Chapter 2

REVIEW OF RELATED LITERATURE
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Chapter 2

REVIEW OF RELATED STUDIES

A review of related literature involves the systematic identification, location and analysis of documents containing information related to their research problem. These documents include articles, abstracts reviews, monographs, dissertations, books, other research reports and electronic media (Airason & Peter, 2000, p.44). The major purpose of reviewing the literature is to determine what has already been done that relates to our topic. Another important function is to point out research strategies and specific procedures and measuring instruments that have and have not been found to be productive in investigating our topic. Previous research also facilitates interpretation of the results of our study.

This chapter includes the literature related to Status of mentally challenged children in the inclusive set-up. In order to locate material relating to this topic, computerized database searches of ERIC, summary of journal articles, Dissertation Abstracts International, and the Networked Digital Library of Theses, abstracts reviews, Dissertations, books other research reports and electronic media were consulted. The reviewed studies include: (a) studies conducted among teachers, (b) studies conducted among parents, (c) studies conducted among students (d) studies conducted among educators and administrators and (e) studies conducted among multisamples.

2.1. STUDIES CONDUCTED AMONG TEACHERS

Fifty seven studies conducted among teachers were reviewed and abstracted below.
Dragana et al., (2014) studied the attitudes of preschool, primary, secondary and high school teachers towards inclusive education of children with special educational needs. In addition, the study established the correlation between these attitudes and gender, education level, teaching experience, formal training in the special education field, and the duration and quality of work experience with children with special education needs. The sample comprised 322 teachers from the Serbian province of Vojvodina. The My Thinking about Inclusion Scale (Stoiber, K. C., M. Gettinger, and D. Goetz. 1998. “Exploring Factors Influencing Parents' and Early Childhood Practitioners Beliefs about Inclusion.” Early Childhood Research Quarterly 13 (1): 107–131) was used. The results showed that, in general, the participants held neutral attitudes towards inclusive education and more positive expectations regarding the outcomes of inclusion. This study also emphasised teaching performance in an inclusive class as a subject of great concern. The high school and preschool teachers as well as the teachers with previous positive experience with working in an inclusive environment reported more positive attitudes towards inclusive education than those from primary and secondary schools and those with negative experiences with the implementation of inclusive practices.

Nigel and Kenny (2014) studied teachers' attitudes towards using Information and Communication Technology (ICT) for equality as part of inclusive education and practice, and explored the extent to which it is important that student teachers are prepared for both education and digital inclusion. The study focused on the attitudes of student teachers who had taken a new reformed course on inclusive education and practice within a Scottish University. Results from the study showed that student teachers' attitudes towards using ICT for teaching and learning were strongly positive, and were also strongly positive towards inclusive education. Their attitudes towards
inclusive practice and using ICT for inclusive practice were slightly less positive. This seemed to result in ICT being used less in terms of inclusive education and more from the perspective of accessibility to the curriculum. The study provided evidence that the impact of ICT as part of inclusive practice is not well understood by student teachers and that student teachers' attitudes towards digital equality do not feature highly in inclusive practices. Consequently, greater attention to ways in which ICT is used for inclusive purposes is needed in Initial Teacher Education and in education policies in order to improve student teachers' preparedness for education inclusion.

Costello and Boyle (2013) studied pre-service secondary teachers’ attitudes towards inclusive education. A sample consisting of 193 pre-service secondary teachers enrolled in secondary education courses at an Australian university were surveyed to determine their attitudes towards inclusive education, with a particular focus on attitudinal changes across the years of study. Results indicated that pre-service secondary teachers held positive attitudes towards inclusive education; however there was a significant decline in positive attitudes through the years of study. Pre-service secondary teachers enrolled in postgraduate programmes were more inclusive than those enrolled in undergraduate courses. Attitudes towards training and perceived competence were less positive than other attitude scales for all participants, suggesting a concern regarding training effectiveness.

Das et al. (2013) studied the current skill levels of regular primary and secondary school teachers in Delhi, India in order to teach students with disabilities in inclusive education settings. A total of 223 primary school teachers and 130 secondary school teachers were surveyed using a two-part questionnaire. Part-one of the questionnaire collected background information of the respondents. Part-two was a Likert scale which required the teachers to indicate their perceived current skill levels on a list of
competencies needed to implement inclusion. Data was analyzed using descriptive statistics and t-tests. The major findings were that nearly 70% of the regular school teachers had neither received training in special education nor had any experience teaching students with disabilities. Further, 87% of the teachers did not have access to support services in their classrooms. Finally, although both primary and secondary school teachers rated themselves as having limited or low competence for working with students with disabilities, there was no statistically significant difference between their perceived skill levels.

Dukmak (2013) investigated the attitudes of regular classroom teachers towards including students with disabilities in the regular classroom. Teachers’ attitudes were also studied in relation to their gender, age and years of teaching experience. The influence of teachers’ views about the best educational placement for students with various disabilities on their attitudes towards educational inclusion was also investigated. Different statistical analyses such as ANOVA, and correlations were administered to study the relationships between predictors and outcome measures. The findings revealed that, in general, teachers showed positive attitudes towards educational inclusion but male teachers showed more positive attitudes than females did. Teachers’ years of experience were found to influence their attitudes towards educational inclusion as when the teachers’ years of experience increase their attitudes towards inclusion become less positive. Furthermore, teachers’ attitudes become the least positive when teachers view educational placement for students with intellectual disabilities and emotional and behavioral disorders to be outside the regular school, and their attitudes become less positive when they view educational placement for students with visual impairment to be outside the regular school.
Malak (2013) examined the pre-service special education (PSpE) teachers’ attitudes towards inclusive education (IE) for students with special educational needs (SEN) in Bangladesh. 100 PSpE teachers from a leading teacher education institute in Bangladesh were purposively sampled. A 20-item based survey questionnaire was used to measure participants’ attitudes. Both descriptive and inferential statistics were utilised in the analysis. The results revealed that while the PSpE teachers hold favourable attitudes towards students with SEN, they are concerned about some basic issues of inclusion. Practicum and close contact with children with SEN were found to be important variables which shaped the attitudes of the PSpE teachers.

Malinen (2013) studied the in-service and pre-service teachers’ self-efficacy and attitudes related to inclusive education. The first sample was collected in 2007 from 523 students via internet and in two normal university campus areas in Beijing, China. The second sample was gathered in 2010 and consists of the responses of 554 Chinese normal university students and students of a special education college. The third sample was collected in 2010–2011 from 451 Chinese, 855 Finnish, and 605 South African in-service teachers. Based on the analysis, the teacher self-efficacy for inclusive practices appears to have a multidimensional structure. In this dissertation, teacher self-efficacy was divided into three factors – Efficacy in inclusive instruction, Efficacy in collaboration, and Efficacy in managing student behaviour – that could be confirmed in Chinese, Finnish, and South African data. In all three countries, the level of self-efficacy for inclusive practices was significantly explained by the teacher’s previous experience in teaching students with disabilities. Participants with a higher level of experience in teaching students with disabilities also had more positive attitudes towards inclusive education, but on average the perceptions were close to the mid-point of the measurement scale.
Nisha and Ajay (2013) studied the concerns of regular secondary school teachers in Delhi in order to work with students with disabilities in inclusive education settings. A total of 470 teachers responded to a two-part questionnaire. Part-one of the questionnaire collected information related to personal and professional characteristics of the teachers. Part-two was a Likert scale which required the teachers to indicate their concerns on a list of statements related to inclusion. Data was analyzed using descriptive statistics and t-tests. The data indicated that the teachers in Delhi, overall, had a moderate level of concerns to implement inclusive education in their schools. These teachers were however not concerned about their increased workload due to inclusion. In addition, an overwhelming majority (95%) of the teachers indicated that they had not received training in special education. The implications for teacher training in India are discussed in terms of the different models that can improve teacher quality for inclusive education.

Shady et al. (2013) studied teacher attitude towards and perceptions of inclusive education programmes. This study used a mixture of quantitative and qualitative research methods in an action research design to assess teacher perceptions of inclusive educational programming prior to, during, and at the Teaching the teachers completion of the first year inclusion implementation. Twenty-one general education teachers, six special education teachers, and seven specialty area teachers who worked in this small elementary school participated in the surveys (N=34). The seven specialty area teachers who participated included three reading support teachers, one math support teacher, one librarian, one counselor, and one art teacher. Two survey instruments were developed to gather data for this study; one was given prior to the beginning of the school year to determine teacher attitudes and needs regarding the provision of educational services for both general and special education students within the same classroom, while another survey was given at the end of the school year. Results showed that only 19% of teachers
said that they felt prepared to implement inclusion. Only 26% of the teachers did not feel a need for professional development. And while 55% of the teachers felt that it would not be difficult to modify their teaching styles to accommodate students with special needs, only 15% of the teachers felt that they had the necessary resources to successfully implement inclusion in their own classrooms. However, most teachers (74%) believed that students with disabilities would be exposed to positive role models as a result of inclusion.

Smith and Ruth (2013) studied the perceptions of general public school teachers regarding inclusion of students with disabilities in their classroom. Instruments used to measure the concepts studied include an Inclusion Inventory followed by additional open-ended questions. A sample of general education public school teachers, who have had a child with a disability in their classroom, was recruited from a Texas regional school district. The research questions asked about the teachers' educational teams, their grade level assignment, and the number of years taught; followed by open ended questions that included the participants' definition of inclusion, their experiences and challenges, training in inclusion, and the concept of the general education teacher having sole responsibility for all the students in the class. Inclusion teams were found to be an important aspect of this study. The participants reported the success (or lack of success) of their inclusive classroom often depended on their inclusion team. Many respondents felt further pre-service and in-service training on how this support can be accomplished that includes administration as well as general and special education teachers was one avenue that could help realize an inclusive classroom that was beneficial to all.

Anwer (2012) investigated the factors that influence public and private teachers’ perceptions of inclusive education. The Scale of Teachers’ Attitudes towards Inclusive Classrooms was distributed to a total of 110 regular school teachers. Total 81 surveys
were returned. According to an independent sample t-test, hypothesis was supported by the data where in fact, teachers in a public school tend to hold more positive attitudes toward inclusive education. Although the hypothesis is supported by the data, there were noted stipulations to the practice of inclusion with regard to their overall perceptions. There was no reported statistical significance between the teachers’ years of experience and their overall perceptions of inclusion, adequacy of training or perceived administrative support.

Deku and Prosper (2012) studied teachers' conceptual knowledge of inclusive education in the Cape Coast Metropolis. Using purposive and simple random sampling methods, 132 teachers were selected to participate in the study. There were 63 males and 69 females and approximately 95.7% were professionals from the Colleges of education and the Universities in Ghana. About 31% had teaching experience of 11 years. Again, 67 teachers were selected from urban areas of Cape Coast while 65 teachers were sampled from the rural areas of the metropolis. A four-point Likert scaled questionnaire made up of 10 items was developed for the study. The independent sample t-test and One-way ANOVA analyses indicated that majority of teachers have conceptual knowledge in inclusive education. Teacher characteristics, such as gender, teaching experience and professional qualification were found to have no significant influence on teacher knowledge about inclusive education.

Mukhopadhyay et al. (2012) studied the attitudes of pre-service teachers towards the inclusion of students with disabilities in the general classrooms in Botswana. The attitudes of teachers have been discovered as central to the success of this inclusive education practice. A total of 100 pre-service special education students were surveyed at the beginning of semester one of 2012-2013 academic year on attitudes towards inclusion of students with disabilities. A questionnaire consisting of 16 items was used to collect
data from the student teachers ascertaining if they had positive or negative attitudes towards inclusion of students with disabilities. Data was analysed using descriptive statistical analysis, t-tests, and correlation. The results of the study revealed that participants in this inclusive teacher preparation program showed favourable attitudes towards inclusive education. There was also no significant difference in attitudes across all the scales among the pre-service teachers and also between pre-service teachers with teaching background and those without teaching background. The results of this investigation indicate that majority of the participants had a favourable attitude towards the inclusion of learners with disabilities into the regular classrooms. In addition there were more of those with some professional background who showed favourable attitudes as compared to those who did not have professional background.

