

**KNOWLEDGE AND ATTITUDE OF SCHOOL HEADS  
TOWARDS INCLUSION OF STUDENTS WITH SPECIAL  
NEEDS IN SCHOOLS**

**SYNOPSIS**

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# Chapter 1

## Introduction

**The journey from 'special school concept' to that of 'inclusive education' is an evolutionary process**

The general educational system acknowledges that education for all types of children including that of children with special needs should come under the mainstream education. In the special school, the special education component is different from the general education, whereas in integrated education, it is a part of the general education. Inclusive education is one step forward.

The journey from 'special school concept' to that of 'inclusive education' is an evolutionary process in the service of students with special needs.

### **Special Education**

Special education is also known as 'special-needs education' and is educating students in a way that provides accommodations to address their individual differences and special needs. This process involves the individual plan and systematic monitoring arrangement of teaching procedures, adapted teaching-learning materials and accessible infrastructure. The concept of special Education is different from inclusive education, as it allows students with special needs to participate in the general education classroom. Special education involves a special classroom (resource room) that has a class of students only with students with special needs that receive special education services. Some students with an IEP go into a special classroom, and some students with an IEP can attend general education classes with necessary accommodations or modifications.

### **Integrated education:**

Before the turn of 19th century there were a limited number of public schools having special classes for the disabled children. Most of the special schools were residential with only a few having day care facilities. Howe was an outspoken advocate of public day school education.

## **Inclusion**

“Inclusion means providing all students within the mainstream appropriate educational programmes that are challenging yet geared to their capabilities and needs as well as any support and assistance they and their teachers may need to be successful in the mainstream. But an inclusive school also goes beyond this.” Stainback & Stainback, (1990)

Inclusion is a term which expresses commitment to educate each child to the maximum extent appropriate in the school and in the classroom he or she would otherwise attend. It should be with acceptance of all, and in a way which makes the student feel no different from others.

### **Components of Inclusive Education:**

#### **Major Key "Necessary" Components of Inclusive Education:**

1. Students are of their home schools, preferred schooling lessons in which they could be in the event that they did now no longer have disabilities
2. Appropriate helps and offerings to be supplied as in line with individual needs
3. On-going" making plans for achievement to triumph over issues
4. Active participation  
Exclusion can appear in a preferred schooling surroundings with all sports designed to be reachable for all students.
5. All college students have a sense of belonging
  - (i) All school students are valued.
6. Achievement of IEP depends on the individual students within general curriculum.
7. Natural proportions  
Same percentage of college students with disabilities is in lessons as are within the general population, now no longer grouped or referred as “inclusion lessons”.
8. Classes get equipped for students
  - (i) Students now no longer ought to get “ready” to be included.
9. Collaboration and group plans  
General and unique schooling group of workers have possession of students with disabilities, they collaborate and discuss frequently.

10. Diversity is valued during all environments, sports and events

- (i) Universal layout and curriculum are applied first.
- (ii) 1st language is promoted and used in all environments curriculum need to be need based not label based.
- (iii) All students are considered for assessments and evaluations.

In order to become more inclusive, schools must accept that they are responsible for ensuring all children are in school and learning. In order to accomplish this

**(i) Teachers need to follow:**

- (a) More active child centred teaching methodology.
- (b) To plan for diversity and difference as children learn at different rates and in different way.
- (c) Plan activities as per the lesson rather than by the book.
- (d) Coordinate with families and the community to ensure children are in school and their learning is optimised.
- (e) Consider individual needs so that they can take part in all school activities and are helped when necessary;
- (f) Be very flexible and creatively respond to all children in the classroom;

**(ii) Administers need to:**

- (a) Ensure all local children are identified and admitted to school and helped to continue if difficulties occur;
- (b) Ensure teachers' workloads are suitable and not too much;
- (c) Reward good teachers without causing unwanted side effects;
- (d) Encourage teachers to be flexible and creative;
- (e) Provide in-service training and provide some on-going support for teachers to work in new ways;

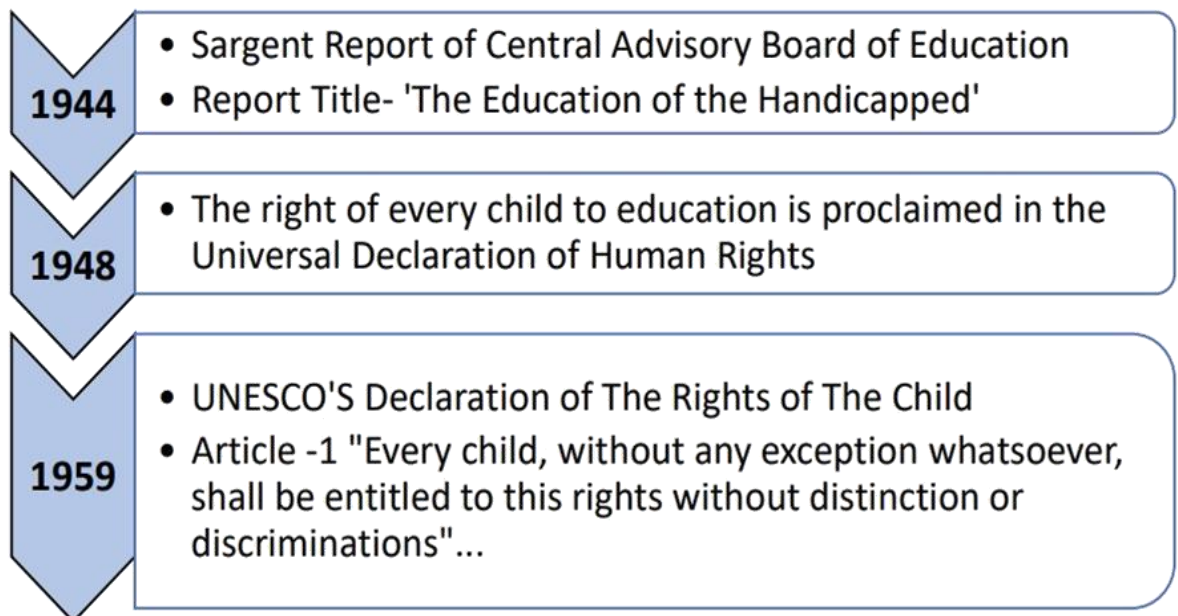
(f) Ensure all assessment systems are equally flexible so that children's achievements are recognised;

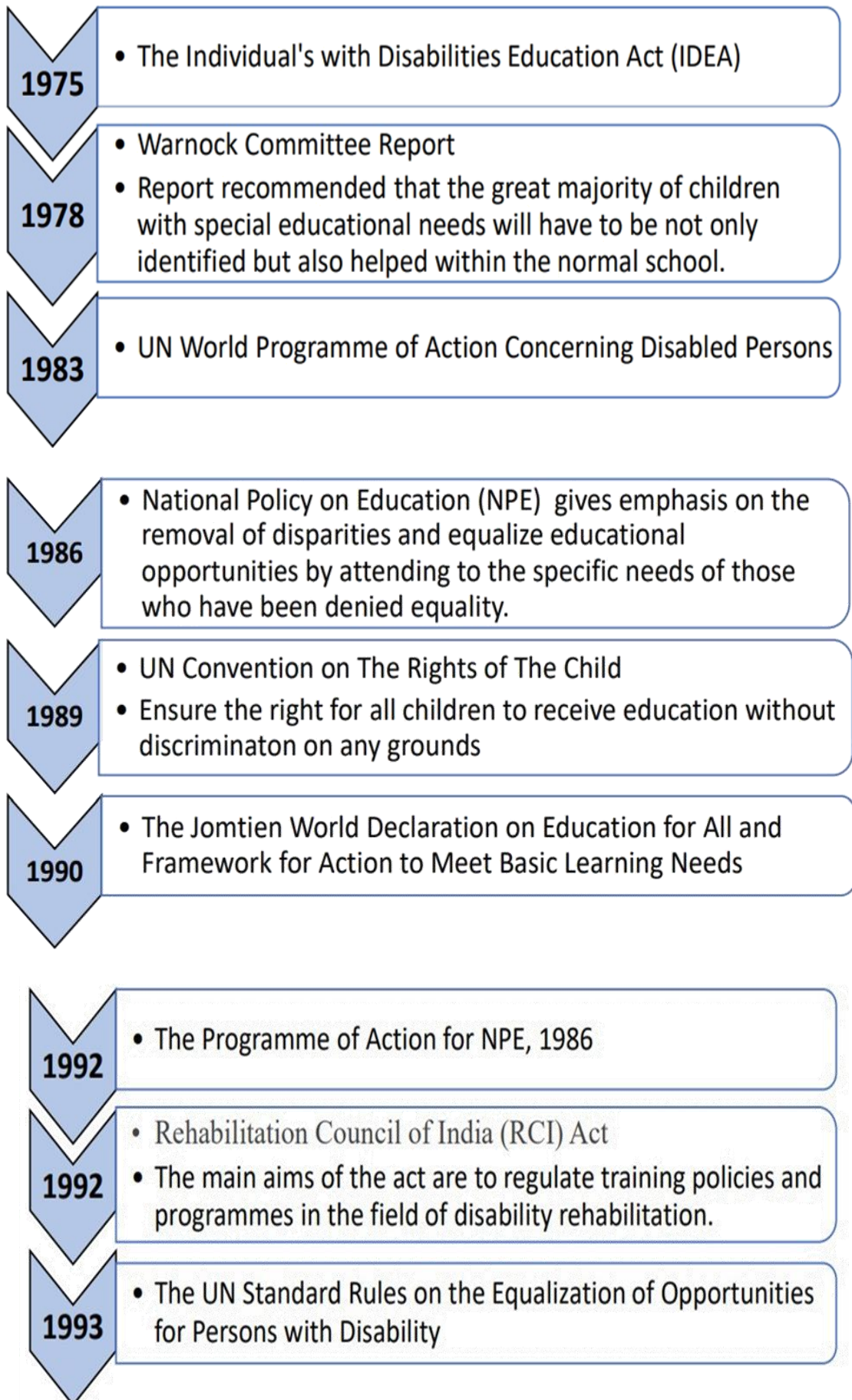
(g) Coordinate with other sectors and services.

