

**KNOWLEDGE AND ATTITUDE OF SCHOOL
ADMINISTRATORS ON INCLUSIVE EDUCATION IN
SCHOOLS OF ERNAKULAM DISTRICT OF KERALA**

Dissertation Submitted to

MAHATMA GANDHI UNIVERSITY

IN PARTIAL FULLFILLMENT OF THE REQUIREMENT

FOR THE AWARD OF THE DEGREE OF

MASTER OF SCIENCE

IN

CHILD DEVELOPMENT AND BEHAVIOUR SCIENCE

By

Anju Surendran

(Register No: 120011013081)

Department of Home Science

St. Teresa's College

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Signature of the Head of the Department

Signature of the Guide

CERTIFICATE

This is to certify that the thesis entitled “Knowledge and Attitude of School Administrators on Inclusive Education in Schools of Ernakulam District of Kerala” is an authentic record of the original research work carried out by Ms. Anju Surendran with Register number : 120011011013081 under the supervision and guidance of Dr. Dhanya.N. Assistant Professor, Department of Home Science, St. Teresa’s College Ernakulam.

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DECLARATION

I hereby certify that this research work entitled “Knowledge and Attitude of School Administrators on Inclusive Education in Schools of Ernakulam District of Kerala” is a bonafide record of research work done by me during the course of research .

Place:

Date:

Anju Surendran

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CONTENTS

CHAPTER	TITLE	PAGE NO.
	LIST OF TABLES	
	LIST OF FIGURES	
1	INTRODUCTION	1
2	REVIEW OF LITERATURE	6
3	METHODOLOGY	23
4	RESULTS AND DISCUSSION	26
5	SUMMARY AND CONCLUSION	45
	BIBLIOGRAPHY	
	APPENDICES	

LIST OF TABLES

TABLE NO.	TITLE	PAGE NO.
1.	Demographic Characteristics of the Selected Teachers	27
2.	Demographic Characteristics of the Selected School Principals	28
3.	Knowledge of Selected Principals' on Inclusive Education.	29
4.	Knowledge of Selected Principals' on Children with Special Needs.	31
5.	Attitude of Principals' towards Special Education Needs And Inclusion.	33
6.	Attitude of Principals' towards Special Education Needs And Inclusion.	36
7.	Attitude of Principals' towards Special Education Needs And Inclusion.	39
8.	ANOVA of Teachers' Attitude towards Inclusive Education- Government Schools.	42
9.	ANOVA of Teachers' Attitude towards Inclusive Education- Private Schools.	42
10.	ANOVA of Teachers' Attitude towards Inclusive Education- Aided Schools.	42
11.	ANOVA of Teachers' Rating in Government, Private and Aided Schools- A Comparison.	43

LIST OF FIGURES

FIGURE NO.	TITLE	PAGE NO.
1	Research Design	25
2.	Attitude of Principals' towards Special Education Needs and Inclusion	35
3	Attitude of Principals' towards Special Education Needs and Inclusion.	37
4	Attitude of Principals' towards Special Education Needs and Inclusion	40

INTRODUCTION

CHAPTER 1

INTRODUCTION

“Good ideas are not borne, not by suppression but by inclusion “

- Roland Guhumez.

Education has been recognised and affirmed as a human right in various national and international conferences including the Universal Declaration of Human Rights (Article, 26) and agencies and representatives from all over the world gathered to review and analyze their efforts towards goal of education for all. Education is a powerful instrument of social change, and often indicates upward movement in the social structure thereby helping to bridge the gap between the sections of society.

India, as one of the oldest civilization of the world with its rich cultural heritage, has traversed a long distance during the last sixty- one years of its independence. The education system of a country does not function in isolation from the society of which it is a part. Hierarchies of castes, economic status, gender relations and cultural diversities as well as uneven economic development also deeply influence issues relating to access and equity in education.

There has not been any fundamental change over the past few years in the structure and organisation of secondary and higher secondary education. The period since the nineties especially since the last decade has witnessed growth in response to the demand generated by the expansion of elementary education. School education in India is organised in four stages namely primary, upper primary, secondary and higher secondary. The primary education as a part of the educational ladder is not compulsory. Governmental intervention in the pre-primary sector is through the early child care and education programme which includes universalising the programme of integrated child development scheme (ICDS) to provide a functional Anganwadi in every settlement and ensure full coverage of all children.

The private sector, mostly in urban areas supplements the government effort substantially in catering to the pre- primary educational need of children. In the elementary education, free and compulsory education to all children upto the age of fourteen is a constitutional commitment in India. In school education, the secondary education is a crucial stage in the educational hierarchy as it prepares the young person's for higher education and also for the world of work. Higher education is vital importance for the country, as it is a powerful tool to build knowledge based society of the twenty first century.

India has the second largest education system in the world, with 200 million children aged between 6 and 14, around 25 million of whom are registered at birth others estimate between 35 to 80 million out of school children (Singal, 2005 and UNICEF, 2004).

Kerala has achieved all the millennium development goals set for education, much ahead of time. Kerala was the first state to have achieved universal literacy. There is a universal school enrolment. The dropout rate is very low in schools. Another feature of Kerala's education system is that it developed mainly through institutions that are owned or aided by the government. There is no fees at any level in school. The fee is very low in the higher education and technical education institutions that are owned or aided by the government.

Facilities for higher and technical educational too are available to rural students at reasonable distance. Besides, the widespread availability of public transport system and the highly subsidised transport fares have facilitated easy access of rural students to higher educational institutions in towns and cities. Kerala's education system has been able to achieve

gender equity in enrolment into large extent. A focus on disability in global development not only raises questions of diverse local interpretations of the same issue, but also the need to accept the diversity of needs within this group depending on both the nature of impairment and cultural context. The English word 'disability' does not escape this conceptual tension. The medical model defines disability, scientifically as a physical, medically diagnosed with handicaps (Clough and Corbett 2000).

Globally, children with disabilities account for one third of all children out of school. In developing countries, the numbers are even more staggering with 90 percent of all children with disabilities out of school. Although it is imperative that all children with disabilities receive an education that children without disabilities receive is just as important. There are three basic types of special education, although many different models of classroom organisation and teaching are available within each type. Segregated education occurs when students with disabilities learn completely separately from their peers. Segregated education takes place in the form of special school created specifically for the education of students with disabilities, or in completely separate classroom for students with disabilities.

Integrated education is similar to inclusive education, but without any ideological commitment to equity. Integration places students in a mainstream classroom with adaptation and resources. Integration is often mistaken for inclusion because students are placed in a mainstream classroom, which is a step towards inclusion. Inclusion is one of the most volatile topics in education today. Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners. It involves restructuring the culture and policies in schools; so that they can respond to the diversity of students in their locality. For a school to be inclusive the attitude of everyone in the school including administrators, teachers and other students should be positive towards students with disabilities. Inclusive education means that all children, regardless of their ability level are included in the mainstream classroom or in the most appropriate or least restrictive environment that students of all ability levels are taught equally and that teachers must adjust their curriculum and teaching methodologies so that all students benefit.

Children with disabilities have an equal right to education as children without disabilities. Millions of special education students across the country get access into the regular classroom for either a part of the day or the entire school day. Today inclusive education or education by making changes to accommodate all learners regardless of their physical, social and psychological differences. Inclusion represents the belief or philosophy that students with disabilities should be integrated into the general education classrooms whether or not they can meet the traditional curricular standards. It involves bringing the support services to the child, rather than moving the child to the services and requires only that the child will benefit from being in the class. Inclusion of children with disabilities is based on respect for the fundamental human rights and dignity of each individual and it envisions an entire education system becoming more responsive to the needs of children (The Individual with Disabilities Education Act, 1990).

1.1 Relevance of the Study

Schooling is vital to a child's development. It is therefore important that a child must attend a school where his or her abilities are respected, educational needs are met and potential is realised. Inclusive education is the practice of educating students with disabilities along with children without disabilities in the general classroom. If teaching is effective and responds to both students needs and strengths there is possibility for all children to learn. Academic success depends on how much a student learns from teachers, whether they have disabilities or not.

Inclusive education allows the inclusion of regular children and children with special needs by placing them together in mainstream classes, to be taught and instructed by mainstream teachers. It is considered as a way to create an environment that can give all children access to education. Students with disabilities are able to fit in to an inclusive programme because they usually receive some individual support from class teachers to help them complete the required tasks. Academic success depends on how much a student learns from teachers, whether they have disabilities or not. Teachers play a vital role in the learning process of students because they are the ones imparting the knowledge. Successful and effective implementation of inclusive education depends upon teachers having adequate knowledge of it through training as well as positive attitude toward it.

The current scenario witnesses increase in the number of special children who have mild to moderate special needs. These needs be met in a better way if they can be put and taught along with their normal peers along with providing additional help. But this can work out effectively only if in the school administrators (principals and teachers) are well aware of the policy and principals of inclusion and use it effectively in their way of dealing with the curriculum. In the light of these issues the current topic ‘Knowledge and Attitude of School Administrators on Inclusive Education in Schools of Ernakulam district of Kerala’ was taken up for investigation.

1.2 Aim

The aim of the present study was to study the knowledge and attitude of the selected school administrators regarding inclusive education in schools of Ernakulam district of Kerala.

1.3 Objectives

The objectives of the study were to

- Study the knowledge and attitude of the selected principals towards inclusive education and child with special educational needs.
- Study the attitude of the selected teachers towards inclusive education children with special educational needs.
- Compare the attitude of teachers selected from government, private and government aided schools towards inclusive education.

REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

A literature review is a systematic, explicit and reproducible method of identifying, evaluating and interpreting the existing body of recorded work produced by scholars. It is the critical summary and assessment of the range of existing material dealing with knowledge and understanding in a given field (Best and Khan 2007).

The literature pertaining to the present study titled ‘Knowledge and Attitude of School Administrators on Inclusive Education in Schools of Ernakulam District of Kerala’ was reviewed and is presented under the following sub headings.

- 2.1 Inclusive Education and Child with Special Needs.
- 2.2 Factors Influencing Teachers’ Attitude towards Inclusive Education.
- 2.3 Principals’ Attitudes and Knowledge towards Inclusive Education.
- 2.4 Teachers’ Attitude towards Inclusive Education.
- 2.5 Attitudes of the Administrators’ and Special Education Teachers.

2.1 Inclusive Education and Child with Special Needs

Inclusive education is thought of as an approach to serve the special educational needs of children within general educational settings. Inclusive education is an alternative for the developed education system but it is inevitability for the developing system. According to UNESCO (2009), inclusive education is seen as a system which caters for the needs of diverse range of learners and support diversity effectively, eliminating, and all forms of discrimination. Back and Back (1996) and Alur and Bach (2010) define inclusive education as the placement of all students including children with disabilities in the mainstream classrooms with the necessary support given within these classrooms. Inclusion promotes the idea that students with disabilities should be in the regular education classroom, and be removed only when appropriate services cannot be provided there. At this time student would receive their instruction in the special classroom where services can more easily and appropriately be provided (Special Education Inclusion, 2001). After the International Year for the Persons with Special Needs in 1981, many organizations of and for persons with disability organized themselves and become vocal on the quality of education they were receiving. They came to the conclusion that provision of education through inclusive approach was the best option (Rieser, 2002). Inclusion follows from integration but differs from it in that, in inclusion it is the school that must make the adjustments to accommodate or include the child. Inclusion means participating in school life in all aspects (Smith, et al 2001, Kirk, et. al 2003). It requires the educational system to meet the needs of the child as normally and inclusively as possible rather than the child with the special needs being made to adapt to suit the needs of the system (Kluth, Villa, 2001 and Evans, 2000).

