



Teachers' Preparedness for Inclusion: The Interplay of Ability and Attitude

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Abstract

The successful implementation of inclusive education depends largely on teachers' preparedness to address the diverse learning needs of students within regular classrooms. The present study examined teachers' preparedness for inclusion by exploring the interplay between their ability and attitude towards inclusive education. Specifically, the study sought to assess teachers' ability and attitude, examine the relationship between these variables, and determine the extent to which they contribute to preparedness for inclusion.

A quantitative survey design was employed, and data were collected from 125 school teachers drawn from government and private schools. A Teacher Ability Towards Inclusive Education Scale (TAIES) was developed and validated for the study, while teachers' attitudes were measured using a standardized attitude scale. The findings revealed that the TAIES demonstrated satisfactory reliability and construct validity. Teachers reported moderately high levels of ability and positive attitudes towards inclusive education. A significant positive relationship was found between ability and attitude ($r = .61, p < .01$), indicating that teachers with higher perceived ability tended to hold more favourable attitudes towards inclusion. Regression analysis further revealed that ability and attitude jointly explained 52% of the variance in preparedness for inclusion, with ability emerging as the strongest predictor.

The findings highlight the importance of strengthening teachers' inclusive teaching competencies alongside fostering positive attitudes. The study underscores the need for teacher education and professional development programmes that enhance both the skills and dispositions required for effective inclusive practice.

Keywords: Inclusive Education, Teacher Preparedness, Teacher Ability, Teacher Attitude,

Introduction

Inclusive education has become a central goal of contemporary educational systems, emphasizing the right of all learners, irrespective of their abilities or disabilities, to access quality education within regular classrooms. International initiatives such as the Salamanca Statement (UNESCO, 1994), the United Nations Convention on the Rights of Persons with Disabilities (United Nations. General Assembly, 2007), and Sustainable Development Goal 4 (United Nations, 2015) have reinforced the global commitment to creating inclusive and equitable learning environments. In India, this commitment is reflected through policy frameworks such as the Right to Education Act (2009), the Rights of Persons with Disabilities



Act (2016), and the National Education Policy (2020), all of which advocate inclusive educational opportunities for children with diverse learning needs.

Despite these policy advancements, the successful implementation of inclusive education remains largely dependent on teachers. As the primary facilitators of classroom learning, teachers play a crucial role in adapting instruction, managing learner diversity, fostering participation, and creating supportive classroom environments (Ainscow et al., 2019; Florian & Black-Hawkins, 2011). Consequently, the effectiveness of inclusive education is closely linked to teachers' preparedness to respond to the varied needs of learners.

Among the factors influencing inclusive practices, teachers' attitudes towards inclusion have received considerable attention in research. Positive attitudes are associated with greater acceptance of learner diversity, stronger commitment to inclusive practices, and increased willingness to accommodate students with special educational needs (Avramidis & Norwich, 2002; De Boer et al., 2011). Studies consistently indicate that teachers with favorable attitudes are more likely to support inclusive classrooms and implement inclusive pedagogical strategies effectively (Sharma & Sokal, 2015). However, attitude alone may not ensure successful inclusion. Teachers may endorse inclusive education philosophically while feeling inadequately equipped to address its practical demands. Research suggests that many teachers experience concerns regarding their competence, skills, and readiness to teach diverse learners effectively (Forlin, 2010; Sharma et al., 2012). Therefore, preparedness for inclusion must be understood not only in terms of positive attitudes but also in terms of teachers' ability to implement inclusive practices.

Against this backdrop, examining the interplay between teachers' ability and attitude becomes essential for understanding their preparedness for inclusion. Such an understanding can provide valuable insights for strengthening teacher education, professional development, and inclusive educational practices in the Indian context.

1.1 Teacher Preparedness in Inclusive Education

Teacher preparedness is widely recognized as a critical determinant of the successful implementation of inclusive education. It refers to the extent to which teachers possess the knowledge, skills, confidence, and professional dispositions required to effectively address learner diversity in inclusive classrooms (Forlin, 2010). Research consistently demonstrates



that teachers who feel adequately prepared are more likely to implement inclusive practices and create supportive learning environments for all students (Sharma et al., 2012).

The concept of preparedness encompasses several interrelated dimensions, including teacher efficacy, competence, readiness, and professional confidence. Teacher efficacy refers to teachers' beliefs in their capability to successfully teach students with diverse learning needs and manage inclusive classrooms effectively (Sharma et al., 2012). Similarly, teacher competence reflects the practical skills and professional expertise required to adapt instruction, assess diverse learners, and respond to individual educational needs. Teacher readiness, on the other hand, represents a teacher's willingness and perceived capability to embrace inclusive practices in everyday teaching (Blömeke et al., 2012).

Previous studies have reported that teachers often support the philosophy of inclusion but feel insufficiently prepared to meet the demands of inclusive classrooms due to inadequate training and limited practical experience (Forlin, 2010). Targeted teacher education programmes significantly improve teachers' confidence and preparedness for inclusion (Sharma & Sokal, 2015). Likewise, teachers' beliefs about inclusion are closely associated with their perceived self-efficacy and capacity to implement inclusive teaching practices (Woodcock et al., 2023). These findings suggest that preparedness is not merely an attitudinal construct but a multidimensional attribute involving both positive dispositions and professional capabilities.

1.2 Teachers' Ability as a Component of Preparedness

Among the various dimensions of teacher preparedness, ability occupies a central position. Teachers' ability towards inclusive education refers to their perceived competence in planning, implementing, and evaluating instructional practices that accommodate the diverse learning needs of all students within regular classrooms. It reflects the practical application of inclusive pedagogical knowledge and skills in real classroom settings.

