education for SEN students. Historically, educational policy and practice in Pakistan has been influenced by the legacy of the British (1757-1947). Independent philosophy on special education is therefore in its infancy in Pakistan, and even so, is still clearly influenced by the Warnock Report (1978). However, more recent curriculum and other interventions recommended by key

documents published in Britain, such as The National Curriculum, SEN Code of Practice or the Green Papers will not affect the planning or implementation of special education in Pakistan in the foreseeable future.

China has the largest population around the world, exceeding 1.29 billion according to China Population and Information and Research Centre (2004). There are more than 50,000,000 (nearly 5% of the population) who can be regarded as having a disability and one new child is born with a serious disability every 40 seconds in China. Of these 50 million, over 10 million were recorded as having an intellectual impairment and a survey reported that more than 8 million are children (States Statistics Bureau, 2003). It can be seen that this rapidly developing country is facing a significant challenge in terms of special education and rehabilitation.

3.9.3. Inclusion in Africa

Many African countries have shown a theoretical interest in Special Education by formulating policies such as mainstreaming, family, community or social rehabilitation, and by showing the desire to give concrete meaning to the idea of equalizing education opportunities for all children irrespective of their physical and mental conditions. Despite this interest, the dreams of the majority of children with special educational needs are a far cry from the desired policies or from the educationally correct attitudes and provisions.

Special Education in Africa is still a new concept to many of its nations. Its planning, organization and orientation has been characterized by poor funding, lack of information, negative attitudes, selfish interests among its so-called experts, cultural influences and a general lack of commitment by those who are responsible for running the education system (Kalabula, 2000).

Education for children with special educational needs has been in existence in Zambia for close to one hundred years. The first attempts to educate Special Educational Needs children were made by missionaries in 1903. Following the widespread of success story

of this experiment, philanthropists from Europe established schools and centres for SEN children. Sixty-six years later, the Zambian government realized that it was its responsibility to educate SEN children.

The Government of Uganda regards education as a basic human right for all its citizens, including those with barriers to learning and development. There was no national plan for special needs education before the Government of Uganda in 1989 submitted an application to the Danish International Development Agency (DANINDA) for financial and technical assistance to support special needs education (Kristensen, 2002).

The decentralized special needs education programme in Uganda has gone through massive changes since the first agreement was signed between the Governments of Uganda and Denmark in August 1991. The agreement had been renewed twice and expired in June 2003. According to MOES (Ministry of Education and Sports, Uganda) the enrolment figures rose from 2.7 million in 1996 to 6.9 million in 2001 (MOES, 2001).

Caspo (1986) noted some of the factors hampering the provision of special education in Zimbabwe which were lack of national policy on special education, shortage of specially trained teachers and quality special services, shortage of national funds, and isolation of many poor children with special needs unable to access to special services (Chitiyo & Wheeler, 2004). Compared to Western developed countries like the United States, special education and early intervention for children with disabilities in Zimbabwe is underdeveloped.

3.10 The Roles and Responsibilities of Classrooms Teachers for Inclusive Education

The policies of integration, community living and inclusive education have profound implications for all members of society, but particularly for educators. Teachers now face pressures to perform a much wider set of roles than in previous generations (Ashman & Elkins, 1998, p. 63). It is well known that there has been a paradigm shift in policies from regarding students with disabilities exclusively to regarding them inclusively. As a result, new demands have been placed on schools in general and on regular classrooms teachers

(Mcdonnel, 2000). Hence in this integration process, which is also seen as part of the 'normalization' of individuals with disabilities, regular classroom teachers play numerous roles in implementing integrated education programs. They are now recognized as indispensable contributors to the success of integration of students with disabilities in their class (Bayliss, & Burden, 2000; Cornoldi, Terreni, Scruggs, & Mastropieri, 1998; Mastropieri & Scruggs, 2000).

Das (2001) pointed out that the principal position of regular classroom teachers in the implementation of integrated education programs has been substantiated by various legislative and policy measures in a number of countries (*Individuals with Disabilities Education Act 1990, 1997, United States; National Policy on Education, 1986, India; Persons with Disabilities Act, 1996, India; Report of the Ministerial Review of Education Services for Disabled, 1984, Australia; Warnock Report, 1978, United Kingdom*). He further adds that the Government of India in its National Policy on Education, 1986 has acknowledged the central role of regular classroom teachers in integrated education programs and has explicitly highlighted the necessity for the professional development of teachers to empower them in their new roles.

The Victorian State Government Report of the Ministerial Review Committee (1984) also stated:

Integration ... requires the commitment of the total school community. In this context, teachers in regular schools have a crucial role. This is because enacting integration will not only require changes in the wider education system, but also in the regular classroom. (p.15)

Almost all the countries are working towards embedding the preparation of teachers for more inclusive teaching within courses that aim to give them at least a basic introduction to catering for difference (Forlin, 2007a). In order to do this, consideration must be given to the conflicting traditional and progressive approaches to teaching in order to draw from them a new direction that would prepare teachers for the major paradigm shift encountered by implementing an inclusive education philosophy. At the same time, teacher preparation must also address the needs of teachers who continue to work in special schools, especially as their role tends to be moving towards providing greater support for mainstream schools (Forlin, 2007a).

The role of the school Principal will become even more important, as according to Beattie (2002). "In today's schools, we need holistic leaders whose purpose [is] to create [the] structures and framework for collaborative meaning-making and shared vision-building" (p.129).

School leaders have an important role to play in the implementation of effective integration programs at the school level (Payne & Murray, 1974; Smith & Hilton, 1997; Van Dyke, Stallings & Colley, 1995). Without their positive support the chances of implementing an effective mainstream program are greatly diminished (McGraw, 1978; Smith & Hilton, 1997).

There is belief in schools that they are "enriched when they reflect the diversity of society and when all learners, including those with disabilities and diverse cultural/linguistic needs, become integral members of the learning community" (Salisbury & Chambers, 2005, p.216).

Armstrong (2006) proposed that the principal needs to adopt a spiritually driven leadership style. She defines spirituality as a powerful force that helps one to see beyond ones' limited self-interests into the possibilities of deeper connections not only for own good but also for others. Thus spirituality provides a way to embrace student diversity.

Regular classroom teachers are the school personnel in the best position to identify the special needs of students and initiate a referral process (McLoughlin & Lewis, 2001). They are therefore called upon to provide relevant information to specialists for the purpose of assessment and evaluation of students with disabilities in their classrooms (Venn, 1995). They are now responsible for undertaking initial screenings of students at-risk (Boon, 2000; Lewis & Doorlag, 1999) participate in Individualized Education Program (IEP) meetings (Turnbull, Turnbull, Shank, & Leal, 1995; Udvari-Solner & Thousand, 1995); to develop and implement individualized instructional programs (Fritz & Miller, 1995; Mamlin, 1999; Venn, 1995); to modify learning materials (Chote, 2000; Ingram, 1997; Smith, 2000); and to maintain a detailed case-sheet of each student with disabilities with evaluation and continuous assessment (McLoughlin & Lewis, 1990).

Research indicates that in schools where inclusion of students with disabilities into regular school programs has been implemented successfully, principals have clearly supported the policy guidelines and values underpinning the inclusion of students with disabilities (Burrello & Wright, 1992).

While school Principals play a major role in implementing educational reforms (e.g. integrated education) at school level (Sage & Burrello, 1994), the classroom teacher's role is equally important in implementing such educational reforms at the classroom level (Powers, 1983). A number of researchers have stated that the classroom teacher is the single most important individual in ensuring the successful integration of students with disabilities (Bunch, Lupart & Brown, 1997; Fritz & Miller, 1995; Fullan, 1991; Gearheart, Weishahn & Gearheart, 1996; Mamlin, 1999; Powers, 1983).

Implementing integration at the classroom level is complex, often requiring "extraordinary" efforts on the part of the classroom teacher (Ingram, 1997; McLeskey, Waldron, So, Swanson & Loveland, 2001). Indeed, the process of inclusion requires fundamental changes in the way teachers work in the classroom and Fritz and Miller (1995) stated that in order for schools to become more successful in integrating students with special needs, attitudinal, organizational, and instructional changes at the classroom level must take place. The willingness of classroom teachers to accept such changes and to work diligently to make them possible is considered essential for the successful implementation of inclusion programs (Ingram, 1997; Mamlin, 1999).

The literature points out that however excellent the educational infrastructure might be and how ever well articulated educational policy might be, effective inclusion will not take place until regular classrooms teachers deliver relevant and meaningful educational programs to students with disabilities (Choate, 2000; Mitchell, 2003). The literature concerned with the effective schools movement points out that the regular school teacher is the single most important factor in the success of inclusive education programs (Udvari-Solner & Thousand, 1995). According to Friend, Bursuck and Hutchinson (1998) it is the regular school teacher who is charged with the primary responsibility of providing instruction in classrooms that are characterized by student diversity.

According to Dyson (1991) “it is the regular class teacher who is the indispensable professional who carries the primary responsibility during integration” (p.57). Thus, regular school teachers are expected not only to develop the appropriate curriculum but they have to define, interpret and deliver it. According to Stainback, Stainback and Moravec (1992), it is what the regular classroom teachers believe and what they do at the classroom level that ultimately shapes the kind of educational program that students with disabilities receive.

The students with intellectual impairment in an inclusive classroom are not able to perform at a good academic level (Stainback, et al., 1992). Knowing how the brain functions can have a great influence on how teachers address the emotional, social, cognitive and physical learning of students. As it is known that perceptions and emotions contribute to learning, brain research provides rich possibilities for education. Emotions have a connection to memory in that they help to store information and also trigger recall. Emotions affect the actual capacity of children to grasp ideas. One of the most prominent emotions in children of intellectual impairment is fear. Brain research indicates that constant fear has a negative effect on learning (Burrello & Wright, 1992).

Fear and threat can cause the brain to downshift and this downshifting is biological response that focuses solely on survival needs. Children with intellectual impairment often have a feeling of helplessness, low self-esteem and may be fatigued (Yellin, 2003). Thus, when their brains downshift they do not go any further than addressing survival needs. This needs to be considered when planning lessons and when considering classroom management (Caine, 2000).

Also the National Policy on Education (1986) in India recognized the important role of regular school teachers in inclusive education programs and emphasized the need for appropriate professional development programs for these teachers to enable them to fulfil their ‘new’ roles.

The teachers are now expected to address problems and offer solutions to challenges posed by students who may vary in their skill levels (Larrivee, 1985). The dramatic

change in the abilities of the student population has meant that regular school teachers are now experiencing additional responsibilities which in turn is leading to multiple and varying expectations from administrators, parents and students. Teachers are now required to undertake initial screening of at-risk students (Friend & Bursuck, 1999), adapt instructional programs to make them responsive to students with special needs (Stainback, et al., 1992), participate in Individual Educational Program (IEP) meetings (Udvari et al., 1995) and work collaboratively with parents and other professionals (Nevin, Thousand, Paolucci-Whitcomb & Villa, 1990).

It can be concluded that the roles and responsibilities of regular school teachers have been extended following the introduction of inclusive education programs. It now includes the responsibility of meeting the needs of students with disabilities in the regular educational classrooms. It is therefore imperative that regular school teachers have the appropriate skills and competencies to fulfil these new roles and responsibilities.

3.11 Attitudes of School Teachers towards Integrated Education

Attitude is defined as 'an idea charged with emotions which predisposes a class of actions to particular class of social situations' (Triandis, 1998, p. 92). This definition includes the three components (Cognitive, affective and behavioural attributes) typically identified with attitudes towards disability (Antonak & Livneh, 1988). Attitudes towards individuals with disability are often charged with prejudice including false cognitions, negative affect and behavioural ignorance, thus restricting their degree of active participation in community life. Advocates of inclusion have suggested that the inclusion of students with disabilities into general education classrooms is a moral imperative that does not require, and cannot wait for, empirical justification (Biklen, 1991; Stainback & Stainback, 1989; Stainback, Stainback, & Ayres, 1996).

Among the relevant theories of changing attitudes towards individuals with a disability suggested in a comprehensive review of attitude theories relevant to adapted physical activity (Tripp & Sherrill, 1991), contact theory (Allport, 1954) has received considerable empirical and practical attention in the previous years (Kisabeth & Richardson, 1985; Stewart, 2003; Tripp 2003). Also newer theories of reasoned action (Ajzen & Fishbein,

1980) and planned behavior (Ajzen, 1991) acknowledge the impact of previous contact on attitudes.

In the *Dictionary of Psychology*, Corsini (1999) defined attitude as a learned and stable predisposition to react to a given situation, person or other set of cues in a consistent way. People with disabilities fall into a group, and powerful stereotypes are held toward them (Dalal, 1996). Webster's New Collegiate Dictionary (1997) defines attitude as the "mental position, emotion or feeling held toward a fact or state" (p.73). Attitudes toward disabilities reflect beliefs about people with disabilities and as such guide behaviour towards individuals with disabilities (Roberts & Smith, 1999).

Teachers' attitudes are one of the most important variables in the education of children with disabilities (Smith, 2000). McEroy, Nordgreist and Cunningham (1998) contended that the effects of teacher attitudes on the children with disabilities could be serious. Teachers' judgments about children with disabilities could have a significant influence on children's emotional, social and intellectual development. Since general educators' willingness to include students with disabilities in their classrooms is critical to the success of inclusion, a number of researchers have stressed the importance of understanding teachers' attitudes and beliefs toward inclusion (Forlin & Cole, 1993; Forlin et al., 1996; Hsazi et al., 1994; Roberts & Zubrick, 1992; Smith, 2000).

3.11.1 Research on Teacher Attitudes about Mainstreaming and Inclusion

Attitude can usually taken to be defined as predilections toward behaviour. In other words, a person's attitude or belief about something is thought to affect that person's behaviours, actions, and efficacy. Likewise, the attitudes and beliefs that teachers, administrators, and other school personnel hold toward inclusion and the learning ability of students with disabilities may influence school learning environments and the availability of equitable educational opportunities of all students (Gartner & Lipsky, 1987; Goodlad & Oakes, 1996; Hillard, 1999).

Cook, Tankersley and Landrum's (2000) investigation of inclusive teacher's attitudes toward their students indicated that students with disabilities were significantly included

among teachers' concern nominations. This finding suggests that many students with disabilities might receive extra individualized instructional attention, thus improving the likelihood of their attaining successful outcomes in their inclusive classrooms.

During the last decade, research has shown that a positive attitude is the most crucial factor in becoming an inclusive teacher (Sharma, Forlin, Loreman & Earle, 2006). Leading educators agreed, and claimed that attitude is even more important than knowledge and skills. Without an inclusive attitude, teachers will not be motivated to learn the knowledge and skills they need.

It is also true that attitudes, knowledge, and skills can be moulded to be more inclusive during pre service courses and throughout teachers' careers. It is important that a teacher emerges from pre service training with an inclusive attitude because negative attitudes are difficult to reverse.

3.11.2 Teachers' Attitudes

Several studies have reported that females have more positive attitudes towards individuals with disabilities (Nabors & Larson 2002; Townsend et al., 1993; Tripp, French & Sherrill, 1995), some found that males are more positive (Nabuzoka & Ronning 1997; Woodard 1995), while others indicated that gender differences do not exist (Cohen & Lopatto 1995; Cowell 1998; Kratzer & Nelson-Le Gall, 1990; Tam & Prellwitz, 2001).

In a study by Hastings and Oakford (2003), it was discovered that pre service teachers expressed more negative attitudes towards the inclusion of children with behavioral and emotional problems than toward those with intellectual disabilities.

Researchers argue that negative attitudes held by teachers may be a significant barrier to the effective implementation of integration programs (Bawa, 2005; Sharma, 2001). This claim originated from the social psychological literature which explains the relationship between attitudes and behaviors (Ajzen & Fishbein, 1997; Eagley, 1992). Attitudes are defined as an internal state of an individual that predisposes the person to make an evaluation along a continuum, which in turn influences subsequent behaviors enacted by the individual (Eagly, 1992; Eagly & Chaiken, 1993, cited in Mulvihill, Shearer, & Lee

Van Horn, 2002). The implication for integration is that transforming teacher attitudes in a positive manner will increase the integration for a larger number of students with disabilities into regular classroom programs (Jackson, Ryndak, & Billingsley, 2000; Jordan & Stanovich, 2001).

Regular classroom teachers' positive attitudes and acceptance of education programs are cardinal to their successful implementation (Bawa, 2005; Marks, 2001); therefore it is vital that the teachers have to be psychologically prepared to teach a class comprising students with disabilities. The attitude of teachers towards all students and the general climate they establish in the classroom has a major effect on the academic and social achievement of all students, especially those with disabilities. It is not surprising that the fulcrum of success in integrating students with disabilities into regular classroom environment depends heavily on teachers' positive attitudes towards integrating these students into their classrooms and generally towards the policy of integrated education (Cunanan & Luebke, 1991; Margolis & McGettigan, 1988).

However, within the school community the attitude of the regular classroom teacher is said to be one of the most important variable in the success of integration (Acaramidis et al., 2004; Bricker, 1995; Scruggs & Mastropieri, 1996; Smith, 2000) as teachers' perceptions may not only have an impact on their behaviour towards, and acceptance, of such students, (Hammond & Ingalls, 2003; Sideridis & Chandler, 1996; Van Reusen, Shoho & Barker, 2001) but also has the potential to influence the overall educational experience of children with disabilities (Casey, 1994). Larrivee (1985) stated that it is the response of the regular classroom teacher to the learning needs of the student with a disability which is the most cogent force in determining the success of integration programs rather than any administrative or curricular strategy.

Teachers who have negative attitudes toward integration tend to employ less effective instructional strategies (Bender, Vail & Scott, 1995), which results in increasingly poor performance of students with disabilities included in their regular classroom programs (D'Alonzo, Giordano, & VanLeeuwen, 1997). As a result, these students may not achieve their expected learning objectives (Semmel, Abernathy, Butera, & Lesar, 1991). Even

more importantly, negative attitudes of teachers toward students with disabilities adversely affect their self-esteem and self-concept (Wade & Moore, 1992).

Educators' attitudes to inclusion are closely linked with the acceptance of children with a disability (Ward et al., 1994; Forlin et al., 1996; Scruggs & Mastropieri, 1996). Research has shown that some educators believe that a child with a disability has a right to equal educational opportunities (Semmel et al., 1991) but that educators' attitudes towards inclusive placements were in general negative (Center & Ward, 1987; Forlin et al., 1996; Giangreco, 1995) and affected the outcome of inclusion (Bender et al., 1995; Forlin & Cole, 1993).

Teachers working in successful inclusive schools have an explicit value base that provides a platform for inclusive practices (Salisbury & Chambers, 2005; York-Barr, 1996). Some advocates for inclusive schooling argue that requiring all students to be included in the regular classroom would force educators to change their beliefs and assumptions about education (Stainback & Stainback 1984).

Research in this field links demographic and contextual variables to teacher' attitudes towards inclusive education (Avramidis et al., 2004; Harvey, 1992; Van Reusen et al., 2001). Variables such as the teacher's gender (Avramidis et al., 2004; Van Reusen et al., 2001), age (Cornoldi, Terreni, Scruggs, & Mastropieri, 1998), level of qualification in special education (Clayton, 1996) and the severity of the student's disability (Agran, Alper & Wehmeyer, 2002; Kuester, 2000), have previously been investigated as factors that may shape teachers' attitudes toward the inclusion of students with disabilities.

It would appear that older and more experienced teachers appear to foster less positive attitudes than younger teachers (Cornoldi et al., 1998). In addition, the lack of training in the field of inclusive or special education may lead to less positive attitudes towards the inclusion of students with disabilities into mainstream settings (Clayton, 1996; Menlove, Hudson, & Suter, 2001), while increased training has been associated with more positive attitudes in this regard (Briggs, Johnson, Shephard, & Sedbrook, 2002; Harvey, 1996; Powers, 2002).

Teachers who perceive themselves as confident enough to include students with disabilities appear to hold more positive attitudes toward inclusive education (Avramidis et al., 2004). In addition, previous experience in educating students with disabilities may allow the mainstream teacher to view inclusive educational practices more positively (Avramidis et al., 2005). However, the nature of such experience may alter perceptions; negative encounters are viewed as reinforcing negative perceptions, as positive experiences result in more favourable perceptions (Lampropoulou & Padelliadu, 1997). The teacher's attitude towards the inclusion of students with disabilities into mainstream settings may be also influenced by the severity of the disability experienced by such students (Agran et al., 2002; Kuester, 2000). The inclusion of students with behavioral and emotional disorders appears to attract the least favourable responses from mainstream educators (Agran et al., 2002; Kuester, 2000).

A body of research now exists on the consequences of educating children with disabilities in classrooms alongside children without disabilities. This research has shown positive effects for children with disabilities in areas such as reaching individualized education program (IEP) goal (Hunt, Goetz, & Anderson, 1986), improving communication and social skills (Jenkins, Odom, & Speltz, 1989), increasing positive peer interactions (Lord & Hopkins, 1986), educational outcomes (Slavin, 1995), and post school adjustment (Piuma, 1989). Positive effects on children without disabilities include the development of positive attitudes and perceptions of persons with disabilities (Voeltz, 1999) and the enhancement of social status with non disabled peers (Sasso & Rude, 1988).

3.12 Concerns of Teachers towards Integration:

Teachers' concerns about implementation of innovative change seem to be the threshold that must be crossed before change can occur; otherwise agents and advocates of change are likely to "shoot themselves in the foot" (Welch, 1989, p.539). Integrated education has become the mainstay of education policy of children who have disabilities (Lindsay, 2003) in all progressive countries.

For over two decades, researchers and educators have discussed changing the delivery of special education services, using such terms as "mainstreaming," "regular education

initiative," and "inclusion." These discussions have highlighted some of the perceived requirements for these new types of service delivery to be successful, including restructuring, merging general and special education, creating a unified educational system, and developing shared responsibility for students. Rhetoric has been rampant as individuals with differing perspectives have attempted to bolster their positions related to service delivery. Heterogeneous schools sometimes are treated as the contrast to providing a continuum of placement. Until recently, most of the debate about inclusion has occurred without data on the effects of the various service delivery models on students, both with and without disabilities (Baker, Wang, & Walberg, 1995; Lipsky & Gartner, 1995; Villa & Thousand, 1995).

Keeping pace with the rapid evolution of educational practices and services for students with disabilities is a challenge for educators, families, and service providers. A great deal has been accomplished in the past 20 years, particularly with respect to providing a free, appropriate education to many children with disabilities who were previously denied access to an education (Heward & Orlansky, 1992).

There is a major criticism of the inclusion movement that, worldwide classroom educators have expected and advocated for radical changes in the responsibilities of regular classroom teachers without realising that these teachers normally support the changes and have a lot of concerns about the special children in their care (Kauffman, 1989; Semmel et al., 1991; Singer, 1988) According to these authors we have involved the regular classroom teachers so much in the process of inclusion that we almost forgotten the roles and responsibilities of special education teachers. Regarding this issue, Lieberman used the analogy of a wedding in which general educators forgot to invite the bride (special educators). The general educators need to collaborate with those special educators and prepare Individualised Educational Programs.

The inclusion of students with disabilities into regular classrooms is viewed by some educators as extra workload and increased responsibilities (Danne, Beirne-Smith, & Latham, 2000; Menlove et al., 2001). The teachers have to face another big issue which is non- acceptance of special students by their non disabled peer group (Danne et al., 2000).

The teachers also have the fear that the dynamics within the inclusive setting of the classroom may impact upon the academic progress upon the non disabled students. (Forlin, 1998). Some teachers view the inclusive setting of the classroom as difficult and stressful (Whiting & Young, 1995) and also when general classroom teachers have to take the support of other paramedic staff in that inclusive setting, it results in tension and confusion (Cant, 1994).

More recently, the analysis of a survey study by Avramidis, Bayliss, and Burden (2005), in one Local Education Authority in the south-west of England, revealed that although teachers who had active experience of integration and teachers with university-based professional development possess more positive attitudes than their counterparts, the findings did not substantiate a total inclusion or 'zero reject' approach to special educational provision.

Many teachers are hesitant to include students with disabilities into their classrooms, despite benefits of integration. Educational inclusion encompasses a right for students with intellectual disability also to enrol with non-disabled peers and an opportunity to learn alongside non-disabled peers. The inclusion movement, like its predecessors in the mainstreaming and integration movements, has been "driven by values regarding increasing acceptance of diversity in classrooms" (Coots, Bishop, & Grenot-Scheyer, 1998). Parents and teachers are most closely concerned with inclusion of the student with intellectual impairment in a regular classroom. Semi structured interviews indicated negative perceptions, for example, teacher attitudes about working in inclusion programs; parental demands for inclusive placements irrespective of the intellectual level; teacher and parent fears about lack of academic, social, and behavioural benefits. Salend (1999) argued that, within the classroom, teachers and parents need tools that help them to examine their reflections on existing and desirable practice.

Therefore, Garvar-Pinhas and Schmelkin (1989) forewarn that in order for integration to be effective, the general consensus is that the school personnel who will be most responsible for its success, that is the general classroom teachers, have to be receptive not only to the principles of integrated education but also its implementation.

In a study conducted by Vaughn, Schumm, Jalla, Slusher and Saumell (1996), teachers expressed that they were deeply concerned about the implications of integration programs to their profession. They feared dilution of academic success of students in general, their inability to handle extra workload involved to implement integration, innate fear of failure to teach students with disabilities and subsequent law suits, as well as apprehension regarding the redefinition of their roles as an educator.

The findings of an investigation conducted by McLeskey, Waldron, So, Swanson and Loveland, (2001) regarding the perspectives of teachers toward inclusive education, concur with the contention that while most teachers support the concept of inclusion, and believe it as the basic right of children with disabilities to receive their education in the general education classroom, they have justifiable concerns about integrating such students in regular classrooms. They maintain that if successful inclusive school programs are to be developed, these concerns must be addressed and ameliorated to ensure that inclusive programs are successfully implemented, teachers have professional roles that are satisfying and reasonably demanding, and students benefit from these programs.

The common concerns that are recurrently expressed by school teachers regarding the integration of students into their regular classroom programs include concerns about:

- Negative attitudes (Avramidis, Bayliss, & Burden, 2000; Ayres, Myer, Erevelles, & Park-Lee, 1994; Downing, Eichinger & Williams, 1997; Rose, 2001);
- Safety issues (Idol, 1997; Simpson, De Boer-Ott, & Smith-Myles, 2003);
- Physical accessibility (Avramidis et al., 2004; Jenkinson, 1997; Rose, 2001);
- Behaviour problems (Aiello & Bullock, 1999; Avramidis, 2000; Katsiyannis, Ellenburg, & Acton, 2000; McLeskey, Waldron, So, Swanson & Loveland, 2001; Tournaki & Criscitiello, 2003; Wehmeyer, Lance, & Bashinski, 2002);

- Large class size (Agran, Alper & Wehmeyer, 2002; Ghesquiere, Moors, Maes, & Vandenberghe, 2002; Porter, 2004; Swarup, 2001);
- Meeting the educational needs of students with and without disabilities (Bawa, 2005; B-Smith & Latham, 2000; Katz & Mirenda, 2002; McLesky et al., 2001; Peetsma, Vergeer, Roeleveld, & Karsten, 2001);
- Social needs (Pavri & Luftig, 2000; Salend & Garrick Duhaney, 1999);
- Designing and implementing curriculum and instructional adaptations (Bawa, 2005, Datsiyannis et al., 2000; Simpson et al., 2003);
- Evaluation, grades and diplomas (Hargrove, 2000);
- Additional work and responsibility (Loreman & Deppeler, 2001; Sharma, 2002);
- Teacher stress (Daane et al., 2000; Sharma, 2001; Williamms & Gersch, 2004);
- Collaborative problem-solving relationships (Daane, 2000; Jackson, Ryndam & Billingsley, 2000; Salend, 2001; Simpson et al., 2003; Wolfe & Hall, 2003);
- Lack of financial support (Mittler 2000);
- Inadequate teaching material and equipment (Meyer, 2001, Vaughn et al., 1996; Wright & Sigafos, 1998);
- Lack of specialized personnel (Avramidis, 2000; Evans & Lunt, 2002; Pivik et al., 2002; Rose 2001);
- Lack of support from school administrator/school principal (Janney, Snell, Beers, & Yayne, 1995);
- Time and scheduling issues (Idol, 1997; Rose, 2001; Simpson et al., 2003);
and

- Lack of training in special education (Cook, Semmel, & Gerber, 1999; Das, 2001; Melone Gallagher & Long, 2001; Menlove, Hudson, & Suter, 2001; Rose & Cole, 2002; Sharma, 2001; Swarup, 2001).

Research indicates that mainstream teachers are apprehensive about meeting the individual needs of special students and are not sure about availability and supply of resources to assist in the implementation of the special programs in the inclusive settings of the classrooms (Bradshaw, 1998), the level of preparedness and training, the access of funding to support the special students (Clayton, 1996), and the perceived lack of support from the administrative personnel at schools to support inclusive programmes (Daane et al., 2000; Hammond & Ingalls, 2003). Stephens and Braun (1980) linked perceived competence, or self efficacy, to the willingness to teach children with disabilities. Similarly, Soodak and Podell (1993) linked low self-evaluations of personal and teaching efficacy among regular educators to their judgments of the inappropriateness of placing children with learning and or behavioural problems into regular classrooms.

3.12.1 Concerns Variable

Several studies have determined a number of variables related to the concerns that the class teachers can have for inclusive education in their classes. Some of these variables are:

- Gender (Farber, 1991; Maslach & Jackson, 1981; Schwab & Iwanicki, 1982)
- Age and years of teaching experience (Schwab & Iwanicki, 1982);
- The issues of personal status include the number of children at home and the level of education (Friedman, 1992).

3.12.1.1 Concerns about Negative Attitudes

Globally educators are struggling with challenges that integrated education is throwing up, extensive research efforts are attempting to find out the problems and set-backs that

are impeding the implementation of effective integration programs. Negative attitudes and non-acceptance emerge as major areas, which have thwarted initiatives in restructuring education for integration.

3.12.1.2 Concerns about Non-Acceptance

A large body of literature abounds with a multitude of reasons why teachers, parents of children with and without disabilities, and non-disabled children are unwilling to accept students with disabilities in regular classrooms (Avarimidis, Bayliss, & Burden, 2000; Bennett, Lee, & Leuke, 1998; D'Alonzo et al., 1997; Hefling & bullock, 1999; Roberts & Zubrick, 1992; Rose, 2001; Singh, 2001; Taylor, 2000; Trump & Hange, 1996; Vaughn et al., 1996; Wilczenski, 1993; York & Tundidor, 1995). The varied explanations for non-acceptance of students with disabilities include personal beliefs and attitudes, medical and behavioural challenges, educational needs, communication difficulties, safety issues, physical appearance, severity of the disability, and social deficits. Teachers have often indicated that they were not prepared to meet the educational needs of students who exhibited significant disabilities (Avarimidis, Bayliss, & Burden, 2000).

3.12.1.3 Concerns about Lack of Training in Special Education and Integration

In investigating general educators' perceptions toward inclusion and mainstreaming for the period 1958-1995, Scruggs and Mastropieri (1996) also concluded that teachers have indicated over the years the inadequacy of the training programs available to provide them with the repertoire of skills they need for working with student with disabilities placed in their classrooms. A similar outlook was expressed by Principals of 353 schools in Victoria, Australia where the principals reported that the lack of training programs in special education and integration for regular classroom teachers was a major barrier in implementing educational programs in their schools (Desai, 1995). In India, similar concerns regarding untrained staff have been voiced by several researchers (Das, 2001; Dev & Belfiore, 1996; Jangira, Singh, & Yadav, 1995; Sharma, 2001; Singh 2001). At a conference on inclusive education held in Mumbai, Swarup (2001) drew attention to the abysmal lack of awareness and training within the education community which impeded the practice of integrated education in India.

3.12.1.4 Concerns about Lack of Financial Support

It is an undisputed fact that integration reforms are “resource hungry” (Davis & Maheady 1991; Garvar Pinhas & Schmelkin, 1989; Gickling & Theoblald, 1975). Classroom assistance in form of a variety of support services ranging from classroom aides to specialist assistance in area such as speech therapy, physiotherapy and occupational therapy even without including the often costly instructional materials and assistive technology are all resource intensive endeavours. Thus, one of the main challenges in improving education for children with disabilities is the lack of financial resources. This concern about insufficiency of funds suggests a different dimension in developing countries which are already failing to meet acceptable expenditure for basic education for all children as part of the *Education for All* initiative which is found to be under-funded (United Nations Agency for International Development, 2002). Many teachers feel that fiscal resources are not only a major force behind integration but its absence posed a serious barrier to its success. The refrain of this middle school special education teacher could not be more apt (Vaughn et al., 1997), when he said, “Funding is a major barrier. You feel like you’re constantly fighting for more money” (p. 102).

3.12.1.5 Concerns about Lack of Specialized Personnel

In the UK, Rose (2001) commented about Primary school teachers’ perceptions of the conditions required to include pupils with special educational needs.

Rose said:

If it’s a small class with good level of support, then it is possible that it could be beneficial to the child. I also have a concern for all the other children in the class as well, because if a teacher has to spend so much time with one child, it can be at the expense of other children. So I think the support has to be thought out very carefully before the child is offered a place. (p. 151)

This significant comment was made by a head teacher in a small scale survey conducted by Rose (2001) in the UK to gauge the current perceptions of the conditions necessary for including students with special educational needs in regular classrooms. In a study conducted by Downing, Eichinger and Williams (1997), the presence of a full time person in the classroom (e.g., aide or inclusion support person) was expressed as the

single largest major requirement by elementary school Principals and general educators. This need was stated, not only by regular classroom teachers engaged in partially or fully integration practices, but also by Principals who were not engaged in implementing integration.

3.12.1.6 Concerns about Lack of Teaching Materials and Equipment

In order for integrated education programs to have any chance of success, the schools should have a collection of teaching materials, aides, assistive devices and associated technical equipment developed and maintained to facilitate class teachers to cater to the different and unique needs of students with disabilities (OECD, 1999; UNESCO, 1994, 2000). Thus the importance of appropriate teaching materials and equipment for a regular teacher faced with students with disabilities in an integrated classroom setting is comparable to sending a soldier to the battlefield without his gun, boots and helmet.

There is an extensive range of instructional material such as abacus, Braille, talking books, large print books, manipulative and assistive technology available to suit each student's unique learning profile, needs and interests (Sharma, 2001). The provision of these resources to classroom teachers distinctly enhances their ability to teach. However, limited learning resources should be protected for students with disabilities and not spread too thinly over too many students (Kaufmann, Gerber, & Semmel, 1988; Minke, Bear, Deemer, & Griffin, 1996; Semmel, Abernathy, Butera & Lesar, 1991).

3.12.1.7 Concerns about Meeting Educational and Social Needs of Students with and without Disabilities

Concerns have frequently been raised in the integration literature about the academic and social outcomes of students both with and without disabilities in integrated classroom settings. With respect to students with disabilities, Ruijesenaars (1999) has noted that:

When attempting to integrate students with disabilities who represent vulnerable pupils in mainstream schools, the question of whether pupils with problems benefit in terms of their cognitive and psychosocial development from integration into mainstream schools becomes important. (p. 126)

Stockall and Gartin (2002) based on detailed classroom observations and stimulated recall interviews with regular classroom teachers from a school which espoused full inclusion, found that students with disabilities were not benefiting from regular classroom placement as opposed to teachers' and administrators' contrary perceptions. Not only were these students viewed as academically inadequate, but also were regarded as socially inept by their non-disabled peers. Students with disabilities, to cover up their deficits in attention and learning engaged in coping behaviours, outwardly kept themselves occupied with some activity and thus teachers were led to believe that they were learning, which was obviously not the reality.

3.12.1.8 Concerns about Large Class Size

The burden of class size cannot be ignored. Views vary from simplistic overviews such as "You can have a small class, large class, if the teacher does not want to work with them (students with disabilities), it does not matter how many kids you have in the class" (Vaughn, Schumm, Jallad, Slusher & Saumell, 1996, p. 103) to rather more complex reactions. Several studies conducted in different parts of the world, United States (Heflin & Bullock, 1999; Phillips, Aldinger, Brulle, & Shank, 1990), Canada (Porter, 2004), United Kingdom (Rose, 2001; Traverner, Hardman & Skidmore, 1997), India (Sharma, 2001; Swarup, 2001) and Australia (Riley, 1997), indicate large class size is a frequently reported concern by educators.

3.12.1.9 Concerns about Addressing Social Needs

The social needs of SEN are the most essential concerns to look into and Parvi and Luftig (2000) argued:

... it is important to note that merely placing students with disabilities in inclusive classrooms is not sufficient to allow for their social inclusion and that other supports need to be in place to facilitate their acceptance and belonging in the peer group (p. 12).

It's ultimately the students' social behaviour that determines their acceptance by peers. It's, therefore, important that students with disabilities receive deliberate and practical coaching in learning the social behaviours that lead to acceptance (Searcy, 1996). It's apparent that despite best efforts to implement an effective integration programs, it is

likely to fail in the absence of adequate supports to foster positive and accepting relationships between students with and without disabilities in an integrated classroom setting (Myles & Simpson, 2001).

3.12.1.10 Concerns about Designing and Implementing Curriculum and Instructional Adaptations

In recent years a number of stated intentions and written policies towards the achievement of inclusive education have been enacted across a range of contexts (Booth & Ainscow, 1998). The clear implication of the inclusive education movement is that mainstream schools seek to restructure so as to provide for an increasing diversity of educational needs and eliminate the problem of students who fail to fulfil their learning potential (Avramidis *et al.*, 2000). However, despite the widespread advocacy of inclusion in educational discourse and policy guidance, the question of how children's divergent needs are best met within educational systems still remains a highly debatable and controversial issue (Dyson & Gallannaugh, 2007; Florian, 2005).

Education in this age has experienced rapid change. Students with learning disabilities (LD) represent a growing presence in the schools. Traditional means of meeting the learning needs of students with LD through retrofitted changes and accommodations to classroom instruction have proven limited. Recently a prime concern that has been voiced is whether students with disabilities will make educational progress in an integrated classroom setting. Making instructional adaptations has been recognized as an indispensable means for accommodation of the needs of students with disabilities in integrated classrooms (Bawa, 2005). The wide ranging instructional adaptations are comprised of modifying teaching material, coursework and homework, assessment and testing procedures, and grading and evaluation criteria or altering group sizes, employing different teaching presentations styles, and various feedback techniques are of major concern for teachers.

3.13 Conclusion

Responsible integration has the potential to address and meet the academic and social outcomes of all students, when all pertinent stakeholders work toward accepting the differences and facilitating the success of all students. Based on this overview, it is apparent that government authorities need to pay special attention to enforcing legislative mandates and make provision for adequate resources to meet them. Likewise, school management boards need to take action to develop and implement integrated education policies and procedures by making available appropriate infrastructural resources toward integration efforts. School principals, as administrative leaders, need to be role models themselves of inclusive attitudes and actions to ensure that the spirit of integration permeates all aspects of school functioning and amongst all school personnel and community members. Classroom teachers need to believe in the underlying principles, values and usefulness of integration programs as well as ensure that they acquire the requisite knowledge, skill and competencies to effectively include all students in their classroom programs. Finally, a school organization is a receptacle where the growing years of the child are moulded to allow them to eventually live and work in the community and hence it is ultimately the classroom teacher who has the opportunity to shape the child's destiny, albeit with a supportive network comprising of all pertinent stakeholders.

According to Baker et al., (1995):

As schools are increasingly challenged to serve a diverse student population...the concern is no longer whether to provide inclusive education, but how to implement inclusive education in ways that are both feasible and effective in ensuring schooling success for children. (p. 34)

The UNESCO Open File on Inclusive Education by Ainscow (2001) points out that for all countries; teachers are the most expensive and most potent resource investment in schools. The preparation of teachers is, therefore, a fundamental need, particularly in countries where other kinds of resources are not easily available.

The next chapter will explore the theoretical framework that has been used for the study. The different variables of the teachers' attitudes and their concerns for integrated

education in the mainstream will be discussed in the light of theoretical framework adopted and used for this particular study.

Chapter 4

Theoretical Framework

Education, beyond all other devices of human origin, is the great equalizer of the conditions of men - the balance-wheel of the social machinery (Horace Mann, 2001 p.221).

The promulgation and implementation of inclusive education policies and programs across different political-socio-cultural and educational contexts during the past decade, has heralded the urgent search for factors and strategies engendering successful inclusive classroom practices. The research focus and literature have explored many school and educator-related factors that either hinder or enhance inclusion.

Research undertaken regarding professional attitudes towards integrated education has until now, focused upon the attitudes of head teachers (Center, 1985), teachers (Center & Ward, 1987), psychologists (Center & Ward, 1987) and pre-school administrators (Bochner & Pieterse, 1989), and demonstrated that professional groups vary considerably in their perceptions of which types of children are most likely to be successfully integrated. These studies suggested that attitudes towards integration were strongly influenced by the nature of the disabilities and/or educational problems being presented and, to a lesser extent, by the professional background of the respondents.

Some attitude studies have suggested that general educators have not developed an empathetic understanding of disabling conditions (Berryman, 1989; Horne & Ricciardo, 1988), nor do they appear to be ready to accept students with special needs (Bartons, 1996; Hayes & Gunn, 1988).

The research literature on teachers' attitudes towards disability suggests that negative attitudes "lead to low expectations of a person with a disability" (Forlin, Tait, Carroll & Jobling, 1999, p.209) which in turn could lead to reduced learning opportunities, beginning a cycle of impaired performance and further lowered expectation, both by the teacher and the child. Consequently, Tait and Purdie (2000) argued the importance of pre-service

teachers developing positive attitudes towards disability early in their professional development.

Research indicated that the capacities of educators to demonstrate behaviors that engender successful practices in classrooms are indispensable to the success of the entire enterprise (Ainscow 1999; Cook, 2001; Lipsky & Gartner, 1998; Schumm & Vaughn, 1995). This conclusion hinges on the notion that educator behavior is the requisite vehicle for putting to use all of the philosophies and strategies that are required in any one school context. Indeed, without a human vehicle, structural, organizational and resource provisions are of little or no use.

Ainscow (1999) and Booth, Ainscow and Dyson (2000) have explored the relationships between the context of the school and the personal and professional characteristics of the teachers on the one hand, and teaching behaviors/practices on the other (Avramidis, Bayliss and Burden 2000; Cook, 2001; Desai, 1995; Leyster, 1994; Soodak, Podell and Lehman 1998). In fact, teacher attitude is known to be a consistent factor determining the success or failure of inclusion, and when it comes to the link between behavior and attitudes in inclusion implementation, these researchers argue that it is more important to explore and understand the relationships between teachers' behaviors in classrooms and critical variables such as their age, gender and other experiences known to impact on inclusive education implementation.

Nonetheless, the available research appears not to have adequately focused on, or taken a comprehensive view of teacher-behavior in a way that encompasses the critical variables of attitudes, knowledge and policy expectation, which arguably drive the inclusive education agenda (Avramidis et al., 2000; Cornoldi, Vianello, Scruggs, and Mastropieri 1998; Desai, 1995; Prainsner, 2003; Scruggs and Mastropieri, 1996; Sharma, 2001).

In an attempt to understand the approaches to the development of inclusive education, there have been a number of different theories that have previously been adopted by educators. Some important examples of these theories are Tolerance Theory (Huber, Rosenfeld & Fiorello, 2001), Practical Theory and Action Theory (Nixon, Martin, McKeown, and Ranson, 1997), and Social Cognitive Theory (Slee, 2004).

The present study is based on assumptions that:

- The teachers need to have positive attitudes towards special students in inclusive settings; and
- The concerns of teachers for inclusive education need to be identified and addressed.

For the purpose of this study, which attempts to identify teachers' attitudes and concerns about integrated education, the Theory of Reasoned Action (TRA) illustrated in Figure 4.1 espoused by Ajzen and Fishbein (1980) was adopted.

According to this theory, human behavior is guided by three kinds of consideration: (1) beliefs about the likely outcomes of the behavior and the evaluations of these outcomes (behavioral beliefs); (2) beliefs about the normative expectations of others and motivation to comply with these expectations (normative beliefs); and (3) beliefs about the presence of factors that may facilitate or impede performance of the behavior and the perceived power of these factors (control beliefs). In their respective aggregates, behavioral beliefs produce a favorable or unfavorable *attitude toward the behavior*; normative beliefs result in perceived social pressure or *subjective norm*; and control beliefs give rise to *perceived behavioral control*. In combination, attitudes toward the behavior, subjective norms, and perception of behavioral control lead to the formation of a behavioral *intention*. As a general rule, the more favorable the attitude and subjective norm, and the greater the perceived control, the stronger should be the person's intention to perform the behavior in question. Finally, given a sufficient degree of *actual* control over their behavior, people are expected to carry out their intentions when the opportunity arises. Intention is thus assumed to be the immediate antecedent of behavior.

Thousand and Villa (1989) pointed out that the teachers' beliefs (attitudes) about integrated education and their perceptions about their colleagues, Principals, and parents of the special children (subjective norms) are interrelated and therefore do influence the success of inclusion of students in the mainstream. Eagly and Chaiken (1993) also concluded that the TRA has been applied with considerable success in predicting relationships between

intention and attitudes (subjective norms). Theory of Planned Behaviour (TPB) was developed in response to the limitations of TRA.

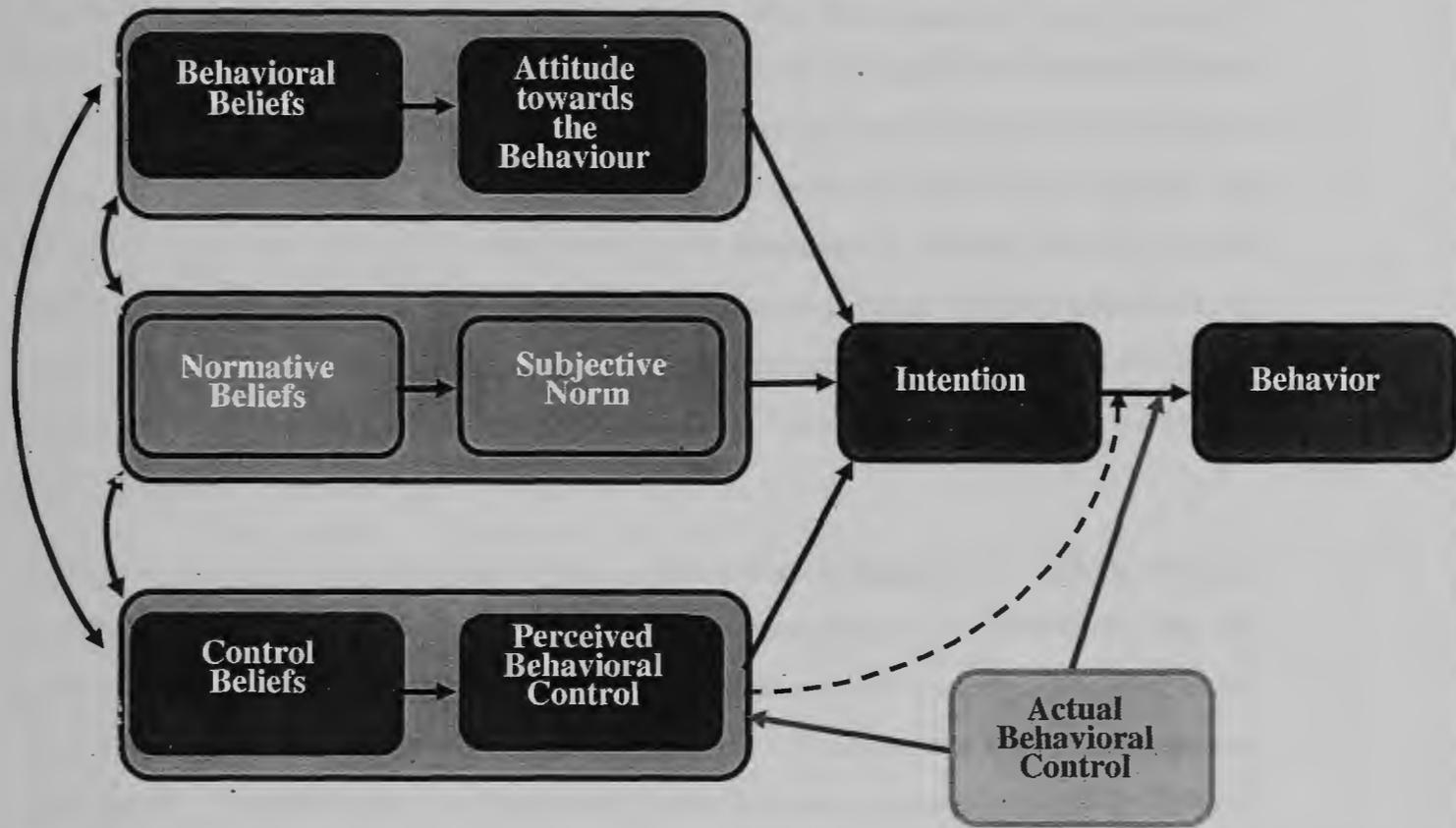


Figure 4.1 *Theory of Reasoned Action of Fishbein & Ajzen (1975)*

According to Sheppard, Hartwick, and Warshaw (1988), the TRA has:

Received considerable and, for the most part, justifiable attention within the field of consumer behavior. Not only does the model appear to predict consumer intentions and behavior quite well, it also provides a relatively simple basis for identifying where and how to target consumers' behavioral change attempts (p.172).

During the last decade, this TRA has been applied in the area of education and special education with very promising results. Pryor and Pryor (2005) investigated pre-service teachers' intentions to integrate democratic practice into their teaching and the influence of attitudes and beliefs on intentions. TRA was applied to the study of teachers' decision making about participation in their professional development. It was concluded that

behavioral intention is determined by an attitude toward performing the behavior and a subjective perception of normative influence concerning the behavior.

Butler (1999) used TRA to very successfully investigate factors associated with students' intentions to engage in science learning activities. The determinants of eighth graders' intentions to perform science learning activities were the focus and TRA was used to assess the students on their laboratory and non-laboratory behavioral intentions. This required using the two determinants included in the theory (attitude toward the behavior and subjective norm) as well as five external variables identified by Butler. The five external variables were gender, grade, race / ethnicity, socioeconomic status which is determined by the range of the family's annual income, and attitude towards science. The results indicated that for both laboratory and non laboratory behavioral intentions, no interaction terms were significant.

In Taiwan, Tzy-Ling and Tzu-Jung (2006) carried out an examination of attitudes towards teaching online courses based on TRA. The significant predictor variables, attitude and subjective social norm were confirmed. In other words, results of analyses evidenced the contribution of TRA to explain the underlying beliefs that enhance or thwart participation. Additionally, the staff in this study possessed positive attitudes towards the participation in online teaching, and further analyses supported the use of TRA in this research context.

A significant study by Miller and Gibbs (2001) used TRA to examine the relationship between the attitudes and behavior of primary school children towards peers with physical disabilities included in regular education. The participants were 188 primary school children aged eight to twelve years. Children's attitudes toward peers with disabilities, their behavioral intentions to interact with and befriend such peers, and the amount of control they perceived having over interaction behavior, were assessed using self-report measures. These variables were used to predict the amount of time children reported spending with their classmates with physical disabilities in the classroom and the playground. The results supported TRA. Children's attitudes and perceived behavioral control were significant predictors of their intentions to interact with a child with physical disabilities.

Thousand and Burchard (2000) in their research on social integration of teachers' attitudes and behaviors, applied TRA and found that special education teachers' intentions to structure integration opportunities were predicted from measures of attitudes and subjective norm. The actual reported structuring of opportunities was however weakly predicted by intention which is the antecedent of attitude.

In another study on effective teaching in heterogeneous classrooms, Stanovich and Jordan (1998) used teachers' beliefs and attitudes, school principals' beliefs and school norms, and teacher efficacy to predict effective teaching in heterogeneous classrooms by using the TRA. They found that the strongest predictors of effective teaching were: (1) the subjective school norm operationalized by the school principal's attitudes and beliefs about heterogeneous classroom and report of the school, and (2) teachers' responses on the scale which was designed to measure effective teaching behaviors. In this study, they attempted to predict the performance of teacher behaviors associated with effective teaching in heterogeneous classrooms from a set of variables identified in the literature, as important contributors to effective classroom practice. The variables like teachers' beliefs and attitudes, school principals' beliefs and school norms, and teacher efficacy were selected to represent the determinants of behavioral intention in Ajzen's (1985) TRA. This variable had a direct effect on the classroom observation measure of effective teaching. The second important predictor of effective teaching behavior was the teachers' responses on the interview scale.

Based on the findings of the above studies, we can conclude that attitudes can reasonably predict behaviours. Since attitudes towards behaviour play a significant role in predicting intentions to perform a behavior, it is important to ascertain which specific variables influence attitudes. Therefore, in the present study, it is hypothesised that educators' attitudes towards integrated education will be significantly influenced by their concerns about including students with disabilities in their classrooms. As a consequence, it is equally important for the study to determine if the variables which influence educators' attitudes towards integrated education are the same variables which influence the teachers' concerns.

Fishbein and Ajzen (1975), Hodge and Jasma (2000) and Kowalski and Rizzo (1996) suggest that attitudes towards a behaviour can be influenced by past experiences, previous knowledge and newly acquired knowledge. Based on this aspect of TRA, the present study examines the influence of educators' previous experience (their experience with special children, contact with a family member/ friend or a relative with a disability), previous knowledge (such as their training and experience in special education) and newly acquired knowledge (any knowledge of the Persons with Disability Act,1995) on their attitudes towards integrated education.

All researchers reviewed who have used the TRA have also tried to determine if such variables as gender and ethnic status (Hodge & Jansama, 2000) and confidence in the ability to perform the behavior (Thousand & Burchard, 1996) have any influence on educators' attitudes towards integrated education. The present study also explores if variables such as the educators' gender, their age, their highest level of education, and their level of confidence in teaching students with disabilities have any influence on their attitudes and their concerns.

The theoretical framework adopted for this study assumes that the more knowledge educators have about inclusion and the more positive their attitudes are towards including students with disabilities in their schools, the more effective their schools' inclusive practices are likely to be. Additionally, teachers are likely to perform behaviors associated with effective teaching in inclusive classrooms when Principals have high expectations of them.

Figure 4.2 presents the model that was developed to explore the relationships between different demographic variables (sex, age, level of education and years of teaching) of teachers, their attitudes towards inclusive education and their concerns about inclusive education. This model illustrates the possible relationships that were expected to be present between the dependent and independent variables. The study sought to establish if educators' demographic variables (independent variables) were significantly related to their attitudes (Section one) and concerns (Section two) which are the dependent variables. This

study will also examine if both of these dependent variables (attitudes and concerns) are or are not inter-related (Section three).

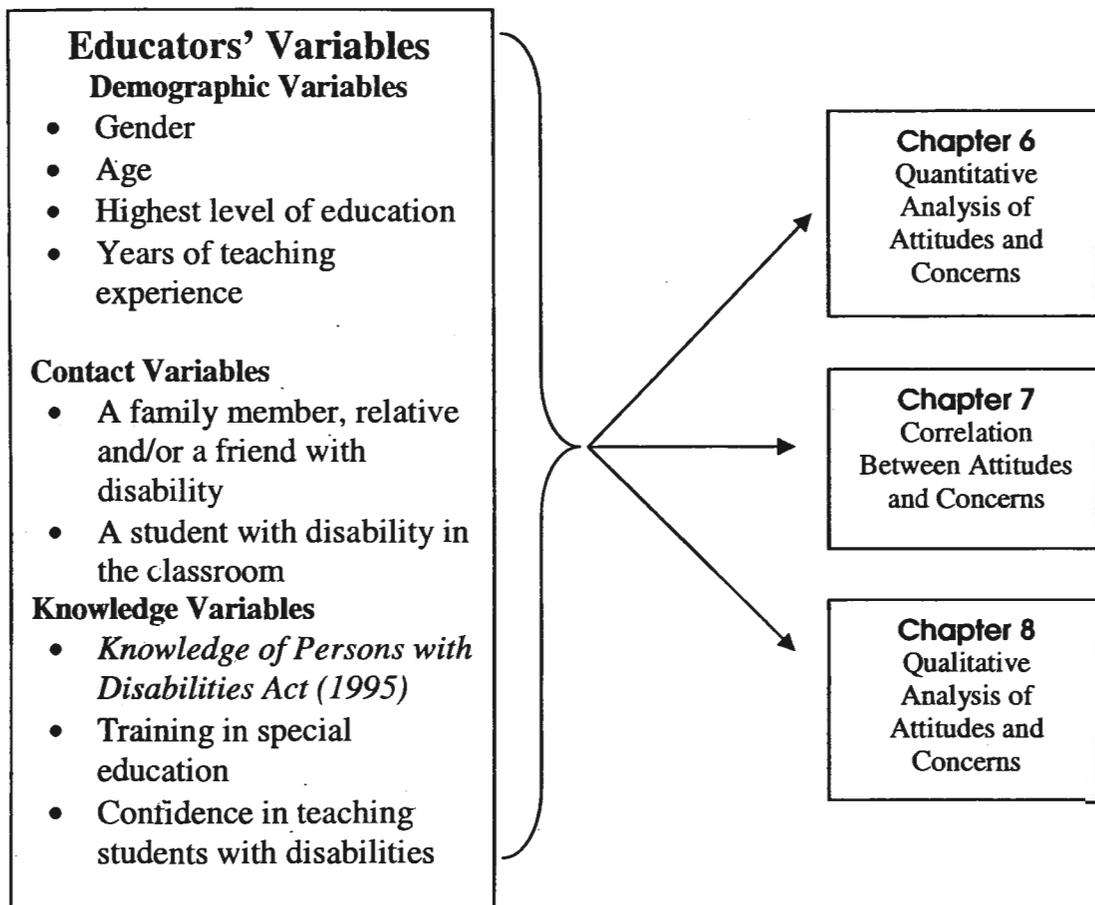


Figure 4.2 Framework model used for the thesis

The next chapter will outline the methods by which respondents were selected, and how data was collected, analyzed and presented. While collecting data, it was taken in mind that all the variables (demographic variables, contact variables and knowledge variables) have to be approached and accessed for collecting data. The detailed information of the procedure of data collection has been reported in the next chapter where Methodology of the study is being discussed.

