



RECONNOITERING TEACHERS' PERCEPTION ABOUT INCLUSIVE EDUCATION AT QUETTA CITY BALUCHISTAN

Khadija Karim

Ph.D. Scholar Education

Greenwich University

Karachi - Pakistan

Khadijakarim17@yahoo.com

Dr. Sheikh Muhammed Irfan

Dean

Faculty of Social Sciences and Art

Greenwich University

Karachi - Pakistan

dr.smirfan@greenwich.edu.pk

Dr. Khurram Khan Alwi

Assistant Professor

Department of Teachers Education

Federal Urdu University of Arts Sciences & Technology

Karachi - Pakistan

skhurumkhan@fuuast.edu.pk

Abstract

The purpose of present study is to find out the perceptions of primary school teachers on inclusive education based on various variables and demographic characteristics. A quantitative study has been done to collect the data from 300 sample of public primary school teachers from Quetta district through convenient sampling technique . Data was entered in SPSS with coding process and data was analyzed through descriptive and inferential analysis to determine the teachers perceptions about inclusive education based on various variables and demographic characteristics. The findings of the study shows that the teachers respond positively for inclusive education hence, it requires more knowledge and trainings to make inclusion conducive . In addition, regular schools should be improved by bringing attitudinal and structural changes so the child can be friendly treated and accommodated with special needs in the general classrooms.

Keywords: Education, Inclusive Education, Perception



Introduction

The most crucial element in the social and economic development of any nation is education. By creating citizens who are knowledgeable and industrious, it increases human capital. Marginalized and socioeconomically disadvantaged populations can overcome poverty by obtaining an education. A prosperous community was one where there was a high level of education. Countries must set and work toward national and international educational goals in order to provide their youth with the knowledge, attitudes, skills, and competencies they require, free from gender or ability-based discrimination, so that they can contribute socially and economically to the welfare of the country. Essentially, inclusive education entails that all students are welcomed and attend age-appropriate regular lessons are offered at their area schools, and they are supported to study, pay attention, and take part in all aspects of school life. (Alzahrani, 2020). Moreover, there was no agreed-upon definition of inclusion or agreed-upon set of guidelines that must be adhered to in order to practice it. One-way inclusion may be distinguished from mainstreaming, another no segregationist strategy, was that in an inclusive classroom, a lot of focus was placed on attempting to accommodate the various learning requirements of all kids without excluding them from the classroom. Contrarily, when students with special requirements are mainstreamed, it typically implies that everyone in the class was required to adhere to one standard curriculum regardless of their peculiarities or that certain children are removed from the class for a significant portion of the day to get their lessons and services. (Boyle & Anderson 2020). The inclusion of people with physically and psychologically impairments, such as sensorial or mobility restrictions, intellectual disabilities, cognitive disabilities, language problems, behavior disorders, and autism spectrum disorders, was most frequently referred to as "inclusive education."

Additionally, some teachers and philosophers use the term "inclusion" in a more general meaning to describe an educational system created to guarantee access for all groups who have experienced social and educational discrimination. Therefore, inclusion was sometimes envisioned as the conscious and deliberate structuring of classroom and whole-school surroundings so that they are welcoming and accessible to students without disabilities as well as those who may experience exclusion or dehumanization due to their ethnicity, socioeconomic status, identity, heritage, religious doctrine, immigration history, or other characteristics. It was occasionally advocated as a strategy for attaining a more complete type of social justice because inclusive education also has the more expansive connotation. (Holmqvist & Lelinge 2021). Further, inclusive education means all children get education together, students have any kind of difficulty or difference inclusive education will focus on it and will fulfil the need of every individual (Pershina, et al., 2018). According to Ehsan (2018) explained that the inclusive education is that, where different types of students take place to get education. Inclusion proponents contend that it was a kind of education that embodies the principles of a democratic society. It was widely acknowledged that modern democracies are based on the idea that all people have inherent value and should have equal treatment, including the right to access education. The was true despite the fact that there are numerous theories of democratic republic and numerous



viewpoints on how to accomplish social justice.(Sheehy et al. 2019).The school where all teacher responds to all type of students under one roof. Further it is defined as inclusive school is the learning institute, which accept all children (Carrington, 1999). Rafique and Hameed (2021) define inclusive education as it takes place in the normal environment, inclusive education welcome children in their neighborhood institutes, where all types of children learn all the aspects of life.

