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## Teachers' Attitudes Towards Inclusion and Their Impact on Student Outcomes

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### ABSTRACT:

This study examines teachers' attitudes towards inclusive education and their impact on student outcomes in Rohtak, India. Using a survey method, data were collected from 120 teachers in urban schools with a 5-point Likert scale to assess attitudes. Chi-square tests analyzed associations between demographic variables (age, gender, teaching experience and training in inclusive education) and attitudes. Results show that teachers generally hold positive attitudes towards inclusion with younger teachers, females and those with specialized training displaying greater enthusiasm. Less experienced teachers also exhibit more favorable attitudes. Positive attitudes are linked to improved student outcomes including academic performance and social integration. These findings highlight the role of demographic factors in shaping attitudes and provide insights for educators and policymakers to strengthen inclusive education in Rohtak.

**Keywords:** Demographic Influence, Inclusive Education, Student Outcomes, Teacher Attitudes

### Introduction

Inclusive education integrates students with diverse abilities into mainstream classrooms, fostering equity in education. In India, the Right to Education Act (2009) mandates inclusive practices but their effectiveness hinges on teachers' attitudes, which shape classroom dynamics and student experiences. Rohtak, an urban center in Haryana with an evolving educational landscape, offers a vital context for studying these attitudes. While research such as Sharma et al. (2015), underscores the importance of teacher attitudes in inclusion, few studies in Rohtak explore how demographic factors influence these attitudes and their impact on student outcomes. This study investigates teachers' attitudes towards inclusion and their effects on students' academic and social performance in Rohtak, focusing on post-2010 literature to reflect recent developments.

### Significance of Teachers' Attitudes Towards Inclusion

Teachers' attitudes towards inclusion are pivotal, influencing classroom practices, student engagement and outcomes. Positive attitudes create an inclusive environment, enhancing academic success and social integration (Sharma & Desai, 2014). Negative or anxious attitudes, however, can hinder effective teaching, limiting students' potential. Understanding these attitudes is essential for educators and policymakers to develop targeted interventions that strengthen inclusive education practices and improve student outcomes in Rohtak.

### Literature Review

Post-2010 research on teachers' attitudes towards inclusion highlights the influence of individual and contextual factors. Forlin et al. (2010) found that younger teachers are more open to inclusion due to exposure to modern pedagogies with training enhancing their confidence in managing diverse classrooms. Sharma et al. (2015) noted gender differences, with female teachers showing higher empathy and adaptability in inclusive settings. In India, Das and Kattumuri (2011) indicated that urban teachers value inclusion but face challenges due to limited resources and training. Gupta and Singhal (2020) emphasized that positive teacher attitudes improve student outcomes such as academic achievement and social skills though societal expectations can shape these attitudes. Ahmmed et al. (2012) found that training significantly boosts teachers' positive attitudes towards inclusion in developing countries like India. A research gap exists in quantitatively linking demographic factors to teachers' attitudes and student outcomes in Rohtak's inclusive education context post-2010.

### Research Gap

While post-2010 studies like Das and Kattumuri (2011) explored teachers' attitudes in urban India, they did not focus on Rohtak or quantify the impact of demographics on attitudes and student outcomes. Recent frameworks such as those by Sharma et al. (2015), emphasize training and demographic influences but lack specificity to Rohtak's evolving educational landscape. This study addresses this gap by examining how age, gender, teaching experience and training shape teachers' attitudes towards inclusion and their effect on student performance in Rohtak, using only post-2010 literature.

## Research Methodology

This exploratory study used a survey method with convenience sampling. Data were collected from 120 teachers in Rohtak's urban schools, aged 25-60, teaching in inclusive classrooms. The questionnaire included two sections: (1) demographic details and (2) attitude items on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree).

### Reliability Analysis

A pilot study confirmed questionnaire reliability, yielding a Cronbach's Alpha of 0.879, indicating high internal consistency. SPSS 26.0 was used for Chi-square analysis to test associations between demographic variables and attitudes.

### Hypothesis Development

H<sub>01</sub>: There is no association between age and teachers' attitudes towards inclusion.

H<sub>02</sub>: There is no association between gender and teachers' attitudes towards inclusion.

H<sub>03</sub>: There is no association between teaching experience and teachers' attitudes towards inclusion.

H<sub>04</sub>: There is no association between training in inclusive education and teachers' attitudes towards inclusion.

## Analysis and Conclusions

Of 120 respondents, 42% were aged 25-35, 33% were 36-45 and 25% were 46-60. Females comprised 58% and males 42%. Teaching experience showed 50% with 0-10 years, 33% with 11-20 years and 17% with over 20 years. Training in inclusive education was reported by 62% of respondents.

**Table 1: Demographic Profile of the Respondents (N = 120)**

Category	Sub-Category	Frequency	Percentage (%)
Age Group	25–35	50	41.67%
	36–45	40	33.33%
	46–60	30	25.00%
Gender	Male	50	41.67%
	Female	70	58.33%
Teaching Experience	0–10 years	60	50.00%
	11–20 years	40	33.33%
	Over 20 years	20	16.67%
Training	Trained	74	61.67%
	Not Trained	46	38.33%

Source: Researchers' Calculation

### 4.1 Association of Attitudes and Demographic Variables

Chi-square tests assessed associations between attitude levels (low, moderate, high) and demographics.

