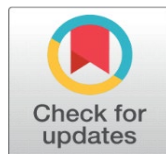
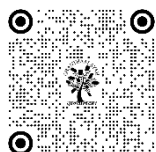


# COMPARATIVE STUDY OF PRIMARY SCHOOL ADMINISTRATORS' PERSPECTIVES ON INCLUSIVE EDUCATION OF DIFFERENTLY ABLED CHILDREN IN INDIA AND UZBEKISTAN

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## ABSTRACT

The purpose of this study is to examine the current state of attitudes and practices of primary school administrators concerning inclusive education in two different countries Delhi, India and Tashkent, Uzbekistan with a comparative cross-sectional research design. The study seeks to establish the perception that the administrators have towards children with disabilities in regular schools as well as the factors that influence the perception. The purpose of the study is therefore to establish similarities and/or differences in the perceptions and practices of administrators from the two culturally and educationally distinct cities with regard to inclusive education.

The participants were primary school administrators from public and government schools in Delhi and Tashkent to target the key persons responsible for supporting and coordinating inclusion in the schools. The sample was chosen with 677 male and 453 female administrators and 780 participants from Delhi, and 350 from Tashkent which provides a good mix of the participants' views from different regions. The data were collected through survey; the questionnaire included questions on attitudes towards inclusion, training received, knowledge of policies in relation to inclusion, support and barriers.

When the data was analyzed using SPSS software, it was found that there was a statistically significant difference in attitudes between the administrators in Delhi and those in Tashkent. Even with the similar training frequency in both the cities, the total training results are still unsatisfactory, which shows the requirement for more effective professional development. It also revealed that there were significant differences in the perceived availability of support systems and the challenges that were faced, which show that the regional policies and resource allocation have a big influence on the success of inclusive education.

There was a difference in the perception among male and female administrators with the female administrators perceiving a higher impact of inclusive education and identifying more areas of need. These findings underscore the value of the contextualized approaches that take into consideration the particularities of various geographical and population settings.

**Keywords:** Inclusive Education, Primary School Administrators, Attitudes, Comparative Analysis, Delhi, Tashkent, Disabilities, Cross-Sectional Study, differently abled, Educational Policies

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## 1. INTRODUCTION

Globally, education reform has identified inclusive education, that is the integration of children with disabilities into the mainstream education system as a critical priority. Inclusive education is therefore not only the responsibility of teachers but also of school administration since they set the pace, formulate policies and provide the necessary resources. It is the

role of the school administrators to foster inclusion of the differently abled students and provide them with equal academic chances like the other students.

The present study aims to compare the perceptions of primary school administrators regarding children with disabilities in two culturally, socially, and educationally diverse countries – India and Uzbekistan. Policies have been adopted by both countries and both have agreed to participate in international commitments to inclusive education. But the implementation and enforcement of these policies remain ambiguous and depend on the local officials, funding, and perceptions of disability.

Thus, based on the data gathered from these diverse contexts, this research seeks to identify the factors that promote or impede the development of inclusive schooling. It aims at finding out difficulties that administrators encounter, and the measures that have been taken in order to ensure that learning is inclusive. It is important to consider these perspectives because administrative support is frequently one of the most significant factors that influences the effectiveness of inclusive education strategies.

The result of this comparative study will help to identify the peculiarities of integrating children with disabilities into the educational process in different countries. It will add to the current literature by identifying the strengths and weaknesses of the system and sharing recommendations for improvement with the relevant stakeholders. In the end, this study seeks to contribute to the formation of comprehensive educational policies and mechanisms that can be implemented in different cultural and organizational contexts and that can help all children, including the disabled, to become successful learners in an accepting and non-discriminatory educational setting.

## 2. BACKGROUND

Inclusive education is gradually being acknowledged as one of the most effective strategies for providing quality education to all children, including those with disabilities. This approach draws its foundation on the premise that every child with a disability, physical, intellectual, social, emotional or linguistic or any special need, ought to be educated in the general education classroom with other children. The CRPD and SDGs emphasize the inclusion of persons with disabilities into education as a right and a process that is necessary for the development of a just society.

