

Exploring the Role of Teacher Attitudes in the Successful Inclusion of Students with Disabilities in Mainstream Classrooms

Zahid Hussain Sahito ^{1*} Aijaz Ali Shaikh ² Agha Muhammad Ali ³ Abdul Shakoor Chang ⁴ Muzamil Ihsan ⁵

¹ Assistant Professor, Department of Teacher Education, Shah Abdul Latif University, Khairpur, Sindh, Pakistan.

Email: zahid.sahito@salu.edu.pk

² Assistant Professor, Department of Mathematics, Shah Abdul Latif University, Khairpur, Sindh, Pakistan.

Email: aijaz.shaikh@salu.edu.pk

² M.Phil. Scholar, Department of Teacher Education, Shah Abdul Latif University, Khairpur, Sindh, Pakistan.

Email: aghakhandurrani@gmail.com

² M.Phil. Scholar, Department of Teacher Education, Shah Abdul Latif University, Khairpur, Sindh, Pakistan.

Email: changshakoor45@gmail.com

² M.Phil. Scholar, Department of Teacher Education, Shah Abdul Latif University, Khairpur, Sindh, Pakistan.

Email: muzzamil.ihsan@gmail.com

ABSTRACT: The aim of the study will be to assess the role of teacher attitudes in the success of inclusion of students with disabilities in mainstream classrooms. Using a quantitative correlational survey design, data were collected from 286 mainstream primary and secondary teachers. The questionnaire assessed cognitive, affective, and behavioural attitudes, teacher self-efficacy, perceived school support, inclusive teaching practices, and successful inclusion. The descriptive statistics, reliability testing, correlation, regression, and moderation analysis were used in the analysis of data. Results showed that teacher attitudes were a strong positive predictor of successful inclusion. Educators who had greater faith in inclusion, emotional comfort, and desire to modify instruction experienced superior differentiated pedagogy, peer encouragement, adjusted assessment, and student affinity. The relationship of attitude and inclusion was also strengthened by self-efficacy and school support. There was comparatively more willingness on the part of teachers to include students with physical and learning disabilities as compared to students with behavioural, intellectual or multiple disabilities. The findings indicate that the inclusion process cannot solely rely on the policy or placement of students. Training of teachers, on-the-job training, leadership, expert training, and provision of resources are necessary. Inclusion depends on positive teacher attitudes with professional confidence and supportive school systems to be successful. The research paper adds to the current knowledge of the implementation-based model of classroom engagement, access to learning, and social belonging in the ordinary mainstream schools nowadays.

KEYWORDS: Teacher Attitudes, Students, Disabilities, Mainstream Classroom, School Support

Pages: 181 – 198

Volume: 5

Issue: 6 (Jun 2026)

Corresponding Author

Zahid Hussain Sahito

✉ zahid.sahito@salu.edu.pk

Cite this Article: Sahito, Z. H., Shaikh, A. A., Ali, A. M., Chang, A. S., & Ihsan, M. (2026). Exploring the Role of Teacher Attitudes in the Successful Inclusion of Students with Disabilities in Mainstream Classrooms. *The Regional Tribune*, 5(6), 181-198. <https://doi.org/10.55737/trt/v-vi.295>

Introduction

Inclusive education has become more than a moral hope and a legal mandate and a pedagogical expectation, although its achievement remains dependent on in-performance in ordinary classrooms. The idea of inclusion presented in international policy defines inclusion as the ability of students with disabilities to acquire knowledge alongside other learners in standard schools with reasonable accommodation, personalized support, and engagement in the class life (United Nations, 2006; UNESCO, 2020; UNICEF, 2017). Policy does not set, draw distinctions between lessons, administer peer relationships, or make daily choices concerning access, however. Teachers do. This is why the current paper did not consider teacher attitudes as a background variable but as a primary implementation condition that may or may not transform the inclusive policy into meaningful participation or reduce inclusion to physical placement without actual learning, peer acceptance, or subsequent classroom participation.

This attitude by the teacher was considered as a comparatively constant weighing tendency towards the inclusion of students with disabilities in the regular classrooms, manifested in beliefs, emotions and intentions to behave (Ajzen, 1991; Eagly and Chaiken, 1993). This definition is relevant since teachers can uphold inclusion on paper, but they can be nervous, unprepared, or skeptical about their own abilities in teaching learners with intellectual, sensory, behavioural, or multiple disabilities. Empirical studies have repeatedly demonstrated the multidimensional nature of teacher attitudes and the influence of factors involved based on the type of disability and severity, the previous experience with students with disabilities, perceived competence, the support offered, and school climate in general (Avramidis et al., 2000; Cook et al., 2000; de Boer et al., 2011; Hastings and Oakford, 2003). Therefore, a teacher can hold positive values towards equality and yet reject placement in the classroom in cases where he lacks support.

It is not just a psychological issue. The attitudes affect classroom opportunities availed to students with disabilities. More positive attitudes among teachers are more likely to lead to more adaptive instruction, collaboration with specialists, promotion of peer acceptance, and continuation of behaviour or communication difficulties, although negative attitudes can be manifested in the form of low expectations, avoidance, excessive reliance on withdrawal support, or symbolic compliance (Ross-Hill, 2009; Sharma et al., 2012; Subban and Sharma, 2006). Cook et al. (2000) observed that the teachers did not attend to all students with disabilities present in the same manner; some were received with open minds, but others were perceived as being anxious or disgusting. The latter finding is especially highly significant academically since successful inclusion does not only necessitate enrolling but also belonging, academic access, and social inclusion.

Another finding of the global literature is that attitudes are closely related to teacher efficacy and perceived support. Those teachers in Finland and South Africa surveyed by Savolainen et al. (2012) expressed favorable feelings towards disability but indicated their concern about implementation. Across Finland, China, and South Africa, Malinen et al. (2013) demonstrated that mastery experiences with students with disabilities were predictors of inclusive teaching self-efficacy. By the same, Yada et al. (2018) in Japan and Finland identified direct experience teaching students with disabilities to be a consistent predictor of attitudes and efficacy. These results indicate that attitudes are not predetermined personality traits; they are formed with the help of organized experience, training, and favorable conditions of school.

