

Attitude of Teachers Towards Inclusive Education: A Study of Male and Female School Teachers in Delhi NCR

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Abstract

Inclusive education means providing equal learning opportunities to all students, including students who have different abilities and learning needs. Teachers have an important role in making inclusive education successful because their attitudes can influence how they understand and respond to students with different educational needs. The present study was conducted to examine teachers' attitudes towards inclusive education among school teachers in Delhi National Capital Region (Delhi NCR) and to compare the attitudes of male and female teachers. An exploratory research design was used for the study. A total of 176 teachers from government and private schools in Delhi NCR participated in the study and were selected through purposive sampling. Teachers' attitudes were assessed using the Opinions Relative to Integration of Students with Disabilities (ORI) and the Teacher Attitudes Toward Inclusion Scale (TATIS). Descriptive statistics and the Mann–Whitney U test were used for data analysis. The mean score on the ORI was 35.08 (SD = 22.49), while the mean score on the TATIS was 27.66 (SD = 14.37). The composite Attitude Level score had a mean of 62.74 (SD = 28.95). The comparison between male and female teachers showed no statistically significant difference on the ORI ($p = .167$), TATIS ($p = .619$), or composite Attitude Level ($p = .182$). The findings suggest that gender alone may not be an important factor in determining teachers' attitudes towards inclusive education. The study highlights the importance of teacher preparation, practical exposure, confidence, and appropriate school-level support in promoting effective inclusive education.

Keywords: Inclusive education, teachers' attitudes, gender, school teachers, Delhi NCR, ORI, TATIS

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Introduction

Inclusive education is an approach that aims to provide equal opportunities for learning to all students, regardless of their abilities or learning needs. In an inclusive classroom, students with different educational needs learn together with their peers and are given opportunities to participate in classroom activities. However, simply having inclusive education policies is not enough. Teachers play an important role in putting these policies into practice in the classroom.

Teachers are often the people who directly interact with students on a daily basis. Therefore, their attitudes towards inclusive education can have an important influence on how they teach and support students with different needs. Teachers' attitudes include what they believe, feel, and think about teaching students with disabilities or other diverse learning needs in regular classrooms. When teachers have positive attitudes, they may be more willing to accept differences among students, change their teaching methods when needed, and provide equal opportunities to all learners. On the other hand, negative attitudes may make teachers less willing to

change their teaching methods or may create difficulties for students in participating fully in classroom activities.

Previous research has also shown that teachers' attitudes are important for successful inclusion. Avramidis and Norwich (2002) reported that teachers' beliefs and attitudes influence their willingness to implement inclusive education. Teachers who feel confident and prepared to work with students with different needs may be more comfortable with inclusion. In contrast, teachers who feel that they do not have enough preparation or support may have more concerns about inclusive classrooms.

Research conducted in different educational settings has shown that teachers do not always have the same level of attitude towards inclusive education. Leinak and Nath Babu (2025) found that teachers generally had favourable attitudes towards inclusive education, with male teachers showing a slightly more positive attitude than female teachers. Similarly, research conducted across different countries has generally reported positive attitudes

towards inclusion. However, some studies have also pointed out that teachers may face difficulties because of limited training, inadequate classroom resources, and lack of institutional support.

Teacher confidence and preparation are also important in this area. Long, Sharma, and Subban (2025) found that teachers with higher self-confidence in their teaching abilities tended to have more positive attitudes towards inclusive education. Sarwat and Biswal (2025) also highlighted the importance of teacher training, institutional support, and available resources. Similarly, Aktepe and Sümer Dodur (2025) found that although many teachers supported inclusive education, they continued to have concerns about insufficient training and limited classroom resources.

The Indian educational context is particularly important because teachers work with students from diverse backgrounds and with different learning needs. Delhi National Capital Region (Delhi NCR) is a large and diverse educational region where teachers may encounter a wide range of learner needs. Understanding teachers' attitudes in this particular region can therefore provide useful information about how inclusive education is viewed by teachers.

Gender has also been studied in relation to teachers' attitudes towards inclusive education. However, the findings have not been consistent. Some studies have found differences between male and female teachers, whereas others have found no significant difference. For example, Singh, Kumar, and Singh (2020) found no significant gender difference in teachers' attitudes towards inclusive education. In contrast, some other studies have reported differences between male and female teachers. These mixed findings show that gender differences need to be examined further in different educational settings.

