

A systematic literature evaluation on Definitions, Attitudes and Pedagogical Challenges

Md Mirajur Rhaman Shaoan ^a, Tebatso Namanyane ^b

^amirajsaon@gmail.com

^a*Faculty of Education, Southwest University Tiansheng Road,
Beibei, Chongqing, 400715, China*

^bnamanyanetn@hotmail.com ^b*Faculty of
Education, Southwest University*

Tiansheng Road, Beibei, Chongqing, 400715, China

Abstract

To find a shared understanding of what "inclusive education" means, this study looks at several different points of view from researchers in various fields. From the perspectives of students, teachers, and the general public, the attitudes section looks at the problems that teachers and students with disabilities face in today's educational systems (parents). There is also a clear plan for how to teach literature to students with different levels of background knowledge. Last but not least, a general review focused on the two main models used in this study (the social and medical models).

Keywords, *Inclusive Education, Attitudes, Pedagogical Challenges*

1. Introduction

In education, several terms can mean more than one thing. Some words have come to mean the same thing to everyone, while others have different meanings depending on factors like religion, geography, history, culture, ethnicity, and access to resources. The goal of this exposes to discuss a controversial idea about education that has caught the attention of academics worldwide. As suggested in the above subject, Inclusive Education: A Literature Review on Definitions, Attitudes, and Pedagogical Challenges, it will also have a deeper and more varied understanding of these basic ideas. Education is a complete way to prepare a new generation to participate

actively in civic life. This is because it considers the process of schooling for babies, young people, and older people of school age. Education includes everything that makes people more innovative, better at what they do, and more moral.

In a narrow sense, it is mostly schooling, which is defined as the action of educators affecting the mind and body of the learner in a planned, deliberate, and systematic way to shape them into the kind of people the educator sees them becoming based on the needs of a particular community or class. Aristotle said that education is the way to prepare a person for his life's purpose by letting him use all of his skills to the fullest. Professor Yunus and others like him define education as "any program that is chosen to affect and help children with the goal of building awareness, physical skills, and values that will help the child reach the highest goal." For the child's future happiness and the good of the world, it is important that what he does has good results for himself and the world. "Education is all about growing; it has no goal outside of itself," Dewey wrote simply in 1978. Since Aristotle's time, people have had different ideas about education. Still, most agree that it's meant to help people become self-reliant, independent people who can contribute to and benefit from the communities where they live. As a result of this philosophy, many educational reforms and policies have been suggested, such as a free primary school for everyone, education for all, education for sustainable development, and inclusive education. But, as was said at the beginning, this study will focus on just one idea: inclusive education (IE).

Even though there have been many attempts to define "inclusive education," there seems to be no one definition that everyone agrees. Shyman (2015) says that it is much more complex than one might think to fully grasp the idea of inquiry-based learning (IE) as an educational principle and practical application. It's one of the most time-consuming things you can do in college. Since IE is so broad, any attempt to define it must strike a balance between being too general to be valid and being too specific to be meaningful (Shyman, 2015). This problem is caused by different countries' laws, attitudes, inefficient resources, and cultural habits. NCERI (1995) defines "inclusion" as the provision of services to students with disabilities, including those with severe impairments, in the neighborhood school and age-appropriate general education classes. The necessary support services and supplementary aids (for the child and the teacher). However, both sides need to ensure that the child's academic success, behavioral success, and social success, and to prepare the child to participate as a full member of society" (NCERI, 1995:3).

This could be seen as a complete description of the school because it pays attention to things like uniformity and location when talking about educational facilities and looks at the school as a whole. This definition will be seen as an example of a complete inclusion paradigm, but it uses much softer language than other definitions of full inclusion. Idol (2006) says that inclusion is "when a trained professional teaches a student with extra academic and behavioral challenges in the general education curriculum." Simply put, "inclusion" means that all of a school's special education students are in regular, age-appropriate classes where they get all of their instruction (Idol, 2006:4). There have also been attempts to define inclusive education by matching the criteria and unique definitions of international organizations that support education on a global scale, such as the United Nations Educational, Scientific, and Cultural Organizations (UNESCO) and the United Nations International Children's Emergency Fund (UNICEF) (UNICEF).

