CHAPTER - II
REVIEW OF RELATED LITERATURE

The review of literature is a step in the research process that positions the research problem within the context of the literature as a whole. The review of related literature serves multiple purposes and is essential to a well-designed research study. It generally comes early in the research process, and it can contribute valuable information to any part of the research study. With the amount of information available from a variety of sources, the review of the literature is by no means a trivial task. It is a systematic process that requires careful and perceptive reading and attention to detail. In the review of the literature, the researcher attempts to determine what others have learned about similar research problems and to gather information relevant to the research problem at hand. According to Borg & Gann (1989), “the literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature, our work is likely to be shallow and naive and will often duplicate work that has already been done better by someone else.”

Besides providing a context for the research study, Wiersma & Jurs (2009) has enumerated the following purposes of the review of related literature:

1. More specifically limiting and identifying the research problem and possible hypotheses.
2. Informing the researcher of what has already been done in the area.
3. Providing possible research design and methodological procedures that may be used in the research study.
4. Providing suggestions for possible modifications in the research to avoid unanticipated difficulties.
5. Identifying possible gaps in the research
6. Providing a backdrop for interpreting the results of the research study.
According to Good, Barr & Scates (1941), "The keys to the vast storehouse of published literature may open doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for defining the problem, background for selection of procedure and comparative data for interpretation of results. In order to be creative and original, one must read extensively and critically as a stimulus to thinking".

Since the inception of the field of education, teachers’ attitude, efficacy, stress coping and confidence have been studied with great zeal by various researchers. Researcher resumed various related issues and concerns of teachers’ attitude specifically towards inclusive education. Thus, the existing body of available knowledge and material related to the research problem provide information to identify the problem. Here, brief review of related researches done earlier have been given.

2.1 TEACHERS’ ATTITUDE TOWARDS INCLUSIVE EDUCATION

The studies outlined in this chapter describe the important results of teachers’ attitude towards inclusive education in relation to their perceived efficacy, stress coping strategies and level of confidence to teach in inclusive classrooms. Teachers’ attitude being the dependent variable of the study has also been reviewed in relation to gender, training, age/experience, presence of CWSN in classroom/severity of disability and class size. The review of the related studies is presented as follows:

2.1.1 WORLDWIDE PREVALENCE OF TEACHERS’ ATTITUDE TOWARDS INCLUSIVE EDUCATION

Payal & Mayaan (2015) aimed at studying the awareness and attitudes of teachers towards inclusive education. A semi-structured self-constructed interview schedule and a self-constructed attitude scale were used to study the awareness of teachers about disability and Inclusive education, and their attitudes towards inclusive education respectively on a sample of 100 teachers. Results revealed that teachers had some amount of awareness but
an inadequate amount of information on disabilities and inclusive education. Disability to most (37) teachers meant ‘an inability to do something’. The difference between disability and handicap was stated by most as former being cognitive while handicap being physical in nature. With regard to Inclusive education, a large number (46) stated that they were unaware of the term and did not know what it meant. The majority (52) of them perceived maximum challenges for themselves in an inclusive set up, and emphasized on the role of teacher training courses in the area of providing knowledge (49) and training in teaching methodology (53). Although, 83.3 percent of the teachers held a moderately positive attitude towards inclusive education, a large percentage (61.6 percent) of participants felt that being in an inclusive set up would be very challenging for both children with special needs and without special needs. Though, most (49 percent) of the teachers stated that children with special needs should be educated in a regular classroom, but they further clarified that only those should be in a regular classroom who have physical impairments of mild or moderate degree.

**Nagpal (2015)** studied Knowledge, Concerns and Attitudes of teachers concerning Inclusion in relation to their demographic professional attributes of 300 teachers of Haryana, India. She found that majority of teachers had ‘No Knowledge’ about developing/designing and monitoring of IEP, different forms of assessment and their purpose for inclusion, organizing instructional material, managing behavioural problems of CWSN and so many other components of inclusive education. Teachers had a ‘Little Knowledge’ about the role & responsibilities of parents and teachers in the success of inclusive education, characteristics of inclusive education programme and characteristics & needs of disabled students. Nagpal also found a positive correlation between total knowledge and total concerns & its four factors which indicated that the teachers who had good knowledge of inclusive education were likely to have fewer the concerns about inclusion.
In a study, the researchers found an unsuccessful aspect of inclusive program in SSA. The first constituent i.e. ‘awareness’, is still unachieved as 40 percent heads and 20 percent regular teachers of the studied inclusive schools of North-West district of Delhi didn’t support the philosophy of Inclusive education and merely 30 percent teachers supported it partially. To its more peculiarity, not a single teacher as well as head of the institution was found having the clarity about the meaning, functions, objectives and bases of inclusive education. All the 25 heads revealed that there is no inspection done by the concerned authority in relation to the situation and progress of children with disabilities (Sangeeta & Kumari, 2015).

Sharma, Simi & Forlin (2015) reported high degree of concerns of pre-service teachers regarding inclusion of children with additional learning needs in their classes. They found to be worrisome, with lack of resources being their main concern. Galovica, Brojcin & Glumbic (2014) in their study ‘the attitudes of teachers towards inclusive education in Vojvodina’, examined the attitudes of preschool, primary, secondary and high school teachers towards inclusive education. 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 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.
Osmanaga (2013) found that Teachers’ attitude regarding inclusive education had impact on pupils’ attitude towards their disabled peers. Belapukar, Phatak & Uplane (2013) examined knowledge and attitude of school teachers of urban and rural schools. The results indicated positive attitude of school teachers towards inclusive education and the knowledge level of school teachers about inclusive education are found significantly low. Boer, Pijl & Minnaert (2011) concluded that the majority of teachers seem to hold undecided or negative attitudes towards inclusive education.

It was aimed to record the attitudes and intentions of Greek and Cypriot primary education teachers towards teaching children with special educational needs (SENs) in mainstream schools by Batsiou, Bebetsos, Panteli & Antoniou (2008). The sample of the study included 179 educators, 86 from Greece (34 men, 52 women) and 85 from Cyprus (15 men, 70 women). Descriptive statistics indicated that school teachers had positive attitudes about the possibility of teaching students with and without SENs. Pearson’s correlation coefficient revealed that ‘intention’ had significant correlations ($p \leq 0.001$) with attitudes, self-identity, attitude strength, experience, information and knowledge. Analysis of Variance (ANOVA) revealed that intention, attitude strength and knowledge were the variables where the differentiation between the educators was located, with the educators from Cyprus having the higher records. Also, Cypriot educators had more experience in working with SENs pupils, and all of them had low university level education in the subject of Special Education. In conclusion, experience, attitude strength, self-identity, knowledge, information and also tertiary-level education, in the subject of Special Education, had a positive effect on the attitudes and intentions of people who want to teach pupils with SENs.

