

A Study on The Attitude of The Teachers Towards Inclusive Education of the Differently Abled Students at Montfort Centre for Education, Tura

Maria Soosai S¹, Prof. Khem Chand Kapoor²

¹Research Scholar, Assam Don Bosco University, Tapesia Gardens, Kamarkuchi, Sonapur – 782 402, Assam. (orcid id: 0009-0006-3313-3725)

²Professor, Assam Don Bosco University, Tapesia Gardens, Kamarkuchi, Sonapur – 782 402, Assam

Abstract:

The study explores teachers' attitudes toward inclusive education for differently-abled students at Montfort Centre for Education, Tura. Using a descriptive-cum-normative survey method, the study examines variations in attitudes based on gender, age, teaching experience, and specialization (Special vs. General Educators). A stratified proportionate random sampling technique was used to select 40 teachers, and data were analyzed using mean, standard deviation, standard error, and t-tests.

Findings indicate that teachers generally hold positive attitudes toward inclusive education, with female teachers displaying significantly more favorable attitudes than male teachers. Age and teaching experience did not show statistically significant differences in attitudes, though older and more experienced teachers exhibited slightly higher mean scores. Special Educators showed slightly more favorable attitudes than General Educators, but the difference was not statistically significant.

The study underscores the need for targeted training programs to enhance teachers' confidence in inclusive education, particularly for male, younger, and less experienced teachers. Mentorship programs pairing novice teachers with experienced educators, along with collaborative teaching models between Special and General Educators, are recommended to strengthen inclusive practices. These findings contribute to the broader discourse on inclusive education, offering policy and practice recommendations to improve the learning environment for differently-abled students.

INTRODUCTION:

The inclusion of differently abled students in mainstream educational settings is a critical aspect of contemporary educational practices. This approach not only promotes equality and diversity but also enriches the learning environment for all students. At the Montfort Centre for Education in Tura, the attitudes of teachers towards the inclusion of these students are pivotal in determining the success of inclusive education initiatives. Research has consistently shown that teachers' attitudes significantly influence the implementation of inclusive practices and the overall educational experience of students with disabilities Ahmed et al. (2012) Mae & Superio, 2023).

Teachers' perceptions of inclusion are shaped by various factors, including their training, experience, and personal beliefs. For instance, studies indicate that teachers who have received specialized training in

special education tend to exhibit more positive attitudes towards the inclusion of students with disabilities (Jamsai, 2019; Coelho et al., 2017). This correlation underscores the importance of equipping educators with the necessary skills and knowledge to effectively support diverse learners. Furthermore, previous research has demonstrated that teachers' prior experiences with students with disabilities can also enhance their willingness to embrace inclusive practices (Ortiz et al., 2012).

However, despite the growing emphasis on inclusive education, many teachers still harbor reservations about including students with severe disabilities in mainstream classrooms. Research conducted in various contexts has revealed that teachers often express more negative attitudes towards the inclusion of students with severe intellectual disabilities compared to those with milder disabilities (Alquraini, 2012; Garrad et al., 2018). This discrepancy highlights the need for targeted interventions to address the concerns and misconceptions that educators may have regarding the capabilities of differently abled students.

The cultural and contextual factors surrounding the Montfort Centre for Education also play a significant role in shaping teachers' attitudes towards inclusion. The local educational landscape, societal norms, and available resources can either facilitate or hinder the acceptance of inclusive practices (Domagała-Zyśk & Knopik, 2022; Asmamaw, 2017). Understanding these contextual influences is essential for developing effective strategies to promote positive attitudes among educators and foster an inclusive school environment.

The attitudes of teachers towards the inclusion of differently abled students at the Montfort Centre for Education are influenced by a complex interplay of factors, including training, experience, and contextual elements. By examining these attitudes, this study aims to provide valuable insights that can inform the development of inclusive education policies and practices, ultimately enhancing the educational experiences of all students.

REVIEW OF RELATED LITERATURE:

Numerous studies have examined the factors influencing teachers' attitudes towards inclusive education. Ahmmed et al. found that teachers who had prior contact with students with disabilities exhibited more positive attitudes towards inclusion compared to those without such experiences (Ahmmed et al., 2012). This aligns with the findings of Garrad et al., who noted that exposure to inclusive practices within an integrated education system fosters a more favorable disposition towards students with disabilities (Garrad et al., 2018).