Chapter 5

Methodology

The challenge of integrated education does not lie merely with placing children with disabilities in mainstream schools. It involves a radical examination of what anomalies exist in the present day educational system. Statistics shared regarding the large number of drop outs and poor enrolment ratios bear testimony to the fact that in India a very large population of children continues to be marginalised *within* and *from* the educational system or at best accepted on a conditional basis-conditional on the extent to which the child adapts to school. (Singh, 2001 P.45)

5.1 Introduction

The present chapter describes the procedures employed to undertake the study and the research work. The study's aim is to investigate the attitudes and concerns of the Secondary school teachers about integration in New Delhi Secondary Schools under Vidya Bharti Management. This chapter will outline the methodology and research design used to generate the data and results of the study.

The chapter is divided under the following topics:

- Subjects and Settings
- Research Design and Instrumentation
- Data Collection Procedures
- Data Analysis
- Research Questions and their Analysis

5.2 Subjects and Settings

The subjects for this study were secondary school teachers from the Vidya Bharti Management in New Delhi, India. All schools in India are administered by the Directorate of Education (DOE), Delhi Government. Vidya Bharati is the greatest non-Government Educational organisation in India today. Over 18,000 schools affiliated to

Vidya Bharti Management are providing education to about 24 million students under the guidance of nearly 98,000 teachers. Vidya Bharati was formed in 1977 and the aim of Vidya Bharati is to evolve an alternate model of National Education. Vidya Bharati National Academic Council was formed in 1980 to seek expertise guidance of the renowned educationists of India. About 500 educationists are the members of this Council (Vidya Bharti Pradeepika, 2005).

A total of 12 secondary schools with more than 500 teachers under the control of Vidya Bharti Management were included in the sample. There are 35 secondary schools in Delhi associated with Vidya Bharti Management, and in Delhi these are divided into four zones: East Delhi, West Delhi, North Delhi and South Delhi (Figure 5.1). In this research, three schools from each zone were selected by random sampling for the purpose of this survey.

5.2.1 New Delhi

New Delhi, the capital of India, has a fusion of urban and rural areas. After the commencement of the sixty-ninth amendment to the Constitution of India in 1991, Delhi was granted the status of a special union territory and officially its name was changed to the National Capital Territory of Delhi (NCT). Delhi has its own Legislative Assembly, Lieutenant Governor, Council of Ministers and Chief Minister. The electoral seats in Delhi's Legislative Assembly are filled by members chosen by direct elections from territorial constituencies in the NCT. However, Delhi is jointly administered by the State Government of Delhi and the Government of India. New Delhi, an urban area within the metropolis of Delhi, is the seat of both the State Government of Delhi and the Government of India. (www.reference.com/browse/wiki/New_Delhi).

Delhi has a population of more than 15 million people making it the 3rd largest metropolitan area in India after Mumbai and Kolkatta. There are 827 women for every 1000 men and the metropolis has a literacy rate of 78.5%. The ratio of urban population stands at approximately 90%. Delhi has one of the highest per capita incomes in India and is one of the fastest growing metropolitan areas in Asia. It is also one of the largest

markets in the country because the per capita income in Delhi is much higher than in other cities. (www.iloveindia.com/population_of_india.index.html)



Delhi with Four Educational Zones

Map not to Scale

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Figure: 5.1 Delhi's Four Educational Zone

5.2.1.1 Education in New Delhi

Delhi attracts students from all over India. It has a number of government and private colleges offering quality education in the fields of science, engineering, medicine, arts, law and management. In 2001, the Delhi University had an enrolment of 220,000 students, making it one of the largest universities in Asia. The university has 14 faculties,

86 academic departments and 79 colleges spread all over the city. In 2003-04, Delhi's 4800 primary and secondary level schools enrolled more than 310,000 students (www.education_new_Delhi_index.html). However, as the city's population booms, more educational institutions will be required. Most of the schools in Delhi are affiliated to the national CBSE (Central Board of Secondary Education).

5.3 Disability in India

The estimates of the number of disabled persons in India vary a great deal because of the non availability of census information. There are also varying definitions of disability, several sources of data, a range of methodologies used for data collection and varying criteria for identifying and measuring the degree of disability (Zutshi, 2005). The National Sample Survey organization (NSSO) conducted three countrywide sample surveys in 1981 (37th round), 1991(47th round) and 2002 (58th round) for measuring the extent and type of disability among persons in India. According to these NSSO surveys there were 13.67 million disabled persons in 1981 and 16.36 million disabled persons in 1991. An appreciation of the magnitude of this problem is that the NSSO survey, 58th round included mental disability along with physical disability for the first time. There were 18.49 million disabled people in India (NSSO Status Book, 2003). According to the latest Census, (2001) India's population is 1,027,015,247 and these 18.49 million disabled people represent 1.8% of India's total population.

5.4 Research Design and Instrumentation

In this study, two parallel research designs have been adopted. Both parts of this parallel study (quantitative and qualitative) involve investigations based on the same questions, but clearly the intentions of the approaches differ. The teachers who were involved in the semi-structured and focus group interviews were those who indicated that they were already involved in the integrated practices in their schools and they brought perspectives to the study which focused upon a positive view of integration when committed and trained personnel are involved.

According to Gay, Mills and Airasian (1999):

The purpose of mixed methods research is to build on the synergy and strength that exists between quantitative and qualitative research methods in order to understand a phenomenon more fully than is possible using either qualitative or quantitative methods alone. (p.490)

Quantitative research was the generally accepted paradigm in educational research until the early 1980s, when the "paradigm wars" between advocates of quantitative and qualitative research reached a new peak (Guba, 1990; Tashakkori & Teddie, 1998). At this time, quantitative and qualitative research purists both argued that their approach was superior. In 1990s, many researchers rejected the incompatibility thesis theory (i.e., one should use quantitative or qualitative research but not both) and started advocating the pragmatic position that says that both quantitative and qualitative research are very important and often should be mixed in single research studies.

In this research a mixed methodology, a combination of qualitative and quantitative questionnaire design was used to conduct the study. A questionnaire containing three parts was given to 500 teachers and 20 semi-structured interviews and two focus group interviews were conducted.

Qualitative research, broadly defined, means "any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification" (Strauss & Corbin, 1990) where quantitative researchers seek causal determination, prediction, and generalization of findings, qualitative researchers seek instead illumination, understanding, and extrapolation to similar situations. Qualitative analysis results in a different type of knowledge compared than derived from quantitative inquiry.

Although some social science researchers (Lincoln & Guba, 1985; Schwandt, 1996) perceive qualitative and quantitative approaches as incompatible, others (Patton, 1990; Reichardt & Cook, 1979) believe that the skilled researcher can successfully combine these approaches.

Qualitative research methods are designed to help researchers understand people and the social and cultural contexts within which they live. Kaplan and Maxwell (1996) argue that the goal of understanding a phenomenon from the point of view of the participants

and its particular social and institutional context is largely lost when textual data are quantified.

Quantitative research is the systematic scientific investigation of quantitative properties and phenomena and their relationships. Quantitative research is widely used in both the natural and social sciences, including physics, biology, psychology, sociology, geology, education, and journalism (Burns & Grove 1999). The objective of quantitative research is to develop and employ mathematical models, theories and hypotheses pertaining to natural phenomena. The process of measurement is central to quantitative research because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships.

In quantitative research, a researcher's aim is to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a population. Quantitative research designs are either descriptive (subjects usually measured once) or experimental (subjects measured before and after a treatment). A descriptive study establishes only associations between variables.

A survey design was used to collect data from the participants. The survey approach involves gathering information from a sample or entire population of a community (Gay & Airasian, 2000). According to Gall, Borg, and Gall, (1996), a survey method is especially useful when:

- The sample size is large;
- The interrelationships between the variables are examined;
- The differences between samples in their response patterns are investigated.

The purpose of survey research, "is to use questionnaire or interviews to collect data from participants in a sample about their characteristics, experiences, and opinions in order to generalize the findings to a population that the sample is intended to represent" (Gall et al., 1996, p.289).

Survey research aims to provide systematic, representative and reliable information about a particular set of people, the research participants. Although both interviews and questionnaire can be used for data collection, Gall et al., (1996) recommended using a questionnaire when respondents are spread over a wide geographical area. Good (1972) and Frankel and Wallen (2000) also used questionnaire in gathering information about personal feelings and attitudes when personal interviews were not possible. As the present study is related to the attitudes and concerns of a large number of secondary school teachers scattered over a wide area in New Delhi, the questionnaire survey approach was decided to be the most suitable method for collecting the data. It has been suggested (Gall et al. 1996; Frankel & Wallen, 2000) that if the respondents are given the opportunity to reply anonymously, they can be more frank in their responses.

5.5 Sampling

The basic sampling method is simple random sampling (SRS), which is a self-weighting sampling design, meaning that all the elements in a population have an equal probability of being included in the sample. Sample size is affected by various determinants: the precision at which parameter estimates are required, the way in which small domains and sub-domains are to be covered (i.e., classification), and population heterogeneity. Naturally, the available resources will also influence the sample size. It can be said that precision, as well as accuracy, will improve when sample size is increased, because the standard errors of the estimates will decrease. However, the improvement is not proportional to the increase in the sample size but occurs more slowly.

A simple cluster sampling method was employed to select the sample for this study. In cluster sampling, either all elements from each selected cluster can be included in the sample, or a sub-selection can be made from within the selected clusters. The former case is called one-stage cluster sampling while the latter is known as two-stage cluster sampling.

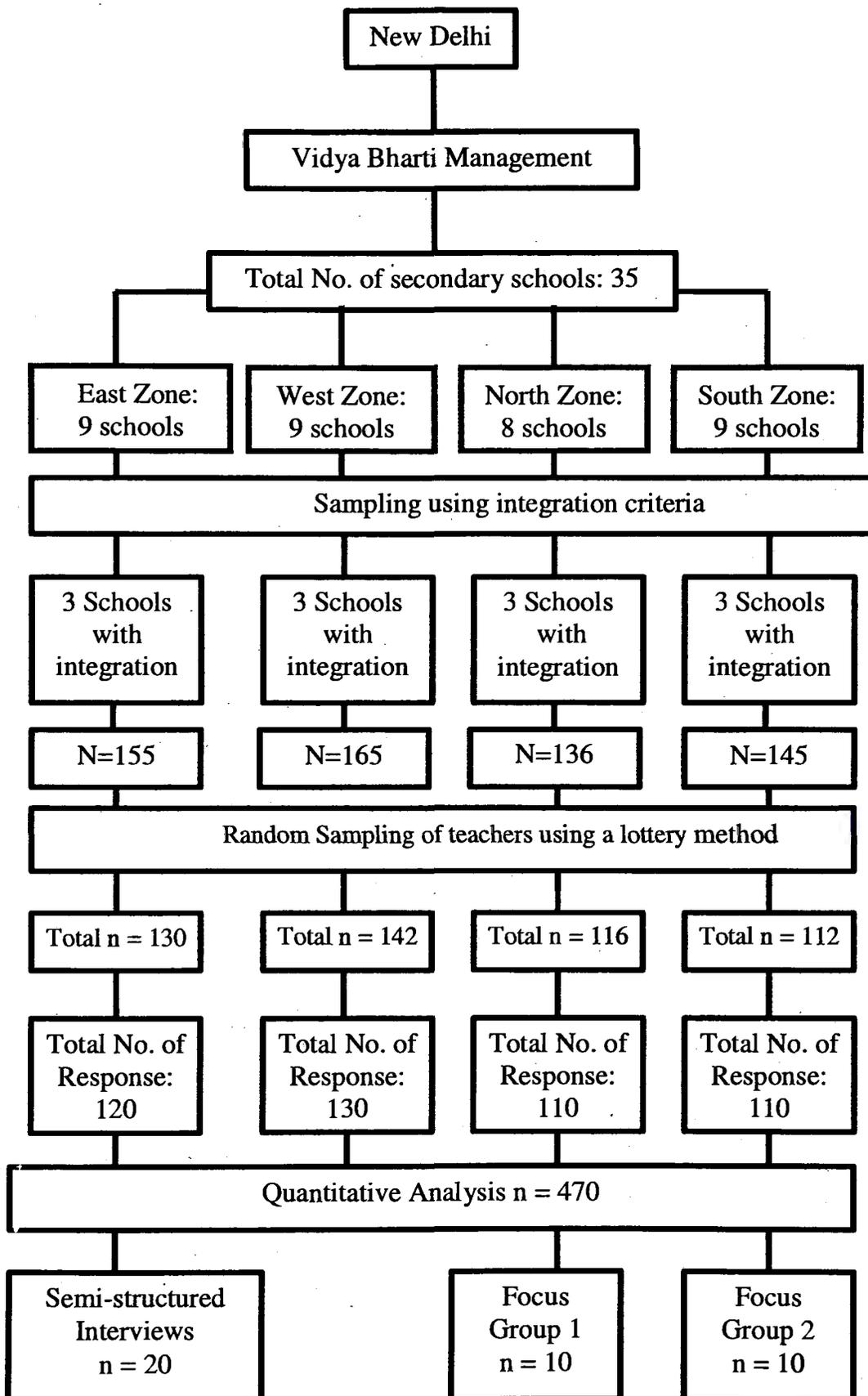


Figure 5.2 Flowcharts of Sample Selections for Data Collection

Figure 5.2 shows a flowchart of sample selections for data collections. All the schools in Vidya Bharti Management do not have integrated education in their mainstream of education. The researcher identified which schools are having a successful integrated education in each zone and those particular schools were targeted for data collection in that particular zone. Vidya Bharti has 35 secondary schools in all parts of Delhi. The east zone, the west zone and the South zones have 9 secondary schools while the north zone has 8 secondary schools. Out of these 35 schools there are some schools where children with special needs are educated in mainstream. The sampling was done on the basis of integration in the schools. Three schools in each zone were selected keeping in mind where the SEN children were having integrated education in the school.

A number of researchers have suggested the use of a cluster sampling method when the survey population is large and widely dispersed (Gay & Airasian, 2000; Wallen & Frankel, 2001). According to Gall, Borg and Gall (1996), it is more feasible to select groups of individuals or clusters rather than individuals from a population. Harrison and Tamaschke (1984) suggested that a simple cluster sampling should have:

- Random selection of units within the clusters (Schools in our study); and
- Selection of all members (teachers in our study) from each cluster.

It is also suggested by Cohen, Manion and Morrison (2000) that every survey research should have at least 100 respondents in each major sub group and 20 to 50 respondents in each minor sub group. In this study it was decided to select a larger sample size than the minimum suggested by Cohen et al. as it would increase the representativeness of the sample and decrease any chances of errors. Table 5.1 shows a sample of teachers survey and their response rate.

Table 5.1: Sample of Teachers Surveyed and their Response Rates

Zones	Total Number of Schools	Total No. of staff (N)	Number of Teachers Surveyed	Number of Teachers Responded
East	3	155	130	120
West	3	165	142	130
North	3	136	116	110
South	3	145	112	110
Total	12	601	500	470

5.6 The Survey Questionnaire

A three-part questionnaire, (Appendix A), was utilised in this study for the collection of data from the respondents. Part 1 of the questionnaire was designed to obtain background information related to the secondary school teachers. Part 2 of the questionnaire sought information related to the teachers' attitudes about integration and part 3 of the questionnaire was designed to measure the teachers' concerns about integration in education. For those teachers who wanted to use a Hindi version, it was also available for them. (Appendix A1)

Part 1 Background Information

The purpose of this section was to assess the characteristics of the respondents for securing their background information related to their school. The teachers were asked to provide information related to the following aspects:

1. Demographic Variables

- Age
- Gender
- Highest level of education
- Years of Teaching experience

2. Contact Variables

- Students with disabilities in class
- A family member with a disability
- A relative with a disability
- Others

3. Knowledge Variables

- Training in special education or in Integration
- Perceived knowledge of “ The Persons with Disabilities Act, 1995”
- Perceived level of confidence in teaching students with disabilities

Part 2 Attitude toward Inclusive Education Scale (ATIES)

The part two of the questionnaire was the Attitude Toward Inclusive Education Scale (ATIES) (Wilczenski, 1992). The ATIES was originally developed by Wilczenski in 1992 in USA. Wilczenski hypothesized that teachers' attitudes might vary in accordance with social, physical, academic or behavioural accommodations that students with disabilities require in order to participate in activities in regular class rooms regardless of their disability classifications. Following an extensive review of the literature on educators' attitudes towards inclusion, Wilczenski drafted 32 items that measured respondents' attitudes towards inclusive education in the social, physical, academic and behavioural dimensions, with eight statements addressing each of the four dimensions. Wilczenski adds the phrase, “should be in regular classrooms” to each statement to elicit attitudes towards the four aspects of inclusion. In this Scale, respondents can rate each item of ATIES according to a 6 point Likert type classification with their responses ranging from : strongly agree (6), Agree (5), Agree Somewhat (4), Disagree somewhat (3), Disagree (2) , and Strongly Disagree (1). Respondents have to choose the response that best reflects their feelings towards each statement. The scale yields a total score, the value of which could range from 16 to 96. This means the higher the score a respondent achieves, the more positive attitude is for integration in mainstream.

In order to determine the reliability of the 16 item ATIES and the four factors, Cronbach's alphas were computed. The internal consistency of the ATIES was found to be high (Cronbach's alpha = 0.92). Also, each of the four factors of the scale had "sufficiently high reliability coefficients" ranging from 0.77 to 0.84 (Wilczenski, 1992).

In 1995, Wilczenski undertook a further evaluation of ATIES using Rasch Analysis and found that the scale had a good validity. Rasch analysis can be applied to assessments in a wide range of disciplines, including health studies, education, psychology, marketing, economics and social sciences. The Rasch model is the only item response theory model in which the total score across items characterizes a person totally. It is also the simplest of such models having the minimum of parameters for the person (just one), and just one parameter corresponding to each category of an item. This item parameter is generically referred to as a threshold. There is just one in the case of a dichotomous item, and two in the case of three ordered category. It can be seen that "The Rasch analysis is a useful technique to evaluate instruments that are intended to measure scaled behaviour, including attitudes" (Wilczenski, 1995, p.298).

5.6.1 Adaptation of ATIES for the present Study:

The ATIES was selected to measure Indian educators' attitudes towards integrated education because of its reliability and validity. The scale enables the investigation of the teachers' attitudes towards integration.

5.6.2 Translation of ATIES in Hindi

In Delhi, the majority of the educators are Hindi speaking and English is used as a second language therefore, it was decided to translate the ATIES in Hindi to obtain an accurate response from the respondents. The translation was done using the conceptual translation method (Mc Kay, Breslow, Sangster, Gabbard, Reynolds, Nakamoto, & Tarani, 1996). This translation method involves using terms or phrases in the target language (Hindi, in this case) that captures the implied meaning of the text used in the source language (English in this case). Translation of the ATIES in Hindi was approved by an academic

staff member of Victoria University, Australia who approved it as the accurate translation of the ATIES in Hindi. (Appendix B)

Part 3. The Concerns about Integrated Education Scale: (CIES)

The Concerns about Integrated Education Scale (CIES) was developed by Sharma and Desai (2000) at the University of Melbourne. A review of previous research indicated that a majority of the studies on educators' concerns about integrated education were done in qualitative methods (e.g., thematic analysis used by Riley, 1997). This is a 21 item scale. It can measure an educator's overall concern score ranging from 21 to 84. The concern score for an individual is calculated by adding all the responses on each item. Higher scores on the CIE indicate that that the respondents are more willing to indicate that that they are concerned about integrating students with disabilities compared to those respondents who score fewer score.

Permission was obtained from Sharma in March 2004 to use this scale for the data collection (Appendix C) and the scale is also available in Hindi now.

5.7 Data Collection

Approval to conduct the present study was obtained from the Ethics Committee of the Victoria University in Oct. 2003 (Appendix D) and from the General Secretary of Vidya Bharti, Mr. Batra (Appendix E). He expressed his pleasure and keen interest in this study. He also sent a letter to all the selected school principals requesting their cooperation in data collection. (Appendix F)

5.7.1 Pilot Study

In March 2004, a pilot study was conducted on a small population to pre test the questionnaires prior to its administration to the population selected to be studied. The pilot study was designed to enable the researcher to (a) determine if the items included in the questionnaire would produce data from which meaningful conclusions could be drawn to answer the research questions, and (b) produce information which would lead to any improvement of the questionnaire to ensure the overall acceptance of it by the

respondents and (c) that they can be assessed by SPSS with meaningful results. 20 questionnaires were sent to the head office of the Vidya Bharti management to send to all four zones. Five teachers in each zone answered the questionnaires and all the 20 responses were sent back to the researcher within a month. It was found that there was no technical mistake with the questionnaire and it could be used for the main data collection. The pilot data was not included in the final data analysis. Although the sample of pilot study was small, it was found that it had a good reliability ($\text{Alpha} = 0.80$).

5.7.2 Final Data Collection

A time table was prepared and sent to 12 principals in 12 schools in four zones and also to Vidya Bharti Management about the dates of main data collection. They were well prepared for this survey and soon after a visit to every school, the principals called a meeting in the main meeting hall of their schools where questionnaires were distributed to all of the teachers present. Those teachers who asked for the Hindi version of the questionnaires were given the Hindi copy of the questionnaire. Before answering the questionnaire, it was explained to them that it was not mandatory for them to participate in the survey and that they were doing it by their own choice. After all the teachers responded, all the questionnaires were collected and kept in different boxes according to their zones.

5.7.3 Qualitative Sample

During the quantitative survey, the teachers were asked to tick in a box if they were willing to participate in the semi-structured and focus group interviews. Those teachers who were already having a very successful integration in their classes or were having a great desire for the success of these programs in their classes, opted to participate in the interviews. A separate timetable was prepared for semi structured interviews and focus group interviews. The questions of the interviews were prepared on the basis of the aims of the study (Appendix G). Five teachers were selected from each zone for the semi structured interviews and two zones were combined for each focus group interview.

5.7.4 Translation of Qualitative Data

As a majority of teachers in Delhi speak in Hindi, some of them expressed their desire to speak in Hindi during semi-structured and Focus Groups. Their views were recorded in Hindi but later they were translated by the researcher and with the translation being approved by an academic staff member of Victoria University.

5.8 Data Analysis

The Statistical Package for Social Sciences (SPSS) was used to analyse the obtained data. SPSS is a powerful statistical and data management software system for data analysis and easily validates the data while streamlining the data validation process and eliminating labour-intensive manual checks—to reach more accurate results. By using the SPSS Data Validation add-on module one can streamline the data validation process to prepare for analysis more quickly thus reaching more accurate conclusions.

5.9 Research Questions

The study is divided in two parts (a) Teachers' attitudes towards integrated education and (b) Teachers' concerns for integrated education. The research questions for both parts were prepared to obtain the maximum data for the research. The following questions were used to obtain the quantitative data on teachers' attitudes towards integrated education.

Teachers' Attitudes towards Integrated Education (Research Question 1)

What attitudes do Secondary school teachers have toward the integration of students with disabilities into regular school settings?

This research question was answered by calculating and comparing the means and standard deviation of the total ATIES score and its four factors. Furthermore, this research question was answered from Teachers' views in semi structured interviews and Focus Group Interviews.

Relationship between teachers' attitudes towards integration and their background Variables. (Research Question 2a)

Is there a significant relationship between Teachers' attitudes toward integration and their following demographic characteristics?

- (i) Gender
- (ii) Age
- (iii) Highest Level of Education
- (iv) Teaching experience

Figure 5.3 depicts a picture of sequence of the quantitative research questions used to identify the attitudes of secondary school teachers towards integrated education.

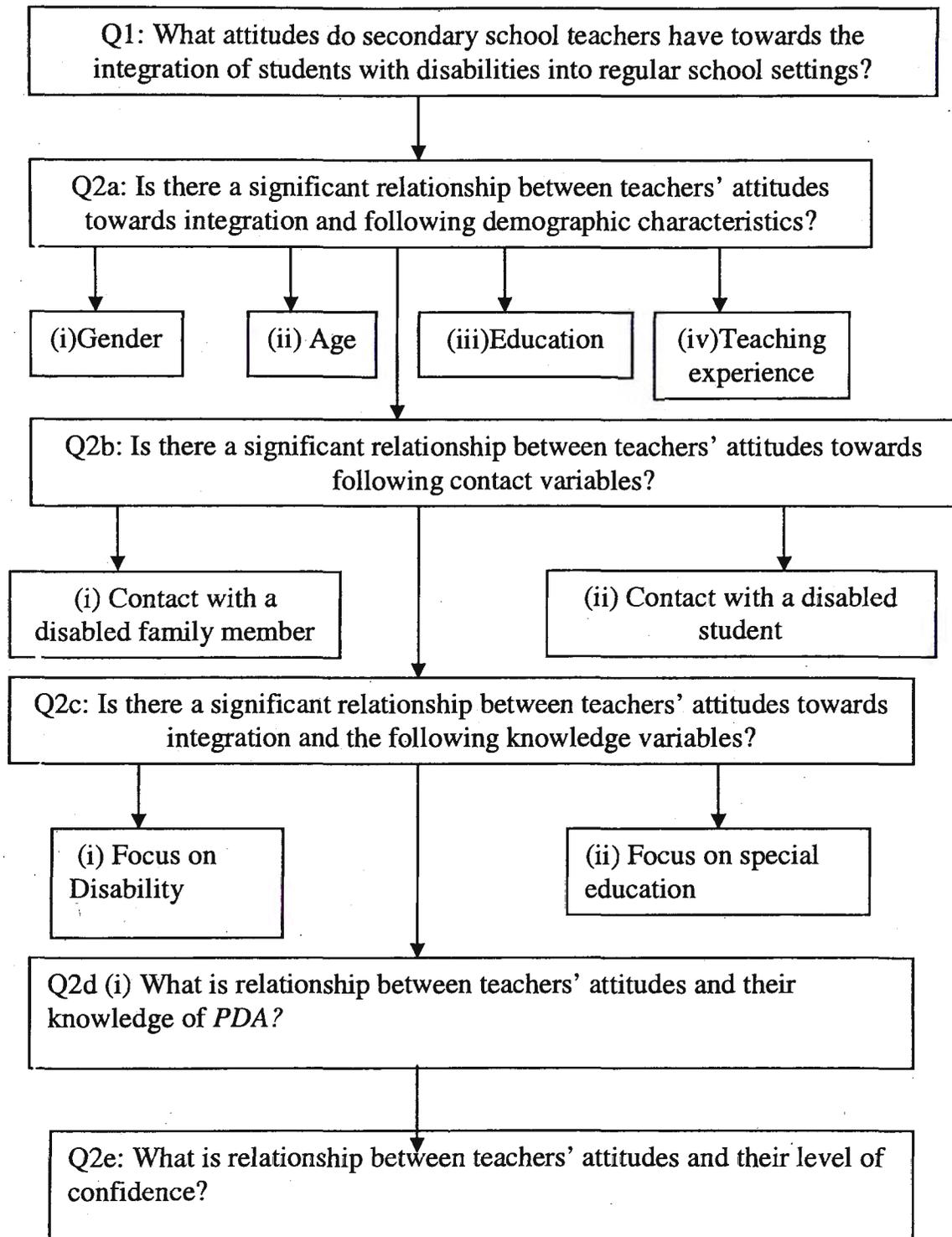


Figure: 5.3 *Flowchart of quantitative research questions on teachers' attitudes*

Research Question 2b: Is there a significant relationship between teachers' attitudes towards integration and the following contact variables:

- Students with disability in school
- Contact with a person with a disability

Research Question 2 c: Is there a significant relationship between teachers' attitudes towards integration and the following variables indicating differences in knowledge about students with disabilities:

- Training in special education
- Knowledge of PDA (Persons with Disabilities Act 1995).

To answer research questions 2a to 2c, the means and standard deviations of the four factor scores on ATIES were calculated for the various subsets based on the Teachers' background variables. Analysis of variance (ANOVA) was then used to determine if teachers with different backgrounds differed significantly in their attitudes towards integration. To answer these questions, the Teachers' views and concerns in semi structured interviews and Focus Group interviews were also used.

Teachers' Concerns about Integrated education

Research Question 3: What is the rank order of importance attached to each concern by the teachers regarding the integration of students with disabilities?

This research question was answered by calculating the means for each of the concern items listed on the CIE scale. The means were later rank ordered from highest to lowest mean value. To answer this research question NVIVO gave a picture of teachers' concerns in the semi structured interviews and Focus Group interviews. This analysis was used to answer question No. 3.

Figure 5.4 shows a flowchart of the research questions in quantitative analysis to identify the concerns of teachers towards integrated education.

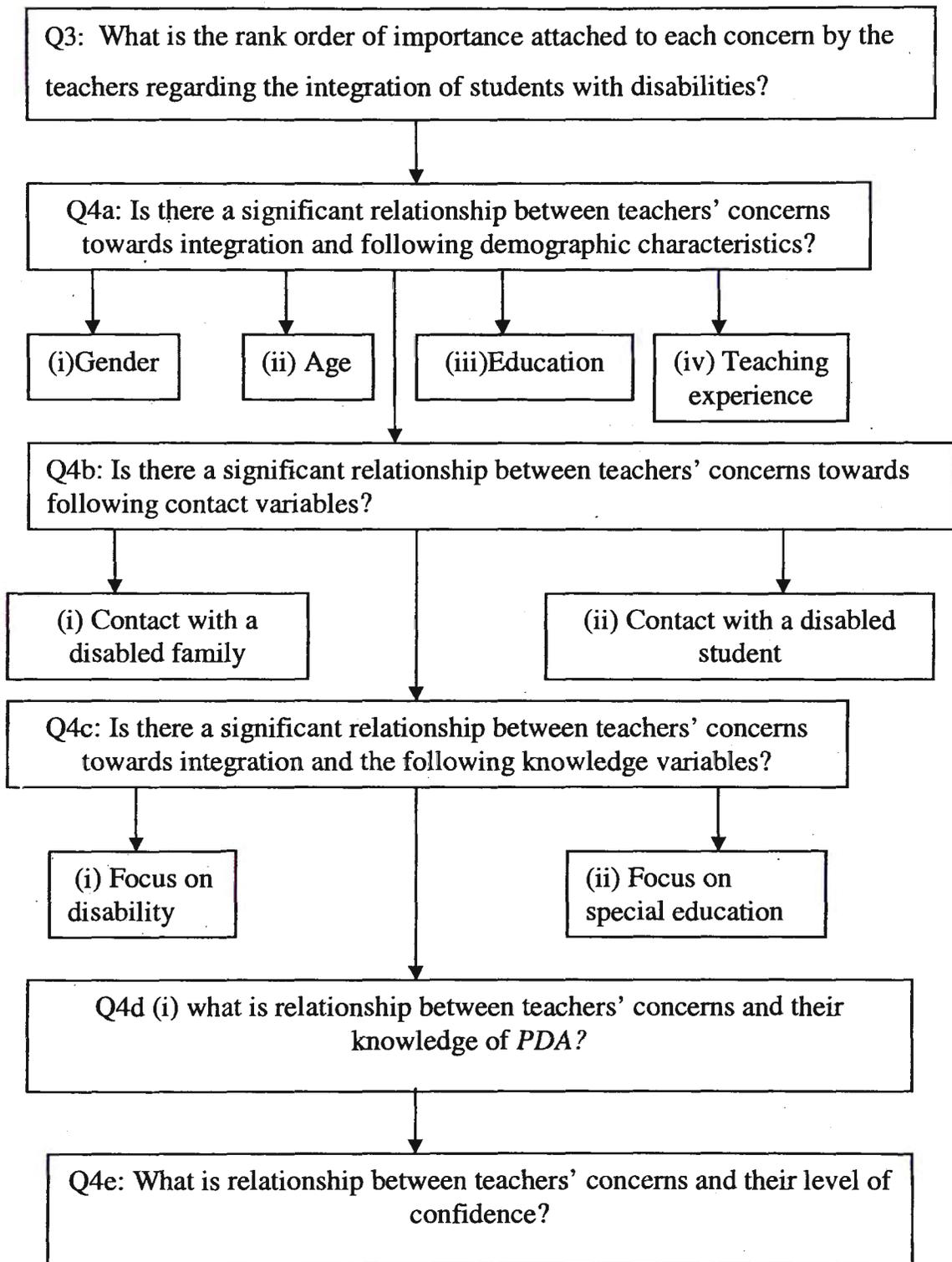


Figure: 5.4 Flowchart of quantitative research questions on teachers' concerns

Research Question 4: Is there a significant relationship between secondary school teachers' concerns about integrated Education and their selected background variables?

To answer this, the four factor scores on CIE scale were calculated for the various subsets based on the teachers' background variables. Analysis of variance (ANOVA) was then used to determine if teachers with differing backgrounds differed significantly in their concerns about integrated education.

Research Question 5: Is there any correlation between teachers' attitudes and their Concerns?

Qualitative Research Questions

Research Question 6: What are the facilitators of integrated education?

Responses from Semi structured interviews and Focus Group interviews were used to answer these questions.

Research Question 7: What are the barriers and facilitators of Integrated Education?

Responses from Semi structured interviews and Focus Group interviews were used to answer these questions.

In the next chapter, the quantitative analysis of teachers' attitudes towards integration and their concerns about children with special needs in mainstream education has been analysed. This chapter describes the quantitative results of the teachers' attitudes and concerns towards integrated education in their mainstream setting of schools.

Chapter 6

Quantitative Results: Attitudes and Concerns

Values and attitudes that are applied in dealing with diversity in the classroom need to change. The culture and organisation of schools need to change in the first place in order to create sustainable systems and structures which develop and support flexible and adaptable approaches to learning. (Swart & Pettipher, 2006, p.39)

6.1 Introduction

The results of the survey undertaken to investigate regular school teachers' attitudes and concerns about integrated education are reported in this chapter. Results are based upon data gathered from the Vidya Bharti Management schools in New Delhi using a three part questionnaire (Appendix A). The questionnaire had three sections consisting of:

- Teachers' demographic information (Section 1, chapter 6);
- Teachers' Attitudes Towards Integrated Education Scale (ATIES) developed by Wilczenski (1992) (Section 2, Chapter 6);
- Concerns about Integrated Education Scale (CIES) developed by Sharma and Desai (2001) (Section 3, Chapter 6)

The Statistical Package for the Social Sciences (SPSS) was used for analyzing the quantitative data. Figure 6.1 assists the reader to understand the structure of the results.

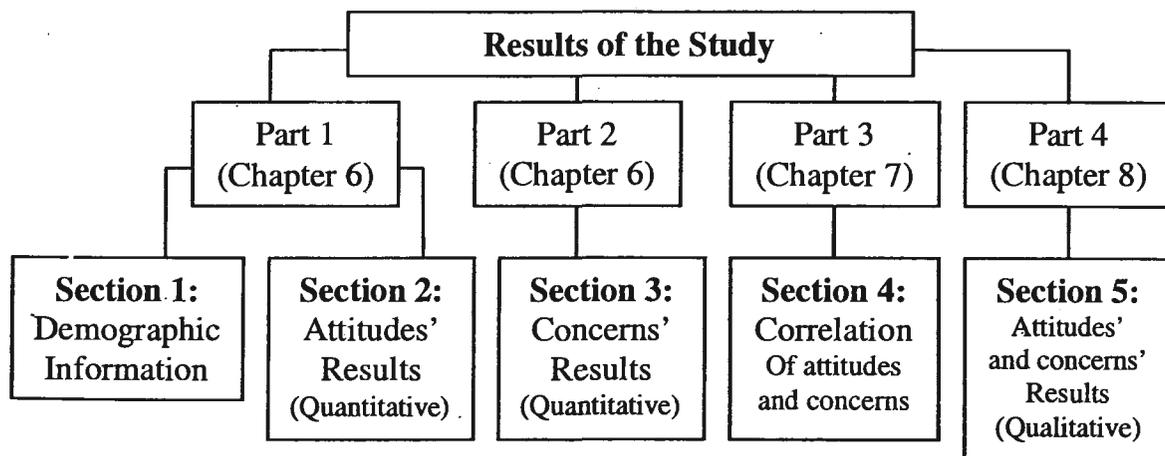


Figure 6.1 Structure of the result

Section 1

Section 2

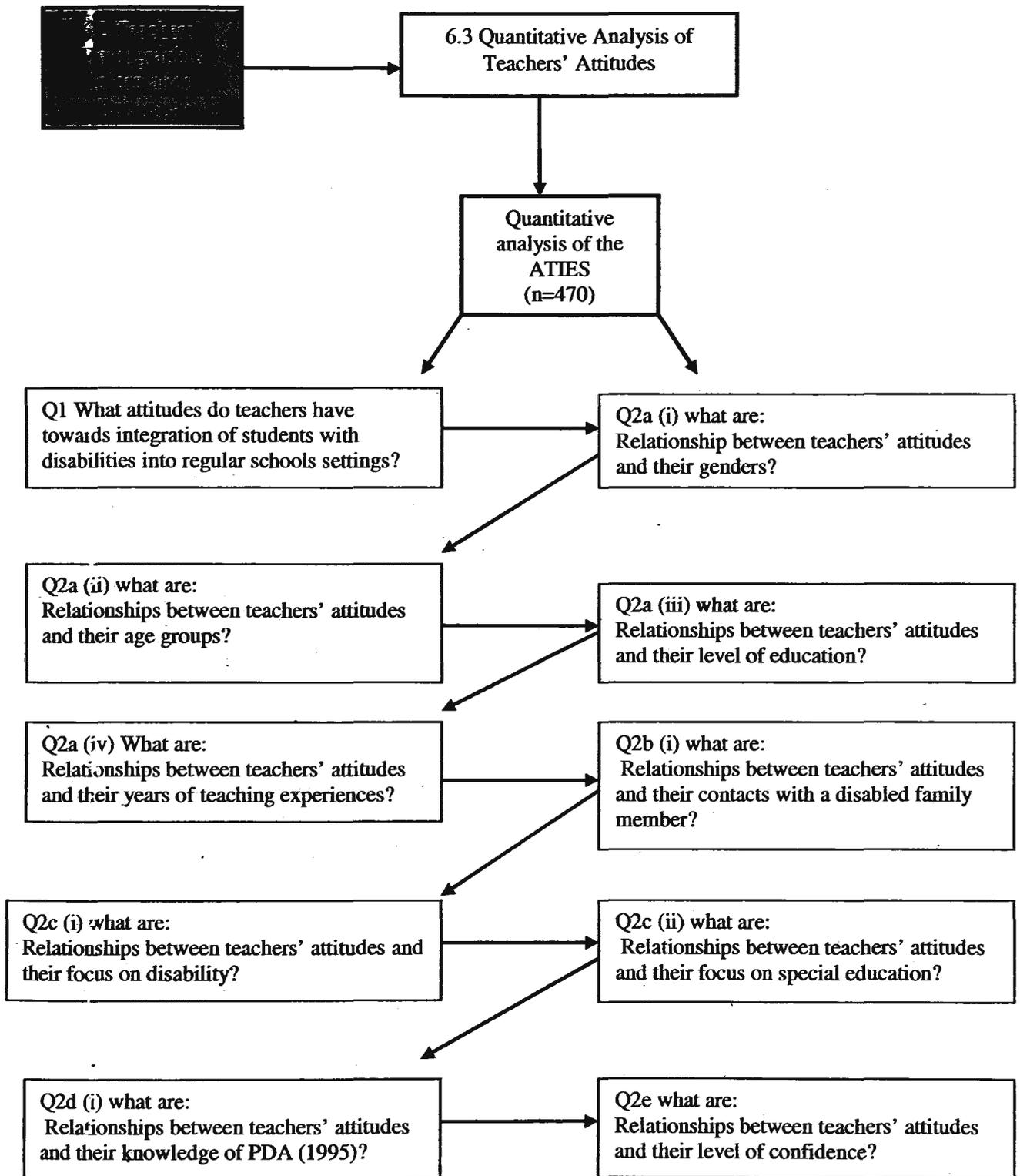


Figure 6.2 An outline of Part 1 of Chapter 6

Figure 6.2 presents an overview of this chapter to help the reader appreciate the way in which the quantitative results have been integrated and reported for each question. Section 1 and Section 2 of the results are combined in this chapter. Section 1 gives information about the teachers' demographic backgrounds in Vidya Bharti schools, and section 2 presents the findings of the attitudes of these teachers regarding integration of special students in mainstream education.

The schools under Vidya Bharti Management are some of the most prestigious schools within India. These schools were selected for this study because the teachers in these schools are generally quite willing and motivated to introduce integrated education in their schools and classrooms.

Section 1

6.2 Teachers' Demographic Information

Five hundred secondary school teachers from New Delhi's Vidya Bharti Management schools were invited to participate in the study to establish teachers' attitudes towards integrated education and, subsequently, 470 teachers responded to the three part questionnaire.

The teachers' demographic information is presented in Table 6.1. It is clear from the demographic descriptions of responding teachers (n= 470) that the majority of the participants were females, younger teachers (<40 years) and postgraduates, with less than ten years of teaching experience. The majority of teachers (90%) had no training in special education, had no knowledge of the *PDA 1995*, and possessed an average level of confidence for teaching special students. The majority of teachers had almost no contact with a disabled family member, a close friend or a student with special needs in their classrooms.

The ten variables presented in Section 1 to assess the effect of teachers' background on different attitude levels are: teachers' gender, age group, and level of education, focus on education of students with disability, teaching experience, training in special education,

perceived knowledge of Persons with Disability Act (PDA 1995), confidence in teaching students with disability, experience with a student with a disability in class and contact with a disabled family member or a close friend. Table 6.1 shows all the ten demographic variables.

6.2.1 Gender

Among the total number of respondents, 154 (33%) teachers were male and 316 (67%) were female. This sample of male and female teachers was slightly different from the population of teachers across the secondary schools in New Delhi, in which 30% of the teachers in New Delhi are male teachers while 70% of the teachers are female teachers. The sample used in this three part survey has similar characteristics to the overall teachers' ratio in Vidya Bharti schools. As the official figures of teachers in the National Census were not available, the sample has been compared with the overall teachers' data available for Vidya Bharti schools. In this study, the gender ratio of the teachers is 33:67 with a majority of female teachers while the overall ratio in Vidya Bharti schools is 30:70 showing male teachers in the minority.

6.2.2 Age

Looking at the age group, there is a similarity between the selected sample of teachers and the overall population in Vidya Bharti schools. In the present study there is a majority of younger teachers (<40 years old) and the ratio of younger to older teachers is 59:41, while the overall ratio is 55:45 with older teachers (> 40 years old) in the minority.

The majority of the teachers (38%) were in the age group 31-40. It was also found that 129 (27%) teachers fell in the age group 41-50 and 100 (21%) were between 20-30 years of age. Only 68 (14%) teachers were >50 age group. It indicates that the participants were predominantly young teachers.

Table 6.1 Teachers' Demographic Information

Characteristics	n	%
1. Gender		
Male	154	33
Female	316	67
2. Age		
20-30 years	100	21
31-40 years	173	38
41-50 years	129	27
Above 50 years	68	14
3. Highest level of education		
Matriculation (10 yrs of schooling)	0	0
Intermediate	2	<1
Graduate	172	37
Post Graduate	296	63
4. Focus on education of students with disability		
Yes	33	7
No	437	93
5. Teaching experience		
1-5 years	116	25
6-10 years	98	21
Above 10 years	256	54
6. Training in special education		
Yes	23	5
No	447	95
7. Perceived knowledge of <i>The Persons with Disabilities Act</i>		
Very Good	7	1
Good	14	3
Average	93	20
Poor	93	20
Nil	263	56
8. Confidence in teaching students with disability		
Very High	49	10
High	58	12
Average	237	51
Low	75	16
Very Low	51	11
9. Contact with a student with disability in their class		
Yes	176	37
No	293	63
10. Contact with a Disabled		
Family member		
Yes	50	10
No	420	90
Close friend		
Yes	33	7
No	437	93
Relatives		
Yes	57	13
No	413	87

6.2.3 Level of Education

Table 6.1 shows that the majority of the teachers in the survey group were highly qualified. More than 60% of the teachers were postgraduate teachers (296) and 172 teachers (36.6%) were graduate teachers, while a negligible group were educated only to the intermediate level.

6.2.4 Focus on Education of Students with Disabilities

The participants were asked to indicate if they had any focus on the education of students with disabilities during their tertiary education. It was noted that 437 (93%) participants had no focus on students with a disability during their university qualifications. Only 33 (7%) of the participants had studied subjects related to disability education during their tertiary education.

6.2.5 Teaching Experience

With regard to teaching experience, it was noted that 54% of the teachers (256) possessed a teaching experience of more than 10 years. 25% of participants (116) had an experience of 1-5 years and around 21 % participants (98) had an experience of 6-10 years. It shows that the majority of the participants were quite experienced and senior teachers.

6.2.6 Training in Special Education

The teachers were asked to indicate if they had undergone any in-service or pre-service training in special education. Table 6.1 indicates that 447 teachers (95%) had not undergone any training to deal with students with disability and only 23 (5%) teachers had undergone any training in special education.

6.2.7 Perceived Knowledge of PDA (1995)

In relation to possessing any knowledge about (1995), the teachers were asked if they had any knowledge about the PDA. As shown in Table 6.1, 56% participants (263) had no knowledge of the Act. About 20% participants (93) had an average knowledge of the Act

while only 3% of the participants had a good knowledge of the Act. Less than 1% of the participants had a very good knowledge of the *PDA*.

6.2.8 Confidence in teaching students with disabilities

The participants were asked to indicate if they had confidence in teaching students with disability. The results show that 51% of the teachers (237) showed average confidence in teaching students with disability and 16% of the participants (51) had low confidence. While 11% of the participants had very low confidence, 12% of the participants had a high level of confidence and 10% of the participants had a very high level of confidence.

6.2.9 Contact with a student with a disability in the classroom

The participants were asked to indicate if they had any experience with special needs student(s) during their teaching experience. A large majority, 63% of the participants (293), indicated that they never had any experience with special needs students while 37% of participants (176) had an experience with special needs student(s) during their teaching experience.

6.2.10 Contact with a family member with a disability

89% of the participants (420) indicated that they did not have any contact with a disabled family member while only 11% (50) had a disabled family member at home.

6.2.11 Contact with a close friend with a disability

The participants were asked to indicate if they had a close friend with a disability. Almost 93% of the participants had no contact with a disabled close friend while only 7% had a disabled close friend.

6.2.12 Contact with a relative with a disability

The participants were asked to indicate if they had any contact with any disabled relatives. Almost 88 % of the participants (413) informed us that they did not have a disabled relative while 13 % (57) reported having a disabled family friend.

Section Two

6.3 Attitudes of Indian Educators Towards Integrated Education

On the assumption that teacher' attitudes can have a significant influence upon the success of educational policies, the study aimed to investigate the attitudes of teachers towards integrated education in India using some significant key questions which are outlined in details in Appendix B, and briefly discussed below.

6.3.1 Teachers' Attitudes

In order to answer this question, teachers' responses on the ATIES (Attitudes Towards Integrated Education Scale) were examined. The means and standard deviations for the total ATIES score and its four component factors were then computed on SPSS and then compared with each other.

The ATIES may record positive and negative attitudes toward integrating children with various disabilities into regular classes. Rasch analysis resolved the nonlinear relationship between the finite range of recorded ATIES scores and the conceptually infinite range of attitudes. Results showed that the 16-item scale defined dimensional attitudinal variable and yielded interval measures of attitudes toward inclusive education.

There are four factors of Wilczenski's (1992) scale of ATIES. This 16-item scale was developed to measure attitudes towards integrated education; especially the feasibility of a regular class placement for students requiring social, physical, academic, or behavioural accommodations in the classroom (Wilczenski, 1992a). Figure 6.3 shows 6.3 as the neutral point of ATIES.

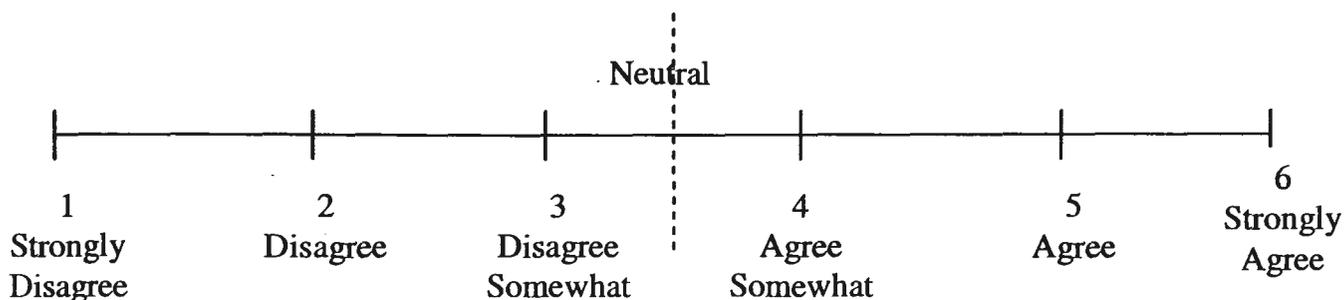


Figure 6.3 *The Neutral Point of ATIES*

Social integration refers to the placement of students with social difficulties in regular classes. Those who are physically or sensory disabled are referred to as having physical difficulties in regular classrooms. Academic integration focuses on the placement of students with learning problems in regular classes, while behavioural integration examines the placement of students manifesting behavioural problems in regular classes.

The teachers' mean score on ATIES was 3.64. On the ATIES, a value of 3 (Disagree Somewhat) suggests a partially negative attitude compared to 4 (Agree Somewhat), which represents a partially positive attitude. Since a value of 3.5 will be in the middle of these two categories, a mean of 3.64 suggests that the attitude of teachers is slightly positive toward integrating students with disabilities.

Figure 6.4 presents scores on 16 items indicating that the teachers have mostly positive attitudes about integrating special students into their classes. The teachers do not have positive attitudes about students' major curriculum changes, training in self-help skills (Academic), students who need Braille, use sign language, cannot hear conversation (Physical), and cannot control behaviour (Behavioural factor).

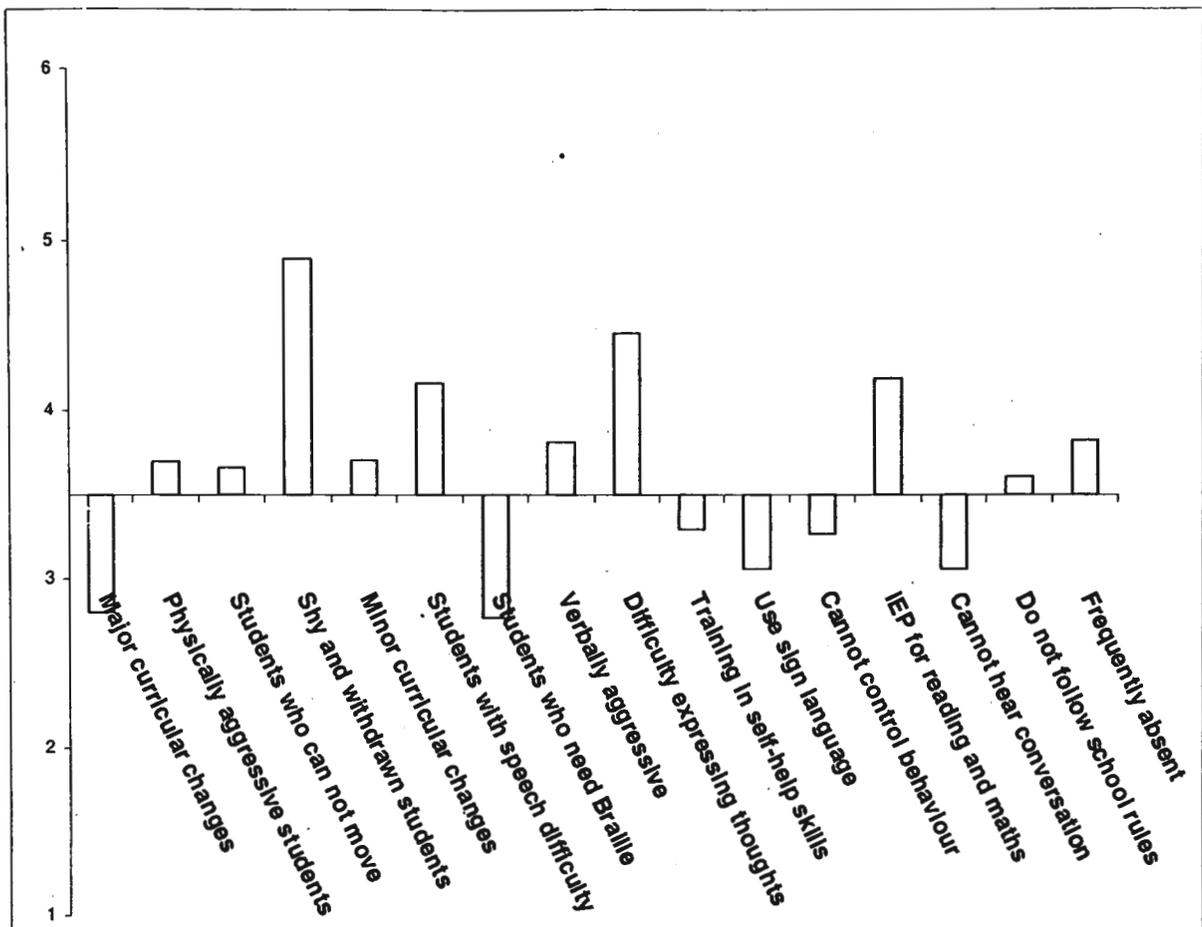


Figure 6.4 Teachers' mean scores on the 16 items of ATIES

It is clear from Table 6.4 that teachers were very positive about the integration of students who were shy and withdrawn (Item 4, mean = 4.89). They were least positive about the integration of those students who could not read standard print and who need Braille (Item 7, mean = 2.77).

Figure 6.4 also indicates that the teachers possess very high positive attitudes about those students, who have difficulty in expressing their thoughts (Social), students with speech difficulty (Physical) and those students who need Individualised Educational Programs (Academic). On this 16 item scale teachers have positive attitudes in 10 items and negative attitudes in only six items. Table 6.2 shows means and standard deviations of teachers' responses with factors on each item of ATIES

Table 6.2 Means and Standard Deviations of Teachers' Responses with Factors on Each Item of ATIES

No.	Topic of Question	Mean	SD	Factor
1	Major curricular changes	2.81	1.56	Academic
2	Physically aggressive students	3.69	1.66	Behavioural
3	Students who can not move	3.66	1.76	Physical
4	Shy and withdrawn students	4.89	1.34	Social
5	Minor curricular changes	3.70	1.44	Academic
6	Students with speech difficulty	4.16	1.55	Social
7	Students who need Braille	2.77	1.66	Physical
8	Verbally aggressive	3.81	1.52	Behavioural
9	Difficulty expressing thoughts	4.45	1.42	Social
10	Training in self-help skills	3.29	1.66	Academic
11	Use sign language	3.06	1.65	Physical
12	Cannot control behaviour	3.26	1.58	Behavioural
13	IEP for reading and maths	4.18	1.49	Academic
14	Cannot hear conversation	3.06	1.63	Physical
15	Do not follow school rules	3.60	1.64	Behavioural
16	Frequently absent	3.82	1.61	Social

(n=470).

Positive attitudes >3.5

Negative attitudes <3.5

SD = Standard Deviation

Factor = Factors of ATIES

Q.2a: *Is there a significant relationship between teachers' attitudes toward integration and following demographic characteristics:*

(i) *Gender*

(ii) *Age*

(iii) *Highest Level of Education*

(iv) *Years of Teaching*

Research question 2a was answered by measuring the attitude scores of male and female teachers disaggregated into their different age groups, their level of education and their years of teaching. The differences between the groups were tested to determine where statistically significant differences existed.

