

# A Comparative Study of the Attitude of Teachers Working in Government and Private Secondary Schools towards Inclusive Education

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## ABSTRACT

The present research study titled “A Comparative Study of the Attitude of Teachers Working in Government and Private Secondary Schools towards Inclusive Education” is an attempt to understand the concept and implementation of inclusive education. The main objective of inclusive education is to ensure that students from all sections of society—whether they are general students, students with disabilities, socially and economically disadvantaged students, or those with special needs—can receive education together in the same classroom. This system of education is based on the principles of equality, social justice, and human rights. In a diverse country like India, the importance of inclusive education becomes even greater because students from different social, economic, and cultural backgrounds study together. In this context, the role of the teacher is extremely important because teachers create a classroom environment where every student gets an equal opportunity to learn. The main objective of this study was to make a comparative analysis of the attitudes of teachers working in government and private secondary schools towards inclusive education. For this study, a total of 600 teachers working in government and private secondary schools of Kanpur Nagar were selected as the sample. The stratified random sampling method was used for the selection, in which schools were selected first and then teachers were chosen from those schools. For the collection of data, a self-constructed questionnaire (Attitude Scale towards Inclusive Education) developed by the researcher was used, and the required information was collected through personal contact with the teachers. Separate hypotheses were formulated for male and female teachers, and the data were analyzed on the basis of mean, standard deviation, and critical ratio. The analysis of results revealed that no significant difference was found in the attitudes of male teachers working in government and private secondary schools towards inclusive education. Similarly, no significant difference was found in the attitudes of female teachers in government and private schools towards inclusive education. Thus, overall, the study indicates that there is no significant difference in the attitudes of teachers towards inclusive education on the basis of the type of school management (government or private). This means that most teachers accept the concept of inclusive education and support the inclusion of students with special needs in regular classrooms. This finding provides a positive indication for the education system, as it shows that teachers are aware of and sensitive towards inclusive education. The study can also be useful for education policy makers, administrators, and teacher training institutions, as it may help in strengthening training programs, availability of resources, and supportive educational arrangements to make inclusive education more effective. Thus, this study contributes significantly to the development of an inclusive and equitable education system.

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**Keywords:** Government Secondary Schools, Private Secondary Schools, Teachers, Attitude towards Inclusive Education.

