

A Survey on the Practice of Inclusive Education in Schools of Dhanbad District and Study of Teacher's Attitude Regarding Inclusiveness

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Abstract

This study analyzes the attitudes of teachers towards inclusive education in Dhanbad district's inclusive schools, taking into account gender, educational qualifications, and experience. Utilizing descriptive and inferential statistics like t-tests, chi-squares, ANOVA, and Spearman's correlation, data was gathered from 100 teachers who were given a structured questionnaire utilizing the descriptive survey design. It appears from the data that, generally speaking, educators have a good outlook on inclusive education. However, neither the gender of the instructor nor their level of education had a discernible impact on student perceptions. Likewise, there was no meaningful correlation between teachers' experiences in teaching and their attitudes towards inclusion. Results indicate a relatively high acceptance overall of inclusive education in the various demographical groups, but this is not yet fully realized and more professional development, institutional support and resources are needed. Teachers play a crucial role in creating a welcoming classroom for students with special needs, according to the report. The research concludes that the people of the Dhanbad district have a generally positive outlook on inclusive education, but that better training and policy backing are necessary for the initiative to succeed.

Keywords : Inclusive education; teachers' attitude; Dhanbad district; descriptive survey; educational qualification; teaching experience.

1. Introduction

Nowadays, inclusive education is a primary emphasis of the contemporary educational framework in India. When students with a range of disabilities attend the same school as their typically developing peers, we say that they are part of an inclusive education system. They can develop alongside their abilities and innate potential with other typical children in the same general educational setting. Inclusive refers to the incorporation of individuals from all societal segments, regardless of creed, economic status, or any physical, mental, or other special needs, into a unified educational framework. Inclusion is not solely defined by the presence of individuals with disabilities; it also encompasses the principle of non-exclusion.

UNESCO (2005) defines inclusive education as a process that addresses and responds to the unique needs of all learners by enhancing involvement in learning and minimizing exclusion within and from education. Inclusive education pertains to social justice issues, indicating that graduates joining the teaching profession must comprehend how to establish classrooms and schools that embody respect, fairness, and equity (Ballard, 2003). A crucial ingredient, and arguably the most significant for its effectiveness, is the normal classroom teacher. Teachers' attitudes and behaviors in the classroom have a major impact on the education that students with and without disabilities receive, making them an

essential component of successful inclusive programs. The need of elevating educators' position and working conditions, creating a system for recruiting skilled people, and hiring instructors who are sensitive to varied learning requirements is emphasized in the UNESCO study "Inclusive Education: The Way Forward" (2008).

Attitude constitutes a belief, emotion, or behavior that influences an individual's perspective on a specific subject, event, or object. In this context, educators assume a crucial role in an inclusive educational environment. They are the principal change agents accountable for the success of inclusive education initiatives. The cheerful demeanor, expertise, and readiness of educators contribute to the establishment of an inclusive educational environment. A significant portion of the responsibility for implementing an inclusive education system, where excellence and equality coexist harmoniously, rests with the teacher. The positive and negative dispositions of educators are critical determinants in the efficacy of inclusive education (Senel, 1996). Numerous studies indicate that insufficient understanding regarding impairments, limited experience with impaired pupils, and inadequate training in instructing special needs children are significant factors contributing to unfavorable attitudes among educators (Sen 2024).

The goal of education for children, regardless of unique needs, is to equip them for a fulfilling, productive, and meaningful civic life. Children with disabilities have been educated in distinct institutions known as special schools. Specialized schools are established for various types of disability. It is presently proposed that children with disabilities should receive education in mainstream schools alongside their non-disabled peers. "All children should learn together, whenever feasible, irrespective of any challenges or differences they may possess." This sentence encapsulates the fundamental principle of inclusive education. Inclusive schools must acknowledge and address the varied needs of their students, accommodating diverse learning styles and paces while ensuring educational quality through suitable curricula, organizational structures, pedagogical strategies, resource allocation, and community partnerships" (Operti et al. 2009). Sarva Shiksha Abhiyan (SSA, 2002) guarantees that every child with special needs, regardless of the type, category, or severity of impairment, receives relevant and excellent education (Srinivasan & Vijayabharathi 2021).