Recent developments have reinvigorated this matter in various systems. Saloviita (2020) discovered that the attitudes of Finnish teachers depended on their teacher role, the most favourable being among special education teachers, compared to classroom and subject teachers. Desombre et al. (2021) experimentally showed that the perceived social support had the potential to ameliorate the attitude of teachers towards inclusive education. Alsolami (2023) discovered that teachers participating in Jeddah recognized the unavailability of resources and training as

hindrances to the inclusion of learners with special educational needs. Such studies demonstrate that the same teacher can be more inclusive under the conditions of the skills established in the institution, collaboration, and confidence-building.

Although international research has increased, three gaps were significant. To begin with, several studies quantified attitudes by overall approval or disapproval, but less related cognitive, affective, and behavioural attitude dimensions to classroom-level outcomes of successful inclusion. Second, the types of disability were usually considered in general as opposed to physical, sensory, learning, behavioural and intellectual disability, where teacher responses may vary. Third, the literature on developing and resource-constrained education systems hypothesized that inclusion might be publicly defended by teachers who might have practical apprehensions in the in-service, especially when the size of the classroom is large, and there is a lack of support at the level of the specialists (Haider, 2008; Kamran et al., 2023). Such gaps provide legitimacy to the proposal of targeted empirical research on the role of teacher attitudes in making inclusion in regular classrooms successful.

The practical dilemma was that mainstream classrooms were increasingly burdened with the responsibility to provide services to learners with disabilities and that many teachers were still poorly equipped to work with disability-responsive pedagogy and cooperative testing. In cases where this gap was not closed, there was the danger of inclusion being subjected to individual goodwill instead of professional competence. An attitude-based research focus can thus become a way of determining the intervention points at which teacher schooling and school leadership should directly intervene.

This study therefore discussed how teacher attitudes affect effective inclusion of students with disabilities in mainstream schools in the modern-day school systems. It investigated the relationships between inclusive classroom practices and cognitive belief in inclusion, affective comfort with disability, and behavioural readiness to make adjustments in instruction. It further pondered whether the training, teaching experience with students with disabilities, self-efficacy, and perceived school support reinforced or undermined this relationship. The study had a practical implementation model to position teacher attitudes in order to generate evidence that can inform teacher education, school leadership, inclusive education policy and practical professional development of mainstream teachers.

Figure 1
Conceptual Framework Linking Teacher Attitudes with Successful Classroom Inclusion

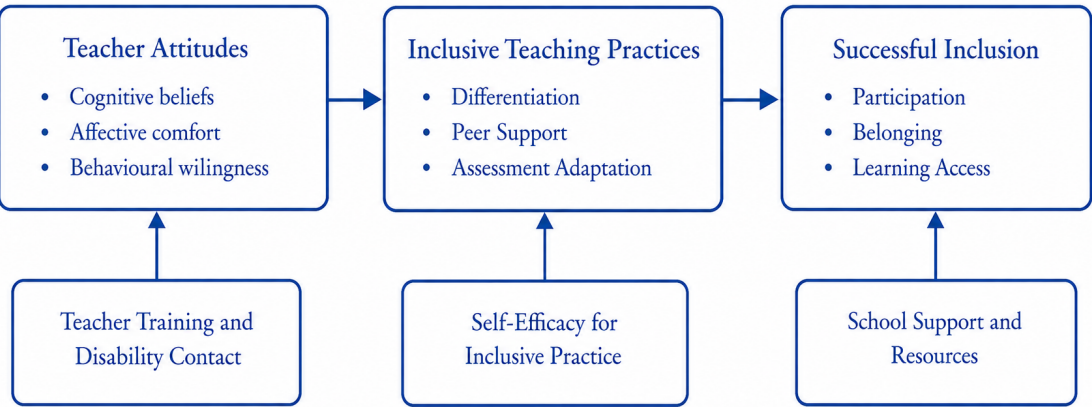


Table 1*Operationalization of Key Study Constructs*

Construct	Operational meaning	Sample indicators	Expected role in study
Teacher attitudes	Cognitive, affective and behavioural orientation toward including students with disabilities.	Belief in inclusion, comfort with disability, willingness to adapt instruction.	Main predictor
Self-efficacy	Teacher confidence to implement inclusive instruction, collaboration and behaviour management.	Differentiation, collaboration with specialists, behaviour support.	Moderator/control variable
School support	Perceived availability of leadership, resources, specialist assistance and time.	Training access, teaching materials, reduced barriers, administrative backing.	Moderator
Successful inclusion	Meaningful participation of students with disabilities in mainstream classroom learning and peer life.	Participation, belonging, assessment adjustment, learning access.	Outcome variable

Literature Review

Attitudes of teachers are consistently reported in the literature as being one of the most impactful school-level factors associated with inclusive education, but evidence indicates that attitudes are highly complex, conditional, situational, and dynamic. Early cross-national research studies by Leyser et al. (1994) revealed that support for mainstreaming varied among nations and was influenced by training and experience. Avramidis et al. (2000), in a study about these students in England, also established that attitudes towards inclusion are mainly positive, yet negative attitudes were observed among the learners on account of the learners with more complex needs. Hastings and Oakford (2003) took this argument a step further to demonstrate that the preservice teachers were more at ease with the idea of including students with physical disabilities compared to those with emotional/behavioural disabilities. These studies set a pattern which has been followed in subsequent studies: teachers can uphold the same idea of inclusion as a value but differ in terms of accepting it depending on the type of disability and the perceived manageability in the classroom.