Together with 92 states and 25 international organizations, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) turned its attention to the lived experiences and social needs of people with disabilities worldwide. The main goal of this pact was to make it easier for people with disabilities to participate in all parts of society and education worldwide. The agreement said that all governments would work to improve education for all children, no matter where they came from or what their circumstances were. Unless there are exceptional circumstances, they should make it a law or find another way to ensure that all kids are in regular classrooms. Raise awareness through demonstration projects and encourage international exchanges with countries that have inclusive schools. Push disabled people's groups, parents, and community groups to pay more attention to preschool techniques and vocational parts of inclusive education. Include inclusive education in preservice and in-service teacher programs (UNESCO, 1994). The organization UNICEF (2017) says that inclusive education is "an education system that includes all students and welcomes and helps them study, no matter who they are or what their skills or needs are." This means ensuring that all children, no matter where they come from or how much money they have, have the same access to good schools, classrooms, playgrounds, transportation, and bathrooms. Children with disabilities and other kids go to the same schools (UNICEF, 2017:1).

Figure 1 shows the rights of disabled children that governments should consider. The following models are based on a UNICEF (2017) online study that lays out what has to be included in education systems for children with disabilities.

Figure 1.**Figure 1. Adapted from UNICEF (2017), it outlines what IE requires and promotes.**

However, the inclusive education systems must change the way schools are set up, the laws and policies that govern them, and the ways that students from all backgrounds are paid for and the quality of their education is managed (UNICEF, 2017),

Figure 2.**Figure 2. A Framework of IE adapted from UNICEF (2017) in schools.**

Conditions must be met for inclusive education (UNICEF 2017).

- It is stopping discrimination and bullying; including all children, even those with special needs; making sure that children with disabilities, especially those stuck in crises or other emergencies, can go to primary and secondary schools that are accessible and welcoming.
- We call the kinds of help and changes that help kids with disabilities to do well in school "reasonable accommodations."
- Individualized education programs (IEPs) list the changes and extra help given to a student with a disability so that they can take part in their education as much as possible.
- Services for specific impairments such as learning braille or sign language, classroom reorganization, and accessible learning materials.
- Teachers are adequately trained to work in inclusive schools.

According to a 1999 Organization for Economic Co-operation and Development study, everyone agrees on the idea of inclusive education. The main problems are a lack of political will and people's inability to change (OECD, 1999). Academics agree that consensus is hard to reach, even though there is a lot of agreement on formal rules across sectors. Since there isn't a single, agreed-upon definition of inclusive education, it would be unreasonable to think everyone agrees on what it means (Haug, 2017). Also, the idea of what it means to be included has been hotly debated for a long time (Hansen & Qvortrup, 2013). A lot is riding on the outcome of this definition debate since they show how the idea is understood and used in practice. This, in turn, affects how inclusive education interacts with and helps its many different student groups. People argue when they have other ideas about what something means. The growth of inclusive education could be supported by a systematic look at the different points of view (Florian, 2014; cited in Haug, 2017).

This study will use what Thomas (2013) and UNESCO have said about inclusion and inclusive education, which are more broad ideas (1994). Thomas's (2013) idea of inclusion includes not just people with disabilities but also "all pupils" and "marginalized groups." So, it's in line with the Salamanca Declaration from 1994, which talks about the needs of all student groups at risk of being mistreated in the classroom (UNESCO, 1994). This proclamation concerns all students vulnerable to prejudice and their ability to participate in traditional educational settings, no matter their needs, race, culture, or social situation. Another essential thing to talk about here is how teachers, students, parents, and other members of the community feel about inclusion. Smith (1971) says that you can develop new attitudes or change the ones you already have. He defines

an attitude as "a relatively stable arrangement of ideas about a thing, a person, or a situation that makes you more likely to act in a good way." A person's attitude toward something can be described as a "psychological tendency shown by a positive or negative evaluation of that thing" (Eagly & Chaiken, 1993:1).