Although research on inclusive education has increased over the years, comparatively less research has focused specifically on teachers in Delhi NCR. There is also a need for further research examining whether male and female teachers differ in their attitudes towards inclusive education. The use of standardized measures such as the Opinions Relative to Integration of Students with Disabilities (ORI) and the Teacher Attitudes Toward Inclusion Scale (TATIS) can provide a more systematic way of understanding teachers' attitudes.

Therefore, the present study was conducted to examine teachers' attitudes towards inclusive education among school teachers in Delhi NCR. The study also compared the attitudes of male and female teachers. By focusing on teachers' attitudes and gender differences in Delhi NCR, the study aims to add to the existing research and provide information that may be useful for improving inclusive educational practices.

Aim

The present study aimed to examine teachers' attitudes towards inclusive education among school teachers in Delhi NCR and to determine whether their attitudes differed significantly according to gender.

Objectives

1. To study the attitudes of teachers towards inclusive education.
2. To compare the attitudes of male and female teachers towards inclusive education.

Review of Literature

Inclusive education has received increasing attention because it focuses on providing equal opportunities to students with different abilities and learning needs. Teachers are an important part of this process because they are directly involved in classroom teaching and interaction with students. For this reason, many researchers have studied teachers' attitudes towards inclusive education.

Avramidis and Norwich (2002) reviewed earlier research on teachers' attitudes towards integration and inclusion. Their review showed that teachers' attitudes are important for the successful implementation of inclusive education. The authors also highlighted that teachers' willingness to include students with disabilities may be influenced by their experiences and the support available to them.

Antonak and Larrivee (1995) developed the Opinions Relative to Integration of Students with Disabilities (ORI), which is used to understand teachers' opinions about including students with disabilities in regular classrooms. The scale provides a structured way of examining teachers' views about inclusion and the responsibilities involved in teaching students with disabilities.

Avramidis, Bayliss, and Burden (2000) studied teachers' attitudes towards inclusion and found that previous experience with students with disabilities was related to more positive attitudes. Their findings suggested that teachers' direct experience may help them become more comfortable with inclusive education.

Cook, Tankersley, Cook, and Landrum (2000) examined teachers' attitudes towards students with disabilities and found that teachers generally supported inclusion, although their level of acceptance could differ depending on the needs of the students being included.

Hodkinson and Devarakonda (2009) explored teachers' views about inclusive education in India. Their findings showed that although teachers generally supported the idea of inclusion, some teachers were unsure about how to implement it effectively in their classrooms.

Jordan, Glenn, and McGhie-Richmond (2010) examined teachers' beliefs and classroom practices in inclusive settings. Their study suggested that teachers who had more positive beliefs about

inclusion were more likely to use teaching practices that supported students with different learning needs.

Parasuram (2012) studied teachers' attitudes towards inclusive education in the Indian context. The findings showed that teachers generally supported inclusion but also faced concerns related to teacher preparation, classroom resources, and the support available for implementing inclusive education.

Malinen, Savolainen, and Xu (2013) examined factors related to teachers' attitudes towards inclusive education. Their findings suggested that teachers' confidence and experience in working with students with disabilities were important in developing positive attitudes towards inclusion.

Sharma and Sokal (2015) studied teachers' attitudes, concerns, and self-efficacy towards inclusive education. Their findings showed a relationship between teachers' confidence in their teaching abilities and their attitudes towards inclusion. This suggests that teachers who feel more capable of managing diverse classrooms may be more comfortable with inclusive education.

Kumar (2016) examined teachers' attitudes towards inclusive education in India. The study reported differences in attitudes among teachers and highlighted the importance of understanding teachers' views when implementing inclusive education.

Priyadarshini and Thangarajathi (2017) examined the effect of selected variables on regular school teachers' attitudes towards inclusive education. Their findings showed that teacher-related factors can play a role in shaping attitudes towards inclusion.

Kumar and Midha (2017) conducted a comparative study of school teachers' attitudes towards inclusive education. Their findings highlighted differences in how teachers viewed inclusive education and the importance of considering teachers' perspectives while implementing inclusive practices.

Ewing, Monsen, and Kielblock (2018) reviewed research on teachers' attitudes towards inclusive education and discussed the different measures used to assess these attitudes. Their review emphasized the importance of using appropriate and reliable tools when studying teachers' attitudes.