The literature identifies several key domains of teacher ability in inclusive education. These include classroom adaptation, differentiated instruction, assessment modification, behaviour management, and collaboration with parents, special educators, and other professionals (Florian & Black-Hawkins, 2011). Classroom adaptation involves modifying learning environments and teaching strategies to facilitate participation for all learners. Differentiated instruction enables teachers to address varying learning styles, abilities, and educational needs



through flexible teaching approaches (Sharma et al., 2012). Assessment modification requires the use of diverse assessment methods that accommodate individual differences and promote equitable evaluation practices.

Effective behaviour management is equally important, as inclusive classrooms often require teachers to respond to a wide range of behavioural and social-emotional needs. Furthermore, collaboration with families, special educators, therapists, and school administrators is considered essential for ensuring coordinated support for students with special educational needs (Forlin, 2010).

Research suggests that teachers who perceive themselves as competent in these areas demonstrate greater confidence in implementing inclusive practices and are more willing to embrace learner diversity (Blömeke et al., 2012). Therefore, teachers' ability constitutes a fundamental component of preparedness for inclusion and serves as a critical factor influencing the effectiveness of inclusive education.

1.3 Interrelationship Between Ability and Attitude Towards Inclusion

Teachers' attitudes towards inclusive education have traditionally been regarded as one of the most important predictors of successful inclusion. Positive attitudes encourage acceptance of learner diversity, promote supportive classroom environments, and enhance teachers' willingness to implement inclusive practices (De Boer et al., 2011). However, contemporary research increasingly suggests that positive attitudes alone may not be sufficient to ensure effective inclusion.

Several studies have shown that teachers often express favourable attitudes towards inclusive education while simultaneously reporting concerns about their ability to teach students with diverse needs effectively (Sharma et al., 2013). In such situations, positive beliefs about inclusion may not translate into meaningful classroom practices due to limitations in professional competence and instructional skills. Conversely, teachers who possess strong inclusive teaching abilities are more likely to develop positive attitudes because successful experiences enhance confidence and reduce anxiety associated with inclusion (H. Savolainen et al., 2012).

Evidence further indicates that teacher self-efficacy and competence are strongly associated with attitudes towards inclusion. Teachers with higher levels of perceived teaching competence



demonstrated more positive attitudes towards inclusive education (R. Savolainen, 2015). Similarly, teachers' self-efficacy significantly influences their beliefs regarding their capacity to implement inclusive teaching practices (Woodcock et al., 2023).

These findings suggest that ability and attitude are not independent constructs but mutually reinforcing dimensions of teacher preparedness. While attitude provides the motivational foundation for inclusion, ability provides the practical means through which inclusive intentions are translated into effective classroom practices. Therefore, understanding the interplay between teachers' ability and attitude is essential for developing a comprehensive understanding of preparedness for inclusion and for designing effective teacher education and professional development programmes.

2 Review of literature

The present study is grounded in the Teacher Preparedness Framework for Inclusive Education, which conceptualizes preparedness as a multidimensional construct comprising teachers' knowledge, skills (ability), and attitudes towards inclusion. Unlike theories that primarily explain behavioural intentions, this framework emphasizes the professional capacities required for the successful implementation of inclusive practices in classroom settings. Within the context of inclusive education, preparedness reflects a teacher's readiness to respond effectively to learner diversity through a combination of positive dispositions, pedagogical competence, and practical instructional skills.

The conceptualization of teacher preparedness has evolved from the recognition that successful inclusion requires more than policy support or favourable attitudes. Research suggests that teachers must possess adequate knowledge about diverse learning needs, confidence in their instructional capabilities, and the competence to adapt teaching practices to accommodate all learners (Loreman et al., 2013). Consequently, preparedness is increasingly viewed as an integrated construct that combines cognitive, affective, and professional dimensions of teaching.

A useful foundation for understanding teacher preparedness is provided by the framework proposed by Sharma and colleagues, which highlights three interrelated components: efficacy, attitude, and competence. Teacher efficacy refers to the belief in one's capability to successfully teach students with diverse educational needs; attitude reflects teachers' acceptance of and commitment to inclusive education; and competence encompasses the



practical skills necessary to implement inclusive pedagogical practices effectively. Together, these dimensions determine the extent to which teachers feel prepared to create and sustain inclusive learning environments (Sharma et al., 2013).

Complementing this perspective, the teacher readiness model emphasizes that preparedness develops through professional learning experiences that enhance teachers' knowledge, instructional skills, and confidence in working with diverse learners. Readiness for inclusion is therefore viewed as a developmental process shaped by teacher education, professional development opportunities, and practical experiences in inclusive settings (European Agency for Development, 2012). Teachers who receive appropriate preparation are more likely to perceive inclusion as achievable and are better equipped to address the challenges associated with learner diversity.

The study is further informed by the Inclusive Pedagogy Framework, which advocates teaching approaches that extend learning opportunities to all students rather than differentiating between those who can and cannot participate. Inclusive pedagogy emphasizes teachers' capacity to adapt instruction, remove barriers to participation, and recognize learner differences as an ordinary aspect of classroom life (Florian, 2014). This perspective places teachers' professional ability at the center of inclusive practice and underscores the importance of developing both competence and positive dispositions towards inclusion.

Drawing on these perspectives, the present study conceptualizes teachers' preparedness for inclusion as the outcome of the dynamic interplay between ability and attitude. While attitude reflects teachers' willingness to embrace inclusion, ability represents their capacity to translate inclusive values into effective classroom practices. Accordingly, preparedness is understood as a multidimensional construct in which positive attitudes and strong professional abilities collectively contribute to the successful implementation of inclusive education.

3. Research Objectives

1. To assess school teachers' ability and attitude towards inclusive education.
2. To examine the relationship between teachers' ability and attitude towards inclusive education.



3. To determine the extent to which teachers' ability contributes to their preparedness for inclusion.

2.1 Hypotheses

Based on the objectives of the study and the theoretical framework underpinning teacher preparedness for inclusion, the following hypotheses were formulated for empirical testing:

H₁: There is a significant positive relationship between teachers' ability and attitude towards inclusive education.