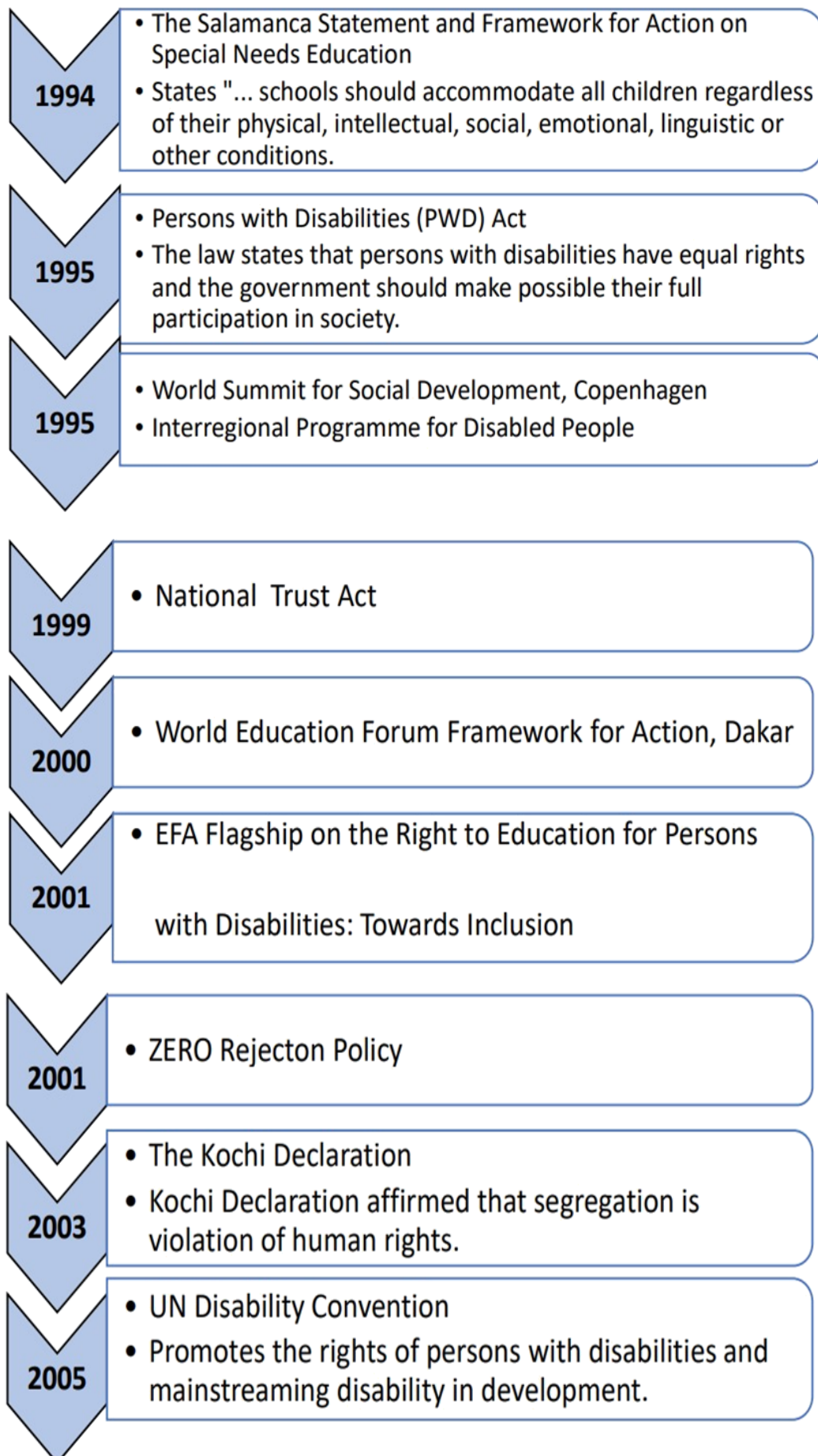
### **Barriers to Inclusive Education**

1. Attitudes
2. Physical Barriers
3. Curriculum
4. Teachers
5. Language and Communication
6. Socio-economic Factors
7. Funding
8. Organisation of the Education System
9. Policies as Barriers

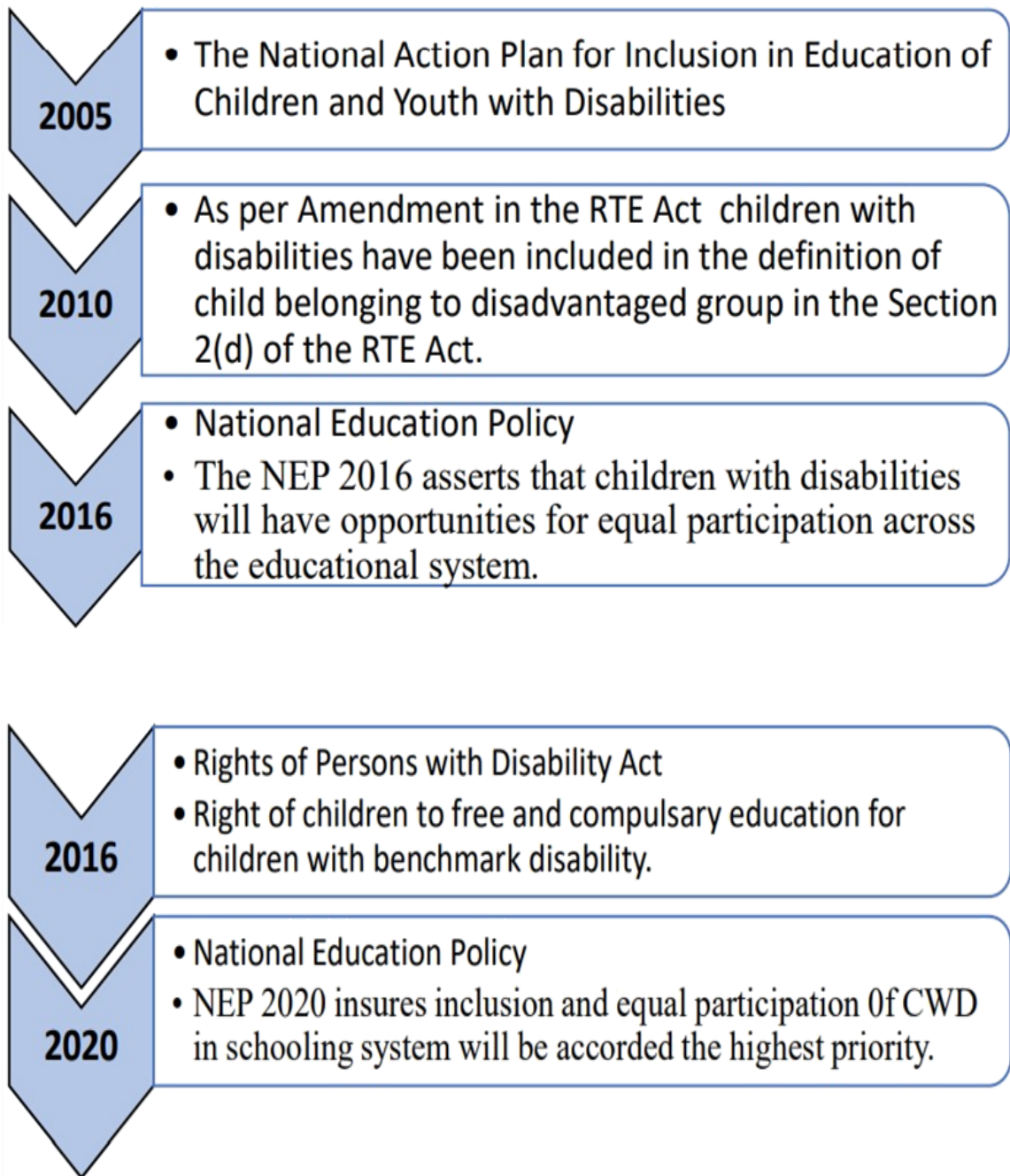
### **Summary of the Movements towards Inclusive Education:**











**Knowledge :**

Prof. Dewey gives the meaning and function of knowledge in these words, “Only that which has been organised into our dispositions so as to enable us to adopt our aims and desires to the situation in which we exist is really knowledge.

According to Plato, knowledge is true opinion combined with reason, i.e., for which the claimant to knowledge can give adequate grounds or rational justification.

**There are several ways of acquiring knowledge.**

Knowledge is acquired through Sense Experience or Observation: By means of sense experience the characteristics of the external world are known.

Knowledge is acquired through Intuition: What we perceive through the senses and infer through the intellect is known as intuitive knowledge.

Knowledge is acquired through Reasoning and rationalisation, training, social awareness.

Knowledge is also acquired through Action.