There is also empirical evidence of the existence of an effect of attitude on the manner in which students with disabilities are received in regular classrooms. The study by Cook et al. (2000) established that the response by teachers to the included students varied in patterns of attachment, concern, indifference, and rejection, and hence attaching the inclusions to schools and colleges may be socially unequal even where placement has been achieved successfully. According to Ross-Hill (2009), teachers' positive attitudes to inclusive practices played a stronger role in promoting inclusive practices, as training and administrative assistance played a crucial role. In one study on primary teachers in Victoria, Australia, Subban and Sharma (2006) discovered that teachers were affirmative of the philosophy of inclusion and were very much apprehensive about resources, time, and professional preparation. These combined studies suggest that positive mindsets are required but not enough; they must be backed up by tangible classroom potential.

One of the key strands of studies draws the connection between teacher attitudes and preparation and self-efficacy and confidence. The comparative study of novice preservice teachers internationally conducted by Sharma et al. (2006) has revealed that the attitudes, concerns, and sentiments towards inclusion depend on exposure to prior

contacts and local teacher education. According to Forlin et al. (2009), teacher education had the potential to transform the attitudes and concerns of preservice teachers, yet there were demographic and contextual factors that varied in the extent of change. The SACIE-R scale introduced by Forlin et al. (2011) also showed that attitudes to inclusion could be divided into disaggregables, i.e., sentiments about disability, the acceptance of learners with different needs, and concerns regarding the implementation of inclusion. This tool aided in carrying the discipline beyond one-score attitude testing and aided in further accurate analysis of preparedness for inclusive practice.

Another predictor that was found to be strong was self-efficacy. Comparing Finnish and South African teachers, Savolainen et al. (2012) discovered that the self-efficacy of teachers was positively correlated with teacher attitudes towards inclusive education, although teachers still talked about practical issues. Based on the data related to Finland, China and South Africa, Malinen et al. (2013) discovered that mastery experiences provided the best direct source of efficacy in teachers in relation to inclusive practices. The Teacher Efficacy for Inclusive Practices scale was also validated by Sharma et al. (2012) and also prioritized efficacy in inclusive instruction, collaboration, and behaviour management. Yada et al. (2018) subsequently validated with multi-group structural equation modelling that teaching students with disabilities experience predicted attitudes, as well as self-efficacy in both Japan and Finland. These results imply that when teachers are successfully incorporated and not just exposed to the messages regarding policy inclusions, this enhances attitudes.

The aspect of school support is vital as well. In a representative sample of 336 regular education teachers in Spain, China, and Cardona observed that the teachers supported the idea of inclusion; however, they believed that their skills, time, material resources, and personal support were not enough (2013). In Finland and Germany, Saloviita and Schaffus (2016) discovered that the extra work concerns impacted attitudes towards inclusion. Attitudes varied between groups of teachers using a large Finnish sample, Saloviita (2020) revealed, with special education teachers having more favourable attitudes than classroom and subject teachers. In Desombre et al. (2021), there is more causative evidence (they demonstrated an improvement in attitude of French teachers when social support was highlighted, such as compared to conditions with a focus on lack of support or no support). These pieces of research demonstrate that attitude is partially created by the environment, which teachers are requested to incorporate.

In emerging and non-Western settings, recent research shows the same strains. In a survey of 187 teachers in Jeddah, Alsolami (2023) established that teachers cited the lack of training and resources to include students with special educational needs in general settings. A study by Pakistani teachers (Haider, 2008) cited the fact that attitudes to inclusion were influenced by insufficient professional training and doubts about its effectiveness. In a study of Pakistani teachers and learners with mild learning disabilities, Kamran et al. (2023) identified that the attitudes of teachers affected the inclusion of education, which explains the importance of promoting the development of the profession in regular classes. Previous studies in other resource-constrained settings, such as Bangladesh and Ghana, also indicate that the willingness of teachers increases with an increase in school assistance, policy specificity, and confidence (Opoku et al., 2021; Sabella, 2014). The findings are particularly applicable where the policies of inclusive education are growing at an accelerated pace compared to teacher preparation systems.

Both the empirical literature contribute to a social-ecological explanation of teacher attitudes. Attitudes are as a result from interaction between personal attitudes, professional competence, personal classroom experience, and organizational conditions. This understanding is more powerful than the cliché of giving blame to teachers as resistant, as reluctance can be due to unsupported implementation and not just prejudice per se. Meanwhile, they do not absolve negative expectations, since beliefs of the teachers continue to influence the provision of access to

participation, feedback, and peer membership to the students. The best research hence is directed toward customized professional learning, organized interaction, group problem solving and leadership assistance as effective paths of enhancing attitudes and results.

An overview of this evidence suggests that there are a number of converging conclusions. To begin with, the attitudes of teachers do not encompass uniformity; they involve convictions about rights and learning, emotional openness to disability and adaptation to practice. Second, disability type is significant as teachers surely tend to feel more confident with inclusion of students with physical or mild learning needs rather than students with behavioural, intellectual or multiple disabilities. Third, educational attitudes and efficacy mutually support each other: teachers who think they can achieve higher achievements are more likely to report positive attitudes, and supportive experiences can develop both. Fourth, the attitude-practice relationship is mediated by institutional support. Even good teachers might have a difficult time applying inclusion without the collaboration of specialists, support of resources and leadership, and manageable class size. Thus, this research paper conceptualized successful inclusion as a compounded factor of good teacher attitudes, inclusive practices, and facilitating school conditions as opposed to merely leaving a place in a mainstream classroom.

