

Attitude of Teachers towards Inclusive Education in Relation to their Professional Commitment

Dr. Sneh Bansal*

ABSTRACT

One of the most significant stipulations that allow for successful inclusion of special education students is the attitude of the general education teacher regarding the inclusion of special education students into their classroom. Classrooms are now becoming more diverse with respect to students abilities, therefore sensitivity awareness and commitment towards teaching profession on the part of general education teacher is essential to promote successful inclusion. Given that one key factor in success of inclusive education lies in the general educator's attitude and willingness to accommodate students who have disabilities, it is important to examine general educator's attitudes towards inclusion. It has been the teachers that have helped disabled persons break out into the world and embark on the path of self-realization and self-expression. This is essential since attitude is a major contributing factor in determining success with the inclusive education model. The present study was based on the premise that the attitudes of mainstream teachers toward the inclusion of students with special needs are influenced by the professional experiences, educational qualifications and type of school. The present paper aimed to study the relationship of teachers attitude towards inclusive education and commitment towards teaching profession with respect to various dimensions i.e. Learner, Society, Profession, Achieve Excellence, Basic Human Values. Descriptive survey with stratified random sampling method was employed for selecting 100 teachers from 5 government and 5 private schools situated in urban area of Chandigarh, UT. The findings suggested that that there exist significant differences in the attitude level of teachers with respect to type of school, educational qualifications and professional experiences. Further, the level of professional commitment of private teachers falls in the average level whereas those of government teachers fall in range of below average level. No significant differences have been found in the professional commitment of graduate and post graduate teachers; & different years of experience i.e. teachers with below 10 years and above 10 years of professional experience teachers. The results indicated a significant positive correlation between attitude of teachers towards inclusive education and professional commitment of teachers. The correlation value of total attitude towards inclusive education with dimension-wise analysis of professional commitment for teachers also indicates more or less similar trends, though the correlation value of commitment to basic human values with total attitude towards inclusive education is not significant. The implications of the findings are discussed for practical application to promote successful inclusion.

Key Words: Attitude, Inclusive Education, Professional Commitment, Children with special needs

* Associate Professor, Chandigarh College of Education, Landran, Mohali

Background

The term Inclusive is an international buzz word in education. The term was formally introduced at the UNESCO World Conference on Special Needs in Education held in Spain in 1994. Inclusion means enabling all children to participate fully in the life and work of mainstream settings in fulfilling their needs, seen as a continuing process of breaking down barriers to learning. Any child may experience a special need during the course of educational years (UNESCO). Making the school system flexible and adopting an inclusive approach leads to reforming the school system as an inclusive child-oriented approach. The main objective of inclusive education is to give many possible opportunities to students to physical, mental and social disabilities as well as talented students to receive quality education that is suitable to their needs or a system which appreciate diversity and principle of non-discrimination.

The Governments of Bangladesh and Pakistan, however, do not have a mandate to provide inclusive education. It may be taken up on a school by school basis, resulting in some schools including disabled children while others choose not to. In these cases, inclusive education relies in large part on the motivation of individual schools (Management committees, Head teachers and other teachers) which could leave the inclusive education approach susceptible to unpredictable changes in staff and local circumstances (Wapling, 2011).

About 11% of disabled persons between the ages of 5–18 years were enrolled in special schools in the urban areas as compared to less than 1% in the rural areas (NSSO, 2002). This clearly indicates that the presence of special schools in a parallel stream does effect the enrollment of children with disabilities in regular schools. Criticizing the segregation policies of the Indian government, Baquer and Sharma (1997) have pointed out that:

...separate special education systems lead to social segregation and isolation of the disabled, thus creating separate worlds for them in adult life. Inclusive education has the potential to lay the foundation of a more inclusive society where being “different” is accepted, respected and valued. The school is the first opportunity to start this desirable and yet difficult process. It is difficult because it is wrought with fears and apprehensions on the part of parents, teachers, and other children.