### **Educational Implications of Acquiring Knowledge for Imparting Effective Knowledge**

1. This implies type of disciplines/subjects to be included in the curriculum.
2. The second is preliminary knowledge and preparation on the part of the teacher.
3. Questioning is the third step towards acquisition of knowledge.
4. The fourth condition is discipline and self-control.
5. The fifth condition is the moral attitude of the learner and it includes truthfulness which is regarded as an essential criterion for fitness. Moral attitude of the teacher is equally important.
6. The teacher should be objective and rational in his approach.
7. The teacher should encourage 'inquiry approach' to knowledge.
8. The teacher should lay more emphasis to train students on how to acquire knowledge and not on giving students ready-made knowledge.
9. The teacher should stress the right use of knowledge.

### **Attitudes**

Attitudes are simply expressions of how much we like or dislike various things. They represent our evaluations-preferences-toward a wide variety of attitude "objects." Our attitudes are based on information.

The defining characteristic of attitudes is that they express an evaluation of some object (Insko & Schopler , 1972; Petty & Cacioppo, 1981). Evaluations are expressed by terms such as liking-disliking, pro-anti, favoring-not favoring and positive-negative. They are the feeling tone aroused by any object.

It has been noted that disabled students suffer from physical bullying, or emotional bullying. These negative attitudes results in social discrimination and thus, leads to isolation, which produces barriers to inclusion.

## . Chapter 2

### Review of Related Literature

<b>Foreign Research Related to Attitude of school heads towards Inclusive Education:</b>					
Sl. No.	Name , Year	Publication	Topic	Description	Findings
1	Khaleel,N., Alhosani,M. and Duyar,I.( 2021)	A Teachers' Perspective Front. Educ.	The Role of School Principals in Promoting Inclusive Schools.	The objective of the present research investigated the conditions of inclusive schools in the reference to UAE and focused on finding the role of school principals in promoting inclusive schools in the city of Al Ain, UAE. A qualitative research design was used with a phenomenological approach. A semi-structured interview was used to gather data from the samples. A total of 10 samples are taken from special education and general education teachers, of which five from public schools and five from private schools. The qualitative data was then refined and analysed by using thematic analysis.	The major findings reflected the key role of principals in creating and promoting inclusive schools. Considering the factors that affect the inclusion of 'Students of Determination' (SODs) referring to students with special needs, and implementing effective inclusive practices in schools. Principals' awareness of inclusive education is a significant factor in creating and promoting inclusive schools. These findings throw light on conditions that could promote inclusive schools in the UAE taking in to consideration the key role played by principals in implementation of inclusive schools. The study recommended a systematic provision of human resource development, focusing the enhancement and improvement of principals' awareness of inclusive education in schools.
2	Sebeta,A.D.G. (2019)	International Journal of Technology and Inclusive Education (IJTIE), Volume 8(1).	School Principals and Teachers Perceptions of Inclusive Education in Sebeta Town Primary Government Schools, Sebeta, Ethiopia	The main objective of this research was to study the perceptions of school principals and teachers of Sebeta town primary government schools (grade 1-8) on inclusive education. The samples of the study were 16 school principals, deputy principals and 78 teachers of government primary schools of Sebeta town. The data was collected using questionnaire, structured interview and observational check list. Descriptive survey research designs were used to obtain relevant and precise information	1. School principals and teachers have positive perceptions towards inclusive education due to the lack of inclusive educational materials and unsuitable school physical structures. 2. The level of implementation of inclusive education in general schools were very poor (mean score < 9> 0.05) between teachers of different schools, gender, teaching experience, education level, and subject of graduation of teachers on perceptions of inclusive education. Support given to schools from various educational stakeholders is unsatisfactory to implement inclusive education.

3	UgwuChineloJay ,U.C.andOnukwufor Jonathan, N.(2018)	American Journal of Applied Psychology, 6 (1) ,1-7	Investigation of Principal's attitude towards Inclusion of Special Needs Students in Public and Private Secondary Schools	The objectives of the study are to determine the prevailing attitude of principals towards inclusion of students with disability.It also tested: 1. The differences between attitude of male and female principals, 2. Between private and public school's principals, 3. Knowledge of special education and years of service in general education. A survey design was used on 116 principals. The data was collected using adapted instrument titled 'Scale of Teachers Attitude towards Inclusive Classroom' (STATIC) developed by Cochran (1997).	Results indicate that maximum number of school principals have positive attitude towards inclusion. Teachers with special education knowledge showed higher level of positive attitude. In respect of gender, years of service and type of school no significant difference exists.
4	Cammy, D.andMurphy,R(2018)	Journal of Education and Culture Studies ISSN 2573-0401 (Print) ISSN 2573-041X (Online) Vol. 2, No. 4	Educational Leaders and Inclusive Special Education: Perceptions, Roles, and Responsibilities	The objective of the qualitative case study is 1. To understand the perceptions, roles, and responsibilities of district leaders involved in the special education decision-making process and principals who oversee successfully inclusive schools. 2. To gain better understanding of how educational leaders articulate their perceptions toward inclusive education.A sample of 7 educational leaders participated in the study of which four were principals and three were district leaders of Midwestern state.  This study used a qualitative case study designed to understand educational leaders' beliefs and perceptions toward inclusive education. Structured e-mail interviews and a document review are used to collect data.	1. The educational leaders included in this study valued the philosophy of inclusion and held positive perceptions toward inclusive education.  2. All educational leaders in this study believed in and supported a culture of inclusion in their district.  3. The predominant factors that contributed in inclusion are culture, collaboration, limited staff, purposeful inclusion, consideration of individual needs, acceptance, relationships, appreciation of diversity, and student learning.  4. Educational leaders described their role in inclusive education programs as collaborators, problem solvers, professional developers, and facilitators.
5	Sider, S., Maich, K and Morvan, J. (2017)	Canadian Journal of Education / Revue Canadienne	School Principals and Students with Special Education Needs: Leading Inclusive Schools	The objectives of this study are- 1. To identify the types of special education training that school principals engage in, as well as to Leading Inclusive Schools 2. To explore the daily issues and critical incidents that principals might experience when supporting students with special education needs. The research was conducted to examine the related research questions through interviews with 15 principals and five other educational stakeholders of four school boards.	1. The importance of personal values in shaping of inclusive school culture. 2. Need of variety in professional learning experiences. 3. Similarities in daily experiences and the importance of accessibility for students and staff. 4. The importance of leadership in enhancing inclusive school culture. 5. The effect of critical issues in shaping principals' leadership roles.

6	Nguluma,H.F., Mustafa .and Titrek,O. ( 2017)	International Journal for lifelong education and Leadership (2017),3(2)1-12	School Administrators' Attitudes toward Inclusion of Children with Disabilities In the General Education Classrooms	<p>1. To identify the attitudes of the school administrators in reference to how they view the children with special needs and their inclusion in the mainstream schools.</p> <p>2. To find out how school administrators' attitudes toward inclusion is influenced by the demographic variables, i.e. gender, age, years of teaching and administrative experiences, training in special education, personal experience with individuals with special needs, types of school, job position, students' enrolment and the level of disabilities.</p> <p>A customized questionnaire "The Principals' Attitudes toward Inclusive Education" (PATIE) scale was used for collecting the data. The sample of the study included 232 school administrators; principals and assistant principals from the public elementary and middle schools in Sakarya Province.</p>	The results of this research study revealed that overall attitude of the school administrators were significantly positive. Their attitudes toward inclusion of children with disabilities in general schools were influenced by several independent variables i.e. training related to special education, job position and the years of teaching experience in mainstream schools.
7	LeMay,H . (2017)	East Tennessee State University 8-2017.A dissertation presented to the faculty of the Department of Educational Leadership and Policy Analysis East Tennessee State University	Administrator and Teacher Attitudes Toward Inclusion. Electronic theses and dissertation Student WorksEast Tennessee State University Digital Commons	<p>The main objectives of the study were to examine the attitudes of teachers and administrators toward inclusion in the classroom.</p> <p>. Samples in this study were from 3 schools of districts in East Tennessee.</p> <p>The researcher developed the survey instrument for this study with 9 research questions.</p> <p>A survey approach was used to gather data to investigate the views of school principals about the impact of an inclusive approach on students, teachers, school curriculum, and resources in Bhutan. Survey methods included interviews by person or over the phone and administered a questionnaire to participants via an email.</p>	1. Education level did not play a significant role in the attitudes, training, or resources dimensions of the study. 2. Sample role and years of experience did play a significant role in the samples' attitudes toward inclusion. 3. Administrators held more positive attitudes toward inclusion than teachers and reported having more resources on inclusion than teachers. 4. Those samples with 0-15 years of experience held more positive attitudes on inclusion than those with 16-30 plus years of experience.
8	McLeskey, J., Billingsley,B., Nancy L. and Waldron. (2016)	1-78635-544-7, eisbn: 978-1-78635-543-0issn: 0270-4013	Principal Leadership for Effective Inclusive SchoolsGeneral and special education inclusion in an age of change: roles of professionalsinvolved.	Research in mainstream education has demonstrated that school principals have an impact on the effectiveness of schools and students' achievement. This is not a direct impact, but rather how principals indirectly impact student learning by improving the learning environment of a school and the teaching methods of teachers. The dimensions of principal's practice that are most influences in improving schools and student achievement relate in establishing a collaborative vision in facilitating a high-quality learning environment for students, upgrading the teaching capacity of teachers, creating a supportive body for learning, and connecting with external stakeholders.	After reviewing these dimensions of Principals' practice, a brief case study illustrates how a principal is effective in inclusive school to apply several of these practices, including staff collaboration, progress monitoring, and professional development to enhance teacher's method of teaching and student achievements.