Prakash (2012) studied inclusion of children with disabilities in schools. This study was undertaken in the state of Andhra Pradesh in India, to measure and compare teachers’ attitudes towards the inclusion of children with hearing impairment in schools. A questionnaire developed by Giles and Tanner (1995) measuring three domains - (1) effective strategies for meeting the needs of all students, (2) the support for educational change in their district, and (3) inclusive education - was modified in keeping with cultural and geographical variations and used as the test tool. A hundred teachers of various Government and non-Government schools in 2 districts of Andhra Pradesh, India, participated in the study. Higher scores on domain 1 indicate that teachers feel effective strategies to benefit students with disabilities should be implemented in schools. The results also indicate that most teachers are agreeable to the inclusion of students with disabilities in their classrooms. Significant difference in attitudes was observed, based on the teachers’ qualifications, teaching experience, gender, level of teaching and management.
Woodcock et al. (2012) studied whether the study of an inclusive education subject influence pre-service teachers' concerns and self-efficacy about inclusion. Pre-service teachers enrolled in the third year of a primary teacher education course at a large Australian regional university participated in the study. Useable responses to a survey were obtained from 97 pre-service teachers in the first phase of the study. The survey was re-administered five months later (second phase) to the same potential participants and useable responses from 102 pre-service teachers were obtained. Of the participants in the study, approximately 25% were male and 75% were female. The surveys were matched using a coding system thus maintaining the anonymity of the participants. Survey data were collected from pre-service teachers studying at a large regional Australian university. The results of an analysis based on mean values indicated that the various concerns, namely, resources, acceptance, workplace, and academic standards, did not change markedly as a consequence of the subject and practicum experiences. This analysis also showed a hierarchy of concerns running from resources through to standards. Moreover, the results of a MANCOVA, with self-efficacy serving as the covariate and using the concerns measures as the dependent variables and pre/posttest condition as the independent variable, revealed no significant difference between the various measures on the condition.

Emam (2011) studied the relationship between teacher self-efficacy and teacher attitudes towards the inclusive classroom. The Opinions Relevant to Integration of Students with Disabilities (ORI) and Teacher Self-Efficacy Scale (TES) were administered to 95 primary school teachers and 71 preschool teachers. Results showed that scores on the ORI could predict scores on the TES for both preschool and primary school teachers. Teachers with more experience had more positive attitudes than teachers with less experience whereas experience had no effect on teachers’ sense of self efficacy.
in teaching pupils with Special Educational Needs (SEN). No differences were found between preschool and primary school teachers’ attitudes, whereas primary school teachers showed a higher sense of self-efficacy than did preschool teachers regarding the management and teaching of pupils with SEN.

Massingill and Shawntel (2011) investigated teacher-reported inclusionary practices and strategies in general education classrooms grades 6, 7, and 8. The study included a web-based survey of approximately 100 randomly selected teachers who were teaching Language Arts, Math, Science, Social Studies, or any combination of those academic subjects during May 2010. The survey asked teachers what inclusionary practices and strategies they were using and which of these inclusionary practices and strategies they considered to be effective. The survey also asked teachers to select the inclusionary practices and strategies they are not currently using, but would like to use in the future. Survey results indicated curriculum modifications were the inclusionary practice used most frequently and lead and support was the collaborative strategy used most frequently. Teachers considered modifying curriculum the most effective inclusionary practice and skill grouping the most effective collaborative strategy.

Regis (2011) investigated special needs education (SNE) in-service teacher trainees’ views on inclusive education in Zimbabwe. Participants were 76 SNE in-service teacher trainees (37 male, 39 female) from Great Zimbabwe University’s Faculty of Education. A questionnaire was used for data collection. Descriptive and inferential statistics were used to analyse the data. There were no significant differences between male and female SNE in-service teacher trainees’ views on inclusive education. The trainees believed that the present Zimbabwean curriculum did not meet the needs of SNE children, inclusive education affected the teaching methods used, only specialist
teachers could handle included children and that regular class teachers could not easily adapt their teaching programmes to accommodate included children.

Tania (2011) studied secondary school teachers’ attitudes towards and knowledge about inclusive education in Bangladesh. This study used a mixed method design to explore the attitudes towards and knowledge about inclusive education of 30 randomly selected secondary school teachers in Bangladesh. The ATIES (Attitudes Towards Inclusive Education Scale; Wilczenski, 1992) was used to measure teachers attitudes towards inclusive education. Semi-structured interviews about knowledge of inclusive education were also conducted with six teachers, and analysed using thematic analysis. The findings were that secondary school teachers had predominantly positive attitudes towards inclusive education for children with special needs, except for children who had physical disabilities such as visual or hearing impairments.

Avramidis and Bayliss (2010) studied mainstream teachers’ attitudes towards the inclusion of children with special educational Needs in the ordinary school in one local education authority. The survey was carried out in one Local Education Authority in the south-west of England and the sample comprised of 81 primary and secondary teachers. The analysis revealed that teachers who have been implementing inclusive programmes, and therefore have active experience of inclusion, possess more positive attitudes.

Gal et al. (2010) assessed how teachers' attitudes towards inclusion of children with disability are affected by the teachers' personal characteristics. It also examined whether the teachers' attitudes and requirements for accommodations differ in respect of four groups of children's disabilities: learning disabilities, sensory/motor disabilities, ADHD, and emotional disabilities. Fifty-three preschool teachers completed the Attitudes towards Disabled Persons Scale (ATDP-A) and the Environmental Accommodations of
School (EAS), which was designed especially for this study. Findings of the study indicated that the teachers' requirements proved to correlate with various teachers' characteristics such as age, experience, education and personal contact with disability. Teacher's requirements for accommodations also highly correlated with environmental working conditions. Teachers were most concerned about accommodations for children with potential behaviour problems.

Mastin and Debra (2010) examined the attitudes among general and special education teachers towards inclusion of Down syndrome students measured by the Scale of Teachers' Attitudes towards Inclusive Classrooms (STATIC) through four constructs. The constructs are (a) advantages and disadvantages, (b) professional issues, (c) philosophical issues, and (d) logistical concerns of an inclusive education. Responses on the STATIC from a sample of 249 special education teachers who teach Down syndrome students, general education teachers who teach Down syndrome students in an inclusive classroom, and general education teachers who do not teach Down syndrome students were analyzed. Comparisons on the four constructs of the STATIC using multivariate analysis of variance indicated that, for all constructs, special education teachers scored higher than both general education teachers who did and did not participate in inclusion. General education teachers who participated in inclusion scored higher than general education teachers who did not participate in inclusion on all four constructs of the STATIC.

Martin and Gayle (2010) explored the attitudes and perception of general education teachers at a large highly diverse, urban school district in Illinois. This quantitative, quasi-experimental study examined the attitudes and perspectives of K-5 general education teachers using the Scale of Teachers' Attitudes towards Inclusive Classrooms (STATIC) (Cochran, 1997). The problem addressed in this study was if the
independent variables years of teaching experience, type of teacher certification, academic preparation and type of inclusion model influenced teacher's attitudes towards inclusion. Participating teachers (N= 48) from 15 elementary schools in the selected district, who currently or had in the past 12 months, taught in an inclusive general education classroom completed the STATIC survey. No statistical significance was reported for any of the independent variables.

Mortier et al. (2010) studied communities of practice in inclusive education. In this study, the responses of 500 trained and untrained mainstream primary school teachers selected from three of the ten regions of Ghana were analysed to investigate their attitudes to including children with SEN and disabilities in mainstream schools in Ghana. These attitudes were examined alongside teachers' characteristics such as gender, age, length and level of teaching experience, and knowledge of SEN, and also the type, nature and degree of children's SEN. The results showed that teachers in Ghana were positive towards the inclusion of children with SEN and disabilities with a few reservations which are elaborated.

Aremu and Olufemi (2009) explored the attitudes of teachers about inclusion of children with special needs in their secondary schools in general education. This study adopted a descriptive survey research design, with 60 teachers as participants from selected secondary schools in Oyo state, Nigeria. The instrument used was a questionnaire, which included items on gender, marital status, professionalism, and teaching experience, and has a general co-efficient alpha of 0.83. The findings revealed that female teachers have more positive attitude towards the inclusion of students with special needs than their male counterparts.
Davis and Tracle (2009) determined teachers’ attitudes towards the inclusion of students with severe disabilities in the general education classroom. This qualitative research survey questioned if teacher attitude towards students with disabilities varied by severity of student disability, type of teacher, and length of teaching experience with students with severe disabilities. Teachers (n=113) completed an adapted version of the Physical Educators’ Attitudes towards Individuals with Disabilities III (PEATID-III). The data were analyzed through descriptive statistics, a Wilcoxon test and the Mann-Whitney test. Results indicated that teachers displayed a significant difference in attitude based on the severity of disability showing a need for varied training. As indicated by the results, no significant difference in attitude existed between special education and general education teachers.

El-Ashry and Rezk (2009) examined the general attitudes of pre-service teachers towards inclusion and the variables that are believed to be associated with these attitudes. Investigating pre-service teachers' attitudes towards inclusion is important to understanding factors that contribute to the formation and change of these attitudes, and the extent to which teacher education makes a difference for pre-service teachers. To examine pre-service teachers' attitudes, a cross-sectional study was designed. Sixteen-hundred and twenty five pre-service teachers, who were sophomores, juniors, and seniors studying general pre-service education, were surveyed at a single point in time. All participants were undergraduates who majored in elementary and secondary education at the Kafrelsheikh University in Egypt. The inclusive attitudes of these pre-service teachers were measured using the Pre-service Teachers' Attitudes towards Inclusion questionnaire. A two-way between-subjects analysis of variance showed that pre-service teachers held more negative than positive attitudes towards the inclusion of students with disabilities in general education classrooms.
Ernst and Margaret (2009) measured high school teacher attitudes towards the inclusion of students with disabilities in regular education classrooms. Results of this web-based study suggest that high school teachers who have taken at least one special education course and those with several in-services about inclusion feel positively about it in comparison to teachers with no relevant coursework or in-services. Teachers with experience implementing inclusion in their own classrooms also report positive attitudes. Teachers with access to instructional resources, including curricular materials and fellow professionals with specialized skills, were positively inclined affectively and behaviourally to inclusion. Male teachers reported more favourable attitudes than did female teachers.

Hill and Rorie (2009) investigated the varying attitudes of regular (mainstream) education teachers towards the implementation of inclusion in elementary and secondary school classrooms. The participants of this study were 73 teachers from three public elementary and secondary schools in rural, southeastern USA who completed the Scale of Teachers' Attitudes Towards Inclusive Classrooms. The results indicated that most teachers support the practice of inclusion in regular education classrooms or possess a neutral consensus towards the practice of inclusion as it relates to teaching assignment.

Oldfield and James (2009) compared attitudes towards inclusion among general education (GE) and special education (SE) teachers. Comparing the results of 26 peer-reviewed journal articles on inclusion, this meta-synthesis tracked teacher's attitudes in five major themes: administration, general education attitudes, training, general and special education teachers on special education, and collaboration/co-teaching. GE teachers were initially concerned with the lack of training and behaviour to handle students with disabilities. The overall findings suggest that administration has to be fully committed to inclusion and provide support for teachers.
Parker and Shera (2009) studied the attitudes on secondary teachers who had students with mild disabilities in their classrooms. In addition, the study examined the relationship between general and special education teachers’ attitudes toward inclusion relative to years of teaching experience, training, gender, ethnicity and educational levels. Ninety five teachers participated in this study (60 general educators and 35 special educators). The researcher analyzed and made recommendations using SPSS. The independent t test was used for statistical analysis to determine if there were significant differences between the attitudes of secondary general and special education teachers with respect to (a) the advantage and disadvantage of inclusive education, (b) professional issues related to inclusive education, (c) philosophical issues related to inclusive education, and (d) logistical issues related to inclusive education. The result of the study indicated that special education teachers have a more positive attitude towards inclusion when compared to general education teachers.

