



ATTITUDE OF GRADE 1 TEACHERS TOWARDS INCLUSIVE EDUCATION: BASIS FOR A DEVELOPMENT PLAN

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Abstract : The success of inclusion or organized placement of children with disabilities in mainstream classrooms largely depends on teachers' attitudes towards learners with special educational needs and their knowledge on how to properly educate them. In quite a number of studies, the attitude of teachers towards educating learners with special educational needs has been put forward as a decisive factor in making schools more inclusive. If mainstream teachers do not accept the education of these learners as an integral part of their job, they will try to ensure that someone else (often the special educational needs teacher) takes responsibility for these learners and will organize covert segregation in the school (e.g. the special class). This study uses descriptive survey method to investigate teachers' attitude towards inclusive education of special educational needs learners during the school year 2023-2024. The respondents had moderate attitude on inclusive education and revealed neutral attitude towards inclusion. There is a need for schools to provide more special educational needs training, sufficient learning support providers and educational resources as well as in-depth specialization courses that provide specialized practices for implementing the special educational needs strategies in their classrooms as well as offering teaching strategies on how to bridge theory and practice. Learning Support Programs and the actual delivery of these programs should be developed in terms of individual education plan (IEP) provision, curriculum modifications and classroom adaptations that are appropriate for learners with special educational needs.

Keywords: inclusive education, development plan

INTRODUCTION

If the right to education for all is to become a reality, we must ensure that all learners have access to quality education that meets basic learning needs and enriches lives. This means going beyond just providing schools and textbooks; it involves creating an inclusive environment where every individual, regardless of their background or abilities, can thrive. For example, in some communities, children face challenges like long distances to schools, lack of proper infrastructure, or cultural biases that hinder their access to education. Addressing these issues requires a comprehensive approach that involves not only building schools but also providing transportation options, ensuring cultural sensitivity in curriculum, and promoting community engagement.

Still, today, millions of children, youth, and adults continue to experience exclusion within and from education around the world. This exclusion is often rooted in social prejudices and systemic inequalities that prevent certain groups from fully participating in educational opportunities. For instance, girls in some regions may be discouraged from pursuing education due to traditional gender roles, leading to a significant gender gap in literacy and school enrollment rates. Overcoming such barriers requires policy changes, community awareness programs, and targeted interventions to empower marginalized groups and ensure their right to education.

The UNESCO Convention against Discrimination in Education (2008) and other international human rights treaties play a crucial role in upholding the principle of equal access to education for all. These legal frameworks explicitly prohibit any form of discrimination based on factors like sex, ethnicity, language, religion, or economic status. By recognizing and addressing these discriminatory practices, countries can create a more inclusive and equitable education system that benefits individuals from diverse backgrounds.

Education goes beyond just offering opportunities to those who already have access to them; it involves actively recognizing and eliminating obstacles that impede access to quality education. This proactive approach entails conducting thorough assessments to comprehend the unique challenges various groups face. For instance, in underserved communities, lack of resources like textbooks and qualified teachers can hinder learning. By implementing targeted interventions tailored to address these challenges, such as providing free educational materials and training for teachers, we can make significant strides in ensuring equal access to education for all. Continuously monitoring progress is crucial to guarantee that no individual is left behind in their educational journey. Through promoting inclusivity and embracing diversity in education, we pave the way for a more equitable

society where every individual, regardless of background, has the chance to acquire knowledge, develop skills, and achieve success. This holistic approach not only benefits individuals but also contributes to the overall growth and prosperity of society as a whole.

Inclusion, or organised placement of children with disabilities in mainstream classrooms, has certainly been one of the major topics in education for the last two decades. However, it was not until quite recently that teachers' attitudes towards inclusion of children with special educational needs (SENs) became the focus of extensive research (Dapudong, 2013).

