RESEARCH THESIS

TEACHERS' ATTITUDE TOWARDS INCLUSIVE EDUCATION AS PERCEIVED BY GENERAL AND SPECIAL TEACHERS IN PESHAWAR

By

Zubaida

DEPARTMENT OF EDUCATION CITY UNIVERSITY OF SCIENCE AND INFORMATION TECHNOLOGY PESHAWAR, PAKISTAN

DEC – 2018

Abstract

Teachers are the key persons for the implementation of inclusive education. Teacher's attitude has a considerable role in the successful implementation of any educational change. Teachers have different views and perceptions towards the implementation of inclusive education. The study aimed to find out the attitude of general and special education teachers towards inclusive education in Peshawar. The data needed on variables: Benefits of Integration (BI), Integrated Classroom Management (IC), Perceived Ability to Teach Students with Disabilities (PT) and Special versus Integrated General Education (SI) have been collected using Likert type questionnaire. A sample of 200 teachers 100 male and female from 26 general schools and 100 male and female teachers from 6 special education centers were selected by simple random sampling. The reliability tests have been carried out in each of the variables used. Reliability tests of all variables have been found in acceptable to good ranges. After getting the satisfactory results of all variables of interest, the researcher applied one sample t-test and independent sample t-test and the results were significant. It was concluded that all respondents had a positive attitude towards inclusive education and there was no difference in their attitudes towards inclusive education.

Key Words: Inclusive education, general education, special education, disabilities, attitude.

Declaration

I, hereby declare that the research thesis submitted to the Department of Education at the City University of Science and Information Technology by me is my own original work. I am aware of the fact that in case my work is found plagiarized or not genuine, City University has the full authority to cancel my research work and I am liable to penal action.

Zubaida

DEC, 2018

Dedication

To Almighty Allah who bestowed upon me opportunities, and gave me the strength to be

Benefited from these opportunities.

After that the "Friends of Paraplegics "Disabled People organization (DPO) was continuously support technically.

Acknowledgments

Table of Content

List of Tables

CHAPTER- I

INTRODUCTION

1.1. Inclusive education

Inclusion is an educational system in which general schools are enabled to deal and fulfill special needs of children with the help of increasing involvement of teaching-learning process and reducing exclusion from the general education system. The exclusion may aggravate the disability special needs children. It will have a bad effect on their development (Behlol, 2011). Inclusion is the concept of integrating special need students in general education classrooms and schools. Teaching should be according to their abilities rather than their disabilities. It is a teaching-learning process that supports the right of the same educational opportunities for all students regardless of their disabilities (Forlin, 2004).

A person with disabilities is one who is not able to perform in a profession because of his/her mental or physical illness. They may be visually or hearing impaired and physically disabled or mentally retarded. The data regarding persons with disabilities estimated by the government of Pakistan is not accurate because all types of special persons were not included in these calculations. There are differences in the definitions of 'disabilities' and nonconformity of the respondents who do not disclose disabilities of their children. Though a number of attempts made in Pakistan to reestablish the persons with disabilities but the outcomes of these attempts are not accurately investigated (Ahmed, Khan, & Nasem, 2011).

1.2 Classification of Disabilities:

1. Total blind (T.B)

2. Low vision (L.W)

3. Speech impaired (S.I)

4. Hearing impaired (H.I)

5. Orthopedic impaired (O.I)

6. Mental retardation (M.R)

7. Cerebral Palsy (C.P)

8. Multiple Disabilities (M.D)

9. Autism (ASD)

1.3   Problem Statement

All children must be educated in an inclusive environment. There are many barriers to providing equal opportunities for education. Lack of understanding and knowledge of inclusive education is a major cause of negative attitudes towards inclusive education. Besides this, there are many other barriers that include discriminatory, negative practices and attitudes.

This research has tried to address gaps in on identifying the attitude of teachers towards inclusive education. The attitude of the teacher is a very important factor that affects the success of inclusion in general schools. This assumption helps to plan to find out the strength of the teacher's attitude, in the context of varying factors that can impact the teachers' attitudes towards inclusion. More specifically, the main purpose of this research was achieved, by the following research objectives and research questions.

1.4   Objectives of the Study

The objectives of the study are as follow:

1.   To determine the attitudes of general education teachers towards inclusive education in Peshawar.
2.   To assess the attitudes of special education teachers towards inclusive education in Peshawar.
3.   To evaluate the difference of attitudes toward inclusive education between general and special education teachers.

1.5   Research Questions

The questions discussed in this study were:

1. Are the attitudes of general and special education teachers towards inclusive education positive?

2. Is there any difference in the attitudes of general and special education teachers towards inclusive education positive?

1.6   Hypothesis of the Study

H_1: Measures of teachers' attitude towards inclusive education as perceived by general teachers (ATIEPG) as well as that of teachers' attitude towards inclusive education as perceived by special teachers (ATIEPS) is positive.

H2: Measures of teachers' attitude towards inclusive education as perceived by general teachers (ATIEPG) as well as that of teachers' attitude towards inclusive education as perceived by special education teachers (ATIEPS) do not differ from each other.

1.7   Significance of the Study

The government of Pakistan needs to legislate on inclusive education as per its international obligations under the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). Appropriate legislation and clear policy regarding inclusive education are needed for successful inclusion. It is often argued that mainstreaming in Pakistan will be a great burden on the weak economy of the country. Whereas, the proponents maintain that the establishment of special schools is more expensive than to provide an inclusive environment for children with disabilities in regular schools. All the required facilities can be provided within a limited budget (UNESCO,2003).

There have been taken many initial steps to get in disabled children in education, there occurs a big obstacle in the way which is the lack of legislation, policy, and achievements and plans in the efforts to give Education to all children. The gaps in policy which are typically encountered encompass lack of economic and different targeted stimulants for disabled children to attend school – and a loss of social protection and aid offerings for disabled students and their Families (UNESCO,2003).

This study is significant as the results of this study will be used by the government, parents, society, school teachers, education planners and managers, and non- government organizations NGOs.

1.8   Limitations of the Study

This study was delimited to 26 general schools and 6 special education centers of Peshawar. The survey adopted for measurement of teacher perception has been used in Peshawar. But it is not appropriate to generalize the result for all educators, as there are many other factors that can affect teachers' perceptions according to the varying condition

CHAPTER-II

Review of literature

2.1 The History of Special Education in Pakistan

Special education started in Pakistan in the British rule in the Pak-Hindu subcontinent. A few schools were established in big cities of Pakistan. Students with disabilities were largely excluded from mainstream schools. These children were educated in isolated institutions. These two systems isolated children with disabilities in the community. The only source for integrated education was the religious institutions at that time. The national commission on education in 1959 was the first government ratification for the provision of education to the special need children. Religious institutions and non-government organizations NGOs were the main sources of education until the UN's Decade of the Disabled (1983-92). Thousands of Islamic institutions were established in the countries that were providing education to 15 lakh children. They were proving equal access to education for special needs children (Bureau of statistics, 1998).

2.2 Inclusive Education in Pakistan

According to Hussain (2012), the insufficient data on the occurrence of disability in Pakistan is a grave problem. There is no research done at the provincial and national level to measure the problem comprehensively. The available data indicates that 15 percent of the population of Pakistan is comprised of people with disabilities but most of them are ignored and are not given importance in developmental or planning projects of the country.

According to Waqar (2014), about 15% of the world population has disabilities of different nature. Out of these 93 million are children. In Pakistan, there is no proper census, approximately 5.035 million persons have different types of disabilities which are more than the population of New Zealand, Norway, Kuwait or Lebanon. The current annual growth rate of disabilities is 2.65% which is more than the (2.03%), the growth rate of the total population of Pakistan.

Most of the persons with disabilities are financially dependent on their family members, only 14% of persons with disabilities are on job. Approximately 14 lakh children having disabilities are in the age range of the children who should be enrolled in school, but they are not provided the opportunity to get an education. The United Nations Convention on

the Rights of Persons with Disabilities (UNCRPD) is ratified by the Government of Pakistan on 5th July 2011. The implementation of the United Nations Convention on the rights of persons with disabilities UNCRPD is obligatory for the Government of Pakistan. The Governments (Provincial and Federal) are required to implement Policies and Action plans especially the UNCRPD, the needs of persons with disabilities PWDs must also be integrated into Millennium Development Goals (MDGs) agendas.

Children with disabilities are divided into several specific groups such as rural girls, socially disadvantaged and at-risk children. They are mostly impeded from prevailing education and progress that have serious concerns for the national harmony and honor of the country (Government of Pakistan 2005). The present Education Policy 2009 has taken into consideration, on bringing children of diverse needs in the inclusive education system to advance national and social solidarity (Government of Pakistan, 2009).

A dozen primary and secondary schools situated in the area of the Federal Directorate of Education are practicing inclusion in the association of International Non-Government Organizations INGOs. (Behlol, 2011). In dissimilarity to the West, Pakistan pursues a disparate policy direction for disabled people. Profoundly being a religious country, Almighty Allah is trusted for all the laws, rights and meanings in life. Unlike, the idea of a society where individuals are 'equal before the law', There's pure 'equality of persons' before Almighty Allah (Miles, 2010). Provision of education services is a provincial responsibility, therefore identifying and educating people with disability differs especially between rural and urban areas. There are no community-based services for rehabilitation all over the country. These services are provided only by Non-Government Organization NGOs and International Non- Government Organization INGOs (JICA, 2002).

The international community has made commendable efforts to highlight the right across the globe. The Convention on the Rights of Persons with Disability (CRPD) and Persons with Disabilities (PWD) constraint to execute overall education in the educational institutions
(Thakur & Abbas, 2017). Different international mandates have enforced for change in national governments including India and Pakistan. The International Year of Disabled Persons (IYDP,1981), World Program of Action Concerning Disabled Persons (1983-1992) and the second Asian and Pacific Decade of Disabled Persons (2003-2012) brought the attention on disability issues (Singal, 2016).

According to The report of the Japan International Cooperation Agency (JICA 2002), There is no accurate data regarding persons with disabilities in Pakistan. There is no plan for

their rehabilitation. They are the most deprived people (JICA 2002). Negative social norm in Pakistan is the major problem faced by persons with disabilities. The negative attitude of the society makes worse the level of disabilities. The lives of a great number of persons with disabilities are ruined and their capacity to become a good person is lost because of the habit of people to look down on those persons who have a minor disability and considering such deficiency as their identity and major feature of their personality. There must be effective coordination between the government and community to bring positive change in the attitudes of people towards persons with disabilities. In this regard, an assertive and unending campaign on electronic and print media is needed (Ahmed et al., 2011).

In 2005, a national document called 'Islamabad Declaration on Inclusive Education' was signed.

It focused on the following:

1. Treated with respect.

2. Have equal access to all aspects of life.

3. Develop social potential and confidence.

National Education Policy 2009 also states a similar objective. " Access to education for girls and boys alike" (Thakur & Abbas, 2017).

It is considered that teachers are able to promote inclusion when they are given chance for this practice. The research recommends thoughtful struggles for the expansion of integrated practices in general schools (Pasha, 2012).

2.3   Perceptions and Attitudes

There are different perceptions and attitudes among various stakeholders in society. According to Hayat (1994), almost all special needs children were keen to be included in general schools as they were happy to be educated along with their normal peers. They thought inclusion would improve their educational achievement and eliminate stigma related to their disabilities

According to Noor, N., Kokar (2000), children with disabilities were pleased with the positive attitudes of administrators and teachers, their efforts to relieve their difficulties and with their equal participation in the teaching-learning process, Although they are faced with difficulties in transportation and movement in school.