Saypula and Linda (2009) examined teachers’ understanding of inclusion, attitudes towards inclusion, and preparedness to teach in the inclusion classroom (IC). The study sample consisted of 15 special education (SE) and 15 general education (GE) middle school teachers in a large suburban school districted in the northeastern U.S. A quantitative survey was used to determine differences in IC-related understanding attitudes, and preparedness between SE and GE teachers. Independent sample t tests indicated no significant SE/GE differences in self reported IC understanding or attitudes, but SE teachers reported significantly greater IC preparedness than GE teachers. Teacher observations and interviews were coded for significant statements or actions aligned to the research questions that were entered into a SE/GE matrix used to conduct a cross-case analysis to determine reoccurring themes within the groups. Findings from this study
showed that both groups of teacher had positive attitudes towards inclusion; however, there was a limited understanding of their roles in the inclusion classroom.

Sharma et al. (2009) studied attitudes and concerns of pre-service teachers regarding implementation of inclusive education. The participants consisted of 480 pre-service teachers enrolled in a one year Bachelor of Education (B.Ed) program at Pune University, in the state of Maharashtra. The results of the study showed that participants had somewhat negative attitudes and a moderate degree of concern regarding the inclusion of students with disabilities in their classes. Participants with higher level of education (i.e. postgraduate degrees) were found to have significantly more positive attitudes compared to their counterparts. Perceived level of confidence in teaching students with disabilities was also associated with lower degree of concerns amongst participants.

Sprankle and Marcia (2009) studied the beliefs of teachers towards the inclusion of students with disabilities in regular classroom and their beliefs about their role, schools’ practices, personal comfort, and skill level in including students with disabilities. This study focused specially on whether (i) the educational facility a teacher was in, (ii) gender, (iii) level of education, (iv) professional area and (v) years of experience impacted teachers’ belief towards inclusion. An online survey was made available to 332 regular and special education teachers in one small rural school district located on the Eastern Shore of Maryland. The survey was available online for 2-week data collection period. Following the 2-week period, 176 (53%) of the surveys were completed in their entirety and returned. Descriptive statistics including frequencies and percentages were used to describe each educational facility’s survey return rates and population sample. A t-test was used to determine mean score along with frequencies and to describe respondents’ beliefs about inclusion. An analysis of these data revealed that teachers
believe in inclusion. Although the beliefs were favourable towards inclusion, data revealed that stronger beliefs resided with teachers who were attached with elementary buildings. Data also revealed that regardless of the level of academic training, teachers were positive about inclusion.

Stubbs and Stacy (2009) determined the attitudes of primary public school teachers (1-6) towards inclusive education in New Province, Bahamas. This quantitative descriptive study examined the attitudes of 234 general education teachers in public primary schools in New Province, Bahamas. Respondents completed a brief demographic questionnaire. The result revealed that general education teachers have positive attitude towards the benefits of inclusion, a negative attitude towards their ability to teach children with special needs in their general education classrooms and a negative attitude towards the concept of inclusion. General education teachers were not positive or negative towards the management of inclusive classrooms. The demographic factors affecting positive attitudes towards inclusion were training for teaching on inclusive classrooms, higher level of education, and experience teaching children with special needs.

Stauble (2009) studied a theoretical framework for the examination of teacher attitudes includes the impact of efficacy, experience, training, grade level and subject area taught, and school variables. The relationship among these factors, teacher's instructional practices and student achievement are examined. For this study, participants were recruited from three public school districts in a Midwestern state. An electronic survey developed by the researcher, along with a demographic questionnaire and study preamble were sent to middle and high school general education teachers in three participating districts. A total of 233 teachers responded. A correlational analysis between teacher attitudes and teacher and school variables along with an analysis of
variance (ANOVA) was conducted. The mean score for teacher attitudes toward inclusion was 3.79 with scores ranging from a low score of 2.96 and a high of 4.94 out of a possible score of 6.00. An analysis of the data revealed a negative correlation between teacher attitude and grade level taught meaning that the higher the grade level, the more negative the teacher attitude toward inclusion. A significant difference in teacher attitude towards inclusion by subject area taught was found. Participants who teach mathematics reported significantly lower attitudes toward inclusion than those who taught language arts and social studies. A further analysis revealed that almost 25% of the participants had no training what-so-ever in special education strategies, 48.5% of the teachers surveyed strongly agreed or moderately agreed that inclusion is a desirable practice and 44.7% of the teachers strongly or moderately agreed that everyone benefits from inclusive practices.

Battige and Sandra (2008) investigated third, fourth and fifth grade general education teachers’ perspectives of the changes they have made to their classroom policies, practices, and procedures as a result of inclusion. Nine elementary schools from one southern country participated in this study. Information was gathered via the Inclusive Education practices in the Elementary Grades survey constructed by the researcher. Both quantitative and qualitative data were gathered by using forced-choice questions based on a five point Likert scale and open ended questions. Descriptive statistics and thematic coding were used to analyze the data. Results of this study indicated that teachers perceived an increase in their day-to-day classroom responsibilities such as lesson planning, classroom organization, behaviour management and non-instructional paperwork. Teachers reported that the instructional strategies they used were more oriented to small group instruction, a slower pace and decrease in the depth of content. Teachers expressed an increase sense of responsibility for the academic
progress of all students, including the attainment of individual education plan, goals and objectives of their students with disabilities. The majority of respondents indicated an increase in the stress they experienced in the classroom citing frequent interruptions from other school personnel and an increase in behavioural disruptions as sources of the atmospheric change.

Avraqmidis and Efrosini (2007) studied the influence of teaching experience and professional development on Greek teachers’ attitude towards inclusion with a sample of 155 respondents from general education primary teachers in Northern Greece. They found that the teachers had positive attitudes towards the general concept of inclusion but differing views on the difficulty of accommodating different types of disabilities in mainstream classroom.

Elhoweris and Negmeldin (2007) investigated current teachers’ attitudes towards inclusion, and possible differences in the general and special education teachers’ attitudes towards inclusion of students with disabilities in the integrated education classroom. A total of 10 participants from a large mid-western state university participated in this study. All ten participants were in-service teachers enrolled in graduate classes. The findings of this study indicated that teachers had positive attitudes towards inclusion of students with disabilities in general education classroom. Some differences, however, were found between the attitudes of special and regular education teachers. Special educators were more supportive to full inclusion than the general educators.

Yuen and Westwood (2007) assessed the attitudes towards integration exhibited by teachers in a sample of typical Hong Kong secondary schools. The participants comprised of 345 teachers from 39 secondary schools. Results suggested that the teachers did not hold particularly favourable or supportive attitudes towards the policy of
integration. While the majority supported the underlying principle that it is every child’s right to learn in a regular classroom, most were uncertain about the actual practicalities of such placement. In particular, negative attitudes were expressed concerning the feasibility of integrating students with behavioural problems, and those with severe visual or hearing difficulties or with mental handicaps. More positive attitudes were expressed towards integrating students with physical disabilities and those with mild health or speech problems. When teachers with guidance training were compared with those without it, the results showed that teachers with guidance training generally held more positive attitudes towards integration.

Ali et al. (2006) studied teachers’ attitudes and their perceived knowledge towards inclusive education in Malaysia. The respondents (n=235) were the mainstream and special education teachers in the public primary and secondary schools. They were given a set of questionnaire which sought their responses regarding their attitudes and knowledge towards inclusive education. The data were analysed using descriptive statistics such as frequency and percentages. The main finding shows that, in general, teachers have positive attitudes towards inclusive education. They agreed that inclusive education enhances social interaction and inclusion among the students and thus, it minimizes negative stereotypes on special needs students. The findings also showed that collaboration between the mainstream and the special education teachers is important and that there should be a clear guideline on the implementation of inclusive education. The findings of the study have significant implications to the school administrators, teachers, and other stakeholders who directly and indirectly involved

Miskavitch and Rosemarie (2006) examined how general education and special education teachers perceived special education students’ achievement in inclusive classrooms. This dual-site descriptive case study examined the perceptions of general
education and special education teachers at two suburban middle schools from two public school districts within New England. There were three sources of data. General education and special education teachers from each of the middle schools were asked to complete researcher developed written surveys to discover how they perceive they collaborate to increase special education achievement in inclusive classrooms. The second source of data was based on focus group interviews of general education teachers. The third source of data was based on individual interviews of the special education teachers. The result showed that teachers were working together to meet the needs of their students, but had not yet evolved a deeper level of interdependency in their work. The success of interpersonal collaboration between general education and special education teachers will require a collective commitment to a comprehensive plan and initiatives that includes planning, support, resources and professional development.

Parasuram and May (2006) investigated the attitudes of teachers towards people with disabilities and towards inclusion of students with disabilities into regular schools. The analyses revealed that while some of the variables of interest did affect teachers’ attitudes towards disabilities, the only variable that affected teachers’ attitudes towards inclusion was prior acquaintance with a person with a disability. Schools were randomly approached and permission was sought from the school principals of state and private-aided schools and the heads of the municipal schools for conducting the survey. For analysis in this study, the ATIES average scores, which were based on a 6-point Likert response scale, were normalized to 5. Mean attitude scores were obtained and one-way ANOVA analyses were conducted on each of the variable characteristics with both the ATDP and the ATIES score means, to investigate whether the demo- graphic variables affected the attitudes of teachers towards people with disabilities Teachers’ attitudes towards disability and inclusive education in India 235 and inclusion. Follow-up
tests were conducted using the Tukey posterior test of contrast. Analyses of the age variable indicate more positive attitudes in the age group of 20–30 years than in the age group of 40.1–50 years. They also show more positive attitudes in the age group of 50.1–60 than in the age group of 40.1–50 years.

Romi and Leyser (2006) studied attitudes towards inclusion and sense of efficacy of 1155 Israeli pre-service teachers. Participants responded to an Options related to inclusion scale, and a Teacher efficacy scale. Findings revealed strong support for the principle of inclusion, yet also support for segregated special education placements. Several concerns regarding inclusion were expressed, which were related to the area of classroom management and teacher instructional skills. Sense of efficacy scores on personal efficacy, social efficacy and efficacy regarding low-achieving students were higher than those for teaching efficacy. Less support for inclusion was found for students in Arab (Muslim) colleges compared to students in Jewish colleges. These two groups were also different on self-efficacy scores. The major area of study and experience was associated with the level of support for inclusion and to self-efficacy scores. The progression in the training programme was associated with increased concerns and less support for inclusion. Female students were more supportive of inclusion than males, and had higher self-efficacy scores.

Subban and Sharma (2006) explored the perceptions of primary school teachers towards the inclusion of students with disabilities into general education classrooms in Victoria, Australia. Participants included 122 teachers from primary schools around Victoria. The ATIES, Attitudes Towards Inclusive Education Scale (Wilczenski, 1992), and the CIES, Concerns about Inclusive Education Scale (Sharma and Desai, 2002), were utilized to determine participants’ attitudes and their level of concern about the inclusion
of students with disabilities into mainstream settings. Participants who reported having undertaken training in special education were found to hold more positive attitudes and to experience lowered levels of concern, about implementing inclusive education. In addition, participants with a family member with a disability, and those who possessed some knowledge of the Disability Discrimination Act (1992) exhibited more positive attitudes towards including students with disabilities, while participants with a close friend with a disability and those who felt more confident about their roles as inclusive educators, experienced fewer concerns about implementing inclusive education.

Witherspoon and Cheryl (2005) studied if the attitudes of the teachers who do not work in full inclusion settings towards full inclusion of special education students. The data for the study was gathered through a 36 item questionnaire to 131 secondary (6-12) teachers in a South Carolina School district. Questions relating to the attitude of teachers towards full inclusion of special education students were analyzed using the Duncan’s Multiple Range Test to determine if there was a significant difference between sex, grade level, certification training in special education and years of teaching. T-tests were also used to compare means and standard deviation of respondents’ answers. Chi-square tests were performed to analyze questionnaire item by demographic characteristics. One-way ANOVA was used to determine if there were any significant mean differences based on the demographic characteristics. The result showed that the majority of the respondents displayed favourable opinion towards inclusion of special education students.