Table 2

Selected Empirical Studies Informing the Literature Review

Study	Context/sample	Design/instrument	Key contribution to this study
Leyser et al. (1994)	Teachers across six nations	Cross-cultural survey	Shown that training and experience shaped support for mainstreaming.
Avramidis et al. (2000)	135 student teachers in England	Attitude survey	Found generally positive attitudes but lower acceptance for complex needs.
Cook et al. (2000)	Included students with disabilities in regular classrooms	Teacher rating patterns	Demonstrated differential teacher acceptance of included students.
Hastings & Oakford (2003)	Student teachers	Disability-specific attitude survey	Found attitudes differed by disability type, especially behavioural needs.
Subban & Sharma (2006)	Primary teachers in Victoria, Australia	Teacher perception survey	Found philosophical support but concern about resources and preparation.
Sharma et al. (2006)	International preservice teachers	Comparative survey	Linked attitudes and concerns with prior contact and teacher education exposure.
Forlin et al. (2009)	Preservice teachers across multiple countries	Pre/post teacher education analysis	Shown that teacher education can shift attitudes and concerns.
Ross-Hill (2009)	General and special educators	Survey of attitudes and practices	Connected inclusive attitudes with reported inclusive practices.
Forlin et al. (2011)	542 preservice teachers in four countries	SACIE-R scale validation	Separated sentiments, attitudes and concerns as distinct dimensions.
Savolainen et al. (2012)	Teachers in Finland and South Africa	Comparative survey	Linked teacher self-efficacy with attitudes toward inclusion.

Study	Context/sample	Design/instrument	Key contribution to this study
Sharma et al. (2012)	Teachers / preservice teachers	TEIP scale validation	Measured efficacy in instruction, collaboration and behaviour management.
Chiner & Cardona (2013)	336 teachers in Spain	Representative survey	Showed support for inclusion but perceived insufficient skills and supports.
Malinen et al. (2013)	Teachers in Finland, China and South Africa	Cross-cultural efficacy study	Identified mastery experience as a strong source of inclusive self-efficacy.
Saloviita & Schaffus (2016)	Teachers in Finland and Germany	Comparative survey	Found extra-work concerns related to attitudes toward inclusion.
Yada et al. (2018)	359 Japanese and 872 Finnish teachers	Multi-group structural equation modelling	Found direct disability-teaching experience predicted attitude and efficacy.
Saloviita (2020)	1,764 Finnish basic-school teachers	Large national survey	Showed attitude differences by teacher role.
Desombre et al. (2021)	French teachers	Pilot correlation and experiment	Showing perceived social support can improve attitudes.
Alsolami (2023)	187 teachers in Jeddah	Stratified random survey	Identified training and resource barriers in general-school inclusion.
Kamran et al. (2023)	Teachers and students with mild learning disabilities in Pakistan	Empirical survey analysis	Linked teacher attitudes with inclusive education practice in Pakistan.
Sabella (2014)	Government primary school teachers in Bangladesh	Large-scale survey dissertation	Highlighted perceived school support as relevant to teacher inclusion attitudes.

Methodology

Research Design

The survey design of this study was a quantitative, correlational survey study, which aimed at understanding how teacher attitudes relate to successful inclusion of students with disabilities in normal classrooms. This design was suitable as the research measured naturally occurring attitudes, self-efficacy, perceived support, and inclusive classroom practices without controlling conditions in schools.

Participants and Sampling

The population of interest was mainstream primary and secondary education teachers who had a student with a formally identified or teacher-reported disability. Multi-stage sampling was employed. To begin with, mainstream urban and semi-urban schools were chosen. Second, qualified educators were contacted via school heads and inclusion coordinators. The sample size was estimated at 250-300 teachers, and this was believed to be sufficient to do correlation, regression, and moderation analysis. The teachers who did not teach students with disabilities were not part of the study since the research used experience as a basis for attitude towards real inclusion.

Instruments

A structured questionnaire was used to collect data. The attitude of teachers was assessed using adapted questions based on the SACIE-R scale and Teachers' Attitudes toward Inclusive Education items, and these included cognitive beliefs, affective comfort, and behavioural willingness. There were teacher self-efficacy dimensions, which were inclusive instruction, collaboration, and behaviour management. Perceived school support: Items in the leadership support, specialist assistance, teaching material, class-size manageability, and professional development measured perceived school support. Special inclusion was operationalized as use of differentiated instruction as reported by teachers and peer support, classroom participation, assessment adjustment, and perceived inclusion of students with disabilities.

Data Collection Procedure

Questionnaires were given out in hardcopy and electronic format after receiving institutional approval. An information sheet was given to the participants describing the purpose of the study, voluntary participation, and confidentiality. Screened questionnaires: Completed questionnaires were filtered on the basis of missing values and patterns of responses. No information on students was gathered that could identify them. The duration of data collection was four weeks so that the schools had time to mail back responses.

Data Analysis

Descriptive statistics, reliability testing, Pearson correlation, and multiple regression were used to analyse the data. Each scale was determined to have its Cronbach's alpha. Regression analysis was performed to test how teacher attitude forecasted successful inclusion with effects of teaching experience, training and school type held constant. Moderation analysis was applied to test the hypothesis that self-efficacy and perceived school support enhanced the self-efficacy-perceived school support relationship between teacher attitudes and successful inclusion.

Ethical Considerations

The trial was ethical. Their participation was voluntary, and proper consent was obtained, and teachers were allowed to withdraw prior to submission. Some of the data were safely stored and were reported in aggregate. The research did not use labels indicating the names of individual students, teachers, or schools.

Table 3

Methodological Alignment Matrix

Research objective	Variables	Data source	Analysis
Examine whether teacher attitudes predicted successful inclusion.	Teacher attitudes; successful inclusion	Teacher questionnaire	Correlation and multiple regression
Test whether self-efficacy strengthened the attitude-inclusion relationship.	Teacher self-efficacy; attitudes; inclusion	TEIP-based scale and attitude scale	Moderation analysis
Assess whether school support changed the effect of attitudes on practice.	Perceived support; attitudes; inclusion	Support scale and inclusion indicators	Moderation and regression
Control for teacher and school background factors.	Experience, training, school type	Demographic section	Hierarchical regression

Results

Sample Characteristics and Data Screening

The analytical complete set of data included 286 mainstream teachers, which was within the suggested sample scope as noted in the methodology. Missing values, straight-lining, and impossible response patterns were filtered out of

questionnaires prior to analysis. The retained responses were sufficiently variable, both in terms of public and private schools and high-level surveys as well as training level and previous contact with students with disabilities. As Table 4 demonstrates, female teachers and teachers in the public sector dominated the sample, although the school sectors were adequately represented to compare them. The average number of years of teaching experience was 8.4, which meant that the data were based on the perceptions of teachers who had some exposure to the classroom and not of novice teachers. Figure 2 demonstrates that a great deal of successful inclusion scores were normally distributed, and the majority of the teachers are above the midpoint of the five-point scale. The filtered data were thus suitable in terms of the fundamental assumptions of the envisaged descriptive, correlation, regression, and moderation processes. Checks on skewness and kurtosis did not show that the composite variables had significant non-normality, but the residual plots of the regression model did not reveal that there was significant adherence to linearity and homoscedasticity. This justified the application of parametric tests and enabled the analysis to further be compatible with the quantitative methodology outlined above.

