



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Attitude Of Secondary School Teachers Towards Inclusive Education: A Study In Visakhapatnam District

SRINIVASARAO, VASAMSETTY*

*Research Scholar, Dept. of Education, Dravidian University, Kuppam, Andhra Pradesh.

ABSTRACT

Inclusive education, as originally defined by the Salamanca Statement (UNESCO, 1994), refers to schooling in which all children, including children with severe disabilities, have access to regular classrooms with the help of adequate support. Inclusive education means all learners, children, and youth with or without disability being able to learn together in ordinary pre-school provision, schools, colleges, universities and community educational settings with appropriate network of support services. Inclusive education in special education is a recent concept, and also an accepted approach and general education in the Indian content. A teacher in the regular school focuses on the average learner but is also experienced in handling academically talented as well as slow learners. Inclusion offers a different perspective on the education of child with disabilities in ordinary schools and all children are welcome regardless of difference. In this system, the emphasis is not on treating the deficit but on adapting the environment to accommodate the disability perceiving it as a normal difference. An inclusive school is a place where everyone belong the child is accepted and supports by their peers and other members of the school in the source of training for their educational needs. It is flexible and individualized support system and provided in the regular schools, committed to an appropriate education for all.

Key Words: Inclusive education; disabilities; adequate support; slow learners; pre-school.

Concept of Inclusive Education:

According to Stainback (1922) inclusion facilitate integration in school systems when general and special education personnel, as well as curriculum and instructional procedures, are combined to provide educational experienced to meet the needs of the students in an integrated setup. The Salamanca statement and frame work for Action (1994) strongly promote "Inclusive Education" of "Schools for All". Inclusion gives a message that everyone belongs to the school; everyone is welcome to the school. In the words of Loreman and Depplerer (2001) it is full inclusion of children with diverse abilities in all aspects of schooling that other children are able to access and enjoy. Inclusion does not mean "dumping" children when they have special needs into the regular classroom and it is a process. (Polat, 2011) defined as the inclusion of all children and young people regardless of any individual differences, including race, ethnicity, disability, gender, sexual orientation, language, or socioeconomic status. This definition of inclusive education is widely used within special education literature (Artiles, Kozleski, Dorn, and Christensen, 2006). Inclusive education has been a great challenge for the Romanian educational system because it provides the principles of a new paradigm: the interactive or organisational paradigm (Clark, Dyson, Millward and Skidmore, 1995).

Thomas (1977) has defined inclusion as the 'acceptance of all pupils in the mainstream system, taught with a common framework, and identified as the responsibility of all teachers'. The basic structure of the Constitution of India as reflected in the preamble ensures social, economic and political justice as well as equality of status and of opportunities to all citizens of India. Since the early 1990s, the new principle of inclusive education has been incorporated into many countries' laws. It has also begun to appear in the statements and programmes of numerous inter-national organisations, such as the European Commission (2010), the Organisation for Economic Cooperation and Development (OECD) (2005) the Council of the European Union (2010), and UNESCO itself (UNESCO, 2015). It was even incorporated into the Convention on the Rights of People with Disabilities (CRPD) (United Nations, 2006). Over the years, however, the principle has lost much of its original edge. From being a clear-cut outcome, inclusion has increasingly turned into an ambiguous "process" (Booth and Ainscow, 2000) or is left totally undefined, as was the case in the CRPD (United Nations, 2006). One of the main barriers in the practice of inclusive education is represented by the teachers' attitudes towards inclusion and its principles. These attitudes are influenced by several factors such as: the degree of children' difficulties, the nature of children' disabilities, the teachers' experience with children with special educational needs, the trust in their own capabilities to implement inclusive activities. Previous studies support the idea that teachers perceive students with behavioural or emotional disorders as being more difficult to work with in the classroom than the other children with different disabilities (Chhabra, Srivastava and Srivastava, 2010).

National Policy on Education (1986):

For the first time, the policy considered education for all as one of the cherished goals of national development. The policy recognizes that non-enrollment and drop-out of special groups of children is one of the major difficulties in the realization of this goal. Outlining the steps for ensuring equal educational opportunities for the children with disabilities, the National Policy of Education states that the objective should be: "to integrate the physically and mentally disabled with the general community as equal partners, to prepare them for normal growth and enable them to face life with courage and confidence". The Plan 1987 of Action also stresses that as education of children with disabilities in special schools is very costly, it will be ensured that only those children whose needs cannot be met in common schools be enrolled in special schools. Once they acquire communication skills and study skills, they will be integrated in regular schools.

District Primary Education Programme (DIEP):

Evolving from the national experience with area specific projects is a nation-wide plan, popularly known as District Primary Education Programme, to put local communities in charge of education. From the year 1995, the education of children with disabilities has also been included as integral component of the programme. All such children in the selected districts would be enrolled for inclusive education at the primary level.

Sarva Shiksha Abhiyan (Education for all Campaign):

The Sarva Shiksha Abhiyan is a historic stride towards achieving the long cherished goal of Universalization of Elementary Education through a time bound integrated approach, in partnership with States. This movement promises to change the face of the elementary education sector of the country, assumes to provide useful and quality elementary education sector of the country, and assumes to provide useful and quality elementary education to all children including those with disabilities in the 6-14 age group by the year 2010.

Persons with Disabilities Act (1995):

To give effect to the proclamation on the full participation and equality of people with disabilities in the Asian and Pacific Region, the Parliament enacted the persons with disabilities (Equal Opportunities, Protection of Right and Full Participation). Act, 1995 which came into force with effect from 6th February, 1996. The Act desires the appropriate Governments to prevent the occurrence of disabilities ensure access to education, identify suitable posts and reserve vacancies, reserve admissions to educational institutes, promote non-discrimination in built environment and read and promote research.

Principles of Inclusive Education:

Every child has an inherent right to education on the basis of social justice and equality of opportunity. Ainscow and Muncey (1990) viewed that all students have the right to be exposed to the mainstream curriculum in a reasonably unadulterated form. However, actually implementing a common curriculum for wide ability range can be problematic. It is argued that some students require very significant modifications to the curriculum and teaching approach if their educational needs are to be met. Some may require separate programs with a focus on self-help and daily living skills. Research studies that probe into the attitude of secondary school teachers about the different aspects of inclusive education such as the concept of inclusive education, organizational structure required for inclusive education and classroom arrangements, instructional facilities required, teaching and learning methodology and evaluation methods will go a long way to give right type of information and develop a positive attitude among the teachers, (Reddy et al, 2006). Teachers do not feel that they are prepared or competent to teach both regular learners and learners with special educational needs. The main reason is that they did not have sufficient training to deal with these inclusive educational activities (Hay, Smit, Paulsen, 2001). There are many mainstream teachers who believe that children considered different are not their responsibility, idea which revealed the fact that there are many schools where the medical-pathological model still dominates the educational activity (Angelides, Stylianou, Gibbs, 2006). A large number of teachers believe that the successful implementation of inclusive practices should be based on a review of the curriculum and of the teaching strategies used in classes with children with special educational needs (Ghergut, 2010). Teacher attitudes are strongly associated with teacher categories, so special-education teachers have usually been the most positive group (Engelbrecht, Savolainen, Nel, and Malinen, 2013). The landmark legislation, the Persons with Disabilities Act (1995), emphasized greater access to regular education curriculum for students with disabilities in India. Subsequent policies, programs, and legislation including *Sarva Siksha Abhiyan* (Education for All Movement, 2001), the Action Plan for Inclusive Education of Children and Youth with Disabilities (2005), and Right to Education (RTE) Act (2010) further strengthened the call for inclusive education. According to government's estimate, there are about 30 million children with disabilities within India's borders but only about four per cent of them have access to education (Chief Commissioner for Persons with Disabilities, 2007).

