

Doctoral Dissertation in Literature

Teachers' Attitude Towards Inclusive Education in Nepal

Department of Special Education
Major in Education of Mental Retardation

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CONTENTS

I. INTRODUCTION.....	1
1. Background of the Study	1
2. Purpose of the Study.....	8
3. Operational Definition of the Terms.....	9
4. Limitations of the Study	10
II. LITERATURE REVIEW	11
1. Theoretical Framework	11
2. Teachers' Attitude Regarding Inclusive Education.....	14
3. Inclusive Education in Nepal	34
III. METHODS.....	46
1. Research Designs	46
2. Participants	48
3. Research Instruments.....	51
4. Data Collection Procedure	53
IV. RESULTS.....	55
1. Factors Impacting Teachers' Attitude in Inclusive Education.....	55
2. Relationships in Teachers' Attitude & Inclusive Education.....	74
V. DISCUSSION.....	75
VI. CONCLUSION	95
References	99
Abstract.....	116

Appendix A	Letter to Teacher	117
Appendix B	Survey Preamble	118
Appendix C	Demographic Information	119
Appendix D	Teachers' Attitude Toward Inclusive Education Scale (TATIES) Survey Questionnaires.....	120

Lists of Tables

Table 1. Demographic Characteristics of Participating Teachers	48
Table 2. Sampling of the Participants.....	51
Table 3. Attitude on Student Variable: Teacher type & Gender	55
Table 4. Attitude on Peer Support: Teacher type & Gender	57
Table 5. Attitude on Administrative Support: Teacher type & Gender	58
Table 6. Attitude on Collaboration: Teacher type & Gender	60
Table 7. Attitude on Curriculum Management: Teacher type & Gender	61
Table 8. Attitude on Student Variable: Qualification & Courseworks.....	63
Table 9. Attitude on Peer Support: Qualification & Courseworks	65
Table10. Attitude on Administrative Support: Qualification & Courseworks	66
Table11. Attitude on Collaboration: Qualification & Courseworks	67
Table12. Attitude on Curriculum Management: Qualification & Courseworks	69
Table13. Attitude on the Aspects of Inclusion: Age factor	70
Table14. Attitude on Aspects of Inclusion: Residence factor	72
Table15. Ranking of Preferred Delivery Methods	73
Table16. Correlation in Teachers' Attitude & Aspects of Inclusion.....	74

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(Abstract)

Grounded in *Positioning Theory* this study was conducted to examine general & special education teachers' attitude towards inclusion of children with disabilities into the regular education classrooms in Nepal. A total number of 160 inservice teachers from 12 public schools and 16 private schools participated in this study. The participants were selected from urban and rural area of Nepal. The survey research study was based on self-rated questionnaires of 5 point Likert scale that were distributed to participating teachers. Descriptive statistics was utilized to analyze quantitative data by the means of percentage, mean, standard deviation, t-test and ANOVA and multiple comparisons by Scheffe.

The major findings of study reveal that both general and special education teachers are found to have positive attitudes regarding inclusion for students with disabilities. More specifically, the study investigated significant influences of factors such as teacher type, age, gender, education levels, coursework, and residence on teachers' attitudes about inclusive education.

The present study has its implications for teachers, parents, administrators or policy makers and government, since the results of this investigation are significant in the sense that the understanding of educators' attitude is significant for the successful implementation of inclusion. It has also been found from the research study that there is still need to develop awareness about inclusive education among general education teachers and teachers belonging to rural origin as they revealed less positive attitude towards

inclusive education than the special education teachers & urban counterparts.

In the scenario of Nepal, the challenge of addressing diverse needs of learners through inclusive education policy and instructional practice seem to be a great concern reflected in the attitude of teachers. The results of this study suggests at both personal and institutional levels, to providing clearly constructed inclusive education policies and approaches, and making adequate resources available appear to be the primary issues for moving forward with full inclusion initiatives. It is anticipated that inclusion will become more prevalent in classrooms over a few years as a result of teachers' acceptance of inclusion for people with disabilities.

Key word: teacher, attitude, inclusion, policy, Nepal, positioning theory

I . INTRODUCTION

The main objective of this research study is to examine Nepalese general and special education teachers' attitude regarding inclusive education for the students with disabilities into regular classroom. And additionally to inform stakeholders that the teachers' positive attitude is important for effective implementation of inclusive education.

1. Background of the Study

Special needs education, special education, integrated education and inclusive education are currently the buzzwords of educational practice in Nepal. Disability, indeed a new area of disclosure in many developing countries (Venter et al., 2002), including Nepal, has often been used in the cultural belief system to explain and understand disabilities. Nepal is a multicultural country with several ethnics communities; each having its own unique culture (Simkhada, 2013) and cultural beliefs about the causes of disability and treatment are to a large extent very challenging one.

In Nepalese sociocultural context of explanations to the causes of disability include: (a) witchcraft; (b) a curse from gods or ancestors; (c) a manifestation of supernatural powers; & (d) a punishment of the sins committed by the parents or relatives. Some of these beliefs, occur by ignorance, superstitions, fears, stigmas, hostility, discriminations and negative attitudes toward persons with disabilities & their families, are social factors that have historically acted against inclusion and participation of persons with disabilities and their progress in schools and the society. Children with disabilities are often marginalized within the general education system and within society in general. The education for children with disabilities is often considered as a matter of general charity and welfare rather than a right that every child should demand and deserve.

Inclusion is seen as a process of addressing and responding to the diverse needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion within and from education (Unesco, 2005). Inclusive education that differs from previously held notion of *integration* and *mainstreaming*, which tended to be concerned principally with special educational needs and implied learners changing or becoming ready for accommodation by the mainstream. By contrast, inclusion is *Education for All* in a holistic sense. Inclusive education reflects the values, ethos, and the ethics of diverse learners. According to Kim (2010) inclusive education can make it possible for people to create new aspect of thought through interacting and respecting each other's own ideas.

However, the literature of special education in Nepal does not demonstrate peoples' positive attitude regarding the persons with disabilities. As many individuals with disabilities are still compelled to experience social and educational discrimination because of the exiting cultural beliefs, educational system and conventional approach to disability. Attitudinal barrier is one of the most problematic issue to people's perspectives towards disability; for example, people with disabilities are often viewed as *unable* or *needy*, and providing minimal facilities for them is seen as an act of charity rather than an essential part of every program. These barriers are due to cultural and social beliefs or taboos that have been present in society for many years.

The traditional practice of viewing disability is being seriously questioned. Similarly, there are institutional or organizational barriers, resulting from the perspectives of organizations or government bodies. These barriers include a lack of policies and laws that consider the accessibility needs of people with disabilities in every program; for example, there are no clear laws that say every public school must be accessible to people with disabilities. These two types of the barriers: attitudinal and institutional are not clearly identifiable; they are embedded in the mindset of the community and decision-makers. Changing attitudes is not as easy as widening doors.

Although inclusion has been discussed at length in Nepal, it has not yet received intensive favor in the general education literature. As

the target groups for inclusion as identified by Nepal government are: girls/women, so-called low caste groups (Dalit), ethnics and linguistic (Janajati) groups, children with disabilities, street children, children affected by conflict, children trafficked for sexual and other purposes, children without parents, and children in poverty (National Special Education, 2007). Additionally, the constitution of Nepal (2006) also ensures the right of education for all citizens; however the bitter fact is that many children with disabilities are still in exclusion, despite the provision of inclusion in law and policy.

A recent study carried out by Human Rights Watch (2011) states: despite Nepal's political commitment to persons with disabilities, particularly children, in practice, the government is failing in the implementation where it is most needed. Lack of disability friendly environment, inadequate learning and teaching materials and negative attitudes of teachers and parents are major challenges. Even if school buildings might be accessible the roads to schools are not. Education for children with disabilities is mostly organized as separate classes in the general school or as segregated initiatives in special schools and day care centers. It is reported that government scholarships are often collected by parents without sending their children with disability to schools.

Effective practice of inclusion, in general, is characterized by the comprehensive planning, support and resources (Lipsky & Gartner, 1997b). Well-run programs offers students, teachers and families hope for the bright future of diverse learners. Unfortunately, in Nepal many programs that claim to be inclusive are inclusive in name only. Nepal government's inclusion model programs are actually poor examples that violate basic tenets of inclusive setting for the children with disabilities; that is, educators have inadequate knowledge of inclusion, classroom are overpopulated, and school's infrastructures are not disabled friendly user (Watch, 2011).

Thus, the certain changes need to take place to implement the philosophy and practice of inclusion. That is the teachers role as teacher plays a central role in the education for children with special

needs but teachers attitudes regarding the practices of inclusion may vary widely. The exclusion experienced by children with and without disabilities results from the existing concepts, policy, systems and practices of inclusion. Consequently, it is argued that schools needed to be reformed and pedagogy needed to be improved in ways that would lead them to respond positively to learners' diversity, and seeing individual differences not as problems to be fixed but as opportunities for enriching learning. Furthermore, the appropriateness of separate systems of education has been challenged from a human rights perspective as well as from the point of view of effectiveness.

Education systems have changed drastically in the last few decades, as educating children with disabilities in regular schools has become an important goal in many countries. This development to keep children with disabilities in regular education settings instead of referring them to special schools is described as inclusion. As more students with disabilities are being given instruction in inclusive settings, the general education teachers are increasingly expected to have positive attitudes towards the students with disabilities. The inclusion of students with special educational needs was recently adopted as the national educational policy in (Interim constitution of Nepal, 2006). The intention of this policy is to increase the quality of education and equity for all students as outlined in the Salamanca Statement. A key element in the successful implementation of the inclusion policy is the views of the personnel who have the major responsibility of implementing, that is, teachers (Avramidis & Norwich, 2002). It is argued that teachers' attitudes and beliefs are critical in ensuring the success of inclusive practices because teachers' acceptance of the policy of inclusion is likely to affect their commitment to implementing it.

Philosophies regarding the education of children with disabilities have changed dramatically over the past two decades, and several countries have led in the effort to implement policies that foster the inclusion of these students into general education classroom settings (Avramidis & Norwich, 2002). During the same period, inclusion has

emerged as a key international educational policy issue. The Salamanca Statement calls on governments to adopt the principle of inclusive education by enrolling all children in regular schools (Gal, Schreaur, & Engel, 2010).

National inclusion legislation in many countries (including Nepal) has promoted inclusive education for children who have special educational needs or disabilities. There are arguments for both inclusion in the regular education classroom and a more restrictive environment in a self-contained classroom. In order to ascertain the prerequisites that facilitate successful inclusion, the role of regular education teachers needs to be explored (Fox & Ysseldyke, 1997). Pearman, Huang, and Mellblom (1997) have stated that the inclusive system would require changes in how teachers are trained or retrained and in how schools are administered and financed.

The hallmark of inclusive education lies on the teachers' willingness to accept students with disabilities. Their attitude and knowledge about inclusion are important because teachers' positive attitude is an indicator of such willingness (Manish & Zalizan, 2006). Teachers are perceived to be a key part for the implementation of inclusive education (Hasel, 2000). Research shows that teachers are the key to the success of inclusionary programs (Cant, 1994), as they are viewed as linchpins in the process of including students with disabilities into mainstream classes (Whiting & Young, 1995). Lise (2003) also stated that joint efforts with teachers, educationists working in the field are much more inevitable for the implementation of inclusion, a new paradigm in school policies and classroom practice. Other studies acknowledge that inclusion can only be successful if teachers are part of the team driving for this debated process (Malone, Gallagher & Long 2003).

In South Korea, special education classes are part of the school systems. Around 1990, inclusive education was instituted. After 2007, under the Law of Special Education for Students with Disabilities, inclusive education became more established (Association of Korean Inclusive Education, 2012). Under the law, ten areas of special education & services in the general education system were designated

for students with disabilities. The criteria of eligibility for special education encompasses, visual impairments, hearing impairments, intellectual disabilities, physical disorder, emotional and behavior disabilities, autism, communication disorder, learning disabilities, health impairments, developmental delays and declared by presidential mandate. As regards, inclusive in South Korea, great efforts are put into teacher training, because teachers' perceptions and roles are very important for implementing inclusive education, which is related to teachers' belief systems and perceptions (Park & Balir, 2003; Kim, 2005).

Zhan Jiang et al., (2013) highlighted the importance of teachers' perceptions for inclusive education. They found that Chinese teachers had a greater positive perception about implementing inclusive education than teachers in South Korea. Further, they noted that teachers in Korea around the age of twenty had more positive opinions about inclusive education. They explained this by stating that the younger generation of teachers had more information about children with disabilities. Hence, they concluded that the high level of positive perceptions of inclusive education is related to teacher training or teacher education.

It is, therefore, important to examine the attitudes of general education teachers toward the inclusion of students with disabilities into mainstreaming settings as their attitudes may influence their behavior for the acceptance of such students. In Nepal, very little research has been carried out to study the education for children with disabilities (Baral, 1995). Thus, this study is particularly significant at this time because there is much things to improve in Nepal's current systems of inclusive education practices.

Thus, first this study will serve to create awareness among policy makers, practitioners and other stakeholders about inclusive education for children with disabilities in Nepal. As Wilcox Herzog and Ward (2004) stated that teachers' attitudes are formed during their own learning experiences and these experiences filter later learning in teacher education programs and early teaching experiences. So,

understanding teachers' attitudes & opinion about inclusion could lead to increased academic achievement for children with special needs in Nepal. Second, knowing teachers' attitude about disabilities could be beneficial in planning inclusive education programs and designing activities which encourage inservice teachers to examine their attitudes about the inclusion of special education needs. As mentioned earlier there are many reasons for pursuing and sustaining the goals of inclusion. Since the children with disabilities must receive quality education that should be as equal as that given other children. Nepalese stakeholders of inclusion specifically policy makers must acknowledge the values of equitable society: what kind of people we are?, and what kind of society do we wish to develop? What values do we honor (Gartner & Lipsky, 1997b).

Given that a key factor in success of inclusive education lies on the educators' attitudes and willingness to accommodate students who have disabilities. It is hence important to examine educator's attitudes towards inclusion since attitude is a significant contributing factor in determining success or failure for inclusive education. This study thus acknowledges teacher as fundamental actor within the changing education system, and intends to reveal that teachers' attitude is significant in order to manage the diversity within their inclusive classrooms. Research evidences show that regular teachers are the key service providers in teaching students with special needs in the inclusive classroom; their attitude towards inclusion is a contributing factor to its success or failure (Ainscow, 2006).

2. Purpose of the Study

First, the purpose of the study is to examine the attitudes & perceptions of teachers towards inclusion of students with disabilities in the general education classrooms in Lalitpur and Kapilvastu district of Nepal. For this purpose, teachers' individual characteristics are explored in connections with the aspects of inclusion (student variables, collaboration, peer supports, administrative supports, curriculum management and teacher trainings). Although the concepts of inclusive education is relatively new to many teachers in Nepal; however this study acknowledges teachers as a fundamental actor within the changing education system, & intend to reveal that teachers' attitude is significant to manage the diversity within inclusive classrooms.

Second, this research study intends to inform the stakeholders (national policy makers, ministry of education, nongovernmental organizations, parents & teachers) on some of the factors could influence teachers' perceptions for the successful implementation of inclusive education policy. Since regular teachers are the key service providers in teaching students with special needs in the inclusive classrooms; their attitude towards inclusion is a contributing factor to its success or failure. This research study will investigate the following research questions:

- 1) How is the impact of factors on teachers' attitude regarding inclusive education in Nepal? And what types of inclusive education training methods do teachers believe to be the most and least beneficial?
- 2) What is the relationship in between teachers' attitude and the aspects of inclusions?

3. Operational Definition of the Terms

The list below contains the operational definition of key terms that will be used throughout the study.

- 1) **General Education Teachers (GETs):** In this research general education teacher means the person who is teaching the children without disabilities in regular education classrooms.
- 2) **Special Education Teachers (SETs):** Unless the context of this research, the person who is teaching children with special needs or children with disabilities is meant as special education teacher.
- 3) **Regular or General Education:** This refers to a set of educational experiences that a child would receive in a school or school district were that child to enter school at kindergarten or first grade level, and proceed through school without being labeled “handicapped” or in need of special services (Lilly, 1988).
- 4) **Attitude:** An attitude can be defined as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in environment. Eagly and Chaiken (2007) for example, define an attitude as a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.
- 5) **Perceptions:** For the purposes of this study, perception refers to the individual internal interpretation of the information gathered from personal experience within their immediate environment. One forms conclusions about, and reacts to, those around them based upon their perceptions of the situations at hand. This depends upon how people actually see and interpret the world around them.
- 6) **Students with disabilities:** The definition from IDEA states that students with a disability are those who because of impairments need special education and related services” (IDEA, 2004).
- 7) **Inclusion:** Philosophically most hot and confusing term, however, in this research it refers to the teaching all students, regardless of the type and degree of their disabilities, in general education classrooms with their peers without disabilities.

4. Limitations of the Study

Perhaps, the most critical limitation of this research study was to examine a sample of small group, focusing only teachers' attitudes and about inclusion specifically for the students with disabilities. Although the target groups for inclusive education identified by Nepal government are: girls/women, dalits (so-called low caste groups), and Janajati (ethnic and linguistic groups), children with disabilities, street children, child laborers, children affected by conflict, children trafficked for sexual and other purposes, children without parents, sick children, e.g., HIV, AIDS, leprosy affected, and children in poverty. Thus, results of this study are not anticipated to be generalized for students without disabilities. An important point to consider is that inclusive education and means of implementation is constantly evolving, today's results are not necessarily indicative of where a school will be in the future.

Another limitation in this research study lies on the analysis of variables used to interpret attitudes of teachers regarding the inclusion of students with disabilities. There could undoubtedly be other variables that should also be considered when analyzing teachers' attitudes. These studies have revealed that none of the variables alone could be regarded as single and stronger predictor of teacher attitude.

The findings of this study represent a snapshot in time. Because inclusion of children with disabilities is a fluid topic and cultural, historical and government policies all mediate the interpretation and areas of emphasis. For Nepal, the inclusion debate is still focused on the best ways to implement the policy.

II. LITERATURE REVIEW

1. Theoretical Framework

On the assumption that the successful implementation of any inclusive policy is largely dependent on educators being positive about it, a great deal of research has sought to examine attitudes of teachers towards the integration and, more recently, the inclusion of children with special educational needs in the mainstream school (Avramidis & Norwich, 2002).

This research will focus on exploring a host of factors that might impact upon teacher acceptance of the inclusion principle. Teachers in general education are expected to cope with students with diverse needs. They might not always be ready or sufficiently supported to meet these challenges. This study aims at addressing the importance of teacher's attitudes as the human environment factors that may facilitate inclusion of children with disability, and teachers' major concerns about environmental accommodations that inclusion implies. The study will address how teachers' attitudes towards inclusion of children with disabilities are affected by the teachers' personal characteristics and are related to the accommodations they deem necessary for admission of such children to their classrooms.

The theoretical framework for the study is positioning theory (Harre and Van Langenhove, 1999). Positioning theory is defined as "the study of local moral orders a sever shifting patterns of mutual & contestable rights and obligations of speaking and acting (Harre and Van Langenhove, 1999, p. 27). Positioning is a metaphorical term originally introduced to analyze interpersonal encounters from a discursive viewpoint (Hollway, 1984).

The concept of positioning allows researchers to make sense of the dynamics of evolving social interactions: how people position themselves and how they are positioned by others within a specific context. This theoretical framework will help in understanding the

attitudes and the concerns of general education teachers and special education teachers regarding the demands of inclusive education in Nepal. Positioning theory is a conceptual framework used to interpret teachers' role in a diverse setting of classroom dynamics.

Specifically, the theoretical framework will focus on: (a) how the policy "positions" the general and special education teachers relative to inclusive practices; (b) how general and special education teachers "position" themselves in response to new inclusive policies reflective of demands for inclusive education; and (c) how general education teachers position students in need of special education services.

Two relevant perspectives on positioning are important to the study. One mode of positioning is intentional positioning. Davies and Harre (1990) refer to this as "reflexive positioning" in which one positions himself. They claim that individuals view the world from a certain position: That is self-positioning guides the way in which they act and think about their roles, assignments and duties in a given context. From the constructionist point of view, the individual's self-positioning is manifested in various discursive practices such as taking responsibility for their actions. The discursive practices of positioning make possible a way of expressing one's stance: "by indexing one's statements with the point of view one has on its relevant world" (Harre & Van Langenhove, 1999, p. 31).

