

# Attitudes and Self-Efficacy of Primary School Teachers towards Inclusion in District Gwalior, India

RubeeMamgain\*<sup>1</sup>

SRF, Faculty of Education, IASE, Jiwaji University, Gwalior, Madhya Pradesh, India

## Abstract

The term inclusion in education invites all children irrespective of their differential needs together and promotes to accomplish their educational needs in same teaching-learning environment by the same teachers, which requires to reform and restructures the general schools policies in the way so that school with diversities would become most powerful learning environment for the children in various ways. However, inclusive environment is a new challenging work environment for the general school teachers; which is not an easy task to be achieved especially in developing countries where the numbers of children are still struggling for the needs of hardship. Moreover, general school teachers required to be equipped with new innovative skills and to be more competent with inclusive strategies then only they will be able to take initiative or put their efforts to implement it in an effective way. Primarily, success of inclusive environment depends on the positive attitudinal response of the school teachers. However, study reveals that still teachers at grass root level are not positive and facing difficulties in implementing inclusive education. Hence, this study is an attempt to analyze regular primary school teachers' attitudes and self-efficacy towards inclusion of children with disability in regular schools and to measure their sense of efficacy to implement inclusive practices using descriptive research methodology. Study was employed on total 412 government primary school teachers in district Gwalior (Madhya Pradesh, India) selected through simple cluster sampling. Finding of this study revealed that overall teachers showed their above average favorable attitudes and higher sense of efficacy to implement inclusive practices in their classrooms. Factors affecting teachers' attitudes significantly towards inclusion were locality of schools, marital status of teachers, and educational qualification. Moreover, this study revealed a significant positive correlation between attitudes and self-efficacy of teachers towards inclusive education.

**Key Words:** Inclusive Education, Attitude, Self-Efficacy, Primary School Teachers

## 1. Introduction

To live in society independently and with one's self recognition every one must have the opportunity to get educate in an adequate and qualitative environment. It helps in developing oneself unique strength and skills to become a productive member of the society. Therefore, education formally recognized as a basic human right since the adoption of the Universal Declaration of Human Rights in 1948 (UNGEI, 2010) which is not only focused on its access to all but emphasized on improvement of quality of education and educational environment too, so that potential of all learners could be developed in all aspects. In 1994 UNESCO's Salamanca (Spain) Statement and Framework for Action affirmed and strengthened the principle of inclusive education with the statement that ordinary schools should accommodate all children regardless of their physical, intellectual, emotional, linguistic, or other diversities (UNICEF, 2012). *"Inclusion is seen as a process of addressing and responding to the diversity of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education ( UNESCO, 2005).*

### 1.1 Inclusive Education in India (District Gwalior)

Now the society looking forward a step for the learning in an inclusive environment throughout all international communities, where all are welcomed and feel respected which is an effect of international campaign such as the World Declaration on Education for All and the Framework for Action to meet basic learning needs UNESCO 1990, the Dakar Framework for Action UNESCO 2000, and the Salamanca Statement and Framework for Action on Special Needs Education UNESCO 1994 (Kumar and Kumar, 2007; Yada & Savolainen, 2017). Education is considered as a basic human right in Indian constitution too and government of India implemented number of education program including inclusive education under the SSA to make it approachable and accessible to everyone's needs so that all children including children with disabilities could bring to general education system. Indian government is committed to provide the educational opportunity to all through its mainstreaming school program including children with special needs and has ensured to make school environment disabled free by 2020 (Kumar & Kumar, 2007). Gwalior is a district in the state of Madhya Pradesh, India which is geographically surrounded by district Morena in the North, by district Shivpuri in the South, district Bhind in the East and district Datia in the west. There are three Tehsils, named, Gwalior, Dabra & Bhatnagar and five educational development blocks named, Ghatigaon, Morar Urban, Morar Rural, Dabra & Bhatnagar (Wikipedia, retrieved on November 8, 2015) in the view of educational administration. In this region inclusive practices are going on and implemented by the effective and adequate efforts of SSA (Sarva Shiksha Abhiyan i.e. education for All in Hindi) at all government primary and upper primary school level. Practices under the SSA for inclusive education are identification of disabilities, functional and formal assessment of CWSN, appropriate educational placement of CWSN, preparation of Individualized Educational Plan for CWSN, provision of aids and appliances, in-service teacher trainings, resource support, removal of architectural barriers in schools, monitoring and evaluation and a special focus is on girls with special needs (Kumar & Kumar, 2007). Moreover, home-based education services are also provided to the severe and profound disabilities with the objective of preparing CWSN either for schools or for their daily life.