Training and professional development also play a critical role in shaping teachers' attitudes. Jamsai's research indicated that teachers with more special education training tend to hold more favorable views towards the inclusion of students with learning disabilities (Jamsai, 2019). Similarly, Alenezi et al. highlighted that pre-service teachers' attitudes improved significantly after completing a special education course combined with field experience (Alenezi et al., 2020). This suggests that effective training programs are essential for enhancing teachers' self-efficacy and positive attitudes towards inclusion (Alenezi et al., 2020; Osi & Osi, 2022).

However, the relationship between teaching experience and attitudes towards inclusion is complex. While some studies report a positive correlation between experience and favorable attitudes (Aldosari, 2022), others, such as the work by Boer et al., indicate that teachers may develop negative attitudes over time, particularly towards students with more complex needs (Boer et al., 2011; Alquraini, 2012). This variability underscores the necessity for ongoing professional development and support to maintain positive attitudes among experienced teachers (Ortiz et al., 2012; Domagała-Zyśk & Knopik, 2022).

Moreover, cultural and contextual factors can also influence attitudes towards inclusion. For instance, Alhumaid et al. found that female teachers in Saudi Arabia reported more positive attitudes towards inclusion than their male counterparts, suggesting that gender dynamics may play a role in shaping educators' perspectives (Alhumaid et al., 2022). Similarly, the study by Mónico et al. emphasized the impact of cultural context on teachers' attitudes, noting significant differences across countries (Mónico et al., 2018).

RATIONALE FOR THE STUDY:

The rationale for investigating teachers' attitudes towards the inclusion of differently abled students at the Montfort Centre for Education is multifaceted. First, understanding these attitudes is essential for developing effective inclusive education strategies that cater to the diverse needs of all students. Second, the findings can inform the design of targeted professional development programs aimed at enhancing teachers' competencies and confidence in inclusive practices (Vaz et al., 2015; Mohamed, 2018). Finally, this study contributes to the broader discourse on inclusive education, providing insights that can be applied in similar educational contexts both locally and globally.

The attitudes of teachers towards the inclusion of differently abled students are influenced by a myriad of factors, including prior experiences, training, and cultural context. As such, this study aims to provide a comprehensive understanding of these attitudes at the Montfort Centre for Education, thereby contributing to the ongoing efforts to promote inclusive education.

STATEMENT OF THE RESEARCH PROBLEM:

This study explores teachers' attitudes towards inclusive education at the Montfort Centre for Education in Tura, recognizing their crucial role in its successful implementation. Despite policies advocating for inclusion, challenges remain due to a lack of understanding of the factors shaping teachers' perceptions. Research suggests that attitudes are influenced by training, experience, and personal beliefs, but the specific cultural and contextual factors of Tura have not been thoroughly examined. Additionally, teachers' attitudes may vary depending on the severity of disabilities, with greater resistance often observed towards students with severe disabilities. This knowledge gap limits the ability of educational leaders to implement effective inclusion strategies. Therefore, this study seeks to investigate teachers' attitudes, identify key influencing factors, and provide insights to support the development of a more inclusive educational environment. Hence, the problem statement for the study is stated as **“A Study on the attitude of the teachers towards Inclusive Education of the differently abled students at Montfort Centre for Education, Tura.”**

OBJECTIVES:

1. To study the attitude of the teachers towards Inclusive Education of the differently abled children at Montfort Centre for Education, Tura.
2. To find out the difference between the attitude of male and female teachers towards Inclusive Education at Montfort Centre for Education, Tura.
3. To find out the difference in attitude of teachers based on age specially those aged ≤ 30 years and ≥ 31 years towards Inclusive Education at Montfort Centre for Education, Tura.
4. To find out the difference in attitude based on teaching experience comparing teachers with ≤ 10 years and ≥ 11 years of experience towards Inclusive Education at Montfort Centre for Education, Tura.

5. To find out the difference in attitude between Special Educators and General Educators towards Inclusive Education at Montfort Centre for Education, Tura.

HYPOTHESES:

1. There is no significant difference between the attitudes of male and female teachers towards Inclusive Education at Montfort Centre for Education, Tura.
2. There is no significant difference between the attitudes of teachers aged ≤ 30 years and those aged ≥ 31 years towards Inclusive Education at Montfort Centre for Education, Tura.
3. There is no significant difference between the attitudes of teachers with ≤ 10 years of teaching experience and those with ≥ 11 years of experience towards Inclusive Education at Montfort Centre for Education, Tura.
4. There is no significant difference between the attitudes of Special Educators and General Educators towards Inclusive Education at Montfort Centre for Education, Tura.