Karen and Candra (2004) studied whether or not a relationship exists between pre-service and in-service teachers' experiences with disabled students and their attitudes towards inclusion. The subjects used for this study were pre-service teachers who attended a private college in Brooklyn, New York and in-service teachers who were
employed in an elementary public school located in Queens Village, New York at the
time of this investigation. The results of a survey that was administered indicated a
statistically significant relationship between prior experience and knowledge of the
disabled and attitudes towards inclusion

LaTish (2004) compared inclusion among general education (GE) and special
education (SE) teachers in the public school system. The participation included a
combination of special education and general education teachers from a rural school
district in Southeast Texas. The scale of teachers, Attitude Towards Inclusive Classroom
(STATIC) was sent to 292 teachers employed by the district. One hundred twenty nine
responses were received 25 SE teachers, and 104 GE teachers. An ANOVA was
conducted on all questions on the STATIC. The analysis indicated the SE teachers
favoured including students with special needs in GE classes and they expressed more
confidence in their ability and training,. General education teachers expressed a concern
with teaching students with cognitive difficulties. A two-way ANOVA was also used to
determine if significant difference existed among GE and SE teachers based on the grade
level of their teaching assignment or the number of years of teaching experience.
The analysis indicated that the secondary teachers become more anxious when students
with special needs were assigned to their classes. Also teachers with 0 and 9 years of
teaching experience held more positive attitudes towards inclusion.

Julie and Kathryn (2002) examined the effects of 52 pre-service teachers’
participation in an outdoor education programme, for sixth grade students, on their
attitudes towards inclusion of students with special needs. A survey was administered
before and after the three-day event. The subjects for this study were 52 pre-service
elementary teachers, at a large mid-western university, who are taking methods courses in
the semester before student teaching. All the subjects had previously taken a survey
A course called “The Exceptional Child. A series of t-tests for paired samples was used for the data of the pre- and post- surveys to determine if the experiences in the outdoor classroom had an influence on the pre-service teachers’ attitudes towards inclusion. The responses to the question involving familiarity with inclusion showed a significant increase in the perception of familiarity with inclusion. This result is pre-service teachers engaged in simulations and role-playing, as well as participated in field trips to facilities that serve those with disabilities. The pre-service teachers showed a significant increase in the belief that there is resistance from regular education teachers towards inclusion. There was also a significant decrease in the perceived comfort of regular education teachers co-teaching with special education teachers as well as a significant decrease in the idea that special education teachers provide support for all students.

Hopps and Naomi (2002) compared rural regular and special education teachers’ knowledge levels of special education laws and policies on inclusion. The study also sought to determine what relationships exists if any between urban and rural regular and special education teachers’ experience and training and knowledge levels of special education laws and policies on inclusion. A 22-item survey questionnaire instrument was sent to 451 regular and special education teachers in Florida, Georgia, and South Carolina. Analysis of variance (ANOVA) and post hoc tests reveal that urban and rural special education teachers had significantly higher knowledge level scores of special education laws and policies in inclusion than urban and rural regular education teachers. Experienced rural special education teachers had significantly higher knowledge levels of special education laws and policies on inclusion than experienced urban regular education teachers; experienced urban education teachers had significantly higher knowledge levels of special education laws and policies on inclusion than experienced urban regular education teachers. Also as this study revealed inexperienced rural special
education teachers had significantly higher knowledge levels of special education laws and policies on inclusion than inexperienced rural regular education teachers.

Balboni and Pedrabissi (2000) determined whether or not a relationship exists between pre-service and in-service teachers' experiences with disabled students and their attitudes towards inclusion. The subjects used for this study were pre-service teachers who attended a private college in Brooklyn, New York and in-service teachers who were employed in an elementary public school located in Queens Village, New York at the time of this investigation. The results of a survey that was administered indicated a statistically significant relationship between prior experience and knowledge of the disabled and attitudes toward inclusion.

Becker et al. (2000) evaluated teacher attitude towards inclusion in South Carolina. Three hundred and sixty-four surveys were randomly distributed to teachers throughout South Carolina. Three hundred and forty-two surveys (94%) were returned. The survey was made up of twenty-five statements which the respondents reacted to on a five-point scale from strongly agree to strongly disagree. Major areas addressed on the survey included: regular education teachers (role, attitudes, and knowledge); collaboration and team teaching; special education (role and resources); students (rights, performance/skills and perceptions); and families. The results showed that 72% of the respondents, inclusion of students with special needs will not succeed because of too much resistance from regular education teachers. Seventy-five percent of the respondents felt that regular education teachers do not have the instructional skills and educational backgrounds to teach students with special needs. Sixty-seven percent of the respondents indicated that regular education teachers prefer sending students with special needs.
Chhabra (2000) studied the attitudes and concerns of teachers towards the inclusion of students with disabilities in the general classroom. The findings indicated that teachers in Botswana have somewhat negative attitudes with some concern about inclusive education. Significant correlation was observed between attitudes and concerns ($r = .323$). The results also revealed that many regular teachers feel unprepared and fearful to work with learners with disabilities in regular classes and so display frustration, anger, and negative attitudes towards inclusive education because they believe that it could lead to lower academic standards.

Elias and Robert (2000) studied student teachers’ attitudes towards the inclusion of children with special educational needs in the ordinary school. The sample comprised of 135 students who were completing their teacher training courses at a university School of Education. The analysis revealed that the respondents held positive attitudes towards the general concept of inclusion but their perceived competence dropped significantly according to the severity of children's needs as identified by the UK “Code of Practice for the Identification and Assessment of Special Educational Needs”. Moreover, children with emotional and behavioural difficulties were seen as potentially causing more concern and stress than those with other types of special needs.

Gilada (2000) studied regular teachers' views about inclusion. In-depth interviews were conducted with 50 general education teachers. The major findings revealed that inclusion was practiced in all the schools, however not all teachers felt that they were actively involved in it, despite the fact that students with disabilities were mainstreamed into their classrooms. Several educational models of inclusion were identified, yet each school seemed to have used its own variation and interpretation of inclusion. Teachers' attitudes towards inclusion were favourable, yet they identified several difficulties and issues related to inclusion. These included teacher knowledge in remedial
practices, lack of professional support, class size, behaviour problems and school climate. With regards to the understanding of the concept of inclusion, teachers' responses revealed a varied yet somewhat blurred picture.

Graham (2000) studied the thinking of five junior high school teachers who teach in inclusive classrooms. The five teachers who participated in this study all taught in junior high school classrooms defined by their school systems as being inclusive. Three of the participants taught in a large city in western Canada, the remaining two in a small city in rural Australia. Teaching experience of the participants ranged from 27 to three and the subjects taught included language arts, religious education, social science, mathematics, and science. Three data collection techniques were combined in this study; a) researcher field notes, b) semi structured interviews and c) stimulated recall interviews. The teachers who participated in this study reflected the diversity of junior high school teachers in Canada and Australia. The finding of this study showed that teachers in inclusive classes attend to individual students has particular relevance to one of the most enduring dilemmas of teaching. This dilemma occurs when the attention to individual needs in a classroom conflicts with attention to the needs of the group. It becomes particularly acute in an inclusive class when there is a greater degree of heterogeneity within the class, when the needs of individuals are less likely to be met by attention to a single group.

Kearney and Alison (2000) studied the support needs of teachers for the inclusion of learners with special needs. In the first part of the study 84 participating teachers identified 499 (22%) students in 6 primary, 3 full primary and 2 intermediate schools (n = 2285), as needing some level of support (LOS) to ensure successful inclusion in their classrooms. Teachers indicated the type of disability and the LOS they required and were
receiving in order to include each of the identified students. In the second part of the study, teachers from two secondary schools in addition to the primary and intermediate teachers were asked four questions regarding supporting structures in schools. Their comments were analysed according to a) reasons for any discrepancy perceived between the LOS required and received, b) the structures currently in place at their school that successfully supported inclusion, and c) what structures could be implemented to support teachers more successfully with inclusion. The results indicated that approximately half the teachers were not receiving the support they needed. The results of the research indicated that teachers identified approximately 22% of the students in their classes as students for whom they needed additional support. The lowest level of support was required for 32.3% of the identified students. Support at levels 4 and 5 were required for 6.6% of the identified students. Teachers experienced a discrepancy of one or more levels of support for approximately 49% of the identified students.

2.2 STUDIES CONDUCTED AMONG PARENTS

Nine studies conducted among parents related to inclusive education are abstracted below.

Gupta and Buwade (2013) studied parents’ attitudes towards inclusion for their children with disabilities in general education. The sample consisted of parents (51 mothers, 68 fathers) of children with disabilities, residing in Hyderabad region. Each parent completed the Attitude Toward Inclusion/ Mainstreaming” scale (Leyser and Kirk, 2004), composed of 18 items selected and adapted for parent respondents that assess scores for the factors of benefits, satisfaction, teacher ability and inclusion support, and child rights. The results of the study revealed children’s age and gender as the factors that mainly influence parents’ views regarding inclusion. No differences were noted
the subscales of the questionnaire related to parents’ sex, educational level and children’s type of disability.

Villeneuve et al. (2013) investigated parents’ perspectives on inclusion of young children with developmental disabilities in elementary schools. The data demonstrate the unique experiences of and meanings of collaboration held by individual families, and highlight the challenges these differences pose for healthcare providers and educators committed to involving parents in the transition into school and for inclusion of young children with developmental delays and disabilities (DD). A multiple-perspective case study approach was used to explore the transitions of three preschoolers with DD as they entered kindergarten. Focal participants were identified through purposive sampling to ensure diversity of DD and of family contexts. Family contexts included both urban and rural settings, varying levels of educational attainment by parents, and a range of family structures (i.e., guardianship, two-parent families) and family sizes (from one sibling to five). The three families live in, or in the rural area surrounding, one middle-sized Ontario City. Interview and observation data were collected over 14-months. Interviews were conducted with the parents/guardian and education and healthcare professionals in each case. The result indicates that all three parents found it challenging to arrange frequent and informative meetings with teachers and to exchange meaningful information with the school. In all three cases parents perceived a lack of communication on the part of educators.

Narumanchi and Shruti (2011) studied the perceptions of parents of typical children towards inclusive education and children with special needs. The research design was exploratory and descriptive in nature. Fifty parents (25 mothers, and 25 fathers) of typical children of an inclusive school and 5 experts heading an organisation for children with special needs formed the sample. In-depth interviews were conducted to gain
information on the awareness and understanding about an inclusive setup, descriptions and explanations of children with special needs, and advantages and disadvantages of an inclusive setup for children. In addition, draw and dialogue technique was used with parents and experts to supplement the data from the interviews, to elicit descriptions and understanding of children with special needs. Results showed positive reactions towards children with special needs.

Elzein and Lutfi (2009) investigated the attitudes of parents towards mainstreaming children with special needs in two regular private elementary schools in Sidon-Lebanon. A total of 15 parents were interviewed out of 35 whose children have learning disabilities. Sampling was purposeful where the subjects were chosen to facilitate reaching a range of data related to the targeted theme. Data collected was analyzed within the intention to detect; (a) attitude of parents towards various aspects of inclusion namely, cooperation, academic improvement and social adaptation of special and regular students and modification of teaching methods, (b) attitudes related to information on types of inclusion, types of special needs to be included and level at which inclusion is recommended. Respondents showed a positive attitude towards the various aspects of inclusion, types and levels of inclusion.

Hilbert and Dawn (2009) compared perceptions of parents of children with and without disabilities attending an inclusive preschool programme. One hundred and forty nine participants in four states completed the Likert survey. The survey examined parental characteristics and the impact they have on parental perceptions regarding inclusion and inclusive pre-school programmes. In addition, child variables (disability status, type, severity and category) were examined to determine their significance regarding parental perceptions. Participants of children with and without disabilities support inclusion and inclusive pre-school programmes. The findings support prior
research indicating the parents are supportive of programmes that allows children of all abilities to be educated together. This study also found that the disability category of a child has an impact on the extent in which parents agree on appropriateness of an inclusive placement. The data revealed significant differences in parental perception of inclusion when examining the variable of ethnicity. Parents of children with Down syndrome were found to be more agreeable to inclusion and inclusive placements, in general as compared to parents of children with disabilities other than Down syndrome.