9	TaleshiaL.Chandler .( 2015)	Walden Doctoral Studies Collection at ScholarWorks	School Principal Attitudes Toward the Inclusion of Students with Disabilities.	The aim of this non-experimental, quantitative study, based on transformational leadership theory, was to study attitudes of principals toward the inclusion of students with special needs in mainstream classrooms. An electronic version of The Principals' Attitudes toward Inclusive Education Scale was administered to collect data. The samples were from 73 school principals of South-eastern district.	<p>1. Principals had positive attitudes toward inclusion.</p> <p>2. Having relatives and/or friends with disabilities and special education experience were significant predictors of favourable attitudes toward inclusion.</p> <p>The study contributes to positive social change by highlighting the variables which are related to principals' positive attitudes toward inclusive education. This information will help to formulate preparatory programs for understanding how special education training and experience with individuals with special needs affect their attitudes toward the inclusion of students with special needs for Principals, assistant Principals and school administration.</p>
10	Ashfaq, M., Bashir,N.&Uzair-ul-Hassan, M.( 2015)	Journal of Educational Sciences & Research Spring , Volume 2, No. 1	Attitudes of School Heads towards Inclusion of Student with Disabilities in Regular Schools.	<p>The objectives of the study are:</p> <ol style="list-style-type: none"> <li>1. The attitudes of school heads toward the inclusion of students with disabilities in the general education setup.</li> <li>2. The level of understating about inclusive education of school heads.</li> <li>3. The attitudes of male school heads differ from female school heads.</li> <li>4. The attitudes of school heads of rural areas differ from school heads of urban areas.</li> <li>5. To find out the significant difference between the attitudes of school heads towards inclusion with reference to their age.</li> <li>6. To find out the significant difference between the attitudes of school heads towards inclusion with reference to their qualification.</li> <li>7. To find out the significant difference between the understating of school heads towards inclusion with reference to their age.</li> <li>8. To find out the significant difference between the understating of school heads towards inclusion with reference to their qualification.</li> </ol> <p>The samples were the head of 200 public schools' of ten districts of Punjab including male and female from urban and rural areas. Attitudes towards Inclusive Education Scale (ATIES) which was developed by Wilczenski (1992), is a questionnaire was used as an instrument for collecting data.</p>	School heads of rural area have more favourable attitude towards inclusion and there is no significant difference between male and female heads towards inclusion of students with special needs.

11	Cohen, E. (2015)	Open access article under the CC BY-NC-ND Published by Elsevier Ltd. Peer-review under responsibility of Academic World Education and Research Center.5th World Conference on Learning, Teaching and Educational Leadership, WCLTA.License ( <a href="http://creativecommons.org/licenses/by-nc-nd/4.0/">http://creativecommons.org/licenses/by-nc-nd/4.0/</a> )	Cohen, E. (2015)	The objectives of the research study are: 1. Leadership styles of primary school principals and their attitudes toward inclusive education. 2. The relations between teachers regarding the leadership style as well as teachers' attitudes toward inclusive education. Data was collected from 15 principals and 81 teachers in their elementary schools in Israel most of the principals Data was collected through a 'Multifactor Leadership Questionnaire' (MLQ) to measure the range of leadership styles.	Significant relationships between years of teaching in special education and leadership styles. Principals and teachers expressed similar positive outlook in support of inclusion Favourable attitudes towards inclusion as well as several concerns were also noted. Both principals and their teachers were confident that they had major inclusion competencies.
12	Ngwokabuenui, P.Y,( 2013)	The internationaljournal.org > RJSSM: Volume: 02, Number: 10	Principals' attitudes toward the inclusion of students with disabilities in the general education setting – the case of public secondary and high schools in the north west region of cameroon	Main objectives of the study are: 1. To determine school Principals attitudes and perceptions in including students with special needs in mainstream education classrooms. 2. To assess the secondary and high school Principals' attitudes towards inclusion in the North West Region. 3. To determine if there was a relationship between types and experience of Principals and their attitudes towards inclusive education, including the following variables: a) Years of experience in mainstream education classroom. b) Years of experience in special education settings. c) Number of years of experience as a Principal. 4. To study if there is a relationship between principals' gender and their attitudes towards inclusive education. 5. To study if there is a relationship between principals' age and their attitudes towards inclusive education. 6. To study if there is a relationship between the percentages of special needs students in the school and their attitudes towards inclusive education.	1. Demographic variables, special education teaching experience and training, did not have a statistical significant effect on principals' attitudes toward inclusive education. 2. Principals' knowledge of law to guide special education has a significant effect on principals' attitudes toward inclusive education. 3. The importance of implementing educational administration programmes including curriculum studies in teachers' training colleges to prepare future school principals with stronger, more favourable attitudes toward including students with special needs in mainstream education setting.

				<p>7. To study if there is a relationship between the principal's knowledge of special education law and their attitudes towards inclusive education.</p> <p>The design of the study was the survey design. The population of this study consisted of 90 Government Secondary and High Schools (GSS &amp; GHS) Principals of in the NWR of Cameroon selected through simple random sampling technique. The main research questionnaire used in this study consisted of 36 items.</p>	
13	Farah,A.I. (2013)	A report Global Journal of Human social science Volume 13 Issue 13 Version 1.0.	School Management: Characteristics of Effective Principal	<p>Research indicates that managing a school is similar to managing a state. So, the role of school principal must be similar as a politician, economist, psychologist and sociologist. As culture, ethnicity, gender and religion of the school population is diverse as it is in a state. The research paper discussed characteristics of a successful principal. 9 self-assessment tips derived from the 9 alphabet letters that the word principal consists. Through assessment Principals will understand that their task is unique and require extra knowledge and standards to apply it.</p>	<p>The study also depicts the principal is the corner stone of the school and plays a vital role in development of education programs. It is necessary to equip principals with knowledge and skills to address multiple changes and complex task of managing human being. Principals of schools must be familiar with management skills and leadership styles as the main objective of the schools is to produce creative learners who will be the future leaders;</p>
14	Yeo,L.S. , Neiharta ,M., Tangb ,H.N., Chonga,W.H . and Vivien S. Huana(2011)	Asia Pacific Journal of Education Vol. 31, No. 2, 143–15	An inclusion initiative in Singapore for preschool children with special needs	<p>It is a qualitative study on children with mild learning disabilities and a therapy outreach programme for them by a local children's hospital. Samples were the 9 parents, 12 teachers, 3 principals and 3 therapists related to the 9 children receiving therapy from two childcare centres. The present study used a qualitative design to gather information for a rich description of the factors in sustaining or creating barrier in an inclusive educational initiative in the community. Data collection is done using interview methods.</p>	<p>Facilitators of inclusion included communication, collaboration, availability of training and resources, and a readiness to promote inclusive education. Barriers to inclusion as reported are person-related hindrances, structural obstacles, gaps in programme delivery, and limited specialized training and resource. The study indicates that in the absence of mandatory provisions for inclusion, children with special needs can be supported in mainstream education system when there is a scope for "buy in" at early inclusion and intervention by key stakeholders.</p>
15	Smith, C .W.( 2011)	Electronic Theses and Dissertations.368. Jack N. Averitt College of at Digital Commons@GeorgiaSouther	Attitudes of Secondary School Principals Toward Inclusion of Students with Disabilities in General Education Classes	<p>The objectives of this study are to recognize perceptions of principals towards inclusion of students with special needs in mainstream classrooms of secondary schools in the state of Georgia. The survey method was used by researcher. The survey was administered to 405 principals through e-mail. A modified tool developed by Dr. Cindy L Praisner 'Principals</p>	<p>Principals' of Georgia secondary schools reported a favourable attitude toward inclusion of students with special needs.</p>



				and Inclusion Survey' (2000) was used as a survey tool. 102 principals' responded to the partial survey with 98 responded to the complete survey.  Data collected through this survey determine the current perceptions of secondary school principals related to their experience, attitude, and impact toward inclusion in Georgia.	
16	Horrocks, J.L., White, G. & Roberts, L. (2008)	<i>JAutismDevDisord</i> 38, 1462–1473	Principals' Attitudes Regarding Inclusion of Children with Autism in Pennsylvania Public Schools	The objectives of the study are -  1. To study the attitudes the principals held regarding the inclusion of students with disabilities.  2. To study the relationship between their attitudes and their placement recommendations for children with autism.  3. To study the relationship between specific demographic factors and attitudes towards inclusion and placement.  The samples are selected through a stratified random sampling. The samples are drawn from the list of 3,070 principals are from the public schools of Pennsylvania.	The most significant factor in predicting a positive attitude toward inclusion of children with special needs and higher recommendations of placements for children with autism. Principals believed that students with ASD could be included in a mainstream classroom.
17	Avissar,G., Reiter,S. and YonaLeysar,Y ( 2003)	Eur. J. of Special Needs Education, Vol. 18, No. 3 October 2003, pp. 355–369	Principals' views and practices regarding inclusion: the case of Israeli elementary school principals	The objective of the research:  1. To study that the school principal is the leading figure in implementing inclusion.  2. To study Principals' role as a changing agent.  The variables studied were the principal's educational vision and the inclusive practices in school.  Samples were from 205 elementary schools principals in Israel. The sample included 6 largest school of district in Israel. Sample represented a variety of schools of different sizes and characteristics, cities, towns and villages, urban and rural areas. Of 205 schools, 110 participated.  The tool used was a Questionnaire for Principals (QP) to identify the perceptions and the inclusive practices of school principals.	1. Principals were found to perceive the expected social success of mainstreamed students more than their expected educational success.  2. The severity of the special needs affected their perception and how they perceive success in future.  3. Many inclusive educational placements were noted in the schools.  4. Several background variables, namely age, level of education and in-service training, influenced to principals' views and practices regarding inclusion.  5. The inclusive education has been widely implemented in Israeli elementary schools since the passage of the 1988 law passed.  6. Principals manifest a clear vision of inclusion and how their leadership behaviours promote inclusive policies.