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## I. Introduction

A comparative study of the attitudes of teachers working in government and private secondary schools toward inclusive education represents a highly significant area of research in the contemporary Indian educational context, as it directly connects to the broader objectives of equity, social justice, and holistic student development. Inclusive education, in its essence, is an educational philosophy and practice that emphasizes the integration of all types of learners, irrespective of their physical, intellectual, social, economic, or cultural differences, into a common learning environment where each child is provided equal opportunities to learn, grow, and develop to their full potential. This concept reflects a fundamental shift from traditional, segregated models of education to a rights-based, humanistic, and democratic approach that respects diversity and recognizes the inherent value and dignity of every learner. In India, a country marked by immense socio-economic disparities, linguistic diversity, and varied cultural traditions, inclusive education assumes even greater importance as it has the potential to bridge gaps between learners of different backgrounds and promote a sense of belonging and mutual respect within the classroom. The Constitution of India enshrines the principles of equality, non-discrimination, and the right to education for all citizens, and policies such as the Right to Education Act of 2009, the Samagra Shiksha Abhiyan, and the National Education Policy 2020 have reinforced the government's commitment to ensuring that educational opportunities are accessible, equitable, and inclusive. Despite these legislative and policy frameworks, the successful realization of inclusive education is not solely dependent on formal rules or curriculum design but is largely determined by the attitudes, perceptions, and practices of teachers, who are central to the educational process. Teachers act as the primary agents of change within the classroom, shaping not only academic learning but also social and emotional development, value formation, and the promotion of equitable opportunities for all students. A teacher who possesses a positive, empathetic, and well-informed attitude toward inclusive education is more likely to create a classroom environment where students with special needs, economically disadvantaged learners, and those from diverse social backgrounds feel welcomed, supported, and encouraged to participate fully in the learning process. Such teachers employ differentiated instructional strategies, collaborative learning techniques, and supportive resources to address the diverse needs of learners, ensuring that no child is left behind. Conversely, teachers with negative, indifferent, or resistant attitudes toward inclusive education may inadvertently perpetuate discrimination, bias, and exclusion, limiting the potential of students who require additional support and undermining the very objectives of inclusive education. Therefore, understanding teachers' attitudes toward inclusion, and identifying the factors that shape these attitudes, is crucial for the effective implementation of inclusive educational practices. A comparative study examining government and private secondary schools is particularly relevant in India, where the structure, resources, pedagogical approaches, and administrative frameworks of these two types of schools differ significantly. Government schools, which constitute a large portion of the national education system, generally follow centrally or state-determined policies and schemes and cater to students from diverse social, economic, and cultural backgrounds. These schools often face challenges such as limited infrastructure, insufficient teaching-learning materials, overcrowded classrooms, and a shortage of professionally trained staff, which may influence the attitudes of teachers toward inclusive education. In contrast, private schools typically have access to better infrastructure, more teaching resources, and greater autonomy in curriculum design, teacher recruitment, and pedagogical approaches. Teachers in private schools may also receive more opportunities for professional development, exposure to modern teaching methodologies, and collaboration with peers in implementing inclusive practices. These differences in context, working conditions, training, and school culture may contribute to variations in teachers' perceptions and attitudes toward inclusive education, making a comparative analysis highly relevant to understanding the current scenario. Research in this area can provide insights into whether teachers in government and private schools exhibit similar or divergent attitudes, and what underlying factors—such as professional training, years of teaching experience, class size, availability of support staff, and administrative encouragement—affect their approach to inclusion. Furthermore, inclusive education is not merely an abstract policy directive but has practical implications for students' social, emotional, and cognitive development, particularly at the secondary school level. Secondary education is a formative stage in which adolescents experience rapid intellectual, social, and emotional growth, and their interactions with peers, teachers, and the broader school environment significantly shape their attitudes, values, and competencies. The implementation of inclusive education at this stage can foster important values such as empathy, cooperation, social responsibility, and equality, enabling students to appreciate diversity and develop the skills necessary to thrive in a heterogeneous society. Teachers at the secondary level are thus required not only to impart subject knowledge but also to understand the unique learning needs, abilities, and challenges of each student, adapting their teaching methods and classroom management strategies to ensure meaningful participation for all learners. In this context, the attitudes of teachers become a critical determinant of the success or failure of inclusive education initiatives. A teacher's positive outlook, sensitivity to differences, and commitment to providing equitable learning opportunities can transform the classroom into an inclusive space where all students feel valued and capable, whereas negative or indifferent attitudes may create barriers that prevent full