Bochenck and Heather (2008) studied parent perceptions regarding the inclusion of children with disabilities into the regular education classroom at the elementary level. The entire population of parents (N = 450) in one elementary school was surveyed using the Parent Opinion survey, and Likert–scale responses from 52 parents of students with disabilities and 219 parents of students without disabilities. Descriptive statistics showed that 66.7% of parents of students with disabilities and 53% of parents of students without disabilities indicated that the inclusive setting met their child’s needs. A comparison of mean ratings among parent group resulted in no significant difference in their perceptions as to how well the inclusion setting was meeting the needs of their child (t = 0.191, df = 74, P > .05). The findings indicated that parents of students with and without disabilities perceive the inclusive classroom meets their children’s needs, parents support and acceptance inclusion programming does exist.

Kalyva et al. (2007) explored the attitudes of Greek parents of primary school children without SEN towards inclusion. The participants were 338 parents (182 fathers, 156 mothers), aged 27 to 58 years (mean age = 39 years and 5 months). They were asked to complete the My thinking about inclusion scale and a further short questionnaire. The findings revealed that Greek parents of primary school children not identified as having SEN had an overall positive attitude towards inclusion. Gender differences were
also established that fathers held more positive attitudes towards inclusion than mothers, even when controlling for age, educational level and the presence of a child with SEN in their child’s classroom. However, mothers were overall more willing than fathers to engage themselves and their child in interaction with a child with SEN.

Ramesh and Upadhyaya (2007) studied the various coping strategies used by the parents of mentally challenged individuals. Fathers and mothers of 628 mentally challenged individuals are assessed using the Coping Checklist by Rao K, Subbakrishna and Prabhu, which taps seven coping strategies namely problem solving, positive distraction, negative distraction, acceptance-redefinition, religion-faith, denial-blame, and social support. Results indicate that fathers and mothers differ significantly at 0.001 level with regard to use of all the seven strategies. Other than religion faith and denial-blame, on all other five strategies the mean is more for fathers. Most of the coping strategies remain unutilized by most of the parents to a proper extent. For fathers, most commonly used coping strategies are problem solving and acceptance-redefinition. For mothers, most commonly used coping strategies are problem solving, religion–faith and denial-blame. Both fathers and mothers use problem-focused coping more often than the emotion-focused coping. Fathers use problem-focused coping more often than the mothers and mothers use emotion-focused coping more often than the fathers. Higher educational level, nonagricultural occupation, higher income and urban status of the family are the important factors predicting higher levels of coping.

Elkins et al. (2003) investigated the attitudes of 354 parents who have a child with a disability and who attends a state school in Queensland, Australia. The types of disability of the children were broadly in accordance with accepted prevalence figures, except for a greater number reported as having autistic spectrum disorder and fewer students with a learning difficulty/attention deficit hyperactivity disorder. The children
were in a range of classes, from special schools to schools where there was in-class help from a special teacher or teacher aide. Many of the parents favoured inclusion, some would if additional resources were provided, and a small group of parents favoured special placement. There were a limited number of negative attitudes to inclusion reported by the parents, and though some parents thought that some need existed for in-service education about inclusion, this was not a widespread view.

2.3 STUDIES CONDUCTED AMONG STUDENTS

In this section, 13 studies conducted among peers related to inclusive education are abstracted.

Alabado (2010) compared elementary school students with and students without IDEA services. This study used a statistical technique known as a regression analysis that was used to assess the effects of one independent variable, IDEA status (Special or General Education) while controlling for other independent variables (grade, gender, and race). The other independent variables were used to disentangle the effects of IDEA status from other student characteristics that might affect the dependent variables. There were five dependent, teacher behavior variables: i) The frequency of praise; ii) The frequency of desisting; iii) The total number of teacher-student interactions; iv) the percentage of the teacher-initiated interactions involving praise towards each student; and v) the percentage of teacher-initiated interactions involving desisting behavior towards each student in the inclusion classrooms. The result showed that students with IDEA experienced more desisting than their classmates who are categorized as general education students. The frequency of praise, the total number of teacher-student interactions, and the percentage of praise were not affected by the students' being with IDEA services and students without IDEA services.
Bunch and Valeo (2010) studied student attitudes towards peers with disabilities in inclusive and special education schools. Reference is made to friendship, abusive behaviour, advocacy, and acceptance of special education or inclusion, as supportive of education of students with disabilities. Thirty-one students from special education schools and 21 from inclusive schools were interviewed. Qualitative investigation of interview data was undertaken. Findings indicated that development of friendships and lower degrees of abusive behaviour are prevailing in inclusive schools.

Gannon and McGilloway (2009) studied the attitudes of non-disabled primary school children (n = 118) in mainstream education towards their peers with Down syndrome. A secondary aim was to assess whether exposure to audiovisual material promoting inclusion had any immediate effects on overall attitudes. A cross-sectional, questionnaire-based survey was administered in four rural-based schools. The results showed that female participants over 10 were the most sociable. Overall attitudes towards inclusion were consistently and statistically significantly more negative than those towards sociability. Other factors, such as contact with peers with Down syndrome, were not related to attitudes. Neither was there any change in overall attitudes following exposure to the promotional material.

Mishra and Girijesh (2009) studied the influence of inclusive education practices on learning and teacher attitude towards children with special needs. Twenty children with disabilities of two from each 10-randomly selected schools were chosen for case study. A critical evaluation was done on all possible related variables responsible for meeting unique needs of child with disabilities such as: dropout/retention; provision of incentives including aids and appliances; individualized programme; curricular adaptation; academic achievement; attitude of teachers and peers; and resource support to
school. It was observed that not only mild and moderate, but children with disabilities having any severity level were part of the primary schools. Significant gap between school age and chronological age; lower grade level inappropriate examination practices were observed. Retention of children with disabilities was found good with appropriate attendance. Half of the teacher’s attitude towards these children were not favourable; however, positive peer acceptance was observed.

Bock and Steve (2008) studied the educational experiences of two students with significant disabilities in relation to their opportunities for inclusive education. The researcher served as the principal of the inclusive elementary school attended by both students and thus was knowledgeable about their elementary school experiences and about the school district. Semi-structured open-ended interviews were conducted with both students’ parents and with school personnel and peers who were knowledgeable about their school experiences. Documents such as their individual education plans were reviewed. Data were analyzed using a constant comparative method and procedures to ensure the trustworthiness’ of the study were employed. The result showed that both students had successful inclusive preschool and elementary school experiences, but both encountered difficulties and less across to inclusive general education classroom during their secondary school experiences.

Gaddis and John (2008) studied the effects of inclusion on the academic achievement of disabled and non disabled students. Second, the two inclusion schools were compared to see which model produced greater academic achievement. This study included 54 special education students and 604 general education students enrolled in grade one, two and three. All of the students were enrolled in Title I school on the Eastern shore of Maryland. The Gates MacGinitie Reading Assessment was administered to all students in grades one, two and three. Two different forms of assessment were
administered, one in September and one in April. This assessment tests a variety of reading skills appropriate for each grade level. The Comprehensive Test of Basic skills Edition Five was administered to grade two students in June of the school year. The nationally normed test is administered throughout the country at various times during the school year. The assessment data in this research found a significant difference in the academic achievement of disabled students and non disabled students. In regards to which model of inclusion affected academic achievement more, the homogenous inclusion school had a higher level of academic achievement. When all models were examined the results varied based on the assessment that was analysed. Varying ranges of significant difference were discovered on factors specifically gender and ethnicity. It was found that females are achieving at a higher rate when compared to the male students.

Schauwer et al. (2008) examined the experience of inclusive education from the perspective of disabled children interviews with, 15 children, aged 5–17 who go to a mainstream school. The study is set in the context of a 3-year research project exploring the practice of inclusive education in Flanders. They selected a group of 30 disabled children. The investigators gathered them by using their own practice in coaching educational teams and supplying Master students (in special education) as support workers in the classroom. They also worked together with the parents’ organisation Parents for Inclusion and with professional organisations working with parents of disabled children. This provided them with a group of 30 children with a wide range of characteristics with regard to age, gender, disability, support needs, location and type of school. The investigators worked with five interviewers, all of whom were professionally involved in the area of inclusive education. Semi-structured interviews and observations, lasting between 1 and 1½ hours maximum, were carried out with each
disabled child at school and in their own homes. The data indicated that children focus on their strengths and capabilities.

Asma and Brenda (2007) studied the children of Qatar speak about inclusion. Qatar is a small country located on a peninsula in the Arabian Gulf. Qatar has separate government schools for boys and girls. Fifty-four children between the ages of 8 and 10 were interviewed for this study. Twenty-seven children with special needs (13 male, 14 female) and 27 general education children (13 male, 14 female) were interviewed. All of the inclusion children were interviewed, and a random sample of the general education children at both schools was selected by the school social workers. The children with special needs had cerebral palsy, spina bifida, closed head injury, hydrocephalus, or muscular dystrophy, and all were verbal. About half of them used wheelchairs or walkers; the rest were ambulatory, but some walked unsteadily. The interviews were conducted in the spring and early fall of 2004. By then, the inclusion model had been in place for six months at the boys' school and three months at the girls' school. Interviews were conducted in Arabic and translated into English by the first author. Responses were written down, coded for similarities, and grouped together. Frequency data were obtained from the groupings and converted to percentages. Data were combined for both schools, due to similar responses. At least one-third of the children had to give a similar response for reporting purposes. The findings showed that 65.4 percent of the children with special needs felt happy about coming to a regular school for the following reasons: the ability to make new friends (48.1 percent), a feeling of comfort and security because they moved to a regular school (40.7 percent) and the assistance offered to them (40.7 percent).

Gary et al. (2007) studied middle school students’ attitudes towards the inclusion of peers with intellectual disabilities (ID). The national sample provided results that were
accurate, with a margin of error of ±1.4%. Findings indicated that youth (a) have limited contact with students with ID in their classrooms and school; (b) perceive students with ID as moderately impaired rather than mildly impaired; (c) believe that students with ID can participate in nonacademic classes, but not in academic classes; (d) view inclusion as having both positive and negative effects; and (e) do not want to interact socially with a peer with ID, particularly outside school. Structural equation modeling showed that youths' perceptions of the competence of students with ID significantly influence their willingness to interact with these students and their support of inclusion.

Volunteers of Child Rights and You (CRY) and Sruti Disability Centre (2007) studied the problems faced by the students with disabilities attending mainstream and regular schools. It reveals how inclusive schools in the city actually are. This study aims to find out the gap between the policy and the existing situation which will be used for advocacy purpose and lobbying with government bodies and school authorities to ensure inclusive education for children with disabilities. This study follows the earlier analysis regarding the attitude of the city schools towards students with disabilities, and the experiences of students with disabilities who have been educated in the mainstream education and the challenges they have faced, attempts to draw light upon the wide lacuna between rhetoric and the reality It was interesting to note, that in most of the cases (especially females), the parents were responding to majority of the questions posed to the students.66% of the respondents, as the study reveals, have been rejected from the main steam schools they had sought admission to. 33% of the students have claimed that the lack of convenient transport facilities have laid obstacles in commuting to school. Nearly 83% of the respondents considered the school infrastructure needs to be improved. Students with cerebral palsy or floppy water syndrome felt restricted from certain parts of the school. Out of every 6 students with disabilities was subjected to peer
pressure that included taunts over their disability and mental trauma. 83% of the respondents claimed of having faced problems during the examinations and that included even the Board exams. 85% claimed that they were not allowed to choose the subjects or the stream of their liking after class X. 34% of the respondents acknowledged that the teachers had given them special attention as and when required.