Batsiou, Bebetsos, Panteli & Antoniou (2008) explored the attitudes and intentions of Greek and Cypriot teachers towards the education of pupils with special needs in regular classrooms (N=179) on the basis of several
variables such as intention, attitudes, subjective norms, self-identity, attitude strength, knowledge, information and experience. The analyses on the variables ‘attitude’ (M=4.7, SD=1.2), ‘self-identity’ (M=3.8, SD=1.5), ‘attitude strength’ (M=3.7, SD=1.3) indicated neutral attitude of teachers. Chopra (2008) reported that the teachers are aware of the desirability of inclusion of disabled children in the regular classroom, but still there is a need to spread the awareness regarding inclusion of special needs children in the regular classroom.

Using the ‘My Thinking about Inclusion’ questionnaire (Stoiber, Gettinger & Goctz, 1998) Avramidis & Kalyva (2007) assessed teachers’ beliefs (n=155). The mean item score of 2.86 (SD=0.37) on the subscale ‘core perspective’ indicated that teachers held a neutral attitude towards inclusive education. However, authors of the study concluded that teachers held positive attitude regarding the philosophy of inclusive education.

Attitude of Serbian primary school teachers was examined through ‘My Attitude about Inclusion’ by Kalyva, Gojkovic & Tsakiris (2007) (N=72). The thumb rule of the mean score of 34.06 (SD=7.61) on the subscale ‘core perspectives’ indicated that teachers held neutral attitude towards inclusive education. It was also reported that teachers held slightly negative attitude towards core perspective.

In order to measure teachers’ attitudes towards the inclusion of children with AD/HD (N=169), Ghanizadeh, Bahredar & Moeini (2006) reported hardly any positive attitude. A total of 77.5 percent teachers responded that AD/HD pupil should attend special education settings, instead of regular education. Also, in mainland China, general education teachers’ evaluations have been found to change greatly in a negative direction if they are asked to accept students with disabilities into their own classrooms (Chen, Zhang, Shi, Wang, & Wu, 2006). A significant positive relationship of 0.24 was found between knowledge and attitude by Ghanizadeh, Bahredar & Moeini (2006). This study showed that the more knowledge teachers had about
AD/HD, the more positive their attitude was towards the inclusion of pupils with this type of disability.

In the study of teachers’ attitudes (N=30) towards inclusion, Kim, Park & Snell (2005) used ‘Teachers’ Attitude Scale on Inclusion’ (TASI, developed by Green & Stoneman, 1989). The mean score 107.50 (SD=11.37) showed that teachers held neutral attitude.

Alghazo & Naggar (2004) examined attitude of regular teachers towards inclusion (N=160). The overall result (M=3.2, SD=0.34) indicated that teachers held a neutral attitude towards the inclusion of pupils with special needs in general education. Similar results were found by Lifshitz, Glaubman & Issawi (2004) in their study examining Israeli and Palestinian teachers’ attitude towards inclusive education. Another important finding is that teachers’ attitudes towards inclusion are often not based on ideological arguments, but rather on practical concerns about how inclusive education can be implemented (Burke & Sutherland, 2004).

Teachers’ attitude towards inclusion using the ‘Preventing Attitude about Inclusion’ questionnaire (N=343) was studied by Hammond & Ingalls (2003). The scores on the items showed that 49.7 percent of teachers agreed and 30.2 percent disagreed with the statement, ‘Inclusion benefits all special education students’. The result of the study indicated towards neutral attitude of teachers.

Hastings & Oakford (2003) reported that general education students were more favourable toward inclusion for children with intellectual disabilities than for children with emotional and behavioural problems.

Sharma (2001) in a study entitled ‘The attitude and concerns of school principals and teachers regarding the integration of students with disabilities into regular schools in India’, found that a large number of school personnel were not aware of funding available to include students with disabilities in regular school. There was some evidence that those educators who were
knowledgeable about government policies and laws concerning integrated education tend to have positive attitude towards implementing such programs. There was also found evidence that when parents were knowledgeable and supportive of integrated education, they tend to have a positive effect on school personnel.

Results of a study by Mushoriwa (2001) reported that the majority of teachers (86 percent) were against inclusive education for visually impaired children of the total sample (N=400).

The ‘Regular Teacher Initiative Questionnaire’ was used by Glaubman & Lifshitz (2001) to examine teachers’ willingness to include pupil with special needs in their classrooms (N=136). The mean score of 1.96 (SD=0.58) showed that teachers are neutral about the inclusion of pupil with special needs in regular classrooms.

To study how the attitudes of high school teachers towards inclusion were affected by the four domains of teacher preparation, i.e. academic climate, academic content, teacher effectiveness, and social adjustment Reusen, Shoho & Barker (2001) conducted a study in San Antonio, Texas in a large suburban high school. The school’s diverse population included 3,263 students in grades 9-12. The special education population, with disabilities ranging from mild to severe, accounted for 10 percent of the student body. The teaching staff included 12 full time special educators and one full time coordinator who also served as the program's administrator. Services for instructing the special education students ran the continuum from full inclusion to vocational training. There were no self-contained programs at the school.

In 2001, Cook investigated teachers’ attitudes towards the inclusion of children with disabilities using a nomination procedure (N=70). Teachers were asked to nominate three of their pupils who represented the best responses to four attitudinal categories (attachment, concern, indifference and rejection). Researcher came out with the findings that teachers
nominated significantly more pupils with disabilities in the category ‘concern’ or ‘rejection’, whereas typically developing pupils were significantly nominated more in the attachment category. No significant differences were found between the two groups with regard to the ‘indifference’ category.

Pupils with emotional and behavioural difficulties were seen as causing significantly more concern to teachers than pupils with other types of disability (Avramidis, Bayliss & Burden, 2000).

Teachers’ belief about inclusion (N=71) using ‘Mainstream Attitude Survey’ (MAS) was surveyed by deBettencourt (1999). The results of the study showed that 29.9 percent teachers held negative belief towards inclusion, whereas 40.8 percent held positive beliefs. The other 29.5 percent of the teachers showed neutral attitudes. According to the rule of thumb, this means that teachers held neutral attitude towards inclusion.

Using certain statements from the ‘Opinion Relation to Mainstreaming Scale’ Everington, Stevens & Winters (1999) investigated teachers’ support for inclusion (N=108). The mean item score on the statement ‘Supportive to inclusion’ was 1.7 (SD=0.95). According to the rule thumb, the mean item score showed that teachers held neutral attitudes. However, the high standard deviation needs to be considered because it indicates that participants hold very different opinions. Surprisingly, on the basis of responses choices, the author of the study concluded that teachers had positive attitude towards inclusion of all children.

In a case study of a senior high and a middle school in Washington School District, Utah, where students with severe learning difficulties had been integrated, Sebastian & Buckner (1998) interviewed 20 educators at the beginning and end of the school year to determine attitudes about inclusion. The educators felt that inclusion was working well and, although more support was needed, it was perceived as a challenge. Soodak, Podell & Lehman (1998) reported that teachers hold the most negative attitudes
towards the inclusion of pupils with mild or moderate learning disabilities and emotional disturbances.

Another American study by Vaughn, Schumm, Jallad, Slusher & Saumell (1996) examined mainstream and special teachers’ perceptions of inclusion through the use of focus group interviews. The majority of these teachers, who were not currently participating in inclusive programmes, had strong, negative feelings about inclusion and felt that decision makers were out of touch with classroom realities. The teachers identified several factors that would affect the success of inclusion, including class size, inadequate resources, the extent to which all students would benefit from inclusion and lack of adequate teacher preparation.