Inclusive education perfectly agrees to take every kid of the society as a values fellow of the community and inclusive education make available education to every child as their fundamental right. The inclusive education creates the sense of belongingness with proper encouragement that they can develop their skills which will help them to play their role as a responsible citizen (Pivik, et al., 2002). The study of Armstrong, (2008) has explained the inclusive education according to UNESCO that the inclusive education is not only to provide education to those who cannot afford it but it also finds out the obstacle related to learning. Inclusive education aim is to provide quality education to all learners and remove any kind barriers related to learning with the help of effective techniques or strategies. The need of respecting and responding to human variety, including people's limits or social settings, curriculum, teaching strategies, and instructional resources, was stressed by inclusion advocates as another democratic moral obligation.(Alzahrani, 2020).

Research Objectives

1. To investigate the relationship between the teacher's perception and demographic profile to inclusive education.
2. To identify the teacher's perception about the Benefits of Integration of Inclusive Education.
3. To search out the teachers opinions with respect to Integrated Classroom Management.
4. To find out teacher's perceptions regarding The Concept of Inclusion.
5. To analyze the teacher's opinions in relative to their Ability to Teach Students with Special Needs.

Research Hypothesis

The following hypotheses were tested:

H₀. There is no significance difference in the relationship between teacher's perceptions on inclusive education on the criterion of their gender

H₀. There is no significance difference in relationship between the teacher's perceptions on inclusive education on the criterion of Academic qualification.

H₀. There is no significance difference in relationship between the teacher's perceptions on inclusive education on the criterion of Professional qualification.

H₀. There is no significance difference in relationship between the teacher's perceptions on inclusive education on the criterion of their years of Teaching experience.



H₀. There is no significance difference in relationship between the teacher's perceptions on inclusive education on the criterion of their Professional training.

H₀. There is no significance difference in relationship between the teacher's perceptions on inclusive education on the criterion of their Salary package.

RESEARCH METHODOLOGY

A quantitative design was used for the present study. The study population comprised all boys and girls public schools and teachers associated with the primary level at district Quetta. A convenient random sampling technique was used because of flood situations, security issues, and limited time and resources at the researcher's disposal, The study was limited to the only Quetta district. The overall sample size was 300. A questionnaire was used as a research instrument.

Research Instrument.

The instrument was used in this study to analyze the teachers' opinion towards inclusion the ORI (opinions relative to integration of students with disabilities) which was Developed by Antonak and Larrivee (1995) contains the Reliability 0.8-0.92 whereas the validity partial support the for concurrent validity of the tool. Scale was formatted on the 25 items based 5-point Likert scale. Data was analyzed through descriptive and inferential analysis to determine the teachers perceptions about inclusive education based on various variables and demographic characteristics.

Data Analysis

Data was entered in SPSS (statistical package for the social sciences) version 25 with coding process. The data analysis has been done through descriptive analysis and inferential analysis. The descriptive analysis was done to investigate the teachers perceptions in relative to inclusive education whereas the inferential analysis one way ANOVA applied to find out whether there is any significance differences in the perceptions of teachers on inclusive education on the basis of demographic profile.

Results and Discussion

After descriptive and inferential analysis of quantitative data following results are found:

Table 4.1: Teacher's Perception about Benefits of Integration of Inclusive Education

The Benefits of Integration	Mean	Std. Deviation
Integration offers mixed group interaction that will foster understanding and acceptance of differences among students.	3.6667	1.02260
The challenge of being in a general classroom will promote the academic growth of the student with a disability.	3.6467	1.00591



The presence of students with disabilities will not promote acceptance of differences on the part of students without disabilities.	3.0967	1.07914
Integration of the student with a disability will not promote his or her social independence.	3.0033	1.16670
The integration of students with disabilities can be beneficial for students without disabilities.	3.3600	1.11109
Integration will likely have a negative effect on the emotional development of the student with a disability.	3.0333	3.18003
Students with disabilities should be given every opportunity to function in the general classroom where possible.	3.6333	1.12685
Isolation in a special classroom has a beneficial effect on the social and emotional development of the student with a disability.	2.8300	1.82909

Table 4.1 indicates that the majority number of people are agree with the mix group interaction with the mean value 3.6667 (1.02260) and the mean value 3.6467 (1.00591) depicts that the challenge of being in a general classroom promote academic growth among disable students. The lowest mean value 2.8300 (1.82909) show that in isolation in special classroom do not develop emotional and social skills in students with a disability.