6.3.2 Gender differences

Table 6.3 shows the disaggregated responses for male and female teachers towards four aspects of inclusive education for special students, and the results of a difference test (Student's t test), is reported. In this investigation, a 95% confidence limit ($p < 0.05$)*1 is taken to represent a significant difference in attitude between the genders, but for completeness, we have also noted when there is a 99% level of confidence ($p < 0.01$) in the existence of a significant difference between the means. The confidence interval is also reported between the two groups at 95% level.

Regarding the ATIES Factor 1 which represents acceptance of students who perform poorly in academic subjects compared to their peers into the classroom, the results indicate that the male teachers are more positive than the female teachers toward the inclusion of these students in the mainstream of education. The difference between their responses is significantly different ($p < 0.001$). In this case, the male teachers' mean score represents a positive attitude (3.70 ± 0.31) while the female teachers' response is slightly negative (3.39 ± 0.19) towards academic inclusion of special students in mainstream education.

For the ATIES Factor 2 (Behavioural) which relates to acceptance of the students who display disruptive behaviours, the results indicate that the male teachers are more positively disposed than the female teachers towards the integration of special students. Their responses show a significant difference ($p < 0.001$). The male teachers' mean score represents a very positive attitude (3.82 ± 0.38) while the female teachers' mean response is slightly negative (3.47 ± 0.25) towards behavioural inclusion of special students.

* $P < 0.05$ is taken to mean that the probability that the difference between these results being due to chance is less than 5 in 100 or a 95% probability that there is a real source of difference.

Table 6.3 Gender Differences in Attitudes towards Inclusive Education Scale (ATIES)

Attitude Scores (Gender)	Male \bar{x} (SD)	Female \bar{x} (SD)	t	Sig. (2- tailed)	CI M,F
ATIES Factor 1 (Academic)	3.70 (.99)	3.39 (.87)	3.27 * **	p< 0.001	0.31, 0.19
ATIES Factor 2 (Behaviour)	3.82 (1.21)	3.47 (1.11)	3.00 * *	p< 0.003	0.38, 0.25
ATIES Factor 3 (Physical)	3.32 (1.31)	3.04 (1.19)	2.20 *	p< 0.029	0.42, 0.26
ATIES Factor 4 (Social)	4.32 (1.16)	4.33 (0.99)	-0.107	p< 0.915	0.37, 0.22
Attitude Mean Score (Total ATIES)	3.79 (0.95)	3.56 (0.81)	2.59**	p< 0.01	0.30, 0.18

(n = 470)

CI = Confidence Interval
M = males, F= females

* Represents a significant difference between responses of genders at the 95% confidence level (p< 0.05)

* * Represents a significant difference between responses of genders at the 99% confidence level (p<0.01)

Response 1 = Strongly Disagree

Response 6 = Strongly Agree

Neutral response=3.5

In this table a higher mean score indicates that participants have a greater positive attitude to the inclusion of special students in mainstream.

Turning to the ATIES Factor 3 (Physical) which relates to acceptance of the students who require physical accommodations, the results indicate that male teachers are more positive than female teachers for the inclusion of special students in mainstream education but the mean score of both genders is below the neutral point. The difference between their responses is significant ($p < 0.05$) with the male teachers' mean score being 3.32 ± 0.42 and the female teachers' mean score being 3.04 ± 0.26 between their responses.

Finally, regarding the ATIES Factor 4 (Social) which measures participants' attitudes towards students who require social accommodations, both male and female teachers

have very positive mean scores (4.32 ± 0.37 for males and 4.33 ± 0.22 for the females) for the social integration of students in the inclusive setting of the education, but there is no significant difference between their attitudes ($p < 0.05$).

Considering the overall response (Total ATIES mean score) of the informants to the inclusion of special students in mainstream teaching activities, the results of this investigation indicate that male teachers are more positively disposed to the integration of special students in their classrooms as compared to female teachers. In both cases, the males and the females have only a mild positive regard for the inclusion of special students into their classrooms (3.79 ± 0.30 for males and 3.56 ± 0.18 for females with a neutral response being 3.5. See figure 6.6)

Consideration of these results suggests that the male teachers show slightly more positive attitudes towards inclusive education compared to female teachers. Male teachers are more positive about academic, social and physical integration while females are slightly more positive about social integration of special children in the mainstream (Figure 6.7). Table 6.4 shows confidence interval of both the genders' attitudes and Figure 6.5 shows confidence interval of total ATIES.

Table 6.4 Confidence Interval Table

Male	Lower Bound	Upper Bound	C.I.
Academic	3.54	3.86	0.31
Behaviour	3.63	4.02	0.38
Physical	3.11	3.53	0.42
Social	4.14	4.51	0.37
Total ATIES	3.64	3.94	0.30
Female			
Academic	3.30	3.49	0.19
Behaviour	3.35	3.59	0.25
Physical	2.92	3.18	0.26
Social	4.23	4.45	0.22
Total ATIES	3.47	3.65	0.18

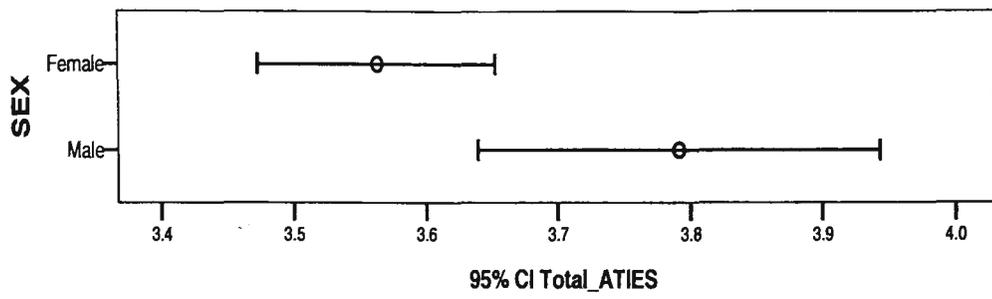


Figure 6.5 95% CI Total ATIES

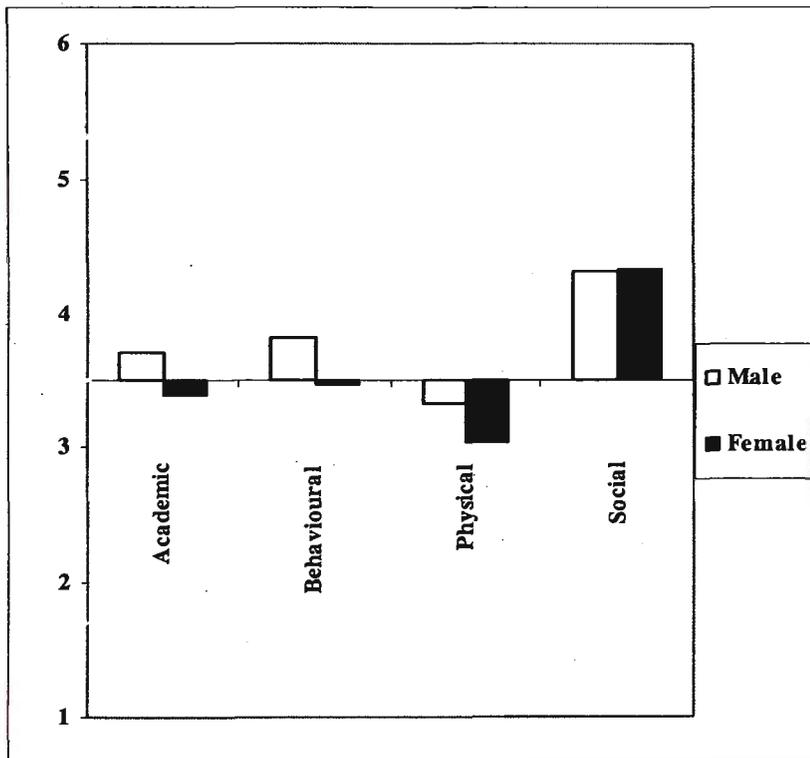


Figure 6.6 Attitudes of male and female teachers

6.3.3 Age Differences

In Table 6.5, the responses for younger and older teachers towards four aspects of inclusive education for special students are presented, and the results of a difference test (Student's t test) are reported.

Regarding the ATIES Factor 1 (Academic) which represents acceptance of students who perform poorly in academics compared to their peers into the classroom, the results indicate that the difference between their responses is not significant ($p < 0.05$). However, in this case, the younger teachers' mean score represents a positive attitude (3.53 ± 0.22) while the older teachers' response is slightly negative (3.42 ± 0.26) towards academic inclusion of special students in mainstream education but their differences are not significant.

For the ATIES Factor 2 (Behavioural) which relates to acceptance of the students who display disruptive behaviours, the results indicate that the older teachers are more positively disposed than the younger teachers towards the integration of special students. The difference between their responses is significant ($p < 0.05$). The younger teachers' mean score represents a positive attitude (3.67 ± 0.25) while the older teachers' mean response is less than 3.5 (3.43 ± 0.37) which shows that older teachers are not very positive towards behavioural inclusion of special students.

Regarding the ATIES Factor 3 (Physical), which relates to acceptance of the students who require physical accommodations, the results indicate that the mean score of both the groups is below the neutral point but the difference between their responses is not significant ($p < 0.05$).

Table 6.5 Age Differences in Attitudes towards Inclusive Education Scale (ATIES)

Attitude Scores (Age)	T <40 Yrs \bar{x} (SD)	T >40 Yrs \bar{x} (SD)	t	Sig. (2-tailed)	CI <40, >40
ATIES Factor 1 (Academic)	3.53(0.95)	3.42(0.86)	1.22	P< 0.22	0.22, 0.26
ATIES Factor 2 (Behaviour)	3.67 (1.11)	3.43 (1.20)	2.11*	P< 0.035	0.25, 0.37
ATIES Factor 3 (Physical)	3.19(1.19)	3.03(1.29)	1.36	P< 0.174	0.27, 0.39
ATIES Factor 4 (Social)	4.45 (0.95)	4.10 (1.16)	3.38 **	P< 0.001	0.22, 0.35
Attitude Mean Score (Total ATIES)	3.71 (0.79)	3.49 (0.96)	2.62 **	P< 0.009	0.18, 0.29

(N = 470)

CI = Confidence Interval
 <40 = teachers less than 40 years
 >40 = teachers more than 40 years

* Represents a significant difference between responses of genders at the 95% confidence level (p< 0.05)

** Represents a significant difference between responses of genders at the 99% confidence level (p<0.01)

Response 1 = Strongly Disagree

Response 6 = Strongly Agree

Neutral response=3.5

In this table a higher mean score indicates that participants have a greater positive attitude to the inclusion of special students in mainstream.

Finally, regarding the ATIES Factor 4 (Social) which measures participants' attitudes towards students who require social accommodations, the results indicate that the younger teachers are more positively disposed than older teachers. Both younger and older teachers have positive mean scores (4.45 ± 0.22 and 4.10 ± 0.35) for the social inclusion of the special students in mainstream education. The difference between their responses is significant at the 99.9 % confidence level ($p<0.001$).

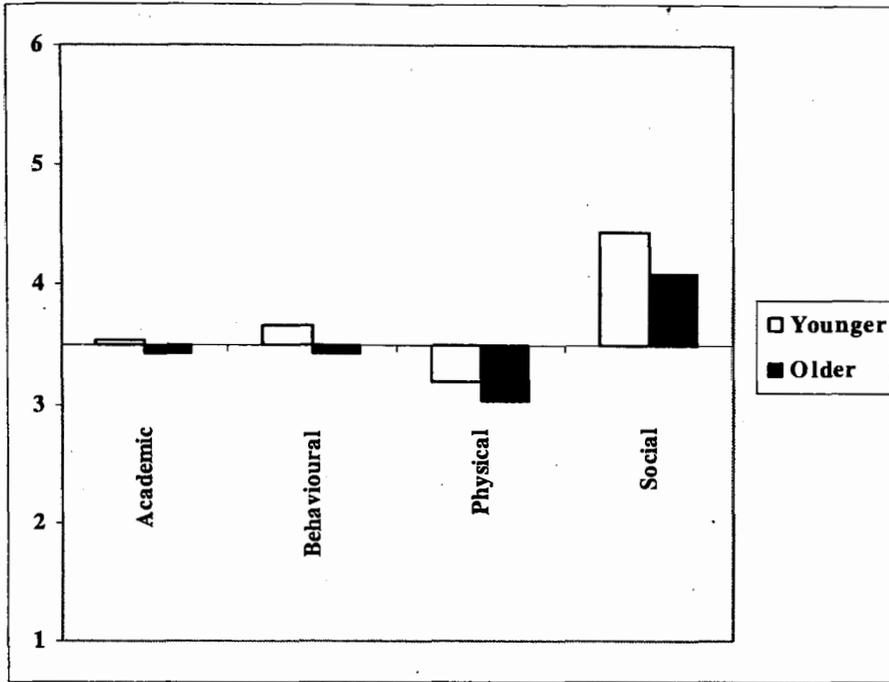


Figure 6.7 Attitudes of younger and older teachers

Considering the overall response (Total ATIES mean score) of the informants to the inclusion of special students in mainstream teaching activities, the results of this investigation indicate that younger teachers (<40 years) were more positive to inclusion of special students in their classrooms as compared to older teachers (> 40 years). The difference between their responses is significant ($p < 0.01$). The younger teachers have a quite positive regard for the inclusion of special students into their classrooms (3.71 ± 0.18) while the older teachers are at the mean score (3.49 ± 0.29) with a neutral response being 3.5 (figure 6.3).

Consideration of the total mean results suggests that the younger teachers show slightly more positive attitudes towards inclusive education compared to older teachers (figure 6.8). The younger teachers are more positive in all the factors of ATIES scale regarding the integration of special students in their mainstream classes. The results indicate that the differences between the two groups of the teachers are significant ($p < 0.01$).

6.3.4 Differences between Graduate and Post graduate teachers

In Table 6.6, the total responses for graduate teachers and postgraduate teachers towards four aspects of inclusive education for special students are presented, and the results of a difference test, (Students' t) are reported.

Regarding the ATIES Factor 1 which represents acceptance of students who perform poorly in academics subjects, the results of this investigation showed that graduate teachers are not as positive as compared to postgraduate teachers towards the inclusion of these students in the mainstream classroom. The difference between their responses is significant ($p < 0.01$). In this case, the graduate teachers' mean score represents a negative attitude (3.36 ± 0.25) while the postgraduate teachers' response is slightly positive (3.56 ± 0.22) towards academic inclusion of special students in mainstream education.

For the ATIES Factor 2 (Behavioural) which relates to acceptance of the students who display disruptive behaviours, results indicate that the difference between their responses is not significant ($p < 0.05$). Both the groups have neutral attitudes although both are positive about integrated education.

Regarding the ATIES Factor 3 (Physical), which relates to acceptance of the students who require physical accommodations, the results indicate that the mean score of both the groups is below the neutral point. The difference between their responses is not significant ($p < 0.05$) with the graduate teachers' mean score being 3.03 ± 0.35 and the postgraduate teachers' mean score being 3.19 ± 0.29 .

Finally, regarding the ATIES Factor 4 (Social) which measures participants' attitudes towards students who require social accommodations, the results indicate that both groups of teachers have positive mean scores (4.26 ± 0.31 and 4.37 ± 0.24) for the social inclusion of the special students in the mainstream of the education but the difference between their responses is not significant ($p < 0.05$).

Table 6.6 Educational Differences Attitudes towards Inclusive Education Scale (ATIES)

Attitude Scores (Education)	Graduate Teachers \bar{x} (SD)	Postgraduate Teachers \bar{x} (SD)	t	Sig. (2-tailed)	CI GR, PGR
ATIES Factor 1 (Academic)	3.36 (0.84)	3.56 (0.96)	-2.44**	P< 0.01	0.25, 0.22
ATIES Factor 2 (Behaviour)	3.51 (1.10)	3.62 (1.18)	-0.99	P< 0.32	0.33, 0.27
ATIES Factor 3 (Physical)	3.03(1.16)	3.19 (1.27)	-1.67	P< 0.18	0.35, 0.29
ATIES Factor 4 (Social)	4.26(1.05)	4.37 (1.04)	-1.11	P< 0.26	0.31, 0.24
Attitude Mean Score (Total ATIES)	3.54 (0.80)	3.68 (0.89)	-1.816	P< 0.07	0.24, 0.21

(n = 479)

CI = Confidence Interval
GR = Graduate Teachers
PGR = Post Graduate Teachers

* Represents a significant difference between responses of genders at the 95% confidence level (p< 0.05)

Response 1 = Strongly Disagree
Response 6 = Strongly Agree
Neutral response=3.5

In this table, a higher mean score indicates that participants have a greater positive attitude to the inclusion of special students in mainstream education.

Considering the overall response (Total ATIES mean score) of the informants to the inclusion of special students in mainstream teaching activities, the results of this investigation indicate that the difference between their responses is not significant ($p < 0.05$). The graduate teachers and postgraduate teachers, both have positive regard for the inclusion of special students into their classrooms (3.54 ± 0.24 and 3.68 ± 0.21) respectively with a neutral response being 3.5 (figure 6.3).

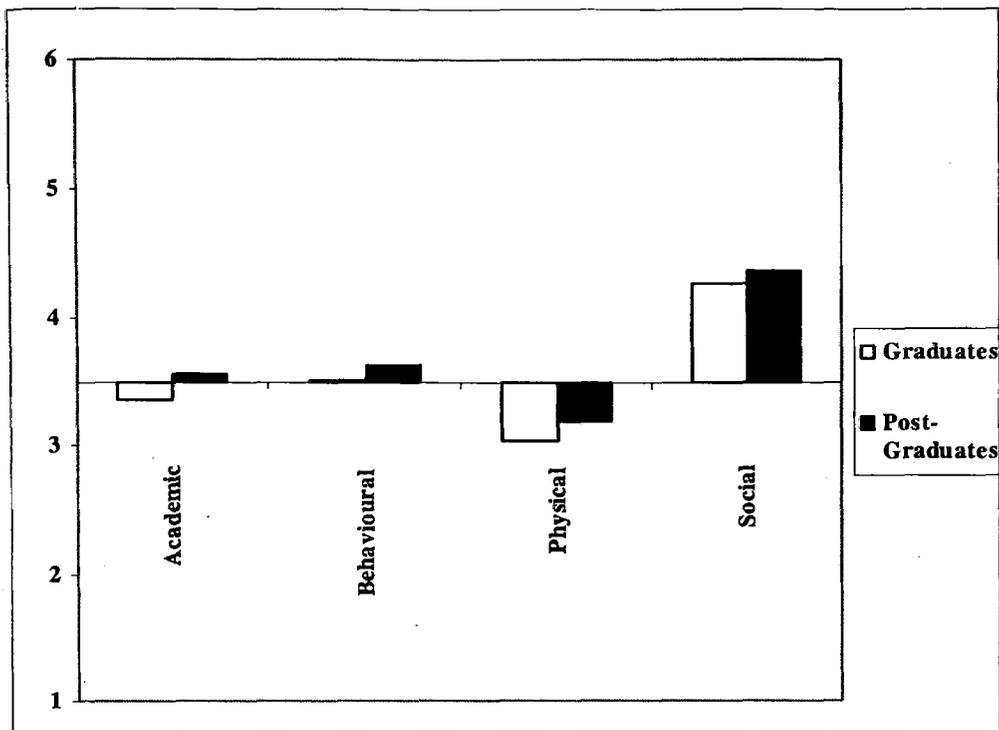


Figure 6.8 Attitudes of graduates and postgraduate teachers

The overall results suggests that the postgraduate teachers show slightly more positive attitudes towards inclusive education compared to graduate teachers in all the factors of ATIES scale (figure 6.9) but the differences between the two groups is not significant ($p < 0.05$).

6.3.5 Teaching Experiences Differences

In Table 6.7 the responses for teachers with more experience and the teachers with less experience towards the four aspects of inclusive education for special students are compared and the results of a difference test (Students't), is reported.

Table 6.7 Length of Teaching Experience Differences Attitudes towards Inclusive Education Scale (ATIES)

Attitude Scores (Experience)	Less Exp. Teachers \bar{x} (SD)	More Exp. Teachers \bar{x} (SD)	t	Sig. (2-tailed)	CI <10, >10
ATIES Factor 1 (Academic)	3.67 (0.90)	3.33 (0.93)	3.89 ***	P< 0	0.24, 0.23
ATIES Factor 2 (Behaviour)	3.75 (1.10)	3.42 (1.16)	3.17**	P< 0.002	0.3, 0.29
ATIES Factor 3 (Physical)	3.22 (1.18)	3.05 (1.27)	1.43	P< 0.153	0.32, 0.31
ATIES Factor 4 (Social)	4.53 (0.91)	4.15 (1.13)	3.98***	P< 0	0.25, 0.28
Attitude Mean Score (Total ATIES)	3.79 (0.74)	3.49 (0.93)	3.87***	P< 0	0.2, 0.23

(n = 470)

CI = Confidence Interval

<10 = teachers with less than 10 years experience

>10 = teachers with more than 10 years experience

* represents a significant difference between responses of genders at the 95% confidence level ($p < 0.05$)

** represents a significant difference between responses of genders at the 99% confidence level ($p < 0.01$)

*** The difference between their responses is very highly significantly different at the 100 % confident level.

Response 1= Strongly Disagree

Response 6= Strongly Agree

Neutral response=3.5

In this table a higher mean score indicates that participants have a greater positive attitude to the inclusion of special students in mainstream.

Regarding the ATIES Factor 1 which represents acceptance of students who perform poorly in academic subjects as compared to their peers into the classroom, the results indicate that less experienced teachers are more positive than more experienced teachers toward the inclusion of special students in the mainstream of education. The difference between their responses is also significant ($p < 0.001$). In this case, the less experienced teachers' mean score represents a positive attitude (3.67 ± 0.24) while the more

experienced teachers' response is slightly less positive (3.33 ± 0.23) towards academic inclusion of special students in mainstream education while the neutral response is 3.5.

For the ATIES Factor 2 (Behavioural) which relates to acceptance of the students who display disruptive behaviours, the results indicate that the less experienced teachers are again more positively disposed than more experienced teachers to the inclusion of special students into mainstream education. The difference between their responses is significant at the 99% confidence level ($p < 0.01$). The less experienced teachers' mean score represents a positive attitude (3.75 ± 0.30) while more experienced teachers' mean response is slightly negative (3.42 ± 0.29) towards behavioural inclusion of special students.

Turning to the ATIES Factor 3 (Physical) which relates to acceptance of the students who require physical accommodation, the results indicate that the difference between their responses is not significant ($p < 0.05$) with both groups' mean responses being below the neutral point towards behavioural inclusion of special students.

Finally, regarding the ATIES Factor 4 (Social) which measures participants' attitudes towards students who require social accommodations, the results indicate that less experienced teachers are more positive than more experienced teachers. Both groups of teachers have very positive mean scores (4.53 ± 0.25 and 4.15 ± 0.28) for the social inclusion of the special students into mainstream. The difference between their responses is significant at ($p < 0.001$).

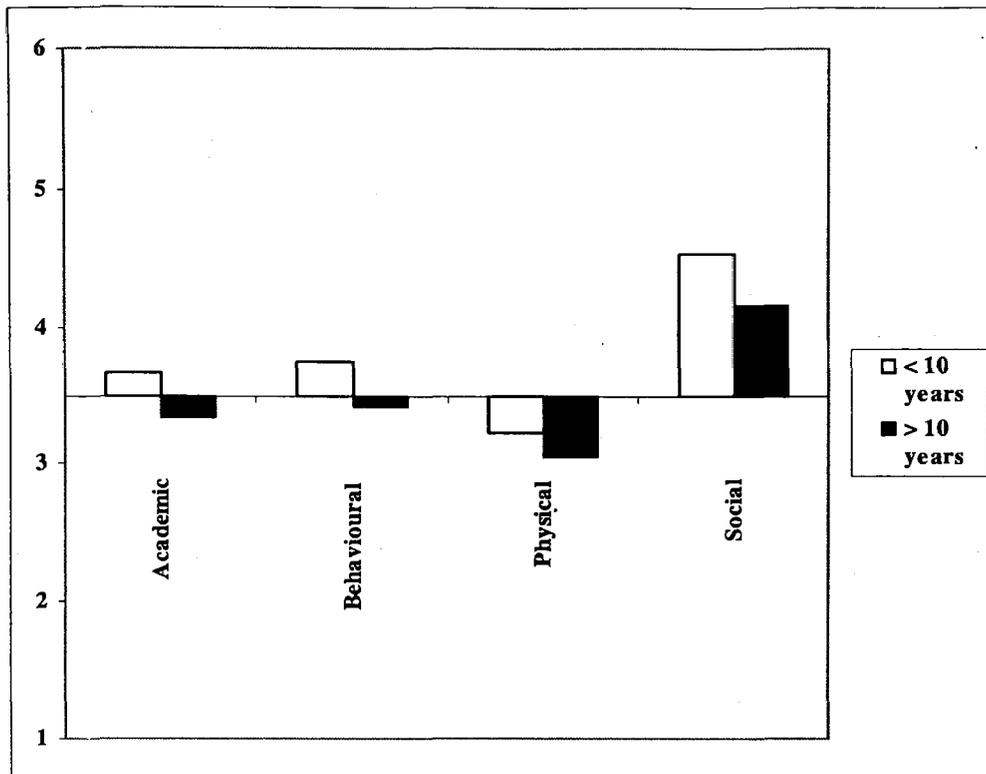


Figure 6.9 Attitudes of less experienced and more experienced teachers

Considering the overall response (Total ATIES mean score) of the informants to the inclusion of special students in mainstream teaching activities, the results of this investigation indicate that less experienced teachers are more positively disposed to inclusion of special students in their classrooms as compared to more experienced teachers. The difference between their responses is significant ($p < 0.001$). In this case, the mean score of more experienced teachers represents a slightly negative attitude (3.49 ± 0.20) while less experienced teachers score a mean score of 3.79 ± 0.23 with the neutral response being 3.5 (figure 6.3).

These results suggest that less experienced teachers have more positive attitudes compared with those teachers who are more experienced in their teaching activities (figure 6.10) and the overall difference between the two groups is significant ($p < 0.001$).

6.3.6 Contact with disabled family member differences

In Table 6.8, the total responses for teachers with disability in the family and teachers with no disabled member in the family towards four aspects of inclusive education for special students are presented and the results of a difference test (Students't), is reported.

Regarding the ATIES Factor 1 (Academic) which represents acceptance of students who perform poorly in academic subjects as compared with their peers into the classroom, the results indicate that the difference between their responses is not significant ($p < 0.05$) and both the groups are almost neutral in their attitudes towards integrated attitudes.

For the ATIES Factor 2 (Behavioural) which relates to acceptance of the students who display disruptive behaviours, the results indicate that teachers with a disabled family member are more positively disposed than the teachers without a disabled family member for the inclusion of special students in mainstream education. The difference between their responses is significant ($p < 0.05$), with both the groups having positive regard for the inclusion of special students into their classrooms. The mean score of teachers with a disabled family member is very positive (3.89 ± 0.53) while those teachers who do not have a disabled family member also have a positive mean score of (3.55 ± 0.22) towards behavioural inclusion of special students.

Turning to the ATIES Factor 3 (Physical), which relates to acceptance of the students who require physical accommodations, the results indicate that the difference between their responses is not significant ($p < 0.05$). The mean score of teachers with a disability in their family is 3.20 ± 0.65 while the mean score of those teachers who do not have a disability in their family is 3.13 ± 0.24 .

Table 6.8 Disability in Family Differences Attitudes towards Inclusive Education Scale (ATIES)

Attitude Scores (Dis. In Family)	With Disability \bar{x} (SD)	Without Disability \bar{x} (SD)	t	Sig. (2-tailed)	CI Dis. , No Dis.
ATIES Factor 1 (Academic)	3.42 (0.85)	3.50 (0.93)	-0.647	P< 0.52	0.47, 0.18
ATIES Factor 2 (Behaviour)	3.89 (0.96)	3.55 (1.17)	2.309 *	P< 0.024	0.53, 0.22
ATIES Factor 3 (Physical)	3.20 (1.17)	3.13 (1.24)	0.389	P< 0.699	0.65, 0.24
ATIES Factor 4 (Social)	4.61 (0.92)	4.29 (1.05)	2.256 *	P< 0.027	0.51, 0.2
Attitude Mean Score (Total ATIES)	3.78 (0.71)	3.62 (0.87)	1.467 *	P< 0.147	0.4, 0.17

(n= 470)

CI = Confidence Interval
 Dis. = Teachers with a disabled family member
 No DIS = Teachers with no disabled family member

* Represents a significant difference between responses of genders at the 95% confidence level ($p < 0.05$)

Response 1= Strongly Disagree
 Response 6= Strongly Agree
 Neutral response=3.5

In this table a higher mean score indicates that participants have a greater positive attitude to the inclusion of special students in mainstream.

Finally, regarding the ATIES Factor 4 (Social) which measures participants' attitudes towards students who require social accommodation, the results indicate that the teachers with a disabled family member are more positive than the teachers without a disabled family member. Both groups of teachers have a very positive mean scores (4.61 ± 0.51 and 4.29 ± 0.20) for the social inclusion of the special students in the inclusive setting of the education. The difference between their responses is significant ($p < 0.05$).

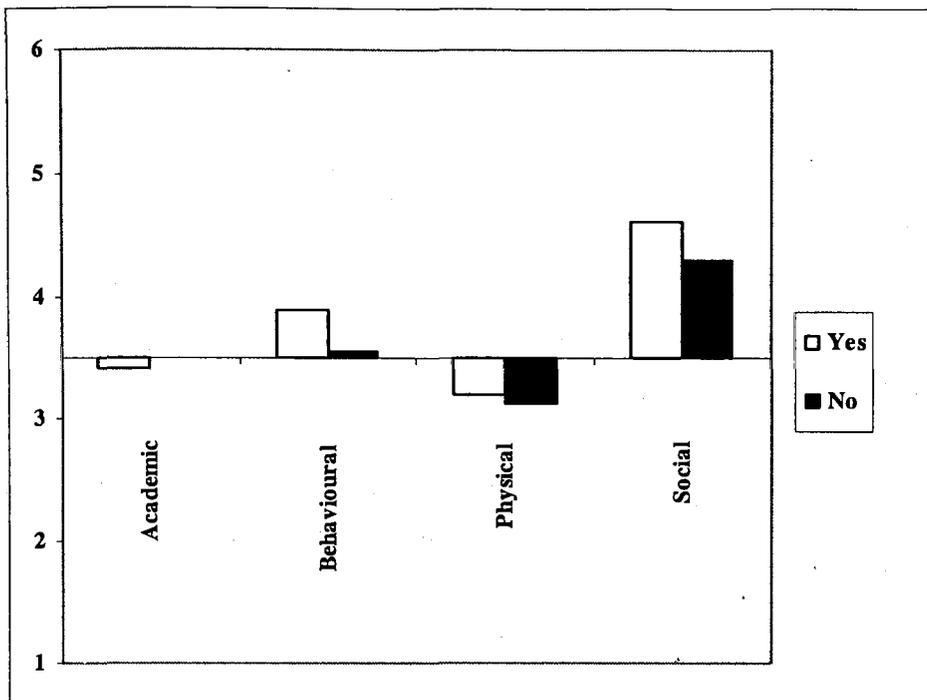


Figure 6.10 Attitudes of teachers having or not having a disabled family member

Considering the overall response (Total ATIES mean score) of the informants to the inclusion of special students in mainstream teaching activities, the results of this investigation indicate that teachers with disability in their family are more positively disposed to inclusion of special students in their classrooms compared with teachers without a disability in their family. In both the cases, both the groups have positive regard for the inclusion of special students into their classrooms (3.62 ± 0.17) for teachers without disability in their family and 3.78 ± 0.40 for teachers with disability in their family for integrating special students into their classrooms. The difference between their responses is significant ($p < 0.05$).

The results suggest that those teachers who are living with a disabled family member have more positive attitudes towards inclusive education compared to those teachers who are not living with a disabled family member (figure 6.11). The overall results indicate that the differences between the two groups are also significant ($p < 0.05$).

6.3.7 Focus on disability differences:

Table 6.9 summarises the responses for teachers with a focus on disability during their Tertiary Education and the teachers with no focus on disability during their Tertiary Education in relation to four aspects of inclusive education for special students. The results of a difference test (Student's t test), is also reported.

Regarding the ATIES Factor 1 which represents poorly performing students in academic subjects compared with their peers into the classroom, the results indicate that the difference between their responses is not significant ($p < 0.05$) and the results show that the mean score of teachers with no focus on disability is almost at the neutral point (3.48 ± 0.52) but the difference between their responses is not significant ($p < 0.05$).

For the ATIES Factor 2 (Behavioural) which relates to acceptance of students who display disruptive behaviours, the difference between responses is not significant ($p < 0.05$). In this case, the mean score of both the groups have positive attitudes towards academic inclusion of special students in inclusive education (3.58 ± 0.22 , 3.72 ± 0.62) but the difference between their responses is not significant ($p < 0.05$).

Regarding the ATIES Factor 3 (Physical), which relates to acceptance of students who require physical accommodations, the results indicate that the difference between their responses is not significant ($p < 0.05$) although the mean score of both the groups is below the neutral point. The mean score of teachers with no focus on disability represents a negative attitude (3.13 ± 0.23) and those teachers possessing a focus on disability also displayed a negative score (3.19 ± 0.79) with a neutral response being 3.5.

Table 6.9 Focus on Disability: Differences Attitudes towards Inclusive Education Scale (ATIES)

Attitude Scores (Focus on Disability)	Teachers with Focus \bar{x} (SD)	Teachers With No Focus \bar{x} (SD)	t	Sig. (2-tailed)	CI Focus, No focus
ATIES Factor 1 (Academic)	3.59 (0.75)	3.48 (0.93)	0.72	P< 0.47	0.52, 0.18
ATIES Factor 2 (Behaviour)	3.72 (0.9)	3.58 (1.17)	0.82	P< 0.41	0.62, 0.22
ATIES Factor 3 (Physical)	3.19 (1.15)	3.13 (0.24)	0.26	P< 0.79	0.79, 0.23
ATIES Factor 4 (Social)	4.58 (0.77)	4.31 (1.06)	1.87	P< 0.06	0.53, 0.2
Attitude Mean Score (Total ATIES)	3.77 (0.65)	3.62 (0.87)	1.16	P< 0.25	0.45, 0.17

(n = 470)

CI = Confidence Interval

Focus = Teachers having a focus on disability

No Focus = Teachers having no focus on disability

Response 1 = Strongly Disagree

Response 6 = Strongly Agree

Neutral response=3.5

In this table a higher mean score indicates that participants have a greater positive attitude to the inclusion of special students in mainstream.

Finally, regarding the ATIES Factor 4 (Social) which measures participants' attitudes towards students who require social accommodations, the results indicate that the teachers with a focus on disability are more positive than the teachers with no focus on disability. Both groups of teachers have positive mean scores (4.58 ± 0.53 and 4.31 ± 0.20) for the social inclusion of the special students in mainstream education. The difference between their responses is not significant ($p < 0.05$).

Considering the overall response (Total ATIES Mean score) of the informants to the inclusion of special students in mainstream teaching activities, the results of this investigation indicate that the difference between their responses is not significant

($p < 0.05$) although both groups have a positive regard for the inclusion of special students into their classrooms (3.77 ± 0.45 and 3.62 ± 0.45) respectively with a neutral response being 3.5 (figure 6.6).

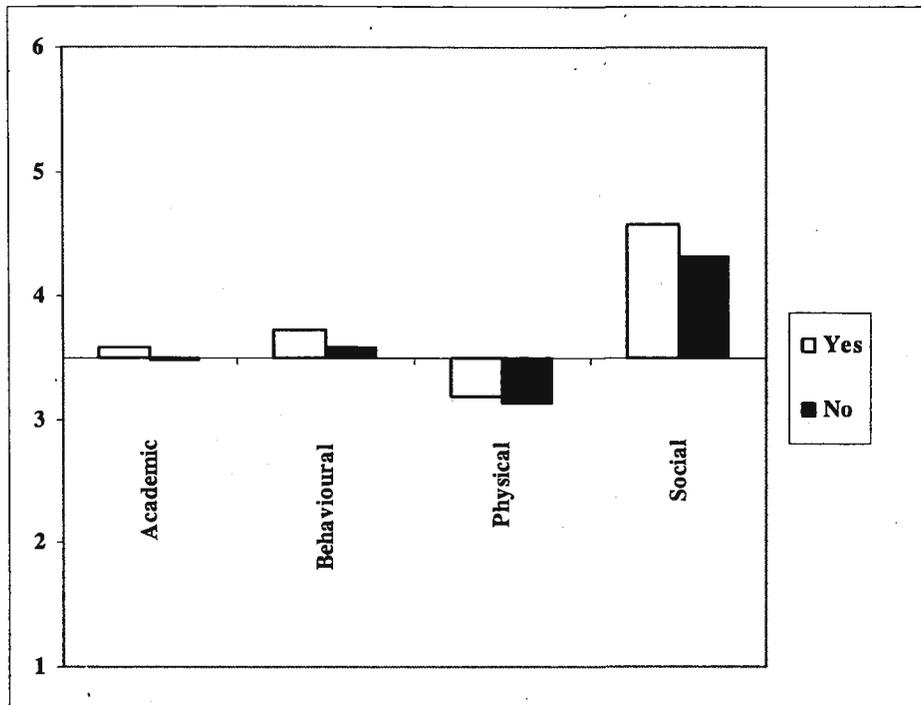


Figure 6.11 Attitudes of teachers with or without focus on disability

The results suggests that the teachers with a focus on disability during their tertiary education show slightly more positive attitudes towards inclusive education compared with those teachers who had no focus on disability (figure 6.12). The overall results indicate that the differences between the two groups are not significant ($p < 0.05$).

6.3.8 Focus on special education differences:

In Table 6.10, the responses for teachers with focus on Special Education in their tertiary education and the teachers with no focus on special education in their Tertiary Education towards four aspects of inclusive education for special students are presented and the results of a difference test, (Student’s t test), is reported.

Regarding the ATIES Factor 1 which represents acceptance of students who perform poorly in academic subjects compared to their peers into the classroom, the results indicate that the teachers with no focus on Special Education are less positive than those teachers who have a focus on Special Education and the inclusion of these students in mainstream education. The difference between their responses is significant ($p < 0.05$). In this case, the mean score of teachers with no focus on disability represents a slightly negative attitude (3.48 ± 0.17) while those teachers with a focus on Special Education score a mean score of (3.79 ± 0.58). Those teachers, who had a focus on Special Education, are more positive towards academic inclusion of special students in mainstream education.

For the ATIES Factor 2 (Behavioural) which relates to acceptance of the students who display disruptive behaviours, the results indicate that the teachers with no focus on disability are less positive than those teachers who have a focus on disability towards the inclusion of these students in the mainstream of education. The difference between their responses is significant ($p < 0.01$). In this case, the mean score of teachers with no focus on disability represents a slightly positive attitude (3.55 ± 0.22) while teachers having a focus on Special Education are much more positive (4.26 ± 0.81) towards the academic inclusion of special students in inclusive education.

Regarding the ATIES Factor 3 (Physical), which relates to acceptance of the students who require physical accommodation the results indicate that the teachers with no focus on Special Education are less positive than those teachers who have a focus on special education towards the inclusion of these students in the mainstream of education. The difference between their responses is significant ($p < 0.05$). The mean score of teachers with no focus on Special Education represents a negative attitude (3.10 ± 0.23) and those teachers possessing a focus on Special Education have a positive score (3.81 ± 0.11) with a neutral response being 3.5.

Table 6.10 Focus on Special Education Differences in Attitudes towards Inclusive Education Scale (ATIES)

Attitude Scores (Focus on Special Education)	With Focus \bar{x} (SD)	Without Focus \bar{x} (SD)	t	Sig. (2-tailed)	CI Focus, No Focus
ATIES Factor 1 (Academic)	3.79 (0.70)	3.48 (0.93)	2.02 *	P< 0.05	0.58, 0.17
ATIES Factor 2 (Behaviour)	4.26 (0.98)	3.55 (1.55)	3.3**	P< 0.003	0.81, 0.22
ATIES Factor 3 (Physical)	3.81 (1.36)	3.1 (1.22)	2.45*	P< 0.022	0.11, 0.23
ATIES Factor 4 (Social)	4.85 (0.81)	4.3 (1.05)	3.12**	P< 0.004	0.66, 0.20
Attitude Mean Score (Total ATIES)	4.18 (0.76)	3.61 (0.86)	3.45**	P< 0.002	0.63, 0.16

(n = 470)

CI = Confidence Interval

Focus = Teachers having a focus on Special education

No Focus= Teachers having no focus on Special education

* Represents a significant difference between responses of genders at the 95% confidence level (p< 0.05)

** Represents a significant difference between responses of genders at the 99% confidence level (p<0.01)

Response 1 = Strongly Disagree

Response 6 = Strongly Agree

Neutral response=3.5

In this table a higher mean score indicates that participants have a greater positive attitude to the inclusion of special students in mainstream.

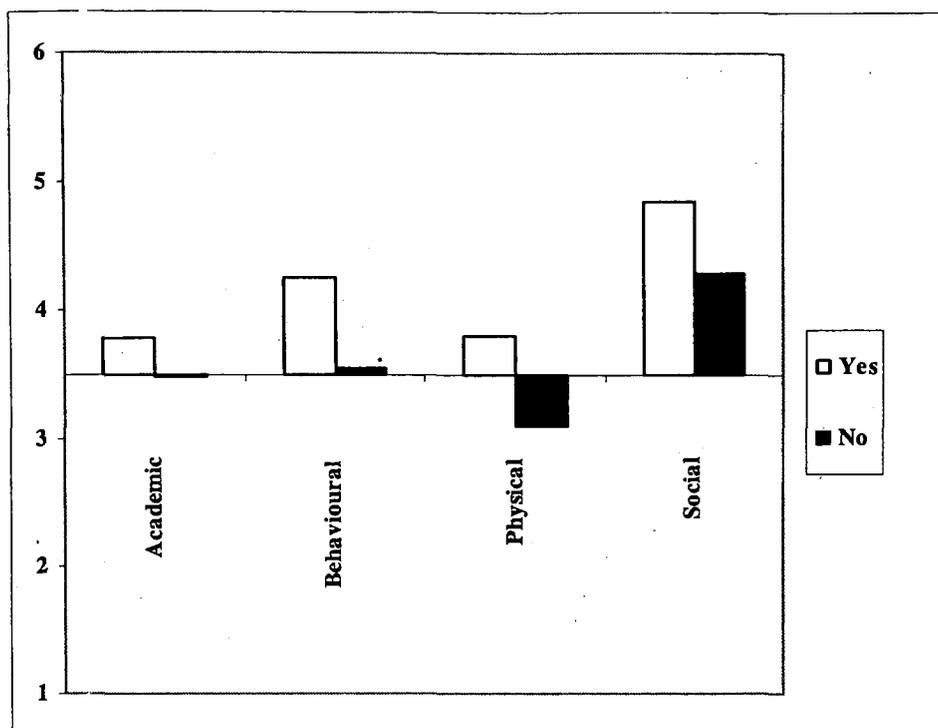


Figure 6.12 Attitudes of teachers with and without focus on Special Education

Finally, regarding the ATIES Factor 4 (Social) which measures participants' attitudes towards students who require social accommodation, the results indicate that the teachers with a focus on Special Education are more positive than the teachers with no focus on Special Education. Both groups of teachers have positive mean scores (4.85 ± 0.66) and (4.30 ± 0.20) for the social inclusion of the special students in the inclusive setting of the education. The difference between their responses is significant ($p < 0.01$).

Considering the overall response (Total ATIES Mean score) of the informants to the inclusion of special students in mainstream teaching activities, the results of this investigation indicate that teachers with no focus on Special Education are less positively disposed to inclusion of special students in their classrooms as compared to those teachers with a focus on special education although both score above the mean. The difference between their responses is significant ($p < 0.01$). Both the groups have a very positive regard for the inclusion of special students into their classrooms. The mean score for teachers with a focus on Special Education is 4.18 ± 0.63 and for teachers without a focus on Special Education are 3.61 ± 0.16 with a neutral response being 3.5 (figure 6.3).

The results suggest that the teachers with a focus on Special Education either during their tertiary education or during their in-service trainings, show slightly more positive attitudes towards inclusive education compared with those teachers with no focus on special education. (Figure 6.13). The overall results indicate that the differences between their responses are significant ($p < 0.01$).

6.3.9 Knowledge of the Act differences

Table 6.11, shows the disaggregated responses for teachers with knowledge of The Act (PDA, 1995) and with no knowledge of the Act towards four aspects of inclusive education for special students. A difference test, (Student's t test), is reported in this research.

Regarding the ATIES Factor 1 which represents acceptance of students who perform poorly in academic subjects as compared to their peers into the classroom, the results indicate that the difference between their responses is not significant ($p > 0.05$). In this case, the mean score of teachers with no knowledge of the PDA Act represents a very positive attitude (3.66 ± 1.08) and teachers with knowledge of the act show a score of 3.47 ± 0.19 towards academic inclusion of special students in mainstream education but there is no significant difference ($p < 0.05$) between the two groups.

For the ATIES Factor 2 (Behavioural) which relates to acceptance of the students who display disruptive behaviours, the results indicate that the difference between their responses is not significant ($p < 0.05$). In this case, both the groups possess positive attitudes (3.56 ± 0.91 and 3.66 ± 0.24) towards the academic inclusion of special students in mainstream education.

Table 6.11 Knowledge of The Persons with Disabilities Act (PDA 95) Differences in Attitudes Towards Inclusive Education scale (ATIES)

Attitude Scores (Knowledge of PDA)	With Knowledge \bar{X} (SD)	Without Knowledge \bar{X} (SD)	t	Sig. (2-tailed)	CI Knowledge. No Knowledge
ATIES Factor 1 (Academic)	3.47 (0.90)	3.54 (1.00)	-0.59	P< 0.556	1.08, 0.19
ATIES Factor 2 (Behaviour)	3.56 (1.15)	3.66 (1.13)	-0.818	P< 0.414	0.91, 0.24
ATIES Factor 3 (Physical)	3.11 (1.22)	3.20 (1.26)	-0.642	P< 0.522	1.24, 0.26
ATIES Factor 4 (Social)	4.36 (0.99)	4.22 (1.19)	1.122	P< 0.26	1.03, 0.21
Attitude Mean Score (Total ATIES)	3.63 (0.83)	3.65 (0.94)	-0.279	P< 0.781	0.95, 0.17

(n = 470)

CI= Confidence Interval

Knowledge= Teachers having knowledge of PDA

No Knowledge= Teachers having no knowledge of PDA

Response 1=Strongly Disagree

Response 6= Strongly Agree

Neutral response=3.5

In this table a higher mean score indicates that participants have a greater positive attitude to the inclusion of special students in mainstream.

Regarding the ATIES Factor 3 (Physical), which relates to acceptance of the students who require physical accommodation, the results indicate that the difference between their responses is not significant ($p < 0.05$). The mean score of both the groups (teachers with no knowledge of the Act and with knowledge of the Act) is a negative score in this category (3.20 ± 0.26 and 3.11 ± 1.24) with a neutral response being 3.5.

Finally, regarding the ATIES Factor 4 (Social) which measures participants' attitudes towards students who require social accommodation, the results indicate that both groups of teachers have positive mean scores (4.36 ± 1.03 and 4.22 ± 0.21) for the social inclusion of the special students in mainstream education although the difference between their responses is not significant ($p < 0.05$).

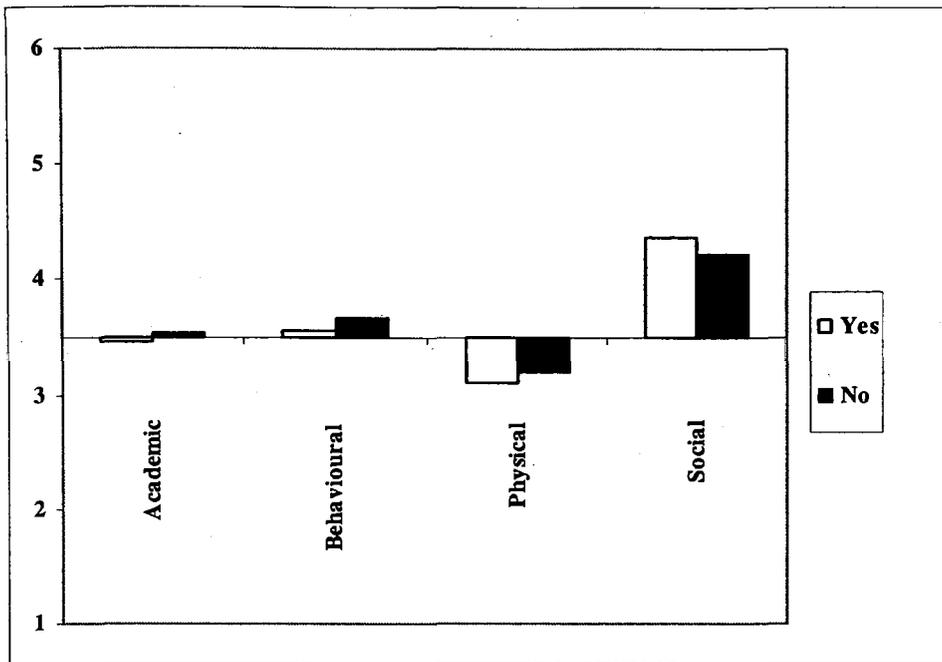


Figure 6.13 Attitudes of teachers with or without knowledge of PDA (1995)

Considering the overall response (Total ATIES Mean score) of the informants to the inclusion of special students in mainstream teaching activities, the results of this investigation indicate that the difference between their responses is not significant ($p < 0.05$). In this case, the mean scores of both the groups have positive attitudes (3.63 ± 0.95 and 3.65 ± 0.17).

The results show surprising results that the teachers without knowledge of PDA (1995) show slightly more positive attitudes towards inclusive education compared to those teachers who have knowledge of the Act (figure 6.14). The overall results indicate that the difference between their responses is not significant ($p < 0.05$).

6.3.10 Level of confidence differences

In Table 6.12, all the responses for teachers with confidence for inclusive education and the teachers with no confidence for inclusive education towards four aspects of inclusive education for special students are presented. The results of a difference test, (Student's t), is also reported in this research.

Regarding the ATIES Factor 1 which represents acceptance of students who perform poorly in academic subjects as compared to their peers into the classroom, the results indicate that the difference between their responses is not significant ($p < 0.05$). In this case, the mean score of highly confident teachers represents a slight negative attitude (3.42 ± 0.47) while the response of the teachers with less confidence is neutral (3.50 ± 0.18) towards academic inclusion of special students in mainstream education.

For the ATIES Factor 2 (Behavioural) which relates to acceptance of the students who display disruptive behaviours, the results indicate that highly confident teachers are again more positively disposed than the teachers without confidence for the inclusion of special students in mainstream education. The difference between their responses is significant ($p < 0.05$). The confident teachers' mean score represents a very positive attitude (3.89 ± 0.53) while less confident teachers' mean response is slightly negative (3.55 ± 0.22) towards behavioural inclusion of special students in mainstream education.

Turning to the ATIES Factor 3 (Physical), which relates to acceptance of the students who require physical accommodations, the results indicate that the difference between their responses is not significant ($p > 0.05$) with the confident teachers' mean score being 3.20 ± 0.65 and the less confident teachers' mean score being 3.13 ± 0.24 .

Table 6.12 Teachers' Level of Confidence Differences in Attitudes towards Inclusive Education Scale (ATIES)

Attitude Scores (Level of Confidence)	Confident Teachers \bar{x} (SD)	Not Confident Teachers \bar{x} (SD)	t	Sig. (2-tailed)	CI Confident, no confident
ATIES Factor 1 (Academic)	3.42 (0.85)	3.50 (0.93)	-0.647	P< 0.52	0.47, 0.18
ATIES Factor 2 (Behaviour)	3.89 (0.96)	3.55 (1.17)	2.309*	P< 0.024	0.53, 0.22
ATIES Factor 3 (Physical)	3.20 (1.17)	3.13 (1.24)	0.389	P< 0.699	0.65, 0.24
ATIES Factor 4 (Social)	4.61(0.92)	4.29 (1.05)	2.256 *	P< 0.027	0.51, 0.2
Attitude Mean Score (Total ATIES)	3.78 (0.71)	3.62 (0.87)	1.467	P< 0.147	0.4, 0.17

(n=470)

CI= Confidence Interval

Confident= Teachers having confidence

No confidence= Teachers having no confidence

* Represents a significant difference between responses of genders at the 95% confidence level ($p < 0.05$)

** Represents a significant difference between responses of genders at the 99% confidence level ($p < 0.01$)

*** The difference between their responses is very highly significantly different at the 100% confident level.

Response 1= Strongly Disagree

Response 6= Strongly Agree

Neutral response=3.5

In this table a higher mean score indicates that participants have a greater positive attitude to the inclusion of special students in mainstream.

Finally, regarding the ATIES Factor 4 (Social) which measures participants' attitudes towards students who require social accommodations, the results indicate that highly confident teachers are only slightly more positive than the non confident teachers. Both groups of teachers have very positive mean scores (4.63 ± 0.51 and 4.24 ± 0.20) for the social inclusion of the special students in mainstream education. The difference between their responses is significant ($p < 0.05$).

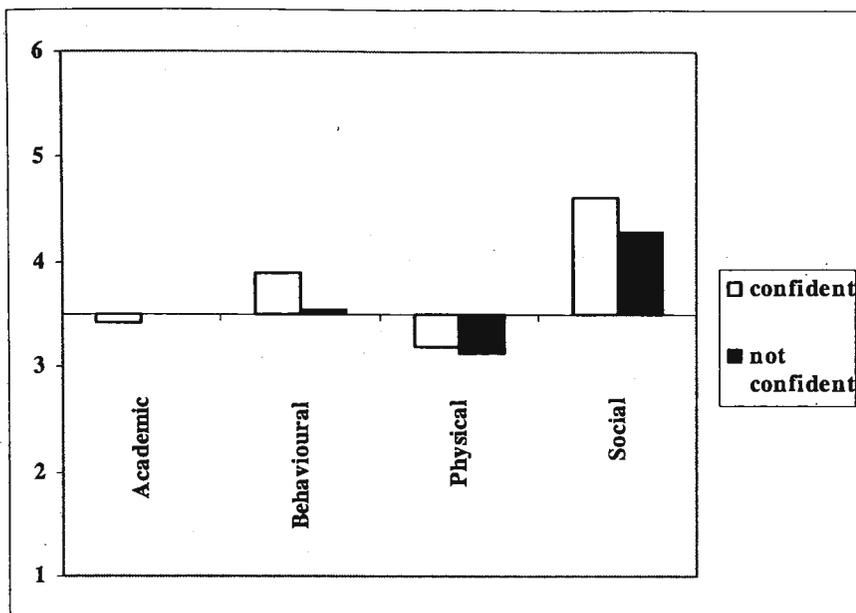


Figure 6.14 Attitudes of teachers having low and high confidence levels

Considering the overall response (Total ATIES Mean score) of the informants to the inclusion of special students in mainstream teaching activities, the results of this investigation indicate that both the groups have a positive regard for the inclusion of special students into their classrooms. Teachers without confidence (3.78 ± 0.40) and teachers with confidence (3.62 ± 0.17) both are positively disposed towards integrated education. The difference between their responses is not significant ($p > 0.05$).

The results suggests that those teachers who are highly confident towards inclusive education show slightly more positive attitudes towards inclusive education compared to those teachers who are lacking confidence (figure 6.15). The overall results show that the difference between the two groups is not significant ($p < 0.05$).

6.3.11 Conclusion

The results associated with teachers' attitudes show that the teachers who are more positive about integrated education are male and younger teachers, who are graduates and therefore less experienced teachers. Those teachers who have a disabled family member at home and who have no focus on disability during their tertiary education are also found to be more positive towards integrated education in Vidya Bharti Management schools.

Part 2 of Results

Section 3: Teachers' Concerns about Integrated Education

Inclusive education is concerned with removing all barriers to learning, and with the participation of all learners' vulnerability to exclusion and marginalisation. It is a strategic approach designed to facilitate learning success for all children. It addresses the common goals of decreasing and overcoming all exclusion from the human right to education, at least at the elementary level, and enhancing access, participation and learning success in quality basic education for all. (UNESCO, 2000)

6.4 Introduction of teachers' concerns

This section of the chapter reports the results of the survey investigating secondary school teachers' concerns regarding the integration of students with disabilities into their regular classroom. This is based on the data gathered from the Vidya Bharti Management schools in New Delhi using the Concerns about Integrated Education (CIE) Scale developed by Sharma and Desai (2001) and was used to analyze the major concerns of the teachers.

The CIE scale was designed to measure the concern of school principals and classroom teachers regarding the integration of students with disabilities into regular school programmes. The scale consists a four point Likert-type classification with responses labelled Extremely Concerned (4), Very Concerned (3), A Little Concerned (2) Not Concerned At All (1) to measure the level of educators' concerns. The Statistical package for Social Sciences (SPSS) was used to undertake the statistical analysis of the data.