This discrepancy should not be misconstrued as lack of the government's commitment to this endeavour. In fact, the central government of India has made its intentions very clear regarding its commitment to inclusive education as early as the 1970s. With the implementation of the Integrated Education for Disabled Children (IEDC) program in 1974, the Indian government embarked on an arduous journey. In addition, it has set up national institutes to conduct research, disseminate knowledge, and train teaching personnel to serve the large number of children with a variety of disabilities in the country. The message is clear that the government is committed to providing appropriate opportunities to pupils who have disabilities. A number of researchers have also pointed out that there has been severe shortage of trained teachers, a lack of resources for teaching or learning, and a lack of infrastructure in schools that support the education of students with disabilities (Bhatnagar and Das, 2013a). Research from around the world in the last three decades also indicates that inclusion requires both fiscal resources and trained personnel in order for it to be successfully implemented (Avramidis, Bayliss, and Burden, 2004; Burke & Sutherland, 2004; Forlin, 2004). Many developing countries, like India, while grappling with this issue are achieving varying levels of success (Das, Gichuru, et al., 2013; Fayez, Dababneh and Jumiaan, 2011). In India, the persons with disabilities protection of rights and full participation Act, 1995 enjoins upon the Government to ensure that every disabled child has access to free education in an appropriate environment till the age of the 18 years and integrate provides for setting up of special school, facilitation for imparting special education and education through open schools to disabled children or organizing teacher training programmes, taking steps for adaptation of curriculum, reform of examination system, promoting research and providing various facilities to disabled children.

Teachers' Attitudes toward Inclusion:

It is widely accepted that regular classroom teachers' positive attitudes and acceptance of inclusive educational programs are central to their successful implementation (Beacham and Rouse, 2012; Bhatnagar and Das, 2014; Das, Kuyini and Desai, 2013; Hettiarachchi and Das, 2014). The positive attitudes of teachers toward all students and the general climate they establish in the classroom have a major effect on the academic and social achievement of all students, especially those with disabilities. However, in many cases teachers who feel ill-prepared and who have negative attitudes toward inclusion tend to employ less effective

instructional strategies. This may result in students with disabilities having a poor academic performance (D'Alonzo, Giordano and Van Leeuwen, 1997) and, without supports and services, may result in a non-beneficial experience for the students (Daane, Beirne-Smith and Latham, 2000). Teachers' attitudes affect whether or not a classroom learning environment is conducive to inclusive education (Monsen, Ewing and Kwoka, 2014). Inclusive schooling is often thought of as the inclusion of all students regardless of ability into the same schools and classrooms with peers who are not considered to have disabilities. Inclusive schooling, however, extends far beyond mere physical proximity to provide students the support required to belong and achieve in a classroom. So that their inclusion can be socially and academically meaningful is the challenge teachers' face in inclusive school programmes. Meaningful inclusion in schools requires administrators, teachers and parents not only to value diversity, but also question the traditional practice of segregating students who are different.

James Lynch stated that the development of Inclusive Primary Education is the best option for achieving education for all in the Asian Region where school enrolment rates are still lower than 70 per cent in some countries and where most disabled children receive no schooling at all. Schools need to be provided with full range of resources necessary to deliver a full curriculum for children, through a combination of class teacher, consultancy and ancillary staff overall than at present. It is rather a question of improved and more differentiated quality than greater quality. Inclusive as it is happening in India can be viewed from three perspectives i.e., (a) Physical Inclusion (b) Social Inclusion and (c) Cognitive Inclusion. The universalization of elementary education (UEE) focuses on enrolment, retention and achievement of all children.

Review of Literature:

The review of related literature is of paramount importance for the researcher. An investigator must be aware of the new researches conducted in the field of study in the past and only then he is in a position to contribute something in original. It is through the revise of related studies that the researcher knows the works that have already been done over a period of time. Several studies have conducted more targeted analyses to explain teachers' attitudes. Literature on teachers' attitudes toward inclusion indicates that they are generally mixed. While a vast majority of teachers have supported the principle of inclusive education, they have voiced some concerns as well. Teachers have also expressed a lack of knowledge of inclusion procedures, especially relating to special education laws, co-teaching, and collaboration with parents and other school professionals.

Adams, Kimberly et.al. (1998) studied the differences in parent and teacher trust levels. They suggested the implications for creating collaborative family school relationship. **Afzali** (1995) reviewed literature on inclusion of deaf students in the regular classroom and perception of regular educators and deaf educators relating to inclusive education. **ARicciato** (2000). The study found that the professional development needs of the regular and special education teachers were not significantly different. **Bowers et al.** (1998) conducted a study on the code in action: some school perceptions of its user-friendliness. **Brownlee et al.** (2000) studied the opportunities for authentic experience and reflection: a teaching programme, designed to change attitudes towards disability for pre-service teachers. **Class Berry** (2000) conducted a study on perceptions of inclusive education held by general education teachers at different grade levels. **Cook and Bryan et al.** (2000) conducted a study on teachers' attitude towards their included students with disabilities. **Cowasji** (1985) conducted a study on the effectiveness of orientation programmes for teachers working in the integrated education for the disabled children in Rajasthan. **De Bettencourt and Laurie** (1999) examined general educators' attitudes toward students with mild disabilities and their use of instructional strategies. **De Simone and Parmar**, (2006) with regard to teachers' attitudes in the secondary setting, a number of researchers have concluded that teachers' attitudes are less positive in middle or high schools than in elementary environments. **Fakolade, Adeniyi and Tella** (2009) studied on "Attitude of teachers towards the inclusion of special needs children in general education classroom: the case of teachers in some selected schools in Nigeria. **Gorne** (1997) examined the relationship that exists between regular education teachers' degree of satisfaction with including students with disabilities in their classroom demonstrated in the programme. **Herman** (1995) examined the perceptions of elementary school principals regarding the desirability and feasibility of adapting regular elementary classrooms and programmes for the inclusion of children with moderate and severe disabilities. **Hoffman et al.** (1997) analyzed inclusion in New Jersey school districts. This study was concerned with general education teachers' experiences and perceptions about inclusion and supports these teachers received from their administration in order to implement inclusion in their classes. **Hoover** (1984) In his study which included inexperienced participants who were teaching children with learning, emotional and behavioural disorders in the mainstream. **Horton** (1998) investigated

the opinions of parents of both disabled and non-disabled elementary children regarding inclusion of disabled students in regular education classes. **Jena** (2000) investigated the priorities of training and attitude of special educators towards people with mental handicap. **Lambe and Bones** (2006) in a study found that attitudes of secondary teachers towards the philosophy of inclusive education were generally positive, with more than 80 per cent of participants believing that all teachers should experience teaching children with special education needs. **Lombard, Richard** et al. (1998) conducted a survey on school-to work and technical preparation: teacher attitudes and practices regarding the inclusion of students with disabilities. **Mashiya** (2003) in his study "Educators' Attitudes towards Inclusive Education" found that factors such as age, gender, qualification, and phase/grade taught and class size have an influence on educators' attitudes towards inclusive education. **Mendez** (1998) conducted a study to investigate the effect of teachers perceives role stress, perceived self-efficacy, and support for research based effective teaching behaviors on their attitudes towards inclusive education. **Mukhopadhyay and Sharma** (1990) conducted a study of identifying teaching competencies specifically for integrated education of disabled children. **Naidu** (2000) studied Head Start Teachers conceptions of full inclusion of young children. This study examined the conceptions that four teachers in a Midwest Urban Head Start programme held about inclusion. **Praisner** (2003) surveyed 408 elementary school principals to investigate relationships regarding attitude towards inclusion of students with disabilities, variables such as training and experience and placement perceptions. **Ragunathan** (2005) conducted a study on awareness, attitudes and competencies required by the teachers in dealing with low vision children at primary stage. **Reddy and Sujathamalini**, (2005) conducted a study on the awareness, attitude and competencies of special school teachers reveals that the study reveals that out of 48 aspects, in 21 aspects only the special school teachers possess high awareness in dealing with children with disabilities. **Schunm and Vaughn** (1992) surveyed general educators at the elementary middle and secondary school levels to determine their attitudes about planning as well as their planning practices for students with disabilities. **Shah, Das, Desai, and Tiwari**, (2014) a number of researchers have argued that intensive training in special education is required for all regular education teachers in order for them to be effective in an inclusive education setting. **Sivakami** (2000) investigated "Effectiveness of certain instructional strategies to overcome learning disabilities in English at primary stage". **Susan Stainback and William Stainback** (1982) studied the influence of attitudes of regular class teachers about the education of severely retarded students. **Taplin, Margaret and White, Marian** (1998) studied parents' and teachers' perception of gifted provision. Seventy-one parents of gifted children completed a questionnaire concerning their perceptions of the current services provided their children and the parents' preferences. **Topping, K., and Jindal-Snape, D.** (2013) studied on "Teachers' Attitudes Towards Inclusion in High Schools.

