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Inclusive Education Can Bring Change: The Impact of Factors Influencing Teachers' Attitudes towards Inclusive Education in Private and Public Secondary Schools of Karachi

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Abstract

Teachers must have a positive outlook and be dedicated to the tasks they undertake if they are to succeed in inclusive education. It is vital to ensure that all students have an inclusive future in the classroom. Teachers play an iconic role in implementing inclusive education. The successful execution of inclusive education is primarily attributable to teachers' attitudes toward inclusion policies. This study aims to investigate the impact of Teacher Efficacy for Inclusive Practices (TEIP) on Teachers' Attitudes towards Inclusive Education Scale (TAIS). This study employed two different TEIP Scale and TAIS Scale for examining their relationships. This cross-sectional comparative study also seeks to determine the impact of factors influencing teachers' views toward inclusive education. The data analysis was conducted using SPSS 25. The participants included (n=215) secondary school teachers from the private and public schools in Karachi. ANOVA, regression, and one sample t-test were used comparing the factors influencing teachers' views towards inclusion and explore the effect of TEIP on TAIS in public and private secondary schools. The findings show that the secondary school teachers of the private institutions had a significantly more favourable attitude towards inclusive education than secondary school teachers in public institutions. TEIP and TAIS were correlated using the Pearson Correlation test (TEIP). It demonstrates that teachers' attitude toward inclusive education is positively linked with Teachers' Efficacy to Use Inclusive Instructions (EUII), Efficacy in Cooperation (EC), and Efficacy in Dealing with Disruptive Behaviors (EDDB). This study reveals that there is a significantly positive impact of EUII, EC, and EDDB on TAIS.

Keywords: Inclusive Education, Teachers' Attitudes, Teachers' Efficacy, Secondary Schools, Students with Special Educational Needs (SEN).

Introduction

Globally, educational policies give focal attention to inclusive education and one of the most important educational reforms across the globe has been the push to teach all pupils, including the students with special educational needs (SENs), in the mainstream education system. Instead of concentrating solely on individual student, inclusive practices emphasize and develop flexibility in the system, the curriculum and the procedures to ensure that everyone's learning needs are addressed (Basit, et al. 2022). Numerous studies prove that even the SENs have improved in social and academic areas when they were in an inclusive setting with teachers having a positive attitude towards them (Fayaz, 2019). As a result, internationally, the number of SENs is increasing day by day in regular classrooms due to governments' commitment to inclusive education (Savolainen, Malinen & Schwab, 2022).

Since the aim of inclusive education is to eliminate the obstacles that stop people from participating in the educational process it has been extensively studied how teachers feel about inclusive education, which is frequently linked to the effectiveness of the educational programmes (Desombre, Delaval & Jury, 2021). However, there is a lot of room for a large number of research studies to be done on the relationship between teachers' attitudes and efficacy and behavior toward inclusive education (Emmers, et. al., 2019). Although everyone has the fundamental right to

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education, without exception (Mezquita-Hoyos et al., 2018), locally, due to family caregiving obligations or being assigned to special schools, students with SEN have historically been denied the fundamental right to an education in ordinary public institutions. This has caused issues for the local education system.

The Inclusive Education Policy for Children with Disabilities is one of the new policies and initiatives Pakistan has put in place to support the education of children with disabilities (MFEPT, 2021). The National Commission for Human Development (NCHD) has also been working to promote inclusive education in the country with the support of organizations such as UNICEF (NCHD, 2021). The education system is facing a significant challenge with inclusive education. If it is successful, it will offer a fresh organizational interaction and a fundamental paradigm. It might become a major educational challenge, but changing the educational system would require significant reforms (Varcoe & Boyle, 2014). Despite progress, there are still many challenges to overcome the barriers in achieving the goals set for implementing inclusive education in Pakistan. Lack of awareness about inclusive education is a significant challenge among the general public, educators, and policy-makers (UNICEF, 2021). Additionally, the lack of infrastructure and resources for children with disabilities, including assistive technologies and specialized teachers, is also a significant challenge (UNICEF, 2021).