2. Review of Literature

Pushpa & Kumar (2025) explored rural and urban Rajasthani educators' views on inclusive education, essential to classroom acceptance. Inclusive education embraces all pupils, regardless of aptitude or disability. into conventional schools, fostering equality and participation. The UN's Sustainable Development Goals and India's Right to Education Act promote inclusive education, which prompted the research. Despite these measures, inclusive education's performance depends on teachers' attitudes, which vary by resource, training, and community support in urban and rural settings. This study compares urban and rural Rajasthani teachers' attitudes using a structured questionnaire and statistical methodologies to find significant differences and causes. Due to superior training and resources, urban teachers have a more hopeful view of inclusive education compared to their rural counterparts. Both parties agree that inadequate training, funding, and support impede inclusive practises. According to the study, policymakers and educators should prioritize professional development, resource allocation, and support systems to improve teachers' inclusive education preparation and confidence. This study addresses these problems to contribute to inclusive education discourse and provide actionable insights to connect policy and practice, improving inclusive education in Rajasthan and beyond.

Islamia & Ray (2025) examined teachers' views on inclusive schools for special needs children. In recent decades, pupils have faced school exclusion. Some pupils were excluded for caste, class, gender, socioeconomic background, or handicap. Teachers who discriminate between regular and unusual students impede their personality development and educational growth. Therefore, a teacher attitudinal study on inclusive schools is needed. Previous attitudes must be studied to understand contemporary attitudes toward inclusive systems. The study uses descriptive analysis. Data is from the past decade. Attitudes had shifted somewhat, but not sufficiently, during the last several decades, according to the survey. In the twenty-first century, teachers are ill-equipped to address the diverse requirements of their students. Inability to meet inclusion requirements, worry, unfavorable stakeholder attitudes, negative student attitudes toward disabled classmates, insufficient funds for appropriate teaching resources, and lack of instructor teamwork are the challenges.

Charitaki et al. (2024) sought a global inclusive education attitudes model. We also wish to look at the effects of teachers' highest degree, educational work level, number of years in the field, and number of years of experience on their views toward inclusion in different nations. In a study conducted in Greece, the UK, the USA, Malaysia, and Turkey, 908 general education instructors or those who offered complementary help and resources were administered the ATTAS-mm and the demographic scale. The cognitive, affective, and behavioral factors presented by Gregory and Noto (2012) and a fourth aspect, general attitudes toward educating all students, were proposed by CFA. The UK has the greatest positive cognitive attitudes. U.S. sentiment was lowest in the same group as that of TU, MA, and GR. GR's emotional state was one of the best. The United Kingdom and Massachusetts were in the same attitude-worst cluster as Tu and MA. When it comes to the behavioral component, GR is likewise the most upbeat. America and the United Kingdom had the lowest levels of approval, right alongside TU and MA. Lastly, in every country, the highest degree, number of years of teaching experience, and educational work level impact instructors' attitudes toward inclusion. This meeting is to provide comments for potential research projects.

Lindner et al. (2023) observed that the decades after the introduction of inclusive education have been regarded as the most advantageous method for educating kids with special educational needs and impairments. Research and practice indicate that instructors' attitudes are the paramount aspect for successful implementation. Consequently, academics are continuously examining educators' perspectives on inclusive education. The objective of the present study was to conduct a follow-up on prior reviews about elementary schoolteachers' opinions (Avramidis and Norwich 2002; de Boer, Pijl, and Minnaert 2011). A total of thirty-six research were considered. The results indicate that most elementary school educators have either no strong feelings one way or the other toward inclusive education. Consistent with prior review findings, inclusion appears to depend on the type of disability exhibited by pupils. Consequently, conventional primary school educators do not support the notion of inclusive education for all pupils. Recent studies have mostly overlooked guidance for enhancing instructors' attitudes.