Table 4.2: Teacher's perception about the Concept on Inclusion

The Concept on Inclusion	Mean	Std. Deviation
Students with disabilities can best be served in the general education classroom.	3.8033	1.10547
Integration of students with disabilities will require significant changes in general classroom procedures.	3.9433	1.03134
The student with a disability will probably develop academic skills more rapidly in a general education classroom than in a special classroom.	3.7933	1.14089



Teaching students with disabilities is better done by special than by general education teachers. 2.9400 1.40105

Table 4.2 data shows that the students with disable students required significance changes in general classroom procedures as the mean value 3.9433 (1.03134). The lowest value in the above table 2.9400 (1.40105) depicts teaching students with disabilities is better done by special than by general education teachers.

Table 4.3

Teacher's perception about Integrated Classroom Management

Integrated Classroom Management	Mean	Std. Deviation
Most students with disabilities will make an adequate attempt to complete their assignments.	3.5700	1.00755
It is likely that a student with disability will exhibit behavior problems in a general classroom	3.1500	1.28309
The extra attention students with disabilities require will be to the detriment of the other students.	3.1100	1.29750
Increased freedom in the general classroom creates too much confusion for the student with a disability.	2.9133	1.33858
The behavior of students with disabilities will set a bad example for students without disabilities.	2.7500	1.29606
It is not more difficult to maintain order in a general classroom that contains a student with a disability than in one that does not contain a student with a disability.	3.1733	1.15226
Students with disabilities will not monopolize the general classroom teacher's time.	3.1967	1.23413
Students with disabilities are likely to create confusion in the general classroom.	3.0467	1.26616
The classroom behavior of the student with a disability generally does not require more patience from the teacher than does the classroom behavior of a student without a disability.	3.2367	1.24061
The student with a disability will not be socially isolated in the general classroom.	3.3967	1.33364



Table 4.3 shows that the integrated classroom management high mean value is 3.5700 (1.00755) which depicts that the students with disabilities will make an adequate attempt to complete their assignment. Another high value in the above table 3.3967 (1.33365) shows that students with disability are socially involve in the general classroom and they do not feel self-isolated. Whereas the lowest mean value is 2.7500(1.29606) regarding the behavior of students with disabilities will set a bad example for students without disabilities.

Table 4.4: Teacher's Perceptions of their Ability to Teach Students with Special Needs

Perceptions of their Ability to Teach Students with Special Needs	Mean	Std. Deviation
Integration of students with disabilities will necessitate extensive retraining of general classroom teachers.	3.4967	1.48459
General classroom teachers have sufficient training to teach students with disabilities.	2.5700	1.56416
General education teachers have the ability necessary to work with students with disabilities.	2.6200	1.53300

Table 4.4 shows that perceptions of their ability to teach students with special needs the high value of the above table 3.4967 (1.48459) shows that teachers of special classroom need training and the lowest mean value 2.5700 (1.56416) shows the general classroom teachers have enough training to teach students with disabilities.