Paramanik and Barman (2018) examined the attitudes of secondary school teachers towards inclusive education. Their study highlighted the role of teachers' attitudes in the successful implementation of inclusive practices in schools.

Singh and Bajpai (2019) studied primary school teachers' attitudes towards inclusive education in Lucknow. Their findings further emphasized that teachers' attitudes are an important part of creating supportive inclusive classrooms.

Saloviita (2020) examined teachers' attitudes towards the inclusion of students with support needs.

The findings suggested that teachers' attitudes can be influenced by their professional competence, previous experiences, and confidence in working with students who require additional support.

Schwab, Sharma, and Hoffmann (2020) studied the relationship between teachers' attitudes towards inclusive education and students' social and emotional experiences. Their findings suggested that teachers' attitudes may have an effect on students' experiences within the classroom.

Singh, Kumar, and Singh (2020) examined the attitudes of teachers towards inclusive education in Gaya district, Bihar. The study found moderate to favourable attitudes among teachers and reported no significant difference between male and female teachers. This finding is particularly relevant to the present study because it suggests that gender may not necessarily lead to differences in teachers' attitudes.

Shrivastava and Sharma (2021) compared teachers' attitudes towards inclusive education in inclusive and non-inclusive schools. Their findings indicated that the type of school environment and teachers' experiences may influence their attitudes towards inclusion.

De Boer, Pijl, and Minnaert (2011) reviewed research on regular primary school teachers' attitudes towards inclusive education. Their review showed that teachers' attitudes are an important factor in determining how successfully inclusive education can be implemented.

Guillemot, Fuchs, and Gremmel (2022) examined research on teachers' attitudes towards inclusive education and highlighted differences across educational contexts. Their findings suggested that teachers' attitudes may be influenced by several factors related to both teachers and their working environment.

Kalita (2022) studied secondary school teachers' attitudes towards inclusive education in India. The study highlighted the importance of teachers' perceptions and attitudes in making inclusive education successful.

Leinak and Nath Babu (2025) examined school teachers' attitudes towards inclusive education with respect to gender and school management. Their findings showed generally favourable attitudes, with male teachers showing a slightly more positive attitude than female teachers.

Long, Sharma, and Subban (2025) conducted a meta-analysis on teachers' attitudes and self-efficacy towards inclusive education in mainland China. The findings showed that teachers with higher self-efficacy tended to have more positive attitudes towards inclusive education. The study also emphasized the importance of teacher preparation and confidence.

Sarwat and Biswal (2025) reviewed research on teachers' knowledge, attitudes, and practices related

to inclusive education in South and Southeast Asia. Their review showed that teachers' attitudes and practices are affected by factors such as training, institutional support, and available resources.

Aktepe and Sümer Dodur (2025) examined teachers' attitudes, concerns, and self-efficacy regarding the inclusion of children with special needs. The findings showed that although teachers supported inclusive education, concerns related to training, resources, and classroom demands continued to exist.

Summary of the Reviewed Literature

The studies reviewed above show that teachers' attitudes are an important part of successful inclusive education. Many studies have reported generally positive or favourable attitudes, while others have found that teachers continue to face difficulties related to training, confidence, classroom resources, and institutional support.

The findings regarding gender are not consistent. Some studies have reported differences between male and female teachers, whereas others have found no significant difference. For example, Singh et al. (2020) found no significant gender difference, while other studies have reported differences favouring either male or female teachers. This inconsistency suggests that gender differences may vary according to the educational setting and the group of teachers being studied.

Overall, the literature suggests that teachers' attitudes should be understood within their specific educational context. However, comparatively fewer studies have focused specifically on school teachers in Delhi NCR. Therefore, the present study was conducted to examine teachers' attitudes towards inclusive education in Delhi NCR and to compare the attitudes of male and female teachers.

Research gap

Although several studies have examined teachers' attitudes towards inclusive education, there is still a need for research focusing specifically on school teachers in Delhi NCR. Most previous studies have been conducted in other regions of India or in different countries, making it difficult to directly apply their findings to teachers working in Delhi NCR.

Another important gap is the inconsistency in findings related to gender. Some studies have found differences between male and female teachers, while others have found no significant difference. Therefore, further research is needed to understand whether male and female teachers in Delhi NCR differ in their attitudes towards inclusive education. There is also a need to use standardized measures to assess teachers' attitudes. The present study therefore uses the Opinions Relative to Integration of Students with Disabilities (ORI) and the Teacher Attitudes Toward Inclusion Scale (TATIS) to examine teachers' attitudes in a systematic manner.