Amjad et al. (2023) examined instructors' multifaceted inclusive education perspectives. Teachers' attitudes were measured on four dimensions: anti-inclusion, pro-inclusion, disability intensity, and inclusion issues. Present research used positivist research theory, quantitative methods, and descriptive design. Three hundred sixty-six male and female educators were chosen at random. "The Teachers' Attitude Towards Inclusive Education Scale (TAIES) was used for data collection. Data was analyzed using descriptive and inferential statistics in SPSS 26". Teachers had a moderate view on pro-inclusion,

disability intensity, and IE issues. Compared to their female counterparts, male teachers had a considerably higher multi-dimensional attitude towards IE ($M = 2.60$, $SD = .56$) ($t(364) = 4.92$, $p < .001$). Teachers' multi-dimensional attitudes were not significantly different by locality. The responders also received no IE training. They also supported including minorly disabled pupils and were concerned about including severely disabled kids. Thus, trainings, seminars, and workshops were suggested to raise instructors' IE awareness and attitudes.

Barnová et al. (2022) reviewed Slovakia's inclusive education scenario. In light of the new Strategy for Inclusive Education in Slovakia, the study sought to understand teachers' perspectives on inclusive education and how they relate to the inclusion of children with special educational needs in regular classrooms. Utilizing univariate, bivariate, and multivariate statistical analysis, this quantitative study utilized Mahat "The Multidimensional Attitudes Towards Inclusive Education Scale (MATIES)" to investigate the attitudes of educators with regard to inclusive education on three levels: cognitive, affective, and behavioral. Due to the aging of Slovakia's teaching population, the study centered on age-related traits. Affective and behavioral components differed significantly across the two age groups of teachers. Slovak educators' views on the potential replacement of school integration with inclusion have not been the subject of any comprehensive research. To assist turn conventional schools into more welcoming environments for all students, the proposed study would collect and analyze relevant data. The significance of teachers' attitudes towards changes is further highlighted by the results.

3. Objectives of the Study

- To find out the truth whether gender plays any role in this respect.
- To analyse the relativity between teacher's educational qualification and their perspective towards inclusion.
- To find out the relationship between teacher's perspective and their teaching experience.

4. Research Methodology

4.1 Research Design

The current study aimed to examine teachers' perspectives on inclusive education in Dhanbad district schools using a descriptive survey research methodology. In order to determine the present-day views, perceptions, and relationships without altering any factors, the descriptive design was deemed appropriate for this study. Teacher attitudes toward inclusive education, the relationship between teacher qualifications and attitude toward inclusive education, and the relationship between teacher length of service and attitude toward inclusive education will all be investigated in this study. The researchers will also look at whether gender plays a role in these attitudes. The survey method offered a systematic way to acquire essential information from teachers, whose perspectives and attitudes are critical to the successful implementation of inclusive education.

4.2 Sampling

Our study sample consisted of one hundred educators. These educators were hand-picked from a variety of schools in the Dhanbad district using procedures other than random sampling. There were male and female educators with varying degrees of training and expertise, and for every educator, we had two sets of information: attitude and demographic. Our study sample size was just right to conduct statistical analysis and draw meaningful conclusions about educators' perspectives on inclusive education.

4.3 Data Collection Methods

Teachers' responses to a standardized questionnaire provided the data used in this analysis. Teachers' perspectives, mindsets, levels of preparedness, classroom methods, and opinions on inclusive education were all covered in the survey.

4.4 Data Analysis Tools and Techniques

Descriptive and inferential statistics were employed to examine the findings obtained from the survey data. To describe the demographic characteristics of the respondents and their perspectives towards inclusive education, descriptive statistics such as means, standard deviations, percentage distributions, and frequency distributions were used. We utilized a chi-square test and an independent sample t-test to determine if the instructors' views on gender and inclusion differed significantly. We used one-way ANOVA to see if there was a statistically significant relationship between instructors' educational background and their perspectives on inclusion. To investigate whether there was a connection between instructors' experience and their views on inclusion, we utilized Spearman's correlation and analysis of variance. Statistical analysis, data tabulation, and coding were all carried out using the SPSS software package.

