

Attitude of Parents and Teachers Towards Care and Inclusion of Children with Special Needs

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Abstract:

The study "Attitude of the of Parents & Teachers towards Care and Inclusion of Children with Special Needs" was undertaken to identify the attitude of parents and teachers towards care and inclusion of children with special need; to find out the factors facilitating inclusion in school; to develop an appraisal to assess parents' and teachers' attitude towards inclusion; to standardize the attitude appraisal on inclusion. The study was conducted in Jaipur. The sample for the present study consisted of 60 parents of children with special need and 40 teachers from Jaipur (20 from normal school teachers and 20 special school teachers). Purposive sampling technique was used for the selection of sample. The set of items was evaluated by a panel of 5 experts on 5 point scale from 1 to 5. The data was analyzed statistically. A set of 30 items for parent's attitude and one with 32 items for teacher's attitude towards inclusion were developed. The reliability (split half) was calculated for the attitude appraisals. The

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attitude appraisals were highly reliable and valid.

Key words: – Special needs Inclusion, Integration, Mainstreaming, Disability.

Introduction:

Indian society has only recently begun to understand and recognize that some children, often because of circumstances beyond their control, have unique needs. These needs relate to a group of disabilities that involve problems in seeing, hearing, walking, talking, climbing, or lifting or in providing self-care tasks known as activities of daily living.

Human beings, regardless of any disability, have basic needs that must be met in order to feel fulfilled. Having meaning and purpose to what one does and one's identity, provides inspiration. Having a disability develops a sense of being useless and thus it decreases motivation and self-esteem. A sense of belonging, being loved, having relationships and friendships with others enriches our lives whereas feeling of being disabled and useless can have a negative impact in all areas of our lives. Education helps meet the need to learn and grow and not remain stagnant. When all these needs are met in an integrated way, each area adds strength in the ability to achieve fulfillment in the other areas. Inclusion is about meeting all those needs, and maximizing a person's overall quality of life.

The term inclusion is defined as 'partial or full inclusion in regular classrooms, with the level of inclusion being dependent upon the severity and number of disabilities and the level of additional support available for that student' (Fuchs & Fuchs, 1994)

While there is no legal definition of inclusion or inclusive education, many organizations and advocacy groups have developed their own definitions. Inclusive education, according

to its most basic definition, means that students with disabilities are supported in chronologically age-appropriate general education classes in their home schools and receive the specialized instruction delineated by their individualized education programs (IEP's) within the context of the core curriculum and general class activities. Inclusion is an effort to make sure students with disabilities go to school along with their friends and neighbors while also receiving whatever, "specially designed instruction and support" they need to achieve high standards and succeed as learners. Inclusion is not the same as **mainstreaming** or **integration**. Mainstreaming attempts to move students from special education classrooms to regular education classrooms only in situations where they are able to keep up with their typically developing peers without specially designed instruction or support. Integration provides only "part-time" inclusion, which prevents the students from becoming full members of the classroom community.

The National Center on Educational Restructuring and Inclusion developed the following working definition of inclusive education: "Providing to all students, including those with significant disabilities, equitable opportunities to receive effective educational services, with the needed supplementary aids and support services, in age appropriate classrooms in their neighborhood schools, in order to prepare students for productive lives as full members of society."

Inclusion is a philosophy. The philosophical position of inclusion is based primarily on two arguments.

- Segregating children in special classes or programs denies these children access to normal experiences.
- Segregated services have not resulted in adequate education for handicapped students.

In an inclusive setting it is crucial to invite parents, teachers, community members and students to join together to be part of a new culture. Every person should be encouraged to participate to the fullness of their capacity -- as partners and as

members. The current paradigm shift to less restrictive models for educating students with disabilities requires collaborative planning, routine modification of instructional materials, and the inclusion of parents and peers as important components of the educational process. Programming decisions should be based on individual student needs, attributes of the school, and the expertise of building professionals (Bradley and Fisher 1995).

