International Journal of Research in Special Education

ISSN Print: 2710-3862
ISSN Online: 2710-3870
IJRSE 2026; 6(10): 06-11
www.rehabilitationjournals.com/special-education-journal
Received: 18-07-2026
Accepted: 15-09-2026
Published: 23-10-2026

Jyoti
Ph.D. Research Scholar, Department of Special Education, SKD University, Hanumangargh, Rajasthan, India

Dr. Satyanarain Nai
Professor, Department of Special Education, SKD University, Hanumangargh, Rajasthan, India

Corresponding Author:
Jyoti
Ph.D. Research Scholar, Department of Special Education, SKD University, Hanumangargh, Rajasthan, India

Educators' attitudes towards children with disabilities in inclusive schools: A descriptive study in Sonipat district, Haryana

Jyoti[1], Satyanarain Nai[2]

DOI: https://www.doi.org/10.22271/27103862.2026.v6.i10a.218

Abstract
Inclusive education aims to provide equitable learning opportunities for children with disabilities in mainstream classrooms. The present study examined educators' attitudes towards children with disabilities studying in inclusive schools in Sonipat district, Haryana. A descriptive survey method was employed, involving 100 educators, comprising 50 general educators and 50 special educators, selected through stratified random sampling. Data were collected using the Educators' Attitudes Scale toward Children with Disabilities in Inclusive Schools, consisting of 30 statements rated on a five-point Likert scale. The scale demonstrated high internal consistency, with a Cronbach's alpha coefficient of 0.977. The data were analysed using frequencies and percentages. The findings revealed that 85.80% of the 3,000 item-responses fell within the Agree and Strongly Agree categories, indicating a predominantly favourable response pattern towards inclusive education. The highest positive responses were recorded for educators' sensitivity to the emotional needs of children with disabilities (92%), followed by the importance of regular parent–teacher meetings (91%). Specialised training, disability awareness programmes, and the positive influence of inclusion on teaching practices each received 90% positive responses. However, comparatively lower positive responses were observed regarding academic success in inclusive classrooms (70%) and the availability of sufficient teaching resources (75%). The study highlights the importance of continuous professional development, adequate teaching-learning resources, accessible infrastructure, and collaboration between educators and parents to strengthen inclusive educational practices.

Keywords: Inclusive education, educators' attitudes, children with disabilities, general educators, special educators, Haryana

Introduction

Inclusive education is an important approach to ensuring equitable educational opportunities for all children, including children with disabilities. It promotes the participation of learners with diverse abilities in mainstream classrooms by providing appropriate support, accessible learning environments, and equal opportunities for academic and social development. The successful implementation of inclusive education depends not only on educational policies and infrastructure but also on educators' attitudes, beliefs, and preparedness to address the diverse needs of learners. Educators play a crucial role in creating inclusive classrooms by adapting teaching strategies, promoting peer interaction, addressing individual learning needs, and fostering an environment of acceptance and respect. Positive attitudes towards children with disabilities can support their participation and belonging in school, whereas concerns about teaching competence, inadequate resources, and limited professional preparation may create challenges for effective inclusion. Therefore, understanding educators' attitudes is essential for identifying areas of strength and aspects requiring further improvement.

In the Indian context, inclusive education has received increasing attention through policy initiatives such as the National Education Policy (NEP) 2020 and legislative provisions under the Rights of Persons with Disabilities Act, 2016 [1]. These frameworks emphasise equitable access, participation, and educational support for children with disabilities. However, translating policy commitments into effective classroom practices requires trained educators, appropriate teaching-learning resources, accessible infrastructure, and collaboration among general educators, special educators, parents, and school administrators. Previous research has highlighted the importance of educators' attitudes in the implementation of inclusive education. However, attitudes may vary according to educators' experiences, professional preparation, and perceptions of the support available in schools. Examining these attitudes can help identify the areas in which educators feel confident and those in which additional support may be required.