Cambra and Silvestre (2003) studied the degree of social integration of SEN students in the school. This study explores the relationship between social integration and the students' self-concept in comparison with their non-special needs classmates. To do this, a sociogram and a self-concept test covering three dimensions: social, personal and academic self-concept, were administered. The study sample is made up of 97 special needs students integrated in a mainstream school in Catalonia (Spain). These children have hearing, motor, visual, relational, learning and mental retardation problems. The results indicate that the special needs students have a positive self-concept although it is significantly lower than that of their counterparts, especially in the social and academic dimensions. In addition, the study highlights the interrelationship between peer group perception and construction of personal self concept in special needs students.

Das and Kattumuri (2003) studied the factors which influence development of self concept in children with disabilities in inclusive settings. A total of ten in-depth interviews were conducted from seven inclusive schools in Mumbai. The interviews were conducted in seven inclusive private schools. A monthly fee was required to be paid and additional costs were incurred for subsidiary expenses on uniforms, books, school activities and transport. They were all mainstream schools with a Resource unit of children with disability which provided at least one Resource teacher within campus to assist the children with disabilities. The schools were implementing the “Resource Room Model”. The interviews were audio-taped and later transcribed for analysis. The result
showed that the responses given were valuable and is indicative of children and parents who showed interest in the research. The concerns raised with the Principals included; the basic requirements for an inclusive school, how do the admissions criteria reflect the needs, attributes and diversity of potential students, in what way the school is different from other schools, what were the support systems available for children with disabilities etc. Interviews with fifteen non-disabled peers, with appropriate consent, provided data related to interpersonal interactions. The fifteen non-disabled peers were identified by the children themselves as their ‘good friends’ so the researcher explored their attitudes towards their peers with disability. The data obtained from multiple sources was combined to prepare case studies. Cross-case comparisons resulted in common themes. Atlas-ti (qualitative data analysis software) was used for analysis.

Leyden (2002) compared attitudes towards disability of pupils educated with disabled peers and pupils with no disabled contact. 175 pupils participated in this study (82 from 'Inclusive' school and 93 from 'Mainstream' school). The study had two parts. In part one, (questionnaire) statements representing elements of the Social or Medical model was rated by pupils. Part two expanded on elements from part one and used semi-structured interviews to make sense of how attitudes came to be formed. Students from 'Inclusive' School viewed Disability in a more social model way than Medical model but responses were influenced more by contact with disabled people than school attended. The findings showed that contact and nature of experience is more important in formulating positive attitudes than attending an 'Inclusive' school and practice needs to review what is inclusive and what is integrated

2.4 STUDIES CONDUCTED AMONG EDUCATORS AND ADMINISTRATORS

The researcher could find 13 studies related to the present study conducted among educators and administrators and they are abstracted below.
Cindy and Praisner (2011) made a survey with 408 elementary school principals to investigate relationships regarding attitudes towards inclusion, variables such as training and experience, and placement perceptions. Results indicated that about 1 in 5 principals' attitudes towards inclusion are positive while most are uncertain. Positive experiences with students with disabilities and exposure to special education concepts are associated with a more positive attitude towards inclusion. Further, principals with more positive attitudes and/or experiences are more likely to place students in less restrictive settings.

Shippen et al. (2011) compared the perceptions of future educators on two dichotomous scales (i.e., hostility/receptivity and anxiety/calmness) regarding serving students with disabilities in general education settings. Graduate and undergraduate pre-service teachers (n = 326) from three universities completed the pre-service Inclusion Survey (PSIS) during the first and last class sessions of enrollment in a survey of exceptionality course. The results of this study have implications for future teachers' acceptance and disposition in serving students with disabilities in general classrooms. Participants in a survey of exceptionality course significantly decreased their level of anxiety and hostility towards serving students with disabilities in general education settings.

Harris and De'Lane (2009) examined the elementary school assistant principals' attitudes and instructional arrangement related to the inclusion of special needs students in the general education setting. The findings of this study revealed that the elementary school assistant principals responded convolutedly in regards to the inclusion of students with disabilities in the general education setting.
Medley and Joyce (2009) studied perceptions of special education professionals in regard to self-contained vs. inclusive classroom settings. The purpose of this research is to aid special education professionals in better understanding the use of self-contained and inclusive classrooms. Qualitative methods were used through interviews and focus groups because this method is especially advantageous for eliciting the perceptions of participants (Creswell, 2003). This study found that professional urban districts especially in regards to special education. This disparity often results in less attention being directed to the needs of individual students. An interview protocol was administered to 18 special education teachers and professionals. The findings from both the interviews and focus group indicated smaller numbers of students in classrooms tend to enhance educational quality and that both inclusive and self-contained classrooms have advantages depending upon the needs of the students.

Becker et al. (2008) investigated the effects of inclusive education on children receiving special education services. This study describes development of the Inclusion Inventory, a 90-item tool designed to survey educators' perceptions of inclusive educational practices in their school. Administration of the Inventory to 2,763 respondents from 72 schools across a large southwestern state yielded internal consistency reliability coefficients of .72 and above for the seven subscales. The result showed that respondents with experience in inclusive educational practices and those from schools where teams implement inclusive education tended to have higher ratings on the Inclusion Inventory.

McGrew and Allegra (2008) studied the principal leadership in inclusionary education settings. The cross-site case study utilized observations and semi-structured interviews to examine three elementary school principals’ perceptions and attitudes towards inclusionary education in their campuses. The study sought to examine how the
principals perceive their role in the inclusionary environment, how the principals’ leadership approaches influenced the way in which they made decisions in regarding inclusionary education, and how campus principals provided for sustainability of district mandated changes that related to the education of special education students. Findings indicated that the campus principal is indeed in a pivotal role with respect to implementing and sustaining a change initiative such as inclusion.

Footman and Cheryl (2006) determined whether educators’ attitude about inclusive education affect student academic performance. Data of this research were collected through a 28 question on-line 5-point Likert-type scale survey intended to gather information about respondents’ opinion about inclusive education, as well as demographic information. Data was also collected from the stats achievement test to examine the academic performance of students taught by teachers included in this investigation. The statistical analysis of the opinion of 373 respondents, 183 who practiced research based inclusion model and 190 educators who did not practiced a researched based inclusion model signified no significant different in their attitude. Statistical analysis of the state exam scores of performance of students taught by teachers of this examination indicated that students performed differently based on teachers opinion about inclusion.

Lorna (2006) studied the degree of inclusion of students with disabilities in general education classes in four elementary and four secondary schools. Staff perceptions of special education services were examined by conducting personal interviews with a large majority of the classroom teachers, special education teachers, instructional assistants, and principals in each school. The findings include descriptions of how far along each school was with inclusion, the amount of time students spent in general education, the roles of the special education teachers, the rates of student referrals
for special education consideration, the attitudes of all staff towards inclusion and towards collaboration, and the skills of the teachers related to the inclusion of special education students. The findings also include descriptions of the impact of inclusion on other students, the performance of all students on a statewide test, and the qualitative responses of educators towards inclusion. Overall, educators were positive about educating students with disabilities in general education settings.

Rau and Demaris (2003) compared the inclusion programmes and practices of principals in two elementary schools in affluent communities that were reputed to successfully implement inclusive education for students with disabilities. The case study method provided an in-depth examination of the behaviours principals of the two schools engaged in and how teachers, parents, and paraprofessionals, perceived these behaviours. It attempted to uncover both the overt and subtle, or less transparent, strategies that the principals use to develop inclusive cultures in their schools. The case studies consisted of interviews and observations in both school to develop a portrait of inclusive practices and experiences for all stakeholders. Using a case study methodology, the major sources of data were extensive interviews of key participants and classroom observations focused on how inclusion was implemented in the general education classroom. The results found the principals demonstrated behaviours that both supported and hindered inclusion. Supportive behaviours included attending meetings with parents and staffs, setting school goals, dealing with difficult parents, and securing resources. Behaviours which hindered inclusion revolved around supervision and leadership.

Seigler and Myrel (2003) studied Georgia middle school principals’ perceptions towards inclusion. Selected characteristics of the principals were studied to ascertain the association of those variables with the principals’ perceptions towards inclusion of students with disabilities in the general classroom. The author sought to involve the 398
Georgia middle school principals, including the researcher. By way of survey, middle school principals’ perception towards inclusion in reference to type of student disability, policy, collaborative planning, and student reaction to inclusion were measured to better understand the necessary knowledge the principals have in order to implement a successful inclusion programme. Of the participants, 82% had inclusion programme in their schools and 93% had prior training in educating students with disabilities. However only 5% had direct experience teaching in a special education classroom although nearly 14% had taught in an inclusion classroom. The overall association of the principals’ characteristics on the principals’ perceptions towards inclusion of children with disabilities in the general classroom was minimal. Principals with 6-10 years experience tend to hold a more positive perception of the way students react to having special education students included in the general classroom, although not statistically higher than those principals with more or less experience. They were statistically significant differences between male and female principals, with females reporting stronger feelings regarding the type disability and inclusion. Additionally those principals with a doctorate degree indicated more positive feelings towards inclusion when compared to participants having other degree types.

Schlee and Lynn (2002) studied educators’ perceptions about inclusion. The study applied both qualitative research techniques in two-part procedure. Initially community members contributed information about inclusion that was used to construct a questionnaire. The quantitative phase used the questionnaire to identify similarities and differences in perceptions about inclusion between educator groups. Results identified two definitions of inclusion chosen most frequently. Strong agreement occurred across statements indicating that decisions about inclusion need to be made by multidisciplinary team on a case by case basis. In addition, inclusive practices were building specific with
attitudes about inclusion, building level administrative support, and “people support” the most frequently named factors educators identified when asked what facilitated and what inhibited successful inclusive education. Adjusting class size and scheduled planning time were two additional factors noted as important for successful inclusion.

Mclauchlin and James (2001) studied the attitudes of North Carolina public school principals towards the inclusion of children with disabilities into the regular classroom. The variables studied were the principals’ gender, race, administration experience, total educational experience, and educational level attained, school size. Whether it was elementary, middle or high school was also considered. The population for this study consisted of 697 randomly selected principals in the state of North Carolina. The systemic random sample method used permitted all North Carolina’s 100 countries to be represented. measure attitudes towards including children with various disabilities in regular class. The data were analyzed using statistical package for the Social Science (SPSS). The t test for independent samples and analysis of variance were used to answer the questions. Significance was set at the .05 level of probability. The major findings are summarized as follows: (i) Principals are generally more in favour of inclusion than not. Principals are very positive about including students with functional and learning disabilities. They are very much against including students with behavioural disabilities. (ii) The attitudes of female principals towards integrating students with special needs into the regular education programme differ significantly from the attitude of male principals. (iii) The attitudes of high school principals and middle school principals towards inclusive education differ significantly from those of elementary principals. (iv) Principals’ attitude towards integrating students with special needs into the regular education programme do not vary do not significantly based on the race of the principal, except in the subcategory of behaviour. (v) School size,
administration experience, total education experience, and educational level attained did not significantly affect the attitude of the principal towards inclusion.

Gilada (2000) studied the perception of principals and practices of inclusion in Israel. Several research procedures, including quantitative and qualitative methods were used. Questionnaires were sent to 204 elementary schools in the largest school district. Responses were received from 110 (54%) principals. Also conducted were interviews with teachers in 30 schools as well as in-depth interview with 6 of the principals. The major findings revealed that the principals (95% of whom were females) stressed the social benefits of inclusion over the physical and instructional aspects. Generally, the principals were supportive of inclusion, yet noted that inclusion depends on the severity of the students' needs. Schools were found to practice a wide range of inclusion models and to offer a variety of educational alternatives. The most prevalent ones are individual pull-out programmes.

2.5 STUDIES CONDUCTED AMONG MULTISAMPLES

In this section, 10 studies conducted among various groups related to inclusive education are abstracted.