Those with special education needs must have access to regular schools which should accommodate them within a child-centered pedagogy, capable of meeting these needs. Centrally Sponsored Scheme of Integrated Education for Disabled Children (IEDC) was launched by the Government of India in the 1970's. It aimed at integrating students with special needs in regular schools. The most important characteristic of this scheme was the liaison between special schools and regular schools. In the year 1987 National Council of Educational Research and Training (NCERT) with UNICEF launched the project Integrated Education for Disabled Children (PIED) which was an important step towards including students with special needs in conventional schools. NCERT in the year 2000 has given special importance to inclusive schools for all students without any reference to pupils with disabilities. This is being supported by the project like Sarva Siksha Aiviyan (SSA) taken by the Department of Elementary Education in 2000. The National Action

Plan for Inclusive Education of Children and Youth with Disabilities (IECYD) developed by the Ministry of Human Resource Development envisages their access and participation in all general educational settings from early child education, through school to higher education. The goal of the Action Plan is *"to ensure the inclusion of children and youth with disabilities in all available general educational settings, by providing them with the learning environment that is available, accessible, affordable and appropriate."*

The National Curriculum Framework on School Education provides guidelines for making the curriculum flexible and appropriate to accommodate the diversity of school children including those with disability in both cognitive and non-cognitive areas. Given that regular teachers are the key service providers in teaching students with special needs in the inclusive classroom, their attitude towards inclusion is a contributing factor to its success or failure. Teachers who are ill-prepared or uncomfortable with the concept of inclusion may pass that discontent on to the students, which in turn can undermine the confidence and success of those students. Conversely, teachers who support and believe in the concept of inclusion can provide special education students with confidence and a comfortable learning environment. Lack of awareness is the result of the development of conservative and ill attitude towards the education of children with special needs in a regular classroom. There is evidence to suggest that many teachers do not feel equipped to teach children with disabilities and complain that they need more time to instruct these students.

Teachers Attitude towards Inclusive Education

Teachers are perceived to be integral to the implementation of inclusive education (Haskell, 2000). Research communicates the view that teachers are the key to the success of inclusionary programs (Cant, 1994), as they are viewed as linchpins in the process of including students with disabilities into regular classes (Stewart, 1983; Whiting & Young, 1995). Other studies acknowledge that inclusive education can only be successful if teachers are part of the team driving this process (Horne, 1983; Malone, Gallagher, & Long, 2001). One of the most significant stipulations that allow for successful inclusion of special education students is the attitudes or attitudes of the general education teacher regarding the inclusion of special education students into their classroom. Classrooms are now becoming more diverse with respect to students abilities, therefore sensitivity and awareness on the part of general education teacher is essential to promote successful inclusion. The empirical evidences in the area of inclusive education clearly indicate that teachers' attitudes are the key factor for making inclusive education, a real success. Eagly and Chaiken (1998) define attitude as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor."

There are several studies conducted on Attitude of teachers towards Inclusive education in India. Findings of some of these studies are presented below:

Bhatnagar and Das (2013) determined the attitudes of secondary regular school teachers toward the inclusion of students with disabilities in New Delhi. A total of 470 teachers, working in schools managed by a private organization in Delhi, returned the completed survey. A two-part questionnaire was used in this study. Part-one gathered information relating to personal and

professional characteristics of the teachers. Part-two was a 16 item Likert scale titled, Attitudes towards Inclusive Education Scale (ATIES). The major finding of the study was that the teachers in Delhi had positive attitudes towards the inclusion of students with special needs. This study also indicated that the teachers who were more positive about inclusive education were male, younger teachers (less than 40 years of age), less experienced (less than ten years) and had post-graduate qualifications. In addition, the teachers who had a contact with a person with disability and those who did not have a focus on disability during their pre-service teacher education programs were more positive towards inclusive education.

Smitha and Acharya (2010) found that teachers have unfavourable attitude towards inclusive education. They studied the attitude of teachers towards inclusive education for the disabled. The stratified random sample that consisted of 300 teachers from Kerala district was categorized into different variables as male/female teachers having above 10 years experience/ below 10 years of experience. It has been concluded that the overall attitude of the teachers towards inclusive education for the disabled was unfavorable. Significant difference in the attitude of teachers towards inclusive education in term of gender was found. Male possessed more unfavorable attitude than the female teachers towards inclusive education for the disabled. Additionally, no significant difference in the attitude of teachers towards inclusive education having different years of professional experience (below 10 years and above 10) was found.