The major reason for this change in research interest could perhaps be traced to more contemporary approaches to education, which claim that in order to gain valuable insight into the practice as well as the dynamics of the inclusive classroom, there is perhaps no better method than to evaluate the attitudes of those who form an important part of that dynamic system; namely, the teachers (Dapudong, 2013; Rose, 2001). Indeed, teachers' attitudes have been found to affect the process and the outcome of inclusion to a great extent.

Obviously, the extent to which the degree of success of the special educational needs services offered in these international schools can vary greatly due to differences on how each school conceptualize and promote inclusive education.

Inclusion largely depends on teachers' attitudes towards pupils with special needs and on the resources available to them. In quite a number of studies, the attitude of teachers towards educating pupils with special needs has been put forward as a decisive factor in making schools more inclusive. If mainstream teachers do not accept the education of these pupils as an integral part of their job, they will try to ensure that someone else (often the special education teacher) takes responsibility for these pupils and will organize covert segregation in the school (e.g. the special class) (Mutasa, Goronga, & Tafangombe, 2013).

In the past, a great deal of scholarly research focused on the attitudes of teachers regarding educating students with disabilities. These studies suggest that special education teachers have conflicting opinions regarding educating students with special needs. However, it has been unknown whether the differences in teachers' opinions were significant. Are the concerns of general education teachers significantly different from those of special education teachers? Alternatively, do teachers' opinions simply differ regardless of their training and experience? According to Al Abuljabber (2006) as cited in Dapudong (2013) cross-national studies are important as they might reveal differences, which perhaps will in turn motivate and challenge researchers to re-examine the entrenched practices and theories that prevail in their own countries.

Every child is unique. Growth and development vary from child to child, for whom the first eight years of life are most vital. S/he has an innate desire to learn, and this is best done through meaningful and real experiences.

Every aspect of growth and development is interrelated and interdependent. The child needs to be nurtured in a good and caring environment that enhances healthy and dependable relationships with other children and most significant adults.

The learning and development of every child involve a series of complex and dynamic processes that are best attended to in a more positive and responsive manner.

Every child is a thinking, moving, feeling, and interactive human being able to actively participate in the learning and religious beliefs.

Every child is a thinking, moving, feeling, and interactive human being able to actively participate in the learning and development of self in the context of one's family and community, including cultural and religious beliefs.

The learning program is child-centered. It promotes the holistic way by which young children grow and develop, and recognizes the role of families and communities in supporting the child through various stages of growth and development.

The learning program is appropriate for developing the domains, and must sustain interest in active learning of all young children including those with special abilities, in marginalized situations, and/or those at risk.

The learning program is implemented by way of diverse learning activities that may be enhanced with multimedia technologies such as interactive radio, audio and/or video content, and information and communications technology-enhanced activities.

The use of learning materials and other resources that are locally developed and/or locally available is encouraged. The mother tongue shall be used as the child's language of learning.

Children learn best through play and active involvement in concrete and meaningful experiences. Play is essential to healthy and holistic child development as it gives children opportunities to learn about and understand their world and practice newly acquired skills. Play is also essential in confidence, problem-solving, and cooperative learning skills that prepare them for lifelong learning. The varied play-based activities in Kindergarten lead the learners to becoming emergent literates, and help them to acquire naturally the competencies to develop holistically. This also leads them to become willing risk takers, and ready to tackle formal school work.

Children continuously develop in all domains in a holistic way. When progress is noted in one developmental domain, it will consequently impact on other domains. The contents of the developmental domain are defined by learning expectations.

Hence, the researcher was prompted to conduct a similar study in the locality where he is currently working in after sensing the need to further investigate the special educational needs services and practices of schools.

This study may provide schools' administrators with a better understanding of the resources available in schools to help guide learners with disabilities towards academic and social excellence, because the study provides a thorough review of schools educational endeavors for learners with disabilities. Teachers' knowledge and attitudes are of great value to the system because these professionals can address any gaps between formally designed education programs and the actual delivery of these programs, in terms of the curriculum modifications and adaptations that are appropriate for learners with special educational needs.

