

CHAPTER
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LITERATURE

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2.1 Introduction

The review of literature lays a strong foundation for any research. It is by reviewing the related literature, a researcher gets to understand the past and present studies conducted in that particular area. The theoretical and research-based review on inclusive education helped the researcher to get deep insights into the understanding of the educational status of children with disabilities.

For the present study, the researcher reviewed related literature studies conducted in India and abroad from various sources (Indian Educational surveys, journals, doctoral theses, books, international dissertation abstracts on children with disabilities. The obtained reviews are grouped into different categories for better understanding. In the studies related to teachers, it is further classified based on the teachers working at different levels. The categorisations of review of literature studies are as follows:

1. Studies Related to Policies, Practices and Implementation of Inclusive Education
2. Studies Related to Administrators in Inclusive Education
3. Studies Related to Teachers in Inclusive Education
 - ❑ Studies on Elementary School teachers in Inclusive Education
 - ❑ Studies on Secondary School teachers in Inclusive Education
 - ❑ Studies on Resource teachers in Inclusive Education
 - ❑ Studies on Pre-service teacher Educators in Inclusive Education
4. Studies Related to Parents of children with disabilities in Inclusive Education
5. Studies Related to Children with Disabilities in Inclusive Education at Elementary Level
6. Studies Related to Preschool in Inclusive Education

2.2 Studies Related to Policies, Practices and Implementation of Inclusive Education

Pryde (1997) conducted a case study on including elementary students having severe disabilities in the regular education set up. The purpose of this study was to determine whether elementary students having severe disabilities who in the past had been integrated with the regular education special classes, does enjoy more ownership from

their regular education teachers and membership from their non-disabled peers once they have been included in the school day. The study was conducted at an elementary school in the state of Pennsylvania. Approximately 820 students in grades two through five were educated there. The data were collected through interviews and observations. The study revealed that in the grade four classroom, with the use of supplementary aids and services the students having severe disabilities could be fully included in the regular education. This support was provided in the form of (a) support staff; (b) curriculum adaptations; (c) related service personnel; and (d) peer assistance. The supports were feasible in the regular classroom and useful for all the students.

Barrett (2001) conducted a study on the Successful Inclusive Practices for Students having Disabilities in one of the elementary schools. The purpose of the study was to identify the practices in school that has successfully implemented an inclusion program for students having disabilities. The sample of the study were administrators, special education teachers, general education teachers, parents and students of elementary school. A purposive sampling technique was employed. Interview and observation techniques were used to collect the data. For analyzing the data a coding system was utilized as described in Strass and Corbin (1990). The results revealed that the Principal role was indispensable in implementing inclusive practices. Co-teaching was the strategy which was used to include more students having disabilities in the general education classes. Parents showed both support and involvement in their children's education by assisting them at home, maintaining contact with the teachers, helping teachers and participating and volunteering in different ways to support the faculty, staff and the students.

Manason (2009) conducted a study on Educational policy and practices for educating students having moderate cognitive disabilities in both segregated and inclusive schools in Thailand: A qualitative analysis from the perspectives of parents, teachers and school administrators. The purpose of this case study was to explore educational policy and practices for educating students having moderate cognitive disabilities in both segregated and inclusive schools in Thailand. This study utilized a constructivist research methodology. The schools in this research were selected because they represented two completely different models of a segregated school and a pilot inclusive school for students having moderate cognitive disabilities. The tools used for the study were open-ended interviews for teachers, administrators and parents

whose children attended each school, field notes and observation notes of parent-teacher meetings. It was found that the teachers and the school administrators hold very diverse beliefs and practices about methods of educating students having moderate cognitive disabilities. The findings suggested that there were some required adjustments to policies and related practices, recommendations for special education teacher preparation programs and suggestions for the design of an appropriate special education system that leads to better educational opportunities for students having moderate cognitive disabilities.

Ciyer (2010) conducted a study on the development of inclusive education policies and practices in turkey: A study of the roles of UNESCO and local educators. The purpose of the study was to better picture the processes of local adaptation and modification of UNESCO's inclusive education policies, the possible hindrances to global forces in inclusive education in turkey and the result of the implications of those policies in Ankara, turkey from the view point of local educators. A purposeful sampling technique was employed. The sample of the study was six teachers, four administrators, two policy makers and four academic advisors. The tools used were semi-structured interviews with a guided approach, including both pre-determined topics and open-ended questions. The findings revealed that practically the dilemma between following the western ideology of inclusive education and adopting more realistic and pragmatic solutions for students having special needs was not resolved. Advocacy for children having special needs should move beyond the political realm. Issues in inclusion, elevated educators' concerns and resentment to another level. Meaningful pre-service and in-service training opportunities were required to enable educators to expand their skill base and confidence in working with children having special needs and support them to establish more meaningful and standard inclusive settings.

Vyas (2010) conducted a study on the Implementation and reconstitution of national education policy through state-NGO collaboration: Inclusion education in policy and the primary school practice for the blind in India. The major focus of the study was to exhibit the development and reconstitution of the policy at traditionally understood levels of its formulation and implementation and to infer a sociocultural approach to policy analysis. A purposive sampling technique was employed. The sample of the study were regular and itinerant teachers and administrators. Triangulation of data was done. The data were collected through participant observations and interviews,

informal conversations with NGO members and review of documents. The study revealed that the extent of the effect that SSA had on inclusive education has been in building awareness about the education of CWSN and in training the teachers for the same. In the public schools where SSA was followed, was through the provisions of periodic supervision and monitoring of the inclusion classrooms. Nevertheless, the schools and classrooms were not inclusion-ready and were independent of the resources and curricular supports from the itinerant teachers for the blind students. Although the blind students were socially accepted in the regular classrooms, they required disability-specific instructions, which they did not receive from their regular teachers, especially given the communities' requirements and priorities and sizes of classrooms.

Singal, et. al. (2011) conducted a study on the enabling role of education in the lives of young people having disabilities in India: achieved and desired outcomes. The researcher intended to identify how schooling affects different aspects of the capital of young people having disabilities in urban and rural central India. The sample of the study was young people with disabilities aged 15-30. The data were collected through interviews. The results revealed that despite the existence of job reservations for people having disabilities in Madhya Pradesh, there was a notion that the government was not serious about implementing these. The perception that education provides many benefits over and beyond, those related to employment was widespread amongst young people. The young people were positive in their accounts of schooling's actual and potential contribution to their personal development, to the openings it offers into the wider world through friends and accesses the benefits of various kinds and the contribution it can make about how they carry themselves in public and deal with the outside world. Greater awareness of the rights and entitlements of people with disabilities was much required. Research suggested that Collaboration between the state and the NGO sector could help.

Wagithunu (2014) conducted a study on Teachers' Attitudes as a Factor in the Realization of Inclusive Education Practice in the Primary Schools in Nyeri Central District. The intent of the researcher was to investigate the factors influencing teachers' attitudes towards inclusive education practices in primary schools. The study adopted an exploratory approach using a descriptive survey design. Eighty teachers were taken as a sample of the study. The study revealed that the regular teachers with special needs education training had more positive attitudes in contrast

to regular teachers without special needs education training. The study also revealed that gender-wise the male teachers had a more positive attitude towards inclusive education than the female teachers.

2.2.1 Major Observations

The researcher reviewed seven studies on the policies, practices and implementation of Inclusive Education in India and Abroad. Out of the total seven studies, two studies were conducted in India and five studies were conducted abroad. From the above studies, it can be observed that most of the studies were surveys that are related to exploring educational policies & practices and their implementation in special schools and inclusive schools. Manason (2009), Ciyer (2010) studied the educational policies and practices in inclusive education and the findings revealed that policies needed modification for creating appropriate education set up and also meaningful pre-service and in-service training opportunities should be provided to teachers. Wagithunu (2014) thought one step ahead and studied teachers' attitudes in the realization of Inclusive Education practice and the findings were that effective special education training brings a positive attitude in regular teachers than without training. Surprisingly male teachers had a more positive attitude than female teachers. Vyas (2010) and singal et al. (2011) studied the implementation of policies in India and the findings revealed that schools and classrooms were not inclusion-ready and also much greater awareness of rights and entitlements of people with disabilities was needed. On the other hand, Pryde (1997) and Barrette (2001) chose a case study to study inclusive practices in regular education with proper supplementary aids and services, students with severe disabilities can also be included in general education and the study further revealed that principal was key in implementing inclusive practices. The methodology adopted by the researchers were exploratory approach, constructivist approach, case study, survey method and qualitative method. The study samples were general education teachers, special education teachers, students, students with disabilities, parents, administrators and policy makers. Most of the studies employed were purposive sampling techniques. The tools used were open-ended interviews, semi-structured interviews, participant observation, field notes. Findings from the above studies revealed that support materials used in the general classroom were not only useful for children with disabilities but beneficial for all students. Teachers and

administrators hold diverse beliefs about educating CwD along with normal children. Schools and classrooms were not inclusion ready.