A variety of factors, including teachers' perceptions of the resources and support offered, their own level of proficiency in fostering an inclusive learning environment in the classroom, and the behaviour of students with SENs, affect teachers' attitudes towards the idea and practice of inclusive education (Monsen et al., 2014). Several other factors cause teachers to have a particular perception towards inclusive education, gender, and age being the two primary demographic variables. Women tend to express more upbeat opinions than men (Vaz et al., 2015). The successful implementation of inclusion is primarily attributable to the attitudes and concerns of instructors towards inclusion policy (Ehsaan, Khan, & Gulzar, 2018).

According to Monsen et al. (2014) many research studies have shown that teachers who have low positive attitudes toward inclusion, provide a less conducive environment for inclusive learning which leads to a variety of problems. There is a growing and diverse community of students with SEN in mainstream educational settings, teachers need more training on the approaches that have been shown to be successful when working with this population. (Aldosari, 2022). According to the findings of a study done on teachers, those who have taken inclusive education training tend to have a more positive view and are more emotionally invested in students with special needs (Majoko, 2017). Teachers face a variety of challenges while dealing with SEN. They need to make sure the students are secure and comfortable in addition to giving them a quality education. While teaching students with impairments, teachers must overcome obstacles that are far more challenging, and their attitudes and concerns are even more crucial. Most frequently because they are unprepared and frightened about working with them in regular classrooms, many mainstream educators exhibit hostility, impatience, and a negative attitude toward kids with disabilities (Shaukat, 2022).

Research Problem

Teachers who want to succeed in inclusive education need to possess the essential knowledge and abilities as well as a positive outlook and a commitment to the activities they undertake. This is critical to ensure that all students have an inclusive future in the classroom. The attitudes and concerns instructors have with inclusion policies play a significant role on how successfully inclusive education is implemented. There has been a detailed evaluation of the available research on inclusive education. According to experts, there has been a lot of research done on teachers' attitudes toward inclusive education. In several research studies, teachers' attitudes are crucial for the effective implementation of inclusion. "The quality of inclusive education depends on teachers' attitudes towards it, and those attitudes are shaped by their understanding of disabilities and their prior experience in inclusive education" (Mieghem et al., 2018). This study is important as it shows the underlying factors that can affect the implementation of the policies and plans for the success of inclusive education. This can provide a scientific evidence to support the effect of TEIP on TAIS in the private and secondary schools of Karachi.

The objectives of the study

The purpose of the study is to explore the effects of factors affecting teachers' perceptions and attitudes regarding inclusive education through achieving the following objectives:

- Investigate the overall effects of affecting TAIS.
- Explore the impact of EUII on TAIS.

- Determine how EC affects TAIS.
- To look into the influence of EDDB on TAIS.

Research question of the study

The study aims to answer the following are the research questions;

Q1. What is the overall impact of TEIP on TAIS factor influencing teachers' attitudes towards inclusive education?
Q2. Is there any significant impact of EUII on TAIS?
Q3. How significantly does EC impact TAIS?
Q4. How significantly does EDDB affect TAIS?

Literature Review

In Pakistan, disabled individuals are identified with ("a) deafness and speech impairment, (b) blindness, (c) autism, (d) mental health issues, (e) physical disability, and (f) learning disabilities". Based on a specific rehabilitation strategy, they require targeted remedial services. According to national laws and rules, a disability is "a long-term physical or mental condition that limits a person's movements, senses or activities and shall include physical, mental, intellectual and developmental disorders or sensory impairments" (Pakistan, ICT Rights of Persons with Disability Act, 2020). Children with disabilities (PWDs) may suffer from cognitive, developmental, mental, physical, or sensory impairments, among other ailments. According to UNDP estimates, 6.2% of Pakistanis are disabled in some way. Other assessments place this percentage significantly higher. For instance, The HRW has noted how estimates of Pakistan's PWD population range greatly, from 3.3 million to 27 million (Ali, 2022). Nonetheless, the bulk of these people continues to belong to Pakistan's neglected, voiceless, and unidentified society due to social stigmas that cause disability to be severely under-reported. For the purpose of developing and putting into practice policies that would give affect the "UN Convention on the Rights of Persons with Disabilities", governments are required to gather pertinent information, including statistical and research data (UNCRPD). The SDGs also stress the importance of providing comprehensive, current, and trustworthy data that is divided into categories based on unfavourable statuses, such as handicap, and other criteria (Malik et al. 2022).