Against this background, the present study examined educators' attitudes towards children with disabilities studying in inclusive schools in Sonipat district, Haryana. The study included 100 educators, comprising 50

27103870, 2026, 6(10), Downloaded from https://www.doi.org/10.22271/27103862.2026.v6.i10a.218 by International Journal of Research in Special Education on [23/10/2026]. See the Terms and Conditions (https://www.rehabilitationjournals.com/special-education-journal) for rules of use; OA articles are governed by the applicable Creative Commons License

general educators and 50 special educators. Using a descriptive survey method and a structured attitude scale, the study explored educators' responses to different aspects of inclusive education, including emotional support, teaching practices, professional training, teaching resources, accessibility, and parent–teacher collaboration. The findings are intended to contribute to a better understanding of educators' perceptions and to identify practical areas for strengthening inclusive educational practices.

Review of related literature

Avramidis *et al.* (2002) [2], in their review titled *Teachers' Attitudes towards Integration/Inclusion: A Review of the Literature*, examined factors influencing teachers' attitudes towards including children with special educational needs in mainstream schools and highlighted the importance of disability-related characteristics, teacher preparedness, and educational support. Parasuram (2006) [3], in a study conducted in Mumbai, India, investigated variables affecting teachers' attitudes towards disability and inclusive education and reported that prior acquaintance with a person with a disability influenced attitudes towards inclusion. Sharma, Forlin, and Loreman (2008) [4] examined the impact of training on pre-service teachers' attitudes and concerns about inclusive education, emphasizing the relevance of teacher preparation for inclusive practice. Similarly, de Boer, Pijl, and Minnaert (2011) [5], in a systematic review of 26 studies, found that many regular primary schoolteachers expressed neutral or negative attitudes towards the inclusion of pupils with special educational needs, while factors such as teacher training, experience, and the type of disability were associated with attitudes. In the Indian context, Bhatnagar *et al.* (2014) [6] investigated secondary schoolteachers' attitudes towards inclusive education in New Delhi, highlighting the relevance of understanding teachers' perceptions within mainstream educational settings. Kundu *et al.* (2019) [7] examined educators' perceptions of inclusive education implementation in secondary schools in India and reported concerns regarding the implementation of inclusive practices. Collectively, these studies indicate that educators' attitudes towards inclusive education are associated with professional preparation, experience, perceptions of disability, and the availability of educational support. However, positive attitudes alone may not ensure effective inclusion unless schools also provide appropriate teaching resources, accessible infrastructure, collaborative support, and opportunities for professional development. In this context, the present study examines the attitudes of 100 educators, comprising 50 general educators and 50 special educators, working in inclusive schools in Sonipat district, Haryana. Using a 30-item *Educators' Attitudes Scale toward Children with Disabilities in Inclusive Schools*, the study provides a statement-wise description of educators' responses concerning educational rights, academic and social participation, teaching confidence, professional training, resource availability, collaboration, and institutional support. It contributes context-specific evidence on educators' attitudes towards inclusive education in the selected district.

Research gap

The existing literature highlights the importance of educators' attitudes, professional training, teaching experience, and institutional support in implementing inclusive education. However, further district-specific research is needed to understand educators' attitudes towards children with disabilities in inclusive schools in Sonipat, Haryana. The present study addresses this gap by examining 100 educators, including 50 general educators and 50 special educators, using a 30-item attitude scale. The findings identify areas of favourable attitudes and challenges related to educational rights, academic participation, professional development, teaching resources, accessibility, and collaboration, providing insights to strengthen inclusive educational practices.

Objectives of the study

The present study was conducted with the following objectives:

1. To examine educators' attitudes towards children with disabilities studying in inclusive schools in Sonipat district, Haryana.
2. To analyse educators' responses regarding the educational rights, academic participation, and social inclusion of children with disabilities.
3. To assess educators' perceptions of their preparedness, professional training, and confidence in teaching children with disabilities.
4. To examine educators' perceptions of the availability of teaching resources and accessible school infrastructure for implementing inclusive education.
5. To study educators' perceptions of collaboration among teachers, parents, and other stakeholders in supporting children with disabilities.
6. To identify areas of strength and aspects requiring improvement in the implementation of inclusive education, based on educators' responses to the attitude scale.