18	Mulford,B. ( 2003)	Professor and director leadership for learning research group University of Tasmania.	School leaders: challenging roles and impact on teacher and school effectiveness	<p>The objectives of the study are:</p> <ol style="list-style-type: none"> <li>1. The paper examines how, as a result of these developments, the role of school leaders is changing.</li> <li>2. School leaders can strengthen the recruitment, development and retention of teachers, as well as lift student outcomes.</li> </ol>	The findings suggest that on-going developments in societies and their provision of education are seen in the roles, recruitment and development of school leaders. The study demonstrates that particular leadership practices can achieve these outcomes.
19	Praisner, C.L. (2003)	Council for Exceptional Children. Vol. 69(2), 135-145	'Attitude of Elementary School Principals towards the Inclusion of Students with Disabilities'	<p>The purpose of the study was: 1. To determine the attitude of elementary school principals towards inclusion of students with special needs.</p> <ol style="list-style-type: none"> <li>2. To study the attitude of elementary principals towards the inclusion of students with severe/profound disabilities in the general education setting.</li> <li>3. To study the relationship between principals' personal characteristics, training, experience and/or school characteristics and their attitudes toward inclusion.</li> <li>4. To study the relationship between principals' perceptions of appropriate placements for students with different type of disabilities and their attitudes and experience.</li> </ol> <p>The samples were 408 elementary school normally grades kindergarten through 6 principals randomly selected from the common-wealth of Pennsylvania.</p> <p>The tool used is the 'The Principals and Inclusion Survey' (PIS).</p>	<p>: 1. 1 in 5 principals' attitude towards inclusion are favourable while most are uncertain.</p> <ol style="list-style-type: none"> <li>2. Favourable experience with student with special needs and exposure to special education concepts are associated with a more favourable attitude towards inclusion.</li> <li>3. Principals with more positive attitude and/or experiences are more likely to place students in less restrictive settings.</li> <li>4. Difference in placement and experiences were found between different categories of disability.</li> </ol>
20	Livingston,M ., Reed,T. and Good J.W.( 2001)	The Journal of Research for EducationalLeaders Volume 1(1),	Attitudes of Rural School Principals toward Inclusive Practices and Placements for Students with Severe Disabilities	<p>The objective of the study is to gather opinions of public-school principals of rural South Georgia. Researchers developed a questionnaire for survey based on a review of major placement strategies and common works used in the region.</p> <p>The data was collected through interviews conducted by graduate students at Valdosta State University. The samples of the research were native of public school principals of rural South Georgia.</p>	<p>- 1. Principals as instructional leaders are operational in taking initiatives in special education.</p> <ol style="list-style-type: none"> <li>2. Rural principals were considered the self-contained classroom to be the best placement for special needs students.</li> <li>3. Principals with personal experience with special needs students supported inclusive education.</li> </ol>

**Foreign Research related to knowledge of School Heads towards Inclusive Education**

<b>Sl. No.</b>	<b>Name Year</b>	<b>Publication</b>	<b>Topic</b>	<b>Description</b>	<b>Findings</b>
1	Mueg, M.A.G ,(2019)	Research Gate article	Inclusive Education in the Philippines: Through the Eyes of Teachers, Administrators, and Parents of Children with Special Needs	<p>The objective of the study is to – 1. Determine the participants’ concept of and how they are involved in inclusive education practice.</p> <p>2 If there is a significant difference among the responses given by the sample groups in their concept of and their involvement in promoting inclusive education.</p> <p>. Samples are 91 inclusive school teachers, inclusive school administrators, and a parent who’s CSN are attending inclusive schools having first-hand knowledge of and an experience with inclusive schools located in Quezon City, Metro Manila, Philippines.</p>	<p>The findings indicated that-</p> <ol style="list-style-type: none"> <li>1. Participants neither questioned nor resisted the practice of inclusion in their mainstream education settings.</li> <li>2. Principals admit that they are not sure whether their understanding of inclusive education is same as the widely accepted definitions.</li> <li>3. The samples had a doubt whether their approach are effective enough to be responsive to the requirements of high-quality inclusive education.</li> <li>4. No significant difference was noted among the samples’ mean scores in the survey of their knowledge of inclusive education and involvement in inclusion.</li> </ol>
2	Bonnie S. Billingsley Virginia Tech James McLeskey Jean B. Crockett ( 2017)	University of Florida . CEEDAR Document No. IC-8. Retrieved from University of Florida, Collaboration for Effective Educator Development, Accountability, and Reform Center	Principal Leadership: Moving Toward Inclusive and High-Achieving Schools for Students With Disabilities	<p>The research paper features an innovative configuration (IC) matrix that can guide principals’ leadership profession toward inclusive education and higher achievement of schools for students with special needs.</p> <p>ICs have been used to develop and implement innovative educational strategies for at least 30 years by experts studying educational change in a national research centre. This tool is used for professional development (PD) in the Concerns-Based Adoption Model (CBAM).</p> <p>Principals are charged with leading schools so that all students, including those with disabilities, achieve college- and career-readiness curriculum standards. In inclusive schools, principals work to ensure that all members of the school community welcome and value students with disabilities, and they encourage everyone in the school, as well as parents and those from other agencies, to collaborate and share their expertise so that students with disabilities have opportunities to achieve improved outcomes in school and in post-school life.</p>	<p>Principals have acknowledged the formidable challenges for implications of principals, especially those who have minimal preparation for the inclusion and instruction of students with disabilities. As they have emphasized, district and SEAs play important roles in supporting principals’ work; improving their preparation through pre-service preparation and PD; Aligning resources and PD in ways that benefit students with disabilities.</p>

				<p>Researcher have synthesized research from both the general and special education leadership literature to identify critical research findings about effective practices and their implications for practice.</p>	
3	<p>Subbaa ,A.B., Yangzomb ,C., Dorjic ,K., Chodend ,S., Namgaye ,U., Carringtonf,S .and Nickerson,J. (2009)</p>	<p>International Journal of Inclusive Education, 23(1), pp. 42-64</p>	<p>Supporting students with disability in schools in Bhutan: Perspectives from school principals</p>	<p>The objectives of the study –</p> <ol style="list-style-type: none"> <li>1. The challenges faced by Bhutanese educators in implementing inclusive education for students with special needs throughout their schooling system.</li> <li>2. To investigate the progress of inclusive education in the schools that has started implementing inclusive education.</li> </ol> <p>This is a qualitative study. The samples are 14 Bhutanese principals answering to questions regarding inclusive practices in their schools. The tool used is a self-administered structured questionnaire developed by the 2 researching professionals’ one of the Australia and 1 in Bhutan. The questionnaire was designed to gather the views of the principals about the influence of an inclusive approach on students, teachers, school curriculum, and resources in Bhutan.</p>	<ol style="list-style-type: none"> <li>1. The response of the Principals described barriers such as a lack of specialised teachers, inadequate resources and facilities, and a lack of school inclusion.</li> <li>2. Special needs students are accepted by their peers.</li> <li>3. The schools were working well with what they have.</li> <li>4. There was a positive attitude towards inclusion in future.</li> <li>5. The study shows what changes that are required for better inclusive education in Bhutan as the principals highlighted.</li> </ol>
4	<p>Schulze, R. (2014)</p>	<p>Doctoral Dissertations. 147</p>	<p>"School Principal Leadership and Special Education Knowledge"</p>	<p>The objective of the study is to find the effects of special education background and its relation with demographic variables on the perceptions of leadership styles of principals of public school with and without special education backgrounds of Massachusetts.</p> <p>The data was collected by using Qbsort methodology. Principals sorted 47 statements reflecting transformational instructional transactional and distributed leadership.</p> <p>Group A was composed of younger less educated less experienced principals in lower b grade schools who supported instructional leadership and school improvement in their leadership. Group B was composed of older more educated more experienced and more ethnically diverse principals who worked in higher b grade schools and who valued multiple leadership styles and high b level whole b school leadership.</p>	<ol style="list-style-type: none"> <li>1. The special education background of the samples did not influence the formation of the factors.</li> <li>2. It was found that prior special education experience was not a predictor of subsequent leadership perceptions of the principals.</li> </ol>