Vaughn et al. (1996) used a focus group interview to better understand teachers' understanding and perceptions of inclusion. They interviewed 25 general education teachers in the United States. Findings of the study indicated that most of the teachers held strong, negative perceptions concerning inclusion and thought that decision makers were not informed about classroom realities. These negative perceptions arose from concerns regarding the number of students per class, inadequate resources, the degree to which inclusion would benefit all students, and lack of teacher preparedness.

Teachers with more positive views of inclusion had more confidence in their ability to support students in inclusive settings, and to adapt classroom materials and procedures to accommodate their needs. Several mainstream educators view the philosophy of inclusive education as an exciting challenge, the stresses associated with its introduction being seen as life-sustaining, enjoyable and beneficial (Bernard, 1990).

2.1.2 TEACHERS’ ATTITUDE TOWARDS INCLUSIVE EDUCATION AND THEIR PERCEIVED EFFICACY TO TEACH IN INCLUSIVE CLASSROOMS

In a study conducted by Osero & Abobo (2015), it was reported that attitude of teachers towards inclusive education was negative. The negativity was found to be associated to lack of knowledge and skills for disabilities, need
for special curriculum for learners, low achievement of children with special needs and increased undisciplined cases.

To explore the attitudes and teaching self-efficacy of pre-service teachers towards the inclusion of students with disabilities into regular classrooms, **Sharma, Shaukat & Furlonger (2015)** conducted a study. A questionnaire was administered to 194 pre-service Pakistani teachers (male 73, female 121) enrolled in a 1-year teacher education programme at a government university in Pakistan. Overall, male pre-service teachers expressed more positive attitudes than their female counterparts regarding the inclusion of students with disabilities in regular classrooms. Surprisingly, those pre-service teachers majoring in special education did not express more positive attitudes towards inclusion than their counterparts who were preparing to teach in mainstream schools. However, participants with training in special education, knowledge of disability legislation, teaching experience and personal experience with a disability reported higher levels of self-efficacy towards teaching within inclusive settings.

In order to examine the teachers’ attitudes toward inclusion of students with special educational needs, in public schools and how these attitudes are influenced by their self-efficacy perceptions, **Tsakiridou & Polyzopoulou (2014)** conducted a research comprised of 416 preschool, primary and secondary education teachers. The results revealed that, in general, teachers develop positive attitude toward the inclusive education. Higher self-efficacy was associated rather with their capacity to come up against negative experiences at school, than with their attitude toward disabled learners in the classroom and their ability to meet successfully the special educational needs students.

A study was carried out by **Shaukat (2013)** to find out the role of demographic variables in the development of efficacy beliefs of prospective teachers enrolled in a teacher education program towards inclusion on 194 Pakistani teachers trainees. Prospective teachers enrolled in special teacher
education program held more efficacious views on using inclusive and collaborative instructions in managing disruptive classroom behaviour of students with disabilities. In the same way, prospective teachers with high levels of training, experience, confidence and a high degree of knowledge about policies relevant to disabled children had a stronger sense of efficacy towards implementing the inclusive practices on each of the three factors: efficacy for inclusive instruction, efficacy in collaboration and efficacy in managing behaviour.

Results of another study conducted by Loreman, Sharma & Forlin (2013) examining pre-service teacher reports of teaching self-efficacy for inclusive education. Data were collected from 380 pre-service teachers in four countries. Strong international differences were indicated by the results. Other factors impacting responses regarding teaching self-efficacy for inclusion included the type of teacher preparation program offered by the institution; variations in the level of knowledge about inclusion law and policy; previous interactions with people with disabilities; confidence levels in teaching people with disabilities; and, prior teaching experience and training in working with students with disabilities.

Following Theory of Planned Behavior (TPB), MacFarlane & Woolfson (2013) examined relationships between teachers’ attitudes and behavior toward children with Social, Emotional and Behavioral Difficulties (SEBD). One hundred and eleven elementary school teachers completed questionnaires. Teacher perception of their school principals’ expectations (subjective norm) predicted teacher behaviors. Teachers who had attended more in-service training (INSET) sessions held more positive feelings, but teachers with more experience were less willing to work with children with SEBD. Findings suggest that school principals have a central role in promoting inclusive ethos within their schools. INSET could focus more on challenging beliefs.
Malinen, Savolainen, Engelbrecht, Xu, Nel & Tlale (2013) explored teacher self-efficacy for inclusive practices in three diverse countries. To explain teachers’ perceived efficacy for teaching in inclusive classrooms by using a sample of 1911 in-service teachers from China, Finland, and South Africa, Bandura’s theory of self-efficacy was used as a starting point to develop distinct models for each country. It was found that in all countries, experience in teaching students with disabilities was the strongest predictor of self-efficacy, while the predictive power of other variables differed from country to country. Findings illustrated the ways to improve teacher education to respond better to the challenges set by the global inclusive education movement.

In the research entitled ‘Understanding teachers’ attitudes and self-efficacy in inclusive education: implications for pre-service and in-service teacher education’, Savolainen, Engelbrecht, Nel & Malinen (2012) reported on results from a comparative study of in-service teachers’ attitudes and self-efficacy in implementing inclusive practices in South Africa and Finland and its implications for teacher education in these countries. A sample of 319 South African and 822 Finnish primary and secondary education teachers completed the questionnaire containing a scale measuring sentiments, attitudes and concerns on inclusive education as well as a scale measuring teachers’ self-efficacy in implementing inclusive practices. A comparative analysis indicated that whereas, the overall sentiments towards disabilities were positive in both Countries, teachers had many concerns about the consequences of including children with disabilities in their classrooms. While the most positive aspect of self-efficacy among the South African teachers was their self-efficacy in managing behaviour, the Finnish teachers saw this as their weakest point. Self-efficacy, in particular efficacy in collaboration, was clearly related to overall attitudes towards inclusion.

Additionally, Savolainen et al. (2012) who studied Finnish and South African in-service teachers by using the Teacher Self-Efficacy for Inclusive
Practices (TEIP) scale found that the self-efficacy, especially efficacy in collaboration, had positive relationship with the attitudes towards inclusive education.

**Malinen, Savolainen & Xu (2012)** conducted a study entitled ‘Beijing in-service teachers’ self-efficacy and attitudes towards inclusive education’. The sample was 451 primary and middle school teachers working in 132 different schools. The analysis showed that efficacy in collaboration was the only self-efficacy factor that significantly predicted attitudes. In addition, experience in teaching students with disabilities predicted attitudes positively, indicating that teachers with more experience in teaching students with disabilities were more positive towards inclusion. The other self-efficacy factors did not have any significant connection with the attitudes. The overall prediction level (R2) of the model on attitudes was 0.24.

