

EXPLORING ATTITUDES OF TEACHERS' TOWARDS INCLUSIVE EDUCATION IN RELATION TO THEIR PROFESSIONAL ATTRIBUTES

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ABSTRACT

Inclusive education is the practice of establishing heterogeneous classrooms in neighbourhood schools, where every child strives to accomplish individual goals while fully participating in social and academic activities. The study investigated the attitudes of teachers towards inclusive education in relation to their professional attributes. A total of 300 higher/senior secondary teachers were asked to fill a two part questionnaire. Part was used to collect information related to demographic and professional characteristics of teachers. Part two was 20-item 6-point Likert scale titled "Scale of Teachers' Attitudes towards Inclusive Classroom. Results of the study reported that the teachers hold positive attitudes towards inclusive education. The results also revealed that the teachers who have less teaching experience were found to have more favourable attitudes towards inclusion than the teachers who have more teaching experience. In addition, the teachers who have undertaken special teachers' training course hold more positive attitude towards inclusion as compared to the teachers who have got training in general education.

KEYWORDS: Attitudes, Inclusive Education, Inclusion, Disabilities, Students with Special Needs

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INTRODUCTION

According to census 2011, there are 2.68 crore persons with disabilities in India, which constitutes 2.21 percent of the total population, and 45 percent of persons with disabilities are illiterate. This forms quite a large chunk of the population. In an era where 'inclusive development' is being emphasized as the right path towards sustainable development, focused initiatives for the welfare of disabled persons are essential. Hence, there is a need for mainstreaming the persons with disabilities in the general education system through inclusive education.

Inclusive education is an approach and philosophy that provides all students greater opportunities for academic and social achievement. Inclusive education has the potential to be a very effective starting point for addressing the rights of the child in a range of cultures and contexts. It involves restructuring the cultures, policies and practices so that they can respond to the diversity of students and reduce the barriers to learning and participation.

In inclusive education the teacher requires to deal with diversity of students within classrooms by examining student's academic, emotional and social needs. From this information adaptation and differentiation of the curriculum and teaching practices to include appropriate aids and services is paramount

The three key themes explored by **Agbenyega (2007)** from the group interviews were: belief about inclusion, professional issues, and resource issues. A 20 itemed 'Attitude Toward Inclusion in Africa Scale' (ATIAS) was completed by 100 teachers from five 'Inclusive project' schools and five 'Non project' co-educational basic schools in three different localities. The teachers' belief about inclusion suggested that they do not regard students with disabilities, particularly those with sensory impairments, in regular classes and prefer them to be educated in special schools.

Bhatnagar & Das (2013) determine the attitudes of secondary regular school teachers towards the inclusion of students with disabilities in New Delhi. The major finding of the study was that the teachers in Delhi had positive attitudes towards the inclusion of students with special needs. This study also indicated that the teachers who were more positive about inclusive education were male, younger teachers (less

than 40 years of age), less experienced (less than 10 years) and had postgraduate qualifications.

The aim of this study conducted by **Galvoic (2014)** was to examine the attitudes of preschool, primary, secondary and high school teachers towards inclusive education of children with special educational needs. The results showed that, in general, the participants held neutral attitudes towards inclusive education and more positive expectations regarding the outcomes of inclusion.

Yukins (2015) conducted a study entitled ‘Attitudes of Pre-service Teachers Toward Inclusion for Students Who Are Deaf’. Results of the study indicate that these PSTs did not experience significant changes in attitude toward inclusion after taking an introductory course in special education. Implications for practise and future directions in research are considered.

OBJECTIVES OF STUDY

1. To study the attitudes of teachers towards inclusive education.
2. To study the differentials in attitudes of teachers towards inclusion in relation to their teaching experience.
3. To study the differentials in attitudes of teachers towards inclusion in relation to the nature of teachers’ training course.

METHODOLOGY

According to Best (1997), a descriptive study describes and interprets “What is”. It is concerned with the conditions that exist, opinions that are held, and processes that are going on, effects that are evident or trends that are developing. The study attempts to assess attitudes of teachers towards inclusive education and relationship with professional attributes such as teaching experience and nature of teachers’ training course undertaken by the teachers in Haryana. Therefore, descriptive survey method was found to be the most appropriate method as it effectively studies the inclusive education practices as they exist.