India and Uzbekistan have also been seen to have made progress in implementing inclusive education in their countries in the last few years. The commitment of India can be seen in the Right of Children to Free and Compulsory Education Act (RTE) of 2009 and the Rights of Persons with Disabilities Act (RPDA) of 2016 that ensures all children with disabilities to enroll in regular schools. These policies are meant to remove all forms of impediments that hinder the provision of education and encourage equality of all students in the educational system. In reality, however, the application of these policies faces various problems that include insufficient teacher training, scarcity of materials, and community perception of disability.

Likewise, the country has demonstrated increasing interest in inclusive education, which can be attributed to the country's compliance with international norms and its own strategic transformations in the education sector. The country has been in process of reforming education system to meet the international standards aiming at inclusion of children with disabilities in the normal schools. Nevertheless, as in many other countries, Uzbekistan has some problems, including lack of resources, inadequate teacher training, and different levels of readiness of educators and school principals for inclusive education.

Therefore, it can be concluded that school administration plays a crucial part in the effective implementation of inclusive education. The role of the administrators include determining the mission of the institution, formulating the rules and regulations and ensuring that adequate materials and assistance are availed to the teachers and the learners. Their beliefs and beliefs can greatly determine the culture of the school and the degree of integration that is embraced. The purpose of this review is to describe these perspectives to be able to determine the aspects that can either help or hinder the implementation of inclusive education.

This research is based on the cases of primary school administrators in India and Uzbekistan to find out how this group of stakeholders views the subject of inclusive education and what issues they encounter in this regard. In so doing, the

research aims at generating information on the different educational systems in regard to the inclusion of children with disabilities and on possible policy and practice recommendations. Thus, the study enriches the understanding of the processes that are associated with the implementation of inclusive education in different cultural and socioeconomic contexts.

### 3. RESEARCH CONTEXTS

This study takes place in two different countries India and Uzbekistan, both of which have made efforts towards inclusive education policies. These countries offer a rather diverse setting for this study as they have different cultural, socio-economic and educational systems where primary school administrators work in.

#### INDIA

India is one of the most populous and culturally diverse countries in the world with a very elaborate education system. The country has made progressive legal and policy framework on inclusive education and the right of every child to education. According to the Right of Children to Free and Compulsory Education Act of 2009, every child between the ages of six to fourteen years of age has a right to free and compulsory education, regardless of disability. In addition, the Rights of Persons with Disabilities Act of 2016 supports the inclusion of children with disabilities in regular schools. Despite the presence of these robust legal frameworks, the realization of inclusive education in India remains a challenging task due to factors like insufficient teacher training, absence of appropriate educational materials, and the social attitudes towards disability. The administration of schools has the mandate of closing these gaps through setting policies within the schools, supporting the teachers and promoting an integrated school culture.

#### UZBEKISTAN

The country situated in the Central Asian region is different from other countries in terms of its socio-economic and cultural characteristics which affect the education system. Uzbekistan as a country that has recently started its educational reform process has focused on increasing access to education for every child, including those with disabilities. The country has subscribed to international conventions on inclusion of all children in schools and has included such principles in its education system. Nevertheless, there are some issues that hinder the country in the fulfillment of these commitments, including lack of funds, different levels of teachers' readiness, and people's attitudes towards inclusion. Therefore, school administrators in Uzbekistan play a crucial role in tackling these challenges, establishing policies, and ensuring that the principles of inclusive education are seen in the day-to-day practices of schools.

#### COMPARATIVE PERSPECTIVE

This study seeks to understand the similarities and differences in the perception and implementation of inclusive education by school administrators in two different contexts, namely Delhi, India, and Tashkent, Uzbekistan. This paper provides an understanding of inclusive education in Delhi, one of the largest metropolitan cities in India with adequate resources. Whereas Tashkent is also an urban area, it provides insights into the specific issues of inclusive education in a country that is in the process of adopting the international educational standards.

By comparing the two case studies, this paper offers a general view of conditions that affect the effective practices of inclusive education. It also underlines the importance and responsibility of school leaders to spearhead change and guarantee that inclusive education policies are translated into classroom practices that are beneficial for all learners particularly the ones with disabilities. In this study, the views of school administrations have been explored in an attempt to offer important recommendations on how inclusive education can be incorporated in various cultural and economic backgrounds.

### 4. RESEARCH OBJECTIVES

1. To evaluate the perceptions of primary school officials regarding children with disabilities in Delhi, India and Tashkent, Uzbekistan.
2. To determine the similarities and differences in perception of primary school administrators in Delhi and Tashkent towards disabled children.
3. To find out the factors that affect primary school administrators' perception of children with disabilities in both Delhi and Tashkent.