The notion of inclusion is based on three main perspectives: equality of education, financial issues, and social interactions for children with special needs. Research evidence indicates that inclusion is a positive practice for all those who are involved. The success of inclusion is also largely determined by the attitudes of those involved. The well-being of typical children, children with special needs, parents/families, and the teaching profession through inclusion has to be studied to understand effects of inclusion.

In many countries throughout the world, children with special needs are increasingly being educated in mainstream school environments. In this context, research focusing on factors that may facilitate or impede efforts to include children with special needs is salient. In particular, researchers over several decades have concluded that teachers' attitudes are one of the most crucial variables in the success of inclusion schemes (Chow & Winzer 1992; Hayes & Gunn 1988; Williams & Algozine 1977). Overall, teachers have been found to express positive attitudes towards the inclusion of children with special needs in mainstream educational environments (Scruggs & Mastropieri 1996). In some cases, teachers are more positive than parents of children with special needs (Stoiber, Gettinger, & Goetz 1998). Thus, research studies have explored factors that lead to variations in teachers' attitudes (see recent reviews by Farrell 1997; Salend & Duhaney 1999; Scruggs & Mastropieri 1996). Multiple factors have been found to affect teachers' attitudes (Salend & Duhaney 1999) including child,

teacher, and school variables (Soodak, Podell, & Lehman 1998). Each of these three general classes of variables will be reviewed briefly in turn. First, the key child variable explored in existing research relates to the nature of the child's special needs. Various studies have found that children with less severe special needs, who are also less demanding in terms of teachers' input, are generally viewed more positively as candidates for inclusion than children with severe disabilities. In particular, children with intellectual disabilities or emotional and behavioral problems are typically rated less positively by samples of teachers and student teachers (Avramidis, Bayliss, & Burden 2000; Soodak et al. 1998; Stoiber et al. 1998)

In India, inclusive education was a shift that was initiated with the understanding that learning difficulty is not necessarily due to a problem within the child but can also be due to the school system. Therefore, education policy has referred to the social and environmental factors and rests on the theory that the child is a product of his/her experiences, and the interactions of the child within the environment have an effect on growth and development. The shift in the thinking that the problem does not lie with the child, but with the society, has also made the language used more appropriate and less offending or demeaning. In India, very little research has been carried out to study the attitudes of teachers towards education of children with disabilities (Jangria & Mukhopadya 1991; Jangria & Srinivasan 1991). Taking into consideration that for the success of inclusive education, it is important to understand teachers' attitudes, the purpose of this study is to investigate the attitudes of general educators in the city of Mumbai, India, towards people with disabilities and towards the inclusion of students with disabilities into general education classrooms.

Generally, inclusion in education means, "Full inclusion of children with diverse abilities in all aspects of schooling that other children are able to access and enjoy". All children can

learn when teaching is effective and meet individual strengths and learning needs. Studies on parental views and opinions on inclusion have examined the attitudes of parents as a group, instead of investigating separately the attitudes of parents of children with special needs and parents of typical children. It is evident that perceptions of parents of both children with special needs and typical children need to be considered, since that will determine the success of inclusion.

As parents are important for every individual life's, parents' attitude plays very important role in children lives especially in children with special needs. For parents of children with special needs, initially, acceptance becomes the main concern. They go through various emotional phases, and coping strategies. Like grief, frustration, denial and anger, before the child's condition is accepted. The other concern for parents is the education of the child with special needs.

Parents who favor inclusion believe that it would increase their child's learning ability due to higher standards in a regular class, and would provide a stimulating environment for learning. A majority of parents show favorable attitude towards inclusion in terms of promoting positive role models, friendships, facilitating acquisition of pre-academic, social, language, and motor skills. Parents who are not in favors of inclusion feel that teachers would be overburdened with the child's disability and that the classroom would not accept and welcome their child.