Research questions

The present study seeks to answer the following research questions:

1. What are the attitudes of educators towards children with disabilities studying in inclusive schools in Sonipat district, Haryana?
2. How do educators perceive the educational rights, academic participation, and social inclusion of children with disabilities?
3. How do educators perceive their professional preparedness, training, and confidence in teaching children with disabilities?
4. What are educators' perceptions regarding the availability of teaching resources and accessible infrastructure in inclusive schools?
5. How do educators perceive collaboration among teachers, parents, and other stakeholders in supporting children with disabilities?
6. Which aspects of inclusive education reflect favourable educator attitudes, and which areas require further improvement according to their responses to the attitude scale?

Research methodology

Research design

The present study adopted a quantitative approach using the descriptive survey method to examine educators' attitudes towards children with disabilities studying in inclusive schools in Sonipat district, Haryana. The descriptive survey method was considered appropriate because it enabled the systematic collection and analysis of educators' responses regarding different aspects of inclusive education.

Population of the study

The population comprised general educators and special educators working in inclusive schools in Sonipat district, Haryana.

Sample and sampling technique

The sample consisted of 100 educators working in inclusive schools in Sonipat district, Haryana, comprising 50 general educators and 50 special educators. Stratified random sampling was adopted, with professional designation serving as the basis for stratification. The population was divided into two strata: general educators and special educators. A sample of 50 educators was selected from each stratum to ensure equal representation of both professional groups. The selected educators constituted the final sample for examining response patterns regarding the inclusion of children with disabilities in inclusive schools.

27103870, 2026, 6(10), Downloaded from https://www.doi.org/10.22271/27103862.2026.v6.i10a.218 by International Journal of Research in Special Education on [23/10/2026]. See the Terms and Conditions (https://www.rehabilitationjournals.com/special-education-journal) for rules of use; OA articles are governed by the applicable Creative Commons License

Research tool

Data were collected using the *Educators' Attitudes Scale toward Children with Disabilities in Inclusive Schools*. The scale consisted of 30 statements designed to examine educators' attitudes towards different aspects of inclusive education. Responses were recorded on a five-point Likert scale: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). Higher scores indicated more favourable attitudes towards the inclusion of children with disabilities.

Reliability and validity of the tool

The reliability of the scale was assessed using Cronbach's alpha, which yielded a coefficient of 0.977, indicating excellent internal consistency. Content validity was established through expert review. The draft instrument was reviewed by 20 experts in education and special education, who examined the relevance, clarity, accuracy, and appropriateness of the statements.

Data collection procedure

Data were collected from 100 educators working in inclusive schools in Sonipat district, Haryana, including 50 general educators and 50 special educators. The Educators' Attitudes Scale toward Children with Disabilities in Inclusive Schools was administered to obtain responses regarding educators' perceptions of and attitudes towards the inclusion of children with disabilities. The respondents were asked to indicate their level of agreement with each of the 30 statements using a five-point Likert scale. The collected responses were organised and analysed using frequencies and percentages to describe the overall response patterns. Confidentiality of respondents' information was maintained during the handling and reporting of the data. Ethical considerations relating to voluntary participation, informed consent, and institutional approval should be reported in accordance with the procedures actually followed during the study.

Statistical techniques

The collected data were analysed using descriptive statistical techniques to examine educators' responses to the Educators' Attitudes Scale toward Children with Disabilities in Inclusive Schools. Frequencies and percentages were calculated for each response category—Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree—to describe response patterns across the 30 statements. The overall distribution of responses was also examined to identify general trends in educators' perceptions of inclusive education. The findings were presented in tabular and graphical forms to facilitate interpretation. The analysis was descriptive in nature and was intended to summarise the observed responses rather than establish causal relationships or statistically significant differences between groups.