According to Hogg and Vaughan, an attitude is "a generally permanent arrangement of ideas, feelings, and behavioral tendencies toward socially relevant objects, organizations, events, or symbols" (2005). (Hogg & Vaughan, 2005:150). The ABC Model of Attitudes is a way to classify them roughly. It comprises three parts: Affective processing involves how a person feels about or feels about what they have an attitude about. b) Having to do with how our attitudes affect what we do. b) The cognitive part comprises beliefs and facts about the attitude object (Katz, 1960). Eagle and Chaiken (see Figure 3) provide an ABC Model (1993). (1993).

Figure 3

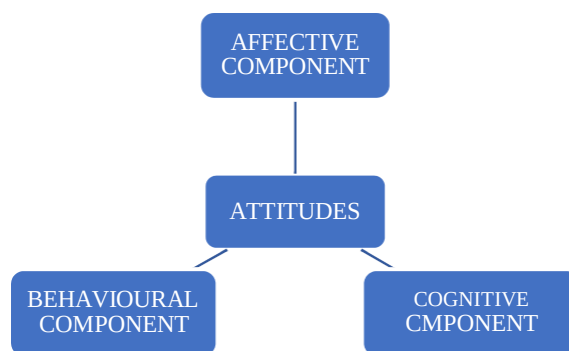


Figure 3. Eagly & Chaiken (1993), ABC Model of attitudes.

This article will talk about how teachers feel about inclusive education in general, how students think about inclusive education, how parents and the community feel about inclusive education, and how students think about how each other feel about inclusive education (referring to student's attitudes towards other students with disabilities). In the last part of this introduction, we'll look at what pedagogy means.

Thorndike's pedagogy from 1911, Pavlov's pedagogy from 1927, and Skinner's pedagogy from 1957 are all examples of behaviorist theories that say the teacher should be the only person in the classroom with authority and the one who leads the lesson. In an ideal curriculum, each subject would be taught separately. But "pedagogy includes almost every way to teach that makes learning better" (Steele, Holbeck, & Mandernach, 2019:5). This includes ways to teach, how to

use technology, how to get information to people, and so on. To be successful in a behaviorist classroom, teachers need to use various methods, such as lecturing, modeling and demonstrating, memorization and repeated chanting. These "visible" tasks should have direction and organization from the teacher.

On the other hand, as the class goes on, the activities become more focused on the students. Piaget's (1896–1890) constructivist theory of education emphasizes how important it is for the learner to participate in the learning process actively. Because of its subtle role in the classroom, this theory is often called "invisible pedagogy." The core of the constructivist way of teaching is teaching through projects and questions. Lev Vygotsky's social constructivism says that learning is a joint effort between the student and the teacher. Piaget, on the other hand, thinks that learning can only happen in a social environment. Last, there's liberationism, a critical approach to teaching that was made by the Brazilian teacher Paulo Freire. One way to describe liberationist pedagogy is as one that "liberates" the classroom by making it a place where students' ideas and opinions matter. It emphasizes how important it is for the teacher to learn with the students. Hip-hop and graffiti, which use non-standard structures in their writing, can be examples in the classroom. The students will play the role of the teacher and decide what the lesson will be about. Students can show what they've learned in class in many ways, such as through presentations, monologues, and even dancing if their teachers give them a chance and the right help.

2. Literature Review

2.1 Teacher's Attitudes towards Inclusive Education

Teachers now have to deal with more multilingual and multicultural classrooms. They also have to make more accommodations for children with special educational needs (SEN) in regular classrooms (OECD, 2012). Expectations for the following review will vary depending on the situation, methods used, sampling methods, and sample size of studies under the IE umbrella. This section will discuss how teachers feel about IE in different countries with different resources and help. Over the last 20 years, people in every community have changed how they think about special education.

Instead of putting students with special needs in separate classes and schools, the idea of "inclusive education" is to change the curriculum so that it fits the needs of all students. It is the job of public school systems to teach students with disabilities. Unfortunately, it seems that the

idea of inclusion is a big problem in many countries (Flem & Keller, 2000, Haug, 1999, Snyder, 1999, Hughes, Schumm & Vaughn, 1996; all cited in Al-Zyoudi, 2006). Even though this is the case, many countries have programs, policies, and school reforms to include kids with disabilities in the education system.