Parents of typical children might find their children find their children's experiences were positive; sometime prefer having their children in classes that included children with disabilities. Various studies have revealed an increase in personal development, and improved self-worth by helping others. Specific gains are in terms of social cognition, i.e., awareness of other children's needs, and personal characteristics and greater acceptance of human diversity.

The concerns that parents of typical children show are in

the effectiveness of instructions; the fact that some children with special needs do not receive enough help from teachers, and that their children sometimes emulate the inappropriate behaviors of children with special needs. Other concerns stated by parents are that the demands of children with special needs become so great, that they interfere or compromise their own child's growth and education.

Classroom teachers play an important role in developing an effective inclusive environment. The attitude of teachers towards inclusion depends upon the type of impairment, severity, and needs of the child. Bringing about emotional and behavioral changes towards persons with disability is achievable only when information about disabilities is provided, and there are linkages to practical experiences.

Special educators and general educators have suggested that administrative support and collaboration were factors for positive attitudes towards inclusion. There is a need for a differentiated programmer of training and development that recognizes the particular needs of head teachers from special schools. Sharing staff expertise and commitment to change, have been identified to be helpful in making inclusion work.

Teacher attitude is one of the most important variables in the education of children with disabilities (Smith 2000). Many studies have emphasized the importance of positive attitudes of educators toward inclusion (Winzer 1985; Garvar-Pinhas & Schmelkin 1989). Attitudes are a factor in one's daily living and therefore play an important role in an educator's daily interactions with students. Teacher beliefs underlying the philosophy of inclusion are important predictors of the outcomes of inclusion (Ringlaken & Price 1981). McEroy, Nordgreist and Cunningham (1998) contended that the effects of teacher attitudes on the children with disabilities could be serious. Teachers' judgments about children with disabilities could have a significant influence on children's emotional, social and intellectual development. Since general educators'

willingness to include students with disabilities in their classrooms is critical to the success of inclusion, a number of researchers have stressed the importance of understanding teachers' attitudes and beliefs toward inclusion (Bain & Dolbel 1991; Roberts & Zubrick 1992; Forlin & Cole 1993; Hasazi *et al.* 1994; Forlin *et al.* 1996; Smith 2000).

Justification

The study was aimed at identifying the attitude of parents and teachers towards care and inclusion of children with special need to find out about aspects of school organization that facilitates inclusion. As early efforts to provide service for individual and families with special needs could be called segregated services, since these were provided under separate support when children were isolated from other. These children are not only to meet the needs of their everyday life, but also to understand and enjoy their surroundings. To make a positive attitude of parents and teachers, and generate awareness and develop positive attitude among parents and teacher towards inclusion of special need children with normal, it is important that inclusion is given due consideration.

As such most students tend to learn better in inclusive settings. In the past, tracking, ability grouping, and special education pull-out programs were thought to be the way to provide for individual needs of most students. By contrast, in inclusive settings, which provide appropriate instruction and support, students tend to learn more than they do in segregated or tracked classes. Inclusion promotes the growth of self-esteem. No student wants to be singled out or identified as "different" or less worthy to be part of mainstream activities. By including all students, the negative effects which tracking and pull-out programs create, are eliminated.

It helps all students learn, at the first hand, the meaning of equal worth and equal rights. As long as a single

student, who has not broken any laws, is excluded from mainstream school life and opportunities, all students become vulnerable to discriminatory treatment. Inclusive schooling can help all students learn to be aware, sensitive, and tolerant of differences. It helps them learn that all people have abilities and disabilities and that they need to work together to survive and be happy.

Important aspects of inclusion to consider are the social and emotional benefits. Students entering an inclusion classroom have increased interaction with their peers. They are able to develop stronger social and communication skills. This increased interaction with regular students will better prepare the special needs student for post-school experiences (“Long-term Effects”). In addition, children are able to develop natural friendships within their own home community. Segregation only fosters ostracism, whereas integration fosters acceptance.