The CIE scale was easy to administer and the validity of the scale was addressed by Sharma and Desai (2001) through a panel of experts. The reliability coefficient for the scale was found 0.91. The Scale was first tested on Indian educators by Sharma and Desai (2001) and found to be both reliable and valid. An educator's concern score on CIE may range from 21 to 84; with a high score on CIE scale indicating that the respondent is highly concerned about integrating the students with disabilities in the classrooms compared with those respondents with lower scales. The respondent who marks 'Not Concerned At All' in all the 21 questions gets a score of 21 score; while a respondent who marks 'Very concerned' in all the 21 questions obtains a score of 84.

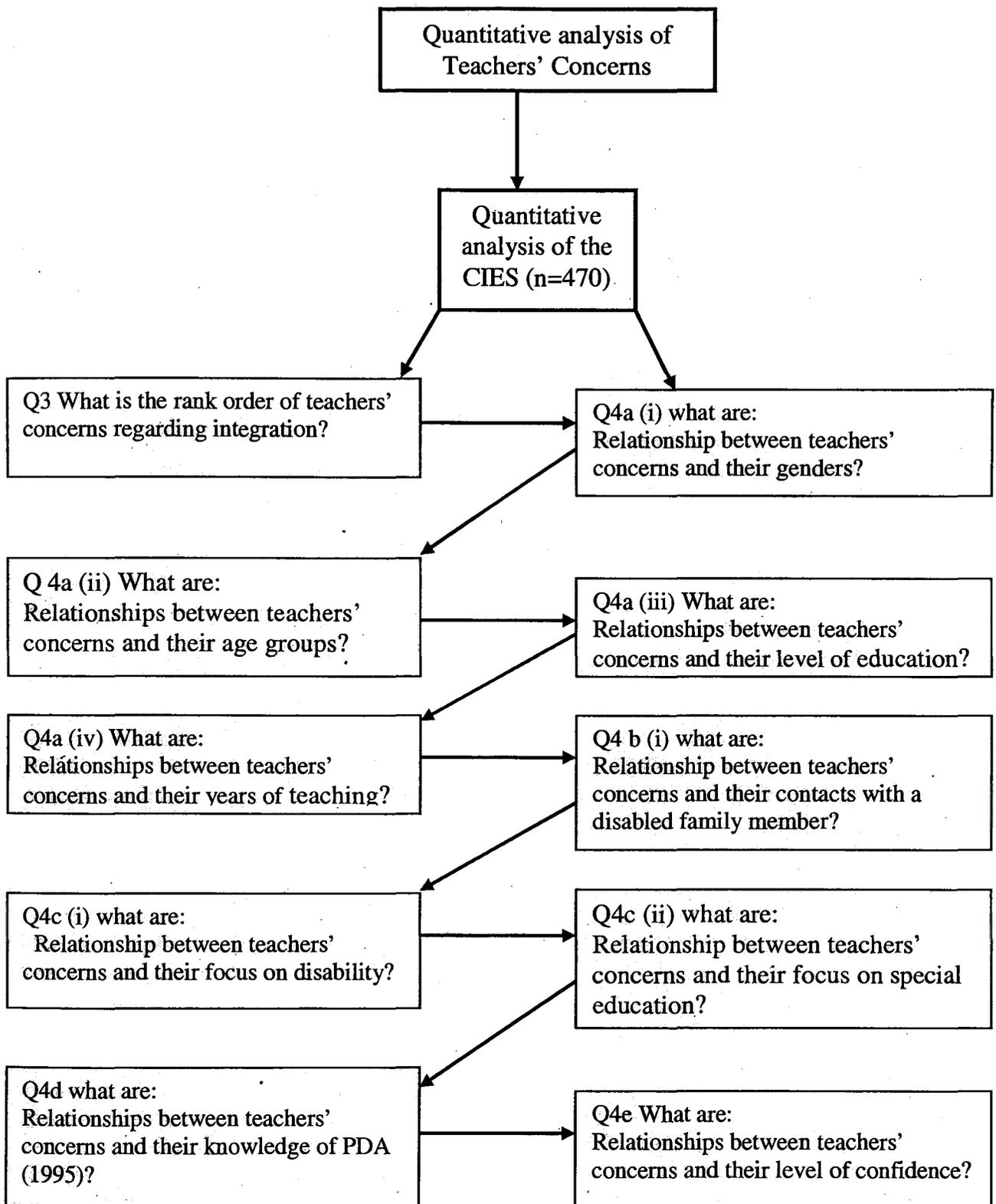


Figure 6.15 An outline of Part 2 of Chapter 6

Figure 6.16 has been provided to assist the reader to follow the layout of Part 2 of the Chapter, in particular to appreciate the way in which the quantitative results of teachers' concerns towards integrated education and the analysis has been integrated and reported for each question.

6.4.1 Rank order of Teachers' Concerns

Q3 What is the rank order of importance attached to each concern by the teachers regarding the integration of students with disabilities?

In the present study, the CIES has been used to assess teachers' concerns in relation to four factors:

1. Teachers' concerns for resources (Factor I),
2. Teachers' concerns for acceptance of special students (Factor II),
3. Teachers' concerns for academic standard of the classrooms (Factor III), and
4. Teachers' concerns for the workload in inclusive settings (Factor IV).

Unlike the Attitudes towards Integrated Education Scale (ATIES), this scale has a Likert scale of one to four therefore; the mean score is 2.5 compared to the ATIES, where the mean score was 3.5.

Table 6.13 Rank Order of Teachers' Concerns for Integrated Education

Item of concern (Abbreviated)*	Mean of concern	Factor
Inadequate Para-professional staff (8)	2.93	I
Inadequate instructional materials (14)	2.85	I
integrating students lacking self help skills (19)	2.78	III
Inadequate resources/Special Education Staff (13)	2.76	I
Inadequate administrative support (20)	2.75	I
Inappropriate infrastructure (12)	2.71	I
Lack of knowledge and skills (3)	2.70	II
Difficult to divide attention (18)	2.56	III
Not enough funds (7)	2.56	I
Non- acceptance by non-disabled students (5)	2.26	II
Not enough time (1)	2.22	II
Decline of academic achievement of non-disabled students (17)	2.22	IV
Difficult to maintain discipline (2)	2.21	II
Non-acceptance by parents (6)	2.20	II
Decline of school academic standard (15)	2.19	III
High anxiety and stress in teachers (21)	2.16	III
Additional paper work (4)	2.15	IV
Increased stress level in other staff (11)	2.03	IV
Decline of educators' performance (16)	1.95	III
Increased workloads (10)	1.84	IV
Lack of incentives (9)	1.72	IV

- Number in parenthesis indicates the serial number of each concern item on the CIES.

Table 6.13 indicates that the teachers were not concerned about their increasing workload (Mean = 1.84) or lack of incentives (Mean = 1.72). These two concerns have the lowest mean scores but the teachers were more concerned about inadequate Para-professional staff (Mean = 2.93), inadequate instructional material (Mean = 2.85) and lack of skills (Mean = (2.78). The teachers were not concerned about their increasing level of stress (Mean = 2.03) but they were concerned about inappropriate infrastructure and inadequate special education staff (Mean = 2.76) and inadequate administrative support (Mean = 2.75) to implement the inclusive education program.

Table 6.14 Teachers' Level of Concerns for Integrated Education

Item		Responses n=470	
		M	Factor
No.	More Concerned Factor		
C 08	There will be inadequate Para-professional staff available to support students with disabilities.	2.93	I
C 14	My school will not have adequate special education instructional materials and teaching aides.	2.85	I
C 19	I will not be able to cope with disabled students who do not have adequate self-care skills.	2.78	III
C 13	There will be inadequate resources/special teacher staff available to support inclusion.	2.76	I
C 20	There will be inadequate administrative support to implement the inclusive education program.	2.75	I
Less Concerned			
C 09	I will not receive enough incentives to teach students with disabilities.	1.72	IV
C 10	My workload will increase.	1.84	IV
C 16	My performance as a classroom teacher/school principal will decline.	1.95	III
C 11	Other school staff members will be stressed.	2.03	IV
C 04	I will have to do additional paperwork.	2.15	IV

In Table 6.14 High concern = 4, Low concern = 1, Neutral Point = 2.5.

C = Q. No. of CIE Scale

Table 6.14 shows that teachers were more concerned about their own inadequacy as well as their school's helplessness in providing the Para-professional staff to support students with disabilities (Mean = 2.93) and whether their schools had adequate special education instructional materials and teaching aides (Mean = 2.85). This Table shows clearly that the teachers were less concerned about receiving enough incentives to teach students with disabilities (Mean = 1.72) and increased workloads for teaching students with special needs (Mean = 1.84). They were also much less concerned about their declining performance as teachers and other teachers' stress.

Inclusion of students with challenging needs in regular classrooms continues to be controversial practice for many educators. Though individual teachers and a number of entire school systems have moved to inclusive practice and policies, the greater number of educators favours special classes and schools for many students and integration-withdrawal models for many others. As Siegal and Jausovec (1994) conclude in their report on teacher attitudes in this area, "There is overwhelming evidence that teachers have negative attitudes toward inclusion and teaching students with special needs" (p.87). This research study describes Indian teachers' attitudes and concerns and values teachers find in inclusion.

The Indian National Government has taken a number of initiatives to promote the integration of children with disabilities: Integrated Education of Disabled Children (IEDC), 1974; Project Integrated Education of the Disabled (PIED), 1987; and the passage of The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (Ministry of Law, Justice and Company Affairs, 1996).

Figure 6.17 presents scores on 21 items of CIES indicating that the teachers are not highly concerned about integrated education in their classes. On this 21 item scale, teachers have high concerns for nine items and low concerns about 12 items on the scale. The figure shows that the teachers are mainly concerned about CIES Factor 1 which concerns lack of resources. The teachers are mainly concerned about a lack of appropriate infrastructure in their schools, inadequate resources and special education staff in their schools. The teachers are least concerned about factor four which covers increased workload and lack of incentives.

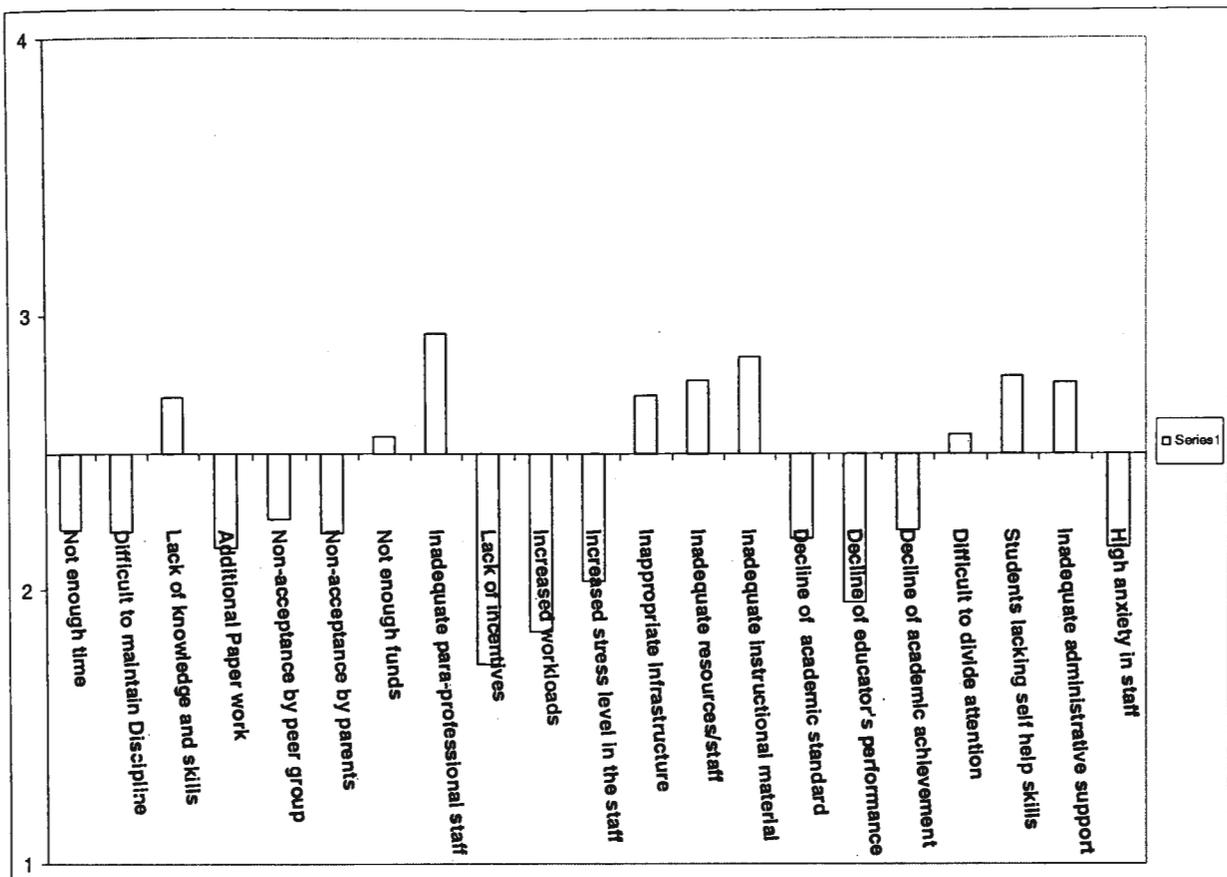


Figure 6.16 Teachers' mean scores on the 21 items of CIES

Section 2.1

6.5 Teachers' Concerns towards Integrated Education

- (i) Gender
- (ii) Age
- (iii) highest level of education
- (iv) Years of teaching

All parts of research question 4 a) were answered by measuring the concern scores of male and female teachers, their different age groups, and according to their level of education and their years of teaching. The significant differences were measured by comparing the mean scores and standard deviation of all the variables and a confidence interval was also compared for the entire different variables.

6.5.1. Gender differences

In Table 6.15, the total responses of male and female teachers towards four aspects of CIE scale for inclusive education for special students are presented, and in this research, a difference test (Students' *t*), is reported.

Considering first the overall response (Total CIE Mean score) of the informants to the inclusion of special students in mainstream teaching activities, the results of the investigation indicate that the difference between their responses is not significant ($p < 0.05$) however, female teachers were more concerned about the inclusion of special students in their classrooms. The concern score of males is 2.30 ± 0.18 while the concern score of the females is 2.40 ± 0.12 .

Regarding the CIES factor 1 (Resources) which represents teachers' concerns for the resources, it was noted that the difference between their responses is not significant ($p < 0.05$) although male teachers were less concerned than the female teachers about lack of resources in the school for the special students. The concern score for male teachers was 2.66 ± 0.25 while the concern scores for female teachers were 2.80 ± 0.16 .

Turning to the CIES factor 2 (Acceptance), which represents teachers' concerns for acceptance of special students, it was noted that the male teachers were less concerned than the female teachers about acceptance of special students in the school. The difference between their responses is not significant ($p > 0.05$). The concern score for the male teachers was 2.28 ± 0.20 while the concern score for the female teachers was 2.34 ± 0.15 .

Table 6.15 Gender Differences in Concerns Towards Integrated Education scale (CIES)

Concern Scores (Gender)	Male \bar{x} (SD)	Female \bar{x} (SD)	t	Sig. (2-tailed)	CI M,F
CIES Factor 1 (Resources)	2.66 (0.76)	2.80 (0.70)	-0.855	P< 0.065	0.25, 0.16
CIES Factor 2 (Acceptance)	2.28 (0.616)	2.34 (0.66)	-0.947	P< 0.344	0.20, 0.15
CIES Factor 3 (Academic Standard)	2.23 (0.69)	2.35 (0.70)	-1.676	P< 0.095	0.22, 0.16
CIES Factor 4 (Workload)	1.91 (0.73)	1.95 (0.70)	-0.611	P< 0.541	0.22, 0.15
Concerns Mean Score (Total CIES)	2.30 (0.55)	2.40 (0.51)	-1.76	P< 0.079	0.18, 0.12

(n = 470)

CI= Confidence Interval
M= males, F= females

* Represents a significant difference between responses of genders at the 95% confidence level (p< 0.05)

** Represents a significant difference between responses of genders at the 99% confidence level (p<0.01)

Response 1= Not Concerned at All

Response 2= A Little Concerned

Response 3= Very Concerned

Response 4= Extremely Concerned

In this table, a higher mean score indicates that participants have a greater positive concern to the inclusion of special students in mainstream education

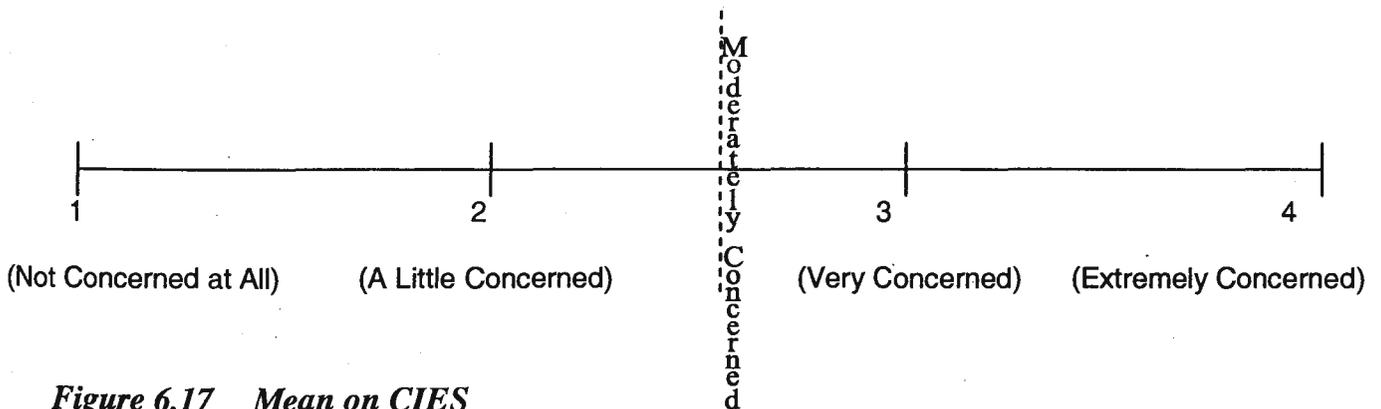


Figure 6.17 Mean on CIES

Table 6.16 Confidence Intervals of Concerns

	Lower Bound	Upper Bound	C.I.
Males			
Resources	2.55	2.79	0.25
Acceptance	2.18	2.38	0.20
Academic Standard	2.12	2.34	0.22
Workload	1.86	2.08	0.22
Total Concern	2.22	2.40	0.18
Females			
Resources	2.73	2.89	0.16
Acceptance	2.27	2.41	0.15
Academic Standard	2.30	2.46	0.16
Workload	1.94	2.08	0.15
Total Concern	2.34	2.46	0.12

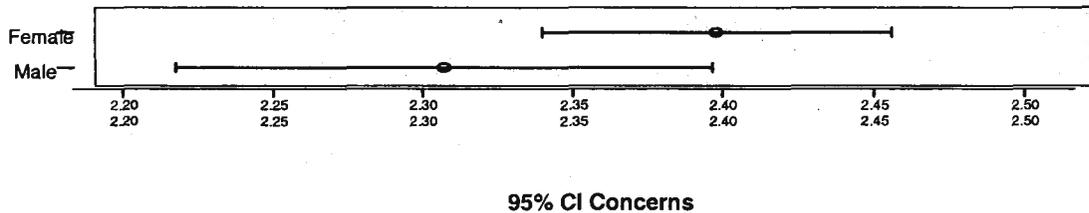


Figure 6.18 Confidence interval

Table 6.16 shows confidence interval of both the genders' concerns and Figure 6.19 shows confidence interval of total CIE. For the CIES factor 3 (Academic Standard) which represents teachers' concerns for the academic standard of the school and classroom, it was noted that the difference between their responses is not significant ($p < 0.05$) The concern score for the male teachers was 2.23 ± 0.22 while the concern score for the female teachers was 2.35 ± 0.16 .

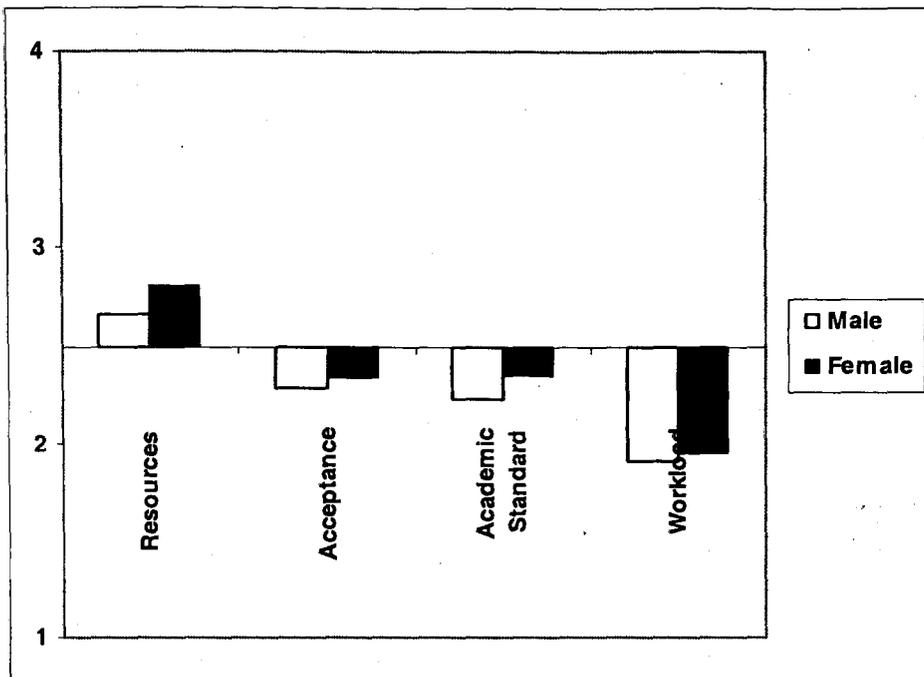


Figure 6.19 Concerns of male and female teachers

Finally regarding the CIES factor 4 (Workload) which represents teachers' concerns for workload, it was noted again that the difference between their responses is not significant ($p > 0.05$). The concern score for the male teachers was 1.91 ± 0.22 while the concern score for the female teachers was 1.95 ± 0.15 .

Figure 6.20 shows concerns of both the groups. Consideration of the overall results suggests that the differences between the two groups is not significant ($p < 0.05$).

6.5.2 Age differences

In Table 6.17, the overall responses for younger and older teachers towards four aspects of integrated education for special students are presented, and the result of a difference test (Students' *t*) is reported in this research.

Table 6.17 Age Differences in Concerns Towards Integrated Education scale (CIES)

Concerns Scores (Age)	Teachers <40 \bar{x} (SD)	Teachers >40 \bar{x} (SD)	t	Sig. (2-tailed)	CI <40,>40
CIES Factor 1 (Resources)	2.73 (0.73)	2.81(0.72)	-1.11	0.268	0.17, 0.22
CIES Factor 2 (Acceptance)	2.30(0.63)	2.34(0.67)	-619	0.536	0.14, 0.21
CIES factor 3 (Academic Standard)	2.32 (0.69)	2.29(0.72)	0.434	0.664	0.16, 0.23
CIES factor 4 (Workload)	1.91(0.70)	1.99(0.73)	-1.167	0.244	0.15, 0.21
Concerns Mean Score (Total CIES)	2.35(0.51)	2.39(0.55)	-0.749	0.454	0.12, 0.17

(n = 470)

CI= Confidence Interval

< 40= teachers below 40 years old

>40 = teachers above 40 years old

* Represents a significant difference between responses of genders at the 95% confidence level ($p < 0.05$)

** Represents a significant difference between responses of genders at the 99% confidence level ($p < 0.01$)

Response 1= Not Concerned at All

Response 2= A Little Concerned

Response 3= Very Concerned

Response 4= Extremely Concerned

In this table, a higher mean score indicates that participants have a greater positive concern to the inclusion of special students in mainstream education

Considering first the overall response (Total CIES Mean score) of the informants to the inclusion of special students in mainstream teaching activities, the results of this investigation indicate that the difference between their responses is not significant ($p > 0.05$). The concern score of older teachers is 2.39 ± 0.17 while the concern score of the younger teachers is 2.35 ± 0.12 . The concerns of both the groups is less than neutral point (2.50) but the difference between the two groups is not significant ($p < 0.05$).

Regarding the CIES factor 1 (Resources) which represents teachers' concerns for the resources, it was noted that younger teachers were less concerned than the older teachers

but the difference between their responses is not significant ($p < 0.05$). The concern score for the older teachers is 2.81 ± 0.22 while the concern score for the younger teachers is 2.73 ± 0.17 .

Turning to the CIES factor 2 (Acceptance) which represents teachers' concerns for acceptance of special students, it was found that the difference between their responses is not significant ($p < 0.05$). The concern score for the younger teachers is 2.30 ± 0.14 while the concern score for the older teachers is 2.34 ± 0.21 .

For the CIES factor 3 (Academic Standard) which represents teachers' concerns for the academic standard of the school and classroom, it was noted that there was a change in the trend. The older teachers were less concerned than the younger teachers about acceptance of special students in the school. The difference between their responses is not significant ($p < 0.05$). The concern score for the younger teachers is 2.32 ± 0.16 while the concern score for the older teachers is 2.29 ± 0.23 .

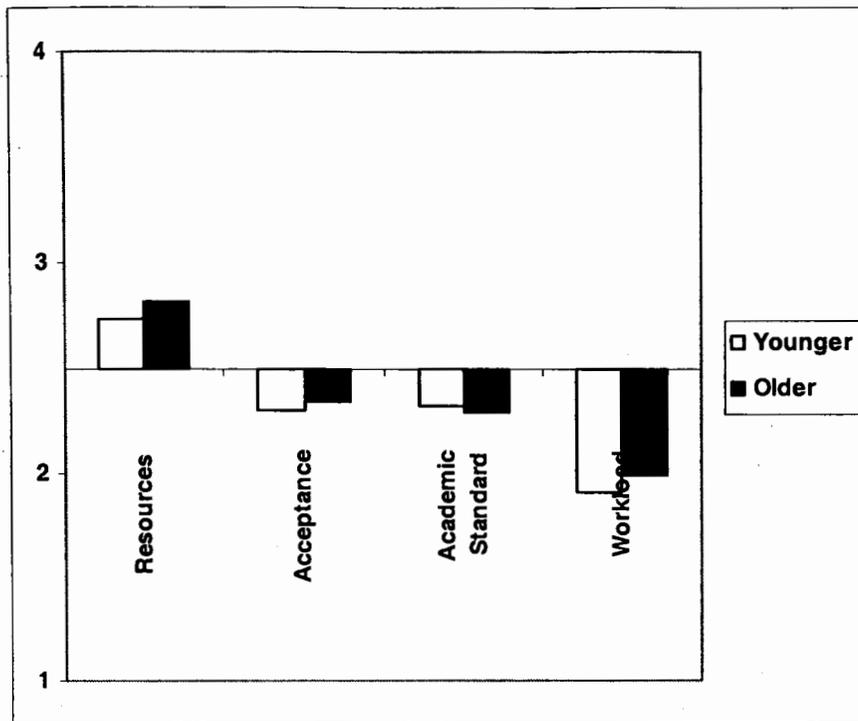


Figure 6.20 Concerns of the younger and older teachers

Finally regarding the CIES factor 4 (Workload) which represents teachers' concerns for workload, it was reported that again the difference between their responses is not significant ($p < 0.05$). The concern score for the younger teachers is 1.91 ± 0.15 while the concern score for the female teachers is 1.99 ± 0.21 .

Figure 6.21 shows concerns of both the groups. Consideration of the overall results suggests that the differences between the two groups is not significant ($p < 0.05$).

6.5.3. Educational differences

In Table 6.18, the overall responses for graduate teachers and postgraduate teachers towards four aspects of inclusive education for special students are presented, and the result of a difference test is reported.

Considering first the overall response (Total CIES Mean score) of the informants to the inclusion of special students in mainstream teaching activities, the results of the investigation indicated that the difference between their responses is not significant ($p < 0.05$). The concern score of graduate teachers is 2.41 ± 0.16 while the concern score of the postgraduate teachers is 2.35 ± 0.12 .

Regarding the CIES factor 1 (Resources) which represents teachers' concerns for the resources, it was noted that the difference between their responses is not significant ($p < 0.05$). The concern score for the postgraduate teachers is 2.71 ± 0.17 while the concern score for the graduate teachers is 2.83 ± 0.22 .

Turning to the CIES factor 2 (Acceptance), which represents teachers' concerns for acceptance of special students, it was noted that the difference between their responses is not significant ($p < 0.05$). The concern score for the post-graduate teachers is 2.31 ± 0.15 while the concern score for the graduate teachers is 2.33 ± 0.19 . The difference is only slight but it shows the higher concern of those teachers who are graduates.

For the CIES factor 3 (Academic Standard) which represents teachers' concerns for the academic standard of the school and classroom, the difference between their responses is not significant ($p < 0.05$). The concern score for the post graduate teachers is 2.28 ± 0.16 while the concern score for the graduate teachers is 2.37 ± 0.21 .

Table: 6.18 Education Differences in Concerns Towards Integrated
Education scale (CIES)

Concerns Scores (Education)	Graduate Teachers \bar{x} (SD)	Post Graduate teachers \bar{x} (SD)	t	Sig. (2- tailed)	CI Grad., Post Grad.
CIES Factor 1 (Resources)	2.83 (0.71)	2.71(0.73)	1.663	P< 0.097	0.22, 0.17
CIES Factor 2 (Acceptance)	2.33 (0.64)	2.31 (0.65)	0.353	P< 0.724	0.19, 0.15
CIES Factor 3 (Academic Standard)	2.37(0.70)	2.28 (0.70)	1.357	P< 0.176	0.21, 0.16
CIES Factor 4 (Workload)	1.96 (0.75)	1.93 (0.69)	0.33	P< 0.742	0.21, 0.15
Concerns Mean Score (Total CIES)	2.41 (0.52)	2.35 (0.53)	1.345	P< 0.179	0.16, 0.12

(n = 470)

CI = Confidence Interval
Grad = Graduate Teachers
Post Grad. = Postgraduate Teachers

* Represents a significant difference between responses of genders at the 95% confidence level (p< 0.05)

** Represents a significant difference between responses of genders at the 99% confidence level (p<0.01)

Response 1 = Not Concerned at All
Response 2 = A Little Concerned
Response 3 = Very Concerned
Response 4 = Extremely Concerned

In this table, a higher mean score indicates that participants have a greater positive concern to the inclusion of special students in mainstream education

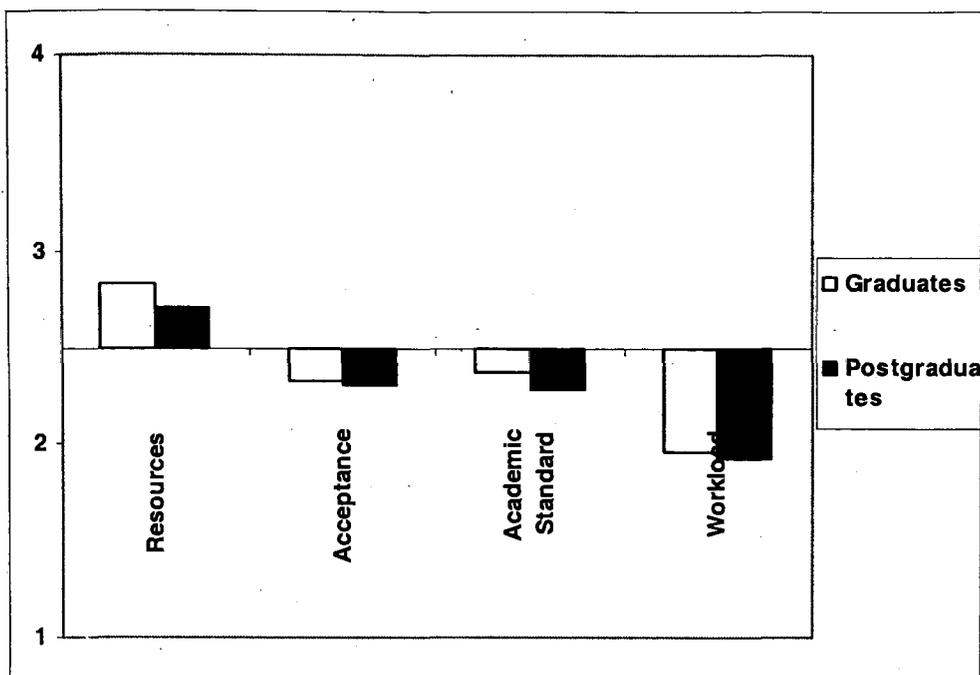


Figure 6.21 Concerns of graduate and postgraduate teachers

Finally regarding the CIES factor 4 (Workload) which represents teachers' concerns for workload, the difference between their responses is not significant ($p < 0.05$). The concern score for the postgraduate teachers is 1.93 ± 0.15 while the concern score for the graduate teachers is 1.96 ± 0.21 .

Figure 6.22 shows concerns of both the groups. The overall results suggests that the differences between the two groups is not significant ($p < 0.05$).

6.5.4. Teaching experience differences

Table 5.19 depicts the total responses for less experienced teachers and more experienced teachers towards all the four aspects of inclusive education for special students are presented, and the results of a difference test, (Students' *t*) is also shown here.

Considering first the overall response (Total CIES Mean score) of the informants to the inclusion of special students in mainstream teaching activities, the results of the investigation indicate that the difference between their responses is not significant ($p < 0.05$). The concern score of less experience teachers is 2.34 ± 0.14 while the concern score of the more experienced teachers is 2.38 ± 0.13 .

Regarding the CIES factor 1 (Resources) which represents teachers' concerns for the resources, it was noted that the difference between their responses is not significant ($p < 0.05$). The concern score for the less experienced teachers is 2.73 ± 0.20 while the concern score for the more experienced teachers is 2.77 ± 0.18 .

Turning to the CIES factor 2 (Acceptance), which represents teachers' concerns for acceptance of special students, it was noted that the difference between their responses is not significant ($p < 0.05$). The concern score for the less experienced teachers is 2.29 ± 0.17 while the concern score for the more experienced teachers is 2.34 ± 0.16 .

For the CIES factor 3 (Academic Standard) which represents teachers' concerns for the academic standard of the school and classroom, it shows that the difference between their responses is not significant ($p < 0.05$). The concern score for both the groups is $2.31 \pm 0.19, 0.18$.

Finally regarding the CIES factor 4 (Workload) which represents teachers' concerns for workload, it was noted that the difference between their responses is not significant ($p < 0.05$). The concern score for the less experienced teachers is 1.89 ± 0.17 while the concern score for the more experienced teachers is 1.98 ± 0.17 .

Table 6.19 Length of Teaching Experience Differences in Concerns Towards Integrated Education Scale (CIES)

Concerns Scores (Experience)	Less Exp. \bar{x} (SD)	More Exp. \bar{x} (SD)	t	Sig. (2-tailed)	CI Less Exp., More Exp.
CIES Factor 1 (Resources)	2.73 (0.74)	2.77 (0.72)	-0.607	P< 0.544	0.2, 0.18
CIES Factor 2 (Acceptance)	2.29 (0.62)	2.34 (0.66)	-0.821	P< 0.412	0.17, 0.16
CIES Factor 3 (Academic Standard)	2.31 (0.68)	2.31(0.72)	0.108	P< 0.914	0.19, 0.18
CIES Factor 4 (Workload)	1.89 (0.70)	1.98 (0.72)	-1.33	P< 0.184	0.17, 0.17
Concerns Mean Score (Total CIES)	2.34 (0.52)	2.38 (0.53)	-0.793	P< 0.428	0.14, 0.13

(n = 470)

CI = Confidence Interval
 Less Exp. = Less experienced teachers
 More Exp. = More experienced teachers

Response 1 = Not Concerned at All
 Response 2 = A Little Concerned
 Response 3 = Very Concerned
 Response 4 = Extremely Concerned

In this table, a higher mean score indicates that participants have a greater positive concern to the inclusion of special students in mainstream education

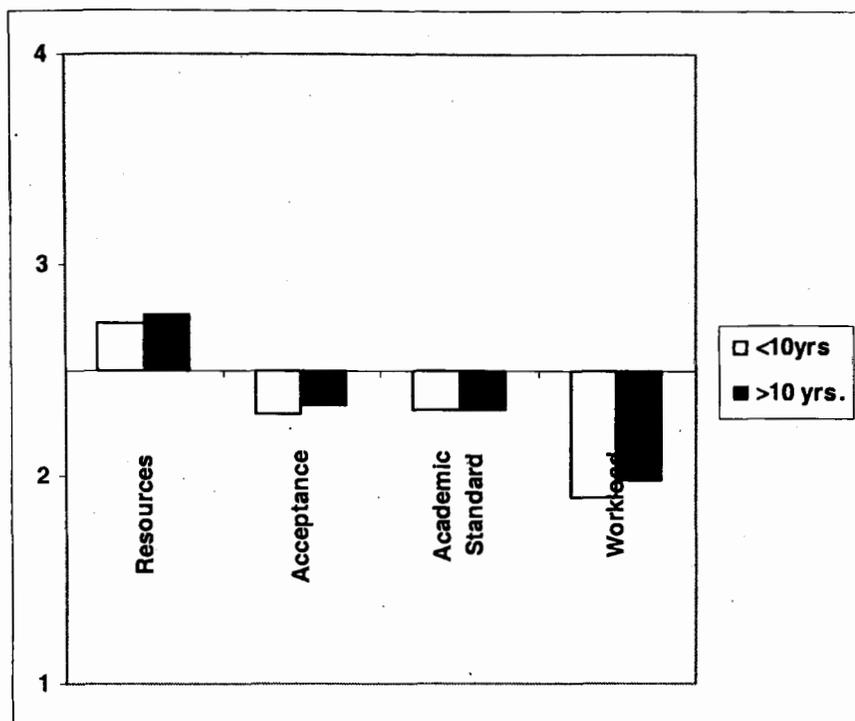


Figure 6.22 *Concerns of Less Experienced and More Experienced Teachers*

Figure 6.23 shows concerns of both the groups. The overall results suggests that the differences between the two groups is not significant ($p < 0.05$).

6.5.5. Contact with disabled family member differences

In Table 6.20, the total responses for teachers with or without a disabled member in the family are discussed in relation to the four aspects of inclusive education for special students and the results of a difference test (Students' *t*), is reported.

Table 6.20 Disability in Family Differences in Concerns Towards Integrated Education scale (CIES)

Concerns Scores (Dis. In Family)	With Disability \bar{x} (SD)	Without Disability \bar{x} , (SD)	t	Sig. (2-tailed)	CI Dis. , No Dis.
CIES Factor 1 (Resources)	2.89 (0.68)	2.74 (0.73)	1.414	P< 0.162	0.38, 0.14
CIES Factor 2 (Acceptance)	2.32 (0.61)	2.32 (0.65)	0.051	P< 0.959	0.34, 0.13
CIES Factor 3 (Academic Standard)	2.22 (0.72)	2.32 (0.70)	-0.911	P< 0.366	0.40, 0.14
CIES Factor 4 (Workload)	1.81 (0.76)	1.95 (0.71)	-0.216	P< 0.299	0.40, 0.13
Concerns Mean Score (Total CIES)	2.36 (0.53)	2.37 (0.53)	-0.141	P< 0.888	0.30, 0.10

(n = 470)

CI= Confidence Interval

Dis. = Teachers having a disabled family member

No Dis. = Teachers having no disabled family member

* Represents a significant difference between responses of genders at the 95% confidence level ($p < 0.05$)

** Represents a significant difference between responses of genders at the 99% confidence level ($p < 0.01$)

Response 1 = Not Concerned at All

Response 2 = A Little Concerned

Response 3 = Very Concerned

Response 4 = Extremely Concerned

In this table, a higher mean score indicates that participants have a greater positive concern to the inclusion of special students in mainstream education

Considering first the overall response (Total CIES Mean score) of the informants to the inclusion of special students in mainstream teaching activities, the results of this investigation indicate that the difference between their responses is not significant ($p < 0.05$). The concern score of the teachers with experience of disability at home is

2.36 ± 0.30 while the concern score of the teachers without a disability at home is 2.37 ± 0.10.

Regarding the CIES factor 1 (Resources) which represents teachers' concerns for the resources, it was found that the difference between their responses is not significant ($p < 0.05$). The concern score for the teachers with a disabled family member 2.89 ± 0.38 while the concern score for the teachers without a disabled family member is 2.74 ± 0.14.

Turning to the CIES factor 2 (Acceptance), which represents teachers' concerns for acceptance of special students, it was found that the difference between their responses is not significant ($p < 0.05$). The concern score for both the groups is 2.32 ± 0.34, 0.13

For the CIES factor 3 (Academic Standard) which represents teachers' concerns for the academic standard of the school and classroom, it was found that the difference between their responses is not significant ($p < 0.05$). The concern score for the teachers with a disabled family member is 2.22 ± 0.40 while the concern score for the teachers without a disabled family member is 2.32 ± 0.14.

Finally CIES factor 4 (Workload) which represents teachers' concerns for workload, it was found that the difference between their responses is not significant ($p < 0.05$). The concern score for the teachers with a disabled member is 1.81 ± 0.40 while the concern score for the teachers without a disabled family member is 1.95 ± 0.13.

Figure 6.24 shows concerns of both the groups. The overall results suggest that the difference between the two groups is not significant ($p < 0.05$).

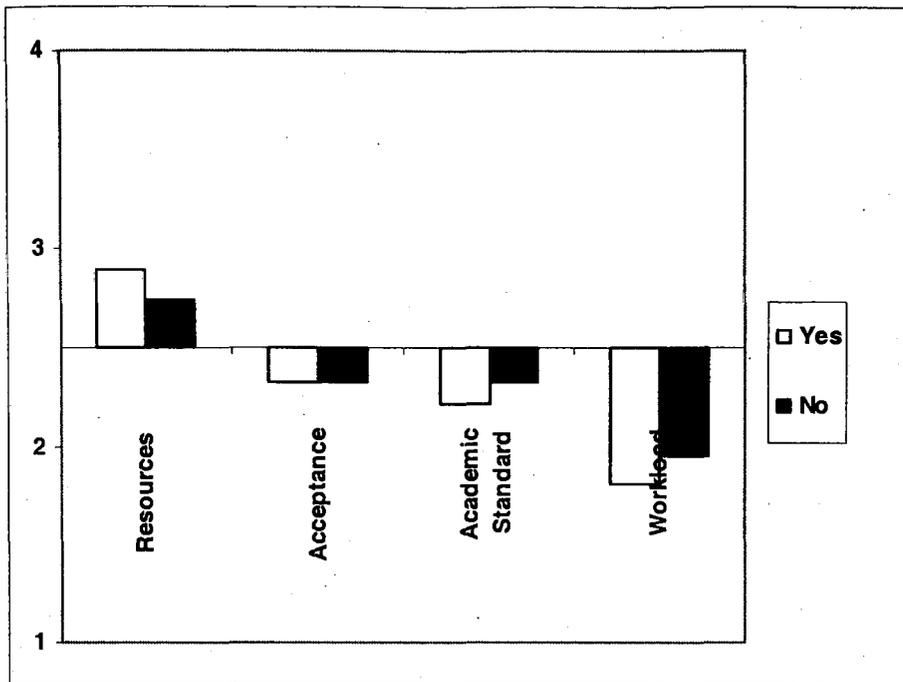


Figure 6.23 Concerns of teachers having a disabled family member and not having a disabled family member

6.5.6. Focus on disability differences

In Table 6.20, the overall responses for teachers with a focus on disability and with no focus on disability during their tertiary education in relation to the four aspects of inclusive education for special students are presented, and the results of a difference test (Students' *t*), is reported.

Considering first the overall response (Total CIES Mean score) of the informants to the inclusion of special students in mainstream teaching activities, the results of this investigation indicate that the difference between their responses is not significant ($p < 0.05$). The concern score of teachers with no focus on disability is 2.37 ± 0.10 while the concern score of teachers with a focus on disability is 2.28 ± 0.37 .

Table 6.21 Focus on Disability Differences in Concerns Towards Inclusive Education (CIES)

Concerns Scores (Focus on Disability)	with Focus \bar{x} (SD)	With No Focus \bar{x} (SD)	t	Sig. (2-tailed)	CI Focus, No Focus
CIES Factor 1 (Resources)	2.74 (0.64)	2.76 (0.73)	-0.185	P< 0.854	0.44, 0.14
CIES Factor 2 (Acceptance)	2.14 (0.65)	2.33 (0.64)	-0.610	P< 0.116	0.45, 0.12
CIES Factor 3 (Academic Standard)	2.22 (0.73)	2.31 (0.70)	-0.734	P< 0.468	0.53, 0.13
CIES Factor 4 (Workload)	1.84 (0.72)	1.94 (0.71)	-0.745	P< 0.461	0.43, 0.13
Concerns Mean Score (Total CIES)	2.28 (0.54)	2.37 (0.52)	-1.000	P< 0.324	0.37, 0.1

(n = 470)

CI = Confidence Interval

Focus = Teachers having a focus on disability

No Focus = Teachers having no focus on disability

* Represents a significant difference between responses of genders at the 95% confidence level ($p < 0.05$)

** Represents a significant difference between responses of genders at the 99% confidence level ($p < 0.01$)

Response 1 = Not Concerned at All

Response 2 = A Little Concerned

Response 3 = Very Concerned

Response 4 = Extremely Concerned

In this table, a higher mean score indicates that participants have a greater positive concern to the inclusion of special students in mainstream education

Regarding the CIES factor 1 (Resources) which represents teachers' concerns for the resources, it was found that the difference between their responses is not significant ($p < 0.05$). The concern score for the teachers with no focus on disability is 2.76 ± 0.14 while the concern score for the teachers having a focus on disability is 2.74 ± 0.44 .

Turning to the CIES factor 2 (Acceptance), which represents teachers' concerns for acceptance of special students in the class and in the school, it was found that the difference between their responses is not significant ($p < 0.05$). The concern score for

the teachers with focus on disability is 2.14 ± 0.45 while the concern score for the teachers with no focus on disability is 2.33 ± 0.12 .

For the CIES factor 3 (Academic Standard) which represents teachers' concerns for the academic standard of the school and classroom, it was found that the difference between their responses is not significant ($p < 0.05$). The concern score for the teachers having a focus on disability is 2.22 ± 0.53 while the concern score for the teachers with no focus on disability is 2.31 ± 0.13 .

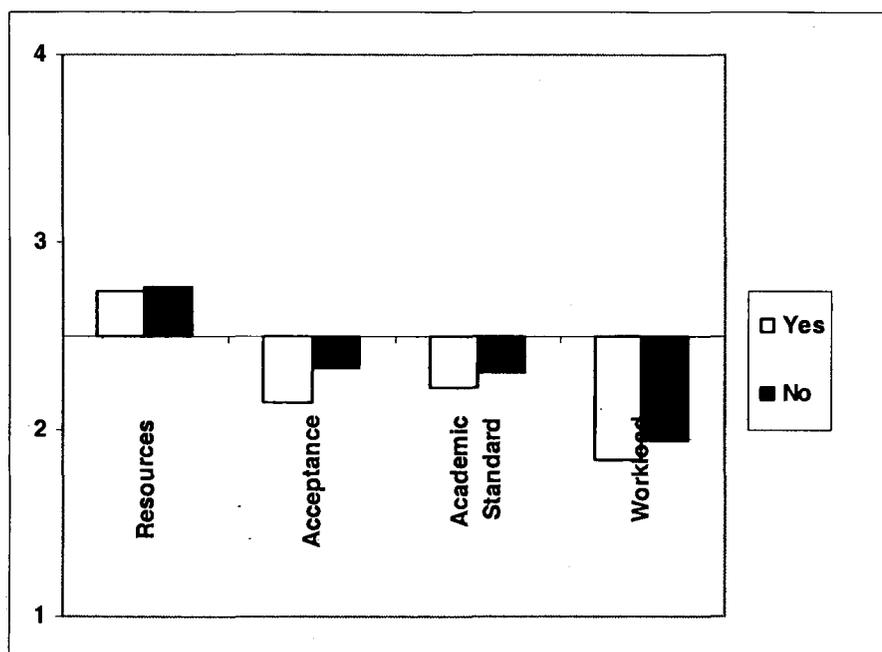


Figure 6.24 Concerns of Teachers having a Focus on Disability and not having a Focus on Disability

Finally regarding the CIES factor 4 (Workload) which represents teachers' concerns for workload, it was found that the difference between their responses is not significant ($p < 0.05$). The concern score for the teachers having a focus on disability is 1.84 ± 0.43 while the concern score for the teachers with no focus on disability is 1.94 ± 0.13 .

The overall results suggests that the differences between the two groups is not significant ($p < 0.05$). Figure 6.25 shows concerns of both the groups.

6.5.7 Focus on special education differences

In Table 6.22 the disaggregated responses for teachers with a focus on special education and without any focus on special education in relation to the four aspects of inclusive education for special students are presented, and the results of a difference test (Students' *t*), is reported.

Considering first the overall response (Total CIES Mean score) of the informants to the inclusion of special students in mainstream teaching activities, the results of this investigation indicate that teachers without any focus on special education were more concerned for the inclusion of special students in their classrooms as compared to those teachers who had a focus on special education during their tertiary education or in-service training. The difference between their responses is significant ($p < 0.05$). The concern score of teachers with focus on special education is 2.03 ± 0.52 while the concern score of the teachers without any focus on special education is 2.39 ± 0.10 .

Regarding the CIES factor 1 (Resources) which represents teachers' concerns for the resources, it was found that teachers with a focus on special education were less concerned than the teachers without focus on special education about lack of resources in the school for the special students. The difference between their responses is significant ($p < 0.01$) The concern score for the teachers having a focus on special education is 2.23 ± 0.67 while the concern score for teachers without focus on integrated education is 2.79 ± 0.13 . The difference between their responses is significant ($p < 0.01$).

Table 6.22 Focus on Special Education Differences in Concerns Towards Inclusive Education Scale (CIES)

Concerns Scores (Focus on Special Education)	With Focus \bar{x} (SD)	Without Focus \bar{x} (SD)	t	Sig. (2-tailed)	CI Focus, No Focus
CIES Factor 1 (Resources)	2.23 (0.82)	2.79 (0.71)	-3.18 **	P< 0.004	0.67, 0.13
CIES Factor 2 (Acceptance)	1.97 (0.66)	2.34 (0.64)	-2.58 *	P< 0.016	0.54, 0.12
CIES Factor 3 (Academic Standard)	2.03 (0.79)	2.32 (0.69)	-1.732	P< 0.096	0.66, 0.13
CIES Factor 4 (Workload)	1.80 (0.67)	1.94 (0.71)	-0.995	P< 0.329	0.55, 0.12
Concerns Mean Score (Total CIES)	2.03 (0.63)	2.39 (0.51)	-2.664 *	P< 0.014	0.52, 0.10

(n=470)

CI = Confidence Interval

Focus = Focus on special education

No Focus = No focus on Special education

* Represents a significant difference between responses of genders at the 95% confidence level (p< 0.05)

** Represents a significant difference between responses of genders at the 99% confidence level (p<0.01)

Response 1 =Not Concerned at All

Response 2 = A Little Concerned

Response 3 =Very Concerned

Response 4 = Extremely Concerned

In this table, a higher mean score indicates that participants have a greater positive concern to the inclusion of special students in mainstream education

Turning to the CIES factor 2 (Acceptance), which represents teachers' concerns for acceptance of special students, it was noted that the teachers with a focus on special education during their tertiary education and in-service training were less concerned about acceptance of special students in the school than those teachers who had little

focus on special education. The difference between their responses is significant ($p < 0.05$). The concern score for the teachers with a focus is 1.97 ± 0.54 while the concern score for the group of teachers without any focus on special education is 2.34 ± 0.12 .

For the CIES factor 3 (Academic Standard) which represents teachers' concerns for the academic standard of the school and classroom, it was found that the difference between their responses is not significant ($p < 0.05$). The concern score for the teachers with a focus is 2.03 ± 0.66 while the concern score for the group of teachers without any focus on special education was 2.32 ± 0.13 .

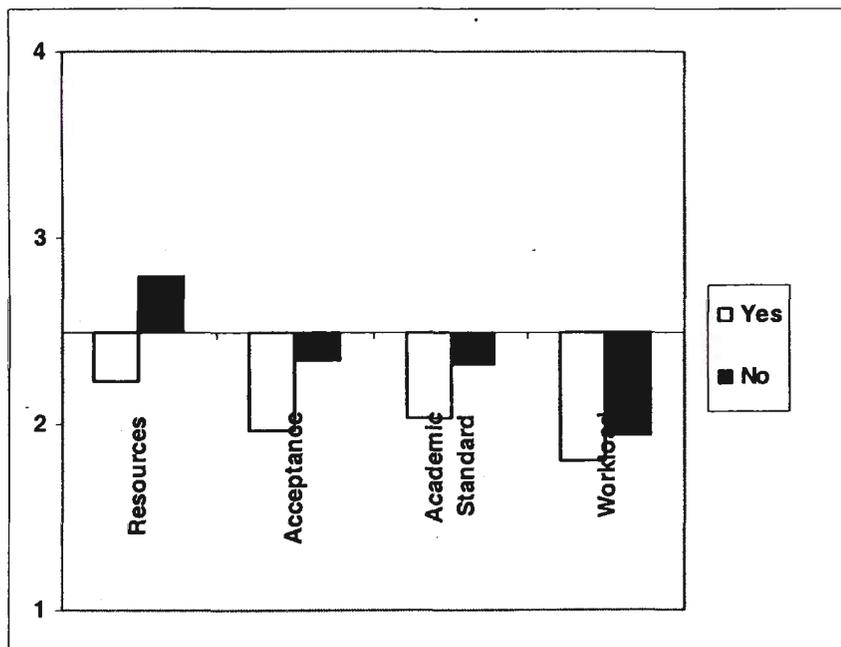


Figure 6.25 Concerns of teachers having a focus on Special Education and not having a focus on Special Education

Finally regarding the CIES factor 4 (Workload) which represents teachers' concerns for workload, it was found that the difference between their responses is not significant ($p < 0.05$). The concern score for the teachers with a focus is 1.80 ± 0.55 while the concern score for the group of teachers without any focus on special education is 1.94 ± 0.12 .

Figure 6.26 shows concerns of both the groups. Consideration of the results suggests that the teachers who had a focus on special education were not as concerned as those

teachers who never had a focus on special education towards integrated education. The total mean score also shows that teachers not having a focus on special education are more concerned ($M = 2.39$) than those teachers who had a focus on special education during their tertiary education ($M = 2.03$).

6.5.8 Knowledge of the Act differences

In Table 6.23 the disaggregated responses for teachers' knowledge of the PDA (1995) in relation to the four aspects of inclusive education for special students are presented, and the result of a difference test (Students' t) is reported.

Considering first the overall response (Total CIES Mean score) of the informants to the inclusion of special students in mainstream teaching activities, the results of this investigation indicate that the difference between their responses is not significant ($p < 0.05$). The concern score of act aware teachers is 2.39 ± 0.11 while the concern score of the Act unaware teachers is 2.31 ± 0.54 .

Regarding the CIES factor 1 (Resources) which represents teachers' concerns for the resources, it was found that the difference between their responses is not significant ($p < 0.05$). The concern score for the Act aware teachers is 2.78 ± 0.16 while the concern score for the teachers without any knowledge is 2.68 ± 0.76 .

Table 6.23 Knowledge of PDA (1995) Differences in Concerns Towards Inclusive Education Scale (CIES)

Concerns Scores (Knowledge of PDA)	With Knowledge \bar{x} (SD)	Without Knowledge \bar{x} (SD)	t	Sig. (2- tailed)	CI Knowledge. No Knowledge.
CIES Factor 1 (Resources)	2.78 (0.74)	2.68 (0.68)	1.293	P< 0.197	0.16, 0.76
CIES Factor 2 (Acceptance)	2.30 (0.63)	2.37 (0.67)	-0.937	P< 0.35	0.13, 0.64
CIES Factor 3 (Academic Standard)	2.35 (0.71)	2.17 (0.64)	2.602 **	P< 0.01	0.15, 0.64
CIES factor 4 (Workload)	1.95 (0.72)	1.90 (0.68)	0.715	P< 0.476	0.14, 0.62
Concerns Mean Score (Total CIES)	2.39 (0.54)	2.31 (0.48)	1.395	P< 0.165	0.11, 0.54

(n = 470)

CI = Confidence Interval

Knowledge = having knowledge of the PDA

No Knowledge = having no knowledge of the PDA

* Represents a significant difference between responses of genders at the 95% confidence level ($p < 0.05$)

** Represents a significant difference between responses of genders at the 99% confidence level ($p < 0.01$)

Response 1 = Not Concerned at All

Response 2 = A Little Concerned

Response 3 = Very Concerned

Response 4 = Extremely Concerned

In this table, a higher mean score indicates that participants have a greater positive concern to the inclusion of special students in mainstream education

Turning to the CIES factor 2 (Acceptance), which represents teachers' concerns for acceptance of special students, it was found that the results are slightly different here in this factor. The teachers with knowledge of the Act were less concerned about the acceptance of special students in the school than those teachers who have no knowledge of the Act. The difference between their responses is not significant ($p < 0.05$). The

concern score for the teachers having knowledge of the Act is 2.30 ± 0.13 while the concern score for those teachers who have no knowledge of the Act is 2.37 ± 0.64 .