A study aiming to examine variables influencing teachers’ attitudes towards inclusion of students with disabilities in regular classrooms was conducted by **Ahmmed, Sharma & Deppeler (2012)** in the context of primary education in Bangladesh. Data for the study was collected from 738 teachers working in 293 government primary schools in Bangladesh. The results indicated that perceived school support for inclusive teaching practices and a range of demographic variables including previous success in teaching students with disabilities and contact with a student with a disability were associated with more positive attitudes of the teachers towards the inclusive education.

In a pilot study, **Zakirova, Engstrand & Pettersson (2012)** examined the relationship among preschool teachers’ attitudes towards the inclusion of children with Autism and perceived self-efficacy, as well as demographic characteristics such as teachers’ work experience and educational background. The cohort consisted of 21 participants who had degrees in preschool education and worked with children with Autism in general
preschool/kindergarten settings in central Sweden. Data were collected using the Autism Attitude Scale for Teachers, the Teacher Efficacy Scale and a demographic survey. In general, findings revealed that preschool teachers held positive attitudes towards children with Autism, and this was significantly related to the number of credits in special education taken during pre-service education. However, teachers showed neutral attitudes towards the inclusion of children with autism into general preschool classrooms. No relations were found between teachers’ perceived self-efficacy and attitudes towards inclusion, although a relationship was found between participation in in-service training and efficacy to make decisions. Implications concerning early childhood education professional development and supervision are discussed.

A study entitled ‘Preschool and primary school teachers' attitudes towards inclusive education in Egypt: The role of experience and self-efficacy’ conducted by Emam & Mohamed (2011) aimed to examine the relationship between teacher self-efficacy and teacher attitudes toward 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 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.

Sari, Celikoz & Secer (2009) in a study entitled ‘An analysis of pre-school teachers’ and student teachers’ attitude towards inclusion and their self-efficacy' investigated the self-efficacy and attitudes of preschool teachers
and student teachers towards inclusive education to elucidate the relationship between self-efficacy and the attitudes on inclusion. Results indicated that attitudes of preschool education teachers and the student teachers were undecided. The two groups considered themselves self efficient for being teachers in terms of the three dimensions of the self efficacy scale. Student teachers scored higher on attitude towards inclusive education than the regular teachers. The scores of the teachers’ self efficacy were higher than the student teachers’ scores. The attitudes of the teachers towards inclusive education were affected by their self efficacy, perceptions in terms of teaching dimension. But, the student teachers’ perceptions on self efficacy were not affected by their attitudes towards inclusive education. It was suggested that the student teachers should receive more courses on education of children with special educational needs during their university education and teachers should receive more support services than they have for how to educate children with SEN from the support units in accordance with the child’s needs, type, severity and conditions of disability.

A different finding was noted by Sari (2007), who analysed relationships between sense of self-efficacy and attitudes towards inclusive education among 264 preschool teachers and 198 students majoring in preschool education. The findings revealed no significant relationship between self-efficacy and teachers’ attitudes towards inclusive practices in the preschool context.

To examine the relationship between teacher efficacy and attitudes of secondary general education teachers towards teaching learning disabled students in the inclusive classroom setting, Barco (2007) conducted an online survey, along with a telephonic interview with secondary teachers as a means to gathering data regarding teachers’ attitudes and efficacy toward inclusion. Results from the online survey suggested that secondary teachers have both positive and negative attitudes toward inclusion. These attitudes
varied when it came to issues of making accommodations and modifications for disabled students, whether part time or full time in the inclusive classroom setting. The same can be seen with the rural and urban/suburban teacher groups in regards to adaptations and training. Both urban/suburban teachers tended to project positive attitudes towards making accommodations and modifications for disabled students. They tended to respond in a positive manner when it came to modifying teaching style and adapting the curriculum for disabled students in the inclusive classroom setting. Results from the telephone interview survey concluded that secondary teachers feel that inclusion works for some disabled students, but not others. Some respondents felt that inclusion is responsible for teachers ‘dummying down’ lessons. The respondents also suggested that they have had positive, as well as, negative experiences with inclusion. The positive experiences included making methodological and curricular changes in teaching styles, employing best teaching practices, and reorienting the way assignments are given. The respondents found these changes to be positive for all students, which in turn, helped to change the mindset that lessons were being ‘dummying down’. Negative experiences included not having a voice in which students would benefit from the inclusion construct.

Pre-service teacher measures of self-efficacy correlated strongly with their level of participation in an inclusive education course (Lancaster & Bain, 2007). The important area regarding pre-service teacher perceptions of teaching self-efficacy with respect to inclusion, which is the focus of the study, has not been adequately addressed. In another Israeli study of 33 teachers, Almog & Shechtman (2007) established that there were positive correlations between teacher democratic beliefs, teacher efficacy and effective strategies to work with students with difficult behaviour problems. Weisel & Dror (2006) similarly investigated the effect of school organisation and educational climate, and teachers’ sense of self-efficacy (using Teacher Efficacy Scale) on the attitudes of 139 teachers from 17
primary schools in Israel towards the inclusion of students with disabilities. The researchers found that teachers’ sense of self-efficacy was the single best predictor of their attitudes towards inclusion. Also, teachers who perceived a more positive school climate (e.g., supportive leadership, collaborative planning and autonomy) tended to express more positive attitudes towards inclusion.

In a study, Weisel & Dror (2006) surveyed 139 primary teachers in order to further explore the influence of teachers’ self-efficacy on their attitudes towards inclusion. The results revealed that teachers with high efficacy beliefs had more positive attitudes towards the inclusion of students with special needs in general education schools. Self-efficacy was reported to be the most significant factor affecting these attitudes.

Romi & Leyser (2006) conducted a study involving pre-service teachers in Israel and concluded that a positive sense of self-efficacy related to teaching lower achieving students was higher than general teaching self-efficacy. Clearly, there was an aspect of their teacher education program that enabled these pre-service teachers to view themselves as competent when it came to adjusting their teaching practice to teach a wider range of students.

Through empirical research to examine the relationship between teachers’ beliefs and their presumed roles in the classroom, Jordan & Stanovich (2001) compared the differential effect of the identified variables on both groups making sure to explore the relationship between factors. Results indicated that the success of exceptional students in the regular classroom is influenced by teachers’ beliefs and attitudes, teaching practices, teacher training received and the degree of teacher self-efficacy. In essence, the final conclusion from the study, surmised that teachers have to have a sense that it is possible to produce a classroom environment that will be conducive to learning for all students who require more than just what is deemed to be acceptable by following Bandura’s philosophy of efficacy. In order to do this, teacher preparation with emphasis on teaching the special needs student
in the regular classroom must be a major component of professional training for general educators in the inclusive classroom setting.

It was concluded by **Buell, Hallam, McCormick & Scheer (1999)** that teachers’ attitudes and teachers’ self-efficacy certainly impact the disabled students in the regular classroom setting. Their goal was to examine factors that contributed to the ability of secondary teachers to meet the needs of disabled students in the inclusive classroom. In order to do this, the study focused on teacher attitudes and beliefs as these were related to the ability of secondary teachers to get through difficult students, the ability to successfully educate disabled students, training and adapting materials.

