Primary Level English Medium School Teachers' Attitude towards Inclusive Education in Bangladesh

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DECLARATION

I declare that this thesis entitled *"Primary Level English Medium School Teachers'*
Attitude towards Inclusive Education" is the result of my own independent
investigation except as cited in the references. This thesis has not been previously
accepted in substance for any degree and is not being concurrently submitted in
candidature for any degree.

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Executive Summary

Globally, Inclusive Education (IE) has been considered as the most efficient and cost-effective way to ensure education of all learners in the same setting. While practicing IE, teachers are being considered as the key players for ensuring active participation of all learners in the classroom through applying inclusive pedagogy. Extensive research has shown that teachers' attitude towards inclusive education is a significant indicator of their performances in inclusive classrooms. In the context of Bangladesh, English medium schools are playing an important role in ensuring participation of more than 30,000 children in primary education. Hence, inclusion of all learners of English medium schools mostly depend on what belief and attitude teachers of those specific schools possess towards inclusive education. The objective of this research was to measure the level of attitudes (combination of sentiments, attitudes & concerns) towards IE among the primary level English medium school teachers' who are responsible personnel for promoting IE practice along with all other teachers of Bangladesh. Furthermore, effect of different demographic variables (i.e. age, gender etc.) on teachers' attitudes towards inclusive education were also measured.

This research was conducted in two phases. In phase-1 the Sentiments, Attitudes, Concerns regarding Inclusive Education-Revised (SACIE-R) scale was used for collecting data along with a demographic questionnaire from 120 randomly selected teachers who were from 18 Bangladeshi primary level English medium schools. The overall means score of SACIE scale indicated that primary level English medium school teachers had moderately positive attitude towards IE. By applying multiple regression analysis, it was found that several demographic variables such as age, gender, confidence in teaching students with disabilities and training on teaching students with disabilities had significant relationship with participants' sentiment, attitude and concern toward inclusive education.

Two findings from phase one were found to be contradictory with previous researches. Firstly, female teachers had shown less positive attitudes and more concerns than male teachers. Secondly, teachers who had longer training on teaching student with disabilities surprisingly showed less positive attitude than the teacher who had shorter training, and the teachers without any training in this aspect showed most positive

attitude. Moreover, comparison among the subscales revealed that level of concern of teachers was comparatively higher than other two subscale. That indicates that this group of teachers are more concern about the implication of IE rather than their positive attitude towards IE.

In order to get further understating about these inconsistent data along with the answers of research question no three and four (regarding challenges in implementing IE and possible strategies to overcome those challenges), a semi-structured, open ended questionnaire was prepared. This questionnaire was used as a data collection tool for the next phase.

In phase- 2, a face-to-face semi-structured interview schedule was conducted on 20 randomly selected teachers (from the samples of the first phase). Findings of the study indicate that females' family responsibilities, gender role in teaching, gender exposer in male domination society and behavioral challenges could be the possible reasons for their less positive attitude and more concern than male teachers. The possible reasons behind less positive attitude of teachers could be theory-based training, assumption-based answer, teachers' mind set, or negative experience. According to phase 2, the possible reasons of increased level of concerns could be classroom management challenge, attitude of stakeholders, lack of training, and concern of extra workload. This phase also focused on identifying challenges regarding IE and possible strategies to solve.

Based on the analysis, several recommendations were provided by researcher for improving the level of attitudes of primary level English medium teachers in Bangladesh.

Key Words: English Medium schools, Teacher Preparedness, Inclusive Education, Attitudes, Bangladesh.

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Acronyms

APSC	:	Annual Primary School Census
BANBEIS	:	Bangladesh Bureau of Educational Information and Statistics
BD	:	Bangladesh
CAMPE	:	Campaign for Advancement of Mass & Popular Education
CDD	:	Centre for Disability in Development
CRC	:	Child Rights Convention
DPE	:	Directorate of Primary Education
EFA	:	Education for All
GoB	:	Government of Bangladesh
IE	:	Inclusive Education
IER	:	Institute of Education and Research
M	:	Mean
MoE	:	Ministry of Education
MoSW	:	Ministry of Social Welfare
N	:	Number of Participants
NCTB	:	National Curriculum and Textbook Board (in Bangladesh)
NFOWD	:	National Forum of Organizations Working with the Disabled
NFPE	:	Non-Formal Primary Education
NGO	:	Non-Government Organizations
PEDP	:	Primary Education Development Program
PTI	:	Primary Teachers' Training Institute
SD	:	Standard Deviation
SDG	:	Sustainable Development Goal
TPB	:	Theory of Planed Behavior
UN	:	United Nation
UNESCO	:	United Nations Educational, Scientific and Cultural Organization

`Chapter 1: Introduction

Background of the study

In last few decades Inclusive Education (IE) has drawn outstanding consideration in educational discussion across the globe. IE is feasible and cost effective; effective means to meet every child's educational need (Ahmmed & Ahsan, 2013). According to (Choudhuri, 2013) IE brings all students together in one classroom regardless of their diversities, strengths and weaknesses and seeks to maximize the potential of all learners. Therefore, the focus of IE is to improve the education system and make it feasible for every child, not just only incorporating underprivileged children in prevailing setting (Ainscow, 2005).

This educational approach allows any child (even if s/he has differences) to enjoy equal right to education and opportunity to grow up as an active member of society with time. Social model of inclusion believes that a child is deprived from the right of education not because of her/his limitation or disability, because of the limitations of education system. If the limitations and obstacles of the education system can be overcome, every child will get the equal chance to come within education opportunities and will enjoy every right, no matter how severe her/his differences and limitations are. Based on the globally accepted concept of IE, the government of Bangladesh has developed the functional definition of inclusive education through the PEDP 3 documents which is as follows:

> *"Inclusive Education is an approach to improve the education system by limiting and removing barriers to learning and acknowledging individual children's needs and potential. The goal of this approach is to make a significant impact on the educational opportunities of those: who attend school but for different reasons do not achieve adequately and those who are not attending school but could attend if families, communities, schools and education systems were more responsive to their requirements"* (Ahuja & Ibrahim, 2006, p.6)

For ensuring educational right of every child globally, several international declarations, human right movements, frameworks, conventions have made notable contributions in advocating and promoting IE. Among these at first comes Education for All [EFA] (UNESCO, 1990). In 1990 the EFA first proclaimed that every country has to guarantee equal chance of education for each resident. After that in 1994 the Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994) established inclusive education as an approach to ensure education for all children including children with severe disabilities along with required support service. Then in 2000 the success and failure of EFA declaration had evaluated by the Dakar Framework for Action (UNESCO, 2000) and the obligation of implementation of IE had mentioned once more to ensure education for every person. In addition, Millennium Development Goals [MDGs] (United Nations, 2008) also articulated the educational rights of all citizens. In 2008 the UN Convention on the Rights of Person with Disabilities- UNCRPD (UN Enable, 2008) in its Article 24 stated that it is the responsibility of all signatory states to ensure opportunities of education for all citizens. In September 2015, a new global education goal named Sustainable Development Goal (SDG 4) has been taken as the 2030 agenda for Sustainable Development, by United Nations Sustainable Development

Summit. Which is to '*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.* This goal reflects that the concept of equity and inclusion have mainstreamed as the goal of SDG 4 and also set the target of making education system equitable and inclusive for all learners, not only for any specific target groups by the year 2030.

Bangladesh validates all of the above-mentioned international declarations by being a signatory member of those. Like other developing countries recently Bangladesh has also taken target to achieve an equitable and quality education system for all children by the year 2030 in accordance with Sustainable Development Goal (SDG IV). To operationalize these policies and commitments, government of Bangladesh took several policies as well as educational reform initiatives over time that include the execution of the value of inclusive education. For instance, Bangladesh made primary education compulsory for all children by enacting the Compulsory Primary Education Act 1990 (ministry of Primary and Mass Education [MOPME], 1990). Bangladesh also enacted the Bangladesh Persons with Disabilities Welfare Act (Ministry of Social Welfare [MSW], 2001). The act gave emphasis to the need to educate children with disabilities. Moreover, Bangladesh developed the National plan of Action Phase II (NAP II) 2003-2015 (MOPME, 2003) for ensuring primary education for all children. Several policies as well as educational reform initiatives that include the implementation of the value of inclusive education were taken by the government (Ahsan & Burnip, 2007; Ahsan, 2006) For instance, the first combined strategic document for implementing IE was proclaimed by Second Primary Education Development Program (PEDP II). This strategic document

mainly helped to build the conceptual base of IE in Bangladesh. The Education Policy 2010 recognized IE as a viable strategy to ensure education for all citizens (Ministry of Education [MOE], 2010). Then Bangladesh has taken PEDP III on August 2011 to ensure primary education for all children. PEDP III proclaimed another action plan to improve overall quality of primary education by strengthening the strategic idea from PEDP II. The objective of PEDP III was to establish an efficient, inclusive and equitable primary education system delivering effective and relevant child friendly learning to all children from pre-primary through grade 5 primary education.

Currently, Bangladesh is implementing one of the biggest sector wide programs named PEDP IV for operationalizing the policies and commitments to international declarations (more importantly SDG IV) which has set in since July 2018. And the project will be implemented in five years (till June 2023) period by Director of Primary Education (DPE). Besides ensuring 100% enrollment in primary school by 2023, this program has also taken quality as a potential commitment and priority agenda for current government. Recently Bangladesh government has taken initiatives to implement IE more widely by publishing the draft education act under PEDP IV where all types of existing education systems are expected to bring under a unified system. And students from all over the country are expected to be considered under the same rules and regulations. Since a significant number (more than 29,788 students; source: BANBEIS 2018) of students all over the country are studying at primary level English medium schools, successful implication of IE is obligatory in these schools as well. Otherwise, if these schools do not own this inclusive education approach, the government's target of bringing all children

under a unified system will not be achieved and thereby reaching target of PEDP IV would not be fulfilled.

This indicates that it is very important to take necessary steps for successful implication of IE at English medium schools in order to achieve the goal of PEDP IV. Before taking any measure for implementing IE approach at this group of schools, it is very important to ensure that teachers are well prepared for successful implementation of IE in classroom because teachers are the most directly involved professional in this aspect. Researches have shown that, success of an approach largely impacted by the performance of the key role players. Thus, the current level of preparedness of English medium school teachers' for implementing IE needed to be measured. Several researches have also revealed that 'attitude' is an important factor for predicting someone's intention to behavior and thereby performance (Aijen, 2005). Therefore, it is essential to get to know more about their attitude and thereby the current level of preparedness for IE of the key role players, teachers of this unexplored group, English medium schools because successful implication of IE at those schools depends on their level of attitude toward IE. The objective of this study is to explore the attitude of primary level English medium school teachers towards inclusive education in Bangladesh.

Research Questions

Researcher intents to find out answers of the following research questions:

- What is the current level of English medium school teachers' attitude toward Inclusive Education?
- Is there any significant relationship between primary level English medium school teachers' demographic variables (such as: age, gender, educational qualification, experience in teaching children with special needs, experience in dealing persons with special needs, previous training on inclusive/special education, knowledge about inclusive education policies and length of teaching experience) and their attitude toward Inclusive Education?
- What are the challenges they are facing in case of implementing Inclusive Education?
- What are the suggestions to overcome these challenges?

Such study in Bangladesh would certainly inform the stakeholders about the current level and the predictors of English medium school teachers' attitudes towards IE. Given this, the current study encompassed English medium school teachers and examined their levels of attitudes with regard to implement inclusive education practices. The study also explored the predictors of these teachers' attitudes in the context of Bangladesh. And therefore, expected to reach the targets of SDG IV.

Context of the study:

Bangladesh is a South Asian developing country which is one of the most densely populated countries in the world with 1,115.62 people per square kilometer. Its population is estimated to be 163.05 million. Bangladesh is struggling to achieve equitable and quality education system for all children by the year 2030 in accordance with Sustainable Development Goal (SDG IV). The current primary school enrolment rate is at 97.85% (DPE, APSC 2018) and dropout rate in primary education cycle is 18.60% (BANBEIS, 2018). Despite of a number of policy initiatives targeting to ensuring education for all, 89% of children with disabilities are left out of education in Bangladesh (DPE & CSID 2002). Another research conducted by Zulfiqar etal. (2018) revealed that among the children with disabilities 48% are being out of school.

There are more than 20 million children who are primary school going age in Bangladesh and among them 17.338 million are getting the opportunity of education (APSC, 2018). Around 4 million school going aged children including children with disabilities are still out of school in Bangladesh (BBS, 2014). Despite of a number of policy initiatives undertaken to ensure education for all, one study conducted by Plan International (2018) found that, 5 to 9 percent children are still out of school. Many students taking admission but not coming to school regularly. Many students coming to school habitually but are not actively participating in teaching learning activities and are not getting promotion to the next grade. Many students are getting promotion but not achieving the skills according to academic level. Many students fail to complete the total primary circle of education. One

study conducted by Ahsan et.al, 2013 found that among the educationally excluded children, 53% were reported to have some kind of special educational needs or disabilities. Which indicates prevalence of policy gaps related to implementation of IE in Bangladesh still now despite taking several initiatives.

Several researches had conducted to find out the barriers and challenges on the way of implication IE countrywide. One of the foremost reasons behind not achieving literacy for all citizens in Bangladesh is inadequate preparation of teachers regarding IE (Ahsan & Burnip, 2007; Munir& Islam, 2005). For Bangladesh major hindrances are lack of resources (Ahsan & Burnip, 2007) mindset, lack of cooperation amongst individuals and sometimes NGO's failure to comprehend long term outcome and consequently talking wrong strategies and steps by responsible stakeholders. Inefficient and inadequate leadership may also encumber the potential progress to achieve the long desire educational goal (Choudhuri, 2013).