### 1.2 Teachers Attitudes and Self-Efficacy towards inclusive Education

Inclusion is not only a process to placed kids with disabilities physically in the classrooms; it requires creating a flexible learning environment so that individual needs of all children could be met and which could be possible only with the positive attitudes of service providers towards it. Ample of study are there which indicates that teachers are not in favor of inclusion of children with disabilities specially for children with behavioral disorder, and profound intellectual disabilities and showed negative to moderate attitudes towards inclusion (Sharma & Desai, 2007; Chhabra, Shrivastava & Shrivastava, 2010; Das & Kattumuri, (n.d.); Das & Desai, 2013; Das & Bhatnagar, 2013; Hofman & Kilimo, 2014). Koster, Pijl, Nakken & Van Houten 2010 acknowledged that if the teachers perceive inclusive education negatively, it will create a gap between teachers and students especially those with disabilities (Hofman & Kilimo, 2014). Classroom environment has an effective role in the positive academic and social achievement of all children especially for children with challenging learning needs. Creating such teaching learning environment depends heavily on the positive attitude of teachers towards inclusive teaching practices. Das and Kattumuri (n.d.) reported that regular teachers are anxious and have a high level of concern to include children with behavioral and severe disabilities in their class and also reported that non-disabled children do not cooperate and make a laugh on children with disabilities too. Children with disabilities also worried and felt uncomfortable in general classroom environment. Whereas Hunt and Goetz 1997 indicated in their study that student with severe disabilities also includable in ordinary school and that they may achieve positive academic and learning outcomes contrary to the unfolded fears and concern held by many stakeholders (Rajani, 2012). Negative attitudes of teachers

towards teaching challenging students in their class may affect their sense of self-esteem and self-concept and could be a significant barrier to the effective implementation of inclusive practices (Bhatnagar & Das, 2013). Hence, it is important to analyze the attitudes of teachers towards working in an inclusive classroom environment. An attitude is a multidimensional construct, it explores about how a person perceives, believe, and think towards a particular situation, event or an object. It is a potential factor which drives a person how to react in a certain situation. Allport in 1935, exhibited that *an attitude is a neural and mental state of readiness, organized through experiences and exerting a directive or dynamic influence on individual response towards an object or situation to which it is related* (Jain, 2014). Another factor which is equally important to implement inclusive education is self-efficacy, which could be understand as the ability of a person to persist with a task and affects every area of human endeavor. Few studies considered it as a strong predictor to teacher's attitudes towards inclusion (Hofman & Kilimo, 2014). Moran & Hoy have defined teacher efficacy as a teacher's "*judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated*". Success of inclusion is on the hand of classroom teacher with the cooperation and support of other service provider such as resource teachers, heads of school, families and community.

## 2. Materials and Methods

Primary education plays an important role in the formation of foundation for growing and developing efficiencies of children. In Indian education system primary education is the next stage after kindergarten which refers to the initial stage of education covers the age group of children from 6-12 years of age with its basic aim to achieve a balanced cognitive, emotional and psychomotor development of all children belongs to this age group. Primary school teachers in this study belong to the group who are employed to teach in government primary schools on the regular basis in district Gwalior region. This study was framed with the following objectives:

- To find out the level and type of teachers' attitudes towards inclusive education.
- To find out the level of sense of self-efficacy of primary teachers towards inclusive education.
- To analyze primary teachers attitude towards IE across different selected independent variable.
- To analyze primary teachers' sense of self-efficacy towards IE across their different selected independent variable.
- To find out the correlation in teachers' attitudes and self-efficacy towards inclusion.

Researcher was framed descriptive survey research design for the study which is a quantitative research approach in its nature and simple cluster sampling method was adopted to collect data.

Data was collected using an instrument consisting three parts. Part one of the tool is developed to collect the personal and information related to the Age, Gender, Educational qualification, Professional qualification, Training courses in the field of inclusive courses, Location of the government elementary schools, Teaching experiences, Contact of teachers with disabled children, Type of Schools: Primary or Upper-Primary and Marital Status of the Teachers.