The attitudes of the teachers are a significant factor in inclusive education. Teachers are encouraged to take responsibility and have optimistic ideas about educating pupils with SEN. There are various advantages to studying teacher attitudes toward inclusive education (Nishan & Matzin, 2020). There are two key advantages to researching teachers' attitudes and perceptions of kids with special needs in regular education settings. First off, these studies can offer knowledge that can help preservice teachers be better prepared. Second, based on the findings of the study, school managers can decide how to create professional development programmes for general education instructors so that they are assured and well-equipped (Monje, 2017). The attitudes of the teachers matter a lot in inclusive education. A positive approach can help make teaching students with special needs easier, even though it might be difficult at times. Despite the fact that there have been many studies on teacher attitudes, the findings of various studies have varying results (Nketsia, 2016). The implementation of inclusive education depends heavily on teachers. Research from the past has shown that in order for teachers to effectively implement inclusive practises, they must have a favourable attitude towards inclusion (Avramidis et al. 2019).

Research studies review

Regardless of a student's talents, limitations, or background, inclusive education attempts to give them everyone a high-quality education. The success of this approach can be greatly influenced by teachers' perspectives on inclusive education. Sánchez-Meca, López-Sánchez, & Marín-Martínez (2016) found that Teachers' attitudes about inclusion were more optimistic among those who had received prior training in inclusion than for those who had not, and for those who had greater experience working with students with impairments. More inclusive classroom methods were more likely to be used by teachers who had more optimistic attitudes towards inclusion. On the other side, teachers who felt negatively about inclusion were more likely to use conventional, segregated teaching methods (Lloyd, Petrie, & Kift, 2016).

The attitudes of teachers toward inclusion can be influenced by the level of support they receive from school administrators and other school staff (Ainscow, Booth, & Dyson, 2014). Teachers who felt that they had adequate support from their colleagues and superiors were more likely to have positive attitudes toward inclusion. Teachers who believe that students with disabilities are capable of achieving success in an inclusive setting are more likely to have positive attitudes toward inclusion. Positive attitudes towards inclusion among teachers were associated with better levels of job

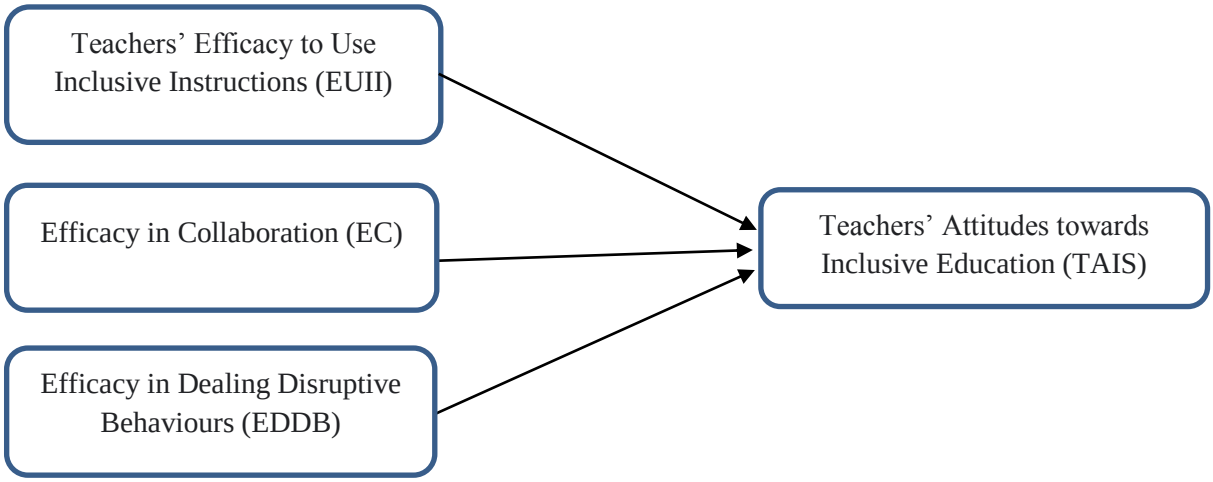
satisfaction and lower rates of leaving the profession. This emphasizes how crucial it is to encourage teachers' pro-inclusion attitudes to increase teacher retention rates and guarantee that kids with disabilities have access to trained and devoted teachers (Karns, 2018).