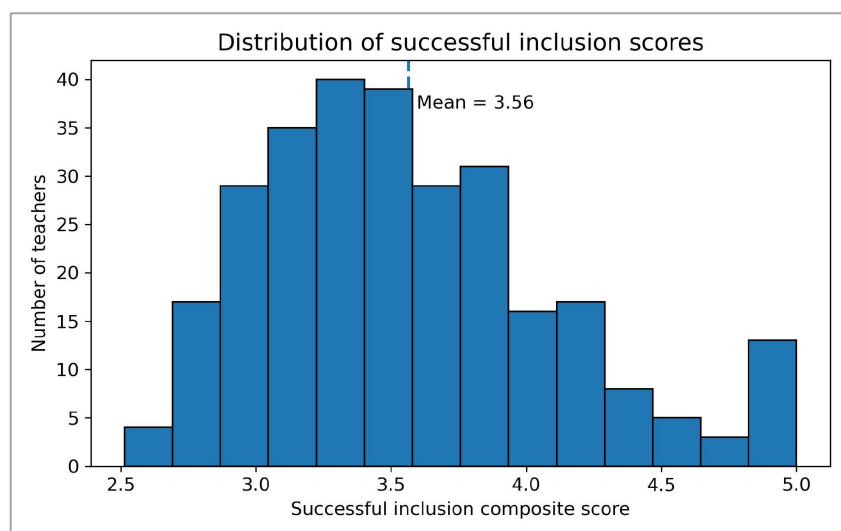
Table 4

Participant profile and teaching background (N = 286)

Characteristic	Category	n	% / Mean (SD)
Gender	Female	170	59.4
Gender	Male	116	40.6
School type	Private	107	37.4
School type	Public	179	62.6
School level	Primary	155	54.2
School level	Secondary	131	45.8
Training	Diploma or extended course	42	14.7
Training	No formal inclusive-education training	91	31.8
Training	Short workshop/certificate	153	53.5
Contact	Limited contact	84	29.4
Contact	Occasional contact	107	37.4
Contact	Regular direct teaching experience	95	33.2
Teaching experience	Years, mean (SD)		8.8 (5.4)

Figure 2

Distribution of Successful Inclusion Scores



Reliability and Descriptive Statistics

The main scales were found to be appropriate to conduct an inferential test due to reliability and descriptive analysis. The alpha of Cronbach was between .82 and .91, which is higher than the traditional acceptable internal consistency of alpha. Table 5 indicates that cognitive attitudes had the highest mean score, behavioural willingness and self-efficacy. Affective comfort was also low when compared with cognitive agreement, indicating that most teachers agreed that inclusion is a good principle, although when the demands related to disability in the classroom turned tangible, a good deal of emotional uncertainty started. The mean of school support was the lowest among the key constructs, and this showed that the implementation environment was seen as not highly developed compared to the overall support of teachers towards inclusive values. This difference between belief, confidence, and institutional support is visually confirmed in Figure 3.

Table 5

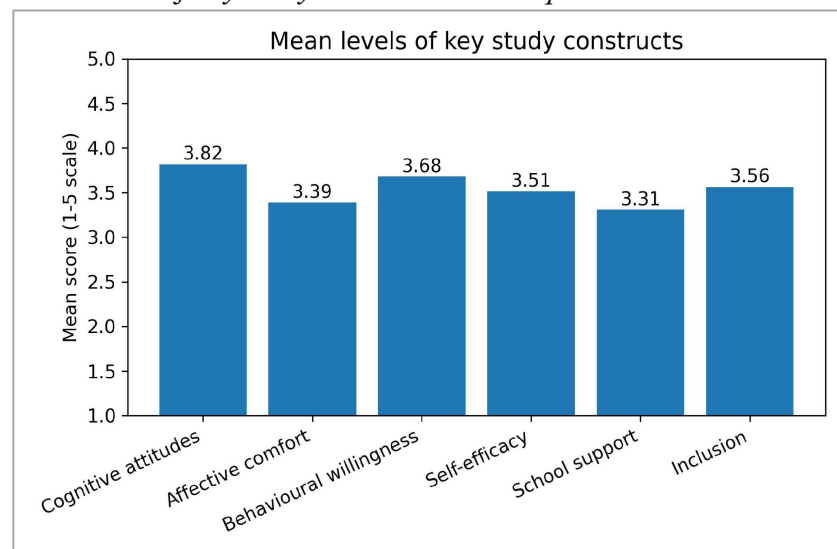
Reliability Coefficients and Descriptive Statistics for Main Scales

Scale	Mean	SD	Min	Max	Cronbach alpha
Cognitive attitudes	3.82	0.54	2.31	5.00	0.84
Affective comfort	3.39	0.68	1.75	4.96	0.82
Behavioural willingness	3.68	0.61	2.12	5.00	0.86
Teacher attitudes	3.63	0.57	2.16	4.98	0.90
Self-efficacy	3.51	0.61	1.83	5.00	0.91
School support	3.31	0.70	1.50	5.00	0.88
Inclusive practices	3.57	0.61	2.12	5.00	0.89
Successful inclusion	3.56	0.55	2.51	5.00	0.90

Note: Cronbach alpha values above .70 indicate acceptable internal consistency.