Parasuram (2006) reported a mean item score of 3.3 on the 'Attitude towards Inclusive Education Scale' (developed by Wilczenski 1992). By means of a six-point Likert scale, teachers ($n = 300$) indicated their extent of agreement (ranging from 6 ('strongly agree') to 1 ('strongly disagree'), in which a high score indicated more favourable attitudes towards inclusive education. The mean item score of 3.3 indicated that teachers' attitudes leaned towards Response number 3, namely 'disagree somewhat'. Using 'Mainstream Attitude Survey' (MAS, developed by Bender, Vail, and Scott 1995) deBettencourt (1999) surveyed teachers' beliefs about inclusion ($n = 71$). The five-point Likert scale included items such as 'I support mainstreaming ...', in which a higher score indicates a more positive belief. The results of the study showed that 29.9% held negative beliefs towards inclusion (Response numbers 1 and 2), whereas 40.8% held positive beliefs (Response numbers 4 and 5). The other 29.5% of the teachers showed neutral attitudes. According to the rule of thumb this means that teachers held neutral attitudes towards inclusive education.

Patrica, B. (1997) focused on the attitudes of primary school teachers towards inclusive education. The results concluded that the primary school teachers demonstrated mostly negative attitudes towards inclusion.

Ferris (1996) compared the attitudes of general and special secondary educators towards inclusion practices. Results showed that special educators were significantly more positive about including students with disabilities in general classes.

Professional Commitment

The quality of teaching is not only governed by the knowledge and skill competence of teachers but also their enthusiasm and commitment in teaching (**Rikard, 1999**). Professional

commitment is recognized as a natural ingredient of teaching profession. It is closely connected to teacher's work performance, absenteeism, burnout and turnover as well as having an important influence on students' achievement in, and attitude towards school (**Lousi, 1998**).

Professional commitment is the relative strength of identification with and involvement in a profession. Professional commitment entails (1) a belief in and acceptance of the goals and values of the profession, (2) a willingness to exert effort on its behalf and (3) a desire to maintain membership in the profession (**Aranya & Feerris, 1984; Aranya, Pollock, and Amernic, 1981**). Professional commitment is conceptualized in the extant research as process of socialization into the profession (**Larson, 1977**).

Simpson and Hood (2000) have defined commitment in context of the teaching profession. According to them, a committed teacher reflects certain behavioural characteristics. He shows that professional development is a top priority; reflects excitement about teaching and learning; connects with students; show positive attitude about students; is perceptive about students' motives, strengths, needs and situation.

It is evident from the above literature that professional commitment is a multidimensional construct and refers to a socio-psychological bonding of an individual to his group or organization, its goals and values; or to his occupation and profession.

Arjunan, M & M. Balamurugan (2013) investigated the Professional Commitment of the teachers working in tribal area schools located in Tamil Nadu. By using the normative survey method 121 samples were drawn by the investigator under random sampling technique from the school teachers working at secondary and higher secondary levels. The findings of the study show that the maximum numbers of teachers have acquired average and Low level professional commitment. The male and female teachers have same level of professional commitment.

Kumar, A. (2013) studied the professional commitment in relation to thinking style and teachers effectiveness of teachers working in teachers training institutions of Haryana. The major findings of the study were : It has been found that out of 100, 33 percent teachers of teacher training institutions are highly committed to their profession while 38 percent has been found to be moderately committed and small number of them i.e. 29 percent are less committed. It has been found that out of 100, 46 percent teachers of self finance teacher training institutions are highly committed to their profession while 36 percent has been found to be moderately committed and small number of them i.e. 18 percent are less committed. It has been found that out of 100, 16 percent teachers of Govt. /Govt. aided teacher training institution are highly committed to their profession while 43 percent has been found to be moderately committed and 41 percent of them are less committed. There is significant positive correlation exists between the professional commitment and teacher s effectiveness of the teachers working in teacher training institutions.

Shoiab, H., Khalid, I., & Mahmood, T. (2015) studied the professional commitment of teacher educators in Punjab. Main objective of the study was to explore the affect of teachers' characteristics on the level of professional commitment of teachers (teacher educators) working in Govt. Colleges for Elementary Teacher Institutions in Punjab. It was found that female teachers were more committed than male teachers to their profession in all domains except the domain,

commitment to work group. Urban teachers were more committed than rural teachers in all domains of professional commitment. Commitment level increases with the increase of age of teachers in all domains of commitment except the domains, institutional behavior climate and collegial participative leadership. Commitment towards the teaching profession increases with the increase of experience. More qualified teachers were more committed towards the teaching profession in all domains except commitment to work group domain.