4. To assess the effect of primary school administrators' attitude towards the adoption of inclusive education practices in Delhi and Tashkent.

5. To find out the main problems and suggest ways to enhance the participation of children with disabilities in primary schools in Delhi and Tashkent.

## **5. METHOD DESIGN AND PROCEDURE**

### **RESEARCH DESIGN**

This study employed a comparative, cross-sectional research design to examine and explain the perceptions of primary school administrators on inclusion of children with disabilities in schools in Delhi, India and Tashkent, Uzbekistan. This study will use a comparative analysis of the two cities to determine the similarities and differences in their attitudes regarding inclusive education and the factors that shape such attitudes.

#### **Participants**

The participants for the study were the primary school administrators from the public and government schools of Delhi, India and Tashkent, Uzbekistan. The participants for this study were purposively chosen because they are teachers and heads of departments who support and coordinate for inclusive education in their respective schools. This method made it possible that all the participants had adequate experience and understanding of the problems and measures of inclusive education.

The participants of the study were 677 male and 453 female administrators thereby providing a good sample size with different opinions. The distribution according to location showed that 780 of the administrators were from Delhi while 350 were from Tashkent. This distribution enabled the assessment of the implementation of inclusive education practices and perceptions in two culturally and educationally distinct settings.

### **VARIABLES**

To gather data that would represent the complex views of primary school administrators on inclusive education in Delhi and Tashkent, five variables were used. All these variables were chosen in a manner that would help in understanding the different factors that may have an effect on the processes of implementation and effectiveness of the inclusive education practices within these diverse contexts.

#### **INCLUSIVE POLICY**

This variable estimates the comprehension and awareness that administrators have concerning the inclusive education policies in the country and the institution. It assess their knowledge of laws, policies and recommended practices in the integration of disabled learners into the regular schools. Therefore, through assessing *Inclusive\_Policy\_Knowledge*, the study seeks to find out the extent and degree to which administrators are prepared to lead and support inclusive education effectively.

#### **SUPPORT SYSTEMS**

This variable gauges the extent of support provided in schools in order to enhance inclusion in schools. It also encompasses personnel like special education teachers, assistive technology, teacher professional development, and partnerships with outside organizations. The emphasis is to know how these support systems help or hamper the inclusion of the students with disabilities in regular classrooms. The findings of this study based on *Support\_Systems\_Available* will aim at explaining the structural and resource based factors that can affect the effectiveness of inclusive education.

#### **CHALLENGES**

*Challenges\_Faced* documents the various difficulties that administrators experience in the course of promoting special needs education. This variable encompasses both external and internal barriers such as societal perception towards disability, opposition from staff or parents, financial constraints, and dearth of facilities. It also looks at the social and psychological issues that the administrators encounter in the handling of students' needs. Thus, the study seeks to categorise these challenges in order to understand them in a more precise way with regard to the barriers which hinder inclusion.

#### **IMPACT**

This variable assesses administrators' beliefs about the changes that are likely to be occasioned by inclusive education to students, teachers, and the entire school. It evaluates perceptions that administrators have concerning the consequences of inclusive practices, for instance, academic achievement, social belonging, and the general learning environment. The *Perceived\_Impact* help to reveal the efficiency of the present measures and the degree of achievement

of the inclusive education objectives. This variable allows the study to determine the practical outcomes of inclusive education policies and practices from the standpoint of the people responsible for their enforcement.

## IMPROVEMENT STRATEGIES

Improvement Strategies looks at the strategies and recommendations that administrators put forward in order to better the implementation of inclusive education in their respective schools. This variable encompasses the creative thoughts, policy recommendations and actions that administrators think are needed in order to address problems and promote inclusiveness in the educational settings. It is through the lens of Improvement Strategies that the study hopes to help create strategies that can be put into practice at both the school and system level so as to promote a more equitable education system.

## 6. RESULTS

The study was designed to assess the attitudes of primary school administrators towards the differently-abled children, with a focus on the differences between Delhi, India and Tashkent, Uzbekistan. Furthermore, the study aimed at finding out factors that shape these attitudes and the way they affect the process of implementing inclusive education practices. The elements explored were the administrators' understanding of the inclusive policies, the support systems available, the obstacles encountered and the effects of the inclusive practices. The findings provide useful information about the variability across the regions and stress the importance of administrative support for the implementation of inclusive education.