On the perspective of teacher preparation facilities, teachers from the government primary schools in Bangladesh receives two steps of training on IE; prerequisite programs and in-service training. But the English medium schools are privately run. That is why teachers from English medium schools are out of these training opportunities on IE.

In this current study researcher used the term 'English medium school' for two types of schools. The first type of schools are the schools where the followed curriculums are developed based on foreign curriculum and the medium of instruction is English. And the second type of schools are the schools where the followed curriculum is the same as

national curriculum of Bangladesh but the medium of instruction is English rather than as usual Bengali.

Conceptual frame:

The goal of conducting this study is to measure the level of English medium school teachers' attitude towards inclusive education, and thereby predicting their performance of implementing IE in classroom. Whereas in several previous researches, for explaining and predicting teacher's behavior in the implication of inclusive education different attitudinal studies was taken as a theoretical base (e.g. Conatser, Block, & Gansneder, 2002; Hodge & Jansma, 2000; Subban & Sharma, 2005). The framework of the current study is guided by the Theory of Planed Behavior (TPB) established by Icek Aizen (1985, 1991, 2005), which facilitates an explanatory model for predicting behavior. This model has found to be successfully used in wide range of disciplines (Ajzen, 2011).

Theory of Planed Behavior (Ajzen, 1991) suggested that the ideal way to predict someone's actual behavior is to observe his/her intention to perform the behavior. This theory recommended about three autonomous determinants of intention to perfor a behavioral act (Ajzen, 1987; 1991; 2005). First one is the person's 'attitude toward the behavior'. The second determinant is 'Efficacy' or 'confidence on behavior' that reflects person's confidence on implementing the behavior which often depends on his past experience or educational background. The third predictor is 'subjective norm' which is

a social factor. This refers to the person's perception about his or her social environment which may be helpful or unhelpful for implementing the behavior (Aizen, 1991; 2005). These three determinants are interrelated and affected by each other. Presumptions extracted from the TPB (Ajzen, 1991, 2005) advocate that the more suitable a person's attitudes and the subjective norm, and the considerable the perceived behavioral control are, the stronger would be his intention to perform that behavior. Several studies (Ahmmed, 2013, Mahat, 2008, Randoll, 2008) have conducted researches following Ajzen's (1991, 2005) assertion and supported the concept that all three components have impact on predicting a person's intention to behavior. However, the effect is not the same at all times.

According to the theory of Planed Behavior (figure 1), intension to behavior is influenced by three individual determinants (attitude, Efficacy, Subjective norm). Through measuring the intension to behavior, we can predict one's behavior. This is helpful to understand teachers' intension to behavior of implementing IE and through that their behavior to IE can be predicted.

Ajzen (2005) further explained the effects of several background factors on the three components that contribute to predict intention of a person to perform a behavioral action. Ajzen claimed that, while his theory could not identify the origin of a person's beliefs, it could, definitely, recognize background factors that influence a person's beliefs (Ajzen, 2011).
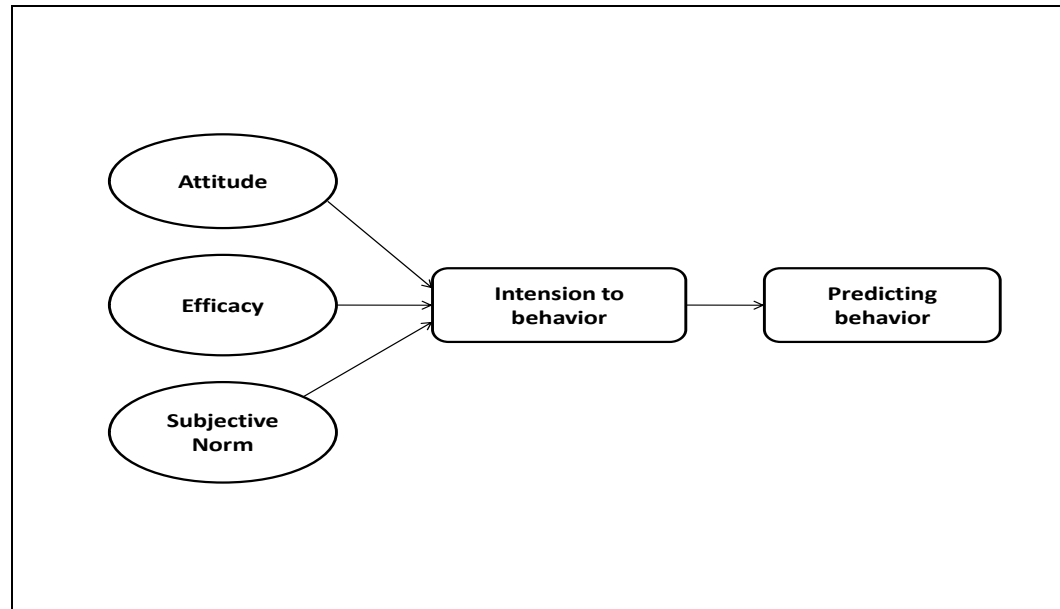
Figure 1. Ajzen's Theory of Planed Behavior (TPB)

Several studies used TPB for estimating person's attitude through analyzing the effects of background variables (Ahmmed, Sharma, & Deppeler, 2012).

In this study researcher explored only one determinant among the three (which is 'attitude') for predicting English medium school teachers' preparedness for IE in Bangladesh. This is because, among the three predictors, 'attitude' found as the most powerful predictor of intention to behavior, followed by 'perceived behavioral control' and 'subjective norm', respectively in Ajzen's summary analysis report (2005) on studies conducted over a 20-year period which explored the strength of these three components in predicting intention to perform a behavior.

Ajzen's TPB model provided an understanding of how attitudes can be shaped by the impact of different background variables, and how to interpret attitudes in anticipating behavior. Guided by that idea, several studies were conducted to investigate the demographic factors those could be responsible for affecting teachers' attitude towards IE. Studies reported that factors may impact on teachers' attitude towards IE such as: age, gender, grade level of teaching, previous training, length of teaching experience, previous interaction with people with disabilities, and knowledge about IE policies in the course content

With minor modification on the model of TPB (Ajzen, 1987) figure 2 was drawn. Figure 2 represents the conceptual framework followed in this study. The model illustrates the possible relationships between the independent variables (background variables of English medium school teachers) and the dependent variable (above mentioned teachers' attitudes towards IE) which takes us one step further towards predicting English medium school teachers' preparedness for IE in Bangladesh.

This model was previously used in Bangladesh context for exploring teachers' attitude by Ahmed, 2014 and Ahmmed et al, 2012 and so on.
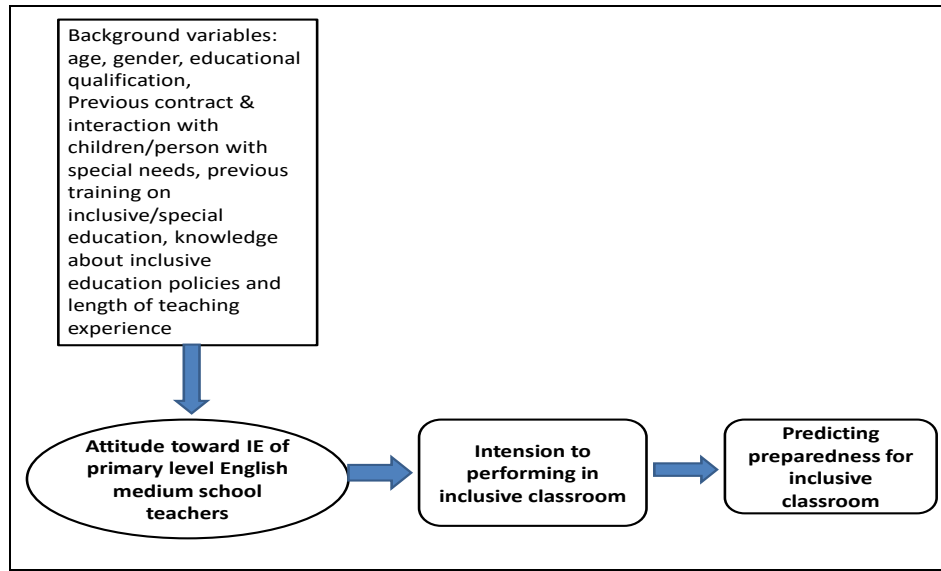
Figure 2. Adapted Ajzen's Theory of Planed Behavior (TPB).

Chapter 2: Literature Review

Very few researchers had been directed to explore the attitude of teachers toward inclusive education in Bangladesh. Apart from that, there is no research document available regarding English medium school teachers' attitude toward inclusive education in Bangladesh context. Therefore, along with several international research papers researcher had to review findings of available past studies in Bangladesh, books, journals which explored pre-service and in-service mainstream Bengali medium school teachers' attitudes towards IE in order to enrich her knowledge and getting direction in this aspect. References of the studies, books, reports, journals which were reviewed for this study have presented at the end of this write-up.

Primary level English medium schools in Bangladesh

There are three streams of education in Bangladesh (Kamol, 2009; Rahman *et al.*, 2010):

1. Mainstream Bengali medium

2. English medium (i. foreign curriculum & ii. National curriculum)

3. Madrasha medium

In this current study researcher used the term 'English medium school' for mainly two types of schools. The first type of schools are the schools where the followed curriculums are developed based on foreign curriculum. And the second type of schools are the

schools, where the followed curriculum is the same as government curriculum of Bangladesh but in medium of instruction is English instead of Bengali.

The first types of English medium schools in Bangladesh, particularly in Dhaka are providing an alternative form of education at the primary, secondary and higher secondary levels (Haque & Akter, 2008). It is a special kind of education system run by mostly private ownership where the medium of instruction is English. These schools are not monitored by any of the government authorities in terms of their syllabus, recruitment policy, admission procedures or their tuition fee structure. These schools directly follow the foreign (British in most of the cases) curriculum and syllabus and textbooks. (Haque, 2011). Students from these English medium schools have to pass O-Level or Junior Cambridge and A-Level or Senior Cambridge exams to enroll in the universities. After passing from schools, most of these students study in the private universities or go abroad (Ainy, 2001; Banu and Sussex, 2001).

There has been a remarkable increase in the number of English medium schools. According to Kamol (2009), there are approximately 500 English medium schools in Bangladesh. The number might be larger than this in reality. However, among those 162 registered English medium schools under the British Council are situated in Dhaka.

On the other hand, according to BANBAIS, 2008, Annual survey 2009 and 2010 total 159 post-primary English Medium education institutions were found. In this survey the highest number 109 (68.55%) of post-primary English medium schools are located in Dhaka followed by Rajshahi division (n=16, 10.06%).

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The second type of English medium schools mentioned in this study is an education system in Bangladesh that follows the Bangladeshi national curriculum in English translated version and examinations are also conducted in English. This type of schools were inaugurated not long time ago. At the beginning this system was launched with a handful of students from 10 cadet colleges in Bangladesh in late 90s (newstoday, 2017). In 2010, first English version school in rural area was started named Zia Hasan International School in Tangail (Daily Sun, 2017). Currently approximately 52 English medium schools are located within Dhaka city (Bangladesh Education Article, 2017). Most of these schools are being run by private ownership, and that is why almost out of reach from government rules and regulations.

Teaching Staff of English Medium schools

There are 8589 teachers in the English medium schools surveyed among them 4768 (56%) are female teachers. Among the total number of English medium school teachers 92.57% (n= 4849) are working in privately managed institutions. The rest 389 (7.43%) are working at schools which are managed by others. According to the type of school, the percentage of female teachers is highest in junior level schools 446 (57.70%) followed by 1492 (56.97%) at 'A level' schools and 990 (53.65%) the lowest is recoded in O level school (BANBAIS, 2018).

Importance of teachers' attitude in the implementation of IE

Teachers are the key role-players in sustaining the IE practices in regular classroom (Fullan, 1998). Teachers' attitude is found to be one of the major factors that influences the successful implication of inclusive education (Carpenter et al., 2005; Martinez, 2003; Sharma et al., 2006). While positive attitudes towards implementing inclusive practices in schools could positively influence practices of educators, their negative attitudes are often reflected in covert and overt rejection of learners with disabilities (Avramidis & Norwich, 2002). Moreover, attitudes are predictors of the success of inclusion efforts for both students with and without disabilities (Schumn & Vaughn, 1995; Van Reusen, Shoho & Barker, 2000) and hence may influence the effectiveness of their accomodation of students' needs. Over the decade, teachers' attitudes towards IE have been studied extensively because of their importance (Avramidis & Norwich, 2002; Chazan, 1994; de Boer, Pijl, & Minnaert, 2011; Saloviita, 2018; Scruggs & Mastropieri, 1996). Several factors indicate that research into teachers' attitude is both timely and crucial toward the success of inclusive education.

Measurement of teachers' attitude toward inclusive education

To be directed by Aijen's theory of planned behavior several researchers conducted studies in order to find significant background variables of teachers those may have impact on their attitude towards IE.

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Factors that affect teachers' attitude toward inclusive education:

Many research studies have been conducted about teachers' attitude towards inclusive education. Some researchers found that teachers do not support inclusion in classroom generally (Coates, 1989; Semmel et al., 1991), other researchers acclaimed that teachers are favorable to inclusive education in classroom (Villa et at., 1996).