Furthermore, this inquiry provides the school leaders with preliminary data regarding the teachers' level of support or resistance to the learning support programs to include learners with disabilities in the general education classroom. Specifically, this is significant to the teachers because the findings will help school administrators improve the teachers' knowledge through developing special educational needs programs and resources to support the professional needs and growth of the teachers. Moreover, this is beneficial for all students who have special educational needs because they will be best served in the inclusive classroom with teachers' improved knowledge and attitudes towards educating them.

Statement of the Problem

This study attempts to investigate the attitude of Grade 1 teachers towards inclusion of learners who have special educational needs into mainstream classrooms in Bani District, Schools Division Office I Pangasinan during the school year 2023-2024.

Specifically, it sought to answer the following sub-problems:

1. What is the profile of Grade 1 teachers in terms of:

- 1.1 teaching experience,
- 1.2 training in special education,
- 1.3 experience in teaching students with disabilities in the classroom?
2. What is the level of attitude of Grade 1 teachers towards inclusive education of children with special needs in terms of the following as perceived by themselves and their school heads:
 - 2.1 beliefs (core perspectives),
 - 2.2 feelings (expected outcomes of inclusion), and
 - 2.3 actions (classroom practices).
3. Is there a significant relationship between the profile of the Grade 1 teachers and their level of acceptability towards inclusive education of children with special needs?
4. What are the problems encountered by the Grade 1 teachers towards inclusive education and how serious are they?
5. Based on the findings, what development program can be proposed improve the attitude of Grade 1 teachers towards inclusive education of children with special educational needs?

METHODOLOGY

Research Design

The researcher used the descriptive-survey method in the baseline data, which is to see the general picture of the population and the nature of its existing condition. The descriptive method is basically a technique of qualitative as well as quantitative description of general characteristics of the group. Moreover, it is equivalent to survey because it gathers data regarding the current conditions of identifying normal typical practices with accepted norms and models. In addition, quantitative research, according to Creswell (2008), is defined as investigation process that can be used for exploring the trends and explaining the relationship among different variables. A quantitative research approach depends on quantitative data such as survey questionnaires or focuses on testing a hypothesis confirmation (Wiersma & Jurs, 2009). Here, the focus of the quantitative research is determining teachers' knowledge and attitude towards inclusive education of children with special needs in the mainstream classroom.

Sources of Data

This study was conducted in Bani District, Schools Division Office I Pangasinan during the school year 2023-2024.

Instrumentation and Data Collection

The questionnaire was adapted from the Modified Opinion Relative to Integration of Students with Disabilities or MORID by Dapudong (2013). The scale is a modified version of the Opinion Relative to Integration or ORI constructed by Larrivee and Cook in 2009. For this study, the researcher modified the MORID survey questionnaire to fit with the current study.

Part 1 which is demographics has been reduced from having 13 sections to eight sections which correspond to the independent variables of the current investigation. Part 2 of the MORID questionnaire which became Part 3 of the researcher's instrument is retained, covering the statements regarding teachers' perspectives towards inclusion of learners with special needs. However, slight modification in the directions was made to make it pleasant to the participants. Part 3 of the MORID instrument about the teachers' knowledge on the benefits of inclusion was removed and Part 2 of the MORID was placed. As a result of the modifications, the researcher came up with the new research tool which is divided into three parts, namely: Part 1 Profile of teachers, Part 2 Teachers' Attitude Scale towards inclusion of learners with special needs in regular classrooms. To wrap up, this instrument was with a cover page. The researcher's research tool was validated and given a very satisfactory rating by four English language experts with knowledge and experience in teaching learners with special educational needs. The validators' suggestions were incorporated to come up with the final questionnaire. Moreover, the survey questionnaire used in this study was tried among teachers whom were exempted from the actual investigation. The results were collected and submitted to the statistician for reliability testing. The questionnaire obtained a Cronbach's alpha of .738 which means that the questionnaire has a range of good internal consistency.