In Lesotho, a country in Southern Africa, the Ministry of Education (MoET) has made rules to ensure that all children, no matter how rich or poor, have the same chance to get a good education. Also, in 1989, the country's Ministry of Education and Technology wrote a policy statement discussing the system's pros and cons. The policy statement listed seven goals for the Ministry of Education. One of the main goals was to advocate for the full inclusion of students with disabilities in regular classrooms. Another goal was to set up resource centers where learners' needs could be assessed, and they could be prepared for integration. The last goal was to ensure all students with disabilities finished the standard seven-year primary education (Ministry of Education, 1989; cited in Mosia, 2014). Most (2014) researched Lesotho with a convenience sample size of $n=10$. He found that teachers there don't like inclusive education because they don't get enough in-service training, don't get enough help from school administrators, don't have enough time to plan lessons, and don't know how to include students with a wide range of disabilities in the classroom (Mosia, 2014). A lack of support and openness from the government through the Ministry of Education (MoET) is another reason teachers in the country don't like inclusive education. Still, it seems that outside of the setting, as mentioned earlier, instructors have views that are entirely different from those above (Lesotho). Zelina's (2020) qualitative phenomenological research in Slovakia used a sample of $n=218$ female teachers whose classes had at least 20% students from low-income families.

The most important results show that teachers like the idea of inclusive education and like working with school specialists. This study found several problems with implementing inclusive education (Zelina, 2020). The participants also asked the government to make things easier and move quickly to solve the growing problems with inclusion in schools. Engelbrecht, Savolainen, Nel, and Malinen show that the historical commitment to IE and how education has responded to diversity in each country moderates teachers' opinions about IE in Finland and South Africa (2013). Since different places have different ways of putting a universal idea into practice, more comparative research is needed to help make decisions about IE (Kozleski, Artiles, Fletcher, &

Engelbrecht, 2007). In a quantitative study, Moberg, Muta, Korenaga, Kuorelahti, and Savolainen compared and contrasted how teachers in Japan and Finland felt about IE (2019). Researchers asked questions of 1880 educators, 362 from Finland and 1518 from Japan. Moberg and Savolainen (1997) made a scale to determine how teachers felt about IE and this study used it (2003). On the measure, there are 19 statements, and each has a Likert scale rating from 1 to 6. The statements represent the significant features of the debate over overinclusion. Each teacher had a different point of view, and most were critical. When it came to implementing inclusion policies, especially for kids with intellectual disabilities or emotional or behavioral problems, Finnish teachers were most worried about how well they did in the classroom. When Japanese teachers were asked about the benefits of including kids with and without disabilities, they were more optimistic (Moberg et al., 2019).

New teachers often struggle with the complex demands and challenges of the inclusive classroom. They often blame not having enough training as a source of their frustration. This has led some researchers to say that preservice-teacher-preparation programs are essential for laying the groundwork for positive, fair, and inclusive attitudes toward the education of students with disabilities (Horne & Timmons, 2009, Loreman, 2010, Sosu, Mtika,& Colucci-Gray, 2010; all cited in Killoran, Woronko & Zaretsky, 2014).

Sunko (2006) looked at the courses taught at several universities in the Republic of Croatia and found that the views of preservice students whose systems focused on diversity and inclusion differed from those who hadn't been taught about these things (Sunko, 2006). Teachers have a strong sense that their views on inclusive education change depending on where they are and what is going on around them. Some of the reasons for these differences have just been confirmed. This shows how unsettling the idea of IE is. The context-specific meaning of this word (IE) is significant. It will help teachers develop positive attitudes toward IE and give them the support they need in different education systems. The following section discusses how kids at inclusive schools and their peers feel about IE.

2.2 Students' Attitudes towards Inclusive Education

In the 1980s, there was a worldwide movement to include special-needs students in regular classrooms. This was known as "inclusion." Still, the cultural setting of schools and the attitudes of administrators, teachers, and typically developing students were inextricably linked to how to help students with disabilities fully participate. Researchers wanted to know how the

thoughts, feelings, and attitudes of kids who are developing typically might affect how kids with disabilities are treated (Blackman, 2016). Nowicki and Sandieson (2002) say that students' negative attitudes keep them from participating in school activities and lead to more significant problems and bad habits like bullying, poor grades, and a high dropout rate (Nowicki & Sandieson, 2002; cited in Blackman, 2016).