Second part of the tool was TASTIE scale that is '*Teachers Attitudes Scale towards Inclusive Education*' which was developed by Vishal Sood and Arti Anand in 2011. This is a three point scale based on Likert rating method and comprised of four areas based on different vital aspects of inclusive education. These areas are psychological/behavioral aspects of inclusive education, social and parent related aspects of inclusive

education, curricular and co-curricular aspects of inclusive education and administrative aspects of inclusive education. The reliability of the tool measured by test-retest reliability using product moment correlation 'r' which was 0.82 and internal consistency judged by computing coefficient 'r' was 0.68 in the psychological/behavioral aspect, 0.74 in the social and parental aspect, 0.67 in the curricular and co-curricular aspect and 0.81 was in the administrative aspect of the scale which represent that the scale is fairly reliable to measure the attitudes of teachers towards inclusive education. Item validity on the scale was reported that only those item having t-value of 1.75 or above retained in the scale and test-retest reliability coefficient for intrinsic validity was 0.82 reported in the manual of the scale. On the other hand adequate content and cross validity has also been reported in the scale.

The third part of the tool was the TEIP scale 'Teachers' Efficacy for Inclusive Practices' developed by Umesh Sharma, Tim Loreman and Chris Forlin in 2011. This scale is a six point scale comprised of three areas related to inclusive practices. One is *Efficacy to use Inclusive Instructions*. The term 'inclusive instruction' refers to strategies that promote the inclusion of all learners, second was *Efficacy in Collaboration* related to an individual's perceptions of teacher efficacy in working with parents and other professionals and third one named as *Efficacy in Managing Behaviour* related to self-perceptions of teaching efficacy in dealing with disruptive behaviours. The reliability coefficient for the total scale is 0.89 represents that the scale has adequate reliability to measure the construct and the alpha coefficients of the three factors are 0.93, 0.85 and 0.85 respectively. It represents that the scale has good reliabilities (both for the total scale and the three factors) reported in the too description. The alpha values for the total scale were 0.87, 0.91, 0.89 and 0.84 for Canada, Australia, Hong Kong and India, which represents that the scale is a reliable to measure teachers' efficacy across different cultures too. The correlations between the three subscales ranged from 0.51 to 0.56.

**2.3. Translation of the TEIP in Hindi:** Majority of the population speaks in language Hindi and uses it as a first language at government elementary schools in district Gwalior TASTIE scale was developed in Indian social environment particularly for the primary teachers and also available in language Hindi whereas, TEIP scale was available in English only. Hence, it is required first to translate TEIP in Hindi to obtain an accurate response from the participants. For the purpose following steps have been taken under process:

1. In first step translation of TEIP has been done in Hindi using terms and phrases of target language to capture the meaning of the text of items used in the source language of TEIP that was English. For the purpose researcher has put her own efforts to translate scale with one language expert.
2. In second step review of the Hindi draft of TEIP has been processed and revised with research supervisor and one subject expert to ensure and obtain content validity and objectivity of the tool.
3. Further, pilot study was conducted by the researcher on a small population of forty elementary teachers to test its reliability before its final administration on the sample population.
4. After collection of data from the participants, data was analyzed to measure reliability of TEIP scale by Cronbach's Alfa which was assessed by SPSS 21. Cronbach's Alfa statistics was found 0.91 which indicated that the scale had a good reliability and could be used for the collection of data from the target population of the study.

**2.3. Population and Sample Size:** All government primary schools teachers in district Gwalior MP considered as a target population for the study. Geographically district Gwalior divided in five blocks from its north, south, east and western part to ease the provision of educational services. Respondents for the study have been selected by using simple cluster sampling. For the purpose five educational block of district Gwalior is taken as first cluster then 10 percent schools (143 primary schools) out of 1428 total primary schools in all these blocks have selected via systematic random sampling technique in second stage.

Further teachers of these selected schools invited to fill the questionnaires and finally the teachers who returned completely filled scales has been selected as a sample size for the study which was 412 of its total population (see the table 1).

**Table 1** Selection of Respondents for the study

Name of Block In district Gwalior	Total Number of Govt. Primary School	Total number of Teachers	Number of schools selected (10 %)	Number of teachers Selected
Dabra	284	855	28	95
Bhitarwar	290	689	29	54
Ghatgaon	286	745	29	89
Morar Urban	312	1006	31	96
Morar Rural	256	687	26	78
<b>Total</b>	<b>1428</b>	<b>3982</b>	<b>143</b>	<b>412</b>

2.4: *Characteristics of the respondents:* From the table 2 it could be seen that majority of the teachers were male (69.2%) and rural, 36-50 yrs of age, married, post graduate and majority of teachers were with D.Ed qualification. Among all the teachers majority of the teachers had contact with children with disability but only 23.3 % of the teachers were there only having training in inclusive courses.