For the CIES factor 3 (Academic Standard) which represents teachers' concerns for the academic standard of the school and classroom, it was found that again the teachers without knowledge of the Act were less concerned about acceptance of special students in the school than those teachers who had knowledge of the Act. The difference between their responses is significant ($p < 0.01$). The concern score for the teachers aware of the Act is 2.35 ± 0.15 while the concern score for teachers unaware of the Act is 2.17 ± 0.64 .

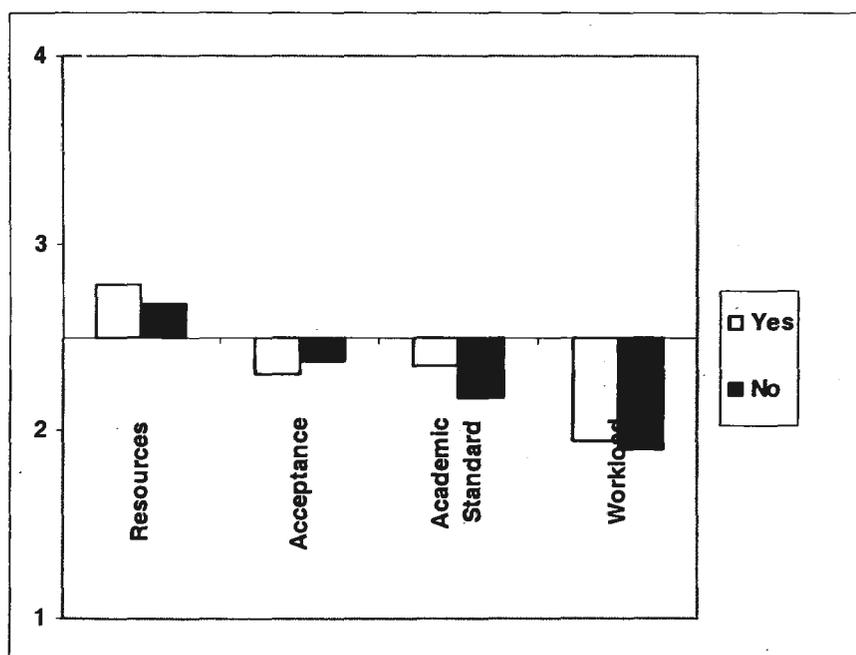


Figure 6.26 Concerns of Teachers having Knowledge of the PDA (1995) or not having Knowledge of the PDA (1995)

Finally regarding the CIES factor 4 (Workload) which represents teachers' concerns for workload, it was found that again the difference between their responses is not significant. ($p < 0.05$). The concern score for teachers aware of the Act is 1.95 ± 0.14 while the concern score for the teachers unaware of the Act is 1.90 ± 0.62 for the integrated education.

Figure 6.27 shows concerns of both the groups. The results suggest that those teachers who have no knowledge of the Act were less concerned yet teachers having knowledge of the Act were more concerned for inclusive education. The total mean score also shows that teachers having a knowledge of the Act are slightly more concerned ($M = 2.39$) than those teachers who do not possess any knowledge of the PDA (1995) ($M = 2.31$).

6.5.9 Level of Confidence difference

In Table 6.24 the total responses for teachers having confidence for teaching in integrated education in relation to the four aspects of inclusive education for special students are presented, and the results of a difference test, (Students' t) is reported.

Considering first the overall response (Total CIES Mean score) of the informants to the inclusion of special students in mainstream teaching activities, the results of the investigation indicate that teachers with little confidence were more concerned for the inclusion of special students in their classrooms compared with confident teachers. The difference between their responses is significant ($p < 0.01$). The concern score of highly confident teachers is 2.24 ± 0.19 while the concern score of the teachers having little confidence is 2.46 ± 0.21 .

Regarding the CIES factor 1 (Resources) which represents teachers' concerns for the resources, it was found that the difference between their responses is not significant. The concern score for the highly confident teachers is 2.73 ± 0.24 while the concern score for those teachers who lack confidence is 2.71 ± 0.29 .

Table 6.24 Level of Confidence Differences in Concerns Towards Inclusive Education (CIES)

Concerns Scores (Level of Confidence)	No Confidence \bar{x} (SD)	High Confidence \bar{x} (SD)	t	Sig. (2-tailed)	CI Low Confident, High Confident
CIES Factor 1 (Resources)	2.71 (0.76)	2.73 (0.67)	-0.258	P< 0.796	0.29, 0.24
CIES Factor 2 (Acceptance)	2.41 (0.69)	2.19 (0.69)	2.37 *	P< 0.019	0.27, 0.24
CIES Factor 3 (Academic Standard)	2.50 (0.66)	2.13 (0.70)	4.416 ***	P< 0	0.26, 0.25
CIES factor 4 (Workload)	2.10 (0.75)	1.73 (0.68)	3.864 ***	P< 0	0.25, 0.22
Concerns Mean Score (Total CIES)	2.46 (0.55)	2.24 (0.53)	3.088 **	P< 0.002	0.21, 0.19

(n= 470)

CI = Confidence Interval

Low confident = Teachers having a low confidence

High Confident = Teachers having a high confidence

* Represents a significant difference between responses of genders at the 95% confidence level (p< 0.05)

** Represents a significant difference between responses of genders at the 99% confidence level (p<0.01)

*** Represents a significant difference between responses of genders at the 99.9% confidence level (p<0.001)

Response 1 = Not Concerned at All

Response 2 = A Little Concerned

Response 3 = Very Concerned

Response 4 = Extremely Concerned

In this table, a higher mean score indicates that participants have a greater positive concern to the inclusion of special students in mainstream education

Turning to the CIES factor 2 (Acceptance), which represents teachers' concerns for acceptance of special students, it was found that the highly confident teachers were less concerned than non confident teachers about acceptance of special students in the school. The difference between their responses is significant ($p < 0.05$). The concern score for

the non confident teachers is 2.41 ± 0.27 while the concern score for the highly confident teachers is 2.19 ± 0.24 .

For the CIES factor 3 (Academic Standard) which represents teachers' concerns for the academic standard of the school and classroom, it was noted that the highly confident teachers were less concerned than the non confident teachers about acceptance of special students in the school. The difference between their responses is significant ($p < 0.001$). The concern score for the non confident teachers is 2.50 ± 0.26 while the concern score for the highly confident teachers is 2.13 ± 0.25 .

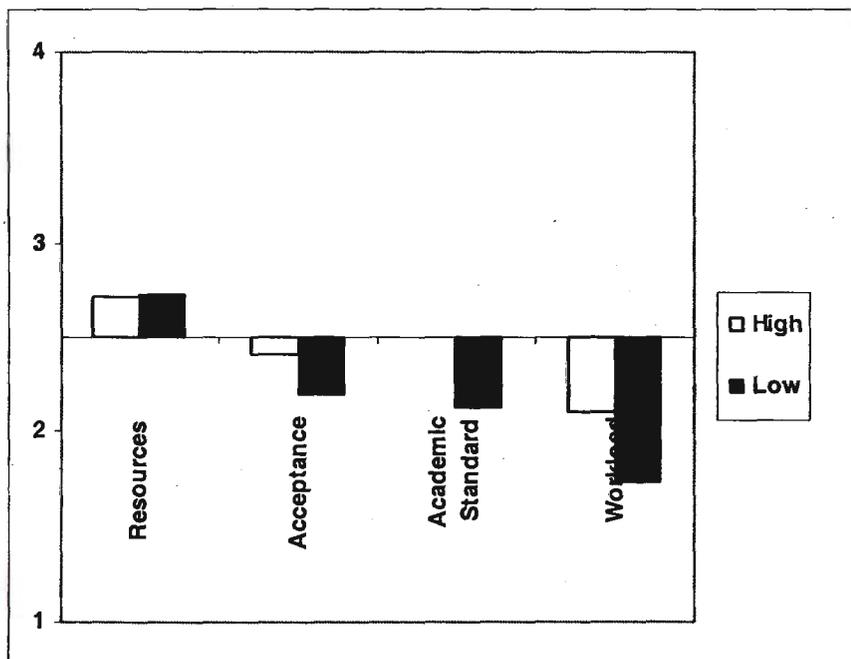


Figure 6.27 Concerns of Teachers having High and Low Confidence Level for Integration

Finally, regarding the CIES factor 4 (Workload) which represents teachers' concerns for workload, it was noted that the highly confident teachers were less concerned than non confident teachers about the acceptance of special students in the classroom. The difference between their responses is highly significant ($p < 0.001$). The concern score for the non confident teachers is 2.10 ± 0.25 while the concern score for the highly confident teachers is 1.73 ± 0.22 .

Figure 6.28 shows concerns of both the groups. These results indicate that highly confident teachers were concerned than the less confident teachers were more concerned about integrated education. The total mean score also shows that teachers having no confidence at all for integrated education are more concerned ($M = 2.46$) than those teachers who possess a very high confidence for integrating the special students in their classes ($M = 2.28$).

6.6 Conclusion

In the present educational system all over the world, there is a marked increase in the needs of general educators for catering to the requirements of their diverse student-bodies. The teachers who have no training in special education are facing a great deal of concerns to deal with these diverse students in their classrooms. Stoler (1992), referring to these concerns as "impediments to the successful implementation of inclusive programs" (p.61) has stressed that inclusion cannot become a viable educational reality unless educators' concerns are systematically identified and addressed.

In the present study it was noted that the teachers who are more concerned about integrated education are female and older teachers, who are postgraduates and more experienced teachers. Those teachers who do not have a disabled family member at home and who also have had little focus on disability during their tertiary education were found to be more concerned about integrated education in Vidya Bharti Management schools.

After looking at quantitative analysis about teachers' attitudes and their concerns about integrated education in Indian schools, it is also necessary to have a correlation between the attitudes and concerns of the teachers. This correlation would help the policy makers and school administrators to act accordingly to facilitate a successful integration of the special needs students in the schools. The next chapter examines the correlation between teachers' attitudes and their concerns about integrated education in India.

Chapter 7

Results: Correlation

inclusive education is an unabashed announcement, a public and political declaration and celebration of difference. It requires continual proactive responsiveness to foster an inclusive educational culture (Corbett & Slee, 2000 p.134).

7.1 Introduction

Education is the right of all children, and integrated education aims to ensure that all children have access to an appropriate, relevant, affordable and effective education within their community. Integrated education is a strategy contributing towards the ultimate goal of promoting an inclusive society, one which enables all children and all adults, whatever their gender, age, ability, ethnicity, or impairment, to participate in and contribute to that society.

A major challenge facing regular school educators today is the need to integrate students with disabilities into regular classrooms. Upon entering the workforce, teachers in both primary and secondary schools are expected to teach students across a wide range of abilities and cultures. To be effective across this broad spectrum of students' needs, teachers require an understanding of why they have such diversity in their classrooms and they also need the opportunity to acquire a range of skills in order to effectively adapt the curriculum to the needs of the students in their classes.

In the process of learning, the approach of teachers towards integration is an important factor. In particular, in local and international literature where inclusion and teachers' attitudes have been studied, it has been found that positive attitudes in teachers towards inclusive education often play an important role in the implementation process of inclusive education. In the light of these observations, one of the central concerns of this study will be the correlation of teachers' attitudes towards inclusive education and their concerns about special needs students to determine what practical and effective strategies might be instituted in this area.

With the underlying assumption that the successful implementation of any inclusive policy is largely dependent on educators being positive towards it, the analysis of the genesis of teachers' attitudes towards special needs students will contribute significantly to our knowledge in this area. As negative attitudes make teaching in an inclusive educational setting untenable, we cannot expect successful integrated education unless the majority of teachers have positive attitudes. By understanding how positive attitudes are developed, policy makers can plan more effectively to facilitate the successful integration of special needs children into mainstream classrooms.

Teachers' concerns about issues regarding the integration of special students in mainstream education are divided into four factors in the *Concerns about Integrated Education scale* (CIES) developed by Sharma and Desai (2001). These factors are (i) concerns for resources in the classrooms; (ii) concerns for acceptance of special students in the classroom; (iii) concerns for maintenance of academic standards in the classroom; and (iv) concerns for increasing workload of the teachers. If these concerns can be shown to be antecedents of positive attitudes towards integration policies, educators and policy makers will be able to contribute towards the development of teachers' attitudes during pre-service university courses and during their professional development programmes.

In this chapter, the attitudes towards integrated education and the concerns of teachers mentioned above will be correlated on the basis of the data collected in India to provide a detailed knowledge of how teachers' concerns and attitudes are related with regard to integrated education.

To begin this analysis, the researcher posed Research Question 5, which is:

7.2 Is there a significant relationship between teachers' concerns and their attitudes about integrated education?

The researcher's approach to this question involved a series of Pearson Product Moment Correlation Coefficients that were calculated between each of the attitude factor scores and each of the concern factors arising from the data previously presented in Chapter six.

Table 7.1 provides the magnitude of these correlation coefficients together with their level of significance. It will be noted that all correlations between teachers' attitudes and their concern scores were negative, which suggests a tendency for teachers' positive attitudes toward integrated education to rise as concerns about certain classroom issues decline. Specific comments about each of the correlations will follow:

Table 7.1 Inter-correlation between Teachers' Attitude and Concern Mean Scores

Variable	Attitude Factor 1: ACADEMIC	Attitude Factor 2: BEHAVIOUR	Attitude Factor 3: PHYSICAL	Attitude Factor 4: SOCIAL	ATIES Total Score
Concern Factor 1: Resources	-0.202**	-0.006	-0.237**	-0.025	-0.148**
Concern Factor 2: Acceptance	-0.150**	-0.124**	-0.177**	-0.128**	-0.184**
Concern Factor 3: Academic Standard	-0.301**	-0.254**	-0.336**	-0.191**	-0.344**
Concern Factor 4: Workload	-0.267**	-0.227**	-0.243**	-0.210**	-0.298**
CIES Total Score	-0.292**	-0.187**	-0.323**	-0.174**	-0.308**

**p<0.01 level (2-tailed), *p<0.05 (2-tailed)

CIES = Concerns about Integrated Education Scale (Sharma and Desai, 2001)

ATIES = Attitudes towards Integrated Education Scale (Wilczenski, 1995)

7.3 Correlation between Concern Factors and teachers' attitudes

7.3.1 Provision of Resources in the Classroom (Concern Factor 1)

The first of the factors which contribute to teachers' concerns about the integration of special needs students into mainstream classes relates to the availability of appropriate resources in the classroom. The analysis has correlated this concern (Concern Factor 1) with teachers' attitudes toward academically low achieving students (ATIES Factor 1), behaviourally disordered students (ATIES Factor 2), physically disabled students (ATIES Factor 3) and socially withdrawn students (ATIES Factor 4) in the classrooms.

The researcher has carried out this correlation to assist policy makers and school management to understand and justify whether supplying additional resources in the classrooms can contribute to the development of positive attitudes of teachers for the integration of special needs students in regular classrooms.

Based on the researcher's expectations about the correlation of provision of resources in classrooms in an integrated setting and all four factors of the ATIES (academic achievements, behavioural disorders, physical disabilities and their social status), it would be expected that those teachers who are highly concerned about non-availability of resources in the classrooms to have some negative attitudes about the integration of students with special needs. For this analysis therefore, the researcher posited the null hypothesis (H_0) that there is no significant relationship between teachers' concerns about the provision of resources in the classrooms and teachers' attitudes about integration of special needs students. However, based upon the intuitive suggestions above, the alternative hypothesis is that there will be a significant negative relationship between teachers' concerns about the provision of resources in the classroom and their attitudes towards the integration of special needs students.

The results of the correlation calculation on the basis of data collected from the sample cohort ($r = -0.202$, $p < 0.01$) indicate that there is a significant correlation between provision of resources in the classroom (Concern Factor 1) and academic achievement of the special needs students (ATIES Factor 1) allowing the researcher to reject the null

hypothesis (Ho). As predicted, there is a negative linear relationship between CIES Factor 1 and ATIES Factor 1. Similarly, the correlation calculation indicates that there is a significant correlation ($r = -0.237$, $p < 0.01$) between provision of resources in the classroom (Concern Factor 1) and physically disabled students in the classrooms (ATIES Factor 3) and also a significant correlation between the total ATIES score and Concern Factor 1 ($r = -0.148$, $p < 0.01$). These results allow the researcher to reject the null hypothesis (Ho) and to confirm the negative linear relationship between CIE Factor 1 and ATIES Factor 1, Factor 3 and the total ATIES score.

In contrast, the correlation calculation based on data collected from the sample cohort indicate that there is no significant correlation between the provision of resources in the classroom (Concern Factor 1) and behavioural disorder of the special needs students (ATIES Factor 2) ($r = -0.006$, $p > .01$) nor with socially withdrawn students (ATIES Factor 4) (0.025 , $p > 0.01$). In both of these cases, the researcher accepted the null hypothesis (Ho).

These results suggest that the provision of adequate resources in the classroom will contribute substantially to the acceptance of students with special needs into regular classes. Although there is no relationship between the provision of resources in the classroom (Concern Factor 1) and behavioural disorder of the special needs students (ATIES Factor 2) and socially withdrawn students (ATIES Factor 4), there is a strong relationship between the provision of resources (Concern Factor 1) and physically disabled students in the classrooms (ATIES Factor 3) and academically weak students (ATIES Factor 1). The strong relationship between Concern Factor 1 and the total ATIES score indicates that although teachers' attitudes toward behavioural problems and social problems will not be significantly changed with increased resource provision, overall there will be a movement toward a more positive acceptance of special needs students because of the significant and overriding effect on the attitudes toward academic achievement in the classroom and the physical aspects of students' needs.

Consequently, the results imply that policy makers and school management have an opportunity to contribute to increasing teachers' positive attitudes towards the integration

of special needs students by introducing resource provision measures into the classrooms. Clearly, special needs students will need different kinds of resources according to their impairments, and the teachers must be asked to specify their resources requirements in the classrooms according to their students' disabilities. In this way policy makers and teachers can cooperate to decrease the level of teachers' concerns about provision of resources in the classroom and thereby make their attitudes more positive towards integrating the special students into mainstream classrooms overall.

7.3.2 Acceptance of special needs students in mainstream education (Concern Factor 2)

The second concern factor (CIE Factor 2) which refers to the integration of special needs students in mainstream education focuses on the acceptance of those students in the regular classroom by teachers, their peer group and the parents of non-special needs students. It is a common concern that students with any special needs are not accepted easily by all stakeholders.

In this study, the analysis has correlated the Concern Factor 2 (Acceptance of special needs students) with regular teachers' attitudes toward academically low achieving students (ATIES Factor 1), behaviourally disordered students (ATIES Factor 2), physically disabled students (ATIES Factor 3) and socially withdrawn students (ATIES Factor 4) in the classrooms. This correlation has been carried out to assist policy makers and school management to understand how important it is to accept special needs students in the regular mainstream education, again contributing to the transformation of positive attitudes of the teachers for the integration of special needs students into regular classrooms.

One might expect that all of those teachers who are significantly concerned about non-acceptance of special needs students into mainstream education would have some negative attitudes about integration of special needs students into their classes. Therefore, the researcher posited the null hypothesis (Ho) that there is no significant relationship between teachers' concerns about the acceptance of special needs students into the mainstream and teachers' attitudes about academic achievements, behavioural disorder,

physical disabilities and their social status in the classes. Our experience in this area suggests that the alternative hypothesis is that there is a significant negative relationship between teachers' concerns about acceptance of special needs students and teachers' attitudes towards integration of these special needs students in their classes.

The correlation calculations based on data collected from our sample cohort ($r = -0.150$, $p < 0.01$) suggest that there is a significant correlation between acceptance of special needs students in the classroom (Concerns Factor 2) and academic achievement of the special needs students (ATIES Factor 1) allowing the researcher to reject the null hypothesis (H_0). As suggested before, there is a negative linear relationship between CIES Factor 2 (Acceptance) and ATIES Factor 1 (Academic).

The correlation calculation shows that there is a significant correlation ($r = -0.124$, $p < 0.01$) between acceptance of special needs students in the classroom (Concerns Factor 2) and behaviourally disordered students in the classrooms (ATIES Factor 2); and there is a highly significant correlation between the total ATIES score and concerns factor 2 ($r = -0.184$, $p < 0.01$). These results again allow the researcher to reject the null hypothesis (H_0) and to confirm the negative linear relationship CIES factor 1 and both the ATIES Factor 2 and the total ATIES score.

Similarly, the correlation calculations of data collected from the sample cohort shows that there are significant correlations between acceptance of special needs students by teachers (Concerns Factor 2) and attitudes towards physically disabled students (ATIES Factor 3) ($r = -0.177$, $p < 0.01$) and also with the socially withdrawn students (ATIES Factor 4) ($r = -0.128$, $p < 0.01$). In both of these cases the null hypothesis (H_0) has been rejected.

According to the results, it is clear that the total acceptance of special needs students by teachers in mainstream education and regular classes can contribute substantially in forming the teachers' positive attitudes towards integrating special needs students into their classrooms. In this situation, teachers working with a diverse student body can enable each student to have respect and acceptance across the classrooms. The teachers must be aware of how their own skills and experiences colour their perceptions of

students with diverse abilities and how those influence their interactions with all other teachers, parents and non-disabled students.

Finally, according to these results, policy makers and school authorities could contribute to the improvement of teachers' attitudes towards the integration of special needs students by giving more opportunities to them to accept special needs students. For example, one positive initiative might be that teachers might be motivated and given rewards or increased salary, if they accept special needs students into their classes.

7.3.3 Lowering of academic standards of the class (Concern Factor 3)

According to the third factor of concern (CIES Factor 3) which refers to the concerns that teachers may have about the lowering of academic standards of the class, teachers may feel that by integrating special needs students into their classes, they will face a overall lower overall academic result in their class.

The present analysis has correlated the concern Factor 3 (Academic Standard) with regular teachers' attitudes toward academically low achieving students (ATIES Factor 1), behaviourally disordered students (ATIES Factor 2), physically disabled students (ATIES Factor 3) and socially withdrawn students (ATIES Factor 4) in the classroom. This correlation can also assist policy makers and the educational community to comprehend the attitudes and the concerns of teachers about the potential for falling academic standards of classes in mainstream education. This analysis should contribute to the transformation of positive attitudes of the teachers for the integration of special needs students in regular classrooms.

On the basis of the expectations about the correlation between the academic standard of the classrooms and all of the factors of the ATIES (Academic achievements, behavioural disorder, physical disabilities and their social status), the researcher may expect that those teachers who are highly concerned about the erosion of the academic standard of the class by integrating special needs students into mainstream education, may have some negative attitudes about the integration of special needs students into their classes. Therefore, the researcher posits a null hypothesis (Ho) that there is no significant relationship between

teachers' concerns about the academic standard of the mainstream and teachers' attitudes about integration into their classes. The alternative hypothesis suggests that there should be a significant negative relationship between teachers' concerns about the academic standard of classes and teachers' attitudes towards integration of special needs students into their classes.

The results of the correlation calculation based on data collected from the sample cohort ($r = -0.301, p < 0.01$) indicate that there is a significant correlation between academic standards of the classroom (Concerns Factor 3) and academic achievement of the special needs students (ATIES Factor 1) allowing the null hypothesis (H_0) to be rejected. As predicted above, there is a negative linear relationship between CIE Factor 3 and ATIES Factor 1.

Similarly, the correlation calculation indicates that there is significant correlation ($r = -0.254, p < 0.01$) between the academic standard in the classroom (Concerns Factor 3) and students with behavioural disorders in the classrooms (ATIES Factor 2) and also a significant correlation between the total ATIES score and concerns Factor 3 ($r = -0.344, p < 0.01$). These results allow the null hypothesis (H_0) to be rejected and confirm the negative linear relationship of CIE Factor 3 and both the ATIES Factor 2 and the total ATIES score.

In the same way, the correlation calculations of data collected from our sample cohort show that there are significant correlations between academic standards (Concerns Factor 3) and attitudes towards physically disabled students (ATIES Factor 3) ($r = -0.336, p < 0.01$) and also with the socially withdrawn students (ATIES Factor 4) ($r = -0.191, p < 0.01$). Again in both of these cases the null hypothesis (H_0) is rejected and a negative linear relationship is confirmed about CIE factor 3 and both the ATIES Factor 3 and ATIES Factor 4.

On the basis of these results, it can be confirmed that the teachers' concerns of maintaining academic standards of their classes substantially affect the formation of attitudes of teachers towards integrating special needs students into their classes. The correlation of total ATIES score and CIE Factor 3 (academic standard) shows the highest

figure in the total correlation score ($r = -0.344, p < 0.01$) which suggests that the concerns of teachers about their academic standard is the most important concern and that teachers' attitudes towards integrated education can be transformed into positive attitudes when teachers' concerns about their academic standards are reduced.

7.3.4 Increased workload of teachers by integrating special needs students (CIE Factor 4)

The final factor of concern (CIES Factor 4) for the integration of special needs students into mainstream education is that teachers may have some concerns about their increased workload. The teachers may be concerned that by integrating special needs students into their classes, they will have to work very hard and their workload would increase. According to our analysis that correlated Concern Factor 4 with regular teachers' attitudes toward academically low achieving students (ATIES Factor 1), behaviourally disordered students (ATIES Factor 2), physically disabled students (ATIES Factor 3) and socially withdrawn students (ATIES Factor 4) in the classrooms, it is quite clear that teachers' workload is a very significant factor in the determination of their attitudes. This correlation will assist policy makers and the school community to understand teachers' concerns about increased workload as a result of integrating special needs students into the mainstream education. This analysis should also contribute to the understanding of the need for the development of positive attitudes of the teachers towards integration of special needs students into regular classrooms.

On the basis of researcher's expectations about the correlation of concerns of workload and all four factors of the ATIES (Academic achievements, behaviourally disorder, physical disabilities and their social status), it may be expected that all of those teachers who are highly concerned about increased workload in the classrooms, would have some negative attitudes about the integration of special needs students into mainstream education. A null hypothesis (H_0) can be established which suggests that there is no relationship between teachers' concerns about increased workload and teachers' different attitudes about integration of special needs students in the mainstream of education. Based upon the instinctive suggestions here, the alternative hypothesis is that the

researcher will find a significant negative relationship between teachers' concerns about increased workload and their attitudes about the integration of special needs students in the mainstream of education.

The results of the correlation calculation based on data collected from our sample cohort ($r = -0.267, p < 0.01$) indicate that there is a significant correlation between increased workload (Concerns Factor 4) and academic achievement of the special needs students (ATIES Factor 1) allowing the null hypothesis (H_0) to be rejected. As predicted above, there is a negative linear relationship between CIE Factor 4 and ATIES Factor 1.

Similarly, the correlation calculation indicates that there is a significant correlation ($r = -0.227, p < 0.01$) between increased workload (Concerns Factor 4) and behaviourally disordered students in the classrooms (ATIES Factor 2) and also a significant correlation between the total ATIES score and concerns Factor 4 ($r = -0.298, p < 0.01$). These results allow the null hypothesis (H_0) to be rejected and confirm the negative linear relationship between CIE Factor 3 and ATIES Factor 2 and the total ATIES score.

In the same way, the correlation calculations of data collected from the sample cohort shows that there are significant correlations between increased workload (Concerns Factor 4) and attitudes towards physically disabled students (ATIES Factor 3) ($r = -0.243, p < 0.01$) and with the socially withdrawn students (ATIES Factor 4) ($r = -0.210, p < 0.01$). In both of these cases the null hypothesis (H_0) is rejected and a negative linear relationship has been demonstrated between CIE Factor 4 and both the ATIES Factor 3 and ATIES Factor 4.

7.4 Correlation between CIE total score and teachers' attitudes

Finally the correlation between the CIE total score and all of the factors of teachers' attitudes for integration of special needs students in mainstream education is presented. This analysis of the total CIE score with regular teachers' attitudes toward the academically low achieving students (ATIES Factor 1), behaviourally disordered students (ATIES Factor 2), physically disabled students (ATIES Factor 3) and socially withdrawn

students (ATIES Factor 4) in the classrooms may assist policy makers and the school community to understand teachers' concerns about integration in mainstream education by providing a broad overview of responses.

According to the researcher's expectations about the correlation of total concerns score and all four factors of the ATIES (academic achievements, behaviourally disorder, physical disabilities and their social status), it was expected that all teachers who have very high concerns about all of the CIE factors may have some negative attitudes about integrating special needs students into mainstream education. Therefore, a null hypothesis (H_0) can be assumed for this analysis, indicating that there is no significant relationship between teachers' concerns about all the factors of the CIE scale and teachers' attitudes about the integration of special needs students. The alternative hypothesis suggests that there will be a significant negative relationship between teachers' concerns about all of the CIE factors and their attitudes about integrated education.

The results of these correlation calculation based on data collected from the sample cohort ($r = -0.292, p < 0.01$) indicate that there is a significant correlation between CIE total score and academic achievement of the special needs students (ATIES Factor 1) allowing the null hypothesis (H_0) to be rejected. As predicted, there is a negative linear relationship between total CIES score and ATIES Factor 1.

Similarly, the correlation calculation indicates that there is a highly significant correlation ($r = -0.187, p < 0.01$) between the total CIES score and behaviourally disordered students in classrooms (ATIES Factor 2) therefore the null hypothesis (H_0) can be rejected. As predicted there is a negative linear relationship between the total CIE score and ATIES Factor 2.

Likewise, the correlation calculations of data collected from the sample cohort show that there are highly significant correlations between the total CIE score and attitudes towards physically disabled students (ATIES Factor 3) ($r = -0.323, p < 0.01$) and also with the socially withdrawn students (ATIES Factor 4) ($r = -0.174, p < 0.01$). In both of these cases the null hypothesis (H_0) can be rejected and a negative linear relationship can be confirmed between the total CIE score and both the ATIES Factor 3 and ATIES Factor 4.

Finally the correlation calculation of the total CIE score and the total ATIES score ($r = -0.308, p < .01$) indicates that the correlation between the total CIES score and the total ATIES score is significant. It suggests that by reducing all of the concerns of the teachers regarding integrated education, teachers' negative attitudes can be changed and transformed into more positive attitudes about integrating special needs students into their classes.

In the next chapter, qualitative results of Indian educators' concerns and attitudes towards integrated education will be discussed and an attempt made to develop some suggestions and recommendations to reduce teachers' concerns in order to increase their positive attitudes towards integrated education.

Chapter 8

Qualitative Results: Attitudes and Concerns

Any program that better prepares teachers for their teaching career by encouraging greater awareness of the needs of students with disabilities, more confidence in planning for their specific needs, and a stronger willingness to include them in their regular classes, will indisputably support the current inclusive education paradigm. It would seem apparent that the inclusion program is evidently maximizing the opportunities and affecting teachers' positive attitudes. (Forlin, 2003, p.324)

8.1 Introduction

The teachers were asked during the quantitative data collection phase to participate in a series of semi-structured interviews and focus group interviews in which they could express their views on integrated education in their schools. The teachers involved in these interviews were already experienced and committed teachers who had knowledge and in-service training related to integration programs. During the quantitative data collection, those teachers who consented to be included in interviews were invited to participate in the qualitative data collection. Although some respondents indicated no knowledge of the term, they were aware of the policy and practice of integrated education in their school. When the meaning of integrated education was explained to them, they were quite familiar with the statement.

There were two groups for focus group interviews which consisted of ten teachers in each group. Group one had teachers from East and West Delhi while group two had teachers from North and South Delhi. After completing the focus groups, twenty semi-structured interviews were conducted consisting of five teachers from each zone in Delhi. Some teachers opted to be interviewed in Hindi as many of the teachers were not fluent in English.

In total, there were 10 teachers in each focus group and 20 teachers in semi-structured interviews. The variables of gender, age, level of education, teaching experience, focus and training in special education, knowledge of the *PDA (1995) Act* and confidence in teaching special needs students were discussed with the teachers during the interviews.

The teachers who participated in the interviews are already engaged in the integration process in their classrooms and were frank in discussing the situation about the integration in their schools and their classrooms and also about all concerns.

For the analysis of the qualitative data obtained from the open ended questions from interviews and focus groups (reported in Appendix B), the flexible qualitative analysis program QRS NVivo was utilized. After reviewing the audiotapes, translating and transcribing Hindi transcripts into English language, the resulting data was imported as rich text format (rtf) into the computer software package NVivo. The themes inherent in the research questions shown in Table 8.1 were divided into four tree codes (characteristics of the project, teachers' responses, facilities and school communities). The characteristics were again divided into various child codes which are: new approach to integrated education, advantages and disadvantages of the new approach, difficulties of integrated education and teachers' attitudes and concerns for integrated education. Sibling codes also gave examples of teachers' attitudes towards integrated education along with the percentage of the teachers' views were established. The best examples of the teachers' interviews were also identified and highlighted in the NVivo software. This is analogous to the file and folder hierarchy in Windows Explorer where free nodes can be made into Tree nodes (and vice versa).

Tables 8.1 and 8.2 depict the different codes which were extracted with the help of the software NVivo. These Tables give a picture of the teachers' interviews and their views about integrated education policy and programs in the schools under Vidya Bharti Management in Delhi.

Table 8.1 depicts the different codes and nodes that have been used by NVivo to analyze the interviews on the software. The Table gives a summary of most of the questions that the teachers were asked. Table 8.2 is an outline of the teachers' semi structured interviews and presents a picture of their answers in brief.

Section 1

8.2 Overview of Teachers' Attitudes

Table 8.2 indicates the views expressed by teachers during their semi-structured interviews. The Table shows that 17 teachers out of 20 (85%) do not have an integration policy in their schools but nevertheless stated that there was introduction of special needs students into the classrooms. The teachers also talked about having a disabled family member or a friend who changed their lives and formed positive attitudes towards integration in the school. Only four teachers (20%) reported that they had a friendship or relationship with any disabled person.

When the teachers were asked about having any professional development regarding integrated education in their schools, 17 teachers (85%) stated that they had not undertaken any kind of professional development while working with special needs students in their schools. During their tertiary education, no teachers had received any training in integrated education and therefore, they had not developed knowledge and skills that would assist them to support special needs students in their classrooms.

Figure 8.1 presents an overview of this chapter to help the reader appreciate the way in which the qualitative results have been integrated and reported for each question.

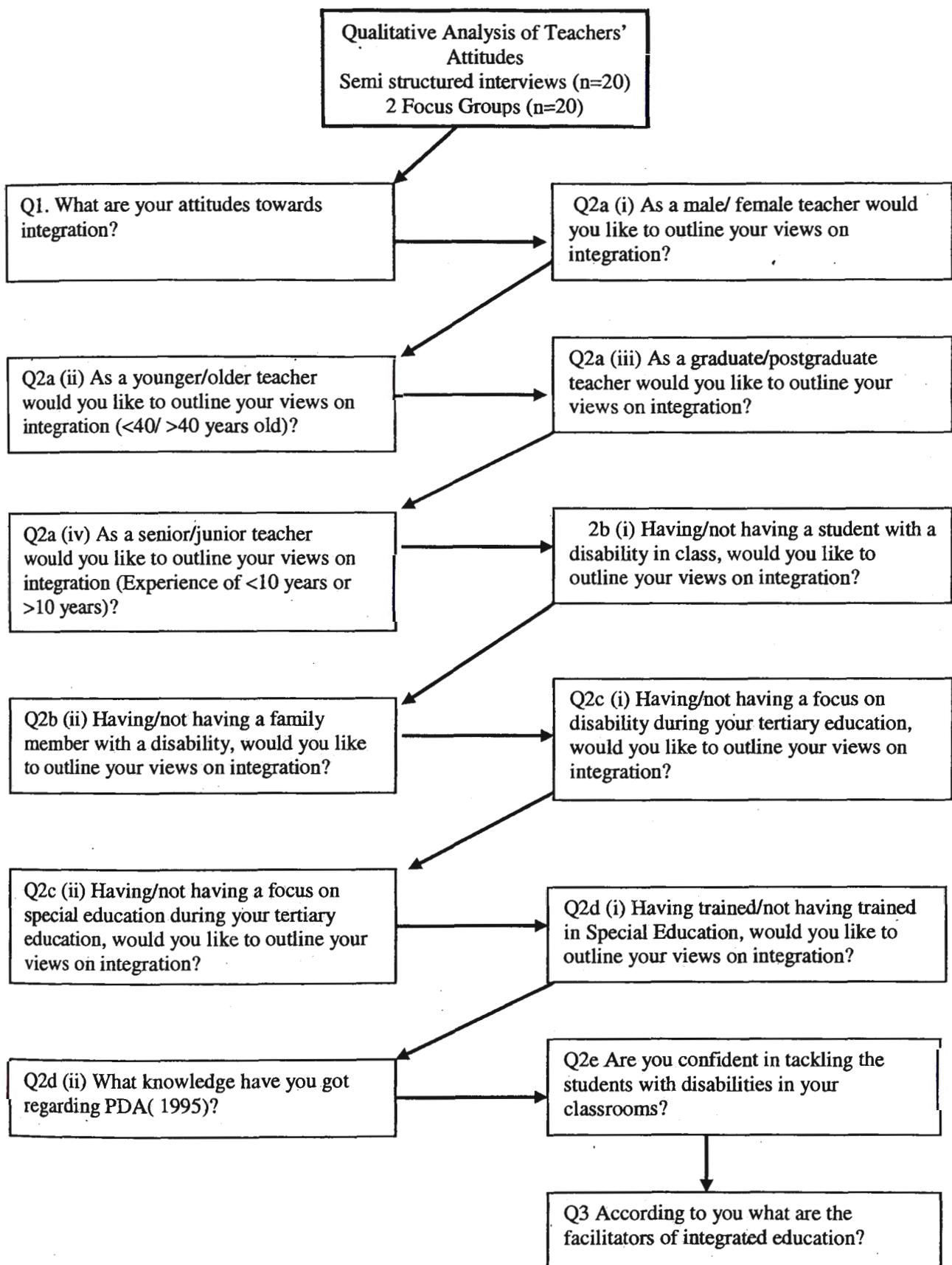


Figure 8.1 Structure of section 1 of the Chapter (Attitudes)

Table 8.1 Qualitative Categories, Codes and Examples from Teachers' Interviews.

Tree Codes	Child Nodes	Sibling Nodes	%	Best Examples from Teachers Interviews	
Characteristics	New Approach of Integrated Education	Special schools are not the answer	57	Segregated settings are not the answers	
		Integration is an ideology	60	It's not a program but an ideology	
		Inclusion is right	68	Inclusion is the Right Approach	
	Advantages of Integrated Education	Balanced society	36	Inclusion is a product of a balanced society	
		Human Approach	57	Integration is a human approach	
		No inferiority in the class	36	The special students do not feel any inferiority in inclusive classroom	
		Universal acceptance	45	The term has a universal acceptance now	
		Diversity in Society	25	Inclusion proves diversity in our society	
	Disadvantages of Integrated Education	Overburdened teachers	65	The teachers have more work in this setting for the special students	
		More undisciplined classes	45	The teachers can not control the behavioral undisciplined students	
		More paperwork	20	The teachers have a lot of paper work	
		Low results	40	We can not show good results	
		Bullying of special students	55	Integrated Education is a play ground for bullies	
	Teachers' Responses	Difficulties in integration programs	No budget	55	The schools have almost no budget for inclusion
			No skills	85	The teachers are not equipped with appropriate skills to carry on inclusion in their schools
No facilities			80	Our schools can not provide the basic facilities for the special children	
Teachers not equipped			75	Our teachers are not equipped in skills for integrated education	
Teachers' Attitudes		Good approach	65	This is the best approach to educate all	
		Benefit to all students	55	Inclusion provides benefit to All students, special as well normal students	
		Universalisation of education	65	Inclusion has a focus on universalisation of education	
Teachers' Concerns		No guidance	75	We teachers have no guidance for proper inclusion	
		No tertiary training	85	We never received any tertiary training for inclusive education	
		No skills	65	Teachers have no skills at all; we are having inclusion on trial and error method	
Facilities	Libraries Labs Computers	Not equipped	30	Our libraries are not equipped properly	
		Not accessible	25	Our labs are not accessible for all the special students	
		Very limited for all students	45	The computer facility is very limited for all the students	
School Community	Parents Teachers Principals	Discriminating	55	Parents do not want inclusive education	
		Highly enthusiastic	65	All the teachers are willing for Integration even though not trained at all	
		Co-operating	55	All the school principals are co-operating	

Table 8.2 Teachers' Semi- Structured Interviews' Outline

Names of the teachers	Policy in the school	Any significant event for forming the attitudes	Any professional development	Any tertiary training received	Knowledge of PDA (1995)
East Zone					
1. MU	No	Brother, intellectually sick	No	No	No
2. OP	No	Neighbors' children disabled	No	No	No
3. AP	Yes	Visually impaired student	No	No	No
4. RK	Yes	No	No	No	No
5. SH	Yes	Training received in student life	No	No	No
West Zone					
1. LB	No	Son born with polio, now a soccer player	Yes, by "Sunie" for hearing impaired	No	No
2. RK	No	Friend's family members in physical disability	No	No	No
3. SK	No	A polio stricken student who was a star of class	Yes, by "Sunie" for hearing impaired	No	No
4. AV	No	A dumb and deaf student in her class	No	No	No
5. LN	No	A polio stricken student, excellent in music	No	No	No
North Zone					
1. KK	No	A meritorious polio stricken student	No	No	No
2. SU	No	A dumb but very brilliant student	No	No	No
3. AA	No	A handicapped sister at home	No	No	No
4. AK	No	Many special children in his class	No	No	No
5. RP	No	No	No	No	No
South Zone					
1. CH	No	Few cousins who are intellectually slow	No	No	No
2. YR	No	Visually impaired student	No	No	No
3. SF	No	Taught a crippled student	Yes, Masters in Special Education	No	Yes
4. YS	No	No	No	No	N
5. S	No	No	No	No	N

8.3 Teachers' attitudes towards integration

Q1. What are your attitudes towards integrated education?

This question was included in the semi-structured and focus group interviews to encourage teachers to give their own ideas about integrated education in their schools. It was noted from the overall outcome of the interviews that the majority of the interviewees were not familiar with the term 'Integration' pertaining to special needs students. They did not recognize the term 'integration' but integrated education practices were being implemented in their schools. Teachers were forthright in their views to adopt integration and they also expressed their attitudes about integrated education in their schools. A number of themes emerged from the semi-structured interviews which will be presented and illustrated with individual teachers' statements:

A healthy process to integrate the whole society

Every government considers the formation of a knowledge-based society to be its priority, as only such a society represents a prerequisite for democratic development, scientific and technological progress, economic growth and social security, employment and growth. RP, with 15 years of teaching experience, seemed to be highly enthusiastic about the new approach of integrated education in India and explained the significance of integrated education:

Integration is a very healthy process as it helps in making an equal society where each and every individual is given equal rights. Education is a fundamental right in India and therefore, nobody should be denied of it. It is the most appropriate step to integrate the whole society. The children learn tolerance, acceptance by the process of integration in schools. (Semi -structured interview, North Zone, September 2004)

An ideology

It is an ideology to integrate children into the mainstream education and it is an ideal situation when special needs children are educated with their other friends in the same environment. SH, a young Science teacher strongly supported this new educational trend of education and commented:

Integrated education is an ideology and not a programme. It is a concept of effective education where each and every child has a place and it is their right to be educated in the same place with other students. (Semi -structured interview, East Zone, September 2004)

A new approach

A new postgraduate teacher, CH, emphasized the importance of integration in schools and expressed the idea that all the teachers must be made aware of this universal new approach:

We can remove a complex of inferiority and superiority from our society by integrating the schools and all the peer of the classrooms. Without integration we cannot promote the wellbeing of the special children. But it is unfortunate that all the teachers are not aware about the basic rules of integration and how to handle the special kids in our schools. (Semi -structured interview, South Zone, September 2004)

A step towards equality

OP, a teacher with ten years experience expressed that all the educational institutes must adopt integrated educational settings to promote the well being of children. According to OP, integration is valuable not only for the special needs children but also for those who are not special as this process enables them to understand the structure of our society. OP asserted:

Integration is a very good step to remove inferiority and superiority from a classroom. If integration is a success, it will be bliss for the special children and they can very happily study in the school with a positive attitude. Without integration we cannot promote the well-being of special children. (Semi-structured interview, East Zone, September 2004)

An essential step in education

A young postgraduate teacher, SH, believed that integration helps in integrating the whole society and is a constructive step in education. This process is a fundamental shift

and needs to address certain educational difficulties in Indian schools. According to the interviewee, integration in education is an essential step in our educational system to be adopted by all of us. SH suggested:

Integration is very essential as it helps in making an equal society where every individual is given equal rights. I have always believed that children are the best gift of the Almighty and each child must be given every opportunity of equal upbringing in our society. It's not only the parents' responsibility but also the responsibility of the teachers to look after the special children and no effort should be spared in integration. It is the most appropriate step to integrate the whole society as other children also learn about the special part of our society. They learn tolerance, which is a very essential part of our society. (Semi-structured interview, East Zone, September 2004)

A blessing in disguise

MU, a teacher with 20 years experience, had no knowledge of integration but supported the concept as a benefit to special needs children and for Indian society. The respondent showed some surprise that Indian teachers are not aware of this new concept of integration in education since the PDA (1995) had been passed in the Indian Parliament nine years previously. According to MU:

In reality we had no idea about the term integration before your arrival here. I had no knowledge of integration but have an idea that integration is a healthy process and should be encouraged in our society. If we have a successful integration in our schools, it is a blessing in disguise for the special students. (Semi-structured interview, East Zone, September 2004)

Diversity in education

A new graduate teacher, AK, stressed the need for integrated education as it is beneficial for all children including children with special needs:

Integration has become a necessity today as special children should not be segregated at all. It's a process by which the special children get the opportunity to mingle with the normal students and be friendly with them. On the other side, the normal children also learn to accept those special children as a part of our society. The schools must arrange all the required facilities for these students. (Semi-structured interview, North Zone, September 2004)

This was reiterated by RV, a senior Science teacher who believed that "integrated education is about creating genuine relationships between all types of students" (Focus Group 1, September 2004).

Heterogeneity in classrooms

The teacher interviewees shared common views which favored integrated education and all of them expressed the same opinion that teachers must welcome and integrate all children into their classrooms. They were of the opinion that diversity in education must be embraced and teachers must deal, as never before, with heterogeneity in their classrooms. A very new graduate teacher, AP, talked about teachers' humanitarian responsibility while implementing integrated education. According to this respondent, integrated education gives an opportunity for the all round development of the special needs students:

It is our humanitarian responsibility to integrate all kinds of students in our schools. We must be careful and sensitive towards their needs in the process of integration. The teachers must be careful in providing an all round development of the special child in the class. (Semi-structured interview, East Zone, September 2004)

All round development of students

A young postgraduate teacher, LN, stressed that the teachers' first responsibility is to develop the confidence of all the special needs children in an integrated school setting. Special needs children must not be neglected or isolated. According to the respondent, the teachers have a responsibility to look at the special needs of the children at all levels.

LN added that:

We should be careful and sensitive towards the needs of special children in our school on humanitarian ground. We have to be very careful that a special child does not feel out of place in the school or in the society. In the same way in the classrooms also, we have to be very careful that the special children do not feel neglected or isolated. It is a teacher's responsibility to look that the special child should be able to get along with other students. The teacher must make arrangements for the personal development for the special child. (Semi-structured interview, West Zone, September 2004)

Q2a: Is there a significant relationship between teachers' attitudes toward integration and following demographic characteristics:

- (i) Gender*
- (ii) Age*
- (iii) Highest level of Education*
- (iv) Years of Teaching*

8.3.1. Difference: Gender

(i) As a male/ female teacher would you like to outline your views on integration?

The qualitative results indicate that male teachers were more positively disposed towards the integration of special students in their classrooms compared to female teachers. There is not much difference in the degree of comparison but it was indicated that males generally have more positive attitudes towards integrated education.

A humanitarian approach

A theme emerged that integration is a humanitarian approach and should be accepted by all teachers in the mainstream of education. AV was a very experienced male teacher with significant experience with visually impaired students and explained integrated education as a tool used for mingling societies and stressed the need for a systematic and humanitarian approach for integrated settings. According to AV:

Integration has become a necessity today because special children should not be segregated at all. We have visually impaired children in our school and they have mingled very well in the group of other students. All the teachers must have a positive, healthy and sympathetic attitude towards special children. (Semi-structured interview, West Zone, October 2004)

Some teachers believe that it was the teachers' responsibility to see that the schools must have full integration and suggested that care must be taken of the needs of the special students so that they do not feel out of place in an integrated classroom.

AK is one of these teachers and argued that:

Integration has become a necessity today because special children should not be segregated at all. Integration gives an opportunity to the special students to mingle with the normal students and be friendly with them. Those normal children will also be familiar with this part of our society. All the teachers must have a positive, healthy and sympathetic attitude towards special children. (Semi-structured interview, North Zone, October 2004)

Partial Integration

The negative impacts of integrated settings were also a main point for teachers to consider in the schools. According to RP, "Full Integration" is also not the complete solution as it may create some unforeseen situations for which the teachers are not prepared. She is not in favor of the current trend of inclusion in which the children with special needs are left unattended in the care of unskilled teachers. According to the respondent, partial integration is better than full integration and is dependent on the child disability and their subsequent behaviour in the classroom

Integration is acceptable only if it is not creating any problems in the class but if the child is destructive, he/she should be removed immediately because of security reasons of other students. Only visually and hearing impaired students can be integrated successfully but it is not possible to integrate intellectually impaired students in our classes and in our schools. (Semi-structured interview, North Zone, September 2004)

Bullying

SU was a senior Language female teacher and was not very much in favor of integrated education in schools indicating that special children were being bullied by other students in an integrated educational setting. SU claimed:

I am not in the favor of Integration as I feel that unless we are having proper skills and training, we have no right to spoil the lives of these special children. Also these kids are being bullied by those kids who are physically and mentally more powerful than them. They are much better in the separate settings where they will not be bullied. Also if we want quality teaching in our schools, we must not have integration in our schools. Special students never show good results. (Semi-structured interview, South Zone, October 2004)

8.3.2 Difference: Age

(ii) As a younger/older teacher would you like to outline your views on Integration?

The qualitative results of this investigation indicate that younger teachers (<40 years) were more positively disposed to inclusion of special students in their classrooms when compared with older teachers (> 40 years). These results also show that the younger teachers were more positive towards having integrated education in mainstream education in their schools. Some of the views given by them were as follows:

Learning tolerance

A 28 years old teacher, LN, was in favor of full inclusion in Vidya Bharti schools. According to the respondent, children can learn about tolerance in their lives if special needs students are integrated into mainstream schools. LN suggested:

We all must adopt humane attitude and then only we can be successful. Integration is very essential as it helps in making an equal society where every individual is given equal rights. I am in favor of Full Integration. It is the most appropriate step to integrate the whole society as other children also learn about the special part of our society. They learn tolerance, which is a very essential part of our society. (Semi-structured interview, West Zone, October 2004)

Compassion

Another young, Science teacher, RV, who was 31 years old, believed that integration in education will increase compassion and harmony in society. According to the respondent, integration is a healthy process and must be continued in all schools. RV explained that:

We must have special children in our schools as they are also a part of our society and they must be honored as the integral part of our society. It is our primary duty to make them realize that they are wanted in our society. These children need our special attention and emotional care and moreover, Integration will help them in showing compassion, understanding. It is a healthy process and it must be continuing in our schools. (Semi-structured interview, West Zone, October 2004)

Partial integration

S, a 56 years old senior Language teacher, was in favor of partial integration and believed that physically disabled students should be integrated as they do not have challenging behaviors but believed that intellectually disabled students should not be

integrated in the mainstream as it is not an appropriate educational system. According to S, the teachers are not equipped with sufficient skills to implement an integrated program in their schools. S concluded:

We should have integration in our schools but I am in favour of partial integration only, not full Integration. Children with intellectual disability are less socially accepted than a group of other children. Children in partially integrated classes receive more play nominations than those in separate classes. On teachers' reports, disabled children have higher levels of inappropriate social behaviours. (Focus Group2, September 2004)

Another senior, Language teacher who was 55 years old, was not in favor of full inclusion and believed that partial inclusion was successful in schools. According to SM, integration in their schools was coming at the cost of discipline in their classes as the special needs children spoiled the discipline of the classes. SM stated:

I am in favor of partial integration not full Integration. It means that only for the physically impaired students. It is the most appropriate step to integrate the whole society as other children also learn about the special part of our society. They learn tolerance, which is a very essential part of our society. But it does not mean that we can spoil the discipline of our classes by integrating all types of students in our classrooms. (Focus Group1, September 2004)

8.3.3 Difference: Education

(iii) *As a graduate/postgraduate teacher would you like to outline your views on integration?*

The results of this investigation indicate that graduate teachers were less positively disposed to the inclusion of special needs students in their classrooms compared with postgraduate teachers.

Children's all- round development

RV, a postgraduate teacher, believed that the teachers must eliminate obstacles for successful integration process in schools. According to RV, teachers must endeavor to make integration a successful step in education for the all-round development of those children who are in the care of the school.

RV explained:

Yes, it is only our responsibility to integrate all the special children in our school. It is our sincere duty to do justice with those children. We must do all of our efforts so that they must have their all round development. In integration there must not be any obstacle and the child should not have any problem in the class and the school. (Focus Group1, West Zone, October 2004)

Classroom management

A graduate teacher, GT, argued that only physically disabled children should be integrated as students with an intellectual disability challenge the teachers' management of the classroom.

GT stated:

Yes, it is our responsibility to teach all the students but students with intellectual disability should not be integrated in mainstream. They do not help in the classroom environment but rather spoil the discipline. Only students with physical disability are welcome in integrated education. (Focus Group1, September 2004)

Initial training in special schools

Another graduate teacher, AS, believed that special children should be integrated only after they finish their primary schooling. The respondent was in favor of partial integration only and not full integration in the initial stage of their learning. According to the respondent:

I think that special students should go to special schools in primary schools and after that they can be well integrated in the integrated education system like our schools. They must have their initial training in some special schools not in mainstream schools. (Focus Group1, September 2004)

8.3.4 Difference: Teaching Experiences

(iv) *As a senior/junior teacher would you like to outline your views on integration?*

The results of this investigation indicate that less experienced teachers (<10years) are more positively disposed to inclusion of special students in their classrooms compared with more experienced teachers. Some of the teachers thought that teachers had a responsibility to teach special needs students but they lacked professional skills.

Challenges of integration

SK, a teacher with twenty six years experience, believed that integration is not a solution but a problem. According to the respondent, schools were doing an injustice by integrating special needs students into mainstream classrooms as some of the special students experience some harmful effects.

According to SK:

I don't think there is any need to integrate special students in our schools. They get nothing but an inferiority complex in integration. They are being bullied by other students. They need our help not our sympathy. It's our responsibility to help them but we have to see if are doing any justice with them or not. In my opinion, we are doing injustice by integrating them in our class. (Focus Group1, September 2004)

On the other hand, GT, another teacher with ten years of experience believed that it was their responsibility to integrate all children into mainstream education as they must not be deprived of their rights. The respondent was concerned about special students getting their rights and commented:

I do believe that it's our and only our responsibility to teach special students as these students are also a part of our society. Why should they be deprived of their legal right? If we do not have any skills, we must endeavor to obtain our skill. (Focus Group1, September 2004)

Skilled teachers

Some teachers had the belief that special students can be integrated into the same class and SM was one of them. She lamented that teachers were not appropriately equipped with the necessary skills to have a successful inclusive educational programme in their school:

During our B. Ed. studies, we are never given any focus on special education or the needs of special children in the classrooms. The main problem is that the teachers are not equipped properly to have a successful integration in our classrooms. (Focus Group1, September 2004)

AA, a junior teacher with nine years of experience believed that teachers have to endeavor to integrate all types of students into their classes and that some of the teachers do not have the necessary skills. According to the respondent, all of special needs

students are also a part of our society and to be educated in the mainstream is their fundamental right.

AA declared that:

It is our prime responsibility to integrate all kinds of special students but we must have all the necessary skills to tackle these students. They are also a part of our society and must not be deprived of their rights (Semi-structured interview, North Zone, October 2004).

8.3.5 Difference: Experience with a disabled student

Research Question 2b: Is there a significant relationship between teachers' attitudes towards integration and the following contact variables:

(i) Students with disability in school (ii) A disabled family member

(i) Is there a significant relationship between teachers' attitudes toward integration and their experience with students with disability in their classrooms?

During the semi-structured and focus group interviews the teachers had a range of views about their contact with disabled students in their classrooms. The majority of the teachers were very positive about their experiences with special students in their classes.