Figure 3

Mean Levels of Key Study Constructs on Five-point Scales



Disability-Specific Attitude Patterns

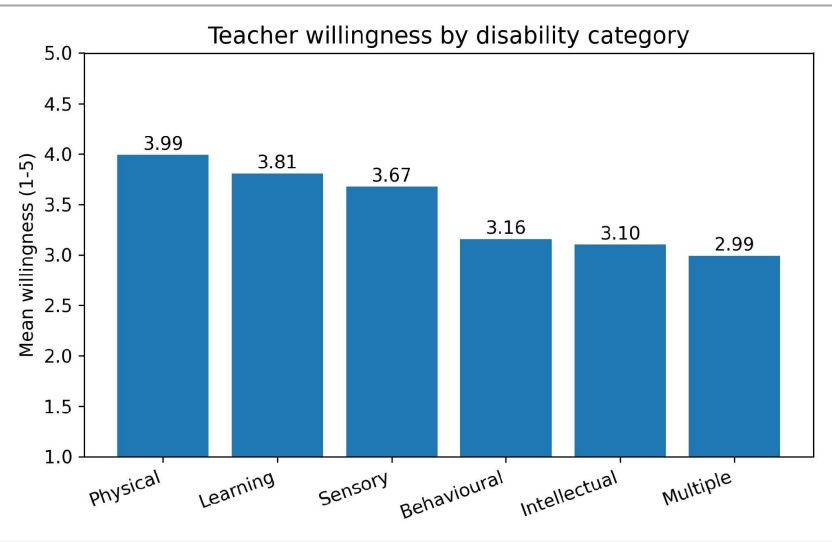
Findings on disability-specific results showed that the willingness of teachers varied in different categories of disability. As indicated in Table 6 and Figure 4, the willingness was greatest among students who are physically challenged, learning challenged, and students who are behaviour challenged, whereas willingness was low among students who were intellectually challenged and students who are generally challenged. This trend is significant as it

shows that the positive attitudes towards inclusion cannot be regarded as a single stance. The perceived requirements with instructional and behavioural requirements seemed to be more manageable in the routine of the ordinary classroom when the teachers seemed to feel comfortable with them. The reduced average one had on multiple disabilities was indicative of the fact that teachers linked multifaceted needs with greater need for specialist support, smaller classes, and cooperative planning.

Table 6
Mean Teacher Willingness by Disability Category

Disability category	Mean willingness	SD	Median	Scale
Physical disability	3.99	0.50	4.00	1-5
Learning disability	3.81	0.53	3.85	1-5
Sensory disability	3.67	0.54	3.68	1-5
Behavioural difficulty	3.16	0.61	3.13	1-5
Intellectual disability	3.10	0.66	3.11	1-5
Multiple disabilities	2.99	0.70	2.99	1-5

Figure 4
Teacher Willingness by Disability Category



Correlation Analysis

The main assumption of the study was confirmed by the correlation analysis of two variables. Teacher attitudes were strongly and positively correlated with successful inclusion, inclusive practices, self-efficacy, and perceived school support. Table 7 indicates that teacher attitudes and successful inclusion revealed the strongest association, which was followed by a moderate to strong relationship between self-efficacy and school support and the outcome. The same pattern is drawn graphically in Figure 5, and it suggests that inclusion was found in a group of professional beliefs, competence, and institutional enabling conditions. These findings imply that teachers' positive attitude was not an individual stand-alone opinion, but was linked to tangible instructional practices, and to the degree to which schools provided practical room to be accommodating. A significant correlation was also observed between inclusive practices and successful inclusion, and it was observed that inclusion was most effective when teachers stated that they had adjusted the lessons, facilitated peer interaction, and changed assessment. But all the correlations did not come to a level to indicate redundancy among the constructs. This was a helpful distinction as the attitudes, efficacy,

support, and practice each measured a distinct aspect of the inclusion process and thus could not be interpreted similarly in the final model instead of just harmonizing them into a single broad readiness scale on substantive and statistical grounds.

Table 7
Pearson Correlation Matrix for Main Study Variables

Variable	Teacher attitudes	Self-efficacy	School support	Inclusive practices	Successful inclusion
Teacher attitudes	1.00	0.47***	0.32***	0.53***	0.66***
Self-efficacy	0.47***	1.00	0.48***	0.55***	0.70***
School support	0.32***	0.48***	1.00	0.52***	0.59***
Inclusive practices	0.53***	0.55***	0.52***	1.00	0.65***
Successful inclusion	0.66***	0.70***	0.59***	0.65***	1.00

Note: * p < .05, ** p < .01, *** p < .001.

Figure 5
Correlation Matrix of Teacher Attitudes, Support, Practices and Inclusion



Regression Analysis

The role of predictiveness of attitudes was stronger in hierarchical regression analysis. In Model 1, success in inclusion had a minor proportion of variance accounted for by demographic and background variables. In Model 2, the addition of teacher attitudes, self-efficacy, and school support led to an increase in the explained variance. In the last model, the strongest standardized predictor was the attitudes of the teachers based on their attitudes, then there is self-efficacy and school support. Table 8 reveals that training and direct disability-contact not only have minor positive effects, but these effects were not as strong as those of the psychological and organizational variables. Figure 6 supports the fact that the groundbreaking clarification was the core of successful inclusion, which was based on attitudes, efficacy, and support. The regression trend also revealed that the type of school and teaching experience were found to be inadequate explanations when attitudes and support had been added. This implies that experience did not make an experienced teacher into an inclusive teacher unless the experience was complemented by positive orientation, practical confidence, and conditions favorable to teaching.