In many instances, peer teaching is an effective teaching tool for inclusive classrooms. It has been shown that in certain concepts, such as math, peer instructors may be more effective than adults. Students tend to be more directive and use more age-appropriate language. In addition, students with severe disabilities may require assistance with a variety of simple behaviors.

Inclusion is promoting a feeling of belonging; the special education teacher should work, at least partly, with all students, not simply those in the special education program. The curriculum should have flexible learning objectives, based on the needs of children.

Both disabled students and non-disabled students have an increased academic performance when in an inclusive classroom. Disabled students learn important social skills and appropriate communication. Their peers learn valuable life skills such as accepting others, patience, and respect.

Important aspects of inclusion to consider are the social

and emotional benefits. Students entering an inclusion classroom have increased interaction with their peers. They are able to develop stronger social and communication skills.

Through inclusive education children with disabilities remain on a path that leads to an adult life as a participating member of society. Meeting all their needs together increases their ability to achieve academic and physical growth to their potential, and it enhances their overall quality of life. Inclusive education teaches all children team work and how to interrelate and function together with others of different abilities. They learn to value diversity, see the ability of others to contribute, and it gives children a sense of unity.

Being in an inclusive classroom doesn't hurt the students without special needs. The growing body of research suggests that students without special needs can gain a number of important benefits from relationships with their classmates who have special needs. Some of the benefits include: friendships, social skills, personal principles, comfort level with people who have special needs, and caring classroom environments.

Friendship: The most important function of friendship is to make people feel cared for, loved, and safe. Researchers have documented cases of long-lasting friendships that have emerged between students who have special needs and *typical* students, in which both students benefit. Recent research has helped to identify three specific areas of mutual benefit for children with and without special needs who are friends with each other: (1) warm and caring companionship; (2) growth in social cognition and self-concept; and (3) the development of personal principles. Of course, inclusive settings do not mean that all *typical* children become close friends with children who have special needs. However, even when relationships remain at the level of 'classmate' or 'familiar acquaintance', versions of these same benefits have been reported in surveys of teachers and other research.

Social Skills: Children without special needs often can become more aware of the needs of others in inclusive classrooms. As they become skilled at understanding and reacting to the behaviors of their friends with special needs, they gain an enhanced acceptance and appreciation of each child's unique gifts. Personal Principles Students without special needs grow in their commitment to their own moral and ethical principles and become advocates for their friends who have special needs. The development of strong personal principles will benefit students throughout their lives.

Comfort Level with People Who Have Special Needs: It has been seen that students without special needs are less fearful of people who look different or behave differently because they've interacted with individuals with special needs. Parents notice the differences in their children, too. An interesting side effect is that these parents report that they, also, feel more comfortable with people with special needs because of their children's experiences.

Caring Classroom: Environments Schools and classrooms can be structured to facilitate kindness, consideration, empathy, and compassion for others. Within a caring classroom environment, students have opportunities to learn about their classmates in ways that honor the full range of experiences that each child brings to the classroom.

Objectives:

The study was thus undertaken with the following objectives:-

- To identify the need of inclusion of children with special needs into normal schools
- To develop appraisals to assess parent's and teacher's attitude towards inclusion
- To standardize the attitude appraisals on inclusion

Review of Literature

Amruta, Shruti (2011) Parents of typical children reflected a positive attitude towards inclusion, but suggested separate classes for academics; while experts also mentioned that education was one of the basic needs for the child with special needs to become independent. Both groups believed that inclusion was beneficial to the children and to the society.

Nayak (2008) examined the attitude of both parents and teachers towards inclusive education. Results of the study reported that teachers look forward to teaching in an inclusive environment and are ready to face the challenges. Result of the study also showed significant difference in the opinions of teachers of normal school.

Barbosa (2007) found that parents of students with special educational needs (37.98%) included in regular schools and parents of students without special educational needs (62.02%) in regular schools. The results showed that both groups of parents tended to have positive attitudes in relation to inclusive education.