Giangreco, Cloninger, and Iverson (2017) claimed that teachers who had optimistic attitudes toward inclusion also had more positive perceptions of the academic abilities of students with disabilities, compared to those who had negative attitudes. Research has also shown that the attitudes of teachers toward inclusion can be influenced by their beliefs about the capabilities of students with disabilities (Henderson & Mapp, 2002). Teachers who believe that students with disabilities are capable of achieving success in inclusive settings are more likely to have positive attitudes toward inclusion. There are factors such as teachers' views about the "inclusion of students with disabilities", their self-efficacy, and their level of backing from school administrators and colleagues are all associated with their attitudes toward inclusion (Katsiyanni, Kokko, & Antoniou, 2016).

Virani and Ali (2022) conducted a study to identify the obstacles encountered by teachers about inclusive education. The findings of the study show that a full grasp of inclusive education and a variety of learning requirements, capable school administration, and enhanced parent-teacher partnerships are necessary for an inclusive education system to be successful. Ehsaan, Khan and Gulzar (2018) highlight that type of teacher has a substantial effect on their concerns and attitudes towards inclusive education.

Theoretical framework

The conceptual framework for the study is based on the findings of the above discussed studies which show the impact of different factors on TAIS. The following framework investigates the impact of TEIP on TAIS.



Independent variables *Dependent variable*

The factors affecting the attitudes of teachers; EUII, EC, and EDDB were used as the independent variable to establish a relationship with TAIS which was the dependent variable (Sharma, 2012). The theoretical framework was developed to study the influence of TEIP influencing TAIS.

Research Hypothesis

The research hypotheses derived from the aim of the present research study were as follows:

H1. *There is a statistically significant difference between the overall mean score of teachers on TAIS.*

H2. *There is a statistically significant impact of EUII and on TAIS.*

H3. *There is a statistically significant impact of EC on TAIS.*

H4. *There is a statistically significant impact of EDDB on TAIS.*

Research Methodology

It is a cross-sectional study following a quantitative paradigm. The researchers obtained permission from the schools' heads for the data collection from their respective schools. The teachers were sent the link of the digital questionnaire via emails and WhatsApp which was very convenient for teachers to respond according to their feasibility and pace. Consent was taken from teachers who participated in the study.

Sample

This study employed convenience sampling as it was more feasible than other sampling techniques. Teachers from private and public of secondary level made up the study's participants. Teachers from

just matriculation system schools were included in the sample. The sample size was reduced to (n=215) teachers from the private secondary schools after data cleaning 05 outliers were removed from 220 raw data set.

Instruments

There were two different tools were used for the data collection. The first one was; the "Teachers' Attitudes towards Inclusive Education Scale (TAIS)" which is a tool developed to assess teachers' attitudes toward inclusive education (McLeskey, Wiliam, & Holland, 1998). It has since been used in various studies to measure teachers' perceptions of inclusive education. For this study, its short version of 10 items was used which assesses teachers' attitudes towards various aspects of inclusive education, including their beliefs about the benefits of inclusion, the responsibilities of teachers in inclusive classrooms, and their perceptions of the challenges associated with inclusive education. Responses are still rated on a 5-point Likert scale. It is being used in numerous studies and is considered a reliable and valid tool for doing research in exploring teachers' attitudes toward inclusive education (Anderson et. al., 2017).

The other instrument was; the "Teacher Efficacy for Inclusive Practices (TEIP) Scale" which is a research-based tool that assesses "teachers' beliefs" and "self-efficacy" regarding carrying out inclusive educational practices. According to a study by (Brown & Fink, 2013), the TEIP Scale comprises of 20 items on a 6-point Likert scale, and it assesses teachers' confidence in areas such as collaboration with families and colleagues, assessment of diverse students, creating inclusive classroom environments. The scale assesses teachers' beliefs and confidence in several key dimensions or variables, including; EUII, EC, and EDDB. It is widely used due to its reliability and validity (Bohlin, et. al. 2016).