5	Wakeman,S.Y., Browder,D.M., Flowers,C. and Ahlgrim-Delzel,L . ( 2006)	NASSP Bulletin, Vol. 90, No. 2	Principals' Knowledge of Fundamental and Current Issues in Special Education	<p>The research aims-1. To study on special education knowledge in two domains— fundamental and current issues. Fundamental knowledge is to understanding the basisof the functioning and history of special education and the students it is serve.</p> <p>2. Principal knowledge of special education and the variables those were associated with that knowledge.</p> <p>The samples were from current secondary school principals from all 50 states and the District of Columbiain the United States who are members of the National Association of Secondary School Principals (NASSP) from the 2004 mailing list of this organization. 1,000 samples were selected through the sampling from the total sampling frame. The sampleswere principals from a representative sample of principals, a systematic sampling method was used to select sample from the selected sampling frame.</p>	<p>– 1. Secondary principals were well informed of special education issues.</p> <p>2. There was a differencebetween levels of understanding of fundamental knowledge and current issue of special education.</p> <p>3.Relationships were found between the principals' knowledge and some of the demographic variables, training, and practices.</p> <p>4. Principals believe about special education and how knowledge may influence those beliefs.</p> <p>5. An understanding of why principals' knowledge and beliefs matter is related to the principals' practices.</p> <p>6. Overall, the research indicated that the relationship between demographics and knowledge showed mixed results.</p>
6	Michael F., Di Paola, Chriss Walther, T.,( 2003)	Instruction Research Group, long Beach, C A of Centre of Personnel Studies in special education University of Florida documented on the Topic In COPSSE Document No IB-7	Principals and Special Education: The Critical Role of School Leader	<p>The objectives of the study are- 1. To examine principals' roles and their influence on developing special education services. 2. Using the Standards for School Leaders framework by Council of Chief State School Officers (CCSSO, 1996) studied the current recommendations for developing principal and its implications for effective special education administration.</p>	<p>- 1. Few school principals are well prepared to provide special education leadership.</p> <p>2. Innovative structures such as school leadership teams, co-principals, and other distributed leadership models may be more effective in today's schools.</p>
7	Bain, A., &Dolbel, S. (1991)	Education and Training in Mental Retardation, <a href="#">Google Scholar</a> 26, 33–42	Regular and special education principals' perceptions of an integration program for students who are intellectually handicapped	<p>The objectives were-</p> <p>1. To elicit information regarding definitions of leadership styles, effectiveness and implementation of educational practices for enhancing successful inclusive education.</p> <p>2. To find out how much prepared they are to implement and support inclusive education.</p>	<p>1. No clear definition was framed.</p> <p>2. Principals generally viewed inclusion as most appropriate for students with special needs of mild category.</p> <p>3. Teachers are not yet prepared to implement inclusive education.</p> <p>4. Significant differences between extent of use and perceived effectiveness of 13 educational practices were found.</p> <p>5. Administrators' awareness of practices that is required to facilitate inclusion need to be developed.2.3 Indian Research related to knowledge of school Heads towards Disability.</p>

## **Review of Related literature**

A review of literature is a customary component of any thesis. The chapter on review of related literature "looks again" at the literature (the reports of what have others done) in a "related" area. It is the effective evaluation of selected documents on a research topic. A review may form an essential part of the research process or may constitute a research project in itself. It gives a detailed account of the literature available related to the selected topic of study.

### **Research Gap:**

After reviewing the research articles on knowledge and attitude of school heads, the present researcher found that, school heads attitude toward inclusive education and sufficient knowledge about inclusive education is essential to make a successful inclusive education programme.

In India and more particularly in West Bengal sufficient research work in this line hasn't done, or if at all done, is not available to the present researcher even after a long survey of related research studies. Therefore, the present researcher noticed a wide gap regarding what are the present attitude of school heads towards inclusive education and their level of knowledge in this area. Observing the research gap the present investigator formulated her research title after a long discussion with her supervisor.

### **Rationale of the Study:**

Education in the twenty first century is undergoing rapid changes. Laws and policies are being implemented for removing barriers and bringing all children together in school irrespective of their physical and mental abilities, or social and economic status. To secure their participation in learning activities the Government policy "Education for all" is to be implemented for inclusion to be successful.

According to Salamanca Report (1994), PWD Act (1995), RTE Act 2009 and National Policies of Education (2016, 2020) we are bound to provide services for all categories of disabled children, so that they can be rehabilitated. In PWD Act (1995) major emphasis is given on inclusive education for all types of special need children. Children's right to education cannot be realized unless and until those who teach and those who manage for teaching accept that they all have a responsibility toward these

children. The responsibilities of the teachers to create appropriate learning climate the physical and emotional surroundings in which children are exposed to learn as well as the content of the learning. However, difficult the task, it still remains the responsibility of teachers, schools and government to ensure that all children have the experience of education which enables them to learn and develop to their potential. Therefore there is a need of a good coordinator who adjusts, settles, fixes and organizes the responsibilities as well as lead in decision making and in creating and enacting the key values of an organizations.

Though the teacher is the key factor for the development of students, they usually depend on school administrators, who are the leaders in their school. That is principals' and headmasters who evaluate and develop ways to improve the acceptability of all those students' who are most rejected or reacted to negatively (Gamer, Pinhas & Sehmelkein, 1989). They must learn to monitor and evaluate the inclusion process. Principals need to identify relevant antecedent that lead to inclusion and assess degree of inclusion in specific school environments (Wisniewski & Alpar, 1994).

The role of the school principals has been dramatically changed to include additional duties, personnel and paper work. Principals are now expected to design, lead, manage and implement programmes for all students including those with disabilities (Sage & Burrello, 1994).

Administrators promote visions and values, and to support and encourage positive action on the part of students, teachers, parents and community members. Other new administrative roles include identifying and providing an important link between the schools and the larger community (Falvey, 1995).

For such whole school reform, a principal's leadership is seen as the key factor to success (Hipp & Huffman, 2000). Therefore to ensure the success of inclusion, it is important that principals should exhibit such behaviours that advance the integration, acceptance and success of students with disabilities in general education classes as the principal directly influences "resource allocations, staffing, structures, information flows and operating processes that determine what shall and shall not be done by the organization" (Nanus, 1992).

Due to their leadership position, principal's attitudes about inclusion could result in either increased opportunities for students to be served in general education or in limited efforts to reduce the segregated nature of special education services. Therefore, for making inclusion a grand success, first and foremost the school administrator must display a positive attitude and commitment to inclusion (Evans, Bird, Ford, Green & Bischoff, 1992; Rude & Anderson, 1992).

The principal/ headmaster makes plans, decisions, designs and manage the programme for all students including with disabilities. Principal is the key factor of a school as well as in inclusive education programme, as they are the instrumental in constructing a barrier free environment. Their adequate management, support, competencies and commitment is essential to make inclusion a grand success. Principals coordinate the staff development training facilities for teachers and nonteaching staff to manage the SEN children.

Principals must develop and implement strong policy statement about educating students in the least restrictive settings. Principals are now expected to design, lead, manage and implement programs for all students including those with disabilities (Sage & Burrello, 1994).

Administrators are called upon to: promote visions and values, and to support and encourage positive action on the part of students, teachers, parents, and community members. Other new administrative roles include identifying and articulating the needs of inclusive schools and providing an important link between the schools and the larger community (Falvey, 1995).

For such whole-school reform, a principal's leadership is seen as the key factor to success (Hipp & Fluffman, 2000).

Therefore, the administrator must display a positive attitude and commitment to inclusion. Without their positive attitude toward inclusive education "Education for all" will not be successful. Principals are the main pillar of a school.

From several studies Evans et. Al. (1992), Rude & Anderson (1992) and others it is observed that for inclusion to be successful first and foremost, the school principals must display positive attitude and commitment to inclusion.



Although there has been some research on principal's attitude towards inclusion in India but in West Bengal no such types of study held or are not available to the present investigator even after a detailed review of related literature. Therefore, the present investigator, after a detailed theoretical study and a long discussion with her supervisor formulated the present research, **“Knowledge and Attitude of School Heads towards Inclusion of Students with Special Needs in Schools.”**

**Statement of the Problem:** On the basis of the above research evidences, the problem stated as

**“Knowledge and Attitude of School Heads towards Inclusion of Students with Special Needs in Schools.”**

### **Objectives of the study**

#### **Main Objectives of the study**

1. To measure the knowledge of school Heads towards inclusion of students with special needs in school.
2. To study the attitude of school Heads towards inclusion of students with special needs in school.

#### **Sub-objectives of the study**

1. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of their age.
2. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of their gender.
3. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of their religion.
4. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of their level of teaching.
5. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of the types of the schools they are working in.
6. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of the board the school is affiliated to.

7. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of the number of students enrolled in the school.
8. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of average number of students in each class.
9. To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of number of special need students in the school.
- 10 To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of year of teaching experience.
- 11 To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of their year of special education teaching experience.
- 12 To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of experience as school head.
- 13 To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of formal training in special education.
- 14 To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of type of training received in special education.
- 15 To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of special plan the school has to deal with students with special need.
- 16 To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of their personal experience with students having special needs.
- 17 To measure the knowledge of school Heads towards inclusion of students with special needs in school on the basis of the vision of district education officer towards education.
- 18 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of their age.
- 19 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of their gender.
- 20 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of their religion.

- 21 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of their level of teaching.
- 22 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of the types of the schools they are working in.
- 23 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of the board the school is affiliated to.
- 24 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of the number of students enrolled in the school.
- 25 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of average number of students in each class.
- 26 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of number of special need students in the school.
- 27 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of year of teaching experience.
- 28 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of their year of special education teaching experience.
- 29 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of experience as school head.
- 30 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of formal training in special education.
- 31 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of type of training received in special education.
- 32 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of special plan the school has to deal with students with special need.
- 33 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of their personal experience with students having special needs.
- 34 To study the attitude of school Heads towards inclusion of students with special needs in school on the basis of the vision of district education officer towards education.
- 35 To determine if there is any correlation between the school Heads knowledge about disability and their attitude towards inclusion.

## **Hypotheses**

- H<sub>0</sub>1.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of their age.
- H<sub>0</sub>2.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of their gender.
- H<sub>0</sub>3.** There would be no significant mean difference of knowledge school Heads towards inclusion of students with special needs in mainstream school on the basis of their religion.
- H<sub>0</sub>4.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of their level of teaching.
- H<sub>0</sub>5.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of the types of the schools they are working in.
- H<sub>0</sub>6.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of the board the school is affiliated to.
- H<sub>0</sub>7.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of the number of students enrolled in the school.
- H<sub>0</sub>8.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of average number of students in each class.
- H<sub>0</sub>9.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of number of special needs students in the school.
- H<sub>0</sub>10.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of year of teaching experience.