Ali et al. (2006) reported that, in general, teachers have positive attitudes towards inclusive education. They agreed that inclusive education enhances social interaction and inclusion among the students and thus, it minimizes negative stereotypes on special needs students. The findings also show that collaboration between the mainstream and the special education teachers is important and that there should be a clear guideline on the implementation of inclusive education. The findings of the study have significant implications to the school administrators, teachers, and other stakeholders who directly and indirectly involved in implementing inclusive education.

Elkins et al. (2003) reported the types of disability of the children were broadly in accordance with accepted prevalence figures, except for a greater number reported as

having autistic spectrum disorder and fewer students with a learning difficulty/attention deficit hyperactivity disorder. The children were in a range of classes, from special schools to schools where there was in-class help from a special teacher or teacher aide. Many of the parents favoured inclusion, some would if additional resources were provided, and a small group of parents favoured special placement.

Gilmore et al. (2003) found that parents recognized the educational, social and emotional benefits of inclusive education for both students with disabilities and their nondisabled classmates. Despite these findings, they suggest that the majority of parents believed that the needs of students with disabilities could be better met in special education classes.

Holahan (2003) concluded that children functioning at relatively higher levels of social and emotional functioning performed better in inclusive settings than in specialized settings and children in full day classrooms achieved higher rates of progress than half-day peers.

Stahmer et al. (2003) reported that parent perceptions of the benefits and limitations of their child's childcare program. This study investigated the parental perceptions of parents in two different toddler programs; an inclusive toddler program and a mainstream toddler program. The findings suggest that there is little differentiation between inclusion programs and regular childcare toddler programs in providing a quality experience for all children. However, the results suggest that there may be additional benefits to enrolling children without disabilities into inclusion programs.

McLeskey et al. (2001) found that the inclusion teachers have more positive attitude toward inclusion than those who were not teaching in inclusive school programs.

Van Reusen et al. (2001) found that positive teachers attitude about including and teaching students with disabilities in general education classroom was related to the levels of special education training and experience in working with

students with disabilities.

Buckley et al. (2000) reported that students with ID educated in inclusive classes test higher on literacy measures than students educated in separate special education classes.

In the study quoted in www.downsed.org (2000) no educational benefits were observed in special school education. On all the measures the teenagers with Down syndrome educated in mainstream schools were either equal to or significantly ahead of their special school peers with Down syndrome. The teenagers in mainstream schools were more than two years ahead on spoken language measures and more than three years ahead on literacy measures.

Gallagher et al. (2000) reported that the attitudes of parents of students with special educational needs regarding their children's educational and social inclusion in the USA. Parents expressed their beliefs that interaction with children not identified as having special educational needs who can act as appropriate behavioral models can be advantageous for their children. Some parents of children with special educational needs who believe that their children could benefit from inclusion both socially and emotionally, expressed their worries regarding possible social isolation, negative peer attitudes, decreased self-confidence, poor quality of teaching, inadequate teacher training and lack of support by the teachers and parents of typically developing children.

Kochhar, et al. (2000) in a study described and analyzed students without disabilities experience growth in social cognition and gain a greater understanding and acceptance of students with disabilities and of diversity in general when they experience inclusive programming. Students without disabilities also experience increased self-esteem and overall improvement in their own self-concept. Parents of students without disabilities confirmed the findings of overall improved outcomes as a result of the inclusion of students with severe disabilities within the regular education classroom.

Jelas (2000) reviewed the perceptions of mainstream teachers, special education teachers and parents regarding placement, educational roles and benefits of inclusive practices in a Malaysian primary school. The study emphasised descriptions about the placement of students with special needs in the mainstream classrooms from the frame of reference of teachers and parents who experienced it. Results indicated that teachers maintained discrete role boundaries, while parents' views were more positive regarding mutual social benefits, acceptance and treatment of the included child.