Based on these gaps, the present study focuses specifically on school teachers in Delhi NCR and examines their attitudes towards inclusive education, with particular attention to the comparison between male and female teachers.

Methodology

Research Design

The present study used an exploratory research design. The study was conducted to understand teachers' attitudes towards inclusive education and to compare the attitudes of male and female teachers.

Participants

The study included 176 school teachers working in Delhi NCR. Teachers from both government and private schools were included in the study. The participants were selected through purposive sampling.

Inclusion and Exclusion Criteria

Teachers working in government or private schools in Delhi NCR were included in the study. Teachers who were currently involved in teaching and met the required criteria for participation were included.

Teachers who had less than six months of teaching experience, were not currently involved in teaching, or were working as contract-based or guest teachers were excluded from the study.

Tools Used

Opinions Relative to Integration of Students with Disabilities (ORI).

The ORI was used to assess teachers' opinions and attitudes towards the inclusion of students with disabilities in regular classrooms. The scale contains 25 items and asks teachers to express their level of agreement with statements related to inclusive education and teaching students with disabilities.

Teachers Attitude Towards Inclusive Scale

The TATIS was used to assess teachers' attitudes towards including students with disabilities in regular educational settings. The scale includes statements related to teachers' acceptance of inclusion, their confidence in teaching students with disabilities, and their willingness to make changes in their teaching when required.

Procedure

The participants were first informed about the purpose of the study. Written informed consent was obtained before collecting the data. Participants were then asked to complete the required demographic information and the two standardized scales. They were given clear instructions and were allowed to complete the questionnaires at their own pace. The information provided by the participants was kept confidential.

Data Analysis

The collected data were entered and analysed using SPSS. Frequency and percentage were used to describe the distribution of participants and levels of attitude. Mean and standard deviation were used to describe the scores obtained on the attitude measures. An independent samples ttest was used to

compare the attitudes of male and female teachers. The level of significance was set at .05.

Result

The present study examined the attitudes of school teachers towards inclusive education and compared the attitudes of male and female teachers. A total of 176 teachers from Delhi NCR participated in the study. The results are presented below.

The sample included 109 female teachers (61.9%) and 67 male teachers (38.1%). The mean age of the participants was 40.56 years, with a standard deviation of 9.33.

The descriptive findings showed that the mean score obtained by the teachers on the ORI was 35.08 (SD = 22.49), while the mean score on the TATIS was 27.66 (SD = 14.37). The composite Attitude Level score, based on the overall assessment of attitude towards inclusive education, had a mean of 62.74 (SD = 28.95). These findings indicate variability in teachers' attitudes towards inclusive education within the sample.

The study further compared male and female teachers on the ORI, TATIS, and composite Attitude Level using the Mann–Whitney U test. For the ORI, the difference between male and female teachers was not statistically significant ($p = .167$). Similarly, the difference between male and female teachers on the TATIS was not statistically significant ($p = .619$). The comparison of male and female teachers on the composite Attitude Level was also not statistically significant ($p = .182$).

Overall, there was no statistically significant difference between male and female teachers in their attitudes towards inclusive education on the ORI, TATIS, or composite Attitude Level. Thus, in the present sample, gender did not show a significant difference in teachers' attitudes towards inclusive education.

The present study was conducted to understand teachers' attitudes towards inclusive education and to compare the attitudes of male and female teachers in Delhi NCR. A total of 176 school teachers participated in the study. Their attitudes towards inclusive education were assessed using the ORI and TATIS.

The first finding of the study was related to the overall attitude of teachers towards inclusive education. The results showed that the mean score on the ORI was 35.08 (SD = 22.49), while the mean score on the TATIS was 27.66 (SD = 14.37). The composite Attitude Level score had a mean of 62.74 (SD = 28.95). The variation in scores indicates that teachers in the present sample differed in their attitudes towards inclusive education.

This finding can be understood in relation to earlier research which has highlighted the importance of teachers' attitudes in the successful implementation of inclusive education. Leinak and Nath Babu (2025) reported generally favourable attitudes

towards inclusive education among school teachers. De Boer et al. (2011) also highlighted that teachers' attitudes play an important role in the implementation of inclusive education.