ONE-WAY ANOVA

H₀. There is no significant difference in the relationship between teacher's perceptions on inclusive education on the criterion of their gender

Table 4.5: Teacher's perceptions and Gender differences

		Sum of Squares	df	Mean Square	F	Sig.
Benefits of Integration	Between Groups	.160	1	.160	.023	.881
	Within Groups	694.480	98	7.087		
	Total	694.640	99			
Concept of Inclusion	Between Groups	.810	1	.810	.200	.656
	Within Groups	396.580	98	4.047		



	Total	397.390	99			
Integrated Classroom Management	Between Groups	2.890	1	2.890	1.610	.207
	Within Groups	175.860	98	1.794		
	Total	178.750	99			
Ability to Teach	Between Groups	40.960	1	40.960	12.486	.001
	Within Groups	321.480	98	3.280		
	Total	362.440	99			

The above table data shows that there was an insignificant difference in the relationship between the teacher's perception and *Gender about the* Benefits of Integration, the Concept of Inclusion and Integrated Classroom Management. Hypothesis 01 is rejected at these mentioned 03 levels, but it is accepted at the Ability to Teach level, as there is a significant difference. Data shows the values for teachers' perception of the Benefits of Integration, $F(1, 98) = .023, p = .881$ for the teacher's perception of Concept on Inclusion $F(1, 98) = .200, p = .656$, teacher's perception of Integrated Classroom Management $F(1, 98) = 1.610, p = .207$, and teacher's perception of Ability to Teach $F(1, 98) = 12.486, p = .001$.

H₀. There is no significant difference in relationship between the teacher's perceptions on inclusive education on the criterion of Academic qualification.

Table 4.6: Teacher's perceptions and academic qualification

		Sum of Squares	df	Mean Square	F	Sig.
Benefits of Integration	Between Groups	.474	3	.158	.022	.996
	Within Groups	694.166	96	7.231		
	Total	694.640	99			
Concept of Inclusion	Between Groups	3.667	3	1.222	.298	.827
	Within Groups	393.723	96	4.101		
	Total	397.390	99			
Integrated Classroom Management	Between Groups	6.027	3	2.009	1.117	.346
	Within Groups	172.723	96	1.799		
	Total	178.750	99			
Ability to Teach	Between Groups	14.774	3	4.925	1.360	.260



Within Groups	347.666	96	3.622
Total	362.440	99	

The above table data shows that there was an insignificant difference in the relationship between the teacher's perception and *academic qualification about the* Benefits of Integration, the Concept of Inclusion, and Integrated Classroom Management Ability to Teach. Hypothesis 02 is rejected at all levels. Data shows the values for teachers' perception of the Benefits of Integration, $F(3, 96) = .022$, $p = .996$ for the teacher's perception of the Concept of Inclusion $F(3, 96) = .298$, $p = .827$, teacher's perception of Integrated Classroom Management $F(3, 96) = 1.117$, $p = .346$, and the teacher's perception of Ability to Teach $F(3, 96) = 1.360$, $p = .260$.

H₀. There is no significant difference in relationship between the teacher's perceptions on inclusive education on the criterion of professional qualification.

Table 4.7: Teacher's perceptions and professional qualification

		Sum of Squares	df	Mean Square	F	Sig.
Benefits of Integration	Between Groups	10.663	3	3.554	.499	.684
	Within Groups	683.977	96	7.125		
	Total	694.640	99			
Concept of Inclusion	Between Groups	40.402	3	13.467	3.622	.016
	Within Groups	356.988	96	3.719		
	Total	397.390	99			
Integrated Classroom Management	Between Groups	4.758	3	1.586	.875	.457
	Within Groups	173.992	96	1.812		
	Total	178.750	99			
Ability to Teach	Between Groups	21.495	3	7.165	2.017	.117
	Within Groups	340.945	96	3.552		
	Total	362.440	99			

The above table data shows that there was an insignificant difference in the relationship between the teacher's perception and *professional qualification about the* Benefits of Integration, Integrated Classroom Management and the Ability to Teach. Hypothesis 03 is rejected at these mentioned 03 levels, but it is accepted for the Concept of Inclusion, as there is a significant difference Data shows the values for teachers' perception of the Benefits of Integration, $F(3, 96) = .499$, $p = .684$ for the teacher's perception of Concept on Inclusion $F(3, 96) = 3.622$, $p = .016$, teacher's



perception of Integrated Classroom Management $F(3, 96) = .875, p = .457.$, and teacher's perception of Ability to Teach $F(3, 96) = 2.017, p = .117.$

H₀. There is no significant difference in relationship between the teacher's perceptions on inclusive education on the criterion of Teaching Experience.