This section provides a review of the large body of research and in doing so, explores a number of factors that might influence teachers' acceptance of the IE policy. According to Ahmmed & Ahsan, 2013, teachers' attitudes towards IE can be predicted by some determinants such as perceived school support, contact with a student with disability, past success in teaching students with disabilities, educational qualification, the level of training and the gender of the teachers were found to be predictors of in-service teachers' attitudes toward IE. The following discusses impact of different demographic variables upon teachers' attitude towards inclusive education from findings of different studies.

Gender

According to Ahmed & Ahsan (2013); Ahmmed, Sharma & Deppeler (2012), male teachers are more positive than females. Another study conducted by Sharma, Shaukat and Furlonger (2014) on Pakistani pre-service teachers found male teachers to express more positive attitude than their female counterparts regarding IE. On the other

hand, a study conducted by Loreman et al. (2005) revealed that female teachers were less concerned and had more positive attitudes towards IE than their male counterparts. Similar results were also found in an Australian study by Woodcock (2008) with both primary and secondary level pre-service teachers. He found that female teachers had more positive attitudes towards inclusive reforms than the male counterparts. Pre-service teachers in Israel (Romi and Leyser, 2006) and in Ghana and Botswana (Kuyini & Mangope, 2011) also reported that female teachers had more positive attitudes towards IE than males. Ahsan, Sharma & Deppeler (2012); Kuyini & Mangope (2011) found that female teachers had more positive attitudes towards IE than males. Another research of same researchers (2012) had found that female teachers are more positive but less confident in Inclusive Education. Ahmmed, Deppeler & Sharma, 2013 told that female teachers are socially deprived which contributes in their less confidence in towards IE. However, some studies did not get any significant relationship between teachers' gender and attitude towards IE (Avramidis, Bayliss & Burden, 2000; Carroll et al. (2003); Kuester, 2000).

Educational qualification

Sharma et al. (2009) conducted a study with 480 pre-service teachers in India and found about teachers' past educational qualification that teachers with higher level of previous education had more positive attitudes towards IE than those who had lower level of education. In contrast, a study conducted by Ahmmed, Sharma and Deppeler (2012)

where sample was 738 teachers from Bangladeshi government primary school illustrated that teachers with higher educational degree (masters or above) have lower level of attitude compare to teachers who have bachelor or below bachelor degree. Researchers suggested that it could be possible because of the university curriculum of Bangladesh which barely cover any information regarding inclusive education. They also indicated the necessity of conducting research to find out the reason behind this finding.

Previous contract & interaction with children/person with special needs

Previous experience in interaction with children with disabilities is found to be a significant predictor of positive attitudes towards IE. In a study of 1,155 Israeli pre-service teachers, Romi and Leyser (2006) found that participants who have had enough prior experience with students with disabilities had significantly more positive attitudes than those who did not have any or had less experience. Studies with Australian (Caroll, Forlin & Jobling, 2003) and Mexican (Forlin et al., 2010) pre-service teachers also found that contract with persons with disabilities or teaching experience with children with special needs is a significant predictor of positive attitudes toward IE.

In Bangladesh context, a study conducted on 738 government primary school teachers by Ahmmed, Sharma and Deppeler (2012) found that variables *previous success in teaching students with disabilities* as well as *contract with a student with a disability* significantly contribute in developing more positive attitudes toward IE compared to those who did not have such exposer .

Previous training on inclusive/special education

Sharma et al. (2009) revealed that previous education/training on IE has contribution in developing positive attitudes among teachers. Positive attitudes were also observed in pre-service teachers from Ghana and Botswana who received training in inclusive/special education compared to those who did not receive any such training (Kuyini & Mangope, 2011). Moreover, Ahmmed, Sharma & Deppeler (2012) revealed that previous training and experience on IE or disability contributes in developing positive attitudes and confidence toward IE among teachers.

Length of training

Length of pre-service teacher education course as well as number of courses undertaken on disability and inclusion by the pre-service teachers found to be predictors of their attitudes towards IE*.* Rademacher, Wilhelm and Hildereth, (1998) examined attitudes of 78 pre-service teachers towards IE in the United States who were enrolled in three different courses that varied in duration from three-week, one-semester to two-semesters. Significantly positive attitudes were found among participants who finished the longest duration program (two-semester course) when compared to those who completed the shorter duration (three-week and one-semester courses) programs. Some studies (Chai, Teo, & Lee, 2009; Chong et al., 2007) reported shorter course length as a challenge in preparing pre-service teachers properly.

On the other hand, in Bangladesh perspective, Ahmmed, Sharma & Deppeler (2012); Ahsan, Sharma & Deppeler (2012) found that 4-year Bachelor of Education (B.Ed.) student teachers are less positive than 1-year B.Ed. In a conference presentation Ahmmed & Ahsan (2013) also explained that teachers with higher educational qualifications have lower attitude compared to the teachers with a below Bachelor and Bachelor degree qualifications.

Teacher training curriculum

Ahmmed, Deppeler & Sharma (2013) found that secondary level B.Ed. curriculum contribute in developing pre-service teachers with more positive attitudes than C-in-Ed at primary level. But 4-year B.Ed. curriculum is not covering IE adequately. This research also reported that teacher education curriculum and practicum schools require major revision to promote IE.

Teachers' attitude and Concern

Despite having positive attitudes, pre-service teachers could have their concerns regarding implementing IE. A study by Sharma and Desai (2002) identified that pre-service teachers' were concerned about inadequacy of resources and lack of peer acceptance towards children from diverse backgrounds. In addition they found that pre-service teachers were concerned that classroom academic standards would decline and

they need to do more work in an inclusive classroom. Researchers have also found that pre-service teachers are concerned about including specific disability types in inclusive schools. For example, Cook's (2002) study reported that pre-service teachers in the USA showed more positive attitudes towards including children with learning disabilities, but they were concerned about including those children who had behavior disorder or multiple disabilities. Concerns about availability of financial and professional resources were also echoed in other studies conducted in Chile (Fletcher, Allen, Harkins, Mike, Martinich& Todd, 2010) and Ghana (Agbenyega, 2007). Oswald & Swart (2011) also reported that, based on their study with South African pre-service teachers, the participants showed positive attitudes towards IE and had increased level of knowledge and skills to deal with children with disabilities after participating in an IE related course but they were more concerned about availability of resources and support services.

Hence, from the review of literature it has been found that pre-service teachers' attitudes, and concerns about IE are predictors of their preparedness. However, pre-service teachers' demographic variables also have impact on their attitudes towards IE.

Chapter 3: Methodology

Nature of the study:

This study was descriptive in nature. For getting more rational data a mixed method research design was followed. A good combination of Quantitative and Qualitative approaches was conducted here. Data and evidence were gathered from primary level English medium school Teachers by using a combination of several data collection tools. A two-part standardized survey questionnaire has used to follow the quantitative approach while interview was conducted as qualitative approach, which divided this study in two phases.

Phase 1: Quantitative approach

The first phase of the study was the quantitative part. A questionnaire survey was conducted for collecting data for this phase.

Variables

Independent variable: Background variables (age, gender, educational qualification, teaching experience, previous interaction with disabled person, previous training on teaching disabled children, confidence in teaching a SWD, knowledge about inclusive education policies, and followed curriculum.

Dependent variable: Primary level English medium school teachers' attitudes towards Inclusive Education.

Sample Description:

Researcher has focused on teachers of English Medium schools from two major divisions (Dhaka and Rajshahi) of Bangladesh for selecting sample in this research. This is because in Bangladesh highest number of English medium schools are situated in Dhaka (68.55%) followed by Rajshahi (10.06%) division (BANBAIS, 2012).

Data has been collected from 120 participants from 18 English medium schools in these two divisions. All participants were working as a teacher either at English medium or version schools. There ages ranged from 18 to 60 years (M=32.37; SD=9.49). Among the participants, 23.3% (n=28) were male and 76.7% (n=92) were female. Regarding educational qualification 81.7% (n=98) had completed master's degree or equivalent, 15% (n=18) Honors or equivalent, 2.5% (n=3) High school or equivalent, 0.8% (n=1) others. Concerning degree on education, an outstanding number (59.2%; n=71) of teachers did not have any training on Education, 8.3% (n=10) completed B.Ed. degree, 5.8% (n=7) completed M.Ed., 3.3% (n=4), and only 0.8% (n=1) had DPEd and B.SEd degree on education. A number of teachers completed 21.7% (n=26) other degrees on education. 60.8% (n=73) participants responded that IE was not a part of their previous degree on education. On the other hand, 39.2% (n=47) participants learned about IE as a

part of their degree on education. 4 participants (3.3%) responded that they were having disability, while rest (n=116, 96.7%) did not have any disability. Regarding previous training on teaching disabled children, majority of participant (n=104, 86.7%) did not participated at any training on teaching disabled children. Only 9.2% (n=11) had some training and 4.2% (n=5) had longer training (at least 40 class hours) in this regard. Regarding length of teaching experience, 6.7% (n=8) had less than 1 year, 24.2% (n=29) had 1-2 years, 26.7% (n=32) had 3-4 years, 5% (n=6) had 5 years and 37.5% (n=45) had 'more than 5 years' experience. Among participants 52.5% (n=63) did not have considerable interaction with people with disabilities. A majority (60%; n=72) did not have any experience in teaching students with disability, 31.7% (n=38) had some, and 8.3% (n=10) had high (at least 30 full days) experience in this regard. An outstanding number (51.7%; n=62) did not have any knowledge of local law and legislation related to inclusive education, 23.3% (n=28) had 'poor knowledge', 15.8% had average knowledge, small number of people had good (7.5%; n=9) and very good (1.7%; n=2) knowledge. Similarly, about participants' knowledge of local law regarding special needs, most of the participants have 'none' (39.2%; n=47) to 'poor' (35.8%; n=43) level of knowledge, 19.2% (n=23) had 'Average' level of knowledge, very few had 'good' (3.3%; n=4) and 'very good' (2.5%; n=3) level of knowledge in this aspect. Regarding confidence in teaching a student with disability, only 8.3% (n=10) had 'very high' and 9.2% (n=11) 'high' level of confidence. The majority (52.5%; n=63) had average level of confidence. Whereas, 12.5% (n=15) had low and 17.5% (n=21) had 'very low' level of confident. Regarding followed curriculum, 50% (n=60) participants work at schools which followed

Bangladeshi English version curriculum and rests followed different English version curriculum. Among the rest, majority (47%; n=57) participants followed British curriculum. Very few participants followed IB (1.7%; n=2) and Canadian curriculum (0.8%; n=1).

Selection procedure

A list of primary level English medium as well as English version schools in Dhaka and Rajshahi division was prepared from the information of BANBEIS and web browsing. Schools had selected randomly using Simple Random Sampling procedure on that list. Because of using simple random sampling each school had equal opportunity to be selected. To follow the rules of simple random sampling, firstly researcher gave a number (1 to 99) to each of the school on that list. Secondly took a random digit table and keep selecting two-digit valid numbers (between 1 to 99) from that table following left to right direction, and thereby 40 numbers were selected. Each number represented a school. The school-head of the selected schools were approached for granting permission to collect data from teachers under their wings. Although, some school-heads refused, next available school-head was approached. While the permission had granted by the school-head, responses were collected by using a two-part survey questionnaire from maximum 10 teachers (who agreed to participate in this research) from the same school. The questionnaire had distributed and collected by the researcher. Then researcher proceed to the next randomly selected English medium/version school and continued the same

process until reaching the target number of 120 teachers. Researcher tried to keep balance between the numbers of teachers from each division. Depending on availability 65 responses collected from Dhaka and 55 from Rajshahi division.

Measurement Instrument

A two-part standardized survey tool applied to understand English medium school teachers' attitudes towards inclusive education in phase 1.

Part 1: Questionnaire on background and demographic information. A series of questions were asked to obtain teachers' demographic information such as age, gender, educational qualification, experience in teaching children with special needs, experience in dealing persons with special needs, previous training on inclusive/special education, knowledge about IE policies, knowledge about policies regarding IE and length of teaching experience.

Part 2: Sentiments, Attitudes, Concerns regarding IE Revised (SACIE-R) scale. SACIE-R (Forlin, Earle, Loreman & Sharma, 2011) is the revised and final version of an initial 60-item scale, which has refined through a series of surveys over several years. The final version of scale was validated on 542 pre-service teachers from four countries (Canada, Hong Kong, India, and the United States) and demonstrated satisfactory level of internal consistency (a=.74 for combined SACIE-R scale; and for three sub-scales 0.75, 0.67 and 0.65 respectively). This scale was previously applied on several studies in

Bangladesh perspective as well. The two-part survey questionnaire was translated in Bangla language and then applied on large number of teachers (n=1623) from both primary and secondary levels in Bangladesh by Ahsan, Sharma and Deppeler (2012).

SACIE-R is a 4 point (1=strongly disagree, 2=disagree, 3= agree, 4= strongly agree) Likert scale and consists of 15-item which is designed to measure three factors (sentiments, attitudes and concerns) that all together indicate the attitudes of teachers towards IE. Each factor is represented by a sub-scale that consists of 5-item. The 'sentiment' and 'concern' sub-scales contain all negative statements, whereas the 5-items of 'attitude' are positive. All negative statements were reverse coded before analysis. The scale has demonstrated satisfactory level of internal consistency (*a*=.72 for combined SACIE-R scale; and for three sub-scales 0.58, 0.72 and 0.60 accordingly) in this study. Though alpha values for sentiment and concern subscales were slightly lesser than desired yet adequate to measure these kind of social hypotheses (DeVellis, 1991). Original English version as well as Bengali translated version of the scale were administered depending on participant's choice.