Miles (1983) concluded that the community has a negative attitude towards children with disabilities. The reason for this negative attitude is irrational. Disability is recognized as a penalty or blows from God, and sometimes it is pondered the influence of the evil spirit.

2.4   Legislation and Policies

The Decade of the Disabled (1983-92), enhanced understanding about the rights of persons with disabilities. At that same time, General Zia-ul-Haq had also great concern about the welfare and provision of education to special needs children. The interest of the Pakistan government and the Decade of the Disabled persons caused the prompt formation of centers of special education in the country. In many small and big cities, 46 special education centers were founded in 1985. In the same year, The Directorate of Special education was founded. The management of institutions for special education was transferred from the Federal Ministry of education to the Ministry of Social Welfare and Health department (UNICEF, 2003).

A large number of institutions were recommended in this period for providing specialized assistance to the centers of special education administered by both federal and provincial governments and NGOs (Naz, S.2002).

2.5   National Policy for Rehabilitation of the Disabled (1986)

This Policy for Rehabilitation of the Disabled focused on inclusive practices in general schools. General schools in the vicinity of special education centers were to be documented and asked to enroll students with disabilities with normal students. Integrated education was strongly favored by the policy. The policy advocates that inclusion will also enable normal students to be aware of individual differences. The policy emphasized specialized training for teachers to convey skills and knowledge capable of inclusion.

Though the mainstreaming of disabled children in general schools was the main concern of this Policy, its implementation was not very successful. Mainstream schools and special education institutions were against inclusion. There was no coordination between special and mainstream schools (Directorate General of Special education, 1986).

2.6   National Policy for education and Rehabilitation of the Disabled (1988)

This policy provided equitable opportunities for special needs children isolated system. The facilities of special education institutions were better than the services of regular government schools. The federal government established special education complexes in main cities of the country (Ministry of Health, 1988).

2.7   National Policy of Special education (1998)

No initiative or co-ordination of Ministries of mainstream and isolated Special Education is mentioned in this policy for implementation of the inclusive system of education. Special education is needed to be shifted from Ministry of Women Development, Social Welfare and Special Education to the Ministry of Education, which will make the Ministry of Education responsible to provide quality education to the children with disabilities along with their normal peers.

2.8   National Policy for Persons with Disabilities (2002)

Special education was included as a common policy for children with disabilities in the policy of 2002. There is no strategy for the promotion of inclusive education (UNICEF, 2003).

2.9   The Role of NGOs

There are many NGOs that are working for the restoration of disabled persons. They are founded by persons with disabilities. In every big city in Pakistan, there are model schools for special education run by NGOs. According to Nawaz and Raza (2002). Various services are provided by NGOs to all needy people regardless of gender, religion, ethnicity, disability race, social or cultural background. For combining their resources there is effective management among them at the indigenous levels. There is having great capacity and flexibility on part of NGOs for initiating inclusion in mainstream schools.

2.10   The Private Sector

This sector also proved to be an effective source for promotion and development of services for educating children with disabilities special. Special education institutions in the private sector are good models for providing quality education. These schools have all the required educational facilities for special need children. They are funded by government and non-government organizations working for disabled persons (UNICEF, 2003).

2.11 Debates on Inclusion

Opponents of mainstreaming in Pakistan maintain that the international community, as well as the government, is trying to promote inclusive practices in general schools, though society and professionals are not positive towards this practice. The opponents argue that the policymakers are foreign experts. They are unaware of the prevalent condition in our country. The opponents also argue that the present institutional infrastructure is not suitable for the implementation of inclusive education (Save the Children, 2002).

2.12 Feasibility of Inclusion

Enhanced expenditure on special education has caused perpetuation of isolated Special education system. The accommodation of special needs children in general schools is less expensive than in the isolated schools. The inclusive education system can be implemented in mainstream schools with less increase in expenditure on human and physical resources (UNICEF, 2003).

2.13 Inclusive Education in International Perspectives

In 1994, the inclusion of students with extraordinary needs when all is said is done in inclusive settings has been a worldwide activity since the ensuing issuance of the Salamanca Statement and Framework for Action in Madrid Spain, stressed all nations to create comprehensive training frameworks, with the objective of brilliant instruction for a wide range of students. The United Nation's Convention on the Rights of Persons with Disabilities (UNCRPD) turned into the principal human rights arrangement to confirm the privilege to comprehensive training for all persons with inabilities (Parnell, n.d.).

The move from integrated to comprehensive instruction, in numerous Western nations, has included competency building components and core capacity involving the arrangement of comprehensive training enactment and approach, adjustment of preparing of school staff (In-service and Pre-Service), foundation of local school/teacher supportive networks and additionally related apparatuses and evaluation, parental and network commitment and partnership. The Substantial Research base, in addition to, showing the positive outcomes of these elements in Western nations, viable and proficient strategies for supporting and scaling proof based inclusive school models utilizing implementation science system are powering further development of dynamic comprehensive instruction. While the Western nations offer developing nations a helpful guide for enhancing inclusion, the effect of ecological setting and formative stages, and related factors ought not to be ignored while

embracing, adjusting, and incorporating comprehensive instruction designs of activities (Parnell, n.d.).

2.14 Debates and Conventions on Inclusive Education.

Universal Declaration of Human Rights, 1966

Ensures the mandatory and free of cost facility of education for children without any discrimination.

UN International Compact on Economic, Social and Cultural Rights 1966

Elementary education gives the privilege to all children to gain an education without discrimination.

World Declaration of Education for All 1990 (The Jomtien declaration)

First agreement of "Education for all".

UN Standard Rules to Provide Equal Opportunities for Persons with Disabilities 1993

Rule no.6 validates the equal rights of education to all disabled children and youth. It advocates inclusion and mainstreaming of the regular school system.

Framework for Action on Special Needs and Salamanca Statement 1994

Children should be placed in schools without any regard to their intellectual, physical, emotional, linguistics and other forms of discrimination. This must incorporate debilitated and skilled children.

The World Education Forum, 2000

Structural frame for Action, Dakar (EFA goals, 'Millennium Development Goals') giving the insurance free education for all children by 2015. Focus on less privileged communities and especially girls. Affirms the 'Salamanca Framework'.

E9 Declaration, 2000

The nine high population countries were agreed at the fourth summit by the Declaration on Education for All

EFA (2011), Flagship on the Right to Education for Individuals with Disabilities

It is working in six territories; it connects EFA to the Salamanca statement and the obligation to include incapable and other less privileged children.

The UNCRPD

Gives the right to disabled individuals of inclusive education (Article no.24); embraced by 153 countries, December 2011(Rieser, 2012)

The four key parts of inclusion conferred by UN agency give a helpful outline of the principles that support inclusive activities. These parts are:

1. Inclusion may be a method. It is to be seen as an unending search to seek out higher ways of responding to diversity. It is concerning learning a way to support distinction and learning a way to learn from distinction. Diversities come to be seen progressively as an incitement for promoting learning, between children and adults.

2. Inclusion focuses on identification and elimination barriers.

It comprises collecting, collating and evaluating data from a wide range of sources for planning enhancements in policy and practice. It is regarding the indication of different types motivate problem-solving and creativity.

3. Integration is related to the existence, involvement, and success of all students.

Existence means the place where students are provided education, and to what extent

Punctually and consistently they are involved in the teaching-learning process.

4. Inclusion raises special stress on the special needs children who are excluded from regular education institutions. This signifies the ethical obligation to guarantee their careful supervision and that proper measures are taken to ensure their inclusion in the teaching-learning process in the system of education (UNESCO, 2005).

About 20 percent poorest people of the world consist PWDs. more than 90 percent of students with special needs are out of school in developing countries. The literacy rate of these countries is about three percent among disabled adults and one percent of women with disabilities. It is proved from the above facts that the goal 'Education for all (EFA)' can't be achieved without including students with disabilities and other susceptibilities into mainstream schools. The state is responsible for providing free educational facilities to all children regardless of creed, caste, religion or race (Behlol, 2011).

The major reason for this modification in analysis interest may maybe be derived to a lot of modern approaches to education, that claim that so as to realize valuable insight into the apply furthermore because the dynamics of the inclusive room, there's maybe no higher technique than to judge the attitudes of those who are vital part of that dynamic system; particularly, the teachers (Dapudong, 2014).

2.15 Integration is Regarding the Attendance, Contribution and Success of All Children

Here attendance is bothered with the place where students get an education and the way they participate in the experiences. Achievement' is regarding the outcomes of the teaching-learning process, not just take a look at our examination results. Inclusion highlights

those teams of learners who might be in danger of exclusion marginalization or under-achievement. this means the ethical responsibility to make sure that those teams that statistically most 'at risk' rigorously monitored which, wherever Essential measures are taken for making their attendance possible in attainment within the system of education (Rieser, 2012).

Effective inclusion must be based on human rights and social model approaches. It must also recognize barriers and find solutions. These solutions need to be cultural, attitudinal, organizational and environmental. Internationally, however, integration of special needs children are seen as a system that caters for the needs of various types of learners and supports variety, effectively eliminating eradicating all kinds of discrimination (UN, 2008). It is a common concept that the general school system is responsible for educating children of the proper age range. There are many justifications for this. First, there is an academic explanation:

the need for inclusive practices that there is a need to develop methods of instruction according to the different needs of individuals, and thus all students may get an advantage. Second is the social justification:

Inclusive schools can change the attitudes regarding individual differences through educating all students together and laid a foundation of a fair and unbiased society. Thirdly, there is financial justification:

It is more cost effective to finding and maintain schools for collective education of all students that to establish a multifaceted system of different types of institutions focusing to educate specific groups of students (UNESCO, 2009). According to Booth &Ainscow (1995), the aim of inclusive practices is to increase the involvement of special need children in inclusive schools.

According to Wertheimer (1997), inclusive education is an outline for change in international and national perspectives. It is the issue of basic human right regarding everyone, not just a professional or educational issue. There is emergent agreement all over the world that it is the right of all children to be educated together. It is stressed by both the According to Booth (1998), inclusive education must comprise a holistic framework to be followed by all systems of educational development, rather than dealing a minor part of the education system.

There is a great variety of individual differences in today's schools. The inclusion of a student with a disability in the school where students of diverse and more severe facilitated (Rogers, 1993, p. 6). Inclusive education focuses on different issues related to the education

of special need children such as attitudes towards special need children, or children from different economic and social areas. Understanding the need for inclusive education is very important in a society which is based on values such as responsibility, equality, human and children rights (Unianu, 2012). The inclusion drive basically concentrated children having different types of disabilities. One can see this suggestion in the studies on inclusion and a number of legislative documentation (Ainscow et. al, 2006).

Adequate resources, information sharing workshops, time management for planning, training for administrators and reduced class size are the integral factors for the application and promotion of inclusion. Moreover, a change in philosophy and educational values are the best approaches to the implementation of inclusive education. The special needs children are being included in inclusive schools all over the world. There is a radical change in beliefs regarding inclusive education over the last 20 years and many countries have come up with the effort for the implementation of policies which promote inclusion. Many counties presented it in top educational priorities (Angelides,2008).

Inclusive education presents a theoretical change that involves basic changes in training and teacher education, encouragements, physical and human resources. These are the prerequisites for new education policies that will spread inclusive education on a national level (Narbis Ballhysa & Marita Flagler, n.d.).