Teachers Characteristics	Categories	Frequenci (N)	Percenta (%)
Locality of School	Rural School Teacher	281	<b>68.2</b>
	Urban School Teacher	131	<b>31.8</b>
	Total	412	<b>100.0</b>
Gender	Male	285	<b>69.2</b>
	Female	127	<b>30.8</b>
	Total	412	<b>100.0</b>
Teachers 'Age in Years	Below 36	75	<b>18.2</b>
	36-50	226	<b>54.9</b>
	Above 50 yrs	111	<b>26.9</b>
	Total	412	<b>100.0</b>
Marital status	Unmarried	11	<b>2.7</b>
	Married	401	<b>97.3</b>
	Total	412	<b>100.0</b>
	10+2	98	<b>23.8</b>

<b>Educational Qualification</b>	Graduation	137	<b>33.3</b>
	Post-Graduation	177	<b>43.0</b>
	<b>Total</b>	<b>412</b>	<b>100.0</b>
<b>Professional Qualification</b>	D.Ed	334	<b>69.8</b>
	B.Ed	75	<b>29.0</b>
	<b>Total</b>	<b>412</b>	<b>100.0</b>
<b>Teaching Experience in Years</b>	Below 16 yrs	183	<b>44.4</b>
	16-30	177	<b>43.0</b>
	Above 30 yrs	52	<b>12.6</b>
<b>Contact of Teachers with CWSN</b>	<b>Total</b>	<b>412</b>	<b>100.0</b>
	Yes	248	<b>60.2</b>
	No	164	<b>39.8</b>
<b>Training of Teachers in Inclusive Education</b>	<b>Total</b>	<b>412</b>	<b>100.0</b>
	Yes	96	<b>23.3</b>
	No	316	<b>76.7</b>
	<b>Total</b>	<b>412</b>	<b>100.0</b>

**Table 2 Demographic Information of the Teachers**

**Table 2**

2.5: *Nature and Characteristics of the Data:* Before to analyze the data, it is important to know what is the nature of data, whether it is distributed normally or not and to know about the variances between different categories of the independent variable. So that appropriate statistical technique could be used to find out the results in an effective way.

For the purpose, attitudinal and self-efficacy scores of regular primary schools teachers on TASTIE and TEIP scales were subjected to the Shapiro-Wilk test and Levene statistics using SPSS 21 and from the table 3 it was noted that for teachers attitudinal scores, associated significance 'P' value for Shapiro statistics was .136 which was more than .05 significant level resulted in the acceptance of hypothesis that attitudinal scores were quit distributed normally from the Skewness and kurtosis value it was also cleared that distribution was strongly nearer to the normal distribution and mesokurtic.

**Table 3 Normality Test for Teachers Attitudinal and Self-efficacy Scores**

<b>Dependent Variables</b>	<b>Shapiro-Wilk</b>			<b>Descriptive Statistics</b>				
	<b>Statistic</b>	<b>df</b>	<b>Sig.</b>	<b>Mean</b>	<b>SD</b>	<b>SE</b>	<b>Skewness</b>	<b>Kurtosis</b>
<b>Teachers attitudes</b>	.994	412	*.136	107.33	10.408	.513	.084	.212
<b>Teachers self-efficacy</b>	.792	412	** .001	86.17	13.919	.737	-2.572	.257

Notes \*  $P > .05$ , \*\*  $P < .05$

For self-efficacy scores significance 'p' value was less than .05 for its Shapiro statistics hence hypothesis of normal distribution was rejected and Skewness and kurtosis value exhibited that score of self-efficacy skewed negatively and nearer to mesokurtic in shape. Hence, parametric statistics (t-test, one way Anova) is used to analyze teachers' attitude researcher and non-parametric statistics has been used for the self-efficacy scores (Mann Whitney U and Kruskal Wallis test). While using analysis of variance it is also necessary to find out the homogeneity of variances in between different categories of independent variables. For the purpose Levene Statistics was used and from the table 4 it was seen that p values were > .05 for all independent variable categorized in more than two. Hence, it was resulted that variances for these variables were equal and data were eligible to get analyze by the statistics of analysis of variances.

**Table 4 Homogeneity test for Equal Variances**

Independent Variable	Levene Statistic	df 1	df 2	Sig. p value
Teachers age	1.412	2	409	*.245
Educational qualification	3.096	2	409	*.056
Professional qualification	1.347	2	409	*.261
Teaching experience	.500	2	409	*.607
<b>Note * P value &gt; .05</b>				

### 3. Results:

3.1. *Level of teachers self-efficacy inclusive*

*Overall Attitude and towards an education:*

In order to determine the overall attitude of primary teachers towards inclusive education mean, standard deviation, Standard errors for teachers' response on TASTIE scale had been computed. From the table 5, it could be seen that mean value for teachers attitude was 107.33 showed favorable (Above Average Level) attitudes of teachers towards inclusive education in district Gwalior and to find out the level of sense of self-efficacy median parametric has been used as it was not distributed normally and from the table 5, median value for total teachers' self-efficacy was 90 which showed higher sense of self-efficacy of regular primary teachers towards inclusive education in district Gwalior.