This means that teachers, researchers, and other essential people should pay close attention to how students at their schools treat kids with special needs. Koster, Nakken, and Houten (2010) polled 600 first-grade students in the Netherlands, including some with disabilities, to find out how well-handicapped kids were socially integrated into their schools. This study showed that children with disabilities couldn't participate in school social life at the same rate as their peers who were developing typically (Koster et al., 2010). Based on their research, these academics concluded that children with disabilities had a more challenging time making and keeping friends and that their classmates' relationships with them were less satisfying overall (Koster et al., 2010).

The meta-analysis by de Boer, Pijl, and Minnaert (2012) of twenty studies on the attitudes of children with disabilities from different European countries, Korea, the United States of America (USA), and Canada sums up more than a decade of research on how students feel about IE. Based on research by de Boer et al. (2012). They talk about a study by Swaim and Morgan (2001) that looked at how 233 American kids between the ages of 8 and 12 felt about their friends who had severe intellectual disabilities. The results show that younger kids were more accepting of their classmates with intellectual disabilities than older kids were (cited in Koster et al., 2010). Markova, Cate, and Krolak-research Schwerdt show that children of immigrants in Germany have different educational opportunities than other children (2015). One in five Germans is descended from immigrants. Most of these people came from southeastern Europe, especially Turkey (20.4% of the foreign population under 20). (Markova et al., 2015). Even though kids in inclusive and traditional classrooms might have similar ideas, how they interact and work together in collaborative activities makes the difference (Schwab 2017).

2.3 Community/Parents' Attitudes towards Inclusion

A baby learns to talk first to their parents, others in the community, and finally to people at school. At this age, a child's personality may start to shape based on how they are made. When a child goes to school, they start talking to their teachers and classmates more than they do with their parents. The way they speak to each other, whether they choose to or because it's the law, raise all kinds of moral questions for everyone involved, including the parents and the community. We will discuss what the research says about how parents and the community feel about inclusive education. Vorapanya and Dunlap (2014) state that having a child with a disability might make some people feel guilty. If parents feel or think this way, they may be in denial about their disabled child or family member.

It's up to the parents to decide if they want their disabled child to go to a regular school. Most people agree that parents should be treated as equals when making decisions and taking care of the consequences (Swart, Engelbrecht, Eloff, Pettipher, & Oswald, 2004). Some parents like inclusive policies, but others worry about them (Sharma, 2019). Parents of kids with special needs (SEN) often fear that their kids will be bullied, picked on, left out, or rejected if they go to regular schools (Kasari et al., 1999; Leyser & Kirk, 2004; cited in Sharma, 2019). Parents who don't like inclusive classrooms also worry about their kids' safety and how the teachers will react. They fear their kids will be left out and teachers too busy if they have to teach kids with disabilities in regular classrooms (Green & Shinn, 1994; Kavale & Mostert, 2004). Most parents worry about whether or not their child's classroom has too many kids or not enough teachers to meet their needs. Schools don't always have the facilities and tools to teach children with disabilities well, and parents often worry about the quality of teachers' training and experience with these kids (Grove & Fisher, 1999).

However, studies at universities like Purdue showed that some parents of typically developing children liked the idea of inclusion (2006). According to parents' surveys, students who participate in inclusive education programs are more tolerant and accepting of other people's differences (Peetsma, 2009). Researchers Schmidt, Krivec, and Basti (2020) used a method called "cluster sampling" to talk to 296 parents in Slovakia, 85 of whom had children with special educational needs (SEN), to find out what they thought about the ideas behind preschool inclusion. In this study, it was found that parents of children with SEN were more open to inclusion, had a more positive view of the social effects and benefits of inclusion for both

children with and without SEN, and were less worried about how inclusion would affect children without SEN (Schmidt et al., 2020). The IE analysis that comes next will pay more attention to the details of how to teach.