The study was undertaken in 10 districts of Haryana. In order to represent the whole state, 10 districts were selected purposively on the basis of geographical

location i.e. two from each zone-east, west, north, south and centre of Haryana.

Then three higher and senior secondary schools were taken randomly by lottery method from each of the 10 districts. Thus, 30 schools were selected. Finally, ten general and special teachers from each of 30 schools (Where the scheme of Integrated Education for Disabled Children (IEDC) is running) were selected purposively on the basis of their availability and willingness to cooperate. Hence, 300 teachers finally constituted the sample for the study.

INSTRUMENTS

The following tools/measures were used to collect data:

- a) A 'Demographic and Professional Profile' Scale to assess the demographic and professional attributes of teachers developed by the researcher herself.
- b) The Scale of Teachers' Attitudes Toward Inclusive Classrooms (STATIC) developed by Cochran (1998). The scale contains 20 items, each rated along a 6-point Likert type scale with responses Strongly Disagree (0), Disagree (1), Not Sure, but Tend to Disagree (2), Not Sure, Tend to Agree (3), Agree (4), Strongly Agree (5).

RESULTS AND DISCUSSION

Results were analyzed by taking dimension wise ('Advantages and Disadvantages of Inclusive Education', 'Professional Issues Regarding Inclusive Education', 'Philosophical Issues Regarding Inclusive Education', 'Logistical Concerns of Inclusive Education') attitudes scores, and overall attitudes scores of teachers with regard to inclusion.

ATTITUDES OF TEACHERS TOWARDS INCLUSION**Attitudes of Teachers Regarding ‘Advantages and Disadvantages of Inclusive Education’****TABLE - 1.1****ATTITUDES OF TEACHERS REGARDING ‘ADVANTAGES AND DISADVANTAGES OF INCLUSIVE EDUCATION’****(N=300)**

Item No.	Attitude Statement in ATIC Scale	Frequencies					
		SD	D	TD	TA	A	S.A
7	Students with disabilities should be included in the general education curriculum with their peers without disabilities.	-	20 (6.67)	42 (14.00)	73 (24.33)	113 (37.67)	52 (17.33)
11	I have problems teaching students with cognitive deficits in the general classroom.	51 (17.00)	114 (38.00)	64 (21.33)	38 (12.67)	33 (11.00)	-
12	Students with special needs learn social skills that are modeled by general education students.	-	18 (6.00)	27 (9.00)	48 (16.00)	172 (57.33)	35 (11.67)
13	Self-esteem of children with disabilities increases when included in the general education classroom.	-	13 (4.33)	47 (15.67)	41 (13.67)	168 (56.00)	31 (10.33)
14	Students with disabilities have higher academic achievement when included in the general education classroom.	03 (1.00)	19 (6.33)	38 (12.67)	62 (20.67)	139 (46.33)	39 (13.00)
15	Special in-service training in teaching children with special needs should be required for all general education teachers.	-	-	-	20 (6.67)	218 (72.67)	62 (20.67)
20	I believe students with special needs should be educated in a special education.	51 (17.00)	173 (57.67)	31 (10.33)	17 (5.67)	28 (9.33)	-

Note: Figures shown in parenthesis represent percentages.

SD - Strongly Disagree

D - Disagree

TD - Not Sure, but Tend to Disagree

TA - Not Sure, but Tend to Agree

A - Agree

SA - Strongly Agree

In the area of ‘Advantages and Disadvantages of Inclusive Education’ above analysis indicates that the factors for which most of the teachers are “Agree” include (72.67 percent) special in-service training in teaching children with special needs should be required for all general education teachers, (57.33 percent) students with special needs learn social skills that are modeled by general education students,

(56.00 percent) their self-esteem increases when taught in the general education classroom. (46.33percent) students with disabilities have higher academic achievement when included in the general education classroom, (37.67) percent) they should be included in the general education curriculum with their peers without disabilities.