H₂: Teachers' ability significantly predicts preparedness for inclusion.

3 Research Methodology

The study was conducted on a sample of school teachers drawn from different regions of India. Participants included teachers working in both government and private schools at the primary and secondary levels. A total of 120 teachers were selected using a stratified random sampling technique to ensure adequate representation across school types, teaching levels, gender, and geographical locations. Teachers with at least one year of teaching experience were included in the study, as they were expected to have sufficient exposure to classroom diversity and inclusive educational practices.

A Teacher Ability Towards Inclusive Education Scale (TAIES) was developed by the researchers to assess teacher's perceived ability to implement inclusive practices. The scale development process involved following four stages:

1. Item generation,
2. Expert validation,
3. Pilot testing,
4. Psychometric validation.

Initially, an extensive review of literature on inclusive education, teacher competence, and inclusive pedagogy was undertaken to generate a pool of items covering key domains such as classroom adaptation, differentiated instruction, assessment modification, behaviour management, and collaboration. The preliminary items were reviewed by experts in teacher education, special education, and educational psychology to establish content validity. Following revisions, the scale was pilot tested on a sample of teachers to examine clarity and



suitability. Reliability was established using Cronbach's alpha, while Exploratory Factor Analysis (EFA) was employed to identify the underlying factor structure of the scale.

Teachers' attitudes towards inclusive education were assessed using a standardized and validated attitude scale adapted for the Indian context. The instrument measured teachers' beliefs, feelings, and dispositions towards the inclusion of students with diverse learning needs in regular classrooms. The scale demonstrated satisfactory reliability and validity in previous studies and was found suitable for use in the present investigation.

Descriptive statistics were used to assess teachers' ability and attitude towards inclusive education. Pearson's correlation analysis was employed to examine the relationship between the two variables, while regression analysis was conducted to determine the extent to which teachers' ability contributed to their preparedness for inclusion.

4 Analysis and Result

The collected data were analysed using appropriate descriptive and inferential statistical techniques to address the objectives of the study. Data obtained from 125 school teachers were screened and coded prior to analysis. Descriptive statistics, including mean and standard deviation, were computed to assess teachers' ability and attitude towards inclusive education. The reliability and construct validity of the Teacher Ability Towards Inclusive Education Scale (TAIES) were examined using Cronbach's alpha, McDonald's omega, and factor analysis techniques. Further, Pearson's product-moment correlation was employed to examine the relationship between teachers' ability and attitude, while regression analysis was conducted to determine the contribution of teachers' ability towards their preparedness for inclusion. All analyses were performed using appropriate statistical software, and the level of significance was set at 0.05.

Table 1: Reliability Indices of the Study Instruments



Scale	No. of Items	Cronbach's α	McDonald's ω
Teacher Ability Towards Inclusive Education Scale (TAIES)	25	.91	.92
Attitude Towards Inclusive Education Scale	18	.87	.88

The reliability analysis demonstrated that both instruments possessed satisfactory internal consistency. The Teacher Ability Towards Inclusive Education Scale (TAIES) yielded a Cronbach's alpha coefficient of .91 and a McDonald's omega coefficient of .92, indicating excellent reliability and suggesting that the items consistently measure teachers' ability towards inclusive education. Similarly, the Attitude Towards Inclusive Education Scale showed a Cronbach's alpha of .87 and an omega coefficient of .88, reflecting a high level of reliability. The close correspondence between alpha and omega values further supports the stability and consistency of the scales. Since all reliability coefficients exceeded the recommended threshold of 0.70, both instruments were considered psychometrically sound and suitable for subsequent analyses. These findings indicate that the scales can reliably assess teachers' ability and attitude towards inclusive education among the sample of 125 school teachers included in the study.

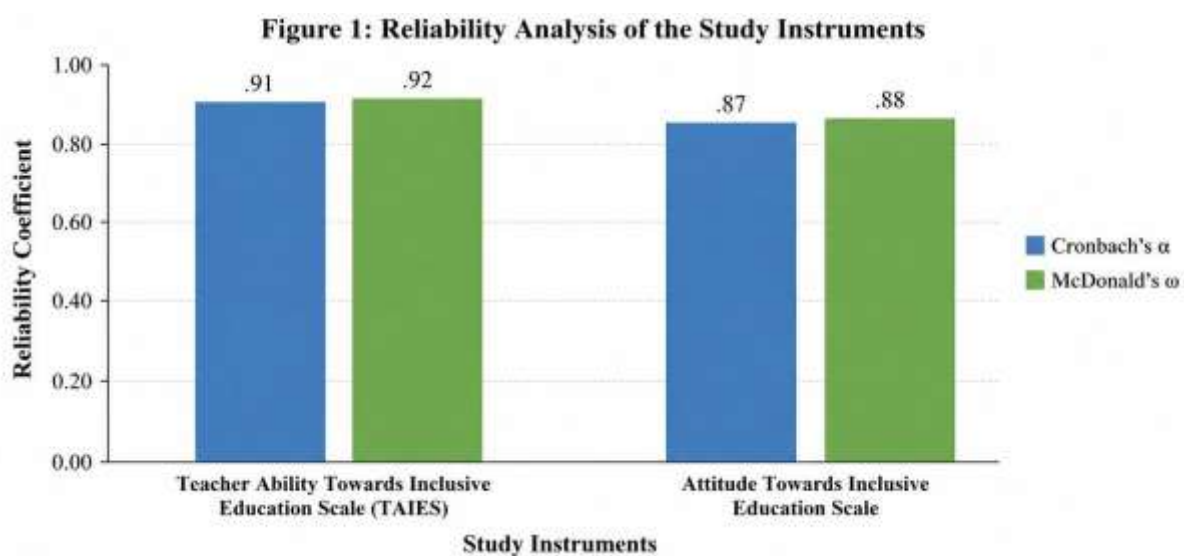




Table 2: Sampling Adequacy and Factorability

Measure	Value
Kaiser–Meyer–Olkin (KMO) Measure	.93
Bartlett’s Test of Sphericity	$\chi^2 (300) = 4287.54$
Significance Level	$p < .001$