**Table 1. D. S. of Administrators' Perceptions and Practices**

D. S.							
V	N	Min	Max	M	St. D.	K.	
	S	S	S	S	S	S	Std. Error
City	1130	1	2	1.31	.463	-1.323	.145
Experience_Years	1130	2	35	17.57	10.047	-1.086	.145
Attitude_Score	1130	1	5	3.38	.990	.082	.145
Training_Received	1130	1	2	1.10	.300	5.139	.145
Inclusive_Policy_Knowledge	1130	1	4	2.88	.750	.495	.145
Support_Systems_Available	1130	1	3	2.66	.624	1.355	.145
Challenges_Faced	1130	1	3	2.65	.676	1.313	.145
Perceived_Impact	1130	1	3	1.40	.664	.620	.145
Improvement_Strategies	1130	1	3	2.16	.660	-.744	.145
Valid N (listwise)	1130						

As depicted in Table 1, the M. score for the Training received is the lowest ( $M = 1.10$ ,  $St. D. = .300$ ) and therefore, shows that most of the administrators reported having received very little training on inclusive education. This is followed by the Perceived\_Impact ( $M = 1.40$ ,  $St. D. = .664$ ) meaning that administrators also consider inclusive practices to have a moderate impact within their schools.

The M. of the V. City is 1.31 ( $St. D. = .463$ ), which indicates that the data distribution is skewed towards one city, possibly Delhi, which could affect the comparison. The results of the Improvement Strategies ( $M = 2.16$ ,  $St. D. = .660$ ) show that administrators understand that there is a need for moderate to high improvements in inclusive education practices and this underlines the perception of the areas requiring the attention.

Variable Experience\_Years has the M. of 17.57 years ( $St. D. = 10.047$ ) of experience, meaning that administrators are relatively experienced, although there is a S.A. of dispersion around the M, which denotes that administrators' experience may greatly vary. A moderate M. score was obtained for Inclusive\_Policy\_Knowledge ( $M = 2.88$ ,  $St. D. = .750$ ), which indicates that administrators have a fair, yet unsophisticated, understanding of policies related to inclusive education; therefore, there is potential for increasing policy knowledge.

The two variables, Support\_Systems\_Available ( $M = 2.66$ ,  $St. D. = .624$ ) and Challenges\_Faced ( $M = 2.65$ ,  $St. D. = .676$ ) reveal high M. that while support systems are available, challenges may exist which may affect the effective use of



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inclusive practices. This can be seen with Attitude Score ( $M = 3.38$ ,  $St. D. = .990$ ) that points to a generally positive attitude regarding inclusive education, meaning that the administrators interviewed have a positive perception toward the integration of children with disabilities into ordinary schools.

**Table 2.** The comparison of the M.V. of primary school administrators in Delhi and Tashkent

City		Experience	Score	Training	Inclusive Policy	Support Systems	Challenge	Impact	Improve
Delhi	M	12.41	3.48	1.09	2.94	2.60	2.70	1.00	2.10
	N	780	780	780	780	780	780	780	780
	S. D.	6.900	.975	.288	.758	.664	.641	.000	.625
Tashkent	M	29.07	3.15	1.12	2.72	2.78	2.55	2.29	2.30
	N	350	350	350	350	350	350	350	350
	S. D.	5.284	.987	.325	.710	.502	.739	.520	.714
T	M	17.57	3.38	1.10	2.88	2.66	2.65	1.40	2.16
	N	1130	1130	1130	1130	1130	1130	1130	1130
	S. D.	10.047	.990	.300	.750	.624	.676	.664	.660

Table 2 outlines some critical variables that are linked to the attitude and behavior of primary school leaders towards children with disabilities in Delhi and Tashkent. The first variable, which has the lowest mean, is Perceived\_Impact and there is a difference between the two cities. The mean is one in Delhi. This gave a mean score of 00 showing that there was perceived no impact of inclusive education. At the same time, Tashkent possesses the higher mean, which is 2. This is relatively low than the mean score of 37 indicated by the administrators in Tashkent suggesting that the administrators in Tashkent expect a more severe effect of inclusion in their schools.