The issues for which most of the teachers are ‘Disagree’ include (57.67 percent) they believe that students with special needs should be educated in a special education, (38.00 percent) they have problems teaching students with cognitive deficits in the general classroom. As both the statements are negative statements, therefore, the results show that the teachers have positive attitudes towards the statements.

Attitudes of Teachers Related to ‘Professional Issues Regarding Inclusive Education’.

TABLE - 1.2
ATTITUDES OF TEACHERS RELATED TO ‘PROFESSIONAL ISSUES REGARDING INCLUSIVE EDUCATION’ (N=300)

Item No.	Attitude Statement in ATIC Scale	Frequencies					
		SD	D	TD	TA	A	S.A
1	I am confident in my ability to teach children with special needs.	16 (5.33)	64 (21.33)	96 (32.00)	29 (9.67)	38 (12.67)	57 (19.00)
2	I am adequately trained to meet the needs of children with disabilities.	18 (6.00)	136 (45.33)	24 (8.00)	31 (10.33)	59 (19.67)	32 (10.67)
3	I become easily frustrated when teaching students with special needs in general education classroom.	11 (3.67)	177 (59.00)	73 (24.33)	27 (9.00)	12 (4.00)	-
4	I become anxious when I learn that students with disabilities will be in the general education classroom.	10 (3.33)	161 (53.67)	92 (30.67)	29 (9.67)	08 (2.67)	-
9	I believe that academic progress in the general classroom is possible for children with special needs.	07 (2.33)	29 (9.67)	49 (16.33)	72 (24.00)	106 (35.33)	37 (12.33)

Note: Figures shown in parenthesis represent percentages.

SD - Strongly Disagree

D - Disagree

TD - Not Sure, but Tend to Disagree

TA - Not Sure, but Tend to Agree

A - Agree

SA - Strongly Agree

From the above analysis it can be inferred that in area of ‘Professional Issues Regarding Inclusive Education’, the factor for which a good percentage of the teachers (35.33 percent) are ‘Agree’ is ‘I believe that academic progress is possible for children with special needs in general classroom’. The Factor for which most of the teachers (32.00 percent) are ‘Not Sure but Tend to Disagree’ is ‘I am confident in my ability to teach students with special needs’. The factors for which most of the teachers are ‘Disagree’ include (59.00 percent) I become easily frustrated when teaching students with special needs in the general education classroom, (53.67 percent) I become anxious when I learn that a student with disabilities will be in the general classroom, and (45.33 percent) I am adequately trained to meet the needs of children with disabilities’. As most of the teachers accept that they are not adequately trained to teach the students with special needs in the regular classroom, that is why they are not confident in their abilities to teach them.

Attitudes of Teachers Related to ‘Philosophical Issues Regarding Inclusive Education’.

TABLE - 1.3
ATTITUDES OF TEACHERS RELATED TO ‘PHILOSOPHICAL ISSUES REGARDING INCLUSIVE EDUCATION’ (N=300)

Item No.	Attitude Statement in ATIC Scale	Frequencies					
		SD	D	TD	TA	A	S.A
5	Although students differ intellectually, physically, and psychologically, I believe that all children can learn in most environments.	-	09 (3.00)	51 (17.00)	81 (27.00)	97 (32.33)	62 (20.67)
6	It is difficult for children with disabilities to make academic gains in the general education classroom.	55 (18.33)	52 (17.33)	81 (27.00)	79 (26.33)	33 (11.00)	-
10	I am comfortable teaching a child that is moderately physically disabled in the general classroom.	-	05 (1.67)	09 (3.00)	56 (18.67)	162 (54.00)	68 (22.67)
16	I don’t mind making special physical arrangements in the general education classroom to meet the needs of students with special needs.	-	-	-	01 (0.33)	202 (67.33)	97 (32.33)

Note: Figures shown in parenthesis represent percentages.