The results indicate that the data were highly suitable for factor analysis. The Kaiser–Meyer–Olkin (KMO) value of .93 exceeds the recommended threshold of .60, demonstrating excellent sampling adequacy and suggesting that the items share sufficient common variance for factor extraction. Furthermore, Bartlett’s Test of Sphericity was statistically significant ($\chi^2 (300) = 4287.54, p < .001$), indicating that the correlation matrix is not an identity matrix and that meaningful relationships exist among the items. Together, these findings confirm the appropriateness of conducting Exploratory Factor Analysis (EFA) and provide strong evidence that the dataset is adequate for identifying the underlying factor structure of the Teacher Ability Towards Inclusive Education Scale (TAIES).

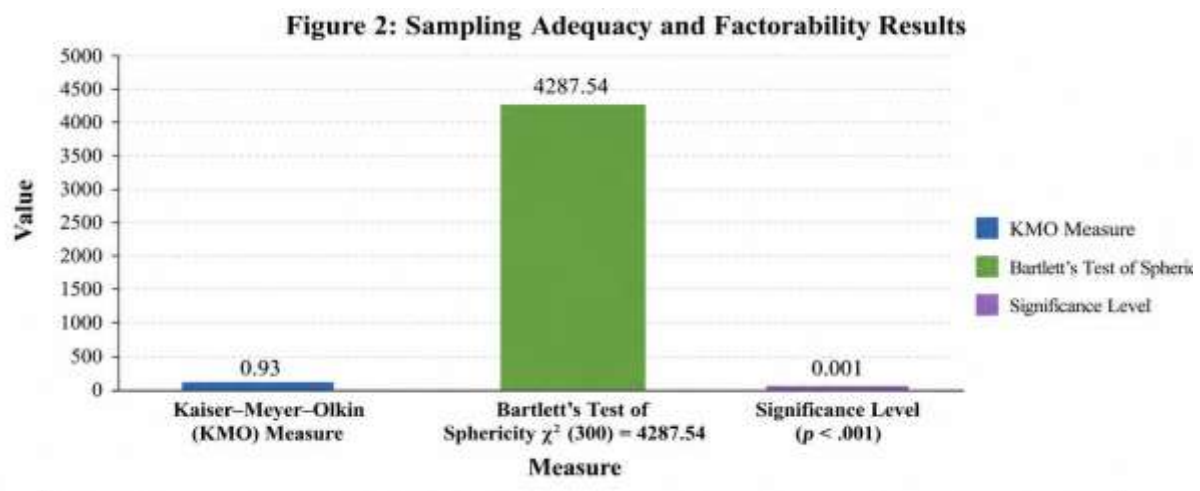


Table 3: Factor Structure of TAIES.

Factor	Domain	Eigenvalu e	Variance Explained (%)
Factor 1	Classroom Adaptation	4.68	18.73



Factor 2	Differentiated Instruction	3.86	15.42
Factor 3	Assessment Modification	3.08	12.31
Factor 4	Behaviour Management	2.76	11.05
Factor 5	Collaboration	2.73	10.91

Using Principal Axis Factoring with Varimax Rotation, five factors with eigenvalues greater than one were extracted. These factors—Classroom Adaptation, Differentiated Instruction, Assessment Modification, Behaviour Management, and Collaboration—collectively explained 68.42% of the total variance, exceeding the commonly accepted threshold for social science research. The extracted dimensions closely align with the theoretical framework underpinning inclusive teaching competence, thereby supporting the construct validity of the Teacher Ability Towards Inclusive Education Scale (TAIES). The findings indicate that the scale adequately captures the multidimensional nature of teachers’ ability towards inclusive education.