Grove and Fisher (1999) found that the parents viewed the staff in their child's educational institute was lacking in knowledge about their child, and they found it difficult to access teachers or other staff willing to provide them with information and to receive information from them. And further comment that even when such a person is available, conflict can arise from divergent perspectives about the child's needs.

Heflin and Bullock (1999) found in their study that teachers stated that the extent of inclusion (full or partial) should be determined for appropriateness on a case by case basis. They also found that none of the participants in the study believed full inclusion was best, but that individual decisions needed to be made for each student.

Ritter, et al. (1999) found that Students with disabilities experience increased self-esteem by the mere fact they are attending classes in a regular education setting rather than in a special education setting.

Salend, et al. (1999) reported that inclusion for both elementary and secondary schools, students' academic performance was found equal to or better in inclusive settings for general education students, even those considered to be high achievers.

Giangreco and Cravedi-Cheng (1998) stated that the attitudes, students with disabilities often spent much of their

time in the special education classroom where their expectations were lowered, they had little interaction with their peers without disabilities, spent too much time without instructional activities.

D'Alonzo, et al. (1997) found in their review of literature that positive teacher attitudes toward inclusion are crucial to its success. The factors behind negative attitudes usually make a lot of sense. It is also not appropriate to expect general education teachers to start to educate students with disabilities if they feel unprepared or inadequate.

Ash (1997) investigated the attitudes of able-bodied and disabled students towards Inclusion. The findings indicate that attending a college of further education at which individuals with impairment are also enrolled does not necessarily guarantee the formation of positive attitudes towards Inclusion, or attitudes that demonstrate understanding of Disability within a Social Model framework.

Taylor, et al. (1997) found significant differences between general and special educators; general educators disagreed with the placement of students with mental and behavioral or emotional disabilities in the general classroom.

Johnson (1996) in a study described and analyzed the perceptions held by regular education teachers toward the placement of students with learning disabilities in their classrooms. Key findings of this study were that class size should be reduced to support inclusion and that teachers are basically enthusiastic about participating in inclusion. Teachers were also concerned about their level of training regarding modification and received effective teaching strategies for student with disabilities.

Dickens and Smith (1995) conducted a study on the attitudes of both regular and special educators towards inclusion. Here both groups of respondents reveal more favorable attitudes towards inclusion after their in-service training. They concluded that staff development is the key to

the success of inclusion.

Diamond and LeFurgy (1994) reported that parent' attitudes to socialization and inclusion. Parents who participated in that study believed that students with severe disabilities who were included in regular classroom settings would be rejected socially. Even when parents believed inclusion to have beneficial social implications, they still maintained that those with severe disabilities would be rejected.

York et al. (1992) found that placement in inclusive classrooms does not interfere with the academic performance of students without disabilities with respect to the amount of allocated time and engaged instructional time, the rate of interruption to planned activities and students' achievement on test scores and report card grades.

Semmel et al. (1991) concluded that those educators were not dissatisfied with a special education system that operated pullout special educational programmers.

Methodology:

The study deals with the presentation of methods and materials used for the study the research methodology has been explained under the following heads:

Locale of Study

The study was conducted in Jaipur India.

Selection and Size of Sample

The sample for the present study consisted of 60 parents of children with special needs and 40 teachers (20 normal school teachers and 20 special school teachers).

Purposive sampling technique was used for the selection of sample.

Development of Tool

Development of items

A set of items for parent's attitude and items for teacher's attitude towards inclusion were developed based on the literature reviewed on the subject matter.

Evaluation by experts

The set of items was evaluated by a panel of 5 experts on 5 point scale from 1 to 5.

Retaining & dropping items

The feedback from the experts was taken into consideration and the set of items was modified on their suggestions which ever were found feasible.

Development of final set of items

The final sets of items were selected on the basis of the feedback and suggestions of the experts and brainstorming. The items were provided with 5 options each on the lines of Likert summated rating scale.

Standardization

Data Collection

The final appraisals of both parents and teachers were administered on the sample to get the data on attitude towards inclusion.