In another study, **Soodak, Podell & Lehman (1998)** investigated the effects of teachers’ self-efficacy on their responses to include students with disabilities in regular classrooms in the US. The study included 188 general education teachers. In order to measure the teachers’ responses to inclusion, the teachers were given a brief scenario in which their principal informed them that a child with a disability would be included in their classrooms. The teachers were given a list of 17 pairs of adjectives; they rated each pair on a 4-point Likert-type scale. The authors did not provide any description of the child referred to in the survey in order to elicit the teachers’ preconceived beliefs pertaining to disability. The results of the study show a positive relationship between the self-efficacy of the teachers and their responses to inclusion; that is, teachers with high teaching efficacy were found to be more receptive to the inclusion of students with disabilities.

In an early comprehensive study of predicting teachers’ attitude to inclusion, **Soodak, Podell & Lehman (1998)** found that teachers’ sense of teaching efficacy was one of the strongest predictor of their attitude towards inclusion. They also found that teachers with a low sense of efficacy demonstrated anxiety and rejected the idea of including students with special needs in their classrooms.
Soodak & Podell (1993) used Gibson and Dembo's (1984) scale to investigate the effect of teachers’ efficacy beliefs on their placement and referral decisions. The study involved 192 teachers and it was found that regular and special education teachers were more likely to support regular classroom placement if they had high efficacy beliefs.

In another study, self-efficacy has been linked to teachers’ attitudes towards the inclusion of students with special needs. Meijer & Foster (1988) surveyed 230 Dutch primary school teachers to explore the relationships between teachers’ characteristics and their likelihood of referring students for special education. The study measured the self-efficacy of teachers using an 11-item scale, which was based on the work of Gibson & Dembo (1984), to assess the perceived capabilities of teachers to manage classroom problems. The scale measured specific domains of teaching self-efficacy, not just general self-efficacy for teaching. The results indicated that teachers’ efficacy beliefs with regard to managing classroom problems significantly predicted their referral of children with special needs to special education services.

The differences in teaching practices of high efficacious and low efficacious teachers were studied by Gibson & Dembo (1984). Teachers with high self-efficacy perceptions persisted with low achieving students and used better teaching strategies that allowed such students to learn more effectively.

2.1.3 TEACHERS’ ATTITUDE TOWARDS INCLUSIVE EDUCATION AND THEIR PERCEIVED STRESS COPING STRATEGIES TO TEACH IN INCLUSIVE CLASSROOMS

To determine teachers’ strategies for coping with their levels of stress with respect to teaching students with an identified exceptionality in their inclusive classrooms, Brackenreed (2011) conducted a study. The population for this study was drawn from teachers in north-eastern Ontario, Canada. Response to the study indicated that the teachers held a mean of 13 years of teaching experience. Teachers were asked to respond to the degree
to which they perceived different coping strategies as useful. ‘Maintaining a
sense of humour’ and ‘drawing on past experiences’ were perceived to be
the most useful personal coping strategies. Ninety-four percent of the
teachers reported that they feel ‘maintaining a sense of humour, is the most
useful coping strategy (Mean coping level = 4.17). Ninety-two percent of the
teachers in the sample indicated ‘drawing on past experiences’ (Mean coping
level = 3.91), ninety-three percent ‘making a plan of action and following it’
(Mean coping level= 3.80), eighty-one percent ‘looking on the bright side’
(Mean coping level= 3.45), seventy-eight percent ‘developing interests
outside of school’ (Mean coping level=3.33) and sixty-eight percent
indicated ‘engaging in physical activities’ (Mean coping level= 3.01) were
useful. Ninety percent (mean=3.04) considered/perceived ‘discussing the
situation with colleagues’ as the most valuable coping strategy and 80
percent (mean= 3.29) perceived ‘discussing with the principal’ as the two
most useful institutional coping strategies.

The teachers’ negative attitudes towards including students with behavioural
and emotional disorders may be due to the belief that it is more demanding
and stressful both to manage behavioural problems that disturb other
students as well as to teach those students effectively (Cagran &
Schmidt, 2011).

**Dickerson (2008)** conducted a study on stress and self-efficacy of special
education and general education teachers (N=436). He concluded that
neither the stress nor self-efficacy of the special education student teachers
changes after the internship. General education student teachers however,
appeared less stressed and unexpectedly, less efficacious after the
experience.

It was found that special education teachers (N=70) consistently scored
higher on all stress measures with the exception of negative affectivity.
Negative affectivity was the inclination of teachers to have negative
emotions while at work (Lazuras, 2006).
The research entitled ‘Inclusion: identifying potential stressors for regular class teachers’ investigating the potential stressors for teachers during inclusion (Forlin, 2001). The study reported findings from 571 Queensland primary school teachers who were involved with including a child with a moderate or severe intellectual disability in their regular classrooms. Teachers who responded to the Teacher Stress and Coping Questionnaire (TSC) did not appear to be overly stressed by inclusion. Issues that related to a teacher’s professional competence and the behaviour of the child with the intellectual disability were the most stressful for teachers. An increase in number of years involved with inclusion and participation in formal training were associated with a reduction in stress. Discussion focused on the need to identify potential stressors during inclusion to enable more appropriate pre-service and in-service training and support to be provided.

It has been noted that the experience of being an inclusive educator is challenging enough to cause teachers to become physiologically and psychologically stressed (Whiting & Young, 1995). A positive relationship between stress or anxiety and teachers and teachers’ efficacy was found by Paese & Zinkgraf (1991). The researchers reported negative correlation between locus of control, or an individual’s beliefs that outcomes were based on the individual’s behaviours and perceived stress.

2.1.4 TEACHERS’ ATTITUDE TOWARDS INCLUSIVE EDUCATION AND THEIR PERCEIVED LEVEL OF CONFIDENCE TO TEACH IN INCLUSIVE CLASSROOMS

To determine the effect of completing a course in inclusive education on pre-service teachers’ beliefs and confidence to teach in inclusive classrooms, Sharma (2012) conducted a research on twenty seven pre-service teachers who completed a survey and concept maps. It was found that participants’ beliefs and confidence level to teach in inclusive classrooms had improved significantly by the end of the course. At the beginning of the course participants were concerned whether ‘they would be able to teach in
inclusive classrooms’. At the end of the program, majority believed that they were ready to teach in inclusive classrooms but they were concerned whether they would get necessary support to teach in such classrooms.

Gaining self-confidence and developing teaching ability were closely related, and working on either concern leads to improvement on the other (Valazza, 2012). Teachers were negative or undecided in their beliefs about inclusive education and did not rate themselves as knowledgeable about educating pupils with special needs. Additionally, teachers did not feel competent and very confident in teaching pupils with special needs. Furthermore, teachers often rejected pupils with special needs compared to their typically developing peers (Boer, Pijl & Minnaert, 2011).

Investigating pre-service teachers’ confidence levels in teaching students with special needs, Jung, Cho & Ambrosetti (2011) surveyed 287 participants from three separate education departments within a college of education. The results indicated that students working towards a teaching credential in the field of special education reported higher confidence levels than did those seeking a credential in secondary and elementary education. In addition, secondary teacher candidates reported higher confidence levels than did elementary teacher candidates.