The key issue with inclusive education is to make the regular schools welcoming for all learners regardless of difficulties the learners might have. Although education for children with special need has been advocated for, the society needs to raise their expectations and believe that even the child with special needs can learn and contribute effectively to their communities. In history throughout the world, the society has portrayed a negative attitude towards children with special needs (Randiki, 2002; Kirk, et. al 2003). However a more salient challenge to this practice is attitude and this has remained resistant (Randiki, 2002). People see the disability before the person. This influences them to make their judgment pegged on disability. Several studies have shown that, negative attitude is a major limitation towards inclusion of children with special needs in regular schools. Randiki (2002), points out that cultural practice and attitudes

cannot be changed without offering alternatives. The most viable alternative is to take these learners to regular schools, support them from there and help them succeed.

Inclusion is defined as a service delivery model in which there is a commitment to meet the educational needs of special education students within the regular classroom to the maximum extent appropriate (Praisner, 2000). Inclusion is a philosophy that brings students, families, educators, and community members together to create schools and other institutions based on acceptance, belonging and community (Salend, 2011). Inclusion is not necessarily just focused on the students with disabilities. When implemented correctly it is also designed to be able to accommodate and respond to the needs of regular education students as well. Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, culture and communities, and reducing exclusion within and from education (UNESCO, 1994). It involves being included in school as well as in the community. UNESCO, (2001) describes inclusion as being part of a much larger picture than just placement in the regular class within the schools. It is being included in life and participating using ones abilities in day-to-day activities as a member of the community. It is being a part of what everyone else is and being welcomed and embraced as a member who belongs.

Tomko (1996), says that inclusion involves adjusting and changing the practice in the home, the school and the society at large. This is also supported by Etscheidt, (2002) who asserts that inclusion is based on the belief that everyone lives and works in inclusive communities, with people of different races, religions and various disabilities. Inclusion can occur in schools, churches, playgrounds, workplaces and in recreation areas. An inclusive society is therefore one in which individual differences among the members are respected and valued (Tomko, 1996; Aniftos and McLuskie, 2003). Kluth et.al (2001) points out that in inclusion there is a commitment to educate each child to the maximum extent appropriate in the school he or she would otherwise attend in his or her neighbourhood if not identified as having disability. Inclusive education requires the educational system to meet the needs of the child as normally and inclusively as possible rather than the child with the special needs being made to adapt to suit the needs of the system. It involves changes and modifications in content, approaches, structures and strategies with a common vision which covers all children of the appropriate age

range and a conviction that it is the responsibility of the regular schools to educate all children (UNESCO, 1994).

Wormnaes (2005) argues that it is not our education system that has a right to certain type of children. Therefore, it is the school system of a country that must be adjusted to the needs of all its children. In the same line, Tomko (1996) says that children of all ages should learn and grow in environments that resemble the environments that they will eventually work or live in. Inclusive education also includes children who are at risk and those groups who have traditionally been excluded from educational opportunities (McCullough 2005, UNESCO 2001, Heijnen, 2005). In order to achieve the above, there is need to make educational institutions all inclusive. The educators should also transform their thinking regarding how support should be delivered to all learners despite their diverse needs. There is a need to ensure that all those excluded from meaningful participation in economic, educational, social and cultural life in their communities are involved by breaking all the barriers that hinder them from meaningful participation in their communities. Making such people access education is important for it prepares those who were most likely to be dependents to become self reliant. However to overcome these barriers the people would have to change their attitude towards the person with disabilities.

Mushoriwa, (2001) notes that, it is disturbing that in many countries, inclusive education is being introduced before thorough studies on the acceptability of the education system are conducted. This is important for any government to prepare itself before embarking on implementation of a new system of education. It was important to find out the attitudes of the teachers and pupils towards inclusion of the regular primary schools. According to Booth (1999), inclusion in education is about increasing access to, participation within and reducing exclusion from, local centres of learning. It is about creating inclusive cultures, policies, curricula and approaches to teaching and learning.

Children in special schools were seen as geographically and socially segregated from their peers and the initial movement to locationally integrate these students in mainstream schools (integration). According to Chhahbra, Srivastava and Srivastava (2006), inclusive education is considered to be a means of providing educational opportunities for all children,

including children with disabilities. This means placing children with physical disabilities, behavioural and academic disabilities or social concerns together with regular children in mainstream classroom.

According to Moore (1999), inclusive education is when an educational environment is given the same level of scrutiny as the child in order to assess the adaptation needed to achieve a more effective match between the child's educational needs and the instructions offered. Chiuho (2005), reports inclusive education means to integrate students with special needs into the mainstream schools. According to Foreman (2005), the historical development of inclusive education spans the decades of the twentieth century and has affected a number of countries. The movement towards inclusive education for children with special needs began in the 1960s.

Inclusive education is described as a framework for action that would accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. According to Tomasevski (2003), education is a widely albeit wrongly perceived as inherently good. Getting all children to school is thus mistaken for their right to education. Inclusion is much more than simply a physical placement of a special student in regular education classroom. It is the meaningful participation of students with disabilities in general education curriculum.

Conceptually, all inclusive educational services to children with special needs should promote incorporation of socio –cultural, policy, economic and school related factors. Recognizing that children with special needs require efficient, effective and functional instruction directed at achieving socially and educationally valid outcomes, calls for application of a social service delivery approach that can appropriately meet their needs in an integrated setting, if higher proportions, rates and levels of social cognitive ,numeracy, literacy and linguistic skills are to be achieved.

2.2 Factors Influencing Teachers' Attitude towards Inclusive Education

According to Avramidis et.al (2000) and Kuester (2000) teacher's attitudes to inclusive education are typically positive and teachers attitude may be influenced by the experience

regarding the impact such a process will have on their time and skills. Cornoldi (1998) has opined that there is no correlation between teacher's gender and their attitude towards inclusive education. According to Leyser and Tappendrof (2001) teacher attitude towards the inclusion of students with disabilities into regular settings found that female teachers are inclined to have more favourable attitudes.

Heiman (2001), reveals that where there is any significant correlation between a teacher's age, years of experience and qualification to that teacher attitude toward the inclusion of students with disabilities in to regular classroom. Kuester (2000), portrayed that teachers level of educational qualification did not significantly influence that teacher's attitude toward the inclusion of students with disabilities into regular classes and that the teachers with high level of education had less positive attitude toward inclusion, than those who did not achieve Masters degree status.

Alper and Wehemeyer (2002) state that large classes may be viewed as an obstacle to the successful implementation of inclusive education. Large classes place additional demands on the regular educator, while reinforcing concerns that all students may not receive time or attention. According to Cornoldi et.al (1998), class sizes cannot exceed twenty if there is one student with a disability in the mainstream class. According to Hodge and Jansma (2000), possessing previous experience in this field, allow mainstream teachers to feel more comfortable within the inclusive class room. Direct experience of including students with disabilities into mainstream setting appeared to be an essential factor in shaping teachers view toward inclusive settings. Agran et.al (2002) defined teacher attitude as the inclusion of students with disabilities into regular classrooms appear to be shaped by the type and the degree of the disability of the student concerned. Teachers view the move to include students with multiple disabilities into the mainstream classroom, as impractical. While, Avramidis et.al (2002), and Kuester (2000) found that students with emotional and behavioural disorder attract the least positive attitudes from teachers within the inclusive classroom.

Administrative support has also been cited as a significant factor in determining teachers attitude toward inclusion, as the teacher feels reaffirmed if the school principal fosters positive

learning environment for both teachers and students. According to Danne et.al (2000), Hammond and Ingalls (2003), teachers believe that the support of the principal and other school leaders are critical in order for them to implement inclusive practices. The administrator's attitudes towards student with disabilities are less than positive thereby impacting on the process of inclusion in schools. According to Clayton (1996), the administrative staff lacks sufficient understanding and expertise regarding the delivery of services to students with disabilities.

Inclusion could be influenced either positively or negatively by factors such as school and the surrounding environment, teaching or learning resources, curriculum, and support services among others. These factors may create barriers towards effective learning for children with special needs. However, if proper intervention was done the children with special needs would learn with little or no problems. Eliminating the barriers gives the school such a positive characteristic for an inclusive environment.

Teaching children with diverse abilities is a big challenge, especially in terms of creating a friendly environment. UNESCO (2004), points that, learners have diverse needs and inaccessible environment within and even outside the school may contribute in excluding them from learning institutions. Those views were supported by Ogot (2005), who said that accessible environment helps to keep children with special needs in school unlike where schools had in accessible environment. To alleviate this problem then the environment should be adapted to suit the diverse learner's needs. This involves organizing the classroom and the school compound. UNESCO (2004) shows that this can be possible by building ramps to classroom and school buildings, construction of adapted latrines, enlargement of classroom windows, painting walls to improve the lighting, leveling of the play grounds to ease mobility. The class environment should consider the learners learning pace; hence it should be equipped with rich learning areas for learners to learn at their own pace. Conducive social environment is also encouraged. If regular schools environment is conducive, it becomes ideal for inclusion of learners with special needs.

Moodley (2002) says that in order for the learners to be active participants in the learning and teaching process, institutions must ensure that teaching and learning materials are used as well as made available to all the learners with special needs according to their needs. UNESCO

(2004) points out that the learners must be provided with learning materials in formats that meet their individual needs. In an inclusive setting, learners would require other resources over and above what is provided by the school. These include resources to enhance mobility and communication such as wheel chairs, crutches, positioning devices, optical and non optical devices and hearing devices (Randiki, 2002). In inclusion it is emphasized that teachers should use locally available resources to support learning (Moodley, 2002). Randiki (2002) and Ogot (2004) advised that, the available resources should be placed at a central place, where several schools could access them. Making use of local artisans to make and repair the devices can also help in reducing the problem (Moodley 2002). Noting that these devices are very expensive and others are not locally available, it was uncertain if regular primary schools have the appropriate resources for all the learners with special needs. It had also not been determined if this could affect the enrolment and retention of children with special needs.

Curriculum and teaching methods is also another determinant of inclusion. UNESCO (2003), points that, in any education system, the curriculum is one of the major obstacle or tool to facilitate the development of inclusion. In many contexts the curriculum is quite demanding, rigid and inflexible for adaptations (Moodley, 2002). A flexible curriculum could facilitate the development of a more inclusive setting. Teachers can make adaptations that can make better sense in the local context and for the individual learner. Children with special needs face different kinds of barriers in accessing education. Consequently, barriers within the curriculum must be identified and addressed. There should be flexibility to accommodate the diverse abilities and interests of a heterogeneous learner population. The curriculum has to be structured and be implemented in such a way that all learners can access it. Mittler (2002) argues that it must be sensitive and responsive to the diverse cultures, beliefs and values.