Procedure:

Before collecting data, each participant was given a brief description about the research topic, importance of the participants' participation, commitment about protecting their confidentiality, participants' freedom of withdrawal at any time. When they agreed

to take part in this research each participant was asked to sign an informed consent form. At the same time participants also received the data collection tool (demographic questionnaire and measurement scale). It took around 15 to 20 minutes to complete the whole material. After completion each participant submitted the materials to researcher.

After receiving the questionnaires from all the participants, data has been inputted in Statistical Package for the Social Sciences (SPSS). Then concern was given on negatively worded statements. SACIE-R scale has 10 items (the 5 items of sentiment subscale: item number 2, 5, 9, 11, 13 and the 5 items from concern subscale: item number 1, 4, 7, 10, 14) those are with negatively worded statements. These 10 items have been reverse-coded so that a high score indicates positive attitude towards IE. Then reliability of combined SACIE-R scale and three sub-scales were measured. After that, the average across all items of SACIR-R as well as three sub-scales were calculated. And then a multiple regression analysis had run to identify significant independent variables.

Phase 2: Qualitative Approach

Sample Description

Participants of phase 2 study were 20 teachers, who were selected randomly from the 120 participants of Phase 1. Among them 9 were male and 11 were female; 10 from Dhaka division and 10 from Rajshahi division.

Instrument

A semi-structured open-ended Interview questionnaire was prepared based on the findings from data analysis of phase 1. This approach allowed the researcher to establish rapport with the interviewee and allowed flexibility to change the order of questioning according to the demands of the interview situation (Cohen, Manion, & Morrison, 2007; Creswell, 2008).

Procedures

Many of the participants were contacted several times because of their busy schedule. Though some teachers refused to participate in the interview part, researcher approached as many English Medium school teachers as needed to reach a target number of 20. A synopsis of the findings of the first phase was represented to each of the participants at the time of personal interview. Participants were asked to reflect on the findings and explain possible reasons behind the results being contrast to previous studies from their own perspectives.

Interviews were audio-recorded with the consent of the participants and then all interviews were transcribed in Bengali. To understand the nuance of contradictory data, interpretative and reflexive interview listening and reading procedures (Denzin, 2001; Power, 2004) were followed. This procedure let the researcher to re-listen the audio-recording to reflect the intonation and voice quality of the interviewees, revise the

transcribed data and reconsider the personal characteristics of the participants (such as gender, social position etc.) in a specific country context. After transcription, researcher checked transcript by re-listening and reading.

The aim of the study and literature reviews guided researcher in analyzing the transcript. Themes were extracted from the transcribed document through coding. Bengali transcript was used for data analysis and coding to have a clearer understanding regarding participants' perspective. Reliability of the data ensured by reviewing and deleting the data which were unrelated to the objective of this study. Finally, themes were translated into English. Identities of the participants were kept anonymous.

Ethical considerations

- The ethical guidelines of the M.Phil. committee of the Institute of Education and Research, Dhaka University has been considered in this study. This research has protected human rights and welfare of the participants. The confidentiality of participants has protected by removing the names and coding the interview and test scripts.

- Participants' personal information and scores have been stored in a folder with password protection in the researcher's computer. The data has been deleted after completion of research project. This information will not be revealed anywhere.

Moreover, the study followed the ethical guideline of Institute of Education and Research, University of Dhaka.

- Plagiarism has been avoided by citation of authors' details.

Chapter 4: Analysis and Findings

Level of attitude about IE of Primary level English medium school teachers

The overall mean score of the SACIE scale was 2.76 (*SD*=.35). A score close to the value of 3 (negative worded items were revers coded before calculation) on SACIE-R scale refers that participants 'Agree' with the statements that indicates their attitude about IE. Therefore, English medium school teachers in this study have 'moderately positive attitudes' towards IE. SACIE scale has 3 subscales: sentiment, attitude & concern. The indications from the mean score of these subscales have discussed below.

Table 1

Descriptive Statistics of Scales

	Mean	Std. Deviation
mean_SACIE	2.7617	.351
mean_Sentiment	3.0567	.470
mean_Attitude	2.6717	.542
mean_Concern	2.5567	.486

Sub-scale Mean & SD Analysis

Sentiment Sub-scale

The overall mean score of the sentiment subscale was 3.06 (SD=.47). A score more than the value of 3 on the revers coded Sentiment subscale refers that participants 'Agree' with the statements that indicates their positive sentiments about IE. Therefore, English medium school teachers in this study have highly positive sentiments towards IE.

Attitude sub-scale

Analysis of the score of SACIE-R scale illustrates primary level English medium school teachers' attitudes towards IE. The overall mean score of the attitude subscale was 2.67 (*SD*=0.54). A score close to value 3 on the attitude subscale refers that participants 'Agree' with the statements that indicate their attitudes about IE. Therefore, English medium school teachers in this study have moderately positive attitudes towards IE.

Concern Sub-scale

The overall mean score of the concern subscale was 2.56 (*SD*=0.49). A score more than the value of 2.5 on the revers coded concern subscale refers that participants somewhat 'Agree' with the statements that indicates their less concerns about IE.

Therefore, English medium school teachers in this study have somewhat low level of concerns towards IE.

Comparison among subscales

Comparison between three subscale indicates that the mean score of concern (M=2.56, SD=0.49) subscale is lowest among other (Attitude: M=2.67; SD=0.54 and Sentiment: M=3.06; SD=0.47) subscales, where high score indicates positive attitude towards IE. This indicates that, teachers are still concerned about the implication of IE.

Separate multiple regression analyses were applied to determine the effect of significant predictor demographic variables on the dependent variables: mean score of SACIE scale, and mean score of each of three subscales: sentiment, attitude, concern subscale.

Effects of demographic variables on participants' sentiment, attitude and concerns

In response to second research question only the demographic variables entered in regression analysis as independent variables and found as significant predictors are discussed in this section.

Significant Predictors of overall SACIE A significant model emerged, F $(1,$ 111) = 12.061, p <0.05 in regression analysis for overall SACIE. Adjusted R square of the full model was .105 (SE=.332), which indicated a small effect. Two variables were found to be significant predictors of participants' overall SACIE score.

Table 2
Regression Model Summary of overall SACIE

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	406ª	.165	.105	.331777	.091	12.061	1	111	.001

a. *Predictors: (Constant), Sex, Age, Educational qualification, Teaching experience, Previous Interaction with Disabled, Training on teaching disabled children, knowledge of local law & legislation of IE, confidence in teaching a SWD*
b. *Dependent variable: overall_SACIE*

Level of Confidence in teaching a student with disability (β=.112, SE=0.032) made the strongest contribution among the significant variables in predicting primary level English medium school teachers' overall attitude towards IE. Teachers with 'very high' confidence in teaching disabled student showed most positive attitude (M=3.09, SD=0.34), which decreased chronologically in accordance with level of confidence in teaching SWD, likely teachers with 'High' confidence in this aspect had slightly lower positive attitude than them (M=2.89, SD=0.21), teacher who had average level of confidence showed positive attitude but bit lower level ((M=2.74, SD=0.37) than previous group. And the mean of Attitude score of teachers who has low level of confidence was

M=2.70 (*SD*=0.304), and the mean of Attitude score of teachers who had 'very low' level

of confidence was *M*=2.65 (*SD*=.29)

Table 3

Confidence in Teaching Disabled with mean SACIE

confidence in teaching a SWD	Mean	Std. Deviation
Very Low	2.65397	.294
Low	2.70222	.304
Average	2.73651	.371
High	2.89697	.207
Very high	3.08667	.340

Gender (β=-.191, *SE*=.075) was the other significant predictor variable of overall

attitude. Male (*M*=2.89, *SD*=.37) teachers showed slightly more positive attitude towards

IE than female (*M*=2.72, *SD*=.34) teachers.

Table 4

Compare Mean of Gender with Mean_SACIE

Sex	Mean	N	Std. Deviation
Male	2.8857	28	.367
Female	2.7239	92	.338

Significant Predictors of sentiment subscale A significant model emerged from regression analysis $F (7, 112) = 2.164$, $p < .05$ for sentiment subscale. Adjusted R square of the full model was .064 ($SE=.455$), which indicated a small effect. One variable was found to be significant predictor of participants' sentiment score.

Table 5
Regression Model Summary of Sentiment subscale

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
	.345[a]	.119	.064	.45510	.119	2.164	7	112	.043

a. Predictors: (Constant), Previous Interaction with Disabled, Teaching experience, confidence in teaching a SWD, Sex, Training on teaching disabled children, Educational qualification, Age

b. Dependent Variable: mean_Sentiment

Age ($\beta=-.210$, $SE=.094$) was found as a significant predictor variable of sentiment score. Which indicates the prediction that the lower the age of teacher is, the higher level of positive sentiment they are having. According to analysis teachers who are aged 18-25 are having positive sentiment ($M=3.21$, $SD=.44$) towards IE. Teachers who are aged 26-40 years are also having positive sentiment but slightly lower level than previous group ($M=3.06$, $SD=.477$)

Table 6
Compare mean of Age with Sentiment subscale

Age	Mean	N	Std. Deviation
18-25 years	3.2118	17	.444
26-40 years	3.0607	89	.477
41-55 years	2.8833	12	.413
more than 55	2.6000	2	.283

Gender (β=-.215, *SE*=.102) was the other significant predictor variable of sentiment subscale score. Male (*M*=3.157, *SD*=.463) teachers showed slightly more positive sentiment towards IE than female (*M*=3.026, *SD*=.471) teachers.

Table 7
Compare mean of Gender with Sentiment subscale

Sex	Mean	N	Std. Deviation
Male	3.157	28	.463
Female	3.026	92	.471

Significant Predictors of attitude subscale score. A significant model emerged (*F*1, 111= 4.24, *p* < .05) in regression analysis for sentiment subscale. Adjusted R square of the full model was .008 (SE=.5397), which indicated a small effect. Two variables were found to be significant predictor of participants' attitude score.

Table 8

Regression Model Summary of Attitude subscale

Model	R	R Square	AdjustedR Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
	274[a]	.075	.008	.53967	.035	4.240	1	111	.042

a. Predictors: (Constant), Sex, Age, Educational qualification, Teaching experience, Previous Interaction with Disabled, Training on teaching disabled children, knowledge of local law & legislation of IE, confidence in teaching a SWD

b. Dependent variable: mean_Attitude

Training on teaching disabled children ($\beta= -.260$, *SE*=.121) was found as a significant predictor variable of attitude subscale score. Which indicates the prediction that the shorter the length of training on teaching disabled children of teachers' is, the higher level of positive attitude they are representing.

Table 9:

Compare Mean of Training on Teaching Disabled children with Attitude subscale

Training on teaching disabled children	Mean	N	Std. Deviation
none	2.698	104	.513
Some	2.600	11	.369
High (At least 40 class-hrs)	2.280	5	1.180

According to the table teachers who do not have any training on teaching disabled children showed moderately positive attitude *(M=2.698, SD=.51)* towards IE. Teachers who had 'some' training on teaching disabled children also having positive sentiment but slightly lower level than previous group (*M*=2.60, *SD*=.37). On the other hand, the mean

attitude score of the teachers who had high level (at least 40 class hours) of training on teaching disabled was $M=2.28$ ($SD=1.18$), which is closer to score 2, that indicates the response 'disagree'.

Level of Confidence in teaching a student with disability ($\beta=.108$, $SE=.052$) found as another significant variable in predicting primary level English medium school teachers' mean attitude score towards IE. Teachers with 'very high' confidence in teaching disabled student showed most positive attitude ($M=2.96$, $SD=.85$), which decreased chronologically in accordance with level of confidence in teaching SWD, likely teachers with 'High' confidence in this aspect had slightly lower positive attitude than them ($M=2.78$, $SD=.77$), teacher who had 'average' level of confidence showed positive attitude but bit lower level ($M=2.62$, $SD=.44$) than the previous group. And the mean of Attitude score of teachers who had 'very low' level of confidence was $M=2.52$ (SD=.523), there was a fluctuation at the group with 'Low' confidence ($M=2.81$, $SD=.45$).

Table 10:

Compare Mean of Level of Confidence in Teaching Disabled with Attitude subscale

confidence in teaching a SWD	Mean	N	Std. Deviation
Very Low	2.523	1	.523
Low	2.813	5	.450
Average	2.622	3	.444
High	2.782	1	.772
Very high	2.960	0	.853

Significant Predictors of concern subscale A significant model emerged from regression analysis, $F(1, 111) = 14.096$, $p < .001$ for concern subscale. Adjusted R square of the full model was .203 ($SE = .434$), which indicated a small effect. Two variables were found to be significant predictor of participants' concern score.

Table 11

Regression Model Summary of Concern subscale

| odel | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
					R Square Change	F Change	df1	df2	Sig. F Change
	.506[a]	.256	.203	.43385	.094	14.096	1	111	.000

a. *Predictors: (Constant), Sex, Age, Educational qualification, Teaching experience, Previous Interaction with Disabled, Training on teaching disabled children, knowledge of local law & legislation of IE, confidence in teaching a disabled student*

b. *Dependent variable: mean_Concern*

Level of Confidence in teaching a student with disability (β=.158, *SE*=.042) was found as a significant predictor variable of teachers' concern subscale score. Which indicates that the higher the level of confidence in teaching a SWD in teachers is, the lower level of concern they are having.