It was found by Stair (2009) that teachers were confident in their abilities, however, they generally disagreed that their teacher training program prepared them to work with students with disabilities. Multiple Regressions were used to identify predictors of teacher confidence. The best fitting prediction model consisted of three variables participating in in-service opportunities related to special education, age, and having a friend or family member with a disability. This model had a total $R^2$ of .118 accounting for almost 12 percent of the total variance in predictors of total confidence. He suggested that teacher training programs should focus on providing opportunities to gain experience by working with students with special needs and to learn specific strategies for teaching students within this population.
In a study involving over 500 secondary-level special educators in 31 states, Benitez, Morningstar & Frey (2009) examined teachers’ perceptions of their level of proficiency in providing services. The researchers found positive relationships between preparedness, training, and frequency of engagement in transition activities. Their results suggested that teachers’ perceptions of self-efficacy in transitioning planning were among the factors in determining the special educators’ competence to deliver these services.

Sharma, Forlin & Lorman (2008) and Sharma, Moore & Sonawane (2009) examined the relationship between pre-service teachers’ attitude towards inclusion with variables such as contact with people with disabilities, local legislation and policies and confidence level. Confidence in teaching in inclusive classrooms was found the single predictor of participants’ attitudes.

Teachers’ level of confidence was also investigated by Sadler (2005). The study indicated that none of the participating teachers (N=89) reported to be very confident in teaching children with speech and language difficulties. A majority of teachers (63 percent) indicated that they felt ‘not confident at all’ or ‘not very confident’.

A study conducted by Kessell (2005) revealed that there was a significant relationship between student teachers’ confidence and previous experience of working with students with special needs outside of an educational setting.

Teachers’ confidence to educate pupils with AD/HD (N=365) was assessed by Bussing, Gary, Leon & Reid (2002). Teachers rated their degree of confidence on their ability to perform task. The mean score of 3.87 (SD=0.97) indicated that teachers were fairly confident about their ability to educate pupils with AD/HD. However, high standard deviation shows the variation in responses.

A total of 595 female teacher trainees were surveyed by Lifschitz, Glaubman & Issawi. (2002) from secular and religious teacher colleges in
Israel who were majors in early childhood, elementary school, junior high school, junior high school humanities and special education. The researchers reported that when the teachers feel confident in their capability to teach pupils with learning difficulties, their willingness to include these pupils in regular education is higher, and vice versa.

Negative results were found by Snyder (1999), who reported that none of the general primary teacher felt confident in working with students with special needs.

A study conducted by Everington, Stevens & Winters (1999) on the feeling of competence among teachers showed a mean score of 1.35. According to rule of thumb, the result of the study was found positive.

It was reported by Leroy & Simpson (1996), who studied the impact of inclusion over a three-year period in the state of Michigan showed that as teachers’ experience with children with SEN increased their confidence to teach these children also increased. The evidence seems to indicate that teachers’ negative or neutral attitudes at the beginning of an innovation such as inclusive education may change over time as a function of experience and the expertise that was developed through the process of implementation.

Kamath & Johalat (1992) found in a study that teachers lacked confidence in their own skills and in the quality of support facilities available for integrated education. Majority of teachers expressed readiness and willingness to learn, implicating a strong need for better training inputs for teachers as pre-requisites for successful implementation of integrated education.

**2.1.5 TEACHERS’ ATTITUDE TOWARDS INCLUSIVE EDUCATION AND PRESENCE OF CWSN IN CLASSROOM & SEVERITY OF DISABILITY**

Similarly, Lynch, Lund & Massan (2014) examined the attitudes of 642 primary and secondary teachers in the Caribbean islands regarding inclusive
education. Their findings suggested that teachers who taught fewer students in a class had more positive attitudes towards the inclusion of students with special needs.

In a study, Alquraini (2012) surveyed 303 teachers working in general primary schools in Saudi Arabia about their perceptions regarding the inclusion of students with severe intellectual disabilities. Results of the study indicated that Saudi teachers have slightly negative perceptions towards the inclusion of this group of students in general primary schools. The number of students per class was found to be significantly associated with teachers’ perceptions concerning the inclusion of students with severe disabilities.

Attitude of 1360 primary school teachers in Slovenia regarding the inclusion of students with different types of special needs in primary schools was studied by Cagran & Schmidt (2011). Their results indicated that teachers held the most negative attitudes towards the inclusion of students with behavioural and emotional disorders, followed by those with mild cognitive disabilities and learning disabilities. The teachers were most positive towards the inclusion of students with physical disabilities. The teachers’ acceptance of the students with physical disabilities may be linked to their awareness of the increased effectiveness of inclusive education for those types of students.

The perspectives concerning benefits and risks of inclusion reported by 237 parents of children with and without disabilities and 118 teachers in the same community-based preschool programme were compared. With regard to the attitudes of preschool teachers, findings revealed that the severity of the disability was a key factor affecting attitudes: children with emotional problems, autism and cognitive impairments were least supported by teachers compared with children with speech, orthopaedic and hearing impairments (Rafferty, Boettcher & Griffin, 2001).
In a comparative study, Moberg (2003) assessed the perceptions of 1124 Zambian teachers and 512 Finnish teachers regarding inclusive education and, consequently, the teachers’ opinions about the best placement of students with different disabilities. Their findings suggested that Finnish teachers viewed inclusive education as appropriate, especially for students with speech impairments, physical disabilities or specific learning disabilities. The Finnish teachers also believed that students with severe intellectual disabilities, behaviour difficulties, and hearing impairment should be placed in a full-time special class in a regular school. The Zambian teachers thought that a special school setting was the best placement for students with severe physical disabilities, while they preferred a more segregated environment for students with severe visual impairments and speech impairments. The Zambians were most optimistic about including students with specific learning disabilities. The reluctance shown by Zambian teachers towards the inclusion of students with physical disabilities or visual impairment appeared to be due to the long distances that children needed to travel in order to reach the nearest school.

Avramidis & Norwich (2002) examined teachers’ attitudes towards the integration and, more recently, the inclusion of children with special educational needs in the mainstream school. Results explored a host of factors that might impact upon teachers’ acceptance of the principles of inclusive education. The analyses showed evidence of positive attitudes, but no evidence of acceptance of a total inclusion or ‘zero reject’ approach to special educational provision. Teachers’ attitudes were found to be strongly influenced by the nature and severity of the disabling condition presented to them (child-related variables) and less by teacher-related variables. Further, educational environment-related variables, such as the availability of physical and human support, were consistently found to be associated with attitudes to inclusion.
In South Africa, Davies & Green (1998) surveyed 113 primary school teachers to explore their attitudes towards the mainstreaming of children with low to medium levels of special educational needs. Participants who had the least accepting attitudes towards such students were interviewed individually regarding their concerns about mainstreaming. The most important issues raised by those teachers were class size, lack of proficiency, and the increasing demands confronting teachers.

Teachers’ attitudes depend on the type and degree of students’ disability. Specifically, attitudes were less positive toward the integration of students with intellectual than physical disabilities, and attitudes became less positive as the severity of the disability increased (Forlin, Douglas & Hattie, 1996).