**Table 5 Descriptive Statistics for overall teachers' Attitudes and Self-efficacy**

Statistics	Teachers Attitudes	Teachers Self-Efficacy
N	412	412
Mean	107.33	86.17
Std. Error of Mean	.513	0.737
Median	107.00	90.00
Mode	105	89.00
Std. Deviation	10.408	13.919
Variance	108.333	193.747

### 3.2. *Teachers Attitudes according to their selected background variable:*

In this response unmarried teachers showed high positive attitude towards inclusion than married teachers and teacher from urban schools expressed higher level of positive towards inclusion than its counterpart of rural

school teachers as mean difference between teachers for these variables found significant at .05 significant level ( see table no. 6). On the other hand Teachers attitudes towards inclusive education not affected significantly across their gender, contact of teachers with CWSN (children with special needs) and across their training in inclusive education, the mean differences were not found significant.

**Table 6** t- test Statistics for Teachers' Attitude

Group Variable	Group Statistics	N	Mean	Std. Deviation	Std. Error Mean	t- Value	df	Sig. (2-Tailed)
<b>Marital Status</b>	Unmarried	11	115.00	9.518	2.870	2.494	41	** .023
	Married	40	107.12	10.363	.517		0	
<b>Gender</b>	Female	12	107.47	10.692	.949	.168	41	* .867
	Male	28	107.25	10.298	.610		0	
<b>Locality of Schools</b>	Rural	28	106.41	10.001	.597	2.424	41	* .016
	Urban	13	109.14	11.056	.966		0	
<b>Contact of Teachers with CWSN</b>	No	16	107.14	10.087	.788	.249	41	** .804
	Yes	24	107.48	10.635	.675		0	
<b>Training of teachers in IE</b>	No	31	107.60	10.513	.591	.968	41	** .334
	Yes	96	106.43	10.055	1.026		0	

Note \* P value > .05, \*\* P value < .05(Significant)

For the other independent variables categorized in more than two like teacher's age, experience, educational and professional qualification F-test was used. From the analysis of variance (F-test) table 7 it was found that calculated F-value was significant for the teachers with different educational qualification and it was concluded from the mean value that the teachers with higher educational qualification (post graduate) were more positive than the teachers with graduate and 10+2 (undergraduate) teachers. For the other variables such as teachers from different age group, professional qualification and for the teaching experiences F-value was not found significant and concluded that teachers' attitudes were not affected by these independent variables.



**Table 7** Analysis of Variance for Teachers' Attitudes

Group Variable	Group Statistics	N	Mean	Std. Deviation	Std. Error of Mean	F-Value	Sig. (2-Tailed)
Professional Qualification	D.Ed	334	107.22	10.127	.554	.369	*.692
	B.Ed	75	107.95	11.677	1.348		
	M.Ed	3	103.33	10.116	5.840		
Educational Qualification	10+2	98	105.48	9.294	.939	4.0289	**.043
	Graduate	177	107.31	11.071	.832		
	Post Graduate	137	108.68	10.142	.867		
Teaching Experience	below 16 yrs	183	106.88	10.147	.750	.726	*.484
	16-30 Yrs	177	108.03	10.638	.800		
	above 30 yrs	52	106.52	10.580	1.467		
Age of Teachers	Below 36 Yrs	75	107.92	11.029	1.274	.148	*.862
	36-50 yrs	226	107.21	9.641	.641		
	Above 50 yrs	111	107.17	11.512	1.093		

Note \* P value > .05, \*\* P value < .05 (Significant)

### 3.3. Teachers self-Efficacy across their selected background Variable:

From the table 2 it was seen that self-efficacy scores on TEIP scale were not distributed normally and skewed negatively. Hence non parametric Mann-Whitney and Kruskal-Wallis test has been used to find out the results for the effect of independent variables on teachers sense of efficacy towards inclusive education.