2.16   Definition of 'Attitude'

Before investigating the attitude of teachers regarding inclusion, the term attitude must be defined.

Essentially, attitude is a readiness to reply in a specific kind of way, however, attitudes also are very sentimental because they reflect the approaches we compare people (together with ourselves) and things. Attitude is a way which guides someone whether he or she likes, or dislikes and whether he or she wants to keep away or get access to something or person. No one comes to earth with attitude. They learn attitudes from the society they live in. In the field of Social Psychology, attitudes are considered as formulated at some point of interaction with humans and how humans perceive one another. When we meet someone or keep away from different humans, our notion and our conduct are strongly stimulated by using a long period of time (Tabassum, Kiyani, Chuadhry, & Kiyani, 2014).

According to Rot (1994), people's behavior is strongly influenced by their attitude. It represents reasonably strong emotions and reactions to phenomena and valid knowledge regarding people and different situation.

2.17   Importance of Teachers' Attitude for Implementation of Inclusive Education

The success of mainstreaming is greatly influenced by the attitude and knowledge of teachers towards including special needs children in mainstream schools. In various literature, the attitude of teachers towards inclusion has been proposed as a pivotal factor in making schools more inclusive

If the general school teachers refuse to consider educating these students as an essential part of their duty, they will advocate that educating special needs children is the responsibility of special education teachers and will establish hidden exclusion in the school. (Dapudong, 2014). Ryan and Gottfried (2012) argued that teachers have required appropriate knowledge and skills as well as a positive attitude regarding inclusive education for successful inclusion practice. The fear that they don't have the required abilities and knowledge to effectively teach SNC is one of the biggest complaints reported about general education teachers in the literature regarding inclusion (McLeskey and Waldron, 2002).

The change in the attitude of teachers is inevitable for accepting and including SNC in the mainstream school system (Larrivee & Antonak, 1995). Unfavorable attitude regarding SNC is a decisive factor for the failure and success of any effort for mainstreaming (Leonard & Smith, 2005).

The outcomes of the analyzed studies are subordinating the significance of some factors that could make contributions to the development of effective attitudes toward inclusive schooling which include: understanding the proper means of the concept, initial or senseless training with the consideration to build up the confidence in their personal competencies, assets, time and tolerance to range (Islamane, 2013). The social surrounding and the culture are mostly hostile for the disabled individuals which are the biggest problems they face, in Pakistan. These disabilities are aggravated by the attitude toward the individuals of society. A large number of people's lives are spoiled and their potentials are lost because of their dependency of looking for people with slight impairment and treating such impairment because of the mark in their identity and the dominant characteristic in their character. If there is someone who limps then he should be known as language; if someone has lost his eye fixed, he should be called as kana. The authorities and civil society will want

to coordinate their efforts to treat the humans in their bad mindset in the favor of the disabled. An aggressive and non-stop campaign, In this connection, on print and electronic media is the want of the hour (Ahmed et al., 2011).

One needs to collect much information about teachers' attitudes toward inclusion to implement new types of exercises in the classroom. All children should be included as they have the right to exploit the opportunities and the responsibilities of public educating. As a result, the information from the surveys indicates clearly that teachers need the opportunities of collaboration on inclusive programs in their institutions. Educators need suitable exercising for working collaboratively with those who have unique needs and how to make plans for the children. Teachers need to be included in the process of planning and implementing suitable strategies to help children with special needs (Frank, T. Rizza).

Ainscow and Booth (2002) argue and give their full attention on the progress of cultures, practices, and policies in the systems of education as well as in the institutions of education in order to fulfill different needs of the students and to equally handle them (Angelides, 2008). Along with this, a careful look should be taken by us at teacher's responsibility in providing an inclusive surrounding of useful and meaningful learning from the time they enrolled in their pre-service teachers' education later on to their workplaces, such motivated teachers should be enrolled and graduated the pedagogy of applying inclusive education in teaching, in methodologies, and in viewpoints. Teachers have to develop consideration for disabled children and to convert their negative attitudes into positive attitudes in order to irradiate the depraved aspects of a teacher towards children. One other responsibility also lies on the back of colleges and universities which offering teachers education for properly training their untrained teachers, their teachers of professional education and the revise of the curriculum which the teachers have to offer to students (The Asian Conference on Education, 2012).

2.18   Importance of Inclusion for Universal Education

Education is a basic human right stressed by all documents. Equal access and maximum opportunities for proper education is the right of all learners. It is the responsibility of the state to protect and promote this basic right regardless of any discrimination, to enable them to serve effectively in the society. Schools must meet the various needs of children (Barton, 1993).

According to Christensen (1992), an inclusive system of education must consider the needs of all students like a thread of; instead of considering few students to have 'special' needs. It should promote the cause of inclusion. Solving the problem of exclusion of special needs children from the regular system of education is not sufficient. It should check all the discriminatory policies and exercises in the system of regular education, to make the system more inclusive for learners of diverse needs.

Kisanji (1998) concluded that it is not possible to provide equal facilities in a school without considering principles of inclusive education. Lipsky and Gartner (1999) argued that there should be proper and sufficient arrangements in an inclusive school to meet the diverse needs of all children with the help of society. Inclusive education means an assurance for educating children by the most appropriate planning for achieving the desired objectives. Because this is a commitment all the stakeholders are needed to be involved in providing an inclusive environment in school or class (Jenkinson, 1997).

According to Ainscow (2009), all stakeholders must be involved at all levels in the provision of inclusive education. As every learner has different needs, constant support is needed in educating children with special educational needs. Literature review suggests that the teacher may have to seek support from other teachers, professionals or specialists.

2.19   Obstacles in the Way of Inclusive Education

As it is clear, one cannot disregard the importance of comprehensive education it is the question of the day that why the implementation of inclusive education is presenting obstacles. We can assume that it is both, due to the government policy as well as its implementation. While the statement of the policy is that all children should be enrolled in school and authorities put stress on this rule. In many cases, quality education is not taking place, which opposes to the ethos of comprehensive education. There are various barriers to the implementation of inclusive education both external and internal.

2.19.1 The Attitudinal Barriers

It is the common observations that most children with disabilities suffer from physical intimidating or emotionally intimidating. These attitudes conclude in social discrimination and pave the way to the alienation that brings forth barriers to inclusion. In this regard, some territories still have the established creeds that educating the disabled children is useless. And it is very sad to say that all these barriers are mainly caused by the society which is a very

serious problem. The alienation which results from exclusion shots the doors of the real learning. The terrible attitudes frequently develop because of a lack of understanding. With this data about the condition or disability, their needs must be provided to fellow students, staff, and teachers as well. The increase in communication among special needs children in society through the arrangement of fairs and meetings etc.

The counseling with parents of these learners is also important especially, in the rural regions about the importance of educating their children for developing independent individuals. It is also the need of the day to shift in prospects and values so that the difference is appreciated and teachers have to impart skills to all children including those with, unlike learning needs. It should also be mandatory, through policy, for all to be educated about disability so that responsive individuals who respect disability could be promoted (Al Zubayer, 2011).

2.19.2 The Physical Barriers

Besides the attitudinal barriers, another major barrier is the physical barriers which consist of school buildings, washrooms, playgrounds, library, and furniture etc. Moreover, a large number of schools are physically unattainable to many learners due to poor buildings, specifically in rural areas, whereas in most of the schools the basic things are not available to respond to special needs, poses a barrier for students in getting into school physically

Most of the school buildings do not respond to the needs of these learners appropriately. It is important, however, for implementing the comprehensive education in schools, and to overcome these physical barriers. Also with some main changes in the structural designs such as broadening doorways, removing the doors of secondary importance, installing suitable ramps, technological devices should be used in the form of motion detectors to open doors, toilets and automatic door buttons for easily opening doors. The technology of voice recognizing should also be used for activating many barriers which are mentioned above. Although there are available insufficient resources in our education system to meet the basic needs, it is concluded that for attaining the inclusive education, the goal will require. (Al Zubayer, 2011).

2.19.3 The Curriculum Inappropriateness as a Barrier

The curriculum is among the most important barriers in any system of education. It includes a vast number of goals of education and has its implications. On the other hand, our

country's curriculum is designed mainly with fewer flexibility adaptations in our locality and for teachers to experiment and try out new routes. This concludes in preparing the content inaccessible and none motivating. So, the layout and development of accurate learning and instructional materials and teaching arrangements must take knowledge of the needs, hobby, motivations, and forte of the freshmen (Pevik et al., 2002).

The learning based curriculum, the examinations are not success oriented but content oriented which is the need for a flexible comprehensive curriculum. Comprehensively, evaluation of students must be in opposition to the vast aims of curriculum and education and also must be evaluated towards their very own achievements rather than to be in comparison with the aid of others, so that it will be actually individualized. It is assumed that the further financial has to be continued support from the government assessment based on the appreciation of both students and the instructors. This will really assist students and also instructors in the process of selecting appropriate teaching strategies and styles. As a result, all inexperienced persons can be evaluated in opposition to their own accomplishments rather than being in comparison to different learners. The Portfolio evaluation can also be used and this could include beginners " personal products inclusive of final quality, paintings, numerous works in progress, samples of checks finished, certificates earned, desires met, day by day paintings samples, self-evaluation of the development of mastering and instructors " observations (UNESCO,2010).

2.19.4 The Untrained Teachers as Barrier

It is consequential that teachers must have good attitudes towards special needs children for the implementation of comprehensive education successfully. Yet, the lack of knowledge, understanding or effort, the instructors give inappropriate replaceable work to the learners which consequently lead to the learner's dissatisfaction and lack of learning. The other important characteristic of the schools is the highest teacher-student ratios (average, 1:45) where students of different faculties have to be taught together as expected. First of all, there is a huge lack of trained teachers to handle the diversity and secondly, to assume to deal with forty-five students with diversity will be wrong. However, it is essential to lessen the teacher- learner's ratio in the classroom, which is possible in case if we have a huge number of schools with trained teachers to handle the diversity of learners. Presently, training to educators is divided, non-coordinating and deficient occurring in an isolated way i.e. one for exceptional learners and another for understudies with general capacities; they both are

planning educators for the isolated schools. In this manner, it is critical that a comprehensive educator instruction program must be planned which can encourage legitimate aptitudes among instructors (Al Zubayer, 2011).

2.20 Approaches to Implementation of Inclusive Education

2.20.1 Societal and the Education System

The government agencies, private organizations, teachers, parents, and community agencies should collaborate with each other to bring about change at all levels of the community to create a favorable environment where hard working teachers should suffuse skills in learners with disability and enabling these students to enter into workforce (Millward & Deson, 2003). For the purpose to decide the degree to which schools encourage inclusion, two school-level subjects dashed through these investigations: the significance of school culture showing the qualities and mentalities controlled by the school staff and administration and basic leadership of the heads of school (Thakur & Abbas, 2017).

2.20.2 The Classroom Level

Comprehensive education concentrated on everything about the classroom and learners concerns and their assorted variety. Inclusive training does not just manage one plan for students with handicap and a separate program for another student however it wholly manages all children. It gives appropriation of student-focused coaching, a particular method for a curriculum focused instructional method and guarantees collaboration among general class teachers, specialists including expert teachers, showing partners, advisers, and guardians (Thakur & Abbas, 2017).

