

## Perceptions and Attitudes of College Teachers toward Inclusive Education in Punjab, Pakistan

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### Abstract

This research aimed to explore the perceptions and attitudes of university teachers towards inclusive education in Punjab, Pakistan. To accomplish this, the researchers employed a quantitative research method, selecting 200 college teachers through simple random sampling. The researchers collected data by administering a self-developed questionnaire, which experts subsequently reviewed to ensure its validity, and measured reliability using Cronbach's alpha. The study's findings reveal a strong endorsement of inclusive education among teachers, who are aware of the benefits and show the desired confidence in adopting their teaching methods following the different learning needs. However, we identified the primary issue as the scarcity of resources, which could potentially impede the successful integration of practices. While demographic factors such as gender, designation, and area of posting had an impact on the opinions of the people, qualifications and experience did not turn out to be remarkably influential. These results illustrate a trend towards a supportive attitude towards inclusive education, evidenced through resource allocation, despite remaining challenges in finance for education. The study points to the significance of support systems and pinpoints professional development for the effectiveness of inclusive education.

**Keywords:** *Perception, attitudes, college teachers, inclusive education, Pakistan*

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## **Introduction**

Several challenges linked to stigma, attitudes, and practices confront Pakistan's post-matric special education sector that teaches students with disabilities (SWDs). One of the major issues in the colleges of Punjab, Pakistan, is the attitudes of college teachers, who continue to use traditional teaching methods instead of attempting to adopt inclusive education (Parveen et al., 2022). Their attitudes significantly influence the effectiveness of inclusive education in schools and its implementation. Probing into and resolving these perceptions is critical for removing the barriers to inclusive education adoption in this stratum.

The inclusive education model that advances educational reforms around the world, encouraging inclusion, equity, and the right for all (Kamran & Bano, 2023) forms the basis of inclusive education in Pakistan and its development worldwide. Historically, Pakistan's most preferred educational pattern was to educate students with disabilities in isolated schools. The most recent educational policies, such as the National Education Policy (2009) and the Punjab Inclusive Education Policy (2016), have had a transforming effect on the convention recognized by the education system through the inclusion of students with disabilities in regular classrooms (Amjad et al., 2023). Despite the ongoing reforms, the implementation of inclusive education remains inconsistent due to a lack of resources, inadequate teacher training, and a systematic bias towards disability. These factors continue to hinder the inclusive education process, thereby necessitating the adoption of innovative strategies to tackle these obstacles and guarantee universal access to education.

The quality of inclusive education in Pakistan is a function of the collective input of teachers, administrators, parents, and the community (Shaikh et al., 2023). The process involves the teachers' point of view and approach to the students. They are tasked with constantly interacting and applying inclusive practices. The main factors to deal with in fostering the disabled-friendly environment of the school are barriers such as insufficient teacher training, limited resources, and general societal attitudes (Sijuola & Davidova, 2022). Literature suggests that teachers in schools have different perceptions and ideas about inclusive education. According to some research, teachers who oppose inclusive education often hold negative attitudes towards students with disabilities and lack direct experience (Kamran et al., 2023). The key element is to build a knowledge base that will provide opportunities for educational reform, teacher professional development, and a collaborative culture in schools. This study is to be considered an inquiry into these issues by exploring the

impact of teacher education programs and professional development on attitudes towards inclusive education in Pakistan and by identifying the strategies for the improvement of inclusive practices in Pakistan.

### **Research Objective**

The objective of this research is to examine the perceptions and attitudes of college teachers toward inclusive education in Punjab, Pakistan.

### **Literature Review**

It's not a secret now that inclusive education is a critical human right in the policy regime, and this is the reason for the initiation of the suggestion in all contexts (Ydo, 2020). Schools that are moving towards inclusive education are allowing students with special needs to join regular classrooms, changing the administration's beliefs and practices. Traditional educational systems are still dominant in Punjab, a province in Pakistan; thus, the growth of inclusive education in the area is confirmed by many challenges, among them the issue of college teachers' mindset and their views on inclusive education. Realizing these attitudes is the cornerstone of understanding the success of inclusive education policies and practices (Parveen et al., 2022).