Teachers with 'very high' confidence in teaching disabled student showed most positive attitude (*M*=3.02, *SD*=.426) among others, which decreased chronologically in accordance with the declination of level of confidence of teachers in teaching SWD (except a slight difference at the group with 'very low' confidence), likely teachers with 'High' confidence in this aspect had moderately positive attitude (*M*=2.78, *SD*=.46) but slightly lower than them, teacher who had average level of confidence showed moderately positive attitude (*M*=2.56, *SD*=.48) but lower level than the previous group. And the mean score of teachers who had 'very low' level of confidence was *M*=2.38 (*SD*=.419) which represents Somewhat positive attitude. This sequence fluctuated in case of the group with

'low' confidence, the mean of concern score of teachers who has low level of confidence was M=2.31 (SD=.41) which is lowest among the other groups.

Table 12

Compare mean of Level of Confidence in Teaching Disabled with Concern subscale

confidence in teaching a SWD	Mean	Std. Deviation
Very Low	2.381	.419
Low	2.307	.413
Average	2.562	.478
High	2.782	.460
Very high	3.020	.426

Gender (β=-.324, SE=.098) was the other significant predictor variable of concern subscale score. Where the mean score of concern subscale for male teachers was M=2.79 (SD=.485) which indicates moderately positive attitude towards IE. On the other hand, the mean score of female teachers was M=2.48 (SD=.465) in this regard, which is lower than 2.50, thereby somewhat positive attitude towards IE.

Table 13:

Compare mean of Gender with Concern Subscale

Sex	Mean	N	Std. Deviation
Male	2.793	28	.485
Female	2.485	92	.465

Comparison between the attitude of foreign curriculum and national curriculum English medium school teachers

Comparison of the mean SACIE score between English medium school teachers who follow foreign curriculum *(M*=2.726, *SD*=.313) and who follow English version of Bangladeshi national curriculum (*M*=2.798, *SD*=.384) shows that both groups represents almost same level of attitude: 'moderately positive attitude' towards IE education

Table 14

Compare Mean of Type of English Medium school with Overall mean SACIE score

Curriculum	Mean	N	Std. Deviation
English Medium	2.726	60	.313
English version	2.798	60	.384

Table 15

Summary of Multiple regression for significant variables predicting sentiment, attitude, concern towards IE

Dependent variable	Predictor variables	Unstandardized Coefficient	Standard Error	Standardized coefficient	t value	Sig.
Mean SACIE	Gender	-.191	.075	-.232	-2.559	012
	Confidence in teaching a SWD	.112	.032	.350	3.473	.001
Sentiment subscale	Gender	-.215	.102	-.194	-2.096	.038
Attitude subscale	Age	-.210	.094	-.249	-2.226	.028
	Training on teaching disabled	-.260	.121	-.230	-2.143	.034
	Confidence in teaching a SWD	.108	.052	.219	2.059	.042
Concern subscale	Gender	-.324	.098	-.283	-3.314	.001
	Confidence in teaching a SWD	.158	.042	.357	3.754	.000

Phase 2 findings

Based on the analysis of phase 1, it was found that English medium school teachers have moderately positive attitude towards IE. Among the three subscales, primary level English medium school teachers obtained least score on concern subscale, which indicates having more concern about the implication of IE. Further investigation was conducted in second phase to figure out the reason behind this finding. Moreover, several variables were found as significant predictors of participants' attitude towards IE. Among those predictors 'age' and 'confidence in teaching student with disabilities' were validated from phase 1 data analysis, were not discussed in this second phase of study, because those are highly

consistent with previous researches. Other two significant predictors 'gender' and 'length of training on teaching student with disability' were further investigated in this phase.Three basic questions had raised based on the findings which are contradictory than previous international studies. To further explore those uncommon findings, this phase has been conducted. Researcher also explored answers for the research question no three and four in this phase. Answers of these five basic questions have been investigated throughout this phase.

Gender perspective

The finding of phase 1 indicate that female teachers are having less positive attitude & sentiment towards IE, which is contradictory to many of the previous researches. Every participant of 2nd phase was asked about possible reasons behind that. The following sub-themes were extracted from their responses.

Perceiving inclusion as extra workload In the perspective of social settings of Bangladesh women have to take all the responsibilities of home management, such as cooking, cleaning etc. and taking care of children, adults and old persons of the family whether or not they work outside. This could be a possible reason of having avoiding tendency to new challenges and searching for relaxation at workplace according to some participants.

"*Probably females are trying to stay away from workload. When there is a SWD in class that obviously increases the workload for teacher. Cause if we want that child to grow, we must spend extra time on him, have to keep communication with parents, keep record of his activities, track the development etc. women do not want to take these extra responsibilities. Because they are already facing a lot of challenges from their family life: taking care of household & children etc. So when they come to workplace always try to avoid complicated tasks, this is true not only this case, in every scenario*" (participant no 7)

Female teachers are more expert in this case than their male counterparts. They can understand students' challenges more and deal more seriously. Which may create mental pressure, and as a result they become negative.

"*Women are more sensitive to children. And they also have more patience than men. Normally the responsibilities of young children are given upon them from authority. Women are taking SWD as an extra responsibility and worried about being failure before taking it*". (participant no 9)

Gender role in teaching: According to many of the participants, another possible reason could be that, generally, in 99.99% cases female teachers have to take the responsibility of younger students, such as: pre-primary, and grade 1 to 5. When a student comes to school for the first time in life it is very challenging to manage the child and teach him the school formalities, and this is true for every kid, even for children without disabilities. Things are far more challenging when it comes to the case of special need kids. On the other hand, male teachers generally start taking class from grade 5 and over. Students' activities come into shape in the meantime. That's why most of the male teachers do not know how challenging it is to manage young children. The possible reason

behind their more positive answers could be, they answered from their assumptions, not from real life experiences. On the other hand, females are already facing this challenge with kids without disabilities, they don't want to make it even harder by having some student with disabilities in class.

"In my opinion, male teachers face more challenges. Cause, women have the patience to tolerate the disturbance of young children, but men don't. That's why male teachers generally don't take classes at up to grade 5. The only reason is they get bothered so easily. The reason behind women's being concern is that, they know they will have to take responsibility of this SWD along with other challenging children, male teachers will not take that. They will take class only at senior classes, when the students already come into shape through years by female teacher". (participant no 11)

"Female teachers have to take lot more responsibilities than male teachers in junior classes. Such as, they even have to stay on duty of looking after kids, while they are supposed to get break for lunch. These responsibilities are never given to male teachers, may be because of women's motherly nature". (participant no 8)

Gender exposer in male dominating society: One of the participants suggested that, as men are more exposed to external environment than female and they do more problem solving, decision making tasks in male dominating society of Bangladesh, that contribute to uplift their development. That helps men to grow up as confident enough to take new challenges, on the other hand women grow up with lack of confidence and feel hesitate to accept challenges. They think much before starting a new task, while most men start doing that without thinking. This could be a possible reason behind more concern in women.

"At the beginning men & women, both born with same level of hesitations. Gradually men get opportunity of more exposer to external environment than female. And they do more problem

solving, decision making, tasks in male dominating society of Bangladesh. Which contribute to uplift their development." (participant no 2)

Behavioral challenges*:* In Bangladesh context, it is difficult for women to deal with students' behavioral challenges because of the risk of facing embarrassing situations due to their dress code and cultural mind sets. Where the same behavior is acceptable for their male counterparts. Few teachers reported that female teachers sometimes have to face awkward situations while working with students with special needs that is harmful to them. Such as: inappropriate touch, punching her while she is pregnant, pulling cloths.

> *"Male teachers tend to respond to these situations positively and confidently. These kids are often seen as "dangerous" to women and for the lack of training, female teachers are not comfortable/confident around them. I have seen my female colleagues get bitten and injured by these students. One of the teachers left the job because a student kept her touching inappropriately. This kind of issues get emphasized among the female teachers. So naturally they are reluctant and more concerned about inclusive education. Difference between the approaches/ attitude of male and female teachers might be included in the curriculum. Understanding the psychology of both genders, their response to these cases and what must be done to overcome their barriers should be a part of the training curriculum." (participant no 19)*

> *"A student with behavioral challenge may suddenly punch on any part of the teachers' body, which will not be easy to digest for a woman. Or that child may pull off female teacher's scarf, which is very embarrassing for a woman in Bangladeshi context". (participant no 5)*

Training participation perspective

One of the findings of phase 1 indicates that the shorter the training on teaching student with disability is, the more positive attitude teacher represents, and teachers

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without any training on this aspect showed most positive attitude than others, which is contradictory to many of the previous researches. Every participant of 2nd phase was asked about possible reasons behind that. The following sub-themes were extracted from their responses.

Theory focused training: Among the participants very few had previous training on IE or teaching special education. Several of them reported that those trainings were more theoretical rather than practical and aren't corresponsive to real situations. That's why even after having training they perceive teaching at inclusive classroom as challenging and face difficulties in application of their knowledge from training.

> *"I had training, but that was more theoretical than practical oriented. We haven't taught how to handle some of the real situations. Likely once a student with visual impairment admitted at our school. None of the teachers knew how to handle this type of student, in spite of having few teachers who had training. After a while parents took off that child from our school." (participant no 18)*

> *"The training might be ineffective in the first place, not updated or provided to be useful to them. May be they didn't find any usefulness at all. But the inexperienced teachers might think that a training would be helpful in their workplace not knowing about the ineffectiveness. Or maybe application is difficult for them who had training." (participant no 19)*

Mind set*:* Presumably most of the teachers with less or no training are fresher in their job. They have enthusiasm to take any challenge & prove themselves, even though have less experience and little to no training in this regard. On the other hand, teachers who already have training they know the real challenges, and when they struggle to apply their knowledge in handling student with disability, probably they feel frustrated.

"Teachers like me, who don't have training starts with high motivation to teach that challenging kid. they try in various ways. but the teachers with training, maybe they try to apply some basic principles learnt from training. and when sometimes they face failure to apply those, they feel frustrated, maybe that's why they had shown negative attitude".   (participant no 3)

"They know a lot more and become upset about if he would be able to implement those. but the teachers without training doesn't have that kind of tension. they apply their own technique."   (participant no 3)

"People with less training are newly joined mostly, they have a fear of losing job. They try to prove themselves more. Attitude varies depending of person." (participant no 4)

Negative experience: Another possible reason could be that, most of the teachers responded to positive attitude had little to no training, it could be possible that, they responded positively without having any idea or real life experience and teachers who had longer training, most of them have idea about how the real situation is and they found it as difficult and challenging in practical life.

"People who have training, started to work with positive attitude at the beginning, after getting their training, but then they realized it is not that easy even after having training. On the other hand, people who don't have any experience, naturally they are interested to try. But, when they start failing to handle, gradually they lose their enthusiasm and come backwards". (participant no 5)

"Teachers who don't have training, assumed it as an easy thing to deal with. On the contrary, teachers who have training, they know that it is really a tough job to do". (participant no 8)

Concern perspective

Comparison among the mean score of three sub-scales in phase 1 indicates that, the level of concern about IE is higher than sentiment and attitude scores in primary level

English medium school teachers, which means that teachers are still concern about the implication of IE at English medium schools. Every participant of 2nd phase was asked about possible reasons behind their concern. The following sub-themes were extracted from their responses.

Classroom management concerns: According to most of the teachers, the main reason of their concern is, difficulty in classroom management. Normally all young children make chaos in classroom, having a student with disability in classroom makes it even more difficult for teachers to manage the classroom environment. Teachers have to take control of the classroom after entering. After taking the control of the classroom, when the teacher has to pay extra attention to that student with disability, other students go back to chaos again. Sometimes kids without disabilities start following the inappropriate behaviors of the student with disability, which is not expected.

> *"The main reason behind concern is we don't know how to control both types of children together. There are at least 30 children in a classroom. If I pay extra attention to that student with disability, the whole class goes out of my control. Other students start playing with each other as like they are at their home." (participant no 11)*

Teachers also have the concern regarding completing lesson plan within fixed class time. They think if they spend extra time and attention to the special need student, it will be impossible to complete the lesson plan within fixed class time. For this reason, some teachers ignore student with disability, even though he knew that child needed extra clarifications.

"When we have a hurry to complete the day to day lesson plan within time limit, sometimes I understand that the lesson is not clear to her (a student with disability) by looking at her eyes. But I ignore that, and don't give her chance to get more clarification. Because If I repeat the same thing several times for one child, the chaos will come back again in class. Moreover, it will be impossible to complete the lesson plan within time". (participant no 2)

"Our class time is 40 min. if I spend extra 10 min to help that children, another group of students from different classroom will have to wait for me, and I will arrive late there, and will get lesser time for that class. So it is almost impossible to manage that extra 10 min for the child with special needs". (Participant no 3)

Attitude of stakeholders: Teacher have to face different types of challenges from several stakeholders.

Guardian: Some guardians do not want to accept that their children will study with disabled children in the same classroom. If that child does anything awkward or chaos in class, they think it hampering their own kids' future. Moreover, they take the presence of a disabled child as hazardous and risky for their kids' safety. Some parents also complain, when they know that extra efforts from teachers are being given on the student with special needs in classroom. They think it is depriving their child. That's why most of the teachers are concerned about guardian complain.

> *"Generally, parents don't want to accept it, because a student with behavioral challenges may turn into violent at any time. They consider it as a risk factor for their children."* *(Participant no 5)*

> *"When a teacher pays extra attention to the student with special needs at classroom. Other parents cannot take it easy. They complain by saying different things, such as: why that kid is getting private lessons? Why not my child? Am I not paying tuition fees for my kid? etc".* *(Participant no 10)*

Peer group: it is very common in Bangladeshi context that, other students without disabilities cannot accept positively the special child at classroom and they make fun of him/her. The student with special needs get bullied by his/her classmates. In some cases, if teacher has to pay extra attention to the special need student, others cannot take it positively and feel deprived.