2.21 Factors of Attitude

The instructors' disposition is one of the fundamental obstacles in mainstreaming of regular schools. These states of mind are impacted by a few factors, for example, the level of youngsters' troubles, the nature of kids' handicaps, the educators' involvement with kids with unique educational necessities, the trust in their very own abilities to execute inclusive exercises or the desires towards the kids heedless of what are the contrasts between them, the educational module so on (Unianu, 2012b).

All persons included, for incorporation to work, must be stronger by the way they approach the arrangement of general instruction teachers. Pre-service training must be according to the needs of all children. To enable teachers to effectively do their duties in inclusive schools. The administrators ought to give proceeding in-service preparing to guarantee that general instruction educators can bolster disabled students in the general training classroom (Snydar, 1999).

Instructors have the special benefit of investing a very long time to acquire knowledge of the understudies who make up their classes, with every one of their abilities, gifts, qualities, and necessities. One of the delights of my teaching vocation has been to observe the manner in which the texture of a class dynamic is woven from the scope of abilities of my students. I have been experienced that the decent varieties of kids' abilities strengthen their associations with one another and with their educator, making each class novel and intriguing in its own specific manner. Teaching learners with a variety of capacities have shown me a lot about the ability of kids to conquer challenges and to provide with some timely help of their peers. The intensity of the friendship fashioned between the commonly creating students and the learners with uncommon needs in my classroom at first framed the reason for my confidence in the guess of comprehensive training (Krista Murphy, 2014).

According to Avramidis et al (2002), there are three types of variables that influence the attitude of teachers. These variables are related to teachers, child, and educational environment. They are in many aspects, interrelated. Along with these variables, there are certain factors like physical and human resources which can make it possible for the students to benefit from the inclusive environment.

According to Avramidis and Norwich (2002), though the attitude of teachers towards inclusive education is positive, they disagree with total inclusion. Variables related to the child (e.g. nature of students' disabilities) and variables related to educational environment strongly influenced these attitudes.

2.22 The Factors that Hinder Inclusive Education

2.22.1 Factors Related to Students

Observations proved that teachers have more negative attitudes towards behavioral abnormalities than other disabilities (Unianu, 2012b). According to the finding of the research teachers' attitude towards including students in their class was affected by the

degree of disabilities. Teachers' attitude was more positive towards the inclusion of those children who have mild disabilities (Opdal et al. 2001).

Avramidis et al (2000) investigated the affective component of teachers' attitudes regarding the adjustment of a student with a specific disability in an integrated classroom. The results showed that teachers were more conscious of the students' emotional difficulties and behavior than with students having other types of disabilities.

Avramidis and Norwich (2002) found in their study that teachers are more positive towards including children with mild disabilities, or sensory /physical disabilities than children with more complicated needs. Even though evidence proved that teachers show different attitudes towards different types of disabilities. The degree of influence of this attitude on their support, behavior, and readiness for including special needs children is not clear. According to Mushoriwa (2001), educators' attitudes are mostly influenced by the nature of disabilities and show different attitudes towards different types of disabilities.

2.22.2 Factors Related to Teacher

(a) Experience teaching students with disabilities

According to Elhoweris et al. (2006), studies found that the attitude of special education teachers was more positive towards inclusive education than the teachers of general education. Opdal et al (2001) found in his research that teachers' attitudes were influenced by experience and contact with children with certain disabilities, for example, teachers with speech, visual, hearing and language impairment were more positive than the teachers who had no experience to teach children with these respective disabilities. On the other hand, All the participants showed negative attitudes towards including students with intellectual disabilities and learning difficulties.

Avramidis and Norwich (2002) argue that teachers' attitude significantly depends upon their experience of dealing children with disability in inclusive education. The teachers who have more experience of teaching in the inclusive education system are in favor of inclusive education. Moreover, frequent contact of teachers with special needs children also have a positive effect on their attitude regarding inclusive education (Unianu, 2012b).

(b) Teacher training

Avramidis et al (2000) concluded that teachers with extensive training in special education whether it was pre-service or school-based in-service training had higher attitudes than those with no or little training of including special needs children in their class. The

study investigated that teachers with higher professional development had the highest mean scores in the three components of attitudes, cognition, affection, and behavior.

Avramidis, Bayliss, and Burden (2000) investigated in a study the perceptions of teachers towards inclusive educations for special needs children. They found in their studies that teachers held a positive attitude towards the concept of inclusion, but they showed their concerns related to insufficient training, time or resources for the implementation of inclusive education.

Ali, Mustapha, & Jelas (2006) argued that training of including children with special needs significantly influence the attitudes of teachers. Teachers show different attitudes according to their course of training. The teachers' level of competency could be increased through courses of inclusive education. The training of special educators who work in an inclusive education environment is necessary. There should be diversity in the skills of educators in order to handle the needs and demands of every learner and clear criteria are crucial (Anaiz, P. 1996).

The proper training of teachers for developing skills that are required in handling the needs of inclusive classrooms is advocated by studies (Slee,2001). Leyser and Tappendorf (2001) found that various activities that are included in pre-service or in-service on inclusion, for instance, discussion, simulation, panel presentations, and relevant information relating to disabilities are needed by teachers. Classroom management strategies is a major area of training that is required by general educators.

The lack of preparedness of teachers is one of the major challenges for developing countries to implement inclusion in general schools. The teachers must be properly educated to understand and effectively fulfill the diverse needs of all students (Sharma, Forlin, Deppelera, & Guang-xue, 2013).

2.22.3 Support factors

Avramidis et at (2000) investigated that nature and level of support that was provided to teachers was one of the most important factors that affected teachers' attitude towards children with disabilities. School board policies, the attitude of colleagues and school culture may influence the attitude of the teacher towards including special needs children, in the mainstream school. A huge number of teachers consider modification of the curriculum and the teaching approaches used in classes of special needs children essential for the successful implementation of inclusive practices (Unianu, 2012b).

Alquraini and Gut (2012) cited in their studies many successful practices of inclusion identified by many researchers in their studies, including:

1. Effective methods of teaching to improve access to core regular curriculum.

2. Peer support from normal students with special needs children.

3. Assistive technology.

4. Administrative support.

5. Professional development training for teachers.

6. Effective participation and assistance of families in inclusive practices.

2.23 Factors of Effective Inclusive Schools

Lipsky and Gartner (1999) discovered seven factors of effective inclusive schools. These factors comprise:

1. Collaboration

2. Visionary Leadership

3. Refocused use of assessment

4. Funding

5. Support for staff and students

6. Use of effective program models

7. Effective parental involvement

2.24 Variables

Benefits of Integration (BI)

According to Naz and Aurangzeb (2002), Muslim leaders and scholars considered the provision of suitable education to special needs children is the duty of society. The society has a responsibility to fulfill the life and educational needs of persons with disabilities, by the provision of equal opportunities for education and employment.

Inclusion needs to be considered an unending exploration to seek out more effective ways to fulfill various needs. It is regarding understand the way how to survive with variation and how to find out from distinction, so variations return to be seen additional positively as stimulation for fostering learning, amongst youngsters and adults (UNESCO, 2005).

Rogers (1993) argues that inclusion is not harmful to teachers and classmates rather it is beneficial for all who participate. He argues that full inclusion is the provision of all those facilities which are provided to non-disable students.

Integrated Classroom Management (IC)

Educational institutes prepare students to be active members of society, therefore, the teaching-learning process needs to replicate an understanding of equity, diversity and the attitudes and values needed to produce conducive and welcoming environments for learning. Teachers must adjust the teaching method according to the needs of students so that effective participation in the curriculum may be possible for all students (UNESCO,1999).

The basic principle is that inclusive schools need to understand and react to the diverse needs of children, adjusting the teaching-learning process and environment with the help of the community. Continuous support and services according to diverse needs met in every school (UNESCO 1994).

The inclusive education system is a complicated way that needs tremendous changes in classrooms (Barton,1997). Organized placement, or Including special needs children in mainstream classrooms, has actually been one amongst the foremost topics in education for the last 20 years. However, it had been not until quite recently that teachers' perceptions about the inclusion of students with special education needs became the main focal point of intensive analysis (Dapudong, 2014). An inclusive school provides appropriate and challenging educational experiences, however according to individual differences and needs of the students. An inclusive classroom is beneficial for all students. Inclusion does not demand extraordinary hard work from a teacher or deprive other students in the class from advantages of the teaching-learning process in the class (Rogers, 1993).

Perceived Ability to Teach Students with Disabilities (PT)

Anke de Boeret al (2000) concluded in their literature review that teachers with more experience of teaching children with special needs in inclusive classrooms were more positive than those teachers who had less or no experience including children with disabilities in the class. Numerous studies investigated that teachers' attitudes were positively influenced by the training for inclusive education. The result of these studies revealed that teachers who are provided training held more positive attitudes towards including children with disabilities in their class than those who get less training. Moreover, numerous studies showed that

24

teachers held most negative attitudes towards including children with learning, behavior and Cognitive problems in the classroom. On the contrary, most of the teachers held positive Attitudes toward students with sensory impairments and physical disabilities.

Unianu (2012) found that because of insufficient training for inclusive practices the general education teachers did not have confidence in their capabilities to teach special needs children along with normal students.

Special versus Integrated General Education (SI)

Sharif and Naz (2002) concluded that the press did not play it's a positive and effective role in bringing change in the attitude of towards persons with disabilities. The negative attitudes and misconception of the public towards disabilities are because of their ignorance. Parents have mixed views about inclusive practices, while most teachers are in favor of a special education setting. Lack of proper training and understanding to deal diverse needs of students in general schools caused this attitude.

The opponents maintain that inclusive Education is not feasible in Pakistan. They feared that the special education system will end if inclusive education is implemented. Most of the stakeholders opposed inclusive education due to some social and financial reasons (Save the Children,2002).

Meaningful and successful inclusive learning institutes give a unified system of education where general teachers and special instructors work together to providing integrated and inclusive facilities and instructions for all children. There, comprehensive activities have been established vigilantly and executed by the whole educational system and also provided physical and human resources to maintain and support transformation (Angela C. Richeson1993). According to Avramidis et at (2000), proper utilization of resources is more important than the availability of more human and physical resources.

2.25 Theoretical/Conceptual model

The purpose of this study is to find out whether the idea that derived from Bandura's social-cognitive theory influences the attitudes of special education teachers and general education teachers regarding inclusive education. Bandura (1994) investigated that a sound perception of efficacy increases self-confidence. People who feel proficient in their competences do not hesitate to face demanding challenges, efficacy theory proposes that one's feeling of efficacy supports a person to evaluate his or her performance as well as

stipulates knowledge to the self, about his or her capabilities. According to Bandura (1994) four main sources of information, "influence people's levels of self-efficacy for a given task". These comprise (a) personal mastery experiences, (b) seeing other people being successful managing similar tasks, (c) social persuasion by others reinforcing their capability to succeed, and (d) physical and emotional conclusions regarding personal strengths and weaknesses". Bandura explained that people must feel proficient in their competences for prolonging strength of mind necessary for success. People often inclined to avoid work in conditions when they feel incompetent. The purpose of this research is to investigate from teacher responses to whether the data of the research are in favor or against this theory.

CHAPTER-III

Methodology

3.1   Research Design

The proposed study was descriptive in nature. The study was based on both primary and secondary data. The primary data was collected from respondents i.e. general and special education teachers. Secondary data was based on the previous work of researchers on the same area which was studied and incorporated into this research for guidance and clear understanding of the topic.