2.4 Pedagogical Challenges in Inclusive Education

When teachers and school administrators try to bring their students together, they face many challenges (Juvonen, Lessard, Rastogi, Schacter & Smith, 2019:255). Younger students will always have a wide range of personalities, and teachers must learn how to deal with them. It's already hard for teachers to manage classes with students with different skill levels, and the growing number of kids with disabilities makes things even harder. Some students breeze through their lessons, but others need more time and attention to thoroughly understand what they are learning. The effects of different customs and norms in countries with different cultures also make it hard to implement inclusive education. This section will look at the literature about the challenges of inclusive education from a pedagogical point of view.

Not only does inclusive education refer to pedagogy in groups or schools, but different countries may also have other laws on inclusive education and inclusive educational practices or policies (Haug, 2010; Vislie, 2003).

On the other hand, empirical research shows that those who import and export inclusive ideas must respect local values for them to work. So, it's hard for a country and its schools to move quickly toward a more progressive and inclusive policy if doing so would go against deeply held national traditions. So, each country has to develop its own plan for achieving inclusive education that fits its needs (Mitchell, 2005). This method requires the institution to learn about inclusive education and develop its own ideas. Workshops and seminars can help schools and countries learn from each other about the best ways to use inclusive teaching practices, such as evaluations. Even though it's tempting to use the language and methods of those with more experience, doing so runs the risk of making educational institutions too similar.

Also, things could get much worse if these tweaked techniques and solutions from other educational models don't work (Haug, 2017). When teachers give more attention to kids with behavior problems or who work more slowly, academic standards decrease (Shipley, 1995). (Huber et al., 2001). Good or higher-performing students may also get bored in a classroom with a slow pace of teaching, and they may be disappointed to see those other students who study less get the same or better grades (Shipley, 1995). Last, educational methods that separate students

from each other keep bad ideas and stereotypes alive (Allport, 1954; Pettigrew, 1998; cited in Juvonen et al., 2019).

3 Summaries and Conclusion

Most of the time, people's ideas about children and people with disabilities change depending on where they meet them. This overview will focus on how students with disabilities learn, but it will do so from many different points of view. To get a clear picture of how other people from different backgrounds experience disability based on different models, the debate will focus on three models. Table 1 shows the most important differences between the two models.

Table 1. McCain (2017) Medical model and Social models

	Medical model	Social model
a	The medical model says that disability is a deficiency or abnormality.	The social model says that disability is a difference, just as a person's gender, age, or race is a difference.
b	The medical model proposes that having a disability is negative	The social model says that having a disability is neutral. It is a part of who you are.
c	The medical model says that the disability is in you, and it is your problem	The social model portrays that disability exists in the interaction between the individual and society. Disability issues stem from someone with a disability trying to function in an inaccessible society.
d	The medical model tries to remedy disability through a medical cure or by making the person appear less disabled or more "normal."	The social model argues that the remedy is a change in the interaction between the individual and society. When society changes, the issues of a person with a disability disappear. If a building is fully accessible, it doesn't matter if a person walks in, runs in, or comes in with a wheelchair or walker.
e	The medical model proposes that the fix is found by a professional. The only person who can help a person with a disability fit into society, and be accepted, is a professional.	The social model, however, says that the fix can be found within the individual with a disability or anyone who wants people with disabilities to be equally included in society,

McCain (2017) says that people with disabilities have been told for a long time that something is wrong with them and that they need to be fixed. Because of this, McCain says that people with disabilities shouldn't be surprised if they are not entirely accepted or allowed to participate in society. People with disabilities also believe in this harmful idea, which makes it harder for them to be included. More and more people with disabilities are learning to use their voices to push for change. They also question people's thoughts about disability (McCain, 2017).

They want to move away from the medical model, which sees the disabled person as the problem, and toward the social model, which says it is society's job to make communities where people with different abilities feel welcome and accepted (McCain, 2017). When the models' differences are discussed and explained, politicians, city workers, activists, non-profit groups, medical experts, and people in the community all show more support and understanding for people with disabilities. The Bio psychosocial Model, which Engel and Romano made at the University of Rochester in 1977, is the last model we'll talk about briefly here.

Engel made this model so that it could be used to treat both mental and physical illnesses. This idea takes a "holistic" approach to disability, which means it looks at the whole person, including their beliefs, feelings, and past experiences. When a society, teachers, educational leaders, and other essential people know a lot about their student's needs, they can create a good curriculum that includes fairways to measure students' skills and differences (including special needs).

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