Teachers and Teaching: Theory and Practice" displayed the breakdown of mean scores by gender. **Trader and David** (2000) studied the relationship between teacher effectiveness and teacher attitude towards issues related to inclusion. **Westwood and Graham** (2003) conducted comparative study in "inclusion of students with special needs: benefits and obstacle perceived by teachers in New South Australia". **Yeager** (1994) made analysis on absenteeism, achievement and self - concept of elementary students in an inclusive classroom. **Zahn** (1998) investigated the perceptions and attitudes of elementary school teachers towards the practice of inclusions, its implementation, impact and future.

Inclusive education is the need of the learners'. If we want to ensure the right of education for the children and equal opportunities for all, the inclusive education is the only alternative before us. Although inclusive education is still a matter of debate nationwide and worldwide but inclusive education is regarded as the only way to future educational system which will lead us to better education, better society and a better world. After all it is a matter of will and attitude of the stake holders – teachers, administrators, educational planers, and parents. As the teachers are the primary stake holders of this system it is very vital to ascertain the attitude of the teachers toward the inclusive education.

Statement of the Problem:

The presented study is stated as "Attitude of Secondary School Teachers towards Inclusive Education: A study in Visakhapatnam District.

Aims and Purpose of the study:

The main purposes of the study are to identify the major obstacles in implementing inclusive practices in mainstream schools and to analyze different aspects of teachers' attitudes towards inclusive education. I assumed that there is a correlation between attitude towards inclusion and school environment. While abundant research has been conducted in western countries on teachers' attitudes toward inclusive education

in the last three decades, there is a paucity of research in India on this topic. The present study is to use qualitative research methodology to determine teachers' attitudes toward inclusive education. While previous research helped in understanding teachers' attitudes in general, this study is aimed to gain an in-depth understanding of teachers' views on key aspects of inclusion and how they shaped teachers' attitudes toward including or perhaps not including students with disabilities in their classrooms. In addition to determining teachers' attitudes, this study also aimed to identify the facilitators of inclusion as viewed by these teachers. Specifically, the following research questions guided this study:

1. What are the attitudes of the secondary school teachers in Visakhapatnam, Andhra Pradesh, regarding the inclusion of students with disabilities in their classrooms?
2. What are the facilitators of inclusion as viewed by the teachers in Visakhapatnam, Andhra Pradesh?

Objectives of the study:

1. To study the attitude of teachers towards inclusive education in secondary schools of Visakhapatnam District.
2. To study the attitude of male and female teachers towards inclusive education in Secondary Schools of Visakhapatnam District.
3. To study the attitude of teachers based on their educational qualifications towards inclusive education in secondary schools of Visakhapatnam District.
4. To study the attitude of teachers based on their locality of school towards inclusive education in secondary schools of Visakhapatnam District.
5. To study the attitude of teachers based on their attending of oriented programs towards inclusive education in secondary schools of Visakhapatnam District.

Hypothesis of the study:

1. No significant difference between male and female teachers' perceptions towards inclusive education.
2. No significant difference between among teachers perceptions based on their age group towards inclusive education.
3. No significant difference between among teachers perceptions based on their qualifications towards inclusive education.
4. No significant difference between below 15 and above 15 years experienced teacher's perceptions with respect to concept of inclusive education.
5. No significant difference between among teachers perceptions based on their locality of school towards inclusive education.
6. No significant difference between among teachers perceptions based on their attending of oriented programs towards inclusive education.

Limitations of the Study:

1. In the present study the attitude of secondary school teachers has been assessed based on the statements developed on four dimensions.
2. The study covers the secondary school teachers working in Visakhapatnam Division, only.
3. The tool used in the study is not a standardized one but a teacher made one having its own reliability and validity.
4. The sample of study is only the 70 secondary school teachers working in Visakhapatnam.

Methodology:

In order to answer the research questions, an interpretive qualitative methodology is utilized. Qualitative methodology helps to provide understanding of a topic from the population's perspective as they experience it. The resulting textual description is analyzed to look for themes and to infer transferable interpretations (Auerbach and Silverstein, 2003). The study involved a self-administrated questionnaire which contains items for demographic data and items regarding inclusive education. The participants provided some socio-demographic information such as age, gender, professional environment in which they operate number of years in the work field, number of years in the primary school activity, level of education and residential town.

Population and sample:

The total number of schools located in Visakhapatnam District and the teachers who are working in secondary school situated in Visakhapatnam District is considered as population for the present study. A sample is a small proportion of a population selected for observation and analysis. It is a collection consisting of a part or subset of the objects or individuals of population which is selected for the express purpose of

representing the population. In Visakhapatnam Division, 232 secondary schools are functioning. Out of which 73 schools are rural schools and 159 are urban schools. There are 241 numbers of teachers working in rural schools and 812 numbers of teaching working in urban schools. For the purpose of the study, the investigator selected 49 teachers from rural schools and 51 teachers from urban schools by using simple random technique. Thus the total sample consists of 100 secondary school teachers working in both rural and urban schools.

Design:

The method design for the present investigation is a descriptive study of normative survey type. In this method the attitude of school teachers towards inclusive education is studied. A standard type of test for measuring the attitude towards inclusive education is administered to the school teachers of Visakhapatnam in Andhra Pradesh. An attempt to determine whether the level of teaching, teaching experience, gender and their training individually has any influence on the attitude of the teachers towards inclusive education. A normative survey type design is considered to be appropriate in the context of its nature and objectives.

Procedure of Study:

In the present study the secondary teachers from Visakhapatnam district have been selected as sample. Therefore first of all lists of secondary schools of the district have collected from the office of the District Inspector of the schools. The teachers are stratified into each stratum male and female equally. Trained and untrained teachers are not stratified equally and considered as it is in the sample. After planning about the sample the investigator met the headmasters of the selected schools to administer the tool, "Attitude of teachers towards Inclusive Education" by Gupta and Panda (2012), on the sample teachers of the school. The scholar adopted simple random sampling technique to identify the schools and teachers for collecting the data. The investigator herself personally visited the sample schools and administered the test. After collecting the data, the same has put in a data sheet for systematic analysis and interpretation of data and the investigator planned to find out the mean and standard deviation from the raw scores to find out the significant difference between the sub groups 't' and 'p' ratio used. So schools are selected on the basis of simple random sampling procedure. Teachers are selected basing on the step wise simple random sampling technique. Hence 100 teachers are randomly selected from various schools from Visakhapatnam District.

Procedure for Data Collection:

For the present study, the investigator has opted for self made tools like questionnaire, which standardized following the pilot study and split half method and a checklist to collect the data from teachers towards Inclusive Education in Visakhapatnam District. The investigator herself collected the data for the present study. The investigator contacted the authorities of the sample Secondary Schools and took their permission to administer the questionnaire. The investigator collected data from 100 teachers.