A learning environment

A very senior teacher, AV, who had a significant experience with visually impaired students, supported integration and suggested that the visually impaired students contribute to the environment and learned better than their peers.

According to AV:

I have taught many visually impaired students in our R K Puram (A suburb in New Delhi) School. They learnt from the environment. These children are more sensitive than the normal students so they learn better than the normal students. Most of my students who were visually impaired, they were toppers in their classes. Their peer group treated them as their friends and I was very happy with their integration in my classes. I used to send them in all the competitions so that they do not feel ignored. (Semi-structured interview, West Zone, October 2004)

Pleasure in teaching

Some teachers held the opinion that teaching special needs students was fulfilling. A young female teacher, AP, felt very happy and contented after giving some valuable time to those special needs children. According to AP, all teachers could do much more with special needs students in mainstream schools, if they were given proper guidance. AP remarked:

I had a visually impaired student in my class during my school time that was highly talented. Also I visited a spastic school in South Delhi which changed my attitude completely and also my views were molded in a positive way after that. I felt that we must help them as they are the needy people and need our help. They are lacking something that God has given to us. Therefore, we can do much more for them. Now I feel very happy and contented after giving my time and resources to them. (Semi-structured interview, East Zone, October 2004)

Another young teacher, SH, felt proud that she had been a part of the life of special children in her school training period and that she had developed a sympathetic attitude towards those students who have some special needs. SH commented:

During my school training period as a part of the SUPW program, we were visiting Seshire Home (a special school). There I saw physically handicapped children and it developed a sympathetic attitude in my heart. (Semi-structured interview, East Zone, September 2004)

SK, another Language teacher also felt pleased that her polio stricken student achieved very good results and made all of the teachers very proud. The respondent believed in the success of integrated education in the mainstream schools. According to SK:

I had a polio stricken student in my class once. He was a star and the whole class was behind him. His example changed my attitudes for special children and now I know and I do believe in the strength and the will power of the special children. (Semi-structured interview, West Zone, September 2004)

Some teachers were very positive about the power and strength of the special needs students and talked about a student who had a hearing and speaking disability but could conquer all obstacles. According to LN "One of my students in grade 8 is dumb and deaf. Looking at his friends' spirit to help him all the time, made me realize that how important our help is for these students" (Semi-structured interview, West Zone, September 2004).

Another teacher, KK, explained how his attitudes were changed by a special needs student in the class and now started believing in the strength of those special children. In emphasizing the strength of these special children, KK explained:

I had a student with polio in my class. His friends used to bully him and his parents used to curse him. Then I realized that something has to be done for the sake of this child and then I developed my attitude for helping the special kids. His example changed my attitudes for special children and now I know and I do believe in the strength and the will power of the special children (Semi-structured interview, North Zone, September 2004).

8.3.6 Difference: Experience with a disabled family member

(ii) *Having/not having a family member with a disability, would you like to outline your views on Integration*

The results of this investigation indicated that teachers with a disabled family member were more positive towards integration of special needs students in their classrooms. Those who did not have a disabled family member at home, seemed to be less positive about integrated education as compared to those teachers who already had a disabled family member. The views of some of the teachers are reported here:

Sympathetic attitude

The participants who had a family member with a disability tended to have a sympathetic attitude towards people with a disability whereas teachers who did not have a family member with a disability did not have a sympathetic attitude for any disabled person.

AA had a sister with physical disability resulting from multiple sclerosis (MS) and because of this disability; the respondent developed a sympathetic attitude towards special children and was very positive about having integrated education in the school: AA informed the researcher that:

I have a sister who is handicapped and I have sympathy with her not because she is disabled but because she is my sister. Looking at her, I realized that they need our help and attention and this helped me in making my sympathetic attitudes towards special students. (Semi-structured interview, North Zone, September 2004)

Another male teacher, MU, started learning more about the needs of special students since his sister developed some intellectual problems and the respondent had started attending seminars to increase his knowledge of current developments. MU explained:

I used to read a lot of articles in newspapers and journals about these types of special children. Also, my elder brother is suffering some mental problems and I always had a desire to explore more in special education. Recently my sister is also suffering with a mental problem that is why I am reading a lot on the demands and needs of special children. I attend as many seminars as possible. My personal touch with this type of problem has molded my attitude towards special education (Semi-structured interview, East Zone, September 2004)

A positive attitude

AP, a young Science teacher, had a visually impaired sister and because of her, the respondent developed a positive attitude towards disabled persons and felt content after spending some extra time with them. According to the respondent, all the teachers must have positive attitudes for special needs students. AP commented:

I had a visually impaired cousin sister but she was highly talented. Also I visited a spastic school in South Delhi which changed my attitude completely and also my views were molded in a positive way after that. I felt that we must help the special students as we can do much more for them. Now I feel very happy and contented after giving my time and resources to them. (Semi-structured interview, East Zone, September 2004)

Bullying of special students

Some of those teachers who had never had family member with a disability do not think that students with special needs should be integrated into mainstream schools. SK, who has never had a family member with disability, was of the opinion that special needs students are being bullied in regular schools and therefore must not be integrated into mainstream education. SK did not support integrated education:

I don't think there is any need to integrate special students in our schools. They get nothing but inferiority complex in integration. They are being bullied by other students. They need our help not our sympathy. It's our responsibility to help them but we have to see if are doing any justice with them or not. In my opinion, we are doing injustice by integrating them in our classes. (Focus Group 2, September, 2004)

8.3.7 Difference: Having focus on disability

Research Question 2c: *Is there a significant relationship between Teachers' attitudes towards Integration and the following variables indicating their focus in their Tertiary Education.*

(i) Focus on Disability (ii) Focus on Special Education

(i) Having/not having a focus on disability during your tertiary education, would you like to outline your views on Integration

The teachers were asked to indicate if they had experienced a focus on disability during their tertiary education. The teachers reported that the topic of integrated education was not included in their tertiary course; therefore they began their teaching careers lacking specialized skills to teach special needs students.

A new exposure

A young teacher, OP, exclaimed that he was never exposed to any kind of special training about disability during his tertiary education and that this concept was absolutely new to him. OP commented: "I was never given any kind of special training at any level during my tertiary education. There was no focus on special education or integration in education. This concept is absolutely new for me" (Semi-structured interview, East Zone, September 2004).

Training in Special Education

AP, another young teacher felt that without specialized training in their tertiary education, they lacked knowledge and skills to teach special needs children in their classrooms. AP informed:

There was no professional or any such training given to us during our tertiary education. Teaching of special needs students was a novelty for us and we were not aware of any hints on how to help these children. In case of an emergency we cannot cope up with these children as we are not aware of the basic emergency procedures and we are not trained and equipped properly. (Semi-structured interview, East Zone, September 2004)

Another new graduate teacher, SH, also felt that there were no professional coaching classes during any of their tertiary education. The respondent was exposed to disability during her schooling through a charity program organized by the school but it was not during her tertiary education. SH explained:

During my schooling, I was exposed to this part of our society but I have received no training at all. There was no professional or any such training given to us during our tertiary education. We were not given any kind of training how to handle special children in our class. Regarding integration, there was no focus on our education and no training was ever given to us. (Semi-structured interview, East Zone, September 2004)

8.3.8 Difference: Having focus on Special Education

(ii) Having/not having a focus on Special Education during your tertiary education, would you like to outline your views on Integration

The teachers were asked to indicate if they had been exposed to special education during their tertiary education. Most of the teachers responded that they never had any kind of focus on special education during their tertiary education yet they had a successful integration program in their school. The teachers showed their desire to integrate students with special needs on humanitarian grounds.

Humanitarian grounds

RN, a senior Science teacher stated that there was no focus on Special Education during her tertiary education and that the inclusive practices in her school were implemented on humanitarian grounds. RN questioned the Government's prioritization of technology over Special Education which resulted in teachers graduating without specialized skills to meet the needs of special needs students in their classrooms. RN explained:

There was no professional or any such training given to us during our tertiary education. It is quite amazing that our government is trying all kinds of new things on the name of technology but we were not given any kind of training how to handle special children in our class. Now we are doing only on the basis of humanitarian grounds, but we hardly know whether we are doing right or wrong. (Semi-structured interview, East Zone, September 2004)

8.3.9 Difference: Having training in Special Education

Research Question 2d: *Is there a significant relationship between teachers' attitudes towards integration and the following variables indicating differences in knowledge about students with disabilities:*

(i) Having trained /not having trained in special education, would you like to outline your views on integration

The teachers were asked to indicate if they had received any kind of training in Special Education during their tertiary education or during their in-service program. The majority of the teachers reported that they never had any kind of training in Special Education and that they had successful integration in their school because of their willingness and desire to do something for the special needs students in their schools. Only two teachers from West Zone schools mentioned that they had been sent by their Management for training provided by an organization for hearing impaired students called "Sunie."

A legal right of children

A very senior teacher, MU, explained to the researcher that although having never received any training in Special Education by the Management or by the school, the respondent had very positive views about integrated education.

According to the respondent, it is a legal right of all the children to be integrated into mainstream education and it was suggested by MU:

I am a postgraduate in mathematics and during my tertiary education; there was no focus on other types of dimensions. During my B.Ed (Bachelor of Education) there was a topic in psychology on special education. Apart from that I have done a diploma on human management. I have read a lot about behavioral management but I have no knowledge in depth about special education. Even then, I firmly believe that all children have a right to be integrated to be educated in the mainstream. It's their right and they must achieve it. (Semi-structured interview, East Zone, September 2004)

SF, who had completed Masters in Special Education from Delhi University, also firmly believed that children must be integrated into mainstream education. SF explained to the researcher:

Integration is a healthy process and all the normal students must also be informed about the process of integration in our schools. Integration is a very good step to remove inferiority and superiority from a classroom. It will help us in understanding the psychology of the special children. The process of integration will make us understand the real structure of our society and also the humane values that we must possess. (Semi-structured interview, South Zone, September 2004)

Understanding the psychology of special needs students

Another very experienced teacher, YR, had a Diploma in Special Education, and felt that understanding the psychology of special needs students is very significant in order to achieve a successful integration in their schools. The respondent emphasized the need to recognize the strength and will power of the special students for a successful integrated educational setting in the school. According to YR:

I had a curiosity to read their heart and mind and to find out that how do they think and dream, how do they recognize all of us. When I mingled myself in them, I learnt a lot about their psychology. Their example changed my attitudes for special children and now I know and I do believe in the strength and the will power of the special children. (Semi-structured interview, South Zone, September 2004)

Partial integration

TW, another very senior teacher, who had no background in special education nor had received any formal training in Special Education, was scared of Full Integration and believed that they must have only partial integration especially for physically impaired students in their schools. According to the respondent, intellectually challenged students should not have any place in the schools in integrated settings.

TW explained:

We all must adopt humane attitude and then only we can be successful. Integration is very essential as it helps in making an equal society where every individual is given equal rights but I am in favor of partial integration not Full Integration. It means that only for the physically impaired students. (Focus Group 2, September, 2004)

'Dumping' of special needs students in mainstream education

Another senior teacher, SU, who had no training or education in the field of special education, was totally against integrated education in mainstream schools. The respondent believed that they were not doing justice to special needs students and were instead dumping them in mainstream schooling. According to the respondent the teachers were unskilled and that special needs students were being bullied by those students who do not have any special needs. SU commented:

I am not in the favor of Integration as I feel that unless we are having proper skills and training, we have no right to spoil the lives of these special children. Also these kids are being bullied by those kids who are physically and mentally more powerful than them. They are much better in the separate settings where they will not be bullied. Also if we want quality teaching in our schools, we must not have integration in our schools. Special students never show good results as they are dumped in the mainstream of the education. (Semi-structured interview, North Zone, September 2004)

An education for all

AV, a senior teacher who never had any training in special education had taught many visually impaired students for many years developing a very healthy rapport and good relationship with all of them. AV believed that it was essential to keep the special needs students in integrated educational settings. According to the respondent the teachers must possess positive and sympathetic attitudes towards all students who have some special needs. AV remarked:

Integration has become a necessity today because special children should not be segregated at all. We have visually impaired children in our school and they have mingled very well in the group of other students. All the teachers must have a positive, healthy and sympathetic attitude towards special children. We should be careful and sensitive towards the needs of special children in our school on humanitarian ground. We have to be very careful that a special child does not feel out of place in the school or in the society. The schools must arrange all the required facilities for the special students. (Semi-structured interview, West Zone, September 2004)

8.3.10 Difference: Knowledge of the PDA (1995)

(ii) Having/not having knowledge of PDA (1995), would you like to outline your views on Integration

The majority of the teachers indicated that they had no knowledge of the PDA (1995) although it was passed in the Indian Parliament in 1995 and implemented in 1996, more than a decade ago. The results of this investigation indicate that teachers with knowledge of the Act (PDA) are less positively disposed to inclusion of special students in their classrooms as compared to those teachers without any knowledge of the Act.

No Knowledge of their rights

Even most of the senior teachers had no idea about PDA 1995 and believed that their government should do more to inform all the teachers about the Act and its benefits to all. According to SU, it was very sad that the special needs children were not getting those benefits which they were entitled to. According to SU:

This is so sad to know that special children have been given special rights but they are not aware of them. The government is intentionally putting us in the dark. The Act should be implemented immediately. The Department of Education must take it seriously and inform all the principals personally about the benefits of the Act so that all the children must be aware about their rights. (Semi-structured interview, North Zone, September 2004)

MU, a Social Studies teacher, knew about the PDA as there was a chapter in the text book of Social Studies for grade ten that informed about the benefits of the PDA. The respondent was also concerned that the teachers and the parents had no knowledge about the benefits of the Act.

MU suggested:

Actually I am a great supporter of PDA (1995). The children must be able to achieve what they have a right to. This act must reach everyone. If we all teachers become aware of this act, we can transfer this knowledge to others, so that the special needs children and their parents can be benefited. (Semi-structured interview, East Zone, September 2004)

Another young and energetic teacher, CH, felt that more should be done to implement the PDA (1995). According to the respondent; the government of India must do more to implement the Act as soon as possible. According to CH, more effort is required by our government to enforce the PDA (1995) because the special needs children must be given their entitlements.

CH remarked:

The educated communities like teachers are not aware of the Act, what can we expect from others? Laws are made not enforced. Our Indian Government is intentionally not making any efforts to implement the act. (Semi-structured interview, South Zone, September 2004)

8.3.11 Difference: Teachers' confidence level

Research Question 2e: Is there a significant relationship between Teachers' attitudes towards Integration and Teachers' level of confidence.

Q2e Are you confident in tackling the students with disabilities in your classrooms?

The teachers expressed their views that they were confident in dealing with special students although they had not been trained to develop appropriate skills. The interviews showed that all the teachers were fully enthusiastic to work in the integrated setting of classrooms and to face the associated challenges.

RG, a very senior teacher, believed that his experience with special students made him an expert and more confident although he had never received any training in this field. The respondent felt that he was highly confident in meeting the needs of special students in the classroom but stated that his confidence was not achieved because of any professional or in-service training but because of his continual experience with special needs students in the classroom.

RG commented:

I was never given any kind of special training at any level during my tertiary education. There was no focus on special education or integration in education. Self experiment and self training on the basis of trial and error is the only training I have ever got. The experience made me expert and now I do believe that I am able to tackle any situation with any kind of special student (Focus Group 1, September, 2004)

A young teacher, SH, lacked confidence and believed that teachers must be given some proper training and guidance which is essential for the sake of the special needs students. According to the respondent the teachers were not aware of the appropriate strategies and were not capable of meeting the needs of all special needs students. SH announced:

We all the teachers do not have all the knowledge and for example we can not read Braille and we have visually challenged students in our school. Also we are doing integration in our school on trial and error basis. We do not know whether this is absolutely perfect or not. We must get more knowledge and training about successful integration. (Semi-structured interview, East Zone, September 2004)

8.4 Facilitators of Integrated Education

Research Question 3: *According to you what are the facilitators of integrated Education?*

The teachers were asked to suggest certain facilitators in inclusive education in their schools. Most teachers gave their views on the basis of their experiences in the inclusive settings of the school. Their suggested facilitators focused on three main areas (a) Infrastructural (b) social /policy changes; and (c) institutional resources.

Infrastructural facilitators

According to teachers, the environmental or infrastructural facilitators included technological solutions, and also basic architectural changes to doors and ramps of the buildings. Voice recognition technology was also suggested for hearing impaired students. Some other technological facilitators were suggested which included motion sensors to open the doors and keypad entry or finger print ID for opening lockers and classrooms. Some other architectural changes to school buildings included lowering sinks and water taps, building wider corridors and classrooms to enable wheelchairs access installing ramps near the stairs, and lastly additional or larger elevators in the school buildings.

LB, a senior Language teacher believed that the most important role in a successful integrated setting in a school was the role of the Principal and the teachers in the school.

According to the respondent, all of the teachers and the Principal in their school had a very sympathetic and positive attitude about the special needs children and worked collaboratively to develop a successful integration program.

According to LB:

The decision to implement a school reform such as inclusion may occur at the building, district, or state level, or at all three levels. However, the most influential of these changes actually happens at the classroom level. First and foremost factor of the successful integration in our school is the strong role of our principal who listens to the parents carefully and admits the special children in our school. This special quality of the peer group is a major factor of successful integration in our school. There is no inferiority or superiority complex among these students. (Semi-structured interview, West Zone, September 2004)

Another senior Science teacher, R, believed that the successful integration of special needs students resulted from the school community working together. The students and the teachers play an important role in making the integration program a success. R commented:

Firstly, the credit goes to the children themselves. Whenever there is a new special student in the school, the entire peer group willingly helps them. The teachers make sure that there is no bullying of the special child in any way. Then after that it is the awareness and helpful nature of the teachers that should be given credit. The management and parents are also responsible for the successful integration of our school. (Semi-structured interview, East Zone, September 2004)

Some teachers believed it was a mixed approach, that all the factors were working in collaboration to make the integration a success. According to SH, the success of the integrated program was not because of the efforts of one or two people, rather it was a combined effort in the schools for which everyone must be proud of.

SH stated:

Firstly, the management gets a big hand and a big credit because they want to do integration in the school. Then, it's the positive attitude of the peer group who make it a great success. The students are accepting the special students in the classrooms with their open arms and with very sympathetic attitudes. This makes integration very easy and very successful. The parents of all the children are also making their contribution in making this integration a success (Semi-structured interview, East Zone, September 2004)

In New Delhi schools, The Ministry of Education's implementation of the government's policy of compulsory education in pursuit of 'Education for All' has provided a

foundation and impetus for the introduction of integrated education programmes. This policy has cleared the way for the entry of children with special needs into mainstream schools, and recognises that curricula, teaching and organisational changes may need to occur within the system to accommodate the different needs of children. In addition, the implementation of the policy has created a 'climate of change' within the country with regard to education. This 'climate of change' is a major motivating factor throughout the education system. People are expecting change and want to participate in the changes occurring, and this works to the advantage of new approaches such as integrated education. The teachers in Vidya Bharti Management were eager to have a policy structure for integrated education. MU talked of a concrete policy for the success of integrated education:

Perhaps the most important factor in the programme's progress has been the ways of working within a planned policy. Decision making has always been important and all parties affected by the policy makers (education and health, teacher, trainers, parents, children and local communities) have been involved. Because everyone is aware of the developments and has a chance to affect them, work is facilitated. Commitment to the policies from the people working with it has always been strong and this has particularly facilitated the implementation phase. (Semi-structured interview, East Zone, September 2004)

SF also indicated that policy for integrated education is successful and suggested that it should be carried out from government level. The respondent talked about the support that the schools would be required to make to ensure the integrated program is a success.

SF commented:

If integration is feasible, and this seems to be the case, only the government has the capacity to carry it forward. Involvement of decision makers in the Ministry of Education and their close support and supervision of the programme from the beginning has meant that implementation should go forward with the minimum of fuss. Having this involvement also means that practice can more easily influence policy, and programme adjustment is more easily achieved. (Semi-structured interview, North Zone, September 2004)

8.5 Summary

The semi-structured interviews and focus groups give a detailed explanation of teachers who feel relatively helpless although they had a great desire and enthusiasm to work for the children who have special needs. The outcome of the study shows that there is a need for improvement in special education programming. Future teachers and current teachers could benefit from both pre-service and in-service education. Since the term 'integrated education' is relatively new in India, teachers are not fully equipped with how to best teach students with special needs.

There have been much previous researchers who have proved that contextual variables to teachers' attitudes towards inclusive education are significant. (Avramidis et al., 2000; Harvey, 1992; Van Reusen et al., 2001). Variables such as the teacher's gender (Avramidis et al., 2000; Van Reusen et al., 2001), age (Cornoldi, Terreni, Scruggs, & Mastropieri, 1998), level of qualification in special education (Clayton, 1996) and the severity of the student's disability (Agran, Alper, & Wehmeyer, 2002; Kuester, 2000), have previously been investigated as factors that may shape teachers' attitudes toward the inclusion of students with disabilities.

In the present research, it is also evident that all these demographic variables of teachers' age, gender, level of qualifications and teaching experience, are of tremendous significance in the attitudes of teachers in integrated education. The contact variables such as having a disabled family member or a disabled friend or having a disabled student in the classroom also change the attitudes of teachers. In this study, it was observed that those teachers who already had a special student in their care or any disabled family members were more likely to have positive attitudes towards integrated education. The knowledge variables like training in special education, confidence in teaching students with special needs and knowledge of the Act (PDA1995) have a crucial role in establishing teachers' attitudes towards integrated education.

Conclusion

It has been observed in this research that those older, more experienced teachers appear to foster less positive attitudes than younger teachers. In addition, the lack of training in the field of inclusive or special education may lead to less positive attitudes towards the inclusion of students with disabilities into mainstream settings (Clayton, 1996; Menlove, Hudson, & Suter, 2001), while increased training has been associated with more positive attitudes in this regard (Briggs, Johnson, Shepherd, & Sedbrook, 2002; Powers, 2002).

Regional disparities in economic development, differences in language, tradition, and religion further affect service provision. Within this context of limited resources and, particularly, lack of trained teachers, the involvement of parents in their child's education is predominantly perceived in terms of supplementing teachers' roles as trainers and educators for their children (Singhal, 2005)

The majority of the teachers were positive about this new approach to education which is still a novelty in India. The teachers who supported the new wave of integration in India accepted that this new approach of education is a healthy process of education, and the best educational policy. According to them, this is an ideology in education and teaches children in mainstream education basic qualities of humanity and tolerance. The teachers believed that integrated education helps in mingling the societies. Figure 8.2 depicts different attitudes of teachers towards integrated education as revealed by them during the interviews.

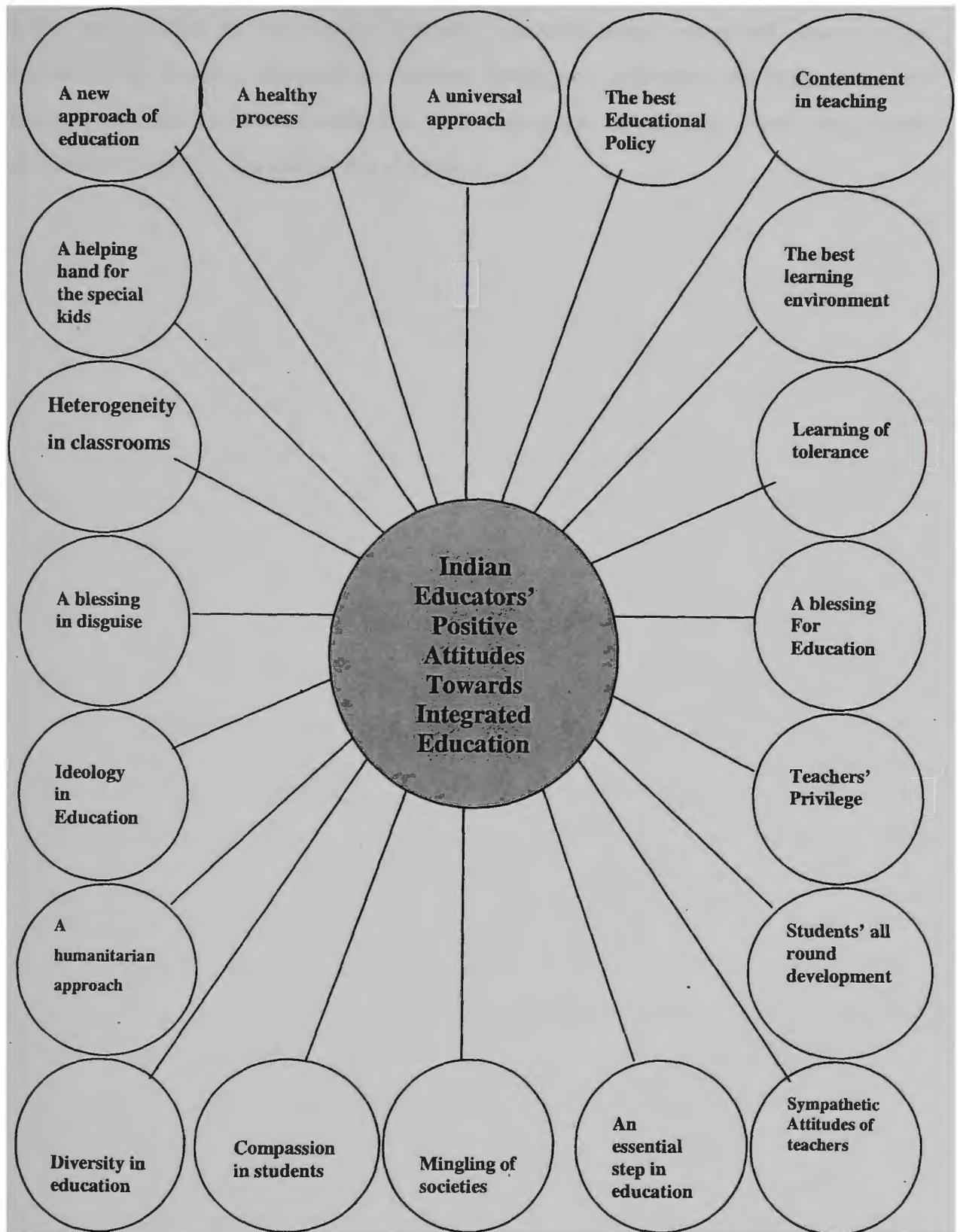


Figure 8.2: Indian Educators' Attitudes towards Integrated Education

In the next section of the chapter, teachers' concerns about integrated education are presented. The teachers shared their concerns forthrightly and also made suggestions and recommendations for a successful integration program in schools. These suggestions have been included at the end of this chapter.

Section 2

8.6 Overview of Teachers' Concerns

Inclusive education is concerned with removing all barriers to learning, and with the participation of all learners' vulnerability to exclusion and marginalization. It is a strategic approach designed to facilitate learning success for all children. It addresses the common goals of decreasing and overcoming all exclusion from the human right to education, at least at the elementary level, and enhancing access, participation and learning success in quality basic education for all. (UNESCO, 2000)

Whilst integrated education is a global agenda (Pijl, Meijer, & Hegarty, 1997) it is however, context specific in terms of meaning and practice. Generally, integration in education means, "full inclusion of children with diverse abilities in all aspects of schooling that other children are able to access and enjoy" (Loreman, Deppeler & Harvey, 2005, p. 2). Many studies have investigated the concerns of educators about integrated education (Helfin & Bullock, 1999; Stoler, 1992) but most of them have been conducted in western countries (Vaughn, 1997).

Figure 8.3 has been provided to assist the reader to follow the layout of this section, and in particular to appreciate the way in which the qualitative results have been integrated and reported for each question to find out teachers' concerns about integrated education. There were 10 teachers involved in each focus group and 20 teachers in semi-structured interviews. The variables of gender, age, level of education, teaching experience, focus and training in special education, knowledge of the *PDA (1995) Act* and confidence in teaching special needs students were discussed with the teachers during the interviews. The teachers were asked questions to enable them to share their concerns about integrated education in their schools. Thus this qualitative analysis is comprised of 20 teachers of semi-structured interviews and two groups of focus groups. This section reports the teachers' main concerns about the integration of special needs students in their classes.

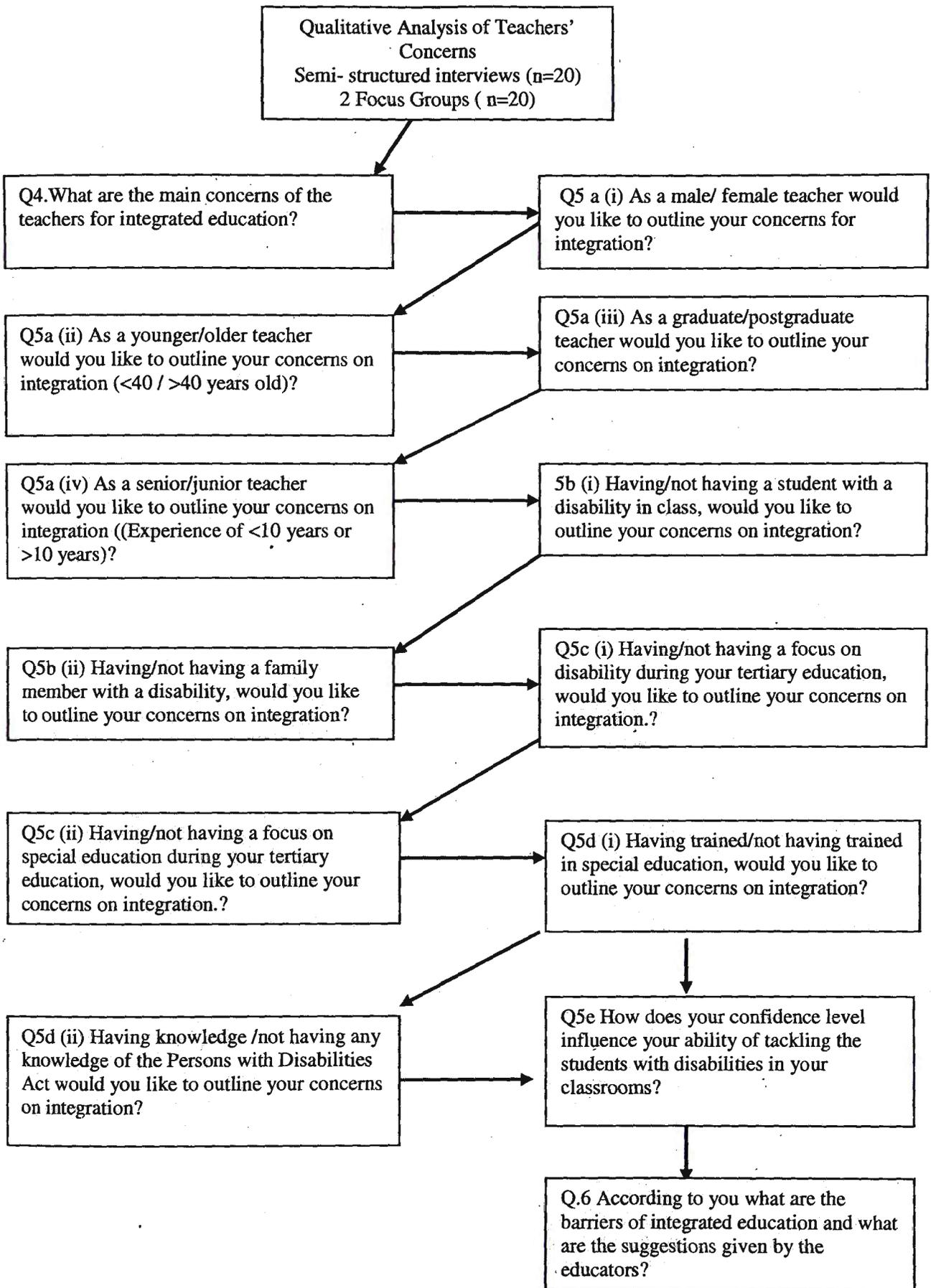


Figure 8.3 Structure of section 2 of chapter (Concerns)

8.7 Teachers' concerns about integrated education

In the semi-structured and focus group interviews the teachers were asked to express their main concerns about integrated education. This question was structured to encourage teachers to express their own concerns about integrated education in their schools. The main concerns expressed by the teachers were inaccessibility of services, lack of physical independence for the special students, financial limitations, and large class sizes. While the teachers expressed satisfaction with the services that they were providing, some of them indicated that they had encountered barriers to education. These barriers included a lack of understanding and cooperation from administrators, faculty, staff, and other students; lack of adaptive aids and other resources; and inaccessibility to buildings and grounds. Public space is still inaccessible to disabled persons both in public institutions and on various means of transportation which are not adapted for persons with physical disabilities.

UNICEF believes that teachers' goals should be to enable all children to have full participation in the development of their community. Meeting this goal of inclusion requires all structures and community-based services to be accessible to all members of the community without discrimination. The theme of inaccessibility refers to the position when the special needs students are restricted access to their requirements and therefore have a restricted quality of life. The teachers reported that it was a common issue in Vidya Bharti schools and that the students with special needs do not have access to the places where they have a right to go such as libraries, play grounds and science laboratories.

Poor infrastructure

MU, with five years of teaching experience, seemed to be highly concerned about special students not having an access to their major requirements and therefore, suggested that the students did not feel comfortable in classrooms in integrated settings.

The respondent commented:

They (special students) do not feel comfortable sitting in the classroom when their class is enjoying a television programme in library on first floor. They cannot go there in their wheel chairs and we do not have any lifts in the school. (Semi-structured interview, East Zone, September 2004)

Challenged by numerous physical limitations that restrict their strength, mobility, speech, dexterity, vision, endurance, and cognitive capabilities, these youth often experience difficulty performing functional activities and getting around in their environments (Goldenson, Dunham & Dunham, 1978; Stopford, 1987). AP, a young female teacher was also highly concerned about the physical independence of the special students. The special needs children could not enjoy the freedom of moving around in the school building and that was a big concern for the teachers.

According to AP:

We do not have the proper infrastructure in our schools especially for the special needs children. Our school buildings are not appropriately constructed. The architectural structure of the school building is not appropriate for the special needs of the special children. Also we do not have any kinds of facilities for the visually or hearing impaired students. (Semi-structured interview, East Zone, September 2004)

Financial Limitations

Financial limitations refer to management's inability to work smoothly because of their budget. This is a common issue in New Delhi schools because the State government allots a special budget for special needs students. In some schools the Special Education programmes are donor-funded and those donors have a great influence over programme design. SH, a young female teacher felt that financial limitations did not allow the schools to buy the resources that would support special needs students' learning. The respondent revealed:

The latest technology which should be available for the special students is not accessible in our school. For example the hearing impaired students can learn from computer technology but we can't use this because of financial limitation. (Interview semi structured East Zone, September 2004)

This was reiterated by R, a senior female Science teacher who also believed that her school had a limited budget, so they were unable to assist the special needs students although they had a great desire to do so. According to R:

It is really very sad that we do not have the budget to assist those who are in need of special assistance. We do not any books in Braille language for visually disabled students, or any special arrangements for them to have any kind of special learning programs. (Semi-structured interview, East Zone, September 2004)

Large Class Sizes

The concept of small class size is central in learning theories that have been driven by psychological and developmental paradigms in education and shaped by western middle-class values (Cannella 1997). Class size has been an area of intense research in the field of education and studies have presented a variety of findings on the topic. Despite studies that indicate the positive effects of a small class size, a consistent and integrated explanation for the same is yet to be articulated (Gupta, 2004). SK, a senior Language teacher believed that integration could be more successful if they had small class sizes in their schools, where fifty students in a class is normal. SK suggested:

The issue of small class size and the quality of one-on-one interaction between teachers and special students becomes further irrelevant when the real issue in many classrooms is the struggle to acquire the foundations of literacy amidst a paucity of resources and aids required by the child. For many years India has had a huge population and Indian children have studied in large classes with limited resources. In the Indian context where resources are scarce, large class sizes are a further blow to integrated education. (Semi-structured interview, West Zone, September 2004)

8.8 Relationships between teachers' concerns towards integration and their background variables:

Research Question 6a

Is there a significant relationship between teachers' concerns toward integration and following demographic characteristics?

- (i) Gender*
- (ii) Age*
- (iii) Highest level of education*
- (iv) Years of teaching*

8.8.1. Difference: Gender

(i) As a male/female teacher would you like to outline your concerns for integration?

Male and female teachers were interviewed separately in the semi-structured interviews to determine their concerns about integrated education. The results of this investigation indicated that female teachers were slightly more concerned than the male teachers about the integration of special needs students in their classrooms when compared with male teachers. The main concerns of the male teachers were lack of guidance, lack of resources and lack of modern technology whereas the main concerns of the female teachers were inappropriate infrastructure, architectural barriers, and lack of facilities.

Lack of guidance

Teachers are not given any guidelines either from the Ministry of Education or from school management about guidance about integrated education in their schools. Teachers, who are overloaded already, view proposed changes with scepticism (Lortie, 1975). Their initial perception of change is often in terms of a variety of concerns about the impact of the change on their work and its benefits for students (Hall & Hord, 1987). They weigh the impact that change will have on their time, energy, and routines against the benefits it holds for their students.

RK, a male teacher, was concerned about the lack of ministerial guidance and professional development but he was satisfied that the teachers were able to integrate special needs students into the school. According to RK:

We do not have the co operation of the Education Ministry. We have never been given any kind of special training to handle special children. We do not know at all what we are doing is the right approach or not. Even then our teachers are very successfully making integration a success in our school. (Semi-structured interview, west Zone, September 2004)

Infrastructure Limitations

The theme of inappropriate infrastructure suggests that the schools are not designed appropriately to accommodate the special students. It is also a common issue in many of the schools where integration is not made a priority. AP, a female teacher, believed that the major concern was how to accommodate the students in the schools. According to the respondent, basic necessities like toilets and stairs were not built according to needs of the physically disabled students. This was perceived to be a big concern for the integrated education in their schools. AP informed

We do not have the proper infrastructure in our schools especially for the special needs children. Our school buildings are not appropriately constructed. The architectural structure of the school building is not appropriate for the special needs of the special children and it seems to be very difficult for teachers to implement our curriculum. Our Toilets are also not according to the needs of the special children. (Semi-structured interview, South Zone, September 2004)

Lack of Resources

This theme suggests that there are insufficient resources in schools which are required for integration in all mainstream classes. This is a major issue in schools in developing countries. It is quite common that schools do not have the sufficient resources (Lewin, 1999). Teachers reported that although Vidya Bharti Management schools had hearing and visually impaired students, teachers were not able to read Braille, and the schools lacked appropriate resources to support the students' learning. In spite of this, some teachers were implementing a very successful integration program. YR, a male teacher, explained the concerns for the lack of resources but assured the researcher at the same time that they were having a successful integration in their school.

According to the respondent:

Unfortunately we do not have any resources available for the physically handicapped students. We have never seen any special equipment required for the special children. Even then our teachers are very successfully making integration a success in our school. (Semi-structured interview, South Zone, September 2004)

Architectural Barriers

This theme is similar to that of inappropriate infrastructure where the teachers believed that their schools were not the right places for integrated education. According to those teachers some physically disabled students could not access those places that were not wheelchair friendly. The teachers were concerned that the nature of the students' disabilities made it hard for them to make the most of the facilities and support available to them. R, a female teacher, believed that architectural barriers in the school were the main concerns of the teachers because they hindered inclusive education in their school.

R informed the researcher that:

In some of our schools, the labs and libraries are at the first floor and those students on wheel chair cannot go there. The students on wheel chairs can't even access the computer room, so what can we do to assist them if our building is not appropriate at all. (Semi-structured interview, East Zone, September 2004)

TW, a female teacher was concerned about the architectural and infrastructural problems in the school and said: "We do not have the proper infrastructure in our schools especially for the special needs children. Our school buildings are not appropriately constructed" (Focus Group 2, October 2004).

MU, a young Science teacher, believed that the architecture of his school was not appropriate for inclusive education in the school. According to the respondent architectural barriers are major concerns for integrated education. MU suggested:

We have a multi-storey building and special children with physical disabilities cannot move freely. We should have no lift facility in our school. We also cannot provide any other facility to assist them in going to the toilet or the playground. Our library is at first floor and the students on wheel chair can not avail the facility of library. (Semi-structured interview, East Zone, October 2004)

Lack of Facilities

Lack of facilities suggests that there are insufficient facilities available to accommodate special needs students in the schools. Although the Rehabilitation Council of India Act, 1992 states that children with disabilities have the right to be taught by a qualified teacher, the teachers accepted that they were integrating special needs students in the schools in the absence of the essential facilities and para-professional staff. The basic equipment which was required by the special needs students was not available in the schools. A majority of the schools did not have special educators or counselors, even though they had students with disabilities. LB, a female teacher believed that the teachers could do a lot if there were more facilities available in the school for the children and the respondent commented:

We do not even have the basic necessities in our school for the special students. There are no hearing aids for those who are dumb and deaf students. Also, some visually impaired students have no sufficient equipments with them. We could do a lot much better if these facilities are available to us. (Semi-structured interview, west Zone, September 2004)

RK, a young Maths teacher, believed that lack of modern technology was the main concern for integrated education. According to RK, integrated education in schools is limited because new technology was lacking in their schools.

RK commented:

There are so many concerns for integration in our school. We are lacking a lot of things like the modern technology. The economic situation is also not very strong. We are not able to afford the most modern and advanced technology for the special children as we have limited financial resources. The schools must also adopt the modern technology. There should be lifts in the school for physically challenging students. We must have computers for hearing impaired students. All the latest technology and resources must be arranged by our school. (Semi-structured interview, East Zone, October 2004).

Another postgraduate teacher, OP, was also concerned about some basic facilities in the schools that are required for successful integration. According to the respondent, the teachers could perform much better had they received more facilities in the school. The respondent believed that the teachers could support integrated education far better in the presence of sufficient facilities in the school.

OP complained:

First of all this school is not meant for special children but still we are having integration. The architectural infrastructure of the school is according to the needs of the normal children. The hearing impaired students are sitting in the class without understanding even a word in the classroom. What can we expect their result like this? Definitely we do not have any facilities or resources for the education of special needs students (Semi-structured interview, East Zone, October 2004)

8.8.2 Difference: Age

(ii) As a younger/older teacher would you like to outline your views on Integration?

The teachers were asked to express their views about their concerns of integrated education according to their different age groups. The results of this investigation indicated that the older teachers were more concerned for the inclusion of special students in their classrooms as compared to the younger teachers. The younger teachers expressed their main concerns as lack of teachers' focus and lack of policy, while the older teachers' main concerns were about teachers' lack of skills.

Lack of Skills

Some teachers reported that teachers were not equipped with appropriate skills to teach the special needs students in mainstream education. All of the schools had students with a range of disabilities and it was essential that all the teachers must be equipped with different skills to integrate all students in their classrooms. Various reasons were noted for lack of teacher skills. S, a 56 years old senior Language teacher, stated that teachers who lacked skills to integrate special needs students in mainstream classes were not developing their skills.

S commented:

Integration is not an easy process and requires a team of skilled teachers. The teachers are not qualified and skilled to teach them but still they are managing it successfully. Actually the problem is that we, teachers, have received no education on integration. We teachers teach the children as general students. When we are lacking skills, we should try to add skills to teach special needs students. (Focus Group 2, September, 2004)

Another senior teacher, GT, shared a number of concerns suggesting that although her school had a successful integration program, she questioned the special needs students' impact on other students and the school and teachers' capacity to implement a program equal to a special school. GT suggested that it would be better for special needs students and teachers if all those special needs students went to a special school.

According to GT:

Although integration is going on in our school very successfully but still there are so many problems. We the teachers are not skilled and able to teach some special students in our school. We are perhaps doing injustice with these students by admitting without any resources available and we are not doing justice with the student. If they go to some special schools, it would be good for the special students as well as the teachers. At present we have to solve the discipline problem also because of the presence of these special students in our schools (Focus Group 1, September, 2004).

Lack of Policy

According to the respondents, even in the absence of any policy in any of the Vidya Bharti Management schools, the students with special needs had been integrated for many years. Some teachers were confused and unsure about the policies and practices going on in their schools. The students did not know about their rights as there was no policy in the schools.

JK, a 55 year old teacher believed that in the absence of policy and the guidance of strategies there should not be any integrated education in the schools as it was not the right approach to integrate special needs students in the same class. The respondent argued that they were doing an injustice to special needs students in integrated settings as students do not have access to appropriate facilities.

JK explained:

We have no policy, no guidance, and no particular strategy for integration in our schools. We are perhaps doing injustice with these students by admitting without any resources available. There is a visually impaired student in our school but none of us know how to read Braille language so how can we check her class work and homework? Here we are not doing justice with the student. (Focus Group 1, September, 2004)

On the other hand, AK, a 35 year old teacher, felt that the main concern was that all integrated practices were going on without any planning, yet the respondent was still confident that the teachers were doing their best and that integration was going on in the schools very successfully.

AK stated:

At present we are not having skills to teach the special students. Also we do not have any policy to teach these students. We are doing integration on trial and error method and our teachers are taking a lot of pains and their efforts are showing very good results. (Semi-structured interview, North Zone, October 2004)

8.8.3. Differences: Educational

(iii) As a graduate/post graduate teacher would you like to outline your views on integration?

During the semi-structured and Focus Group interviews, the different groups of graduates and postgraduate teachers were asked to express their views about their concerns on integrated education. The results of this investigation indicate that the graduate teachers were more concerned about the inclusion of special students in their classrooms as compared to postgraduate teachers. The main concerns expressed by graduate teachers were the lack of general awareness about integrated education and knowledge of a differentiated curriculum.

Lack of General Awareness

This theme suggested that there is a lack of general awareness among the Indian educators in this study about a right approach for integrated education. R, a postgraduate teacher, expressed that the teachers lacked awareness about integration and recommended that the curriculum of pre service teachers needed to be amended so that all teachers learn about integrated education before they commence their duties in the classrooms.

According to R:

This is our misfortune and a failure of our government that we have not been able to have a general awareness about this world of special students. Every child has a right to get education. Unfortunately there are certain factors that all the special needs children are not able to get education in mainstream. The reason is that there is no general awareness about integration. Our B.Ed (Bachelor of Education) curriculum also has not prepared us for this practice. (Semi-structured interview, East Zone, October 2004)

Differentiated Curriculum

This suggests that there is no distinction in the curriculum for special students and other students in classrooms. Individualized Educational Programs (IEPs) were not being used for those students who are intellectually slower than other students. Special needs students had a curriculum consistent with that of other students.

RK, a graduate teacher, felt that there was the same curriculum in the integrated education in their school and commented:

There is no special curriculum for these special children. Those students, who are intellectually slow, also have to study the same curriculum. We do not know whether this is absolutely perfect or not. We must get more knowledge and training about successful integration. (Semi-structured interview, North Zone, October 2004)

8.8.4 Difference: Teaching experience

(iv) As a senior/junior teacher would you like to outline your concerns on integration (Experience of <10 years or >10 years)?

During the interviews teachers were asked to express their views and their concerns about integration. Their responses indicated that the more experienced teachers were much more concerned about integration when compared with less experienced teachers. The main concerns of all the teachers were anxiety, teachers' negative attitudes and lack of para-professional staff in the schools.

Anxiety

This suggests that sometimes teachers are not confident and are therefore, anxious when they have special students in their classes. They are not sure if they are fit for teaching students with special needs and feel unskilled to teach the special needs students successfully. SK, an experienced teacher of 30 years felt that teachers were not well equipped to have special needs students in the classrooms and that they faced anxiety when not being able to provide what the special needs children must attain as their right.

According to the respondent:

We have a lot of desire to do something for these children but we cannot do exactly what we want to do as we lack the training and resources. We must admit it sincerely that we have to face extreme anxiety at the prospect of accepting a child with impairment or a disability into the classroom because we do not feel adequately prepared to teach those special students. We are well aware of our deficiencies and skills and knowledge for teaching these children. We wish that we were equipped properly to help those students who deserve it in integrated settings. (Interview Focus Group two; October 2004)

Negative Attitudes

This theme refers to the situation when the teachers possess negative attitudes towards special students in their classes which represent a real barrier to their adjustment in the classroom. Only positive attitudes of the teachers serve as viable means to breaking down barriers. RS, a teacher of nine years' experience, felt that it was the utmost responsibility of the teachers that they must let the special students feel that they were also welcome in the class. She felt that all the teachers must have positive attitudes towards the special needs students.

RS asserted:

We, the teachers have to be conscious of the fact that we have to accept the special students in the mainstream of the education. We have to make them feel welcome in the classrooms and provide them with an array of learning supports and experiences. The positive attitudes of the teachers towards these special students have a major effect on the academic and social achievement of all the students, especially those with disabilities. (Interview Focus Group 1, September, 2004)

Lack of Para – professional staff

In the absence of para-professional staff available, classroom teachers have full responsibility to implement integration programs in their classrooms. The meaning of this theme is that in a situation when a teacher is all alone to teach a class of students including special students, the teacher is not fully prepared to have a successfully integrated programme. This has led to an increased demand in the areas of education for paraprofessional staff. RG, twenty five year old, teacher felt that a teacher had to be involved in all the activities that are required in an integrated setting.

According to RG:

In an integrated setting, we, the regular classroom teachers, are required to manage all types of students using a collaborative approach, although we are not capable of that. The integration process requires a team of therapist, and special educators but we the teachers have to do the roles of all para- professional staff and maintain a detailed case-sheet of each student with disabilities with a continuous assessment. This is an over burden for the teachers. (Focus Group 1, September, 2004)

8.8.5 Difference: Experience with a disabled student

Question 6b: Is there a significant relationship between teachers' concerns towards integration and the following contact variables:

(i) Students with disability in school (ii) A disabled family member

(i) Having/not having a student with a disability in class, would you like to outline your concerns on integration?

The teachers were asked to express their views about their concerns of integrated education when they have students with disabilities in their schools. Most of the teachers were highly concerned about the downfall of academic standard of the classroom and parental pressure on the teachers.

Fear of Academic loss

The theme of the fear of loss of academic achievement is a concern for teachers who did not wish to have an integrated program in mainstream education.

LN, a Science teacher, had always been teaching special students and according to the respondent, there was little focus on integrated settings in the schools and more attention was paid to those students who were without any disabilities. The respondent explained that the teachers were more concerned about the fall of academic standards in their class if an intellectually slow student was integrated into their classroom.

According to LN:

All children must be included in both the educational and social life of their schools and classrooms. The basic goal is to not to leave anyone out of school and classroom communities from the very beginning. The focus should be on the support needs of all students and personnel but in our schools we do not have any focus on these particular needs. Our schools are more concerned to see the academic achievements of the students and the special students' needs are in the least priorities. (Semi-structured interview, West Zone, October 2004)

YR, a Science teacher who had finished a Postgraduate Diploma in Special Education was very much concerned about inclusive practices in the school and felt that more should be done by their schools to make inclusive education a success. YR suggested:

At present we are not paying any attention to the needs of special students. Our schools are required to make modifications to academic requirements and other rules that discriminate against students with disabilities, to provide auxiliary aids such as taped texts and readers to students with disabilities, and to ensure that social organizations supported by the school do not discriminate on the basis of disability. (Interview semi structured, South Zone, October 2004)

Parental Pressure

The theme of parental pressure means that the parents of those students who do not have special needs often force the teachers to avoid integrated setting of education. The nature of parental choice is a key underlying issue in any consideration of the development and future of integrated education in India. The parents wish to make sure that children with special needs are respected by their teachers and supported by their peer group. A very senior Language teacher, SK, has taught many hearing impaired students and was highly concerned about parental pressure for integration in the schools.

According to the respondent:

In our schools, we have teachers who are playing increasingly prominent roles in the education of students with disabilities. We have pressure from parents, who want to ensure that their children are adequately supported, and general educators, who want to make sure that their students are adequately supported. The use of special educational instruments has become a primary mechanism to implement more inclusive schooling practices. Although we have been encouraged by situations where students with disabilities have been provided with previously unavailable educational opportunities by the government, but still we are concerned that some current approaches to providing instructional assistant support might not be possible in our schools. (Semi-structured interview, West Zone, October 2004)

8.8.6 Difference: Experience with a disabled family member

(ii) Having/not having a family member with a disability, would you like to outline your concerns on integration?

This question encouraged teachers during semi-structured and focus group interviews to express their concerns about integrated education in their schools in light of having or not having a disabled family member. Those who had disabled family members had a high concern for integration in the school compared with those teachers who did not have a disabled family member. The main concerns expressed by these teachers were that teachers develop sympathetic attitudes towards the special children in their classrooms which is not justified in ideal mainstream surroundings.

Sympathetic Attitude

The theme of sympathetic attitude refers to the concept that teachers with a disabled family member often develop a sympathetic attitude towards those students who have a special need. MU, an experienced teacher, said that his interest in inclusive education developed after seeing the situation of respondent's brother at home. That led to the development of a sympathetic attitude towards special students only after seeing the situation of his relatives. According to MU:

The children with special needs also have some self respect and they do not like a helping hand nor do they expect any sympathy. They are quite capable of doing their work like other normal children and therefore the sympathy of their friends and teachers is not welcomed by them. I attend as many seminars as possible. My personal touch with this type of problem has molded my attitude towards special education. (Semi-structured interview, East Zone, October 2004)

LB, a senior Language teacher, had a son who was born with polio and looking at his condition now she had various concerns. The respondent had experienced the process of integrating her son into mainstream education. As a parent of a special needs child, she had an in-depth knowledge of children's special needs and when they were not met in their schools, the concern level increased.

LB informed the researcher that:

My second son was born with polio; then I was worried and also expected the teachers to be over protected for him. His example changed my attitudes for special children and now I know and I do believe in the strength and the will power of the special children. They do need our sympathy and are quite capable themselves as God has given them some extra power. (Semi-structured interview,, West Zone, October 2004)

A young Maths teacher, AA, whose sister was physically disabled, was also highly concerned about integrated education and the education of those special needs students who were not accessing an appropriate education. The respondent was favorable towards those parents who were concerned and interfering in the integration policy of the school.

According to AA:

I have a sister who is handicapped and I have sympathy with her not because she is disabled but because she is my sister. Looking at her, I realized that they need our help and attention and this helped me in making my sympathetic attitudes towards special students. I feel a lot of concern to see when the special children are not receiving the education they deserve. (Semi-structured interview,, West Zone, October 2004)

8.8.7 Difference: Having a focus on disability

Research Question 5 C: Is there a significant relationship between Teachers' concerns towards Integration and the following variables indicating their focus in their Tertiary Education.

(i) Focus on Disability (ii) Focus on Special Education

(i) Having/not having a focus on disability during your tertiary education would you like to outline your concerns on integration?

Most of the teachers in India do not receive any exposure on disability studies during their tertiary education but some get it during their involvement with the National Service Scheme (NSS) in which they visit various institutions which are working with children and adults with special needs. It is not compulsory to participate in these NSS activities but it becomes an opportunity for those who wish to do some volunteer work during the holidays. The participants also described their visits to these places during their interviews. The teachers were asked to outline their concerns on integration when they have had or have not had a focus on disability during their tertiary education. Teachers who had no focus on disability were more concerned about integration in their classes as compared to those teachers who had a focus on disability during their tertiary education. The main concerns expressed by these teachers were their inadequacy to respond the special demand of the special students and having no professional training for integrated education.

SH, a very dynamic teacher with experience of teaching special needs students had worked in an integrated setting without any formal training. SH explained that they integrated students in their classrooms on humanitarian grounds but no information and training had been provided by management to teachers, who lacked appropriate skills even though teachers were responsible for designing, implementing and evaluating the programs for integrated education. SH revealed:

During my schooling, I was exposed to this part of our society who is disabled but I have received no training at all. There was no professional or any training about disability given to us during our tertiary education. Now we are doing only on the basis of humanitarian grounds, but we hardly know whether we are doing right or wrong. There is an abundance of literature available in this direction but we have never been provided the same. We are still responsible for designing, implementing and evaluating programs for students with disabilities. (Focus Group 1, September 2004)

Teachers' Inadequacy to Respond

The theme of inadequacy to respond means that teachers felt that they were not properly equipped to respond adequately the needs of integration. According to the respondents, teachers in their schools lack appropriate training in human resources and materials to cater for the extra learning needs of children with disabilities.

RV, a postgraduate is a teacher, who never had any focus on disability during tertiary education and was not sure that their efforts on integrated education were adequate or not. The respondent reported that they had become aware of this new concept of integrated education only recently.

RV declared:

I was never given any kind of special training about disability at any level during my Tertiary Education. There was no mention of integration in education. This concept is absolutely new for me. Now we, the teachers are concerned about our inadequacy to respond to the special needs of such students who are integrated in our classes. (Focus Group 1, September, 2004)

Limited Professional Development

The successful education of children with disabilities and special educational needs in ordinary schools depends on all teachers having core information, knowledge and skills, and a positive attitude to the education of those children in ordinary schools. AP, a young teacher was also having doubts about the school's efforts in implementing their integration program in the school. According to the respondent, there was no focus and no policy and they were not sure if they were on the right track or not.