3.2   Research Population and Sample

It is assumed that teachers' attitude towards inclusive education as perceived by general teachers (ATIEPG), as well as that of teachers' attitude towards inclusive education as perceived by special teachers (ATIEPS) at general and special education schools, depends upon their attitude towards Benefits of Integration (BI), Integrated Classroom Management (IC), Perceived Ability to Teach Students with Disabilities (PT) and Special versus Integrated General Education (SI).

All the male and female teachers of primary, high and higher secondary schools of both categories (General and Special education) in district Peshawar constitute the population of this research.

The sample of this study was 100 (male & female) teachers from 26 general education schools and 100 (male & female) special education teachers from 6 special education schools in Peshawar.

3.3 Sample from general schools

Teachers from general schools were selected through simple random sampling as per the following table:

Table: 3.1 Sample from General Schools

S.NO.	Gender	Primary	Teachers	Sample schools	Sample teachers	High	Teachers	Sample schools	Sample teachers
1.	Male	604	3417	10	30	85	1154	07	35
2.	Female	456	2225	05	15	55	680	04	20
3.	Total	1060	5642	15	45	140	1834	11	55

3.4 Sample from special schools

There were only six special education centers in district Peshawar, therefore all available teachers at these institutions were included in the sample. Table 3.2: Sample from Special Schools

S.NO	Name of Institutions	Total No of Teachers	Sample Teachers		
			Male	Female	Total
1	G.S.D.C Gulbahar Peshawar	28	09	06	15
2	G.I.B(Boys) Peshawar	19	11	00	11
3	G.I.B(Girls) Peshawar	08	00	08	08
4	G.G.H.D Yakatoot Peshawar.	08	00	04	04
5	Institute for MR&PHC Pajaggi road Peshawar	27	05	03	08
6	S.E. C. Hayat Abad Peshawar.	65	37	17	54
Total		155	62	38	100

3.5   Methods and Tools of Data Collection

The data needed on variables were collected using ORI Likert type questionnaire placed in Appendix: A. Scale on variables adapted from Opinions Relative to Integration of Students with Disabilities (ORI) (Antonak & Larrivee, 1995).

The ORI is a revision of the Opinions Relative to Mainstreaming (ORM) scale developed in 1979 by Larrivee and Cook. This instrument measures teachers' perceptions of inclusion by presenting statements such as "It is not more difficult to maintain order in a general classroom that contains a student with a disability than in one that does not contain a student with a disability," or "Students with disabilities can best be served in general classrooms."

The scale includes twenty-five Likert-style statements that were scored for four categories. The questions in the scale were designed for the special education teachers and general education teachers as respondents. The first part comprised demographic data of the respondents. The second part comprised four variables namely; Benefits of Integration (BI), Integrated Classroom Management (IC), Perceived Ability to Teach Students with Disabilities (PT), and Special versus Integrated General Education (SI) consist of 25 statements.

The questionnaires were manually distributed among teachers of general and special education schools.

3.6   Pilot Study

A pilot study was conducted having 20 teachers other than the sample. The questionnaires were administered personally and the filled questionnaires were processed through SPSS version 23 applying reliability test.

Table 3.3
Reliability Test

Results

Variables	Cronbach's Alpha
Benefits of Integration (BI)	.72
Integrated Classroom Management (IC)	.76
Perceived Ability to Teach Students with Disabilities (PT)	.81
Special versus Integrated General Education (SI)	.70

As Uma Sakaron (2003) says, "reliabilities less than .60 are considered to be poor, those in .60s range, satisfactory, in .70 range, acceptable, and those over .80 good." Reliability of almost all variables was found in acceptable to good ranges.

3.7   Application of Statistical Tools and Data Analysis

A total of 200 questionnaires were distributed among the teachers of 26 general schools and 6 special education centers. All the 200 questionnaires were returned by the respondents properly filled. The data collected were analyzed using SPSS-23, applying reliability test for confirming the reliability of the variable items, descriptive statistics tool was used to measure the average or mean value of various variables, along with standard deviation and maximum-minimum.

One sample t-test for finding respondents agreement or disagreement with the variables involved and dummy variables approach was carried out to find out whether or not the teachers of both categories have the same perception regarding inclusive education.

3.8   Hypothesis Tested:

3.8.1   One - sample t-test applied to test hypothesis H₁:

H₁: Measures of teachers' attitude towards inclusive education as perceived by general teachers (ATIEPG) as well as that of teachers' attitude towards inclusive education as perceived by special teachers (ATIEPS) are positive.

3.8.2   Dummy variables approach applied to test hypothesis H₂:

H2: Measures of teachers' attitude towards inclusive education as perceived by general teachers (ATIEPG) as well as that of teachers' attitude towards inclusive education as perceived by special teachers (ATIEPS) do not differ from each other.

CHAPTER-IV

Results and Discussions

4.1 The Variables

The focal point of this debate was to investigate into teacher's attitude towards inclusive education as discern by the instructor. The concept of teacher's attitude towards inclusive education as understood by the instructor used in this analysis consists of four variables and scales adapted from Opinions Relative to Integration of Students with Disabilities (ORI) scale (Antonak & Larrivee, 1995). These variables include:

The scale on variables adapted from Opinions Relative to the Integration of Students with Disabilities (ORI) scale (Antonak & Larrivee, 1995). Benefits of Integration (BI)

Integrated Classroom Management (IC)
Perceived Ability to Teach Students with Disabilities (PT),
and Special versus Integrated General Education (SI)

4.2 Reliability test

The accuracy tests have been taken out on every variable used in the questionnaire. The conclusion is given in the table below.

Table 4. 1
Reliability Test

Results

Variables	Cronbach's Alpha
Benefits of Integration (BI)	.70
Integrated Classroom Management (IC)	.77
Perceived Ability to Teach Students with Disabilities (PT)	.83
Special versus Integrated General Education (SI)	.74

As Uma Sakaron (2003) says, "reliabilities less than .60 are considered to be poor, those in .60s range, satisfactory, in .70 range, acceptable, and those over .80 good". Reliability of almost all variables was found in acceptable to good ranges.

4.3 Descriptive statistics

The descriptive statistics computed on variables are provided below:

Table 4.2 Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
BI	200	1.25	5.00	3.6706	.67276
IC	200	1.10	4.80	3.1405	.66174
PT	200	1.00	5.00	3.4225	1.14644
SI	200	1.25	4.75	3.5913	.95178
Valid N (listwise)	200				

The mean values of variables Benefits of Integration (BI) are 3.6706, Integrated Classroom Management (IC) is 3.1405, Perceived Ability to Teach Students with Disabilities (PT) is 3.4225, and Special versus Integrated General Education (SI) is 3.5913. The middle values are larger than the mean values showing the acknowledgment of the respondent.

We have concluded from the above discussion that the respondents have acceded on all the variables. However, the researcher is going to use the sample test to show that the middle values are different from the mean values and the differences are statistically very important.

4.4 One-Sample t-test: Analysis of Variables:

The advantage of the test is to show us the difference between the two variables on a Likert scale. The researcher applied one-sample t-test on variables:

Benefits of Integration (BI)

Integrated Classroom Management (IC)

Perceived Ability to Teach Students with Disabilities (PT),

and Special versus Integrated General Education (SI)

The researcher checked the significance of its use. The positive result showed us that the mean value was higher than the mid-point.

A one-sample t-test of variable Benefits of Integration (BI)

The outcome of this test is given below.

Table 4.3 One Sample statistics of variable Benefits of Integration BI

	N	Mean	Std. Deviation	Std. Error Mean
BI	200	3.6706	.67276	.04757

Table 4.4 One Sample t-test of variable BI

	Value of test = 3					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Lower	95% Upper
BI	14.097	199	.000	.67063	.5768	.7644

In the above tables 4.3 and 4.4, the mean value of Benefits of Integration (BI) measures at 3.6706 which is greater than the middle point (= 3) and shows that most of the respondents are agreed. Variable Benefits of Integration (BI) is statistically significantly higher and far away from the midpoint. So BI value is 3.6706 which says that the mean value is statistically above the neutral point-3 so we can say that the BI is in the category of the respondents who agree with the question which are raised. They are agreeing that the benefit of integration of mixed (special and normal students), group interaction will foster understanding and acceptance of differences among students. Mean value of BI = 3.6706 varies from the neutral point -3 by 0.6706, and this difference is statistically significant at $p < 0.01$. According to this variable H_1 is accepted.

A one-sample t-test of variable Integrated Classroom Management (IC)

To take out Sample-one t-test, for variable Integrated Classroom Management (IC), the results are taken given in Table 4.5 and 4.

Table 4.5 One Sample statistics of variable IC

	N	Mean	Std. Deviation	Std. Error Mean
IC		2003.1405	.66174	.04679

Table 4.6 One Sample t-test variable IC

					Test Value = 3	
			Sig. (2-tailed)	Difference Mean	95% Confidence level, the interval of the variance	
	T	Df			Lower	Upper
IC	3.003	199	.003	.14050	.0482	.2328

In the above tables 4.5 and 4.6, the mean value of Integrated Classroom Management (IC) estimates at 3.1405 which is more than the mid-point (= 3) and therefore shows us that most of the respondents are agreed. So the mean value of IC = 3.1405, and this mean value is statistically significantly upper than the neutral-point (= 3), therefore, we can determine that IC belongs to the category where the respondents agree to the raised question's; they are agreeing that Integrated Classroom Management (IC) of mixed (special and normal students), group interaction will benefit students. Mean value of IC = 3.1405 varies from neutral point (= 3) by 0.1405, this difference is statistically significant at $p < 0.01$. According to this variable H_1 is accepted.

A one-sample t-test of variable Perceived Ability to Teach Students with Disabilities (PT)

4.4.4 To take out the test using SPSS for variable, Perceived Ability to Teach Students with Disabilities (PT), we get the results given in Table 4.7 and 4.8.

Table 4.7 One Sample statistics variable PT

	N	Mean	Std. Deviation	Std. Error Mean
PT	200	3.4225	1.14644	.08107

Table 4. 8 One Sample t-test variable PT

					95% Confidence Interval of the Difference	
			Sig. (2-	Mean	the Difference	
	T	Df	tailed)	Difference	Lower	Upper
PT	5.212	199	.000	.42250	.2626	.5824

Test Value = 3

In the above tables 4.7 and 4.8, the mean value of Perceived Ability to Teach Students with Disabilities (PT) estimates at 3.4225 which is bigger than the mid-point (= 3) and therefore shows that most of the respondents are agreed. As we know that mean value of PT = 3.4225, and this mean value is statistically bigger than the neutral-point (= 3), therefore, we can determine that PT comes in the region wherein respondents shows their agreement with the questions that are raised; they are agreeing that Perceived Ability to Teach Students with Disabilities (PT) of mixed (special and normal students), group interaction will benefit students. Mean value of PT = 3.4225 varies from neutral point (= 3) by 0.4225, and this variance is statistically significant $p < 0.01$. According to this variable H_1 is accepted.

A one-sample t-test of variable Special versus Integrated General Education (SI)

Carrying out One-sample t-test, using SPSS for variable Special versus Integrated General Education (SI), we get the results given in Table 4.9 and 4.10.