Chavuta et al. (2008) conducted a situational analysis of mainstream education system for the inclusion of learners with SEN in 20 selected schools in Shire Highlands Education Division. The study used both qualitative and quantitative methods of research. The qualitative data was collected through interviews and focus group discussions. The study targeted, Head Teachers, Mainstream teachers, Learners with and without disabilities, Primary Education advisors, School Management Committees, Village Development Committees and Community Development Assistants. Results revealed a number of challenges that teachers, learners with and without disabilities are
facing in schools. These challenges include: Lack of knowledge and additional skills in teaching learners with disabilities, inadequate teaching and learning resources, inadequate communication skills by teachers and learners in schools, frequent absenteeism from school by learners, negative attitudes by the teachers and the community towards learners with disabilities, lack of interest and commitment towards education by learners, inaccessible school infrastructure lack of assistive devices.

Hendrich and Heather (2008) studied the attitudes and perceptions of staff members at Western School corporation concerning the current inclusion model. The census consisted of educators who held the role of general education teacher, special education teacher, paraprofessional (aide), or administrator. There were 196 staff members who were asked to complete a paper survey; 98 educators responded, which generated a response rate of 50%. The survey, The Inclusion Inventory: A Tool for Measuring the Implementation and Use of Inclusive Practices was used. The Texas University Affiliated Program for Developmental Disabilities, the Education Service Center Region XIII, the Education Service Center Region 20, and Inclusion Works developed the instrument jointly. The results of the study indicated that the administration at Western School Corporation supports inclusion, but there are not ample resources in place to support the overall model. This was commensurate with the findings that the respondents did not feel that sufficient opportunities were being given for staff members to discuss inclusion issues. Overall, the staff members appear to have a fairly positive perspective of the inclusion model, as well as the effects of student success they have seen. Staff members are utilizing a variety of instructional strategies to promote an inclusive setting, but they must continue to be trained in these to recognize their importance. Possible reasons for these results were discussed and a need for further research was offered.
Saxon and Karyn (2008) investigated integrating students, with disabilities into the general education classroom. Ethnography was employed in this study in order to provide a more in depth holistic study, which was found to be lacking in the previous literature. Through observations, interviews of teachers and students, and document analysis, this study looks at the culture of two classrooms, especially how students access the general curriculum, how students interact with peers and teachers and how teachers approach instruction for students with disabilities. Findings revealed that teachers are ensuring students access to the curriculum through interaction with them, effective instruction, and use of IEP goals and accommodations. Findings also revealed that students in both classes interact well academically and socially with their peers and teachers and teachers approach instruction in their classes with their students with disabilities in mind aligning IEP goals with the general fourth curriculum.

Spriggs and Tammy (2008) studied integration of students with disabilities into the regular education classroom in Chillicothe, city school District in Ohio. Fifty-nine regular education teachers and 12 intervention specialists completed the survey, Opinions Relative to the Integration of students with disabilities (ORI). Descriptive statistics demonstrated that regular education teachers and intervention specialists have a neutral attitude towards inclusion. Independent t test with equal variances and a Welch’s test failed to find a significant difference between the attitudes of regular education teachers and intervention specialists. The result showed that both general education teachers and intervention specialists indicated they felt somewhat inadequate to manage the behaviours of students with disabilities. Participants also concerned about the perceived inability of regular education teachers to meet the learning needs of students with disabilities.
Geetha and Annakodi (2006) made a situational analysis on Inclusive education of SSA programme. The study was conducted in three blocks, viz. Coimbatore, Perur and Thondamuthur in Coimbatore district identifying 30 schools involving 78 students with disabilities. Thus, 30 heads of schools, 60 general teachers and 30 parents of children with disabilities formed the sample. Among the methods, survey method and case study were implanted together information about the nature and status of students with disabilities included in general schools and to examine the different interventions adopted for promoting inclusive education. The result showed that 83% of the heads of the schools paving way to effective implementation of inclusive programme. 70% felt the need for support services in terms of rehabilitation services and supply of aids/appliances respectively. 83 % of the regular teachers did not make any individualized education plans. 38% teachers reported of their inability to spend extra time for students in the inclusive setting. 62% based on their interest and willingness were engaged in developing communication and social skills, writing skills, play activities, providing music therapy and in improving speech by audio cassette recording for these students. 83% teachers indicated that the frequency of visit by special teachers was once in a month.58% considered resource teachers to be the next significant group in providing support services in terms of therapies, skill training, identifying needs as that of scholarships, aids and appliances, medical services etc and ultimately making all possible arrangements in procuring the same. 32% and 10% of teachers also revealed that parents of disabled students and parents of non-disabled students were also supportive in promoting inclusive education.

Frederickson et al. (2006) studied perspectives of 107 pupils, parents and school staff involved in inclusion initiatives in two local education authorities in the UK. The data were obtained though interviews and focus groups. Transcripts were
analysed using a qualitative procedure and commonalities and differences of view identified. All groups reported academic and social advantages as positive benefits of returning pupils with special educational needs from special to mainstream settings. Teachers identified changing attitudes and values and sharing staff expertise as important. Teachers' main concerns were organizational (planning, timetabling, curriculum). All groups highlighted some academic and social concerns, though for pupils relatively higher incidences of social concerns were recorded. All groups considered pupil progress to be a primary indicator of successful inclusion: parents placed greater emphasis on academic progress and pupils on social progress. Teachers and parents identified good planning and preparation and supportive communication as prerequisites for successful inclusion.

Mitchell and Sherri (2006) studied inclusion of middle school special education students in regular classroom from the perspective focal group. One-hundred Indian middle schools were randomly selected. Surveys were sent to the principal, one special education and one regular education teacher at each of those schools. Fifty nine principals, 55 regular education teachers, and 70 special education teachers from 91 schools responded. The surveys collected demographic data and addressed four theoretical constructs that were developed from a review of the literature and included (i) Principal’s Role (ii) Organizational Supports (iii) Best practices and (iv) Barriers. SPSS software was used to compute the data collected from the surveys. A factorial ANOVA model was used. For construct variables each having a number questions associated with them, were combined over a construct into a composite dependent variable with a total of four dependent variables for four constructs: (i) Principal’s Role, (ii) Organizational Supports, (iii) Best practices, and (iv) Barriers. All three groups were
in agreement regarding best practices, but neither teacher group was in agreement with the principals with regard to the principal’s role, Organizational supports and barriers.

Stewart and Freddie (2005) investigated pre-service general and special education teachers’ willingness to use or facilitate cooperative teaching practices in general education classrooms. The pre-service teacher participants’ gender, age, range, area of study, special education course hours and discipline of self study were analyzed qualitatively in determining the willingness to use or facilitate cooperative teaching practices. The qualitative study used a six point Likert-type scale survey of 22 items relevant to the research questions developed by the researcher. The survey accessed the pre-service general and special education teacher participants’ (N= 62) willingness to use or facilitate cooperative teaching in general education classrooms. The results of the qualitative study indicated that there were significant difference between pre-service general and special education teacher participants in areas of concern involving teaching students with disabilities in the general education classroom, facilitating cooperative teaching practices and pre-service teacher training for using or facilitating cooperative teaching practices.

Ghesquiere et al. (2000) studied inclusive education as an innovation process in Flemish primary schools. Using semi-structured interviews with all persons concerned (principals, teachers, representative parents) they tried to obtain a detailed description of the innovation process. The research group consists of ten regular primary schools that in a particular way give shape to inclusive education. Taking into account the strong segregation tradition in special education in Flanders in 1999 about 5.80% of all pupils in primary education are enrolled in a segregated school for special education. The respondents state that regular schools have to create opportunities to take care of pupils with special educational needs. As to pupils with a physical or sensory handicap,
most respondents are positive about their inclusion in regular primary schools. It is remarkable that a few teachers do not see much difference between the pupil who in the context of inclusive education is taken care of and the other pupils. The positive attitude towards inclusive education is often intensified by a rather negative attitude towards special education.

Karugu (2000) studied whether educators are aware of inclusion education and how special education schools can promote this philosophy. The survey uses interviews and questionnaire methods. Subjects are drawn from both special and mainstream schools. The sample includes education administrators, curriculum developers, supervisors, head teachers, teachers, students and parents. Preliminary results indicate that Kenya has not officially acknowledged inclusion education. Majority of educators, parents and students have little or no knowledge at all about inclusion education. Policies on this philosophy have not been drawn.

2.6 SYNTHESIS OF THE REVIEWED STUDIES

The investigator reviewed 102 studies. These studies are categorised under five sections namely i) studies conducted among teachers (57 studies), ii) studies conducted among parents (9 studies), iii) studies conducted among students (13 studies), iv) studies conducted among educators and professionals (13 studies), and v) studies conducted among Multisamples (10 studies).

The variables involved in the reviewed studies were attitudes towards inclusion (Balboni & Pedrabissi, 2000; Becker et al., Elias & Robert, 2000; Chhabra, 2000; McLaughlin & James, 2001; Julie & Kathryn, 2002; Leyden, 2002; Elkins et al., 2003; Karen & Candra, 2004; Witherspoon & Cheryl, 2005; Footman & Cheryl, 2006; Mohad Ali et al., 2006; Romi & Leyser, 2006; Avraqmidis & Efrosini, 2006; Kalyva et al., 2007;
Elgoweris & Nagmeldin, 2007; Gary et al., 2007; Haris & Delane, 2008; Hendrich & Heather, 2008; Aremu & Olufemi, 2009; Davis & Tracle, 2009; Elashry & Retz, 2009; Erns & Margaret, 2009; Elzin & Lutfi, 2009; Gannon & McGilloway, 2009; Haris & De’Lane, 2009; Mishra & Girijesh, 2009; Oldfield & James, 2009; Hill & Rorie, 2009; Parker & Shera, 2009; Sharma et al., 2009; Stauble, 2009; Stubbs & Stacy, 2009; Avramidis & Bayliss, 2010; Gal et al., 2010; Martien & Gayle, 2010; Mortier et al., 2010; Emam, 2011; Tania, 2011; Sindey & Praisner, 2011; Mangope et al., 2012; Costerillo & Boyle, 2013; Dukmak et al., 2013; Gupta & Buwade, 2013; Malak, 2013; Malinen, 2013; Shady et al., 2013) perception towards inclusion (Schlee & Lynn, 2002; Frederickson et al., 2006; Mohad Ali et al., 2006; Subban & Sharma, 2006; Miskawich & Rosmarie, 2007; Batige & Sandra, 2008; Becker et al., 2008; Bochenk & Heather, 2008; Hendrich & Heather, 2008; Hilbert & Dawn, 2009; Meldy & Joyce, 2009; Martin & Gayle, 2010; Narumanchi & Shrubhi, 2011; Anwer, 2012; Tania, 2011 Smith & Ruth, 2013; Shippen et al., 2011), beliefs towards inclusion (Sprancle & Marcia, 2009), views on inclusive education (Gilda, 2000; Regis, 2011), concerns towards inclusion (Chhabra, 2000; Sharma et al., 2009; Emam, 2011; Woodcock et al., 2012; Nisha & Ajay, 2013; Villeneuve et al., 2013), knowledge of inclusive education (Deku & Prosper, 2012), instructional arrangements related to inclusion (Harris & Delane, 2009), understanding of inclusion (Saypula & Linda, 2009), inclusionary practices (Graham, 2000; Massingil & Shawntel, 2011), support needs of teachers for inclusion (Kearney & Alison, 2000), degree of inclusion (Lorna, 2006; Prakash, 2012), experiences in inclusive classroom (Bock & Steve, 2008; Schauwer et al., 2008), speak about inclusion (Asma & Brenda, 2007), integrating student with disabilities (Stwart & Freddie, 2005; Saxon & Karyn, 2008; Spriggs & Tammy, 2008), special education need (Chavutta et al., 2008; Geetha & annakodi, 2006), self efficacy (Malinen, 2013; Dragana et al., 2014; Nigel & Kenny,
sense of efficacy (Romi & Leyser, 2006), skill of teachers (Das et al., 2013),
academic achievement (Gaddis & Jhon, 2008), coping strategies (Ramesh & upadhyaya,
2007), and self concept (Das & kattumuri, 2003).