Table 4.8: Teacher's Perceptions and Teaching Experience

		Sum of Squares	df	Mean Square	F	Sig.
Benefits of Integration	Between Groups	10.055	3	3.352	.470	.704
	Within Groups	684.585	96	7.131		
	Total	694.640	99			
Concept of Inclusion	Between Groups	2.602	3	.867	.211	.889
	Within Groups	394.788	96	4.112		
	Total	397.390	99			
Integrated Classroom Management	Between Groups	2.755	3	.918	.501	.682
	Within Groups	175.995	96	1.833		
	Total	178.750	99			
Ability to Teach	Between Groups	22.538	3	7.513	2.122	.102
	Within Groups	339.902	96	3.541		
	Total	362.440	99			

The above table data shows that there was an insignificant difference in the relationship between the teacher's perception and Experience about the Benefits of Integration, the Concept of Inclusion, and Integrated Classroom Management Ability to Teach. Hypothesis 04 is rejected at all levels, Data shows the values for teachers' perception of the Benefits of Integration, $F(3, 96) = .470, p = .704$ for the teacher's perception of the Concept of Inclusion $F(3, 96) = .211, p = .889$, teacher's perception of Integrated Classroom Management $F(3, 96) = .501, p = .682.$, and the teacher's perception of Ability to Teach $F(3, 96) = 2.122, p = .102$

H₀. There is no significance difference in relationship between the teacher's perceptions on inclusive education on the criterion of professional training.



Table 4.9: Teacher's perceptions and professional training

		Sum of Squares	df	Mean Square	F	Sig.
Benefits of Integration	Between Groups	1.981	2	.991	.139	.871
	Within Groups	692.659	97	7.141		
	Total	694.640	99			
Concept of Inclusion	Between Groups	.427	2	.213	.052	.949
	Within Groups	396.963	97	4.092		
	Total	397.390	99			
Integrated Classroom Management	Between Groups	3.034	2	1.517	.837	.436
	Within Groups	175.716	97	1.812		
	Total	178.750	99			
Ability to Teach	Between Groups	9.235	2	4.617	1.268	.286
	Within Groups	353.205	97	3.641		
	Total	362.440	99			

The above table data shows that there was an insignificant difference in the relationship between the teacher's perception and *professional training about the* Benefits of Integration, the Concept of Inclusion, and Integrated Classroom Management Ability to Teach. Hypothesis 05 is rejected at all levels, Data shows the values for teachers' perception of the Benefits of Integration, $F(2, 97) = .139$, $p = .871$ for the teacher's perception of the Concept of Inclusion $F(2, 97) = .052$, $p = .949$, teacher's perception of Integrated Classroom Management $F(2, 97) = .837$, $p = .436$, and the teacher's perception of Ability to Teach $F(2, 97) = 1.268$, $p = .286$

H₀. There is no significance difference in relationship between the teacher's perceptions on inclusive education on the criterion of salary package

Table 4.10: Teacher's perceptions and salary package

		Sum of Squares	df	Mean Square	F	Sig.
Benefits of Integration	Between Groups	48.881	4	12.220	1.798	.136
	Within Groups	645.759	95	6.797		
	Total	694.640	99			
	Between Groups	19.757	4	4.939	1.243	.298



Concept of Inclusion	Within Groups	377.633	95	3.975		
	Total	397.390	99			
Integrated Classroom Management	Between Groups	7.771	4	1.943	1.079	1.079
	Within Groups	170.979	95	1.800		
	Total	178.750	99			
Ability to Teach	Between Groups	6.781	4	1.695	.453	.770
	Within Groups	355.659	95	3.744		
	Total	362.440	99			

The above table data shows that there was an insignificant difference in the relationship between the teacher's perception and *salary package regarding the Benefits of Integration, the Concept of Inclusion, and Integrated Classroom Management Ability to Teach*. Hypothesis 06 is rejected at all levels, Data shows the values for teachers' perception of the Benefits of Integration, $F(4, 95) = 1.798$, $p = .136$ for the teacher's perception of the Concept of Inclusion $F(4, 95) = 1.243$, $p = .298$, teacher's perception of Integrated Classroom Management $F(4, 95) = 1.079$, $p = 1.079$. , and the teacher's perception of Ability to Teach $F(4, 95) = .453$, $p = .770$.