According to AP:

There was no professional or any such training given to us about disability during our tertiary education. We were not given any kind of training how to handle special children in our class. Now we are doing only on the basis of humanitarian grounds, but we hardly know whether we are doing right or wrong. Regarding integration, there was no focus on our education and no training was ever given to us. Teaching of special needs students was a novelty for us and we were not aware of any hints on how to help these children. In case of an emergency we cannot cope up with these children as we are not aware of the basic emergency procedures and we are not trained and equipped properly. (Semi-structured interview, East Zone, October 2004)

SF, a Language teacher who had completed a Masters in Education with a focus on Special Education had learned about students with disabilities but expressed a concern that teachers with no training were also teaching students with special needs. The respondent was concerned and scared that the teachers were possessing inadequate skills to teach special needs children in their schools.

According to SF:

During my Masters in Education, I was made acquainted about some concepts of disability but there was no training given about integrated education. Also, the training has not prepared me adequately to work in this setting. We are not familiar with any of this situation and are teaching special students according to our own limited knowledge. (Focus Group 2, September, 2004)

8.8.8 Having training in special education differences

(ii) Having/not having a focus on special education during your tertiary education, would you like to outline your concerns on integration.

During the semi-structured and focus group interviews the teachers were asked to give their views about their concerns of integrated education based on whether they had or did not have a focus on Special Education during their tertiary education. The results of this investigation indicate that teachers who had no focus on Special Education were more concerned about the inclusion of special needs students in their classrooms compared to those teachers who had a focus on special education. Teachers expressed concerns about having unskilled and ignorant teachers

Ignorance about Integration

The meaning of this theme is that the teachers were absolutely ignorant of appropriate teaching techniques and knowledge to implement an integrated program. Increasing student enrolments and persistent teacher shortages in Special Education can only mean that numbers of well-trained, committed professionals available to provide high quality education to students with disabilities is distressingly insufficient. SH, a young vigorous teacher felt that their biggest concern was their ignorance of the right approach by the teachers. SH informed:

We are totally ignorant and adding to the concerns of the teachers, it is normally noted that no training on special education is available for the teachers who wish to undergo the same. They have to look here and there and then teach the special students by trial and error method without knowing what appropriate approach is. The government is crying because of shortage of teachers but there is no arrangement to provide any kind of training to them. (Semi-structured interview, East Zone, October 2004)

Unskilled Teachers

A very senior teacher, JK, believed that educators did not have confidence in teaching skills for students with special needs. According to the respondent the educators were not well equipped either at pre-service education or during their in-service programs and also that motivation for teachers to improve their skills for successful integrated programs in school was an issue.

JK argued:

Children with physical, emotional and intellectual disabilities can not be handled unless the teachers are well equipped in their training but unfortunately during our tertiary training, we never had any focus on special education. Most of the educators are not even aware of this term in our country. This is the main reason why the educators lack the confidence to have integrated education in their classes. (Focus Group 2, September, 2004)

YR has a Diploma in Psychology and mental retardation. As he has training in the relevant field, he seems to be comfortable in handling the special needs students and seems to be less concerned. According to YR:

We have a lot of desire to do something for these children but we cannot do exactly what we want to do as we are not appropriately equipped without any skills to integrate t especial needs students. (Semi-structured interview, south Zone, October 2004).

8.8.9 Knowledge Variables

Research Question 5 d: Is there a significant relationship between teachers' concerns towards Integration and the following variables indicating differences in knowledge about students with disabilities:

(i) Training in Special Education.

(ii) Knowledge of PDA (Persons with Disabilities Act, 1995)

As schools become more inclusive, Special Education teachers and general education teachers are increasingly working together in general education classrooms. A large part of a Special Education teachers' job involves interacting with others. Special education

teachers communicate frequently with parents, social workers, school psychologists, occupational and physical therapists, school administrators, and other teachers. Technology is playing an increasingly important role in Special Education. Teachers use specialized equipment such as computers with synthesized speech, interactive educational software programs, and audiotapes to assist children. It is therefore, necessary that the teachers receive training in Special Education to do justice within their roles to integrate all the special needs children in the schools.

(i) Training in Special Education.

Teachers were asked to indicate if they had any training in Special Education. In the survey group, 94% of the teachers reported that they never had any training in Special Education but that they had an integration program in their schools.

The concept associated with this theme is that there is no provision for providing professional development to the teachers. The teachers are integrating special needs students with limited knowledge and skills. AA, a Mathematics teacher informed that the teachers were not given any professional development in Vidya Bharti Management Schools and that all the teachers were willing to have some kind of training and professional development to learn more about this new concept of integrated education in their schools. The respondent stated that they were integrating the special needs children using only on a trial and error method and were unsure whether they were right or not.

According to AA:

This is a very sad fact that we did not have any provision for professional development because as usual we are teaching the special children along with others. All the teachers do not have any training for integration in our school and are teaching on trial and error basis. We do not know whether this is absolutely perfect or not. We must get more knowledge and training about successful integration. (Semi-structured interview, North Zone, October 2004)

S, a senior Language teacher also reported that nothing was being done by any government organization or by Vidya Bharti Management to train educators for a successful integrated education program in the schools.

S stated:

I was fortunate to have an exposure to this concept of education but the teachers are not given any in service training in VB to deal with such students. Some NGOs are working to help these students but no government organization is coming forward to help the teachers in improving their skills. We are doing integration by our limited knowledge and do not know whether we are correct or not ((Semi-structured interview, South Zone, October 2004)

Another Language teacher, SK, also talked about the fact that they were ignorant about the right approaches for introducing integrated education into mainstream school although many developed countries were doing a lot in this field. According to the respondent, all of the teachers must get a special training during their tertiary education and it was very sad that there is no focus on this aspect during tertiary education.

SK explained:

During our tertiary education also we have never studied all these topics which are a matter of great concern. We did not have any provision for professional development because as usual we are teaching the special children along with others. We must get more knowledge and training about successful integration going on in other nations. (Semi-structured interview, West Zone, October 2004)

KK, a young Science teacher, felt that lack of training in Special Education was the biggest obstacle of integration. It was also expressed that there is no provision for training for all teachers and that was the main issue and concern for the teachers.

According to KK:

The teachers enjoy the challenge of working with students with disabilities and the opportunity to establish meaningful relationships with them. Although helping these students can be highly rewarding, the work also can be emotionally and physically draining. Many special education teachers are under considerable stress due to heavy workloads and administrative tasks. It is because of their inadequate training in special education almost all the teachers lack the confidence to work with special students. Also, it is because of no training programmes, the educators feel many obstacles for integrated education. (Focus Group 2, September, 2004)

(ii) Having knowledge /not having any knowledge of the Act (PDA) would you like to outline your concerns on integration?

The Indian Parliament enacted the historic piece of legislation known as *The Persons with Disabilities (Equal opportunities, Protection of Rights and full participation) Act 1995*. As the Nation is a signatory to the proclamation on the full participation and Equality of People with Disabilities in the Asia and Pacific Region, it is also agreed to launch the Asian and Pacific decade of the Disabled person 1993-2002 convened by the Economic and Social Commission for Asian and Pacific Region, held at Beijing, in 1992 and thus had to enact suitable legislation.

The teachers were asked to express their views about their concerns associated with integrated education, whether they had or did not have any knowledge of the *PDA (1995)* and to express their opinions about the *PDA (1995)*. The result of this investigation indicated that teachers who had some knowledge of the *PDA (1995)* were more concerned about the inclusion of special needs students in their classrooms compared with those teachers who were ignorant of the *PDA (1995)*.

Ignorance of PDA (1995)

The teachers felt that the information about PDA was being hidden from educated community as a majority was unfamiliar with *PDA (1995)* which gives rights to all special needs students. RP, a senior Language teacher said that it was the right of every special child and his/her parents to know about the *PDA (1995)* and all educationalists must be informed about the advantages of the Act.

RP commented:

It is really very sad that the act has not been implemented so far. The special children must find out what rights have been granted to them. The special children are already in the mainstream and still they are not aware about their rights. The PDA has been passed in 1995 but nothing has really been done so far. The government is intentionally putting us in the dark. The government has kept this Act a secret. (Semi-structured interview, North Zone, October 2004)

8.8.10 Difference: Teachers' confidence level

Q6e. How does your confidence level influence your ability of tackling the students with disabilities in your classrooms?

The teachers were asked to express their views about how their confidence level influenced their ability to tackle students with disabilities in the classroom. As there is now a move towards a more inclusive education system globally, there is a real need to equip teachers to work in more diverse classrooms. The teachers stated that they were not equipped and trained to conduct high stakes testing for the students using standardized, or highly structured, administration procedures. The teachers use norm-reference tests to evaluate the effectiveness of teaching programs, to help determine students' preparedness for programs, and to determine diagnosis of disabilities. These students' performance is rated using scales developed during the norming process. The results of this investigation indicated that the teachers who had little confidence in teaching special needs students were more concerned about the inclusion of special students in their classrooms compared with those teachers who possessed a high confidence level.

Lack of Sufficient Time

This concept suggests that teachers who have low confidence do not want to give extra time to special students. The current system of pre-service and in-service education is not sufficient to produce personnel who can ensure students with disabilities achieve satisfactory outcomes. CH, a young teacher, was not confident about teaching the special students in the classroom and stated that time taken to develop a learning program for a special needs student was a waste of time yet believed that their time should be utilized to support gifted students' learning.

CH commented:

We the teachers have to waste a lot of time in their activities as collaboration and consultation with parents, other teachers, and experts to plan educational programs and modify curriculum for those students. We should utilize this time for other gifted students. (Semi-structured interview, South Zone, October 2004)

Summary

Integrated education is an educational practice based on the promise of social justice that advocates equal access to educational opportunities for all students regardless of physical, intellectual, emotional or learning disability. Integration involves students with disabilities learning with their peers in regular schools that adapt and change the way they work in order to meet the needs of all students (Foreman, 2001). It is a fact that the most crucial challenge facing regular school educators today is the need to accommodate students with disabilities in regular classrooms. It is a new trend of modern education and is a complex issue. The teachers of Vidya Bharti Management were open and forthright and voiced their concerns about integrated education in their schools. The main concern of the teachers was associated with not possessing any skills. Expecting regular classroom teachers to implement integrated education programs in their classrooms without substantial training could be seen as expecting too much from them. The other concerns of the teachers such as the lack of resources, large class sizes, negative attitudes of teachers and parents, financial limitations and architectural barriers can be dealt by the school management, but the central board of secondary education, Department of Education, NCERT and Central Government must also collaborate to solve the problem. An interdisciplinary group of persons need to work together as a team to resolve these issues in a manner where integrated education becomes viable.

In the present research the teachers have frankly discussed their concerns and also suggested some recommendations to make integrated education a success in their schools. Figure 8.4 depicts teachers' main concerns about integrated education in their schools.

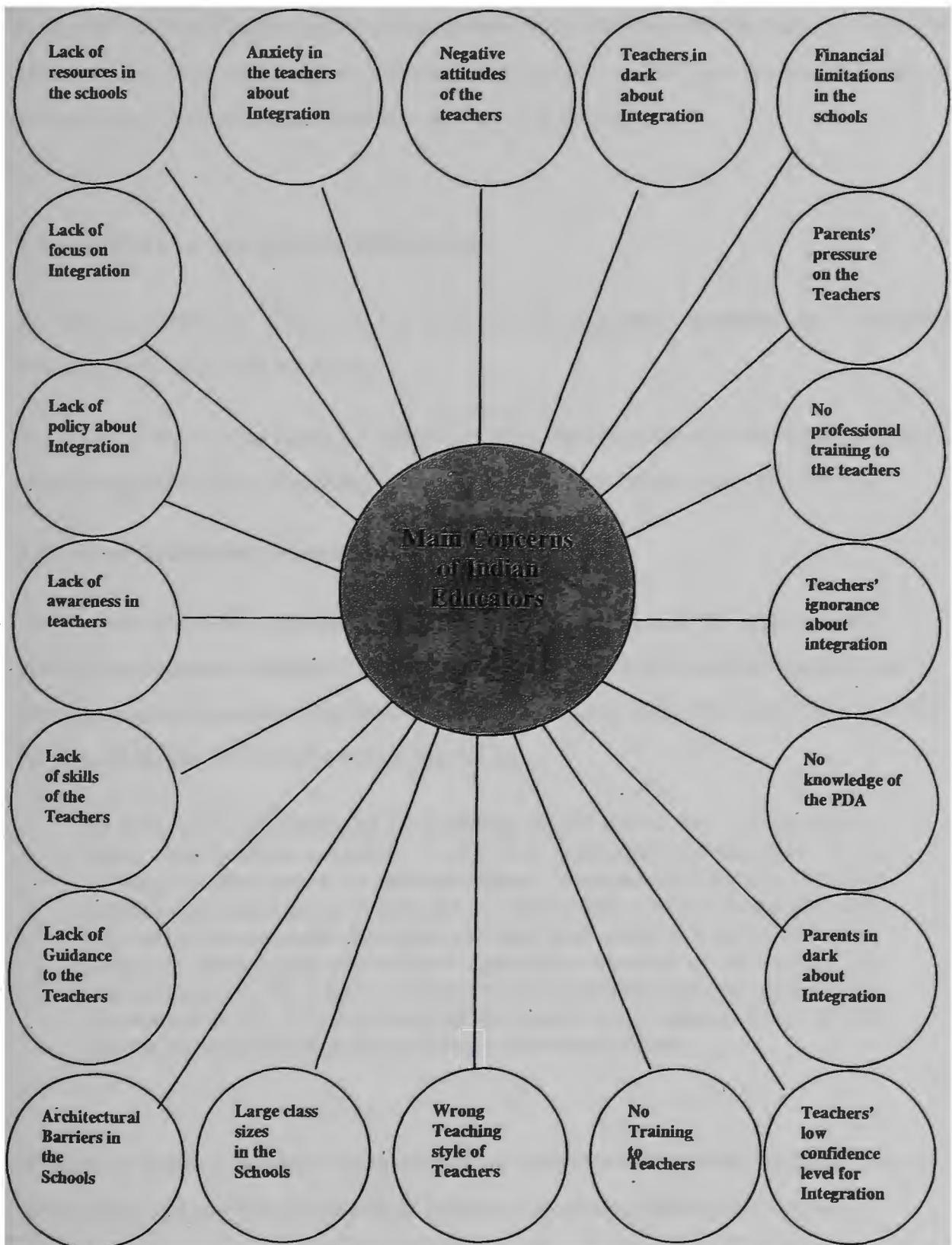


Figure 8.4: Indian Educators' concerns towards Integrated Education

In the next section, the teachers expressed their perspectives on the barriers to integrated education and have also suggested recommendations to remove those barriers in order to promote a successful integrated education system in their schools.

8.9 Barriers to Integrated Education

Research Question 6: What are the barriers of integrated education and suggested answers to eradicate the barriers?

The teachers were asked about the barriers of integrated education in their schools. Some of their suggestions and recommendations to remove those barriers are given below:

8.9.1 Inaccessibility to school building

The teachers were of the opinion that special children were not able to enjoy all the facilities in the school despite it being their right. TW, a senior Language teacher was very much concerned about the inaccessibility of school premises for some students who had special needs. TW commented on this topic,

In most cases, principals and administrators do not believe that it is possible to make their facilities accessible, to use new technologies in education, or to develop a support system for disabled students. Their general attitude is that such large investments are not feasible for the sake of one or two disabled students. The school management and school principal must collaborate to see that those physically handicapped students have appropriate access to all the areas of the school buildings. The school corridors can be widened and lifts and ramps can be constructed in the school to facilitate the special needs students in all of our schools for these students. (Focus Group 2, September, 2004).

SK another Science teacher also expressed her concerns about those students who are in wheel chairs and suggested methods to improve the infrastructure of the schools.

According to SK:

We have some children on wheel chair but they can not go to library on first floor. They do not go to play ground as sometimes that is slippery after rain. The building is not integration friendly. The school infrastructure and architecture of the school building must be carefully examined by the school management and the principal to see that all the special needs students have access to all the facilities in the schools. The school toilets, water taps, ramps and lifts should be constructed according to the needs and necessities of the special students. ((Semi-structured interview, west Zone, September, 2004)

Another young and energetic social studies teacher MU was concerned with inaccessible schools for the special students. He was of the opinion that there should be more places and institutes for special students.

Lately, a lot has been said about possibilities for integrated education, but there are still very few institutions of education that have facilities accessible to students with severe physical disabilities, including visually-impaired students, students who use wheelchairs, and other students with more severe types of disability. We have been teaching visually and hearing impaired students in our schools but most of them could not get any position in University. Our Central government is sleeping on this issue. (Interview, semi structured, East Zone, September 2004)

A senior teacher, SU, was also of the opinion that special needs students deserve more than what they are currently receiving in our schools. According to the respondent, the school authorities must not ignore the rights of special needs students and provide them with equivalent necessities that other students enjoy.

SU commented:

The long walk to school for physically impaired students is only the beginning of the difficulties. Also, most of the Science practical labs are on upper floors. It was difficult to reach labs on the second and third floors. Although school has been doing many renovations and many changes, the design of the school buildings still does not address the needs of special needs students. It is not fair that the schools accept these students and then leave them to wage their own battle to stay there and complete their education. The school authorities should respond to the needs of their special needs students by formulating a written policy which all of its citizens respect. From the moment these students begin their registration, right through to the completion of their studies, the schools should ensure that they have easy access to all facilities, so that they are within easy reach of all students; availability of wheel-chair access to toilet facilities and so on. The schools should not view these requirements as anything unusual or special, but they should be seen as a norm, something basic for the students. (Semi-structured interview, South Zone, September 2004)

8.9.2 Financial Limitations

Within this global context, the *Salamanca Statement* of 1994 and a growing body of research asserts that Inclusive Education is not only cost-efficient, but also cost-effective, and that “equity is the way to excellence” (Skrtic, 1991, p.34 OECD, 1999). According to the EFA 2000 Global Assessment, half of the developing countries supplying information reported spending less than 1.7 of their GNP on basic education in 1998. (Kisangi, 1999) Financial planning is the realm of every school administration and needs a lot of attention. In Indian schools, state governments provide a limited budget which affects all of the inclusion requirements. RV, a senior Science teacher expressed her concern about this issue and argued that the school principal and school management must arrange to gather further funding for the welfare of the special needs students.

According to RV:

Planning is an important function of every organization. Since resources are the basis for every activity in an organization, financial planning assures considerable importance. As with every other business enterprise, our schools should also effectively plan for the mobilization and utilization of their resources. We have given admission to special needs students in our schools but we are hardly possessing any resources for their needs and still we are boasting of our success in integrated education which seems to be ridiculous. The school management and school principal must arrange to gather some funds for the school apart from the school fees given by the parents of the students. The extra funds can be utilized for the promotion of the integrated education ((Semi-structured interview, west Zone, September, 2004).

AK, another teacher raised the lack of funding issue and stressed the need to have teachers' aids in the schools for those who need assistance in the class.

According to AK:

There is not enough Ministries funding to pay for a full time teacher aide's help. For example, I have a child with Downs Syndrome in my class. She is not a behavioural problem. However to further her education by developing her skills, she needs teacher's aide in the classroom. She is limited by what she can do without this help. As she has got no aid for her, I feel she is not receiving an equitable education - she is being disadvantaged. (Semi-structured interview,, west Zone, September, 2004).

The issue of financial limitations was reiterated by YR, a male Language teacher who believed that the schools could do much more with the help of more resources and greater levels of funding and suggested that the Department of Education and Ministry of Education must allocate some more money to all the schools.

According To YR:

Department of Education , New Delhi State government must be informed about the state of special needs students in the school and DOE (Department of Education) must fulfill the financial demands of the school for a successful integration in the school. The Ministry of Education (MOE) must conduct a survey to ensure that all the schools are having sufficient resources and financial budget to have successful integrated programs. They must also make sure that teachers are implementing all the inclusive education practices in their schools. (Semi-structured interview, South Zone, September 2004)

8.9.3 Unskilled Teachers

Teachers have a crucial role to play in the successful implementation of integrated education in the schools. Although structures and resources are important, successful inclusion is not just about the allocation of resources. Integration is based upon a philosophy of belonging, acceptance and support (Stainback & Stainback, 1992). While it has been common to assess and provide support for the needs of the learner, it is true that the support needs of teachers have been overlooked during progress towards an integrated education system. RK, a young maths teacher expressed his concern on the issue of unskilled teachers and suggested that all teachers must be given in-service training to enable a successful integrated education program in the school.

According to RK:

We, the teachers were never given any training to teach the students with special needs. We are teaching all kinds of children but in reality possess no skills for teaching them. The school management and school principal must ensure that all the teachers get in-service training and guidance for teaching special needs students in the schools. The trained teachers must be rewarded or adequately compensated and encouraged to go through the training for a successful integrated program in schools. NCERT must also prepare a team of master trainers who should be imparting training to all the teachers for assisting them to learn the techniques of teaching special needs students. (Semi-structured interview, west Zone, September 2004)

There were various reasons noted for lack of teachers' skills. S, another teacher stated that teachers who lacked skills to integrate special needs students in mainstream classes were not developing their skills. S commented:

Integration is not an easy process and requires a team of skilled teachers. The teachers are not qualified and skilled to teach them but still they are managing it successfully. Actually the problem is that we, teachers, have received no education on integration. We teachers teach the children as general students. When we are lacking skills, we should try to add skills to teach special needs students. Ministry of Education, India, must encourage and motivate all the teachers to learn more about new techniques and strategies of teaching special needs students. Also, Ministry of Education must ensure that all the B.Ed students study a separate subject about Special Education as a compulsory (Focus Group 2, September, 2004)

GT, a Language teacher also expressed her concern about her lack of skills to support special needs students and suggested that it would be better for special needs students and teachers if all those special needs students went to a special school.

According to GT:

Although integration is going on in our school very successfully but still there are so many problems. We the teachers are not skilled and able to teach some special students in our school. We are perhaps doing injustice with these students by admitting without any resources available and we are not doing justice with the student. If they go to some special schools, it would be good for the special students as well as the teachers. At present we have to solve the discipline problem also because of the presence of these special students in our schools. NCERT must also direct all the B.Ed (Bachelor of Education) colleges in the country to include "special education" as a compulsory subject especially with a focus on special needs students. (Focus Group 1, September, 2004).

8.9.4 Large class size

No topic in current education has received so much public and professional attention as class size. All parents, teachers and politicians are attempting to take credit for introducing policies aimed at reducing class size. The student teacher ratio is always used as the fundamental metric for quality education. An ideal policy maker in a school can easily specify a change in class size whereas some other changes are more difficult to handle. AA, a young teacher was very much concerned about the large class size in the school and considered large class size as a significant barrier to integrated education in the schools.

According to AA:

Some of our classes have fifty students in the class and that too with special needs students in it. I have some behaviourally challenged students who need more attention but it is very difficult. The problem of large class sizes can be tackled at the school level only. All those classes in which special needs students are integrated, must be having a limited students, so that the teachers can pay their proper attention to all the students. It is essential that special children must be paid full attention by the class teacher. (Semi-structured interview,, North Zone, September 2004)

8.9.5 Lack of integration policy in the schools

A singular challenge facing education today is the challenge of providing a policy for the best, most effective education possible for children and youth with special needs. Over the past many decades there has been a proliferation of legislation and federally funded "special," "compensatory," and "remedial" education programs designed to ensure the educational success for these students. Each of these programs has expanded knowledge about pedagogy and technology for selected segments of the student population but the irony is that all the schools do not have a policy to integrate the special needs students in their schools which should be essential for all the schools.

RK, a postgraduate teacher was concerned that teachers do not know the goals and objectives of the special needs students as there was no policy in the school. Those students also have the same curriculum as those students without special needs.

According to RK:

We are perhaps doing injustice with special needs students in our schools as we have no policy and no guidance about their goals and objectives. In the absence of a policy, no program can be implemented successfully. We are not trained and skilled and therefore are working in dark. The school management and principal should collaborate to make a policy for a successful integrated program in the school. (Semi-structured interview, East Zone, September 2004)

JK, a 55 year old teacher believed that their school is not doing justice to special needs students by having them in the same class with other students. The respondent argued that lack of policy and lack of any kind of guidance is the biggest barrier to integrated education in their schools.

JK explained:

We have no policy, no guidance, and no particular strategy for integration in our schools. Our school is giving them admission and just playing with their future. If these special needs students go to some special schools, they would be able to learn something. The hearing impairing students are just passing the time here and not learning anything. (Interview, Focus Group 1, September, 2004)

On the other hand, AK, a 35 year old teacher, felt that the main concern was that all integrated practices were implemented without any planning, yet the respondent was optimistic that teachers were doing their best and the integration programs in the schools were being implemented very successfully. AK stated:

We, the teachers are standing at the crossroads in our schools. We can neither ignore the special needs students nor are able to give them proper guidance as we do not have any skills, training, not even a policy to teach them. We are doing integration on trial and error method and our teachers are taking a lot of pains and their efforts are showing very good results. Ministry of Education, India, must encourage and motivate all the teachers to learn more about new techniques and strategies of teaching special needs students. Also, Ministry of Education must ensure that all the B.Ed students study a separate subject about Special Education as a compulsory subject. (Semi-structured interview, North Zone, October 2004)

SF, another senior Language teacher was also concerned that the schools do not receive much assistance for integration and integrated education programmes in schools. The respondent suggested that it is the duty of the Government to plan a uniformed policy for integrated education in all the schhols.

According to SF:

Currently, there is no real mechanism for the strategic development of integrated education - neither the Department of Education nor NCERT seem to do it. Our schools depend upon parental/local initiative. This means that the development of integrated education tends to be both piecemeal and ad hoc. The provision of integrated education should be linked to efforts to develop and maintain shared space. To date, education issues have been pretty marginal within the Government's policy at present. (Interview, semi structured, South Zone, September 2004)

8.9.6 Differentiated Curriculum

Baker and Zigmond (1990) found that the teachers in the mainstream schools taught in single, large groups and seldom differentiated instruction or made adaptations based on students' needs. Besides, on a survey addressing adaptive instruction (Florian,2005), regular education teachers did not specify classroom adaptations for students with disabilities. The curriculum in different states, different schools are not common and it is very difficult to plan a similar curriculum for all the children with special needs. Students with special needs are assessed to determine their specific strengths and weaknesses. Placement, resources, and goals are determined on the basis of the student's needs. Modifications to the regular program may include changes in curriculum, supplementary aides or equipment, and the provision of specialized physical adaptations that allow students to participate in the educational environment to the fullest extent possible

Curriculum planning for integrated education is much neglected by educators as being unnecessary. But for education to keep up with the changing world and to combat current problems, curriculum planning in an integration setting is extremely essential. As the world becomes more complex and researchers find out more about learning, it is evident that forming connections between different curriculums in a classroom is important. In a classroom where two different groups are sitting together, the teachers must plan different curriculum for both the groups but in the schools where the researcher gathered data, the teachers were using the same curriculum for students with and without special needs. SK, a very senior teacher commented on the same curriculum structure in their classes suggesting that the alternative is unnecessary and stated:

Special programs and regular education programs must be allowed to collectively contribute skills and resources to carry out individualized education plans based on individualize education needs but we teachers do not have any time and any idea to distinguish the two curriculums for the two sets of students sitting in our classes. The students are given the same assignments, same tests and the same question papers in the examinations. We are simply trying to do uniformed education although not integrated education. NCERT must ensure that there is a national curriculum for different types of disabled students based on their severity of disability. When the special needs students are integrated with non -disabled students, they must have a different curriculum in the same class. (Focus Group 2, September, 2004)

The teachers were aware that Individualized Educational Programs (IEPs) were not being used for those students who are intellectually slower than other students and that special needs students had the same curriculum as other students. RK, a graduate teacher, felt that there was not a right approach in the integrated setting of education in their school and commented:

This is an irony that we are having an integrated setting in our schools but there is no special curriculum for these special children. Those students, who are intellectually slow, also have to study in the same curriculum. We do not know whether this is absolutely perfect or not. We must get more knowledge and training about successful integration. The Primary Educational Board in New Delhi has a responsibility of publishing the text books for all the primary schools. The books in the primary schools should be in simple languages which are easily understood by even intellectually slow students. This will enable the special needs students to have confidence to achieve good results. The educators can understand the needs and capabilities of the special needs students. They can develop a school curriculum framework according to the special needs of the students in the school. They can also help those students to be self independent by spending some extra time with them. (Semi-structured interview, West Zone, October 2004)

8.9.7 Parental Pressure

The parents of special students and also of those students who do not have any special needs constantly pressurize the teachers, the principals and other staff in schools to make their own way. The teachers who are already overworked and overstrained have to undergo additional pressure from the parents. The parents wish to make sure that the children with special needs are supported by their peer group and teachers with respect.

LB, a senior Language teacher expressed her concern like this:

Some parents interpret the rigid rules and eligibility requirements to which the schools must adhere as an indication that school officials are not willing to help their child. Other parents feel that the school actively discourages their participation in shaping educational programs for their children. We have also seen that conflicts may arise when the school perceives the parents' requests for services and a stronger voice in decision making as being excessive, costly, and inappropriate. Those parents who pressure the school teachers not to integrate the special needs students in the mainstream of education must be tackled by the school principal. They must also be made aware of school policy of integrated education. (Semi-structured interview, West Zone, October 2004)

A very senior Language teacher, SK, has taught many hearing impaired students and was highly concerned about parental pressure for integration in the schools.

According to the respondent:

In our schools, we have teachers who are playing increasingly prominent roles in the education of students with disabilities. We have pressure from parents, who want to ensure that their children are adequately supported. The use of special educational instruments has become a primary mechanism to implement more inclusive schooling practices. Although we have been encouraged by situations where students with disabilities have been provided with previously unavailable educational opportunities by the government, but still we are concerned that some current approaches to providing instructional assistant support might not be possible in our schools. (Semi-structured interview, West Zone, October 2004)

8.9. 8 Anxiety in the Teachers

As unskilled teachers in integrated, oversized classrooms, the teachers were not sure whether the integrated education in their schools was a success. The teachers expressed their concerns about having stress and anxiety while integrating special needs students in their classrooms. RG, a young teacher was also concerned about teachers' burn out as a condition in integrated settings of schools and suggested that the Ministry of Education must help teachers to prepare themselves to teach the special needs students.

RG commented:

All of us are not trained in teaching these special needs students and sometimes have to face some maladaptive behaviour of some students like showing tantrums, aggression, self injury, avoiding and neglecting the teachers. Sometimes they throw chairs on other students. This is really very stressful for the teachers. Ministry of Education must conduct seminars to help the teachers and encourage them to have integrated practices in the school. The teachers must be adequately prepared to welcome and teach the special needs students in their classes. (Focus Group 2, September, 2004)

Some teachers were having some doubts about whether they were fit to teach students with special needs and often report feeling underskilled to teach the special needs students successfully. Their lack of training and skills was also seen to be an underlying cause of stress.

SK, a teacher with 30 years experience felt that teachers were not well equipped to have special students in the classrooms and that they had to face anxiety related to being unable to provide the special needs children their right.

According to the respondent:

We have a lot of desire to do something for these children but we cannot do exactly as we are doing it only on the basis of trial and error and I must admit it sincerely that we have to face extreme anxiety at the prospect of accepting a child with impairment or a disability into the classroom because we do not feel adequately prepared to teach those special students. I wish that our schools or management can give us some kind of training to make this integration project a success. (Focus Group 2, September, 2004).

8.9.9 Negative Attitudes

Research has suggested that the successful implementation of any inclusive policy is largely dependent on educators being positive about it (Stainback & Stainback, 1992). Many teachers are unwilling to integrate the special needs students in their classrooms. In many studies the attitudes of teachers towards educating students with special needs has been put forward as a decisive factor in making schools more inclusive (Hegarty & Alur, 2002). Any teacher with negative attitudes towards integrated education can never make integrated education a success. (Sharma & Desai, 2002). SK, a senior Language teacher talked about the negative attitudes of teachers as a major barrier to integrated education. According to her, the students with special needs deserve better and the teachers having negative attitudes towards integrated education must be prepared and trained by the school principal and other staff to improve their attitudes. According to SK:

The teacher is a central figure in all education. Many teachers in ordinary schools have no knowledge whatsoever with regard to teaching the special needs students Some are perhaps directly negative, others only confused and afraid, still others overlook or overprotect the pupil. I would like to point out one dangerous and frequent effect of these varying negative attitudes: The teacher's expectation regarding the pupil's achievement is far too low. We all need to fulfill expectations of those students who have some special needs. It is a major responsibility of the school principal to ensure that any school member should have no negative attitudes towards the special needs students. (Semi-structured interview, West Zone, October 2004)

GR, another senior Maths teacher was also concerned about teachers' negative attitudes as barriers towards integrated education suggesting that negative attitudes are possessed even by some expert teachers in the schools. The respondent suggested that parents of students and other community members must endeavour to have positive attitudes towards integrated education.

According to GR:

Integrated education has changed the face of education forever. Many teachers possessing negative attitudes towards students with special needs hamper the success of integrated programs in the school. However, low expectations and negative attitudes towards these students are phenomena not only met within the public but we find such negative attitudes even among expert teachers who work for them. In such cases attitudes are even more tenacious and difficult to eradicate. The parents of special needs students and other students should have positive attitudes towards those students who have a special need. They must encourage the peer group to get together and form a responsible community within the school so that the special students must not feel that they are ignored in the school community. (Focus Group 2, September, 2004)

RK, a young Maths teacher, believed that many teachers in our schools possessed some negative attitudes about teaching special needs students. According to him the teachers were not bothered if those students were not fully equipped with essential hearing and visual aids in their classes. According to RK:

The teacher is a central figure in all education. Many teachers in our schools have no knowledge whatsoever with regard to teaching the special students. Some are perhaps directly negative, others only confused and afraid, still others overlook them. General educators have not developed an empathetic understanding of special needs of those students, nor do they appear to be supportive of placement of these students in regular schools. The teachers also do not have self confidence to tackle the issues in case there are some. Some hearing impaired students in our school do not have any hearing aids and teachers are not concerned whether they are getting the lesson or not. (Semi-structured interview, East Zone, September, 2004)

8.9.10 Lack of Para-professional staff

Para-professionals are persons who work in classrooms under the supervision of teachers. The duties and responsibilities of a paraprofessional have changed over the past few decades and they may vary from situation to situation. Some teachers use paraprofessionals only for transition from one area of the building to another, while others appeared to use the extra assistance for teaching small groups and monitoring academic tasks. LN, a young Science teacher also considered it as a barrier that our schools do not have speech pathologists, psychologists, physiotherapists and all other para-professional staff who are required .

According to LN:

Recent authorizations of legislation like *PDA (1995)* that call for the appropriate education of children with disabilities have increased the use of non-professional personnel but in our schools we hardly see any presence of these staff. Some special needs students require tailored educational services and exceptional needs students require highly specialized programs. The school management must hire a group of Para- Professional staff in the school who should assist the class teachers and integrated teachers. These Para-professional staff can be integration aids, physiotherapists, clinical educator, a registered nurse, occupational therapist and classroom support personnel. (Semi-structured interview, West Zone, October 2004)

8.9.11 Fear of downfall of academic achievement

Burdened with a history that includes the denial of education, separate and unequal education, and relegation of standards, the quest for quality education remains an elusive dream for the students with special needs in India. In education systems, efforts are underway to focus attention on the nature, quality, and level of student learning. In this age of competition, all the schools are competing to show their best results and this is the main reason that most teachers do not wish to integrate students with intellectual disability in their classes. These students may not show good results and teachers do not wish to show poor results. This could be considered the main barrier to integration of intellectually impaired students in mainstream schooling.

The difference in academic performance among children is referred to as the achievement gap. Children with intellectual impairment generally achieve at lower levels than children with any other special needs. Slavin (1998) proposes that schools can have a powerful impact on the academic achievement and success of all children by viewing them as *at-promise* rather than at-risk and preparing them to reach their full potential.

OP, a young Science teacher was of view that the students are not integrated in the schools because teachers are scared of downfall of their academic achievement. They do not want to be deprived of the award given to all those teachers who have got one hundred percent results and that is the barrier to integrated education in our schools.

According to OP:

Segregation and integration may be thought of as opposite poles on a sliding transition scale. To compare the academic achievements with integrated schools where all this is lacking is obviously unjust. Those teachers who hesitate to integrate intellectually slow children into their classrooms and they are scared of fall of their academic results, must be informed by school principal and school management that the results of the special needs students would not be affecting their overall achievement and that those teachers must be awarded who integrate those students into their classrooms., (Semi-structured interview, East Zone, October 2004)

MU, a very senior teacher is also worried about the barrier that some teachers hesitate to accept students with special needs in their classes as those students could be responsible for poor academic results. The teachers are more worried about loosing the reward on the day of results.

According to MU:

Students with any kind of special needs continue to lag significantly behind their peer group without any disability on all standard measures of achievement. Special children are more likely to drop out of school as compared to other children are and twice as likely to be suspended from school because our teachers are too scared and hesitant to accept them in their classroom. The greatest fear of teachers is about losing an award of a perfect teacher and the special needs students are not integrated in the mainstream of education. (Semi-structured interview, East Zone, October 2004)

8.9.12 No professional development of the teachers

In recent years, professional development for public school educators has come to be seen as a key component of school improvement plans, particularly the needs of special students in our classrooms. In traditional school schedules, sufficient time for this kind of teacher activity is not normally integrated into the school day. The idea that teachers are the most influential factor in educational change is not controversial (Duffee & Aikenhead, 1992). Professional development today also means providing occasions for teachers to reflect critically on their practices. The absence of any in-service training and professional development of teachers is the key challenge and the most important obstacle to policy makers' efforts to create integrated education. The vision of practice that underlies the reform agenda requires most teachers to rethink their own practice, to

construct new classroom roles and expectations about student outcomes, and to teach in ways they have never taught before - and probably never experienced before. The success of integrated education ultimately turns on teachers' success in accomplishing the serious and difficult tasks of learning the skills and perspectives assumed by new visions of inclusions and unlearning the practices and beliefs about students and instruction that have dominated their professional lives to date. Still, few occasions and little support for such professional development exist in our schools. TW a very senior Language teacher also believed that lack of professional development for teachers is one of the biggest barriers to integrated education in schools. In India, persons with disabilities have been in existence since time but we are not able to provide education to teachers about the perfect integrated education. According to TW:

The dominant training-and-coaching model which is focused on expanding an individual repertoire of well-defined classroom practice is not adequate to the conceptions or requirements of teaching embedded in present reform initiatives which includes special students as well. The ministry of Education must endeavor to provide every kind of professional development to all the teachers so that they understand the concept of integrated education and are ready for any kind of special needs of the students while they are in control of the classroom. (Semi-structured interview, West Zone, October 2004)

YR, a very senior Science teacher, who has completed a Post Graduate Diploma in Special Education also believed that teachers' professional development is a neglected area in schools and that this was a big barrier to integrated education. According to YR, teacher education, especially in India is passing through a state of confusion and ambiguity. YR commented:

India has a long tradition of teacher training .However; teacher training in respect of special education has not received the needed attention. Unfortunately, teacher education in special education has remained a neglected area in the sense that it has not been given due attention, recognition and importance. Teacher education in special education is still in its babyhood. There are very few teacher training institutions in the country for preparing special educators. The existing pattern of teacher education programmes in India does not seem to be in a position to meet the challenges of special needs education in the times ahead by virtue of its numerous shortcomings (Semi-structured interview, South Zone, October 2004)

RV, a very senior teacher also believed that the teachers do not have sufficient knowledge to teach special needs students and lack knowledge and support services. The barrier to integrated education can be removed if all teachers were given the training and professional development in the field of special education. According to RV:

Providing a quality education for all students in inclusive settings is the most challenging issue in education. Inclusivity will characterize the schools of the new millennium. Hence, to meet the challenge, we must prepare teachers adequately. If the teachers have to perform their roles efficiently, they need appropriate education and training. Preparing teachers at the pre service and in service levels to deal effectively with the challenge of inclusion is essential if we are to truly teach all students in inclusive, collaborative and diverse settings. To accomplish this, different aspects of organisation including curriculum, facilities, support services, collaboration and most important of all skills of teachers need careful planning. Therefore, the teacher training programmes need to be framed, reframed to incorporate the essential components. (Semi-structured interview, west Zone, October 2004)

8.9.13 Unaware Educators

India, being a signatory to the United Nations (UN) instruments, has undertaken rehabilitation programmes on a massive scale. While recognizing the need to fulfil commitments according to UN declarations and mandates, India being aware of its obligation under the Constitution of India, has introduced various programmes and schemes for the empowerment of persons with disabilities. Articles 15 and 41 afford protection to the rights of persons with disabilities. Disabled persons have been guaranteed the Fundamental Rights as available to other citizens of the country. RP, a very senior Maths teacher believed that not only teachers but school principals are also ignorant and that is a big barrier. According to RP:

Any transition can be problematic, leading to erratic implementation of policies. By beginning to implement the Persons with Disabilities Act, India is attempting to serve a group of citizens who have not been acknowledged, nor served in the past. This can easily be an overwhelming process, riddled with bureaucratic challenges. Fortunately, administrators, teachers and families are accustomed to dealing with bureaucratic *challenges* in India so some of the strains experienced in this transition are not perceived as unusual. None of the Principals were aware of the U.G.C. scheme that provides grants for making colleges accessible, for buying equipment and resource materials for disabled students, for setting up Disability Units in the colleges and for providing fellowship to disabled students. (Semi-structured interview, North Zone, October 2004)

8.9.14 Unaware Parents

The PDA has created many new challenges, but it has also been a stimulus for an abundance of hope and optimism. It is India's formal advocacy statement for its citizens with special needs. In the country, there seems to be a growing sense that special education will be different in the future. SF, a Language teacher, believed that parents' ignorance is a barrier and there is almost no effort being put into providing any kind of information to parents about their rights. According to SF:

The parents, who have almost no knowledge about the integration policy in the mainstream classrooms, must be made aware by the ministry of education as a compulsory part of their routine. The benefits of the new Act (*Persons with Disabilities Act-1995*) must also be informed to all the teachers in the schools. (Semi-structured interview, south Zone, October 2004)

On the other hand, AA believed that parents of special children are not interested in gaining any kind of information about their children and do not care what the school principal and teachers are planning for them. According to AA:

These parents are like the three monkeys of Gandhiji, "They see nothing, speak nothing against the school authorities and don't hear all hell breaking on their children. These parents don't understand the world their children are living in. There is a lot of denial here (Semi-structured interview,, North Zone, October 2004)

RK, a young Science teacher on the other hand was very optimistic about parents' responsibility and hoped that many parents and many families in India would be benefited with integrated education. According to RK:

This is a time of hope in India. There is a hope that, for the first time, children with mental retardation may be able to succeed beyond their parents' dreams. Each family's primary hope is that one day their children will not only receive services, but that they will also be welcome in Indian society. (Semi-structured interview, West Zone, October 2004)

8.9.15 Admission Policy of the School

Right to admission in an educational institute under Articles 14 and 21 of the Constitution of India and is a fundamental right. Even as Articles 32 and 39 of the PWD (Persons With Disability) Act, 1995 clearly pronounces that every academic institution is bound to reserve 3 per cent of the seats for the disabled students, this seems to have been ignored by most of the self-financed institutions in the state: (Express India, 1st Feb. 2009). There are various institutions in India where the special students are denied admission and according to AV, this is a significant barrier to integrated education, as students and parents do not know about their rights and opportunities.

According to AV:

In our schools we see only a few special students. These students like to sit at home as they do not know about their rights. The school management and school principals must not close the gates of the school for any special needs students. The non disabled students must be in contact with the special children in a mainstream of education for a healthy integration program in the school and in their community as well. The Department of Education, New Delhi must reserve a few seats for the special needs students in each and every school and every school principal must be obliged to give admission to all the special needs students in the school. This process would be a major step for the successful integration in the schools. (Semi-structured interview, West Zone, October 2004)

8.10 Conclusion

The semi-structured interviews and focus groups have given a very clear and comprehensive picture of the attitudes and concerns that Indian educators in Vidya Bharti Management have towards integrating special needs students in their classes. Most of the teachers do not possess negative attitudes about integration in their classes but suggest that greater budgets and resources in their classes are required so that they are better prepared for integrating special needs students into their classes.

The teachers understand that the new ideology of integration is good for special children who would like to be included in society with those children who have no special needs. Teachers reported that there had been insufficient time available to properly implement

new technology in their classrooms due mainly to workloads and other work commitments. Teachers are not unwilling to adopt the new changes of integration but expressed the belief that implementation would have been smoother and less stressful if there had been more time for them to prepare resources and lessons without the burden of the heavy curriculum they have to accomplish in a term. Guhlin (2006) also argues that “most teachers want to learn and adopt new technology but lack time, access and continuous support” (p.13).

With the ratification of the UN Convention on the Rights of Persons with Disabilities on 1st October 2007 by the Government of India, it is expected that the National Policy that has extensively covered the education of persons with disabilities will be able to realize the goals of Biwako Millennium Framework. National Policy has also been considered as crucial to the development of human resources for providing education to all children with disabilities in the general education stream. Many milestones have passed, significant achievements have been made and opportunities have been created for the disabled. Much has been done but much remains to be done. In sum—the new millennium may signify many things to many people but what it should signify to all is that in terms of disability rehabilitation, new and emerging perspectives in special education cannot be ignored.

Following the results of teachers’ attitudes and their concerns about integrated education, it is necessary to discuss the results in detail to comprehend why these results have emerged among teachers in the schools under Vidya Bharti Management. The next chapter will give a detailed discussion of the results of teachers’ attitudes and concerns about integrated education, a comparison of these results with previous research, recommendations to Indian Educationalists and suggestions for further research.

Chapter 9

Conclusion and Recommendations

The need to think inclusively in education, as in other areas of society, has never been more important. Inclusive thinking is a reminder that education must be as concerned with the sustenance of communities as with personal achievement and national economic performance. Thinking inclusively about education allows us to recognize the undermining effects on social cohesion and the consequent economic costs of a narrow technical focus in education, where the sole concern is with 'what works' to increase average school attainment, narrowly conceived in terms of academic results. (UNESCO, 2001, p.46)

9.1 Introduction

This study was conducted in an effort to identify and systematically explore the attitudes and major concerns of Indian educators regarding the integration of special needs students in regular classrooms. The study was designed with the cultures, norms and social practices being observed in India in mind. This information will be crucial for all educationalists and policy makers involved in designing and implementing different types of training programs for teachers during their tertiary education and in-service courses in order to promote successful integration of all students in the schools.

In particular, this study was designed:

- To identify the attitudes of secondary school teachers towards integration;
- To investigate the effects of selected background variables on teachers' attitudes towards integration;
- To identify the major concerns of teachers towards integration, and
- To investigate the impact of tertiary education and professional development on teachers' attitudes and practices related to integrated education.

As with any innovation or educational reform effort, the successful inclusion of students with disabilities requires a fundamental change in the organizational structures of schools

and in the roles and responsibilities of teachers. Change in schools can be difficult, given the preponderance of school structures that promote traditional practices and provide little support for innovation (Bullough, 1995; Klinger & Vaughn, 2001; McLeskey & Waldron, 2003; Scrugges & Mastropieri, 1996). Strong support systems, containing key personnel and resources committed to the change process, are required to change school practices (Fullan, 2001; McLeskey & Waldron, 2003; Wagner, 2001).

In the schools under Vidya Bharti Management from where the data for this research has been collected, it was clear that one of the immediate goals of these schools was a social inclusion initiative aimed at enabling all young people, especially those with disabilities, to attend school and successfully access education. Inclusion considers that all students are full members of the school community and are entitled to the opportunities and responsibilities that are available to all students in the school. According to the aims of the study, this chapter will conclude with a model of some essential values of integrated education which summarises some of the most important findings of the study.

9.2 Teachers' Attitudes towards Integrated Education

A significant purpose of the study was to identify the current attitudes of secondary school teachers towards integrated education. The quantitative analysis section is based on the responses of 470 teachers while the qualitative analysis section is based upon the perceptions of 40 teachers who were already experienced and skilled in integrating special needs children into their classrooms. The two different cohorts of the study have provided a detailed snapshot of current programs, practices and policies of integrated education in Vidya Bharti Schools in India.

Many educators have previously carried out studies using the ATIES (Attitudes Towards Integrated Education Scale) developed by Wilczenski (1992, 1995) to measure educators' attitudes toward inclusive education on the four dimensions of academic; physical; social; and behavioral aspects and needs of students with disabilities. The reliability analysis during initial validation of this test showed a Cronbach's Alpha value of 0.92, indicating that it was a reliable instrument for this investigation.

Researchers who have already carried out teachers' attitudes study using the ATIES include Sharma (2001) and Bawa (2005) of the University of Melbourne, Jones (2005) of Tennessee State University, and Bradshaw and Lawrence (2006) from Arizona State University.

The present study shows that the educators of Vidya Bharti Management Schools in New Delhi were slightly more positive with regard to integration practices than those reported by Sharma in 2001 in New Delhi. Two studies in the USA indicated very positive educators' attitudes but this may reflect the difference between developing countries and developed countries in the context of successful integrated education. In a country like India, the concept of integrated education is comparatively new and teachers are not yet able to comprehend and implement integrated education into their classrooms and schools.

The scale used for this study was an adapted version of the Attitudes towards Inclusive Educational Scale (ATIES), which was originally developed by Wilczenski (1992). In this investigation the overall mean score obtained on the ATIES was very close to the mid score suggesting that the participants were non-committal toward the notion of having integrated education in their classrooms. In 2001, Sharma reported a lower mean when using the same scale in New Delhi's schools indicating that the *Persons with Disabilities Act* (1995) is beginning to affect the education system in India. In contrast to Sharma in 2001, the results of this study show that the teachers in Vidya Bharti Management Schools seem to be more prepared and ready for the integration of special needs students into their classrooms. However, in comparison to other studies (Pasierb, 1994; Wilczenski, 1992; Bawa 2005; Bradshaw & Lawrence, 2006) the teachers' attitudes in the present study were less favorable towards integrating students with special needs into regular classes.

A plausible explanation could be that integrated education is a totally new concept in India and Indian educators are not ready to embrace this new educational system. In Western countries like the USA and Australia, integrated education has been

implemented in all primary schools with full resources and all para-professional staff is allocated to support students with special needs. In India, it is still in a developing stage and the policy makers and educators in India are undecided whether they should follow the formula previously used by the developed countries' formula or to develop their own, keeping in mind their own unique socio- economic structure.

In India, after the passage of the *PDA* (1995), exploration of Indian educators' attitudes towards integrated education is mandatory and represents a very significant issue as more and more students are being integrated in mainstream schools. As a consequence Indian teachers, principals and policy makers must be ready to welcome students with special needs into regular schools particularly during this new era of education that follows the passage of the *PDA* (1995) by the Indian parliament.

9.3. Attitudes towards Integrated Education Scale (ATIES) Studies

As governments in developing countries seek to reform their educational systems in line with world organisations' frameworks for human rights in schools (UNESCO, 1994), it has become important to investigate to what extent the attitudes of teachers in less developed countries like India are similar to those of teachers in more developed countries, particularly as they relate to integration. In recent years, researchers have concluded that the degree to which inclusion is successful depends largely on the attitudes and willingness of educators at the school level to welcome and involve students with disabilities in their classrooms in a meaningful way (Avramidis & Norwich, 2004; Forlin, 2007; Harvey & Green, 1984; Sharma, Forlin, Loreman & Earle, 2006; Williams & Algozzine, 1996). Teachers with positive attitudes toward inclusion have been found to not only employ instructional strategies that benefit all students in a classroom (Bender, Vail & Scott, 1995; Brophy & Good, 1991), but have also been found to have a positive influence on the attitudes of peers without disabilities towards students with disabilities (Baker & Gottlieb, 1980; Norwicki & Sandieson, 2002).

The Theory of Reasoned Action (TRA) represents the link between attitudes and behaviour. It was proposed by Fishbein and Ajzen in 1975, and is considered to be one of the most predictive behavioral theories. It has been applied to studies of the relations

among beliefs, attitudes, behavioral intentions and behaviors in a number of fields. According to the TRA, if people evaluate the suggested behaviour as positive (attitude), and if they think their significant others want them to perform the behaviour (subjective norm), this results in a higher intention (motivation) to act. A high correlation of attitudes and subjective norms to behavioural intention, and subsequently to behaviour, has been confirmed in many studies (Shepperd, Hartwick, & Warshaw, 1998). However, a counter argument against the significant relationship between behavioural intention and actual behavior has also been proposed, as results of some studies do not show that behavioural intention always leads to actual behaviour because of circumstantial limitations. Since behavioural intention cannot be the exclusive determinant of behaviour where an individual's control over the behaviour is incomplete, Ajzen introduced the Theory of Planned Behavior (1985), adding a new component, "perceived behavioural control." By this, he extended the TRA to cover volitional behaviours for predicting behavioral intention and actual behaviour.

9.4 Teachers' Attitudes and Different Variables

The most significant finding of this study was that within the context of the TRA, attitudes toward integration (the attitudinal element) and knowledge of inclusive education (the perceived behavioural control element) were predictive of effective teaching in inclusive classrooms. The expectation of teachers (the subjective norm element) was not a significant influence on effective teaching. The results of the multiple correlation analysis showed that teachers with more positive attitudes and more knowledge of inclusion performed more teaching behaviours and practices congruent with effective teaching in inclusive classrooms, providing further support to the conclusion that these two variables influence effective teaching.

Previous research has indicated that the capacities of educators to demonstrate behaviours that prompt successful practices in classrooms are indispensable to the success of the entire enterprise (Cook, 2001; Lipsky & Gartner, 1998; Schumm & Vaughn, 1995). This assumption hinges on the notion that an educator's behaviour is the prerequisite vehicle for introducing of the philosophies and strategies that are required in any educational context. Several prior studies have explored the relationships between the school

contextual and teacher variables on the one hand, and the teaching behaviours and practices of teachers on the other.

Teacher attitude is known to be a consistent factor determining the success or failure of integrated education, especially when it comes to the link between behaviour and attitudes in integrated education's implementation. Sharma, Loreman, Forlin and Earle (2006) argue that it is more important to explore and understand the relationships between teachers' behaviours in classrooms and the critical variables known to impact on inclusive education implementation. The TRA (Fishbein & Ajzen, 1975) asserts that behavioural intention is determined by three factors-attitude towards a target behaviour, subjective norm (expectations of peers), and perceived behavioural control (knowledge).

Previous studies have also suggested that the type and quality of teacher-student interactions are influenced by the relationship between educators' attitudes towards integrated education and their knowledge of inclusion (Barnett & Monda-Amaya, 1998; Brophy & Good, 1991; Cook, 2001; Van Reusen et al., 2001). It appears that the more knowledge educators have about inclusion and the more positive their attitudes are toward including students with disabilities in their schools, the more effective their school's inclusive practices are likely to be. Additionally, teachers are likely to perform behaviours associated with effective teaching in inclusive classrooms when principals have high expectations of them.

Similar to the findings of Avramidis et al. (2004), Sharma (2001) and Van Reusen et al. (2001), this study also found that teachers' gender was a factor influencing attitudes toward inclusion, since significant differences between genders were evident in the comparison of the mean scores on the four factors of the ATIES. These findings are also similar to those of Aksamit, Morris and Leunberger (1987), Avramidis (2004), Rizzo and Sirotnik (1991) on integration and inclusion which found gender to be a factor influencing attitudes.

As an Indian female, the researcher is very well aware of those cultural and social factors in Indian Society which has fewer females than males and as such a male member is always given greater priority when compared with females.

In a similar way to a number of studies examining educators' attitudes towards integrated education, (Centre & Ward, 1987; Forlin, Douglas & Hattie, 1996; Sharma, 2001; Soodak, Podell & Lehman, 1998) the present study found that those teachers who were younger in age had more positive attitudes towards teaching students with special needs. It is also relevant to note the explanation given by Forlin, Douglas and Hattie (1996) can also be applicable to the results of present study. They suggested that all new teachers have a probation period of two years, and during that period those junior teachers do not have the confidence or audacity to refuse any special child in their classrooms while the senior and older teachers can decline to have integration in their classes. Reference to the TRA also supports this observation because of the subjective norms involved here. According to the TRA perceived behaviour control of a person is very important, and a person's volitional (voluntary) behavior is predicted by his/ her attitude toward that behaviour. The younger teachers in this case show a behavioural intention (BI) which is influenced by the subjective norms of those teachers. The TRA suggests that a person's behavioural intention depends on the person's attitudes about the behaviour and subjective norms ($BI = A + SN$), and in this case, the younger teachers are motivated and willing to learn new skills for integrated education as it is consistent with their attitudes and subjective norms of their environment.

The findings about teachers' experience were also paralleled by those of Forlin et al. (1996) who reported that as educators gain more experience, their willingness to accept a child with either a physical or an intellectual disability in their classroom decreases. This result is also supported by the TRA's concept of perceived behavioral control and the knowledge acquired by the teachers. According to TRA, the attitudes and norms are not weighted equally in predicting behaviour. Depending on the individual and the situation, some factors like teaching experience might bring very different effects on behavioural intentions. Consequently the subjective norms might change the behaviour of those younger teachers while looking at senior teachers' attitudes.