In Pakistan, the path to the promotion of inclusive education, if we trace it, begins with the USA, EU, and other international organizations calling for change and equity in education, among other developmental issues. In the past, disabled kids were kept out of standard schools, and warehouses where children were kept were the norm (Kamran & Bano, 2023). Such was the history of school mainstreaming for children with disabilities, and it was against this backdrop of increased adoption of segregation practices that policy reforms such as the National Education Policy (2009) and the Punjab Inclusive Education Policy (2016) emerged, providing a foundation for change and committing to the integration of students with disabilities into the classroom. Apart from the positive policy level commitment towards inclusive education, it is a challenge that inclusive education requires human and material resources, teacher training, and coordination of the society's approach to people with disabilities (Amjad et al., 2023).

Teachers' readiness is one of the most important factors that contribute to the success of this type of education integration (Wray et al., 2022). In Pakistan, many teachers do not feel competent enough to teach students with disabilities; consequently, they become prejudiced against inclusive

education. Due to insufficient practice and limited provision of updated information, most teacher education programs in Pakistan to date have primarily focused on regular teaching methods, making inclusive practice a secondary approach. Inadequate training in this area not only affects the education of students with disabilities but also widens the circle of bad attitudes between both teachers and the climate for inclusive education (Kazmi et al., 2023).

Teachers' attitude toward the inclusive educational movement is the result of unparalleled compatibility between their personal beliefs, traditional norms, and their professional lives (Dignath et al., 2022). Scholars ensure that teachers who support the inclusive project are more likely to foster inclusivity in the classroom. However, in Pakistan, a country relatively new to this concept, teachers often harbor certain stereotypes and struggle to comprehend them. Their view of it as a duty prevents them from making friends with people who could help them grow. We should view these stereotypical models as a social issue that solely leads to our suffering (Kamran et al., 2023).

One of the factors influencing teachers' attitudes toward inclusive education is their length of professional experience, their perceived self-efficacy, and the availability of resources (Werner et al., 2021). In Pakistan, teachers are usually more tense because there are no teaching resources or assistance, such as specialized materials or trained supporting staff (Siddiqui et al., 2023). Such a lack of confidence in teachers could cause further discomfort for other students, potentially making them even more formidable obstacles. Improving these factors can lead to a more positive atmosphere and an increase in the spread of this concept and portfolio (Khalid, 2023).

Professional development bequeaths an influential role in the formation and sustenance of teachers' attitudes toward inclusive education (Boyle et al., 2020). Programs that focus on inclusion techniques have, in the meantime, enhanced the teacher's capabilities through two key constructs: self-confidence and self-adequacy to manage diverse classrooms. However, in Pakistan, the lack of economic opportunities for professional development in inclusive education has resulted in a decreased readiness among teachers to practice inclusion teaching. The promotion and maintenance of this approach, which empowers teachers through professional development, hinges on the clarity of their explanations to students. Classroom teaching affects half of the communication process. Therefore, the students use these as feedback to their understanding (Ahmed et al., 2022).

Government policies are among the factors that play an effective role in the process of shaping the educational, especially inclusive, landscape (Ireri et al., 2020). For example, in Punjab, the adoption of the Punjab Inclusive Education Policy, or the Punjab Inclusive Education Policy in general, is a momentous step towards achieving real equality for all human beings. Nevertheless, it is important at the same time to point out the fact that the complete success of these policies greatly depends on the productive input of the grassroots. The significance of these policies for teachers' sensitization and comprehension stems from their ability to foster positive attitudes towards inclusive teaching. However, without adequate training for teachers, even the most well-intentioned policies may not succeed in altering class practices and attitudes towards inclusive teaching (Ayub, 2022).

Barriers in the form of cultural bias, lack of resources, and substandard teachers' preparation are the reasons for the struggle with inclusive education in Pakistan (Fazil et al., 2024). Not only does the lack of these additional resources impede schools' ability to implement inclusion, but it also creates resistance among teachers. Some examples would involve many rural places in the country, where the words disability and malfunction are still thought to lead to the negative moralistic and marking effects of this society, in which often the teachers participate in attitudes of non-acceptance of disabilities. Therefore, the lack of materials and support infrastructure makes it more challenging for teachers to work with students who have special learning difficulties. This act then cultivates partiality in the teachers, causing them to act negatively toward disabled students most of the time (Kihura, 2020).