METHOD ADOPTED:

The researcher employed a descriptive-cum-normative survey method to investigate teachers' attitudes towards inclusive education at Montfort Centre for Education, Tura. This approach is particularly suitable as it allows for the collection of both quantitative and qualitative data on teachers' perceptions, beliefs, and practices regarding inclusive education within the current educational framework. The descriptive component enables a systematic examination of teachers' attitudes, identifying trends, patterns, and variations across different demographic groups within the teaching staff (Forlin et al., 2014; O'Toole & Burke, 2013). Simultaneously, the normative aspect facilitates a comparison of the collected data against established benchmarks and best practices in inclusive education. This helps determine areas where teachers' attitudes align with or diverge from theoretical and practical standards (Sharma & Loreman, 2014). The integration of both descriptive and normative elements provides a comprehensive understanding of the factors shaping teachers' attitudes, including their training, experience, and the broader school environment.

RESEARCH DESIGN:

The researcher adopted a cross-sectional research design for this study, as it is well-suited for examining teachers' attitudes towards inclusive education at Montfort Centre for Education, Tura. This approach allows for the collection of data at a single point in time from a diverse group of participants, providing a snapshot of their perceptions and beliefs. By facilitating comparisons across different demographic variables such as age, gender, teaching experience, and educational background, the cross-sectional design helps to identify trends and factors influencing teachers' attitudes towards inclusion (Sharma & Sokal, 2015). This methodological choice enhances the study's ability to analyze variations in perceptions and contribute to a deeper understanding of the determinants of inclusive education practices.

POPULATION OF THE STUDY:

The population for this study consists of the teaching staff at Montfort Centre for Education, Tura, including both general education and special education teachers. This diverse group of educators offers a valuable context for exploring attitudes towards inclusive education, as they bring varied experiences,

training backgrounds, and perspectives on integrating differently abled students into mainstream classrooms.

The details of the total population of the study have been shown in Table – 1.

Table – 1: Showing total No. of teachers in Montfort Centre for Education, Tura

| Particulars | Male | Female | Total |
|--------------------------------|-----------|-----------|-----------|
| Primary | 4 | 24 | 28 |
| Upper Primary | 2 | 14 | 16 |
| Secondary and Senior Secondary | 7 | 6 | 13 |
| Total No. of Teachers | 13 | 44 | 57 |

SAMPLE OF THE STUDY:

The researcher selected a sample of 40 teachers by adopting the stratified proportionate random sampling technique. Further the selected sample of 40 teachers divided into different categories as shown in Table – 2.

Table – 2: Sample of Teachers for the Study

| Particulars | Number | Percentage (%) | |
|---------------------|-------------------|----------------|-------|
| Gender | Male | 10 | 25.00 |
| | Female | 30 | 75.00 |
| Age | ≤ 30 years | 17 | 42.50 |
| | ≥ 31 Years | 23 | 57.50 |
| Teaching Experience | ≤ 10 years | 25 | 62.50 |
| | ≥ 11 Years | 15 | 37.50 |
| Qualification | Special Educators | 18 | 45.00 |
| | General Educators | 22 | 55.00 |

TOOLS USED:

Tools play a magnificent role in collecting relevant and reliable data. As per the nature of the objectives of the study, the investigator used the *Attitude Scale for measuring the attitude of the secondary school teachers towards inclusive Education* developed by him. The reliability of the attitude scale was tested using the test-retest method, yielding a coefficient of 0.84, indicating a good level of consistency. The content validity was ensured by seeking the opinions of content experts to validate the scale’s relevance and accuracy.

ANALYSIS AND INTERPRETATION OF DATA:

Objective – 1: To study the attitude of the teachers towards Inclusive Education of the differently abled children at Montfort Centre for Education, Tura.

For achieving this objective – 1, the researcher collected the data from the selected teachers and the attitude scores of the teachers of Montfort Centre for Education, Tura have been shown in Frequency Table – 3.