Studies conducted by indicate that the mainstream teachers indicated they lack appropriate instructional material needed for students with special educational needs. Some teacher's perceptions about the type of training needed included effective strategies that could be applied to common problems that arise in the classrooms. Some other teachers asked for training on understanding characteristics of special educational needs.(Gaad, 2001). Arif, Gaad and Scott (2006), further contend it is important to train teachers in not only the content of the

curriculum, but they must have an understanding of the pupils for whom it is intended. In order for the curriculum to be delivered effectively teachers must have a supporting administrative structure and must be trained to implement the processes involved in teaching and learning. Teacher attitudes about working with disabled pupils depend on their comfort and success implementing the learning process with them. Teachers will be comfortable and successful if they are properly trained. Shade and Stewart(2001) claim that although teacher attitudes are absolutely critical to inclusion, considerations such as the level of education, training, the teacher's experience of contact with pupils with disabilities and the severity of the disability are factors contributing to the success or failure of inclusion in mainstream education. Teachers' attitudes toward inclusion is impossible; the myriad of factors (experience, culture, type of disability) involved in determining this attitude also render this task all but impossible. Many teachers reveal that they felt incapable of giving even a mildly disabled pupil all the attention that she or he would need to succeed in the regular classroom setting. Thus, inclusionary practices may be defeated if general education teachers do not have positive attitudes to these practices; the importance of professional development in achieving the goal of balancing mainstream and pupils with disabilities in the classroom. Only through intensive training, in which teachers learn about the different types of exceptionality, learn to identify the pupil's disability and learn to teach these pupils within the mainstream classroom setting, can these goals be achieved.

Stanovich and Jordan (1998) studied to a study demanded the teachers and head teachers to predict the performance of teacher behaviours associated with effective teaching in the heterogeneous classroom based on variables identified as critical to effective classroom practice. These variables include teacher beliefs, teacher attitudes, head teacher beliefs and school policy. Individual teacher attitudes were greatly affected by the individual school policies and norms, which were directly associated with the head teacher's beliefs in the benefits of inclusion and the way in which these beliefs were enacted. However, the authors also identify a second prevailing belief, which in turn greatly affects teachers' classroom behaviour and, subsequently, their performance. This is the teachers' belief that the pupil's learning or behavioural problem exists within the pupil.

Stanovich and Jordan (1998) respect that the nature of the disability plays a role in determining teacher attitudes. The natures of the disabilities and educational problems presented have been noted to influence teachers' attitudes. Forlin (1995) found that, educators were cautiously accepting of including a child with cognitive disability and were more accepting of children with physical disabilities. The degree of acceptance for inclusion was high for children considered to have mild or moderate disabilities. . Teacher characteristics have sought to determine relationship between those characteristics and attitudes towards children with special needs. Researchers have explored number of specific teacher variables, such as gender, age, and years of teaching experience, grade level, and contact with disabled persons and personality factors, which might influence teachers' acceptance of the inclusion principle.

Teaching experience is another factor mentioned in several studies as having an influence on teachers' attitudes. In this case, much of the research conducted seems consistent. Avramidis and E. Bayliss P, Burden, R (2000), younger teachers and those with fewer years of experience have been found to be supportive to integration or inclusion than with those more experience. Another factor that has attracted considerable attention is the knowledge about children with disabilities gained through pre- and in-service training. This was considered as an important factor in improving teachers' attitudes towards the implementation of an inclusive policy. Without a coherent plan for teacher training in the educational needs of children with special needs, attempts to include these children in the mainstream would be difficult (Avramidis, E.Bayliss & Burden R 2002).

2.3 Principals' Attitudes and Knowledge towards Inclusive Education

The term 'principal' means an educator appointed or acting as the head of the school. According to Nagichi M.W. (2002), an attitude refers to the way in which one thinks (cognitive component), feels (affective component), and intends to behave (behavioural) towards an attitude object. The same definition used in this study refers to the attitude of principals toward inclusive education. Although inclusions of students with special educational needs are becoming a matter of principle in many countries around the world; very few studies have been conducted on the attitudes of principals toward inclusive education. The mandate to

establish inclusive policies and practices related to inclusive education is regarded as a major requirement for implementing changes in schools. Therefore the role of the school principal is important. The school principals, who serve as an educational leader in school life, plays a major function in implementing change.

Fullan (1992), indicates that a school principal is the primary agent of change and a key figure in promoting or blocking change. More than anyone else it is the school principal who can bring successful school improvement into sharp focus. The principal's attitude regarding inclusion has revealed a tendency for low expectations of success of inclusive education. According to Forlin (1995), the principals are expected to provide major support to educators and other staff members in implementing inclusive practices in the school. Interestingly, the principal had more positive attitude toward inclusive education than do teachers.

According to Kincheloe (2008), knowledge is not something unbiased or neutral knowledge and is shaped by one's ontological and epistemological perspective of understanding phenomenon. As the instructional leader, the principal has direct influence over the programmes and resources implemented in the school. Iovannone (1996), argued educators to explore their attitudes toward full inclusion of students with severe disabilities in the general education class. The differences in their attitudes in relation to several variables identified in the literature as influencing educator's feelings toward inclusion of students with severe disabilities. The educators who held elementary or multilevel positions, who had more in-service training in the area of special education, who had more experience with students with diverse severe disabilities, and who were involved with inclusive programs for the longest period of time exhibited significantly higher scores on the indicators related to positive attitudes toward inclusion. Brinker, Thorpe, & Horne (1985) found school staff exhibited largely negative attitudes toward inclusion that could be attributed to lack of training, resources, knowledge and personal experiences with students with disabilities. Weiner and Norton (1993) school principals and their attitude toward inclusion. The researchers found that although the principals were supportive of the philosophy of inclusive education, they had a great deal of reservations about its actual implementation. The significant concerns about the academic benefits, parent concerns from both students with and without disabilities and increased teacher needs. In addition, principals noted the loss of direct services to students with disabilities, amount of time needed to

change program models, need for training and establishing the needed supports in the general education classroom as areas of concern.

Wisniewski & Alpher (1994) found mixed support for the concept of inclusion by school principals. Guzman (1994) examined the leadership factors that resulted during the planning and implementation of a neighbourhood school for special needs students with mild and moderate disabilities. Guzman found that principals should offer ongoing structured support and professional development on specific skills and knowledge. It was recommended that central office administrators are included on school based teams and participate in the daily reality of the schools.

Praisner (2000) contacted principals to investigate the relationship regarding attitudes toward inclusion, training and experience, and placement perceptions. Martin (2004) examined the perceptions, beliefs and attitudes of principals in terms of inclusive strategies, support for change and the relationship between these variables and level of inclusion. Mamlin (1999) identified strong leadership as one of the factors in creating a successful inclusion program. Leadership style was also considered a factor as a leader needs to be well informed and have the ability to guide the staff to new understandings. In order to contribute to successful teaching practices, when including student with disabilities, the influence of a principal is an important factor (Stanovich & Jordan, 2002). Brothers on, Sheriff, Milburn and Schertz (2001) found that most principals did not mention how their engagement in support strategies for a special education program would make it succeed; instead they gave examples of what teachers were doing. They were quick to talk about all the challenges of an inclusive program and what others needed to change, but never stated what they had to change.

In McAneny (1992), school principal's attitudes toward mainstreaming students with special needs, it was reported that principals who had a positive attitude toward inclusion thought activities and lessons teachers do in the general education classroom for a general education student would also be appropriate for children with special needs. It was also stated that children with special needs should be given the opportunity to function in the general education classroom when possible. Some support strategies these principals thought were important to establishing their goal of mainstreaming were to have qualified teachers and give teachers

behavioural management strategies in order to meet the needs of the children in the classroom. In contrast, principals who had more negative attitudes believed that children with disabilities would probably be best served through a special education placement. Idol (2006) discovered that administrators agreed with the idea of inclusion and believed that inclusion would work best if there were extra adults in the classroom who would provide assistance to all children in the classroom.

2.4 Teachers' Attitude towards Inclusive Education

Attitude is a broad concept in social psychology. A complex mental state involving beliefs and feelings and values and dispositions to act in certain ways. Triandis (1971) considers attitude to be one's thought or ideas regarding one's feelings that influence behaviours related to particular issue. Gall and Borg (1996) define attitude as an individual's viewpoint or disposition towards a particular object (a person, a thing or idea). They consider attitude to be an individual's way of seeing and reacting to social phenomenon, and assert that it varies from person to person.

According to Westwood and Graham (2003) with the contemporary inclusive classrooms teachers faced increased pressure as their role diversity, compared to previous generations. Teachers have varied in their responses to these challenges. According to Peterson and Beloin (1992), mainstream teachers are now called upon to be sensitive to the variety of modern classroom and to be able to rise to the challenges by adjusting their teaching style in accordance with the multiplicity of learning styles they face. Azjen and Fisbein (1980), indicate that attitude play significant role in determining behaviour. Haskell (2000), refers to the teacher are perceived to be integral to the implementation of inclusive education. The teachers are the key to the success of inclusionary programme as they are viewed as linchpins in the process of including students with disabilities into regular classes. It is important to examine the attitude of mainstream educators toward the inclusion of students with disabilities into regular setting as their perception may influence their behaviour toward and acceptance of such students (Hammond and Ingalls, 2003).

According to Avramidis et.al (2003), teachers attitude to inclusive education are typically positive. The teachers attitude may be influenced by the experience regarding the impact such a process will have on their time and skills. Teachers with a negative view of the process of inclusion seems link their attitude to active experience of inclusion. In order to make participation meaningful, it is crucial to examine the attitude towards inclusion of the individuals who play such a central role in the process that is the attitude of regular education teacher.

Teachers attitude and using this information, address the aspects which make the process of inclusion successful and the aspects which are perceived as barriers to the integration of students with disabilities and ways to address their learning need may be a means of minimizing negative attitude towards inclusive education. That general education teachers tend to have negative perceptions about inclusion (Cochran 1998; Cook, Semmel, & Gerber, 1999; Familia-Garcia 2001; Forlin 2001; Heflin & Bullock 1999). These negative attitudes exist despite the evidence advocating the benefits of inclusion for a variety of students (Daniel & King, 1997; Huber, Rosenfeld, & Fiorello, 2001; Luster & Durrett 2003; Peetsma et al., 2001; Sharpe, 1994). General educators may be overwhelmed with the demands placed on them by more and more students with diverse learning needs placed in their classes because of the national movement toward inclusive education .However, teachers' attitudes towards students with disabilities are critical (Forlin, 1997; Hwang & Evans, 2010) and various methods of making an impact on teachers' attitudes are needed (Hastings & Oakford, 2003; Oldfield, 2009; Colber, 2010).