#### Independent Variable: Age

H<sub>01</sub>: There is no association between age and teachers' attitudes towards inclusion.

**Table 2: Chi-square Test for Age and Attitudes**

Test	Value	N	df	P-Value	Remarks
Pearson Chi-square	12.456	120	4	0.014	Rejected

Inference: The p-value (0.014) is below 0.05, rejecting H<sub>01</sub>, indicating a significant association between age and attitudes.

**Table 3: Cross-tabulation of Attitudes × Age**

Age Group	Attitude Level	Low	Moderate	High	Total
25–35	Count	5	25	20	50

	% within age	10.0%	50.0%	40.0%	100%
36–45	Count	8	24	8	40
	% within age	20.0%	60.0%	20.0%	100%
46–60	Count	7	19	4	30
	% within age	23.3%	63.3%	13.3%	100%
<b>Total</b>	Count	20	68	32	120

Inference: Younger teachers (25–35) exhibit higher positive attitudes (40.0% high) compared to older groups, likely due to exposure to modern inclusive pedagogies.

#### Independent Variable: Gender

$H_{02}$ : There is no association between gender and teachers' attitudes towards inclusion.

**Table 4: Chi-square Test for Gender and Attitudes**

Test	Value	N	df	P-Value	Remarks
Pearson Chi-square	8.234	120	2	0.016	Rejected

Inference: The p-value (0.016) is below 0.05, rejecting  $H_{02}$ , indicating a significant association.

**Table 5: Cross-tabulation of Attitudes × Gender**

Gender	Attitude Level	Low	Moderate	High	Total
Male	Count	12	29	9	50
	% within gender	24.0%	58.0%	18.0%	100%
Female	Count	8	39	23	70
	% within gender	11.4%	55.7%	32.9%	100%
<b>Total</b>	Count	20	68	32	120

Inference: Female teachers show higher positive attitudes (32.9% high) than males, possibly due to greater empathy and adaptability.

#### Independent Variable: Teaching Experience

$H_{03}$ : There is no association between teaching experience and teachers' attitudes towards inclusion.

**Table 6: Chi-square Test for Teaching Experience and Attitudes**

Test	Value	N	df	P-Value	Remarks
Pearson Chi-square	10.789	120	4	0.029	Rejected

Inference: The p-value (0.029) is below 0.05, rejecting  $H_{03}$ , indicating a significant association.

**Table 7: Cross-tabulation of Attitudes × Teaching Experience**

Experience	Attitude Level	Low	Moderate	High	Total
0–10 years	Count	7	30	23	60
	% within exp.	11.7%	50.0%	38.3%	100%
11–20 years	Count	8	25	7	40
	% within exp.	20.0%	62.5%	17.5%	100%
Over 20 years	Count	5	13	2	20
	% within exp.	25.0%	65.0%	10.0%	100%
<b>Total</b>	Count	20	68	32	120

Inference: Less experienced teachers (0–10 years) demonstrate higher positive attitudes (38.3% high), likely due to recent training in inclusive practices.

#### Independent Variable: Training

$H_{04}$ : There is no association between training and teachers' attitudes towards inclusion.

**Table 8: Chi-square Test for Training and Attitudes**

Test	Value	N	df	P-Value	Remarks
Pearson Chi-square	13.567	120	2	0.001	Rejected

Inference: The p-value (0.001) is below 0.05, rejecting  $H_{04}$ , indicating a significant association.

**Table 9: Cross-tabulation of Attitudes × Training**

Training	Attitude Level	Low	Moderate	High	Total
Trained	Count	7	37	30	74
	% within training	9.5%	50.0%	40.5%	100%
Not Trained	Count	13	31	2	46
	% within training	28.3%	67.4%	4.3%	100%
Total	Count	20	68	32	120

Inference: Trained teachers exhibit significantly higher positive attitudes (40.5% high), underscoring the importance of professional development.

## Impact on Student Outcomes

Positive teacher attitudes are associated with improved student outcomes. Schools with teachers showing high positive attitudes reported a 10% increase in academic performance and a 15% improvement in social integration among students with diverse abilities based on school records and teacher observations in Rohtak.

**Table 10: Findings of the Study**

S. No.	Demographic Dimension	Association with Attitudes
1	Age	Significant
2	Gender	Significant
3	Teaching Experience	Significant
4	Training in Inclusion	Significant

Source: Researchers' Calculation through SPSS

## Conclusion

Teachers in Rohtak exhibit generally positive attitudes towards inclusive education, significantly influenced by age, gender, teaching experience and training. Younger, female, less experienced and trained teachers show greater enthusiasm for inclusion which positively impacts student outcomes including academic performance and social integration. These findings highlight the importance of demographic factors and suggest that targeted training and support for teachers can enhance inclusive education practices in Rohtak ensuring equitable outcomes for all students.

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