Results

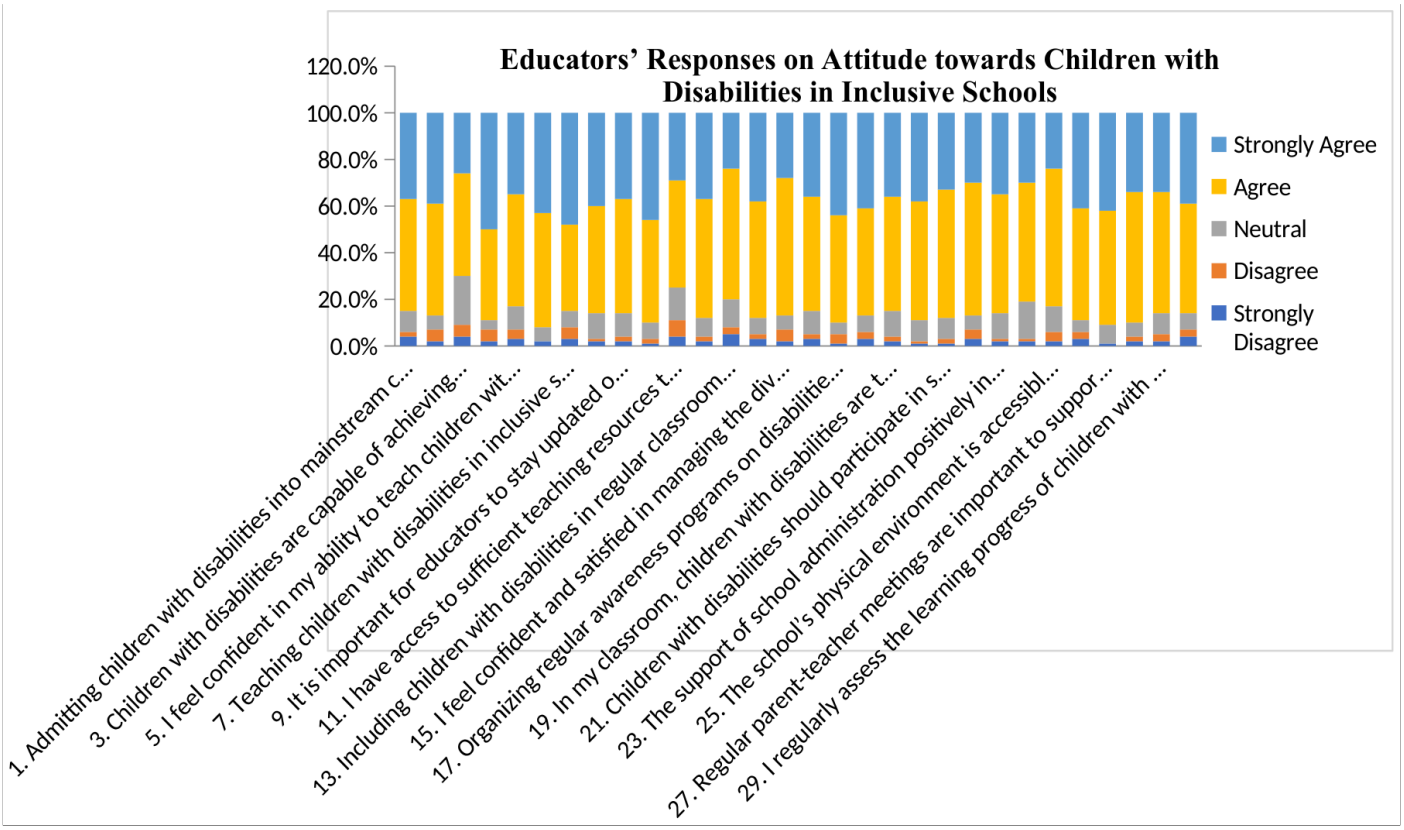


Figure 1. Responses on Attitude towards Children with Disabilities in Inclusive Schools