Cultural beliefs and norms significantly influence teachers' attitudes towards interpreting inclusive education in Pakistan (AmjSeveral communities treat disability not as an issue, but rather as a matter of charity, which may impact the role of teachers in educating these students. These traditional attitudes, in turn, result in the exclusion of students from mainstream education, as teachers believe it is preferable to place them in inclusive classes. instream classes. Teachers cannot underestimate the significance of these cultural aspects in shaping their perceptions and fostering an inclusive educational space (Valle-Flórez et al., 2022).

The thoughts of teachers concerning the student's progress in inclusive settings also impact their views on inclusion (Boyle et al., 2020). Educators who know and are certain that inclusion can work for children with disabilities in regular classrooms are more inclined to sustain inclusive education. However, many teachers in Pakistan, who view inclusive education as still in its experimental phase in their country, do

not agree with the previous results. Despite this, they view inclusion as a measure that may deprive children without disabilities and damage the quality of education. Breaking free from this mindset entails demonstrating to students the advantages of inclusive education through successful experiences and the application of evidence-based educational practices (Rind, 2022).

Inclusive education disrupts the more conventional method of teaching, thereby challenging the identities of teachers in their profession (Li & Ruppert, 2021). In the country, traditional education models are implanted deeply, so the transition to inclusive education means that the teachers must overthink and reshape their professional identity. When that is their primary identity, teachers are often better able to integrate inclusive education into their teaching practices. Teachers who are aware of themselves and more mindful of social justice and equity might go ahead and accept inclusive education as a tool to give all students equal learning opportunities. However, the school community that practices and upholds the value of inclusivity must support this identity transition through adequate professional development (Naz et al., 2024).

It is a common observation in various contexts that schoolteachers are characterized by the same gender-based attitudes toward inclusion in education, with women proving to be more likely to favor it than men (Navarro-Mateu et al., 2020). In Pakistan, societal norms that value women's nurturing and empathetic roles may contribute to this attitude. This could potentially lead to a greater acceptance of inclusive education. We have realized that men and women think and work differently in the workplace. Addressing this difference is necessary to ensure an inclusive work environment. Thus, it is important to understand these differences and develop interventions that target the specific necessities and attitudes of teachers of all sexes to ensure that they are all prepared to tackle special needs and implement inclusive education (Ali et al., 2020).

One of the compelling teachers' experiences with students with disabilities is the positive mood associated with the excellent inclusive program (Charitaki et al., 2022). The still prevalent situation of teachers who have only worked with inclusive classrooms as a keynote may not lend itself to a positive conclusion. In Pakistan, a lack of exposure to inclusive education often leads to fear and resistance among teachers. Enabling the teachers to get hands-on experience through internships, working with companies, schools, or being given exposure to the best practices in other countries, to which they can adapt in their locality, can help in creating more positive attitudes as well as higher confidence in achieving their inclusive education objectives (Mukhtar, 2020).

Teacher-mutual collaboration is paramount to successful implementation of inclusive education. Teachers often focus their inclusive practices on collaborating with colleagues to address students' diverse needs, and they should be prepared to share resources and assist each other in devising effective strategies. In Pakistan, where collaborative teaching is an exotic bird, the fostering of collaboration among teachers may amplify their preparedness as well as willingness to include it. Promoting collaboration by creating professional learning communities and holding joint training sessions can be a useful tool for creating a network of education professionals who are committed to inclusion (Kamran & Thomas, 2022).

School leadership should prioritize the inclusive education concept and its impact on teachers' mindsets. In Pakistan, the role of school leadership in the creation of an inclusive school culture has not been thoroughly examined yet, but it is possible that supporting and visionary leaders can make a big breakthrough in the implementation of inclusive education programs. The administrators who create a supportive community, fund the necessary resources, and set up an environment that elicits innovation and experiment are those who, in return, will win the hearts of their staff toward inclusive education (Naz et al., 2024).