Sample size of the studies conducted among pre-service teachers varied between
52 (Julie & Kathryn, 2002) and 1605 (El-Ashry & Retz, 2009), among teachers varied
between 10 (Graham, 2000; Elgoweris & Nagmeldim, 2007) and 523 (Malinum, 2013),
among parents varied between 15 (Elzin & Luffi, 2009) and 628 (Ramesh & Upadhyaya,
2007), among principals varied between 110 (Gilada, 2000) and 408 (Cindy & Praisner,
2011), among educators and professionals varied between 18 (Medley & Joyce, 2009)
and 2763 (Becker et al., 2008), among disabled and special need education children
varied between 2 (Bock & Steve, 2008) and 97 (Cambra and Silvestre, 2003), and among
normal students varied between 27 (Brenda, 2007) and 604 (Gaddis & Jhon, 2008).
Considering all the reviewed studies, the sample size varied between 2 and 2763.

The sampling techniques involved in the studies were random sampling, simple
random sampling, and systematic random sampling.

The research methods adopted in the reviewed studies were survey method,
(including paper survey and web-based survey, electronic survey), survey with interview,
(interview including semi-structured interviews and in-depth interview experimental
method, observation, case study, sociogram and focus group discussion.

The statistical techniques employed in the reviewed studies were Descriptive
Inferential statistics, t-test, ANOVA, MANCOVA, Thematic analysis, Wilcoxon test,
Mann-Whitney test, Post hoc test, Welch’s test, correlation and Regression analysis.
The major findings of the reviewed studies were synthesised as below.

Favourable Attitude towards Inclusion:

The studies conducted with teachers as sample revealed that the teachers had a favourable attitude towards inclusion of students with disabilities in regular classroom (Elias & Robert, 2000; Gilada, 2000; Witherspoon & Cheryl, 2005; Ali et al., 2006; Avraqmidis & Efrosini, 2007; Elhoweris & Negmeldin, 2007; Aremu & Olufemi, 2009; Hill & Rorie 2009; Saypula & Linda, 2009; Stauble, 2009; Stubbs & Stacy, 2009; Avramidis & Bayliss, 2010; Mortier et al., 2010; Tania, 2011; Mangope et al. 2012; Costello & Boyle, 2013; Dukmak, 2013; Dragana et al., 2014), yet, they identified several difficulties and issues related to inclusion (Gilada, 2000). Special education teachers have a more positive attitude towards inclusion when compared to general education teachers (Parker & Shera, 2009). General education teachers with guidance training generally held more positive attitudes towards integration (Yuen & Westwood, 2007). LaTish (2004) indicated the SE teachers favoured including students with special needs in GE classes and they expressed more confidence in their ability and training.

Teachers who have taken at least one special education course and those with several in-services about inclusion feel positively about it in comparison to teachers with no relevant coursework or in-services (Ernst & Margaret, 2009). Teachers in Delhi had a moderate level of concerns to implement inclusive education in their schools (Nisha & Ajay, 2013).

The reviewed studies conducted among pre-service teachers reveal that the pre-service teachers showed a positive and favourable attitude towards inclusion of students with disabilities in regular classroom (Sharma et al., 2009; Woodcock et al., 2012; Malak, 2013; Nigel & Kenny, 2014). Costello and Boyle (2013) indicated that pre-service
secondary teachers held positive attitudes towards inclusive education; however there was a significant decline in positive attitudes through the years of study.

The reviewed studies conducted among parents (Elkins et al., 2003; Kalyva et al. 2007; Elzein & Luffī, 2009; Heyam, 2009; Narumanchi & Shruti 2011) reveal that the parents showed a favourable attitude towards inclusion of students with disabilities in regular classroom.

The reviewed studies conducted among educators, principals and assistant principals (Mclauchlin & James, 2001; Lorna 2006; Harris & De'Lane, 2009; Cindy & Praisner, 2011) showed that they had positive attitude towards inclusion of students with disabilities in regular classroom. Educators with experience in inclusive educational practices and those from schools where teams implement inclusive education tended to have higher ratings on the inclusion inventory (Backer et al., 2008).

Positive peer acceptance was observed towards children with special needs (Mishra & Girijesh, 2009). Geetha and Annakodi (2006) found that majority of the heads of the schools, regular teachers, special teachers, parents of disabled students and parents of non-disabled students were supportive in promoting inclusive education.

Unfavourable Attitude towards Inclusion:

The higher the grade level, the more negative the teacher attitude towards inclusion (Stauble, 2009). Julie & Kathryn (2002) indicated that there was a significant decrease in the perceived comfort of regular education teachers co-teaching with special education teachers as well as a significant decrease in the idea that special education teachers provide support for all students.

Pre-service teachers held more negative than positive attitudes towards inclusion (El-Ashry & Rezk, 2009). Sharma et al. (2009) investigated that pre-service teachers had
somewhat negative attitudes and a moderate degree of concern regarding the inclusion of students with disabilities in their classes. Both general education teachers and intervention specialists indicated they felt somewhat inadequate to manage the behaviours of students with disabilities (Spriggs & Tammy, 2008).

*Grounds for Unfavourable Attitude:*

Many regular teachers feel unprepared and fearful to work with learners with disabilities in regular classes and so display frustration, anger, and negative attitudes towards inclusive education because they believe that it could lead to lower academic standards (Chhabra, 2000). Oldfield & James (2009) found that general education teachers were initially concerned with the lack of training and behaviour to handle students with disabilities.

*Accomplishment of Inclusive Classrooms:*

The success (or lack of success) of the inclusive classroom often depended on the inclusion team (Smith & Ruth, 2013). The inclusion of students with special needs will not succeed because of too much resistance from regular education teachers; Also, the regular education teachers do not have the instructional skills and educational backgrounds to teach students with special needs (Becker et al., 2000). The success of interpersonal collaboration between general education and special education teachers will require a collective commitment to a comprehensive plan and initiatives that includes planning, support, resources and professional development (Miskavitch & Rosemarie, 2006). The general public school teachers perceived that the success (or lack of success) of the inclusive classroom often depended on the inclusion team (Smith & Ruth, 2013). Staff members utilize a variety of instructional strategies to promote an inclusive setting (Hendrich & Heather, 2008).
Most teachers (74%) believed that students with disabilities would be exposed to positive role models as a result of inclusion (Shady et al., 2013). Subban and Sharma (2006) showed that participants with a close friend with a disability and those who felt more confident about their roles as inclusive educators, experienced fewer concerns about implementing inclusive education.

Bochenck and Heafher (2008) indicated that parents of students with and without disabilities perceive the inclusive classroom meets their children’s needs. Parents of children with Down syndrome were found to be more agreeable to inclusion and inclusive placements, in general as compared to parents of children with disabilities other than Down syndrome (Hilbert & Dawn, 2009).

The campus principal is in a pivotal role with respect to implementing and sustaining an initiative of inclusion (McGrew & Allegra, 2008). Adjusting class size and scheduled planning time were two additional factors noted as important for successful inclusion (Schlee & Lynn, 2002). Smaller numbers of students in classrooms tend to enhance educational quality and that both inclusive and self-contained classrooms have advantages depending upon the needs of the students (Medley & Joyce, 2009). The degree of inclusion of students with disabilities in general education classes depend upon the amount of time students spent in general education, the roles of the special education teachers, the rates of student referrals for special education consideration, the attitudes of all staff towards inclusion and towards collaboration, and the skills of the teachers related to the inclusion of special education students (Lorna, 2006).

Bunch and Valeo (2010) indicated development of friendship and lower degrees of abusive behaviour in inclusive schools. A case study (Bock & Steve, 2008) about two students with significant disabilities found that both students had successful inclusive preschool and elementary school experiences, but both encountered difficulties and less
across to inclusive general education classroom during their secondary school experiences. Asma and Brenda (2007) found that 65.4 percent of the children with special needs felt happy about coming to a regular school. Pupils with a physical or sensory handicap, most respondents are positive about their inclusion in regular primary schools (Ghesquiere et al., 2000).

Cambra and Silvestre (2003) found that the special needs students have a positive self-concept although it is significantly lower than that of their counterparts. Saxon & Karyn (2008) found that students with disabilities in regular classes interact well academically and socially with their peers and teachers. Frederickson et al. (2006) indicated that pupils, parents and school staff involved in inclusion initiatives considered pupil progress to be a primary indicator of successful inclusion.

*Influence of Background Variables:*

The attitude of the teachers towards inclusion was not influenced by level of academic training (Sprankle & Marcia, 2009), but by prior experience and knowledge of the disabled (Balboni & Pedrabissi, 2000; Karen & Candra, 2004), teachers’ qualification, teaching experience, gender, level of teaching and management (Prakash, 2012), and age (Parasuram & May, 2006). Special education teachers’ attitude towards inclusion is higher than both general education teachers who did and did not participate in inclusion, and general education teachers who participated in inclusion had higher attitude than general education teachers who did not participate in inclusion (Mastin & Debra, 2010). Deku and Prosper (2012) found that teacher characteristics, such as gender, teaching experience and professional qualification were found to have no significant influence on teacher knowledge about inclusive education. Experienced rural special education teachers had significantly higher knowledge levels of special education laws and policies on inclusion than experienced urban regular education teachers; experienced
urban education teachers had significantly higher knowledge levels of special education laws and policies on inclusion than experienced urban regular education teachers (Hopps & Naomi, 2002). Public and private teachers had no difference in perception of inclusion with regard to years of experience, training and administrative support (Anwer, 2012). No differences were found between preschool and primary school teachers’ attitudes, whereas primary school teachers showed a higher sense of self-efficacy than did preschool teachers regarding the management and teaching of pupils with SEN (Emam, 2011). Stewart and Freddie (2005) found that there were significant difference between pre-service general and special education teacher participants in areas of concern involving teaching students with disabilities in the general education classroom, facilitating cooperative teaching practices and pre-service teacher training for using or facilitating cooperative teaching practices.

Female pre-service teachers (Romi & Leyser, 2006), and pre-service teachers with a higher level of experience in teaching students with disabilities (Malinen, 2013) and with postgraduate degrees (Sharma et al., 2009) were more supportive of inclusion than their counterparts. There were no significant differences between male and female Special needs education (SNE) in-service teacher trainees’ views on inclusive education (Regis, 2011).

Gupta & Buwade (2013) found that children’s age and gender as the factors that mainly influence parents’ views regarding inclusion. Higher educational level, nonagricultural occupation, higher income and urban status of the family are the important factors predicting higher levels of coping strategies used by the parents of mentally challenged individual (Ramesh & Upadhyaya, 2007).
Principals’ gender and educational level significantly affect the attitude towards inclusion (Mclauchlin & James, 2001). Female principals had stronger feelings regarding disability and inclusion than their male counterparts (Seigler & Myrel, 2003).

The study of Alabado (2010) indicated that the frequency of praise, the total number of teacher-student interactions, and the percentage of praise were not affected by the students' being with IDEA services and students without IDEA services. Students with intellectual disabilities significantly influence their support of inclusion (Gary et al., 2007).

*Status about Inclusive Set-up:*

Das et al. (2013) found that nearly 70% of the regular school teachers had neither received training in special education nor had any experience teaching students with disabilities and 87% of the teachers did not have access to support services in their classrooms. Teachers considered modifying curriculum the most effective inclusionary practice and skill grouping the most effective collaborative strategy (Massingill & Shawntel, 2011).

Principals (95% of whom were females) stressed the social benefits of inclusion over the physical and instructional aspects (Gilada, 2000). Principals demonstrated behaviours that both supported and hindered inclusion (Rau & Demaris, 2003). Majority of educators, parents and students have little or no knowledge at all about inclusion education (Karugu, 2000).

The above exercise of review of related studies made the researcher to provide a comprehensive understanding of what is already known about the topic and how to synthesise the results of these studies. The present study is distinguished from the reviewed studies in terms of variable (Status of mentally challenged children), population
(Parents of educable mentally challenged children and teachers of inclusive set-up in Kanyakumari District), and tools (Scale on Status of Mentally Challenged Children in the Inclusive Set-up) for data collection.

*The ensuing chapter deals with the Plan and Procedure of the study.*