Data Analysis

The data was analyzed statistically.

Results and Discussion

The study deals with the elucidation of the findings of the

study. The study outcomes of the study are presented under following heads:-

- Development of Attitude Appraisal
- Standardization of Attitude Appraisal
- Interpretation of Attitude Appraisal

Development of Appraisal

Development of items

A set of 30 items for parent's attitude and 32 items for teacher's attitude towards inclusion was developed based on the literature reviewed for the subject matter. Items were kept short, limited to emotion, behavior and academic consisted of terms that are simple and understandable within a wide range of understanding ability. Statements used personal and individual pronouns. The item was created primarily from an in-depth study of subject matter and later on through brainstorming with the help of experts.

Evaluation by experts

The set of items was evaluated by a panel of 5 experts on 5 point scale from 1 to 5 i.e. where 1 indicated strongly agree, 2- somewhat agree, 3- neutral/no opinion, 4- somewhat disagree, 5 – Strongly disagree.

The evaluation of the list of items was done on a three point scale on the criteria of appropriateness of content, clarity of content and extensiveness of content.

S.No	Criteria	Average score
1.	Appropriateness of content	4
2.	Clarity of content	3.8
3.	Extensiveness of content	4

Table 1: Average scores for assessment of list of items by experts

Table 1 reveals that the experts evaluated the list of items at an average score of 4 for appropriateness of content, 3.8 for

clarity of content and 4 for extensiveness of content. The Attitude Appraisals were evaluated by the panel of experts whose feedback indicated that the appraisals were valid.

Development of final set of statements

The items in the appraisals were modified on the suggestions given by experts and a final set of items was designed after retaining only the most appropriate items.

Some of the items were positive worded while remaining was negative worded.

Positive	1	2	5	6	7	8	10	11	12
	14	15	16	17	18	19	21	22	
Negative	3	4	9	13	20				

Table 2 Attitude Appraisal for Parents

Positive	1	3	4	5	6	7	9	10	11	
	12	13	14	15	16	18	19	23	24	26
Negative	2	8	14	17	20	21	22	25		

Table 3 Attitude Appraisal for Teachers

Standardization of Appraisal

Data Collection

The appraisal was administered on respondents and the scoring was done as depicted in table 4.

Response	Strongly agree	Somewhat agree	Neutral/no opinion	Somewhat disagree	Strongly disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

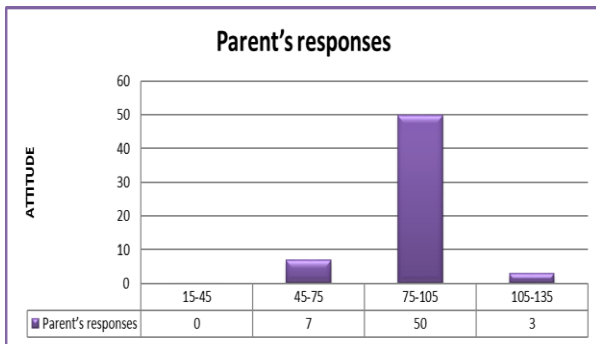
Table 4: Scoring Pattern

Respondent	Mean	Standard Deviation
Parents	109.32	7.46

Table 5: Statistical Summary of Data (Parents N=60)

S.NO	Range of Raw Scores	Parent's responses N (%)	Attitude
1.	15-45	Nil	Unfavorable
2.	45-75	7 (11%)	Slightly Unfavorable
3.	75-105	50 (83.3%)	Slightly Favorable
4.	105-135	3 (5%)	Favorable