Discussion

The teacher's perceptions of the benefits of Integration of Inclusive Education, the majority number of teachers agreed with the mixed group interaction .It shows that isolation in the special classroom does not develop emotional and social skills in students with a disability. Results for benefits of integration of 'Inclusive Education' highlights that inclusion is good but needs changes in procedures at different levels. Whereas the results of Teacher's perceptions about the Concept of Inclusion shows students with disabilities required significant changes in general classroom procedures but majority was not in positive response in teaching students with disabilities is better done by special than by general education teachers. These results also explain that inclusion is difficult to handle in general schools, as institutions usually does not have inclusive settings, so inclusion as a mixed group interaction need changes in general school settings. Results of Teacher's perceptions about Integrated Classroom Management represents that integrated classroom management's high mean value is depicts that the students with disabilities will make an adequate attempt to complete their assignments furthermore, results shows that students with disability are socially involved in the general classroom and do not feel self-isolated. These results explain that inclusion is very good for special children socially as well because they do not feel deprived .Teacher's Perceptions of their Ability to teach students with special needs indicates that general classroom teachers have not enough training to teach students with disabilities. The results explain that teachers need special and exclusive training to deal with inclusion in general



classrooms and integration of students with disabilities will necessitate extensive retraining of general classroom teachers.

Never the less , findings of the present study on the basis of teachers perceptions towards inclusive education which lends towards the teachers acceptance for inclusive education , similarly in the other studies found the similar results as the teachers accept and practice inclusive education positively (Garrad et al., 2019 & Romero-Contreras et al., 2013) teachers were found more positive response(Ross-Hill,2009). The findings in contrast results of the studies reported that no positive response found towards the inclusive education.(Shah et al., 2016) . Rakap and Kaczmarek(2010) found slightly negative responses towards inclusive education .In addition, the study of Sari et al. (2009) found teachers responses Undecided.

With respect of demographic profile, relationship of inclusive education and gender it was found significance difference in the views of male and female teachers with the similar results of Zachary (2018) reveled that it significantly affect on the basis of gender. Whereas with respect to educational qualification it was found insignificance difference .To talk about the results, in regard on professional qualification it was found significance difference in the views of teachers, similar results of Blank (2016) and Opoku (2021) as suggested that qualified teachers along the pedagogical skills are very important to uplift the program me with better results. Furthermore, it was found insignificance difference on the basis of experience. The findings of the study in regard of relationship of inclusive education and professional training it was found significance difference in the level of “perceived ability to teach student with disabilities ”the result shows as similar study the inclusion training showed it significant predictor variable for the teachers as in “Perceived Ability to Teach Students with Disabilities,” (Sabella,2015). Moreover, the study in regard of relationship of inclusive education and salary packages it was found insignificance differences.

Recommendations

Teachers opinions is being considered a predictor of their perceptions towards the practicing Inclusive education should be a matter of concern in general and in Quetta district Baluchistan province particular, to promote the inclusion. As the teachers positive response for inclusive education are reluctant to initiate the program me and support the learning of all children with disabilities and without disabilities in all districts of Baluchistan.

Opportunity should be given to the teachers to learn more about inclusive education which makes them able to practices and able to know ,how to create the inclusive successful and conducive environment in general classrooms .

Training of the teachers for inclusive education is much needed consideration can be given to the teachers for the inclusive acquisition of skills such as pedagogy ,strategies and knowledge. However, the school and teachers should motivate and welcome the child with disabilities which will save the child to being scary in general classrooms or in regular schools. Inclusive approaches should be initiated properly in general classrooms to accommodate the child with disabilities to overcome the ratio of child being out of school or drop out. In addition, regular



schools should be improved by bringing attitudinal and structural changes so the child can be friendly treated and accommodated with special needs.