> *"When students grow up a bit by age, bulling others seems as a matter of smartness among them. At the recent time everybody is focused on social media, even the students from primary level are not out of this. They know the use of smart phone, facebook and so on, and they are abusing these technologies for bulling their classmates, especially if there is a peer with disability". (participant no 18)*

> *"There was a student with mild intellectual challenges in my class, other students without disabilities used to make fun of him". (participant no 5)*

> *"Sometimes other students complain that teacher is giving more attention on him, and less on me" (participant no 10)*

Teacher: Some teachers believe IE as impossible to implement at English medium schools. According to them, its only possible to implement at schools which follow Bengali version of government curriculum. That's why they technically avoid the SN kids at the time of admission. Another teacher mentioned that students with hearing impairments or visual impairments are not eligible to study at English medium schools. They mentioned teacher's inability to communicate with these types of students as a vital reason.

> *"Our curriculum is totally different than gov curriculum. May be implementing inclusive education is possible in gov curriculum, not here. We have few students with mild physical disability, but no one has vi or other. We technically avoid them (ID or others) at the time of admission. To follow*

the gov rule about students with special needs, we only give them extra 20 min at the time of writing the exam, but don't do anything special at the time of conducting classes." (participant no 2)

System barrier*:* Some of the participants reported that children have to pass an admission test (such as: aptitude test) in order to get admission at those particular schools. Naturally children with disabilities do not pass through these tests, and there by school do not take responsibilities of students with disabilities except few with slide problems

School authority: In most of the schools there is a pressure on teachers from school authority that all students must have to have a satisfactory result in exams, especially in board exams, which are based on rote-learning. This is a matter of reputation for the school. Some teachers also reported that, at many of the private schools, members of managing committee or school authority are not academicians, that's why they poses a little knowledge about the needs of being flexible for the students with disabilities. Moreover, act as non-cooperative while teachers take initiative to implement new thoughts for meeting divers learning needs (Ahsan, Sharma & Deppler, 2012).

> *"There is a pressure from authority that students have to have good results, and if otherwise happens subject teacher has to take that responsibility, and count as a failure of him/her". (participant no 3)*

Lack of training: Another possible reason of English medium school teachers' concern is most of them do not have training on teaching student with disabilities, which make them less confident, and there by concern about handling student with disabilities.

"I do agree. Not having proper training and not having a clear conception about what kind of problem does the kid have seems to be the main issue to me. If a teacher doesn't know what the issue of the kid is and what to do, naturally s/he sees this as a burden in the way of teaching and gets stressed if they have students like this in their class. The school authority just gets the parents to admit their children and them they are done with the whole thing." (participant no 19)

Concern of extra workload: Most of the teachers reported that having a student with disability in class seems extra workload to them. Because it requires a lot of patience, they have to spend extra time and attention to that child on top of their all other responsibilities.

"*All teachers get bored at a certain level, even me. we already have* 25-30 *students in class, on top of that having a student with special needs, seems extra burden to everybody. because, at the time of teaching we have to invest more time for them, have to repeat often, requires more feedback to make him understand. after taking control of a messy classroom, teachers do not want to go for this extra effort, which may bring the out of control environment back again. that's why teachers think it is better to not having them in class.***" *(participant no 2)*

Challenge perspective

Each participant of 2nd phase was asked about what kind of challenges they were facing or might face in implementing IE at their institutions, and possible strategies to solve those. The following sub-themes were extracted from their responses. It is possible that countries like Bangladesh might be facing unique challenges at primary level English medium schools that need to be understood and addressed.

The findings of the study presented in this article are clustered around the two broad themes: challenges and strategies. Four major challenges were identified:

Negativity among the teachers: Some teachers believe that implication of IE is not possible in reality. Some other participants accepted it as a true that, it may be possible to implement IE at regular schools which are Bengali medium, but impossible to apply at English medium setting.

> "*Including children with special needs in regular classroom could be possible in regular Bengali medium, but it's impossible to do so in English medium school system*" (Participant 16)

Some teachers are okay with accepting students with mild to moderate physical disabilities, but reluctant about other types of disabilities such as intellectually challenged children or children with hearing impairment. Because in that case they will not have to apply any specific teaching strategy, they would be able to conduct the class in traditional way.

> "*If a student with physical disability can enter the classroom and take a seat anyhow, teacher would not have any problem to teach, because they are eligible to follow the regular instructions. But if there were a student with hearing impairment, it would be impossible to include him in classroom activities, because the student won't be able to follow the instruction and teacher doesn't know sign language*" (Participant no 7)

Classroom management challenge: Most of the teachers reported that they face challenges in controlling classroom environment. Keeping students calm and quite at

primary level is difficult, because the students are young aged are there are 30 to 40 children in a classroom . Things get even difficult when there is a student with disability in the class. Sometimes teacher has to pay extra attention to that child (with special needs), meanwhile other children start playing around and create a mess in the classroom. In other cases, the student with disability disturb others, take everyone's attention and teacher lose the control.

> *"When there is student with disability in the class, that is disturbing to other students. Sometimes it also happens that, children without disabilities start following the inappropriate attitudes of the student with disability. Things get tough for teacher to control everything." (Participant no 17)*

Teachers also have challenges regarding completing several tasks, such as covering lesson plan, checking students homework as well as classwork within fixed class time. They have a tension/hurry to complete the lesson plan within fixed time, that's why it seems challenging to manage (time) to pay extra attention to the special need student

> *"There are around 35 children in the class. Teacher has to do a lot of work within this limited time. Such as: cover the topic of lesion plan, checking students' copies, paying attention on students' attentiveness etc. Among all these tasks to pay extra effort on one or two children is not possible for teachers". (Participant no 7)*

Child focused challenges: Each child with special need is unique. Teachers have to face unique challenges according to the students' special needs, which require unique handling techniques. According to the participants, one student was very talent but violent, he used to create mess by hitting and punching other students quickly after finishing his class works. Some students were hyperactive and never concentrate on learning. Some had very

slow understanding, that teacher had to spend a lot of time to clarify the lesson to her, in the meantime it was very challenging for the teacher to keep other students focused and maintain classroom discipline. When there was a student with hearing impairment teacher have to repeat same things often. One teacher reported that she received a student with visual impairment once, but none of her colleagues and she knew how to handle this type of challenging student, after a while that child left the school. Another challenging student was very inattentive. He did not pay attention to lectures at all, rather used to do whatever he likes, such as drawing pictures in his notebook. Physically challenged students did not creat that much problem in teaching, but this type of students had to face accessibility challenges. Sometimes teacher had to face challenges regarding student who was a very slow writer, that s/he could not take note from board as quickly as needed, in that case, teachers had to write on that particular student's notebook on behalf of the student. Sometimes other students tease the special child. Other times the special kid misunderstand others and feels humiliated. Sometimes parents come with complain on behalf of their kids regarding this.

> *"Used to fight with others, didn't want to sit in a particular seat, always used to keep running here and there. He used to finish writing his class works long before others, without any mistakes, then left his own seat and start bothering others in the class. Which was difficult to handle for the teacher". (Participant no 1)*

Training related challenges: Every student with disabilities is unique. Their needs and handling techniques are unique as well. As most of the teachers from English medium

schools don't have training on teaching student with disabilities. That's why teachers find it challenging and frustrating.

> *"We don't have any kind of training. We are not even informed what kind of problem are we dealing with. Our way of teaching is not suitable with these children. Most of the time they are creating chaos, not listening to any instruction. So we just let them be and continue with the class anyway. I have this kid in my class who is following around another kid and his every move. But when the other kid is doing his class work, he doesn't follow him then. I have no idea why he does this and how to deal with this problem. Main issue to me is lack of training. Also, a clear communication between guardians and teachers, cooperation from authority is necessary. If teachers are briefed about the situation properly it'd go a long way to meet our problem. Appointing a counselor, or a person who's specialized in this criterion could be helpful. In that scenario teachers along with these kids can get directions on how to face these challenges."* (Participant no 19)

Possible Strategies to overcome challenges

Classroom management*: Facilities of Support teachers:* Most of the teachers complain that they have to face challenges to keep the classroom calm, when they give extra attention to the SN student. Some teachers suggested that in order to manage classroom discipline and successful teaching-learning process, one extra teacher could be provided to help the main teacher. Another teacher suggested a unique idea, which is being applied at the school where she works, there, teacher of the next period stay at the corner of the classroom and take preparation for her/his upcoming lecture, preparing worksheets and so on. Hence, she (for the next period) is available to help the current teacher if s/he needs.

Workload segregation: few teachers suggested that, as having a student with disability seems as a workload for most of the teachers, there should not be more than one student with disability in the same class.

Infrastructural structure change: One of the teachers suggested that if school can install different type of sitting arrangement, such as 'U' or 'V' shape or sequentially higher benches at the back, which might make it easier for teacher to maintain eye contract with all students, and ensure classroom discipline while helping the SN kid.

> *"The sitting arrangement of the classroom should be like 'U' or 'V' shaped or benches those get higher chronologically at the back, that type of arrangement would help teacher to maintain eye contract with other students while paying attention to a challenging student." (participant no 11)*

Child focused challenges: Participants suggested some possible strategies to overcome the child focused challenges.

Peer assistance: Teachers can focus on motivating other students without disability to help their classmate with disability, which will ensure two things. First, the child with special need will be able to get more consistent support from his/her classmates rather than teachers. Second, that student will not have to face teasing and bulling from his classmates anymore, rather he will get some supportive friends, who will help him to grow. Moreover, the student without disability will also be benefited by having a chance to develop a responsible and helpful personality.

"When teachers' have to focus on the student with special needs, other students feel deprived. In that case teacher has to counsel those students and encourage them to help their classmate with special needs" (*participant no* 9)

Inspiring through student's area of interest: One teacher shared her technique of managing a hyperactive student. According to her a lot of patience, positive behavior and inspiring the child through his area of interest (such as craft work) works very well to keep the child stay calm.

Teacher-parents collaboration: Consistent communication between teacher & parents can help the student with special needs grow better. Teachers needs to know students' family background, because sometimes it could be possible that students are going through trauma because of family problems, and there by having poor performances. In that case, the student requires continuous counselling. But teachers need to talk with parents before counselling. Sometimes parents can give idea about handling technique of the child, because parent know every little thing about their child. And that would be very helpful for the teacher. Students who are slow learner or fail in exam frequently, their parent could be given some instruction from teachers on how to help them at home with their study. Teachers and parents should maintain continuous informal communication as well as at least one formal meeting in every 3 to 6 months.

"I used to keep continuous communication with his mother. She used to inform me every little thing regarding the child, which made it easier for me to handle that child. So, maintaining collaboration with parents is a great idea". (participant no 1)

Teacher -teacher collaboration: Teachers can share their experience and handling techniques with each other which will be helpful for all of them. Sometimes it cannot be possible because of workplace politics, which must need to overcome. School authority has to play active role in this regard.

Teachers-experts collaborations: Experts and specialist in this field should come at school regularly after a certain time and listen to teachers about their challenges and help them out by sharing some practical techniques.

"Expert/ experienced people must be available to us so that we can get directions from them when necessary. At least once every 6 months or so." (participant no 19)

Training related challenges: *Practical oriented training:* training courses should have a good coordination between theory and practice

Arrange training: Most of the teachers from primary level English medium schools did not have any formal training on teaching students with disabilities. That's a potential reason of their frustration and negativity about handling these children. A concise training with all necessary areas regarding teaching students with disabilities, must be arranged and those trainings must have to be linked with practical experienced.

"Training, workshop must be arranged in the schools where education system is inclusive." (Participant no 19)

guardian handling: Some of the teachers are facing challenges regarding complains from guardian, guardian- guardian conflict etc. To defeat this challenge,

teachers have to be skilled in guardian handling. In this regards teachers' training curriculum can be enriched by including a part regarding guardian handling.

Presentation of success stories: as many teachers believe that its impossible to imply IE at mainstream regular/ English medium school is impossible, presentation of success stories could be beneficial to change their mind set.

Counseling along with resources (incentives) to teachers: Most of the teachers suggested that, only counselling is not enough to change teachers mindset about taking IE as an extra workload, if teachers get salary increment of any other financial incentive for handling challenging students and get counselling along with that, everybody will work with enthusiasm for the improvement of children disabilities.

> *"In this case, teachers should be given recognsion for their extra load. If I were education minister, I would have taken a list of numbers of special need students from each class/school, then allocate 5% increment as a reinforcement for the responsible teachers"* (Participant no 7)

Motivational Challenges: no possibility of getting reward for taking initiatives to incorporate challenging students was found as a reason of lower motivation among teachers. Several participants suggested that only motivational speech would not be worthy in this case, there should be some kind of incentive (financial) for the teachers for their noble effort.

Chapter 5: Discussion, Recommendations and Conclusion

The purpose of the study was to explore primary level English medium school teachers' attitude towards IE in Bangladesh. The first research question was to identify the current level of English medium school teachers' attitude toward IE. In response to that question, English medium school teachers' sentiment and attitude towards and concern about IE were examined in this study which three altogether indicate person's attitude towards IE. The participants of this study were English medium school teachers who consists of two major groups: i) teachers from those schools where foreign curriculums are being followed ii) teachers from schools where English version of Bangladesh national curriculum is being followed. Both group of teachers individually and together represented almost same level of attitude, (foreign curriculum: *M*=2.73, *SD*=0.31; Bangladeshi English version curriculum: *M*=2.798, *SD*=0.38; overall English medium school teachers: M=2.76, SD=0.35) which indicates primary level English medium school teachers have **moderately positive attitude** towards IE. Several other studies had also ended with this result.