Table 4.9 One Sample statistics variable SI

	N	Mean	Std. Deviation	Std. Error Mean
SI		2003.5913	.95178	.06730

Table 4.10 One Sample t-test variable SI

					95% Confidence Interval of the Difference	
			Sig. (2-	Mean	the Difference	
	T	Df	tailed)	Difference	Lower	Upper
SI	8.785	199	.000	.59125	.4585	.7240

Test Value = 3

In the above tables 4.9 and 4.10, the mean value of Special versus Integrated General Education (SI) estimates at 3.5913 which is higher than the mid-point (= 3) and therefore reflects that majority of respondents are agreed. Since mean value of SI = 3.5913, and this mean value is statistically significantly upper than the neutral-point (= 3), therefore, we can determine that SI falls in the region wherein respondents are expressing their agreement with the questions raised; they are agreeing that Special versus Integrated General Education (SI) of mixed (special and normal students), group interaction will benefit students. Mean value of SI = 3.5913 varies from neutral point (= 3) by 0.5913, and this variance is statistically significant at $p < 0.01$. According to this variable H_1 is accepted.

4.5   Generating variable 'Perceived teacher attitude towards inclusive education (PTATIE)

The variables that we have analyzed before constituting the basis of Perceived teacher attitude towards inclusive education (PTATIE). The analyzed data used these variables (BI, IC, PT, and SI) to generate variable Perceived teacher attitude towards inclusive education (PTATIE). The descriptive statistics of so generated variable PTATIE are estimated and produced as under.

Table 4.11 Descriptive Statistics of variables PTATIE

	N	Minimum	Maximum	Mean	Std. Deviation
PTATIE	200	1.85	4.51	3.4562	.52861
Valid N (listwise)	200				

To carry out One-sample t-test, using SPSS for variable Perceived teacher attitude towards inclusive education (PTATIE), the results are given below. 4.12 And 4.13.

Table 4.12 One Sample statistics of variable PTATIE

	N	Mean	Std. Deviation	Std. Error Mean
PTATIE	200	3.4562	.52861	.03738

Table 4.13 One Sample t-test of variable PTATIE

	Test Value = 3					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
PTATIE	12.205	199	.000	.45622	.3825	.5299

In the above tables 4.12 and 4.13, the mean value of Perceived teacher attitude towards inclusive education (PTATIE) estimates at 3.4562 that is bigger than the mid-point (= 3) and shows that the majority of respondents are agreed. Now as we know already that the men value of PTATIE = 3.4562, and this mean value is statistically upper than the neutral-point (= 3), therefore, we can determine that PTATIE falls in the region wherein respondents are expressing their agreement with the questions raised; they are agreeing that special and normal students group interaction will benefit students. Mean value of PTATIE = 3.1405 varies from neutral point (= 3) by 0.4562, and this variance is statistically significant at $p < 0.01$.

These data tell us to accept hypothesis H_1 which is;

H_1: Measures of teachers' attitude towards inclusive education as perceived by general teachers (ATIEPG) as well as that of teachers' attitude towards inclusive education as perceived by special teachers (ATIEPS) differ from the mid-point on Likert-scale and are statistically significantly on the higher side, suggesting teachers' positive attitude towards inclusive education.

This result is supported by a comprehensive review of literature conducted by Avaramidis &Norwich (2002) on teachers' attitudes towards the inclusion of pupils with special need children it was shown that majority of teachers tend to have positive attitudes.

Though the above discussion indicates that the respondents are agreed with the points raised and the means of the variables of interest positively differ from the mid-point and accepting hypothesis H1. Now, we are going to apply the Dummy variable approach to evaluate the mean difference between the sample groups (here Special teachers and general teachers).

4.6   Applying dummy variable Approach to compare means of special and general teachers' attitude

The perceptions of special and general teachers' were compared to find out whether or not the teachers' of both categories have the same perception regarding inclusive education. For this purpose, a comparison between the two groups was carried out with the help of a statistical tool "Dummy variables approach".

Dummy variable analysis using the dummy-variable approach of Variable benefits of integration (BI) and the result is provided as follows.

Table 4.14 Dummy variable analysis of variable BI

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.826	.066		58.321	.000
	DT	-.311	.093	-.232	-3.355	.001

The model is described as under for variable benefits of integration (BI) that differentiates the mean of each sample group (Special and general teachers).

$$BI = \beta_0 + \beta_1 dt \qquad (4.1)$$

Estimating model 4.1 we get:

$$BI = \quad 3.826 \quad - \quad 0.311DT \qquad (4.2)$$
$$(58.321) \qquad (-3.355)$$
$$(0.000) \qquad (0.001)$$

Dummy variables approach explains the variance between means of the responded groups on variable benefits of integration (BI) that indicates that there is a small difference between the teachers' responses of the special teachers and general teachers. The special teachers' responses mean is $\beta_0 = 3.826$ and the responses of the general teachers' (β_1) are 39

less by 0.311 showing significance at $p < .01$ as estimated in model 4.2 and hence the average responses of the general teacher is estimated at 3.515.

4.6.2 Dummy variable analysis using the dummy-variable approach of Variable integrated classroom management (IC) and the result is provided as follow.

Table 4.15 Dummy variable analysis of variable IC

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.242	.066		49.457	.000
	DT	-.203	.093	-.154	-2.190	.030

The model is described as under for variable integrated classroom management (IC) that differentiates the mean scores of each sample group (Special and general teachers).

$$IC = \beta_0 + \beta_1 DT \qquad (4.3)$$

Estimating model 4.3 we get:

$$IC = 3.242 - .203\ DT \qquad (4.4)$$
$$\quad (49.457) \quad (-2.190)$$
$$\quad (0.000) \quad (0.030)$$

Dummy variables approach explains the variance between means of the responded groups on variable integrated classroom management (IC) that indicates that there is a difference between the teachers' responses of the special teachers and general teachers. The special teachers' responses (β_0) mean is 3.242 and the responses of the general teachers' (β_1) are less by 0.203 showing significance at $p < .05$ as estimated in model 4.4 and hence the average responses of general teachers are estimated at 3.039.

4.6.3 Dummy variable analysis using the dummy-variable approach of Variable Perceived Ability to Teach Students with Disabilities (PT) and the result is provided as follow:

Table 4.16 Dummy variable analysis of variable PT

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.460	.115		30.121	.000
	DT	-.075	.162	-.033	-.462	.645

The model is described as under for variable Perceived Ability to Teach Students with Disabilities (PT) that differentiates the mean scores of each sample group (Special and general teachers).

$$PT = \beta_0 + \beta_1 DT \tag{4.5}$$

Estimating model 4.5 we get:

$$
\begin{aligned}
PT = \quad & 3.460 \quad - \quad .075\ DT \tag{4.6}\\
& (30.121) \quad\ (-0.462)\\
& (0.000) \quad\ \ (0.645)
\end{aligned}
$$

Dummy variables approach explains the variance between means of the responded groups on variable Perceived Ability to Teach Students with Disabilities (PT) that indicates that there is a negligible difference between the teachers' responses of the special teachers and general teachers. The special teachers' responses $\beta_0 = 3.460$ and the responses of the general teachers' (β_1) are less by .075 showing insignificance at $p > .10$ as estimated in model 4.6 and hence the average responses of the general teacher are estimated at 3.385.

This result is supported by previous studies, in their studies the researchers concluded that teachers who were more confident of their ability to teach special need children showed more positive attitude towards inclusion (Bradshaw &Mundia 2006; Subban &sharma,2006).

4.6.4 Dummy variable analysis using the dummy-variable approach of Variable Special versus Integrated General Education (SI) and the result is provided as follow.

Table 4.17 Dummy variable analysis of variable SI

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.793	.093		40.670	.000
	DT	-.403	.132	-.212	-3.052	.003

The model is described as under for variable Special versus Integrated General Education (SI) that differentiates the mean scores of each sample group (Special and general teachers).

$$SI = \beta_0 + \beta_1 DT \qquad (4.7)$$

Estimating model 4.7 we get:

$$SI = 3.793 \quad - \quad .403 \, DT \qquad (4.8)$$
$$(40.670) \qquad (-3.052)$$
$$(0.000) \qquad (0.003)$$

Dummy variables approach explains the variance between means of the responded groups on variable Special versus Integrated General Education (SI) that indicates that there is a difference between the teachers' responses of the special teachers and general teachers. The special teachers' responses mean is $\beta_0 = 3.793$ and the responses of the general teachers' (β_1) are less by 0.403 showing significance at $p < .01$ as estimated in model 4.8 and hence the average responses of the general teacher is estimated at 3.390.

4.6.5 Dummy variable analysis using the dummy-variable approach of Variable perceived teacher attitude towards inclusive education (PTATIE) and the result is provided as follow:

Table 4.18 Dummy variable analysis of variable PTATIE

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.580	.052		69.506	.000
	DT	-.248	.073	-.235	-3.404	.001

The model is described as under for variable perceived teacher attitude towards inclusive education (PTATIE) that differentiates the mean scores of each sample group (e.g, Special and general teachers).

$$PTATIE = \beta_0 + \beta_1 DT \qquad (4.9)$$

Estimating model 4.9 we get:

$$PTATIE = \quad 3.580 \quad - \quad .248\ DT \qquad (4.10)$$
$$\qquad\qquad\quad (69.506) \qquad (-3.404)$$
$$\qquad\qquad\quad (0.000) \qquad (0.001)$$

Dummy variables approach explains the variance between means of the respondent groups on variable perceived teacher attitude towards inclusive education (PTATIE) that indicates; there is a difference between the teachers' responses of the special teachers and general teachers. The special teachers' responses (β_0) has to mean value = 3.580 and the responses of the general teachers' (β_1) are less by .248 showing significance at $p < .01$ as estimated in model 4.10 and hence the average responses of the general teacher is estimated at 3.332.

These results help us to accept hypothesis H_2 that;

H_2: Measures of teachers' attitude towards inclusive education as perceived by general teachers (ATIEPG) as well as that of teachers' attitude towards inclusive education as perceived by special teachers (ATIEPS) are not different from each other so these differences have statistically significant, which clearly suggests that there is no difference between the attitudes of the two groups. (ATIEPG & ATIEPS).

CHAPTER-V

Summary,Conclusions and Recommendations

5.1 Summary

The purpose of this study was to evaluate the attitude of special education teachers and general education teachers towards inclusive education. This study was based upon the theoretical construct derived from Bandura's social-cognitive theory. Bandura (1994) investigated that a sound perception of efficacy increases self-confidence. People who feel proficient in their competences do not hesitate to face demanding challenges. A descriptive design was used to examine the quantitative data collected from special education teachers and general education teachers from special and general education schools of district Peshawar. Teachers completed the Opinion Relative to the Integration of Students with Disabilities (ORI; Antonak &Larrivee,1995). The sample consisted of 200 teachers (100 special education teachers and 100 general education teachers) from 6 special education centers and 26 general education schools of district Peshawar. The data was analyzed by descriptive statistics: One Sample t-test and Dummy Variable approach. The results indicated statistically significant positive attitude of teachers towards inclusive education. The final result is made here along with the conclusion. Furthermore, recommendations are also provided at the end.

1. Reliability tests were taken out to find the consistency of data.

Variables	Cronbach's Alpha
Benefits of Integration (BI)	.70
Integrated Classroom Management (IC)	.77
Perceived Ability to Teach Students with Disabilities (PT)	.83
Special versus Integrated General Education (SI)	.74

Uma Sakaron (2003), "reliabilities less than .60 are considered to be poor, those in .60s range, satisfactory, in .70 range, acceptable, and those over .80 good".