Statistical Techniques Used:

As the present study is of more of qualitative in nature, collected data are analyzed using both qualitative and quantitative techniques. Quantitative data are analyzed with the simple statistical techniques. The investigation has been carried out by the descriptive statistical analysis, such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard Deviation. For testing the null hypothesis, the 't' - test and Analysis of Variance have been used by the investigator. The 't' test is used to test the null hypotheses when the data correlated from matched groups. According to John W. Best like the tools in the carpenter's box, each research tool is appropriate in a given situation to accomplish a particular purpose. Each data-gathering device has both merits and hazards or limitations. The instruments that are employed to gather new facts or to explore new fields are called as 'tool'. It is of vital importance to select suitable instruments or tools. Different tools are suitable for selecting different types of data. The investigator may use anyone or more of the tools in combination for this purpose, there are two types of tools called standardized tool and tool prepared by the investigator. Since the present investigation is related to the collection of information from the opinions from the teachers regarding the Inclusive Education, the questionnaire is constructed and administered to find the same. For the present study Gupta and Panda's (2012), "Attitude of Teachers towards Inclusive Education" scale is used. The tools consist of 35 items having 22 favourable and 13 unfavourable items along a five point scale of strongly agree, agree, undecided, disagree and strongly disagree carrying a weighted of 5,4,3,2,1 for favorable items and just the reverse incase of unfavourable item. The questionnaire contained questions on several demographic background variables. They included gender, age, teacher category, main degree subject, formal qualification, present occupation, and years of teaching. Additionally, three scales measuring teachers' attitudes were used.

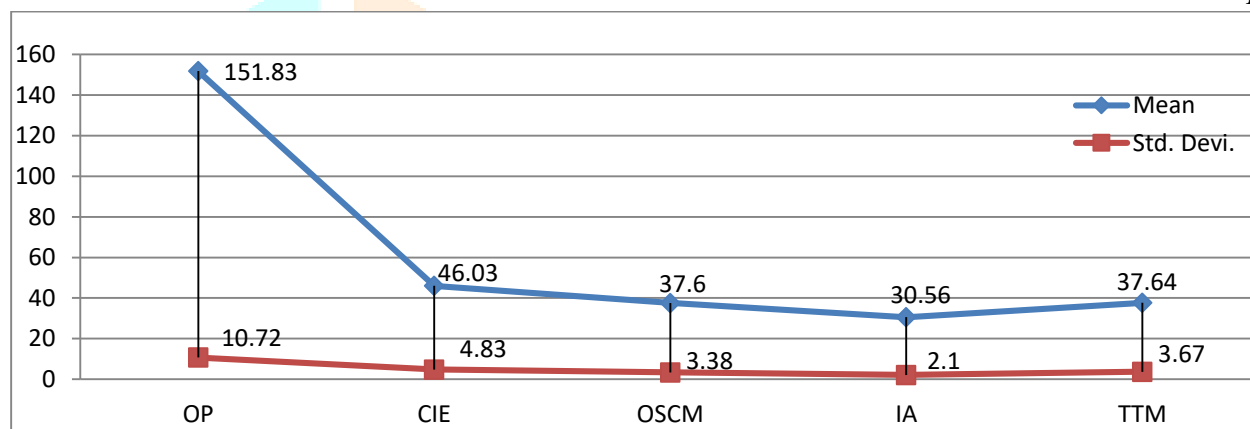
Analysis and Interpretation of Data:

After collecting the data from the sample schools and teachers a data sheet has prepared and collected data are arranged in the data sheet in a systematic manner. The data treated using descriptive statistics as per the necessity of the objectives. The data presented in tabular form and in percentage for a better understanding. The results are analyzed by using descriptive statistics, t- tests, F-tests and Pearson product moment correlations. A stepwise regression analysis is conducted to explain attitudes towards inclusion, with several teacher-related factors used as independent variables. For this purpose, the categorical variables were transformed into dummy variables. A descriptive and inferential statistics are adopted by the investigator to analyze the data for the present study. The data cannot serve any worthwhile purpose unless it is carefully edited, systematically classified, tabulated, scientifically analyzed, intelligently interpreted and rationally concluded. The adopted methods in selection of the sample, collection of data, scoring, analysis and statistical techniques are employed. The organisation, analysis, and interpretation of data, formulation of results and conclusions are necessary steps to get a meaningful picture out of the collected data in quantification of the data.

DATA ANALYSIS

1. Overall Attitude of Teachers Towards Inclusion Education

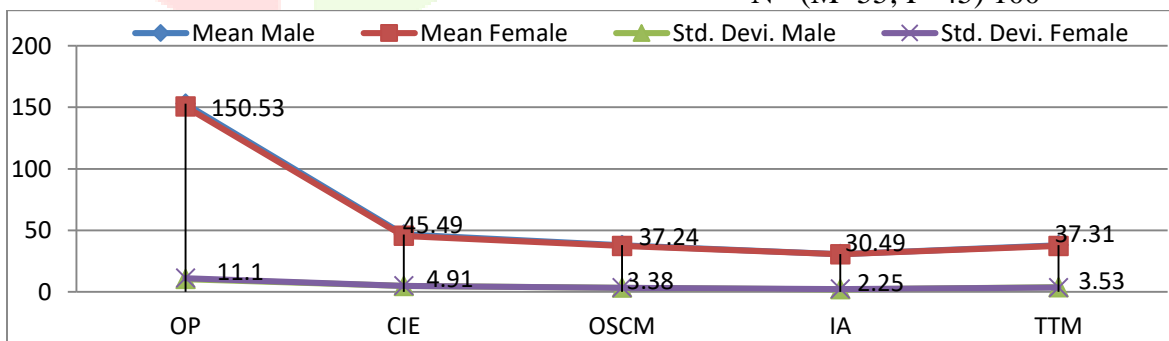
N= 100



(OP= Overall Perceptions; CIE= Concept of Inclusive Education; OSCM=Organization Structure and Classroom Management; IA= Identification and Assessment; TTM= Teaching and training Method)

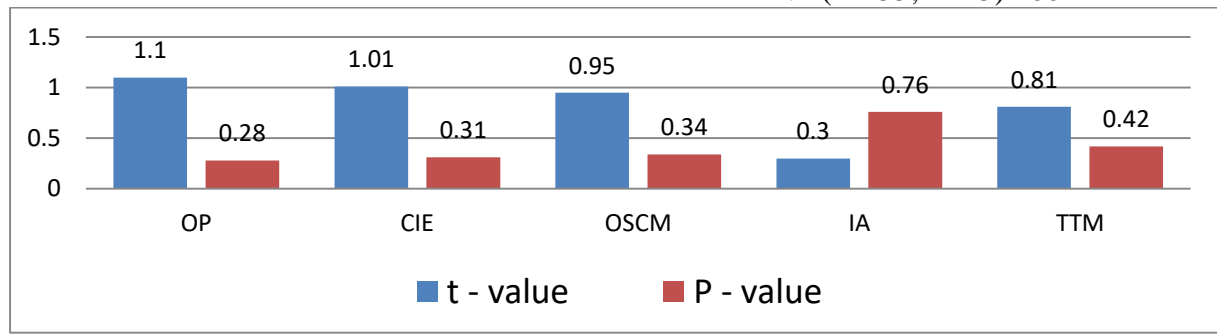
2. Significance Differences between Male and Female Teachers