The following variable, 'Training\_Received' has a slightly higher means for both the cities with Delhi at 1. The other three most common types of vehicles include: Tashkent at 1.09, Samarkand at 0.87 and Fergana at 0.87.12, in line with the findings that administrators had poor exposure to inclusive education in both sites. Continuing the analysis of the variables, it is possible to notice that the Experience\_Years variable is significantly different, as the administrators in Tashkent have a much higher mean of 29. It has 07 years of experience while the second candidate has 12 years of experience. This is because the administrators in Tashkent have served an average of 41 years in Delhi, which shows that administrators of education in Tashkent have a longer experience record as compared to their counterparts in Delhi. For Attitude\_Score which is the summary of attitudes towards inclusive education, the Delhi administrators scored a higher mean of 3.48 compared to 3.15 in Tashkent. This shows a slightly more positive perception of inclusion of people with disability in the administration of Delhi. The mean scores for Inclusive\_Policy\_Knowledge reveal a rather average level of knowledge about inclusive policies; the highest score was 2 in Delhi. The level of anxiety in the general population was 94 and in Tashkent slightly lower at 2.72.

Referring to Support\_Systems\_Available table, Tashkent has a mean of 2.78 which is a bit higher than the mean of Delhi that is 2, this shows that there is a slightly better perception of support system in Gurgaon than in Delhi. 60. The Variable Challenges\_Faced show that both the cities are challenged and Delhi is at the second number. The capital of Uzbekistan is Tashkent and the other cities are Bukhara at 3, Samarkand at 4 and Tashkent at 2.55. This implies that there are still many challenges that hinder effectiveness of support systems even in the presence of such systems.

Last but not the least, the variable Improvement\_Strategies indicates that both the cities do understand the need of improvement where Tashkent stands at a mean of 2. It is 30 more than Delhi's 2 density. 10. This shows that Tashkent has been keen in adopting measures that would help in promoting inclusive education practices.

**Table 3 The comparison of the basic characteristics of gender of primary school administrators**

Gender		Experience	Score	Training	Inclusive Policy	Support	Challenges	Impact	Improve
Male	M	15.17	3.29	1.06	2.75	2.54	2.65	1.37	2.03
	N	677	677	677	677	677	677	677	677

	S. D.	10.739	.892	.241	.647	.693	.676	.754	.616
Female	M	21.16	3.51	1.16	3.06	2.83	2.66	1.44	2.36
	N	453	453	453	453	453	453	453	453
	S. D.	7.621	1.110	.364	.850	.451	.676	.497	.678
T	M	17.57	3.38	1.10	2.88	2.66	2.65	1.40	2.16
	N	1130	1130	1130	1130	1130	1130	1130	1130
	S. D.	10.047	.990	.300	.750	.624	.676	.664	.660

comparison of the basic characteristics including gender of primary school administrators, their experience, attitude, training, and other important variables. The mean scores for Training\_Received start from the lowest to the highest where males have 1. 06 while females have 1. 16 meaning female administrators receive more training related to inclusive education than male administrators.

Perceived\_Impact comes next, with males averaging 1. 37 and females averaging slightly higher at 1. 44, indicating that female administrators feel that the adoption of inclusive practices has a slightly higher impact. Experience\_Years stands out as a significant difference with females having higher years of experience (Mean= 21. 16) than male (Mean= 15. 17) therefore reflecting that female administrators are more experienced.

In the Attitude\_Score, the females mean score is 3. 51 while the males' mean score is 3. 29; this implies that female administrators have better attitudes towards inclusive education than their male counterparts. The comparisons of the descriptive statistics of Inclusive\_Policy\_Knowledge also reveal that the mean score of females (M = 3. 06) in this variable is also higher than those of males (M = 2. 75), which means that female administrators know more and understand the concept of inclusive policies.

As for Support\_Systems\_Available, it is again evident that females recorded higher mean scores (mean= 2. 83) than the male participants (mean=2. 54) indicating that female administrators are more likely to have a perception of effective support systems in place for teaching for inclusion. Challenges\_Faced have a very similar mean for both genders (2. 65); thus, they face the same level of challenges while implementing inclusive education.

Lastly, Table 8 shows that in the Improvement\_Strategies, females obtained higher mean score than males; females had a mean of 2. 36 while males had a mean of 2. 03. This shows that female administrators are more aware of the need to enhance the implementation of inclusive education than the male administrators.