The results revealed a predominantly favourable response pattern towards inclusive education among the 100 educators surveyed in inclusive schools in Sonipat district, Haryana. Across the 30 statements of the Educators' Attitudes Scale, 85.80% of the 3,000 item-responses fell within the Agree and Strongly Agree categories, while 8.93% were neutral, 2.83% were Disagree, and 2.43% were Strongly Disagree. Statement-wise analysis showed the highest positive response for educators' sensitivity to the emotional needs of children with disabilities (92%), followed by the importance of regular parent–teacher meetings (91%). The need for specialised training, disability awareness programmes, and the positive influence of inclusive education on teaching practices each received 90% positive responses. In contrast, comparatively lower positive responses were observed regarding the academic success of children with disabilities in inclusive classrooms (70%) and the availability of sufficient teaching resources (75%). The findings indicate that educators generally expressed favourable views towards inclusion, particularly regarding emotional support, parent–teacher collaboration, professional preparation, and awareness of disability. However, the comparatively lower responses concerning academic outcomes and teaching resources highlight areas requiring further attention to strengthen inclusive educational practices.

27103870, 2026, 6(10), Downloaded from https://www.doi.org/10.22271/27103862.2026.v6.i10a.218 by International Journal of Research in Special Education on [23/10/2026]. See the Terms and Conditions (https://www.rehabilitationjournals.com/special-education-journal) for rules of use; OA articles are governed by the applicable Creative Commons License

Table 1. Statement-wise Analysis of Educators' Attitude towards Children with Disabilities in Inclusive Schools

Statement	S D	D	N	A	S A	Total
1. Admitting children with disabilities into mainstream classrooms promotes an inclusive educational environment.	4	2	9	48	37	100
2. Inclusion benefits both children with and without disabilities.	2	5	6	48	39	100
3. Children with disabilities are capable of achieving academic success in inclusive classrooms.	4	5	21	44	26	100
4. All children, including those with disabilities, have an equal right to learn alongside their peers in regular classrooms.	2	5	4	39	50	100
5. I feel confident in my ability to teach children with disabilities in an inclusive classroom.	3	4	10	48	35	100
6. I am sensitive to the emotional needs of children with disabilities, including acceptance, respect and emotional safety.	2	0	6	49	43	100
7. Teaching children with disabilities in inclusive settings promotes their social development.	3	5	7	37	48	100
8. I feel confident in modifying my teaching strategies to support children with disabilities.	2	1	11	46	40	100
9. It is important for educators to stay updated on inclusive education practices.	2	2	10	49	37	100
10. Educators need specialized training to effectively teach children with disabilities in inclusive classrooms.	1	2	7	44	46	100
11. I have access to sufficient teaching resources to support children with disabilities.	4	7	14	46	29	100
12. Collaboration with special educator/general Educator is effective in supporting children with disabilities.	2	2	8	51	37	100
13. Including children with disabilities in regular classrooms does not compromise the academic performance of other students.	5	3	12	56	24	100
14. I ensure that children with disabilities are included in all classroom activities.	3	2	7	50	38	100
15. I feel confident and satisfied in managing the diverse needs of children with disabilities.	2	5	6	59	28	100
16. Children with disabilities need individualized attention to support their learning needs.	3	2	10	49	36	100
17. Organizing regular awareness programs on disabilities is important for effective inclusive education.	1	4	5	46	44	100
18. I believe that children with disabilities should eat with their peers during lunch/break times.	3	3	7	46	41	100
19. In my classroom, children with disabilities are treated with equality and respect by peers.	2	2	11	49	36	100
20. I actively promote peer support between students with and without disabilities.	1	1	9	51	38	100
21. Children with disabilities should participate in sports activities alongside their peers.	1	2	9	55	33	100
22. Inclusive education helps develop empathy among students without disabilities.	3	4	6	57	30	100
23. The support of school administration positively influences the success of inclusive education.	2	1	11	51	35	100
24. My school provides adequate professional development opportunities on inclusive education.	2	1	16	51	30	100
25. The school's physical environment is accessible to children with disabilities.	2	4	11	59	24	100
26. I encourage children with disabilities to participate in all school events.	3	3	5	48	41	100
27. Regular parent-teacher meetings are important to support the learning and development of children with disabilities.	1	0	8	49	42	100
28. Working with children with disabilities in inclusive classrooms has positively influenced my teaching practices.	2	2	6	56	34	100
29. I regularly assess the learning progress of children with disabilities using flexible and appropriate evaluation methods.	2	3	9	52	34	100
30. Inclusive education reflects the principles of equity, fairness, and social justice in schooling.	4	3	7	47	39	100