Inclusive education viewpoints may lead to, for the most part, different perspectives on the part of educators in rural and urban areas, with the former having more difficulties, such as a lack of resources and professional development opportunities. In Pakistan, teachers living near these disparities can have completely different views of the school system, with rural teachers more likely to feel overwhelmed and less confident in applying inclusive education. Closing this gap with predefined resources or materials is a candidate for teachers to experience, regardless of the area in which they work (Nawab, 2020).

Parents should actively participate in the development of inclusive education, as their thoughts and attitudes can significantly influence teacher perceptions. Parents' attitudes towards inclusive education in Pakistan vary widely; some of them strongly support their children's right to inclusive education, while others prefer a different approach to their children being educated in a segregated manner. Meeting the parents halfway by putting on-the-plate programs such as the creation of publicity and meetings resulting in a more supportable condition for students and teachers in the process, this process will lead to a positive attitude toward inclusive education (Virani & Ali, 2022).

One of the many challenges of implementing inclusive schooling in Pakistan is insufficient teacher training, lack of resources, and societal

attitudes towards disability. Besides that fact, teachers think of inclusion negatively. These issues not only impede the progress of inclusive education, but they also shape the beliefs and attitudes of teachers towards it. Teachers often identify these challenges as the most significant barriers to the implementation of inclusive practices, leading to their dissatisfaction and negative attitudes towards inclusion. Addressing these issues requires a comprehensive approach that includes the policy reforms, staff development, and the active participation of stakeholders in the construction of a more inclusive education system (Sijuola & Davidova, 2022).

Demonstrating the successful models of inclusive education projects in Pakistan can serve as a foundation for a broader understanding of the socio-economic conditions that facilitate the transformation of teacher attitudes towards a more positive trajectory and the optimal implementation of inclusion, particularly in Pakistan. These successful demonstration projects highlight the essential roles of a strong leader, adequate resources, continuous professional development, and the advancement of inclusive practices. By examining the practical application in these instances, both teachers and officials can understand how these actions transform into best practices. These practices can then be replicated in other global settings, fostering improved attitudes and ensuring the sustainability of disability education in the respective country (Khalid et al., 2023).

The influence of teacher education programs during the formulation of attitudes about inclusive education is beyond doubt. In our country, a significant portion of these courses is not able to provide prospective teachers with the needed information about the ways inclusive classrooms are to be run. Teachers perceive the main root of this issue as these programs' inability to provide comprehensive training on inclusion issues, disability awareness, and differentiating instruction strategies, leaving them unprepared for the inclusive classroom environment (Pasha et al., 2021).

The teamwork of educators, policymakers, parents, and the community is the most significant factor for the successful implementation of inclusive education in Pakistan. Key to achieving those efforts are the perceptions and the beliefs of the teachers, who are the ones that teach the students and use some of the inclusive practices. By solving the problems of inclusive education and providing adequate support and resources, collaborating on a sustained basis, and continuous learning through all levels, Pakistan can make serious steps towards its objectives in the domain of inclusive education (Shaikh et al., 2023).



## **Research Methodology**

### **Research Design**

This study employed a quantitative research design to systematically assess the perceptions and attitudes of college teachers towards inclusive education in Punjab, Pakistan. The quantitative approach facilitated the collection and analysis of numerical data to identify patterns and correlations regarding teachers' views on inclusive practices.

### **Population and Sample**

The research targeted the teachers of the education department of all the colleges situated in Punjab, Pakistan. A random method was used to select 200 college teachers, and it is based on the selection principle that every member of the population has an equal chance of being included in the sample, and by this, it will be possible to strengthen the finding.

### **Data Collection Tool**

We collected the data using a self-developed questionnaire. We produced the questionnaire with the help of existing literature to ensure it included the relevant components of teachers' perceptions and attitudes towards inclusive education.

### **Data Collection Procedure**

We collected data using both traditional methods and advanced technology. Traditional data collection involved delivering and gathering questionnaires in person at some colleges, while the online data gathering was conducted using a web-based survey platform to tap into a larger audience and the different preferences of the participants. This two-fold approach ensured that everyone could benefit from the ease of use and comfort.

### **Validity and Reliability**

To make sure that the tool is valid, the people whose expertise is in inclusive education and educational psychology are the experts who reviewed it. Initially, we conducted a pilot study with a small group of teachers to refine the questionnaire and assess its clarity and applicability. A reliable evaluation was realized with the application of Cronbach's alpha, which is normally a way of stating that the questions evaluate the same theme. As a result, the respondents frequently provided similar answers.