Due to the unique culture and policies of each school, teachers are often reluctant to share their perceptions. However, in this study, the school principals and coordinators were notified. While this provided a safer climate for teachers to participate, it also provided a strong incentive for teachers to participate to answer the survey, knowing that the Learning Support Department had supported it. The researcher sought the help of Special Educational Needs Coordinator in each school to acquire the correct information regarding the number of teachers and ask for their help to conduct the survey in their respective schools. These SENCOS were met and oriented with the contents of the survey questionnaire as well as the correct process of administering it. Moreover, the researcher advised these assistants to retrieve the survey-questionnaire immediately to ensure a 100 percent retrieval. The completed questionnaires were collected by the researcher from each school on the scheduled date. The collected data were hand scored by the researcher to avoid prejudice. After the tabulation, the results had been forwarded to the statistician for treatment and analysis.

The researcher conducted library research and consulted past studies relevant to the present study to crystallize her own concept of the study.

Approval and permit to conduct the study was obtained by the researcher from the authorities concerned prior to the conduct of the study.

The questionnaire was personally administered by the researcher to the teachers involved in the survey.

RESULTS AND DISCUSSION

Profile of the Respondents

The table below shows the profile of the teachers in terms of years of teaching experience, experience in teaching learners with disabilities in classroom and training in special education.

Table 1. Profile of Grade 1 Teachers

Years of Teaching Experience		
1-5 years	5	18.52
6-10 years	10	37.04
11 years and up	12	44.44
Total	27	100
Training in Special Education		
Yes	17	62.96
No	10	37.04
Total	27	100
Experience in Teaching Learners with Disabilities		
Yes	19	70.37
No	8	29.63
Total	27	100

As shown, some (10) respondents have significant teaching experience between six and 10 years (37.04%), and are followed by a group with a moderate teaching experience between one and five years (18.52%). Majority of the respondents with 12 participants have a very significant teaching experience of more than ten years (44.44%).

In addition, of the 27 participants, 17 teachers (62.96%) report training program in special education after meeting their teacher training requirements, whereas 10 teachers (37.04%) indicate they have none. The researcher sought a high number of participants knowing that their demographic information and unique school culture are vital in this study, especially when asked to reveal their attitudes.

In terms of experience in teaching learners with disabilities in classroom, 19 teachers (70.37%) reported that they have experienced teaching students with disabilities in their classroom and only 8 teachers (29.63%) indicated they have not experienced teaching learners with special needs at all.

The results of the survey also reveal that the teachers have a moderate level of knowledge on inclusive education as a way of reducing social discrimination, which means that they are aware of this concept. The teachers scored high in their awareness of “Inclusive education works as a catalyst for change because it not only enhances education within schools, but also represents an increased awareness of human rights and leads to a reduction in social discrimination”; “inclusive education enhances social interaction and inclusion among learners and reduces negative stereotypes towards special needs children” and “inclusive education is seen as a system which caters for the needs of a diverse range of learners and supports diversity, effectively eliminating all forms of discrimination”. The teachers are also aware but scored least on “inclusion has the potential to be a very effective starting point for addressing the Rights of the Child in a range of cultures and contexts”.

Teachers’ Attitude Towards Inclusive Education of Children with Special Educational Needs in terms of their Beliefs, Feelings and Actions

The next problem posted in this study is to answer the question about the attitude of teachers in terms of: a) beliefs or the core perspectives; b) feelings or the expected outcomes of inclusion; and c) actions or the classroom practices. Summary of each finding is arranged specifically with headings: Attitude regarding Inclusive Education of Children with Special Educational Needs in terms of their Beliefs; Acceptability Regarding Inclusive Education of Children with Special Educational Needs in terms of their Feelings and Attitude regarding Inclusive Education of Children with Special Educational Needs in terms of their Actions.