Table – 3: Frequency table showing the attitude scores of the Teachers towards Inclusive Education at Montfort Centre for Education, Tura.

| | | | | | | | |
|----------------------------------------------------------------------------------------------|-----------|---------|---------|---------|---------|---------|---------|
| CI | 100 – 109 | 90 – 99 | 80 – 89 | 70 – 79 | 60 – 69 | 50 – 59 | 40 – 49 |
| F | 7 | 9 | 11 | 6 | 3 | 3 | 1 |
| N = 40, Mean = 84.00, SD = 15.64, SE_D = 2.47, Median = 83.64, Mode = 82.86 | | | | | | | |

Interpretation: As per the findings presented in Table 3, teachers’ attitudes toward inclusive education at Montfort Centre for Education, Tura, indicates a generally positive outlook, with a mean score of 84.00 (67.20%). The results indicate a mean attitude score of 84.00, suggesting that teachers generally hold a positive outlook toward inclusive education. The median score of 83.64 is closely aligned with the mean, indicating a balanced distribution of responses, with half of the teachers scoring above and half below this value. The mode of 82.86 represents the most frequently occurring score, reinforcing the consistency in teachers’ attitudes. This implies that most educators share similar views on inclusion, with relatively few extreme positive or negative perspectives. These results emphasize the need for continuous professional development and targeted training to further strengthen teachers’ confidence and effectiveness in implementing inclusive education.

Objective – 2: To find out the difference between the attitude of male and female teachers towards Inclusive Education at Montfort Centre for Education, Tura.

Hypothesis: There is no significant difference between the attitudes of male and female teachers towards Inclusive Education at Montfort Centre for Education, Tura.

For achieving this objective – 2, the researcher collected the data from the selected teachers and the attitude scores of the teachers of Montfort Centre for Education, Tura have been shown in Table – 4

Table – 4: Showing the computed Mean, SD, SE_D, and t- value on attitude with respect to Male and Female Teachers towards Inclusive Education at Montfort Centre for Education, Tura.

| Particulars | Number | Mean | SD | SE _D | t-value |
|-----------------|--------|-------|-------|-----------------|---------|
| Male Teachers | 10 | 73.50 | 18.14 | 5.74 | 2.26 |
| Female Teachers | 30 | 87.50 | 12.95 | 2.36 | |

Interpretation: The findings in Table – 4 indicates that the computed t-value (2.26) is compared with the critical t-value (2.01) at the .05 significance level. Since the absolute t-value is greater than the critical value, the null hypothesis “**There is no significant difference between the attitudes of male and female teachers towards Inclusive Education at Montfort Centre for Education, Tura**” is rejected. This suggests that there is a statistically significant difference in attitudes, with female teachers showing a significantly more favorable perspective toward inclusive education. The mean attitude score for male teachers (73.50) is notably lower than that of female teachers (87.50), suggesting that female teachers generally have a more positive attitude towards inclusive education. The standard deviation (SD) for male teachers (18.14) is higher than that of female teachers (12.95), indicating that male teachers’ attitudes are more varied, while female teachers have a more consistent positive outlook. The findings highlight the need for targeted training and sensitization programs, particularly for male teachers, to enhance their understanding and confidence in inclusive education. Addressing this gap through professional development and awareness initiatives could further strengthen inclusive teaching practices at Montfort Centre for Education, Tura.

Objective – 3: To find out the difference in attitude of teachers based on age specially those aged ≤ 30 years and ≥ 31 years towards Inclusive Education at Montfort Centre for Education, Tura.

Hypothesis: There is no significant difference between the attitudes of teachers aged ≤ 30 years and those aged ≥ 31 years towards Inclusive Education at Montfort Centre for Education, Tura.

For achieving this objective – 3, the researcher collected the data from the selected teachers and the attitude scores of the teachers of Montfort Centre for Education, Tura have been shown in Table – 5

Table – 5: Showing the computed Mean, SD, SE_D, and t- value on attitude with respect to ≤ 30 years and ≥ 31 Years old Teachers towards Inclusive Education at Montfort Centre for Education, Tura.

| Particulars | | Number | Mean | SD | SE _D | t-value |
|-------------|-----------------|--------|-------|-------|-----------------|---------|
| Age | ≤ 30 years | 17 | 82.15 | 18.00 | 4.36 | 0.62 |
| | ≥ 31 Years | 23 | 85.37 | 13.49 | 2.81 | |