From the table 8 it was found that Mann Whitney statistical value was insignificant for the variables such as gender and marital status (significance two tailed 'p' value was > .05 significant level). Thus null hypothesis for these variables was accepted and concluded that these variables does not affect teacher's sense of self efficacy towards inclusion in district Gwalior but in case for the effect of locality of schools, contact of teachers with CWSN and for training of teachers in inclusive education Mann-Whitney statistics were found significant (associated significant 'p' values were < .05 significant level). Hence it was concluded from the results that rural primary school teachers, teachers having contact with CWSN and primary teachers who had received training in IE were more efficacious than their counterpart in district Gwalior.

**Table 8** Mann Whitney Statistics for Teachers Self-efficacy

Group Variable	Group Statistics	N	Mean Rank	Mann-Whitney U test	z-value	Sig. (2-Tailed)
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Marital Status	Unmarried	11	206.05	2200.500	-.013	*.990
	Married	401	206.51			
Gender	Female	127	213.52	17205.500	-.802	*.423
	Male	285	203.37			
Locality of Schools	Rural School Teachers	281	183.23	10991.500	-2.495	** .013
	Urban School teachers	131	154.64			
Contact of Teachers with CWSN	NO	164	158.19	12325.500	-2.470	** .014
	YES	248	185.08			
Training of teachers in IE	NO	316	168.61	8419.000	-1.964	** .049
	YES	96	194.57			

Note \* P value > .05, \*\* P value < .05 (Significant)

For the other factors such as age, teaching experience, professional qualification of the teachers having more than two categories Kruskal-Wallis test was used and it was found from the results that these variables again does not affect teachers' sense of self-efficacy significantly. As associated 'p' value was > .05 significant level for its calculated chi-square value for these variables of the teachers.

For the effect of educational qualification calculated chi-square value was more than expected value it means the difference in mean rank of 10+2, B.Ed and M.Ed teachers was significant (P value < .05) and concluded that teachers with higher educational qualification were more positive than the teachers with lower qualification.

(See the Table 9).

**Table 9** Kruskal- Wallis Statistics for the Teachers Self-Efficacy

Group Variable	Group Statistics	N	Mean Rank	Chi-Square value	df	Sig. (2-Tailed)
Professional Qualification	D.Ed	33	208.44	2.768	2	*.251
		4				
	B.Ed	75	202.27			
Educational Qualification	M.Ed	3	96.33	7.708	2	** .021
	10+2	98	175.41			
	Graduate	13	155.00			
		7				
Teaching Experience	Post Graduate	17	189.07	1.044	2	*.593
		7				
	below 16 yrs	18	209.16			
		3				
	16-30 Yrs	17	200.39			
		7				

<b>Age of Teachers</b>	above 30 yrs	52	217.93	.896	2	*.639
	Below 36 Yrs	75	200.17			
	36-50 yrs	22	211.52			
		6				
	Above 50 yrs	11	200.55			
		1				

Note \* P value > .05, \*\* P Value < .05 (Significant)

3.4. *Correlation in teachers' attitudes and teachers' self-efficacy towards inclusion:* To measure the correlation between teachers' attitude with self-efficacy Spearman Correlation has been used because here one dependent variable that was attitude was distributed normally but the other dependent variable self-efficacy not distributed normally so nonparametric correlation technique was used and from the table 10, it was seen that 'p' value was .013 lower than its significant value .05, hence null hypothesis was rejected and correlation coefficient was .122 indicating weak positive correlation.

**Table 10 Correlation Table for Teachers' Attitudes and Self- Efficacy**

\*\* Correlation is significant at the 0.05 level (2-tailed).

So it		Teachers attitude	Teachers self- efficacy	was
<b>SPEARMAN'S RHO</b>	Teachers attitudes	Correlation Coefficient	1.000	.122
		Sig. (2-tailed)		.013**
		N	412	412
	Teachers self- efficacy	Correlation Coefficient	.122	1.000
	Sig. (2-tailed)	.013**		
	N	412	412	

concluded that teachers attitude was positively correlated with teachers sense of self-efficacy and vice versa.

#### 4. Discussion

Developed countries have passed the legislation to promote the inclusion of all children irrespective of their diversities including children with disabilities such as UK, Canada, USA which has also influenced the inclusive policies of developing countries such as India, Philippines, Hong Kong, Pakistan etc. (Sharma et.al, 2014). Hence, it becomes important to investigate the attitudes of teachers towards inclusion in developing countries. Researchers have attempted to work in this scenario and found teachers attitudes continuously changing from negative towards positive. Present study was also exhibited that overall Primary teachers in district Gwalior held above average favourable attitudes on TASTIE scale towards inclusion which was in contrast with the findings of Parsuram 2006, Sharma, Moore and Sonawane 2009 in Indian population and Hofman, Kilimo 2014, Lyakurwa, Tungaraza 2012 in different countries. And the findings have been found in parallel to the findings of Kalpana, Nisha et.al. 2012, Astha, Sharma et.al.2011, Bhatnagar and Das 2013.