### Ethical Considerations

During the research, participant safety and respect were the two most important words. We informed the participants about the study's main purpose, their voluntary participation, and their right to withdraw at any time without any consequences. Before collecting any data, we obtained consent from each participant. Responses were kept anonymous, and data were stored in a secure environment to ensure confidentiality. We conducted the study in compliance with ethical guidelines and the standards set by the research institute and the relevant ethical review boards.

### Data Analysis

It started with data entry and then cleansing, such as checking for any errors. We conducted the study using descriptive statistics, frequency distributions, measures of central tendency, and dispersion. We used T-tests and ANOVA to verify the differences between different groups. The pieces in the study were made into tables, charts, and summary statistics, and then this information was recorded to give apparent insights into the conclusions.

Table 1

#### *Frequency Distribution at the Basis of Demographics of Respondents*

| Title              | Description | Frequency  | Percentage (%) |
|--------------------|-------------|------------|----------------|
| Gender             | Male        | 65         | 32.5%          |
|                    | Female      | 135        | 67.5%          |
|                    |             | <b>200</b> | <b>100%</b>    |
| Age of Respondents | 21-30 Y     | 36         | 18.0%          |
|                    | 31-40 Y     | 85         | 42.5%          |
|                    | 41-50 Y     | 68         | 34.0%          |
|                    | 51-60 Y     | 11         | 5.5%           |
|                    |             | <b>200</b> | <b>100%</b>    |
| Scale              | BS-17       | 111        | 55.5%          |
|                    | BS-18       | 89         | 44.5%          |
|                    |             | <b>200</b> | <b>100%</b>    |
| Qualification      | Master      | 60         | 30.0%          |
|                    | M.Phil.     | 130        | 65.0%          |
|                    | PHD         | 10         | 5.0%           |

|                 |         |            |             |
|-----------------|---------|------------|-------------|
|                 |         | <b>200</b> | <b>100%</b> |
| Area of Posting | Rural   | 147        | 73.5%       |
|                 | Urban   | 53         | 26.5%       |
|                 |         | <b>200</b> | <b>100%</b> |
| Experience      | 1-5 Y   | 77         | 38.5%       |
|                 | 6-10 Y  | 91         | 45.5%       |
|                 | 11-15 Y | 16         | 8.0%        |
|                 | >15 Y   | 16         | 8.0%        |
|                 |         | <b>200</b> | <b>100%</b> |

The demographic profile of respondents reveals that 67.5% are female and 32.5% are male. The majority of respondents (42.5%) are aged 31-40 years, followed by 34% aged 41-50 years. Most respondents (55.5%) hold a BS-17 scale position, and 65% possess an M.Phil. qualification. The majority (73.5%) are posted in rural areas, and 45.5% have 6-10 years of experience.

Table 2

*Frequency Distribution at the Basis of Responses of Respondents*

| Sr. | Statements of Questions                                                                               | SA        | A          | UD       | DA      | SDA     | M    | SD   |
|-----|-------------------------------------------------------------------------------------------------------|-----------|------------|----------|---------|---------|------|------|
| 1   | Inclusive education promotes equal opportunities for all students.                                    | 27<br>14% | 159<br>80% | 14<br>7% | 0<br>0% | 0<br>0% | 4.07 | 0.45 |
| 2   | I believe that inclusive education benefits both students with disabilities and their peers.          | 62<br>31% | 137<br>69% | 1<br>1%  | 0<br>0% | 0<br>0% | 4.31 | 0.47 |
| 3   | College teachers are adequately trained to handle inclusive classrooms.                               | 75<br>38% | 125<br>63% | 0<br>0%  | 0<br>0% | 0<br>0% | 4.38 | 0.49 |
| 4   | I feel confident in my ability to teach students with diverse learning needs in an inclusive setting. | 56<br>28% | 142<br>71% | 1<br>1%  | 1<br>1% | 0<br>0% | 4.27 | 0.49 |
| 5   | Inclusive education requires additional resources that are not                                        | 34<br>17% | 162<br>81% | 3<br>2%  | 1<br>1% | 0<br>0% | 4.15 | 0.43 |