In order to get in-depth idea behind the reason of such result, researcher checked the status of significance of some well-known predictor variables. Several studies revealed that participation in inclusive or special education courses (Lancaster & Bain 2007, 2010; Oh, Rizzo, So, Chung, Park & Lei, 2010; Sarı, Çeliköz & Seçer, 2008; Woodcock, 2008) and experience of teaching in special or inclusive education classroom (Bain, Lancaster, Zundans & Parkes, 2009) are significant predictors of positive attitude

towards IE. Studies (Ben-Yehuda, Leyser & Last, 2010; Forlin, Cedillo and Romero-Contreras, 2010; Romi & Leyser 2006; Sharma, Moore, &Sonawane,2009) have shown that pre-service teachers who participate in training programs on teaching in inclusive classrooms, express their readiness by showing welcoming attitudes towards students with diverse learning needs. While researcher investigated the status of these variables among the participants of this study as potential reasons behind their positive attitude, it has been found that among the participants of the current study majority (86.7%, n=104) did not have any formal training on teaching student with disability, few of them (9.2%, n=11) had less than 40 hours of training and only 5 participants (4.2%) had 40 hours or more training. Although participants' length of training on teaching disabled children found as a significant predictor, this variable was found as negatively related to dependent variable 'attitude'. This does not indicate length of training on teaching disabled children as an indicator of positive attitude in this study. In regards of experience in teaching a student with special needs more than half of the participants (60%, n=72) did not have any experience, few participants (31.7%, n=38) had experience of less than 30 days, and very few (8.3%, n=10) had more than 30 full days experiences. It has also found that, more than half of the participants (52.5%; n=63) have not had any kind of interaction with person with disability before in their lifetime.

Although most of them did not have any formal training on IE and experience on teaching a student with disability, they have shown moderately positive attitude towards

IE which could have two explanations: firstly, they might have previous personal or somewhat other type of significant *experience in dealing with person with disability* because significant *interaction with people with disabilities* was found as a strong predictor of positive attitude and lower level of concern in many studies (Avramidis &Norwich, 2002; Ahsan et al, 2013; Subban & Sharma, 2006). Secondly, it could be possible that most of them answered based on their assumptions which was found in several previous studies. At this stage researcher is going to investigate which interpretation between these two is appropriate in this case.

The findings from phase 1 shows that the independent demographic variable 'significant interaction with person with disability'- had not found as a significant predictor in the current study which means participants' experience of dealing with person with disability had not have significant effect on participants' attitude in this study. On the other hand, in regard to the second possible explanation 'participants *answered based on their assumptions*', data from 2nd phase represents that, according to one of the participants, *"they don't know how the real situation could be, they answered totally from their assumption. On the other hand, teachers with training have idea, sometimes experience regarding the challenges of implicating IE in classroom, that's why they know the real challenges, and there by showed less positive attitude"*- which indicates participants answered based on their assumption. These three findings suggest that the first explanation about participants having moderately positive attitude because of their *previous experience in dealing with person with disability* could not be accepted and the

second explanation 'participant responded to moderately positive attitude based on their assumptions' can be taken which is also supported by the findings of second phase.

Analyzing the mean scores of three subscales represents that English medium school teachers in Bangladesh who participated in this study had highly positive *sentiment* (*M*=3.06; *SD*=0.47) and moderately positive *attitude* (*M*=2.67; *SD*=0.54). However, in case of *concern* sub-scale, they represented as having more concern (*M*=2.56; SD=0.49) about IE compared to their responses to other two sub-scales (sentiment and attitude) towards IE. This indicates that primary level English medium school teachers are concerned about implementing IE. In the second phase of the study, researcher tried to identify the possible reasons behind increased level of concerns among English medium school teachers through interview and the findings revealed that, most of the teachers were concern about *increased workload* and *providing appropriate attention to diverse students* which were also findings of another research (Ahsan, 2014). Other participants suggested that the reasons behind their increased level of concern were *lack of training* and *negative attitude of stakeholders* or *lack of collaboration*. These two problems were also found challenging at another research in Bangladesh perspective conducted by Plan international.

In response to the second research question, this study investigated the impact of several demographic variables of English medium school teachers on their attitude towards IE at primary level in Bangladesh. The results revealed that teachers' *gender, age*, *confidence in teaching student with disabilities*, *training on teaching students with*

disabilities were found as significant predictors of their attitudes (sentiments, attitudes and concerns) towards IE. (see table 15).

Among all the independent variables *Confidence in teaching student with disabilities* was found to be most significant variable. This independent variable was found as significantly related with participants' overall score of SACIE, attitude sub-scale and concern subscale score. This predicts that teachers who had more confidence in teaching student with disability, perceived more positive attitude and less concerns toward IE. This finding is consistent with many other international research findings.

Age of the participants was also found as a significant predictor of sentiment subscale score. Though this variable was not significant predictor for other two subscales, positive sentiment is an indicator of positive attitude (Forlin, Earle, Loreman & Sharma, 2011). This finding validates large number of international studies that younger teachers have more positive attitude than their older counterparts (Sharma at el, 2008; Avissar, Reiter and leyser, 2003). Several studies conducted in Bangladesh context also found corresponsive with this finding.

Another variable*, gender* was found as a significant predictor of English medium school teachers' attitude toward inclusion of student with disabilities in mainstream school. In this study male English medium school teachers' attitude (M=2.89) and sentiment (M= 3.1) towards IE found as slightly more positive and having slightly less concern (M=2.79 on reversed score) about IE than their female (attitude M=2.72; sentiment M= 3.03; concern M=2.49 with reversed score) counterparts. This finding is

corresponding with some studies conducted in Bangladesh perspective and with few international researches (Jobe & Rust, 1996; Hussien & Al-Qaryouti, 2014) whereas a number of studies (e.g. Hadjikakou & Mnasonos, in press; Parasuram, 2006; Park and Chitiyo, 2011) did not find any consistent result regarding gender differences in teachers' attitude towards IE. In contrast, a host number of international researches (Loreman et at., 2005; Romi & Leyser, 2006; Woodcock, 2008) represented high level of positive attitudes in female compared to male. This contradictory finding could be explained to some extent by some socio-cultural factors in Bangladesh context. From data analysis of second phase, it has been found that, several female teachers perceive inclusion as an extra workload due to their excessive responsibilities in family life in Bangladesh context. Furthermore, *gender role* in teaching at primary level could be another reason where female teachers have to take a larger amount of responsibilities at school compared to male teachers. Another finding from phase 2 of this study revealed a possible explanation for this uncommon result as *gender exposure in male dominating society* in/of Bangladesh where male grow up as more confident than females because they are more outgoing and gets more opportunities to practice problem solving, decision making skills, due to the socio-cultural mindset. In this type of social setting, women grow up as less confident and that could be a possible reason of the presence of increased level of concern in women. This finding is validated by some other studies (Acharya, 2007; Anam & Ahsan, 2002; Jayaweera & Gunawardena, 2007; Nasreen & Tate, 2007). According to the findings of the interview, another possible reason of women's less positive attitude and more concern about IE could be behavioral challenges of students with disabilities. Due to women's

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dress code and social mind set sometimes they have the risk of being embarrassed while handling students with behavioral challenges. This is a new finding of the current research. For being more confident and getting better understanding of this result an in-depth investigation is needed in Bangladesh context.

Length of training on teaching students with disabilities was also found as a significant predictor and negatively related to participants' attitude subscale scores. This finding indicates that, teachers with longer training predicted to have less positive attitude than teachers with shorter training and no training. This finding contradicts to common belief that the longer training is more effective than a shorter one and several research findings (Carroll et al., 2003; Rademacher et al., 1998; Theaker, 2008). But one research conducted in Bangladesh perspective found almost similar finding (Ahsan, 2014). The possible explanation behind this unusual finding was asked to the participants in second phase of the study. According to their responses, it has found that those trainings were more theory based rather than practical challenges oriented and that is why teachers who had training felt frustrated while could not apply their training in real life. Another finding from phase 2 indicates that, the reason of 'teachers without training' having most positive attitude could be, they answered from assumptions without facing any real-life challenges. Another research finding shows that, participants in shorter programs are receiving brief but more effective content while participants with longer training program receiving comparatively lengthy but less effective content (Ahsan, Sharma, & Deppeler, 2012) which also could be a possible reason. This finding further suggests that the content of the curriculum of training on teaching student with special needs requires to be reconsider

and revised it as more practical oriented. Moreover, there could be other reasons that researcher could not discover in this study. An in-depth study analyzing the contents of *trainings on teaching student with disabilities* may help to explain the reason more clearly.

In response to the third research question, analysis of the findings from interview data reveals several challenges in implementing IE in primary level English medium schools in Bangladesh context. Most of the English medium school teachers reported as the major challenges for implementing IE for them were their poor self-motivation, lack of knowledge, inefficiency and concern about providing appropriate attention to students with diverse needs and classroom management. Which was also supported by the study of Plan international in Bangladesh context.

One of the major findings indicated that most of the teachers of English medium schools did not have any training on teaching students with disabilities and that could be one of the main reasons behind their concern and negative believe about the prospect of IE. Very few had training in this regard. But among the teachers who had training, reported that the training they had completed was not correspondent with real classroom situations. That is why in spite of having training they faced challenges and got frustrated while handling challenging students. Similar outcome also revealed from other studies in Bangladesh context where Ahsan, Sharma and Deppler (2012) investigated about the pre-service teachers' preparedness for IE and found lack of stability between theory and practice.

Finding from this study also revealed that English medium school teachers also face several child focused challenges depending on the unique needs of the children with special needs. Because of not having any training and guided experiences most of the teachers do not know how to deal with these types of situations. For instance, teachers were found to be reluctant in accepting student with communication challenges because of their inability in using communication technologies (such as: brail, sign language etc.) which is also supported by various studies (Plan international, 2013; Ahsan 2014) in Bangladesh context.

Some teachers had a negative believe that implication of IE is not possible in reality. Some other participants accepted it as a fact that it may be possible to implement IE in regular schools which are Bengali medium but impossible to apply in English medium setting. Similar result was found in another research in Bangladesh context by Ahsan, Sharma & Deppler (2012) where participants were higher educational institutional heads. This could be count as a great barrier against successful implication of IE while teachers are the key role player and if they do not have faith on what they are doing, it is almost impossible to be successful. Several researchers shown that even after having training teachers may retain their pre-existing beliefs (Nespor, 1987 & Kagan 1992). This requires extensive training with real examples and interaction with successful people in this field in order to change the belief. There is a host of researches which indicate that for leaders and educators to implement changed policies, they must first believe in the concept and be willing to implement changes (Kagan, 1992; Mansfield&Volet, 2010; Pajares, 1992; Richardson, 1996, 2003). Negative attitude of family, teachers, community

and bullying by peer children have also been found as potential challenge in successful implication of IE in the study conducted by CAMPE in 2011.

Another finding from interview data was the challenging situations created by non-cooperative school authority. In this study, most of the English medium schools were privately managed. Some of those established by rich men for the purpose of profit. In most of the cases owner or members of school managing committee did not have any education related degree or training, and thereby they had very unclear understanding about IE. In that case, they do not emphasis on ensuring training for teachers regarding strategies required for IE, and sometimes do not realize the challenges that teachers are facing rather pressurize teachers to bring out excellent results through traditional school assessment system from students which is very frustrating and challenging for teachers in case of implementing IE. Moreover, these school authorities act as non-cooperative while teachers take initiative to implement new thoughts for meeting divers learning needs; similar result also found by Ahsan, Sharma & Deppler, 2012.

In response to the fourth research question, participants of the second phase of the study suggested different possible strategies to overcome challenges regarding implementing IE. At the same time several suggestions for defeating above mentioned challenges had been found from previous studies.

As most of the teachers from English medium schools were found without any training on teaching IE or special education, several teachers suggested that schools can arrange training for the teachers. Otherwise, school can help teachers to pursue related

training from other standard providers. All of these training should have strong emphasis on realistic practicum opportunities as some of the participants with related training reported that even though having training they find it challenging and frustrating in real situation because of lack of coordination between theory and practice. So suggestions from participants referred that, improved practicum opportunities should be installed with training. Similar challenge and suggestion was also found from another research conducted by Ahsan, Sharma and Deppler (2012).

Such as, to overcome teachers' concern about extra workload and challenges in providing proper attention to students with various needs teachers can be trained on inclusive pedagogy and informed how to make a better use of available resources (Ahsan, 2014). Moreover, school can employ teacher assistants to help the teacher to address every child's need.

To change teachers' negative beliefs about successful implication of IE, opportunities should be provided to experience new ideas and interaction with other teachers who are confident and already successful in this field (Pajares, 1992; Richardson, 1996). Some infrastructural modification can be suggested to overcome different challenges regarding implication of IE.

Collaboration in several groups is an important requirement for successful implication of IE. Such as parent-teacher-school administration collaboration, Teachers-experts collaboration. A research conducted in Bangladesh context by Ahmmed, Sharma and Deppeler (2012) with government primary schools revealed that teachers' attitude

towards IE is significantly impacted by perceived school support. The same research suggested that the situation could be addressed by ensuring supports from colleagues and school administrations, parents of the students with or without disabilities through initiatives of stakeholders. Teachers should also encourage peer assistance in classroom which will help them by decreasing some work load, and will benefit the child with special needs and other children without special needs by developing their morality.

For creating soothing environment for teachers of primary level English medium school for successful implication of IE, school heads required to be trained and having clear idea about IE. Relevant strategy was also suggested by Ahsan, 2014 for the sector of pre-service teacher training institute.

Recommendations

Based on the suggested strategies (from the findings of this research and relevant other researches) to overcome the challenges regarding IE, the following recommendations can be considered.