N= (M=55; F=45) 100



2a. Significance Differences between Male and Female Teachers

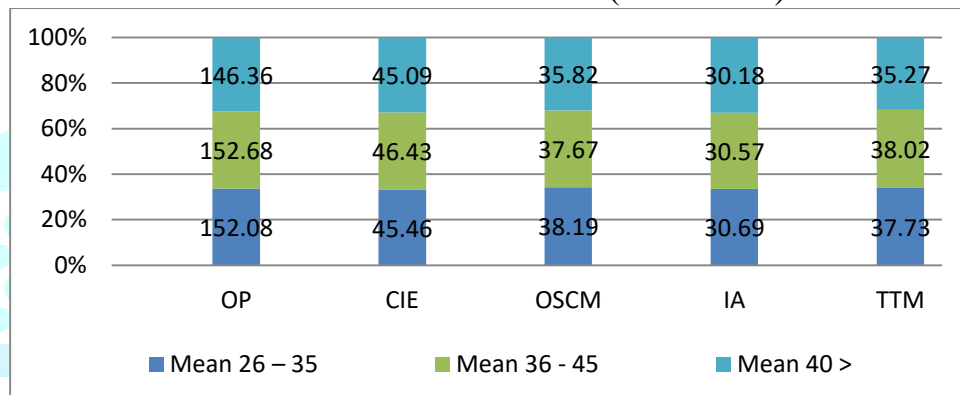
N= (M=55; F=45) 100



These tables show that there are no significant differences hence, the null hypothesis is accepted.

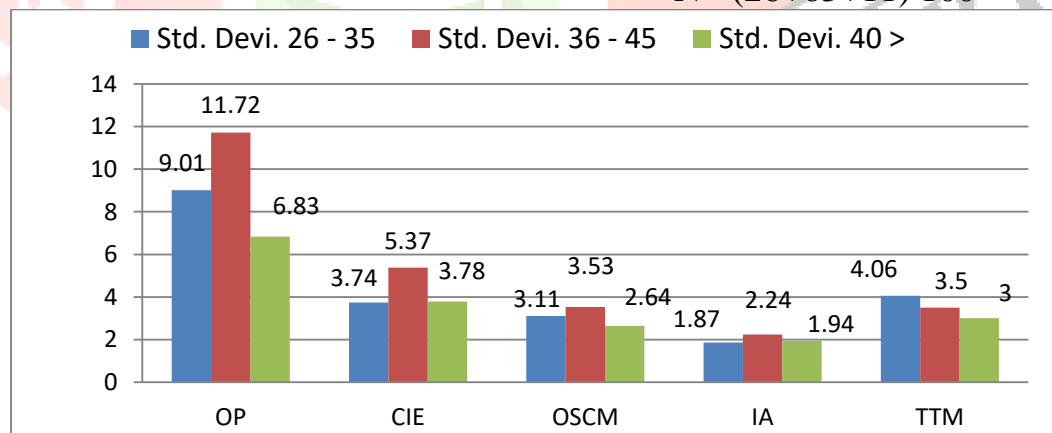
3. Significance Differences among Teacher's Age

N= (26+63+11) 100

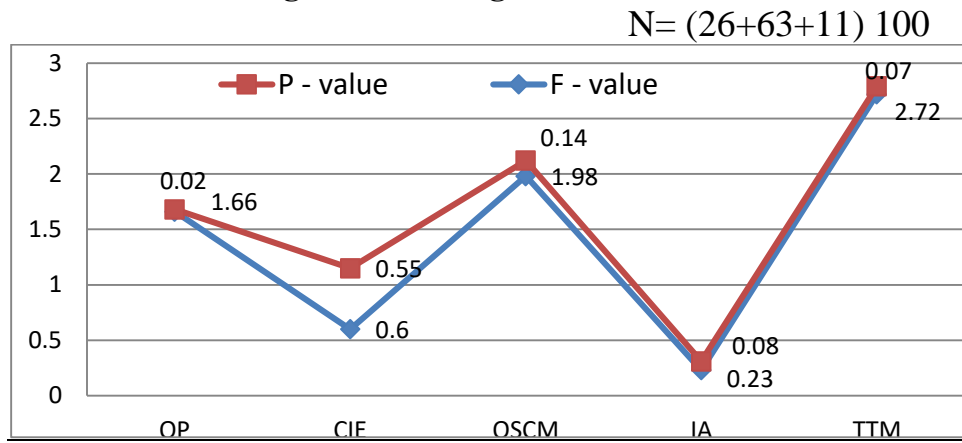


3a. Significance Differences among Teacher's Age

N= (26+63+11) 100



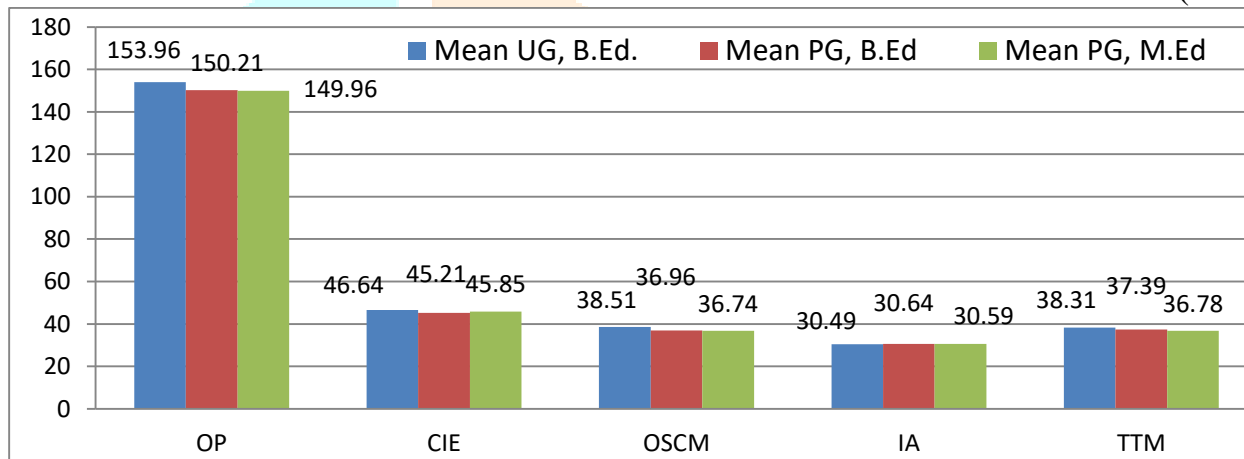
3b. Significance Differences among Teacher's Age



These tables show that there are no significant differences hence, the null hypothesis is accepted.

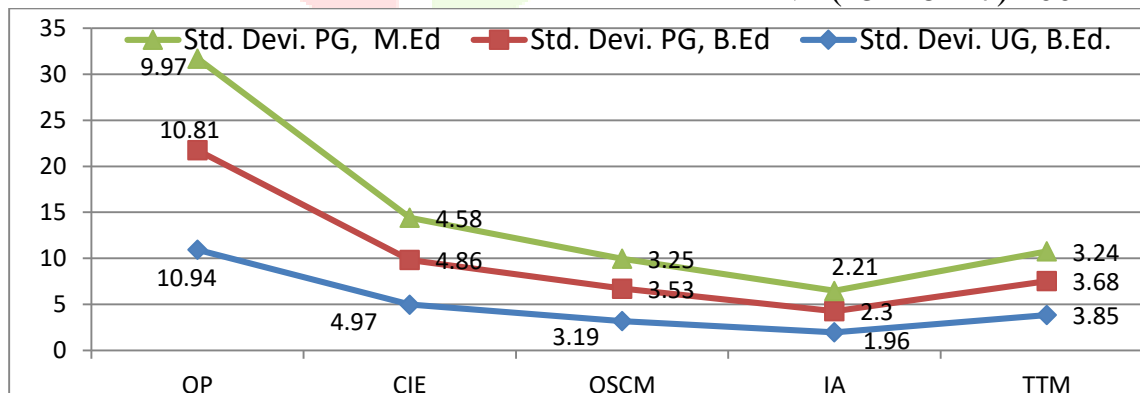
4. Significance Differences among Teacher's Qualification