2.1.6 TEACHERS’ ATTITUDE TOWARDS INCLUSIVE EDUCATION AND AGE/TEACHING EXPERIENCE

Nagpal (2015) found a significant positive correlation between concerns and age of teachers and negatively correlated with the age of teacher. According to her study, younger teachers had good knowledge, little concerns and more positive attitude towards inclusion than their counterparts. By comparing two groups of students-teacher, Timor & Hartanska (2014) reported similarity in the attitude towards inclusive education between two groups of Israelis and Slovaks, and reported differences in their theoretical and practical knowledge because the Slovaks group had limited teaching experience and no academic courses on inclusive education.

Dupoux, Hammond, Ingalls & Wolman (2006) found that teachers’ attitude towards integration of students with special needs was associated with the teachers’ awareness and beliefs about pupils with disabilities and attitude was not found associated with teaching experience when Opinions Related to Integration (ORI) of disabilities were administered on teachers.

Ammah & Hodge (2005) reported that practical experience in working with students with special needs would increase self-confidence in modifying activities to meet the needs and interest of their learners. According to them, agricultural education programs may need to provide additional training.
opportunities that allow pre-service students to work closely with students with special needs and develop additional confidence and skills before moving on to student teaching or their first teaching position.

The study of Alghazo & Naggar (2004) showed that teachers with one to five years of teaching experience held significantly more positive attitudes towards the inclusion of pupils with special needs compared with teachers with 6–11 years’ experience and those with 12 or more years of experience, $F(2, 149) = 10.3, p = 0.05$. Glaubman & Lifshitz (2001) found that teachers with less years of teaching experience (1-10 years) were significantly more positive than their counterparts with more experience (>11 years), $F (1, 108)=4.73, p<0.005$.

Similarly, Cornoldi, Terreni, Scruggs & Mastropieri, (1998) surveyed 523 general education teachers in Italy to investigate the teachers’ attitudes towards inclusion after 20 years of inclusive education policy and practice. Their findings suggested that Italian teachers held generally positive attitudes towards the concept of inclusion, and that these attitudes were associated significantly with the age of the teachers. Teachers who were 40 years of age and under showed significantly more positive attitudes towards inclusion than those over 40 years of age.

In a cross-cultural study of teachers’ attitudes towards mainstreaming, Leyser, Kapperman & Keller (1994) found that age and teaching experience were associated with attitudes; specifically, the scores of teachers under 30 years of age were significantly higher (more positive) than those of older teachers. Further, the scores of teachers with less than 10 years of experience were higher than those with over 14 years of experience.

### 2.1.7 TEACHERS’ ATTITUDE TOWARDS INCLUSIVE EDUCATION AND GENDER

Barco (2007) reported that teachers’ responses to items concerning sufficient/insufficient training to teach disabled students brought about differences in responses from male and female participants. The female respondents were undecided as to whether or not they had sufficient training.
to teach learning disabled students in the inclusive classroom setting. The female respondents also were undecided as to whether or not more undergraduate classes would have given them more confidence working with learning disabled students in the inclusive classroom. As for efficacy, making adaptations, and training, female teachers tended to have a greater degree of confidence in teaching disabled students in the regular classroom setting in comparison to the male teachers whose confidence levels were lower than their female counterparts.

Romi & Leyser (2006) conducted a study (N=1,155) on Israeli pre-service teachers with regards to inclusion. Pre-service teachers’ self-efficacy, beliefs differed with regards to gender and ethnicity. Females, as a group, had higher self-efficacy beliefs and were more receptive to the idea of inclusion. They also found female students to be more positive about inclusion and having higher self-efficacy scores than did males.

Parasuram (2006) reported that there were no significant gender differences in teachers’ attitude towards inclusive education. Alghazo & Naggar (2004) found a significant difference between male and female teachers, whereby males held less positive attitudes towards inclusive education ($t = 4.42$, $p = 0.05$).

Opdal, Wormnes, & Habayeb (2001) reported that female teachers were more supportive towards inclusion, compared to male teachers. Of the male teachers, 59 percent answered that they supported the inclusion of pupils with special needs, whereas 69 percent of the female teachers were supportive in their answer. Female teachers reported (Forlin, 2001) greater stress than their male counterparts when coping with classroom issues as well.

**2.1.8 TEACHERS’ ATTITUDE TOWARDS INCLUSIVE EDUCATION AND TRAINING**

In a more recent study, Kurniawat, Minnaert, Mangunsong, & Ahmed (2012) examined the opinions of 208 primary school teachers working in several special, inclusive, and regular schools in Indonesia regarding the
inclusion of pupils with additional needs in their regular classrooms. The findings suggested that teachers with special education training were having positive attitudes towards inclusion than those with little or no training regarding inclusion.

**Batsiou, Bebetsos, Panteli & Antoniou (2008)** found a significant relationship between information and attitudes \( (r = 0.36, p < 0.001) \) and knowledge and attitudes \( (r = 0.26, p < 0.001) \). These results showed that teachers’ attitudes are influenced by information and knowledge they have about the inclusion of pupils with special needs in regular classrooms.

In a study, to evaluate the impact of an intervention programme on awareness and attitude of high school students, teachers and administrator towards pupils with disabilities in inclusive settings, **Berwal (2007)** conducted an experimental study titled ‘Impact of an Intervention Programme on Awareness Levels and Attitudes of High School Students, Teachers and Administrators towards Pupils with Disabilities in Inclusive Setting’. He found a low level of awareness among students, moderate level of awareness among teachers and administrators before implementing the intervention programme. He conducted a pre-post test one group experiment on a total sample of 250 students, 25 teachers and 10 administrators in Hamirpur district of Himachal Pradesh. He found a significant impact of his intervention programme on the attitude and awareness of the students, teachers and administrations towards pupils with disabilities in inclusive setting. He also concluded that the well designed intervention programme had demonstrated that the awareness and attitude of students, teachers and administrators towards pupils with disabilities and more so, for Inclusive Education could be significantly changed. **Berwal (2007)** reported a moderate level of awareness among teachers. The intervention programme was found to be effective in enhancing their awareness and changing perception.

In Greece, **Avramidis & Kalyva (2007)** examined the impact of professional development on general education primary teachers’ \( (N= 155) \) attitudes towards inclusion. Findings indicated that teachers with training in special...
educational needs and issues surrounding inclusion had significantly more positive attitudes towards the inclusion of students with special needs in regular classrooms than their colleagues with little or no training. It was also found that teachers with long-term training were significantly more positive towards statements about the general philosophy of inclusion, compared with those who had no training at all \[ F(2, 152) = 4.85, p < 0.01 \].

The influence of an In-Service Teacher Training (INSET) programme on teachers’ attitudes towards inclusion was also evaluated by Sari (2007). The results of the study revealed that an increasing knowledge level leads to positive attitude among teachers towards the inclusion of deaf children.