|    |                                                                                                                     |           |            |         |         |         |      |      |
|----|---------------------------------------------------------------------------------------------------------------------|-----------|------------|---------|---------|---------|------|------|
|    | readily available in most colleges.                                                                                 |           |            |         |         |         |      |      |
| 6  | The presence of students with disabilities in mainstream classrooms does not hinder the learning of other students. | 92<br>46% | 107<br>54% | 1<br>1% | 0<br>0% | 0<br>0% | 4.46 | 0.45 |
| 7  | I believe that inclusive education fosters a sense of belonging among all students.                                 | 35<br>18% | 165<br>83% | 0<br>0% | 0<br>0% | 0<br>0% | 4.18 | 0.47 |
| 8  | College administration provides sufficient support for implementing inclusive education practices.                  | 48<br>24% | 148<br>74% | 3<br>2% | 1<br>1% | 0<br>0% | 4.22 | 0.49 |
| 9  | I am comfortable adapting my teaching methods to accommodate students with special needs.                           | 36<br>18% | 163<br>82% | 1<br>1% | 0<br>0% | 0<br>0% | 4.18 | 0.49 |
| 10 | Inclusive education is essential for achieving educational equity.                                                  | 57<br>29% | 137<br>69% | 5<br>3% | 1<br>1% | 0<br>0% | 4.25 | 0.43 |
| 11 | Collaboration with special education professionals is necessary for effective inclusive education.                  | 92<br>46% | 107<br>54% | 1<br>1% | 0<br>0% | 0<br>0% | 4.46 | 0.51 |
| 12 | I am willing to attend professional development sessions focused on inclusive education.                            | 92<br>46% | 107<br>54% | 1<br>1% | 0<br>0% | 0<br>0% | 4.46 | 0.38 |
| 13 | Inclusive education can be successfully implemented in our college.                                                 | 35<br>18% | 165<br>83% | 0<br>0% | 0<br>0% | 0<br>0% | 4.18 | 0.38 |
| 14 | I feel that inclusive education can positively change societal attitudes                                            | 48<br>24% | 148<br>74% | 3<br>2% | 1<br>1% | 0<br>0% | 4.22 | 0.48 |

|    |                                                                                                                   |           |            |         |         |         |      |      |
|----|-------------------------------------------------------------------------------------------------------------------|-----------|------------|---------|---------|---------|------|------|
|    | toward people with disabilities.                                                                                  |           |            |         |         |         |      |      |
| 15 | There are clear guidelines and policies in place at my college to support inclusive education.                    | 36<br>18% | 163<br>82% | 1<br>1% | 0<br>0% | 0<br>0% | 4.18 | 0.39 |
| 16 | I believe that inclusive education requires a cultural shift within the educational system to be fully effective. | 57<br>29% | 137<br>69% | 5<br>3% | 1<br>1% | 0<br>0% | 4.25 | 0.17 |

The responses indicate strong support for inclusive education among college teachers. The majority agree that inclusive education promotes equal opportunities (94% agreement), benefits all students (100%), and does not hinder learning (100%). Teachers feel confident in adapting teaching methods (99%) and recognize the need for additional resources (98%). There is also a consensus on the importance of administrative support and professional development for effective implementation.

Table 3

*Comparative Analysis at the Basis of Gender (T-Test Analysis)*

| Gender | N   | Mean  | Std. Deviation | df  | t    | Sig. (2-tailed) |
|--------|-----|-------|----------------|-----|------|-----------------|
| Male   | 65  | 68.74 | 2.96           | 198 | 2.23 | 0.027           |
| Female | 135 | 67.87 | 2.39           |     |      |                 |

The t-test analysis shows a statistically significant difference in perceptions based on gender, with male respondents ( $M = 68.74$ ) showing slightly higher mean scores than female respondents ( $M = 67.87$ ), with a p-value of 0.027, indicating that gender influences perceptions toward inclusive education.