- H<sub>0</sub>11.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of their year of special education teaching experience.
- H<sub>0</sub>12.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of experience as school head.
- H<sub>0</sub>13.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of formal training in special education.
- H<sub>0</sub>14.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of type of training received in special education.
- H<sub>0</sub>15.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of special plan the school has to deal with students with special need.
- H<sub>0</sub>16.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of their personal experience with students with special needs.
- H<sub>0</sub>17.** There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of the vision of district education officer towards education.
- H<sub>0</sub>18.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of their age.
- H<sub>0</sub>19.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of their gender.
- H<sub>0</sub>20.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of their religion.
- H<sub>0</sub>21.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of their level of teaching.

- H<sub>0</sub>22.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of the types of the schools they are working in.
- H<sub>0</sub>23.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of the board the school is affiliated to.
- H<sub>0</sub>24.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of the number of students enrolled in the school.
- H<sub>0</sub>25.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of average number of students in each class.
- H<sub>0</sub>26.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of number of special need students in the school.
- H<sub>0</sub>27.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of their year of teaching experience.
- H<sub>0</sub>28.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of their year of special education teaching experience.
- H<sub>0</sub>29.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of experience as school head.
- H<sub>0</sub>30.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of formal training in special education.
- H<sub>0</sub>31.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of type of training received in special education.
- H<sub>0</sub>32.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of special plan the school has to deal with students with special need.

**H<sub>0</sub>33.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of their personal experience with students having special needs.

**H<sub>0</sub>34.** There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of the vision of district education officer towards education.

**H<sub>0</sub>35:** There would be no significant relationship between knowledge and attitude of school heads towards inclusion of students with special needs.

### **Chapter 3**

#### **Method and Procedure**

Population of the study consisted of school heads of government, private and sponsored both primary and secondary schools of West Bengal affiliated to West Bengal Board of Secondary Education (WBBSE), West Bengal Board of Primary Education (WBBPE), Central Board of Secondary Education (CBSE) and Council for the Indian School Certificate Examinations (CISCE). The accessible population consisted of some selected schools.

The sample consisted of 300 school heads purposively selected from the districts of West Bengal.

Samples are selected through purposive sampling technique. The sample size is determined by consulting with the supervisor.

The design adopted for this study is the mixed method. It is generally considered as one in which a group of individuals is studied by collecting and analyzing data from a selected few who are considered to be a representative of the population.

#### **Tools**

**Knowledge Assessment tool:** The questionnaire was developed by Panigrahi and Nanda (2014). 25 Items were taken from the GEM Questionnaire developed by NIMH Secundrabad. 0 was given for every wrong responses and 1 for every correct responses. Higher the score more the knowledge.

**The Principal and Inclusion survey (PIS)** developed by C.L. Praisner (2003) This tool was used to measure the influence of the biographical factors, training programme,

experience and other factors that are related to school heads' attitude towards inclusion. The questionnaire consisted of questions in three main sections: Demographical information, Principals' training and experiences and attitudes towards inclusive education.

#### Chapter 4

##### Statistical Analysis

The data was analysed by descriptive statistics to summarise and to find the relationship among the variables. Frequency distribution, mean, standard deviation and percentage are computed for each variable of the survey. T-test and f-test are calculated to compare the values at 0.05 levels or at 0.01 levels of significance in order to reject or retain the null hypotheses.

##### Summary of the Inferences:

No of Hypotheses	Hypotheses	Inference
H <sub>0</sub> 1	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of their age.	Accepted
H <sub>0</sub> 2	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of their gender.	Accepted
H <sub>0</sub> 3	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of their religion.	Accepted
H <sub>0</sub> 4	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of their level of teaching.	Accepted
H <sub>0</sub> 5	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of the types of the schools they are working in.	Rejected
H <sub>0</sub> 6	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of the board the school is affiliated to.	Rejected



H <sub>07</sub>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of the number of students enrolled in the school.	Rejected
H <sub>08</sub>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of average number of students in each class.	Accepted
H <sub>09</sub>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of number of special needs students in the school.	Accepted
H <sub>010</sub>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of year of teaching experience.	Rejected
H <sub>011</sub>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of year of special education teaching experience.	Rejected
H <sub>012</sub>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs inschool on the basis of experience as school head.	Rejected
H <sub>013</sub>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in mainstream school on the basis of formal training in special education.	Rejected
H <sub>014</sub>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of type of training received in special education.	Rejected
H <sub>015</sub>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of special plan the school has to deal with students with special needs.	Rejected
H <sub>016</sub>	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of their personal experience with students with special needs.	Accepted

H <sub>0</sub> 17	There would be no significant mean difference of knowledge of school Heads towards inclusion of students with special needs in school on the basis of the vision of district education officer towards education.	Rejected
H <sub>0</sub> 18	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in mainstream school on the basis of their age.	Rejected
H <sub>0</sub> 19	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of their gender.	Accepted
H <sub>0</sub> 20	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of their religion.	Accepted
H <sub>0</sub> 21	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of their level of teaching.	Rejected.
H <sub>0</sub> 22	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of the types of the schools they are working in.	Rejected.
H <sub>0</sub> 23	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs school on the basis of the board the school is affiliated to.	Rejected
H <sub>0</sub> 24	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of the number of students enrolled in the school.	Rejected
H <sub>0</sub> 25	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of average number of students in each class.	Rejected
H <sub>0</sub> 26	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of number of special need students in the school.	Accepted

H <sub>0</sub> 27	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of year of teaching experience.	Accepted
H <sub>0</sub> 28	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of year of special education teaching experience.	Accepted
H <sub>0</sub> 29	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of experience as school head.	Accepted
H <sub>0</sub> 30	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of formal training in special education.	Accepted
H <sub>0</sub> 31	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of type of training received in special education.	Accepted
H <sub>0</sub> 32	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of special plan the school has to deal with students with special need.	Rejected
H <sub>0</sub> 33	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of their personal experience with students having special needs.	Accepted
H <sub>0</sub> 34	There would be no significant mean difference of attitude of school Heads towards inclusion of students with special needs in school on the basis of the vision of district education officer towards education.	Rejected
H <sub>0</sub> 35	There would be no significant relationship between knowledge and attitude of school heads towards inclusion of students with special needs.	Rejected

## Chapter 5

### Major Findings and Conclusion

To evaluate the hypotheses, descriptive statistics as inferential statistics and Pearson's correlation were used. The major findings are as follows:

1. From the statistical analysis, there was no considerable mean difference among knowledge of school heads on the basis of their age. School heads of 31-40 years, 41-50 year and 51-60 year had an average score.
2. On the basis of gender, there were no significant mean differences of knowledge among school heads.
3. When religion of School Heads was considered, it was found that there was no considerable mean difference of knowledge.
4. No Significant mean difference exists among the respondent's knowledge towards inclusion on the basis of their level of teaching.
5. When Knowledge of school heads towards inclusion of special need student were considered, it is found that school heads of private schools, has a better Knowledge than school heads of government and sponsored school.
6. A significant mean difference is noticed in respect to knowledge towards inclusion of special need students of school heads according to the board. The School heads of CBSC affiliated school possess more knowledge than the schools heads when the school heads affiliated to other boards.
7. When the number of students enrolled in the School is considered a significant difference in Knowledge of School heads towards inclusion is found. School heads of the schools having 751 to 1000 student has a better Knowledge than schools having less number (0-250, 259-750) and school having more than 1001 students.
8. In terms of numbers of students enrolled in each class, the knowledge of school heads towards inclusion. There is no statistically mean difference observed. (No mean calculated)

9. In respect to the number of special need students enrolled in the school, there is no significant difference in knowledge of school heads towards inclusion of special need students.
10. A significant mean difference of knowledge of school heads towards inclusion of special need students exists among school heads on the basis of their teaching experience. School heads having teaching experience more than 13 years had an average knowledge than school heads having 1 to 6 years of teaching experience and 7-12 years of teaching experience.
11. On the basis of school heads years of teaching experience in special education a significant difference in knowledge score is noticed. Only 6% of the respondents had teaching experience in special education.
12. There is a substantial mean difference in the knowledge towards inclusion of school head is noticed based on their experience as school head. School heads with 6-10 years of experience has better knowledge than those having 0-5 years of experience and 11-15 years of experience as school heads.
13. There is a considerable mean difference in knowledge of school heads towards inclusion of students with special needs on the basis of their formal training in special education. School heads who received formal training scored above average than those who did not receive any formal training.
14. When type of special education training is considered, it is found that school with B.Ed in special education had scored higher than those that had training in foundation course and undergone short training school heads scored comparatively below average that had no training in special education.
15. Based on the special plan the school has to deal with students with special need, there is a significant difference noticed in the knowledge of school heads towards inclusion of special need students. School heads of the schools that has plan has better knowledge than those having no plan.
16. On the basis of personal experience with individual with special needs there is no difference in knowledge of school heads is significant.