Rationale

Attitudes play a significant role in determining behavior (Azjen & Fishbein, 1977); it is therefore important to ascertain the factors shaping the attitudes of mainstream teachers as they attempt to include students with disabilities. More specifically, this study is based on the premise that the attitudes of mainstream teachers toward the inclusion of students with disabilities are influenced by past experiences (previous experience with teaching students with disabilities, previous knowledge (training in the field of inclusive education) and newly acquired knowledge (professional development or training modules). Mainstream teacher attitudes may be a contributory barrier to successful inclusive practices (Avramadis, Bayliss, & Burden, 2000; Bender, Vail, & Scott, 1995; De Boer, Pijl, & Minnaert, 2010)

Sensitizing teachers to the requirements of children with special needs will be ensured by regular in-service training of teachers in inclusive education at the elementary and secondary level. An MOU should be signed between the NCTE and the RCI (Rehabilitation Council of India) leading to a convergence so as to ensure that all teachers and other resource persons are able to address the diversity of children in the classroom to ensure enrollment and retention. With the high commitment and support, inclusive education is a more efficient use of educational resources.

Julka, A. (2004) stated that the attitude of the teachers, teacher educators and educational administrators is very important. Till the teachers themselves believe in including children with SEN in the education process, they would not devise any instructional adaptations for reaching all the children in the class.

It has been found from the literature also that positive attitudes of teachers towards inclusive education play a significant role in the successful realization and implementation of an inclusive educational policy. Negative or unfavourable attitude of teachers towards inclusion creates barriers in inclusive classroom as it negatively affected the teaching abilities of the teachers.

It is imperative to study the attitude of teachers towards the inclusive education and the level of professional commitment they have so that suggestions can be put forth to make inclusive education successful.

Statement of the Problem

Attitude of Teachers towards Inclusive Education in relation to their Professional Commitment

Objectives

1. To study the attitude of teachers towards inclusive education in terms of government and private school (type of school), Graduate and Post Graduate Teachers (educational qualifications) and professional experience.

2. To study the professional commitment (Learner, Society, Profession, Achieve Excellence, Basic Human Values) of teachers in terms of government and private school (type of school), Graduate and Post Graduate Teachers (educational qualifications) and years of experience.
3. To study the relationship between attitude of teachers towards inclusive education and professional commitment (Learner, Society, Profession, Achieve Excellence, Basic Human Values) of teachers

Hypotheses

The following hypotheses were formulated in light of available literature:

1. There would be no significant difference in the attitude of teachers towards inclusive education in terms of government and private school (type of school), Graduate and Post Graduate Teachers (educational qualifications) and years of experience.
2. There would be no significant difference between the government and private school teachers (type of school) on professional commitment (Learner, Society, Profession, Achieve Excellence, Basic Human Values).
3. There would be no significant difference between the Graduate and Post Graduate teachers (educational qualifications) on professional commitment (Learner, Society, Profession, Achieve Excellence, Basic Human Values).
4. There would be no significant difference between the Graduate and Post Graduate teachers (educational qualifications) on professional commitment (Learner, Society, Profession, Achieve Excellence, Basic Human Values) in terms of teaching experience (0-10 range and 11-20 range)
5. There would be no significant relationship between attitude towards inclusive education and professional commitment (Learner, Society, Profession, Achieve Excellence, Basic Human Values) of teachers

Sample of the Study

Data was collected from 10 randomly selected schools. Two schools each were selected from 5 clusters of Chandigarh city, UT. The sample comprised of 100 teachers from Government and Private schools of Chandigarh. The study was confined to only urban area of Chandigarh and teachers of 5 government and 5 private schools were considered for the study. Out of these 100 teachers, 50 were taken from private schools and 50 from the Government schools. The investigator used cluster sampling technique for selecting the sample from Chandigarh, Urban area.

Delimitation

The present study was delimited to Urban School of Chandigarh. Teachers who are teaching to elementary class i.e. till class VII were included.

Variables in the Study

Attitude towards inclusive education and professional commitment (Learner, Society,

Dr. Sneha Bansal Attitude of Teachers towards Inclusive Education in Relation to their Professional Commitment Profession, Achieve Excellence, Basic Human Values) were selected as variables in the study.