2.3 Studies Related to Administrators in Inclusive Education

Maurizio (1998) conducted a study on a descriptive study of the elementary public school principal in implementing inclusive education. The purpose of the study was to describe the role that elementary principals play in implementing inclusive education, outline concerns and address modifications to the instructional program which they consider as necessary for successful inclusion. Descriptive research was utilized in the study. The Principals from seventy-six schools were selected as samples of the study. Data were collected through a questionnaire. Descriptive statistics were used for all questions and further independent t-tests were used to determine if significant differences existed between the principals in specific areas. The findings revealed that principals took proactive roles in communication, stakeholder involvement, planning, implementation and change. They took very less active roles in community involvement and in monitoring special education procedures. They had major concerns regarding resources needed for inclusion and were least concerned about the reactions of others toward included students. They viewed inclusion as least successful for seriously emotionally disturbed (SED) and severely orthopedically handicapped (OH) students.

Chien (2000) conducted a study on the principals' and pupil services director's role and relationship of inclusive practices in two elementary schools set up. The purpose of this study was to examine the roles and responsibilities between the principal and the director of pupil services in the context of relation to an in-depth study of inclusive practices. The study employed a combination of grounded theory and case study. The tools used were interviews, observations and document review. The sample of the study were regular teachers of elementary, director, gifted and talented teachers, support teachers, non-core subject teachers, pupil services teachers and educational assistants. The results of the study indicated that the two schools practiced inclusion at different levels. Three factors that contributed to the contradictions were 1) considering inclusion as an "add-on" program for students with disabilities; 2) the lack of critical review on practices and 3) emphasizing on "how" to change instead of "why" to do it. Beyond inclusion, the various approach was needed to encourage educators to rethink their inclusive practices from a critical perspective. Further, the

study revealed that the building principals dramatically increased their responsibilities in the implementation of inclusive practices with the emergence of site-based management. A principal might embrace an inclusive philosophy, but this does not assure that he or she was an effective leader.

Bundt (2001) conducted a study on the leadership functions in innovation: the case of inclusive schools. The purpose of the study was to explore the applicability of this perspective of leadership in school innovations. The sample of the study were district administrators, principals, general education teachers, special education teachers or teams and inclusion facilitators. The first step used a survey type to collect information about respondents' background characteristics and in the next step, four schools were identified that had extensively implemented inclusion practices for in-depth fieldwork. The data were collected through surveys, interviews and documents. The study found that redundant performance of the leadership functions affects positively for successful incorporation of the inclusion innovation. All the six leadership functions were present and well performed in schools that had successfully implemented and incorporated inclusive practices. At these full inclusion sites, diverse roles, distributed throughout the school, appeared necessary to execute the leadership functions and to sustain the innovation. The five major roles redundantly discharging the leadership functions were district administrators, principals, general education teachers, special education teachers or teams and inclusion facilitators.

Finch, Jr. (2002) conducted a study on Transition to more inclusive and effective special education service in the suburban elementary school. The purpose of the study was to explain the transition of a suburban elementary school to a more inclusive and effective special education program. The study employed the case study method. The sample of the study included teachers, principals, students and parents who attended a content mastery program. The data were collected and analyzed from transcriptions of interviews and field notes from observations, documents, artifacts and archival records. The techniques that were used to analyze the data were coding, textual analysis, domain analysis and reconstructive horizon analysis. The schema analysis technique was created to compare the results of all of the interview analyses across interviews and also analyses categories. The results of the study revealed that content mastery staff started going into regular education classrooms to provide assistance for special education students. The staff and the principal implemented many of the processes related to inclusive education to bring lasting change in the school culture

and to give more inclusive special education services to their students. The study also revealed that the use of strategies and accommodations to meet the requirements of students in the lowest level classes was greater than that used at the upper levels. Instruction was organized so that students in the regular classroom who had qualified for special education and other special programs were able to see their teachers regularly in small groups for focused instruction.

Kutalad (2002) conducted a study on the preparedness of Thai schools in the implementation of inclusive education. The purpose of the study was to examine the concerns of Thai principals and teachers while implementing the inclusive special education act. The researcher employed qualitative research methodology, a case study approach. A purposeful sampling technique was employed. The sample of the study was three principals, one director and 18 teachers. The data were collected through semi-structured interviews with an open-ended question, reading materials & documents, focus group discussion. The results suggested that Thai schools were getting ready for traditional inclusion. The skills and knowledge that Thai principals and teachers required in implementing inclusive education were very similar to the skills and knowledge currently offered in U.S. preparation programs i.e., curriculum modifications, legal issues, characteristics of disabilities, collaboration and staff. The study revealed that principals and teachers need to realize that the strategies they learn were for all the students who struggle, not only students with labels. Preparation programs could be significantly enhanced by educating administrators in differentiated curriculum and teaching that can meet the requirements of all the students.

Trigiani (2003) conducted a study on the Attitudes regarding inclusive education of elementary and middle school administrators, school counselors, special education teachers, fifth-grade regular education teachers and eighth-grade English teachers. The purpose of the study was to describe, compare and contrast the attitudes towards inclusive education of elementary and middle school administrators, school counselors, special educators, fifth-grade regular educators and eighth-grade English teachers. An exploratory study was done to investigate and the sample of the study was 154 elementary and middle schools. The tool used was the Attitudes toward Inclusive Education Scale. The results revealed that educators were more positive regarding the integration of children having social disabilities, followed by physical and finally, academic disabilities. The educators were least positive regarding the

inclusion of students with behavioral disabilities. Differences in attitudes toward inclusive education were determined for the demographic variable of a school setting, years of experience, gender and race.

Shani (2013) conducted a study on Inclusive Education: Perceptions of school administration team members (SATM) in the general elementary schools in Israel. The purpose of the study was to gain a greater understanding of general elementary SATM's role in the process of including children having disabilities in their schools. A qualitative phenomenological study was done and data were collected through semi-structured, face-to-face, in-depth individual interviews and also by school staff minutes and school documents. The study revealed that the SATM did not display an ecological view of inclusion. SATM's opinion of inclusion was reactive rather than proactive. Though all SATM were basically pro-inclusion, they related that the failure to fully implement inclusion in the schools to external factors such as the inclusion Act unfulfilled its intended goals and lack of governmental support. SATM failed to look into the need for collaboration among the role holders and the need for personal and shared responsibility for instituting an ecological setting of sustainable inclusion that was knowledge-based.

Buhere, et. al. (2014) conducted a study on the Inclusive Education and School Culture: Integration Issues for the Mainstream Primary Schools in Kenya. The intent of the study was to examine the effectiveness of school administrative support in implementing Inclusive Education for Special Needs Learners in mainstream primary schools. The sample of the study was 30 head teachers, 120 regular teachers and 8 special teachers. The data were collected using questionnaires, interview schedules, observation checklists. The data were analyzed using descriptive statistics. The study revealed that school administrators had put little effort to ensure that inclusive education values and practices are well understood and adapted on daily basis. The study further revealed that inclusive education has been stalled because the mainstream schools were incapable to include all special needs learners despite the capital received from the government to enhance the facilities. This was evidenced by inadequate teaching and learning materials, inaccessible buildings and facilities. The study also revealed that head teachers rarely gave opportunities for staff development or time for collaboration between the special and regular teachers to acquire more knowledge on inclusion strategies.

Kelly, et. al. (2014) conducted a study on Challenges in the Implementation of Inclusive Education in Ireland: Principal's Views of the Reasons Students Aged 12+ Are seeking enrollment to the special schools. The aim of the researcher was to investigate the reasons for students aged 12+ in leaving mainstream education and shifting to special schools. The sample of the study was 54 special schools principals. The data were collected using questionnaires and the technique used were descriptive analysis, kruskal-walls, Mann-Whitney U test. The main findings of the study revealed that the reason for students leaving mainstream schools was in the failure of mainstream schools to meet their academic, social, emotional, behavioral and access-to-health resource requirements. Adjustment and integration problems emerged from a lack of transition planning, delayed in entering into the special school curriculum and an over-dependency on assistance. Students were reported in displaying a lack of self-confidence, classroom disengagement, peer interaction difficulties and challenging behavior and these dysfunctions appertained to the mismatch between the students' educational and other special needs and the educational environments.

2.3.1 Major Observation

With regard to Administrators in Inclusive Education, there were nine studies reviewed. All the studies were conducted abroad. Kelly, et al. (2014), Behere, et al. (2014), Kotalad (2002), Finch (2002), Maurizio (1998) studied the role of administrators in the implementation of Inclusive Education and the findings revealed that the reason for Children with disabilities leaving mainstream school was the failure of mainstream schools to meet their academic, social-emotional, behavioral and access to health resource needs. On contrary to this result, Finch (2002) study revealed that the principal implemented many of the processes related to inclusive education to bring about lasting change in the school. Trigiani (2003) and Shani (2013) studied the attitude and perception of Administrators towards Inclusive Education and the findings revealed that they have a positive attitude towards children with social disabilities and least positive attitude towards the child with behavioral disabilities and lack of support from the government to fulfill the intended goals in Inclusion Act makes further difficult to include children with disabilities in general school. Chien (2000) study revealed that administrators look the inclusion as an add-on program, do not have a critical reflection on practices whereas Bundt (2001) study revealed that administrators performed well and successfully implemented inclusive

practices. The methodology employed by the researchers were exploratory approach, case study, survey method and qualitative method. The study sample was school principals, counselors and school directors. Purposive sampling techniques were used in most of the studies. The tools used were semi-structured interviews, face to face in-depth individual interviews, group discussions, questionnaires, observation, field notes, document reviews. The collected data were analyzed using descriptive statistics, coding, textual analysis, domain analysis and textual analysis, reconstructive horizon analysis and schema analysis. Findings from the above studies revealed that the positive attitude of administrators, sufficient allocation of funds from the government was key for the success of Inclusive Education.