Reliability of Instrument

The researcher employed Cronbach's Alpha to evaluate the internal consistency of the items of "Teachers' Attitudes towards Inclusive Education Scale TAIS" (Cohen, Manion & Morrison, 2018). TAIS Scale has 10 items and TEIP Scale with 20 item divided into three subscales (*EUII, EC, and EDDB*). The Table 1 displays the reliability of the scales.

Table 1. The 5-point (TAIS) & 6-point (TEIP) dimensional Likert rating scales of the study

S #	Scale/Subscale	No. of items	Value of Cronbach's Alpha
Instrument 1 – "*Teachers' Attitudes towards Inclusive Education Scale (TAIS)"*			
1	TAIS	10	7.60
Instrument 2 – "*Teacher Efficacy for Inclusive Practices (TEIP) Scale"*			
1	EUII	8	0.690
2	EC	7	0.918
3	EDDB	2	0.738

Data analysis and results

The data analysis was done through a systemic procedure. The researcher analyzed the collected data through SPSS Version 25. The IDs were allotted to the participants to keep their identities anonymous. For TASIE Scale, "the responses were also assigned codes as '1' = Strongly disagree, '2' = Disagree '3' = Neutral '4' = Agree, and '5' = Strongly agree" (Saloviita, 2020). However, the responses for TEIP Scale were "represented as '1' = Strongly disagree, '2' = Disagree '3' = Disagree somewhat, '4' = Agree somewhat, '5' = Agree, and '6' = Strongly agree" (Bohlin, et. al. 2016). During data cleaning, there was no missing value or out-of-range value found. Through univariate 5 outliers were identified which were removed from the data set.

Demographics

The demographics of the study were school, designation, teaching experience, gender, highest academic qualification, and the highest professional qualification.

Table 2: Respondents' Demographic Information (n=215)

Variables	Level	N	%
School	Private	112	52.1
	Public	103	47.9
Gender	Female	149	69.3
	Male	66	30.7
Designation	Class Teacher	59	27.4
	Subject Teacher	156	72.6
Teaching Experience	1 to 5 years	52	24.2
	11 to 15 years	22	10.2
	16 to 20 years	22	10.2

	21 to 25 years	12	5.6
	26 to 30 years	61	28.4
	31 years and above	8	3.7
	6 to 10 years	38	17.7
Highest Academic Qualification	Undergraduate	17	7.9
	Graduate	37	17.2
	Post-graduation	161	74.9
Highest Professional Qualification	B.Ed.	27	12.6
	M.Ed.	106	49.3
	M.Phil.	42	19.5
	Ph.D.	8	3.7
	PTC or CTC	32	14.9

Table 2, the participants of the study were 215 teachers from private and public secondary schools, who were categorized sector-wise (private & public). There were 112 (52.1%) teachers from private secondary schools and 103 (47.9%) teachers from public secondary schools. The number of male participants was 66 (30.7) and female participants were 149 (69.3). There were 59 (27.4%) class teachers and 1156 (72.6%) subject teachers. The teachers' responses related to their highest academic qualifications were as undergraduate 17 (7.9%), graduate 37 (17.2%), and post-graduate 161 (74.9%). The teachers reported their highest professional qualifications as PTC/CTC 32 (14.9%), B.Ed. 27 (12.6), M.Ed. 106 (49.3), M.Phil. 42 (19.5%), and Ph.D. 8 (3.7%). "The experience of the teachers was also divided into six categories. There were 52 (24.2%) teachers who had teaching experience of 5 years or less, 38 (17.7%) the teachers had teaching experience between 6 to 10 years, 22 (10.2%) teachers who had teaching experience between 11 to 15 years, 22 (10.2%) teachers who had teaching experience between 16 to 20 years, 12 (5.6%) teachers who had teaching experience between 21 to 25 years, and 61 (28.4%) teachers who had teaching experience between 26 to 30 years, and the rest were 8 (3.7%) teachers who had teaching experience of 31 years and more".