4.5 Ethical Considerations

Data gathering from classroom instructors should adhere to all applicable ethical guidelines. Before taking part in a study, participants have a right to know what the study is about, that their involvement is entirely voluntary, and that the data will be used for academic reasons. The participants must be apprised of the situation. All comments are strictly for research purposes, and both schools and teachers should remain anonymous. Assure participants that their thoughts and feelings toward inclusive education matter and that there is no "wrong" way to answer the questions. When gathering, analyzing, and interpreting data, researchers should maintain objectivity. Respect, privacy, openness, and secrecy must be upheld all through the research process in order to ensure the study's credibility and ethical character..

5. Result & Analysis

5.1 To find out the truth whether gender plays any role in this respect.

Table 1. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ATT_TOT AL	Equal variances assumed	.691	.408	.470	98	.640	.00981	.02088	-.03163	.05124
	Equal variances not assumed			.462	85.342	.645	.00981	.02125	-.03243	.05205

An independent t-test was conducted to ascertain whether gender significantly influences teachers' views towards inclusion. We used Levene's Test for Equality of Variances to see if the variances were indeed equal before looking at the t-test findings. The Levene's Test significance value was $F = 0.691$, $p = 0.408$, which is greater than .05. Thus, equal variance was assumed. The p-value is greater than the standard significance level of .05. The computed t-value was 0.470, with degrees of freedom = 98 and $p = 0.640$. Therefore, male and female teachers do not differ significantly from each other regarding their attitudes toward inclusive education. Additionally, both male and female teachers continue to manifest almost equal levels of support towards inclusive education given the very small mean difference (.00981) between teacher groups. Therefore, teacher gender does not appear to be a significant factor influencing attitudes toward inclusive education.

Table 2. Chi-Square Tests

	Value
Pearson Chi-Square	. ^a
N of Valid Cases	100
a. No statistics are computed because ATT_LEVEL is a constant.	