17. The school heads has a better knowledge towards inclusion of special need students where the vision of district officer towards inclusive education is present than those in the district where vision towards inclusion is considerably less in district officers.
18. There is a substantial mean difference in attitude of is noticed among school heads when age is considered. School heads of 51 to 60 years age group possessed a favourable attitude towards inclusion of students with special need than those between 41-50 years followed by those between 31-40 years.
19. No significant mean difference exists among respondents' attitude towards inclusive education on the basis of their gender.
20. In terms of religion, there is no statistically significant mean difference between Hindu and Muslim is noticed.
21. When attitude towards inclusion of special need students was considered, it was noted school heads of secondary level school had more favourable attitude towards inclusion than school heads of primary schools.
22. In respect to type of schools significant mean difference in attitude heads towards inclusion of special need students was found among school heads. School heads of private school showed a more favourable attitude towards inclusion than government and sponsored schools.
23. A significant mean difference is noticed in attitude of school heads, when affiliation of the school is considered. Respondent of schools affiliated to CBSC showed a more favourable attitude than others.
24. There is a considerable mean difference in attitude among school heads on the basis of number of schools having student strength of 501 to 750 showed a much favourable attitude than schools with more than 751 students. Heads of schools have less than 500 students showed less favourable attitude towards inclusion.
25. Substantial mean difference is noted in the attitude of school heads on the basis of average number of students in the class.

26. No significant mean difference exists among the school heads in respect to the number of students with special need enrolled in the school.
27. On the basis of teaching experience of school heads there is no significant difference is noted in the study.
28. There is no significant mean difference is noted when the years of special education teaching experience is considered in attitude of school heads towards inclusion.
29. In respect to years of experience as school head there is no significant difference in attitude towards special need student is noted.
30. As per the statistical analysis between the attitudes of school heads towards inclusion on the basis of formal training in special education is insignificant.
31. No significant mean difference exists among the respondent irrespective of the type of training received in special education.
32. In respect to the special plan the school has to deal with special needs the researcher found that school heads of schools having plans to deal with special need possess a favourable attitude than others.
33. No significant mean difference exists in attitude towards inclusion of special need students among the school heads on the basis of their personal experience with students with special needs.
34. There is a substantial mean difference in attitude of school heads towards inclusion of special need students on the vision of DEO.
35. From Pearson correlation analysis the researcher found a positive correlation exists between knowledge and attitude of school heads towards inclusion of students with special needs.

## Summary of the Findings and Discussion

Findings	Discussion
<b>Role of Gender</b>	
When gender of school heads were considered it was found that attitude between the male and female head teachers are insignificant.	The result was established in the study of Sebeta (2019). Ugwuchselo, JayandOmuKwufor Jonathan (2018), Ashfinq, Bashir and Uzair-ul-Hasson (2015) Mithettwas (2008)
When knowledge of School heads were considered towards disability it was found that difference of knowledge between male and female head teachers were insignificant.	In the study of Wakemar Browder, Floweis and AhlgrimDeljel(2006) the relationship between gender and knowledge produced a mixed result. No studies have confirmed the result of the present study.

<b>Role of Age</b>	
Regarding age and attitude of school heads towards inclusive education, the present study finds there is no significant difference among the different age group i.e., age group 20-30 years, 31-40 years, 41-50 years and 51-60years.	Result was established in the study of Sebeta (2019). Ngwokabuenui (2013) Ugwuchselojay and OmuKwufor Jonathan (2018), Ashfinq, Bashir and Uzair-ul-Hasson (2015) Mithettwas (2008).
When knowledge of School heads were considered it was found that knowledge of School heads did not vary with age or that the difference was not significant.	In the study by Schulze (2014) it is found younger, less educated and less experienced valued inclusive education and contributed to school development and followed instructional leadership.

<b>Role of Religion</b>	
In the present study the religion of school heads did not influence the attitude of school heads towards inclusion.	The present result is not supported by any of the Studies in the review of related literature.
These difference in religion and do not influence Knowledge towards disability.	

<b>Types of School</b>	
Regarding the influence of different types of school (government, private and sponsored) and the different boards they are affiliated to on attitude of school heads towards inclusive education, the present study reported that there is difference in attitude in regards to the above factors.	From the study of Khaleel, Alhosani and Duyar (2021) it is concluded that role of school principals in inclusive School is connected to their attitude towards inclusiveness. The study also showed contrary findings in the study of Sebeta (2019), Ugwuchinelo, Jayand Jonathan (2018), Nguluma, Mustafa and Titrek (2017).
When Knowledge of school heads towards inclusion of special need student were considered, it is found school heads of private schools, has a better Knowledge than school heads of government and sponsored school.	



<b>Findings</b>	<b>Discussion on</b>
<b>Level of Teaching</b>	
In the present study when level of teaching is considered, it is found that knowledge of school heads of primary and Secondary School were insignificant.	Similar finding is reported in a study by Mthethwa (2008) and Sebeta (2019) that phase of the school have no influence on principal's attitude towards inclusive education.
No Significant mean difference exists among the respondent's knowledge towards inclusion or the basis of their level of teaching.	

<b>Enrolment of Students in the School</b>	
With regards to number of enrolment of students in the school, it was found that knowledge of school heads with less number of students (1-250) and to student with 1000 and above enrolled are significant.	

<b>No. of special need students enrolled in the school</b>	
In the present study when number of special need students enrolled in the school and class are considered on the influence of attitude of school heads it is found to be significant.	

<b>Year of teaching experience</b>	
When teaching experience is considered for attitude of school heads towards inclusive education it is found to be insignificant. Year of teaching experience do not influence the attitude towards inclusive education.	In the study by Le May (2017) , Praisner (2003), Nguluma, Mustafa and Titrek (2017), the attitude of School administrators was significantly positive but their attitude towards inclusion was influenced by the year of teaching experience.
Based on the year of teaching experience of school heads it is found that Knowledge of school heads are influenced by the number of years teaching experience.	The study also showed contrary findings in the study of Sebeta (2019), . Ugwuchnelo, Jay and OmuKwufor Jonathan (2018), Ngwokabuenui (2013).

<b>Special Education Teaching Experience</b>	
When attitude is considered the result is insignificant, when years of special education training of school heads are considered.	Similar finding is reported by Ngwokabuenui (2013) and Cohen (2015).  The study also showed contrary findings in the study of Chandler (2015).
Though it was found that very few school heads had special education teaching experience, among that it is observed that mean score of knowledge of school heads having 1-6 years is 22 and that having 7-12 years is 17.44. As the sample size is very less compared to the total sample size. It is found that there is significant influence on special education training.	

<b>Findings</b>	<b>Discussion</b>
<b>Role of Formal Training In Special Education</b>	
In the present study the influence of special education training did not have any significant influence on the attitude of school heads towards inclusion.	In the study by Nguluma, Mustafa Taleshia, Chandler (2015). Ngwokabuenui (2013), Praisner (2005) and Titreck (2017) also reported the same that the training related to special education influenced the school administrators' attitude towards inclusion.
When Knowledge score is considered of school heads, the special education did influence. It is significant statistically.	

<b>Experience as School Heads</b>	
It is also observed that the result was insignificant when the influence of year of experience as school head was considered on attitude towards inclusion.	In the study by LeMay (2017), the report contradicted the result.
In the present study, Knowledge of school heads is influenced by their experience as school head.	No studies supported the findings of present study.

<b>Types of Training Received in Special Education</b>	
The influence of different special education training did not influence attitude of school heads towards inclusion of students with special needs.	In the studies of Nguluma, Meestafa and Titreck (2017) and Avissar, Reiter and YonaLeysen (2003) contradicted the result. Michael, Di Paali, Chriss Walter (2003) supported the findings.
In the present study the type of special education training the school heads received influenced the knowledge of special need students and inclusion.	

<b>Special Plan The School Has To Deal With Students With Special Need</b>	
In respect to the special plan the school has to deal with special needs the researcher found that school heads of schools having plans to deal with special need possess a favorable attitude than others.	In the study by Sidar, Maich and Morvan (2017), Yeoa, Neiharta, Tanob, Chonga, Vivien and Huana (2011) McLeskey, Billingsley, Nan and Waldrom (2016), Mulford (2003), Livingston, Reed and Good (2001), Michael, Di Paali, Chriss Walter (2003) also reported the same.
There is a significant difference noticed in the knowledge of school heads towards inclusion of special need students. School heads of the schools that has plan has better knowledge than those having no plan.	

Findings	Discussion
<b>Role of Personal Experience with Students with Special Needs</b>	
When attitude is considered it is not influence by personal experience with students with special need. Thus it is insignificant.	Taleshia (2015),Livingston, Reed and Good (2001) reported Principal had a favourable attitude towards inclusion having relatives or friends with disabilities.
In the present study the findings indicates knowledge of school heads is influenced by their personal experience with students with special needs.	

<b>Vision of The District Education Officer</b>	
Considering the vision of DEO its influence on attitude of school heads towards inclusion and attitude of school heads towards inclusion is significant.	From the review it was found that no such studies supported or contradicted the result.

From Pearson correlation analysis the researcher found a positive correlation exists between knowledge and attitude of school heads towards inclusion of students with special needs.
Similar finding is reported in a study by Mithethwa (2008),Ngwakabuenui (2013) and Praisner (2003).

### **Conclusion :**

The ideas about inclusion of special (SEN) children have been given great deal of importance over the years in many international policies since Universal Declaration of Human Rights (1948). In developed countries, because of their ideology, education for children with special need is important. In India with enactment of RPWD (2016) the right and dignity of PWD has been protected at different aspects including education . The NEP (2020) has ensured inclusion and equal participation in school system will be of highest priority.

In West Bengal, to implement inclusion steps are taken by the government. Different types of short training program, sensitization training about inclusive education are conducted to build a favourable attitude towards inclusion among different stakeholders of education system and increase knowledge of IE.

In the present study, the result shows a positive co-relation between knowledge of school heads towards IE and favourable attitude towards inclusion.

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