Table 6. Parent's Response



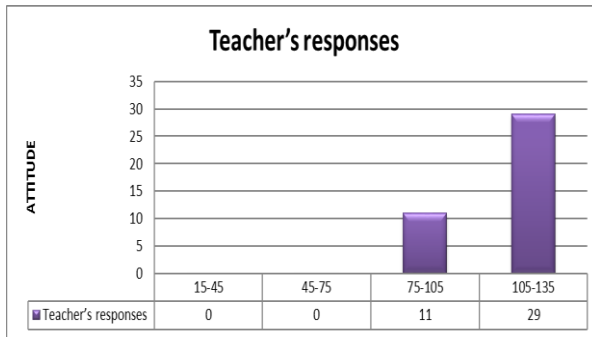
The data reveals that majority of the respondents (parents) i.e. 88.3% had a positive attitude towards inclusion out of which 5 % had a favorable while 83.3% had slightly favorable attitude. And rest of 11.6% showed slightly unfavorable attitude towards inclusion.

Respondent	Mean	Standard Deviation
Teachers	88.63	9.85

Table 7: Statistical Summary of Data (Teachers N=40)

S.NO	Range of Raw Scores	Teacher's responses n(%)	Attitude
1.	15-45	Nil	Unfavorable
2.	45-75	Nil	Slightly Unfavorable
3.	75-105	11 (27%)	Slightly Favorable
4.	105-135	29 (72%)	Favorable

Table 8. Teacher's Response



All the teacher respondents had a positive attitude towards inclusion out of which 72.5% had a favorable while 27.5% had slightly favorable attitude. None of the respondents showed unfavorable attitude towards inclusion.

Estimation of internal consistency of the appraisals

The split half method was used to calculate the reliability estimate of the appraisal. The appraisal items were divided into two sections (the even-numbered items and the odd-numbered items and scores were calculated for each half. The correlation between these two arrays was determined, to measure the reliability estimate of the appraisal.

Respondent	r
Parents	0.93

Table 9: Reliability Estimate of Attitude Appraisal for Parents

The attitude appraisal was checked for the internal consistency by using split half method. The reliability estimate was calculated as 0.93 for parents' attitude appraisal that both the appraisal was highly reliable.

Respondent	r
Teachers	0.97

Table 10: Reliability estimate of Attitude Appraisal for Teachers

The attitude appraisal was checked for the internal consistency

by using split half method. The reliability estimate was calculated as 0.93 for teachers' attitude appraisal that both the appraisal was highly reliable.

Interpretation of Attitude Appraisal:

The final version of 22 and 26 items appraisal on attitude of parents and teachers, some of the items were randomly identified and worded as negative statements and the rest worded as positive. The item responses are to be elicited on Likert scale that range from 5(Strongly agree) 1(Strongly disagree). While scoring, the positively worded items will get higher scores for agreement and lower for disagreement, whereas the scoring pattern for negatively worded statements will be reversed i.e. disagreement with a negatively worded statements will earn a respondent more score.

S.NO	Range of Raw Scores	Attitude
1.	15-45	Unfavorable
2.	45-75	Slightly Unfavorable
3.	75-105	Slightly Favorable
4.	105-135	Favorable

Table 11: Interpretation of Attitude Appraisal for Parents

S.NO	Range of Raw Scores	Attitude
1.	15-45	Unfavorable
2.	45-75	Slightly Unfavorable
S3.	75-105	Slightly Favorable
4.	105-135	Favorable

Table 12: Interpretation of Attitude Appraisal for Teachers

Results

The data reveals that majority of the respondents (parents) i.e. 88.3% had a positive attitude towards inclusion out of which 5 % had a slightly favorable while 83.3% had favorable attitude. And rest of 11.6% showed slightly unfavorable attitude towards

inclusion.

The data reveal that all the respondents (teachers) 100% had a positive attitude towards inclusion out of which 72.5% had a favorable while 27.5% had slightly favorable attitude. None of the respondents showed unfavorable attitude towards inclusion.

The appraisal was evaluated by the panel of experts whose feedback indicated that the appraisal was valid.

The attitude appraisal was checked for the internal consistency by using split half method. The reliability estimate was calculated as 0.93 for parents' attitude appraisal 0.93 for teachers' attitude appraisal that both the appraisal was highly reliable.

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