27103870, 2026, 6(10), Downloaded from https://www.doi.org/10.22271/27103862.2026.v6.i10a.218 by International Journal of Research in Special Education on [23/10/2026]. See the Terms and Conditions (https://www.rehabilitationjournals.com/special-education-journal) for rules of use; OA articles are governed by the applicable Creative Commons License

Discussion

The findings revealed that educators generally demonstrated favourable attitudes towards inclusive education, with 85.80% of the total item-responses falling within the Agree and Strongly Agree categories. The highest positive responses concerned emotional sensitivity towards children with disabilities (92%), regular parent–teacher meetings (91%), specialised training, disability awareness programmes, and the positive influence of inclusion on teaching practices (90% each). These results highlight the importance of emotional support, collaboration, and professional preparation in inclusive education. However, comparatively lower positive responses regarding academic success (70%) and the availability of teaching resources (75%) indicate areas requiring further attention. Overall, the findings suggest that favourable attitudes should be supported by adequate resources, accessible infrastructure, and continuous professional development to strengthen inclusive educational practices.

Findings of the study

The major findings of the study are as follows:

1. **Overall Attitude:** Educators demonstrated a predominantly favourable response pattern towards inclusive education, with 85.80% of the total item-responses recorded as Agree or Strongly Agree.
2. **Emotional Support:** The highest positive response (92%) concerned educators' sensitivity to the emotional needs of children with disabilities.
3. **Parent–Teacher Collaboration:** A high percentage of respondents (91%) recognised the importance of regular parent–teacher meetings.
4. **Professional Preparation:** Specialised training and disability awareness programmes each received 90% positive responses, highlighting their perceived importance in inclusive education.
5. **Teaching Practices:** 90% of responses indicated that working with children with disabilities had positively influenced educators' teaching practices.
6. **Academic Success:** The statement regarding the academic success of children with disabilities in inclusive classrooms received 70% positive responses, the lowest among the 30 statements.
7. **Teaching Resources:** 75% of responses were positive regarding the availability of sufficient teaching resources, indicating a potential area for improvement.
8. **Physical Accessibility:** 83% of responses were positive regarding the accessibility of school environments for children with disabilities.

Overall, the findings indicate favourable educator responses towards inclusive education, while also identifying academic outcomes, teaching resources, and accessibility as areas requiring further attention.

Educational implications

1. **Teacher Training:** Regular in-service training programmes should be organised to enhance educators' knowledge and skills in inclusive teaching practices.
2. **Adequate Teaching Resources:** Schools should provide appropriate teaching-learning materials, assistive technologies, and accessible educational resources to meet diverse learning needs.
3. **Individualised Instruction:** Educators should adopt differentiated teaching strategies and individualised support to improve the learning outcomes of children with disabilities.
4. **Emotional and Social Support:** Teachers should promote emotional safety, mutual respect, peer interaction, and active participation of children with disabilities in classroom activities.
5. **Parent–Teacher Collaboration:** Regular meetings and effective communication between parents, general educators, and special educators should be encouraged.
6. **Accessible Infrastructure:** Schools should improve physical accessibility to ensure that children with disabilities can participate safely and independently in school activities.
7. **Disability Awareness:** Schools should organise awareness programmes to reduce stigma, promote acceptance, and develop positive attitudes among students and staff.
8. **Supportive School Administration:** School administrators should ensure adequate resources, professional development opportunities, and policies that facilitate inclusive education.

These implications emphasise the need to complement favourable educator attitudes with appropriate training, resources, collaboration, and accessible school environments to strengthen inclusive educational practices.

Limitations of the study

1. The study was limited to 100 educators from inclusive schools in Sonipat district, Haryana.
2. The sample comprised only 50 general educators and 50 special educators.
3. Data were collected through a self-reported attitude scale, which may be influenced by respondents' perceptions.
4. The study primarily used descriptive statistics, limiting the scope for examining group differences and relationships.
5. The findings reflect educators' reported attitudes and do not directly measure their classroom practices or students' academic outcomes.