Table 2a. Level of Teachers’ Attitude towards Inclusive Education of Children with Special Needs in terms of their Beliefs or Core Perspectives

Indicators	Mean	DE
Special educational needs should have equal opportunities to participate in all school sponsored age-appropriate activities (e.g., sports, field trips, clubs, school plays, community service activities, etc.).	3.54	Agree
General education, special education, paraprofessionals, parents and related service providers have to plan and work collaboratively for the achievement of learning goals set for the child with special educational needs.	3.34	Agree
Regular classroom teachers must have the abilities necessary to work with students with special educational needs.	3.52	Agree
Regular classroom teachers must have sufficient training to teach learners with special educational needs.	3.42	Agree
Integration of learners with special educational needs necessitates extensive retraining of regular classroom teachers.	3.24	Agree
Integration of learners with special educational needs requires significant change in regular classroom procedures.	3.33	Agree
Whether learners whose academic achievement is 2 or more years below the other learners in the grade level should be in regular classes;	3.43	Agree
Whether learners who cannot control their behaviour and disrupt activities should be in regular classes	3.40	Agree

Whether the extra attention SEN learners require is detrimental to other learners and whether it is likely that learners with special educational needs will monopolize the regular classroom teacher's time .	3.29	Agree
Weighted Mean	3.39	Agree

Results indicate that most respondents strongly believe that learners with special educational needs should have equal opportunities to participate in all school sponsored age-appropriate activities (e.g., sports, field trips, clubs, school plays, community service activities, etc.) and general education, special education, paraprofessionals, parents and related service providers have to plan and work collaboratively for the achievement of learning goals set for the child with special educational needs. In addition, the data show that the statements in which the respondents expressed agreement are as follows: regular classroom teachers must have the abilities necessary to work with learners with special educational needs; regular classroom teachers must have sufficient training to teach learners with special educational needs; integration of learners with special educational needs necessitates extensive retraining of regular classroom teachers; and integration of learners with special educational needs requires significant change in regular classroom procedures. On the other hand, the main areas in which participants show uncertainty are as follows: whether learners whose academic achievement is 2 or more years below the other learners in the grade level should be in regular classes; whether students who cannot control their behaviour and disrupt activities should be in regular classes; whether the extra attention SEN learners require is detrimental to other learners and whether it is likely that learners with special educational needs will monopolize the regular classroom teacher's time . Overall, the result suggests that the international school teachers in Eastern Seaboard region of Thailand had a favourable attitude towards inclusion of children with SEN in terms of their belief.

The respondents have a favorable attitude towards inclusive education of children with learning disabilities in terms of their beliefs. According to the Cognitive Module of Attitudes, Beliefs, whether good or bad, appropriate or not, reflect the cognitive component of attitudes. The cognitive module suggesting it bears categories of stimuli and the characteristics and opinions associated with each classification (Dapudong, 2013).

Level of Attitude of Teachers in terms of their Feelings or Expected Outcomes of Inclusion

This section illustrates the level of attitude of teachers towards inclusion of children with special educational needs in terms of their feelings or expected outcomes of inclusion.

Table 2b. Level of Attitude of Teachers in terms of their Feelings or Expected Outcomes of Inclusion

Indicators	Mean	DE
Integration offers mixed group interaction that fosters understanding and acceptance of differences among learners	3.51	Agree
Learner with special educational needs develops academic skills more rapidly in a regular classroom than in special classrooms	3.24	Agree
Integration of learners with special educational needs can be beneficial for learners without disabilities	3.42	Agree
Integration of learners with special educational needs promotes his or her social independence; and SEN learners can best be served in regular classrooms	3.32	Agree
Integration will likely have a negative effect on the emotional development of the learners with learning disabilities;	3.44	Agree
The presence of learners with learning disabilities will not promote acceptance of differences on the part of learners without disabilities	3.23	Agree
The behavior of learners with learning disabilities will set a bad example for learners without disabilities	3.33	Agree
Weighted Mean	3.36	Agree

The results reveal that the statements in which the participants expressed the most agreement are as follows: integration offers mixed group interaction that fosters understanding and acceptance of differences among learners; the learner with special educational needs develops academic skills more rapidly in a regular classroom than in special classrooms; the integration of learners with special educational needs can be beneficial for students without disabilities; integration of learners with special educational needs promotes his or her social independence; and SEN learners can best be served in regular classrooms. These are the outcomes of inclusion. Expectedly, the respondents show disagreement on three negative statements regarding the outcomes of inclusion. The responses reveal that the participants disagree that integration will likely have a negative effect on the emotional development of the learners with learning disabilities; the presence of learners with learning disabilities will not promote acceptance of differences on the part of learners without disabilities; and the behavior of students with learning disabilities will set a bad example for learners without disabilities.