According to Minke, Bear, Deemer, and Griffin (1996), experience working in an inclusion setting may have a positive effect on teacher's attitudes. The successful inclusion of students with disabilities into the regular education classroom depends on the positive attitudes of teachers (Cochran, 1998; Forlin, 1997). One area that appears to have a positive effect on teachers' attitudes is experience with inclusion (Avramidis, Bayliss, & Burden, 2000; Forlin, 2001; Minke et al., 1996). This experience may come from teaching in an inclusion setting for multiple years (Avramidis, Bayliss, & Burden, 2000), in a co-teaching setting (Minke et al., 1996), or direct experience working with a student who receives specialized services (Giangreco et.al., 1993). Other factors including training and support need to be examined to determine the impact on teachers' attitudes toward inclusion (Hastings & Oakford, 2003).

2.5 Attitude of the Administrators' Special Education Teachers

General education teachers look to administrators and special education teachers for support as the inclusion movement expands (Cook, Semmel, & Gerber, 1999; Irvine et al., 2010; Martin, 2010). Administrative support as a critical factor for a successful inclusion program. Insufficient support was also identified by Heflin and Bullock (1999) resulting in the failure of including students with special needs. Administrative support is needed to provide colleges with opportunities for collaboration and professional development to educate staff on specific skills and knowledge regarding including students with special needs (Guzman, 1994). Without sufficient administrative support, including students with disabilities may result in failure (Heflin & Bullock, 1999).

Administrative support is needed to provide colleges with opportunities for collaboration and professional development to educate staff on specific skills and knowledge regarding including students with special In order to create a successful inclusive environment, administrative support is vital (Heflin & Bullock, 1999; Villa et al., 1996). Administrative support is needed to provide colleges with opportunities for collaboration and professional development to educate staff on specific skills and knowledge regarding including students with special needs (Guzman, 1994). Without sufficient administrative support, including students may result in failure (Heflin & Bullock, 1999). Administrators may not influence student outcomes directly however Guskey (2002) identifies two ways in which administrators can influence student outcomes indirectly. Through their interactions with teachers and their leadership in forming school practices and the school culture, administrators can have immense influence over student outcomes.

The role of the special education teacher has changed from working with children either one on one in a resource room or working with a class of children with special needs in a self contained classroom with a paraprofessional. The role of the special educator has changed so that they are now working with paraprofessionals out of the classroom and other adults such general education teachers. York-Barr, Sombreness, Duke and Ghere (2005), in a traditional model,

students were served in special education classrooms in which special educators and paraprofessionals worked in close proximity (making paraprofessional direction and support relatively easy) and in which specialized equipment and materials were readily available. In an inclusive and decentralized model, personnel, materials and other resources must move 'out there' with the students into a variety of locations that are largely controlled by other professionals. Such a decentralized model makes the work of the special educator more complex.

Special educators' roles and responsibilities have become complicated. Their roles and responsibilities have become supervising paraprofessionals; assessing children with special needs; developing and implementing individual programs; facilitating communication between themselves and other adults, such as the general educators; learning new ways of working with children with special needs; and attending to program budgets. Every day they are called to classrooms to deal with behavioural issues and to address physical or health needs of the children. They have also become involved with the interview process in selecting new paraprofessionals. Then they train the Para professionals in working with students and specific sites as well as conducting performance evaluations on the paraprofessionals even though supervision is not legally something special educators are responsible for special educators provide the consistency that children with special disabilities need. The child may have many other professionals that work with them, but the special educator takes responsibility all day, every day for the whole child. The special educator is the person that brings all the other professionals together to collaborate, such as, administrators, teachers, paraprofessionals and parents.

Leyser and Tappendorf (2001) found that special education teachers are concerned about children with disabilities receiving all their needed services and supports in a general education classroom. These concerns and the changes in responsibilities, roles, classroom activities and time possibly affect their attitudes of inclusion. Special educators associated attitudes toward teaching children with special needs in the general education classroom by the amount of collaboration with general educators and by the amount of support from administrators (Villa et al. 1996). According to York-Barr et al. (2005), relationships, especially those with general educators (are a way) to stay continuously updated about and access resources and support.

Cawely et.al (2002) found that special education teachers working in inclusive situations reported having a greater breadth of knowledge of the general education system, and a greater overall enjoyment of teaching. According to Cook, Semmel and Gerber (1999) and Fenick and Liddy (2011), suggested some concerns special education teachers indicated concerns about job security. They also feared that the inclusive classroom would place them in a subordinate position to the regular education teacher. In the inclusion process, administrators need to create a collaborative culture in the school assistant and assistant teachers to develop skills required for collaborative service delivery. Positive attitude of key personnel were seen as critical prerequisites for successful inclusion. According to Pace (2003), if a supervisor does not accept or is uncomfortable with a concept, such as inclusion in all likelihood this will be communicated to the student teacher. Supervisor either implicitly by not reinforcing strategies that promote inclusion or explicitly, in conversations about learning, will make their feelings known. Obviously, this can become a major barrier to educational change. Sandhill and Singh (2005), many academics in the field of inclusive education point to teacher education and school leadership as essential for the implementation of inclusive education in the classroom.

METHODOLOGY

CHAPTER 3

METHODOLOGY

In the formulation of a research design the selection of an appropriate research methodology is an important step. Research method may be understood as those methods or techniques that are used for the conduction of research (Kothari, 2011).The methodology adopted for the present study entitled “Knowledge and Attitude of School Administrators on Inclusive Education in Schools of Ernakulam District of Kerala” is given under the following subheadings.

- 3.1 Selection of Area
- 3.2 Selection of Sample
- 3.3 Selection of Tool
- 3.4 Collection of Data

3.1 Selection of Area

The area selected for the present study was Ernakulam district. Ernakulam is a metropolitan city with a number of schools, which include government, private and aided schools. Studies and common observation have revealed that there has been a rise in the number of children who having mild and moderate special needs who would bloom to their maximum if given an opportunity to mingle with their normal peers. Many schools in Ernakulam district allow mainstreaming but there is a doubt in the extent and nature of inclusion. Reports have revealed that such children with special needs though are portrayed to be in the mainstream tend to be segregated into special classes inside the school thereby functioning as inclusive only on a

name sake basis. So this area was selected for the study in order to understand and ascertain the level of knowledge and attitude of the principals and teachers on the phenomenon on inclusive education.

3.2 Selection of Sample

The sample chosen for the present study comprised of 80 personnel (60 school teachers and 20 principals). The investigator made a list of the schools coming under Cochin cooperation of Ernakulam district which came up to 132. Out of that there were 34 government schools, 67 government aided schools, and 31 private schools. Two schools were selected randomly from each of the above categories and from them the required number of principals and teachers were selected. Principals were selected from lower primary, upper primary, high school and higher secondary grades thus totalling up to 20. Teachers were also selected similarly counting up to 60.

3.3 Selection of Tool

The investigation required study of two aspects namely the knowledge and attitude of principals toward inclusive education and the attitude of school teachers on the same. Thereby the investigator designed a checklist to study the attitude of school teachers towards inclusive education (vide Appendix I). The checklist was graded and scored on a four point scale ranging with item from strongly disagree, disagree, agree, and strongly agree. The scores attributed were 1, 2, 3, and 4 respectively. In order to study the knowledge and attitude of principals towards inclusion, the investigator adopted a tool formulated by Gerald, 2008 (vide Appendix II). The items were scored under two aspects namely agree and disagree and were attributed 2 and 1 scores respectively.

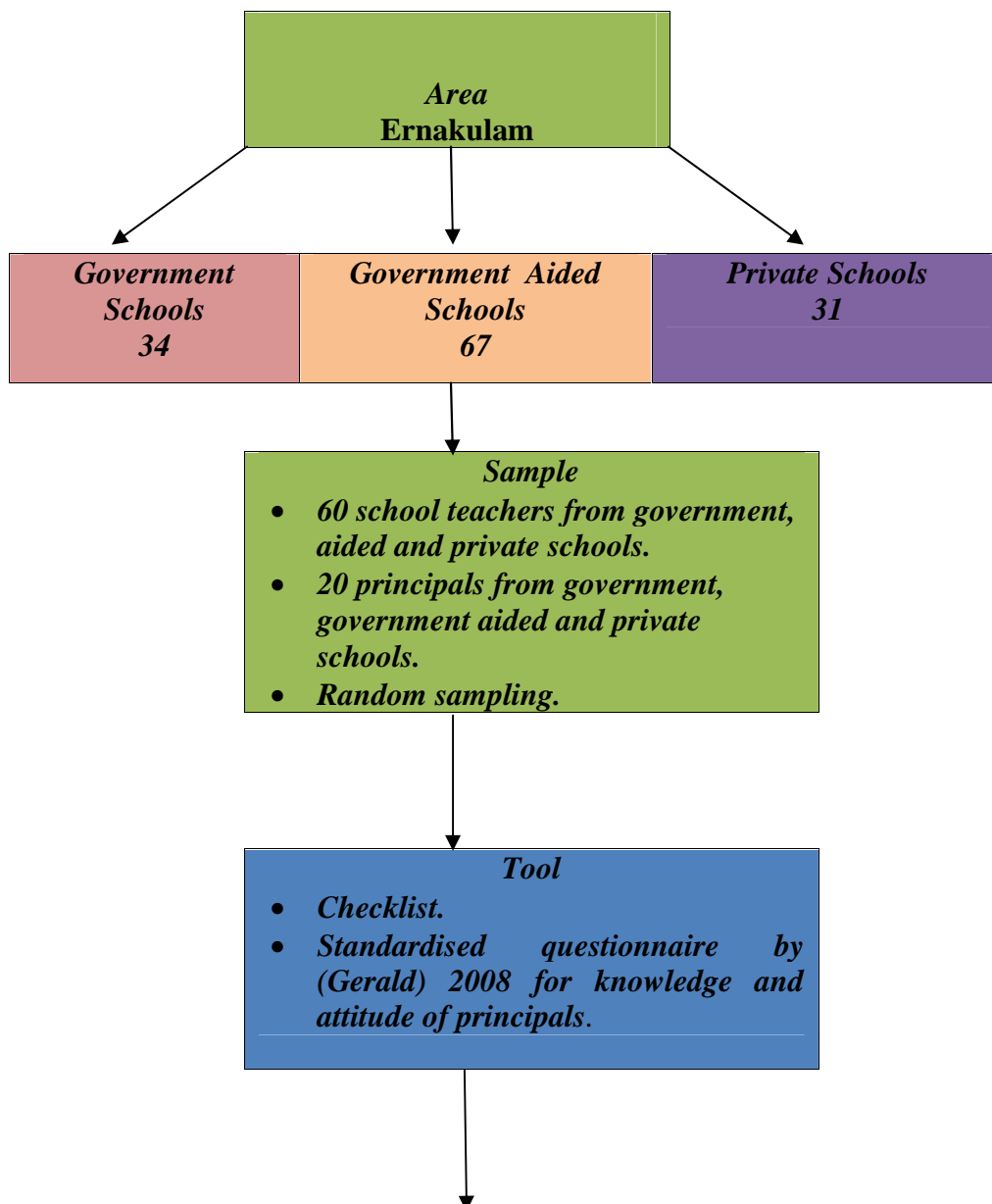
3.4 Collection of Data

The study was conducted in two phases namely (i) preparation of the tools and (ii) data collection. The investigator first visited the schools chosen randomly namely, HSS for Girls, Ernakulam, SRV Govt.Model HSS&VHSS Ernakulam, St.Teresa's Convent HSS Ernakulam,

St. Albert's HSS Ernakulam, A.C.S EMHSS Kaloor, and St. Joachim's HSS Kaloor Schools and then explained the purpose of the study and requested them to share their details regarding their knowledge and attitude on inclusion. The investigator personally distributed the checklist and gave the necessary instructions to them for filling it up. They were given two week time to go through it and render their responses. The investigator then collected back the filled in tools ensuring that all the pertinent details were filled in.