One possible reason for differences in teachers' attitudes may be the difficulties teachers experience while working in inclusive classrooms. Earlier research has suggested that teachers may have concerns when they do not receive sufficient training, classroom resources, or institutional support. Parasuram (2012) reported similar concerns among teachers in the Indian context. Hodgkinson and Devarakonda (2009) also found that although teachers generally supported the idea of inclusion, some teachers were uncertain about how to implement it effectively in their classrooms.

Teacher confidence may also be important in understanding differences in attitudes towards inclusive education. Sharma and Sokal (2015) found that teachers' self-efficacy was related to their attitudes towards inclusive education. Similarly, Long et al. (2025) reported that teachers with greater confidence in their teaching abilities tended to have more positive attitudes towards inclusion. Therefore, teachers may feel more comfortable with inclusive education when they feel adequately prepared and confident in meeting the needs of students with diverse learning requirements.

The second major finding of the present study was related to gender differences in teachers' attitudes. Male and female teachers were compared on the ORI, TATIS, and composite Attitude Level using the Mann–Whitney U test. The results showed that there was no statistically significant difference between male and female teachers on the ORI ($p = .167$). Similarly, no statistically significant difference was found between the two groups on the TATIS ($p = .619$). The difference in composite Attitude Level was also not statistically significant ($p = .182$).

The finding of no significant gender difference suggests that gender alone may not be sufficient to explain differences in teachers' attitudes towards inclusive education. This finding is consistent with the study by Singh, Kumar, and Singh (2020), which also reported no significant difference between male and female teachers' attitudes towards inclusive education.

However, the present finding may differ from some studies that have reported gender-related differences in teachers' attitudes. Leinak and Nath Babu (2025) reported slightly more favourable attitudes among male teachers, while Kumar (2016) reported differences between male and female teachers. Such differences across studies suggest that the relationship between gender and teachers' attitudes may vary depending on the educational setting and teachers' experiences.

The results of the present study therefore suggest that gender may not be a major factor in determining

teachers' attitudes towards inclusive education. Other factors, such as teachers' preparation, confidence, classroom experiences, and the support available in schools, may be important in shaping their attitudes. The present study, however, did not directly examine these factors as study variables.

The findings are important because teachers' attitudes can influence the way inclusive education is implemented in classrooms. Teachers who feel adequately prepared and supported may be better able to respond to the diverse needs of students. Providing teachers with appropriate training, practical exposure, and adequate school-level support may therefore help in developing greater confidence towards inclusive education.

Overall, the study shows that teachers in Delhi NCR varied in their attitudes towards inclusive education, while no statistically significant gender differences were found on the ORI, TATIS, or composite Attitude Level. The findings highlight the importance of strengthening teacher preparation and support for inclusive education irrespective of gender.

Conclusion

The present study examined teachers' attitudes towards inclusive education among school teachers in Delhi NCR and compared the attitudes of male and female teachers. The study included 176 teachers, and their attitudes were assessed using the ORI and TATIS.

The findings showed that the mean score on the ORI was 35.08 (SD = 22.49), while the mean score on the TATIS was 27.66 (SD = 14.37). The composite Attitude Level score had a mean of 62.74 (SD = 28.95), indicating variation in teachers' attitudes towards inclusive education.

The study also compared male and female teachers on the ORI, TATIS, and composite Attitude Level. The results showed no statistically significant difference between male and female teachers on the ORI ($p = .167$), TATIS ($p = .619$), or composite Attitude Level ($p = .182$). Therefore, the present study did not find a significant gender difference in teachers' attitudes towards inclusive education.

These findings suggest that gender alone may not be an important factor in determining teachers' attitudes towards inclusive education. Greater attention may instead be given to teachers' preparation, confidence, practical exposure, and the support available within schools. However, these factors were not directly examined as variables in the present study.

Improving teachers' understanding and confidence may help create a more supportive environment for inclusive education. Appropriate training, practical opportunities, and school-level support may help teachers feel better prepared to work with students with diverse learning needs.

In conclusion, the present study provides useful information about teachers' attitudes towards inclusive education in Delhi NCR. The findings show variation in teachers' attitudes, while no statistically significant gender differences were found on the ORI, TATIS, or composite Attitude Level. The study highlights the importance of strengthening teacher preparation and support for effective implementation of inclusive education, irrespective of gender.

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