SD - Strongly Disagree

D - Disagree

TD - Not Sure, but Tend to Disagree

TA - Not Sure, but Tend to Agree

A - Agree

SA - Strongly Agree

A close study of table 1.3 reveals that in area of ‘Philosophical Issues Regarding

Inclusive Education’ majority of the total teachers (67.33 percent) are ‘Agree’ that that they do not mind making special physical arrangements in the regular classroom to meet the needs of students with special needs, (54.00 percent) I am comfortable teaching a child that is moderately physically disabled in the general classroom, and (32.33 percent) although students differ intellectually, physically, and psychologically, I believe that all children can learn in most environments. The statement which most of the teachers do not favour is ‘It is difficult to make academic gains in regular classroom’, as it is a negative statement, therefore, it shows positive attitudes of the teachers towards this statement.

Attitudes of Teachers Regarding ‘Logistical Concerns of Inclusive Education’.

Table - 1.4
ATTITUDE OF TEACHERS REGARDING ‘LOGISTICAL CONCERNS OF INCLUSIVE EDUCATION’ (N=300)
Frequencies

Item No.	Attitude Statement in ATIC*	SD	D	TD	TA	A	S.A
8	Students with disabilities in inclusive education classrooms hinder the academic progress of the students without disabilities.	44 (14.67)	103 (34.33)	69 (23.00)	43 (14.33)	41 (13.67)	-
17	Adaptive materials and equipments are easily acquired for meeting the needs of students with disabilities.	-	-	-	51 (17.00)	204 (68.00)	45 (15.00)
18	I can handle students with mild to moderate behavioural problems in the general classroom.	06 (2.00)	25 (8.33)	49 (16.33)	65 (21.67)	118 (39.33)	37 (12.33)
19	My principal is supportive of the accommodation needed for teaching students with disabilities.	-	04 (1.33)	19 (6.33)	64 (21.33)	213 (71.00)	-

Note: Figures shown in parenthesis represent percentages.

SD - Strongly Disagree

D - Disagree

TD - Not Sure, but Tend to Disagree

TA - Not Sure, but Tend to Agree

A - Agree

SA - Strongly Agree

In area of ‘Logistical Issues regarding Inclusive Education, it can be concluded from above analysis that majority of the teachers are ‘Agree’ with the views that (71.00 percent) their principal is supportive of the accommodations needed for the students with special needs and (68.00 percent) adaptive materials

and equipments are easily acquired for meeting the needs of students with special needs and (39.33 percent) they can handle students with mild to moderate behavioural problems in regular classroom, Most of the teachers do not favour the negative statement that students with disabilities hinder the academic progress of students without disabilities, this shows their positive attitudes towards accommodating all the students including students with special needs in regular classrooms.

Discussion of Results

From the above findings it can be revealed that majority of the teachers seem to have positive attitudes towards the implementation of inclusive education programmes. The teachers do not mind making special physical arrangements in the general education classroom to meet the needs of students with special needs. But they hold the view that special in-service training in teaching children with special needs should be required for all general education teachers. Majority of the teachers expressed their positive view regarding the availability of adaptive materials, equipments and administrative support. In addition, they feel comfortable teaching a child who is moderately physically disabled in the general classroom. They also believe that students with special needs learn social skills that are modeled by general education students and their self-esteem also increases when included in regular classroom. The teachers agreed to that the students with special needs will have higher academic achievement and progress when included in general education classroom.

**DIFFERENTIALS IN ATTITUDES OF TEACHERS TOWARDS INCLUSION
IN RELATION TO THEIR TEACHING EXPERIENCE**

TABLE-2.1

**SIGNIFICANCE OF DIFFERENCE AMONG DIFFERENT TEACHING EXPERIENCE
GROUPS OF TEACHERS ABOUT THEIR ATTITUDES TOWARDS ‘ADVANTAGES
AND DISADVANTAGES OF INCLUSIVE EDUCATION’**

Teaching Experience	N	Mean	S.D	F	Significance
Below 5 Years	63	22.52	1.73	15.95	.000
5-10 Years	59	21.64	2.01		
10-15 Years	62	21.45	2.37		
15-20 Years	57	21.07	2.31		
20Years&Above	59	19.66	2.13		
Total	300	21.10	2.32		