3.5 Analysis of Data

The data obtained was compiled and analysed statistically with the help of Two Factor ANOVA techniques for drawing inferences. The results are also discussed in terms of percentages.



Analysis of Data

- *Two Factor ANOVAs.*
- *Percentage analysis.*

Figure 1

RESEARCH DESIGN

RESULT AND DISCUSSION

CHAPTER 4

RESULTS AND DISCUSSION

The results of the study titled “Knowledge and Attitude of School Administrators on Inclusive Education in Schools of Ernakulam District of Kerala” conducted using a sample of 20 school principals and 60 school teachers selected from different government, government aided and private schools of Ernakulam district is given under the following subheads:

- 4.1 Demographic Characteristics of the Selected Teachers and Principals.
- 4.2 Principals’ Knowledge Regarding Inclusive Education and the Needs of Children with Special Educational Needs.
- 4.3 Attitude of Selected Principals’ towards Children with Special Educational Needs and Inclusion.
- 4.4 ANOVA of Teachers’ Attitude towards Inclusive Education – Government, Private and Aided Schools.

4.1 Demographic Characteristics of the Selected Teachers and Principals

The following table provides details of the selected teachers.

Table 1
Demographic Characteristics of the Selected Teachers

Sl.No	Aspects	Responses of Selected Teachers	
		N=60	%
1	Gender		
	• Male	15	25
	• Female	45	75
2	Age		
	• <36	13	22
	• 36-45	16	27
	• >45	31	51
3	Academic Background		
	• Bachelor's Degree	6	10
	• Master's Degree+ B.Ed	54	90
4	Current Teaching Level		
	• Middle	10	17
	• High School	50	83
5	Years of Teaching		
	• 3-10 year	45	75
	• 10-20 year	13	22
	• 20-30 year	2	3

Half of the selected teachers (51%) were aged above 45 years and majority (90%) had a Master's degree. As regards the current teaching level, around 83 percent were teaching at the high school level. Regarding the number of years of teaching, 75 percent had 3-10 years of experience, while 22 percent had 10-20 years. Only three percent had 20-30 years of experience.

Table 2
Demographic Characteristics of the Selected School Principals

Sl. No	Particulars	Responses of Selected Principals	
		N= 20	%
1	Gender		
	• Male	8	40
	• Female	12	60
2	Teaching experience(in years)		
	• 5-9	2	10
	• 10-14	8	40
	• 15-19	10	50

The above table shows that 60 percent of the selected principals were women and the rest 40 percent were men. As regards the teaching experience, half of them (50%) had 15-19 years of experience, 40 percent had 10-14 years and 10 percent had an experience of 5-9 years. This shows that the selected principals were quite experienced in their profession.

4.2 Principals Knowledge Regarding Inclusive Education and the Needs of Children with Special Educational Needs

The following table portrays the knowledge of the selected principals regarding inclusive education and the needs of children with special educational needs.

Table 3**Knowledge of Selected Principals on Inclusive Education.**

Statements	Response of Principals knowledge towards Inclusive Education (N=20)	
	Agree (%)	Disagree (%)
Inclusion of children with special needs in the regular classroom can be done by <ul style="list-style-type: none"> • adjusting their classroom to facilitate a stimulating learning environment. 	60	40
<ul style="list-style-type: none"> • adjusting their teaching to facilitate a creative learning environment. 	75	25
<ul style="list-style-type: none"> • acknowledging the different needs of all children irrespective of their age. 	55	45
<ul style="list-style-type: none"> • acknowledging the different needs of all children irrespective of their language. 	65	35
<ul style="list-style-type: none"> • acknowledging the different needs of all children irrespective of their disability. 	90	10
<ul style="list-style-type: none"> • collaborating with professional service providers. 	70	30
<ul style="list-style-type: none"> • involving parents in the decision making process concerning how to handle their children. 	85	15
<ul style="list-style-type: none"> • By recommending that the child be transferred to a special school. 	65	35

The above table shows that the selected principals were quite aware of the varied aspects of inclusive education and the needs of children with special needs. Principals (60%) agreed to the statement that classrooms have to be adjusted in such a way that it facilitates a stimulating learning environment while 40 percent felt that there was no need for it. Three fourth of the selected principals agreed that teachers have a major role in the phenomenon of inclusion and they felt it mandatory that they should adjust and modify their teaching to facilitate a creative learning environment. A little more than half of the selected principals (55%) and 65 percent agreed that inclusion can be done by acknowledging the different needs of all children irrespective of their age and language. It was interesting and heart warming to note that majority (90%) felt that inclusion can solely be provided by acknowledging the different needs of all children irrespective of their disability. It was also soothing to find that 70 percent and 85 percent of the principals agreed to the need for collaboration with professional service care providers and involvement of parents in the process of making decisions about the methods of handling each child. This also portrays the genuine interest these principals had towards the concepts of inclusion.

The following table portrays details regarding the level of knowledge of principals on the needs of children with special needs.

Table 4**Knowledge of Selected Principals on Children with Special Needs**

Statements	Response of Principals knowledge towards Inclusive Education (N=20)	
	Agree (%)	Disagree (%)
• The intellectual abilities of a child with a special educational need always differ from those of a normal child.	25	75
• A child with a special educational need always experiences difficulty in adapting to his /her social environment.	70	30
• A child with special educational need never gives appropriate answers when questions are asked.	65	35
• The attentiveness of a child with a special educational need is always weaker than that of a normal child.	50	50
• A child with a special educational need always has a poor reading abilities.	80	20
• A child with a special educational need can never function independently within classroom.	65	35
• A child with a special educational need always needs additional assistance from the teacher.	90	10
• The academic progress of a child with a special educational need is always weaker compared to a normal child of the same age.	40	60

The table shows that three fourth of the selected principals (75%) felt that there was always a disparity in the intellectual abilities of children with special needs when compared to their normal peers. Similarly 70 percent also knew that children with special educational needs would also have difficulty in adapting to their social environment. Statements such as response of children with special education needs to questions would never be appropriate and their level of attention would always be weaker than that of normal children were also answered in the affirmative by 65 and 50 percent of the principals respectively. Reading abilities were marked low by 80 percent and 90 percent were very strong in their opinion that these children who had special educational needs always needed special attention from the teacher. However it was soothing to note that 60 percent of the selected principals did not agree that the academic progress of children with special education needs would always be weaker than their normal peers. This shows that they strongly agreed that these children were also capable of performing well if given the right assistance, intervention and inclusion with the normal peers.

4.3 Attitude of Selected Principals' towards Children with Special Educational Needs and Inclusion

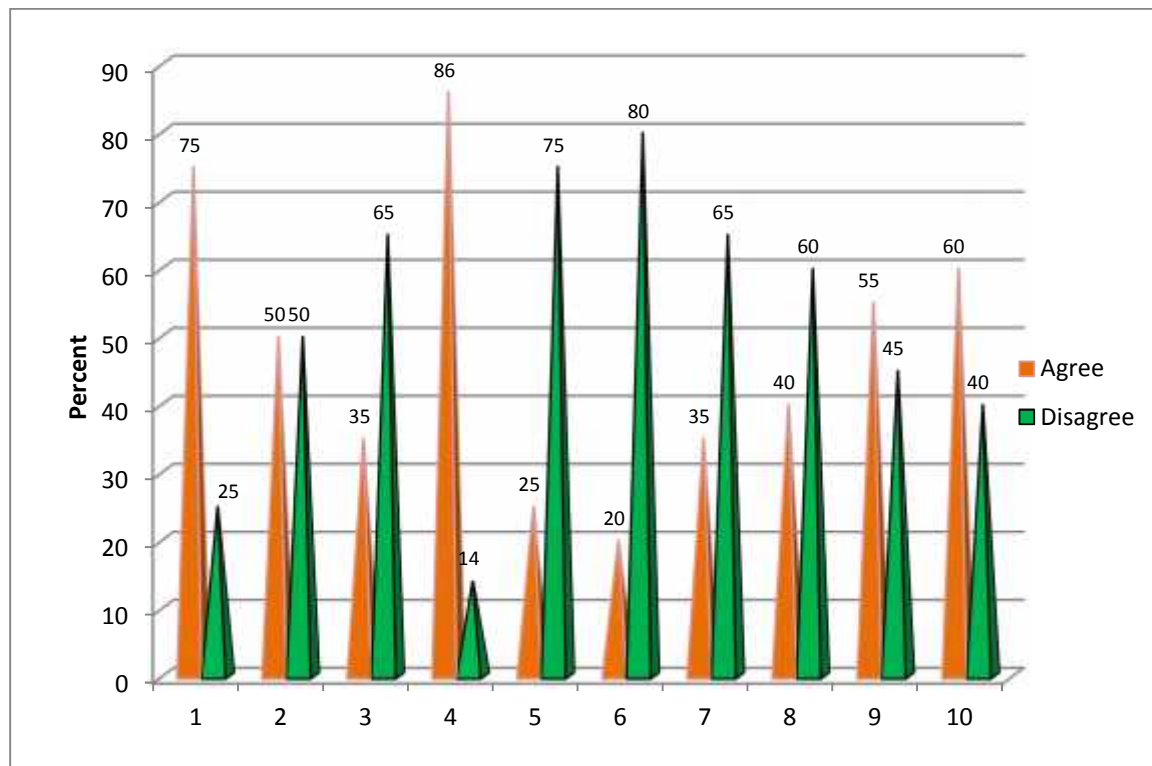
Tables 5, 6 and 7 and Figures 2, 3 and 4 represent the attitude of principals towards special education needs and inclusion.