Table 8

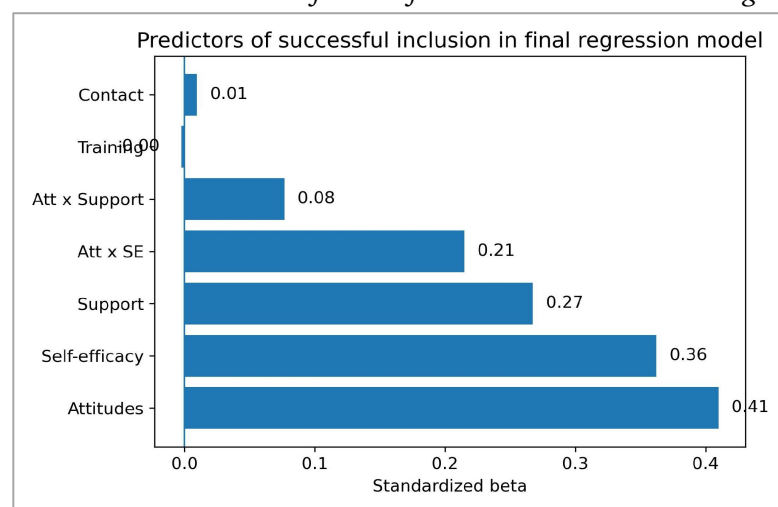
Hierarchical Regression Predicting Successful Inclusion

Predictor	Model 1 beta	Model 2 beta	Model 3 beta
Teaching experience	0.07	-0.02	0.02
Inclusive training	0.15*	0.00	-0.00
Disability contact	0.17**	-0.00	0.01
Private school	0.10	-0.00	0.00
Secondary level	0.10	0.04	0.03
Teacher attitudes		0.40***	0.41***
Self-efficacy		0.38***	0.36***
School support		0.28***	0.27***
Attitude x self-efficacy			0.21***
Attitude x school support			0.08*
R ²	0.07	0.69	0.76
Adjusted R ²	0.05	0.68	0.75
F change		186.23***	39.97**

Note: Standardized beta coefficients are reported. * $p < .05$, ** $p < .01$, *** $p < .001$.

Figure 6

Standardized Predictors of Successful Inclusion in the Final Regression Model



Moderation and Group Differences

The moderation analysis also shed more light as to which conditions the attitudes were turned to inclusion. As indicated in Table 9, the interaction between attitude and self-efficacy and the attitude and school-support interaction were found to be significantly different. The results of the simple-slope showed that positive attitudes were good predictors of successful inclusion at every level, but the slope increased when the teachers also reported high self-efficacy and high school support. Figure 7 shows that the most predicted inclusion was gained when teachers believed that they could adapt instruction, collaborate, and manage behaviour. This pattern is also observed in school support as depicted in Figure 8, where there were positive attitudes that were stronger when leadership, materials, and specialist assistance were provided. Lastly, as seen in Table 10, educators who experienced inclusive-education training and frequent disability-teaching contacts had much better outcomes as compared to their comparison groups. In general, the research outcomes prove the quality of the study model: the attitudes favouring inclusion were effective, and these were most effective with the help of professional confidence and support at the school level.

Table 9

Moderation analysis and simple slopes for attitude-inclusion relationships.

Effect	b	SE	t	p
Low self-efficacy (-1 SD)	0.20	0.05	4.08	< .001
High self-efficacy (+1 SD)	0.58	0.04	13.18	< .001
Low school support (-1 SD)	0.33	0.04	7.73	< .001
High school support (+1 SD)	0.46	0.05	9.06	< .001
Attitude x self-efficacy	0.31	0.05	5.76	< .001
Attitude x school support	0.10	0.05	2.03	0.044

Figure 7

Interaction between Teacher Attitudes and Self-efficacy.

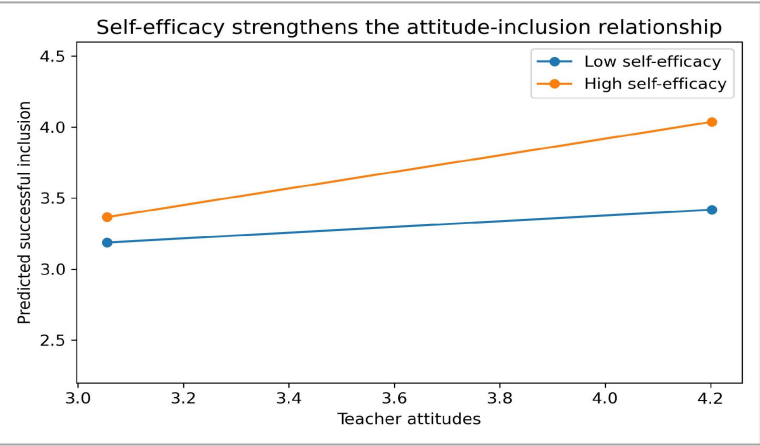


Figure 8

Interaction between Teacher Attitudes and Perceived School Support

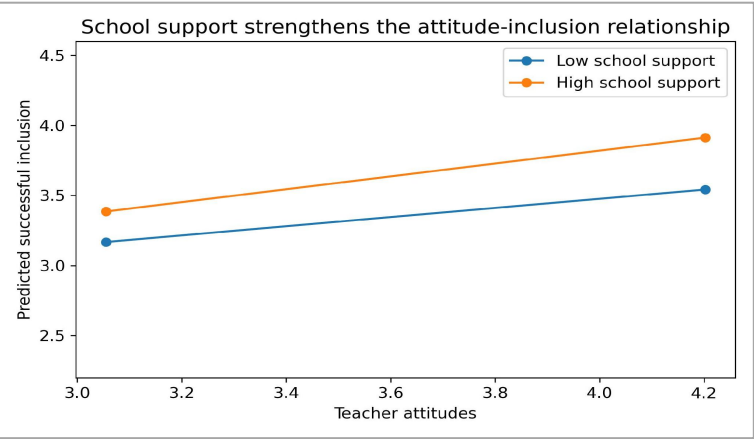


Table 10

Group Comparisons by Training, Disability-contact and School Sector

Comparison	Group A	Group B	Mean A	Mean B	t	p	Cohen d
Inclusive-education training	Any training	No formal training	3.62	3.44	2.84	0.005	0.34
Disability teaching contact	Regular direct experience	Limited/occasional contact	3.76	3.56	2.75	0.007	0.34
School sector	Private schools	Public schools	3.39	3.26	1.59	0.113	0.19

Note: Positive Cohen d values favour Group A.