Interpretation: The table – 5 indicates that the computed t-value was found to be 0.62 which is lesser than the critical t-value (2.01) at the .05 significance level. Since the absolute t-value has not been considered significant and the formulated null hypothesis: “**There is no significant difference between the attitudes of teachers aged ≤ 30 years and those aged ≥ 31 years towards Inclusive Education at Montfort Centre for Education, Tura**” is retained. This means that there is no statistically significant difference in attitudes between younger (≤ 30 years) and older (≥ 31 years) teachers. The findings show that the mean attitude score for teachers aged ≤ 30 years is 82.15, while for those aged ≥ 31 years, it is 85.37. This indicates that older teachers tend to have slightly more positive attitudes toward inclusive education. However, the difference between the two groups is small. The standard deviation (SD) for teachers aged ≤ 30 years (18.00) is higher than that of teachers aged ≥ 31 years (13.49), indicating that younger teachers’ attitudes vary more widely, while older teachers have a more consistent outlook on inclusive education. The standard errors (SE) of 4.36 and 2.81 suggest that the sample means are reliable estimates of the respective population means.

Objective – 4: To find out the difference in attitude based on teaching experience comparing teachers with ≤ 10 years and ≥ 11 years of experience towards Inclusive Education at Montfort Centre for Education, Tura.

Hypothesis: There is no significant difference between the attitudes of teachers with ≤ 10 years of teaching experience and those with ≥ 11 years of experience towards Inclusive Education at Montfort Centre for Education, Tura.

For achieving this objective – 4, the researcher collected the data from the selected teachers and the attitude scores of the teachers of Montfort Centre for Education, Tura have been shown in Table – 6

Table – 6: Showing the computed Mean, SD, SE_D, and t- value on attitude with respect to Teachers having teaching experience of ≤ 10 years and ≥ 11 Years towards Inclusive Education at Montfort Centre for Education, Tura.

| Particulars | | Number | Mean | SD | SE _D | t-value |
|---------------------|-----------------|--------|------|-------|-----------------|---------|
| Teaching Experience | ≤ 10 years | 25 | 81.3 | 15.42 | 3.08 | 1.46 |
| | ≥ 11 Years | 15 | 88.5 | 14.97 | 3.86 | |

Interpretation: The table – 6 indicates that the computed t-value 1.46 was found to be lesser than the critical t-value (2.01) at the .05 significance level. Since the computed t-value (1.46) has not been found significant, the formulated null hypothesis: **“There is no significant difference between the attitudes of teachers with ≤ 10 years and those with ≥ 11 years of teaching experience towards Inclusive Education at Montfort Centre for Education, Tura”** is retained. This means that there is no statistically significant difference in attitudes based on teaching experience. The mean attitude score for teachers with ≤ 10 years of experience is 81.3, while for teachers with ≥ 11 years of experience, it is 88.5. This suggests that more experienced teachers tend to have a slightly more positive attitude towards inclusive education compared to their less experienced counterparts. The standard deviation (SD) for teachers with ≤ 10 years of experience (15.42) is slightly higher than that of teachers with ≥ 11 years of experience (14.97), indicating more variability in the attitudes of less experienced teachers. The standard errors (SE) of 3.08 and 3.86 suggest that the sample means are fairly reliable estimates of their respective population means.

Objective – 6: To find out the difference in attitude between Special Educators and General Educators towards Inclusive Education at Montfort Centre for Education, Tura.

Hypothesis: There is no significant difference between the attitudes of Special Educators and General Educators towards Inclusive Education at Montfort Centre for Education, Tura.

For achieving this objective – 5, the researcher collected the data from the selected teachers and the attitude scores of the teachers of Montfort Centre for Education, Tura have been shown in Table – 7.

Table – 7: Showing the computed Mean, SD, SE_D, and t- value on attitude with respect to Special Educators and General Educators towards Inclusive Education at Montfort Centre for Education, Tura.

| Particulars | Number | Mean | SD | SE _D | t-value |
|-------------------|--------|-------|-------|-----------------|---------|
| Special Educators | 18 | 84.50 | 18.86 | 4.44 | 0.18 |
| General Educators | 22 | 83.59 | 12.40 | 2.64 | |

Interpretation: The table – 7 indicates that the computed t-value was found to be 0.18 which is lesser than the critical t-value (2.01) at the .05 significance level. Since the computed t-value is much lower than the critical value and has not been considered significant, the null hypothesis: **“There is no significant difference between the attitudes of Special Educators and General Educators towards Inclusive Education at Montfort Centre for Education, Tura”** is retained. This means that there is no statistically significant difference in attitudes between Special Educators and General Educators. The mean attitude score for Special Educators (84.50) is slightly higher than that of General Educators (83.59), indicating that Special Educators may have a marginally more favorable attitude towards inclusive education. However, this difference is very small. The standard deviation (SD) for Special Educators (18.86) is higher than that of General Educators (12.40), indicating that attitudes among Special Educators are more varied, whereas General Educators exhibit a more consistent perspective. The standard errors (SE) of 4.44 and 2.64 suggest that the sample means are reliable estimates of the broader population.