2.4 Studies Related to Teachers in Inclusive Education

2.4.1 Studies on Elementary School teachers in Inclusive Education

Burgess (1997) conducted a study on Assessing the Professional Development needs of Elementary Teachers in the implementation of including children having disabilities in general education classrooms. The purpose of this study was to contribute information on identified professional development requirements of elementary teachers to current research on responsible inclusive education. The sample of the study was 325 elementary teachers. The data were analyzed with analysis of variance. The results showed that the factors that determined compelling were the level of experience working with students having disabilities and the current stage of involvement with an inclusive program. The study further revealed that there was a need for professional development based on professional growth stages and their relevance to present working conditions and events.

Skoning (1999) conducted a study on the Inclusive Education: Teachers' beliefs, knowledge and practices in an elementary school. The intent of the study was to investigate how three teams of general and special educators in one elementary school had defined their beliefs and knowledge about inclusive schooling and how these beliefs were articulated in their practices as they collaborated to support the students having disabilities in general education classrooms. The study utilized a social constructivist research methodology. The elementary school which was self-reportedly "inclusive" was selected as a sample for the case study. The tools used were observations, interviews and artifact collection. The results revealed that

educators hold different ideologies about what inclusive schooling is and is not. Three main issues that seemed central for these differences in the teachers were a) who can be included, b) the kinds of adaptations made and by whom they were made and c) natural proportions of students having disabilities in general education classrooms.

Cox (2000) conducted a study on the commitment of Elementary school teachers towards inclusive education for children having disabilities. The purpose of the study was to investigate the commitment of elementary school teachers towards inclusive education for students having disabilities and whether the commitment to inclusive education between general and special education teachers was equal. The sample of the study was 41 elementary schools. A four-point Likert – type survey adapted from a combination of Spencer Salend’s (2008) Teacher’s Inclusion Survey and Interview Questions to determine the Experience of Educators Working in the Inclusive Classroom was used to collect the data. Qualitative and quantitative statistical methods were used to disaggregate the data collected. The results indicated that special education teachers appeared to be more committed to inclusive education than their general education counterparts. In addition, many of the early roadblocks to inclusive education such as required assistance from administrators and ancillary personnel dealing with SwD, lack of resources, time for collaboration and consultation, along with a need for more training appeared to be pervasive problems in the implementation of the fully inclusive program for all students even after two decades in contemporary elementary schools.

Jobe (2000) conducted a study on Effective regular education teachers in inclusive classrooms. The intent of the study was to describe, analyze and interpret the experiences of elementary level regular education teachers who were characterized as being “effective” teachers with students having disabilities in inclusive elementary classrooms. The study used phenomenological interviews with teachers who were considered “effective” classroom teachers. Eight female and one male teacher were taken as a sample of the study who represented kindergarten through fifth grade within elementary school settings. The study revealed that teachers sensed a significant responsibility in imparting the love of school and life-long learning to their students at the elementary school level. There were school-wide systems in place that deliberately supported the curriculum and instruction. The teachers who were parents recognized the significance of being a parent that had on their teaching experience.

Korkmaz (2011) conducted a study on Elementary Teachers' Perceptions about Implementing Inclusive Education. The aim of the study was to determine the perceptions of teachers about implementing inclusive education in elementary schools. Sixty-six elementary teachers who taught from 1-5 grades were taken as samples. The tool used was an open-ended questionnaire. The results revealed that the Children having disabilities could not follow the regular curriculum which was developed for children without disabilities. Inclusive education efficacy depends not only on teachers' but also on the school administrators' qualities. Further, the study revealed that some of the parents of children without disabilities worry that their kids would be influenced negatively in an inclusive classroom. After the communication of inclusive teachers with parents of children without disabilities and their explanation about the arrangement of an inclusive classroom, they understood and supported inclusive classrooms.

Gokdere (2012) conducted a study on comparative study of the Attitude, concern and interaction levels of elementary school teachers and the teacher candidates towards inclusive education. The aim of the study was to determine comparatively the attitudes, anxiety and interaction levels of the teacher candidates and the in-service teachers about inclusive education. The sample of the study was 68 in-service elementary teachers and 112- pre-service elementary teachers. The tools used were Attitudes towards Inclusive Education Scale (ATIES), Interactions with Disabled Person's Scale(IDP) and Concerns about Inclusive Education Scale (CIES). The study revealed that there were significant differences between the in-service and pre-service teachers' attitudes towards inclusive education and their interactions with children having special needs. It has been concluded that these observed differences were related to occupational experience and the preparedness levels of Children having special needs.

Prakash (2012) conducted a study on the Inclusion of Children having Hearing Impairment in Schools: A Survey on Teachers Attitudes. The objectives of the study were to measure and compare the attitudes of the teachers in regular schools towards the inclusion of children having a hearing impairment. The sample of the study was 100 teachers from government and non-government schools in two districts of Andhra Pradesh. A questionnaire developed by Giles and Tanner was modified and was used as a test tool. The obtained data were analyzed and compared by computing the mean scores and standard deviations for each of the groups. Inter-group comparisons were

done. One-way analysis of variance and t-test were performed to get desired between-group comparisons. The results of the study indicated that teachers felt that effective strategies to benefit students having disabilities should be implemented in the schools. The results also indicated that most teachers agreed to the inclusion of students having disabilities in their classrooms. A significant difference in the attitudes was observed, based on the teachers' qualifications, teaching experience, gender, level of teaching and management.

White (2012) conducted a study on Examining Elementary classroom teachers' attitudes toward inclusive education in Guam. The purpose of the study was to examine elementary classroom teachers' attitudes, perceptions and instructional practices related to the inclusion of students having disabilities in the general education setting. Purposive sampling was implemented to identify the primary participants and snowball sampling was employed to recruit the volunteer participants. The sample of the study was twenty teachers from the Guam Department of Education (GDOE). A semi-structured interview was used to collect the data. The results indicated that a relationship exists between attitudes toward inclusive education and different factors such as lack of support, preparation, training and skills to work with students having a disability that could influence teachers' perceptions and instructional practices toward students having disabilities. Further, the study revealed that teachers were not trained and don't have the skills needed to work with special needs students.

Yan and Sin (2013) conducted a study on Inclusive Education: teachers' intentions and behavior analyzed from the perspective of the theory of planned behavior. The study aimed at providing explanation and prediction of the teachers' inclusive education intentions and their behavior under TPB (The theory of planned behavior). The sample of the study was 841 teachers from Hong Kong schools. The tools used were the Attitude scale, Subjective norm scale, perceived behavior control scale, Intention scale and Behavior scale. Structural equation modeling (SEM) using AMOS 19 with maximum likelihood (ML) estimation was adopted for data analysis and testing the hypothesis. The results revealed that identified attributes including teachers' attitude towards inclusive education, feeling social pressure from dominant others to carry out inclusive education and confidence in professional training for involved staff were found to exert significant predictive power on teachers' intention in implementing inclusive education. This intention along with the confidence in

professional training for involved staff predicts their actual inclusive practice. Teachers' perception of social pressure and adequacy of professional training had greatly contributed in predicting their intention and behavior towards inclusive education.

2.4.1.1 Major Observation

From the above studies, it can be observed that there were nine studies conducted in the area of Elementary school teachers in Inclusive Education both in India and Abroad, out of nine studies, one study was conducted in India (Prakash, 2012) and eight studies were conducted in Abroad. Korkmaz (2011), Gokdere (2012), Yan and Sin (2013), white (2012), Prakash (2012) studied the Perception, Attitude, Concerns, Intentions, Behavior of Elementary School teachers in Inclusive Education and the findings revealed that the positive attitude of elementary school teachers depends upon their professional training, teachers' qualification, teaching experience, level of teaching and management, further the study revealed that teachers have the perception that the children with disabilities cannot follow the regular curriculum which was developed for children without disabilities. Cox (2000) study finding revealed that general education teachers have less commitment to Inclusive Education compared to special education teachers. Burgess (1997) attempted to study the professional development needs of elementary schools and the results indicated that the level of experience working with students with disabilities was an important factor in the process of professional development needs. Skoning (1999) study finding revealed that natural proportions of students with disabilities in general education classrooms are one of the important issues. Jobe (2000) study revealed that those teachers being a parent had a significant effect on their teaching experience. The methodology employed by the researchers was the social constructivist approach, survey method and case studies. The study samples were elementary school teachers of the general school, special school. The tools used were an open-ended questionnaire, interviews. Qualitative and quantitative statistical methods were used to analyze the collected data. Findings from the above studies revealed that successful inclusion depends upon effective professional training, suitable strategies and a reasonable proportion of students in a classroom.