Tool Used

Teacher Attitude Scale toward Inclusive Education by Sood , Vishal and Anand, Arti (2011) was used to measure the attitude of school teachers towards inclusive education. The scale has four broad areas for attitude (both favourable and unfavourable) which are based on different vital aspects of inclusive education, including Psychological/Behavioural aspects of inclusive education (5 favourable and 5 unfavourable), Social and Parents- Related Aspects of Inclusive Education, (9 favourable and 3 unfavourable) Curricular and Co-curricular aspects (8 favourable and 5 unfavourable) and Administrative aspects of Inclusive Education (7 favourable and 5 unfavourable). Respondents indicated the extent to which they agree/disagree/Undecided with each statement about themselves using 3 point scale. The sum of scores on all statements of the scale is considered as respondent’s total attitude score. The higher total score on the scale reflects favourable attitude and vice-versa. The product moment correlation ‘r’ for the complete scale was 0.82 and correlation coefficients between total score on the scale and score on each of the four areas of the scale representing internal consistency were 0.68 for psychological, 0.74 for social and parental, 0.67 for curricular and co-curricular and 0.81 for administrative aspect.

Professional commitment for teachers was measured by Kaur, Ravinder; Ranu, S., Brar, S (2011) scale which consists of 45 items. It consists of 5 dimensions, measuring learner, society, profession, excellence and Basic Human value commitment, each containing 9 statements with positive and negative items. Responses to these items were on 5- point scales, ranging from 5 (strongly agree) to 1 (strongly disagree) for positive items and ranging from 1 (strongly Agree) to 5 (strongly disagree) for negative statements. The co-efficient of correlation of the scale was found to be .76 (significant at .01 level)

Results

Table 1: Mean, SDs and t-values of attitude of teachers towards inclusive education in terms of type of school, educational qualifications and years of experience

S. No.	Characteristics	Mean	SD	t-value
1.	<i>Type of School</i>			
	Government (n=50)	100.25	9.822	4.688*
	Private (n=50)	109.06	9.027	
2.	<i>Educational Qualifications</i>			
	Graduate (n= 39)	106.28	9.442	1.285
	Post-Graduate (n=61)	103.56	10.871	
3.	<i>Years of Experience</i>			
	0-10 years(n=65)	106.74	9.492	2.936*
	Above 10 years(n=35)	100.60	10.920	

*= Significant at .01 level

The results given in table 1 reveal that the value of t is significant at .01 level for attitude of government and private school teachers (type of school) towards inclusive education as well as Professional experience of teachers i.e. from 0-10 years and 11-20 years. However, no significant difference was found between the graduate and post graduate teachers (on the basis of educational qualifications).

The table further shows that the private school teachers' fall in the above average favourable level of attitude towards inclusive education than the government school teachers who show moderate level of attitude towards inclusive education. With regard to educational qualifications, it has been found that the graduate teachers fall in the above average favourable attitude level as compared to the post graduate teachers who fall in moderate attitude level. In terms of years of experience, teachers in the 0-10 years of professional experience fall in the above average favourable level of attitude as compared to the teachers who are in above 10 years of experience range. Hence, the hypothesis 1 is partially accepted.

Table 2: Mean, SDs and t-values of Professional Commitment for teachers of Government (n=50) and Private Schools (n=50)

Professional Commitment	Mean		SDs		T-value
	Group 1 (n=50)	Group 2 (n=50)	Group 1 (n=50)	Group 2 (n=50)	
Commitment to the Learner	32.27	34.82	9.822	9.027	1.345
Commitment to the Society	29.31	31.44	12.139	5.685	2.356*
Commitment to the Profession	31.51	34.34	4.921	4.102	2.117*
Commitment to Achieve Excellence	29.02	31.96	8.208	4.736	2.931**
Commitment to Basic Human Values	31.59	33.26	5.202	4.870	1.826
Professional Commitment Total	153.71	165.82	3.796	5.298	2.521*

Group 1= Government school

Group 2= Private school

*= Significant at .05 level

**= Significant at .01 level

Table 2 reveals the value of t for various dimensions of professional commitment and total professional commitment of government and private school teachers. It has been found that the t value for commitment to achieve excellence was significant at .01 level for society, profession, and total professional commitment were significant at .05 level. However, there exists no significant difference in the professional commitment to learner and basic human values among government and private school teachers. In addition, it has been found that the level of total professional commitment of private teachers fall in the average level whereas that of government teachers fall in range of below average level. Hence, the hypothesis 2 is partially accepted.