Validity of Instrument

The tools used for the study TEIP with 20 items and a 6-point Likert Scale was tested through Pearson correlation to determine the validity of the subscales of the TEIP (EUII, EC, & EDDB).

Table 3. Correlations among the Variables

TEIP Subscales	*1*	*2*	*3*
EUII	-		
EC	.414** 0.000	-	
EDDB	.491** 0.000	.140* 0.049	-

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows that all the subscales of the TEIP (EUII, EC, & EDDB) are significantly associated with TAIS in private and secondary schools.

Results and Discussion

H1. *There is a statistically significant difference between the overall mean score of teachers on TAIS.*

The researchers employed an independent sample t-test to find out the difference between teachers' mean attitude towards TAIS in private and public secondary schools.

Table 4. Comparison between Teachers' Attitudes towards Inclusive Education of Private and Public Secondary Schools

Variables	**School**	**M**	**SD**	**MD**	**t-value**	**df**	**Sig.**
TEIPS	Private	3.71	0.38	-0.17	-1.37	213.00	0.01
	Public	3.89	0.38	-0.19	-1.37	211.77	

Table 4 reveals the results of an independent sample t-test to compare the mean scores of teachers on TAIS in private and public secondary schools in Karachi. Analysis of data unveils a significant difference between the teachers' responses on TAIS. The findings TAIS of private secondary school teachers (M= 3.71, SD =0.38; t (-1.37) and public secondary school teachers (M=3.89, SD = 0.38; t (-1.37), $p= 0.01 < \alpha= .05$), the findings are slightly significant and show those private secondary school teachers possessed more positive attitude towards inclusive education comparatively. It supports our hypothesis of predicting that the private school teachers are more optimistic about inclusive educational practices. However, the teachers of public schools were less positive towards inclusive education in their educational settings.

H2. *There is a statistically significant impact of EUII and on TAIS.*

Table 5. Coefficients, R^2 value and ANOVA table for EUII and TAIS

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.840	.191	.329	14.906	.000
	EUII	.198	.039		5.089	.000

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.329[a]	.108	.104	.37475	.108	25.902	1	213	.000

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.637	1	3.637	25.902	.000[b]
	Residual	29.912	213	.140		
	Total	33.550	214			

a. Predictors: (Constant), Teachers' Efficacy to Use Inclusive Instructions (EUII)
b. Dependent Variable: Teachers' Attitudes towards Inclusive Education Scale (TAIS)
c. Model is significant at the 0.05 level

Table 5, shows that there is a statistically positive significant impact of EUII on TAIS with R= 0.329 and R2 = 0.108. It shows that the predictor variable EUII explains 10.8% of the variance in the dependent variable. The coefficient for the predictor variable EUII is (b=0.198) indicating that EUII would increase by 0.198 TAIS. The Y-intercept is computed as (a=2.840) which also indicates that EUII would positively affect TAIS in secondary school settings. Furthermore, the model has a t value of (=14.906)> the critical t value of (=1.645), beside the model is significant with p<.05. Thus, the linear Regression Equation would be: TAIS = 2.840+ (0.198 × EUII). The ability of a teacher to teach children with varied needs and to create the necessary changes in student performance is known as teacher efficacy in inclusive education (Minghui et al., 2018). The skill of teachers to sustain the standard of student engagement and the learning process, to support their pupils in realizing their full potential, is said to be a key factor in their view of their efficacy (Permata, Ramadhani, & Putri, 2022). Several studies claim that teachers' efficacy in collaboration is associated with their attitudes toward inclusive education (Alquraini, 2012; Yada, Tolvanen, & Savolainen, 2018). Most researchers analysing TAIS and EUII beliefs have found connections between these two constructs (Miesera et al. 2019).