2.4.2 Studies on Secondary School teachers in Inclusive Education

Clasberry (2000) conducted a study on the Perceptions of inclusive education held by teachers in general education at different grade levels. The purpose of the study was to compare regular education teachers' viewpoints of inclusive education for students having disabilities at different grades. The sample of the study was 153 regular education teachers grades K-12. Data were collected by administering a questionnaire to regular education teachers. Data were analyzed using coding, cross-tabulation, chi-square comparison techniques and ANOVA. The results indicated that general education teachers generally felt inadequately prepared for students having disabilities. The study also found that significant relationships existed among teachers at different grade levels along with different years of experience.

Parasuram (2002) conducted a study on the attitudes of general education teachers in Mumbai- India, towards people having disabilities and inclusive education. The intent of the researcher was to investigate the attitudes of primary and secondary school teachers who were employed in either state-aided, private or municipal schools in Mumbai. The tool used was the attitude toward disability scale, the Likert type developed by John Berry and Ajit Dalal. The data were analyzed using the analysis of variance on the scores of the attitude measures. The results indicated that there was a significant difference between the attitudes of general education teachers who were employed in state-aided, private and municipal schools. State-aided and private school teachers exhibited more positive attitudes toward people having disabilities than municipal school teachers. Private school teachers had a more positive attitude towards inclusive education than state-aided school teachers. The demographic analysis indicated that age, income, years of experience, education level affected the attitudes toward persons having disabilities but there was no change in attitude toward inclusive education. The results further revealed that teachers were most supportive towards the inclusion of children having social disabilities and least supportive towards the inclusion of children having physical disabilities.

Schneider (2005) conducted a study on the General Education Teacher Recommendations for Inclusive Education of students having special needs. The purpose of this study was to identify the salient skills and techniques that teachers view as important for the success of inclusive education. The study employed qualitative phenomenological research methodology. Snowball sampling was

employed whereby a key person who was identified at each school, in turn, recommended future participants. The sample consisted of thirty public school teachers. Semi-structured interviews were conducted in the collection of data. Triangulation of data was done, factual or descriptive coding was used in order to place the demographic and historical data into single categories. The results indicated that teachers mention personal qualities as the key to success while teaching inclusive classes. Teachers mentioned that there was a strong requirement for training in collaboration, behavior management, using diverse learning techniques and symptoms of disabilities. Teachers recommended more college-level courses with special education content and field experience, together with other ideas.

Mumthas and Shamina (2011) conducted the study on ‘Are the prospective teachers at Secondary Level aware about the Inclusive Education?’ The objective of the study was to determine the extent of awareness on Inclusive Education among prospective teachers at the secondary level and also examine the difference in the mean scores of awareness on inclusive education based on gender, the locale of the institution, type of management of institution and subject of specialization. 300 prospective teachers from Malappuram, Kerala were selected as samples of the study and the sampling technique employed was stratified random sampling technique. The results of the study were that prospective teachers were not much aware of the concept of inclusive education and the awareness of prospective teachers does not differ significantly irrespective of their gender, locale of the institution and the type of management of institution.

Bhatnagar and Das (2013) conducted a study on nearly two decades after the persons with disabilities act implementation: concerns of Indian teachers in implementing inclusive education. The study examined the concerns of regular secondary school teachers in order to work with students having disabilities in inclusive education settings. The sample of the study was 470 teachers. In Part-I Questionnaire was used to collect information related to the personal and professional characteristics of the teacher. In Part-II, the Likert scale was used to indicate teachers’ concerns on a list of statements related to inclusion. The collected data was analyzed using descriptive statistics and t-tests. The results indicated that the teachers had a moderate level of concerns in implementing inclusive education in their schools. However, these teachers were not concerned about their increased workload due to

inclusion. In addition, the majority (95%) of the teachers indicated that they had not received any training in special education.

Das, et. al. (2013) conducted a study on Inclusive Education in India: Were the teachers prepared? The intent of the researcher was to examine the current skill levels of regular primary and secondary school teachers. A total of 223 primary school teachers and 130 secondary school teachers were taken as samples for the study. A questionnaire was used to collect background information of the respondents and Likert scale was used to collect data from teachers' perceived current skill levels on a list of competencies needed in implementing inclusion. Data were analyzed using descriptive statistics and t-tests. The major findings revealed that nearly 70% of the regular school teachers had neither received any training in special education nor had any experiences teaching students having disabilities. Further, the findings revealed that 87% of the teachers do not have access to support services in their classrooms. Although both primary and secondary school teachers rated themselves as having limited or low competence in working with students having disabilities, there was no statistically significant difference between their perceived skill levels.

2.4.2.1 Major observation

With regard to secondary school teachers in Inclusive Education, there were six studies reviewed. Four studies were conducted in India, Mumthas and Shamina (2011), Bhatnagar and Das (2013), Das et al. (2013) and Parasuram (2002) and two studies were conducted Abroad, Clasberry (2000) and Schneider (2005). Most of the research was related to the awareness, attitudes and perception of secondary school teachers in Inclusive Education and the findings reveal that teachers were not much aware of the concept of Inclusive Education and felt insufficiently prepared for teaching students with disabilities. Schneider (2005) study findings reveal that teachers felt there was a strong need for training in collaboration, behavior management using a variety of learning techniques and symptoms of disabilities. In addition, Bhatnagar (2013) and Das et al (2013) study too revealed that teachers had a moderate level of concerns to implement inclusive education and they did not receive training in special education and do not have access to support services in their classroom. Researchers employed qualitative phenomenological research methodology. Stratified random, snowball sampling techniques were employed by researchers. The tools used were questionnaires. Collected data were analyzed using

descriptive statistics, coding cross-tabulation, chi-square comparison and ANOVA. Results evidenced that secondary school teachers need appropriate and effective training to teach students with disabilities in Inclusive Education.

2.4.3 Studies on Resource teachers in Inclusive Education

Oyugi (2011) conducted a study on Inclusive Education in Kenya: A Study of Special Education Teachers' Perceptions and their Attitudes towards Inclusion of Children having Disabilities. The purpose of the study was to investigate the perceptions and attitudes of special education teachers' towards inclusive education in Kenya. Purposively sampling was employed. The sample of the study was twenty special education teachers with varying teaching experience drawn from urban and rural inclusive schools. The researcher used a semi-structured interview schedule to collect the data. Data were analyzed using qualitative research analysis software. The research revealed that participants had positive perceptions and attitudes toward inclusion and had very good knowledge of the concept of "inclusion" and there was a general consensus among all the participants that children having disabilities should be educated in regular schools just like their non-disabled peers.

Deskmukh (2014) conducted a study on the attitude of the resource teachers under SSA-IE towards inclusive education. The objective of the study was to study the attitude of resource teachers under SSA-IE towards inclusive education with regard to their area of specialization and disability for which the resource teacher appointed and compare the attitude of appointed urban and the rural resource teacher for various disabilities. The research methodology adopted for the present study was the survey method. A stratified random sampling method was adopted to select the sample. 30 resource teachers from all the categories of disability for which the resource teacher was appointed were selected from an urban area and 30 from the rural area were selected. A self-constructed Inclusive Education Attitude scale was used as a tool. The results revealed that the inclusive education attitude of urban resource teachers was higher than that of the inclusive education attitude of rural resource teachers. There was a significant difference in the mean inclusive education attitude of the resource teachers appointed for different disabilities. The inclusive education attitude of the resource teachers appointed for learning disabilities was higher whereas the inclusive education attitude of the resource teachers appointed for mental retardation was

lowest. There was a significant difference in the mean inclusive education attitude score of all the urban and rural resource teachers appointed for different disabilities.

2.4.3.1 Major Observation

Two reviews were reviewed with regard to Resource teachers in Inclusive Education. One research was conducted in India (Deskmukh, 2014) and another research was conducted Abroad. Both the research was related to the perceptions, Attitudes of Resource teachers in Inclusive Education. Oyugi (2011) study findings reveal that resources teachers had positive perceptions and attitudes towards inclusion and had good knowledge about the concept of Inclusion. Deskmukh (2014) study revealed that urban resource teachers' attitude was higher than that of the rural resource teachers' attitude, further the study revealed that there was a significant difference in the attitude of resource teachers for various disabilities. A survey method was employed by the researchers. The sampling technique used by the researchers were Purposive sampling and stratified random sampling techniques. The tools used were semi-structured interviews, questionnaires. Collected data were analyzed using qualitative research software. Findings from the above studies revealed that children with disabilities should be educated in regular schools just like their children with non-disabilities.