Significant difference if $p \leq .05$

An inspection of data from table 2.1 reveals a significant difference ($F=15.95$, $p \leq .05$) in the attitudes of teachers towards advantages and disadvantages of inclusive education among different teaching experience groups. Comparison of mean score values of teaching experience groups shows that the teachers who have teaching experience below 5 years are most favourable ($M=22.52$) towards advantages and disadvantages of inclusive education than other groups. The teachers who have teaching experience of 20 years & above are least favourable ($M=19.66$) towards the advantages and disadvantages of inclusive education as compared to other groups. Thus, it can be inferred that less experienced teachers have more positive attitudes towards the advantages and disadvantages of inclusive education as compared to more experienced teachers.

TABLE-2.2

**SIGNIFICANCE OF DIFFERENCE AMONG DIFFERENT TEACHING EXPERIENCE
GROUPS OF TEACHERS ABOUT THEIR ATTITUDES TOWARDS ‘PROFESSIONAL
ISSUES REGARDING INCLUSIVE EDUCATION’**

Teaching Experience	N	Mean	S.D	F	Significance
Below 5 Years	63	14.35	2.35	35.86	.000
5-10 Years	59	11.97	3.82		
10-15 Years	62	10.27	2.98		
15-20 Years	57	9.96	2.32		
20Years&Above	59	9.42	2.09		
Total	300	11.07	3.37		

Significant difference if $p \leq .05$

An examination of data from table 2.2 indicates significant difference ($F=35.86$, $p \leq .05$) in the attitudes towards professional issues of inclusive education among different teaching experience groups of teachers. The table also indicates that mean score values of different teaching experience groups decreases with increase in the years of teaching experience. The teachers who have teaching experience below 5 years are most favourable ($M=14.35$) towards professional issues of inclusive education than other groups. The teachers who have teaching experience of 20 years & above are least favourable ($M=9.42$) towards the professional issues of inclusive education as compared to other groups. Therefore, it can be ascertained that less experienced teachers have more positive attitudes towards the professional issues of inclusive education as compared to more experienced teachers.

TABLE-2.3

SIGNIFICANCE OF DIFFERENCE AMONG DIFFERENT TEACHING EXPERIENCE GROUPS OF TEACHERS ABOUT THEIR ATTITUDES TOWARDS 'PHILOSOPHICAL ISSUES REGARDING INCLUSIVE EDUCATION'

Teaching Experience	N	Mean	S.D	F	Significance
Below 5 Years	63	13.92	0.87	3.06	.017
5-10 Years	59	13.98	1.31		
10-15 Years	62	13.55	1.14		
15-20 Years	57	13.72	1.26		
20Years&Above	59	13.32	1.38		
Total	300	13.70	1.22		

Significant difference if $p \leq .05$

Perusal of data from table 2.3 indicates significant difference ($F=3.06$, $p \leq .05$) in the attitudes towards philosophical issues of inclusive education among different teaching experience groups of teachers. While comparing the mean score values of teaching experience groups, it is found that the teachers who have teaching experience 5-10 years are most favourable ($M=13.98$) towards the philosophical issues of inclusive education than other groups. The teachers who have teaching experience of 20 years & above are least favourable ($M=13.32$) towards the philosophical issues of inclusive education as compared to other groups. Thus, it can be manifested that less experienced teachers have more positive attitudes towards the philosophical issues of inclusive education as compared to more experienced teachers.

TABLE-2.4
SIGNIFICANCE OF DIFFERENCE AMONG DIFFERENT TEACHING EXPERIENCE GROUPS OF TEACHERS ABOUT THEIR ATTITUDES TOWARDS ‘LOGISTICAL CONCERNS OF INCLUSIVE EDUCATION’

Teaching Experience	N	Mean	S.D	F	Significance
Below 5 Years	63	12.87	1.08	3.11	.016
5-10 Years	59	12.84	1.46		
10-15 Years	62	12.79	1.38		
15-20 Years	57	12.68	1.35		
20Years&Above	59	12.08	1.64		
Total	300	12.63	1.41		