Table 3: Mean, SDs and t-values of Professional Commitment for Graduate and Post Graduate Teachers

Professional Commitment	Mean		SDs		T-value	Significance level
	Group 1 (n=39)	Group 2 (n=61)	Group 1	Group 2		
Commitment to the Learner	35.54	32.27	10.630	8.652	1.688	N.S.
Commitment to the Society	34.33	32.02	6.149	7.135	1.674	N.S.
Commitment to the Profession	31.08	29.92	5.183	4.240	1.225	N.S.
Commitment to Achieve Excellence	31.33	29.94	5.343	5.124	1.313	N.S.
Commitment to Basic Human Values	33.38	31.81	4.030	4.942	1.674	N.S.
Professional Commitment Total	165.67	155.95	24.890	24.158	1.945	N.S.

Group1= Graduates

Group2= Post Graduates

Table 3 shows the mean scores and t-value of professional Commitment for Graduate and Post Graduate Teachers. It is apparent from the results that there exist no significant difference in the total professional commitment and its various dimensions among the graduate and post graduate teachers. However the level of professional commitment of graduate teachers fall in the range of average level and that of post graduate in below average level. The findings are not in line with the study investigated by Shoiab, H., Khalid, I., & Mahmood, T. (2015) which showed that more qualified teachers were more committed towards the teaching profession. Hence the hypothesis 3 is accepted.

Table 4: Mean, SDs and t-values of Professional Commitment for level of experience ranging from 0-10 years and above 10 years

Professional Commitment	Mean		SDs		T-value	Significance level
	Group 1 (n=66)	Group 2 (n=35)	Group 1	Group 2		
Commitment to the Learner	33.86	32.91	10.000	8.736	.474	N.S.
Commitment to the Society	33.18	32.40	6.428	7.613	.545	N.S.
Commitment to the Profession	30.35	30.40	4.985	3.965	-.053	N.S.
Commitment to Achieve Excellence	30.56	30.31	5.558	4.613	.224	N.S.
Commitment to Basic Human Values	32.74	31.80	5.009	3.894	.968	N.S.
Professional Commitment Total	160.70	157.83	25.059	24.493	.552	N.S.

Group 1= 0-10 years of experience

Group 2= above 10

Table 5: Correlation coefficients between Attitude towards Inclusive Education and Professional Commitment of Teachers

	Attitude towards Inclusive Education	Commitment to the Learner	Commitment to the Society	Commitment to the Profession	Commitment to Achieve Excellence	Commitment to Basic Human Values	Total Commitment
Attitude towards Inclusive Education	-	.233*	.271**	.300**	.430**	.135	.337**
Commitment to the Learner	.233*	-	.754**	.496**	.515**	.243*	.840**
Commitment to the Society	.271**	.754**	-	.538**	.625**	.449**	.883**
Commitment to the Profession	.300**	.496**	.538**	-	.744**	.486**	.775**
Commitment to Achieve Excellence	.430**	.515**	.625**	.744**	-	.535**	.822**
Commitment to Basic Human Values	.135	.243*	.449**	.486**	.535**	-	.609**
Total Commitment	.337**	.840**	.883**	.775**	.822**	.609**	-

*= Correlation is significant at the 0.05 level.

**= Correlation is significant at the 0.01 level.

It is clear from the results presented in Table 5 that the overall relationship between the two variables was direct and significant as $r = .007$ which was statistically significant beyond the .01 level. The correlation value of total attitude towards inclusive education with dimension-wise analysis of professional commitment for teachers also indicates more or less similar trends, though the correlation value of commitment to basic human values with total attitude towards inclusive education is not significant. Hence, hypothesis 5 is partially accepted.

Conclusion

1. Attitude of teachers towards inclusive education do not differ significantly with regard to their educational qualifications (i.e. graduates and post graduate teachers). However, there exist significant difference in the attitude of teachers towards inclusive education with respect to the type of school and years of teaching experience. Teachers working in private schools showed favorable attitude towards inclusive education than the government school teachers. Teachers with teaching experience between 0-10 showed positive attitude for inclusive education than the teachers having experience more than 10 years.
2. Professional commitment to achieve excellence, commitment to society and profession are more in private school teachers as compared to government school teacher. No difference has been found between the government and private school teachers with regard to commitment to learner and basic human values.
3. No significant difference exists in the total professional commitment and its various dimensions among the graduate and post graduate teachers. However the level of

- professional commitment of graduate teachers fall in the range of average level and that of post graduate in below average level.
4. There exist no significant difference in the total professional commitment and its dimensions among the teachers having different years of experience; teachers with 0-10 years and above 10 years of professional experience. However the level of professional commitment of teachers with below 10 years of experience fall in the range of average level and that of above 10 years of experience in below average level.
 5. The overall relationships between the Attitude towards Inclusive Education and Professional Commitment of Teachers are direct and positive. Higher the professional commitment of teacher, higher is the attitude towards inclusive education and vice-versa.