Table 5**Attitude of Principals towards Special Education Needs and Inclusion**

Statements	Response of Principal's attitude towards inclusive education (N=20)	
	Agree	Disagree
<ul style="list-style-type: none"> • The inclusion of children with special educational needs into a child with special educational need can receive a better quality of education at a regular school than at a special school. 	75	25
<ul style="list-style-type: none"> • A child with special educational needs can receive a better quality of education at a regular school than at a special school. 	50	50
<ul style="list-style-type: none"> • Most children with special educational needs would not cope academically in a regular school. 	35	65
<ul style="list-style-type: none"> • Separate education for children with special educational needs has been effective and should not be changed. 	86	14
<ul style="list-style-type: none"> • Children with special educational needs should be given every opportunity to function in a regular class, where possible. 	25	75
<ul style="list-style-type: none"> • The regular class can be the least restrictive environment for the child with special educational needs 	20	80
<ul style="list-style-type: none"> • The inclusion of children with special educational needs into regular schools is not very practical. 	36	65
<ul style="list-style-type: none"> • Inclusion is likely to foster greater understanding an acceptance of differences between the learners. 	40	60
<ul style="list-style-type: none"> • Special schools for the children with special educational needs are the most appropriate places for them to be educated. 	55	45
<ul style="list-style-type: none"> • Children with special educational needs who are included in regular schools have a greater ability to function there than those who attend special schools. 	60	40

It was disheartening to note that three fourth of the selected principals were not favourable with the idea of inclusion as they felt that inclusion of children with special

educational needs into regular classes will lead to lowering of the present standard existing in schools and only 50 percent were of the view that a child with special educational needs would receive a better quality of education at regular school than that of a special school. However 65 percent expressed that most children with special educational needs would be able to cope up academically in a regular school. Adding to their apprehension towards inclusion, 86 percent conveyed that the separate education system functioning currently is quite effective and that there is no need for any change in it and 75 percent prompted that such children could not be given every/equal opportunity to function in a regular class as they felt that it is not a very practical suggestion as applauded by 65 percent others. Only forty percent agreed that the inclusion system would help in fostering greater understanding and acceptance of differences between the learners. More than half were conservative in the sense that they stuck on to the concept that special schools were the most appropriate places for the children with special educational needs. However there seemed to be a positive note towards the whole idea as 60 percent denoted that inclusion would be beneficial as there is a chance for such children to improve their ability to function in a better way than their counterparts who are located in a special school set up.



1. The inclusion of children with special educational needs into a child with special educational need can receive a better quality of education at a regular school than at a special school.
2. A child with special educational needs can receive a better quality of education at a regular school than at a special school.
3. Most children with special educational needs would not cope academically in a regular school.
4. Separate education for children with special educational needs has been effective and should not be changed.
5. Children with special educational needs should be given every opportunity to function in a regular class, where possible.
6. The regular class can be the least restrictive environment for the child with special educational needs
7. The inclusion of children with special educational needs into regular schools is not very practical.
8. Inclusion is likely to foster greater understanding an acceptance of differences between the learners.
9. Special schools for the children with special educational needs are the most appropriate places for them to be educated.
10. Children with special educational needs who are included in regular schools have a greater ability to function there than those who attend special schools.

Figure 2

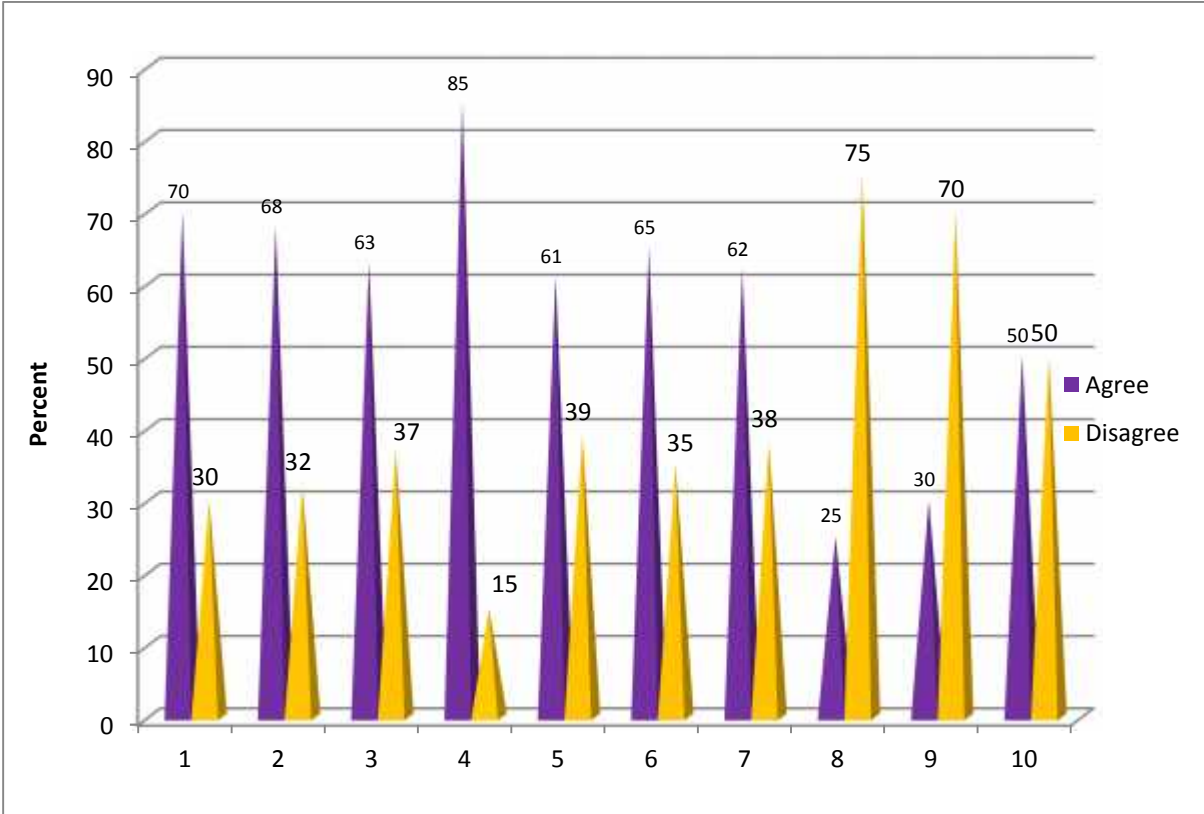
Attitude of Principals' towards Special Education Needs and Inclusion

Table 6

Attitude of Principals towards Special Education Needs and Inclusion

Statements	Response of Principal's attitude towards inclusive education (N=20)	
	Agree	Disagree
<ul style="list-style-type: none">• Inclusion is likely to have a negative effect on the emotional development of a child with special educational needs.	40	60
<ul style="list-style-type: none">• Children with special educational needs are likely to be isolated by their peers in regular schools.	68	32
<ul style="list-style-type: none">• Included children with special educational needs in regular schools are likely to experience stigma attached to their disability than those who are educated with other peers in special school.	63	37
<ul style="list-style-type: none">• Regular contact with a child with a special educational need is potentially handful for children without special educational need.	85	15
<ul style="list-style-type: none">• Feel frustrated because I don't know how to help a child with a special educational need.	61	31
<ul style="list-style-type: none">• Feel uninformed towards a child with a special educational need.	65	35
Feel uncomfortable in the presence of a child with a special educational need.	62	38
<ul style="list-style-type: none">• Tend to ignore a child with a special educational need.	25	75

<ul style="list-style-type: none"> Interaction with normal children is likely to enable the child with a special educational need to develop a better self-image. 	30	70
<ul style="list-style-type: none"> Children in regular classes are likely to develop a greater degree of acceptance of others with special needs through contact with them. 	50	50



- Inclusion is likely to have a negative effect on the emotional development of a child with special educational needs.
- Children with special educational needs are likely to be isolated by their peers in regular schools.
- Included children with special educational needs in regular schools are likely to experience stigma attached to their disability than those who are educated with other peers in special school.
- Regular contact with a child with a special educational need is potentially handful for children without special educational need.
- Feel frustrated because I don't know how to help a child with a special educational need.
- Feel uninformed towards a child with a special educational need.
- Feel uncomfortable in the presence of a child with a special educational need.
- Tend to ignore a child with a special educational need.
- Interaction with normal children is likely to enable the child with a special educational need to develop a better self-image.
- Children in regular classes are likely to develop a greater degree of acceptance of others with special needs through contact with them.

Figure 3

Attitude of Principals' towards Special Education Needs and Inclusion

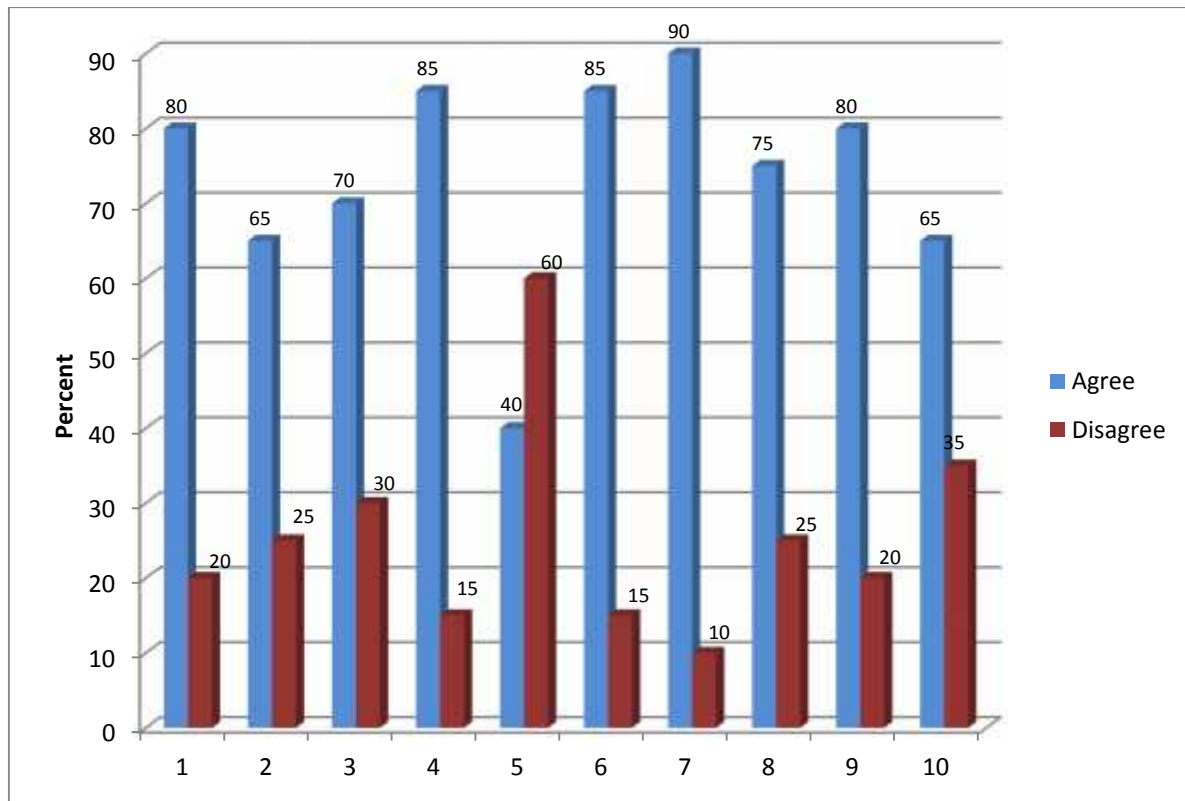
Table 4b in parlance with the previous table adds on to the attitude of the selected principals towards inclusion. It was totally disastrous to note that majority of the selected principals did not have a favourable attitude towards the concept of inclusion due to myths such as inclusion may result in a negative effect on the emotional development of a child with special needs (70%) as, such children tend to be isolated by the normal peers (68%) and there is a likelihood of such children in the inclusive set up to experience more stigma owing to their disability than those in the special schools (63%). It was really painful to note that the selected principals who inspite of being so learned and experienced were very inferior in their mindsets as 85 percent agreed to the aspect that regular contact with a child with a special education need is potentially harmful for their normal peers. Sixty five percent reported that they were not favouring the concept of inclusion because they were unaware of the ways, means and approaches of dealing with a child having special education needs and 61 percent even expressed that this helplessness left them totally frustrated and made them feel uncomfortable in the presence of such children (62%). However there was some light of their conscience towards humanity considerations as 75 percent reported that they never ignored such children. The concept of inclusion still remained bleak as only 30 percent could accept that interaction with normal children could promote the formation of a better self image in those children and the like concepts.