Findings of this study indicate that teachers are changing from negative attitudes (Parsuram 2006, Sharma, Moore and Sonawane 2009) to somewhat positive (Bhatnagar and Das 2013) and then to favourable attitudes.

This study found that gender does not affect teachers' attitude significantly that was in support of the previous study conducted by Bradshaw and Mundia (2006), Evangeline Kern (2006) and Hassim and Ghani et.al. (2013), but the findings of the study was in contrast with the Bhatnagar and Das (2013), Laykura and Tungaraza, 2013, Sharma, Shaukat and Furlonger 2014, concluded that Male teachers were more positive than Female teachers whereas Jackson Barco 2007, Chuhan2014 , Romi and Leysere 2006, and Bansal 2014 reported that female teachers were more positive than male teachers.

Urban school teachers were found significantly more positive towards inclusion than the rural teachers similarly to the previous findings of Barco 2007, Bansal 2013. Reason behind it might be an unequal distribution of educational services in urban and rural areas in India; that rural schools are lacked with awareness of new information due to poor information techniques, policies, others facilities like school infrastructure, internet, support services due to hard geographical challenges, and hard approach to the in-service training courses compared to their counterpart of urban school teachers (UNICEF, 2003; Kohama, 2012; Singhal, 2010).

This study revealed that teaching experiences of teachers does not affect significantly teachers' attitude towards inclusion. Findings of this study were in contrast with the results of Bhatnagar and Das 2013, Bradshaw and Mundia 2006, Emam and Hassan 2012, Romi and Leyser 2006 but were in line with the other studies conducted by Kerne 2006, Kalpana, Nisha et.al.2012, Maria 2012, Hassim, Ghani et.al. 2013 and Bansal 2013. The reason behind it could be that implementation of inclusive education required more competencies in inclusive teaching skill and knowledge of new educational policies, universal educational laws, new recommended knowledge of ICTs, assessment techniques and so on. Only more teaching experiences not enough to work effectively in inclusive classroom and previous study also revealed that teacher with greater experience were more concerned towards skills and efficiency required for inclusion (Shah, Das et.al. 2013).

This particular study found that educational qualification of teachers also a significant factor for teachers' attitude towards inclusion. It was noted that post graduate teachers were more positive towards inclusion of children with disabilities in general schools than its counterpart undergraduate and graduate teachers. Findings of this study were in parallel to the findings of Sharma, Moore et.al.2009, Barco 2007, and results were in contrast with the findings of Bhatnagar and Das 2013. This might be because of that teachers with higher level of education affects their cognition levels and tends to expose themselves towards higher knowledge, experiences and find able to work in new challenging environment, educational changes, and are progressive in their professionalism and competencies.

Next factor to test was teachers' Age. Findings of this research reported that teachers' age not affect teachers' attitudes significantly. In present research younger teachers were more positive than its counterparts but the difference was not significant statistically. Again findings of the other studies also revealed that the evidences regarding teacher-related Variables are inconsistent and none of them alone could be regarded as a strong predictor of educator attitudes (Avramidis and Norwich, 2002). Strong predictor that effect teachers attitudes towards inclusive education was the intensive training in inclusive courses however, competent teachers with new inclusive skills tends to more positive to include children with disabilities in his/her class. Forlin et.al.

1996 also suggested that all new teachers have a probation period and junior do not have the confidence to refuse any child with special needs (Bhatnagar and Das 2013).

Next interesting factor was the effect of contact of teachers with CWSN on teachers attitudes for which findings reported that contact with children with special needs does not affect significantly teachers' attitudes towards inclusion. Finding of this study was in line with the findings of Bhatnagar and Das 2013, and in contrast with the findings of Maria 2013, Lakurwa and Tungraza 2013 suggested that teachers with contact with CWSN were more favourable. It might be because of that the teachers who had contact with CWSN were more concerned towards inclusion (Sah, Desai et.al. 2013) and might be because lack of required skills for inclusion.