Teachers' stated beliefs on their relevant world help to explain how they position themselves in the school and in the classroom. Some teachers, for example, might position themselves as "inclusive teachers" and others might position themselves as content teachers focusing on general education /nondisabled students only.

Whatever the positions that teachers take, that positioning directs and motivates them in the way they interact with students in the classroom. The second mode of positioning is interactive positioning "in which what one-person says positions another" (Davies & Harre, 1990, p. 47). Unlike reflexive positioning, which does not offer details as to how and why the same person positions himself differently in different situations, interactive positioning fills the gap with the idea that the phenomena occur in relation to others. In this circumstance,

positioning people in particular ways limits or extends what those people can say or do (Adams & Harre, 2001) and provides choice of speaking forms, actions and thoughts (Harre & Van Langenhove,1999). For example, if individuals are positioned as “incompetent in a certain field or endeavor they will not be accorded the right to contribute to discussions in that field” (Harre & van Langenhove, 1999, p.49). These characteristics of interactive positioning can be used to understand teachers’ positioning of special needs students in their classrooms.

Teachers can intentionally or unintentionally position the students in more positive or more negative ways through their teaching ways (Yoon, 2008). Teachers might position special needs students without realizing that they may be limiting the student’s opportunities to develop positive sense of themselves as learners. If there are strong attitudes within a school regarding inclusion, teachers are more likely to re- arrange their beliefs to fall in line with the prevailing attitudes of other teachers (Dupoux, Wolman & Estrada, 2005).

Eiser(1994)explained that attitudes are the product of the self and social interaction in environment. Since school climate creates an environment that plays a large role in teachers’ attitudes. That’s why it is important to understand the impact of those variables on teachers’ attitudes towards inclusion. A number of studies have identified that teachers' attitudes regarding inclusion may be influenced by a several factors such as teacher’s qualification, age, gender, education and course work, years in teaching, grade level and experience teaching students with special needs, and training in special education. To explore teachers’ attitude on inclusive education, the aspects of inclusion such students variable, peer support, administrative support, collaboration and inclusive curriculum are also equally significant.

2. Teachers' Attitude Regarding Inclusive Education

Inclusion has occupied the centers of attention in education in many countries for the past few decades, and it is the same in South Korea. In the Republic of *Korea*, the Special Education Promotion Act has mandated free public education for children with disabilities since 1977. The Act has since been amended and extended to cover a range of issues related to inclusion such as the rights of students, the rights of parents, and the range of programs have been made available for students with disabilities (Park, 2002). From one special education classroom located in a general school in 1971, by 2004 there were 4366 special education classrooms until 2008 the number reached to 51,386 (Kim, 2009).

In the Republic of Korea at least one special school in each district is selected by the government to work closely with a partner mainstream school, to encourage inclusion of disabled children through various initiatives such as peer support and group work (Kwon, 2005). Inclusive education was first stipulated in the Special Education Promotion Law in 1978. Since then, the number of disabled students being placed within the regular education system has seen a rapid increase. Under the Law, in order to assure the quality of education for students with disabilities, the ministry develops instructional material for students and teachers, provides inservice teacher training programs on curricular revision, and supports the placement of teacher aides. The Special Education Promotion Law stipulates free education for all students with disabilities. Elementary and middle school courses must also be provided as compulsory education for all disabled students (Kye, 2007).

There are 14 research studies that provide theoretical information on South Korean general education teachers' perceptions towards inclusion for the students with disabilities. Out of 14 studies, almost half of the studies demonstrated that GETs tended to have neutral to negative attitude toward inclusion of students with disabilities. As the results of the studies also revealed that most of teachers were

skeptical about the academic benefits of inclusive education for students with and without disabilities (Choi, 2008).

In another study Son (1998), Lee, Park & Son (2001) surveyed elementary and middle school teachers' attitudes and they found that generally teachers held indifferent attitudes. Likewise, Jeong's (2004) survey on 89 GETs in their attitudes toward the inclusion of students with MR and revealed that only 17% held positive attitudes, whereas the majority demonstrated negative or neutral attitudes. Choi (2008) examined 527 general educators' attitudes on inclusion of students with LD and discovered that older teachers or more experienced teachers were more confident in their level of skills and knowledge about implementing inclusive practices for students with LD.

In a research study carried out by Scruggs & Mastropieri (1996) reported in their study that approximately 65.0% of 7,385 general classroom teachers supported the concept of mainstreaming and inclusion, & 53.4% expressed a willingness to accommodate students with disabilities in their classrooms. However, this willingness appears to vary according to the type and severity of disability, and there sources provided to support inclusion. In their survey of 81 primary and secondary teachers in the United Kingdom, Avramidis et al.(2000) reported that regardless of the positive overall value assigned to the concept of inclusion, students with emotional & behavioral difficulties were seen as creating more concern and stress than those with other types of disabilities. In Uganda, in contrast, students who were deaf or hard of hearing were considered to present more difficulties than students with other disabilities, followed by those with severe intellectual disability (Kristensen, Omagos Loican, & Onen, 2003).

In United States, Townsend(2009)conducted a research on "A mixed methods analysis of the relationships among specific factors and educators' dispositions and attitudes toward inclusive education". The research shows that effectiveness and sustainability of inclusion are directly related to educators' attitudes toward inclusive education pedagogy and students with disabilities. This study sought to (a) describe and explain educators' attitudes toward inclusive education, (b) to identify variables that impact educator attitudes and (c) to

explore how attitudes are reflected daily in educators' practices and policies. One hundred fifty educators (administrators, teachers, para-professionals) from eight schools within a small North Louisiana rural school district participated in the study. The findings indicated that respondents held generalized negative attitudes towards inclusion and students with disabilities. Stepwise multiple regression analysis indicated that a direct relationship existed between the knowledge of inclusion gained via educational experience, teachers' self-efficacy, and nature of disability and attitude toward inclusive education.

Furthermore, in a study presented by McKay (2012) for his doctoral degree thesis in Oklahoma state university, United States entitled 'Factors Influencing Primary School Teachers' Attitude toward Inclusive Education'. This study also sought to determine the effect of specific variables on the attitudes of teachers. The research measured 661 primary school teachers' attitudes toward inclusive education using a 38 item attitudinal survey. The study revealed that primary school teachers had varying perceptions about inclusion. Because the more serious disabilities, particularly those like muscular dystrophy, serious spinal conditions, teachers held the more negative attitude regarding inclusion for the students with disabilities. However, this research projected the challenges persist as students with disabilities continue to face marginalization in general education and until there is a mandated attitude change.

In a comparative study conducted in Finland and Zambia, Morberg and Savolainen (2003) stated that Finnish teachers perceived the inclusion of children with speech disorders, specific learning disabilities or physical disabilities to be more successful, while Zambian teachers were reluctant to include students with physical disabilities and visual impairment. The Zambian results appeared to be due to the difficulties inherent in the long distances students must travel to reach the nearest mainstream school. In a study of attitudes of preservice physical education teachers, Mousouli, Kokaridas, Angelopoulou, Sakadami & Aristotelous (2009) reported a limited awareness about students with special needs.

Teachers were unfamiliar with the idea of inclusion. Acceptance of different types of disabilities appears to be influenced by cultural and social backgrounds. This is illustrated by the correlation between the belief among *Palestinian* and ultra orthodox Israeli communities that blindness and intellectual disabilities indicate divine punishment, and the reluctance shown by teachers in these communities to accept inclusion of students with diverse needs and disabilities (Lifshitz, Glaubman, & Issawi, 2004).

Severity of disability and availability of resources consistently influenced teachers' attitudes towards inclusion, regardless of differences in nationality or culture. Where disability was severe, teachers believed that the regular classroom was not an appropriate educational environment (Morberg & Savolainen, 2003). A great deal of research (Avramidis et al., 2000; Kim, 2009; Molto, 2003; Monahan et al., 1996; Reusen et al., 2001; Shade & Stewart, 2001; Snyder, 1999; Stoler, 1992; Vidovich & Lombard, 1998; Villa et al., 1996) highlights the importance of the availability of material and human resources, including appropriate training and technological aids. Many teachers surveyed indicated an unwillingness to have students with disabilities in their class, despite a consensus regarding the value of inclusion (Vidovich & Lombard, 1998).

General education teachers in Spain, for example, did not perceive instructional adaptations for children with disabilities as feasible, effective or desirable (Molto, 2003); nor did they perceive other teachers to be comfortable with collaboration (Daane et al., 2000). In Italy, Cornoldi et al. (1998) noted dissatisfaction with the time, training, personnel assistance, and other resources that have been provided for inclusion programs. Westwood and Graham (2003) found that teachers in two Australian states felt they did not have the professional knowledge to work with students with disabilities. General education teachers tended to agree on the challenges of inclusive programs, but to disagree on the benefits of inclusion (D'Alonzo et al., 1997). The following section highlights the aspects of inclusion that could influence their attitudes.

1) Aspects of Inclusive Education

The review of literature demonstrates a link in between teachers' attitude and the aspects of inclusion while integrating children with disabilities in general education classes. The aspects of inclusive education are highlighted below:

(a) Students Variables

Several studies have found strong influence on teachers' attitudes due to pupils' type of disability. Glaubman and Lifshitz (2001) found that teachers differentiated their attitudes according to type of disability. In their study, the teachers showed greatest willingness to include students with physical disabilities or sensory impairments. Teachers' attitudes towards the inclusion of students with disabilities into general education classrooms appear to be influenced by the type and degree of the disability of the student. Previous research has found that teacher's attitudes are influenced by the nature and severity of the disability (Scruggs & Mastropieri, 1996)). The researchers found that students with other types of disabilities (for example mental, emotional and behavioral) should be excluded. Teachers were more accepting of students with physical disabilities than those with cognitive, emotional and behavioral problems.

Scruggs and Mastropieri (1996) in a review of several studies on teachers' perceptions towards inclusion, they found that the majority of the teachers (71%) supported the inclusion of students with specific learning difficulties in regular classroom, whereas only 23% of the teachers supported the inclusion of students with educable learning disabilities. Scruggs and Mastropieri's metaanalysis in the 28 studies that they reviewed believed that inclusion should proceed according to disabling conditions. In a study comparing teachers' attitudes toward integration of students with disabilities in Haiti and the United States, Dupoux et al. (2005) found that teachers varied in accepting students with different types of disabilities. Teachers in both countries seemed to have created a hierarchy of accommodations to severity of the disability. Ward, Center & Bochner (1994) assessed teachers' attitudes

towards inclusion of children with special educational needs whose disabling conditions or educational difficulties were defined behaviorally rather than categorically.

Teachers were unanimous in their rejection of the inclusion of children with severe disabilities (regarded as being too challenging a group and, at the time of the study, were being educated in special schools). This group consisted of those with profound visual and hearing impairments and moderate intellectual disability. Children with profound sensory disabilities and low cognitive ability (mentally retarded) were considered to have a relatively poor chance of being successfully included. In the Clough and Lindsay study (1991), the majority of teachers surveyed ranked the needs of children with emotional and behavioral difficulties as being more difficult to meet, followed by children with learning difficulties.

In a review of the inclusion literature published from 1984–2000, Avramidis and Norwich (2002) found that teachers' attitudes towards inclusion were influenced by the type and severity of the students' disability and by the teachers' access to instructional supports. More positive attitudes were related to the inclusion of children who had less severe disabilities or with physical or sensory impairments. More positive attitudes were also related to teachers having greater access to supports, including teaching materials and other educationally relevant resources.

Alghazo and Naggar Gaad (2004) found that teachers were most positive towards children with physical disabilities, those with specific learning difficulties and those with visual impairments. In the same study, they found that teachers were the most negative about the inclusion of pupils with mental disabilities, behavioral difficulties and hearing impairments. The same results were found by Glaubman and Lifshitz (2001) who concluded that teachers differentiated in their attitudes according to type and severity of disability. In their study, the results also showed teachers' the greatest willingness for the inclusion of children with physical disabilities and sensory disabilities.

(b) Peer Support

One potential overlooked area is peers' perception of inclusion, for peers make up the majority of the individuals in the inclusive environment. One positive study on peer perceptions was reported by Fisher (1999), who found that high school students were generally supportive of inclusion and felt that their peers with disabilities increased the diversity of the school and had become a meaningful part of the school. Krajewski & Flaherty (2000) found that factors affecting the peers' perceptions were their gender of the student with mental retardation and frequency of contact.

Also, Krajewski and Hyde (2000) reported that peers' perceptions or attitudes towards inclusion have improved over the last 10 years, suggesting that inclusion has been a factor in improving these perceptions among students with disabilities. It is a fact that without inclusion there is a rare chance of interaction among the peers with and without disabilities in general classroom. Hughes et al. (1999) actually studied the interactions of 12 students with mental retardation in the lunch room with their high school peers and recorded data that supported their contention.

(c) Administrative Support

Cook, Semmel, and Gerber (1999) found that administrator's support is necessary in the development of inclusion programs. Their study findings were that often, teachers are resistant to novel approaches to programs, such as inclusion types of classrooms. In order for change to occur, such as the implementation of the inclusive education model, administrators must first provide support and technical assistance. Second, administrators need to help teachers gain a better understanding of the purpose of inclusion. Otherwise, teachers will lack the required commitment that is necessary to make such a program successful. The third outcome from the study indicated that people need to feel respected and have their work valued.

In the process of inclusion, administrators need to create a collaborative culture in the school and assist teachers to develop skills required for collaborative service delivery oftentimes; teachers take their cues and attitudes from the principal and the other administrators at the school. In a recent study of principals and teachers regarding inclusion, it was discovered that principals were often more supportive of inclusion programs than the general education teachers who they supervised (Cook, 2001).

However, there exists a difference in attitude between teachers and principals when it comes to including special education students into the regular classroom. Pace's (2003) study recommended that principals and other administrators contemplating inclusive education programs need to consider teacher attitudes about inclusion prior to its implementation. Pace(2003) also examined the relationships between administrator attitudes towards inclusion and the subsequent attitudes of the teachers who teach under that administrator. According to Pace, if a supervisor does not accept or is uncomfortable with a concept, such as inclusion, in all likelihood this will be communicated to the student teacher. Supervisors, either implicitly, by not reinforcing strategies that promote inclusion, or explicitly, in conversations about teaching and learning, will make their feelings known. Obviously, this can become a major barrier to educational change.

(d) Collaboration

The biggest change for educators is in deciding to share the role that has traditionally been individual: to share the goals, decisions, classroom instruction, responsibility for students, assessment and of student learning, problem solving, and classroom management. This Digest explored the facets of this new collaboration between general and special education teachers.

As Individuals with Disabilities Education Improvement Act (IDEA, 2004) states that students with disabilities are to receive services within the least restrictive environment, the question about the future of inclusion arises. The distinction between inclusion and

collaboration has been blurred (Mastropieri & Scruggs, 2004). It seems that collaboration has been equated with inclusion, but the terms are not synonymous. Collaboration describes the relationship between people as they work toward a common goal. Sometimes that goal is supporting a student with disabilities in the general education environment. In such an instance, collaboration can facilitate inclusion but the terms do not equate to the same concept.

At present, collaboration describes the relationship between people working toward a common goal. Sometimes that goal is supporting a student with disabilities in a general education classroom. Presently, in school terminology, collaboration is talked about as if the way kids "are served" (Mastropieri & Scruggs, 2004). Mastropieri and Scruggs's work defines coteaching as a service delivery approach that involves a regular education teacher, combined with either a special education teacher or an aide, working together for the purpose of educating all students in the classroom. In a typical inclusion classroom, the aide or special education teacher are just as likely to assist a regular education student as they are a special education student. The same is true for the regular education teacher. The authors purport that it is a win-win proposition with students benefiting, as well as having plenty of teaching assistance in the classroom. Inclusion is much more than physically placing a disabled student into a regular education classroom. It is misused when it is utilized to reduce special education services.

As noted by Keenan (1997), attitudes and beliefs are not easy to change. If a teacher is under the belief that the separate special education classroom is the best place for a particular student's disability, particularly if that teacher has been traditionally accustomed to the notion that only special education teachers are the school personnel who know how to teach certain students, a shift in attitude is unlikely. The initial mechanism in altering such attitudes requires that all people involved with a student's educational process; that is all teachers, administrators, parents, and individuals in the community, examine their own philosophical beliefs on the issue.

Teaching programs need to prepare teachers to work with all children. Since teachers set the tone of classrooms, the success of inclusion programs may very well depend upon the attitudes of teachers as they interact with students who have disabilities. Generally, experts are in agreement that complete integration and acceptance of students with learning disabilities will happen only after there is a long-term change in attitude (Beattie & Antonak, 1997).

(e) Inclusive Curriculum

Inclusive curriculum refers to the process of developing and designing an instruction of study to minimize the barriers that students with diverse needs may face in accessing the general curriculum. Enabling students to gain access to new knowledge at their own individual level of understanding and at their own pace of learning is central to an inclusive curriculum. This means firstly that teachers need to understand how to give students access to the same subject content but with different levels of response from the teacher. Secondly this approach is much more effectively applied if the students are in control of their own learning. There are many ways of facilitating student control but it takes a lot of confidence from the teacher to move away from the more directive teaching from the front of the class where the teacher moves everyone along at the same pace. The curriculum must therefore promote differentiation through student centered learning.

Of all, curriculum management is one of the most core part as mentioned in the previous sections that along with different aspects of inclusion such as student variables, teacher' s opinion, administrative support and peer support. An inclusive curriculum is a school curriculum that emphasizes the strengths but accommodates the needs of all children in the classroom; the inclusive curriculum expands that concept to include children with varying abilities, children who are at risk of school failure or dropping out, children from various minority groups and cultures. As a result, schools should aim to successfully

educate all children in the same classroom while celebrating the diverse needs of all learners.

In any education system, the curriculum is one of the major tools to facilitate the development of inclusive system. In Nepalese context, a review was made by National Federation of Disabled Nepal (NFDN) in 2005 entitled “Analysis of curriculum, textbook and teacher guide–lines” from the points of view of disabilities. The review was made in response to the disability related degrading terminology used in the text. Also included report was in the major strengths, weaknesses and ways of improvement of the school education curriculum from disability point of view. As a strength of textbook of English, page 78 of grade 6 included a story of brothers, both disabled, who successfully wiped out demons/monsters enhancing the confidence level of persons with disabilities; similarly a textbook, of *Mero Nepali Kitab*, Page 41 of grade 5 was found using derogatory phrase to blind people such as "*Kun pap garekole yasto andho choro janmyo*" (a blind son was born because of the sins made in the past). Similarly, a blind child was portrayed as a beggar in the book. As identified by NFDN (2005) review, the school education curricula/ textbooks included a number of contents which were unfriendly to all type of people with disabilities (Kafle et al., 2007). But in the current curricula/ text no longer such derogatory terms are in use; it's a good step to create inclusive environment for the children with disabilities in general classroom.

Under its five– year program for the primary subsector EFA 2004– 09, Nepal adopted inclusive education as one of its key strategies for implementation. The challenges of putting this concept into practice are numerous as an inclusive education is alternatively new concept in Nepal. While policy and decision makers are yet to internalize this concept, there is an urgent need to ensure that educational planning and management, teacher training, and curriculum and teaching learning materials all embrace the principles of inclusion. In the review and analysis of existing curriculum, textbooks, and teachers' guides from the perspective of various stakeholders, Curriculum Development Center (MoE, 2005), had revealed that the existing curriculum and teaching learning materials are not inclusive in

their content and approach to teaching. They have pointed out that issues of ethnic minority, Dalits, people with disability and those of gender and human rights are covered only in very small proportions in the existing curricula. Consequently, text books do not adequately reflect the above issues and concerns and they continue to sideline issues of groups that have been historically excluded that is the people with disability. Hence, in order to create an inclusive curriculum, it is necessary to not only orient the curriculum developers on the fundamentals of inclusive education, but need to change the curriculum development process itself to ensure wider participation and consultation of various stakeholders. Also, it is necessary to clearly state inclusive teaching and assessment strategies in the curriculum as well as in teachers' guides. Curriculum content must be changed to make it more balanced and non-discriminatory, and it must clearly state that textbooks produced based on that curriculum must embrace the principles of social inclusion and equity (MoE, 2005).

Above all, Nepal's current educational theory and practice does not strongly favor inclusive norms and values of providing all students, regardless of ability, with appropriate access to mainstream curricula. Traditionally designed curricula tend to concentrate on a narrow range of skills; so the development of a broader range of flexible curriculum has now been recognized as a more effective model to include all learners. This can be achieved through curricula modification, instructional strategies and modifications to assessment. It is underpinned by inclusive practice and supported by the use of computers and assistive technology for students with special educational needs.

Making curricular decisions is a complex process and requires a necessary balance between mainstream curricula, developmental curricula and additional curricular areas. It also means balancing priorities according to the strengths, needs and circumstances of the particular student and the nature of the disability. For example, for students with intellectual disabilities, attention will focus on self-help and daily living skills. Students with hearing impairments will need priority to be given to the areas of vocabulary development and oral-aural communication. Students with emotional and behavioral

problems will need a curriculum which includes self-management skills and building self-esteem.

In terms of instructional approach at present Ministry of Education of Nepal, Curriculum Development Center has made many initiatives to update curricula based on the needs of learners. Despite these efforts (CDC, 2005) revealed a report that the major criticisms in curriculum as its weak implementation at classroom level. There are numerous reasons behind it. One root cause behind it is the absence of yearly instructional planning for curriculum implementation. Very few teachers go through the curriculum and plan for annual instructional program. Most of the teachers basically use textbooks alone as curriculum and deliver instruction as a routine task. In most of the cases the instructional approaches used in the classroom are not interactive, participatory and meaningful to the learners. This bitter fact is still prevalent in present curriculum. Therefore, to design and develop curriculum content for students diverse needs, Brennan (1985) suggests to applying what he calls the '4R Test' (Westwood, 1997) whereby curriculum content can be assessed in a way like (1) is it real and fit with the student's needs? (2) is it relevant and be of value for the student to know this? (3) is it realistic and achievable? (4) is it rational to the purpose of learning?

In inclusive process curriculum and its outcomes for students with disabilities is a major element. Inclusion clearly does not mean a physical placement of students with disabilities with their peers without disabilities in general education classroom. Since these student outcomes are the basis for providing educational and support services in the general educational classroom, such outcomes must be clearly specified in terms of short and long term goals for each student. Without such clear specification, students cannot demonstrate that they have achieved a level of progress and achievement that qualifies them for graduation. Nepal's curriculum development center (CDC) must address these questions while developing inclusive curriculum: what student performance outcomes should be defined? How should they be measured? How should they be used? These questions and

their answers have implications for the adaptation of curriculum and instructions and for the degree to which students with disabilities will be included in general education class.

To execute either general or special education curriculum, teachers are main actor, so the teachers need to ask: in what way do I need to modify my curriculum sequence or pace of delivery to accommodate my students with disabilities, and how can I incorporate their IEP goals into overall framework of my curriculum? For instructions teachers need to ask: How can I modify the manner and instructional setting in which I teach to help students learn and achieve their IEP goals? How can I enlist all the students in the classroom to help their peers with disabilities feel accepted and be successful? In terms of student assessment, teachers must ask: How can I develop alternatives to my classroom assessments to measure the achievement and learning of my students with disabilities?

Indeed, general education teacher becomes central in the search for answers to these questions because the effectiveness of inclusion relies upon the manner in which general education teacher, special education teacher and administrative personnel (head teacher) create clear connections between student IEPs, instructions, instructional settings, curriculum, student assessment, and student outcomes.

(f) Trainings

The quality of preparation teachers receive either in their preservice coursework or inservice training may influence teachers' attitudes toward inclusion. The research consistently shows that teachers who have received training in teaching students with special needs showed more positive attitudes toward inclusion (Avramidis & Kalyva, 2007).

Preservice teachers enter college education programs with firmly held attitudes or beliefs based on their own personal experiences as students & most graduate with the same belief system about teaching that they held before beginning their program (Kagan, 1992). For some, their beliefs and biases become more deeply embedded during their preservice experiences. Kagan suggested that these beliefs may

be more easily shaped or changed by actual field experiences than by theory taught in the classroom. In most programs, preservice teachers are never forced to examine their personal beliefs.

Pajares (1996) asserted that the longer a belief is held, the more difficult it may be to change. To change these deeply held attitudes, preservice teachers should be pushed to analyze the source of their beliefs and the impact these beliefs have on their teaching practice. (Pajares, 1996). Jung (2007), when comparing the attitude regarding inclusion of preservice teachers and student teachers, found that preservice teachers showed more positive attitudes. Also in the same study, student teachers who had participated in quality field experiences working with special needs students reported more positive attitudes than those who had not.

The same findings were reported by Brownell and Pajares (1999) for the amount and quality of inservice training teachers receive. The researchers found that teachers were most interested in training that addressed 1) needs of special student needs 2) adaptations in curriculum and instruction, and 3) behavior management strategies. Brownell and Pajares noted that inservice training and coursework in special education have been found to encourage collaboration between GETs and SETs and thereby improving GETs attitudes towards inclusion. Teachers who have received quality training merging general and special education programs reported using more effective instructional strategies, being open to teaming, collaboration, and differentiating instruction and experiencing greater job satisfaction

2) Factors that Affect Teachers' Attitude

(a) Teacher type

A number of the researchers (Davies, et al., 1995) report that the attitude of general education teachers about the implementation of inclusion is one of the most important factors influencing the success of an inclusive education system, since attitudes can affect peoples' behaviors, actions, and efficiency. From this it would follow that

attitudes and perceptions that teachers hold toward inclusion may then greatly influence school learning environments and the availability of equitable educational opportunities for all students. Jobe and Brissie (1996) state that much research has been done to ascertain whether teacher's attitude is one of the most important variables in determining the success of any kind of innovative programs in education.

Research conducted by Smith and Davis(2003) on general education teachers (GET) attitudes indicates that while many teachers may philosophically support the concepts of mainstreaming and inclusion, most have strong concerns about their ability to implement these programs successfully. For instance, Semmel, Abernathy, Butera and Lesar (1991) have shown that even after completing staff development training teachers still tend to question their ability to teach within an inclusive classroom mostly due to their concern regarding inadequate and insufficient support and resources that are necessary for them to feel more competent.

Avramidis and Norwich(2002) reviewed a range of research (conducted prior to 2001) that examined teachers' attitudes towards integration and inclusion within schools. Their findings identified a host of factors that appear to affect teacher acceptance of the inclusion principle and coping within the inclusive classroom. In their study the single most influential issue on general education teachers' attitudes was the availability of human and physical support.

Jobe, Rust and Brissie (1996) draw a similar conclusion in their review of past research addressing the attitudes of teachers toward inclusion. Their findings emphasize that GETs with greater inclusion in service training and support showed more positive attitudes towards inclusion than those teachers without such training and support. From the above literature review it is evident that the availability of support services significantly contributes to the general education teachers' attitudes to inclusion and is thus seen as vital to the success of mainstreaming (Silver, 1991).

Cawley et al.,(2002) found that special education teachers (SETs) working in inclusive situations reported having a greater sense of

belonging to the school community, an enriched view of education, a greater breadth of knowledge of the general education system, and a greater overall enjoyment of teaching. Conversely, studies by Cook, Semmel, & Gerber (1999) and Fennick & Liddy (2001) suggest some concerns special education teachers (SETs) have indicated concerning inclusive practices. Specifically, special education teachers indicated concern about job security. They also feared that the inclusive classroom would place them in a subordinate position to the regular education teacher. Some revealed concern that they may be viewed as a visitor or an aide by the students due to their perceived subordinate role in the general education classroom. However, most of the studies show that special education teachers are more favorable for inclusion than general education teachers.

(b) Age

The review of literature demonstrates a number of mixed findings concerning the relationships between age and perceptions. Kern (2006) found a difference in regards to attitude and teacher age. His research revealed that teachers below the age of 40 held a significantly more positive attitude towards inclusive education than teachers in age above 45. Age, in general sense, is considered as a base for experiences and confidences. Parsuram(2006)carried out a study about teachers' attitudes towards disability and inclusive education in India in terms of whether the teachers' variables affect teacher's perception or not. The study also investigated variable background characteristics such as age, gender, income level, years of teaching experience, acquaintance with a person with a disability and closeness to a person with disability did affect teachers' attitude about inclusion. That is why this study assumes that senior teachers are more positive than junior teacher.

(c) Gender

The results of Kern's (2006) regarding gender and impact on inclusion suggest that no significant difference exist between male and female teachers in relation to their attitudes regarding inclusive education. Although not statistically significant, the gender difference suggests the possibility that female teacher attitudes may be more positive towards inclusion than that of the male teachers. According to the results, both male and female teachers generally hold a neutral attitude regarding inclusion. The results are consistent with the existing research that suggests that teachers, overall, are not adverse to the concept of inclusion (Barherhuff & Wheatley, 2005; Cook, 2001; Chung, 1998; Scruggs & Mastropieri, 1996).

(d) Educational Qualification

Educational qualification means teachers' educational background or level of degree achieved from college or university in the concerned field. In this study teacher's qualification has been presumed as an attribute that keeps a significant meaning in the act of revising or altering attitudes. It is expected in this research as Kern (2006) found in his study that teachers holding higher level of academic qualification (i.e. above bachelor's degree) were more favorable towards inclusion process as compared to below bachelor degree (BA). Karla (2009) also found in her research that academic degree has a direct relation toward opinion and concluded that the higher positive attitude with the higher academic level of the respondents. Similar results were found for the level of education. Researchers found that teachers with a master's degree held more positive attitudes toward inclusion than those with bachelor's degrees and that the masters' level teachers were more tolerant of students with behavior problems (Johnson & Fullwood, 2006; Parasuram, 2006).

(e) Course works or trainings

Special education course work and attitude whether short term training, long term trainings or academic coursework at college university, constitutes another variable in teachers' attitudes to inclusion. In a study of 900 teachers in the United Arab Emirates, Alahbabi(2009) found that graduates in special education had more positive attitudes than short term training exposure teachers. Teachers with higher degree in special education were found to emphasize teaching curriculum content, and felt that teaching students with disabilities would create problems (p.51).

Research on the impact of grade level on teacher attitudes toward inclusion found that the higher the grade level taught, the less positive the teacher's attitudes with those of less academic achievements in special education were often being the lowest (Bender, Vail, & Scott, 1995; Larrivee & Cook, 1979). Similar results were reported by Lopes, Monteiro, Sil, Rutherford and Quinn (2004) almost ten years later, when they found that GETs in grades 5–9 had the lowest scores for personal efficacy in teaching students with special needs. This group of teachers also strongly agreed that the inclusion of students with special needs interfered with general education students' learning and most were concerned with their ability to meet the educational needs of these students.

In a study carried by Smith (2000) who theorized that less positive attitudes toward inclusion among middle and high school teachers may be due to the large amount of material that these teachers are responsible for teaching. The complexity in managing the schedules of students with special needs who might need additional support both inside and out of the general education classroom in middle and high school was also cited as contributing to the negative attitudes of short terms trainings teachers toward inclusion (Villa, Thousand, Meyers & Nevin, 1996).

(f) Residence

Inclusion practices in rural and urban settings certainly differs due to the resources; as Dhungana(2007)in his study found a significant difference of stakeholders' opinion regarding on school management based on their geographical settings. Most of research shows that urban teachers widely use resources for promoting inclusive practice as compared to the rural teachers; this can affect the inclusion process of children with disabilities into mainstream class. So this study also expects different opinion from both groups. A lack of resources is perceived as a barrier to inclusion across cultural, geographical and economic boundaries. It is therefore important to understand resources and begin to tackle the problem. Resources can be divided into (a) human resources; (b) financial resources;(c)Material resources; (d) access to information and knowledge.

Thus people's attitude to those resources and the way they utilize them, that is crucial to the promotion of inclusive education. These barriers could be true of both urban and rural settings. One of the great strengths of 'intact' rural communities, however, is the relative stability of their population. Hazel Jones (2000) reports that in the rural areas of Vietnam, approximately 80% of the population has been born in the villages, whereas in the urban setting it tends to be the reverse with only 20% of inhabitants having been born in the towns. This rural stability, with its strong traditional and cultural practices, can provide a very positive setting within which to promote inclusive education. Teacher education and ongoing support and training are therefore crucial for any changes introduced in education, if the rural areas are to be fully included in those changes.

3. Inclusive Education in Nepal

Originally, the inclusive education movement was focused primarily on people with disabilities but recently this assumption has been changed across the literature and a number of legislative documents (Ainscow et al., 2006). More recently a model of inclusion has been expanded to embrace those who are at risk, marginalization or exclusion for whatever reason. This model broadens to a broader paradigm of inclusion that is *principle of including all*. This shifts in concepts focuses mainly on moving away from disabilist theories, assumptions, practices and models to a nondisabilist inclusive system of education.

Inclusive education in Nepal is still in the emerging trend, though general education system has undergone several changes since 1971. Specifically, in recent years the issue of inclusion has brought about increasing demands for schools to provide equality of opportunity for all learners. Inclusive education refers to broad philosophical position related to the educational rights of all children. Nepal's Interim Constitution (2006) protects all children from discrimination and presents a commitment to creating access to and provision of education that accommodates the needs of children.

The concept of inclusive education in the Nepalese context has gained attention, but its implications and practice are still very limited. Although there is agreement on the philosophy of inclusive education, skepticism about its implementation prevails, especially in the context of the present low level of awareness, poor infrastructure, lack of professional training and inadequacy of resources (Unicef, Regional office for South Asia, 2006).

In 1993, the National Special Education Program was launched in Nepal as an integral part of the first phase of the Basic and Primary Education Project (BPEP-I, 1992–99) with sponsorship from international agencies. Special education unit under BPEP I was established to plan and implement the program. Basic primary education program (BPEP I) marked a shift to an integrated education system under the

special education program. The concepts of resource class and resource teacher was introduced to prepare children with disabilities to participate in regular classrooms with their non-disabled peers (Unicef, 2006).

Under BPEP I, special education program, a resource class was established within the ordinary primary school system. The resource classes were preparatory classes/training classes for children who were blind, deaf or had a mental disability. Within this program, there was a provision for teaching 10 children with special needs in one resource class. The duration of such resource classes varied from 3 to 6 months depending on the time needed by each child for gaining the required level for integration into the mainstream class, from grades one to five. A resource teacher, trained according to the type of disability among children, attended the class. Even after the children were placed in mainstream classes, the resource teacher provided special support. In some cases, after attending the resource class for 3 to 6 months, the children with disabilities were shifted to home schools located near the community from where they came.

Although BPEP I was a promising step towards providing the mainstreaming education to children with disabilities, it did not go beyond integrated education. Inclusion to regular classrooms, as the last step of the process, demanded that the children adjust to the education system rather than the system and teachers adjusting to the special needs of the children, creating pressure on the child with disability to prepare herself/himself to be accepted in the regular classroom. Furthermore, children with different disabilities had unequal opportunity for inclusion, with the hearing/speech impaired and mentally challenged children being kept in the resource classes as a result of not being adequately prepared to study with their non-disabled peers.

Due to these limitations in practice of the resource room model in BPEP I, the department of education took up the challenge of initiating inclusive education in Nepal in the year 2000. Basic primary education program (BPEP II, 1999–2004) sought to promote inclusive education of children with mild to moderate disabilities in primary education.

To achieve this aim, the program supported primary schools in identifying and assessing children with disabilities, training special education teachers and providing appropriate teaching–learnings materials designed to ensure effective mainstreaming of these children. Nepal government’s commitment to unesco’s the principle of the education for all(EFA,1994)), the core document (2004–2009), the secondary education support program(SESP,2004–2009),the poverty reduction strategy (10th plan) & education for all national action plan(NAP, 2001–15), school sector reform plan (SSRP, 2009–2015) are valuable documents to reflect the lessons of inclusion(kafle,2012). This has led to a movement towards inclusive education in Nepal, especially at the primary level.

In general concepts inclusion can be thought of as an approach that seeks to address barriers to learning and participation, & provide resources to support learning and participation (Ainscow et al., 2006). This support is seen as all activities, including those considered to be extra or cocurricular which increase the capacity of schools to respond to diversity (Booth and Ainscow, 2002). Some of these reasons are associated with ability, gender, race, ethnicity, language, care status, socioeconomic status, disability, sexuality, or religion (Gerschel, 2003).One major reason for this broader approach is that many of these factors interact or act in combination and can result ultimately in marginalization or exclusion. Focusing on a single factor, such as disability in isolation, has the potential to lead to faulty assumptions (Topping and Maloney, 2005).

In this context, policies on inclusion should not be restricted only to the education of children identified as having special educational needs (Booth and Ainscow, 1998). This view is reflected in Nepal’s national policy on inclusion (2006), in which attention is given on a wide range of vulnerable or at-risk groups. This guidance states that educational inclusion is more than a concern with one group of children such as those who have been or are likely to be excluded from school. Hence, the interim constitution of Nepal (2006), reflects this broader concept of inclusion; and mandates the equal opportunities for all

children and young people whatever their age, gender, ethnicity, attainment or background.

Despite the apparent convergence of international policy and legislation around the inclusion agenda, the definition and meaning of inclusive education is still the subject of much heated debate and defining best practice is no simple task (Slee, 2001a). The British Psychological Society (2002, p.2) defines of the inclusive education as rethinking and restructuring policies, curricula, culture and practices in schools and learning environments so that diverse learning needs can be met, whatever the origin or nature of those needs.

Further, in terms of the features of inclusion, Giangreco (1997) identified the features such as (a) collaborative teamwork, (b) a shared framework, (c) family involvement, (d) general educator ownership (d) clear role relationships among professionals, (d) effective use of support staff, (e) meaningful Individual Education Plans (IEPs) and (f) procedures for evaluating effectiveness

1) Nepal's Disability Statistics

The limited data on people with disabilities, including how many children are living with disabilities, their education, and healthcare needs, and what factors promote or hinder their equal participation in community. The available statistics of disability ranges from 1.94 percent (National Census, 2011) to approximately 10 percent reported by the different NGOs working in the field of disabilities. The latest statistics published by central bureau of statistics (2012) carried out a data that about 2% (tentatively 1.94%) people are disabled, categorically physical disability constitutes 36.3 % of the population with disability followed by blindness/low Vision (18.5%), deaf or hard to hearing (15.4%), speech problems (11.5%), multiple disability (7.5%), mental disability (6%), intellectual disability (2.9%) and deaf-blind (1.8%) .

2) Inclusive Education Policies In Nepal

Nepal government has promulgated legislation and policies for rendering certain facilities and benefits to people with disabilities. Besides recognition of their human rights, some important policies such as the Disabled Persons Protection and Welfare Act 1982, the Child Act 1992, the Disabled Persons Protection and Welfare Rules 1994, Special Education Policy 2006 and the Local Self- Governance Act 1999 and create provision for rehabilitation in the areas of health, education, child development and social welfare. Currently Interim Constitution (2006) of Nepal has guaranteed education as a fundamental right for all citizens.

This indicates that inclusion is inborn rights for pupils with diverse needs and it also clarifies that general education teachers are the key source to teach children with different interests in their general classroom. Without much preparation of basic requirements such as resources, instructional accommodation and support systems for inclusive education, general education teachers are conditioned to inclusion by policy. Therefore this research assumes to explore the attitude of general education and special education teachers as they are “positioned” and how they response to inclusion, a new practice in Nepal’s current educational scenario.

Nepal government’s education policy categorizes three types of education, namely, education for children in general, education for children with disabilities (mainly in the form of special education and integrated education), and education for other vulnerable children, such as ethnic groups, out of school children, women, poor and low caste children (Watch, 2011). Most special education programs are donors funded. Donors have a great influence over program design. There are few examples of good practice models for inclusive education. They are relatively new, and need to be strengthened to make programs more disability- friendly. Although, many international changes in education have occurred over the past few decades that have had a significant impact on the national reform of education (Watch, 2011). Nepal’s education system is still undergoing a gradual

restructuring to create a system that can meet the educational needs of all learners and provide the opportunity for all children to learn in an integrated context (Kafle, 2012).

Though several initiatives have been undertaken in order to provide integrated and inclusive education for children with disabilities by the department of inclusive education, charity organizations, religious institutions, local NGOs and international organizations. However, there is a nominal impact on the practice of inclusive education in Nepal. Hence, the review of literature suggests that Nepal's current model of inclusive education policy should be operational rather than static.

As the operational model of inclusive education centers on how to effectively implement the theory in practice. In such model the structures, practices, assumptions, models, theories and attitudinal changes are preceded by philosophical shifts. Thus certain changes need to take place to implement the philosophy and practice of inclusion. A new service cannot be delivered within an old system.

As mentioned earlier, special education theories are located predominantly within the medical paradigm, in order to ensure that consciousness changes, there is a need to move towards an inclusive education model. Inclusive education model is a rethinking of theory, pedagogy, assumptions, practices, and tools. It involves those within a particular context in working together, using evidence to address barriers to education experienced by learners. What needs to be done so that education systems that can encourage practices effectively to all children and young people, whatever their circumstances and personal characteristics?

In the Nepalese context, review of literature suggests to reform current inclusive education policy based on Ainscow's (2006) features of education systems that seem a most significant and successful way in moving toward an inclusive direction:

First, the *concepts*, to become system inclusive, inclusion must be seen as an overall principle that guides all educational policies and practices. The curriculum and its structures are designed to take

account of all learners. All agencies support the policy aspirations for promoting inclusive education. Systems are in place to monitor the presence, participation and achievement of all learners.

Second, the *policy*, to become system inclusive, the promotion of inclusive education is strongly featured in important policy documents. Senior staff provides clear leadership on inclusive education. Leaders should articulate inclusive practices at all level. Leaders at all levels should challenge non-inclusive practices.

Third, the *structures and systems*, to become system inclusive, there is high quality support for vulnerable groups of learners. All work together in coordinating inclusive policies and practices. Resources, both human and financial, benefit vulnerable groups of learners.

Finally, the *practice*, to become system inclusive, school's general strategies for all learners from their local communities. School's support for learners who are marginalization, exclusion and under achievement. As well as train the teachers for dealing with learners' diversity. Teacher's opportunity for professional development regarding inclusive practices. This model can be used to review the stage of development within a national or district education system in Nepal. This requires an engagement with statistical data, not least the views of teachers, students and families. In this way, evidence can be used to formulate plans for moving policy and practice forward.

3) School Managements for Special Needs Children

To achieve its *education for all*, the government launched a five-year Basic and Primary Education Program (BPEP) in 1992. The special education unit under the BPEP was established to plan and implement the program. One of the strategies adopted by special education unit for implementing program was to the establishment of integrated structure of school. BPEP marked a shift to an integrated education system under the special education (UNICEF, 2003).Nepal

has adopted the principle of inclusive education as a right of all children to relevant education in their own community.

Inclusive education demands and believes in community ownership of the school by celebrating rich cultural differences without discriminative environment. It identifies children that are excluded and are at risk of dropping out from school. Facilitating a process to address social, cultural and academic needs through child friendly approach has remained a basic tenet of inclusive education (DOE, 2007). Among other children from socially excluded community, children with disability are also identified as a target group for inclusive education.

4) Placement System

There are currently three different placement opportunities for children with disabilities in Nepalese public schools. From most to least restrictive, they are: (a) special schools with and without residential facilities where only children with disabilities are being educated and there are no opportunities to contact and interact with typically developing peers; (b) special classrooms in regular school (integrated units) where children with disabilities are being educated separately but have opportunities to interact with nondisabled children during arrival in the morning, recess and departure times as well as during teacher planned activities that aim to promote interaction among children with and without disabilities; and (c) inclusive classrooms where children with and without disabilities are being educated in the same classrooms. (Ministry of Education, 2011).

Of the primary (grade one to five) school aged population in Nepal, 94 percent are enrolled in school, totaling around 4,951,956 children (Ministry of Education, 2011). There is no any tentative data of school children with disability but the majority of the total out of school children is having any kinds of disability. A survey concludes that 68.2% of the people with disability are deprived of education (CERID, 2004).

The key challenge is that the meaning of inclusive, integrated and special education is often not well understood. The Nepal government,

for example, claims that it follows an inclusive education policy, even though it also maintains special, segregated schools as well as integrated resource classes. It is not clear from its policy how the government envisions a truly inclusive education system in the long-term (NORD, 2007).

Human Rights Watch (2011) states that the Government of Nepal does not yet have clear plans for inclusion of children with disabilities (especially children with developmental disabilities) in the mainstream regular classroom. Information about children with disabilities who are out of school is limited and indicators are missing to monitor the enrolment and completion rates. Further, the composition of general population of students that exit in total number of students up to grades ten are 6,964,553 and by gender boys 51% & girls 49%. The percentage of students with disabilities 1.1% at primary (1–5 grades), 0.5% at lower secondary (6–8 grades), and 0.6% at secondary level 9–10 grades (Kafle, 2012). A survey concludes that 68.2% of the people with disability are deprived of education (CERID 2004). This data reveal that a larger majority of students with special needs have no access to education; frankly speaking the vast numbers of above mentioned persons with disability are excluded despite the government's provision of inclusive education policy.

5) Elements Promoting Inclusion

The changes that take place as a school moves towards becoming more inclusive also involve overcoming some potential obstacles. These include existing attitudes and values, lack of understanding, lack of necessary skills, limited resources, and inappropriate organization. Overcoming these requires clarity of purpose; realistic goals, motivation, support resources and evaluation (Unesco, 2005). The review of literature suggests that the following elements could support inclusion process. These are:

① Teachers

Central to successful inclusion are mainstream teachers who take ownership of inclusion and who believe in their own competence to educate students with special educational needs (Thomas et al, 1998). Teachers' practices are central to effective inclusion and a number of studies have explored this theme. Elements of practice identified as supporting effective inclusion of students with special educational needs include scaffolding, modeling, contingency management and other effective instructional methods such as feedback (Flem et al., 2004). Collaboration and teamwork are also essential aspects of inclusive practice, according to recent research (Lindsay, 2007). Critical to the success of teamwork is time for planning and reflecting together (Hunt et al., 2003). Also important is the development of a positive ethos, with a shared commitment to the values of inclusion (Fischer et al., 2002; Kugelmass, 2001). In general the international research evidence suggests that the success of inclusion stands or falls on the availability of in class support (Farrell, 2000, p. 159).

② Teacher Beliefs and Attitudes

An important factor in determining the success of inclusion is the attitude of the teacher. According to O' Brien (2000), the real key resource for successful inclusion lies inside the teacher' s head. Some mainstream teachers have considerable reservations about the feasibility of inclusion in reality. These reservations tend to be related to the types and severity of students' difficulties, the teachers' own beliefs about the students and about their own ability to deal with them, and the insufficient capacity of mainstream schools to address the difficulties experienced by the students involved (Croll and Moses, 2000).

Teachers are more positively disposed towards the inclusion of children with physical or sensory disabilities and less so for pupils with emotional and behavioral problems (Lindsay, 2007). There is

mixed evidence on the effect of experience of contact with children with special educational needs. Many teachers, when faced with the prospect of including a child with disabilities in their class, become less positive and experience anxiety and stress. This, however, can be moderated by access to training, resources and additional supports (Lindsay, 2007). Research suggests that when inclusion is carefully managed and planned, mainstream teachers gradually move from an attitude of skepticism to wanting to collaborate as part of a team (Wood, 1998). Lindsay (2007) highlights findings crucial to positive attitudes towards inclusion; these include resources, both physical and human, and support from the head teacher.

③ Teacher Training

Teachers must be both competent and confident in their teaching ability. Brownell and Pajares emphasize that teachers' beliefs are 'important determinants and predictors of teaching practices (1999, p. 154). In a review of the literature on inclusion, Avramidis & Norwich cite a number of studies providing evidence that 'the school's ethos and teacher's beliefs have a considerable impact on teachers' attitudes towards inclusion which, in turn, are translated into practice (2002, p140). Teacher training, both preservice and inservice, is essential to develop the skills necessary for the successful implementation of inclusive Education.

④ Curriculum

As mentioned earlier accessible and flexible curricula can be a key to creating schools that meet the needs of all students. An inclusive approach seeks to discourage teaching that is based on a criterion of averages. This means that some students will inevitably fall behind while others will find work too easy. Curriculum must take into consideration the different abilities and needs of all students. It must be capable of being adapted to meet diverse needs. Strategies such as flexible time frames for work completion, differentiation of tasks,

flexibility for teachers, time for additional support and emphasis on vocational as well as academic goals can be useful (Unesco, 2005).

Given that effective implementation of inclusion suggests that a number of elements such as policies, systems pedagogy, curriculum and practices appear to have linked with teachers' attitude towards inclusion. Recently in Nepal, the human rights movement has shifted the attention of policymakers from the mere provision of charitable services for people with disabilities to protecting their basic right to equal opportunities, dignity and self-respect. The literature also highlights that increasing supports and trainings of inclusive education requires for teachers that could result in a more positive attitude towards inclusion.

Over all, review of literature shows that teachers' attitudes towards inclusion is a crucial factor that can influence effective implementation of inclusion practice for children with disabilities in the general education classrooms. Given that attitude is a driving force in one's daily living and therefore it plays an important role in an educator's daily interactions with students.

III. METHODS

The purpose of this quantitative survey research design is to gather quantitative data in determining whether factors impact on teachers' attitudes about inclusive education. Additionally, to explore relationships between the teachers' personal background (independent variables) and the teachers' attitudes (dependent variables) including children with disabilities in the general education classrooms in Nepal. Descriptive statistics was utilized to analyze the quantitative data by the means of percentage, mean, standard deviation, t-test and ANOVA, and multiple comparison of Scheffe. The data of this research were collected by distributing a covered survey questionnaire from the participants. As described by Watson (1998) survey research is the most appropriate method for collecting information.

1. Research Designs

To answer the aforementioned research questions, a survey research design was used. Survey research design is procedure in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors or characteristics of the population (Creswell, 2008). In this procedure, survey researchers collect quantitative, data using questionnaires and statistically analyze the data to describe trends about responses to questions and to test research questions.

Survey research design has the advantage of measuring current attitudes or practices. It also provides information in a short amount of time, such as the time required for administering the survey research and collecting the information. Quantitative data was collected through a survey for assessing teachers' attitude regarding inclusive education, which was the dependent variable for the purpose of this study. For this, the statistical computations, Attitude toward Inclusive Education

Scale(ATIES)that comprised of five subdomains identified as integral components of inclusive education in the review of the literature. The subdomains identified were student variables, peer support, administrative support, collaboration, and inclusive curriculum management. In regards to the attitude, the higher the mean score, the more positive the attitude was calculated. Open ended questions as the survey instrument were set because that helps identify the training methods that teachers rate as being the most beneficial and least beneficial as preparation of teachers for the effective implementation of inclusive education in Nepal.

In terms of analyzing, data was placed into a Microsoft Excel file with each question as a variable in order to set up the database. This Excel file was then transferred and converted into a Statistical Program for Social Sciences(SPSS–Version 20)for analysis. The *Attitudes Toward Inclusive Education Scale*, the scale developed for this particular study, comprised of 31 questions, served as the primary measure of teacher attitudes. Higher scores on each item suggested positive attitudes regarding inclusive education; the average mean score was used for the analyses.

The data were entered in three parts. Part A included demographic information provided by the subjects. Part B consisted of the appropriate Likert scale response (1 =Strongly Disagree, 2= Disagree, 3= Neutral, 4=Agree, and 5 = Strongly Agree) based on individual responses from the participants. Finally, Part C involved ranking responses regarding the preferred delivery methods for inclusive education. Further to analyze the average mean score of participants' attitude, the level of respondents' agreements of average attitude score was rated using the following best criteria (Wipawachat, 2002).

The average score	3.68–5.00	High
The average score	2.34–3.67	Moderate
The average score	1.00–2.33	Low

2. Participants

Selected school teachers were from both government and private schools. A total of about 250 general and special educators were distributed questionnaire but 160 participants returned the questions. The reason of sampling from Lalitpur and Kapilvastu was Nepal census Report 2012 in which Lalitpur district has been mentioned as the district with diverse population and higher human index rate. And Kapilvastu is a district with lower human index rate (Unecf, 2006), It was therefore considered to be a reasonable samples for the purposes of this research because of including two different geographical variables of participants. Population census methods from purposefully selected districts were applied to collect data. The following table 1 shows details of the participants involved in this study.

Table 1. Demographic Characteristics of Participating Teachers

	Variables	Frequency	Percentage %
Teacher type	GETs	96	60
	SETs	64	40
	Sum	160	100
Gender	Male	67	41.9
	Female	93	58.1
	Sum	160	100
Age (연령)	Below 35	49	30.6
	35~45	57	35.6
	Above 45	54	33.8
	Sum	160	100
Residence (주거)	Urban	96	60
	Rural	64	40
	Sum	160	100
Education (학위별)	Below BA	48	30
	BA	67	41.9
	MA	45	28.1
	Sum	160	100
SET courses taken (특수교육연수정도)	Short term	128	80.0
	Long term	32	20.0
	Sum	160	100

Note: GET= general education teacher, SET= special education teacher

As shown in the table1, in the type of teachers 60% mentioned as general education teachers (GETs) and 40% participants represented as special education teachers (SETs). In terms of gender groups 41.9% were male participants and 58.1% were female respondents. Similarly in relation to the age variable, 30.6% participants were below 35 in their age and 35.6% of them were in the age group of between 35–45 while 33.8% participants were above 45 in their age range.

With respects to the residence the results demonstrated that out of the 160 respondents, 60% samples were from urban and rest of 40% teachers were rural based. Regarding teachers' academic qualification categories, 30% in total were below bachelors' degree (below BA) while 41.9% and 28.1% of them were bachelors' degree (BA and the teachers with masters' degree holders (MA) respectively. In terms of special education course work taken groups, 80% teachers were a short term trainings (STTs) receivers in special education while the 20 percent participants had an exposure to the long term trainings (LTTs) in special education.

1) Sampling

Relying on databases, a simple random sampling (SRS) method was utilized to select the population for this study. SRS minimizes biasness and simplifies analysis of results. In particular, the variance between individual results within the sample is a good indicator of variance in the overall population, which makes it relatively easy to estimate the accuracy of results. As table 1 provides a profile of the study groups of 2 districts that agreed to participate in the study representing from urban Lalitpur & rural district Kapilvastu. The participants consisted of 96 general education teachers (GETs), 64 special education teachers (SETs), 67 male, 93 female, 18 public school, 16 private school, 69 elementary level teacher, 51 middle school teachers, and 40 high school teachers.

(a) Lalitpur district

Data about the schools in Lalitpur district were collected from the Lalitpur district education office. Teachers selected were from primary, middle and high school levels of public and private schools. After obtaining this data, schools were chosen on the basis of their location. There are about 324 private and 198 government schools in Lalitpur district. The sampling frame corresponded to distribution of schools in the district. Since the number of teachers in these private schools was more in the population (Lalitpur district), more teachers were included in the study sample. Specific schools from public and private were selected using random sampling method, which is lottery method. Total number of school teachers in the schools at Lalitpur district are approximately 21150.

(b) Kapilvastu district

Official figures on teachers employed, their sex and training status were only available for those teachers funded by the central government, although sometimes significant numbers of additional teachers are hired locally. Of 2,947 centrally– funded teachers of grades one to five in Kapilvastu, 41 percent are female; 26% of the 544 teachers teaching grades six to eight are female. Among female teachers in grades six to eight, 18% are untrained, compared to 21percent of male teachers. An exercise on identifying and mapping out school children in the year 2011 & 12 found significantly fewer out of school children: 6,571 girls and 5,555 boys (and 318 children with no sex specified). Among these children, 39% were aged 13, 15 and 34% were five to nine years old.

*Education Activity Bulletin, 2011, District Education Office, Kapilvastu

*District Education Office, Annual Report 2011/12

*Ministry of Education, Flash I Report 2011/2012

Table 2. Sampling of the Participants

Area	Position		Gender		Schools		Teaching Level		
	GET	SET	M	F	Pub.	Pvt	Elem	M	H
Lalitpur	60	36	40	56	10	10	44	27	26
Kapilvastu	36	28	27	37	8	6	25	24	14
Total	96	64	67	93	18	16	69	51	40

3. Research Instruments

To measure participating teachers' responses *Attitudes Towards Inclusive Education Scale* (ATIES) was developed based on areas of concern identified through the review of literature. The ATIES recorded participating teachers' either positive or negative attitudes toward integrating children with various disabilities into regular classes. Each item of the response was scaled on a range of 1 to 5, where 1 strongly disagree and 5 related to strongly agree. Higher scores implied more positive attitudes. Questionnaires were mainly based on the most highlighted issues on the five aspects of inclusive education in Nepal. Literature review of the Korean and American inclusive education practices were also taken as the source. The items included in questionnaires based on inclusive education for the children with special needs.

The research instrument ATIES included thirty one items related to teachers' attitudes regarding inclusive education were compiled with five categorical aspects of inclusive accommodations: students variables, peer support, administrative support, collaboration and curriculum management. The ATIES was based on Likert's 5 point psychometric scale designated as 1=strongly disagree, 2=disagree, 3=Neutral, 4= Agree, and 5 =strongly agree. The survey packet was translated into the Nepali language, by professional translators who had prior experience in translation for research purposes. They did

not mention any specific difficulties encountered in translating the survey. The translated instruments were given only to the teachers who could not use the English instruments. The ATIES was the sum total of the raw scores for each item and it consisted of parts A, Part B and Part C.

Part A consisted of Demographic Information Sheet that covered the variables of interest was attached to the survey packet. This included details such as gender, age, residence, education levels, teaching experience at their current level, special education training, and total years of teaching experience. A cover letter explaining the survey purpose and inclusion was also attached. Inclusive education was defined as the placement of students with disabilities in chronological, age-appropriate, home/neighborhood schools and classes, while providing the necessary supports to students to allow successful participation in events and activities offered to and expected of classmates without disabilities (Falvey et al., 1995).

Part B of ATIES included 31 items related to teachers' attitudes regarding inclusive education, and the 31 items were compiled under five categorical aspects of inclusive education for the students with disabilities: students variables, peer support, administrative support, collaboration and inclusive curriculum management. The ATIES was based on Likert's 5 points psychometric survey scale designated as 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=strongly agree. A total score on the ATIES was the sum total of the raw scores for each item.

Part C of the survey consists of open-ended responses for ranking the type of inclusive education related trainings as teachers perceive most & least benefit them in effectively implementing inclusion.

1) Reliability & Validity of the Instruments

In order to establish face validity for the survey, the instrument was reviewed by expert and peer reviewers. The reliability of the instruments employed in this study was determined in order to ensure that the responses collected through instruments are reliable and

consistent. As questionnaire were prepared on the basis of literature review covering all aspects of inclusive education. Set of questionnaires were distributed to the 10 teachers from special education and 10 teachers from general education in Kathmandu districts to test the reliability. The results were then analyzed to assess its reliability by means of Cronbach's Alpha-Coefficient(α) in order to ensure whether there is internal consistency within these items. The survey was administered to elementary, middle, and high school regular and special education teachers in the Lalitpur and Kapilvastu School District of Nepal.

Experts who were directly concerned with the special educational research and educational management were requested to evaluate and suggest whether the instruments were able to measure what it intended to measure, and suggestions were incorporated into a revision of the instrument.

4. Data Collection Procedure

After the approval of the research proposal, this study was conducted in Lalitpur district, an urban area and Kapilvastu district, a rural area. The two districts with the large public & private school system were selected for the diversity in the teachers' population. With approval, a cover letter (see Appendix A) and opinion measuring scale *Teacher Attitudes Towards Inclusive Education* (see Appendix C) was provided to elementary, middle, and high school teachers. The survey, developed for this study, was distributed to each of the 120 regular education teachers and 130 special education teachers in the district; 250 teachers in total. It was anticipated that 200 teachers (80%) would have completed and returned the survey to the investigator. But in 250 distributed surveys questionnaire 160 participants (64.3%) returned their responses.

Data collection began in the June of 2013 and continued until October for 5 months , and the process continued until an acceptable response rate was reached .A covered letter was forwarded to the

teachers in order to conduct the research (see Appendix A). The letter clearly states that informed consent is provided through the teacher completing and mailing the survey back to the researcher. The letter also has indicated that teacher participation is voluntary, that respondent anonymity would be maintained at all times, that all information would be kept confidential, and that the participant could view the results of the study. Similarly, a research information desk was set up at Kapilvastu, and Kathmandu, to collect the respondents' response. The participants were provided with two ways in which to contact the researcher either by email or phone if they have concerns or questions.

IV. RESULTS

1. Factors Impacting Teachers' Attitude in Inclusive Education

A host of factors were investigated to explore the influences of teachers' personal background on their attitude regarding inclusive education for students with disabilities. The following section presents the findings of research question one.

1) Teachers' attitude toward student variable: Teacher type & gender

Eight items were addressed to show participants' level of attitude on student variable subdomain for inclusion. The result as follows:

Table 3. Attitude on Student Variable: Teacher type & Gender

Student Variables(SV)	Teach	M	SD	t	Gen	M	SD	t
1. Inclusion for all students.	GET	3.39	1.48	-4.28***	male	3.21	1.57	-5.84***
	SET	4.23	.69		female	4.25	.58	
2. It depends on type of disabilities.	GET	4.19	1.06	-.51	male	4.13	1.04	-1.06
	SET	4.27	.74		female	4.28	.70	
3. Inclusion for students with mild disabilities	GET	3.89	1.16	-2.20*	male	3.85	1.17	-1.87
	SET	4.23	.64		female	4.14	.79	
4. Inclusion & students with LD EBD	GET	2.99	1.29	-5.70***	male	2.91	1.46	-5.50***
	SET	4.03	.84		female	3.89	.77	
5. Inclusion for only hearing impairment	GET	2.66	1.28	-7.46***	male	2.70	1.48	-6.84***
	SET	3.97	.71		female	3.91	.73	
6. Inclusion for physical disabilities.	GET	2.82	1.42	-5.22***	male	2.73	1.46	-6.80***
	SET	3.83	.73		female	3.92	.73	
7. Inclusion for students with MR.	GET	2.61	1.33	-6.85***	male	2.66	1.43	-6.73***
	SET	3.88	.79		female	3.81	.70	
8. Disabled first served in resource class..	GET	3.78	1.04	-3.45**	male	3.90	1.06	-2.15*
	SET	4.30	.73		female	4.19	.70	

*p<.05 **p<.01 ***p<.001 Note: High= 3.68–5.00, Moderate=2.34–3.67, Low 1.00–2.33

Table 3 summarizes level of attitude of teachers on student variable as established by the teacher types that is GETs & SETs, and gender

as male & female factors. On the item first *inclusion for all students* irrespective of their type and degree of disabilities, the average score mean (M=3.39 & SD=1.48) of the general education teachers (GETs) & the average score (M=4.23, SD=.63) of special education teacher (SETs) appearing difference in attitude with value (t=-4.28) showed statistically significant difference between two groups. On the issue two: *inclusion depends on type of disabilities* the average score of GETs (M=4.19) & SETs (M=4.27) was at high level, the difference in attitude in the two groups appeared with value (t=-.51) showed that there was no significant difference. With respect to the statement seven, of GETs the average score (M=2.61) was at moderate level where as the SET's average score (M=3.88) was at high level. The value (t=-6.85) revealed a statistically difference at the significant level of $p < .01$.

In terms of gender factor for the statement five *inclusion for only hearing impairment* of male average score (M=2.70) of female average score (M=3.70) was identical and placed at moderate and high level. Here difference of attitude with value (t=-6.84) at the significant level of ($< .001$) appeared with the most significantly difference between male and female in viewing inclusion. Likewise, the level of attitude of male (M=4.13), of females (M=4.28) on the first statement *inclusion for all* revealing value (t=-1.06) showed a non significant difference. The highest average score for male (M=4.28) was on the statement two while the moderate mean score (M=2.66) was on item seven. Regarding female respondents, the highest (M=4.25) and moderate (M=3.81) was for the statement one and seven.

The result shows that teachers' personal backgrounds or factors that are teacher types and gender have a significant impact on their attitudes about including students with different types or degree of disabilities. Also special education teachers (SETs) are more positive for including the students with diverse needs in inclusive settings than the general education teachers (GET). Similarly, female respondents as compared to those males are more favorable for inclusion. If compared this result, it is similar with the results mentioned below in table 4.

2) Teachers' attitude toward peer support: Teacher type & Gender

In this section participants were asked five questions to identify their level of attitude. The result demonstrates that the influence of teachers' attitude on peer support for inclusion as established by teacher type and gender factor. The result is presented below:

Table 4. Attitude on Peer Support: Teacher type & Gender

Peer Support (PS)	Teach	M	SD	t	Gender	M	SD	t
1. PS is a key for inclusion.	GET	3.89	.94	-1.97	male	4.03	1.04	-2.04*
	SET	4.16	.70		female	4.31	.71	
2. PS causes academic hindrance.	GET	3.42	1.23	-3.09*	male	3.54	1.22	-2.88*
	SET	3.97	.89		female	4.00	.81	
3. It helps develop friendships.	GET	4.07	1.01	-1.70	male	3.91	.98	-3.60***
	SET	4.31	.61		female	4.38	.66	
4. PS provides positive role	GET	3.97	1.03	-2.55*	male	3.91	.90	-4.30***
	SET	4.34	.70		female	4.42	.60	
5. PS removes prejudices..	GET	3.98	1.14	-1.48	male	3.96	.99	-2.76**
	SET	4.22	.75		female	4.32	.69	

*p<.05 **p <.01 ***p <.001 Note: High= 3.68–5.00, Moderate=2.34–3.67, Low 1.00–2.33

As shown in the table 4, that presents attitude of teachers on peer support issue in terms of inclusive settings. Regarding the types of teacher, average score for general education teachers (GETs, M=3.89) and special education teacher (SETs, M=4.16) on the statement first *peer support as a key for inclusion* positioned at a higher level. The difference appeared with value ($t=-1.97$) indicated that there was no statistically significant difference on the very issue. Similarly, for the statement second: *normal children's support can hinder to their academic achievement*, of GETs average score (M=3.42, & SD=1.23) and of SETs (M=3.97 and SD=.89) was at moderate and high level respectively. There appeared a significant difference with the value ($t=-3.09$). The item three was rated as the highest with the average score (GETs, M=4.07 & SETs, M=4.31) while the item: *academic achievement is hindered by the students with disabilities* was at low.

In reference to the participants' gender factor on peer support for inclusion, all responses of female teachers' were at high level of attitude.

Where the item four was much identical for female the average (M=4.42) and male the average mean score (M=3.91), displaying the value (t= -4.30), showed a statistical difference at significant level of (p<.001).

The result demonstrated that over all, of GETs total average score on peer support for inclusion is at moderate level with (M=3.35, SD=.41) and of SET at high with average score (M=4.15, SD=.26). This indicated that a majority of SETs respondents were in the more favor of peer support than GETs. On the other hand, results figured out that female teachers' attitude concerned with the peer support was more positive than the male participants. Thus, if compared this findings, it is similar with the results mentioned above in table 3.

3) Teachers' attitude toward administrative support: Teacher type & Gender

Six questions were employed in order to determine teachers' level of attitude on administrative support for the effective implementation of inclusive education. The results established by the factors teacher type and gender are stated below:

Table 5. Attitude on Administrative Support: Teacher type & Gender

Administrative Support	Teach	M	SD	t	Gender	M	SD	t
1. I'm encouraged for trainings.	GET	2.63	1.19	-6.29***	male	2.54	1.19	-8.29***
	SET	3.66	.67		female	3.69	.53	
2. Administrator & curriculum	GET	3.72	1.15	-3.86***	male	3.93	.97	-2.01*
	SET	4.33	.64		female	4.19	.71	
3. ICM depends on administrator	GET	3.84	1.14	-3.07**	male	3.81	1.02	-3.60***
	SET	4.33	.67		female	4.29	.69	
4. Principal's role in inclusion	GET	3.76	1.20	-3.26**	male	3.90	1.09	-1.70
	SET	4.30	.66		female	4.13	.65	
5. I get sufficient support from..	GET	3.34	1.28	-3.79***	male	3.24	1.20	-5.96***
	SET	4.02	.75		female	4.12	.66	
6. I get sufficient teach materials...	GET	3.39	1.24	-3.00**	male	3.37	1.17	-4.64***
	SET	3.91	.75		female	4.05	.68	

*p<.05 **p<.01 ***p<.001 Note: High= 3.68–5.00, Moderate=2.34–3.67, Low 1.00–2.33

As shown in table 5 the attitudes of participating teachers on the first statement: *I am encouraged for workshops and trainings from*

administrator for GETs the average score (M=2.63, SD=1.19) and SETs the average mean score (M=3.66, SD=.67) is identical & placed at moderate level. The difference of attitude with the value ($t=-6.29$) appeared statistically significant difference between GETs and SETs in viewing administrator's role in inclusion. Among the statements, the GETs were agreed with their highest degree of views on question three with average score (M=3.84) while of SETs highest degree of agreement (M=4.33) was for the question two.

In terms of teachers' gender factor influences on attitude, the statement one for males average mean score (M=2.54) and female mean score (M=3.69) was at moderate & high. The differences in the attitude appearing between two groups with the value ($t=-8.29$) shows a significant difference. The highest ranked agenda for female respondents with (M=4.29 & SD=.69) was question three, and for male it was the statement one. Similarly, the wider difference is seen in the attitude of male (M=3.24) and female (M=4.12) with value ($t=-5.96$) on the agenda five: *sufficient support getting from administrator*. This disclosed that there was a significant difference at the significant level of ($p<.001$) in both groups to perceive administrative support.

The overall level of attitudes of general education teacher (GETs) and male participants is at moderate whereas almost all items for special education teachers (SETs) and female respondents are at high level regarding administrative support issue for including students with disabilities into mainstreaming settings. Thus, the result reveals a significant impact of factors on teachers' attitude regarding administrative support for inclusive education of children with disabilities. If compared this findings, it is similar with the result as mentioned above in table 4.

4) Teachers' attitude toward collaboration: Teacher type & gender

As shown in table 6, the participants were asked six questions to explore their attitude level on collaborative practice of teaching for the students with disabilities with their peers without disabilities

Table 6. Attitude on Collaboration: Teacher type & Gender

Collaboration	Teach	M	SD	t	Gen	M	SD	t
1. Collaboration practice	GET	3.97	1.05	-2.61*	male	4.06	1.09	-1.69
	SET	4.36	.70		female	4.30	.72	
2. ICM in collaboration	GET	3.57	1.13	-3.95***	male	3.69	.96	-3.53*
	SET	4.19	.64		female	4.14	.67	
3. GETs & SETs are responsible	GET	3.70	1.08	-3.84***	male	3.66	1.08	-4.41***
	SET	4.27	.60		female	4.25	.60	
4. It foster friendships	GET	3.75	1.03	-4.67***	male	3.70	1.03	-5.15***
	SET	4.42	.64		female	4.38	.62	
5. Nepal IE policy not effective	GET	3.19	1.21	-3.99***	male	3.12	1.27	-4.37***
	SET	3.86	.73		female	3.82	.74	
6. Inclusion inborn rights	GET	4.11	1.09	-2.00*	male	4.03	1.07	-3.32*
	SET	4.42	.71		female	4.48	.65	

*p<.05 **p<.01***p<.001 High= 3.68–5.00, Moderate=2.34–3.67, Low 1.00–2.33

In terms of teacher type factor, the level of attitude of GETs (M=3.75, SD=1.03) & SETs (M=4.42, SD=.64) on the agenda four was identical. Although it is positioned at high level; the differences in attitudes emerging with the value (t=-4.67) showed statistically greatest significant difference. The SET teachers are agreed with their highest degree of views on agenda four & six with average score (M=4.42) and the lowest is on the agenda two (M=4.19). For GETs, the highest agreement rate was on the agenda six (M=4.11) whereas the lowest average score (M=3.19) was on agenda four.

With respect to the gender factor and the impact on attitude for collaboration, as illustrated in table 6, for male the highest average score (M=4.06 & SD=1.09) was on the question one, and the lowest mean (M=3.12, SD=1.27) was on the agenda five. While for female participants' the highest average score (M=4.48, SD=.65) and the

lowest average score (M=3.82, SD=.74) was on the agenda six and five respectively. The highest attitude difference in male and female appeared with the value (t=-5.15) where the average score for male (M=3.70) and for female the mean score (M=4.38) was on the item four. This indicated that there was a statistically significant difference in two groups' attitudes regarding collaboration.

Overall, the findings projects a significant difference or impacts of factors on teachers' attitude regarding collaboration for inclusion. Thus, if compared this findings; it is similar with the results mentioned above in table 5.

5) Teachers' attitude toward curricula management: Teacher type & Gender

In this section six questions were employed to explore participants' level of opinion on inclusive curriculum management for the students with special needs. The result of study exhibits an impact of teachers' personal characteristics (teacher type & gender) on inclusive curriculum management for inclusion of students with disabilities into regular classroom. The result is figured out below:

Table 7. Attitude on Curriculum Management: Teacher type & Gender

ICM	Teac	M	SD	t	Gender	M	SD	t
1. Benefits of IE practice	GET	3.79	1.16	-3.89***	male	3.87	1.13	-2.46*
	SET	4.42	.71		female	4.23	.72	
2. Current curricula fits needs students	GET	3.22	1.21	-3.93***	male	3.16	1.33	-4.43***
	SET	3.88	.70		female	3.89	.73	
3. Instructional practice relevant	GET	3.23	1.23	-3.69***	male	3.03	1.15	-5.87***
	SET	3.86	.73		female	3.90	.72	
4. Assessment process flexible	GET	3.33	1.25	-3.78***	male	3.15	1.18	-5.35***
	SET	3.98	.72		female	3.96	.72	
5. Inclusion & sch. achievements	GET	3.89	1.07	-3.14**	male	3.78	.89	-4.34***
	SET	4.36	.70		female	4.31	.68	
6. Current curricula & modification	GET	4.08	1.09	-2.24*	male	4.01	.98	-2.59*
	SET	4.42	.64		female	4.35	.69	

*p<.05 **p<.01 ***p<.001 High= 3.68-5.00, Moderate=2.34-3.67, Low 1.00-2.33

As reported in table 7, in terms of the teacher type variable, the attitude of general education teachers (GETs) is at high with average score ($M=3.79$) on the item one, mean score ($M=3.89$) on five and the mean score ($M=4.04$) on the agenda six whereas the agendas two average score ($M=3.22$), three ($M=3.23$) and four ($M=3.33$) are at moderate level. Likewise, the participants (SET) are at high level of their opinion on all six items. The highest average score ($M=4.20$) for SET was found on the statement one and six as well. The item one was identical for both GETs ($M=3.79$) and SETs ($M=4.42$) and that appeared with a marginal difference in attitude by the value ($t=-3.89$) and existed at significant level of $p<0.001$. This shows that there was significant difference in two groups to view the curriculum management for inclusion.

On inclusive curriculum management, the male respondents' views were found at high on three items with average score ($M=3.87$) for the item one, average mean ($M=3.78$) for the agenda five, and the average score ($M=4.01$) for statement number six. Contrarily, on the agenda two as the mean score ($M=3.16$), on the agenda three the mean score ($M=3.03$) and five ($M=3.15$) were at moderate level for male teachers. Whether Nepal's current *instructional practice relevant*, the item three was identical for both male ($M=3.15$) & female ($M=3.96$) that appeared with great difference in attitude by the value ($t=-5.35$) at significant level of $p<0.001$. This showed that there was significant difference in attitude between male and female teachers to view the instructional practice of inclusive education.

Of all, this result shows that the general and special education teachers (GETs & SETs), male teachers and female teachers were in favor of inclusive curriculum management. However, the findings also demonstrated that SETs & female participants were at higher level of their opinions for curriculum management than GET and male subjects. If compared this findings, it is similar with the results mentioned above in table 6.

6) Teachers' attitude toward students variable : Qualifications and Course works

Eight items were addressed to show participants' level of opinion on the type of disabilities to be included in inclusive settings. The results as follows:

Table 8. Attitude on Student Variable: Qualification & Courseworks

Students Variable	Edu.	M	SD	F	Course	M	SD	t
1. Inclusion for all students.	< BA	3.15	1.15	14.94***	STT	3.52	1.42	-2.43*
	BA	3.66	1.32		LTT	4.16	.88	
	MA	4.40	.62					
2. It depends on type of disabilities	< BA	3.42	.90	15.88***	STT	4.08	1.07	- 2.15*
	BA	4.13	.97		LTT	4.50	.57	
	MA	4.40	.72					
3. Inclusion for mild disabilities	< BA	3.17	1.08	26.40***	STT	3.95	1.10	- 1.44
	BA	4.12	.83		LTT	4.25	.76	
	MA	4.42	.72					
4. Inclusion & students with LD EBD	< BA	2.79	1.18	16.43***	STT	3.02	1.38	-3.43**
	BA	2.91	1.31		LTT	3.91	.93	
	MA	4.02	.84					
5. Inclusion for physical disabilities.	< BA	2.71	1.25	22.22***	STT	2.83	1.43	-4.06***
	BA	2.81	1.42		LTT	3.91	.89	
	MA	4.18	.72					
6. Inclusion for only hearing impairment	< BA	2.71	1.27	29.48***	STT	2.81	1.40	-4.58***
	BA	2.70	1.27		LTT	4.00	.88	
	MA	4.24	.71					
7. Inclusion only for MR.	< BA	3.10	1.15	31.64***	STT	2.77	1.38	-3.93***
	BA	2.55	1.29		LTT	3.78	.87	
	MA	4.27	.75					
8. Disabled first be served in resource class.	< BA	3.40	1.16	10.39***	STT	3.90	1.09	-2.33*
	BA	3.99	.91		LTT	4.38	.75	
	MA	4.27	.72					

*p<.05 **p<.01 ***p<.001 High= 3.68-5.00, Moderate=2.34-3.67, Low 1.00-2.33

As shown in the table 8 based on teachers' academic qualification the level of average attitude on the agenda seven: inclusion for students with intellectual disabilities for the education level groups below BA (M=3.10,SD=1.15), BA (M=2.55,SD=1.29), and for MA the average

opinion (M=4.27, SD=.75) is at moderate and high level. The difference in attitude exposing with the value (f=31.64) among groups is found statistically significant.

Likewise, the second identical agenda for all groups is the statement six: *inclusion for students with physical disabilities* where the average attitude score of below BA (M=2.81), BA (M=2.70) and MA (M=4.24) appeared with value (f=29.48) at the significant level of $p < 0.001$. This reports that there is a statistically significant difference in attitude among the categories. The highest average score of below BA degree holder (M=3.40), of BA graduate (M=3.99) is on item eight and for MA scholar the greater mean score (M=4.42) was on the agenda three. Also, the lowest agreement rate for below BA average (M=2.79) was on item four, for BA mean score (M=2.55) is on the agenda seven, for MA mean score (M=4.02) is on the question four.

In terms of special education course taken or trainings either short term trainings (STTs) or long term trainings (LTTs), the identical level of attitude of STTs & LTTs receivers is at moderate & high on the item six with average mean score (M=2.81), and (M=4.0) respectively. Showing difference in attitude by the value (t=-4.66) in two groups appears statistically significant at the level of $p < 0.001$. STTs receivers manifest the highest agreement ratio (M=4.08) on the agenda two whereas the lowest average score appeared with (M=2.77) on the question seven.

The highest agreement ratio of attitude for LTTs receivers (M=4.50) is on the agenda two while LLT ascertained the lowest average score with (M=3.78) on the item seven. Overall, among the course work categories, comparatively teachers achieving LTT were more positive than the teachers with STT. Thus results point out that long terms trainings receivers (LTTs) are more favorable than STTs receivers for inclusion. If compared this findings, it is similar with the results mentioned below in table 7.

7) Teachers' attitude toward peer support : Qualifications & Course works

Table 9. Attitude on Peer Support: Qualification & Courseworks

Peer Support	Edu.	M	SD	F	course	M	SD	F
1. Peer support key inclusion.	<BA	3.63	.82					
	BA	4.16	.99	7.32**	STT	4.18	1.05	-.69
	MA	4.29	.87		LTT	4.31	.64	
2. PS academic hindrance..	<BA	3.19	1.04					
	BA	3.36	1.33	14.03***	STT	3.56	1.27	-3.08**
	MA	4.31	.76		LTT	4.28	.73	
3. PS develop friendships.	< BA	3.63	.82					
	BA	4.12	.84	9.63***	STT	4.11	.96	-1.96
	MA	4.33	.74		LTT	4.47	.80	
4. It provides positive role models	< BA	3.50	.88					
	BA	4.12	.71	22.20***	STT	4.17	.90	-1.77
	MA	4.51	.63		LTT	4.47	.62	
5. It removes prejudices...	< BA	3.38	1.04					
	BA	4.12	.88	15.49***	STT	4.13	1.04	-1.77
	MA	4.31	.63		LTT	4.25	.72	

*p<.05 **p<.01 ***p<.001 Note: High= 3.68-5.00, Moderate=2.34-3.67, Low 1.00-2.33

As illustrated in the table 8, the level of attitude regarding peer support under academic qualification categories, the average attitude for below BA (M=3.50), BA (M=4.12) and MA (M=4.51) on the agenda four was identical and placed at moderate and high level. There appeared a significant difference with value (f=22.20) at significant level of p<.001. Also, the highest agreement rate was found for below BA (M=3.63), BA (M=4.16) and MA (M=4.29) on the question one. There was a lowest statistical significant difference with value (f=7.32) at significant level of p<.01.

In reference to the course work, there was highest agreement rate between STT & LTT receivers on the item one where average score for STT(M=4.18)and for LLT the average score(4.31)was at high level. The difference in attitude showing with value(t=.69)revealed statistically a non significant difference. In STT and LLT participants, the agenda two was found with the highest difference in agreement where the attitude ratio ranges (from M=3.56 to4.28) in two groups. And the existing difference with value (t=3.08) showed a statistically

significant difference in attitude for inclusion between short and long term training receivers. The results indicate that teachers with master degree and long term training receivers were more positive than the teachers with below bachelor or bachelor degree and short term trainings. If compared, this findings is similar with the results as mentioned in previous table 8.

8) Teachers' attitude toward administrative support: Qualifications & Course works

Table 10. Attitude on Administrative Support: Qualification & Courseworks

Administrative Sup.	Edu.	M	SD	F	Course	M	SD	t
1. I'm encouraged for IE trainings.	<BA	2.67	1.10					
	BA	2.69	1.23	21.12***	STT	2.57	1.23	-4.69***
	MA	3.91	.76		LTT	3.63	.66	
2. Administrator & curriculum	<BA	3.35	1.02					
	BA	4.10	.68	18.01***	STT	4.00	1.00	-1.84
	MA	4.24	.64		LTT	4.34	.70	
3. ICM depends on administrator..	<BA	3.42	1.05					
	BA	4.09	.81	16.56***	STT	4.12	.95	-.74
	MA	4.38	.58		LTT	4.25	.72	
4. Principal's role in inclusion	<BA	3.27	1.09					
	BA	3.87	.90	20.95***	STT	3.94	1.14	-1.80
	MA	4.47	.59		LTT	4.31	.59	
5. I get sufficient support from administrator	<BA	3.23	1.19					
	BA	3.42	1.25	11.07***	STT	3.52	1.27	-2.32*
	MA	4.24	.77		LTT	4.06	.62	
6. I get sufficient teaching' materials	<BA	3.54	.92					
	BA	3.28	1.22	14.24***	STT	3.59	1.14	-1.72
	MA	4.31	.73		LTT	3.97	.7	

*p<.05 **p<.01 ***p<.001 Note: High= 3.68–5.00, Moderate=2.34–3.67, Low 1.00–2.33

As illustrated in the table 10 in terms of academic qualification, among six statements, the first one as *I am encouraged to take training & workshops from administrator* was the most identical and placed at moderate and high level. As the average score showing for below BA (M=2.67), BA (M=2.69) and MA (M=3.91) manifests difference. The difference appearing with value (f=21.12) among groups revealed significant difference. The highest level of attitude was found for

below BA average mean(3.54), BA mean score(M=4.10), MA mean ratio(4.47) on the agenda six, two and four respectively. In terms of the special education course work, participants with STTs (M=2.57) and LTTs (M=3.63)exposed their attitude at moderate and high level on the item first. And there appeared difference in attitude with value (t=-4.69); this showed statistically significant difference at the level of p<.001. For STTs respondents the highest average attitude score (M=4.12) and for LLTs the highest average score(M=4.34)was found on the item four & two respectively.

The results thus indicated that the overall level of attitude of participants was positive toward inclusion; however teachers with higher degrees and long term trainings were comparatively more positive than below bachelor and bachelor degree holders, and short terms trainings receivers. Also, this findings disclosed that teachers' academic background and achievements could impact their attitude.

9) Teachers' attitude toward collaboration : Qualifications & Course work

Table 11. Attitude on Collaboration: Qualification & Courseworks

Collaboration	Edu.	M	SD	F	Course	M	SD	t
1.Collaboration practice effective	<BA	3.65	.98					
	BA	4.18	.83	9.26***	STT	4.23	.95	.08
	MA	4.36	.68		LTT	4.22	.91	
2.Inclusive curricula in collaboration	<BA	3.40	.94					
	BA	3.82	.97	10.13***	STT	3.84	1.06	-2.25*
	MA	4.22	.67		LTT	4.28	.73	
3.GETs & SETs are responsible in collaboration.	<BA	3.23	.97					
	BA	3.88	.88	17.51***	STT	3.89	1.04	-1.84
	MA	4.24	.61		LTT	4.25	.72	
4. It fosters friendships	<BA	3.58	.99					
	BA	3.96	.93	10.59***	STT	3.98	1.07	-2.66**
	MA	4.42	.66		LTT	4.50	.51	
5.Nepal current IE policy is effective	<BA	3.00	1.03					
	BA	3.22	1.30	14.11***	STT	3.30	1.28	-2.56*
	MA	4.13	.79		LTT	3.91	.69	
6.Inclusion is inborn rights	<BA	3.40	1.03					
	BA	4.06	.69	26.33***	STT	4.17	1.05	-1.81
	MA	4.56	.55		LTT	4.53	.80	

*p<.05 **p<.01 ***p<.001 Note: High= 3.68-5.00, Moderate=2.34-3.67, Low 1.00-2.33

As shown in the table 11, with respect to collaborative practice for inclusion, among the six items, for MA the all items were at high while for BA 5 items were in high position and one at moderate & for below BA all items were at moderate. The agenda six appeared most identical as the average score for below BA (M=3.40), BA the average ratio (M=4.06) and MA the average attitude score (M=4.55) revealed difference. Among the groups attitude difference surfaced with value($f=26.33$) that was at significant level of $f<.001$. This revealed statistically significant difference.

In terms of the course work factor and impact on the attitude for collaboration, on agenda four, the level of average attitude score for STTs and LTTs receivers was (M=3.98) and (M=4.50) at moderate and high level respectively; and the value ($t=-2.66$) showed a significant difference in attitude between two groups. On the item first participants revealed a minimal difference as the average score for STT (M=4.23) and LTTs the mean score (M=4.22) was at high level. The value ($t=.08$) appeared with a non significant difference. In the same way, STT respondents proclaimed agenda one with highest level of opinion while the LTT receivers asserted the statement six with most optimum average score (M=4.53).

It was found that all participants revealed positive attitude regarding inclusion. Also, this result affirmed that participants' education and personal background might influence on their attitude about inclusion of the students with disabilities into mainstreaming.

10) Teachers' attitude toward curricula management: Qualifications and Courseworks

To assess teachers' attitude regarding curriculum management for inclusive education for the students with diverse needs; six questions were asked. The results show the influences of teachers' personal characteristics on their attitude about inclusive education as shown below.

Table 12. Attitude on Curriculum Management: Qualification & Courseworks

CM	Edu	M	SD	F	Course	M	SD	t
1.Benefits of IE practice	< BA	3.42	1.01					
	BA	3.88	.98	14.45***	STT	3.95	1.14	-2.31*
	MA	4.42	.62		LTT	4.44	.67	
2.Current curricula address diverse needs	<BA	3.00	1.09					
	BA	3.07	1.24	17.77***	STT	3.24	1.28	-3.46**
	MA	4.20	.89		LTT	4.06	.76	
3.Instructional practice relevant	< BA	3.35	1.06					
	BA	3.21	1.18	8.68***	STT	3.26	1.21	-3.56**
	MA	4.02	.78		LTT	4.06	.84	
4.Assessment process flexible	<BA	3.33	1.16					
	BA	3.55	1.26	6.21*	STT	3.41	1.28	-3.05**
	MA	4.11	.71		LTT	4.13	.71	
5.Inclusion & sch. achievements	<BA	3.63	1.02					
	BA	3.99	.75	11.03***	STT	3.99	1.01	-2.70*
	MA	4.42	.66		LTT	4.50	.67	
6.Current curricula & modification...	<BA	3.56	1.07					
	BA	4.03	.89	10.36***	STT	4.23	.97	-.64
	MA	4.40	.65		LTT	4.34	.75	

*p<.05 **p<.01 ***p<.001 Note: High= 3.68–5.00, Moderate=2.34–3.67, Low 1.00–2.33

Regarding level of education factor, the attitude level on inclusive curriculum management, agenda two is recognized for all groups; where for below BA the average opinion (M=3.42), BA average score (M=3.88) and the average mean score for MA (M=4.42) showing the difference with value (f=17.77) revealed that there was statistically significant difference. Among the six items, for MA, all items were at high, for BA three items were in high position & three at moderate, and for below BA all items were at moderate level in terms of their agreement rate. All group agreed with their highest degree of views on the agenda three.

In reference with course work factor and attitude regarding inclusive education curriculum management, the agenda third showing average score of STTs (M=3.26) and of LTT (M=4.06) receivers manifested the highest difference with value (t=-3.56) at significant level of p<.001. It showed statistically significant difference. Agenda six shows a minimal attitude difference in between short term trainings receivers (STTs) and

long term trainings receivers(LTTs). Here the difference in attitude is seen with value ($t=-.64$), while the average score for STTs ($M=4.23$) & LTTs($M=4.34$) points out no significant difference.

This results overall showed that a massive number of participating teachers were in favor of inclusion. However findings also exposed that respondents' academic & personal achievements can impact on their attitude toward inclusion. In comparison this finding further disclosed that the participants achieving masters' degree & long term trainings were more positive for inclusive curriculum management than below bachelor, bachelor graduate and short term trainings achievers.

11) Teachers' attitude toward aspects of inclusion: Age

Table 13. Attitude on the Aspects of Inclusion: Age factor

Aspects of Inclusion	Age	N	M	SD	F
Student Variable (학생변인)	Below 35	48	4.27	.30	58.34***
	36~44	56	3.35	.64	
	Above 45	54	3.05	.64	
Peer Support (또래지원)	Below 35	49	4.35	.40	35.07***
	36~44	57	3.97	.48	
	Above 45	54	3.46	.63	
Administrative Support (행정적 지원)	Below 35	49	4.25	.37	46.94***
	36~44	57	3.57	.52	
	Above 45	54	3.24	.60	
Collaboration (협력)	Below 35	48	4.32	.39	39.91***
	36~44	56	3.85	.50	
	Above 45	54	3.37	.61	
Inclusive Curriculum Management.(통합교육관리)	Below 35	49	4.26	.41	29.89***
	36~44	57	3.62	.56	
	Above 45	54	3.38	.38	

* $p<.05$ ** $p<.01$ *** $p<.001$ Note: High= 3.68–5.00, Moderate=2.34–3.67, Low 1.00–2.33

As illustrated in table 13 , in terms of age factor the attitude toward inclusion for student variable within the age group below 35 years

average score was (M=4.27, SD=.30), and age 36 to 44 the average score (M=3.35, SD=.64) respectively. While in age group over 45 the average score was (M=3.05, SD=.64). The existing value (f=58.43) in the groups shows statistically significant difference. For peer support the age groups below 35 average score (M=4.35), 36–44 (M=3.97) and age over 45 average mean score was (M=3.46). There was also significant difference among the groups.

In terms of administrative support, among age group below 35 mean score (M=4.25) age 36 to 44 mean score (M=3.57) & over 45 the mean score (M=3.24); here the differences positioning in attitude with value (f=46.94) displayed significant difference. Teachers' perception toward collaboration for inclusion based on age category below 35, 36–44 and above 45 was at moderate and high level. The existing difference in attitude with value (f=39.91) significant level of $F < .001$ difference among the group; it is also identical. Likewise, participants' attitude in different age ranges to inclusive curriculum management for below age 35 average score (M=4.26), for age from 36 to 45 average score (M=3.62) and over age 45 average score (M=3.38) revealing difference with the value (f= 29.89) manifested a statistical significant difference at the level of $F < .001$.

The result disclosed that the overall teachers' level of attitude regarding aspects of inclusion was at different level; this showed that there was difference in attitude among the age groups. Again result shows the participants below 35 are seen more positive for inclusion than those of 36–44 and over 45 in age. Thus, this findings is similar with the results mentioned above in table 11.

12) Teachers' attitude toward aspects of inclusion: Residence

Based on resident that is urban and rural, teachers' attitudes were investigated regarding the aspects of inclusive education. The result is presented below:

Table 14. Attitude on Aspects of Inclusion: Residence factor

Aspects of Inclusion	Residence	N	M	SD	t
Student Variable	Urban	95	4.26	.45	-4.48***
	Rural	63	3.68	.63	
Peer Support	Urban	96	4.28	.42	-3.34***
	Rural	64	3.90	.60	
Administrative Support	Urban	96	4.09	.40	-4.23***
	Rural	64	3.62	.59	
Collaboration	Urban	95	4.36	.42	-3.08***
	Rural	63	4.03	.56	
Inclusive Curriculum Mgmt.	Urban	96	4.11	.45	-5.65***
	Rural	64	3.36	.71	

*p<.05 **p<.01 ***p<.001 Note: High= 3.68–5.00, Moderate=2.34–3.67, Low 1.00–2.33

As shown in table 14, in reference to the respondents' residence factor for student variable the teacher of urban average score (M=4.26) and rural teachers' average score (M=3.68) was at high and moderate level respectively. The difference positioned here with value (t=4.48) showed statistically significant level of difference. Also, the average attitude of urban (M=4.28) and rural inhabitants (M=3.90) ranked at high; the existing difference with value (t=-3.34) showed significantly different in attitude for inclusion regarding peer support between two groups.

In terms of administrative support and collaboration issue, the urban respondents' attitude ranged (M=4.09 & M=4.36) average score at high level, for rural (M=3.62 & M= 4.03), the first at moderate and the later at high. The existing difference in between urban & rural on administrative support and collaboration appeared by value (t=4.23 & t=3.08) respectively. This projected statistically significant difference at the level of p<.001. Similarly in terms of the inclusive curriculum management, the urban participants' average attitude (M=4.11) and the rural participants' average attitude (M=3.36) was at high and moderate level. The difference showing with value (t=-5.65) also revealed a statistically significant difference at significant level of p<.001.

Although the agreement rate of urban and rural participants was at high and moderate, yet the results statistically explored that there was a significant difference in attitude between two categories. More importantly, it was found that urban respondent were more positive on all aspects of inclusion than urban respondents. This findings also yielded with the previous table 13 as respondents' individual factors residence could impact on attitude regarding inclusion.

13) Teachers' Attitude Regarding Preferred Trainings Methods

Teachers' attitude about the ranking of preferred delivery methods (trainings) for inclusive education was examined. The result is shown below.

Table 15. Ranking of Preferred Delivery Methods

Delivery Methods Items	M.beneficial		Neutral		Least beneficial	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
Inservice Teacher Training	105	65.2	10	6.2	45	28.1
Preservice Teacher Training	44	27.3	31	19.2	85	53.1
Special Education Diploma	49	27.3	19	11.8	92	57.1
Regular Teacher Training	68	42.2	41	25.6	51	31.6
Course Work at University	116	72.0	8	4.9	36	22.5

As shown in the table 15, in terms of inservice teacher training 65.2% participants elucidated most beneficial, 6.2% neutral, and 28.1% on least beneficial. Respondents' attitude regarding preservice teacher training 27.3%, 19.2% & 53.1% appeared as most beneficial, neutral and least beneficial respectively. While on special education diploma as delivery methods for promoting inclusive education, the teachers asserted as 27.3% as the most beneficial, 11.8% neutral, and 57.1% least beneficial. With respect to regular teacher training, 42.2% ranked it as most beneficial, 25.6% neutral, and 31.6% least beneficial. Likewise, a majority of teachers ranked course work at university with highest percentage such as 72.0 % most beneficial, 4.9% neutral, 22.5% least beneficial.

2. Relationships in Teachers' Attitude & Inclusive Education

As reported in the table 16, the relationships of the respondents' attitude and aspects of inclusion was analyzed in terms of correlation coefficient.

Table 16. Correlation in Teachers' Attitude & Aspects of Inclusion

	SV	PS	AS	C	ICM
SV	-	.23**	.13	.26**	.31**
PS		-	.45**	.35**	.14
AS			-	.30**	.14
C				-	.32**
ICM					-

****p<.01** Note: SV= student variable, PS= peer support, AS= administrative support, C=collaborationism= inclusive curriculum management

A strong attitudinal correlation appeared between peer support & administrative support domain. As correlations showing in between peer support and administrative support with coefficient of (r=.45) was at the higher level, this indicated that there was a higher level of positive correlation in between PS & AS. Whereas among the rest of area, the relations emerged with low coefficient. Also, the correlation between collaboration and peer support shows the second higher correlation, here the correlation coefficient appeared with (r=.35). Further, the correlation in between student variable and peer support appeared with coefficient (r=.23); and as seen the correlation coefficient of (r=.26) on student variable & collaboration.

A non significant correlation coefficient appeared among student variable (SV) and administrative support AS (r=.13), peer support (PS) and inclusive curriculum management ICM (r=.14), and administrative support (AS) and inclusive curriculum management ICM (r=.14).

V. DISCUSSION

The purpose of this study was to investigate the general education teachers' attitude regarding inclusive education for the students with disabilities in Nepal. Specifically, the question as to whether factors influence on teachers' attitude about inclusion exists based on the type of teachers; gender, age, residence, educational level, and course work were examined. Additionally, relationships in participating teachers' attitude and aspects of inclusion and ranking of preferred delivery methods were examined.

The results presented in the previous chapter reveal that although the teachers are positive towards the general philosophy of inclusive education, however statistically differences in attitude were found in the concept of total inclusion approach for children with disabilities. The aim of this discussion section is to overview of the key findings through theoretical perspective and to link the findings of this research study with what other past research have found.

The theoretical framework for the study is positioning theory (Harre and VanLagenhove,1999). The concept of positioning allows researchers to make sense of the dynamics of evolving social interactions; how people position themselves and how they are positioned by others within a specific context. Positioning theory is a conceptual framework used to understand general and special education teachers' attitudes and concerns in the study.

Two relevant perspectives on positioning are important to the study. One mode of positioning is intentional/reflexive positioning in which an individual views the world from a certain position. Positioning guides the way in which an individual may act and think about his roles, assignments and duties in a given context. Teachers stated beliefs on their relevant world help to explain how they position themselves in the school or classroom. Some teachers may position themselves as inclusive teachers and work towards promoting inclusive practices in their classrooms.

The second type of positioning is interactive positioning in which what one person says positions another. In this situation, positioning people in certain ways limits or extends what those people can do or say. Teachers can intentionally or unintentionally position students in more positive or negative ways through their teaching ways. Again, teachers might position special needs students without realizing that they might be limiting the student's opportunities to develop a positive sense of themselves as learners. If there are strong attitudes within a school regarding inclusion, teachers are more likely to rearrange their beliefs to fall in line with the prevailing attitudes of other teachers.

The findings from the study indicate that there are many obstacles to be overcome, for example, instructional practice. Since Nepalese teachers have been "positioned" by the policy to implement inclusive education has to be corrected before much ground can be covered in the efforts to include children with disabilities in the regular schools. The fact that some teachers still view separate provision for learners who experience barriers to learning and development as a better option (including those with disabilities) is in itself positioning those learners.

Positioning theory used as a framework in the study directed to focus on (a) how the inclusive education policy framework "positions" the general and special education teachers relative to inclusive practices; (b) how the general and special education teachers "position" themselves in response to new policies reflective of demands for inclusive policies, and (c) how general education teachers position students in need of special education services.

The policy addresses how the Nepalese government through the ministry of education will work with stakeholders (teachers, parents and nongovernment organizations) to transition to an inclusive education approach in line with Education for All by 2015 (UNESCO, 2010). Education policies tend to evoke mixed feelings; excitement amongst advocates of change or uncertainty and stress among teachers expected to implement them. The result from this study has indicated that the general education teachers (GET) had limited knowledge of inclusive education and as a result, most teachers were

at low in their attitudes as compared to the special education teachers (SETs). Though both groups of teachers are positive for inclusive education.

The study overall investigated a number of factors that might impact upon teachers' acceptance of inclusion. The results thus shows that a strong influence of teachers' personal characteristics (i.e. age, gender, qualifications, coursework and residence) on their attitude towards (aspects of) inclusion. More importantly it was found that special education teachers (SETs) asserted higher level of attitude than those general education teachers (GETs) regarding inclusion. Further the present study also revealed that the teachers belonging to rural origin exhibit less positive attitude towards inclusive education in comparison to their urban counterparts. Similarly, male teachers revealed less positive attitude towards inclusive education than the female teachers. Teachers with higher qualifications revealed more favorable attitude than those of lower education level on inclusion.

In relation to correlation, the result demonstrates much stronger correlation coefficient in between administrative support and peer support, and collaboration and peer support for inclusion. Among the preferred delivery methods teachers ranked the course work at university and inservice teacher trainings as the most beneficial exposures for inclusion.

1) Student Variable for Inclusive Education

While examining teachers' responses, it is of note that teachers' responses were relatively at high and moderate level on the all items within the student variable subdomain. Interestingly none of participating teachers' attitude was found at low level on any items. This indicates that general & special education teachers were in general agreement that *inclusion should be for all*. However there was difference in average attitude level of teachers on type and severity of students' disabilities. This indicates that teachers' attitudes toward inclusion of students with disabilities into regular classrooms

appear to be shaped by the type and the degree of the disability of the student concerned.

In the context of Nepal, acceptance of different types of disabilities appears to be influenced by cultural and social backgrounds. Nepalese communities still believe that disability is a sin of past life that one had committed. So any kind of disabilities indicate divine punishment, and the reluctance shown by teachers in community to accept inclusion of students with disabilities shows that severity of disability & availability of resources consistently influenced teachers' attitudes towards inclusion, regardless of differences in culture. Where disability is severe, teachers believe that the regular classroom is not an appropriate educational environment. A great deal of research report (watch,2011 & Kafle,2007)and highlights the importance of the availability of material and human resources, including appropriate training and technological aids .Many teachers surveyed indicated an unwillingness to have students with disabilities in their class, despite a consensus regarding the value of inclusion (Kafle,2012).

The above mentioned findings and facts of this study are similar to the research of (Agran et al., 2002). As they found that the concern from teachers regarding the inclusion of students with more severe disabilities. Additionally, the research explored that teachers view the move to include students with multiple disabilities into the mainstream classroom, is impractical. The study by Sigafos and Elkins (1994) found that teacher attitudes were less favorable about including students with multiple and physical disabilities into the regular class. While Avramidis et al. (2002) and Kuster (2000) found that students with emotional and behavioral disorders attract the least positive attitudes from teachers within inclusive classroom.

Analyzing the impact of demographic characteristics of participants on students variables for teacher type both special and general teachers (GETs& SETs) are positive for including the students with different types and degrees of disabilities; however comparatively the average score of SETs on all items are higher than those GETs . Considering the lower attitude of GETs; it does not mean that they

are adverse to student variables for inclusion. So the difference in attitude found in two groups suggests social contact and experience with persons with disabilities could impact on the teachers' attitude. As research done on attitude of SETs and GETS in the USA (Leyser & Lessen, 1985), Australia and the United Kingdom (Shimman, 1990) have also stressed the importance of increased experience and social contact with students with disabilities.

However, it is important to note here that social contact alone does not necessarily lead to higher positive attitudes. Dupoux et al. (2005) have suggested in their study that social contact by itself may have a small effect in enhancing positive attitudes towards inclusion. Thus, a prior contact with students with disabilities could be a more likely reason that SETs holding higher attitude than GETs.

Analyses of the age variable indicate more positive attitudes in the age group of below 35 years than in the age group 36 to 44 and above 45 years. Respondents also revealed more positive attitudes in the age group of 36–44 than in the age group of above 45 years. This finding is interesting because it shows most positive attitudes in the young generation than the aged ones. In a developing city like Kathmandu, the younger generation has witnessed and experienced sweeping changes such as globalization, the rise of information technology, and exposure to the world via the Internet and media. This could be a possible reason for the existence of more positive attitudes towards disabilities in below 35 years age group.

The results of this study found a significant difference exists in between male & female teachers in relation to their attitudes regarding student variable for inclusion. There exists significant difference in the male and female teachers' attitude in the student variables for inclusive education. Again, for instance the mean scores the female (M=4.25) on the agenda seven is greater than the average scores of male teachers (M=2.66) on the agenda seven. So, it can be interpreted that the female teachers' attitude are more positive towards inclusive education as compared to their counterparts. It might be due to the reason that the female teachers are more aware about the disabilities than their male counterparts. This result is consistent with the

existing research that suggests that teachers, overall, are not adverse to the concept of inclusion regarding gender factor (Bargerhuff et al., 2005).

When examining the educational level of teachers, an influence on their attitudes was detected in the teachers who are below bachelor degree (BA), bachelor degree (BA), and masters' degree holders. The analyses revealed that the respondents with a masters' degree were more positive in attitudes than those with a below bachelor degree (BA) and those with a bachelor's degree (BA). This findings is similar to those of other studies; as a study conducted by Paterson (1995) in South India investigated the attitudes of community based rehabilitation workers towards people with disabilities and found that positive attitudes towards people with disabilities are influenced by level of education.

In reference to trainings concerning special education, the finding of the present study revealed inservice teachers who had received long term trainings (LTTs) on special education displayed significantly more positive attitudes towards inclusive education compared to those who had received the short term trainings (STTs). These results are in accordance with previous research (Campbell et al., 2003; Carroll et al., 2003; Forlin et al., 2009; Lancaster & Bain, 2007; Sharma et al., 2008). This finding indicates the significant impacts of trainings can have on teachers' attitudes, so it could be suggested that it would be beneficial for providing long term trainings to all teachers in Nepal.

In terms of respondents' residence of urban and rural, the results showed that teachers living in urban were more positive for inclusion than the teachers from rural area. Inclusion practices in rural and urban setting certainly differs due to the resources as Dhungana (2007) in his study he found that a significant difference of the stakeholders' opinions regarding on school management based on their geographical settings. In the context of Nepal, urban teachers widely use resources for promoting inclusive practice as compared to the rural teachers; this can affect the participants' attitude of children with disabilities into mainstream class. A lack of resources are perceived as barriers for inclusion.

2) Peer Support for Inclusive Education

Within the Peer Support Subdomain, teachers were in general agreement that the support of peers is a key factor in the attainment of a positive attitude, as indicated by the literature. One potential overlooked area in the process of mainstreaming students with disabilities into general education is peer support, for peers make up the majority of the individuals in the inclusive environment. This research reveals significant attitude difference among the groups on peer support issue for inclusion. Despite that, the average opinion of respondents indicates that conducive classroom environment and mutual support among the peers with and without disabilities could play crucial role for successful implementation of inclusive education.

In relation to the influences of the demographic characteristics of teachers on the level of attitude, as in the types of teacher factor, the average score for general education teachers (GETs, $M=3.89$) and special education teachers (SETs, $M=4.16$) on the statement first *peer support as a key for inclusion* shows its importance. Although, there was statistically significant difference between SETs and GETs in attitude level, yet it was found that participants' attitude was positively related to the peer support. This findings is similar to the one study on peer support reported by Fisher (1999), who found that high school students were generally supportive of inclusion and felt that their peers with disabilities increased the diversity of the school and had become a meaningful.

In reference to the gender factor on peer support for inclusion female respondents' all responses were at high level of attitude. Where, the item four was much identical the highest average score of female ($M=4.42$) and male average mean score ($M=3.91$) indicates that statistically significant difference exists in viewing at the peer support for inclusion. As Krajewski and Flaherty (2000) found that factors affecting the peer support were gender of the students and frequency of contact. No matter how low and high difference showing in male and female participants' attitude, yet their perception was not negatively correlated with the proposed agenda.

In terms of special education coursework taken, either short term trainings or long term trainings, the identical level of attitude for LLTs receivers, with the highest agreement ratio of (M=4.50), was on the agenda two. Whereas for STT the lowest average score came out with (M=2.77) on the item seven. Even though difference, both (STTs & LTTs) groups accepted the importance of peer support for effective practice of inclusion. This result is very close with Krajewski & Hyde (2000) who reported that peers support or teachers' attitudes towards inclusion have improved over the last 10 years; suggesting that course work has been a factor in improving perceptions among teachers. It is fact that without inclusion there is a rare chance of interaction among the peers with and without disabilities in general classroom. Hughes et al. (1999) studied teachers' personal achievements (trainings) and found that coursework does not merely affect attitude; however this findings shows otherwise.

In terms of age factor on peer support issue, the age groups below 35 high average score (M=4.35), 36-44 high average score (M=3.97) and age over 45 moderate average score (M=3.46) reveals that there was also significant difference among the groups. Although Yucker (1994) states that age are not an important variable, this study shows otherwise.

As shown in the table Eight, the level of attitude regarding peer support under participants' academic qualification categories, it was also found positive influences on attitude regarding inclusion issues. As the average mean score of attitude for below BA (M=3.50), of BA (M=4.12) & the average views of MA (M=4.51) on the agenda four was identical that appeared with a significant difference. This results reveals that the higher education and the higher attitude. According to Yucker (1988) the level of education is positively correlated with positive attitudes towards inclusion for children with disabilities. The existing difference in attitude among the level of education groups suggests that the years spent in education might have an impact on attitudes.

The analyses reveal that with respect to residence, the respondents with urban area have more positive attitudes than those with rural area. Although this result is similar to the findings of (Dhungana,2007) on his study ‘opinion of stakeholders on the management of the community school in Nepal’ he found that urban teachers’ opinion higher than suburban teachers . While this results go against the research study of(Talmage et al.,1993) who found the different perceptions between outer city and suburban teachers groups combined compared with inner city groups where the mean score of suburban(combined group) was higher than inner city teachers.

3) Administrative Support for Inclusive Education

In regards to the administrative support subdomain, teachers evidenced some sort of uncertainty and doubts in this area. Most believed that they could approach their administrators with concerns they hold when teaching students with special needs. However, most believed that their administrators did not provide sufficient support, materials, or time to attend conferences addressing issues surrounding educating students with special needs in the regular classroom. This findings is similar to the report published by human rights(watch, 2011)that revealed most of the head teachers/principals are not aware of providing information regarding general and special education laws and regulations, and instructional material to assist educators in integrating students with special needs into mainstreaming settings.

Factors related to administrative support have been linked to teachers’ positive attitudes toward inclusion. This findings is compatible to the research of (Kruger, Struzziero, & Vacca, 1995). In a study reported by Horne & Timmons (2009), teachers with students with special needs in their classes stated that the leadership of the school principal was necessary for inclusion of students. While the administrative support has been cited as a significant factor in determining teachers’ attitudes towards inclusion, as the teacher feels reaffirmed if the school principal fosters a positive learning settings

for both teachers and students (Ford, 2007). Additionally teachers believe that the principals need to accept ownership of all students and support inclusive placements in their schools. Teachers believe that the support of the school principal and other school leaders are critical in order for them to implement inclusive practices (Hammond and Ingalls, 2003).

While analyzing the influence of demographic characteristics to the teacher type there was significant difference in attitude between general education teacher (GET and special education teachers (SET); as their agreement ratio on the first agenda *I am encouraged for workshop from administrator*, the average mean score for GETs (M=2.66) & For SETs (M=3.66) seems identical and comparatively lower than the rest of items. This finding suggests that the relationships between principal leadership and general/special education teachers have not received much attention until recently in Nepal.

As studies have identified five instructional leadership priorities for effective principals: (a) defining and communicating the school's educational mission, (b) managing curriculum & instruction, (c) supporting and supervising teaching, (d) monitoring student progress, and (e) promoting a learning climate (Bateman & Bateman, 2001). These priorities keep effective administrators focused on student learning and professional development. As a result, effective leaders are familiar with current research, find necessary resources, make well reasoned judgments regarding students' programs, mentor new teachers, provide professional opportunities for all staff members, and evaluate teacher performance (Joyce & Showers, 1995).

In terms of gender factor influences on attitude, the statement five shows a wide difference in the attitude of male teachers (M=3.24) and female (M=4.12) This disclosed that there was a significant difference in both groups to perceive administrative role in inclusion. According to Yuker and Block (1999) the effect of gender on attitudes towards inclusion for students with disabilities is diminishing, however, there have been studies that found gender to be a significant variable.

However a couple of research has demonstrated that principals who focus on instructional issues, demonstrate administrative support

for special education, and provide high-quality professional development for teachers produce enhanced outcomes for students with disabilities (Benz, Lindstrom, & Yovanoff, et al., 2000). Thus the extent of administrative support affects the extent to which teachers and specialists develop and implement interventions designed to inclusive education.

Also, there was significant difference among the age groups of participants for administrative support regarding inclusion. As the age group below 35 showed higher agreement than those of age 36–44 & over 45; though difference appeared but there was no negative relations of age in the level of participants' attitude for administrative support. Some studies record that older teachers appear to foster less positive attitudes than younger teachers, because older teachers feel a kind of intervention into their classrooms while working with support personnel. The presence of other adults in the room may result in tension and discomfort especially as they perceived the visitor as an observer and not as additional support (Whiting & Young, 1995). Thus younger teachers appear more accepting of inclusive trends than their older counterparts.

In terms of level of education and attitude factor, significant difference was detected among the academic background of participants, as teachers with masters' degree holders were more positive than those of below bachelor and bachelors' degree graduates. Though there was difference, yet their attitude was positive towards inclusion. As this findings go against to the study of (Heiman, 2001 & Kuester, 2000) who concluded that a teacher's level of educational qualification did not significantly influence that teacher's attitude toward the inclusion of students with disabilities into regular classes, while the study by Stoler(1992), indicated that teachers with high levels of education had less positive attitudes toward inclusion, than those who did not achieve master's degree status. In the context of Nepal, participants' concern on agenda six about teaching material seems to be considerable in a sense that until teachers are equipped with sufficient teaching materials inclusive classroom will just be a dumping ground for students with challenging needs. Thus effective

school administrators must be committed to the success of all students and collaborate with others to achieve the goal of inclusion.

The course work factor also appeared with a significant difference and positively influencer variable in participants' attitude. The teachers with long term training positioned higher level of attitude than short term training receivers. As a couple of research suggests that inadequate training relating to inclusive education, may result in lowered teacher confidence as they plan for inclusive education (Schumm et al.,194) where as increased training was associated with more positive attitudes toward the inclusion of students with disabilities (Briggs et al.,2002).

Regarding residence factor, the attitude level of participants appeared with significant difference between urban and rural teachers' opinion. The possible reason might be, in the context of Nepal, in rural areas, mostly homogeneous groups of people resides and they might have less opportunity to interact with variety of social groups. While the people in urban areas have a greater chance to interact with a larger variety of people. Therefore teachers from urban have uttered their higher attitude than the rural teacher. Another reason could be awareness of disabilities in urban is higher than in rural part.

4) Collaboration for Inclusive Education

Within the Collaboration Subdomain, teachers reported they were in general agreement that collaboration between the regular education teacher and special education teacher has a positive outcome for inclusion. Respondents were also in agreement that both special and regular education teachers should be accountable for teaching special needs students. This findings support to a report carried out by(unicef,2006)that concluded on forming partnerships between schools, parent groups, community leaders, NGOs, and government and professional groups is essential in the promotion of inclusion in schools and the community. Although in the context of

Nepal collaboration is a new practice since very limited work has been done on collaborative practice, yet responses of teachers highlights that the separation between special and mainstream education system must be discouraged rather an inclusionary systems of collaborative practice need to be developed.

As the research of Dieker & Barnett, (1996) suggests the role of GET & SET in a collaborative model, the general education and special education teachers each bring their skills, training, and perspectives to the team. Resources are combined to strengthen teaching and learning opportunities, methods, and effectiveness. The one point that clearly developed from this relationship was that both of us had expertise in many areas, and combining these skills made both teachers more effective in meeting the needs of all students.

While considering the influence of demographic characteristics of participants on collaboration for the teacher type, result showed that there was a significant difference in terms of attitude between general education teacher (GET) and special education teacher (SET). While comparing attitude level of participants, special education teachers were more positive than GETs. This findings has been consistent with the research studies carried out by (Bender et al., 1995) who found that special education were more positive for collaboration than general education teachers; also in SET higher positive attitude was found based on levels of special education experiences and trainings.

In terms of gender factor, there appeared significant difference of attitude level between male and female on collaboration, the results disclosed that female participants' average attitude score was higher than those of males. Despite the difference in mean score, however the result shows that both male and female teachers' attitudes are positive for collaborative practice in inclusion. This findings is not contradictory to the studies by Stoler (1992), he reported that gender issue did not result in negative attitudes.

Regarding to the participants age groups, the result also revealed significant difference among the age categories. Comparing the average mean difference in attitude level, the teachers below 35 in age asserted collaborative practice more strongly than those of 35-45 and

above 45. Several research studies suggest that culture of a school influences teachers' collaborative behaviors, attitudes and beliefs, (Lortie, 1975) nowadays most school cultures are open and accessible since the younger generation like openness whereas older generation prefer isolation and privacy. Another reason that not all school cultures encourage teacher for collaboration. Hence, engaging in the collaboration may have perceived or real costs to older teachers. This could be the most possible reason to come this result.

In relation to education level of participants, the results also disclosed significant difference in attitude on the categories of below bachelor degree, bachelor degree and masters' degree. It was found that higher the qualification, higher the level of attitude. The research conducted by Lortie, (1995) and other research findings have revealed that teachers of high level of education tend to collaborate more frequently than low education level and less experienced teachers. Teachers' experience and academic achievements most proximally influence practices and beliefs (Hargreaves, 1984). As empirical studies on teacher collaboration have been relatively scarce, few findings indicate how teachers' qualification is related to levels of collaboration, and even these have produced inconsistent findings. Several studies found no relation between education level and teacher collaboration (Bishop, 1977).

In reference to course work, the result showed significant influences on the teachers with long term trainings (LTTs) and teachers with short term trainings (STTs). It was found that LTTs receivers were higher than those of STTs under collaboration subdomain. This findings is consistent with the research study of Avramidis and Kalyva (2007) they found in their study that teachers with long term training in inclusive education were significantly more positive towards collaborative practice compared to those who had no training at all. Research done by VanReusen et al., (2000) cited training and staff development as having a key role to play in developing positive attitudes towards inclusion. Some research has shown that teachers may resist inclusive practices due what they perceive to be their lack of adequate training. It would appear that teachers perceive

themselves as unprepared for inclusive education because they lack appropriate training in this area.

In terms of residence of participants, it was found that there is the significance difference between perception of teachers from rural and urban background .This findings is not in tune with the research of (Cox et al.,1988) who found rural school teachers perceived collaboration in a better way than urban school teachers. It was found that rural people were proud of their schools and typically described a feeling of family, individual attention, and community commitment of resources and people.

5) Curriculum Management for Inclusive Education

In exploring responses on inclusive curriculum management, it is of note that teachers' responses were relatively at high and moderate level on the all items under this subdomain. More importantly, none of participating teachers' responses were at low on any items. Though there appeared significant difference on the level of average attitude of participants, however their attitude was positively linked to inclusion. This indicates that teachers were in general agreement that everyone benefits from inclusive curriculum. However the significant difference in average attitude level of teachers of the agenda two that inclusive curriculum management could address diverse needs of learners was on top. This indicates that teachers' attitudes might be influenced along with their demographic characteristics for instructional contents of inclusive curriculum. Curriculum, which is central to the process of inclusion, either prescribed at national or local level, plays a significant role for children with special needs.

Although, teachers' attitude regarding curriculum management in this study statistically demonstrates difference, however the result indicates that teachers are in a favor for inclusive curricula to the children with and without disabilities. In the context of Nepal, this findings seems to be challenging one because a study report carried out by Unicef (2003) shows that the teaching practices for inclusive education in Nepal are still at a formative stage. Obviously children

with disabilities are still marginalized within the general education system and within society in general this makes identifying good practice models of inclusive curriculum development somewhat difficult. The inclusive curriculum development initiative as mentioned in the review of literature could be a guideline for stakeholder to address needs of learners via inclusive curriculum.

While analyzing participants' attitude on policies, resources and practices, most of responses were at moderate level. Probable reason of this might be dissatisfaction with the current educational system, existing school physical infrastructure, the teaching-learning practices, the shortage of trained and motivated human resources, and the lack of assistive devices and learning materials support for inclusive classroom settings. Though department of education, charity organizations, religious institutions, local NGOs and international organizations have undertaken several initiatives to provide integrated and inclusive education for children with disabilities. However, there is little documentation of such initiatives.

Overall the responses of participants' in curriculum management subdomain suggest that there is a need to find ways to ensure that current curriculum must be flexible and responsive, so that the school or the individual teacher can make modifications to suit the local context and accommodate the needs of the individual.

While analyzing the impacts of demographic characteristics on the type of teachers, comparatively special education teachers (SETs) positioned higher opinion than those of general education teachers (GETs). As a similar type of study by Sigafos and Elkonis (1994) concluded that general educators generally lacked confidence as they attempted to include students with disabilities into their classes. This may be as a result of lacking proficiency about modifying the regular education curriculum to suit students with individual learning needs.

In term of gender factor, there was significant difference between two groups of teachers in attitude. Male teachers' perception was lower than females. This findings is supported by the research of (Leyser & Tappendorf, 2001) as they investigated teacher attitudes toward the inclusion of students with disabilities into regular settings,

found that female teachers are inclined to have more favorable attitudes and appeared to have higher expectations of students with disabilities than their male counterparts. Contrary to this, other studies found that male teachers were either significantly more confident than female teachers, in their ability to teach students with disabilities (Jobe, Rust, & Brissie, 1996). Thus findings linking gender as a variable to investigate reactions to inclusive education, are often linked to cultural factors, with some cultures ascribing the care of students with disabilities to female teachers.

Also, there was significant influence among the age groups of for ICM regarding inclusion. Younger teachers below 35 in age preserved higher level of attitude than those above 35. However the average mean score among the age groups shows that none were adverse to the philosophy of inclusion. As mentioned previously, Whiting and Young (1995) are of the view that older, more experienced teachers are uncomfortable with inclusive practices, because they face an intrusion into their rooms by support personnel. The presence of other adults in the room may result in tension and discomfort especially as they perceived the visitor as an observer and not as additional support. In analyzing participants' qualification relating to attitude for inclusion, a significant difference revealed among the below BA, BA and MA groups. The influence is positive. While this result is consistent with the study by Stoler (1992), who indicated that teachers with high levels of education had less positive attitudes toward inclusion, than those who did not achieve master's degree status. As stated in the previous section Heiman (2001) found that a teacher's level of the educational qualification did not significantly influence that teacher's attitude toward the inclusion of students with disabilities into regular classes, however this findings shows otherwise.

In term of course work the significant impact appearing did not matter to the spirit of inclusion for STTs and LTTs receivers. The results show that long term training receivers at higher than short term trainings teachers. This view is also compatible with studies such as that conducted by Cornoldi et al., (1998), where it was found that

teacher training was a significant variable in determining teachers' attitudes toward inclusive practices. It would appear that the most negative views about inclusive education are held by teachers with little or no training in special education.

Residence has also appeared a factor influencing teachers' attitude as result shows there is significant difference urban and rural teachers' attitude about ICM for inclusion. Urban teachers were more positive than those rural based teachers for including students with different types and degree of disabilities into mainstreaming settings. As the attitude concern from rural teachers regarding the inclusive curriculum management seems to have impacted by the lack of awareness about disabilities.

6) Preferred Delivery Methods for Inclusive Education

Part C of the survey was associated with as a subquestion to the research question one that asked the teachers about their beliefs in respect to different methods that might benefit them the most in receiving training on inclusive education. They responded on a three point scale from 1 to 2 (most beneficial), 3 (neutral) and 4– to 5 (least beneficial). Table 16 shows their rankings of the delivery methods associated with the three categories. Teacher respondents revealed that course work at university was believed to be most beneficial, with inservice teacher training ranking second and regular teacher training being third. Special education diploma was clearly believed to be the least beneficial way to provide training.

Given that the research indicates that exposure and training in teaching children with disabilities influences teacher attitude toward inclusive education, it is worthwhile to examine how teachers believe training delivery methods are best delivered to them. The additional training is particularly important given the reality that inclusion will be more prevalent in schools in the very near future in Nepal. Further, as indicated by research, the lack of appropriate training is a key factor in preventing positive teacher attitudes in regards to inclusion. It would likely follow that teachers would be more receptive and make

more gains from training programs they perceive as having the most value to them.

7) Correlation in Teachers' Attitude & Aspects of Inclusion

To measure the strengths and direction of the linear relationship between two variables (i.e. attitude and inclusion) correlations was figured out. The results overall showed a mixed findings. The table 15 reports association in between administrative support (AS) and peer support (PS) with correlation coefficient ($r=.45$), the higher one.

The amount of relationships in between collaboration(C) and peer support was also identical. Similarly, the amount of the correlation coefficient in student variable(SV) and administrative support(AS) was a non significant. It was found no statistically significant relations between student variable (SV) & administrative support (AS), peer support(PS),inclusive curriculum management (ICM), & administrative support (AS) & inclusive curriculum management ICM.

However, this study did find a strong correlation in teachers' attitude and aspects of inclusion. Hence, it can be concluded that the teachers' attitude toward administrative support (AS) & peer support, , and the correlations of collaboration and peer support(PS) was more favorable for inclusion than the other aspects of inclusion. So it is noteworthy to examine some correlations in the inclusionary aspects associated with teachers' attitude.

In terms of relationships, result shows correlation coefficient in between administrative support and peer support at significant level of $p<.01$. Cook, Semmel, and Gerber (1999) concluded that administrator support is necessary for successful inclusion programming. Their study found that teachers are resistant to novel approaches to educational practices, such as inclusion types of classrooms. In order for change to occur, such as the implementation of the inclusive education model, administrators must first provide support and technical assistance.

This outcome from the study indicated that people need to feel respected and have their work valued. Administrators are key

individuals who need to create a collaborative culture in the school and assist teachers to develop skills required for collaborative service delivery. They may be able to assist teachers to develop necessary skills through providing teachers the opportunity to obtain needed coursework, either through college level course work, or appropriate district level training. Through the creation of such an environment, it would likely follow that peers would be more likely to be more supportive of each other. Similarly, another correlation was identified between peer support and collaboration ($r=.35$ at the significant level of $p<.01$). This suggests that that collaboration among teachers would likely occur in a culture where peers are more supportive of each other and teachers have knowledge from appropriate training.

Collaboration may be considered another strong mechanism for learning. Collaboration describes the relationship between two people as they work toward a common goal. In an inclusion classroom, the special education teacher and regular education teacher would collaboratively teach the class. In such a manner, consultation is being provided to the regular education teacher in a very hands- on manner. As noted by Kratocwill and Pittman (2002), teachers believe they learn the most through direct intervention, specifically, watching others perform the particular task. Thus, having a supportive administration, the support of peers, and direct consultation through collaboration, the likelihood of more positive attitudes towards inclusive education would seem likely to exist.

VI. CONCLUSION

The study *Teachers' Attitude Toward Inclusive Education in Nepal* attempted to explore the attitudes of general and special education teachers' regarding inclusion for the students with disabilities into general classrooms. Positioning theory was used as a framework in the study to direct focus on (a) how the inclusive education policy framework "positions" the general and special education teachers relative to inclusive practices, and (b) how the general and special education teachers "position" themselves in response to new policies reflective of demands for inclusive policies.

The sample of this study comprised of one hundred and sixty (160) teachers in total, representing general education teachers (60%) and special education teachers (40%), and teachers belonging to urban (80%) and rural (20%). A survey research design was used to collect participants' response regarding inclusion. Attitude of teachers was assessed utilizing *Teacher Attitudes Toward Inclusive Education* (TATIE) scale that included 31 questionnaires under students variable, administrative support, peer support, collaboration and inclusive curriculum management for inclusion. Furthermore, quantitative data were analyzed by the means of percentage, mean, standard deviation, t-test and ANOVA and multiple comparisons by Scheffe. Correlation coefficient statistics was also calculated to find the relationships in teachers' attitude and inclusion.

The significant findings of this study show a positive impact of teachers' personal characteristics on their attitude about inclusion. The result also reveals that the level of attitude of special education teachers (SETs) is on strong "positioning" as compared to the attitude of general education teachers (GETs). However, this research overall indicates that both teachers are in a great favor of inclusive education practice for the students with disabilities.

The present study has its implications for teachers, parents, administrators or policy makers and government, since the results of

this investigation are significant in the sense that the understanding of educators' attitude is significant for the successful implementation of inclusion. It has also been found from the research study that the teachers are already aware about the desirability of inclusion of disabled children in the regular classroom, but still there is need to develop awareness about inclusive education among general education teachers & teachers belonging to rural origin as they revealed less positive attitude towards inclusive education than the special education teachers & urban counterparts. This findings clarifies that inclusive education is likely to be more prevalent over the next couple of years in Nepal.

Further, the results of this study suggests that there are some aspects that can be improved such as the collaboration between the general and special education teachers and the preparation to train teachers with academic course in university about special education. Given the findings of this study, teachers have raised their concerns on adequate resources, administrative support, and modification of curriculum to inclusive classes. This is overall indication that that policy makers' planning of inclusive education curriculum structures and training programs must consider teachers' attitude of what they need within an inclusive classroom prior to implementation of inclusive policies.

In brief, to make an effective model for inclusion of students with disabilities the aspects of inclusion: students variables, peers support, administrative support, curriculum accommodation and teachers' training as well as the attitudes, polices, systems and practice should be taken into consideration. Hopefully, this investigation can provide stakeholders a better understanding of inservice teachers' attitude toward inclusion and specific educational strategies that are necessary for effective practice of inclusion.

This study provided insight into a range of possible attitude held by teachers regarding aspects of inclusion. Such information may be useful for teacher educators in order to strengthen inclusive education in Nepal. However the challenge of inclusion is to bring it into an effective implementation.

The present study has its implications for teachers, parents, administrators or policy makers and government, since the results of this investigation are significant in the sense that the understanding of educators' attitude is significant for the successful implementation of inclusion. The findings of research study suggests that there is still need to develop awareness about inclusive education among general education teachers & teachers belonging to rural origin as they revealed less positive attitude towards inclusive education than the special education teachers & urban counterparts.

In Nepal there are some research reports about disabilities that focus too many causes and characteristics of different disability types during initial teacher training programs that may develop negative attitudes among teacher trainees. Rather, the focus of the training of teacher education should be on sociological aspects of disability and on the strategies that have been shown to enhance inclusion of all children in the learning process. The findings of this study thus have an immense implications to change attitudes of the community towards persons with disabilities is to ensure that teachers have positive attitudes. The present study thus suggests that the ultimate success of a school's efforts to implement an inclusion programs may depend largely on the degree to which the teachers are provided with ongoing training and supports.

Although some work has been done in the area of inclusive education in Nepal, however it is felt that the successful practices of inclusion requires further research and investigation. In this research study there are a number of issues of inclusive education that come to light but were outside the scope of this study. It is recommended to carry out further research on the following topics:

First, one of the challenges in designing this study was a lack of published literature on inclusive education in Nepal. This presents a shortcoming for researchers and call urgently for more studies about teachers' attitudes. For example, it would be valuable to compare the attitudes of those teachers with and without experience of teaching inclusively.

Second, this study has indicated that a good understanding of how educators relate to inclusion is crucial since they are the key resource that will make inclusion a reality, more comparative research is therefore required. More research is needed to examine additional factors that influence the development of positive attitudes towards inclusion and how these variables interact. There is need for a good understanding of the complexity of factors that shape teacher attitudes towards inclusion in order to learn which are the most important.

Third, given that the important role of administrators in shaping teacher attitudes towards inclusive education, obtaining administrator attitudes towards inclusive education would be of value.

Fourth, as the result shows correlation between peer support and collaboration in shaping positive teacher attitudes towards inclusive education, further study into this correlation may yield valuable information in the area of inclusive education practices in Nepal.

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네팔에서 통합교육에 대한 교사의 태도

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이론적 토대; 이 연구는 네팔의 장애 아동을 대상으로 하는 통합교육에 대한 일반교사와 특수교사의 태도를 확인하고자 수행되었다. 연구대상은 12개의 공립학교와 16개의 사립학교 교사 160명이다. 참가자들은 네팔의 도시와 농촌지역에서 선발했다. 그리고 교사들에게 배포한 5점 리커트 척도의 자기평정 설문지를 기반으로 설문조사를 하였다. 자료 분석은 백분율, 평균, 표준편차, t검정, ANOVA, 사후검증을 실시하였다.

연구결과는 일반교사와 특수교사 모두에게서 통합교육에 대한 긍정적인 태도를 확인할 수 있었다. 구체적으로 교사의 유형, 연령, 성별, 교육수준, 학위, 거주지역의 요인이 통합교육에 대한 교사의 태도에 유의미한 영향을 주었다.

교사의 태도가 성공적인 통합교육의 수행에 중요한 영향을 줄 수 있다는 연구결과를 통해 교사, 부모, 관리자, 정책 입안자, 정부에게 시사점을 제공하고 있다. 이 연구에서는 통합교육 인식에서 특수교사나 도시지역 교사들 보다 낮은 인식을 유지하고 있는 일반교사와 농촌지역의 교사들을 대상으로 하는 인식개발이 여전히 필요하다는 결과를 도출했다.

네팔의 상황에서 통합교육정책과 교수적 실천에서 학습자의 다양한 욕구를 다루는 것에 대한 과제는 교사들의 태도가 중요한 변인으로 보인다. 본 연구의 결과는 인적, 제도적 수준 모두에서 통합과 분리간의 격차를 제거하기 위해, 교사, 부모, 단체, 행정가, 정부들이 통합교육 정책의 실행에 있어 협력적인 역할을 수행할 것을 제안한다. 장애학생의 통합교육에 대한 교사들의 수용의 결과로서 통합교육이 향후 몇 년 안에 교실로 확대될 것으로 기대된다.

핵심어: 교사, 태도, 통합교육, 정책, 네팔, 토대이론

APPENDIX A

Letter to Teacher

Graduate School of Special Education,
Daegu University, South Korea
Phone: 082-053-850-5065
E-mail: daegu.ac.kr

Dear Teacher:

I invite you to participate in a doctoral research project examining the manner in which you believe students who are disabled can be best educated in regular education classroom with their peers without disabilities. Your input is very valuable to the outcome of this study.

Your answers are of great value to this study whether or not you have much experience teaching students identified as having a special needs in general education classroom. By completing and returning the enclosed survey, you are providing your consent to participate in this study. Every effort will be made to safeguard your identity and any information you provide will remain anonymous.

Your responses are important in order to have complete and useful data on the project as well as contributing to the larger goal of helping meet teacher and student needs. If you have questions or concerns; please feel free to contact me by E-mail: sk4u77@gmail.com. A copy of the results summary will be available upon request.

I hope that the information will help us all better understand the current state of the inclusion process and our expectations for our students with disabilities. If you have any questions about my research or your rights as a subject, you can reach me at (9841481724).

Thank: you in advance for your time and participation.

Sincerely,

Approved by Advisor Prof. Park, Chan Woong
Shovhakharyal (Ph.D. candidate)
Graduate School Of Special Education
Daegu University
South Korea

APPENDIX B

Survey Preamble

This survey is being conducted as part of a dissertation study in Nepal to evaluate teachers' attitudes towards inclusive education regarding the students with special needs. It is hoped that the findings from this study may be used to guide for successful management of inclusive education to general education teachers.

Elementary, middle and high school general education teachers are asked to complete a brief demographic sheet, and a 31 question survey. The questions in this survey should be considered general statements about teachers' beliefs toward students with special needs.

For the purpose of this study, students with special needs refer only to those students with disabilities, emotional and behavior disorders, and mental retardation. Inclusive education was defined as 'the placement of students with disabilities in chronological, age-appropriate, home/neighborhood schools and classes, while providing the necessary supports to students to allow successful participation in events and activities offered to and expected of classmates without disabilities' (Falvey et al., 1995). Participation in this study is voluntary. Teachers' responses to this survey will be confidential. Teacher and school names will not be mentioned in this study.

Thank you in advance for your participation.

APPENDIX C

Demographic Information

Part # A

Please mention your personal information as listed below:

1. You are the teacher of—
 - 1) General Education Teacher
 - 2) Special Education Teacher

2. Your gender (please circle)
 - 1) Male
 - 2) Female

3. You are from (Residence please circle)
 - 1) Urban
 - 2) Rural

4. Your age range (please circle)
 - 1) Below 35
 - 2) 35–45
 - 3) 45+

5. Your educational level (please circle):
 - 1) Below BA
 - 2) Bachelors Degree (BA)
 - 3) Masters' Degree (MA)

6. Amount of courses received in special education:
 - 1) Short Term Trainings
 - 2) Long Term Trainings

APPENDIX D

Teachers' Attitude Toward Inclusive Education Scale (TATIES) Survey Questionnaires

Part #B

Instructions: Please indicate any numbers with the following statements whether you:

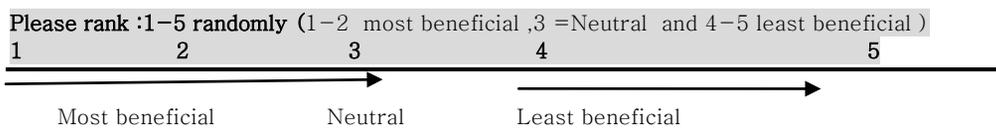
1. = Strongly Disagree (SD)
2. = Disagree (D)
3. = Neutral (N)
4. = Agree (A)
5. = Strongly Agree (SA)

	Student Variables	SD	D	N	A	SA
1	All students, regardless of the type or degree of their disability, should be "included" in inclusive classrooms.					
2	I think inclusion depends on the student's type or degree of disability.					
3	Children with mild / moderate disabilities should be served best in inclusive settings.					
4	Children with LD / EBD should be served best in inclusive classrooms.					
5	Students with hearing impairment should be in inclusive classrooms.					
6	Students with physical disabilities should be in regular education classrooms.					
7	Students who are diagnosed a mentally retarded should be in inclusive classrooms.					
8	Students with disabilities should be served primarily through resource classes rather than in inclusive classes.					
	Peer Support					
1	Peer support is an important part for successful inclusion practice.					
2	I think academic achievement of peers without disabilities is hindered by students with disabilities in inclusion.					
3	I feel that inclusion helps students with and without disabilities develop friendships in each other .					
4	I feel that inclusion provides students with positive role models.					
5	Inclusion removes the prejudices of students with disabilities held by their peers without disabilities.					

Administrative Support						
1	I am encouraged by my administrators to attend conferences /workshops for inclusive classrooms.					
2	For successful inclusion, administrator has an important role for developing inclusive curriculum.					
3	Effective implementation of inclusive curriculum depends on how closely the administrator facilitates with teacher.					
4	I think principal has a key role to accommodate all students with diverse needs in inclusive classroom.					
5	My administrators provide me with sufficient support when I have students with disabilities in my classroom.					
6	I am provided with sufficient materials in order to make appropriate accommodations for students with special needs.					
Collaboration						
1	I welcome collaborative teaching when I have a student with disability in my classroom.					
2	Students with "normal curricula" and students with "alternative curricula" can be taught in collaboration.					
3	Both regular and special education teachers should teach students with special needs.					
4	Collaboration helps students with disabilities to develop friendships with classmates without disabilities.					
5	I think Nepal' s current inclusive education policy is effective for collaboration practices.					
6	I think students with disabilities have their rights to learn in inclusive classroom.					
Inclusive Curriculum Management						
1	Everyone benefits from inclusive practice of curriculum					
2	Present curriculum is real and it fits with all student's with different needs.					
3	Present instructional practice is relevant because it values the needs of all learners with disabilities.					
4	Present student assessment process isflexible because it assesses the creativity of learners with diverse needs.					
5	Achievement levels of all students with diverse needs will increase if they are placed full time in inclusive settings					
6	An appropriate modification isneeded in the present curriculum to make it inclusive.					

Part #C

- ① What types of inclusive education **training methods** do you believe to be the most and least beneficial? Please indicate the number randomly as you think.



- a. Coursework at college/university.
- b. In service teaching training
- c. Preservice teaching training
- d. Special education diploma (1 Yr. B.Ed
- e. Regular teacher training

Note :Any Numbers1-2= Most beneficial, 3=Neutral, 4-5=Least beneficial

Thank you for your time and input.