2.4.4 Studies on Pre-service teacher Educators in Inclusive Education

Zamzami (2005) conducted a study on the Attitudes of the pre-service physical education teachers towards teaching movement skills to students having disabilities in inclusive classrooms in Saudi Arabia. The purpose of the study was to examine the attitudes of PPE teachers toward teaching movement skills to students having disabilities in physical education settings in Saudi Arabia and also to examine PPE teachers' attitudes as a function of past experience teaching students having disabilities, the academic year in college, course work preparation, personal interaction with people having disabilities and the type of the disability. The survey method was employed. The sample of the study was 403 male PPE teachers from the college of physical education. Questionnaires were used to collect the data. Analysis was done using descriptive and inferential statistics. The major findings were (1) PPE teachers held more favorable attitudes towards individuals having emotional/behavioral disorders than that of learning disabilities and mental

impairments, (2) PPE teachers showed more favourable attitudes toward teaching students having learning disability than students with mental impairment irregular educational settings, (3) the PPE teachers in the junior levels at college held more positive attitudes toward teaching students having disabilities than who are in senior level, (4) PPE teachers who had taken APE or similar course did not differ in their attitudes from PPE teachers who had not taken an APE course, (5) personal interaction with individuals having disabilities did not show any difference in their attitudes and (6) type of disability made a significant difference in PPE teachers' attitudes toward teaching students having disabilities.

Ahsan, et. al. (2012) conducted a study on Exploring Pre-Service Teachers' Perceived Teaching – Efficacy, Attitudes and Concerns about Inclusive Education in Bangladesh. The intent of the researcher was to determine the teaching efficacy, attitudes and concerns of the pre-service teachers with regard to teaching in inclusive schools and relationship with variables like age, gender, educational qualification, teaching experience, length of the pre-service teacher education course, level of training involved whether primary or secondary, the experience of teaching children having disabilities and contact with persons having disabilities. The sample of the study was 1,623 final-year pre-service teachers from primary and secondary level pre-service teacher education institutions. The tools used were questionnaires on demographic information, Teacher Efficacy for Inclusive Practice (TEIP) scale and Sentiments, Attitudes, Concerns regarding Inclusive Education (SACIE) scale. The results showed that variables such as length of training, gender, interaction with persons with disabilities, knowledge about local legislation and level of training involved had a significant relationship with the participants' perceived teaching efficacy, attitudes and concerns. The researcher also found that pre-service teachers perceived teaching-efficacy was correlated to their attitudes towards inclusive education. The pre-service teachers who were having higher perceived teaching efficacy showed a lower level of concern towards inclusive education.

Costello and Boyle (2013) conducted a study on Pre-service Secondary Teachers' Attitudes towards Inclusive Education. The aim of the study was to investigate the attitudes of pre-service secondary teachers towards inclusive education through the years of study and to determine the effects of training for inclusive education. The sample of the study was 193 pre-service secondary teachers. The tools used were The Teacher Attitudes to Inclusion Scale (TAIS) to measure the attitudes towards

inclusive education. The results were found that the pre-service secondary teachers held positive attitudes initially towards inclusive education and there was a significant decline found in positive attitude through the years of study.

Kamala and Ramganes (2013) conducted a study on Knowledge of specific learning disabilities among the teacher educators in Puducherry, a union territory in India. The study investigated the knowledge of the specific LD existing among the teacher educators. The sample of the study consisted of 94 teacher educators. A closed-ended questionnaire was used to collect the data. The study found that the teachers in the inclusive classroom required skill training for imparting education to the special learning disabilities. The study further revealed that the knowledge about the special learning disabilities in an inclusive education set-up was average and recommended that the Government of India for intensive and rigorous training implementation to fulfill the educational needs of the special needs children.

2.4.4.1 Major Observation

The researcher reviewed four studies on Pre-Service teacher Educators in Inclusive Education in India and Abroad. Out of the four studies, one study was conducted in India and three studies were conducted abroad. Ahsan et al. (2012), Costello & Boyle (2013) and Zamzami (2005) were related to the Attitudes, Concerns and Perception of pre-service teacher educators in inclusive education and the study findings revealed that teaching-efficacy was correlated to their attitudes towards inclusive education and there was a significant decline in positive attitude through the years of study. Further, the study revealed that the type of disability makes a significant difference in attitudes of pre-service teacher educators towards teaching students with disabilities. Kamala and Ramganes (2013) study revealed that teachers require skill training to impart education to children with disabilities in inclusive education. The study samples were pre-service teacher educators at primary level and secondary level, pre-service physical education teachers. Questionnaires were used to collect the data. Collected data were analyzed using descriptive and inferential statistics, ANOVA and t-test. Findings from the above studies reveal that knowledge about the different disabilities in Inclusive Education set-up is average and recommends the government to implement intensive and rigorous training to fulfill the educational needs of the special needs children.

2.5 Studies Related to Parents of children with disabilities in Inclusive Education

Rao (2001) conducted a study on A little inconvenience: perspectives of Bengali families of children having disabilities on labeling and inclusion. The purpose of the study was to understand how Bengali families facilitated the inclusion of their children having disabilities within their families. Four of the families were from a low-income group and four families were from the middle-income group, a total of eight families were selected as a sample for the study. The data were collected through extensive interviews and participant observations. Analysis was based on the grounded theory and constant comparison method. The findings indicated that the mothers' use of the colloquial term 'inconvenience' formed a significant aspect of their efforts in educating their community and creating inclusion for their children.

Antony (2009) conducted a study on How do social, cultural and educational attitudes towards disability affect families of children having disabilities and thereby affect the opportunities and daily experiences of the people having disabilities in Kerala-India?. The study intended to identify the social, cultural and educational attitudes towards disability in the state of Kerala, India. The sample of the study were twelve individuals, parents of children with disabilities living in different socioeconomic statuses and possessing different educational qualifications. A case study method was employed. The tools used to collect data were in-depth interviews and observations. The results of the study revealed that families and children having disabilities that belonged to upper, middle and lower class, educated, less educated and uneducated families faced common challenges. The participants who took part in the study and their children having disabilities were not only unaware of their rights related to disability or inclusive education but were also unaware of the actual diagnosis of their children and its impact on their future. All the participants had a common belief that their children having disabilities will be dependent upon their parents or siblings for their entire life. Lack of opportunities in the community for people having disabilities was due to the lack of awareness among the public about different types of disabilities. The study further revealed that implementation of inclusive education was the only way in creating awareness, bringing change and thus build an inclusive community.

2.5.1 Major Observations

Two studies were found related to the parents of children with disabilities in Inclusive Education. Both the studies were conducted in India. The objectives of Antony (2009) were to identify the social, cultural and educational attitudes towards disability. The objectives of the other study conducted by Rao (2001) were to understand how Bengali families facilitated the inclusion of their children with disabilities within their families. The methodology followed in the studies was a case study. The tools used were in-depth interviews and participant observations. Collected data were analyzed using the constant comparison method and based on the grounded theory. The findings of the studies revealed that families and children with disabilities belonging to upper, middle and lower class, educated, less educated and uneducated families face common challenges and they were not aware of their rights related to disability or inclusive education. Further, the study revealed that implementing inclusive education was the only way to create awareness, bring in change and thus build an inclusive community.

2.6 Studies Related to Children with Disabilities in Inclusive Education at Elementary Level

Curry (1997) conducted a study on a comparison of the writing products of students having learning disabilities in inclusive and setting of resource room using different writing instruction approaches. The intent of the researcher was to investigate the effects of teaching students having learning disabilities (LD) writing using four different instructional approaches. These approaches included a process-writing approach called Writers' workshop, writing strategies, writers' workshop/strategies and a skills-based model. Ninety-nine fourth grade with a learning disability from fifteen elementary schools was taken as a sample. All students wrote their responses to a narrative prompt for a pretest and posttest measure. A Scheffe analysis was conducted and pairwise differences indicated that writers' workshop/strategies instructional program made a significant difference in the writing products of the students in this study. There was a significant difference in the outcome of the subjects who had participated in the strategies model and the subjects who had participated in the skills-based model.

Ward (1997) conducted a study on the effect of learners with moderate and severe disabilities on peers without disabilities in elementary school classrooms. The purpose of the study was to investigate the effects of learners with moderate and severe disabilities on peers without disabilities in elementary school general education classrooms. The sample of the study was 11 focus students with disabilities ranging in age from 6 to 10, seven were female and four were male. The study employed a descriptive study that used a combination of quantitative and qualitative methods. Qualitative research methods consisted of unstructured interviews, focus groups and informal classroom observations and quantitative research methods made the researcher use a 20-second coded-interval recording instrument during formal classroom observations. Three data sources were triangulated in order to achieve greater reliability of results. The results greatly indicated that the presence of the learner with a moderate or severe disability did not negatively impact the academic achievement or social development of the peers without disabilities. Participants claimed that the presence of the focus student enhanced the social development of peers without disabilities.

Matias (2003) conducted a study on Peer Acceptance of children having disabilities in Inclusive Preschool Programs: Predictors and implications. The purpose of the study was to examine the relations between peer acceptance and the following child characteristics and behaviors: developmental level, the severity of a disability, number of friends and number of positive social interactions with peers. A purposive sampling technique was employed. The sample of the study consisted of 68 children having disabilities and 28 children without disabilities who were attending inclusive preschool programs. This study used bivariate and multivariate analyses technique to analyze the data. Correlation analyses were conducted and the results revealed that children who were more readily accepted by their peers were those with less severe disabilities and had more mutual friendships than those who were less readily accepted. When child age, gender and severity of disability were controlled, the number of friendships contributed significantly to the prediction of peer acceptance regardless of the children's disability status and those who were capable to make close mutual friends were also more generally accepted by their peers.

