

## ATTITUDE OF TEACHERS TOWARDS INCLUSIVE EDUCATION: A REVIEW REPORT

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### Abstract

*Inclusive education ensures equal learning opportunities for all children, including those with disabilities, within regular classrooms. Teachers play a key role in its successful implementation, and their attitudes significantly influence inclusive practices. This paper reviews existing literature on teachers' attitudes towards inclusive education. The findings indicate that while many teachers support inclusion, their attitudes are influenced by training, experience, availability of resources, and institutional support. The study emphasizes the need for proper teacher preparation and supportive environments to strengthen inclusive education.*

**Keywords:** *Inclusive Education, Teacher Attitude, Literature Review, Special Needs.*

Inclusive education is an approach that promotes the integration of all learners, regardless of their abilities, into mainstream educational settings. In India, initiatives like the Right to Education Act and Sarva Shiksha Abhiyan have emphasized inclusive practices in schools. Teachers are the central agents in implementing inclusive education. Their beliefs, perceptions, and attitudes determine how effectively inclusive strategies are applied in classrooms. Therefore, examining teachers' attitudes through existing studies is essential to understand the challenges and opportunities in inclusive education.

### Concept of Inclusive Education

Inclusive education refers to educating all children together in regular classrooms, irrespective of their physical, intellectual, social, or emotional differences. It focuses on participation, equality, and respect for diversity, ensuring that every child receives meaningful learning opportunities.

### Operational Definitions

**Attitude of Teachers:** Refers to the beliefs, feelings, and behavioral tendencies of teachers towards inclusive education and teaching students with diverse learning needs in regular classrooms.

**Inclusive Education:** Refers to the practice of educating children with and without disabilities together in the same classroom, ensuring equal participation, support, and learning opportunities for all students.

### Review of Literature

The concept of inclusive education has been widely studied across different countries, with particular emphasis on teachers' attitudes, as they are key agents in implementing inclusive practices.

Avramidis and Norwich (2002) conducted a major review and found that teachers generally hold positive attitudes toward inclusion, but their willingness depends on training, resources, and experience. Forlin (2010) reported that teachers often experience stress and concern about inclusive classrooms due to lack of preparedness and support. Sharma and Jacobs (2016) found that teachers'

attitudes significantly influence their intention to teach in inclusive classrooms, and self-efficacy plays a crucial role. Van Steen and Wilson (2020) revealed through meta-analysis that teachers' attitudes are generally positive, but influenced by cultural and demographic factors. Guillemot et al. (2022) analyzed data from 55 countries and found that teachers' attitudes have become more positive over time, especially with better training and higher development levels. Dignath et al. (2022) emphasized that teachers' beliefs, emotions, and self-efficacy collectively shape their attitudes toward inclusive education. Hofman and Kilimo (2014) found that lack of infrastructure and training negatively affects teachers' attitudes in developing countries. Yada and Savolainen (2017) reported that teachers showed neutral to slightly positive attitudes but expressed concerns about implementation and low self-efficacy.

Das, Kuyini and Desai (2013) found that teachers in India face challenges such as lack of training and resources, which influence their attitudes toward inclusion. Sharma, Chunawala and Chari (2018) reported that teachers' attitudes vary depending on the type of disability, with more positive attitudes toward physical disabilities than sensory impairments. Kumar (2016) found significant differences in teachers' attitudes based on gender, experience, and teaching level. Kumar and Midha (2017) observed that teachers generally show positive attitudes but require proper support and training for effective inclusion. Singh, Kumar and Singh (2020) found that teachers' attitudes were moderately favorable, with urban and pre-service teachers showing more positive attitudes. Goswami (2022) highlighted that teachers' attitudes remain a major barrier in implementing inclusive education at the elementary level. Singal (2015) pointed out that policy-level inclusion exists, but classroom practices are limited due to teacher-related constraints. Bhatnagar and Das (2014) concluded that teachers with prior experience of handling children with special needs show more positive attitudes toward inclusion.

### **Findings of the Review**

Based on the analysis of the above studies, the following findings have been derived: Teachers generally demonstrate a positive attitude toward inclusive education, though practical implementation remains limited; Training and professional development are the most influential factors in shaping positive attitudes; Teachers with prior experience of handling children with special needs show more favorable attitudes; Lack of infrastructure, teaching-learning materials, and resources is a major barrier to effective inclusion; Large class sizes and workload negatively impact teachers' ability to implement inclusive practices; Teachers often experience low confidence and self-efficacy in inclusive classroom settings; Institutional and administrative support plays a crucial role in improving teachers' attitudes; Indian studies reveal more practical and ground-level challenges compared to international studies; Teachers' attitudes vary depending on the type of disability; Continuous training and awareness programs significantly improve teachers' readiness for inclusive education.

### **Research Gap**

The review of existing literature reveals that a considerable number of studies have been conducted on teachers' attitudes toward inclusive education at national and international levels. However, most studies focus on general trends and broader contexts. There is a lack of context-specific research at the elementary school level, particularly focusing on teachers' attitudes in localized settings. Therefore, there is a need for a focused study to understand the attitudes of teachers toward inclusive education in a specific educational context.

### **Objectives of the Study**

To study the attitude of teachers towards inclusive education; To identify factors influencing teachers' attitudes; To understand challenges faced in implementing inclusive education.

### **Methodology of the Study**

The present study is based on a qualitative review of literature.

Research Design: Descriptive and analytical.

Sources of Data: Secondary data collected from journals, books, articles, and reports.

Selection of Studies: Based on relevance to the topic, including both international and national studies.

Method of Analysis: The studies were reviewed, compared, and analyzed to identify themes and patterns.

### **Discussion**

The literature shows that teachers' attitudes are influenced by training, experience, infrastructure, and institutional support. While teachers generally support inclusive education, they face practical challenges in implementation. Improving training and providing adequate resources can enhance positive attitudes.

### **Conclusion**

Inclusive education is essential for ensuring equality in education. Teachers play a crucial role, and their attitudes significantly influence classroom practices. Strengthening teacher training, improving infrastructure, and providing continuous support are necessary for effective implementation.

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