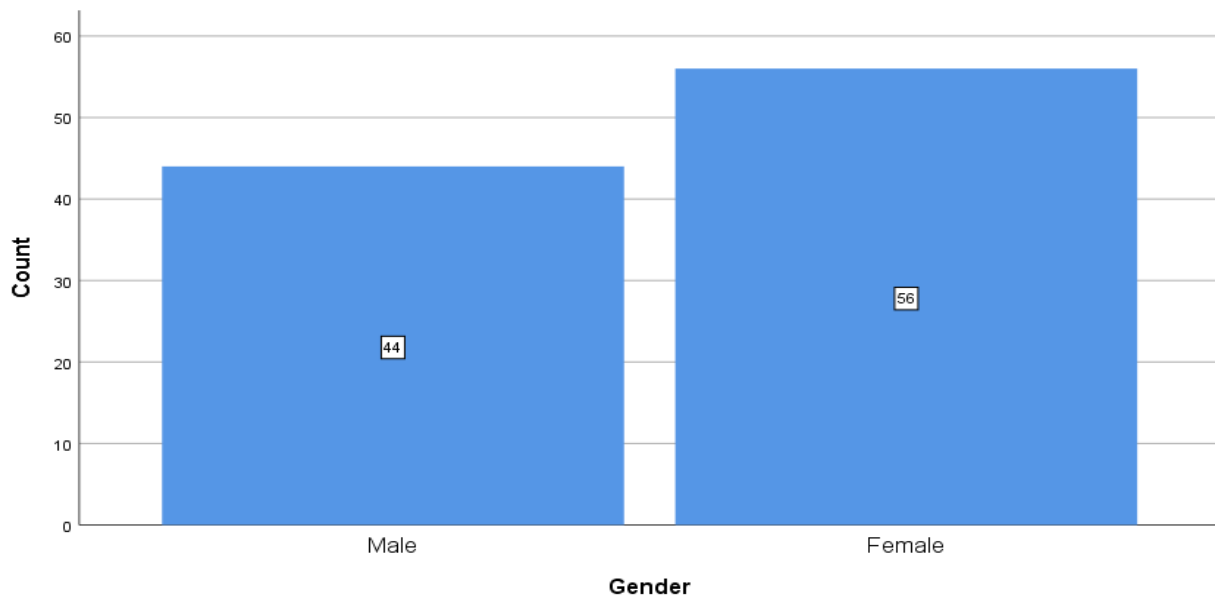


Fig. 1

The bar graph shows how many men and women contributed to the total of 100 teachers that made up this study. For this study, there were 56 females and 44 males, meaning the female teacher group is larger than that of the male group; therefore, both genders are represented adequately enough to perform a gender comparison of the attitudes of the teachers (male & female) towards inclusion. There was no way to calculate the Chi-square test for this variable (ATT_LEVEL) because all (100) of the respondents must fall into the same level of attitude group. Since there was no difference between the groups on any variable, the Pearson Chi-square calculation cannot be computed with SPSS, because all respondents exhibit the same group level of attitude towards inclusion. Therefore no significant association could be statistically tested through the Chi-square test.

5.2 To analyse the relativity between teacher’s educational qualification and their perspective towards inclusion.

Table 3. ANOVA

ATT_TOTAL					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.063	2	.032	3.005	.054
Within Groups	.982	93	.011		
Total	1.046	95			

To find out whether instructors' levels of education have any bearing on their views on inclusive education, we ran an analysis of variance (ANOVA) test. The findings of the analysis of variance show that the three qualification groups are not significantly different from one another; $F(2, 93) = 3.005$; $p = 0.054$. The p-value is close to the 0.05 threshold for statistical significance, but it falls short of the predetermined threshold. Therefore, from the evidence available, it can be concluded that teachers' educational qualifications do not significantly impact attitudes towards inclusive education. It cannot be asserted with certainty that there are statistically significant differences in the attitudes of teachers with different educational qualifications towards inclusive education, although the relatively close p-value does indicate that there may be some relationship between attitudes and educational qualifications. Hence, we will keep the null hypothesis and conclude that teachers with different degrees still have the same attitude towards inclusive education.

5.3 To find out the relationship between teacher’s perspective and their teaching experience.

Table 4. Correlations

			Experience	ATT_TOTAL
Spearman's rho	Experience	Correlation Coefficient	1.000	-.096
		Sig. (2-tailed)	.	.342
		N	100	100
	ATT_TOTAL	Correlation Coefficient	-.096	1.000
		Sig. (2-tailed)	.342	.
		N	100	100

Finding out whether there is a correlation between teaching experience and views towards inclusive education was the goal of applying Spearman's correlation. With a p-value of 0.342 (higher than 0.05), this correlation was not statistically significant; yet, it did show a modest negative correlation ($r = -0.096$) between the two variables. A lack of a statistically significant link between years of teaching experience and views on inclusive education leads to the conclusion that the two factors are unrelated. There appears to be a negative association, however the data does not support drawing any inferences about instructor attitudes due to the lack of statistical significance. Thus, it can be inferred that teachers' attitudes towards inclusive education do not differ according to their level of experience, lending credence to the null hypothesis.

Table 5. ANOVA

ATT_TOTAL					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.017	3	.006	.536	.659
Within Groups	1.038	96	.011		
Total	1.055	99			

ANOVA analysis results for teachers' perspectives on inclusive education based on teaching experience show the groups are not significantly different from one another $F_{3,96}=0.536$, $p=0.659$; The lack of statistical significance between the groups, as indicated by a p-value greater than 0.05, indicates that teachers' attitudes on inclusive education are not significantly influenced by their years of teaching experience. Teachers' highly comparable views on inclusive education are supported by the low between-group heterogeneity. Thus, the Null Hypothesis is confirmed to be true, based on teaching experience not being a determining factor for differences in teachers' perspectives towards inclusive education.