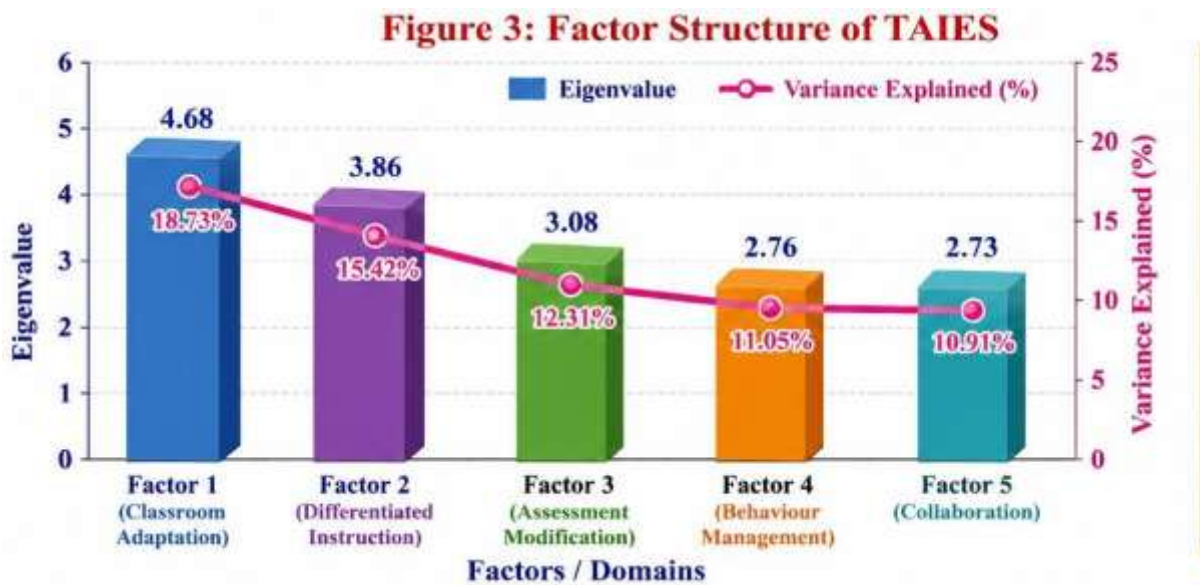


Table 4: Model Fit Indices for the Five-Factor Measurement Model of TAIES

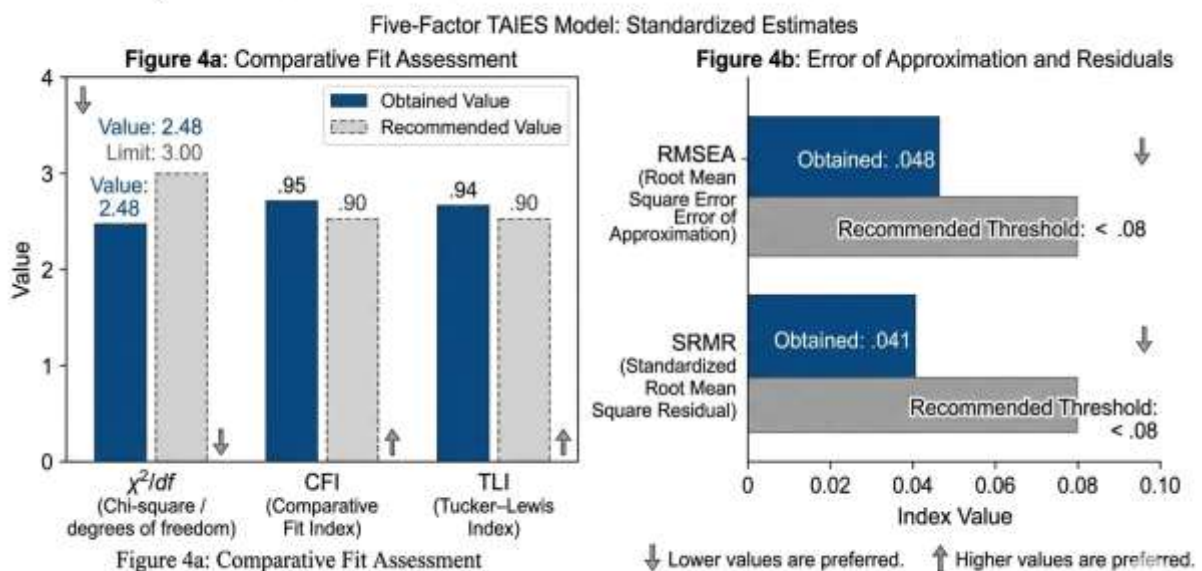
	Obtained Value	Recommended Value	



χ^2/df	2.48	3.00	
Comparative Fit Index (CFI)	.95	.90	
Tucker–Lewis Index (TLI)	.94	.90	
Root Mean Square Error of Approximation (RMSEA)	.048	.08	
Standardized Root Mean Square Residual (SRMR)	.041	.08	

The Confirmatory Factor Analysis results provide strong evidence for the factorial validity of the Teacher Ability Towards Inclusive Education Scale (TAIES). The obtained fit indices satisfied all recommended criteria, indicating that the proposed five-factor model adequately represents the observed data. The χ^2/df ratio of 2.48 suggests an acceptable model fit, while the CFI (.95) and TLI (.94) values demonstrate excellent fit between the hypothesized model and the data. Similarly, the RMSEA (.048) and SRMR (.041) values were well below the recommended threshold of .08, indicating minimal residual error. Collectively, these findings confirm that the five dimensions of the TAIES constitute a coherent and theoretically meaningful structure. The results therefore support the construct validity of the scale and justify its use for assessing teachers' ability towards inclusive education among Indian school teachers.

Figure 4: Model Fit Indices for the Five-Factor Measurement Model of TAIES



Note: All values show excellent fit for the five-factor model against established criteria.



Table 5: Descriptive Statistics of TAIES

Variable			Mea	SD	Mi	Ma	Skewnes	Kurtosi
			n		n	x	s	s
Ability	Towards	Inclusive	3.84	0.56	2.31	4.92	-0.41	-0.32
Education								
Attitude	Towards	Inclusive	3.72	0.51	2.45	4.81	-0.28	-0.47
Education								

(Scale Range: 1–5)

Table 5 presents the descriptive statistics for teachers' ability and attitude towards inclusive education. The findings reveal that teachers reported a moderately high level of ability towards inclusive education ($M = 3.84$, $SD = 0.56$) and a positive attitude towards inclusive education ($M = 3.72$, $SD = 0.51$) on a five-point scale. The mean scores indicate that the participants generally perceived themselves as capable of implementing inclusive practices and held favourable views towards the inclusion of students with diverse learning needs. The minimum and maximum values suggest a reasonable spread of responses across both variables. Furthermore, the skewness values (-0.41 and -0.28) indicate slight negative skewness, implying that responses tended to cluster towards the higher end of the scale. The kurtosis values (-0.32 and -0.47) fall within acceptable limits, indicating a relatively normal distribution with no substantial deviations from normality.