Level of Attitude of Teachers in terms of their Actions or Classroom Practices

The level of attitude of teachers towards inclusive education of SEN children in terms of their actions or classroom practices is neutral.

Table 2c. Level of Attitude of Teachers in terms of their Actions or Classroom Practices

Indicators	Mean	DE
An Individual Education Plan (IEP) that reflects individual educational needs, including academic and functional (e.g., behavioural, social, communication, life skills, etc.) skills needed to access the general education curriculum should be provided.	3.36	Agree
Learners with special educational needs should be welcome in regular classes and students with special educational needs are given every opportunity to function in regular classrooms when possible.	3.48	Agree
Assignments should not be modified for learners with special educational needs.	3.34	Agree
Modification of coursework for learners with special educational needs would be difficult to justify to other learners.	3.43	Agree
Isolation in a special classroom has a beneficial effect on the social and emotional development of the learners with special educational needs.	3.29	Agree
Whether there is more difficulty to maintain order in a regular classroom that has special educational needs learners than in one that does not have learners with special educational needs.	3.39	Agree
Whether isolation in a special classroom has a beneficial effect on the social and emotional development of the learners with special educational needs	3.36	Agree

The result shows that majority of the teachers strongly agree in order to improve the special educational needs learners learning, an Individual Education Plan (IEP) that reflects individual educational needs, including academic and functional (e.g., behavioural, social, communication, life skills, etc.) skills needed to access the general education curriculum should be provided. In addition, the respondents also agreed that learners with special educational needs should be welcome in regular classes and learners with special educational needs are given every opportunity to function in regular classrooms when possible.

On the other hand, the main areas in which participants of the study expressed their ideas on the following indicators: assignments should not be modified for learners with special educational needs; and modification of coursework for learners with special educational needs would be difficult to justify to other learners. However, the same participants have expressed their uncertainties on: whether isolation in a special classroom has a beneficial effect on the social and emotional development of the learners with special educational needs; whether there is more difficulty to maintain order in a regular classroom that has special educational needs learners than in one that does not have learners with special educational needs and whether isolation in a special classroom has a beneficial effect on the social and emotional development of the learners with special educational needs.

The Differences in Attitude of Teachers When Grouped According to Variables

The tables presented below show the results of testing the hypothesis regarding differences in attitudes among Grade 1 teachers when grouped according to variables. Each table clearly displays the results of the study's problem.

Table 3a. Significant Differences in Attitude of Teacher when Grouped According to Teaching Experiences

Attitudes	t-value	p-value	Remarks	Decision Ho
Beliefs	.574	.635	Not Significant	Accepted
Feelings	.091	.965	Not Significant	Accepted
Actions	1.152	.338	Not Significant	Accepted

There is no significant difference in the attitude of teachers when grouped according to teaching experience as indicated by the computed p-values of .635, .965 and .338 which are greater than the 0.05 level of significance in terms of beliefs, feelings and actions, respectively. Therefore, the null hypothesis is accepted. This implies that teachers with either shorter or longer period of teaching experience can obtain either extensively unfavorable or favorable attitude towards inclusive education of children with special educational needs.

Table 3b. Significant Differences in Attendance to any Training Program or Workshop in Special Education

Attitudes	t-value	p-value	Remarks	Decision Ho
Beliefs	1.663	.103	Not Significant	Accepted
Feelings	.944	.351	Not Significant	Accepted
Actions	-1.095	.279	Not Significant	Accepted

***p-value at 0.05**

There is no significant difference in the attitude of teachers when grouped according to training in special education as denoted by the computed p-values of .103, .351 and .279 which are greater than the 0.05 level of significance in terms of beliefs, feelings and actions, respectively. Therefore, the null hypothesis is accepted. This implies that those teachers with and without attendance to any training program or workshop in special education have various levels of attitude towards inclusive education of children with special educational needs.