**Table 4. Inclusive Education V. Among Primary School Administrators**

ANOVA		S. of Sq.	df	M. S.	F	S.
Attitude_Score	Between Groups	26.661	1	26.661	27.821	.000
	Within Groups	1080.986	1128	.958		
	Total	1107.647	1129			
Training_Received	Between Groups	.203	1	.203	2.254	.134
	Within Groups	101.497	1128	.090		
	Total	101.700	1129			
Inclusive_Policy_Knowledg e	Between Groups	11.771	1	11.771	21.291	.000
	Within Groups	623.635	1128	.553		
	Total	635.406	1129			
Support_Systems_Available	Between Groups	7.828	1	7.828	20.474	.000
	Within Groups	431.260	1128	.382		
	Total	439.088	1129			
Challenges_Faced	Between Groups	5.130	1	5.130	11.340	.001

	Within Groups	510.269	1128	.452		
	Total	515.398	1129			

Table 4 presents the ANOVA analysis of inclusive education variables among the primary school administrators with the focus on the main effects of the independent variables in relation to inclusive education. The results reveal that there is a difference in the different factors that were used.

The analysis of variance on Attitude\_Score indicates that there is a highly significant difference ( $F = 27.821, p < .001$ ), meaning that the attitudes of the administrators towards inclusive education differ greatly. This finding underlines the fact that attitudes like these could vary with factors like the school environment, experience or even the city or gender.

Unfortunately, none of the variables presents significant differences in the case of Training\_Received ( $F = 2.254, p = .134$ ) which is an indicator of the fact that all administrators have received approximately the same amount of training in the field of inclusive education. This consistency may mean that training programs may be executed in the same way across different schools or regions.

This was supported by the ANOVA results where there was a significant F value of 21.291,  $p < .001$  showing that there was a great difference in the knowledge of the administrators on inclusive education policies. This finding suggests that there could be variations in the level of policy information or training exposure that could influence administrators' knowledge.

Support\_Systems\_Available also reveal a high level of significance ( $F = 20.474, p < .001$ ), which means that inclusive education management support systems' availability and effectiveness perceptions are not the same among administrators. Such variation could be attributed to the type of resources available, the level of administrative backing or the general school climate.

Finally, the statistic Challenges\_Faced is quite different ( $F = 11.340, p = .001$ ), which means that some principals face more severe challenges in the implementation of inclusive education than others. These challenges may be as a result of differences in school facilities, parental care or the nature of the learners.

## 7. DISCUSSION

Thus, the results of this study reveal the current state of the attitudes and behaviors of primary school leaders toward inclusive education in Delhi, India, and Tashkent, Uzbekistan. Through identifying such aspects as attitudes, training, policy awareness, support, and constraints, the study provides important understanding of the factors that affect the delivery of inclusive education in these different contexts.

The SPSS software results showed that there is a statistical significance in the Attitude\_Score of the groups, meaning that the attitudes of administrators towards inclusive education differ with factors such as location and possibly demographic data. The result indicated that the administrators from the Delhi had a more positive attitude towards the inclusive education than the administrators from Tashkent. This finding implies that cultural, social or policy factors may have a bearing on these attitudes. Looking at the overall focus of the participants towards inclusive education in Delhi, it can be related to awareness of policies and practices of inclusive education or availability of training. On the other hand the unfavorable attitudes in Tashkent imply that there is a need to work on the general public to change their attitude in order to embrace the disability.

The comparison for the Training\_Received variable showed that training levels among administrators are similar in all the groups. However, this consistency does not always mean that the information is sufficient. The general low means for training are indicative of the fact that there may still be inadequate preparation of managers to support inclusive education. In addition, the large differences in Inclusive\_Policy\_Knowledge suggest administrators' awareness of inclusive policies. These findings underscore the importance of training that goes beyond the fundamentals of inclusive education and guarantees the participants' awareness of policies. It is important to introduce such training to administrators to ensure that they have the necessary skills and knowledge to nurture an inclusive school.

The Support\_Systems\_Available and Challenges\_Faced variables reveal major disparities between the different regions as regards the availability of resources and support systems. Moreso, administrators in Tashkent pointed to more robust



support systems than those in Delhi which can be attributed to factors such as discrepancies in resource distribution or focus on inclusive education in regional strategies. Nevertheless, both groups identified a number of problems they encountered in their daily lives, including lack of resources, inadequate training, and negative perception of disability in the society. These challenges can be met by enhancing the resources, sustaining the support for the educators and fostering an accepting environment in the schools and the community.