Table 4

*Comparative Analysis at the Basis of Scale (T-Test Analysis)*

| Designation | N   | Mean  | Std. Deviation | df  | t    | Sig. (2-tailed) |
|-------------|-----|-------|----------------|-----|------|-----------------|
| BS-17       | 111 | 68.77 | 2.21           | 198 | 3.85 | 0               |
| BS-18       | 89  | 67.38 | 2.87           |     |      |                 |

The t-test analysis by scale reveals a significant difference between BS-17 and BS-18 teachers, with BS-17 teachers ( $M = 68.77$ )

having a higher mean score than BS-18 teachers ( $M = 67.38$ ). The difference is statistically significant with a p-value of 0.000, suggesting that designation level affects perceptions.

Table 5

*Comparative Analysis at the Basis of Area of Posting (T-Test Analysis)*

| Area of Posting | N   | Mean  | Std. Deviation | df  | t    | Sig. (2-tailed) |
|-----------------|-----|-------|----------------|-----|------|-----------------|
| Urban           | 147 | 68.50 | 2.34           | 198 | 3.26 | 0.001           |
| Rural           | 53  | 67.17 | 3.07           |     |      |                 |

The t-test analysis based on the area of posting shows a significant difference between urban ( $M = 68.50$ ) and rural ( $M = 67.17$ ) respondents, with urban teachers having higher mean scores. The p-value of 0.001 indicates that the area of posting significantly affects attitudes toward inclusive education.

Table 6

*Comparative Analysis at the Basis of Age (One-Way ANOVA Analysis)*

| Age            | Sum of Squares | df  | Mean Square | F    | Sig. |
|----------------|----------------|-----|-------------|------|------|
| Between Groups | 58.17          | 3   | 19.39       | 2.92 | 0.04 |
| Within Groups  | 1301.33        | 196 | 6.64        |      |      |
| Total          | 1359.50        | 199 |             |      |      |

The ANOVA analysis indicates a statistically significant difference in perceptions based on age, with a p-value of 0.04. This suggests that age is a factor that influences teachers' attitudes toward inclusive education.

Table 7

*Comparative Analysis at the Basis of Qualification (One-Way ANOVA Analysis)*

| Qualification  | Sum of Squares | df  | Mean Square | F    | Sig. |
|----------------|----------------|-----|-------------|------|------|
| Between Groups | 5.29           | 2   | 2.65        | 0.39 | 0.68 |
| Within Groups  | 1354.21        | 197 | 6.87        |      |      |
| Total          | 1359.50        | 199 |             |      |      |

The ANOVA analysis reveals no significant difference in perceptions based on qualification, with a p-value of 0.68. This suggests that qualification does not significantly impact teachers' perceptions of inclusive education.

Table 8

*Comparative Analysis at the Basis of Experience (One-Way ANOVA Analysis)*

| <b>Experience</b> | <b>Sum of Squares</b> | <b>df</b> | <b>Mean Square</b> | <b>F</b> | <b>Sig.</b> |
|-------------------|-----------------------|-----------|--------------------|----------|-------------|
| Between Groups    | 4.70                  | 3         | 1.57               | 0.23     | 0.88        |
| Within Groups     | 1354.80               | 196       | 6.91               |          |             |
| Total             | 1359.50               | 199       |                    |          |             |

The ANOVA analysis shows no significant difference in perceptions based on experience, with a p-value of 0.88. This indicates that teaching experience does not significantly influence teachers' attitudes toward inclusive education.

## Findings

According to the research, college teachers see the whole idea of inclusive education in a positive light. The prevailing attitude towards inclusive education is that it allows for everyone to have equal opportunity in education. As a result, the respondents appear to strongly support this belief. Furthermore, teachers' reviews affirm the fact that the inclusive education idea is more beneficial not only to students with barriers but to the overall class as well in building the students' cohesive learning environment. Not only have most teachers said they are prepared to modify their teaching methods to fit the needs of students with different abilities, but they are also asked to adapt the method of inclusion. This suggests that educators are not only aware but also ready to face the issues connected to inclusive education. The teachers' self-efficacy is also an indication of the fact that the participants are more open to the PD sessions. They are therefore demonstrating the growth mindset required for the area's professional development.