2. Mean values of the variables were computed after getting the results of reliability tests, and means values are found for variables Benefits of Integration (BI) is 3.6706, Integrated Classroom Management (IC) is 3.1405, Perceived Ability to Teach Students with

Disabilities (PT) is 3.4225, and Special versus Integrated General Education (SI) is 3.5913. The mean values of all variables are bigger than the mid-point values (= 3), this indicates that in each case of the variables, the respondents have shown their agreement.

3. One sample t-test of variable Benefits of Integration (BI) estimates at 3.6706 which is higher than the mid-point (= 3) and shows that most of the respondents are agreed. Mean value of BI = 3.6706 differs from the neutral point (= 3) by 0.6706, and this difference is statistically significant at $p < 0.01$.

4. One sample t-test of variable Integrated Classroom Management (IC) estimates at 3.1405 and this means is statistically significant.

5. One sample t-test of variable Perceived Ability to Teach Students with Disabilities (PT) estimates at 3.4225 and this means is statistically significant.

5. One sample t-test of variable Special versus Integrated General Education (SI) estimates at 3.5913 which means its statistically significant.

6. One sample t-test of constituted variable Perceived teacher attitude towards inclusive education (PTATIE) estimates at 3.4562 that reflects its significance statistically.

7. The perceptions of special and general teachers' were compared to find out whether or not the teachers' of both categories have the same perception regarding inclusive education. For this purpose, a comparison between the two groups was carried out with the help of a statistical tool "Dummy variables approach".

8. Dummy variables approach explains the variance between means of the responded groups on variable benefits of integration (BI) indicates that there is a small difference between the teachers' responses of the special teachers and general teachers. The special teachers' responses mean is $\beta_0 = 3.826$ and the responses of the general teachers' (β_1) are less by 0.311 showing significance at $p < .01$, and hence the average responses of the general teacher are estimated at 3.515.

9. Variance between means of the responded groups on variable integrated classroom management (IC) indicates that the special teachers' responses (β_0) mean is 3.242 and the responses of the general teachers' (β_1) are 3.039, less by 0.203 showing significance at $p < .05$.

10. Variance between means of the responded groups on variable Perceived Ability to Teach Students with Disabilities (PT) indicates that the special teachers' responses $\beta_0 = 3.460$ and the responses of the general teachers' (β_1) are 3.385, less by .075 showing insignificance at $p > .10$.

11.   Variance between means of the responded groups on variable Special versus Integrated General Education (SI) indicates that the special teachers' responses mean is β_0 = 3.793 and the responses of the general teachers' (β_1) are 3.390, less by 0.403 showing significance at $p < .01$.

12.   Variance between means of the respondent groups on variable perceived teacher attitude towards inclusive education (PTATIE) indicates the special teachers' responses (β_0) has to mean value = 3.580 and the responses of the general teachers' (β_1) is 3.332, less by .248 showing significance at $p < .01$

5.2   Conclusions

The results that are discussed so far show us the following conclusions. In this study, we used one sample t-test and Dummy variable approach to explain the variance between means of the respondent groups (special teachers' and general teachers') on variables of interest.

One sample t-test was used to test the hypothesis; H1: Measures of teachers' attitude towards inclusive education as perceived by general teachers (ATIEPG) as well as that of teachers' attitude towards inclusive education as perceived by special teachers (ATIEPS) varied from the mid-point on Likert-scale and were statistically significant on bigger side, suggesting teachers' positive attitude towards inclusive education. It was found that teachers' attitude towards inclusive education as perceived by general teachers (ATIEPG), as well as that of teachers' attitude towards inclusive education as perceived by special teachers (ATIEPS), were on the upper side of the mid-point and hypothesis H1 was accepted.

This study also compared the perceptions of special and general teachers' to find out whether or not the teachers' of both categories have the same perception regarding inclusive education. For this purpose, a comparison between the two groups was carried out with the help of a statistical tool "Dummy variables approach" to check the hypothesis H2.

H2: "Measures of teachers' attitude towards inclusive education as perceived by general education teachers (ATIEPG) as well as that of teachers' attitude towards inclusive education as perceived by special education teachers (ATIEPS) do not differ from each other and the differences are statistically significant, suggesting no significant differences between the attitude of the two groups (ATIEPG & ATIEPS)".

5.3   Recommendation

As a result of the study, it was found that teachers of both categories had positive attitude towards inclusive education. Though the responses of special and general education teachers were in favor of inclusive education, yet measures of responses were not very high from mid-point. All of the variables have mean values less than 4; which indicate the need for more improvement in the attitude of both special and general education teachers. It is recommended that teachers of both the categories should be exposed to more awareness programs on inclusive education.

REFERENCES

Ahmed, M., Khan, A. B., & Nasem, F. (2011). Policies for special persons in Pakistan: Analysis of policy implementation. *Berkeley Journal of Social Sciences*, *1*(2), 1–11.

Ainscow, M., Howes, A. and Tweddle, D. (2006) *Moving practice forward at the district level. In M. Ainscow and M.West (Eds.) Improving urban schools*: *Leadership and collaboration.* Open University Press.

Ali M.M., Mustapha, R., & Jelas, J.M.,University Kebangsaan Malaysia 2006, 'An Empirical study on teachers' perceptions towards Inclusive Education in Malaysia', *International Journal of Special Education*, Vol 21 No.3 2006.Retrieved July 19, 2007 fromhttp://www.cast.org/publications/ncac/ncac_idea97.html

Alquraini, T., & Gut, D. (2012). Critical components of the successful inclusion of students with severe disabilities: a Literature review. *International Journal of Special Education*, *27*(1), 42-59.Retrieved July 19, 2017, from https://files.eric.edu.gov

Al Zubayer, A. (2011). *Problems, prospects, and possibilities of inclusive education for physically disabled children in Bangladesh*. A thesis presented to the BRAC University Institute of Education Development.

Anaiz, P (1996). *Beginning inclusive education in Schools*: An experience In Muga The European Electronic Journal on Inclusive Education in Europe*, 1:1-3.*

Angela C. Richeson. (1993). *The success of inclusion running head*: *Factors affecting the success of the inclusion.* University of Nebraska at Kearney.

Angelides, P. (2008). Patterns of inclusive education through the practice of student teachers. *International Journal of Inclusive Education*, 12 (3), 317- 327.

Anke de Boer , Sip Jan Pijl & Alexander Minnaert (2011) Regular primary school teachers' attitudes towards inclusive education: a review of the literature, *International Journal of Inclusive Education*. Retrieved June 16, 2017, from https://www.rug.nl>portalpublications

Antonak, R. F., & Larrivee, B. (1995). *Psychometric analysis and revision of the Opinions Relative to Mainstreaming scale*. Exceptional Children, 62(2)*,* 139-149.

Avramidis, E., Bayliss, P. &Burden, R. 2000, 'A Survey into mainstream teachers' attitudes towards the inclusion of Children with Special Educational Needs in the ordinary school in one local education authority', *Educational Psychology,* Vol. 20, No. 2, 2000. Retrieved April,13, 2017 from https://assets.publishing.service.gov.uk

Avramidis, E. & Norwich, B.(2002). 'Teachers' attitudes towards integration /inclusion: a review of the literature', *European Journal of Special Needs Education,* Vol. 17, No. 2 (2002), pp. 129–147.

Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press.

Bandura, A. (2004). Health promotion by social cognitive means. Health education A Behavior,31(2),143-164.

Barton, L. (1993). *Disability, difference and the politics of definition.* Sheffield: University of Sheffield.

Barton, L. (1997) Inclusive education: Romantic, subversive or realistic? *International Journal of Inclusive Education,* 1(3), 231–242.

Behlol, M. G. (2011). Inclusive Education : Preparation of Teachers, 63–74.

Booth, T. and Ainscow, M. (1998). *From Them to Us*: an International study of inclusion in education, London: Routledge.

Booth, T. & Ainscow, M. (2002). *The Index for inclusion (2nd Ed.). Bristol: Centre for studies on inclusive education*. Bureau of statistics (1998)   census of Pakistan.

Bradshaw, L., & Mundia, L. (2006). Attitudes and concerns about inclusive education: Bruneian in-service and preservice teachers. *International journal of special education*, 21(1),35-41.

Christensen, C.A. (1992). '*Social justice and the construction of disability in schools'*,

Australian Association of Special Education Newsletter, 3: 6–8.

Dapudong, R. C. (2014). Teachers' knowledge and attitude towards inclusive education: The basis for an enhanced professional development program. *International Journal of learning and development*, 4(4), 1.

Directorate General of Special Education (1986). *National policy for rehabilitation of the disabled.* Directorate General of Special Education, Islamabad.

Elhoweris, H. & Alsheikh, N. (2006). 'Teachers' attitudes toward inclusion', *International Journal of Special Education*, Vol 21 No.1 2006, pp 115-118.

Frank T. Rizza (n.d). *The attitude of teachers on inclusion*. The College of New Rochelle Gregory Cipkin Babylon High School.

Forlin, C. (2004). Promoting inclusivity in Western Australian schools. *International Journal Of Inclusive Education*, 8, 183-200.

The government of Pakistan, (2005). The State of Education in Pakistan. Policy and Planning Wing, Ministry of Education, Islamabad The government of Pakistan, Ministry of Education. (2009). *National Education Policy 2009,* Revised August 1, 2009. Islamabad: Government of Pakistan.

Hayat, R. (1994). *The attitudes of the physically disabled students and their teachers towards integration of disabled in school for normal children*. Master's thesis, University of Punjab.

Islamane,T.A.A.(2013).*International conference of scientific paper Afases* 2013,(May),24-26.

Jenkinson, J. C. (1997). *Mainstream or special? Educating students with disabilities*. London: JICA [Japan International Cooperation Agency] (2002). Country profile on disability: Islamic Republic of Pakistan

Dr. Kausar Waqar, (2014) *Right to education Pakistan*: "Disability: Situation in Pakistan" Aga Khan University.

Khadim Hussain (2012). *Fostering inclusive education in Pakistan: Access and quality in primary education through community school Networks*: Global scholars program working paper series.

Kisanji.J. (1998). The march towards inclusive education in non-Western countries: retracing the steps. *International Journal of Inclusive Education, 2(1), 133–151*.

Krista Murphy. (2014). Teacher attitudes toward inclusion practices. Retrieved september,10,2017from<u>http://dc.msvu.ca:8080/xmlui/bitstream/handle/10587/1372/K</u> <u>rista</u> MurphyMAEdThesis2014.pdf?sequence=1&isAllowed=y

Leyser, Y., & Tappendorf, K. (2001). *Are attitudes and practices regarding mainstreaming changing*? A case of teachers in two rural school districts. *Education, 121*(4), 751-761.

Lipsky, D.K. & Gartner, A. (1998). *Factors for successful inclusion: Learning from the past, looking forward to the future, in S. V. Vitello & D. E. Mithaug (eds.) Inclusive Schooling:* National and International Perspectives. Hahurah, NJ: Lawrence Erlbaum Associates. Retrieved March 24, 2017 from http://www.duo.uio.no>handle>factor.

Lipsky, D.K. and A. Gartner. (1999). '*Inclusive education: A requirement of a democratic society'*, in H. Daniels and P. Garner (eds), Inclusive Education— Supporting Inclusion in Education Systems. London: Kogan Page Limited.

Miles, M. (1983). *Attitude towards persons with disabilities*. Mental Health Centre, Mission Hospital, Peshawar.