Conclusion

The present study revealed that educators generally demonstrated favourable attitudes towards the inclusion of children with disabilities in mainstream classrooms. The findings highlighted the importance of emotional support, parent–teacher collaboration, specialised training, disability awareness, and inclusive teaching practices. However, comparatively lower positive responses regarding academic success and the availability of teaching resources indicated areas requiring further improvement. The study emphasises that effective inclusive education requires not only favourable educator attitudes but also adequate teaching-learning resources, accessible infrastructure, continuous professional development, and collaboration among teachers, parents, and school administrators. Strengthening these areas may help create a more equitable, supportive, and inclusive learning environment for children with disabilities.

References

1. Government of India. The Rights of Persons with Disabilities Act, 2016 (Act No. 49 of 2016). India Code. 2016.
2. Avramidis E, Norwich B. Teachers' attitudes towards integration/inclusion: A review of the literature. European Journal of Special Needs Education. 2002;17(2):129–147.
3. Parasuram K. Variables that affect teachers' attitudes towards disability and inclusive education in Mumbai, India. Disability & Society. 2006;21(3):231–242.
4. Sharma U, Forlin C, Loreman T. Impact of training on pre-service teachers' attitudes and concerns about inclusive education and sentiments about persons with disabilities. Disability & Society. 2008;23(7):773–785.
5. de Boer A, Pijl SJ, Minnaert A. Regular primary schoolteachers' attitudes towards inclusive education: A review of the literature. International Journal of Inclusive Education. 2011;15(3):331–353.

27103870, 2026, 6(10), Downloaded from https://www.doi.org/10.22271/27103862.2026.v6.i10a.218 by International Journal of Research in Special Education on [23/10/2026]. See the Terms and Conditions (https://www.rehabilitationjournals.com/special-education-journal) for rules of use; OA articles are governed by the applicable Creative Commons License

6. Bhatnagar N, Das A. Attitudes of secondary school teachers towards inclusive education in New Delhi, India. Journal of Research in Special Educational Needs. 2014;14(4):255–263.
7. Kundu A, Rice M. Indian educators' perceptions of their inclusion implementation practices in secondary schools. British Journal of Special Education. 2019;46(4):398–422.
8. Campbell J, Gilmore L, Cuskelly M. Changing student teachers' attitudes towards disability and inclusion. Journal of Intellectual and Developmental Disability. 2003;28(4):369–379.
9. Costello S, Boyle C. Pre-service secondary teachers' attitudes towards inclusive education. Australian Journal of Teacher Education. 2013;38(4):129–143.
10. Forlin C, Loreman T, Sharma U, Earle C. Demographic differences in changing pre-service teachers' attitudes, sentiments and concerns about inclusive education. International Journal of Inclusive Education. 2009;13(2):195–209.
11. Ministry of Education, Government of India. National Education Policy 2020. 2020.
12. Sharma U, Loreman T, Forlin C. Measuring teacher efficacy to implement inclusive practices. Journal of Research in Special Educational Needs. 2012;12(1):12–21.
13. UNESCO. The Salamanca statement and framework for action on special needs education. 1994.
14. UNESCO. Global education monitoring report 2020: Inclusion and education: All means all. 2020.
15. United Nations. Convention on the Rights of Persons with Disabilities. 2006.

How to cite this article: Jyoti, Nai DS. Educators' attitudes towards children with disabilities in inclusive schools: A descriptive study in Sonipat district, Haryana. *International Journal of Research in Special Education*. 2026;6(10):06-11. doi: https://www.doi.org/10.22271/27103862.2026.v6.i10a.218

27103870, 2026, 6(10), Downloaded from https://www.doi.org/10.22271/27103862.2026.v6.i10a.218 by International Journal of Research in Special Education on [23/10/2026]. See the Terms and Conditions (https://www.rehabilitationjournals.com/special-education-journal) for rules of use; OA articles are governed by the applicable Creative Commons License