The results also showed the difference in the perceived effect of inclusive education (Perceived\_Impact) and the need for recommendations for improvement (Improvement\_Strategies). The findings of the study indicate that female administrators have a higher sensitivity to the implementation of inclusive education and noted more concerns that require attention compared to male administrators. This could be due to the differences in the perception concerning the needs of the differently abled students or the experience and awareness of the principles of inclusive education. These findings indicate that gender specific training and support could help in helping all the administrators to be equally prepared to work towards creating an inclusive environment.

Consequently, the findings of this study offer a number of implications for policy and practice. First, it is crucial to acknowledge the fact that there are variations in attitudes and perception between the regions and gender and, therefore, the need to develop policies that can suit the different regions and gender. Policy makers should therefore ensure that they come up with training programs that are not only holistic but also reflect the reality of the various regions' contexts. Second, the results suggest that more attention needs to be paid to support systems at the level of schools. Thus, schools can make the environment more inclusive and provide for the needs of all the students by providing administrators with the necessary resources, training, and support. Thus, in order to overcome the problems, described in this study, a complex solution, which implies the changes in policies, community support, and the continuous training of teachers and principals, should be used.

Thus, it is essential to consider the limitations of this study which can be a basis for future research. The main limitation is the fact that the data collection is based on self-report measures which can be subject to different kinds of biases, including social desirable ones. Further, the study has a cross-sectional design which lacks succession and hence cannot capture changes that occur in a given period. In the future, more studies should be conducted with a view of analyzing the dynamics of attitude and practices shift over time, and also examine the effects of extra institutional factors on the provision of inclusive education.

## 8. LIMITATIONS

Despite the findings of this study offer relevant information on the perception and implementation of inclusive education by primary school administrators in Delhi and Tashkent, some limitations are worth considering. Firstly, there is the issue of using self-reported data which has its own disadvantages such as social desirability bias which may alter the results. The respondents may have given the social desirable responses, that is, the perceptions and behaviors they think are expected of them in society.

Third, only cross-sectional data has been used in the research, which makes it difficult to show the changes over time and therefore, establishment of cause and effect relationships between the variables under consideration. It would be useful to conduct longitudinal research to examine the modifications in attitudes and practices that occur due to policy changes or the implementation of professional development interventions.

Third, the study is confined to two cities only Delhi and Tashkent which hampers the extent of generalization. These cities may have certain social, cultural and economic features that may be different from the rest of India and Uzbekistan or other rural areas. Thus, the conclusions reached in the study cannot be generalised to other contexts especially those with different cultural, demographic and resource characteristics.

Last but not the least, the study did not investigate other factors that might have an impact on the administrators' beliefs and the practice of inclusive education including the national policies on education, the attitudes of the community and society at large. Future research should take these factors into account in order to offer a more comprehensive view of the opportunities and barriers of inclusive schooling.

## 9. CONCLUSION

This study provides the analysis of the perceptions and actions of primary school leaders regarding inclusive education in Delhi, India and Tashkent, Uzbekistan. Through the identification of the variables that include attitudes, training, policy knowledge, support systems, and challenges, the research provides an understanding of the factors that affect the effective implementation of inclusive education in these culturally and economically diverse regions.

The study shows the contrast in perceptions of administrators in Delhi and Tashkent towards inclusive education; explaining how local context affects the acceptance and integration of students with disabilities. While the administrators of Delhi had more positive attitudes, the administrators of Tashkent reported more support but with more difficulties. These differences highlight the fact that there must be special solutions for every region taking into consideration their specific requirements and issues.

The study also reveals the need for intense training to ensure that administrators are well informed on the policies and practices of inclusive education. Although, the administrators of both cities received similar levels of training, the general poor training scores show that there is a need for the administrators to undergo more effective and specific professional development to ensure support of inclusive education.

Furthermore, the differences that were found in the perception of impact and strategies of improvement by gender make it clear that there is a need to involve stakeholders in the formulation of such policies that affect inclusive education. Female administrators especially had higher level of understanding of the effects of inclusive education and perceived more areas of weakness hence their input can be useful in designing the inclusive education policies.

## CONFLICT OF INTERESTS

None.

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