Suggestions

Inclusive education is more in tune with the social model of disability which sees the system as the problem. The teachers and the education system as a whole are enabled to change in order to meet the individual needs of all learners. Teacher development has to be the heart of initiatives for developing inclusive practices in schools. There is need for strengthening knowledge, competence, skills and attitudes of teachers for creating inclusive ethos and learning environment in schools. Professional commitment is recognized as a natural ingredient of teaching profession. It is closely connected to teacher's work performance, absenteeism, burnout and turnover as well as having an important influence on students' achievement in, and attitude towards school. Gandhiji said, "Education of the heart could only be done through the living touch of the teacher". Inclusive Education becomes effective only with the loving touch of those teachers having capability, commitment and aptitude for teaching. Clear guidelines should be provided by the school authorities to the teachers regarding inclusive education policies. Issues such as large class size, infrastructure facilities, aids and appliances, adaptation of curriculum as per the needs of special children are important for successful inclusive practices. Existing pre-service and In-service-teacher programmes need to be effectively implemented to develop positive attitude towards inclusive education. In addition, initially, one to one training should be given to the teachers to deal the needs of such children. Right training and Collaborative support are the important component which helps to develop positive attitude among the teachers towards inclusive education

References

- Arjunan, M & M. Balamurugan (2013). Professional commitment of teachers working in tribal area schools. International Journal of Current Research and Development, Vol.2 (1): 65-74. Retrieved from <http://www.journalcrd.com> Research Article
- Bhatnagar and Das (2013). Attitudes of Secondary School Teachers towards Inclusive Education In New Delhi, India, Journal of Research in Special Educational Needs, 14 (4). 10.1111/1471-3802.12016 Retrieved from https://www.researchgate.net/publication/235362271_Attitudes_of_Secondary_School_Teachers_towards_Inclusive_Education_in_New_Delhi_India [accessed Feb 5, 2016]
- Ferris, E. M. (1996). The attitude of general and special secondary teachers towards inclusion practices and strategies. Ed. D. Rutgers. The State University of New Jersey-New Brunswick.
- Julka, A. (2004). Strengthening Teacher Education Curriculum from the perspective of Childre with SEN. Unpublished Report: NCERT.

- Kumar, A. (2013). A study of professional commitment in relation to thinking style, job values and teacher's effectiveness of teachers working in teacher training institutions of Haryana. Retrieved from <http://hdl.handle.net/10603/7923>
- NCERT (2006). Position Paper National Focus Group on Educational of Children with Special Needs. New Delhi: NCERT. Retrieved from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/special_ed_final1.pdf
- Patricia, B. (1997). The attitudes of primary school teachers towards inclusive education. Retrieved from <https://ujdigispace.uj.ac.za/handle/10210/5824>
- Shoiab, H., Khalid, I., & Mahmood, T. (2015) . Teachers' working commitment level and their professional and academic competences: A Pakistani perspective. AYER International journal of Human Field Studies, Vol 2. retrieved from <http://ayeronline.com/index.php/test/article/view/219>
- UNESCO (1994). *The Salamanca Statement and Framework for Action on Special Needs Education*. Paris: UNESCO.
- UNICEF (2003). *Examples of Inclusive Education India*. United Nations Children's Fund Regional office for South Asia <http://www.unicef.org/rosa/InclusiveInd.pdf>
- UNICEF (2011). *The Right of Children with Disabilities to Education: A Rights-Based Approach to Inclusive Education*. Geneva: UNICEF Regional Office for Central and Eastern Europe and the Commonwealth of Independent States (CEECIS). Retrieved from www.unicef.org/ceecis
- UNICEF (2013). Inclusive education for children with disabilities can transform lives. Retrieved from http://www.unicef.org/media/media_67727.html