Hannah (1988) reported that a prior positive interaction with a disabled person is absolutely necessary for fostering positive attitudes of the teachers, and more recent international studies have also reported that contact with a disabled person is associated

with positive attitudes (Hodge & Jansma, 2000; Van-Reusen, Shoho & Baker, 2001). The qualitative results of this investigation similarly suggested that those teachers who already had a disabled family member were quite positive toward integrated education in their classrooms as compared to those teachers who do not have a disabled family member.

This study found a positive correlation between training in special education or inclusion and positive attitudes toward inclusive education. It was found that teachers with training in special education were significantly more positive towards the inclusion of students with Factors 2, 3 and 4² which strongly suggests that the variable of focus and training in special education influences the attitudes of the teachers significantly (Table 6.9). The results of this study therefore support the conclusion of others' studies (Avramidis et al., 2000; Behpajoo, 1992; Desai, 1995; Dickens-Smith, 1995; Kuester, 2000; Larivee, 1996; Mangope, 2002; Scruggs & Mastropieri, 1996; Shade & Stewart, 2001; Sharma, 2001; Taylor et al., 1997; Van- Reusen et al., 2001). This finding is also consistent with the theories of attitude formation and change, which hold that when new knowledge is gained, it challenges the attitudinal positions of people and leads to a change in attitude (Chote, 2000; Pratkanis & Greenwald, 1989). This observation is consistent with the predilection of the TRA which indicates that a person's opinion and attitudes towards a target group change with training and new experiences gained.

In this study, the effect of training on the teachers' attitudes was found to be positive. Such modest positive effects of training on attitudes are likely to be short lived (Stainback, Stainback, Strathe & Dedrick, 1983), and raise concerns about how the initial positive attitudes of educators can be sustained. The finding that teachers with more intensive training held more positive attitudes (Avramidis et al., 2000; Larivee, 1996) underscores the need to provide more intensive training for principals and teachers.

² Factor 1 is Attitudes towards Academic disability
Factor 2 is Attitudes towards Behavioural disability
Factor 3 is Attitudes towards Physical disability
Factor 4 is Attitudes towards Social disability

Consistent with the conceptual understandings of attitude formation theories and empirical research results (Cornoldi et al., 1998; Daniels & Vaughn, 1999; Praisner, 2003) this study explored the effect of the experience of working with students with disabilities on attitudes toward inclusion. The results were similar to those of Praisner (2003), Wall (2002), Avramidis et al. (2000), Kuester (2000), Minke, Bear, Deemer and Griffin (1996), Van Reusen, et al. (2001) and Villa et al. (1996) in that the experience of working with students with disabilities has positive effects on attitudes toward inclusion. Overall, teachers with experience working with students with disabilities were more positive toward the inclusion of students with intellectual disabilities.

Contrary to these findings, some studies have found such experiences of working with students with disabilities to either be associated with negative attitudes toward inclusion or that such experiences did not improve attitudes (Clark, 1999; Desai, 1990; Wilczenski, 1992, 1995). This indicates that such experience with inclusion does not necessarily lead to positive attitudes.

Mainstream teachers in schools are increasingly responsible for the education of students with special needs in inclusive settings. However, teacher education programs are not adequately preparing their graduates to teach in inclusive settings. New teachers do not have knowledge and skills to effectively teach their students, especially those students who have some kind of physical or intellectual disability. This contributes to the challenges of the initial years of teaching and results in teachers' limited ability to plan for the needs of all the students. This also adds greatly to the rigor of the first few years of teacher development as effective instruction in inclusive settings requires continuous changes in the modes, frequency and quality of interaction between teachers and students in inclusive settings. Thus, subject to the interplay between these key variables, many students with disabilities are likely to receive extra instructional attention, or unlikely to receive appropriate educational interactions and opportunities in inclusive classrooms (Cook, 2001).

Specifically, it was found that (in the context of the TRA) teachers who held more positive attitudes towards inclusion of students with disabilities, and teachers who

indicated that they had knowledge of the support issues of inclusion were engaging in more teaching behaviors congruent with adaptive instruction in inclusive classrooms. Thus, a dimension of both attitude and knowledge (representing the attitudinal and perceived behavioral control elements of the TRA) were predictive of effective teaching. These findings contribute support to earlier research of the cardinal role of educator attitudes and knowledge to the success of inclusion (Avramidis, Bayliss, & Burden 2000; Beh-Pajoo, 1992; Bothma 1998; Center & Ward, 1987; Cornoldi et al., 1998; Leyser, 1994; Sage & Burello, 1994; Shimman, 1990; Soodak Podell & Lehman, 1998), the role of attitudes and knowledge in influencing teacher use of effective teaching behaviours (Bender, Vail, & Scott, 1995; Van Reusen et al., 2001), and teacher interactions with students with disabilities (Cook, 2001).

On the other hand, this finding is contrary to the findings of Stanovich and Jordan (1994) and Jordan, Stanovich and Roach (1997), who found effective teaching to be predicted by both attitudes and subjective norms. Similarly, the findings in this study are at variance with those of Stanovich and Jordan (1998), which compared attitudes and other variables in predicting effective teaching behaviours of Canadian schools. They found that the strongest predictor of effective teaching behaviour was the subjective school norm (as operationalised by the teachers' attitudes and beliefs about homogeneous classrooms). It is reasonable to expect that the limited knowledge in regard to inclusion would bring into question the capacity of teachers to determine and realistically assess what is expected of teachers in order to provide effective inclusive practices in their classrooms.

Finally, the socio-economic conditions under which the schools operate in India (a developing country) as opposed to developed countries like USA and Canada, were contributory factors to the low expectations, hence the non-significant contribution of the subjective norm component in the current study. In developed countries such as Canada and Australia, the issue of resource allocation for inclusion has been clearly defined, and schools can obtain reasonable levels of the required resources to implement strategies designed to meet individual needs of students with disabilities.

9.5 Teachers' Concerns about Integrated Education

The foremost challenge facing regular school educators today is the need to provide accommodation for students with disabilities in regular classrooms. Integrating students with disabilities into regular classrooms is a complex issue and its implementation is a topic of great controversy globally. A major purpose of the present study was to identify the major concerns of the secondary school teachers in New Delhi's Vidya Bharti Management's schools regarding the integration of special needs students into the mainstream of education. Some previous studies conducted by Le Tendre in the USA (1999), Sharma in New Delhi, India (2001) and Sigafoos and Elkins in Australia (1994) indicated that it is very significant and crucial to identify the teachers' concerns, so that the educational programs can be successfully implemented in the schools. Therefore, to identify the concerns of teachers in Vidya Bharti Management schools, this study also explored the opinions of teachers who already had integrated education in their classrooms.

Using the Concerns about Integrated Education (CIE) Scale, it was found that the participants in this study were moderately concerned about implementing integrated education in their classrooms. Previous researchers have used the CIE Scale in India with Shah (2005) reporting moderate concern in Gujarat, while Sharma (2001) reported little concern. The present study shows that the educators of Vidya Bharti Management Schools in New Delhi appear to be slightly more concerned than the teachers reported in the previous two studies. This is encouraging in that it indicates that the concerns of the Indian educators are increasing and possibly the *PDA* (1995) is the reason for this change. This Act was enacted in 1995 in pursuance of India being a signatory to ESCAP (The Economic and Social Commission for the Asia Pacific) which had adopted a proclamation on the Full Participation and Equality of people with Disabilities in the Asia Pacific. Whilst there has been a change of attitude towards inclusive education, backed by legislation, inclusion has nevertheless not been completely successful or fully accomplished (Alur, 2002).

Heflin and Bullock (1999) in the USA, Roberts and Pratt (1987) in Australia, and Harvey (1985) in New Zealand reported that inadequate para-professional staff, inadequate resources and other supports in the schools are the biggest barriers for introducing integrated education in the schools. These findings are similar to the findings of those reported in other studies (Alur, 2005; Ainscow, 1999; Baquer & Sharma; 1997, Desai, 1995). The literature points out that unskilled staff in the school are the biggest barrier for integrated education in mainstream education (Bennett, Lee & Leuke, 1998; Burello & Sage, 1979; Das, 2001; Deno, Foegen, Robinson & Espin, 1996). Sharma's (2001) study also reported that Delhi's teachers were most concerned about lack of resources in their schools as compared to any other concern factor. In a study by Desai (1995) using Victorian elementary school principals, it was found that principals and school administrators considered the lack of funds a key impediment to the implementation of integrated education programs in comparison to other concerns they had about integrated education in their schools.

Some educationalists like Pajares (1996) and Loreman and Deppler, (2001) have said about benefits of implementation of high-stakes testing, some others (McLaughlin & Lewis 2001) claim that there are reasons to support its elimination. They argue that these tests do not mirror curriculum, that they put students under undue pressure, and that they are often perceived as being biased against students with special needs. Consequently, it is essential that all the educationalists, policy makers and school administrators focus their attention on restructuring their policy framework in a manner that is conducive to providing the necessary resources to ensure effective and sufficient educational resources for a successful integrated setting in the schools.

According to the analysis of this study, the second highest concern of the teachers was Factor 3³ of the CIE scale which involved concerns for students lacking self help skills, concerns for difficulty in dividing attention, concerns for decline of school academic standards, concerns for increased anxiety and stress in teachers and the concerns for a

³ Factor 1 is concern about Resources

Factor 2 is concern about Acceptance of special children

Factor 3 is concern about Academic standard of the classroom

Factor 4 is concern about workload

decline in an educator's academic performance. In the semi-structured and focus group interviews, the teachers commented forthrightly that their concerns were about the decline of academic standards when intellectually slow students were integrated into their classrooms.

The third highest concern Factor was factor 2 of the CIE scale. The items in Factor 2 involved the concerns of teachers' lack of knowledge and skills, special children not being accepted by non-disabled students, teachers not having enough time, difficulty in maintaining discipline in the classroom, and special needs students not being accepted by the parents of other students.

During their discussions, the teachers had some concerns about not having sufficient time to implement integrated education. Most of them believed that they should have been devoting all that time to the gifted students since the special needs students were not benefiting in the integrated setting of their classrooms. This suggests that the teachers were not confident in their knowledge, skills and competencies in implementing integrated educational programs. Pajares (1996) also stated that those teachers who have a low self-efficacy perceive tasks as too challenging to be accomplished, thus resulting in undue stress, depression, and an uncertain approach towards problem solving.

According to the analysis of this study, the lowest concern of the teachers was Factor 4 of the CIE scale. The items in this factor related to concerns for decline of academic achievement of non disabled students, concerns about additional paper work, concern for the stress levels of teachers, increased workload of teachers and concern for the lack of incentives.

Looking at the variable of gender, it was observed that both male and female teachers were highly concerned about lack of resources in the classrooms, but both the genders were least concerned about workload due to integration in their classrooms. As an Indian female, the researcher can understand the reason for female teachers being more concerned than their male counterparts because in Indian society only females bear responsibility for rearing the children. The males in Indian society focus upon different

issues resulting in male teachers being less concerned about integrating students with special needs in their classrooms.

According to the age variable, results in this study indicated that the older teachers (who were more than 40 years old) were slightly more concerned than the younger teachers (who are less than 40 years old) towards integrating special needs students in their classrooms. Several studies (Helfin & Bullock, 1999; Loreman, 2002; Riley, 1997; Sharma 2001) have suggested that younger teachers hold more positive attitudes towards integration of special needs students in their classrooms compared with their older colleagues. Younger teachers with positive attitudes towards integrated education are less concerned about integrated education. The results of this study are also similar to the results of previous studies (Loreman & Deppler, 2001 ; Lipskey & Gartner, 1996) which reported that younger teachers were less concerned about integration programs than their older colleagues.

An interpretation of this observation suggested by the TRA is that the attitudes of an individual towards a target change with the span of time. Younger teachers are highly enthusiastic and willing to accept the new challenges of integrated education while the older teachers have already developed attitudes which are not likely to be changed easily. According to the TRA, attitudes and subjective norms are subject to change and that people are exposed frequently to messages designed to change. The younger teachers, who are less experienced and willing to learn more, are not easily influenced by the subjective norms and therefore show more positive attitudes towards integrated education.

In this study it was also observed that senior teachers were more concerned than their junior colleagues about issues relating to inclusion. This finding is consistent with the finding of Forlin, Douglas and Hattie (1996) which suggested that as educators gain more experience, their willingness to accept a child with either a physical or an intellectual disability in their classroom decreases. According to Forlin (2006) the most experienced teachers demonstrate the lowest acceptance levels of integration in their classrooms. Sharma (2001) had also indicated that teachers, who had been teaching for more than 10

years, were more concerned about integrated education as compared to those teachers who had taught for less than 10 years. These results reflected earlier research findings in a similar study in New South Wales (Australia) by Centre and Ward (1987) and Forlin, (2001). It was observed that most of the teachers were very positive about integration policies at the beginning of their career but after two years of teaching, they were less positive about integration in their classrooms. According to the TRA's normative belief, an individual's perception about the particular behavior is influenced by the judgment of significant other people such as parents, spouse, friends and teachers. In this case, less experienced teachers could be more highly influenced by their senior teachers but their attitudes decrease toward integrated education with their seniority.

The teachers who had some experience working with students with disabilities claimed to possess more knowledge about integrated education. It shows that when younger teachers face some difficulty in understanding or teaching the special needs children, they may seek to overcome the challenge by seeking more information from their senior colleagues. Similarly, the teachers who have already taught special needs children in their classes, claimed to possess more behavior management knowledge to overcome challenges and to deal effectively with next class of special needs children.

One important benefit of increased teacher knowledge is that there is a stronger link between achieved knowledge and teaching in classrooms (Leyser, Kapperman, & Keller, 1994; Salend & Johns, 1983; Schumn & Vaughn, 1995; Smith, 2000; Snyder, 1995). An important interpretation using the TRA's concept of subjective belief is that an individual's perception of social normative pressures, and also the knowledge that distinguishes him / her from others, is very significant.

In these results, those teachers, who were already skilled in integrated education and had a lot of experience with special children, did not have many concerns about integrated education. Those teachers who had no focus on disability during their tertiary education were slightly less concerned about integrated education in their classrooms as compared to those teachers who had a focus on disability. Those teachers who have had a focus on disability during their tertiary education were relaxed and were willing to accept the

challenges of teaching students with special needs in their classrooms. On the other hand, those teachers who never had any such focus are anxious and apprehensive as they have never undergone any training or have not seen any model of successful integration in the schools. The TRA predicts that subjective norms directly affect intentions and that a person's attitudes and subjective norms both impact on behavioral intent which subsequently predicts behavior. The teachers who know something about integrated education and have undergone some tertiary or in-service training are prepared to mould and change their opinions and attitudes toward integrated education.

Other studies (Chong, Forlin & Au, 2007; Forlin, 2003; Shah, 2006; Sharma, 2001) reported that those teachers who had some focus on Special Education during their tertiary education were less concerned compared with those teachers who never had any focus on special education for integrating special needs students in their classrooms.

The most important variable that has influenced educators' attitudes is training in special or inclusive education, either in a single course (Avramidis & Norwich, 2004; Shade & Stewart, 2001; Sharma et al., 2006; Subban & Sharma, 2006) or through a content-infused approach (Sharma et al., 2006; Voltz, 1999). A number of writers have already emphasized the need for teachers to possess the knowledge and training in special education (Avramidis, 2004; Bawa, 2005; Bender, Vail, & Scott, 1995; Dev & Belfiore, 1996; Forlin, 2006; Jangira, Singh & Yadav, 1995; Kuester, 2000; Powers, 2002; Singh, 2001; Van Reusen, Shoho, & Baker, 2001). Murphy (1996) has emphasized that if pre-service teachers leave teacher preparation institutions with negative attitudes then those attitudes are difficult to change. Hobbs and Westling (1998) stated that positive attitudes can, and need to be, fostered through training and positive experiences with students with disabilities.

It is possible that teachers who are already aware about policies and practices in special education and have undergone training to handle students with special needs in their classrooms have less anxiety about integrating special needs children into their classes. According to the notions of the TRA, an individual's knowledge assists him/her in forming positive attitudes. Therefore, those teachers who have either in-service or tertiary

training in special education have low concerns and very positive attitudes towards integrated education. It is an utmost responsibility of the teachers to increase students' capacity to think, plan, solve problems, set goals, and work with focused attention. Teachers are a crucial source of information in child assessment as they provide some unique perspectives about children (Hegarty & Alur, 2002).

Results indicate that teachers' attitudes to the integration of students with a disability reflect lack of confidence both in their own instructional skills and in the quality of support personnel currently provided to them. They are positive about integrating only those children whose disabling characteristics are not likely to require extra instructional or management skills on the part of the teacher. However, teachers' attitudes may be significantly modified by their pre-service training and the nature of their subsequent professional experience. While general competence is considered no essential, neither regular or resource teachers seemed aware of the need for a structured approach to curriculum objectives

The demographic information of the study show that only 5% of the teachers had undergone training in special education or had any kind of focus in this field during their tertiary education. It is a concern that schools are running integration programs in classrooms without using trained staff that have undergone training in special education.

York and Tundidor's (1995) observation also revealed that across all the constituent groups of general and special educators, administrators, support staff and parents, there was always deep concern and frustration at the depleting of resources in the face of a dramatically increased need, and the move towards inclusive schools. This concern is increased when the teachers are unskilled and unfocussed towards integration in their classes.

Responsible integration necessitates a modification of existing financial policies (Evans, 2000). It is therefore necessary that funding systems of the schools be geared to sustain and gradually enhance integration programs in the schools. Those teachers, who did not have any opportunity to receive any initial or in-service training nor had any focus on special education, may tend to have apprehensions and anxieties with respect to teaching

them as well as their acceptance by non-disabled students and their parents. This may reflect, on the teachers' part, a general and great fear of the unknown and their uneasiness of not being able to cope with meeting the educational and social needs of such students (McLaughlin & Lewis 2001).

A possible explanation of these results could be that those teachers who had knowledge of the *PDA* (1995) were more anxious about the implementation of the Act in all the schools while other teachers who have no knowledge of the Act, were not concerned and apprehensive about any new challenges to accept special needs children in their classrooms. According to the TRA, an individual's belief about consequences of particular behaviour is a very significant determinant of behaviour. Those teachers who had some knowledge of the *PDA* (1995) could be more apprehensive about the implementation in their classrooms and therefore they were more concerned. According to the TRA, attitudes assist in the individual's positive or negative evaluation of the behaviour, and they are determined by the individual's beliefs regarding the consequences of the adoption of the behaviour (behavioural beliefs) and the evaluation of these consequences (outcome evaluation). Those teachers, who have knowledge about the *PDA*, could be concerned about the Act not being implemented in the schools as the *PDA* is landmark legislation in the disability movement in India. The intent of the proposed legislation is not extremely laudatory, however no rights have been conferred on disabled people in the event of non-compliance by the State, nor is there any enforcement agency or fiscal support (Alur, 2005).

9.6 Limitations of the Study

For reasons of time, cost and practicality, the results of this study are based on a limited number of children, settings, and providers which were focused in one school setting, the Vidya Bharti Management schools in New Delhi. The data were collected from teachers who were from a relatively small geographic region; therefore, their responses may not be representative of teachers from other regions in India. During the qualitative data collection, the data from the respondents from each of the schools were not separated into general educators and special educators. If these responses had been separated, summary results may vary between the two groups.

The model of inclusive education adopted by the Vidya Bharti Management school system, in which the students were enrolled, may be different from the models of inclusive education adopted by other schools. The investigated schools followed what they called the “full inclusion” model, in which all students with learning disabilities were placed in general education classrooms for the entire day. It would have been beneficial to determine what types of social support were available to students with disabilities to facilitate their social functioning and peer relationships in the inclusive education setting.

The small number of participants makes any generalization to a larger population difficult. Furthermore, all respondents might have heard enough about inclusion to know what they felt the interviewer would want to hear. Only respondents from Secondary schools were included in the present study and perceptions of inclusive practices at the elementary level might be quite different and require additional investigation. Furthermore, respondents were carefully chosen to meet specified characteristics related to the intent of the study. Given that all respondents were volunteers, they might have been predisposed to express relatively strong viewpoints on inclusion (either very negative or very positive).

Respondents implementing inclusive education (or even partial integration) were not asked if they felt successful or if they felt that they had the support they needed to be successful. Answers to these questions would have shed additional light on the perceptions of those involved in this relatively new endeavor. Future research should incorporate this aspect.

Another limitation of this study is that it is based on the theoretical framework on the Theory of Reasoned Action. Altering this perspective may lead to different understandings of this complex area. It is suggested that one suitable alternative perspective might be given by the Theory of Inclusive Education (Clough & Corbett, 2001).

9.7 Suggestions for Further Studies

The results of this study revealed that there are a lot of potential areas for further studies and activities which would bring a better understanding of integrated education in India. Whilst this study covered only one state (Delhi) in India, there may be different results that emerge from different parts of India. An important need for more extensive investigation is based on the heterogeneity of Indian education. There are different literacy rates in India, as is shown by the difference between Kerala, a state having 100 % literacy and other states with far lower rates. In addition, the political parties that rule different states have different policies toward education, and they might also be assessed on the basis of their policies on integrated education.

This study covered only teachers' attitudes and concerns towards integrated education. In more inclusive research, the school principals and vice- principals could also be included in the research. The present study investigated the attitudes and concerns of only secondary school teachers in New Delhi. It would also be helpful to identify the attitudes and perceived concerns of primary school teachers and primary school principals regarding the integration of students with special needs into mainstream schools.

More investigation is warranted to explore whether those teachers who have undergone comprehensive pre-service training about implementing integrated education are more successful teachers in an integrated setting. This research may further highlight the significance and need of professional development and in-service training of teachers for successful integration. Only knowledge variables, contact variables and demographic variables were used in this study but there are many more variables such as class size, ongoing professional development and geographical situation that could influence teachers' attitudes and concerns for integrated education.

Another extensive study of teachers' teaching practices in India could also explore the competencies that teachers perceive as important to teach students with disabilities in inclusive classrooms. In such a study, the researcher might explore the adequacy of pre-service teachers' training curriculum including their practical training in a successful integrated setting.

Further research is needed to identify the level and type of pedagogical resources and support services that are essential for a successful implementation of integrated education in a mainstream classroom. In India, there are thousands of private schools under various managements and a comparison of managements to evaluate and assess their integrated educational programs may be valuable.

9.8 Implications and Recommendations

The findings of this study show that the TRA can be useful in examining the relationships between the critical variables of attitudes, knowledge and other contextual variables (including resources) on one hand, and the practices of integrated education in classrooms on the other. Furthermore, by examining these relationships through the development and use of data collecting instruments, which include student, teacher and contextual variables central to inclusion, it is concluded that such an examination of the relationships between the different variables that affect the success of inclusion is perhaps more relevant to designing effective practices than mere descriptions of the nature of the each of the variables. In this study, the relative contributions of the key variables have been identified and give direction to policy and training need priorities.

There is no doubt that with the philosophical orientation of today's educational system that every classroom will include a student with diverse needs and every teacher will be required to meet the needs of these students. This will necessitate that teachers have confidence in their ability and the knowledge and skills in inclusive education to meet the individual challenges that they will encounter in the present school climate. Pre-service teacher education has a responsibility to both the teachers and their students to ensure that teachers are adequately prepared for the task of educating all students within the regular education classroom. Moreover, continuing professional development is essential to the maintenance of the quality of education for all in our schools.

After examining different variables and their relationships, it is possible to establish realistic and optimistic approaches to diagnosing and understanding the chances and problems for inclusion programs in each school. The findings of this study were in line with the literature, which suggested that successful inclusion hinges on developing and

sustaining positive attitudes, increasing educator knowledge of inclusion through professional development, and providing clear expectations of inclusion for educators.

The literature on 'integrated education' consistently points out that legislation, policies and programs need to ensure the development and implementation of appropriate integrated education programs. All teachers are 'key change agents' responsible for the success of integrated educational programs. A new survey in India revealed that only a fraction of disabled students obtain admission in schools in India, compelling all the rights activists to present a draft plan for integrating all the special needs students in the educational mainstream (Ramakrishnan, 2006). Therefore, there are several important implications for policy makers, educational administrators, and school principals to extend support to teachers to implement appropriate integration programs in their classrooms. Links and bridges need to be built between special schools and inclusive education practices. Linkages also need to be established between community-based rehabilitation programs and inclusive education.

It is important to enable all stakeholders, especially students with a disability, to share their views and identify issues for internal debate and research. Based on grassroots dialogue, teachers can initiate a foundational approach to education reform in the classroom. Developing a practice that includes strategies for curriculum modification, accommodations and alternative assessments in the classroom will help to support inclusion in schools by meeting a wide range of student and parent needs. When everybody involved understands how s/he can participate in inclusion, a positive proactive culture can begin to emerge.

Although inclusion is expanding rapidly, it is still the exception rather than the rule in New Delhi, India. In only a few years, placing students with disabilities in an inclusive classroom environment has gone from being a ridiculous notion to a legalised provision and a responsibility. Inclusive education has finally evolved to being perceived as an option with growing administrative support and structures.

The paradigm shift from a charity-based approach to a developmental and rights-based approach towards empowerment of persons with disabilities has begun in India. But,

whatever the attainments and achievements, it is not enough by any means for a country of 1.15 billion people. So much more needs to be done in the future. The teachers must remember that schools, like other institutions in society, are influenced by perceptions of socio economic status, race, language and gender. Consequently, it is necessary to question how such perceptions influence classroom dynamics.

We need new policies, tools, strategies, and resources to support students placed in the heterogeneous class settings of a general education. All around the world, special children are challenging mainstream schools for a place and we, educators, politicians, policy makers have to open the gates for all of them and usher them to a world of integrated education in order to achieve *Education for All*.

Figure 9.2 presents a Model of the Essential Values of Integrated Education. The model incorporates three circles;

- Values of Integrated Education
- Directions for Integrated Education
- Suggestions for Integrated Education

These values of integrated education incorporate respect for special needs students that ensure a commitment and fairness in integrated learning. The values of integrated education are Safe environment, in which students with special needs can study and show achievement by fairness and where they can have healthy relationships with their peer group and staff (White circle). The directions that the schools must adopt for successful integrated programs are to provide all the essential facilities in the school like providing equal opportunities, having no discrimination in the school, no bullying policy, teachers' in-service training etc. These are the directions that the school management has to follow for a successful integrated education which include being considerate and tolerant towards special needs students, effective community interaction and doing the best efforts towards special students. (Light Grey Circle). The Ministry of Education and schools management must prepare their own policies for the success of integration programs in their schools like giving recognition to the students with special needs, helping the

special students in reaching their goal etc. Some of the suggestions to Education Ministry are to accept the difference in level of education, supporting teachers and parents, having a positive approach towards integrated education. The school management must actively participate in integrated education and show positive attitudes towards integrated education. (Dark Grey Circle).

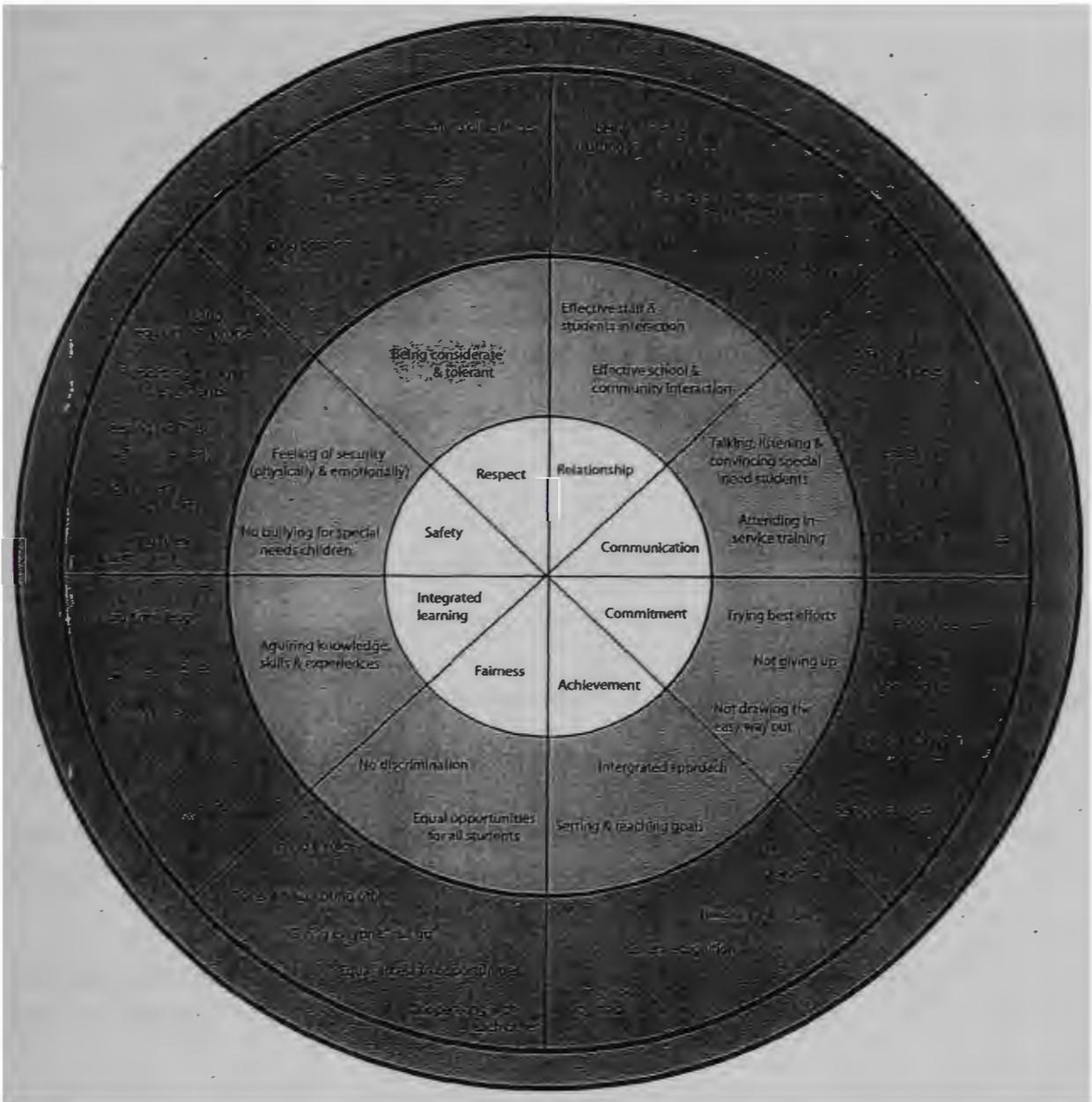


Figure 9.2: The Model of Essential Values of Integrated Education

Key:-

- VALUES OF INTEGRATED EDUCATION
- DIRECTIONS FOR INTEGRATED EDUCATION
- SUGGESTIONS FOR INTEGRATED EDUCATION

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APPENDIXES

Part 1. Questionnaire

A SURVEY OF PRINCIPALS AND TEACHERS' ATTITUDES AND CONCERNS ABOUT INCLUSIVE EDUCATION

Background Information

Please respond to the following items by filling in the blank as indicated.

1) I am a: Male _____ Female _____

2) My age (in years) is _____.

3) Complete the blank spaces below showing your tertiary qualification and the institution in which your qualifications were obtained.

Year	Institution	Qualifications
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4)

In your university qualification, was there a focus on the education of students with disabilities ?

Yes _____

No _____

If yes, please comment

5) Years of Teaching _____

6) Current roles and responsibilities in your school

7) I have undertaken professional development focusing on the education of students with disabilities.

Yes _____

If yes, please complete

Year	Name of course	Course length	Brief description
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

8) My knowledge of Persons with Disabilities Act (PDA, 1995)

- Very good _____
- Good _____
- Average _____
- Poor _____
- Nil _____

9) My level of confidence in teaching students with disabilities is:

- Very High _____
- High _____
- Average _____
- Low _____
- Very low _____

10) Do you have any student with Disability in your class this year?

- Yes _____ No _____

If no, have you ever taught a student with disability? Comment:

11) I have a family member(s), and/or a close friend with a disability?

- Family member Yes _____ No _____
- Close friend Yes _____ No _____
- Other (specify _____) Yes _____ No _____

12. Students who cannot control their behavior and disrupt activities should be in regular classes. 6 5 4 3 2 1
13. Students who need an individualized functional academic program in everyday reading and math skills should be in regular classes. 6 5 4 3 2 1
14. Students who cannot hear conversational speech should be in regular classes. 6 5 4 3 2 1
15. Students who do not follow school rules for conduct should be in regular classes. 6 5 4 3 2 1
16. Students who are frequently absent from schools should be in regular classes. 6 5 4 3 2 1

Part 3: Concerns about Inclusive Education scale (CIES)

Inclusive education is one form of educational provision that may be made for students with disabilities within the school system. In the context of your school situation and/or your personal experiences indicate whether any of the following items will be a concern to you if a student with a disability was placed in your class/school.

INSTRUCTIONS

Please indicate your level of concern by circling the most appropriate number that applies to you.

4	3	2	1
Extremely Important	Very Important	A Little Important	Not at All Important

- | | | | | |
|--|---|---|---|---|
| 1. I will not have enough time to plan educational programs for students with disabilities. | 4 | 3 | 2 | 1 |
| 2. It will be difficult to maintain discipline in class. | 4 | 3 | 2 | 1 |
| 3. I do not have knowledge and skills required to teach students with disabilities. | 4 | 3 | 2 | 1 |
| 4. I will have to do additional paper work. | 4 | 3 | 2 | 1 |
| 5. Non-disabled students will not accept students with disabilities. | 4 | 3 | 2 | 1 |
| 6. Parents of children without disabilities may not like the idea of placing their children in the same classroom where there are students with disabilities. | 4 | 3 | 2 | 1 |
| 7. My school will not have enough funds for implementing inclusion successfully. | 4 | 3 | 2 | 1 |
| 8. There will be inadequate para-professional staff available to support students with disabilities (for e.g., speech pathologist, physiotherapist, occupational therapist). | 4 | 3 | 2 | 1 |
| 9. I will not receive enough incentives (for e.g., additional remuneration or allowance) to teach students with disabilities. | 4 | 3 | 2 | 1 |
| 10. My workload will increase. | 4 | 3 | 2 | 1 |
| 11. Other school staff members will be stressed. | 4 | 3 | 2 | 1 |

- | | | | | |
|---|---|---|---|---|
| 13. There will be inadequate resources/special teacher staff available to support inclusion. | 4 | 3 | 2 | 1 |
| 14. My school will not have adequate special education instructional materials and teaching aids (e.g., Braille). | 4 | 3 | 2 | 1 |
| 15. The overall academic standard of the school will suffer. | 4 | 3 | 2 | 1 |
| 16. My performance as a classroom teacher/school principal will decline. | 4 | 3 | 2 | 1 |
| 17. The academic achievement of students without disabilities will be affected. | 4 | 3 | 2 | 1 |
| 18. It will be difficult to give equal attention to all students in an inclusive classroom. | 4 | 3 | 2 | 1 |
| 19. I will not be able to cope with disabled students who do not have adequate self-care skills e.g. students who are not toilet trained. | 4 | 3 | 2 | 1 |
| 20. There will be inadequate administrative support to implement the inclusive education program. | 4 | 3 | 2 | 1 |
| 21. The inclusion of a student with a disability in my class will lead to higher degree of anxiety and stress in me. | 4 | 3 | 2 | 1 |

Thank you for your cooperation in completing this survey!

विकलांग विद्यार्थियों के एकीकरण (इंटीग्रेशन) के प्रति आचार्यों के दृष्टिकोण का एक सर्वेक्षण

पृष्ठभूमि

कृपया नीचे लिखे प्रश्नों का उत्तर खाली दिये गये स्थान में भरिये।

1. मैं एक पुरुष हूँ _____ स्त्री हूँ _____
2. मेरी आयु _____ वर्ष है।
3. नीचे दिये गये स्थानों में अपनी विश्वविद्यालय की योग्यता लिखें एवं वर्ष एवं संस्थान के विषय में भी लिखें

वर्ष	संस्थान	योग्यता

4. क्या आपकी विश्वविद्यालय की शिक्षा में विकलांग विद्यार्थियों की शिक्षा के प्रति कोई महत्वपूर्ण दृष्टिकोण दिया गया था ?

हां _____ नहीं _____

यदि हां, तो कृपया टिपणी करें।

5. मैं _____ वर्षों से अध्यापन कार्य में रत हूँ।

6. विद्यालय में मेरा वर्तमान दायित्व एवं पद

7. विकलांगता पर आधारित कार्यरत प्रशिक्षण में मैंने भाग लिया है।

हां _____ नहीं _____

यदि हां, तो कृपया बतायें

वर्ष	संस्थान	प्रशिक्षण	अवधि

विशेष

8. विकलांग व्यक्तियों की धारा 1995 (*The Persons with Disability Act, India, 1995*) के विषय में मेरी जानकारी

बहुत अच्छी है

अच्छी है

औसतन है

बहुत कम है

बिल्कुल नहीं है

9. विकलांग विद्यार्थियों को मेरी कक्षा में समन्वित(इंटीग्रेट) करने के लिये मेरा सक्षम स्तर (कोन्फीडेंस)

बहुत अधिक है _____

अधिक है _____

औसतन है _____

कम है _____

बहुत कम है _____

8. क्या आपकी कक्षा में इस वर्ष विकलांग छात्र है ?

हां _____ नहीं _____

यदि नहीं, तो क्या आपने कभी किसी विकलांग विद्यार्थि को शिक्षा दी है ? कृपया टिपण्णी करें।

9. मेरे परिवार का सदस्य / संबंधी / अथवा मित्र विकलांग है ?

परिवार का सदस्य हां _____ नहीं _____

मित्र हां _____ नहीं _____

अन्य (बतायें) हां _____ नहीं _____

भाग 2

एकीकृत (इन्कलुसिव एजुकेशन) के प्रति शैक्षिक मापक

सामान्य विद्यालय में विकलांग विद्यार्थियों की शैक्षिक आवश्यकताओं की पूर्ति के लिये समन्वित शिक्षा (इन्कलुसिव एजुकेशन) एक पद्धति है जिसमें विकलांग विद्यार्थी अपने सामान्य विद्यार्थियों के साथ एक ही विद्यालय में शिक्षा ग्रहण करते हैं। विकलांग विद्यार्थियों के शिक्षण का उत्तरदायित्व सामान्य शिक्षक का होता है जिन्हें विशेषज्ञों की मदद मिलती रहती है। इस प्रकार की एकीकृत शिक्षा से संबंधित अनेक विचारों एवम समस्याओं का आंकलन इस मापदण्ड का उद्देश्य है।

निर्देश

नीचे दिये गये प्रत्येक कथन से आप कितने सहमत या असहमत है कृपया आप आपनी प्रतिक्रिया कथनों के पहले दिए गए रिक्त स्थान में अंक भर कर प्रकट करें। इनके लिये नीचे बाक्स में स्पष्टीकरण है। कृपया प्रत्येक कथन का उत्तर दें।

निश्चित सहमति	सहमति	कुछ कुछ सहमति	कुछ कुछ असहमति	असहमति	निश्चित असहमति
6	5	4	3	2	1

1. ऐसे विद्यार्थी जिनकी शैक्षिक उपलब्धि नियमित कक्षा के विद्यार्थियों के शैक्षिक स्तर से दो या उससे अधिक वर्ष कम है, उन्हें सामान्य कक्षाओं में होना चाहिए।
6 5 4 3 2 1 ✓
2. ऐसे विद्यार्थी जो अपने साथियों के प्रति शारिरिक रूप से उत्तेजित है उन्हें सामान्य कक्षाओं में होना चाहिये।
6 5 4 3 2 1
3. ऐसे विद्यार्थी जो बिना किसी की मदद के एक स्थान से दूसरे स्थान तक नहीं जा सकते उन्हें सामान्य कक्षाओं में होना चाहिये।
6 5 4 3 2 1
4. ऐसे विद्यार्थी जो शर्मिले है और जो दूसरो से खिचे - खिचे रहते है उन्हें सामान्य कक्षाओं में होना चाहिये।
6 5 4 3 2 1
5. ऐसे विद्यार्थी जिनकी शैक्षिक उपलब्धि नियमित कक्षा के छात्रों के स्तर से एक वर्ष कम है, उन्हें सामान्य कक्षाओं में होना चाहिये।
6 5 4 3 2 1
6. ऐसे विद्यार्थी जिनकी बोली समझने में कठिनाई होती है, उन्हें सामान्य कक्षाओं में होना चाहिए।
6 5 4 3 2 1
7. ऐसे विद्यार्थी जो आम लिपि को नहीं पढ़ सकते और जिन्हें ब्रेल की आवश्यकता है, उन्हें सामान्य कक्षाओं में होना चाहिए।
6 5 4 3 2 1
8. ऐसे विद्यार्थी जो अपनी आयु के साथियों के प्रति उत्तेजित है, उन्हें सामान्य कक्षाओं में होना चाहिए।
6 5 4 3 2 1
9. ऐसे विद्यार्थी जिन्हें अपने विचारों को शाब्दिक रूप से व्यक्त करने में कठिनाई होती है, उन्हें सामान्य कक्षाओं में होना चाहिए।
6 5 4 3 2 1
10. ऐसे विद्यार्थी जिन्हें दैनिक कार्यों में दूसरों की मदद की आवश्यकता होती है, उन्हें सामान्य कक्षाओं में होना चाहिए।
6 5 4 3 2 1
11. ऐसे विद्यार्थी जो सांकेतिक बोली या संप्रेक्षण (कॉम्यूनिकेशन) बोर्ड का प्रयोग करते हैं, उन्हें सामान्य कक्षाओं में होना चाहिए।
6 5 4 3 2 1
12. ऐसे विद्यार्थी जो अपने व्यवहार पर नियंत्रण नहीं रख सकते और दूसरो के कार्यों में बाधा पहुँचाते हैं, उन्हें सामान्य कक्षाओं में होना चाहिए।
6 5 4 3 2 1
13. ऐसे विद्यार्थी जिन्हें पढ़ने व गणित कौशल के कियात्मक शिक्षण की योजना के लिये व्यक्तिगत ध्यान की आवश्यकता होती है, उन्हें सामान्य कक्षाओं में होना चाहिए।
6 5 4 3 2 1
14. ऐसे विद्यार्थी जिन्हें वार्तालाप सुनने में कठिनाई होती है, उन्हें सामान्य कक्षाओं में होना चाहिए।
6 5 4 3 2 1
15. ऐसे विद्यार्थी जो विद्यालय के आवश्यक नियमों का पालन नहीं करते, उन्हें सामान्य कक्षाओं में होना चाहिए।
6 5 4 3 2 1
16. ऐसे विद्यार्थी जो अक्सर अनुपस्थित रहते हैं, उन्हें सामान्य कक्षाओं में होना चाहिए।
6 5 4 3 2 1

भाग 3

सामान्य (इच्छुक विद्यार्थियों) के प्रति चिन्ताएँ

विद्यालयों में विकलांग विद्यार्थियों की शिक्षा हेतु एकीकृत शिक्षा प्रणाली एक माध्यम हो सकती है। अपने विद्यालय तथा व्यक्तिगत अनुभव के आधार पर बताएं कि यदि एक विकलांग विद्यार्थी आप की कक्षा में प्रवेश पाए तो उससे उभरी आपकी चिन्ताएँ किस प्रकार की होंगी।

निम्नलिखित कथनों के सामने के अंको को एक गोले में रखते हुए आप अपनी चिन्ताओं को दर्शा सकते हैं। दिये गये चार्ट में अंको से सम्बन्धित चिन्ताओं के स्तर को स्पष्ट किया गया है।

अत्यधिक महत्वपूर्ण	अधिक महत्वपूर्ण	कुछ कुछ महत्वपूर्ण	विल्कुल महत्वपूर्ण नहीं
4	3	2	1

- | | | | | | |
|-----|--|---|---|---|---|
| 1. | विकलांग विद्यार्थियों के हेतु शिक्षण योजनाएँ बनाने के लिए मेरे पास पर्याप्त समय नहीं रहेगा। | 4 | 3 | 2 | 1 |
| 2. | कक्षा में अनुशासन रख पाना कठिन होगा। | 4 | 3 | 2 | 1 |
| 3. | विकलांग विद्यार्थियों को पढ़ाने के लिए मेरे पास पर्याप्त योग्यता एवं कुशलता नहीं है। | 4 | 3 | 2 | 1 |
| 4. | मुझे अतिरिक्त लिखित कार्य करना पड़ेगा। | 4 | 3 | 2 | 1 |
| 5. | विकलांग विद्यार्थी सामान्य विद्यार्थियों द्वारा अपनाए नहीं जायेंगे। | 4 | 3 | 2 | 1 |
| 6. | सामान्य बालकों के अभिभावक अपने बच्चों के साथ उसी कक्षा में विकलांग बालकों को रखने के प्रस्ताव को स्वीकार नहीं करेंगे। | 4 | 3 | 2 | 1 |
| 7. | एकीकृत शिक्षा को सफलता पूर्वक लागू करने के लिए मेरे विद्यालय में पर्याप्त धन राशि नहीं होगी। | 4 | 3 | 2 | 1 |
| 8. | एकीकृत शिक्षा विद्यार्थियों की सहायता के लिए परा - व्यावसायिक (पैरा - परोफेशनल) स्टाफ (जैसे स्पीच पैथोलोजिस्ट, फीज्योथेरेपीस्ट, ओक्यूपेशनल थेरेपीस्ट) अपर्याप्त मात्रा में उपलब्ध होंगे। | 4 | 3 | 2 | 1 |
| 9. | विकलांग विद्यार्थियों को एकीकृत करने के लिए मुझे पर्याप्त प्रोत्साहन (जैसे कि अतिरिक्त वेतन व भत्ता) नहीं मिलेगा। | 4 | 3 | 2 | 1 |
| 10. | मेरा काम बढ़ जायेगा। | 4 | 3 | 2 | 1 |
| 11. | विद्यालय में अन्य सदस्य तनाव अनुभव करेंगे। | 4 | 3 | 2 | 1 |
| 12. | भौतिक सुविधाओं के अभाव में विद्यालय को विभिन्न प्रकार के विकलांग विद्यार्थियों को शामिल कर पाने में कठिनाई होगी। | 4 | 3 | 2 | 1 |
| 13. | एकीकृत शिक्षा में सहयोग हेतु साधन / विशेष शिक्षकों का अभाव रहेगा। | 4 | 3 | 2 | 1 |
| 14. | मेरे विद्यालय में विशेष शिक्षा सामग्री एवं शिक्षण साधन पर्याप्त मात्रा में उपलब्ध नहीं होगी। | 4 | 3 | 2 | 1 |
| 15. | विद्यालय का समूचा शैक्षिक स्तर प्रभावित होगा। | 4 | 3 | 2 | 1 |

16.	एक शिक्षक के रूप में मेरी कार्यक्षमता कम होगी।	4	3	2	1
17.	सामान्य विद्यार्थियों की शैक्षिक उपलब्धि प्रभावित होगी।	4	3	2	1
18.	एक समन्वित कक्षा में सभी विद्यार्थियों को समान ध्यान दे पाना कठिन होगा।	4	3	2	1
19.	जो विकलांग विद्यार्थी स्वयं सेवा कौशल (जैसे कि शौचादि) में स्वावलम्बी नहीं होंगे, उन्हें सम्हाल पाना मेरे लिए मुश्किल होगा।	4	3	2	1
20.	समन्वित शिक्षा के कार्यान्वित करने में प्रशासनिक सहयोग अप्रत्याप्त होगा।	4	3	2	1
21.	विकलांग विद्यार्थी को मेरी कक्षा में समन्वित करने से मुझ में अत्यधिक चिन्ता एवं तनाव पैदा होगा।	4	3	2	1

यह सर्वेक्षण करने में आपके सहयोग के लिए अनेक धन्यवाद।

Victoria University

PO Box 14428
Melbourne City MC
VIC 8001 Australia

Telephone:
61 3 9688 4492
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61 3 9688 4050
Email: compsmath@cs.m.vu.edu.au
Website: <http://cs.m.vu.edu.au>

Appendix B



School of Computer Science and Mathematics

Footscray Park Campus
Ballarat Road
Footscray

Dr. Nalin Sharda
Associate Professor, Computer Science and Multimedia
School of Computer Sciences and Mathematics
Victoria University, Melbourne, Australia.

1-September-2004

TO WHOM IT MAY CONCERN

This is to certify that I have read the original questionnaire (Wilczenski's scale to measure attitudes towards inclusive education) and survey questions for Nisha Bhatnagar's research entitled, "Integration in New Delhi Secondary Schools: Teachers' Concerns and Attitudes", being undertaken at Victoria University.

I have scrutinised the Hindi translation and can verify that it is an accurate translation of the original documents in English.

Nalin K Sharda

MONASH University



Faculty of Education
Clayton Campus
Gippsland Campus
Peninsula Campus

15th July, 2004

Ms. Nisha Bhatnagar
Faculty of Education
Victoria University of Technology
Victoria 8001
Australia

Subject: Permission to use Hindi version of ATIES and CIES.

Dear Nisha,

It is good to know that you are interested in using the Hindi version of ATIES and CIES. Please find enclosed a copy of both the scales. Feel free to use or adapt the scale as you feel appropriate. Information about reliability and validity of CIES is provided in the attached article. The reliability of ATIES-HINDI is 0.82(alpha coefficient).

Do not hesitate to contact me if you need any further information. Best of luck with your research endeavor.

Warm regards,

Yours sincerely,

Umesh Sharma(Ph.D)
Krongold Centre
Faculty of Education
Monash University
Clayton, Victoria-3800
Phone: 99054388
Email: umesh.sharma@education.monash.edu.au

Faculty Human Research Ethics Committee

MEMORANDUM

TO: Rose Mulraney (Nisha Bhatnagar)
Principal Investigators
Education

FROM: Prof Colin Torrance
Chair
Human Research Ethics Committee
Faculty of Human Development

DATE: May 3, 2004

SUBJECT: Approval of application involving human subjects

Thank you for your submission detailing amendments to the research protocol for the project titled, *Integration in New Delhi Secondary Schools: Teachers' Concerns and Attitudes* (HRETH.FHD.133/03).

The proposed amendments have been accepted by the Faculty Human Research Ethics Committee and approval for application HRETH.FHD.133/03 has been granted from 03/03/04 to 31/12/04

Please note that, the Faculty Human Research Ethics Committee must be informed of the following: any changes to the approved research protocol, project timelines, any serious or unexpected adverse effects on participants, and unforeseen events that may effect continued ethical acceptability of the project. In these unlikely events, researchers must immediately cease all data collection until the Committee has approved the changes.

If you have any queries, please do not hesitate to contact me on 8345 0003.

The Committee wishes you all the best for the conduct of the project.

Prof Colin Torrance
Chair
Human Research Ethics Committee
Faculty of Human Development



विद्या भारती अखिल भारतीय शिक्षा संस्थान

Appendix E

प्रज्ञा सदन, गो.ला.त्रे, सरस्वती बाल मंदिर परिसर, गांधी मार्ग, नेहरू नगर, नई दिल्ली - 110 065

दूरभाष/फैक्स : 011-6320126, 6320013, E-Mail : vidyabharati@vsnl.net, Website : www.vidyabharati.org

पुणेकृत कार्यालय : लक्ष्मणक, दूरभाष : 0522-373695, फैक्स - 788733, एम कार्यालय : कुशुभेत्र, दूरभाष : 01744-21903, फैक्स :

पत्रांक : 679/2003

तिथि :

दिनांक : 30/10/03

Dear Nisha Bhatnagar,
Namaskar!

Your letter is at hand. All of us here in Vidya Bharati are pleased to learn that you intend to do your Ph.D. in Special Education from Victoria University of Technology in Melbourne. Your major topic of research "Integration in New Delhi Secondary Schools under Vidya Bharati" is of great importance to our institute.

Vidya Bharati all India Education Institute has no objection for your research work. We shall be happy to supply you the data and documents required for the work as and when needed.

Yours brotherly,

(D. N. Batra)
General Secretary

To
Nisha Bhatnagar
6/308, TOORONGA RD.
GLEN-IRIS - 3146
Melbourne, Victoria (Australia)

विद्या भारती अखिल भारतीय शिक्षा संस्थान



प्रज्ञा सदन, सरस्वती बाल मन्दिर परिसर, महात्मा गाँधी मार्ग, नेहरू नगर, नई दिल्ली - 65,

दूरभाष/फैक्स : 011-6320126, 6320013,

E-mail : vbabss@yahoo.com

Visit us at: www.vidyabharati.org

पत्रांक : /2004

दिनांक : 20 अगस्त 2004

आदरणीय प्राचार्य बन्धु/भगिनी,

सादर वन्दे!

हर्ष का विषय है कि भारतीयमूल की ऑस्ट्रेलिया निवासी विदुषी श्रीमती निशा भटनागर 'विद्या भारती के विद्यालय, प्राचार्यों एवं आचार्यों' से सम्बन्धित विषय पर विक्टोरिया विश्वविद्यालय से शोध कार्य कर रही हैं। पूर्व में भी चार विद्यालयों में इससे सम्बन्धित एक प्रपत्र भेजा गया था, जिसको पूर्णकर आपने भेजा था जिसे उनके पास आस्ट्रेलिया भेज दिया गया था।

अब श्रीमती निशा भटनागर इस शोध हेतु व्यक्तिगत रूप से प्राचार्यों एवं आचार्यों के साक्षात्कार हेतु स्वयं भारत आ रही हैं। प्रत्येक विद्यालय में संलग्न समयसारिणी के अनुसार आयेंगी। इस निमित्त उनका कहना है कि प्राचार्य महोदय विद्यालय के उपरान्त सभी आचार्य बन्धु/भगिनी की बैठक बुला लें वहीं वे अपनी पूरी योजना से अवगत करा देंगी तथा वहीं एक प्रश्नावली भी देंगी जो भरकर उन्हें सौंपनी है। शेष उनके आने पर।

ऐसा विश्वास है कि आप सभी इसमें श्रीमती निशा भटनागर का सहयोग कर उनके शोधकार्य में अपना योगदान देंगे।

शुभाकांक्षी

(दीनानाथ बत्रा)
राष्ट्रीय उपाध्यक्ष

संलग्न : समयसारिणी

Musie 50
Sadar Vande

Above letter has been dispatched to all the 12
Schools. If you need anything more, it is

Semi Structured Interviews

Vidya Bharti schools, New Delhi, India

**Nisha Bhatnagar
Victoria University of Technology
Melbourne, Australia.**

Teacher's Name: _____

Email Address: _____

School's Name: _____

School's Address: _____

Position in the School: _____

Number of Students: _____

Number of Staff: _____

Date of Interview: _____

Time of Interview: _____

Semi Structured Interviews

Purpose: To explore different strategies to make integration a success

QUESTIONS:

1. Does your school have a policy on integration?

Yes _____ No _____

If Yes:

- a) What year was the policy developed?
- b) Who developed it?
- c) When was the policy implemented?

2. I am interested in exploring your attitudes and concerns towards integration:

- (a) Would you like to outline your attitudes towards integration?
- (b) If you have concerns, would you like to discuss them?

3. Has anything significant contributed to your attitudes towards integration?

4. Since the policy was developed, has there been any professional development on:

- (a) The Persons with Disability Act (1995)
- (b) Integration.

5. To what extent has tertiary education and professional development had an impact on your:

- (a) Attitudes
- (b) Teaching students in your classrooms

6. In your school and your classes what contributes to successful integration of special needs students?
 7. Are there any barriers to integration in your school and classes? How can these be minimised and / eradicated? Do you have any suggestion?
 8. What recommendations would you like to make to ensure successful integration of special needs students into Vidya Bharti schools at the following levels:
 - a. Teachers
 - b. The School
 - c. Vidya Bharti Management
 - d. Others
 9. Is there anything else that you would like to say about *The Persons with Disability Act (1995)* and children with disabilities having access to free education in an appropriate environment?
-

Focus Group Interviews

Vidya Bharti schools, New Delhi, India

**Nisha Bhatnagar
Victoria University of Technology
Melbourne, Australia.**

Teacher's Name: _____

Email Address: _____

School's Name: _____

School's Address: _____

Position in the School: _____

Number of Students: _____

Number of Staff: _____

Date of Interview: _____

Time of Interview: _____

Focus Group Interviews

Purpose:

1. To investigate participants' attitudes and concerns about integration.
2. To explore current educational practice and teachers' recommendations to support the successful implementation of *The Persons with Disabilities Act (1995)*

Questions for Focus Group:

1. Do you have any students with disabilities in your classrooms?
2. Do you think it is your responsibility to teach students with disabilities in your school or should they attend a special school?
3. Which students do you think should be integrated into your classrooms?
4. Which students do you think should not be integrated into your schools?
5. How have tertiary education and professional development impacted on your attitudes and practices?
6. What has contributed to the successful integration of students in your school?
7. What are some of the issues that need to be addressed to ensure a successful integration of special needs students in your schools?
8. What recommendations would you like to make to Vidya Bharti management and the school to ensure a successful integration?