References

- Alzahrani, Norah. 2020. "The Development of Inclusive Education Practice: A Review of Literature." *International Journal of Early Childhood Special Education*.
- Antonak, R. F., and Larrivee, B. (1995). Psychometric analysis and revision of the opinions relative to mainstreaming scale. *Except. Child.* 62, 139–149. doi: 10.1177/001440299506200204
- Armstrong, F. (2008). *Inclusive education in richards, G. and Armstrong, F. (edu) (2008) key issues for teaching assistants: working in diverse and inclusive classrooms*, London: Routledge.
- Boyle, Christopher and Joanna Anderson. 2020. "The Justification for Inclusive Education in Australia." *Prospects*.
- Blanks, B. (2016). Culturally responsive professional developments for inclusive education in rural Malawi. *The Journal of the International Association of Special Education*, 15(2), 4-10.
- Carrngton, S. (1999). Inclusive needs a different school culture. *International journal of inclusive education*. 3, 257-268.
- Ehsan, M. (2018). Inclusive education in primary and secondary schools of Pakistan: role of teachers. *American scientific research journal for engineering, technology, and sciences (ASRJETS)*, 40(1),40-61.
- Garrad, T. A., Rayner, C., & Pedersen, S. (2019). Attitudes of Australian primary school teachers towards the inclusion of students with autism spectrum disorders. *Journal of Research in Special Educational Needs*, 19(1), 58-67. DOI: 10.1111/1471-3802.12424
- Holmqvist, M. and B. Lelinge. 2021. "Teachers' Collaborative Professional Development for Inclusive Education." *European Journal of Special Needs Education. Practice.*" *International Journal of Inclusive Education*.
- Opoku, M. P., Jiya, A.N., Kanyinji, R. C., & Nketsia, W. (2021). An exploration of primary teachers' attitudes towards inclusive education, retention, and job satisfaction in Malawi. *International Journal of Whole Schooling*, 17(1), 30-61.
- Pershina, Natalia, Marina Shamardina, and Natalia Luzhbina. 2018. "Readiness of Teachers for Inclusive Education of Children with Disabilities." *SHS Web of Conferences* 55:02005.
- Pivik, J., Mccomas, J. and Laflamme, M., (2002). Barriers and facilitators to inclusive education. *Council for exceptional children*. 69(1). 97-107.
- Rafique, U. and Hameed, A. (2021). Implementation of inclusive education in Pakistan: A case of school culture. *Global educational studies review* VI(II),133-144.
- Ross-Hill, R. 2009, 11. Teacher attitude towards inclusion practices and special needs students. *Journal of Research in Special Educational Needs*, 9(3): 188-198. doi:10.1111/j.1471-3802.2009.01135.x.



- Rakap, S., and L. Kaczmarek. 2010, 02. Teachers' attitudes towards inclusion in Turkey. *European Journal of Special Needs Education*, 25(1): 59-75.
doi:10.1080/08856250903450848
- Romero-Contreras, S., Garcia-Cedillo, I., Forlin, C., & Lomelí-Hernández, K. A. (2013). Preparing teachers for inclusion in Mexico: How effective is this process? *Journal of Education for Teaching*, 39(12), 509-522. DOI: 10.1080/02607476.2013.836340
- Shah, R., Das, A., Desai, I., & Tiwari, A. (2016). Teachers' concerns about inclusive education in Ahmedabad, India. *Journal of Research in Special Educational Needs*, 16, 34-45. DOI: 10.1111/1471-3802.12054
- Sheehy, Kieron, Budiyanto, Helen Kaye, and Khofidotur Rofiah. 2019. "Indonesian Teachers' Epistemological Beliefs and Inclusive Education." *Journal of Intellectual Disabilities*.
- Sari, H., N. Çeliköz, and Z. Seçer. 2009. An analysis of pre-school teachers and student teachers' attitudes to inclusion and their self-efficacy. *International Journal of Special Education*, 24(3): 29-44.
- Thomas V. Sabella, (2015) TEACHERS' ATTITUDES TOWARD INCLUSION OF CHILDREN WITH DISABILITIES IN RURAL EL SALVADOR Ph.D. Dissertation.
- Zachary Y. Mngo and Agnes Y. Mngo(2018)Teachers' Perceptions of Inclusion in a Pilot Inclusive EducationProgram: Implications for Instructional Leadership