N= (45+28+27) 100

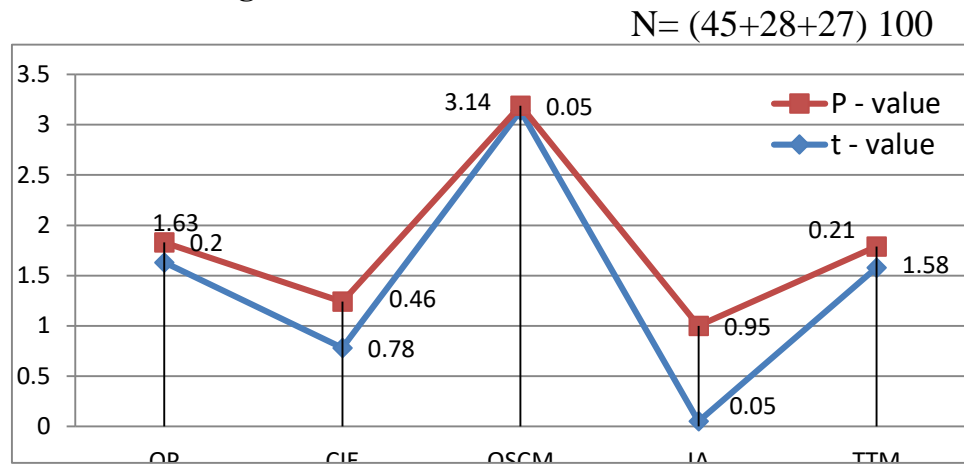


4a. Significance Differences among Teacher's Qualification

N= (45+28+27) 100

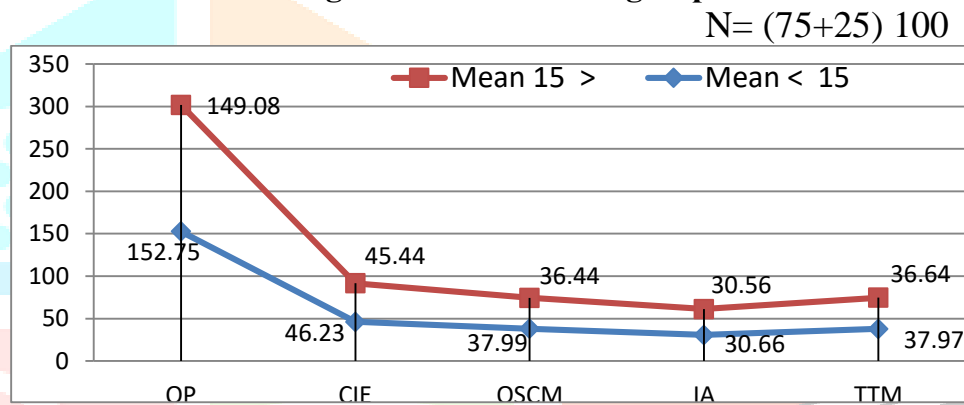


4b. Significance Differences among Teacher's Qualification

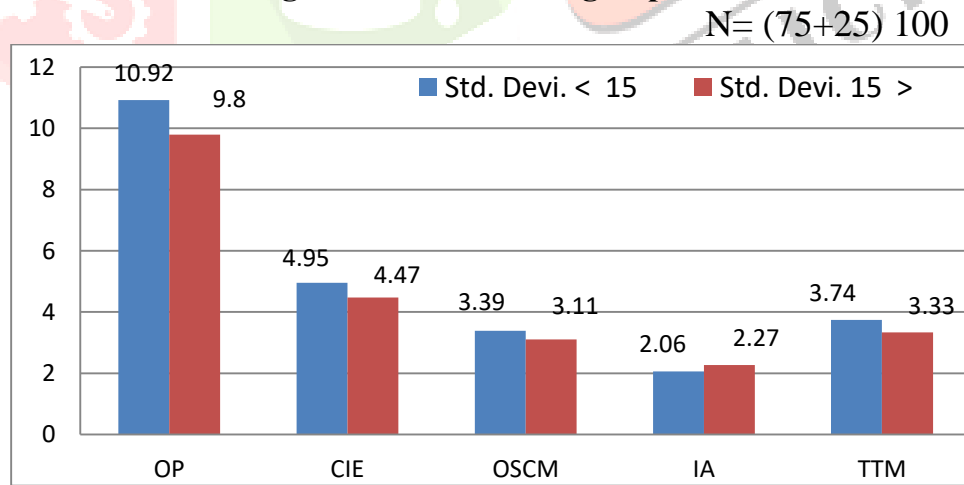


These tables show that there are no significant differences hence, the null hypothesis is accepted.

5. Significance Differences among Teacher's Teaching Experience

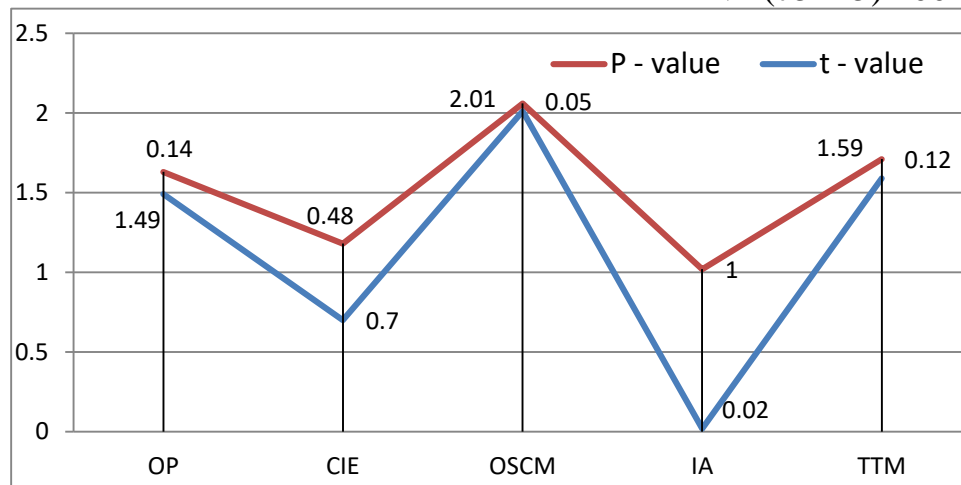


5a. Significance Differences among Teacher's Teaching Experience



5b. Significance Differences among Teacher’s Teaching Experience

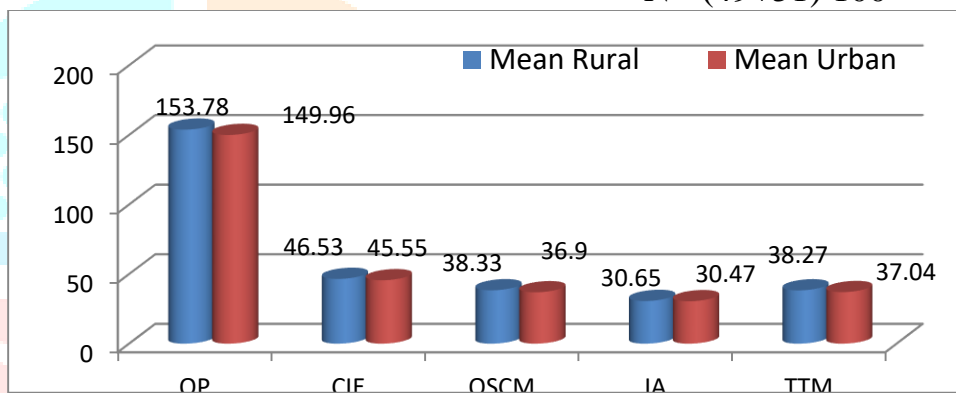
N= (75+25) 100



These tables show that there are no significant differences hence, the null hypothesis is accepted.