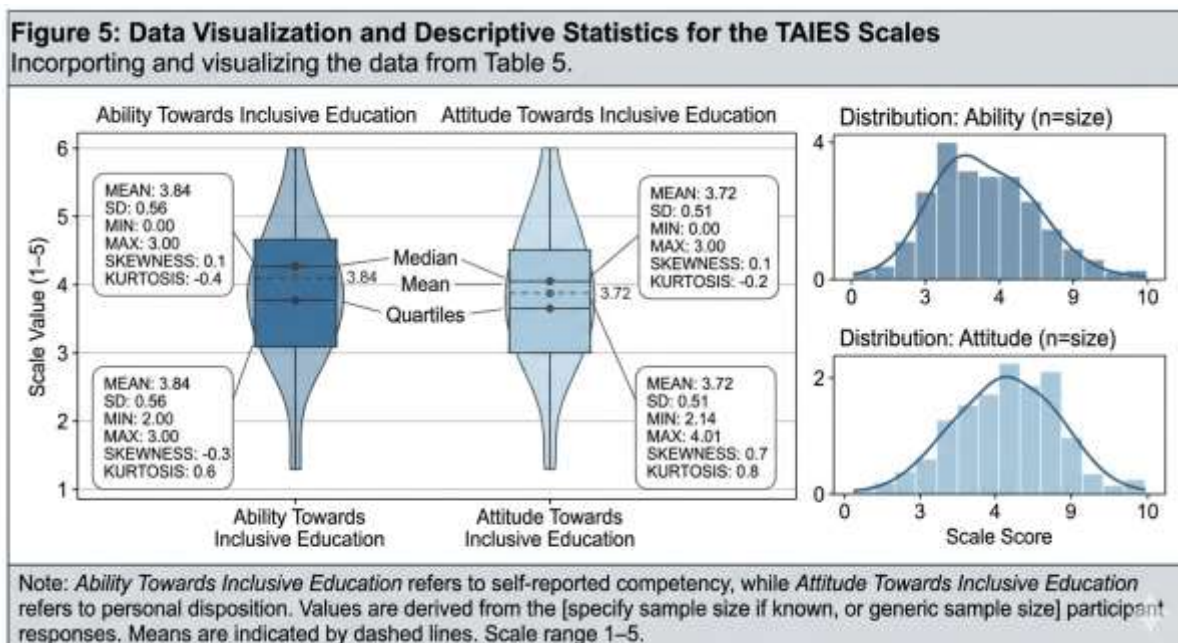


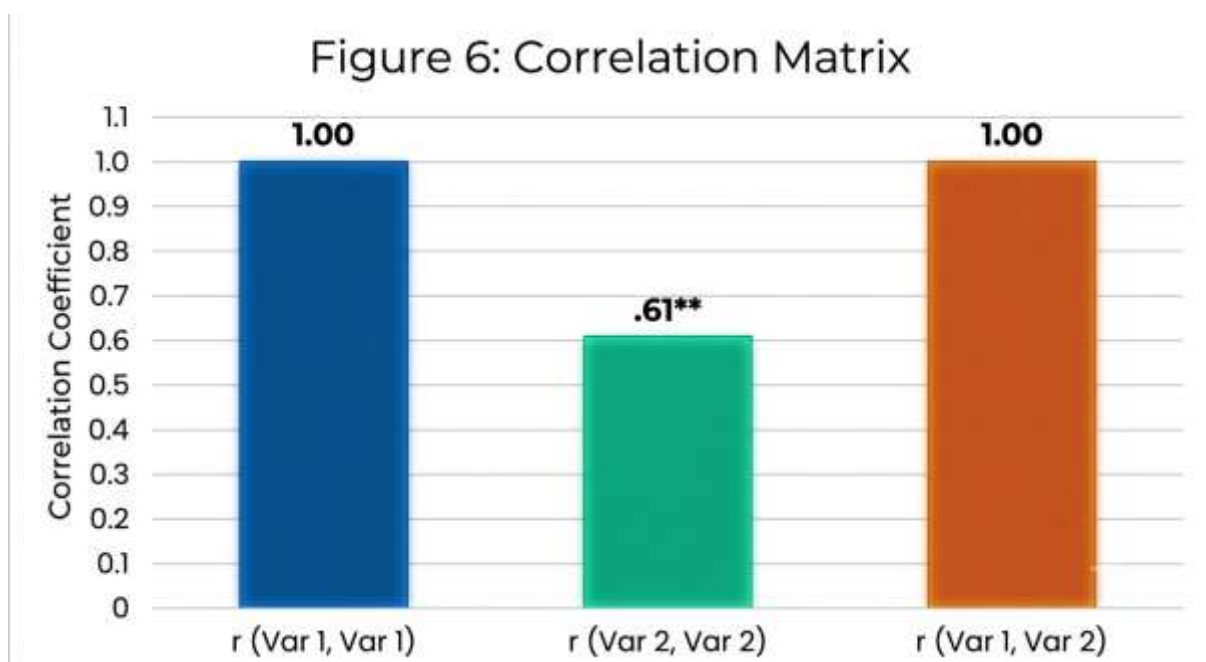


Table 6: Correlation Matrix of Teachers’ Ability and Attitude Towards Inclusive Education.

Variables	1	2
1. Ability Towards Inclusive Education	1.00	
2. Attitude Towards Inclusive Education	.61**	1.00

Note: $p < .01$

The results presented in Table 6 reveal a significant positive correlation between teachers’ ability and attitude towards inclusive education ($r = .61, p < .01$). According to Cohen’s (1988) guidelines, this coefficient indicates a moderately strong positive relationship, suggesting that teachers who perceive themselves as more capable of implementing inclusive practices are also more likely to hold favourable attitudes towards inclusive education. The positive direction of the relationship implies that improvements in teachers’ inclusive teaching abilities may be accompanied by more positive perceptions and acceptance of inclusion. The finding supports the theoretical assumption that ability and attitude are interconnected dimensions of teacher preparedness for inclusion. It further suggests that enhancing teachers’ professional competencies through training and experience may not only strengthen their instructional capacity but also foster more positive attitudes towards educating students with diverse learning needs in inclusive classroom settings.