Table 7

Attitude of Principals towards Special Education Needs and Inclusion

Statements	Response of Principal's attitude towards inclusive education (N=20)	
	Agree	Disagree
<ul style="list-style-type: none">• The challenge of being in a regular classroom is likely to promote the academic growth of the child with a special educational need.	80	20
<ul style="list-style-type: none">• The adjustments made by teachers to accommodate children with special educational needs are likely to benefit most normal learners in class.	65	25
<ul style="list-style-type: none">• Children with special educational needs require additional individual attention that would be to the demerit of the other learners.	70	30
<ul style="list-style-type: none">• It would be more difficult to maintain order in a regular class that includes a child with a special educational need.	85	15
<ul style="list-style-type: none">• The behaviour of children with special educational needs is likely to set a bad example for the rest of the class.	14	16
<ul style="list-style-type: none">• A child with special educational need's classroom behaviour requires more patience than a normal child.	85	15
<ul style="list-style-type: none">• Regular school teachers should not be expected to teach	90	10

children with special educational needs.		
<ul style="list-style-type: none"> Having a child with a special educational need in my school would require too much effort. 	75	25
<ul style="list-style-type: none"> Regular teachers have the basic techniques to teach any children, including children with special educational needs. 	80	20
<ul style="list-style-type: none"> Willing to allow a professional person in my school in order to support the inclusion of a child with special educational need. 	65	35



1. The challenge of being in a regular classroom is likely to promote the academic growth of the child with a special educational need.
2. The adjustments made by teachers to accommodate children with special educational needs are likely to benefit most normal learners in class.
3. Children with special educational needs require additional individual attention that would be to the demerit of the other learners.
4. It would be more difficult to maintain order in a regular class that includes a child with a special educational need.
5. The behaviour of children with special educational needs is likely to set a bad example for the rest of the class.
6. A child with special educational need's classroom behaviour requires more patience than a normal child.
7. Regular school teachers should not be expected to teach children with special educational needs.
8. Having a child with a special educational need in my school would require too much effort.
9. Regular teachers have the basic techniques to teach any children, including children with special educational needs.
10. Willing to allow a professional person in my school in order to support the inclusion of a child with special educational need.

Figure 4

Attitude of Principals' towards Special Education Needs and Inclusion

The above table and figure further portrays and strengthens the negative attitude of the selected principals towards inclusion. Seventy percent opined that such children would require more individual attention which in a way would demerit the other learners as there is a chance for the teachers to neglect the normal ones. Experience of difficulty in maintaining order in the classroom and additional burden and effort to maintain the classroom and additional burden and effort to maintain the school were the apprehensions expressed by 85 percent and 75 percent respectively. It was painstaking to find that 90 percent of the principals were not willing to let the regular teachers to teach the children with special needs. Eighty percent principals were confident that the regular teachers possessed the skills to teach any child including those with special needs though they were not particular in letting them use those skills. However, it was heart warming to note that 65 percent were willing to provide professional support by appointing special educators with whom the teachers could work collaboratively to make inclusive education possible in the long run.

4.4 ANOVA of Teachers' Attitude towards Inclusive Education – Government, Private and Aided Schools

The data collected for the study was compiled and analysed statistically with the help of Two Factor ANOVA Technique for drawing inferences. For framing the ANOVA table, the qualitative expressions were converted to scores as follows:

Expressions	Score
--------------------	--------------

Strongly Disagree	1
Disagree	2
Agree	3
Strongly Agree	4

Wherever the treatment effects in the ANOVA were found to be significant, Least Significant Difference (LSD) at 5% level was calculated to separate the most significant treatment. Results of the analysis of the data are presented below.

Table 8

ANOVA of Teachers' attitude towards Inclusive Education - Government Schools

Source	SS	df	ms	F	P- Value
Total	933151.8875	79			
Bet. Teachers	35239.1375	19	1854.6914	0.595	P>0.05
Bet. Ratings	720306.7375	3	240102.2458	77.05	P>0.001
Error	177606.0125	57	3115.8950		

Between teachers the difference in ratings is not significant ($p>0.05$). But with the Degree of ratings the difference is highly significant ($p<0.001$). Using LSD, it was found that significantly higher number of teachers ratings to the various points listed in the questionnaire confined to "Agreeing" ($p<0.001$).

Table 9

ANOVA of Teachers' Attitude towards Inclusive Education - Private School

Source	SS	df	ms	F	P- Value
Total	807545.9500	79			
Bet. Teachers	54845.4500	19	1891.224	0.623	P>0.05
Bet. Ratings	579689.0500	3	193229.6883	63.661	P<0.001
Error	173011.4500	57	3035.2886		

There is no significant difference between teachers in their opinions ($p>0.05$). But, between ratings the difference is significant ($p<0.001$). Significantly higher number of teachers opted for “Agreeing” compared to others ($p<0.001$).

Table 10
ANOVAs of Teachers’ Attitude towards Inclusive Education - Aided School

Source	SS	df	ms	F	P - value
Total	772973.9895	79			
Bet. Teachers	36297.2375	19	1910.3809	0.869	$P>0.05$
Bet. Ratings	610929.0375	3	203643.0125	92.309	$P<0.001$
Error	125747.7125	57	2206.1002		

Significantly higher number of teachers have opted for “Agreeing” of the various points listed in the questionnaire ($p<0.001$). Between teachers the difference is not significant ($p>0.05$).

Table 11
**ANOVA of Teachers’ Ratings in Government, Private and Aided Schools –
A Comparison**

Source	SS	df	ms	F	P- value
Total	93886.9300	11			
Type of schools	865.1338	2	432.5669	2.326	$P>0.05$
Bet. Ratings	91.938.6983	3	30646.2328	169.770	$P<0.001$
Error	1083.0977	6	180.5163		

Between type of schools, there is no significant difference in the teachers’ ratings ($p>0.05$). But between ratings of the points listed in the questionnaire there is significant difference ($p<0.001$). All the three types of schools in the study are consistent with respect to the rating “Agreeing”.

Percentage analysis of the attitude of teachers towards inclusive education revealed that majority of the teachers had a favourable attitude towards inclusive education. Sixty percent of the teachers had a very strong belief that their educational background was very good in that, it has helped and prepared them mentally and academically for teaching students with cognitive delays and deficits, those with deficits in daily living skills, those with special needs and children

with behavioural difficulties. The willingness on the part of the teachers to promote inclusive education was represented by 41 percent who revealed that they were interested in getting trained further to teach students with IEP, work collaboratively with special educators (40%) etc. Thirty four percent revealed that their administrators were also supportive as they encouraged them to attend conferences/workshops on teaching students with special needs. It was interesting to note that 60 percent were totally against educating children who had a two year delay in special schools as they could very well be integrated into the mainstream. Seventy two percent had confidence in mainstreaming students who had aggressive behaviour in a regular classroom itself. However, 45 percent were not satisfied with the materials and infrastructure currently available in the school as they felt it was insufficient to deal with the special children in the existing set up as they require modifications both in the physical and teaching strategies.

SUMMARY AND CONCLUSION

CHAPTER 5
SUMMARY AND CONCLUSION

The study titled “Knowledge and Attitude of School Administrators on Inclusive Education in Schools of Ernakulam District of Kerala” was conducted using a sample of 20 school principals and 60 school teachers selected from different government, government aided and private schools of Ernakulam district. The study involved two tools namely a questionnaire and a checklist out of which one was self designed and the other was adapted from an unpublished study. The findings that emerged from the study is given below:

- Half of the selected teachers (51%) were aged above 45 years and majority (90%) had a Master’s degree.
- Around 83 percent of the selected teachers were teaching at the high school level.
- Seventy five percent of the selected had 3-10 years of experience, while 22 percent had 10-20 years. Only three percent had 20-30 years of experience.
- Sixty percent of the selected principals were women and the rest 40 percent were men and out of them 50 percent had 15-19 years of experience, 40 percent had 10-14 years and 10 percent had an experience of 5-9 years.
- Principals (60%) agreed to the statement that classrooms have to be adjusted in such a way that it facilitates a stimulating learning environment while 40 percent felt that there was no need for it.
- Three fourth of the selected principals agreed that teachers have a major role in the phenomenon of inclusion and they felt it mandatory that they should adjust and modify their teaching to facilitate a creative learning environment.
- Fifty five percent and 65 percent of the selected principals agreed that inclusion can be done by acknowledging the different needs of all children irrespective of their age and language.
- Majority of the selected principals (90%) felt that inclusion can solely be provided by acknowledging the different needs of all children irrespective of their disability
- Seventy percent of the principals agreed to the need for collaboration with professional service care providers and involvement of parents in the process of making decisions about the methods of handling each child.

- Three fourth of the selected principals (75%) felt that there was always a disparity in the intellectual abilities of children with special needs when compared to their normal peers.
- Reading abilities were marked low by 80 percent and 90 percent were very strong in their opinion that these children who had special educational needs always needed special attention from the teacher.
- Sixty percent of the selected principals did not agree that the academic progress of children with special education needs would always be weaker than their normal peers.
- Three fourth of the selected principals were not favourable with the idea of inclusion as they felt that inclusion of children with special educational needs into regular classes will lead to lowering of the present standard existing in schools.
- Fifty percent were of the view that a child with special educational needs would receive a better quality of education at regular school than that of a special school.
- Sixty five percent principals expressed that most children with special educational needs would be able to cope up academically in a regular school.
- Eighty six percent principals conveyed that the separate education system functioning currently is quite effective and that there is no need for any changes in it and 75 percent prompted that such children could not be given every/equal opportunity to function in a regular class
- Sixty percent denoted that inclusion would be beneficial as there is a chance for such children to improve their ability to function in a better way than their counterparts who are located in a special school set up.
- Seventy five percent reported that they never ignored such children. The concept of inclusion still remained bleak as only 30 percent could accept that interaction with normal children could promote the formation of a better self image in those children and the like concepts.
- Seventy percent teachers opined that such children would require more individual attention which in a way would demerit the other learners as there is a chance for the teachers to neglect the normal ones.
- Experience of difficulty in maintaining order in the classroom and additional burden and effort to maintain the classroom and additional burden and effort to maintain the school were the apprehensions expressed by 85 percent and 75 percent respectively. Ninety

percent of the principals were not willing to let the regular teachers to teach the children with special needs.