Significant difference if $p \leq .05$

Table 2.4 depicts significant difference ($F=3.11$, $p \leq .05$) in the attitudes related to logistical concerns of inclusive education among different teaching experience groups of teachers. Comparison of mean score values of teaching experience groups shows that the teachers who have teaching experience below 5 years are most favourable ($M=12.87$) towards logistical concerns of inclusive education than other groups and the teachers who have teaching experience of 20 years & above are least favourable ($M=12.08$) towards the logistical concerns of inclusive education than other groups. Thus, it can be inferred that less experienced teachers have more positive attitudes towards the logistical concerns of inclusive education as compared to more experienced teachers.

TABLE-2.5
SIGNIFICANCE OF DIFFERENCE AMONG DIFFERENT TEACHING EXPERIENCE GROUPS OF TEACHERS ABOUT THEIR OVERALL ATTITUDES TOWARDS INCLUSIVE EDUCATION

Teaching Experience	N	Mean	S.D	F	Significance
Below 5 Years	63	63.67	3.65	34.34	.000
5-10 Years	59	60.24	5.34		
10-15 Years	62	56.40	5.53		
15-20 Years	57	55.37	4.14		
20Years&Above	59	54.53	4.97		
Total	300	58.49	5.57		

Significant difference if $p \leq .05$

Table 2.5 reveals significant difference ($F=34.34$, $p \leq .05$) in the attitudes

towards inclusive education among different teaching experience groups of teachers. The table also shows that the teachers who have teaching experience below 5 years are most favourable (M=63.67) towards inclusion of students with disabilities than other groups. The teachers who have teaching experience of 20 years & above are least favourable (M=54.53) towards the inclusion of students with disabilities in regular classroom as compared to other groups. Therefore, it can be concluded that less experienced teachers have more positive attitudes towards the inclusion of students with disabilities in regular classroom as compared to more experienced teachers. Thus, the hypothesis that *teachers who have more teaching experience have more positive attitudes towards inclusive education than less experienced teachers* is rejected.

DIFFERENTIALS IN ATTITUDES OF TEACHERS ABOUT INCLUSION IN RELATION TO THEIR NATURE OF TEACHERS' TRAINING

TABLE-3.1
SIGNIFICANCE OF DIFFERENCE BETWEEN GENERAL EDUCATION AND SPECIAL EDUCATION TRAINED TEACHERS ABOUT ATTITUDES TOWARDS 'ADVANTAGES AND DISADVANTAGES OF INCLUSIVE EDUCATION'

Training Group (Teachers)	N	Mean	S.D	T	Significance
General Education	207	20.37	2.29	9.29	.000
Special Education	93	22.74	1.35		

Significant difference if $p \leq .05$

Significant difference ($t=9.29$, $p \leq .05$) is evident in the attitudes of general education and special education training groups of teachers towards the advantages and disadvantages of inclusive education. While comparing the mean scores of general education and special education groups it can be seen that the teachers who have got training in special education have more favourable attitudes towards the advantages and disadvantages inclusive education than the teachers who have got training in general education. Therefore, it can be inferred that special teachers training course have significant positive impact on the attitudes of teachers towards advantages and disadvantages inclusive education.

TABLE-3.2**SIGNIFICANCE OF DIFFERENCE BETWEEN GENERAL EDUCATION AND SPECIAL EDUCATION TRAINED TEACHERS ABOUT THEIR ATTITUDES TOWARDS 'PROFESSIONAL ISSUES REGARDING INCLUSIVE EDUCATION'**

Training Group (Teachers)	N	Mean	S.D	T	Significance
General Education	207	9.27	2.25	22.78	.000
Special Education	93	15.07	1.48		

Significant difference if $p \leq .05$

It is again evident from the table 3.2 that there is significant difference ($t=22.78$, $p \leq .05$) in the attitudes of general education and special education training groups of teachers towards the professional issues regarding inclusive education. The teachers who have got training in special education have more favourable attitudes towards the professional issues regarding inclusive education in comparison to the teachers who have got training in general education. Therefore, it can be inferred that special teachers training course have significant positive impact on the attitudes of teachers towards professional issues regarding inclusive education.