Miles, M. (2010). *Fostering inclusive education in Pakistan* : Access and quality in Primary E. Disability and social Responses in Afghanistan & Pakistan, (March).

Ministry of Health. (1988). *National policy for the education and rehabilitation of the disable*.

Ministry of woman development, S. welfare and S. E. (1998). *National policy for special education*.

McLeskey, J., & Waldron, N. L. (2002). *School change and inclusive schools: Lessons learned from practice*. Phi Delta Kappan*, 84(1), 65-73.

Mushoriwa, T (2001). A study of the attitudes of primary school teachers in Harare towards the inclusion of blind children in regular classes. *British Journal Of special education,* 28 (3): 142-147.

Nawaz, N., and Saeed, R. (1999). *The study of the level of acceptability among P.T.C. Female and Male Teachers to Include the hearing impaired children in normal schools*. Master's thesis, University of Punjab.

Naz, S., and Aurangzeb, S. (2002). *A study of Islamic concept about disables*. Master's thesis, University of Punjab.

Narbis Ballhysa, M., & Marita Flagler, M. (n.d.). *A Teachers' perspective of inclusive education for students with special needs in a model demonstration project*, (1994). Department of Social Work and Gerontology, Shippensburg University, Pennsylvania, USA.

Noor, N., and K. (2000). *The study of the problems faced by the physically handicapped students in the normal educational institutions*. Master's thesis, University of the Punjab.Unpublished.

Opdal, L.R., Wormenæs, S. (2001), 'Teachers' opinions about inclusion: a pilot a study in a Palestinian context', *International Journal of Disability, Development, and Education*, Vol.48, No.2, 2001.

Parnell, A. (n.d.). *Building implementation capacity for inclusive education in Egypt*.

Pasha, S. (2012). The readiness of urban primary schools for inclusive education in Pakistan. *Journal of Research and Reflections in Education*, *6*(2), 113–128. Retrieved from http://ue.edu.pk/jrre/articles/62003.pdf

Rieser, R. (2012). *How to order : Implementing inclusive education*. Commonwealth secretariat Marlborough house Pall Mall London SW1Y 5HX United Kingdom ©Commonwealth Secretariat, 2012.

Rogers, J. (1993). The inclusion revolution [Electronic version]. *Phi Delta Kappa –*

The Research Bulletin, 11, 1-6.

Rot, N. (1994). Bases of social psychology, Belgrade, Institute for books and teaching
materials.

Ryan, T. G., & Gottfried, J. (2012). Elementary supervision and the supervisor: Teacher
attitudes and inclusive education. *International Electronic Journal of Elementary
Education*, *4*(3), 563–571. Save the Children (2002). Guidelines on inclusive
education. Save the Children UK, London.

Sharif, N., and Naz, F. (2002). *The Study of profile of hearing impaired persons
portrayed by print Media*. Master's thesis, University of Punjab.

Sharma, U., Forlin, C., Deppelera, J., & Guang-xue, Y. (2013). Reforming teacher education
for inclusion in developing countries in the Asia-Pacific Region. *Asian Journal of Inclusive
Education*, *1*(1), 3–16.

Singal, N. (2016). Education of children with disabilities in India and Pakistan: Critical
analysis of developments in the last 15 years. *Prospects*, *46*(1), 171–183.

Slee, R (2001). Inclusion in practice: Does practice make perfect? *Education
Review* 53, (2):113-123.

Snyder, R. (1999). *Inclusion: A qualitative study of in-service general education teachers'
attitudes and concern*. Chulavista. Project Innovation.173-180.

Smith, R., & Leonard, P. (2005*). Collaboration for inclusion: Practitioner perspectives.
Equity & excellence in education*, 38(4), 269-279.

Subban, P. & Sharma, U (2006) Primary school teachers' perceptions of inclusive education
in Victoria, Australia. International Journal of special education,21(1), 42-52.

Tabassum, N., Kiyani, A., Chuadhry, M. A., & Kiyani, S. (2014). Study of attitudes of
parents, teachers and managers towards inclusive education in Pakistan. *International
Journal of Innovation and Applied Studies*, *9*(3), 1128–1135.

Thakur, I., & Abbas, F. (2017). Inclusive Education in Punjab: Challenges and Way Forward. *Journal of Inclusive Education*, *1*, 15–26.

UNESCO (1994) The Salamanca Statement and Framework for Action on Special Needs Education. Paris: UNESCO.

UNESCO (1999) Salamanca Five Years On. A Review of UNESCO activities in the Light of the Salamanca Statement and Framework for Action. Adopted at the World Conference on Special Needs Education: Access and Quality (Paris, UNESCO).

UNESCO (2003).EFA Global Monitoring Report 2003/4.Gender and Education for All*: The Leap to Equality. Paris: UNESCO.

UNESCO. (2005). *EFA Global Monitoring Report2005. Education for All: The Quality Imperative*.

UNESCO, (2007). Guidelines for inclusion. Ensuring access to education for all. Paris: UNESCO.

United Nation, UNCRPD, (2008). *United Nation Convention on the Rights of Person with Disabilities.* Washington, USA

UNESCO (2009).Policy guidelines on inclusion in education.Paris,France:Auther.

Rieser, R. (2012). *How to order : Implementing inclusive education*. Commonwealth secretariat Marlborough House Pall Mall London SW1Y 5HX United Kingdom ©Commonwealth Secretariat, 2012.

Unianu, E. M. (2012a). Attitudes towards inclusive education – A Qualitative Meta-analysis of recent studies. *International conference of scientific Paper*.

Unianu, E. M. (2012b). Teachers' attitudes towards inclusive education. *Procedia - Social and behavioral sciences*, *33*, 900–904. https://doi.org/10.1016/j.sbspro.2012.01.252

UNICEF. (2003). *Examples of inclusive education: Pakistan. Kathmandu, Nepal:*

Author.

Werthmeimer 1997), Inclusive education a framework for change national and international perspectives Published by the center for studies on inclusive education. Expression printers Ltd, London N5 1JT © CSIE, Bristol, UK, 1997

Dear Teacher,

Assalam-o-Alaikum

I invite you to participate in a research project investigating the attitudes of regular and special education teachers towards inclusive education in Peshawar.

Inclusive education is the education of children with disabilities and special educational needs in regular schools. The aim of inclusion is to maximize the participation of children with disabilities in regular schools. Saying that the existing structures of education in the country are not "ready" to accommodate children with disabilities cannot be sustained in any country claiming to be civilized.

Being the signatory of International Declarations and Statements on Inclusive Education, it is the ethical and legal responsibility of Pakistan to act upon the recommendations made in these declarations and statements. Policies are being developed for implementation of inclusive education in future. At this stage, to have the knowledge of teachers' attitudes towards Inclusive Education is very important because if all stakeholders approach this innovation with a positive attitude there will be a greater possibility of its successful implementation.

Your responses are important in order to have complete and useful data on the project as well as contributing to the larger goal helping meet the needs of students with disabilities. Make sure that your information and suggestion will be kept confidential.

Thank you in advance for your time and participation.

Sincerely,

Zubaida

M.Phil. (Education) Scholar,

City University of Science and Technology,

Peshawar.

Cell No: 03422965639

QUESTIONNAIRE

QUESTIONNAIRE – TEACHERS' ATTITUDE TOWARDS INCLUSIVE EDUCATION AS PERCEIVED BY GENERAL AND SPECIAL TEACHERS IN PESHAWAR.
SECTION – A Demographic information:
1. Name:
2. Designation:
3.Name of Institution:
4.Current level you are teaching: (please circle) Primary   Middle   High School   Higher Secondary
5.Amount of courses received in teaching children with disabilities:
6.Number of years teaching in total:
7.Number of years teaching children with disabilities:
8.Your gender: (please circle)   1. Male = 1   2. Female = 0   9.Your age in years: _____
10.Your education: (please circle) (S.S.C,   F.A,   Bachelor,   Master,   M. Phil,   Ph. d.)
11. A total number of children with disabilities enrolled in your school:
12. A total number of children with disabilities enrolled in your class:
13. Please circle their number, type, and level of their disabilities: S. No. Type of Disability   Their no.   Level of their disabilities 1.   Total Blind (T.B)   (1,2,3……)   (Mild, Moderate, Severe) 2.   Low Vision (L.V)   (1,2,3…...)   (Mild, Moderate, Severe) 3.   Speech Impaired (S.I)   (1,2,3…...)   (Mild, Moderate, Severe) 4.   Hearing Impaired (H.I) (1,2,3…...)   (Mild, Moderate, Severe)

5.	Orthopedic Impaired(O.I)	(1,2,3…..)	(Mild, Moderate, Severe)
6.	Cerebral Palsy(C.P)	(1,2,3…...)	(Mild, Moderate, Severe)
7.	Mental Retardation(M.R)	(1,2,3…...)	(Mild, Moderate, Severe)
8.	Multiple Disabilities(M.D)	(1,2,3…...)	(Mild, Moderate, Severe)
9.	Autism	(1,2,3…..)	(Mild, Moderate, Severe)
10.	Not classified	(1,2,3.....)	(Mild, Moderate, Severe)

SECTION-B

Strongly disagree = SD Disagree = D Not disagree/neither agreed = N Agreed = A

Strongly agreed = SA (please circle the appropriate response corresponding to your belief)

A.	**Benefits of Integration (BI)**					
1.	Integration offers mixed group interaction that will foster understanding and acceptance of differences among students.					
2.	The challenge of being in a general classroom will promote the academic growth of the student with a disability.					
3.	The presence of students with disabilities will not promote acceptance of differences on the part of students without disabilities.					
4.	Integration of the student with a disability will not promote his or her social independence.					
5.	The integration of students with disabilities can be beneficial for students without disabilities.					
6.	Integration will likely have a negative effect on the emotional development of the student with a disability.					
7.	Students with disabilities should be given every opportunity to function in the general classroom where possible.					
8.	Isolation in a special classroom has a beneficial effect on the social and emotional development of the student with a disability.					

B.	**Integrated Classroom Management** (IC)					
1.	Most students with disabilities will make an adequate attempt to complete their assignments.					
2.	It is likely that a student with a disability will exhibit behavior problems in a general classroom.					
3.	The extra attention students with disabilities require will be to the detriment of the other students.					
4.	Increased freedom in general classroom creates too much confusion for the student with a disability.					
5.	The behavior of students with disabilities Will set a bad example for students without disabilities.					
6.	It is not more difficult to maintain order in a general classroom that contains a student with a disability than in one that does not contain a student with a disability.					
7.	Students with disabilities will not monopolize the general-classroom teacher's time.					
8.	Students with disabilities are likely to create confusion in the general classroom.					
9.	The classroom behavior of the Student with a disability generally does not require more patience from the teacher that does the classroom behavior of the students without a disability.					
10.	The student with a disability will not be socially isolated in the general classroom.					

C.	**Perceived Ability to Teach Students with Disabilities (PT)**					
1.	Integration of students with disabilities will necessitate extensive retraining of general classroom teachers.					
2.	General classroom teachers have the ability necessary to work with students with disabilities.					
3.	General classroom teachers have sufficient training to teach students with disabilities.					
D.	**Special versus Integrated General Education (SI)**					
1.	Students with disabilities can best be served in general classrooms.					
2.	Integration of students with disabilities will require significant changes in general classroom procedures.					
3.	The student with a disability will probably develop academic skills more rapidly in a general classroom than in a special classroom.					
4.	Teaching students with disabilities are better done by special-than by general classroom teachers.					