- Eighty percent principals were confident that the regular teachers possessed the skills to teach any child including those with special needs though they were not particular in letting them use those skills.
- Sixty five percent principals were willing to provide professional support by appointing special educators with whom the teachers could work collaboratively to make inclusive education possible in the long run.
- Between teachers the difference in ratings is not significant ($p>0.05$). But with the Degree of ratings the difference is highly significant ($p<0.001$). Using LSD, it was found that significantly higher number of teachers ratings to the various points listed in the questionnaire confined to “Agreeing” ($p<0.001$).
- There is no significant difference between teachers in their opinions ($p>0.05$). But, between ratings the difference is significant ($p<0.001$). Significantly higher number of teachers opted for “Agreeing” compared to others ($p<0.001$).
- Between teachers the difference is not significant ($p>0.05$). Between type of schools, there is no significant difference in the teachers’ ratings ($p>0.05$). But between ratings of the points listed in the questionnaire there is significant difference ($p<0.001$).
- Sixty percent of the teachers had a very strong belief that their educational background was very good in that it has helped and prepared them mentally and academically for teaching students with cognitive delays and deficits, those with deficits in daily living skills, those with special needs and children with behavioural difficulties.
- The willingness on the part of the teachers to promote inclusive education was represented by 41 percent who revealed that they were interested in getting trained further to teach students with IEP, work collaboratively with special educators (40%) etc.
- Thirty four percent revealed that their administrators were also supportive as they encouraged them to attend conferences/workshops on teaching students with special needs.
- Sixty percent teachers were totally against educating children who had a two year delay in special schools as they could very well be integrated into the mainstream.

- Seventy two percent had confidence in mainstreaming students who had aggressive behaviour in a regular classroom itself.
- Forty five percent were not satisfied with the materials and infrastructure currently available in the school.

Conclusion

This study which focussed on studying the knowledge and attitude of the selected principals and school teachers on inclusive education and children with special education needs and comparing the attitude of the selected teachers on the same aspects found that teachers from all types of schools had a favourable attitude and were quite supportive of the concept of inclusion. They were quite confident that they could deal with the special children in the normal school pattern as their education and qualification had equipped them in dealing with all types of children. They expressed their urge however for the need to strengthen the facilities and infrastructure to suit the needs of the special children so that they too can get benefitted by being with their normal peers. However it was dissatisfying to note that the selected principals were not that contented with the concept of inclusion as they had their own fears of administration and the reputation and the overall excellence of the school.

Recommendation for Further Research

- Attempts must be made by the Government authorities and policy makers to convince the principals of the schools to develop a favourable attitude by conducting workshops/conferences on the need for inclusion and the benefits that will be accrued of it. So further studies can be taken up on conduct of awareness programmes for the authorities of the schools

Limitations of the Study

- The study may be conducted on a large sample to improve the authenticity of the responses.
- Questionnaire may be modified to a simplified version.

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APPENDICES

APPENDIX I

CHECKLIST TO STUDY TEACHERS ATTITUDE TOWARD INCLUSIVE EDUCATION

I. Demographic Information :

1. Gender : (please circle)
(i) Male (ii.) Female
2. Your age range : (Please circle)
(i) Below 36 (ii) 36-45 (iii) 45+
3. Your educational level : (Please circle)
(i) Bachelors (ii) Masters+ B.Ed
4. Current level of teaching : (please circle)
(i) Elementary (ii) Middle (iii) High school

II. Details Pertaining to attitude of teachers

Sl.No.	Items	SD	D	A	SA
1.	My educational background has prepared me to effectively teach students with cognitive delays and deficits in daily living skills				
2.	My educational background has prepared me to effectively teach students with behavioural difficulties.				
3.	My educational background has prepared me to teach students with special needs.				
4.	Regular education teachers should not be responsible for teaching children with special needs.				
5.	I like being the only teacher in the classroom.				
6.	I should only to be responsible for teaching students who are not identified as having special needs.				

7.	I am provided with sufficient materials in Order to be able to make appropriate accommodations for students with Special needs.				
8.	My educational background has prepared me to effectively teach students who are 2 or more years below level.				
9.	I am encouraged by my administrators to attend conferences/workshops on teaching students with special needs.				
10.	I can approach any administrators with concerns I hold regarding teaching students who have special needs.				
11.	I feel supported by my administrators when faced with challenges presented by students with behavioural difficulties in my classroom.				
12.	I feel supported by my administrators when faced with Challenges presented by students with learning difficulties.				
13.	I feel comfortable in approaching my colleagues for help when I teach students with special needs.				
14.	My colleagues will try to place all of their special needs students in my classroom if I start including students with an IEP in my regular classroom.				
15.	Special education teachers might lose their jobs if I teach children with an IEP.				
16.	I need more training in order to appropriately teach students an IEP for behavioural problem.				
17.	Both regular education teachers and special education teachers should teach students with				

	an IEP.				
18.	All students who have an IEP for any reason need to receive their education in a special education classroom.				
19.	I am provided with sufficient in service training through my school district which allows me the ability to teach students with an IEP.				
20.	Special education teachers should teach students who hold an IEP.				
21.	Collaborative teaching of children with special needs can be effective particularly when students with an IEP are placed in a regular classroom.				
22.	All efforts should be made to educate students who have an IEP in the regular education classroom.				
23.	I welcome collaborative teaching when I have a student with an IEP in my classroom				
24.	I feel comfortable in working collaboratively with special education teachers when students with an IEP are in my classroom.				
25.	I am encouraged by my administrators to attend conferences/workshops on teaching students with special needs.				
26.	Students who are 2 or more years below grade level should be in special education classes.				
27.	Students who are diagnosed as autistic need to be in special education classroom.				
28.	Students who are physically aggressive towards others can be maintained in regular education classroom.				

29.	Students who display speech and language difficulties should be in special education classes.				
30.	Students who are shy and withdrawn should be in regular classes				
31.	Students who are identified as depressed but do not display overt disruptive behaviour should be in regular education classes.				
32.	Students have difficulty expressing their thoughts verbally should be in regular classes.				
33.	Students who cannot move without the help from others should be in regular classes.				
34.	Students who cannot read standard print and need to use Braille should be in regular classes.				
35.	Students who have difficulty expressing their thoughts verbally should be in regular classes.				
36.	Students who need training in self-help skills and activities of daily living should be in regular classes.				
37.	Students who use sign language or communication boards should be in regular classes.				
38.	Students who cannot control their behaviour and disrupt activities should be in regular classes.				
39.	Students who cannot hear conversational speeches speech should be in regular classes.				
40.	Students who do not follow school rules for conduct should be in regular classes.				
41.	Students who are frequently absent from school should be in regular classes.				

SD - Strongly Disagree

D - Disagree

A - Agree

SA - Strongly Agree

APPENDIX II

PRINCIPALS' KNOWLEDGE AND ATTITUDE REGARDING INCLUSIVE EDUCATION

I. Demographic Information :

1. Gender : (i) Male (ii) Female
2. Teaching experience in years:
 - (i) 0-4
 - (ii) 5-9
 - (iii) 10-14
 - (iv) 15-19
 - (v) 20+

II. Details pertaining to knowledge of Principal's

Items	Agree	Disagree
• By adjusting their classroom to facilitate a stimulating learning environment.		
• By adjusting their teaching to facilitate a creative learning environment.		
• By acknowledging the different needs of all children irrespective of their age.		
• By acknowledging the different needs of all children irrespective of their language.		

• By acknowledging the different needs of all children irrespective of their disability.		
• By collaborating with professional service providers.		
• By involving parents in the decision making process concerning how to handle their children.		
• By recommending that the child be transferred to a special school.		
• The intellectual abilities of a child with a special educational need always differ from those of a normal child.		
• A child with a special educational need always experiences difficulty in adapting to his /her social environment.		
• A child with special educational need never gives appropriate answers when questions are asked.		
• The attentiveness of a child with a special educational need is always weaker than that of a normal child.		
• A child with a special educational need always has a poor reading abilities.		
• A child with a special educational need can never function independently within classroom.		
• A child with a special educational need always needs additional assistance from the teacher.		
• The academic progress of a child with a special educational need is always weaker compared to a normal child of the same age.		

III Details pertaining to attitude of Principals'

Items	Agree	Disagree
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<ul style="list-style-type: none"> • The inclusion of children with special educational needs into regular classes will lead to a lowering of present standards in the schools. 		
<ul style="list-style-type: none"> • A child with special educational need can receive a better quality of education at a regular school than at a special school. 		
<ul style="list-style-type: none"> • Most children with special educational needs would not cope academically in a regular school. 		
<ul style="list-style-type: none"> • Separate education for children with special educational needs has been effective and should not be changed. 		
<ul style="list-style-type: none"> • Children with special educational needs should be given every opportunity to function in a regular class, where possible. 		
<ul style="list-style-type: none"> • The regular class can be the least restrictive environment for the child with special educational needs. 		
<ul style="list-style-type: none"> • The inclusion of children with special educational needs into regular schools is not very practical. 		
<ul style="list-style-type: none"> • Inclusion is likely to foster greater understanding and • acceptance of differences between the learners . 		
<ul style="list-style-type: none"> • Special schools for the children with special educational needs are the most appropriate places for them to be educated. 		
<ul style="list-style-type: none"> • Children with special educational needs who are included in regular schools have a greater ability to function there than those who attend special schools. 		
<ul style="list-style-type: none"> • Inclusion is likely to have a negative effect on the emotional development of a child with special educational needs. 		
<ul style="list-style-type: none"> • Children with special educational needs are likely to be isolated by their peers in regular schools. 		

<ul style="list-style-type: none"> • Included children with special educational needs in regular schools are likely to experience stigma attached to their disability than those who are educated with other peers in special school. 		
<ul style="list-style-type: none"> • Regular contact with a child with a special educational need is potentially handful for children without special educational need. 		
<ul style="list-style-type: none"> • I feel frustrated because I don't know how to help a child with a special educational need. 		
<ul style="list-style-type: none"> • I feel uninformed towards a child with a special educational need. 		
<ul style="list-style-type: none"> • I feel uncomfortable in the presence of a child with a special educational need. 		
<ul style="list-style-type: none"> • I tend to ignore a child with a special educational need. 		
<ul style="list-style-type: none"> • Interaction with normal children is likely to enable the child with a special educational need to develop a better self-image. 		
<ul style="list-style-type: none"> • Children in regular classes are likely to develop a greater degree of acceptance of others with special needs through contact with them. 		
<ul style="list-style-type: none"> • The challenge of being in a regular classroom is likely to promote the academic growth of the child with a special educational need. 		
<ul style="list-style-type: none"> • The adjustments made by teachers to accommodate children with special educational needs are likely to benefit most normal learners in class. 		
<ul style="list-style-type: none"> • Children with special educational needs require additional individual attention that would be to the demerit of the other learners. 		
<ul style="list-style-type: none"> • It would be more difficult to maintain order in a regular 		

class that includes a child with a special educational need.		
<ul style="list-style-type: none"> • The behaviour of children with special educational needs is likely to set a bad example for the rest of the class. 		
<ul style="list-style-type: none"> • A child with special educational need's classroom behaviour requires more patience than a normal child. 		
<ul style="list-style-type: none"> • Regular school teachers should not be expected to teach children with special educational needs. 		
<ul style="list-style-type: none"> • Having a child with a special educational need in my school would require too much effort. 		
<ul style="list-style-type: none"> • Regular teachers have the basic techniques to teach any children, including children with special educational needs. 		
<ul style="list-style-type: none"> • I am willing to allow a professional person in my school in order to support the inclusion of a child with special educational need. 		