Eaton (2004) conducted a study on a comparative study of reading achievement among general education students in the elementary third-grade inclusive and traditional classrooms in selected northern California schools. The purpose of the

study was to determine in what ways the presence of special education students affects the reading achievement of general education students in third-grade inclusive classrooms as compared to third-grade general education students in the traditional classrooms at the same school site. A descriptive ex post facto study was employed. 155 general education students in inclusive classrooms and 162 general education students in traditional classrooms were selected samples. The tools used were open-ended questions and interview schedules. The quantitative data were analyzed using a Mann-Whitney U and Qualitative data was analyzed and presented in frequency tables. The results revealed that the general education students in inclusive classrooms consistently outperformed general education students in traditional classrooms on the California standards test in reading overall and on the three reading standards. Teachers in inclusive classrooms reported that differentiated individual and small group instruction, as opposed to whole-group instruction, made a necessary change to meet each student's instructional needs in reading.

Falkenberg (2010) conducted a study on “The effects of self-monitoring on homework completion and accuracy rates of students having disabilities in an inclusive general education classroom”. The study investigated the effects of self-monitoring on the homework completion and accuracy rates of students having disabilities in an inclusive general education classroom. The sample of the study was fourth-grade students with disabilities. The multiple baseline design was chosen since it allows for evaluation across participants and causal inference. The data was collected using self-monitoring sheets, kid Tools and homework books. The results demonstrated self-monitoring substantially improved spelling and math homework completion and accuracy rates of students having disabilities in an inclusive, general education classroom. On average, completion and accuracy rates were highest over baseline. Self-monitoring led to higher percentages of completion and accuracy during each phase of the intervention as compared to baseline, group percentages also rose slightly during maintenance. Therefore, results suggested that self-monitoring leads to short-term maintenance in spelling and math homework completion and accuracy.

Mehta (2010) conducted a study on friends make it easy for me: narratives of six physically disabled young adults in the inclusive education settings in Mumbai, India. The purpose of the study was to learn about the lived experiences of physically disabled young adults from diverse socioeconomic backgrounds who were in

inclusive education settings in Mumbai, India. The sample of the study was six physically disabled young adults. The methods of data collection included in-depth, life mapping, artifact discoveries, audio diaries, reflexive photography and critiques of popular culture. The results revealed that the participants were not included but were mainstreamed in their educational placement. However, participants believed that they were socially included because they were an integral part of different communities (i.e., family, neighborhood and classroom). The sociocultural value of interdependence, where community members were responsible for looking after each other, was an important factor for the participants to feel included both in classrooms and at home. This cultural value has helped family members and classmates to develop an indigenous support system that also created a space for inclusion.

Naraian and Natarajan (2013) conducted a study on Negotiating normalcy with peers in contexts of inclusion: Perceptions of youth having disabilities in India. The study investigated how youth having disabilities in India described their peer relationships within their educational settings. A purposeful sampling technique was employed. The sample of the study was eight students. The data were collected through interviews. The results revealed that students having disabilities actively sought membership in their peer communities but had few opportunities within inhospitable schooling contexts to represent themselves in ways other than as needing help. For families of students having disabilities, the onerous demands of making physical environments and curricular materials accessible to their children left them isolated within schools and their communities. The study sheds light on families' reluctance in abandoning legal guardianship models in order to support increased self-determination for their children and also raised important questions for activist educators working within complex conditions such as the Indian context.

Gupta and Ramchandran (2014) conducted a study on the effect of inclusive education for children having intellectual disabilities associated with cerebral palsy – A retrospection'. The purpose of the study was to understand the effect of inclusive education for persons having intellectual disabilities associated with cerebral palsy from the successful journey of isolation to inclusion. The sample of the study was three children with intellectual disabilities from the age group of 3 to 6. The tool used was the functional assessment checklist for programming (FACP). The findings revealed that the students gained significant improvement in all areas viz., personal-social, academic, occupation and recreation needed for inclusion. This showed the

effectiveness of multidisciplinary intervention along with early childhood special educational inputs. This study showed an emphasis on special education in the formative years was very essential for children having intellectual disabilities associated with cerebral palsy to obtain inclusive education.

2.6.1 Major Observation

The researcher came across eight studies on children with disabilities in Inclusive Education in India and Abroad. Out of eight studies, three studies were conducted in India and five studies were conducted Abroad. Matias (2003) and Naraian & Natarajan (2014) studied the relationship of a peer group with children with disabilities and the study findings revealed that the children who were more readily accepted by their peers were those with less severe disabilities and had a more mutual friendship, further the study revealed that students with disabilities had few opportunities in the schooling context. On contrary, Ward (1997) study findings revealed that the presence of a learner with a moderate or severe disability did not negatively impact the academic achievement or social development of peers without disabilities instead it enhanced the social development of peers without disabilities. Eaton (2004) and Curry (1997) studied on reading and writing of children with disabilities and findings revealed that the differentiated individual and small group instruction was a necessary change to meet each student's instructional needs in reading and as for as writing was concerned, the writers' strategies instructional program made a significant difference in the writing products of the students with disabilities. Falkenberg (2010) study demonstrated that self-monitoring substantially improved spelling and math homework completion and accuracy rates of students with disabilities in an inclusive classroom. Gupta and Ramchandran (2013) study revealed that emphasis on special education in the formative years was very essential for children with intellectual disabilities associated with cerebral palsy to obtain inclusive education. Mehta (2010) study revealed that children with physical disabilities were mainstreamed in their educational placement. Socio-cultural value of interdependence was an important factor for the participants to feel included both in classrooms and at home. Most of the studies employed the case study method. The samples were children with disabilities and also children with disabilities. Purposive sampling technique were employed by the researchers. The tools used were interviews, observations, open-ended questions, self-monitoring sheets, focus groups

and audio diaries. Collected data were analyzed using bivariate and multivariate analyses, correlation analyses, Mann-Whitney U test, Scheffe analysis. Findings from the above studies reveal that even the children with severe disabilities were manageable when supplementary aids and services like support staff, curriculum adaptations, related service personnel, peer assistance were provided.

2.7 Studies Related to Preschool in Inclusive Education

Yang (2000) conducted a study on Training Teachers to use Strategies supporting social interaction for children having moderate to severe disabilities in inclusive preschool classrooms. The purpose of the study was to demonstrate the effectiveness of a training procedure for teaching two teacher-trainees for using socially validated strategies that promote positive interactions of typically developing preschoolers with a peer who experiences severe disabilities in an inclusive early childhood classroom. A single-subject, multiple-baseline experiment on two independent cases that employed a training procedure as the intervention as well as a follow-up component served as a key experiment for this study. A survey was also developed to choose the strategies to be trained in the intervention condition. A socio-metric interview was conducted to give descriptive information about the preschoolers' view of the child having a disability as a partner prior to and after the preschooler's view of the child having a disability as a partner prior to and after the training intervention. A final component sought the judgment of early childhood special education practitioners about the application and importance of the trained strategies on the basis of video clips observations of the teacher-trainees. The results of the study demonstrated that the trainee intervention was effective in teaching the teacher-trainees to use strategies that were designed to promote social interactions for the children having moderate to severe disabilities in inclusive preschool classrooms. The teacher-trainees also maintained the implementation of trained strategies even after training has been terminated for an extended period of time. Moreover, after experiencing the implementation of the strategies, the typically developing peers' views of partnering with the child having disabilities were not diminished and remained positive. The research further revealed that experienced practitioners and novice practitioners in the field of early childhood special education were able to identify the presence or absence of the strategies implemented by the teacher-trainees and considered the strategies to have educational importance.

Mork (2005) conducted a study on Opportunity and Access for children having disabilities in the inclusive preschool classroom. The researcher investigated how one teacher provided opportunity and accession to full classroom participation for children having disabilities in the inclusive preschool classroom over two academic years. The sample of the study was a preschool teacher with more than 22 years of experience and ten preschoolers identified with mild to moderate disabilities. The data were collected through participant observation over two academic years. The primary data sources included descriptive and analytic field notes as well as formal and informal interviews. The data were analyzed using the constant-comparative procedure, triangulation of the data occurred through extended time in the field, multiple data sources, member checking and peer debriefing. The findings of the study indicated the classroom context, the opportunities that children having disabilities had for participation in the classroom and the different ways in which the preschool teacher-guided participation was significant in providing access to classroom membership. The classroom context was influenced by the teacher's background experiences, long-range vision for children's learning and the roles she fulfilled through her teaching. The classroom context included a purposeful arrangement of the learning environment and attention to the temporal aspects in the classroom in assisting children in meeting their learning goals. Children having disabilities had similar opportunities for participation as their non-disabled peers. The teacher-guided children's actions and understanding in five areas: relationships with the peers, sharing of responsibility, choices in participation, teacher framing of children's actions and accession to an embedded, child-relevant curriculum. The teacher-guided children's participation over time through responsively assisting them to become more independent in their interaction and in following classroom routines. Through the teacher's guidance, children having disabilities achieved greater participation within the classroom community.