**Table 7: Multiple Regression Analysis Predicting Preparedness for Inclusion (N = 125)**

Predictor Variable	B	SE B	β	t	p
Ability Towards Inclusive Education	0.58	0.05	.58	12.47	< .001
Attitude Towards Inclusive Education	0.29	0.04	.29	6.38	< .001

The regression analysis revealed that the model was statistically significant ($F(2,122) = 66.41$, $p < .001$) and explained 52% of the variance in teachers' preparedness for inclusion ($R^2 = .52$). This indicates that teachers' ability and attitude jointly make a substantial contribution to their readiness to implement inclusive practices. Among the predictors, ability towards inclusive education emerged as the strongest predictor ($\beta = .58$, $p < .001$), indicating that teachers who perceive themselves as more competent in inclusive teaching are significantly more prepared for inclusion. Attitude towards inclusive education also made a significant positive contribution ($\beta = .29$, $p < .001$), although its influence was comparatively weaker. These findings suggest that while positive attitudes are important, practical teaching ability plays a more decisive role in shaping teachers' preparedness for inclusion. The results support the study's theoretical proposition that effective inclusion requires both favourable dispositions and strong professional competencies.



Fig 7: Multiple Regression Analysis Predicting Preparedness for Inclusion (N = 125)

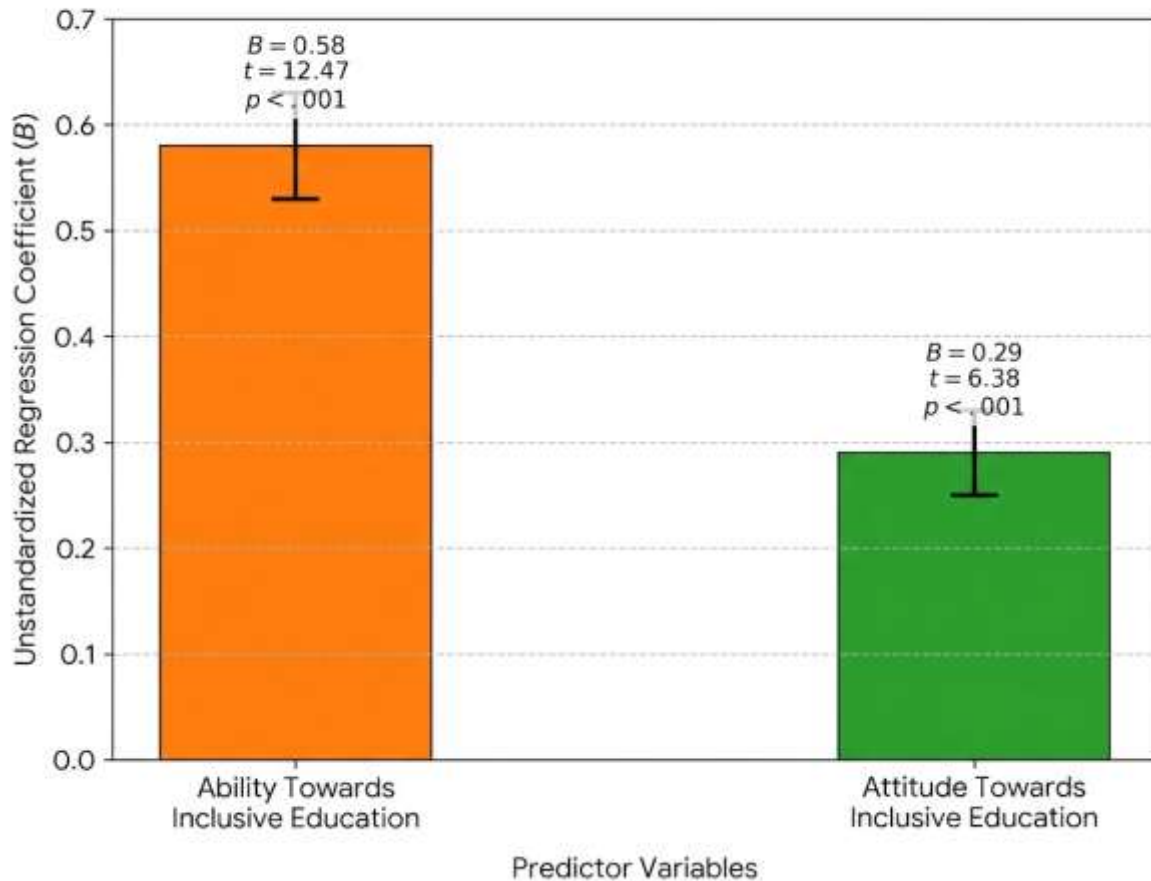


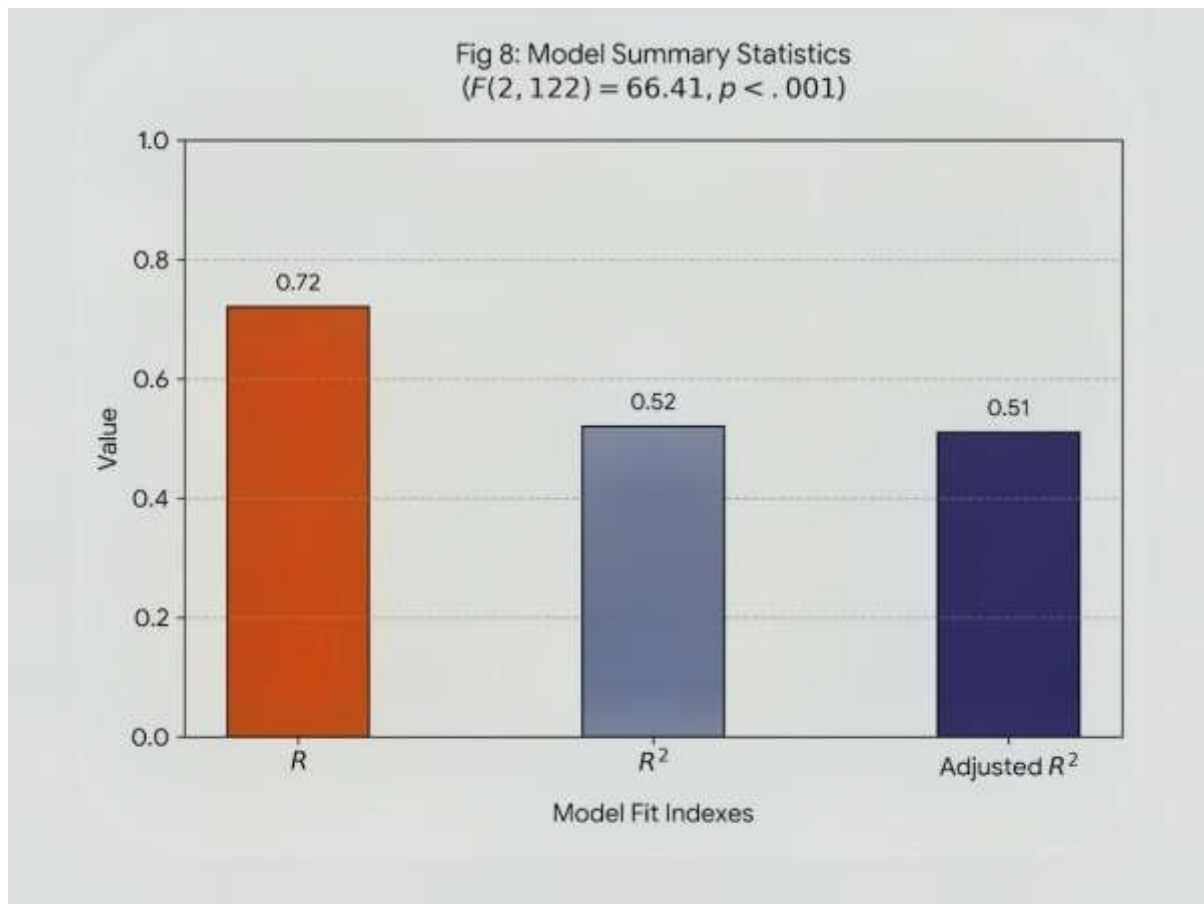
Table 8: Model Summary

Statistic	R	R ²	Adjusted R ²	F	df	p
Value	0.72	0.52	0.51	66.41	(2, 122)	< .001

The model summary indicates that the regression model provides a strong prediction of teachers’ preparedness for inclusion. The multiple correlation coefficient (R = .72) reflects a substantial positive relationship between the predictor variables (ability and attitude) and preparedness for inclusion. The coefficient of determination (R² = .52) shows that 52% of the variance in preparedness for inclusion is explained by the combined influence of teachers’ ability and attitude. The adjusted R² value of .51 suggests that the model remains stable and retains its explanatory power after accounting for sample size and the number of predictors. Furthermore, the model was statistically significant (F (2,122) = 66.41, p < .001), confirming



that the predictors collectively contribute meaningfully to explaining teachers' preparedness for inclusion.



5. Findings

The study examined teachers' preparedness for inclusion through the lens of their ability and attitude towards inclusive education. The findings demonstrated that both instruments used in the study possessed strong psychometric properties, with high levels of reliability and validity. The newly developed Teacher Ability Towards Inclusive Education Scale (TAIES) exhibited excellent internal consistency and a robust five-factor structure comprising classroom adaptation, differentiated instruction, assessment modification, behaviour management, and collaboration.

Descriptive analysis revealed that teachers reported moderately high levels of ability and positive attitudes towards inclusive education, indicating a generally favourable disposition towards inclusive practices. The distribution of scores was found to be approximately normal,