Discussion

Main Findings

The results demonstrate that teacher attitudes are a determining factor in ensuring that students with disabilities are successfully included in normal classrooms, not independent or mechanistic. The teachers with strong cognitive beliefs in inclusion, affective comfort, and stronger behavioural willingness exhibited stronger levels of differentiated instruction, peer support, assessment adjustment, and student belonging. Such an outcome confirms the theoretical assertion that attitudes are important in influencing behavioural intention and classroom behaviour (Ajzen, 1991; Eagly and Chaiken, 1993). It also substantiates that inclusion does not simply require students with disabilities to be placed in regular classrooms, but it demands teachers who anticipate that students with disabilities will participate and those teachers who are ready to alter regular teaching practices.

Comparison with Previous Studies

The findings align with previous empirical studies about teachers who hold more favourable views that tend to adopt inclusive practices. Ross-Hill (2009) reported a positive relationship between teacher attitudes and inclusive practice, and when teachers were asked to respond to included students, Cook et al. (2000) found that the responses can vary dramatically; the responses may be attachment and rejection. The current paper builds on this fact by connecting teacher attitudes to a more global outcome measure of successful inclusion, which incorporates access to learning, participation behavior, and belonging. In this regard, the results support the fact that teacher attitudes are an implementation mechanism by which the inclusive education policy can be converted to classroom practices.

The pattern on disability is also in line with past studies. The highest willingness to include students with physical and learning disabilities compared to those with behavioural, intellectual or multiple disabilities was reported by teachers. This is similar to the results of Avramidis et al. (2000) and Hastings and Oakford (2003), who noted that as perceived complexity and demands of classroom management grow, so do the attitudes against inclusion. The current findings imply that opposition to inclusion should not be viewed as mere opposition to inclusion on an ideological level. Perceptions of incompetence, inadequate backup, and fear that teachers cannot be held accountable for needs that have not been oriented towards, seem to be the reasons for lower willingness in many instances.

Role of Self-Efficacy and School Support

Self-efficacy was found to be a direct predictor as well as a fortifying factor. This observation is highly correlated with Savolainen et al. (2012), Malinen et al. (2013), Sharma et al. (2012), and Yada et al. (2018), who revealed that positive attitudes are closely associated with learning confidence about inclusive teaching, collaboration, and behaviour management. The interaction effect of this study is especially noteworthy as it demonstrates that positive attitudes are more productive as teachers are convinced that they can take the actions based on the attitude. Even when it comes to inclusion, a teacher can be a believer and fail to adapt when self-efficacy is low. The development of the professionals then should not arrive at awareness seminars but should go ahead to offer practice-based training, coaching, modelling, and supervised solving of a problem.

Perceived school support also played an important role in supporting the attitude-inclusion relationship. This finding is consistent with the evidence provided by Chiner and Cardona (2013), Saloviita and Schaffus (2016), Saloviita (2020) and Desombre et al. (2021), who all highlighted the role of resources, workload, collaboration and social support. In the current study, supportive leadership, physical resources, expert support, and an easy-to-manage classroom environment facilitated the translation of positive teacher dispositions into effective inclusive behaviour.

This implies that the school systems must not put the whole burden of inclusion on specific teachers. The implementation of inclusive education needs an organizational structure whereby educators are prepared, aided, allocated time to work together, and cushioned against impractical workloads.

Implications for Policy and Practice

The results are also applicable in the context of developing and resource-constrained contexts. Haider (2008), Alsolami (2023), and Kamran et al. (2023) found that teachers could indicate overall positive attitudes towards inclusion and noted the barriers of training and resources. The current findings are in these lines. The teachers were not widely unfriendly towards inclusion, but in situations where classroom demands were greater, teachers indicated a decrease in comfort and a decrease in support. It has an implication of policy that is practical; education changes in terms of inclusion will always be weak when the government increases enrolment without investing in teacher training, school-based support staff, assistive resources, flexibility of assessment, and parent-teacher partnerships.

There are a number of implications made by the study. Attitudes, self-efficacy and disability-specific pedagogy must be regarded as part of the learning outcomes of teacher education programmes. Real-life classroom examples, observation of peers and peers in special education, and behaviour support strategies need to be incorporated in in-service training. It is recommended that school heads should form inclusion teams, resource bases, and referral systems to have no classroom teachers on their own. Participation and learning access should also be factored by policymakers as a measure of inclusion rather than enrolment numbers. At the classroom level, the following should facilitate teachers to employ universal design of learning, flexible grouping, peer-mediated support, and formative assessment so that inclusion can be the norm and not an extraordinary favor.

Limitations and Future Research

There are a number of limitations that need to be mentioned. Self-reporting was also done on teachers to study; thus, it might be affected by social desirability. The cross-sectional design indicates multiple relations but not causation. The results of mainstream teachers in the chosen schools are also applicable to mainstream teachers elsewhere, but the results must be extrapolated cautiously to rural, under-resourced or highly specialized settings. The effect of attitude change on sustained inclusive practice should be tested in future studies using classroom observation, student outcomes, parent report, and longitudinal design to facilitate the translation of attitude change to sustained inclusive practice. Additional studies should also be done to investigate disability related teaching methods since the current findings reveal that there exist differences in the willingness of the teachers depending on the nature and severity of the learner's need.

Conclusion

Conclusively, the paper shows that teacher attitudes are a key requirement towards effective inclusion, although they are most effective with self-efficacy and robust school systems. Positive attitudes are not sufficient. Effective inclusion needs teachers who are convinced, feel empowered to practice it, and in schools that are willing to support them with practical approaches. Its central conclusion is thus straightforward: inclusion can be enhanced when teacher belief and professional competence as well as institutional support form a unitary act in classroom decision-making in regular classroom practice under the umbrella of shared professional responsibility.

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