6. Discussion

This study set out to investigate how educators in the Dhanbad region felt about inclusive education from the perspectives of gender, education level, and years of classroom experience. The study's findings suggest that, despite demographic disparities, teachers often see inclusive education with similar views. According to the findings, gender does not have a major role in shaping educators' views on inclusion. The results of the independent sample t-test showed that there was no statistically significant difference in the opinions of male and female educators on inclusive education. More proof that male and female teachers collaborate on inclusive pedagogy can be found in this discovery. This goes against the findings of Amjad et al. (2023), which showed that male teachers had more positive attitudes towards inclusive education than female teachers. The current study found that teachers of both sexes are progressively increasing their understanding of inclusive education.

It was impossible to calculate the Chi-square test because all respondents were from the same attitude category, but there was a very consistent pattern of replies among educators. This uniformity shows that educators value and understand the importance of inclusive education. The results back up what UNESCO (2001) and Ballard (2003) found, which is that teachers are the ones who really have the power to make their classrooms welcoming and equitable places for all students.

To further understand the relationship between instructors' educational background and their views on inclusive education, the study was additionally subjected to analysis of variance (ANOVA). The results revealed that the educational backgrounds of the teachers did not differ much. There was no statistically significant relationship, notwithstanding how near it was to the recognized value. This suggests that educators from a variety of academic backgrounds have a common understanding of what inclusive education entails. In contrast, Charitaki et al. (2024) found that teachers' attitudes were substantially impacted by students' educational levels in different nations. This seems to be at odds with the current study, which hints that formal education is not the only foundation for understanding and support of inclusive education.

Also, we used ANOVA and Spearman's correlation to look at how different levels of teaching experience correlated with different levels of support for inclusive education. Neither of the analyses

found any correlation between instructors' levels of experience nor their views on inclusion. Based on the slight negative connection, it appears that instructors' opinions regarding inclusive education are unaffected by their level of teaching experience. This finding suggests that both veteran and freshly appointed educators hold similar views on the need of inclusiveness. This goes against the grain of some other research that found experienced educators could develop a comfort level or aversion to inclusive practice depending on their exposure and training.

The present study's findings indicate that, generally speaking, educators in the Dhanbad area have positive and consistent views towards inclusive education. The study also stressed the significance of consistent professional development, robust institutional backing, and an efficient plan for incorporating instructional materials to guarantee that teachers are well-equipped to apply inclusive education techniques in the classroom.

7. Conclusion

We examine teachers' views on inclusive education in Dhanbad district schools by gender, degree of education, and number of years of experience. Inclusive education has just arisen as a practical means of achieving the objective of providing all students, including those with special needs, with equal access to and benefit from high-quality education. It is critical to understand teachers' perspectives on the subject because they are the ones who will be responsible for implementing inclusive education policies and initiatives.

As because male and female educators held similarly positive views of inclusive education, the study concluded that gender played no role in shaping educators' perspectives on the topic. Similarly, while the effect of teachers' educational qualifications on their attitudes did not reach statistical significance, there were small differences between the groups based on instructors' levels of education. Additionally, the study found no connection between instructors' attitudes regarding inclusive education and their years of teaching experience. The results indicate that teachers' positive and consistent views towards inclusive education are not influenced by demographic characteristics.

According to the results, school teachers are starting to get on to the idea of inclusive education. Institutional support for teachers, suitable infrastructure, ongoing professional development for educators, and suitable training programs for educators are all necessary for inclusive education to be effectively implemented. Institutions, policymakers, and administrators, in addition to teachers and school stakeholders, can benefit from this study's findings by learning more about the importance of teacher preparation for inclusive classrooms. The study concluded that all children benefit greatly from an inclusive, supportive, and equal learning environment when teachers have positive views.

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