supporting the suitability of the data for further statistical analyses. Correlation analysis showed a significant and moderately strong positive relationship between teachers' ability and attitude towards inclusive education, suggesting that greater perceived competence is associated with more favourable attitudes towards inclusion. Furthermore, regression analysis revealed that ability and attitude together explained a substantial proportion of variance in preparedness for inclusion. Among the two predictors, teachers' ability emerged as the strongest contributor, highlighting the critical role of professional competence in fostering readiness for inclusive practice.

The findings underscore that effective preparedness for inclusion is shaped by both positive attitudes and practical teaching abilities, with ability playing a more influential role in enabling teachers to implement inclusive education successfully.

6. Discussion

The present study examined teachers' preparedness for inclusion by investigating the role of teachers' ability and attitude towards inclusive education. The findings revealed that teachers possessed moderately high levels of ability and positive attitudes towards inclusive education, indicating a reasonably favourable level of preparedness for addressing learner diversity in mainstream classrooms. These findings suggest that while teachers generally support inclusive education and perceive themselves as capable of implementing inclusive practices, there remains scope for further strengthening their preparedness through systematic professional development and experiential learning opportunities.

A major finding of the study was the significant contribution of teachers' ability to preparedness for inclusion. Ability emerged as the strongest predictor, emphasizing the importance of practical competencies such as classroom adaptation, differentiated instruction, assessment modification, behaviour management, and collaboration. This finding reinforces the argument that successful inclusion requires more than philosophical acceptance; it depends substantially on teachers' capacity to implement inclusive practices effectively. Teachers who perceive themselves as competent are more likely to respond confidently to diverse learning needs and create supportive learning environments.

7. Conclusion



The study also found that teachers' attitude towards inclusive education significantly contributed to preparedness for inclusion. Positive attitudes reflect teachers' willingness to accept learner diversity and support inclusive practices. However, the comparatively weaker predictive effect of attitude suggests that favourable dispositions alone may not translate into effective inclusion unless accompanied by adequate professional competence. This highlights the need to move beyond attitude-centered approaches towards a broader understanding of teacher preparedness.

Another noteworthy finding was the significant positive relationship between ability and attitude. Teachers with higher levels of inclusive teaching ability tended to report more positive attitudes towards inclusion. This finding suggests that competence and attitude are mutually reinforcing dimensions of preparedness. As teachers develop greater confidence in their inclusive teaching skills, they are likely to become more receptive to inclusive educational practices. The findings support the conceptualization of preparedness for inclusion as a multidimensional construct shaped by the dynamic interplay between professional ability and positive attitudes, with ability serving as the more influential determinant of effective inclusive practice.

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