H3. *There is a statistically significant impact of EC on TAIS.*

Table 6: Coefficients, R2 value and ANOVA table for EC and TAIS

Coefficients[a]

Model				Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.380	.092		25.876	.000
	EC	.313	.020	.734	15.761	.000

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.734[a]	.538	.536	.26965	.538	248.401	1	213	.000

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	18.062	1	18.062	248.401	.000[b]
	Residual	15.488	213	.073		
	Total	33.550	214			

a. Predictors: (Constant), Teachers' Efficacy in Collaboration (EC)
b. Dependent Variable: Teachers' Attitudes towards Inclusive Education Scale (TAIS)
c. Model is significant at the 0.05 level

Table 6 reveals the statistically significant impact of EC on TAIS with R=0.734 and R2 = 0.538. It shows that the predictor variable EUII explains 5.38% of the variance in the dependent variable. The coefficient for the predictor variable EUII is (b=0.313) indicating that EUII would increase by 0.313 TAIS. The Y-intercept is computed as (a=2.380) which also indicates that EUII would positively affect TAIS in secondary school settings. Furthermore, the model has a t value of (=25.876)> the critical t value of (=1.645), beside the model is significant with p<.05. Thus, the linear Regression Equation would be: TAIS = 2.380+ (0.313 × EC). EC could be influenced by a variety of variables. According to studies, a teacher's willingness to work with other teachers affects their self-efficacy. Teachers with high levels of self-efficacy were more amenable to asking their colleagues for help (Permata, Ramadhani, & Putri, 2022).

H4. *There is a statistically significant impact of EDDB on TAIS.*

Table 7: Coefficients, R^2 value and ANOVA table for EDDB and TAIS

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.654	.230		11.520	.000
	EDDB	.233	.046	.325	5.010	.000

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.325[a]	.105	.101	.37537	.105	25.101	1	213	.000

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.537	1	3.537	25.101	.000[b]
	Residual	30.013	213	.141		
	Total	33.550	214			

a. Predictors: (Constant), Teachers' Efficacy in Dealing Disruptive Behaviours (EDDB)
b. Dependent Variable: Teachers' Attitudes towards Inclusive Education Scale (TAIS)
c. Model is significant at the 0.05 level

Table 7 indicates that there is a significant impact of EDDB on TAIS with R=0.325 and R2 = 0.105. It shows that the predictor variable EDDB explains 10.5% of the variance in the dependent variable. The coefficient for the predictor variable EDDB is (b=0.233) indicating that EDDB would increase by 0.233 TEIP. The Y-intercept is computed as (a=2.654) which also indicates that EUII would positively affect TEIP in the secondary school setting. Furthermore, the model has a value of t (=11.520)> the critical value of t (=1.645), beside the model is significant with p<.05. Thus, the linear Regression Equation would be: TEIP = 2.840+ (0.233 × EDDB). Surprisingly, there was little variation in the efficacy across the three subscales (EUII, EC, & EDDB). This result contrasts with several research findings that teachers had the lowest levels of "self-efficacy in managing students' behavior" (Yada et al., 2017). The behaviour problems of their students are generally thought to challenge the "self-efficacy of teachers. For instance, Schwab (2019) discovered that students' hyperactivity and inattention affect teachers' confidence in their abilities.

In recent research, researchers believe that the gender and grade level of teachers might modify the relationship between self-efficacy and views toward inclusive education. Klassen and Chiu (2010) revealed that teachers who worked in preschools and primary schools exhibited better levels of self-efficacy in terms of managing the classroom and fostering student involvement. According to Tschannen-Moran and Woolfolk (2007), teaching the youngest students was associated with a better sense of self-efficacy among experienced teachers. There has been significant inconsistency in the research results regarding how grade level affects teachers' attitudes toward inclusive education. While some studies' findings suggest that teachers in upper secondary schools have noticeably more favourable attitudes toward integration than do teachers in lower secondary and primary schools (Leyser et al., 1994), other studies' findings suggest that teachers in grades K–5 have more favourable attitudes towards students with disabilities than do teachers in high schools (e.g., Leahy, 2014). Several studies have reported conflicting results regarding the gender of teachers. Some authors claimed there were gender differences in teachers' self-efficacy and attitudes, with male teachers having higher self-efficacy in classroom management and female teachers having more positive attitudes (Klassen & Chiu, 2010). (Alghazo & Gaad, 2004). On the other hand, evidence from several

sources indicates that gender has little to no influence on teachers' perceptions of their efficacy or their attitudes toward inclusive education (Desombre et al., 2019; Yada & Savolainen, 2017).