In an attempt to study the Cypriot educators’ attitudes, Batsiou, Bebetsos, Panteli & Antoniou (2008) revealed that elementary school teachers had more experience in working with SEN pupils, though had very limited education in the subject of Special Education at the university level. However, substantive long-term training in the formation of positive teacher attitudes towards inclusion had also been found to be a significant factor.

Angelides, Stylianou, & Gibbs (2006) investigated how elementary school teachers were prepared for inclusive education in Cyprus. Certain factors related to the curricula were found as barriers in the development of inclusive practices by student teachers. Such barriers primarily dealt with teachers’ attitudes and approaches to the idea of inclusion. Teachers tended to think on the basis of the medical and charity models, favouring special schooling for specific groups of children rather than inclusion. By contextualizing teacher training courses to suit teachers’ prior knowledge, attitudes and beliefs about inclusion, teachers were better equipped to help individuals with special needs and more likely to make their classrooms inclusion-friendly.

Lal (2005) found teachers to be reluctant to attend training, when teacher training was taken out of the context of programme because it takes place in their free time and holidays. Vacancies of teachers were also found unfilled. Researcher explained that teachers working in the school were incompetent with regards to teach CWSN in inclusive classrooms.
Lifshitz, Glaubman & Issawi (2004) investigated the influence of in-service training on teachers’ attitudes comprising a course of 28 hours for regular teachers. Results of the study showed that after the intervention the scores of the regular teachers on the attitude questionnaire increased significantly.

In contrast, the study of Wilkins & Nietfeld (2004) revealed no differences between the groups who participated in an experimental group and the control group. The results indicated that the intervention did not influence teachers’ attitudes towards inclusive education.

Investigating teachers’ attitudes towards the inclusion of students with special needs in regular classrooms, Reusen, Shoho & Barker (2001) surveyed 125 high school teachers in Texas, USA. The study revealed that teachers with more positive attitudes when it came to including and teaching students with disabilities in their regular classrooms reported the highest level of training in special education. Based on this result, the study concluded that teachers with training in special education and those who have favourable attitudes towards students with special needs might be predisposed to strive for more inclusive education practices and be more willing to accept and teach students with special needs in a regular classroom.

In a study investigating factors that facilitated or hindered teachers’ success in inclusive classrooms, Smith & Smith (2000) interviewed six early childhood teachers (one kindergarten teacher and five primary school teachers) in the United States. Their findings revealed four themes that influenced teachers’ perceptions concerning inclusion. The themes reported a need for additional teacher training, better adjustments of class factors (including class size, ratio of students with disabilities to teacher, and type & severity of disabilities), greater support, and additional time to meet demands of inclusive classroom.

Avramidis et al. (2000) demonstrated that teachers who had experience with inclusion and those who had a high level of special education training had
significantly more positive attitudes toward inclusion than those with no or a minimal special education training.

However, in studies where teachers had active experience of inclusion, contradictory findings were reported. A study by Villa, Thousand, Meyers & Nevin (1996) yielded results which favoured the inclusion of children with SEN in the ordinary school. The researchers noted that teacher commitment often emerges at the end of the implementation cycle, after the teachers have gained mastery of the professional expertise needed to implement inclusive programmes.

Leyser, Kapperman & Keller (1994) conducted a cross-cultural study of 3,639 general education teachers’ attitudes towards mainstreaming across six nations: the United States, Germany, Israel, Ghana, Taiwan, and the Philippines. Findings indicated that knowledge about disabilities and mainstreaming, which was learned through training, fostered the development of positive attitudes amongst general education teachers.

2.2 SYNOPTIC VIEW OF REVIEW OF RELATED LITERATURE

The synthesis of researches reviewed assisted the research in terms of formulating the objectives, hypotheses and in determining the methodology followed for the completion of the present study. It also helped in establishing the need and scope of the study. The literature was reviewed in the context of teachers’ attitude towards inclusive education as a dependent variable by taking teachers’ perceived efficacy, stress coping strategies and level of confidence as independent variables. Literature on teachers’ attitude was also reviewed in the context of some moderating variable such as presence of CWSN in classroom & severity of disability, age & experience, gender, training and class size. All over the world, a neutral or negative attitude of teachers towards inclusive education had revealed. Majority of researches revealed significant positive dependency of teachers’ attitude towards inclusive education on their perceived efficacy, stress coping strategies and level of confidence to teach in inclusive classrooms. Confidence and Self-efficacy to teach in inclusive classroom were found the best predicator of teachers’ attitude towards inclusive education by various
wide-reaching literatures on inclusive education. Regarding attitude, review also indicated that parents’ knowledge and support in inclusive education effected school personnel in a positive direction.

Despite of various efforts done by various governmental and non governmental agencies in the field of inclusive education, subsistence of negative or neutral attitude of teachers towards teaching CWSN in regular classrooms was found as the major factor in the unsuccessfulness of inclusive education philosophy as teachers are the major factor or component in the triumph of inclusive education. Therefore, the researcher selected to work in this area. The review directed researcher towards framing directional research hypotheses for the study entitled ‘Teachers’ Attitude towards Inclusive Education in relation to their Perceived Efficacy, Stress Coping Strategies and Level of Confidence to teach in Inclusive Classrooms’.

2.3 HYPOTHESES

Three primary research hypotheses (supposing significant correlations between dependent variable and independent variables) were formulated with respect to the corresponding primary objectives (Nos. 5-7) and in the light of subsidiary objectives (Nos. 9-14), precisely six subsidiary research hypotheses were formulated.

2.3.1 Primary Hypotheses

1. There exists a significant correlation between teachers’ attitude towards inclusive education and their perceived efficacy to teach in inclusive classrooms.

2. There exists a significant correlation between teachers’ attitude towards inclusive education and their perceived stress coping strategies to teach in inclusive classrooms

3. There exists a significant correlation between teachers’ attitude towards inclusive education and their perceived level of confidence to teach in inclusive classrooms
2.3.2 Subsidiary Hypotheses

4 There exists a significant correlation among teachers’ perceived efficacy, stress, stress coping strategies and level of confidence to teach in inclusive classrooms.

5 Gender results in a difference in teachers’ attitude towards inclusive education, their perceived efficacy, stress, stress coping strategies and level of confidence to teach in inclusive classrooms.

6 Additional in-service training results in a difference in teachers’ attitude towards inclusive education, their perceived efficacy, stress, stress coping strategies and level of confidence to teach in inclusive classrooms.

7 Presence of CWSN in classroom results in a difference in teachers’ attitude towards inclusive education, their perceived efficacy, stress, stress coping strategies and level of confidence to teach in inclusive classrooms.

8 Designation results in a difference in teachers’ attitude towards inclusive education, their perceived efficacy, stress, stress coping strategies and level of confidence to teach in inclusive classrooms.

9 Age results in a difference in teachers’ attitude towards inclusive education, their perceived efficacy, stress, stress coping strategies and level of confidence to teach in inclusive classrooms.

(Note: While testing the subsidiary research hypotheses (Nos. 5-9) in chapter four, the hypotheses were split into 25 hypotheses for apparent understanding of results.)

Having presented the historical and empirical evidence/knowledge in the area, the researcher in Chapter-III, presents the process and the manner in which the study was conducted.