Wheeler (2006) conducted a study on a comparison of school readiness for preschool children with and without disabilities in Inclusive Environments. The intent of the researcher was to compare school readiness skill development for children with and without identified special needs in reverse inclusive and inclusive preschool programs. A pre-post test design was implemented using the Brigance Screen over the period of one academic school year. Program differences between the two models were examined. The total pre-post scores on the Brigance Screen for children having

identified special needs were identified which showed a significant difference in favor of the reverse inclusive environments. These significant findings for total pre-post test gains were not found for the typically developing children in the same program model or for either group of children in the inclusive programs. Further analysis of the disaggregated skills of the three domains of communication, cognition and motor skills provided mixed results for typical children enrolled in the reverse inclusive programs. They were identified as showing significant differences with the communication and motor skill domains as compared to the children who were enrolled in the inclusive program models. Although the children in the reverse inclusive programs displayed higher post-test scores, all children in both program models demonstrated positive growth. Teachers working in reverse inclusive programs were found to have more years of experience in educating children, which was also a contributing factor for the overall readiness skill gains for children in their programs.

Ogelman and Secer (2012) conducted a study on The Effect Inclusive Education practice during preschool had on the peer relations and the social skills of 5-6 year old with typical development. The purpose of the study was to set forth the effect preschool inclusive education practice had on the peer relations of 5-6 year old with typical development. The sample of the study were attendees of kindergartens at primary schools. The tools used were the child behavior scale, peer victimization scale, social skills assessment scale. The results of this study which was conducted to investigate the effect of inclusive education practice have on the peer relations and social skills of 5-6 years old children, concluded that in general inclusive education practice had a positive effect on the level of aggression, prosocial behavior, a social behavior and victimization, which are related to peer relations and interpersonal skills, anger management skills and adaption to change, self-control skills and task completing skills, which are social skill variables. There was no significant difference found between the score means of chosen peer relations and social skill variables for the children in both groups based on the first measurements which were taken before inclusive education practice.

Jones (2013) conducted a study on Beginning, Building and sustaining an inclusive public school education: A study of Texas programs preschool- aged children having disabilities. The intent of the study was to bring to light a more clear understanding with regard to building inclusive programming for preschool-aged children having

disabilities. The data were collected from 20 regional education service centers. The study utilized a qualitative approach with a phenomenological research design. The tools used were open-ended surveys with demographic questions. Descriptive statistics were utilized to analyze the demographic information obtained from the survey. Open coding was utilized in order to analyze the responses to the surveys. The researcher conducted a comparison analysis and specifically employed the constant comparison method. The study revealed that educating all students having disabilities in the least restrictive environment was required by law and it was noted by administrators as a key factor that led to the implementation of the inclusive program. A collaborative effort among stakeholders also led to the implementation of the inclusive program. Personal philosophy regarding the inclusion of preschool-aged children having disabilities and buy-in are key factors that were vital for success.

Matz (2013) conducted a study on including students having moderate and severe complexity of disability in kindergarten and first grade: investigating the relationship between inclusive classroom quality indicators, level of inclusive education and social competence. The intent of the study was to investigate the relationships among social competence, indicators of inclusive classroom quality and level of inclusive education having moderate and high complexity of disability, following the implementation of inclusion strategies by the teachers within regular education kindergarten and first-grade classrooms. The study employed a causal-comparative design. The sample of the study was children having disabilities in kindergarten and first grade. The results indicated that after implementing the Inclusive Me from the start (IMFS) initiative, it was found that positive correlations existed between social competence and the classroom quality indicators of membership and support for social communication. For students having moderate complexity of disability, it was found that positive correlations existed between social competence and the inclusive classroom quality indicators of membership and support for social communication. Further, the study revealed that level of disability did not affect social competence for children having moderate disabilities.

2.7.1 Major Observations

The researcher reviewed six studies related to preschool in Inclusive Education. All the studies were conducted Abroad. Yang (2000) and Matz (2013) studied children with moderate and severe disabilities in inclusive preschool and the findings revealed

that experienced practitioners and novice practitioners in the field of early childhood special education considered the strategies to have educational importance to preschool children with disabilities and level of disability did not affect social competence for children with moderate disabilities. Ogelman and Secer (2012) study findings reveal that general inclusive education practice had a positive effect on peer relations and social skills. Mork (2005) and Wheeler (2006) studied the opportunity, Access and School Readiness for children with disabilities in the inclusive preschool and the findings reveal that the classroom context, the opportunities that children with disabilities had for participation in the classroom and the ways in which the preschool teacher-guided participation was important to provide access to classroom membership. Jones (2013) attempted to study inclusive schools having preschool-aged children with disabilities and the findings reveal that collaborative effort among stakeholders led to the implementation of the inclusive program. The methodology used for the studies were case study, survey method and qualitative approach with a phenomenological research design and casual comparative design. The samples were children with disabilities, attendees and teachers of kindergarten. The tools used to collect data were open-ended questions, participant observations, field notes, formal and informal interviews. Collected data were analyzed using the constant comparison method, triangulation of data. Findings from the above studies reveal that the classroom context includes the purposeful arrangement of the learning environment and attention to the temporal aspects in the classroom to assist preschool children with disabilities in meeting their learning goals.

2.8 Observations Based on the Related Literature

Researcher reviewed seven studies (Wagithunu 2014; Pryde 1997; Manason 2009; Barrette 2001; Ciyer 2010; Vyas 2010 and singal et al. 2011) based on policies, practices and implementation of inclusive education, out of which two studies were conducted in India and five in abroad. From the above studies it was observed that most of the studies were survey where educational policies, practices and its implementation in special schools and inclusive schools were observed. While others focused on attitude of regular teachers, proper supplementary aids and services for children with disabilities. The major observations were as follows:

- ❑ Special Needs Education training develops positive attitude in regular teachers.

- ❑ Supplementary aids and services help including children with severe disabilities in regular education.
- ❑ Policies and practices play a very critical role in providing educational opportunities for children with disabilities.
- ❑ Effective implementation of inclusive practices depends upon the Principal.
- ❑ Meaningful pre-service and in-service training opportunities are needed to enhance the skill base to work with children with disabilities.
- ❑ Disability specific instructions were not given in the regular classroom.
- ❑ Awareness of the rights and entitlements of people with disabilities was needed.

There were nine studies (Kelly, et al. 2014; Maurizio, 1998; Trigiani, 2003; Chien, 2000; Shani, 2013; Kotalad, 2002; bundt, 2001; Behere, et al., 2014; Finch, 2002;) found on administrators in Inclusive Education. All the studies reviewed by the researcher were from abroad. The observations made were:

- ❑ The Problems for Adjustments and integration in mainstream education are lack of transition planning, entering too late into the special school curriculum and an over-dependency on supports.
- ❑ Principals take active roles in communication, stakeholder involvement, planning, implementation and change but take less active roles in community involvement and monitoring special education procedures.
- ❑ Principals view inclusion as least successful for seriously emotionally disturbed (SED) and severely orthopedically handicapped (OH) students.
- ❑ Educators are more positive about integrating children with social disabilities, followed by physical and finally, academic disabilities. The educators were least positive about including students with behavioral disabilities.
- ❑ The factors like lack of critical reflection, looking at inclusion as an add-on program led to the failure of inclusive education.
- ❑ Lack of Inclusion Act and governmental support led to the failure to implement inclusive education in schools.
- ❑ Strategies taught to Principals and teachers do not help only children with disabilities but also other students.
- ❑ The successful implementation and incorporation of inclusive practices depends upon the leadership functions of district administration, principals, general education teachers, special education teachers and inclusion facilitators.

- ❑ Collaboration between the special and regular teachers to develop inclusion strategies plays important role in the success of inclusive education.

There were nine studies (Korkmaz, 2011; Gokdere, 2012; Yan and Sin, 2013; Burgess, 1997; Cox, 2000; Skoning, 1999; Jobe, 2000; white, 2012; Prakash, 2012;) on Elementary School teachers in Inclusive Education. Out of nine studies reviewed by the researcher, one was carried out in India while the other eight were abroad. The major observations were as follows:

- ❑ The effectiveness of inclusive education depends not only on teachers' but also on the school administrators' qualities.
- ❑ In-service teachers and pre-service teachers' occupational experience and the preparation levels of the individuals with special needs help in the success of inclusive education.
- ❑ Professional development training programme should be planned based on the factors like level of experience working with students with disabilities and current stage of involvement with an inclusive program.

The road blocks to inclusive education was lack of support from administrators, There were six studies (Mumthas and Shamina, 2011; Clasberry, 2000; Schneider, 2005; Bhatnagar and Das, 2013; Das et al. 2013; Parasuram, 2002 ;) on Secondary School teachers in Inclusive Education. Out of six studies reviewed by the researcher, four were carried out in India while the other two in abroad. The major observations were as follows:

- ❑ Awareness about the concept of inclusive education was essential for teachers to teach students with disabilities.
- ❑ Training programme to teach for children with disabilities needs collaboration with other stake holders and the focus of training should be on behavior management using a variety of learning techniques according to the disabilities of the child.
- ❑ Implementation of Inclusive education depends upon the kind of training provided to teachers and also access to support services in the classroom.