Intensive training in Inclusive education is considered as strong factor to influenced teachers attitude towards inclusion of children with disabilities in general schools. From the findings of this study it was concluded that training has not affect teachers attitude significantly. Findings of this study were in contrast with the findings of Sharma, Shaukat and Furlonger 2014, Bhatnagarand Das 2013, Maria 2013, Kern 2006. However training considered as a strong variable and the result was surprisingly different from most of the research findings. Reason behind it could be was that teachers in district Gwalior trained with only one or two courses in inclusion especially after 2012 (as discussed with the training provider in district Gwalior); however it required more intensive training in practical aspects of inclusive education including flexible instructional strategies, assessment, feedback skills with new inclusive ICTs techniques and other inclusive strategies as individual education program, collaboration with paraprofessional staffs etc. after that experimental research have to be performed to find out the relevant effects of inclusive training courses in teachers attitudes towards inclusion for its effective implementation. Studies are also in favour that inclusion required intensive training courses and teachers with one or two courses only do not affect teachers' attitudes towards inclusion (Kern 2006, Bradshaw and Mundia 2006). One or two course may lead to inadequacy of skills in teachers required for inclusion.

Findings of this study were in parallel to the findings of Hofman and Kilimo 2014, Desai, Das et.al. 2014, Sharma, Shukat and Furlonger 2014 for Gender and for the effect of training on teachers' self-efficacy, and in parallel to the findings of Emam and Hassan 2012 for the effect of teaching experience but in contrast for the effect of gender which revealed that male were more efficacious than female, further, the results of this study was in contrast with the findings of Romi and Leyser 2006 for the effect of teaching experience and Teachers' Gender which had revealed that teachers with higher teaching experience and female teachers were more efficacious towards inclusive practices than their counterpart. It appeared that participants were found generally positive in their beliefs and had reasonable level of teaching self-efficacy to teach in inclusive classrooms, while the review related to the teachers' efficacy towards inclusion of children with disabilities concluded that very few studies has been carried out to measure teachers efficacy towards inclusion; it require more research to compare the effects of the study and to find out the effects of factors on their beliefs to work with new inclusive strategies. To understand the correlation in between teachers' attitudes and teachers' self-efficacy researcher used spearman correlation and found that there was a significant positive but weak correlation in between these variables. Findings of this study were in contrast to the findings of Hassim, Ghani et.al. 2013 and was in parallel with the findings of Emam and Hassan 2012 with same scale TEIP but with different attitude scale.

## 5. Conclusion

Although, this study has given a good sign of teachers having favorable attitudes higher level of efficacy to implement inclusive strategies but still most of the teachers were not aware about the term of inclusive education as observed at the time of survey and they were concerned about the inclusion of severe disabilities and about the training in inclusive education, only 23.33 % of the teachers were there who have received training in inclusive education. Hence, it is required for the training institutions to expand the training programs with its quality approaches. However this study surprisingly has given the results that it doesn't affect teacher's attitudes and self-efficacy towards implementation of inclusive education. Hence, it is to be suggested to investigate same study with different research methodology and tools also to expose teachers concerns and to bring effective change in their professional competencies. Primary school teachers are the most powerful asset to direct community in the right way and in the successful implementation of the new educational challenges at its ground level. Inclusion in education is the needs of today's democratic world to develop society in an inclusive society. Hence, developing communities have to analyze teachers' views and perception in-depth in the perspective of working in an inclusive classroom environment to know the hurdles coming in its implementation so that it could be run in an effective way with limited resources.

## 6. Limitation and Implication of the study:

School environment need to become more flexible and reconstructed in response to implement an effective inclusive education program. However, this study was a first attempt to find out the level of teachers attitude and self-efficacy in district Gwalior at primary level. More study to be required to identify and generalize the factors affecting teachers' attitude and the level of efficacy towards Inclusive education. This study is limited to the few aspects of teacher's attitudes on TASTIE scale towards inclusive education included philosophical or behavioural, social or parenting related, curricular or co-curricular and administrative related aspects with the descriptive survey research design, no control was there over independent variable so many physical, psychological and social factors are there which may affect teachers' response on attitudes scale and self-efficacy scale. Hence it is quite important to frame same study under controlled situation so that the factors could be identified affecting teachers attitudes and teachers' sense of self-efficacy. Geographical conditions of rural area is still very tough and not easy to assessable even then, as early as possible appropriate ICT services should be provided to the rural community including teachers in both knowledge fields in hardware and software services. Workshop on ICT for inclusive classes and inclusive strategies may be organized for the teachers of rural schools to make them able to use ICT in their classroom with the challenging environment. It was experienced by the researcher at the time of survey that teachers were in doubt to fill or response research questions, that it may affect their job in a negative way, therefore, school teachers may also be involve in research related workshop so they may able to know the importance of research work.

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