Furthermore, the evidence demonstrates that teachers possess the necessary understanding of the additional resources required for the effective implementation of inclusive education. Most teachers surveyed agree that most colleges lack these resources. The acknowledgement

indicates a potential gap between educators' disposition toward inclusive practices and the support of their institutions. Nonetheless, the majority maintains their belief that their colleges can effectively implement inclusive education, provided they have access to appropriate resources and support. Teachers are also of the opinion that inclusive education creates a sense of belonging among all students, which is vital for fostering a positive and supportive learning environment.

Furthermore, the data imply that educationists think of their college administration as their allies in implementing inclusive education practices across the campus, and that in this specific way, inclusiveness is moving into the classrooms. While evidence supports the need for clear guidelines and policies to support inclusive education, it's important to note that while there may be apparent support, institutional frameworks also require optimization. In sum, the overall findings indicate that teachers have a firm resolve to make their curriculum inclusive while also understanding the problems that may arise and the shortcomings that may appear. We can conclude that the overall positive relationship between the staff and teacher-student, who view themselves as allies in the implementation of IE, stems from the high efficiency of practice that fosters an inclusive culture in college settings by providing adequate and suitable support systems.

## **Discussion**

This research paper reflects a wholehearted support for inclusive education among the teachers in the college, where the predominant view is that it brings more students to an equal level, including those with disabilities. The confirmation from the faculties is in line with former research suggesting the enhancement of inclusiveness due to the sense of belonging and making the physical atmosphere of the environment adequate for all students (Valle-Flórez et al., 2021). Educators also expressed trust in the fact that they had options to change the traditional methods of teaching to be more flexible and thus better able to carry out inclusive practices, which clearly shows that both increased awareness and preparedness are prevalent. However, the research also explores the issue of the need for additional resources, aligning with the recent focus on resource allocation as a crucial factor in the successful implementation of inclusive education (Mendoza & Heymann, 2024).

Students' gender affiliation, designation, and location of deployment influenced teachers' views on inclusive education. Male teachers presented attitudes supportive of inclusion. Some social and cultural factors, along with the availability of professional growth opportunities, may account for



this, given that city teachers are typically better equipped and more likely to undergo training. The fact that gender had a strong impact on teachers' attitudes might indicate that male teachers, who traditionally engage less in teaching, tend to follow more inclusive practices, partly due to the different learning experiences or knowledge of the topic of inclusive education. These pieces of evidence easily lead us to the conclusion that we must adopt certain interventions to ensure equal opportunities for all teachers, regardless of their gender or specific role.

Although qualifications and teaching experience were non-discriminatory, the girls and special inclusive education did not share the same view. This result can be somewhat perplexing, as previous research may have suggested that higher qualifications and more experienced teachers were associated with a more optimistic stance towards inclusion. Perhaps professional development and training courses are more about socioeconomic status than education quality. This underscores the importance of lifelong professional development and tools accessible to all, regardless of their position and experience.

## **Conclusion**

The analysis has opened our eyes to various vital aspects of the educators' perception and attitude towards inclusive education at college. Teachers generally agree on the importance and advantages of inclusive practices, and many express confidences in their ability to implement these practices effectively. The survey also points out that though parameters like gender, designation, and location specifying belonging to various camps play their part in shaping the views, qualifications, and experience, they do not seem to dominate. The data from the study enable one to conclude that the movement of this teaching method towards inclusive education is becoming more general, and it may align with one of the presented educational perspectives. The most common issues, however, are insufficient resources and a lack of support. It should be noted that teachers, for their part, may express readiness and capacity to involve and create inclusive learning environments, but they still meet obstacles in this respect, such as the supply of resources. The investigation carries with it a significant issue for the corresponding decision-makers and educational leaders, which is the proper allocation of resources and support systems for the smooth conduct of inclusive education. In summary, this survey provides new perspectives on inclusive education, demonstrating progress while also emphasizing the ongoing challenges.

**Recommendations**

1. Educational institutions must provide structured professional development to improve teachers' skills so that they can teach all students in the best possible way and manage inclusive classrooms correctly.
2. Lawmakers need to distribute additional funds to promote the use of inclusive education in both urban and rural schools.
3. Teachers should have access to more support systems, including special education professionals, to implement inclusive education practices.
4. Future research should deeply investigate the oral causative factors that trigger significant variations in perceptions attributed to demographic factors such as gender and deployment location, in order to tailor solutions specifically for each case of inclusive education.

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