There were two studies (Deskmukh, 2014; Oyugi, 2011 ;) related to resource teachers in Inclusive Education. one was conducted in India and another in abroad. The observations were as follows:

- ❑ Positive perceptions and attitudes towards inclusion depends upon good knowledge about the concept Inclusion.

- ❑ Access to support materials in urban areas helps in developing positive attitudes towards Inclusion.
- ❑ There was a significant difference in the attitude of resource teachers for different kinds of disabilities.

There were four studies (Ahsan et al., 2012; Costello & Boyle, 2013; Kamala & Ramganes, 2013; Zamzami, 2005 ;) on Pre-service teacher Educators in Inclusive Education. Out of four studies reviewed by the researcher, one was carried out in India and the other three abroad. The major observations were as follows:

- ❑ Teaching efficacy depends upon the attitudes of the teachers towards inclusive education and also on the length of service.
- ❑ Type of disability makes a significant difference in attitudes of pre-service teacher educators towards teaching students with disabilities.
- ❑ Teachers require skill training to impart education to children with disabilities in inclusive education.

There were two studies (Antony 2009; Rao 2001 ;) related to Parents of Children with disabilities in Inclusive Education. Both the studies were conducted in India. The observations were as follows:

- ❑ Due to the Lack of awareness about the rights related to disability or inclusive education, the families having children with disabilities face common challenges, irrespective of the child belonging to upper, middle and lower class, educated, less educated and uneducated families.
- ❑ Implementing inclusive education was the only way to create awareness, bring in change and help in building an inclusive community.

There were eight studies (Matias, 2003; Falkenberg, 2010; Eaton, 2004; Curry, 1997; Ward, 1997; Gupta and Ramchandran, 2014; Mehta, 2010; Naraian & Natarajan, 2013;) on Children with Disabilities in Inclusive Education. Out of eight studies reviewed by the researcher, three were carried out in India while the other five in abroad. The major observations were as follows:

- ❑ The children with less severe disabilities who were more readily accepted by their peers and had more mutual friendship.
- ❑ In schooling context, the students with disabilities had only few opportunities to explore because of their disability.

- ❑ Presence of learner with a moderate or severe disability did not negatively impact the academic achievement or social development of peers without disabilities instead it enhanced the social development of peers without disabilities.
- ❑ The differentiated individual and small group instruction was a necessary change to meet each student's instructional needs in reading and writing.
- ❑ Self-monitoring Plays a key role in the improvement of spelling, math homework completion and accuracy rates of students with disabilities in an inclusive classroom.
- ❑ With the use of supplementary aids and services, students with severe disabilities can be fully included in regular education.
- ❑ Children with intellectual disabilities associated with cerebral palsy need special education in the formative years to be successfully included in inclusive education at the latter stage.
- ❑ Sociocultural value of children with physical disabilities was an important factor for the participants to feel included both in classrooms and at home.

There were six studies (Ogelman and Secer, 2012; Jones, 2013; Mork, 2005; Yang, 2000; Wheeler, 2006; Matz, 2013;) on Preschool in Inclusive Education. All the studies reviewed by the researcher were from abroad. The major observations were as follows:

- ❑ The adopted common teaching strategies for preschool children with disabilities did not affect the social competence of children with moderate disabilities.
- ❑ General inclusive education practice had a positive effect on peer relations and social skills.
- ❑ In a classroom context, the opportunities that children with disabilities had for participation in the classroom and the ways in which the preschool teacher-guided participation was important to provide access to classroom membership.
- ❑ Collaborative effort among stake holders was the key for the implementation of the inclusive program.

The above research emphasizes the roles and responsibilities of the various stakeholders in making inclusive education successful. Also, it provides insights into the existing status of the educational level of children with disabilities at different levels.

The methodology used by the researchers mentioned above are as follows: The Methodology adopted by the researchers were exploratory approach, grounded theory

approach, constructivist approach, case study, survey method, phenomenological research, casual comparative design (Wagithunu 2014; Trigiani, 2003; Chien, 2000; Manason 2009; skoning 1999; Kutalad, 2002; bundt, 2001; Finch, 2002; Anthony, 2009; Pryde 1997; Oyugi, 2011, deskmukh 2014; zamzami 2005; Shani, 2013; Jobe 2000; Schneider, 2005; Jones, 2013; Matz, 2013).

Sampling used in the studies done on administrators, teachers, parents with regard to inclusive education were as follows: Kelly, et al. (2014) selected fifty-four special school principals as a sample to study the reason for students seeking enrollment in special schools. Maurizio (1998) selected seventy-six school principals and studied the role, concern, modification of instructional programmes for successful implementation of inclusive education. Buhare, et al. (2014) selected thirty head teachers to study the integration issues for mainstream primary schools on Inclusive education. korkmaz (2011) carried out a study regarding perceptions about implementation of inclusive education with a sample of sixty-six elementary teachers. Burgess (1997) study focused on the professional development needs of elementary teachers in implementing inclusion of children with disabilities and the sample was 325 elementary teachers. Cox (2000) selected forty-one elementary school teachers and studied the commitment level towards inclusive education. Antony (2009) selected twelve parents of children with disabilities from different socioeconomic statuses possessing different educational qualifications and studied their experiences. Rao (2001) selected eight families of children with disabilities of which four families belong to a low-income group and four families belong to a high-income group. Many of the studies were case studies and survey research.

Tool & techniques used in the studies related to administrators in inclusive education were questionnaires, face-to-face in-depth individual interviews, fieldwork notes, observations and document review. Studies conducted on elementary school teachers. Trigiani (2003) used the Attitudes towards Inclusive Education Scale to collect the data. In Studies conducted on elementary school teachers in Inclusive education, the tools used were open-ended questionnaires, Interactions with Disabled Person's Scale (IDP) and Concerns about Inclusive Education Scale (CIES). Yan and Sin (2013) used Attitude Scale, Subjective norm scale, perceived behavior control scale, intention scale and behavior scale to assess teacher intention and behavior in Inclusive Education. Cox (2000) used a tool such as Spencer Salend's teachers' inclusion survey and interview questions to find out the commitment level of elementary

teachers towards inclusive education. Prakash (2012) modified the questionnaire developed by Giles and Tanner used as a tool in his study. The tools used in the Studies with regard to parents of children were in-depth interviews and participant observations.

2.9 Implications of Review on Present Study

- ❑ The studies conducted in Inclusive Education in India are very limited. However, a lot of work has been done abroad. Therefore, the research wants to bridge the gap by taking a study in the area of policies, provisions for children with disabilities in Inclusive Education, particularly at the elementary school level.
- ❑ Education for children with disabilities has been given in special schools in a segregated setting for decades. With the concept of inclusive education, children with disabilities began to get education in a general classroom. But, a basic requirement for effective learning for children with disabilities in an Inclusive setting needs to be studied.
- ❑ The studies on Policies mention about favorable conditions for children with disabilities was required for fruitful learning. But the favorable conditions also depend on the needs of different types of disabilities of the child. The children with locomotor disabilities and cerebral palsy need infrastructural modification, policies need to be analyzed in this dimension.
- ❑ Administrators play a key role in the implementation of policies for children with disabilities. Different administrators at different levels play different roles. In the Indian context, considering the administrative structures, there was a need to study the problems faced by them while implementing these policies in order to modify or change accordingly.
- ❑ In any kind of teaching-learning process, teachers play a crucial role. The success of Inclusive education depends upon the willingness of teachers to accept children with disabilities in their classroom. Thus, their opinion towards existing policies towards children with disabilities needs to be studied.
- ❑ In the Indian context, Government frames policies for children with disabilities but it was not been utilized effectively. As the parents of children with disabilities are one of the important stakeholders, their problems need to be studied while accruing these benefits.

- ❑ The hindrance for children with disabilities for effective learning was disability. As the Education is a universal human right. Even in Indian context, It is utmost important to study the level of disability of the child and provide the medical facility for smooth learning in an inclusive classroom.
- ❑ Reviews suggest that the children with mild and moderate disabilities can also be accommodated in the general classroom with the help of appropriate support materials. Thus, it becomes important to study the support services with respect to the type of disability of the child.
- ❑ Though the research designs used by the researchers were mostly exploratory approach, grounded theory approach, constructivist approach, case study, survey method, phenomenological research, casual comparative design. Particularly, for the effective implementation of policies for children with disabilities in inclusive education, there is a need for in-depth comprehensive study with regard to various stakeholders.
- ❑ Most of the studies in the area of inclusive education have been conducted Abroad. Very few studies have been done in India. Various documents suggest that there is a dearth need of research to be conducted with regard to inclusive education in India. There is a lot of difference between a foreign country and India. In terms of social & cultural context, family arrangements, economic status, religious norms, etc. with all these considerations, there is a need for holistic study in the success of inclusive education.

With the basis of the review of related literature and inferences and considering the importance of education for children with disabilities in inclusive education, an attempt was made to define the objectives and problems of the present study in the following chapter. Accordingly, the methodology preferred to investigate the problem is presented in the next chapter.