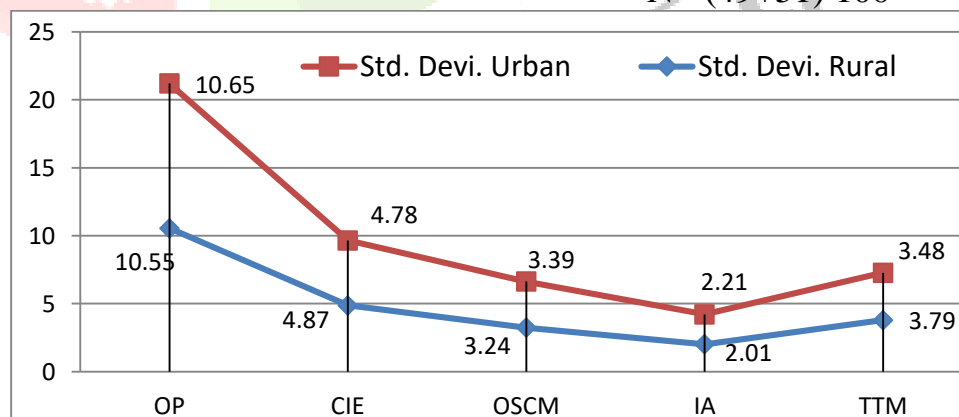
6. Significance Differences among Teacher’s Locality

N= (49+51) 100



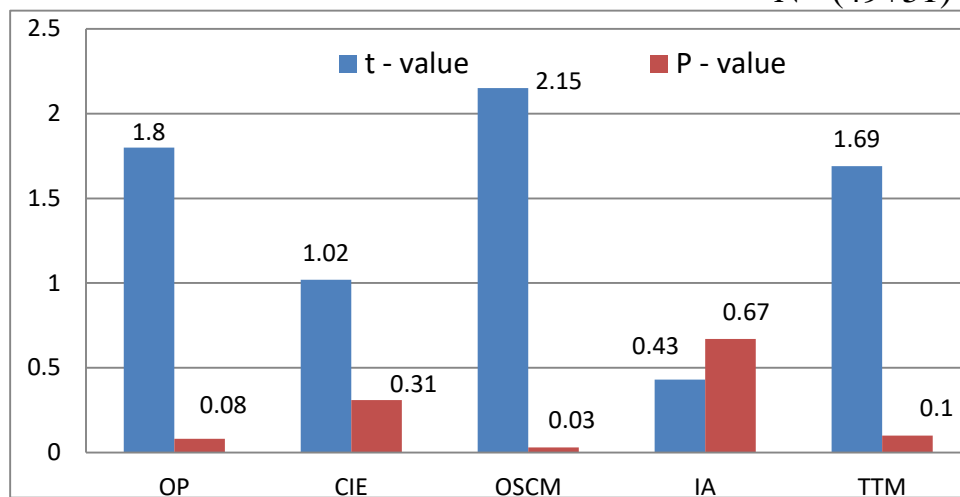
6a. Significance Differences among Teacher’s Locality

N= (49+51) 100



6b. Significance Differences among Teacher's Locality

N= (49+51) 100



These tables show that there are no significant differences hence, the null hypothesis is accepted.

Statistical Techniques Used:

As the present study is of more of qualitative in nature, collected data are analyzed using both qualitative and quantitative techniques. Quantitative data are analyzed with the simple statistical techniques. The investigation has been carried out by the descriptive statistical analysis, such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard Deviation. For testing the null hypothesis, the 't' - test and Analysis of Variance have been used by the investigator. The 't' test is used to test the null hypotheses when the data correlated from matched groups. According to John W. Best like the tools in the carpenter's box, each research tool is appropriate in a given situation to accomplish a particular purpose. Each data-gathering device has both merits and hazards or limitations. The instruments that are employed to gather new facts or to explore new fields are called as 'tool'. It is of vital importance to select suitable instruments or tools. Different tools are suitable for selecting different types of data. The investigator may use anyone or more of the tools in combination for this purpose, there are two types of tools called standardized tool and tool prepared by the investigator. Since the present investigation is related to the collection of information from the opinions from the teachers regarding the Inclusive Education, the questionnaire is constructed and administered to find the same. For the present study Gupta and Panda's (2012), "Attitude of Teachers towards Inclusive Education" scale is used. The tools consist of 35 items having 22 favourable and 13 unfavourable items along a five point scale of strongly agree, agree, undecided, disagree and strongly disagree carrying a weighted of 5,4,3,2,1 for favorable items and just the reverse incase of unfavourable item. The questionnaire contained questions on several demographic background variables. They included gender, age, teacher category, main degree subject, formal qualification, present occupation, and years of teaching. Additionally, three scales measuring teachers' attitudes were used.

Analysis and Interpretation of Data:

After collecting the data from the sample schools and teachers a data sheet has prepared and collected data are arranged in the data sheet in a systematic manner. The data treated using descriptive statistics as per the necessity of the objectives. The data presented in tabular form and in percentage for a better understanding. The results are analyzed by using descriptive statistics, t- tests, F-tests and Pearson product moment correlations. A stepwise regression analysis is conducted to explain attitudes towards inclusion, with several teacher-related factors used as independent variables. For this purpose, the categorical variables were transformed into dummy variables. A descriptive and inferential statistics are adopted by the investigator to analyze the data for the present study. The data cannot serve any worthwhile purpose unless it is carefully edited, systematically classified, tabulated, scientifically analyzed, intelligently interpreted and rationally concluded. It deals with the various procedures implemented in data gathering process to measure the different influences of variables which are included in the study. The adopted methods in selection of the sample, collection of data, scoring, analysis and statistical techniques are employed. The organisation, analysis, and interpretation of data, formulation of results and conclusions are necessary steps to get a meaningful picture out of the collected data in quantification of the data.

Discussion:

The purpose of this study is two-fold. First, it aimed at determining the attitudes of the secondary regular school teachers in Visakhapatnam regarding the inclusion of students with disabilities. Second, it also aimed to identify the facilitators of inclusion as perceived by these teachers. The semi-structured interviews and focus group interviews indicated that the teachers in Visakhapatnam are positively disposed toward the inclusion of children with special needs. They expressed a sincere desire and enthusiasm to work with these children with disabilities and expressed a number of facilitators for inclusion. The findings of this study indicated that secondary regular education teachers in Visakhapatnam believe that students with disabilities in an inclusive classroom not only succeed academically but also gain opportunities for socialization with their peers without disabilities. However, the study also suggested that the teachers in Visakhapatnam do not perceive inclusion as leading to higher levels of academic or social learning for students with disabilities. In addition the teachers in the study do not feel prepared for teaching students with disabilities in their classrooms.

The study examined the attitude of the school teachers towards inclusive education in relation to some academic and personal variables like gender, level of teaching, working experience and professional training. The study found that the difference of attitude of teachers towards inclusive education in relation to gender was negligible and not statistically significant. Moreover, though half of the sample teachers are professionally trained, but there are no significant differences in the attitude of the trained and untrained teachers towards an inclusive setting of education and the focus on the lack of exposure especially of the trained teachers towards the same. However the analysis of the data showed that the teachers' attitudes differ in relation to the experience and level of teaching.