Policy level recommendation:

- Recruitment policy could be revised. It should be compulsory requirement for every teachers to have at least any standard course completion on teaching degree along with clear concept of IE.

- Findings of this study indicates that primary level English medium school teachers are still concerned about implementing IE. Which supports a policy recommendation that suggests that concerns of English medium school teachers' can be identified, and necessary efforts can be taken to overcome those concerns, which could be contribute in increasing English medium school teachers' positive attitude toward IE.

- There should be a policy of making licensed experts who will visit schools regularly after a certain time, like 3 to 6 months, and will listen to the teachers about what kind of challenges they are facing and will demonstrate how to overcome those challenges, otherwise only theory-based training will not bring any change.

- Policymakers and implementor should ensure that regardless of private or public school, all **school heads must have degree or training on education**, along with clear understanding about importance and goal of IE.

Teacher education curriculum related recommendation

- Teacher education curriculum should add content about classroom management strategies, guardian handling, and Behavioral management techniques

- Sign language and brail should be included as a compulsory part of curriculum.

- The uncommon findings related to the length of training on teaching disabled children, indicates the importance of changing the curriculum into more concise but with effective contents along with the scope of practicum.

- To overcome the challenges regarding lack of knowledge about providing appropriate attention to children with diverse needs, content related to effective inclusion pedagogy needed to add which must contain the strategies of making better use of available resources (Ahsan, 2014)

- As many of the English medium school teachers believes that implementation of IE in real life is impossible, demonstration of real success stories to them is necessary. Research has demonstrated that pre-service education should include practical experiences in "real contexts" teaching diverse groups of children including those with disabilities (Brownlee& Carrington, 2000; Campbell & Fyfe, 1995; C. Forlin, 2008), and emphasize teaching practices that have been demonstrated to be effective in inclusive education contexts (e.g., cooperative learning, see works by Johnson; peer tutoring; and differentiated instruction, see Carroll, Forlin, & Jobling, 2003; Moeller & Ishii-Jordan, 1996) for them to feel more confident and positive about teaching children with diverse needs in their classrooms.

General recommendation

- Schools must take initiatives to ensure IE friendly environment. A good collaboration and understanding should be among teachers-parents-school administrators

- School could arrange incentive (financial) for the teachers who work with passion in order to successful implication of IE

- School can recruit support teachers from senior or ex-students with low payment for supporting classroom teacher with human resource. if employing new staff seems difficult, they can let the teacher from the next period to stay at that classroom and take preparation for her class, while she would be ready to help the ongoing class teacher

- Strong measures should be taken for stopping bulling at schools.

Limitations of the study:

Some limitations were taken into account while construing the research findings. One of the limitations is the number of participants was not large enough to represent all the primary level English medium school teachers in Bangladesh. Moreover, data has been collected from only two major divisions of this country whereas it would give more perfect findings if more geographical locations could be explored. Furthermore, in this

research researcher could not manage to keep balance in number of male and female participants. Number of female participants was more than three times of the number of male participants. This gender imbalance may have impact on the acquired result. Another limitation of this study was that, the data had been collected from participants depending on what they think about themselves, there was no way to justify whether they really represent that level of sentiment, attitude and concern about IE in real scenario.

Further research ideas

The finding of this study was primary level English medium school teachers have moderately positive attitude towards IE. However, it is a question for further research to explore whether those teachers who expressed positive views towards IE were also inclusive in their practices.

Based on the limitation of this study some indication for future researches can be taken into account. In further research, more geographical area along with larger number of participants can be explored. Furthermore, classroom observation can be added as a part of data collection tool in order to get more accurate data and justify their attitude towards IE more. Another idea for further research could be research on exploring primary level English medium school teachers' efficacy towards IE which will be helpful to get more clear idea about preparedness for IE of this group of teachers.

Conclusion

Finding of this study have several implications in national context. One of the major findings of this study was female teachers have less positive attitude and more concern towards IE which is contradictory with most of the international studies but correspondence with some national studies. Since responsibility of teaching students at younger age such as primary level, mainly goes upon female teachers, it is very important to change female teachers' attitude and concern level in regard to successful implication of IE at primary level. These findings indicate some policy level and teacher education curriculum related recommendations. Practical implication of these findings will hopefully change the environments of the primary level English medium schools with teachers with high level positive attitude towards IE and will ensure quality education and overall development for each child regardless of the limitations.

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Appendices

Appendix 1: <u>Teacher Opinion Survey</u>

উত্তর দাতার ব্যক্তিগত প্রশ্নাবলী

<u>সাধারন পরিচিতিমূলক তথ্য</u>

অনুগ্রহ করে উপযুক্ত স্থানে টিক (✔) দিন অথবা প্রয়োজনীয় তথ্য লিখুন।

ক. আমি শিক্ষক হিসেবে কাজ করছি ়:... ... ... বছর

গ. লিঙ্গ :   ১. পুরুষ ....   ২. মহিলা ....

ঘ. বয়স: .... বছর

ঙ. শিক্ষা বিষয়ে কোন প্রশিক্ষণ নেওয়া আছে কিনাঃ

    C-in-Ed/Dip-in- Ed/B.Ed/M.Ed/B.SEd/M.SEd

চ. আমি যে শিক্ষা/শিক্ষক প্রশিক্ষণ কার্যক্রমে অংশগ্রহণ করেছি, তার শিক্ষাক্রমে একীভূত/বিশেষ শিক্ষা বিষয়ে ধারণা দেয়া হয়েছে:

    ১. হ্যাঁ ....   ২. না ....

ছ. আমার সর্বোচ্চ শিক্ষাগত যোগ্যতা:

  ১. মাধ্যমিক বা সমমান ....   ২. উচ্চ মাধ্যমিক বা সমমান ....

  ৩. স্নাতক বা সমমান...................   ৪. মাস্টার্স বা সমমান....................

  ৫. অন্যান্য, উল্লেখ করুন...............

জ. শিক্ষকতার অভিজ্ঞতা :

  ১. এক বছরের কম...................

  ২. এক থেকে দুই বছর...............   ৩. তিন থেকে চার বছর...............

  ৪. পাঁচ বছর..........................   ৫. পাঁচ বছরের অধিক.................

ঝ. আমার প্রতিবন্ধিতা রয়েছে: ১. হ্যাঁ .... ২. না ....

ঞ. যদি প্রতিবন্ধিতা থেকে থাকে তাহলে উপযুক্ত প্রতিবন্ধিতা চিহ্নিত করুন:

  ১. পূর্ণাঙ্গ দৃষ্টিহীনতা.......... আংশিক দৃষ্টিসম্পন্ন.......... ক্ষীণ দৃষ্টিসম্পন্ন ....

  ২. অতি গুরুতর শ্রবণ প্রতিবন্ধিতা.......... আংশিক গুরুতর শ্রবণ প্রতিবন্ধিতা...........

    স্বল্প শ্রবণ প্রতিবন্ধিতা...........

  ৩. অতি গুরুতর শারীরিক প্রতিবন্ধিতা........আংশিক গুরুতর শারীরিক প্রতিবন্ধিতা........

    স্বল্প শারীরিক প্রতিবন্ধিতা.......

  ৪. অন্যান্য, উল্লেখ করুন.............................

ট. আমার প্রতিবন্ধী ব্যক্তির সাথে মেশার ও কথা বলার যথেষ্ট সুযোগ হয়েছে

  ১. হ্যাঁ ....   ২. না ....

ঠ. আমার প্রতিবন্ধী শিক্ষার্থীদের লেখাপড়া করানোর যথেষ্ট অভিজ্ঞতা রয়েছে

  ১. হ্যাঁ ....   ২. না ....

ড. প্রতিবন্ধী শিক্ষার্থীদের লেখাপড়া করানোর বিষয়ে আমার প্রশিক্ষণ নিম্নরূপ:

১. কোন প্রশিক্ষণ নেই .... ২. কিছু প্রশিক্ষণ রয়েছে ....

৩. যথেষ্ট/দীর্ঘমেয়াদী প্রশিক্ষণ রয়েছে (কমপক্ষে ৪০ ঘন্টা) ....

ঢ. প্রতিবন্ধী শিশু সম্পর্কিত স্থানীয় আইন বা নীতিমালা সম্পর্কে আমার জ্ঞান/ধারণা নিম্নরূপ:

১. নেই .... ২. খুব সামান্য .... ৩. মোটামুটি ....

৪. ভাল .... ৫. খুবই ভাল ....

ণ. প্রতিবন্ধী শিক্ষার্থীদের লেখাপড়া করানোর বিষয়ে আমার আত্মবিশ্বাস নিম্নরূপ:

১. খুব নিম্ন .... ২. নিম্ন........... ৩. মোটামুটি...........

৪. উচ্চ........... ৫. খুবই উচ্চ...........

ত. প্রতিবন্ধী শিক্ষার্থীদের লেখাপড়া করানোর বিষয়ে আমার অভিজ্ঞতা নিম্নরূপ:

১. নেই .... ২. কিছু রয়েছে ....

৩. যথেষ্ট রয়েছে (কমপক্ষে ৩০ কর্মদিবস) ....

Appendix 1: <u>একীভূত শিক্ষা সম্পর্কে অনুভূতি, দৃষ্টিভঙ্গি এবং উদ্বিগ্নতা নির্ণয়ের স্কেল</u>

The Sentiments, Attitudes and Concerns about Inclusive Education Scale (SACIE)

আপনার কাছে যে উত্তরটি প্রযোজ্য মনে হয় সেটিতে টিক (✓) দিন:

		একেবারেই একমত নই	একমত নই	একমত	সম্পূর্ণ একমত
১	আমি এ বিষয়টি নিয়ে উদ্বিগ্ন/চিন্তিত যে, প্রতিবন্ধী শিক্ষার্থীকে ক্লাসের অন্যরা গ্রহণ করবে না				
২	আমার এইভেবে ভয় হয় যে, এদের সাথে মিশলে আমিই হয়ত একসময় প্রতিবন্ধী হয়ে যাব/যেতে পারি				
৩	যেসব শিক্ষার্থী তাদের মনের ভাব মুখের ভাষায় প্রকাশ করতে সমস্যা বোধ করে, তাদের সাধারণ ক্লাসে/বিদ্যালয়ে অন্তর্ভূক্ত করা উচিত				
8	আমি এ বিষয়টি নিয়ে উদ্বিগ্ন/চিন্ডিত যে,				

	একীভূত শ্রেণীতে সকল শিক্ষার্থীর প্রতি প্রয়োজনীয় মনযোগ দেয়া কঠিন হবে			
৫	আমার প্রতিবন্ধীব্যক্তিদের সাথে কথাবার্তা সংক্ষিপ্ত করার প্রবণতা রয়েছে এবং আমি তাদের সাথে যতটা সম্ভব খুব দ্রুত কথা শেষ করি			
৬	যেসকল শিক্ষার্থী অমনোযোগী অর্থাৎ যারা কোন বিষয়ে বেশীক্ষণ মনযোগ ধরে রাখতে পারেনা, তাদের সাধারণ ক্লাসে/বিদ্যালয়ে অন্ড়র্ভূক্ত করা উচিত			
৭	আমি এ বিষয়টি নিয়ে উদ্বিগ্ন/চিন্ডিত যে, আমার ক্লাসে প্রতিবন্ধী শিক্ষার্থী থাকলে আমার কাজের চাপ বেড়ে যাবে			
৮	যে সকল শিক্ষার্থীর ভাববিনিময়ের জন্য প্রযুক্তির (যেমন, ব্রেইল, ইশারা ভাষা) সহায়তা প্রয়োজন, তাদের সাধারণ ক্লাসে/বিদ্যালয়ে অন্ড়র্ভূক্ত করা উচিত			

৯	আমার প্রতিবন্ধিতা থাকলে/থাকায় আমি খুবই খারাপ বোধ করতাম/করি				
১০	আমি এ বিষয়টি নিয়ে উদ্বিগ্ন/চিন্তিত যে, আমার ক্লাসে প্রতিবন্ধী শিক্ষার্থী থাকলে আমি অধিক মানসিক চাপের মধ্যে থাকব				
		একেবারেই একমত নই	একমত নই	একমত	সম্পূর্ণ একমত
১১	আমি কোন প্রতিবন্ধি ব্যক্তির মুখের দিকে সরাসরি তাকাতে/ তাকিয়ে কথা বলতে স্বাচ্ছন্দ্যবোধ করিনা				
১২	যে সকল শিক্ষার্থী প্রায়ই পরীক্ষায় অকৃতকার্য হয়, তাদের সাধারণ ক্লাসে/বিদ্যালয়ে অন্ডর্ভূক্ত করা উচিত				
১৩	আমার যখন কোন গুরুতর মাত্রার শারিরীক প্রতিবন্ধী ব্যক্তির সাথে আমার দেখা হয়, তখন এর প্রাথমিক				

	ধাক্কা কাটিয়ে ওঠা আমার পক্ষে কঠিন হয়				
১৪	আমি এ বিষয়টি নিয়ে উদ্বিগ্ন/চিন্ডিত যে, প্রতিবন্ধী শিক্ষার্থীদেরকে লেখাপড়া করানোর জন্য যে জ্ঞান ও দক্ষতা প্রয়োজন তা আমার নেই				
১৫	যেসকল শিক্ষার্থীদের ব্যক্তিগত শিখন চাহিদা পূরণের জন্য পৃথক শিক্ষা পরিকল্পনা প্রয়োজন, তাদের সাধারণ ক্লাসে/বিদ্যালয়ে অন্ডর্ভূক্ত করা উচিত				