MAJOR FINDINGS AND DISCUSSIONS:

The study examined secondary school teachers’ attitudes toward inclusive education at Montfort Centre for Education, Tura, focusing on gender, age, teaching experience, and specialization (Special vs. General

Educators). Overall, teachers exhibited a positive perception of inclusive education, with variations based on demographic factors, suggesting that training, experience, and exposure to inclusive practices influence attitudes (Avramidis & Norwich, 2002; Sharma, Forlin, & Loreman, 2008).

Gender differences were significant, with female teachers (Mean: 87.5) demonstrating more favorable attitudes than male teachers (Mean: 73.5), as indicated by a statistically significant t-value ($t = 2.26$). This aligns with Sharma et al. (2015), who found that female teachers generally exhibit greater empathy and acceptance of students with disabilities. Training programs specifically targeting male teachers could help bridge this gap by increasing awareness and confidence in inclusive teaching (Forlin et al., 2010).

Regarding age differences, teachers aged ≥ 31 years (Mean: 85.37) had slightly more positive attitudes than those ≤ 30 years (Mean: 82.15), though the difference was not statistically significant ($t = 0.62$). This suggests that age alone is not a determinant of attitude, and both younger and older teachers can develop positive perspectives when provided with appropriate training and professional development opportunities (Loreman et al., 2013). Similarly, teaching experience did not significantly impact attitudes, though teachers with ≥ 11 years of experience (Mean: 88.5) had slightly more positive views than those with ≤ 10 years (Mean: 81.3), but the difference was not statistically significant ($t = 1.46$). This reinforces findings from Avramidis, Bayliss, & Burden (2000) and Salend (2011), which suggest that experience alone does not guarantee positive attitudes unless accompanied by ongoing professional development and training.

The study also compared Special Educators and General Educators, revealing that Special Educators (Mean: 84.50) held slightly more favorable attitudes than General Educators (Mean: 83.59). However, the computed t-value ($t = 0.18$) was not statistically significant, indicating both groups share similar perceptions toward inclusive education. This aligns with research by Friend & Cook (2013), which suggests that General Educators who receive adequate training and exposure to inclusive teaching strategies can develop attitudes similar to those of Special Educators. Additionally, Saloviita (2019) found that collaborative teaching models and joint training programs enhance the preparedness of both Special and General Educators.

These findings suggest that while teachers at Montfort Centre for Education generally support inclusive education, professional training, mentorship, and structured exposure to inclusive practices remain essential. Schools should promote co-teaching models and joint training to strengthen collaboration between Special and General Educators, ensuring that all teachers are equipped to support differently-abled students effectively (Florian & Black-Hawkins, 2011).

EDUCATIONAL IMPLICATIONS:

The findings highlight positive but varied attitudes toward inclusive education. While most teachers support inclusion, gender, experience, and specialization influence their perspectives differently. Male, younger, and less experienced teachers may benefit from targeted training programs to improve their confidence and readiness for inclusive teaching. Additionally, mentorship programs that pair novice teachers with experienced educators could help bridge knowledge gaps and enhance skills in inclusive education.

Collaboration between Special and General Educators is crucial for the successful implementation of inclusive education. Schools should promote teamwork and shared learning experiences, encouraging both groups to engage in professional learning communities, workshops, and co-teaching models. This will

help create a supportive and well-equipped teaching environment, ensuring that all teachers feel confident in addressing the needs of differently-abled students.

To further strengthen inclusive education practices, schools should implement awareness initiatives involving teachers, administrators, and students. Promoting a culture of acceptance and support can help create a more inclusive learning environment, reducing biases and improving educational outcomes for all students.

CONCLUSION:

The study highlights that while secondary school teachers at Montfort Centre for Education generally hold positive attitudes toward inclusive education, some variations exist based on gender, experience, and specialization. The findings suggest that sensitization programs for male teachers, mentorship for younger teachers, and increased collaboration between Special and General Educators could further strengthen inclusive education practices. By addressing these areas through targeted training, teamwork, and professional development, schools can ensure that all teachers are well-prepared to support differently-abled students, creating a truly inclusive educational environment.

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