Implications for Future Research:

According to the findings of the study, there are some implications that might be considered for future research. First, this study is conducted in one city Visakhapatnam of Andhra Pradesh. Future research might include a larger sample of teachers from other parts of the country. Second, this study is conducted in schools affiliated with only one particular school system in Visakhapatnam. Their responses, therefore, may not be representative of teachers from public schools or schools run by other managements. The model of inclusive education adopted by this school system may be different from the models of inclusive education adopted by other schools. Therefore, there is a need to conduct a study including teachers working in a variety of setting such as public, private, and government affiliated schools. Third, this study included only secondary school teachers. Future research may include teachers from elementary and middle schools as well. Also, attitudes of other stakeholders need to be identified as they have crucial roles in the implementation of inclusive education programs. Fourth, this study used only a qualitative research method involving a much smaller sample size. Other research might use quantitative research or mixed methods involving a larger sample to examine teachers' attitudes.

Conclusion:

Inclusive Education is the need of the hour. If we want to ensure the right of education for the children and opportunities for all, then Inclusive Education is the only alternative before us. Although Inclusive Education is still a matter of debate nationwide and worldwide but Inclusive Education regarded as the only way to future educational system which will lead us to better education, better society and a better world. As because the study assess and compare the attitude of the different type of teachers towards inclusive education, it may be of help to the other stake holders like administrators and authorities in the implementation of RTE and an inclusive system in school education. Moreover, the teacher themselves may learn about their own attitude towards inclusive education and have retrospection towards it. Hence the study has wider implication for all concerned with our school education system. This study was perhaps the first study in Visakhapatnam that explored teachers' attitudes regarding inclusive education using qualitative research methods. It revealed that regular school teachers in Visakhapatnam generally had positive attitudes toward educating students with disabilities. A number of themes emerged from focus groups and semi-structured interviews including "a healthy process to integrate the whole society," "a step toward equality," and "diversity in education," among others. By analyzing these themes, it appears that the teachers in Visakhapatnam are positively disposed toward including children with disabilities into their classrooms. However, it is also observed that the teachers are cautious about implementing inclusion. Their cautionary attitudes may stem from their lack of preparation and resources necessary for inclusion and from the

perceived difficulties of working with students with autism and those with behaviour problems. They also expressed concerns about academic and social gains of students with disabilities in an inclusion setting.

In addition to exploring teachers' attitudes toward inclusion, this study also identified facilitators of inclusion as perceived by the teachers in Visakhapatnam. The study paints a picture of cautious optimism for inclusive education in India; hence, it is urgent that increased efforts be paid to professional development of in-service teachers and to ensuring that the pre-service teachers get adequate exposure to special education content and methodology. There are implications for the government of India's response to perceived facilitators for inclusion as identified in this study, as a way to ensure that the schools have appropriate infrastructure and classrooms are equipped with necessary resources for meeting the needs of students with disabilities.

Reference:

1. Artiles, A. J., Kozleski, E. B., Dorn, S., and Christensen, C. (2006). Learning in inclusive education research: Re-mediating theory and methods with a transformative agenda. *Review of Research in Education*, 30(1), 65–108.
2. Auerbach, C. F., and Silverstein, L. B. (2003). *Qualitative data: An introduction to coding and analysis*. New Delhi.
3. Avramidis, E., Bayliss, P., and Burden, R. (2004). A survey into mainstream teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school in one local education authority. *Educational Psychology*, 20(2), 99–121.
4. Beacham, N., and Rouse, M. (2012). Student teachers' attitudes and beliefs about inclusion and inclusive practice. *Journal of Research in Special Educational Needs*, 12(1), 3–11.
5. Bhatnagar, N. and Das, A. K. (2014). Regular school teachers' concerns and perceived barriers to implement inclusive education in New Delhi, India. *International Journal of Instruction*, 7(2), 89-102.
6. Bhatnagar, N., and Das, A. K. (2013). Attitudes of secondary school teachers towards inclusive education in New Delhi, India. *Journal of Research in Special Educational Needs*.
7. Booth, T., and Ainscow, M. (2000). *Index for inclusion: Developing learning and participation in schools*. Bristol: Centre for Studies on Inclusive Education.
8. Burke, K., and Sutherland, C. (2004). Attitudes toward inclusion: Knowledge vs. experience. *Education*, 125(2), 163–172. Cambridge University Press.
9. Chhabra, S., Srivastava, R., and Srivastava, I. (2010). Inclusive education in Botswana: The perceptions of school teachers. *Journal of Disability Policy Studies*, 20(4), 219–228.
10. Chief Commissioner of Persons with Disabilities (2007). *Disability in India*. New Delhi: Ministry of Social Justice and Empowerment.
11. Clark, C., Dyson, A., Millward, A. and Skidmore, D. (1995). Dialectical analysis, special needs and schools as organisations. In Clark, C., Dyson, A., Millward, A. (eds) *Towards inclusive schooling?* (pp. 78-95). London: David Fulton.
12. Daane, C. J., Beirne-Smith, M., and Latham, D. (2000). Administrators' and teachers' perceptions of the collaborative efforts of inclusion in the elementary grades. *Education*, 121(2), 331–338.
13. Das, A. K., Gichuru, M., and Singh, A. (2013). Implementing inclusive education in Delhi, India: Regular school teachers' preferences for professional development delivery modes. *Professional Development in Education*, 39(5), 698–711.
14. Das, A. K., Kuyini, A. B., and Desai, I. P. (2013). Inclusive education in India: Are the teachers prepared? *International Journal of Special Education*, 28(1), 27–36.
15. Engelbrecht, P., Savolainen, H., Nel, M., and Malinen, O.-P. (2013). How cultural histories shape South African and Finnish teachers' attitudes towards inclusive education: A comparative analysis. *European Journal of Special Needs Education*, 28(3), 305–318.
16. European Commission. (2010, November 15). *European disability strategy 2010–2020: A renewed commitment to a barrier-free Europe*. Brussels.
17. Fayez, M., Dababneh, K., and Jumiaan, I. (2011). Preparing teachers for inclusion: Jordanian preservice early childhood teachers' perspectives. *Journal of Early Childhood Teacher Education*, 32, 322–337.
18. Forlin, C. (2004) Promoting inclusivity in Western Australian schools. *International Journal of Inclusive Education*, 8(2), 185–202.
19. Ghergut, A. (2010). Analysis of inclusive education in Romania. Results from a survey conducted among teachers. *Procedia Social and Behavioral Sciences*, 5, 711-715
20. Hay, J.F., Smit, J., Paulsen, M. (2001). Teacher preparedness for inclusive education. *South African Journal of Education*, 21, 213-218
21. Hettiarachchi, S., and Das, A. K. (2014). Perceptions of 'inclusion' and perceived preparedness among school teachers in Sri Lanka. *Teaching and Teacher Education*. 43, 143–153.
22. James Lynch (1994) *Provision for children with special educational needs in the Asia Region.*

23. Monsen, J. J., Ewing, D. L., and Kwoka, M. (2014). Teachers’ attitudes towards inclusion, perceived adequacy of support and classroom learning environment. *Learning Environments Research*, 17(1), 113–126.
24. Monsen, J. J., Ewing, D. L., and Kwoka, M. (2014). Teachers’ attitudes towards inclusion, perceived adequacy of support and classroom learning environment. *Learning Environments Research*, 17(1), 113–126.
25. Polat, F. (2011). Inclusion in education: A step towards social justice. *International Journal of Educational*
26. Reddy, Lokanadha, G., Jayaprabha, R and SujathaMalini, J (2005). Role performance of special education teachers problems and prospects. Discovery Publishing House, New Delhi.
27. The Salamanca Statement (1994). The Salamanca World Conference on Special Needs Education: Salamanca, Spain
28. UNESCO. (1994). The Salamanca statement and framework for action on special needs education. Paris:
29. UNESCO. (1994). The Salamanca statement and framework for action on special needs education. Paris:
30. UNESCO. (2015). Education 2030, Incheon declaration and framework for action for the implementation of sustainable development goal 4. Paris:
31. United Nations. (2006). Convention on the rights of people with disabilities. New York:

