

**ATTITUDES OF SCHOOL TEACHERS REGARDING INCLUSIVE  
EDUCATION: A CROSS SECTIONAL STUDY**

By

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Submitted in Partial Fulfillment of the Requirements for the Degree of  
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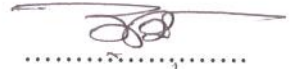
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## SUPERVISOR'S STATEMENT

As the supervisor of the Mr. Asmita Ghimire's Thesis work, I certify that I consider his thesis "ATTITUDES OF SCHOOL TEACHERS REGARDING INCLUSIVE EDUCATION: A CROSS SECTIONAL STUDY" to be suitable for examination.



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## DECLARATION

- This work has not been previously accepted in substance for any degree and is not concurrently submitted in candidature for any degree.
- This dissertation is being submitted in partial fulfilment of the requirement for the degree of MSc in Rehabilitation Science.
- This dissertation is the result of my own independent work/investigation, except where otherwise stated. Other sources are acknowledged by giving explicit references. A bibliography is appended.
- I conform that if any things identified in my work that I have done plagiarism or any form of cheating that will directly awarded me fail and I am subject to disciplinary action of authority.
- I confirm that the electronic copy is identical to the bound copy of the Thesis.

Signature



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## **LIST OF ABBREVIATIONS**

ADOIE:	Advantages and Disadvantages of Inclusive Education
BPEP:	Basic and Primary Education Plan
CWSN:	Children with Special Need
IE:	Inclusive Education
LCOIE:	Logistic Concerns of Inclusive Education
NPC:	Nepal Planning Commission
PHIRIE:	Philosophical Issues Regarding Inclusive Education
PrIRIE:	Professional Issues Regarding Inclusive Education
SEE:	Secondary Education Examination
STATIC:	Scale of Teachers' Attitudes toward Inclusive Classrooms
SWSN:	Students With Special Need
VDC:	Village Development Committee
PTA:	Parent Teacher Association
SPSS:	Statistical Package for the Social Science

## ABSTRACT

**Introduction:** Teacher's attitude towards inclusive classroom plays an important role in the education of special children. Teachers are acknowledged as the most dominant/influential factor in child inclusion and incorporation towards the education. There is a need for a better understanding of teachers' perceptions toward inclusion and how the inclusive environment can be improved. **Objectives:** The main objective of this study is to assess the attitudes of general school teachers towards inclusive education. **Methodology:** In this cross-sectional study 128 general school teachers from six schools located in Ramdhuni Bhasi Municipality, Sunsari district of Nepal were participated. Teacher's Attitude Towards Inclusive Classroom (STATIC) Scale questionnaire was used for the data collection. For analysis of the data Statistical Package for Social Science (SPSS -V22) was used and the independent sample t-test and one-way ANOVA was performed to analyze the result. **Result:** In this study, finding revealed that, general schools' teachers hold slightly positive attitudes (53%) towards the inclusive education. Considering overall contribution of each aspects of inclusive education (IE), much positive attitudes was observed on Philosophical issues regarding inclusive education (14.69). Educational status of teacher had shown influence ( $p$  value= 0.01) on Logistica Concern related to Inclusive Education (LCOIE). Teachers who completed higher secondary and bachelor's degree had more positive attitude than the teacher who completed only Secondary Education Examination (SEE). Similarly, Teaching experience had shown influence ( $p$  value= 0.04) on Professional aspects related to inclusive education (PrIRIE). Teachers had more positive attitudes with 1-10 years of teaching experience compared to more than 11 years of teaching experiences. **Conclusion:** Although all the sociodemographic variables which were included in this study, did not show influence on general attitude of teacher towards inclusive education, educational status and years of teaching experience showed influence on teachers' attitudes.

Keywords: Attitudes, Inclusive Education, School teache

### 1.1 Background

Educating the special children is the challenging task. Special children are those whose academic, emotional or physical performance varies significantly for the normal children in their peer and cultural community. Such children require especial education. Especial education refers to such educational program which provides helps to disabled children to develop their potentialities. Inclusive education means placing the disable children in regular and normal classes. The idea of inclusive education was first adopted internationally by high-level participants at the 1994 world conference on special needs education, hosted by UNESCO and the ministry of education, Spain, in the Salamanca Declaration. In the last few decades, in all societies, the understanding of special education had been changed. The philosophy of inclusive education, instead of segregating children with special needs in special classes and classrooms, is about adapting schools to meet the needs of all students (Al-Zyoudi,2006). The responsibility of the educational system is to give students clear requirements for sufficient education for all. in several nations, the notion of the inclusion seems to be a huge obstacle (Flem& Keller, 2000; Haug, 1999; Snyder, 1999; Hughes, Schumm & Vaughn, 1996).

Worldwide it is found that children's who have some form of disabilities that get access to school are usually found to be isolated and taught separately due to set of beliefs that they must be treated differently, while it is found that if proper accessible and basic services are developed for children who has any form of disabilities can easily attend school and gain education (European Agency for Development in Special Needs Education, 2007). When it comes to Nepal, disable person is defines in Nepal's constitution as person who is mentally or physically incapable of leading a normal life (Niraj paudyal & Mahes Baskota, 2018). Similarly, Disabilities is defined by World Health Organization's (WHO) as impairments, activity, limitations, and participation restrictions. Government of Nepal graded disability according to its nature and severity. Based on the essence of the problem and difficulty in different body parts and in the physical system, disability was divided into these following seven categories; physical, vision related, hearing related, deaf blind,

related to voice and speech, mental, or multiple. Per category there are four grades: complete, severe, moderate and mild disability. From 1991 to 2001, the basic and primary education plan (BPEP) introduced children's special needs into the general classroom. Following this, the special education policy (1996) and the local self-government act (1999) made it possible to create educational environments for children with disabilities. Finally, the ministry of health, education, child development, and social welfare identified disability and recovery issues in the Ninth Five-Year Plan (1997-2002).

Although the Nepalese government has endorsed inclusive education as a strategy, how effectively this policy is implemented remains to be seen. School supervisors, District Education Offices, Teachers, school management committee (SMC) members, international nongovernmental organizations (INGO) and local NGOs, local clubs, village development committee (VDC) and Parent Teacher Association (PTA) members continue to have insufficient physical infrastructure and lack proper co-ordination between bodies that control the education system in Nepal, both officially and unofficially (CERID, 2008). Moreover, despite obtaining instruction, teachers are still uncertain about the idea of inclusive education. As a result, failing to address the special learning needs of children with disability (CERID, 2006). Many studies show that children having disabilities systematically very few have access to education, in term of inclusion and attention to special needs related to their impairments they are lacking of accessibility. Disabled Protection and Welfare Act 2039 (1982) are the laws of the country, fees for students with disabilities and five percent facilities in government agencies that provide vocational training will be provided to individuals person having disability. And NGOs or private charities that provide education and training for them. Training for people with disabilities can seek help from the government. Though the constitution of Nepal has recognized education as one of the fundamental rights, the inclusion of person with disabilities has been tough in Nepal. Absence of disability friendly condition, insufficient learning and teaching materials, lack of special educators or trained teachers, low awareness level of teacher and parents regarding disabilities and because of low accessibility, people having disabilities are deserted from the mainstreaming of education. A survey data mention that larger number of children having disabilities were not appearing schools as compared to normal children, among them lower percentage of are attending local government school,

indicating perhaps public school are not disabled friendly in term of both accessibility and special needs (Eide, Nepal, Hem,2016).

Sunsari district is one of 14 districts in province no. 1 of Nepal. It covers 1257 square kilometer area located in eastern part of the Outer Terai. It has total of 763,487 population distributed over 6 rural municipalities 4 urban municipalities and 2 sub-metropolitan cities ("Sunsari District," 2005). A study found that Sunsari district has a disability prevalence tare of 4.87% which is more than national prevalence rate of 1.63% as estimated by NPC and UNICEF in2001. Among the population aged group of 5-14 years there are total 4606 (male:2607 and female:1999) children (1.189%) having disability (Karki R & k Yadab, 2008). Out of 30,000 schools of all over Nepal there are only 380 schools that provides education facilities for children having disability in. But there were no such schools in study area.

Teacher's attitude towards inclusive classroom is crucial in the education of special children. Gall, Borg, and Gall (1996) describe attitudes as an individual's perspective or inclination toward a specific entity (a person, a thing, an idea, etc.). Which may include cognitive, affective and behavioral component. It has been determined that, some teachers have a more positive mindset toward inclusive education and can be more sensitive and versatile when teaching children with special needs. (Fairbanks et al., 2010). In order to achieve successful implementation of inclusive education, the process and its challenges must be familiar to the teacher. It is also essential to improve and update the expertise, practical skills, and value system of teachers in the field of inclusive education (Lea et al., 2016)

Lundahl in 2005 focused that if inadequate services and chances towards education prevail- such children in long term will not have economic and social independence, they have to be dependent on others. Moreover, devaluing the educational concern of the child, disbelieving that they can do something by acquiring good education and lack of human resources and infrastructure, teaching materials and lack of learning items have even escalated this problem for gaining the quality education for children with disabilities.

Teachers are acknowledged as the most dominant/influential factor in child inclusion and incorporation towards the education (Ozyurek, 2012). General school teacher may face



number of difficulties while teaching inclusive classroom, which includes deficits in teacher's skills, lack of preparedness to individualized and small group instruction, lack of time for instructional planning (Hind et al., 2018). Subsequently, it is essential to discover their views and to investigate the teacher's perception on the special needs about the children inclusive education in general school. Therefore, this study will help in acquiring the knowledge on special needs of the child in the school thus helping in the betterment of the upcoming upgradation on child learning experiences in general education classrooms.

## 1.2 Justification of the study

According to the world bank report 2019, one billion people, or 15 percent of the world's population, are having some forms of disabilities ("Disability inclusion overview," 2019). In most of the less develop and developing countries, around 40% of children having disabilities are not going school at primary level and 55% of children with disabilities at lower secondary level. Only 40% of countries providing both pre-service and in service teaching training on inclusive education worldwide (Mizunoya et al., 2016).

A cross-sectional house to house census found that prevalence rate of disability in Sunsari district is 4.87%, where physical impairments of muscles, hearing and vision are the three most common forms of disability (Karkee et al., 2008). Very few numbers of children having disabilities have opportunity for education. Where only 380 schools have education facilities for the children with particular disabilities such as blind, or intellectual disabilities out of more than 30,000 school in Nepal. Since there is no academic curriculum focused on children's disabilities, children learn only basic skills who attend school. Nepal government adapted Disability Right Act and Inclusive education policy in 2017. After that, government is developing inclusive education plan for all over the country by 2030 which improve teacher training and provide a more flexible curriculum while also constructing disability-friendly educational infrastructure and services ("Nepal: Barriers to inclusive education," 2018).

Teacher's attitude towards inclusion has a significance influence on the teaching children with disabilities. It determines the success of integrating special education with normal education, teachers are not always confidence in their ability to meet the widening range of student needs (Schumm et al. (1995). The majority of teachers polled felt strongly against inclusion and that decisionmakers were out of touch with classroom realities. (Snyder, 1999). The importance of the teacher attitude seems really self-manifest. If a teacher refuses to accept a special child into his/her classroom, it's difficult to see that how any number of additional resources and preparation or training will save the placement form being failure. As a result, the mere presence of certain resources, expertise, and other assistance cannot assure positive outcomes. So that teacher also needs to have positive attitude regarding inclusive classroom (Saloviita, 2015). The problem investigated in this

study is there are not implementing the concept of inclusive education in general education classroom.

Some special center for the children is there in other part of Sunsari district where they provide non-formal education and taking care of special child. But, in RamDhuni Municipality of Sunsari District inclusion of special children into regular educational system has seen very poor. Since teacher's attitudes towards the inclusion model n children with special needs tent to be a significant predictor of the level of success in inclusive education (Saloviita, 2018).

The aim of this study is to see whether general education teachers' attitudes about inclusion have an effect on inclusion on general school classrooms. Since the success of inclusion is critical to, he effective education of students with special needs, the findings of this study may have implications for the advancement of inclusive education. The better understanding of teacher's attitude towards inclusion, as well as how to improve the inclusive environment is required. Every student has the right to receive the benefits from grade-level educational curriculum and social learning opportunities. And the teacher decides how the curriculum is deliver to the students. Whether through individualized teaching, cooperative learning, peer tutoring, or teacher awareness, special education students in comprehensive environments deserve to have their special educational needs addressed.

Researcher has chosen this topic to see the general school teacher's attitudes towards inclusive education. This study's findings can be used to improve equitable education systems in developed countries, like Nepal. In Nepal few studies have been performed on inclusive education and there has been no literature found on attitude of general teachers towards inclusive education in Nepal. Furthermore, there were no special and inclusive schools in Sunsari district, so this study could help to identified the need of inclusive education and can provide preliminary information of teacher attitude in order to stablish inclusive education classes or make such schools inclusive.

### **1.3 Research Question**

What is the attitude of teachers towards of inclusive education in general education classroom?

### **1.4 Operational Definitions**

**Attitudes:** Attitude refers to one's proclivity to respond positively or negatively to a specific thought, entity, or individual, as well as a statement.

**School teachers:** Teachers who serve in non-disabled children's schools are referred to as normal school teachers.

**Inclusive education:** Inclusive education is a method of establishing effective classrooms in which all children's educational needs, including those of children with disabilities, are met.

**Special education:** Special education can be defined as a type of educational program and practice designed to provide learning experiences for students who needs special care, have some form of disabilities.

A report from WHO suggests that about 10 % of population are with some form of disabilities and almost eighty five percent (85%) of children below 15 years of age are with some form of disability, that live in country that are developing. Especially in the countries who are in the developing phases have preventable disabilities (especially hearing impairment and blindness). People with disability consist of various needs of their health, nutrition, education and also gender needs, in contrast these issues in present have been often neglected to help them to have better life. According to Walker most of the disability around 50% can be prevented (Lindsay, 2007).

A study of general education teacher's attitudes towards inclusive education was conducted by MacCarthy, in 2010. The Scale of Teachers' Attitudes toward Inclusive Classrooms (STATIC) was used to survey eighty-one general education teachers from public elementary schools in a sub-urban school district. The gap in attitudes toward inclusion between elementary school general education teachers who previously taught only general education students but now teach in an inclusive classroom and those who have only taught in the inclusive classroom was investigated in this research. Independent sample t-test and Mann-Whitney difference tests was used to analyze that data. Study result found no statistical significance difference found between mean STATIC scores indicating both group's attitudes towards inclusive education were positive (MacCarthy, 2010).

Sandhu, (2017), explained teacher's attitude may include cognitive, affective and behavioral components. The aim of this study was to investigate the strength of secondary school teachers' attitudes toward inclusive education (both positive and negative). Survey Method was used to collect data from 200 secondary school teachers in India for this study using standardized attitude scale. The finding indicated that, in average the attitudes of secondary schools' teachers have a moderate attitude toward inclusive education. In comparison to male, more experienced, science and untrained teachers, more positive attitudes found on female, less experienced, social science and trained teachers towards inclusive education.

A study conducted by Bhatnagar and Das titled attitudes of secondary school teachers towards inclusive education in New Delhi, India, with total of 470 regular school teachers as a sample and two-part survey tool was used to assess the attitudes [part1- personal and professional information gathering and part2- Attitudes Towards Inclusive Education Scale (ATIES)]. Study found that teachers attitude depends on the previous contacted with the person with disabilities. In this study, positive attitude found on teachers towards the inclusion of children with special needs and also showed that male, younger, post-graduate and less experienced teachers have more positive attitudes (Bhatnagar & Das, 2013).

Tripathi and Kapri did comparative study on attitudes of secondary school teachers related to inclusive education. Authors stated that the attitude is prime factor that opens the door to participation in a specific task, such as occupation, which is very important for a teaching profession. The idea of inclusive education is relatively new, in which all students are given equal opportunities to learn in the same compound under a roof irrespective of their physical, mental, and emotional deformities. Study was done with 320 school teachers of secondary schools and 'Teacher Attitudes Scale Towards Inclusive Education' was prepared and used for the investigation. Under moderate level of attitudes was found in majority of teachers of secondary school and had more positive attitudes in female teacher comparison to the male (Tripathi & Kapri, 2019). Maheshwari & Shapurkar, (2015) conducted a research for examining the teacher's knowledge and perception towards inclusive education in some primary schools affiliated by Mumbai SSC Board, where 60 teachers were chosen as participators by Multi-stage cluster sampling procedure. A semi – organized self – developed interview plane and self – built disposition scale were utilized to conduct the research. The result of this study showed that nevertheless a deficient measure of incapacity data and thorough preparation had some measure of knowledge among educators. And most of the teacher held a moderately positive attitude towards the inclusive and maximum number of teachers felt inclusive education will be very challenging for all the children with special needs and normal children as well. Likewise, this research also found that, most of the number of teachers said children with special needs should receive regular classroom education yet it was explained further that only those would-be standard classrooms with mild to moderate physical impairments degree (Maheshwari & Shapurkar, (2015). A similar research was

conducted in Delhi, aimed at examining the attitudes of regular school teachers towards the inclusion of students having disabilities. It also investigates their perspectives about inclusive education facilitators with secondary school teachers working at Delhi schools that promote IE for students having disabilities. The significant finding of the research was that the educators held inspirational attitudes to the inclusion of students with disabilities. The teachers have recommended a range of inclusion facilitators in their schools, for example, improved facilities, policy reforms and institutional resource provisions (Bhatnagar & Das, (2014).

A research by Cochran, (1998) was conducted to evaluate a new measure of attitude of teacher towards the special need's students involved in regular educational classrooms. Total 516 teachers were selected from five district schools of United State as participator. Scale of Teacher's attitudes Towards Inclusive Education (STATIC) was used as the measurement tool for this study. For STATIC, statistical analyses implied robust psychometric properties, where teachers in special education scored higher on the STATIC than teachers in secondary education. Higher STATIC scores showed more supportive and positive attitudes towards inclusion (Cochran, (1998). Another research was done by Agbenyega in Ghana to examine the attitudes of teacher and concerns regarding inclusive education. Attitudes towards inclusion in Africa Scale (ATIAS), a 20 items questionnaire was used to carry out this study. Totally 100 teachers form 5 covered scheme schools and 5 from non – scheme coeducational essential schools in 3 various locations. Analysis of the reactions demonstrated four components: Conduct issues, student needs, Asset issue and Expert qualification. Research has shown that teacher's concern and attitude influence their support of inclusion and dedication to implementation of inclusive education. And study also reveal that educational service and policy was not leading to equal appropriate educational outcomes specially for the students with disabilities (Agbenyega, (2007). A similar study was done in Jordan with general education teachers. For this study qualitative method was used to collect information and the results of this research showed that teachers attitudes are forcefully impressed by the character and intensity of the disabling situations presented over to them, the period of teaching and learning experience (Al-Zyoudi, 2006).

Unianu conducted a study to recognize the major barriers in applying inclusive ideologies schools and explore various aspects of teacher's attitudes towards inclusive education in Romania. The study revealed significant differences in awareness of key concepts of inclusion among teachers of different ages. There is a lot of misunderstanding about the difference between inclusive and integrated education. Attitudes of teachers towards IE should be shaped and strengthened within the context of educational system's ability to provide certain basic requirements for good practice and in the area of inclusive education. Such requirements include a reform of the curriculum, more supportive teachers, fewer students in one class, generating further opportunities for more interaction among teacher and students and parents as well (Unianu, 2012).

A study by Yada and Savolainen, (2017) suggested that via pre-service and in-service training, the government can coordinate teaching training so that teachers can develop communication skills, problem-solving behavior management and pedagogy. Furthermore, the inclusive education often needs change in student's climate (e.g., classrooms, teaching approaches), This, in turn, necessitates improvements in teacher education so that teacher students can learn to become inclusive teachers and recognize their roles Dorji, et al., 2019, conducted a study on Bhutanese teacher's attitudes towards inclusive education in Bhutan. Authors did online survey where 145 teachers were included from eight schools of different district of Bhutan and 57% of return rate were represented. In this study thirty-eight item questionnaire on a six-point Likert scale, was used to measure the attitude. Authors found slightly positive attitude with mean average score of 3.965. Study also revealed that significant difference of attitude was found on gender, teacher qualification and experience of teaching student having special needs. Authors also highlighted that, the need for safer playgrounds, open restrooms, less crowded classrooms, and improvement and support of teacher and staff education (Dorji et al., 2019).

Damianidou and Phatiaka [2017] did a research on Implementing Inclusion in Disabling Setting: The role of teacher's attitudes and practices. Data was collected from 536 Cyprus secondary education teachers through questionnaire method and 21 Greek Philology teachers by interview. Researchers found that while teachers of Cyprus secondary education have a very positive attitude towards students with disabilities, the Greek



teachers have low expectations and do not work in inclusive teaching field. Furthermore, they prefer to assign students on the basis of abstract notions of the capability. By observing the disabling behavior of participants, researchers concluded that there is hope of embracing inclusive education if teacher are trained for inclusion and start to see the individuals as a human being not a disable person (Damianidou & Phtiaka, 2017).

Another study was conducted on exploring pre-service teacher's perceived teaching – efficacy, attitudes about inclusive education in Bangladesh. The overall score of the perceived mentor –efficacy of the pre- service teachers was 4.85. Most of the participants were agree with the statement that measure their TEIP. The pre-service teachers in the study were relatively higher level of perceived teaching –efficacy towards IE. The main score was based on three factors of the TEIP were also analysis. It revealed that pre service teacher was higher score in efficacy in managing behaviour factors. The lowest level of teaching –efficacy was found in efficacy in collaboration factor. The pre-service teachers had moderately positive attitudes towards IE. The pre-school teacher had most positive attitudes towards special student having problems in attention problems ( $M=2.98$ ,  $SD=0.82$ ) and verbal expression ( $M=2.98$ ,  $SD=0.78$ ) followed by those students who fail ( $M=2.90$ ,  $SD=0.84$ ) and the least favourable to inclusion of students who need to communicate technology like sign/ support / baraille) support ( $2.65$ ,  $SD=0.90$ ) (Ahsan et al., 2012).

Another study done by Saloviita, (2018) on Attitudes of teachers towards inclusive education in Finland, aims to observed teacher's attitudes towards inclusion, where total 1,764 basic-school teachers were selected as national sample. Sample were selected as classroom teachers (824), subject teachers (575) and special teachers (365). Result revealed that around 20% of teachers have been firm opponents of inclusion, and 80% have been strong proponents. According to research female mentors express little more positively towards inclusion than male teachers. Young educators were three times more determined than older educators. The explicit connection found with the types of the disability. Educators were more positive with the child's those who suffered mild impairments and totally disaffirm to severe intellectual disabilities or behavioral issues in the classrooms. There were only poor correlations with variables other than the teacher

group in the attitudes towards inclusion. The job orientation and self-efficacy of teachers were poorly correlated with their attitudes towards inclusion (Saloviita, 2018).

A system review conducted by Boer, Pijl and Minnaert, (2011) aims to examine what attitude teacher holds regarding inclusive education and what are the variables which related to their attitudes, found that 26 studies reported most of the participants showed neutral and undesirable attitudes regarding the person with special need and inclusion in primary classrooms and no study found that revealed clear positive attitudes. Variables related to teacher's attitude found to be training, years of spent time with inclusive education and person with special needs, types of disability (De Boer et al., 2011).

A research conducted in Nigeria in 2009 by Fakolade, Adeniyi and Tella, aims to explore the teacher's attitudes towards the inclusion of students with special need in general secondary school. Total 60 number of teachers from secondary school of Oyo state of Nigeria were participated. Result suggested that lady teachers have a more optimistic perspective than their male counterparts about the integration of students with special needs. On the other hand, the findings show that there is a major gap between teacher who were married and teachers who were unmarried in their attitude towards students with special needs. Authors proposed that, teachers should attend workshops and conferences to enhance their comprehension of ways of practicing and embracing inclusion in Nigeria for a better tomorrow for our children with special needs (FAKOLADE et al., 2009).

A quantitative survey, conducted by Puspa Sharma on Teacher's Attitude Towards Inclusive Education in Nepal in 2018, aims to assess the attitude of teachers towards inclusive education through their gender, age, qualification, years of experience on disability and teaching and training. In this study author selected 63 teachers from four schools and the Likert scale questionnaire was used. Result showed male and younger teacher had positive attitudes then female and older once. Similarly, trained and experience teacher also found positive attitude towards inclusive education. Author concluded that, In Nepal, a major issue is the country's heavy dependence on donor-driven agendas and policies, as well as the country's poor local and rural implementation of inclusive education (Sharma, 2019).

**Research Methodology**

Q. What is the attitude of teachers towards of inclusive education in general education classroom?

**LITERATURE REVIEW**

Place of Study- Sunsari District, Nepal  
 Study Population – Primary and Secondary level teachers

**DATA COLLECTION TOOL**

- Tool was developed in both English and local (Nepali) language

**Measures to consider (Predictive Variables)**

- Teacher Education qualification
- Teacher Training
- Teaching Experience
- Teacher's Gender, Age and marital status

**Attitudes**

**(Response Variables)**

- Advantages and disadvantages of IE
- Professional aspects of IE
- Philosophical aspects of IE
- Logical aspects of IE

**DATA ANALYSIS**

**Software for Data Analysis**

Statistical Package for the Social Science (SPSS V-22)

**Analysis to be Performed**

- Descriptive analysis (Frequency, central Tendency: mean, Median)
- Independent sample t-test
- One-way ANOVA

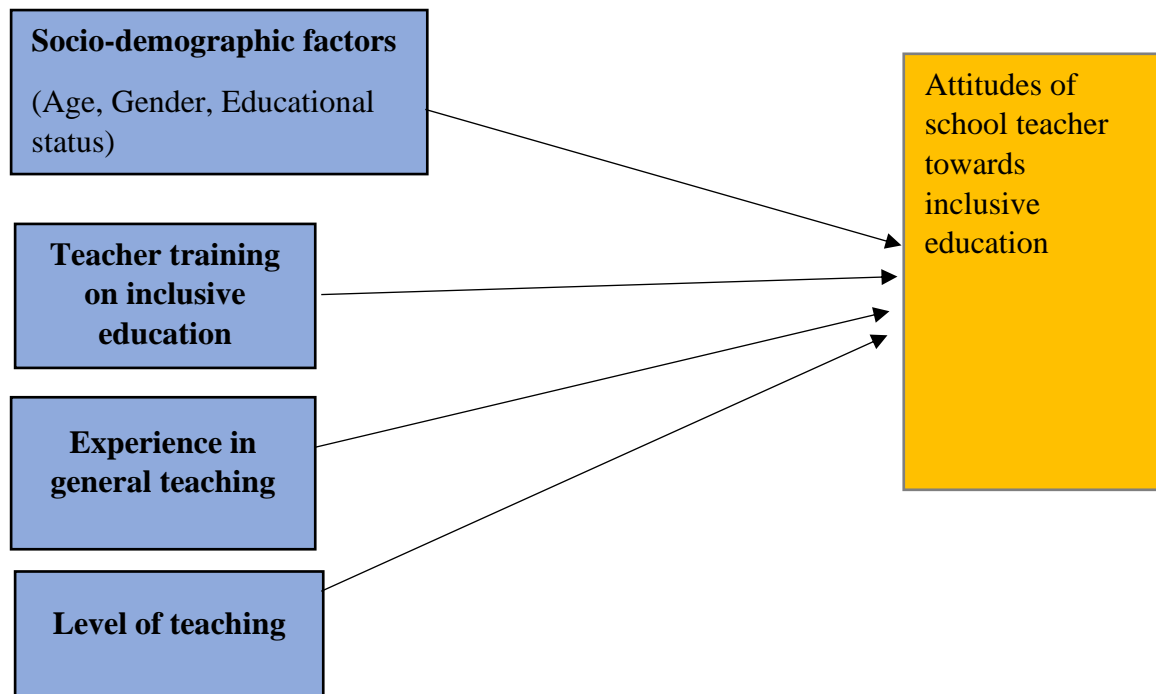
**INTERPRETATION OF RESULTS**

1. Objective Fulfilment
2. Recommendations

### 3.1 Conceptual Framework

#### Predictive Variables

#### Response Variable



## **3.2 Study Objectives**

### **3.2.1 General Objective**

The main objective of the conducted study is to assess the attitudes of general school teachers towards inclusive education.

### **3.2.2 Specific Objectives**

The main objective will be accomplished with the following auxiliary objectives:

- To assess the attitudes of general school teachers towards the different aspects of inclusive education.
- To examine the teacher's attitudes toward different aspect of inclusive education with respect to teacher education, level of teaching, teacher training and teaching experience.
- To examine the teacher's attitudes toward different aspect of inclusive education with respect to teacher's gender, age, and marital status.

## **3.3 Study Design**

This study is cross-sectional quantitative study because it is effective design to find the attitudes. This study was observational and descriptive within short time frame which aims to find out the attitudes towards the inclusive education on general education teachers. The researcher measured the quantitative data from respondents.

## **3.4 Study Population**

In this study, the study population was included from primary and secondary level school teachers of six schools located in RamDhuni BhaSi Municipality, who are working in the schools.

## **3.5 Study area/ site**

The study was conducted in six schools located in RamDhuni Municipality, Sunsari district Nepal.

### **3.6 Study Period**

The study was conducted from July 2019 to July 2020. Mainly data was collected from October, 2019 to December, 2019. After that, till July 2020 data analysis process was done.

### **3.7 Sample size/ sampling technique**

For this study 6 school was directly selected from RamDhuni BhaSi Municipality. Permission was taken from these 6 school principals. And researcher collected data as much as possible within the 3 months' time frame.

### **3.8 Inclusion and exclusion criteria**

#### **Inclusion Criteria**

- Teachers who are working in primary and secondary level.
- Teachers who have and have not taught in inclusive class both included.
- Teachers from all age groups are included.

#### **Exclusion criteria**

- Not willing to participate.

### **3.9 Data collection tools/ materials**

The data were collected by using Teacher's Attitude Towards Inclusive Classroom (STATIC) Scale questionnaire developed by Keith Cochran. The instrument involved carefully worded questionnaire assessing the attitudes general education teachers have toward inclusion. The questionnaire was formed in Nepali as well as in English medium.

#### **Description of Attitude Scale**

Teacher's attitude toward inclusive classroom scale contains twenty items, which has six-point Likert scale namely strongly agree (5), agree (4), not sure but tend to agree (3), not sure but tend to disagree (2), disagree (1) and strongly disagree (0). A low score indicates a negative attitude regarding IE and while higher score indicates a positive attitude regarding IE (Cochran, 1998).

Researcher reversed the code items 3, 4, 7, 9, 13, and 15 while entering or analyzing data as follows: 0 = 5, 1 = 4, 2 = 3, 3 = 2, 4 = 1, 5 = 0. Once the items above are reverse coded, the sum score of the twenty items for each subject considered an index of their attitude toward inclusion. Taking mean of the total score obtain by teachers as a cut cuff point the attitude was categorized into positive and negative attitude. Four subscales cover the STATIC questionnaires, a) Advantages and Disadvantages of inclusive education b) Professional issues, c) Philosophical issues, and d) Logistical concerns. It includes 7 questions on advantages and disadvantages of inclusive education factor (Question number 7, 8, 12, 13, 14, 15 and 20), 5 questions on Professional issues (Question number 1, 2, 3, 4 and 10), 4 questions on Philosophical issues (Question number 5, 6, 11, and 16) and finally 4 questions on Logistical concerns (Question number 9, 17, 18, and 19).

### **3.10 Data collection technique and procedure**

Study involved obtaining permission from the principals of the six schools. The collection of information was performed separately in one school at a time, within school hours, with the teachers gathered in a group. The STATIC questionnaire was given to the respondents and they fill out form and return to the researcher. The obtained score was ticked on the questionnaire sheets and collected individually with a 100% response rate. Thereafter, the collected sheets were documented in computerized system for data editing and analysis.

### **3.11 Data management and analysis**

The computerized data editing and analysis software Statistical Package for Social Science (SPSS -V22) was used to edit and analyses the data. The result was presented in different data presentation methods like data sheets, pie chart, and tables etc. And statistical analysis such as central tendency and frequency distribution were employed. The parametric test was used for data analysis such as independent sample t-test, one-way ANOVA. Independent sample t-test was performed to compare the means of two independent group to determine wheatear there is statistical significance difference. Similarly, One-way ANOVA test was used to test the statistical difference between the means of two or more groups.

### **3.12 Quality control and quality assurance**

Questionnaire was to assess the attitudes of school teachers towards Inclusive education. To ensure and improve the quality of the study, at the beginning questionnaire was translated in the national language that in Nepali language following the standard procedure of linguistic validation.

As I was confidence in Nepali language first translation done by me as well as two of my colleagues, we sat together and discussed and come up with first version of translated questionnaire. Then this translated version provided to one English teacher who was fluent in both English and Nepali language and who have not seen the original copy of questionnaire for backward translation. Final version translation was done by all three- translator sat together and consensus was drawn with final version in Nepali language.

To ensure the validity of the questionnaire, the pilot study had been conducted. After piloting, the unmet and required changes was made and rearrange the questionnaire to make it clear, understandable, and easy to the respondents. Data were kept safely in order to maintain confidentiality of participants. The data were being re-coded in the required variables and analysis was done from the computer to minimize the errors. Collected data had been reviewed several times before entering into SPSS program to reduce the errors that possibly to comes while entering and cross checking of the data file was done to ensure that the data has been entered in SPSS file in a correct way to analyzing of the data.



### **3.13 Ethical consideration**

Study was carried out ensuing the standard guidelines for ethical consideration. First ethical clearance had been taken from the Institutional Review Board (IRB) of Bangladesh Health Professions Institution (BHPI) after getting approval from course coordinator of Department of Masters in Rehabilitation Science and supervisor. Since the study was conducted in six school of eastern Nepal the researcher obtain permission from the principals of each schools.

The researcher had taken individual informed consent form every respondent included in the study. The consent form was clearly explained about the purpose of the study, data collection method and the right to leave or not forced to participate if he/she was not willing to participate in the study. There is no potential harm for participant in this study. Respondent were being well informed about the confidentiality will not be revealed of their personal and professional information they provided.

**Part I: Sociodemographic Information****4.1 Distribution of respondents according to sociodemographic variables; Age, Gender, Marital status and Educational Level completed****Table no. 4.1 Frequency distribution of sociodemographic variables**

N=128

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Mean <math>\pm</math> SD</b>
<b>Age</b>			
25 years and below	29	22.7	
26-35 years	39	30.5	35.57 $\pm$ 11.386
36-45 years	34	26.6	
46-55 years	16	12.5	
56 years and above	10	7.8	
Total	128	100.0	
<b>Gender</b>			
Male	68	53.1	
Female	60	46.9	Male-Female Ratio = 1:13
<b>Marital status</b>			
Married	100	78.1	-
Unmarried	28	21.9	

In table 1 data shows that in total 128 participants, 29 (22.7%), 39 (30.5%), 34 (26.6%), 16 (12.5%) and 10 (7.8%) participants were between age group 25 years and below, 26-35, 36-45, 46-55 and 56 years and above respectively. The mean age of participants was 35.57 where minimum age was 18 and maximum age was 59 years. The data shows that 68 (53.1%) were male and 60 (46.9%) were female where male participants were more than female. As in above table in total number of participants 100 (78.1%) were married and only 28 (21.9%) participants were unmarried. Most of them were married in this study.

#### 4.2 Frequency distribution of educational status of participants

Figure showed that out of 128 respondents, 7 (5.5%) respondents had completed SEE level, 36 (28.2%) respondents had completed higher secondary level, 38 (29.7%) had acquired bachelor degree level and 47 (36.7%) respondents were graduated from mater degree and above respectively. Where most of the respondents had higher educational level.

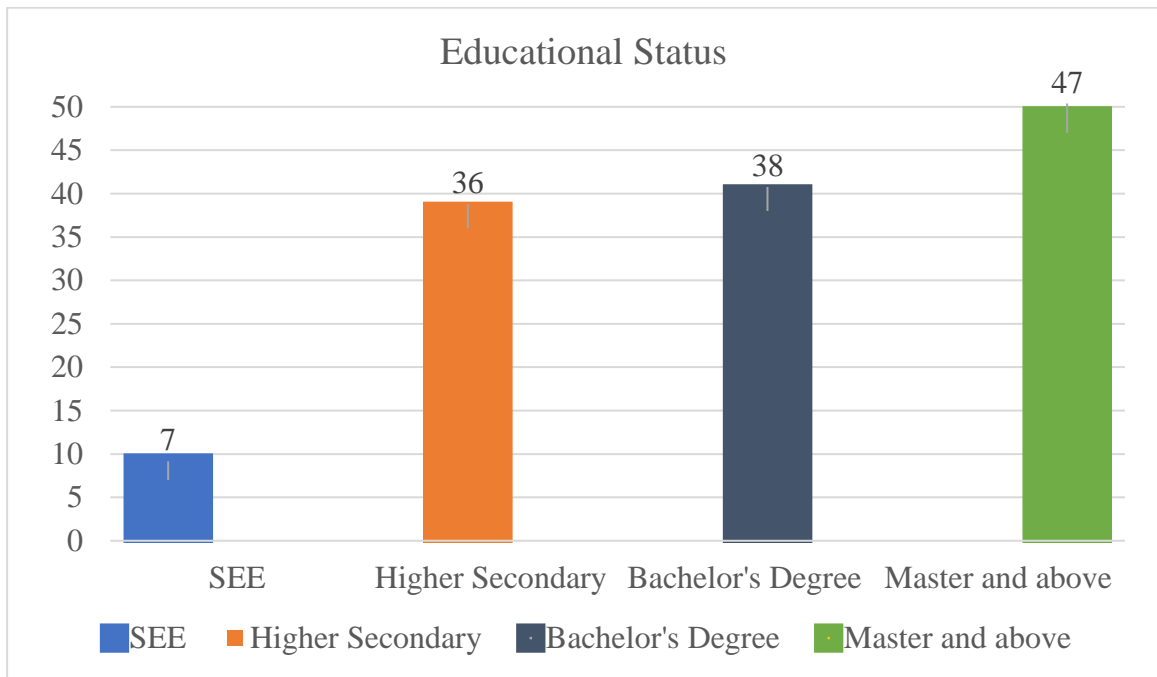


Figure 4.1: Educational status of participants

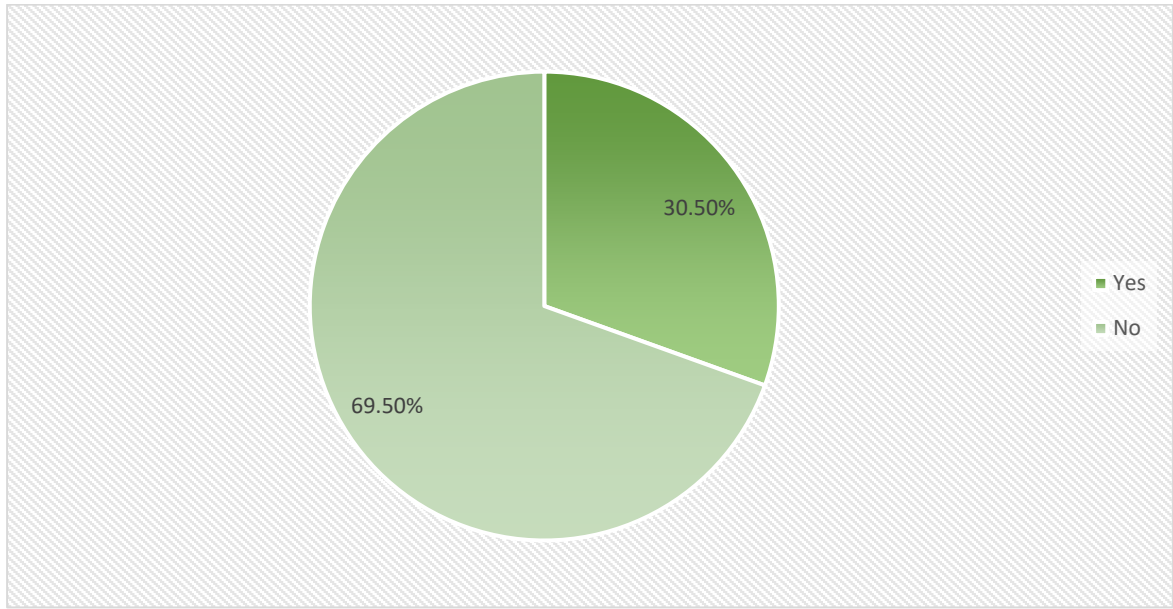
### 4.3 Distribution of respondents according to their teaching experience and level of teaching

Table no 4.2 Distribution of teaching experience and level of teaching

Variables	Frequency	Percentage
<b>Teaching experience</b>		
1-10 years	70	54.7 %
11-20 years	36	28.1 %
21-30 years	12	9.4 %
31-40 years	10	7.8 %
<b>Level of teaching</b>		
Primary	56	43.8 %
Lower-secondary	26	20.3 %
Secondary	46	35.9 %

Above table 2 shows that 70 (54.7%) respondents had teaching experience for 1-10 years, 36 (28.1%) had experience for 11-20 years, 12 (9.4%) had experience for 21-30 years and 10 (7.8%) had experience for 31-40 years. So, most of them had 1-10 years of teaching experience. Whereas most of the respondents were teaching in primary level 56 (43.8%) while 46 (35.9%) were teaching in secondary level and less respondents were teaching in lower-secondary level 26 (20.3%).

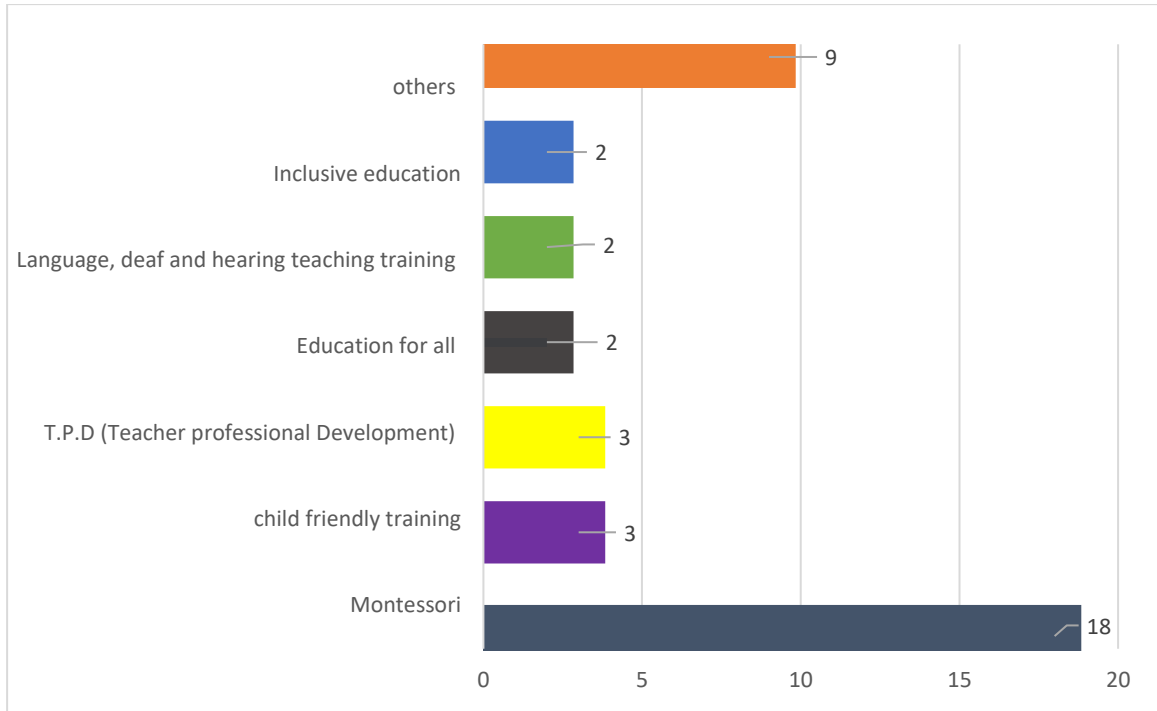
#### 4.4 Distribution of respondents according to their training regarding inclusive education



**Figure no. 4.2 Frequency of receiving training regarding inclusive education**

Figure 4.2 data shows that in total 128 number of participants, only 39 (30.5%) participants had taken training regarding inclusive education while most of them, 89 (69.5%) participants had not taken training regarding inclusive education.

#### 4.5 Distribution of training taken by respondents regarding inclusive education



**Figure no. 4.3 Frequency of training**

The above figure shows that in total 128 participants 39 participants had taken training and among 39 participants most of them (18) had taken Montessori training, some of them had T.P.D training (Teacher professional development) (3), child friendly training (3) and education for all (2) etc. Since the number of participants of such training like School, psychological teaching method and child right etc. trainings were very few so they had been listed as others. Among the participants who got training, most of the participants had training for 11 months which mean most of them had 1 year Montessori training.

## Part II: Attitude

### 4.6 Distribution of respondents according to domains of STATIC Scale

**Table no 4.3 Frequency distribution of respondents according to Advantages and disadvantages of inclusive education**

<b>Advantages and disadvantages of inclusive education</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure, But Tend to Disagree</b>	<b>Not Sure, But Tend to Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
I believe that children with special needs should be placed in special education classes	33.59%	47.66%	10.16%	5.47%	1.56%	1.56%
Student with special need (SWSN) learn social skills that are modelled by regular education students.	0.78%	3.91%	3.91%	17.97%	54.68%	18.75%
SWSN have higher academic achievement when included in the regular education classroom.	1.56%	6.25%	9.38%	24.22%	41.40%	17.19%
It is difficult for SWSN to make strides in academic achievement in the regular classroom.	8.59%	41.41%	21.09%	7.03%	17.19%	4.69%
Self-esteem of CWSN is increased when included in the regular education classroom.	3.13%	0.78%	4.69%	17.19%	48.43%	25.78%
SWSN in the regular education classroom hinder the academic progress of the regular education student	5.47%	17.97%	20.31%	8.59%	34.38%	13.28%
SWSN should be included in regular education classrooms.	3.13%	7.03%	0.78%	11.72%	48.43%	28.91%

Table no. 4.3 shows the responses of participants according to advantage and disadvantage of IE factor of Teacher's Attitude Towards Inclusive Classroom (STATIC) Scale). Most of the participants shows the favorable attitudes in most of the items towards the factor of advantage and disadvantage of IE in general classroom. Here, in item 7 most of the

participants (47.66%) believed that children with special needs should not be placed in special education classes where 1.56% respondent believed that it would be better to place them in separate classrooms. Likewise, most of the respondents (54.69%) were agreed in the statement that SWSN have higher academic achievement when included in the regular education classroom where only 0.78% were disagreed.

Regarding SWSN have higher academic achievement when included in the regular education classroom 41.41% were agreed and only 6.25% were disagreed. Regarding difficulties for SWSN to make strides in academic achievement in the regular classroom 8.59% were totally disagreed, 41.40% respondents were disagreed, 21.09% were not sure but tend to disagree, 17.18% agreed and only 4.68% were strongly agreed. Most of the respondents (34.38%) were agreed about SWSN in the regular education classroom hinder the academic progress of the regular education student.



**Table 4.4 Frequency distribution of respondents according to professional issues regarding inclusive education**

<b>professional issues regarding inclusive education</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure, But Tend to Disagree</b>	<b>Not Sure, But Tend to Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
I am confident in my ability to teach children with special needs.	5.47%	0.78%	1.56%	25%	37.50%	29.69%
I have been adequately trained to meet the needs of children with disabilities.	9.38%	32.03%	11.72%	18.75%	16.40%	11.72%
I become easily frustrated when teaching students with special needs.	21.88%	16.40%	9.37%	3.13%	27.34%	21.88%
I become anxious when I learn that a student with special needs will be in my classroom.	14.84%	8.60%	7.81%	3.91%	32.03%	32.81%
I have problems teaching a student with cognitive deficits.	0.78%	35.94%	29.68%	10.16%	20.31%	3.13%

In the above table about professional issues regarding IE, most of the participants think positively as a professional in some of items and in some items, they think they cannot handle children having disabilities in their classrooms. It also shows that most of the participants (32.03%) have not been adequately trained regarding IE.

**Table 4.5 Distribution of respondents according to philosophical issues regarding inclusive education**

<b>Philosophical issues regarding inclusive education</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure, But Tend to Disagree</b>	<b>Not Sure, But Tend to Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Although children differ intellectually, physically, and psychologically, I believe that all children can learn in most environments.	11.72%	14.06%	4.69%	12.50%	36.72%	20.31%
I believe that academic progress is possible in CWSN.	0.00%	2.35%	1.56%	6.25%	51.56%	38.28%
I can adequately handle students with mild to moderate behavioral problems.	1.56%	2.34%	6.25%	36.72%	44.53%	8.60%
Special in-service training in teaching special needs students should be required for all regular education teachers.	1.56%	2.34%	6.25%	17.97%	36.72%	35.16%

In the above table, most of the participants respond positively regarding philosophical issues towards the IE. Here, 36.72% believes that children can learn in most environment where 4.06% respond not sure but tend to disagree and 11.72% respond strongly disagree. Likewise, 51.56% believes that academic progress is possible in children with special needs, where only 2.3% denied. most of the participants (44.53%) thinks that they can handle students with mild to moderate behavioral problems where only 1.5% were strongly disagree. And 36.72% respond that special in-service training should be required for all the regular education teachers while teaching special students, where only 1.56% participants were strongly disagreed.

**Table no. 4.6 Distribution of respondents according to logistic concerns of inclusive education**

<b>Logistic concerns of inclusive education</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure, But Tend to Disagree</b>	<b>Not Sure, But Tend to Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
I am comfortable teaching a child that is moderately physically disabled.	0.00%	13.28%	10.94%	26.56%	44.53%	4.69%
I don't mind making special physical arrangements in my room to meet the needs of students with special needs	14.06%	13.28%	7.03%	13.29%	45.31%	7.03%
Adaptive materials and equipment are easily acquired for meeting the needs of students with special needs	3.90%	10.94%	10.16%	27.34%	35.94%	11.72%
My principal is supportive in making needed accommodations for teaching children with special needs.	0.78%	1.56%	3.13%	7.81%	52.34%	34.38%

In the above table data shows that most of the participants agreed in all four statements/ items. 44.53% feels comfortable teaching a child who have moderately physically disabled and 13.28% participants respond disagree. 45.31% participants respond I don't mind making special physical arrangements in class room to meet the needs of students with special needs where 13.28% respond disagree, 7.03% respond not sure but tend to disagree.

### Part III

#### 4.7 General attitudes towards inclusive education

Table no 4.7 General attitude

N=128

Teachers' Attitudes Toward Inclusive Classrooms	Frequency	Percentile
Positive attitude	68	53.1
Negative attitude	60	46.9
Total	128	100

This study showed that, the mean value of the teacher's attitudes score of the total 128 respondents was found to be 63.02. The attitude was categorized into positive and negative attitude taking mean score of total score obtain by teachers (63.02 ~ 63) as a cutoff point. Table shows that 53.1 percentage of participants expressed positive attitude towards inclusive education and 46.9 percentage of participants expressed negative attitude towards inclusive education.

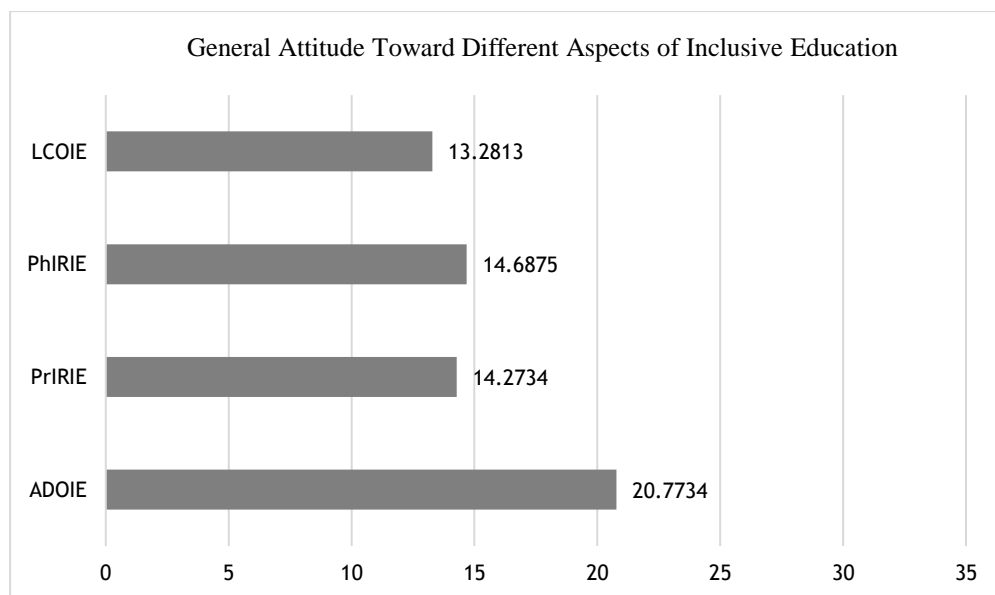


Figure 4.4 General attitude towards different aspects of inclusive education

The general attitude mean was subdivided into its respective four different aspect as shown in graph above. From the graph, we see that mean of the overall score of the respondents on Advantages and disadvantages of inclusive education (ADOIE) was 20.7734. this explains that the respondents have a slightly positive attitude towards ADOIE. The mean overall score of the respondents on Professional issues regarding inclusive education (PrIPIE) was found to be 14.2734 and this suggests that respondent also have a slightly positive attitude towards the PrIPIE aspect of IE. Similarly viewing at the mean overall score of the respondent towards Philosophical issues regarding inclusive education (PhIRIE), it was found to be 14.6875 which also suggests that the respondents also have a slightly greater positive attitude towards PhIRIE aspect. The mean overall score of the respondents towards fourth aspects i.e., LCOIE also have a slightly positive attitude as it was found that the mean overall score for LCOIE was 13.2813.

Looking at the overall contribution of each aspects, it was found that the respondents have almost positive attitude towards all aspects of IE. However, much positive attitude was observed on PhIRIE aspects than any other aspect of IE as it can be seen from the graph.

**Table no 4.8 Correlation between the different aspects of STATIC Scale**

<b>Correlation</b> Pearson correlation (sig. 2- tailed)	Advantages and disadvantages of inclusive education	Professional issues regarding inclusive education	Philosophical issues regarding inclusive education	Logistic concerns of inclusive education
Advantages and disadvantages of inclusive education	r = 1	r = -0.91 p = 0.309	r = 0.462** p = 0.000	r = 0.158 p = 0.074
Professional issues regarding inclusive education		r = 1	r = 0.099 p = 0.267	r = 0.218* p = 0.014
Philosophical issues regarding inclusive education			r = 1	r = 0.345** p = 0.000
Logistic concerns of inclusive education				r = 1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

The Pearson correlation among different aspects of IE were observed as shown in table above. From the table it is observed that there is no statistically significant correlation between ADOIE and PrIRIE [ r = -0.091, p = 0.309], between ADOIE and LCOIE [ r = 0.158, p = 0.074], and between PrIRIE and PhIRIE [ r = 0.099, p = 0.267] respectively.

Table also shows that, statistically significant correlation between ADOIE and PhIRIE [The magnitude, or strength, of the association is approximately moderate (.3 < |r = 0.462| < .5)] [Direction of relationship is positive] [r=0.462, p < 0.001], between PrIRIE and LCOIE [The magnitude, or strength, of the association is approximately weak (.1 < |r = 0.218| < .3)] [Direction of relationship is positive] [ r= 0.218, p = 0.014] and between PhIRIE and LCOIE [The magnitude, or strength, of the association is approximately moderate (.3 < |r = 0.345| < .5)] [Direction of relationship is positive] [ r = 0.345, p < 0.001] respectively.

#### 4.8 Association of teacher gender and attitude

**Table no. 4.9 Teacher's attitudes towards IE with respect to teacher gender using independent sample t-test**

Dependent variables	Gender	Mean	SD	df	P-value	
					Levene's Test	T test (Sig. 2 tailed)
Advantage and disadvantage of IE	Male	20.37	4.139	126	.142	.208
	Female	21.23	3.514			
Professional aspects related to IE	Male	14.16	3.132	126	.176	.696
	Female	14.40	3.738			
Philosophical aspects related to IE	Male	14.66	2.686	126	.841	.907
	Female	14.72	2.591			
Logistical concerns related to IE	Male	13.24	3.314	126	.096	.849
	Female	13.33	2.475			
General attitude	Male	62.42	9.027	126	.039	.376
	Female	63.68	6.618			

Above table represents the independent t-test to measure the association between the attitudes of teacher and their gender. Table shows that, in Levene's Test for Equality of Variances, for ADOIE p-value (Sig.= 0.142) > significance level (0.05), for PrIRIE p-value (Sig.= 0.176) > significance level (0.05), for PhIRIE p-value (Sig.= 0.841) > significance level (0.05), and for LCOIE p-value (Sig.= 0.096) > significance level (0.05). This conclude that, the variances in overall score of males towards all these four factors is not significantly different than that of female.

Similarly, table also shows that, the p-value (Sig.= 0.039) < significance level (0.05) of general attitude, which conclude that, the variances in overall score of male general attitude toward IE is significantly different than that of female. As it is observed that, the variance

of all aspects is not significantly different with respect to gender, therefore while observing the t-test we looked upon the t statistic value corresponding to equal variances. While for the overall attitude, levene's test showed significantly different variances and therefore t-test statistic value of corresponding unequal value was observed

Above table shows the calculated value of independence sample t-test with respect to teacher gender in four aspect of IE. In t-test for Equality of Means, for ADOIE with respect to teacher gender have p-value (Sig. 2 tailed = 0.208) > significance level (0.05). This conclude that, the mean of overall score of males toward ADOIE is not significantly different than that of female. Likewise, the p-value for PrIRIE was found to be (Sig. 2 tailed = 0.696) > significance level (0.05), the p-value for PhIRIE was found to be (Sig. 2 tailed = 0.907) > significance level (0.05), and the p-value for LCOIE was found to be (Sig. 2 tailed = 0.849) > significance level (0.05). So, all this conclude that, the mean of overall score of males in every aspect is not significantly different than that of female.

The p value for general attitude of teacher's gender from the t-test was found to be (Sig. 2 tailed = 0.367) > significance level (0.05), which conclude that, male respondent's overall score of the mean on the general attitude towards IE is not significantly different than that of female. So, there is no significant different between teacher's gender on different aspect of IE and towards IE as a whole.



#### 4.9 Association of teacher marital status and attitude

**Table no. 4.10 Teacher's attitudes towards IE with respect to teacher's marital status using independent sample t-test**

Dependent variables	Marital status	Mean	SD	df	P-value	
					Levene's test	T test (Sig. 2 tailed)
Advantage and disadvantage of IE	Married	21.0100	3.93507	126	.524	.192
	Unmarried	19.9286	3.55828			
Professional aspects related to IE	Married	14.0000	3.13340	126	.032	.152
	Unmarried	15.2500	4.20428			
Philosophical aspects related to IE	Married	14.6700	2.73789	126	.241	.888
	Unmarried	14.7500	2.25463			
Logistical concerns related to IE	Married	13.2900	2.44245	126	.009	.961
	Unmarried	13.2500	4.14215			
General attitude	Married	62.9700	7.45960	126	.156	.903
	Unmarried	63.1786	9.77546			

In the above table, the data represents the calculated value of the independent sample t-test to find out whether there is significant different between the teacher's attitude and their marital status. In Levene's Test for Equality of Variances, p-value for ADOIE found to be (Sig.= 0.524) > significance level (0.05), and p-value for PhIRIE was found to be (Sig.= 0.241) > significance level (0.05). This conclude that, the variances in overall score of married teachers towards ADOIE and PhIRIE is not significantly different than that of unmarried teacher. Similarly, p-value for PrIRIE was found to be (Sig.= 0.032) < significance level (0.05) and p-value for LCOIE was found to be (Sig.= 0.009) < significance level (0.05). This conclude that, the variances in overall score of married teachers towards PrIRIE and LCOIE is significantly different than that of unmarried teacher.

Table also represent that, the p value for the general attitude with respect to marital status was found to be (Sig.= 0.156) > significance level (0.05), which means, the variances in

overall score of married teachers on general attitude toward IE is not significantly different than that unmarried teacher.

From the above table, we can observe calculated value of independent sample t-test with respect to marital status and four aspect of IE. In test for equality of means, for ADOIE with respect to teacher's marital status have p-value (Sig. 2 tailed = 0.192) > significance level (0.05), PrIRIE have p-value (Sig. 2 tailed = 0.152) > significance level (0.05), PhIRIE have p-value (Sig. 2 tailed = 0.888) > significance level (0.05) and LCOIE have p-value (Sig. 2 tailed = 0.961) > significance level (0.05). This conclude that, the mean of overall score of married teachers toward all four aspect of IE is not significantly different than that of unmarried teacher. So, there was not a significant difference of teacher's marital status in mean overall score towards ADOIE, PrIRIE, PhIRIE and LCOIE ( $t_{126} = 1.311$ ,  $P(=0.192) > 0.05$ ), ( $t_{35.815} = -1.464$ ,  $P(=0.152) > 0.05$ ), [ $(t_{126} = -0.142$ ,  $P(=0.888) > 0.05$ ) and ( $t_{32.429} = 0.049$ ,  $P(=0.961) > 0.05$ )] respectively.

Similarly, in t-test for Equality of Means, the p-value for general attitude of teacher's found to be (Sig. 2 tailed = 0.903) > significance level (0.05). This also conclude that, the mean of overall score of married teachers on general attitude toward IE is not significantly different than that of unmarried teacher. So, there is no significant different between teacher's marital status on different aspect of IE and towards IE as a whole.

#### 4.10 Association of teacher marital status and attitude

**Table no 4.11 Descriptive for different aspect of IE with respect to age category**

<b>N</b>	<b>29</b>	<b>39</b>	<b>34</b>	<b>16</b>	<b>10</b>
	<b>ADOIE</b>				
	<b>25 years and below</b>	<b>26-35 years</b>	<b>36-45 years</b>	<b>46-55 years</b>	<b>56 years and above</b>
Mean	20.9655	20.7949	20.7353	19.8750	21.7000
SD	4.04866	3.43496	4.81355	2.89540	2.98329
	<b>PrIRIE</b>				
	<b>25 years and below</b>	<b>26-35 years</b>	<b>36-45 years</b>	<b>46-55 years</b>	<b>56 years and above</b>
Mean	14.7931	14.5897	13.8235	14.3750	12.9000
SD	4.44313	3.10109	3.25176	2.87228	2.46982
	<b>PhIRIE</b>				
	<b>25 years and below</b>	<b>26-35 years</b>	<b>36-45 years</b>	<b>46-55 years</b>	<b>56 years and above</b>
Mean	14.7586	15.0256	14.5588	14.1250	14.5000
SD	2.21448	2.60048	2.84116	3.13847	2.59272
	<b>LCOIE</b>				
	<b>25 years and below</b>	<b>26-35 years</b>	<b>36-45 years</b>	<b>46-55 years</b>	<b>56 years and above</b>
Mean	13.5517	13.3590	13.2941	12.5000	13.4000
SD	2.52963	3.58716	2.76920	2.30940	2.11870
	<b>General Attitude</b>				
	<b>25 years and below</b>	<b>26-35 years</b>	<b>36-45 years</b>	<b>46-55 years</b>	<b>56 years and above</b>
Mean	64.0690	63.7692	62.4118	60.8750	62.5000
SD	7.58255	8.44319	8.35253	8.09835	6.16892

Above table represents the mean of the overall score of age category towards different aspects of inclusive education. The age variable has been divided into five different categories (viz. 25 years and below, 26-35 years, 36-45 years, 46-55 years and 56 years and above).

Among five categorical ages, the maximum mean of overall score was observed for age group of 56 years and above with value of 21.7, while minimum was observed for age

group of 46-55 years with the value of 19.875 for ADOIE. Likewise, for PrIRIE, the maximum mean of overall score was observed to be 14.7931 for age group of 25 years and below, while minimum value of mean overall score was observed to be 12.9 for age group 56 years and above. For PhIRIE, age group of 26-36 years have maximum value of mean overall score found to be 15.0256, with the minimum value of 14.1250 for age group of 46-55 years. Similarly, for LCOIE the maximum value of mean overall score was observed for age group of 25 years and below with the value 13.5517, while minimum value of mean overall score was found to be 12.5 for age group of 46.55 years.

While observing the overall attitude of age category on IE, maximum value of mean overall score was found to be 64.0690 for age group 25 years and below, while minimum value of mean overall score was observed for age group of 46-55 years with value of 60.8750.

**Table no 4.12 Test of homogeneity of age category**

	Levene's Statistic	df1	df2	Sig.
ADOIE	2.898	4	123	.025
PrIRIE	1.365	4	123	.250
PhIRIE	.741	4	123	.566
LCOIE	.432	4	123	.786
General Attitude	.649	4	123	.628

To understand how age category effects on different aspects of IE, it is necessary to test whether there exists any significant different between the different age category with respect to four aspects of IE. The one-way ANOVA test have been performed to understand the effects. However, before proceeding to ANOVA test, it is essential to verify whether the test confirms with homogeneity in variances.

The above test shows, the result of Levene's test prior to performing one-way ANOVA test. By observing the table, it was found that the latter three aspects of IE viz. PrIRIE, PhIRIE, LCOIE and general attitude as a whole, confirm with the equal variances test as the p-value (sig.) for these were found to be 0.25, 0.566, 0.786 and 0.628 respectively. All these p-value are greater than chosen significance level of 0.05, thereby allowing us to go with the result of ANOVA test for these aspects.

However, for the first aspect ADOIE, the p-value of 0.025 was found which is less than the chosen significance level and confirmed that there exists non-homogeneity in variance and hence enable us to go with the more Robust test for equality of means. For Robust test of equality of means, welch and Brown-Forsythe method were adopted with Welch method the best method in most situation. So, for the analysis result from Welch method was used.

**Table no. 4.13 Test of equality of means for Age group with respect to fours aspect of IE**

Different aspects of IE		Df	F	Sig.	Remarks
ADOIE		4, 43.001	.612	.656	Robust test of equality of means (Welch)
PrIRIE	Between Groups	4	.801	.527	ANOVA
	Within Groups	123			
PhIRIE	Between Groups	4	.375	.826	
	Within Groups	123			
LCOIE	Between Groups	4	.362	.835	
	Within Groups	123			
General Attitude	Between Groups	4	.552	.698	
	Within Groups	123			

The one-way ANOVA test result of age category for the latter aspects of IE (PrIRIE, PhIRIE and LCOIE) and overall attitude along with the Robust tests of equality of means considering Welch methods (for ADOIE) were presented in table above. From the Robust test of equality of means, it was observed that, for ADOIE, p-value of .656 is greater than chosen significance level (0.05) confirming that there exists no significance difference in mean overall score among different age group with ADOIE aspects of IE. Similarly, the ANOVA results for other three aspects PrIRIE, PhIRIE and LCOIE presented that these aspects have p-value of 0.527, 0.826 and 0.835 respectively higher than the chosen significance level (0.05). these confirmed that these three aspects too do not have significant difference on means overall score with respect to age category. Likewise, the ANOVA test shows the p-value 0.698 for general attitude which is higher than significance level of 0.05, thereby confirming that the means overall score of age category on general attitude towards IE has no significant difference.

All this summarized that, the age category has no significant difference on the mean overall score of different aspects of IE as a whole.

#### 4.10 Association of teacher training regarding inclusive education and attitude

**Table no. 4.14 Independent sample t test for teacher’s attitude with respect to training regarding IE**

Dependent variables	Training	Mean	SD	df	P-value	
					Levene’s test	T test (Sig. 2 tailed)
Advantage and disadvantage of IE	Yes	21.31	3.64	126	.80	.30
	No	20.54	3.96			
Professional aspects related to IE	Yes	14.69	3.28	126	.88	.36
	No	14.09	3.47			
Philosophical aspects related to IE	Yes	15.1	2.78	126	.79	.23
	No	14.51	2.56			
Logistical concerns related to IE	Yes	13.87	2.10	126	.13	.12
	No	13.02	3.13			
General attitude	Yes	64.97	7.41	126	.67	.06
	No	62.16	8.10			

Above table represent the test result of independent sample t-test to find out whether there is significant different between training regarding inclusive education of teacher’s and their attitudes towards different aspects of inclusive education. In Levene’s test for equality of variance have p value for ADOIE sig = 0.80 > sig. level 0.05, for PrIRIE sig = 0.88 > sig level 0.05, for PhIRIE sig = 0.79 > sig level 0.05, for LCOIE sig = 0.13 > sig level 0.05 and for general attitude sig value found to be 0.67 > sig level 0.05. This concludes that, the variances in overall score of teachers who have taken training regarding inclusive education towards ADOIE, PrIRIE, PhIRIE, LCOIE and general attitude is not significantly different than that of teacher who have not taken training regarding inclusive education.

In independent sample t-test for equality of means, for ADOIE with respect to teacher's training regarding inclusive education have p-value (Sig. 2 tailed = 0.30) > significance level (0.05), for PrIRIE have p-value (Sig. 2 tailed = 0.36) > significance level (0.05), for PhIRIE have p-value (Sig. 2 tailed = 0.23) > significance level (0.05) and LCOIE have p-value (Sig. 2 tailed = 0.12) > significance level (0.05).

This conclude that, the mean of overall score of teachers who have taken training regarding inclusive education toward all four aspect of IE is not significantly different than that of teacher who have not taken training regarding inclusive education. So, there was not a significant difference of teacher's training regarding IE in mean overall score towards ADOIE, PrIRIE, PhIRIE and LCOIE.

Similarly, in t-test for Equality of Means for general attitude have p-value (sig. 2 tailed = 0.06) > significance level (0.05), which also suggested that, the mean of overall score of teachers who have taken training regarding IE on general attitude towards IE is not significantly different than that of teacher who have not taken training regarding IE. Thus, there is no significant different between teacher's training regarding IE in different aspect of IE and towards IE as a whole.

#### 4.11 Association between level of teaching and attitude

**Table no. 4.15 Test of homogeneity of level of teaching regarding inclusive education**

Aspects of IE	Levene's Statistic	df1	df2	Sig.
ADOIE	1.56	2	125	.21
PrIRIE	.25	2	125	.77
PhIRIE	.59	2	125	.55
LCOIE	1.04	2	125	.35
General Attitude	1.69	2	125	.18

In the above table, the result of Levene's test prior to performing one-way ANOVA test has shown. Table displays all the aspect of IE eg. ADOIE, PrIRIE, PhIRIE, LCOIE and general attitude as a whole, there is equally assumed variables as the p-value (Sig) for these aspects were found to be 0.21, 0.77, 0.55, 0.35 and 0.18 respectively. This conclude that all the sig (P-value) are greater than the chosen significant level 0.05 which leads us to go with the result of ANOVA test for these aspects.

**Table no. 4.16 One-way ANOVA test for level of teaching and attitudes**

Different aspects of IE		Df	F	Sig.
ADOIE	Between Groups	2		
	Within Groups	125	.27	.76
PrIRIE	Between Groups	2		
	Within Groups	125	3.07	.05
PhIRIE	Between Groups	2		
	Within Groups	125	.26	.77
LCOIE	Between Groups	2		
	Within Groups	125	.55	.57
General Attitude	Between Groups	2		
	Within Groups	125	.47	.62

Above table represents the One-Way ANOVA test result of the level of teaching of the teachers for the different aspects and general attitude of IE. From the table it was observed that the p-value for the ADOIE was found to be (sig=0.76) > significant level .05, for PrIRIE (sig=0.05) > significant level 0.05, for PhIRIE (sig= 0.77) > significant level 0.05,



and for LCOIE (sig = 0.57) > significant level 0.05. This concludes that the all the aspects of IE do not have significant difference on means overall score with respect to level of teaching. Likewise, the p-value for the general attitude of inclusive education was found to be 0.62 which is greater than the chosen significant level 0.05, this also confirms that the general attitudes do not have significant different on means overall score with respect to the level of teaching.

This all results summarized that the mean overall score of level of teaching have no significant different with different aspects of IE and as a whole.

#### 4.12 Association between experiences on teaching and attitudes towards IE of teachers

**Table number 4.17 Test of homogeneity of experience of teaching**

Aspects of IE	Levene's Statistic	df1	df2	Sig.
ADOIE	.14	3	124	.93
PrIRIE	1.34	3	124	.26
PhIRIE	1.17	3	124	.32
LCOIE	.69	3	124	.55
General Attitude	.25	3	124	.85

In the above table, at first test of homogeneity of variance was carried out to perform One-Way ANOVA test. Table shows that, all the aspect of IE eg. ADOIE, PrIRIE, PhIRIE, LCOIE and general attitude as a whole, there is equally assumed variables as the p-value (Sig) for these aspects were found to be 0.93, 0.26, 0.32, 0.55 and 0.85 respectively. This conclude that all the sig (P-value) are greater than the chosen significant level 0.05 which leads us to go with the result of ANOVA test for these aspects.

**Table no. 4.18 One-way ANOVA test for teaching experience and attitude**

Different aspects of IE		Df	F	Sig.
ADOIE	Between Groups	3	1.99	.11
	Within Groups	124		
PrIRIE	Between Groups	3	2.76	.04*
	Within Groups	124		
PhIRIE	Between Groups	3	.96	.41
	Within Groups	124		
LCOIE	Between Groups	3	.38	.76
	Within Groups	124		
General Attitude	Between Groups	3	2.07	.10
	Within Groups	124		

Above table displays the test results of One-Way ANOVA for teaching experience and attitudes towards different aspect of IE. It was observed that the p-value for ADOIE was found to be (sig = 0.11) > significant level 0.05, for PhIRIE (sig = 0.41) < significant level 0.05 and for LCOIE (sig = 0.76) > significant level 0.05. this concludes that there is no significance difference on means overall score between the three aspects of IE and teaching experiences of teachers. Similarly, general attitudes of IE have p-value of 0.10 which is higher than the chosen significance level 0.05, this also concludes that the general attitudes do not have significant different on means of overall score with respect to the years of experience of teaching. The sig value for PrIRIE found to be 0.04 < (sig level) 0.05 which shows there is significance different on means overall score between teacher's attitudes towards IE on PrIRIE factor with respect to teacher's experience. To confirm which category of teacher's years of experience have significance different following multiple comparison table needs to observe.

**Table no. 4.19 Multiple Comparison table of teaching experience for PrIRIE**

Years of experience	LSD (Sig value)			
	1-10 years	11-20 years	21-30 years	31-40 years
1-10 years	-	0.02	0.1	0.07
11-20 years	-	-	0.92	0.71
21-30 years	-	-	-	0.81
31-40 years	-	-	-	-

The Post Hoc test was performed to understand how the significant different among the teacher's years affected to different aspect of IE. The 1-10 years category when compared with 11-20 years teaching experience category, the significance value of  $0.02 < \text{sig level } (0.05)$  which suggested that there is significant differences among these two categories.

While, 1-10 years category compared with 21-30 years and 31-40 years teaching experience category showed the significant value of  $0.1 > (\text{sig. value}) 0.05$  and  $0.07 > \text{sig value } 0.05$  significant value respectively, which tells us that there exists no significant difference among these categories. Likewise, comparison between 11-20 years and 21-30 years categories of teaching experience shows the sig value  $0.92 > \text{sig value } 0.05$  and comparison between 11-20 and 31-40 years of teaching experience categories significant value found to be  $0.71 > \text{sig value } 0.05$ , both of these suggested that there also no significant differences among these categories. At last, the comparison between 21-30 years and 31-40 years teaching experience categories, significant value found to be  $0.81 > \text{sig value } 0.05$ , which also tells us there still no exist significant difference between these two categories.

So, LSD multiple comparisons test suggested significant score and more positive attitudes for teacher with 1-10 years compared to more than 11 years of teaching experiences.

#### 4.13 Association between educational status of teachers and attitude towards IE

**Table 4.20 Test of homogeneity of educational status of teachers**

Aspects of IE	Levene's Statistic	df1	df2	Sig.
ADOIE	.99	3	124	.40
PrIRIE	.10	3	124	.95
PhIRIE	2.09	3	124	.10
LCOIE	3.21	3	124	.02*
General Attitude	1.03	3	124	.38

Above test of homogeneity of variance was to perform One-Way ANOVA test result shows the p-value (sig.) for ADOIE, PrIRIE, PhIRIE and General attitude as a whole ( $0.40 > 0.05$ ), ( $0.95 > 0.05$ ), ( $0.1 > 0.05$ ) and ( $0.38 > 0.05$ ) respectively. This suggested that there are equally assumed variables which leads us to the One-Way ANOVA. However, for the fourth aspect Logistical concerns related to IE (LCOIE), the p-value of  $0.02 < 0.05$  which confirmed that there exists non-homogeneity in variance and hence enable us to go with the more Robust test for equality of means. For equality of means Welch method was used.

**Table no. 4.21 One-way ANOVA for educational status of teachers and attitudes**

Different aspect of IE	Df	F	Sig	
Advantage and disadvantage of IE	3, 124	0.02	0.99	<b>ANOVA</b>
Professional aspects related to IE	3, 124	2.05	0.11	
Philosophical aspects related to IE	3, 124	1.10	0.35	
Logistical concerns related to IE	3, 124	1.15	0.01*	<b>Robust test of equality of means (Welch)</b>
General attitude	3, 124	1.55	0.20	<b>ANOVA</b>

\* Indicates significant difference: 0.01

The One-Way ANOVA test result of educational status of teachers for first 3 aspects of IE (ADIOE, PrIRIE and PhIRIE) and general attitude along with the Robust tests of equality

of means considering welch methods for LCOIE were presented in above table. For first three aspects of IE (ADIOE, PrIRIE and PhIRIE) p-value (sig.) found to be  $0.99 > 0.05$ ,  $0.11 > 0.05$  and  $0.35 > 0.05$  respectively. All the p-value for these aspects are greater than chosen significance level (0.05) confirming that there exists no significance difference in mean overall score among different education status of teachers with ADOIE, PrIRIE and PhIRIE aspects of IE. Similarly, for general attitude of teacher p-value 0.2 was found which greater than the significance level 0.05 confirms that there still exists no significance difference in means overall score among different education status of teachers with general attitudes of teachers as a whole.

Test Result of Robust test of equality of means for the fourth aspect of IE (LCOIE) the p-value found to be  $0.01 <$  chosen significance level 0.05 which, suggested that there was statistical significance different on means overall score between teacher's attitudes towards IE on LCOIE factor with respect to teacher's educational status. To check in which category of teacher's educational status have significance different following multiple comparison table needs to observe.

**Table no 4.22 Games-Howell test of STATIC means with teacher's educational status for LCOIE**

Mean	Educational status	SEE	Higher Secondary	Bachelors	Masters
57.86	SEE	-	0.03*	0.03*	0.67
64.44	Higher Secondary	-	-	0.99	0.64
63.50	Bachelor	-	-	-	0.58
62.30	Masters	-	-	-	-

Note n = 128

\* indicates significant difference: 0.03

In the above table, Games-Howell test of STATIC means for multiple comparison test shows statistically significant difference between SEE and Higher Secondary (sig value  $0.03 < 0.05$ ) and between SEE and Bachelor (sig value  $0.03 < 0.05$ ) categories of educational status. Which suggested teachers have more positive attitudes who completed higher secondary and bachelors then the teachers who have completed SEE.

This research, aimed to assess the attitudes of general school teachers towards Inclusive Education, is the first ever research in Nepal done among the school teachers in Sunsari District. Inclusive education is barely familiar to general schools of Nepal. This section presents the results of the study as a whole and compares this with other similar research conducted in other different countries. The result of this research study has been interpreted carefully in view of the many shortcomings of the study. In particular, participants were selected from one district of the eastern Nepal, with a proportion of respondent coming from general schools. There was no direct measure of the teacher's concrete classroom behavior and activities recorded, any conclusions drawn with caution is necessary.

### **5.1.1 Sociodemographic characteristics**

This study shows that the mean age of the study participants was 35.57 (SD=11.386) where majority of the participants were between the age group of 26-35 years (30.5%) and very few in 56 years and above with n=10 (7.5%) which is similar to other study (Dorji et al., 2019). The study found that the majority of the participants were male which was 53.1% of the total participant while female was 46.9% and the age ratio was 1.13 (male-female). In contrast study done by Ahmmed, Sharma and Deppeler, majority participants were female (66.6%, n = 429) in Bangladesh (Ahmmed, Sharma, & Deppeler, 2012). In this study, result also shows that in general schools in Nepal, the attitude of the female teachers towards inclusive education is slightly more positive (M = 63.68) than the attitudes of male teachers (62.42). This finding was consonant with the study conducted in Finland, where female teacher felt more positive attitudes towards inclusion than those of male teachers (Saloviita, 2018). But the study conducted in Bangladesh and Bhutan shows opposite poll (Ahmmed, Sharma, & Deppeler, 2012), (Dorji, Bailey, Paterson, Graham, & Miller, 2019). A possible explanation for this might be that female teachers are more sensitive and carries more sentiments towards the special children and their inclusion than the male teachers.

As regards to the marital status of participants, majority were married 100 (78.1%) and very least was unmarried 28 (21.9%). This study is similar to other studies, in **India** which was done by Saradha, & S., 2017, where majority of respondents were married. Study shows that most of the participants n= 47 (36.7%) had completed masters level education, and few were completed bachelor n= 38 (29.7%) and higher secondary n= 36 (28.1%) level and very few n= 7 (5.5%) have completed SEE level of education. This study is consistent with study done in **India** by Bhatnagar & Das, 2013 where majority of participants were completed post-graduation (296) and few were completed graduation (172) and very few were completed intermediate (2) level of education. Majority participants 70 (54.7%) had 1-10 years of teaching experience while 36 (28.1%) had 11-20 years of experience, 12 (9.4%) had 21-30 years of experience and only 10 (7.8%) had 31-40 years of teaching experiences. This is similar to other studies, (Ahmmed, Sharma, & Deppeler, 2012), (Dorji et al., 2019). According to a study conducted by Bhatnagar & Das, 2013, 95% of total participants had not taken training in special education. Likewise, in this study majority participants 89 (69.5%) reported as having no inclusive education training, while only 39 (30.5%) reported as trained teachers.

### **5.1.2 General attitude**

In this study, general schools' teachers hold slightly positive attitudes towards the inclusive education. Considering overall contribution of each aspects of IE, even though all the factors showed positive attitude towards IE, much positive attitudes was observed on Philosophical issues regarding inclusive education. As similar, the previous study done in Nepal also revealed positive attitude of teachers towards IE. Author found donor drive integrated and special schools were qualified and attentive of idea of IE (Sharma, 2019). This finding is consonant with previous studies (Khochen & Radford, 2012), (Avramidis & Kalyva, 2007) and (Yada and Savolainen, 2017). In this, this study result cannot be generalized to all general schools of the country Nepal. As inclusive education practice is nascent and rising issue in Nepal, teacher have knowledge and awareness about IE.

### **5.1.3 Influence of training regarding inclusive education on four dimensions of STATIC Scale**

One of the important findings of this study refers to influence of training regarding IE on attitudes of teachers revealed that teachers having training on IE holds slightly more positive attitude with the mean score (64.97) than those who had no training on IE with the mean score (62.16) which is consonant with previous research undertaken by Avramidis & Kalyva, 2007. In this study mean association between training on inclusive education and attitudes, result shows that there was no statistically significant found (sig. 2 tailed = 0.06) as a whole. This finding is in line with the past research (Ahmmed, Sharma, & Deppeler, 2012), (De Boer et al., 2011) and (Sharma, 2019). Though, mean score of teachers who had training found little higher in this study, there was no statistically significance found. Finding can be explain by saying training on

### **5.1.4 Influence of teaching experience of participants on four dimensions of STATIC Scale**

Result of this study found that, even though the association between attitude and the number of years of teaching experience in general was statistically not significant (t value= 0.1), but considering the factor significance difference (t value= 0.04\*) was found on means overall score between teacher's attitudes and Professional aspects related to IE (PrIRIE) with respect to teacher's experience. Significant difference in mean score found among 1-10 years and 11-20 years of teaching experience categories (sig value= 0.04\*) while doing multiple comparison. Study conducted by (Ahmmed, Sharma, & Deppeler, 2012) is similar to this finding. In contrast, study conducted in Bhutan revealed statistically significant difference (Pr (Chi) = 0.01), found between the attitudes and the years of teaching children with special need, the increase in the number of teaching years for children with SEN has resulted in a relatively positive attitudes in overall attitudes towards inclusion (Dorji et al., 2019). Another study also not supported with this finding (Kamenopoulou & Dukpa, 2018). This finding can be explained by saying attitude are influenced by the year of experience while concerning with their professional aspect.



Keeping beside of personal view, increasing the years of their profession teachers are optimistic towards professional aspect of inclusive classroom.

### **5.1.5 Influence of Educational status on Attitude**

Further finding regarding influences of educational status on attitude towards inclusive education showed there was no statistically significant (sig value = 0.2) found on educational status of teachers on general attitude of IE. But the individual factor, Logistica concern related to inclusive education (LCOIE) found statistically significant, which showed teacher who completed higher secondary and bachelor's degree ( $M = 64.4$ ,  $p = 0.03^*$ ), ( $M = 63.5$ ,  $p = 0.03^*$ ) have more positive attitude then the teachers who have completed only SEE ( $M = 57.9$ ,  $p = 0.03^*$ ). Similar to this finding study conducted in India discovered more positive attitude found on teachers with bachelor's degree ( $M = 3.11$ ,  $SD = .6$ ) and master's degree ( $M = 3.33$ ,  $SD = .85$ ) had more positive attitude than those who had diploma education degree ( $M = 2.87$ ,  $SD = .57$ ) (Parasuram, 2006). Similarly, another study done by Hsien et al. (2009), claimed that higher qualified teachers had significantly more positive attitude regarding inclusive education than those without such a degree (Hsien, Brown, & Bortoli, 2009). This finding is quite contradictory with the results of (Khochen & Radford, 2012) where it was found that teacher with master's degree or above education qualification have less positive attitude ( $M = 53.6$ ) than teachers with below bachelor's degree ( $M = 55.8$ ) and bachelor degree ( $M = 55.9$ ). This study finding can be explained by the fact that at higher secondary level and bachelor level, curriculum and educational plan includes some disciplines which can build the baseline knowledge and skill regarding inclusive practice and teaching special children with learning difficulties and disabilities. Where school level education or SEE level, curriculum was not sufficient to develop or form to teach student having such issues and to make fine attitude towards IE.

### **5.1.6 Influence of age category of the teachers on Attitude**

The result of this study, was in contrast with the result of study conducted in India by Bhatnagar & Das, 2013 who reported that younger teacher having more positive attitudes towards inclusive education. Age category of teachers in this study had no significant difference on the mean overall score general attitude and different of IE as well. Likewise, another recent study done in Nepal was not supportive to this finding. That revealed that younger teacher attitude found more positive towards inclusive education than that of older ones (Sharma, 2019). A supportive research conducted by Brenda Lyons Greene in 2017, showed age variable of the teachers did not significantly contributed ( $p = .23$ ) to the difference aspect of inclusive education (Greene, 2017). The difference may be due to difference in study sample and study setting.

### **5.1.7 Influence of marital status of participants on STATIC Scale**

Although the mean score of STATIC Scale of teachers found little higher in unmarried than in married teacher in overall attitude but there was no statistically significant difference found on teacher's marital status and attitude towards inclusive education. A similar finding found on a study done in India, where marital status did no influence on the teacher's attitudes towards inclusive education (Saradha, & S., 2017). Another study conducted in Mizoram state of India revealed that, no significant difference found among marital status in the level of attitude of teachers towards IE (Fanai et al., 2018). This finding is in contrast with the findings of a study conducted in Nigeria, where the finding showed that significant difference exists between single and married teachers in their attitude towards students with special need and their inclusion (FAKOLADE et al., 2009). Attitudes of teachers towards inclusive education more influence by years of teaching experience, training regarding inclusive education and awareness and knowledge rather than the personal factors such as gender, age group and marital status.

### **5.1.8 Influence of Level of Teaching on Attitude**

Furthermore, influence of teaching level is also the one of the importance factors for teacher's attitude. This study revealed that, level of teaching had no statistically significant on attitude of teachers towards inclusive education. Which means attitude of teacher regarding inclusive education does not rely on the level of class which they are teaching.

### **5.2 Limitations of the study**

Though this study tried to assess the attitudes of general school teachers towards inclusive education, some limitations were remarkable.

- This study is limited to 6 schools of RamDhuni Municipality of Sunsari District, the result of the study is confined only to a particular area which cannot be generalized to the all of the general school teachers of Nepal.
- In this study, less participants were selected as a sample, so further research can be done with the large sample size for the validity and reliability of the result.
- This study only included quantitative questionnaire; it would be better if included some qualitative questions as well.
- Since, there it was not found special education school or inclusive school in the study area, this study is only considered general schools of the study area.
- This study did not consider the factors such as, difference between the government and private school teachers and the teacher's experience in teaching children with disability in general.

### 6.1 Conclusion

In this study, researcher aims to investigate the attitude of teacher towards the inclusive education in general school classroom. As discussed in discussion section, there are multiple studies which showed though teacher had positive attitude towards IE in general, there are many factors that influenced the attitude of teachers regarding inclusion of children in general education class such as teaching experience, training regarding inclusive education educational qualification of teacher.

This study also concluded that, general education teachers had positive perspective on inclusive education. Finding showed that, although the variables which were included in this study such as training regarding inclusive education, years of experience on teaching, educational status of teachers, age category and marital status did not have influenced on general attitude of teacher towards infusive education but some variables had influence on some factors STATIC scale. Education status of teacher have shown influence on Logistica concern related to inclusive education (LCOIE). Teachers who completed higher secondary and bachelor's degree shown more positive attitude than the teacher who completed only SEE. Similarly, teaching experience have shown influence on Professional aspects related to inclusive education (PrIRIE).

Although policy provisions cover all conditions for the implementation of inclusive education in the classroom, it is worth noting that the funding for professional development and the services available are not sufficient. The government seems to have committed itself to adopting the provisions and programs decided in the Salamanca Declaration. The attitude of individuals is not an issue for inclusion, as pointed out in the Human Rights Watch (2011) report, because people in Nepal are typically accommodative, supportive, polite and respectful of each other. Instead, heavy reliance on donor-driven agendas and policies and weak local and rural implementation of such policies are key issues in Nepal. Hopefully, this finding will shift educators towards a greater understanding of the attitudes

of teachers towards inclusion and lead to concrete approaches and strategies that lead to more positive attitudes towards teaching children.

## **6.2 Recommendations of the study**

This research serves as a baseline measurement of the attitudes of Nepalese teachers towards inclusive education, from their viewpoint. Such empirical data can serve to inform the knowledge and resources of teacher education and to build adequate school infrastructure and facilities that can allow the school environment to make inclusive classrooms and positively environment in the concept of inclusive education in Nepal. The findings of this research could be utilized in all levels, individual level, organizational level, governmental level. This finding could be used to plan classroom strategies, educational instruments, modify teaching method, inclusive class management for general school teachers. This finding could be helpful as, plan educational curriculum, teacher training, to improve teacher efficiency, to make change in educational policies in higher level, to make teaching professionals motivated and more sensitive towards inclusive education. At last, this study findings could be applied as secondary data and reference at university, collage and organizational level. Further qualitative research could be done on attitudes of general education teachers. And researcher recommended further study on difference between government school teacher's attitudes and private school teacher's towards inclusive education with respect to influencing factor as teacher's experience with person with disabilities.

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## APPENDIX

### Appendix I: Informed Consent in English



#### Consent Form

Namaskar, my name is Asmita Ghimire, I am conducting this research study for M.Sc. in Rehabilitation Science project study dissertation titled “**Attitudes of School Teachers Regarding Inclusive Education: A Cross Sectional Study**” under Bangladesh Health Professions Institute (BHPI), University of Dhaka. I would like to know about some personal and other related information regarding your view towards inclusive education. You will perform some tasks which are mention in this form. This will take approximately 15-20 minutes.

I would like to inform you that this is a purely academic study and will not be used for any other purpose. The researcher is not directly related with this inclusive education area, so your participation in the research will have no impact on your present or future professional relationship in the school. All information provided by you will be treated as confidential and in the event of any report or publication it will be ensured that the source of information remains anonymous and also all information will be destroyed after completion of the study. Your participation in this study is voluntary and you may withdraw yourself at any time during this study without any negative consequences. You also have the right not to answer a particular question that you don't like or do not want to answer during the study. If you have any query or doubt about the study you are free to ask any question.

So, may I have your consent to proceed with the study or work?

No:

Yes:

#### Consent for study

Here I give my consent to be the part of this study. the study purpose and procedure is explain to me. I have read and understood the above information.

Signature of the Participant \_\_\_\_\_

Signature of the witness \_\_\_\_\_

## Appendix II: Informed Consent in Nepali



### सहमति पत्र

नमस्कार ,

मेरो नाम अस्मिता घिमिरे हो । Dhaka University अर्न्तगत बङ्गलादेश हेल्थ प्रोफेशनल इन्स्टिट्यूट बाट M.SC in Rehabilitation Science दोस्रो वर्षमा अध्ययनरत छु । जसको पाठ्यभार पुरा गर्नको लागि एक अध्ययन गर्नुपर्ने हुँदा “साधारण शिक्षा शिक्षकहरुमा समावेशी शिक्षा सम्बन्धी अवधारणा” शिर्षकमा यो अध्ययन गर्दैछु । जसको सिलसिलामा तपाईंलाई म केही व्यक्तिगत र समावेशी शिक्षा सम्बन्धी तपाईंका अवधारणा सम्बन्धमा केही जानकारी लिन चाहन्छु । तपाईंले केही प्रश्नको उत्तर दिनुपर्ने हुन्छ । यसलाई मात्र १५ देखि २० मिनेट समय लाग्नेछ ।

म तपाईंलाई अवगत गराउन चाहन्छु कि, यो पूर्णरूपमा शैक्षिक अध्ययन हो र यो अन्य कुनै उद्देश्यको लागि प्रयोग हुने छैन । अध्यापनकर्ता प्रत्यक्षरूपमा समावेशी शिक्षाको क्षेत्रमा संलग्न नभएको हुँदा तपाईंको सहभागिताले तपाईंको पेशागत सम्बन्धलाई वर्तमान र भविष्यमा कुनैपनि असर गर्ने छैन । तपाईंले दिएका सबै जानकारी गोप्य रहनेछन् र अध्ययनको समाप्ती पश्चात सबै जानकारी नष्ट गरिने छ । अध्ययनमा तपाईंको सहभागिता स्वेच्छिक छ र बिना कुनै नकारात्मक परिणाम कुनैपनि समय अध्ययनबाट बाहिरिन सक्नुहुनेछ । तपाईंलाई इच्छा नलागेको प्रश्नको उत्तर नदिने हक तपाईंलाई दिइएको छ । यदि यो अध्ययन सम्बन्धी तपाईंलाई कुनैपनि जिज्ञासा भएमा निसडकोच सोच्नुहोला ।

त्यसो भए म संग यो अध्ययन कार्यको लागि तपाईंको सहमति छ ?

१. छ

२. छैन

अध्ययनको लागि सहमति

मैले माथिको सबै जानकारी पढे र बुझे । अध्ययनको उद्देश्य र प्रक्रिया मलाई स्पष्ट रूपमा व्याख्या गरिएको छ । त्यसैले म यस अध्ययनको हिस्सा हुन सहमत छु ।

सहभागिताको हस्ताक्षर.....

साक्षीको हस्ताक्षर.....

## Appendix III: Data Collection Form in English

### Scale of Teachers' Attitudes Toward Inclusive Classrooms (STATIC)

Directions/Instructions: The purpose of this instrument is to obtain information about your attitude toward the inclusion of students with special needs in regular education classrooms. There are no correct or incorrect answers. Your responses are completely autonomous and confidential. You should mark your response to each item on the response sheet provided.

#### Personal details:

1. Name:
2. Address:

#### Sociodemographic factors:

1. Age (in years):
2. Gender: Male  Female
3. Marital status:  
Married  Unmarried  widow/ widower  divorce/ separated
4. Education level completed: \_\_\_\_\_
5. Teaching experience: \_\_\_\_\_ years & \_\_\_\_\_ months
6. Level of teaching: Primary  Lower-Secondary  Secondary
7. Do you have taken any training regarding inclusive education?  
Yes  NO
8. If yes, name of training: \_\_\_\_\_
9. Duration of training: \_\_\_\_\_ Moth/Year.

**Attitude survey directions:** Read each item and decide how you would react. Rate your reaction using the scale below as your guide to describe the extent you believe best describes your attitude. Answer any items that do not specifically define the type of disability or special need of a student with the response that best describes your general perception of a student with a disability or special need. Put tick (√) on the option that best describe your answer.

0 STRONGLY DISAGREE

1 DISAGREE

2 NOT SURE, BUT TEND TO DISAGREE

3 NOT SURE, BUT TEND TO AGREE

4 AGREE

5 STRONGLY AGREE

S. N.	Items	Strongly Disagree	Disagree	Not Sure, But Tend to Disagree	Not Sure, But Tend to Agree	Agree	Strongly Agree
		0	1	2	3	4	5
1.	I am confident in my ability to teach children with special needs.						
2.	I have been adequately trained to meet the needs of children with disabilities.						
3.	I become easily frustrated when teaching students with special needs.						
4.	I become anxious when I learn that a student with special needs will be in my classroom.						

5.	Although children differ intellectually, physically, and psychologically, I believe that all children can learn in most environments.						
6.	I believe that academic progress is possible in children with special needs.						
7.	I believe that children with special needs should be placed in special education classes.						
8.	I am comfortable teaching a child that is moderately physically disabled.						
9.	I have problems teaching a student with cognitive deficits.						
10.	I can adequately handle students with mild to moderate behavioral problems.						
11.	Students with special needs learn social skills that are modeled by regular education students.						
12.	Students with special needs have higher academic achievement when included in the regular education classroom.						
13.	It is difficult for children with special needs to make strides in academic achievement in the regular classroom.						
14.	Self-esteem of children with special need is increased when included in the regular education classroom.						
15.	Students with special needs in the regular education classroom hinder the academic progress of the regular education student						



16.	Special in-service training in teaching special needs students should be required for all regular education teachers.						
17.	I don't mind making special physical arrangements in my room to meet the needs of students with special needs						
18.	Adaptive materials and equipment are easily acquired for meeting the needs of students with special needs.						
19.	My principal is supportive in making needed accommodations for teaching children with special needs.						
20.	Students with special needs should be included in regular education classrooms.						

## Appendix IV: Data Collection Form in Nepali

### तथ्यांक संकलन फारम

#### व्यक्तिगत विवरणः

१. नाम :
२. ठेगाना :

#### जनसाङ्ख्यिक विवरणः

१. उमेर वर्षमा :
२. लिङ्ग : महिला  पुरुष
३. वैवाहिक स्थिति : अविवाहित  विवाहित  विधवा/विधुर   
सम्बन्ध विच्छेद/छुट्टिएका
४. शैक्षिक तह (पुरा गरेको) :
५. शिक्षण अनुभव: ..... वर्ष महिना
६. शिक्षण गर्ने तह : प्रथमिक  निम्न माध्यमिक  माध्यमिक
७. तपाईंले समावेशी शिक्षा सम्बन्धि कुनै तालिम लिनुभएको छ ??  
छ  छैन
८. छ भने तालिमको नाम :
९. तालिम लिएको समयावधि :

**निर्देशन :**

प्रत्येक प्रश्नहरू पढ्नुहोस र उपयुक्त उत्तरमा आफ्नो प्रतिक्रिया दिनुहोस ।

कुनै पनि प्रश्नले विशेषगरि अपाङ्गता भएको विद्यार्थीको प्रकारलाई परिभाषित नगरी अपाङ्गता सम्बन्धी तपाईंको सामान्य अवधारणालाई मध्यनजर गरी प्रतिक्रिया दिन सक्नुहुनेछ ।

तपाईंको उत्तरलाई मिल्ने विकल्पमा  $\sqrt{\quad}$  चिन्ह लगाउनुहोस ।

- ० पूर्णरूपमा असहमत
- १ असहमत
- २ निश्चित छैन तर असहमत हुन सक्छ
- ३ निश्चित छैन तर सहमत हुन सक्छ
- ४ सहमत
- ५ पूर्णरूपमा सहमत

	प्रश्नहरू	पूर्णरूपमा असहमत	असहमत	निश्चित छैन तर असहमत हुन सक्छ	निश्चित छैन तर सहमत हुन सक्छ	सहमत	पूर्णरूपमा सहमत
		०	१	२	३	४	५
१	म अपाङ्गता भएका विद्यार्थीलाई पढाउन सक्छु भन्ने कुरामा विश्वस्त छु ।						
२	अपाङ्गता भएका विद्यार्थीलाई पढाउँदा म चाँडै दिक्क हुन्छु ।						
३	अपाङ्गता भएका विद्यार्थीहरूको आवश्यकता पूरा गर्नको लागि मैले पर्याप्त तालिम पाएको हुनुपर्छ ।						
४	अपाङ्गता भएका विद्यार्थी मेरो कक्षाकोठामा छ भन्ने थाहा भएपछि म निराश हुन्छु ।						
५	बच्चा बौद्धिक शारिरिक र मनोवैज्ञानिक रूपमा फरक भएता पनि सबै बच्चाहरू एउटै वातावरणमा सिक्न सक्छन् भन्ने कुरामा म विश्वास गर्छु ।						
६	म विश्वस्त छु कि अपाङ्गता भएका विद्यार्थीहरूमा पनि शैक्षिक प्रगति सम्भव छ ।						

७.	अपाङ्गता भएका विद्यार्थीलाई विशेष किसिमले शिक्षा दिनुपर्छ भन्ने कुरामा म विश्वस्त छु ।						
८.	मध्यम किसिमका असक्षमता भएका विद्यार्थीहरूलाई पढाउन म सहज छु।						
९.	संज्ञानात्मक समस्या भएका विद्यार्थीहरूलाई पढाउन मलाई समस्या हुन्छ।						
१०.	हल्का देखि मध्यम किसिमका व्यवहारिक समस्या भएका विद्यार्थीहरूलाई म राम्रो सँग सम्हाल्न सक्दछु ।						
११.	नियमित शिक्षा लिइरहेका विद्यार्थीहरूले गरेको व्यवहार/क्रियाकलापलाई हेरी विशेष किसिमका अपाङ्गता भएका विद्यार्थीहरूले सामाजिक शिक्षा सिक्न सक्दछन् ।						
१२.	अपाङ्गता भएका विद्यार्थीहरूलाई नियमित शैक्षिक कक्षाकोठामा समावेश गर्दा उनीहरूको उच्च शैक्षिक उपलब्धी हुन्छ ।						
१३.	अपाङ्गता भएका विद्यार्थीहरूका लागि नियमित कक्षाकोठामा शैक्षिक उपलब्धी हासिल गर्न कठिन हुन्छ ।						
१४.	अपाङ्गता भएका विद्यार्थीहरूलाई लागि नियमित शैक्षिक कक्षाकोठामा समावेश गर्दा उनीहरूको आत्मबल बढ्दछ ।						
१५.	अपाङ्गता भएका विद्यार्थीहरूलाई लागि नियमित शैक्षिक कक्षाकोठामा समावेश गराउँदा अन्य विद्यार्थीहरूको शैक्षिक प्रगतिमा बाधा आउँछ ।						
१६.	सबै नियमित शिक्षकहरूलाई अपाङ्गता विद्यार्थीहरूलाई शिक्षण गर्ने छुट्टै तालिमको आवश्यकता छ ।						

१७.	मलाई आफ्नो कक्षा शिक्षणमा अपाङ्गता भएका विद्यार्थीहरूको आवश्यकता परिपूर्ति गर्नका लागि भौतिक प्रबन्धहरू गर्न कुनै आपत्ति छैन ।						
१८.	अपाङ्गता विद्यार्थीहरूको आवश्यकता पूरा गर्नको लागि अनुकूल सामग्री र उपकरणहरू सजिलैसँग अधिग्रहण गरिन्छ ।						
१९.	अपाङ्ग विद्यार्थीको लागि चाहिने सुविधाहरू व्यवस्थापन गर्न मेरो प्रध्यानाध्यापक सहयोगि हुनुहुन्छ ।						
२०.	अपाङ्गता भएका विद्यार्थीहरूलाई नियमित शिक्षा कक्षाकोठामा समावेश गर्नुपर्छ ।						

## Appendix V

### Approval of Thesis



বাংলাদেশ হেল্থ প্রফেশন্স ইনস্টিটিউট (বিএইচপিআই)  
**Bangladesh Health Professions Institute (BHPI)**  
(The Academic Institute of CRP)

Ref:

CRP-BHPI/IRB/IRB/09/19/1328

Date: 14/09/2019

To,  
ASMITA GHIMIRE  
5<sup>th</sup> batch M.Sc. in Rehabilitation Science  
Session: 2018-2019, Student ID 181180120  
BHPI, CRP-Savar, Dhaka-1343, Bangladesh

**Subject:** Approval of thesis proposal "Attitudes of School Teachers Regarding Inclusive Education: A Cross Sectional Study" by ethics committee.

Dear Asmita Ghimire,

Congratulations,

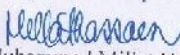
The Institutional Review Board (IRB) of BHPI has reviewed and discussed your application to conduct the above-mentioned thesis, with yourself, as the Principal Investigator. The following documents have been reviewed and approved:

S.N.	Name of Documents
1.	Thesis Proposal
2.	Questionnaire (English and Nepali version)
3.	Information sheet & consent form.

The study involves use of a Structured questionnaire to identify the "Attitudes of School Teachers Regarding Inclusive Education: A Cross Sectional Study" that may take 15 to 20 minutes to fill in the questionnaire for collection of data. There is no likelihood of any harm to the participants in the study. The members of the Ethics Committee have approved the study to be conducted in the presented form at the meeting held at 9 am on 18 February, 2019 at BHPI.

The institutional Ethics committee expects to be informed about the progress of the study, any changes occurring in the course of the study, any revision in the protocol and patient information or informed consent and ask to be provided a copy of the final report. This Ethics committee is working accordance to Nuremberg Code 1947, World Medical Association Declaration of Helsinki, 1964 - 2013 and other applicable regulation.

Best regards,

  
Muhammad Millat Hossain  
Assistant Professor, Dept. of Rehabilitation Science  
Member Secretary, Institutional Review Board (IRB)  
BHPI, CRP, Savar, Dhaka-1343, Bangladesh

CRP-Chapain, Savar, Dhaka-1343, Tel : 7745464-5, 7741404

E-mail : principal-bhpi@crp-bangladesh.org, Web: bhpi.edu.bd, www.crp-bangladesh.org

## Appendix VI

### Recommendation for Data Collection



বাংলাদেশ হেল্থ প্রফেশন্স ইনস্টিটিউট (বিএইচপিআই)  
**Bangladesh Health Professions Institute (BHPI)**  
(The Academic Institute of CRP)

Ref:

Date: 14.11.19

CRP-BHPI/MRS/11/2019/0524

#### To Whom It May Concern

This is to inform you that **Asmita Ghimire** is a student of Part II of M.Sc. in rehabilitation science program at the Bangladesh Health Professions Institute (BHPI), an academic institute of Centre for the Rehabilitation of the Paralysed (CRP), under the faculty of Medicine of the University of Dhaka, Bangladesh.

As per the course curriculum the above-mentioned student needs to complete an individual thesis titled "**Attitudes of School Teachers Regarding Inclusive Education: A Cross Sectional Study**". Thus, she requires to conduct data collection and research related activities during the period of November, 2019 to December, 2019. Therefore, this is our request to help her through necessary procedures to complete data collection for this thesis on time.

With best Regards,

**Md. Julker Nayan**  
Thesis Supervisor,  
Associate Professor, BHPI &  
Head Department of Occupational Therapy

CRP-Chapain, Savar, Dhaka-1343, Tel : 7745464-5, 7741404

E-mail : principal-bhpi@crp-bangladesh.org, Web: bhpi.edu.bd, www.crp-bangladesh.org

## Appendix VII

### Permission Letters for Data Collection

कोड नं. ०६००६०००४



# श्री आदर्श माध्यामिक विद्यालय

रामधुनी-६, बकलौरी, सुनसरी प्रदेश नं. १ (नेपाल)

## SHREE ADARSHA MADHYAMIK VI. BAKLAURI

RAMDHUNI-6, SUNSARI PROVINCE No. 1 (NEPAL)

Est. 2021 B.S.

च.नं. :- ५११

प.सं. :- ०७६/०७७



मिति: 19-11-2019

विषय :-

श्रीमान्

To,  
Asmita Ghimire  
M.Sc. In Rehabilitation Science (MRS)  
Session : 2018-2019, Student ID 181180120  
BHPI, CRP-Savar, Dhaka-1343, Bangladesh

**Subject: Approved for data collection for the Master's Thesis**

It is our pleasure to support your master study. Our school has accepted your request and given permission to conduct a research on your approved thesis entitled "Attitude of school Teachers regarding Inclusive Education: A cross sectional study." We believe, our support will add credit in your academic journey. Wish you success in your endeavors.

Thank you.

Rabindra Poudel

Headmaster

Shree Adarsha Secondary School

Ramdhuni-6, Baklauri, Sunsari

Sunsari





फोन नं. ०२५-५६२०३७

**श्री भादगाउँ सिनुवारी मा. वि.**

रामधुनी न.पा.-१,जुमका,सुनसरी  
स्था.२००८

**Shree Bhadgaun Sinuwari Secondary School**  
Ramdhuni Municipality-1, Jhumka, Sunsari  
Estd.2008

प.सं.२०७६।०७७

Date: 11<sup>th</sup> Nov 2019

च.नं.२८

To,  
Asmita Ghimire  
Part-II M.Sc. Rehabilitation science  
Session- 2018/19  
BHPI, CRP, Savar, Dhaka 1343, Bangladesh

**Subject: Approved of Data collection for your Master's Thesis.**

It's our pleasure to support your master's study. For your kind information **Shree Bhadgaun Sinuwari Secondary School** has accepted your request and giving full permission to conduct a research on your approved thesis title: "**Attitudes of School teachers regarding inclusive education : A cross sectional study**". We believe, our support will add credit in your academic journey.

Wish you success in your endeavours in the near future.

Thank you.

Principal  
Shree Bhadgaun Sinuwari Secondary School

HEADTEACHER  
BHADGAUN SINUWARI  
SECONDARY SCHOOL  
RAMDHUNI -1,SUNSARI



# श्री जनता माध्यमिक विद्यालय

रामधुनी न.पा.-०३, सिंगिया, सुनसरी, नेपाल

स्था. २०१५

## SHREE JANATA SECONDARY SCHOOL

प.सं. ७० Ramdhuni Municipality - 03, Singiya, Sunsari, Nepal

च.नं. २०७६/०७७

Estd. 2015

Date : 08/11/2019

To,

Asmita Ghimire

M.Sc. in Rehabilitation Science (MRS)

Session: 2018-2019, Student ID 181180120

BHPI, CRP- Savar, Dhaka-1343, Bangladesh

Subject: Letter of Permission to Conduct Research.

Dear Asmita,

It's our immense pleasure to listen that you have been selected to conduct a research in our school for your dissertation. In this regard, we are happy to provide you full permission to conduct a research on your approved thesis title: "Attitudes of school teachers regarding inclusive education Across sectional study".

in Janata Secondary School, Ramdhuni Municipality-3, Nepal.

We hope that our kind and unconditional support will add credits in your academic journey. We wish you bright academic life in the days to come.

Thank you.



Vice. Principal

Shree Janata Secondary School  
Ramdhuni-3, Singiya, Nepal

Regd no: 3029/61/62

"Learn for life"

025-562155



## LAXMI MEMORIAL ENGLISH SCHOOL

Ramdhuni-5, Sunsari

Est'd: 2061

Ref. No. :- 76/28

E-mail: lesschool61@gmail.com

Date:- 27/11/2019

### To whom it may concern

*It is hereby certified that Miss Asmita Ghimire a Student of Msc. in Rehabilitation Science has been conducting a project study "Attitude of school teachers regarding inclusive education: A cross sectional study" has been given permission to conduct the assigned project work at this institution on 25th of November 2019. And also it is good to learn that a Nepali girl studying in Bangladesh University is from our locality.*

*Therefore, I wish her for her bright future in the coming days.*

Thanks !



*[Handwritten signature]*  
27/11/2019



“Education for creative individual and ideal society”

# Nabha Dip Academy

Ramdhuni-6, (Baklauri) Sunsari  
ESTD. – 2066

Regd. No. : 59164/065/066

Ln. No. :

Date: 2076/8/2

To,  
Miss Asmita Ghimiri  
Part II M.Sc. Rehabilitation Science program (BHPI) & CRP  
Medicine of the University of Dhaka, Bangladesh.  
CRP-BHPI/MRS/11/2019/0324

Subject : To grant permission for individual research towards inclusive classroom.

Dear miss,

I have received your request letter for the permission of data collection for research purpose .So It's our pleasure to support your master's study giving the full permission to conduct a research on your approved individual thesis title “Attitudes of school teachers regarding inclusive education: A cross sectional study”. We believe our support will request you to increase your credit limit in your academic journey .

We wish her all success in her future endeavor.

If you have any questions or need additional information ,please feel free to contact us at . Thank you

Principal

Nabha Dip Academy Sec. Eng. School  
Ramdhuni – 6, (Baklauri) Sun

Reg. No:- 43088

Phone No:- 025-567190



**Unique Sagarmatha Educational Academy**  
Ramdhuni Municipality, 05, Jhumka, Sunsari



Ref. No. : - 361

Date:- 25<sup>th</sup> Nov, 2019

To,  
Asmita Ghimire  
Part – II, M.Sc. Rehabilitation Science  
Session:- 2018/19  
BHPI, CRP, Savar, Dhaka 1343, Bangladesh

**Subject: Approved of Data Collection for Master's Thesis.**

It's our pleasure to support your master's study. For your kind information Unique Sagarmatha Educational Academy has accepted your request and giving full permission to conduct a research on your approved thesis title: "Attitudes of school teachers regarding inclusive education: A cross sectional study".

We believe, our support will add credit in your academic journey. Wish you success in your endeavours in the future ahead.

Principal  
Bikash Bista

Unique Sagarmatha Educational Academy