Table 3c. Significant Differences in Experience in Teaching Learners with Disabilities in Classroom

Attitudes	t-value	p-value	Remarks	Decision Ho
Beliefs	.998	.343	Not Significant	Accepted
Feelings	.804	.447	Not Significant	Accepted
Actions	-.634	.543	Not Significant	Accepted

*p-value at 0.05

There is no significant difference in the attitude of teachers when grouped according to experience in teaching learners with disabilities in the classroom as denoted by the computed p-values of .343, .447 and .543 which are greater than the 0.05 level of significance in terms of beliefs, feelings and actions, respectively. Therefore, the null hypothesis is accepted. This implies that those teachers with and without any experience in teaching learners with disabilities can obtain negative, neutral and positive acceptability towards inclusive education of children with special educational needs.

Table 4. Problems Encountered by Grade 1 Teachers in Inclusive Education

Indicators	Mean	DE
1. Physical Barriers. Many schools don't have the facilities to properly accommodate learners with special needs	3.11	Moderately Serious
2. Teachers. Teachers who are not trained or who are unwilling or unenthusiastic about working with differently-abled learners drawback to successful inclusion	3.06	Moderately Serious
3. Language and Communication. Many learners are expected to learn while being taught in a language that is new and in some cases unfamiliar to them.	3.19	Moderately Serious
4. Socio-economic factors. Areas that are traditionally poor and those with higher than-average unemployment rates tend to have schools that reflect that environment , such as run-down facilities.	3.20	Moderately Serious
5. Funding. Adequate funding is a necessity for inclusion and yet it is rare. Schools often lack adequate facilities, qualified and poorly trained teachers	3.11	Moderately Serious
6. Curriculum. A rigid curriculum that does not allow for experimentation or the use of different teaching methods can be enormous barrier to inclusion.	3.01	Moderately Serious
Weighted Mean	3.11	Moderately Serious

It is reflected in the table that all of the problems presented were rated moderately serious. These problems are physical barriers, teachers, language and communication, socio-economic factors, funding and curriculum.

Recommendations

1. Schools should consider the profile of the teacher applicants during the hiring process and staffing. Teachers' training in special education, experience in teaching children with special educational needs in mainstream classrooms and teachers' willingness to work with Special Educational Needs learners in regular classes should be considered as requirement for employing teachers to work in an inclusive school.

2. To enhance the knowledge of teachers towards inclusive education, schools need to provide more special educational needs training, sufficient learning support providers and educational resources as well as in-depth specialization courses that provide specialized practices for implementing the special education strategies in their classrooms as well as offering teaching strategies on how to bridge theory and practice. Learning Support Programs and the actual delivery of these programs should be developed in terms of individualized education plan provision, curriculum modifications and classroom adaptations that are appropriate for students with special educational needs.

3. In order to improve the acceptability of teachers towards inclusion in terms of their beliefs (core perspectives), feelings (expected outcomes of inclusion) and actions (classroom practices), the school administrators may consider promoting learning support policies and programs by changing gradually the previous education system toward a system that now integrates children with exceptionality. They could provide teachers with scientific research and a model for change to help indicate the kind of educational change and/or program needed in order to work with students with disabilities during in-service training (INSET).

4. Furthermore, there is a need to establish or strengthen a Special Education Network where a group of professionals who are working with SEN learners support one another through sharing of knowledge, expertise, resources and other support services in organized workshops or conferences, termly meetings and unified advocacy program in the region. The workshops can be designed for special educational needs teachers, regular education teachers, teaching assistants and parents of differently-able children.

5. Finally, in order to better support learner learning, further study on the emerging factors affecting collaboration between school teachers and between schools and families among schools should be conducted.

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