TABLE-3.3**SIGNIFICANCE OF DIFFERENCE BETWEEN GENERAL EDUCATION AND SPECIAL EDUCATION TRAINED TEACHERS ABOUT THEIR ATTITUDES TOWARDS 'PHILOSOPHICAL ISSUES REGARDING INCLUSIVE EDUCATION'**

Training Group (Teachers)	N	Mean	S.D	T	Significance
General Education	207	13.62	1.30	1.74	.083
Special Education	93	13.68	0.99		

Significant difference if $p \leq .05$

It can be evinced from the table 3.3 that there is no significant difference ($t=1.74$, $p \geq .05$) in the attitudes of general education and special education training groups of teachers towards the philosophical issues regarding inclusive education. Further inspection of data from table 4.3 shows that the mean values of general education and special education groups are 13.62 and 13.68 respectively, and there is not much difference in the mean score values of general education and special

education groups. Thus, it can be inferred that the teachers who have done general teachers training course have equally favourable attitudes towards the philosophical issues of inclusive education as that of teachers who have done special teachers training course.

TABLE-3.4
SIGNIFICANCE OF DIFFERENCE BETWEEN GENERAL EDUCATION AND SPECIAL EDUCATION TRAINED TEACHERS ABOUT ATTITUDES RELATED TO 'LOGISTICAL CONCERNS OF INCLUSIVE EDUCATION'

Training Group (Teachers)	N	Mean	S.D	T	Significance
General Education	207	12.58	1.50	0.92	.358
Special Education	93	12.74	1.18		

Significant difference if $p \leq .05$

It can be seen from the table 3.4 that there is no significant difference ($t=0.92$, $p \geq .05$) in the attitudes of general education and special education training groups of teachers about the logistical concerns of inclusive education. The data from table 4.4 also shows that the mean values of general education and special education groups are 12.58 and 12.74 respectively and standard deviation are 1.50 and 1.18 respectively. While comparing the mean scores of general education and special education groups it can be interpreted that there is not much difference in the attitudes of teachers who have done general teachers training course and the teachers who have done special teachers training course about the logistical concerns of inclusive education.

TABLE-3.5
SIGNIFICANCE OF DIFFERENCE BETWEEN GENERAL EDUCATION AND SPECIAL EDUCATION TRAINED TEACHERS ABOUT THEIR OVERALL ATTITUDES TOWARDS INCLUSION

Training Group (Teachers)	N	Mean	S.D	T	Significance
General Education	207	55.83	4.69	16.66	.000
Special Education	93	64.44	2.53		

Significant difference if $p \leq .05$

An observation of data from table 3.5 indicates that there is significant

difference ($t=16.66$, $p\leq.05$) in the overall attitudes of general education and special education training groups of teachers towards inclusive education. While Comparing the mean scores of general education and special education groups it can be seen that the teachers who have got training in special education have more favourable attitudes towards inclusive education as compared to the teachers who have got training in general education. Thus, the hypothesis that the *teachers who have done special teachers training course have more positive attitudes towards inclusive education* is accepted.

CONCLUSION

The teachers appear accepting and positive of inclusionary programs, There remain some concerns about implementing inclusive education in the mainstream classroom. The study also investigated the attitudes of teachers towards inclusive education in relation to their professional attributes i.e. teaching experience and nature of teachers training course. The teachers who have less teaching experience were found to have more favourable attitudes towards inclusion than the teachers who have more teaching experience and the teachers who have undertaken special teachers' training course have more positive attitude towards inclusion as compared to the teachers who have got training in general education.

Positive attitudes and beliefs are the foundation for successful inclusion. As inclusive education is gaining momentum in India, the teachers working in normal schools should be geared up with adequate knowledge, proper attitudes and competencies to deal with children with disabilities. Implications of the study lie in providing suggestions to the teachers, administrators, and professionals, educational planners and policy makers for making improvement in the areas that can help in effective implementation of inclusive education practices. The areas of concerns of teachers should be highlighted which could further be worked upon in teacher education programmes

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