The teachers who had no prior experience working with students who had special needs were more in favour of inclusive education (Nishan & Matzin, 2020). The results are similar to the previous research that found a teacher's attitudes were not significantly changed by how long they had been teaching inclusively. Even though there has been much research on teachers' attitudes, each of them has produced a unique set of findings. (Sutton, 2013). The previous research on inclusive education was thoroughly reviewed. The attitudes of teachers regarding inclusive educational practices have been the subject of substantial research. The key findings show teachers' attitudes toward inclusive education are important for its implementation. These opinions are compelled by their knowledge of disabilities and their prior experiences with inclusive education (Mieghem et al. 2018).

It has been discovered that attitudes and effectiveness are vital for putting quality inclusive education into practice. The findings of this study suggest that teachers' opinions about their abilities and attitudes toward inclusive education are relatively constant characteristics. These findings are consistent with earlier studies (Hellmich, Löper, & Görel, 2019). The findings of this study suggest that instructors' opinions about their abilities and attitudes toward inclusive education are relatively constant characteristics. These results agree with those of past research. As changing attitudes may take some time, it is highly desirable to emphasize teachers' attitudes and effectiveness from the pre-service phase onward (Bosse et al., 2016). For many reasons, According to previous studies, teacher education programmes may not currently be doing this duty to their full potential. One very obvious obstacle is the fact that issues with inclusive education are typically connected to special education programmes or courses. Introducing student traits, or possibly how various disabilities are screened, may not always assist inexperienced teachers' abilities or attitudes for inclusive teaching. Nonetheless, there are effective instances of approaches in teacher education that expressly address inclusive teaching. However, the research on the advantages of strategies such as "single-unit approaches, content-infused approaches, and school placement/experience" which are frequently discussed as options for teacher education for inclusion, appears to be unclear (Symeonidou, 2017).

Limitations of the study

There were numerous constraints to this study. The study was quantitative so it could not unveil the whole picture as it does not provide qualitative details which could give in-depth information about the area. It was a survey, where data is mostly collected at one point only, so it could not reflect their complete attitudes as they could change over time. It employed a convenience sampling technique and only 215 secondary school teachers from both public and private institutions made up the sample unable it to make any generalization, therefore, the findings of the study cannot be applied to the entire population of secondary school teachers.

Conclusion

The success of inclusion is significantly linked to teachers' attitudes regarding inclusive education. According to research, teachers with formal qualifications in inclusive education and those with greater experience working with children who have impairments tend to have more favourable opinions toward inclusion. Teachers' views towards inclusive education may also be influenced by the amount of support they receive from school administrators and other staff members as well as by their perceptions of the abilities of students with disabilities. Comparatively speaking, secondary school teachers in private institutions are more supportive of inclusive education than those in public institutions. It demonstrates that private secondary schools prioritise inclusivity in their learning environments.

Recommendations

Policymakers need to develop policies that promote inclusive education. These policies must be comprehensive and cover all the relevant aspects of inclusive education. Curriculum developers have to design a curriculum that is fully inclusive and free from any type of discrimination (physical, racial, ethnic, social, economic, religious, etc.). It must provide equal learning opportunities and experiences to every learner including students with SEN. The school leadership must allocate a special budget for teachers' professional development so they are equipped with the latest educational technology, methods, and assessment techniques specifically for students with SEN. They need to invest in developing inclusive friendly infrastructure and facilities for catering needs of all types of learners. They should reward teachers with monetary and non-monetary awards to appreciate and encourage them for providing their services for this cause. Teachers should develop positive attitudes toward all types of learners, especially students with SEN. They should develop their skills and enhance their

knowledge related to modern teaching and assessment methods for inclusive education. They should not show any bias in classrooms so everyone is given equal respect and value. Government must launch campaigns, conduct awareness conferences & seminars, and create promotional material regarding inclusive education in society. The administration of Pakistan's public schools has to focus on the importance of inclusive education. For future, research, a longitudinal study could be conducted for getting clear teachers' attitudes regarding the inclusion of all types of students in mainstream classrooms. It will help in assessing the varying attitudes of teachers towards inclusive educational practices. Mixed method research can be conducted to look at 360^{o} degree view of the attitudes of teachers regarding inclusive educational practices in schools.

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