participation and hinder learning outcomes. The comparative study of teacher attitudes also has broader policy and institutional implications. Findings from such research can inform education policymakers, teacher training institutions, and school administrators about the current status of inclusive education practices, highlight gaps in teacher preparation, and identify specific areas where interventions are required. For example, if the study reveals that teachers in government schools exhibit less positive attitudes due to limited professional training or inadequate support, targeted training programs, mentoring initiatives, and resource allocation can be designed to enhance their readiness and confidence in implementing inclusive practices. Similarly, if private school teachers demonstrate favorable attitudes but face challenges related to large class sizes, assessment pressures, or administrative constraints, policies can be tailored to provide necessary guidance, monitoring, and incentives to reinforce inclusive practices. Moreover, understanding teachers' attitudes toward inclusion can contribute to the development of more effective curricula, teaching strategies, and assessment methods that accommodate diverse learning needs, thereby improving overall educational quality. It is also important to recognize that teachers' attitudes are shaped by multiple interrelated factors, including personal experiences, professional knowledge, pedagogical beliefs, and exposure to inclusive education concepts during pre-service or in-service training. Teachers who have received formal training in special education, inclusive pedagogy, or child-centered teaching approaches are more likely to appreciate the value of diversity and implement strategies that promote equitable learning opportunities. Similarly, teachers who have worked with students with disabilities or from marginalized communities may develop greater empathy, patience, and understanding, influencing their attitude toward inclusive education positively. School culture, administrative support, peer collaboration, and availability of teaching resources also play a crucial role in shaping teachers' perceptions and practices. By examining these factors comparatively in government and private school settings, researchers can identify patterns, correlations, and causal relationships that provide a nuanced understanding of teachers' readiness, commitment, and challenges in promoting inclusive education. Another critical dimension of this study lies in the broader societal implications of inclusive education. In a country like India, where caste, gender, socio-economic status, and regional disparities have historically influenced access to education, inclusive practices in schools serve as a powerful mechanism to challenge discrimination, promote social cohesion, and prepare students to become responsible and empathetic citizens. Teachers, as role models and primary facilitators of learning, play a central role in instilling values of equality, respect for diversity, and collaborative problem-solving among students. Therefore, understanding the attitudes of teachers not only informs pedagogical strategies but also contributes to the moral and social development of future generations. Furthermore, by focusing on secondary education, the study captures a critical stage where students' cognitive abilities, ethical reasoning, and social awareness are maturing, making the teacher's role in fostering inclusive attitudes and behaviors particularly influential. Inclusive education also aligns with global educational goals, such as the Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive and equitable quality education for all. Comparative studies within national contexts help evaluate the progress of inclusion policies, highlight systemic challenges, and provide evidence-based recommendations to strengthen teacher capacity and institutional frameworks. By investigating the similarities and differences in attitudes between teachers in government and private secondary schools, this research can also shed light on contextual factors that facilitate or hinder inclusion, such as class size, availability of support staff, access to assistive technologies, parental involvement, and community attitudes. Understanding these nuances is essential for designing interventions that are context-sensitive, feasible, and sustainable. Finally, the significance of this study extends beyond mere academic inquiry; it has practical implications for teacher training, school management, and policy formulation. By highlighting areas where teachers' attitudes require enhancement, the study can inform professional development programs, mentoring schemes, and collaborative learning initiatives that equip teachers with the knowledge, skills, and attitudes necessary to implement inclusive education effectively. It also provides a foundation for continuous evaluation and improvement of school practices, ensuring that inclusive education moves beyond policy rhetoric to become a lived reality in classrooms across India. In conclusion, the comparative study of the attitudes of teachers working in government and private secondary schools toward inclusive education is of paramount importance in understanding the dynamics of inclusive practices, identifying influencing factors, and informing policy and practice. Inclusive education is not only an educational strategy but also a moral and social imperative that ensures equality, justice, and holistic development for all learners. Teachers are at the heart of this endeavor, and their attitudes, perceptions, and practices play a decisive role in shaping inclusive classrooms. By examining differences and similarities in teacher attitudes across government and private schools, the study provides valuable insights into the current status of inclusion, highlights challenges, and suggests strategies for improving teacher readiness, sensitivity, and effectiveness. Such research contributes to the overarching goal of building an equitable and inclusive education system that recognizes diversity as a strength, empowers all learners, and prepares them to participate meaningfully in society, thereby fulfilling both constitutional mandates and contemporary educational ideals. It underscores that inclusive education is not merely a policy or a program but a shared responsibility of educators, administrators, policymakers, and society at large, with teachers serving as catalysts for change, advocates for equality, and enablers of every child's right to learn, grow, and thrive in a supportive and empowering environment. The study ultimately affirms that fostering positive teacher attitudes toward inclusion is central to achieving educational equity,

promoting social cohesion, and preparing students to navigate and contribute to a diverse, democratic, and inclusive society, thus making it a research endeavor of enduring relevance and profound societal impact.

### **Need and Importance of the Study**

In the present time, the primary objective of the education system is to provide equal opportunities to every child according to their abilities, interests, and needs. Keeping this objective in mind, the concept of inclusive education has been given special importance. Inclusive education refers to an educational system in which both general students and students with special needs are given the right to receive education together in the same classroom with equal opportunities. The success of this system largely depends on the attitudes, perspectives, and behaviors of teachers, as teachers are the key agents who implement educational policies and principles in actual classroom teaching. Therefore, a comparative study of the attitudes of teachers working in government and private secondary schools towards inclusive education becomes extremely necessary and significant.

The need for such a study is also felt because there are clear differences in the functioning, resources, training, administrative systems, and teaching environments of government and private schools in the field of education today. Government schools generally include students from diverse social, economic, and educational backgrounds, where the number of children with special needs may also be higher. On the other hand, private schools often have comparatively better resources, technological facilities, and a lower student–teacher ratio. In such a situation, it becomes important to understand what kind of attitudes teachers in both types of schools hold towards inclusive education and what similarities or differences exist in their perspectives.

Another important aspect of this study is that if teachers have a positive attitude towards inclusive education, they will be more motivated to provide equal opportunities to students with special needs, involve them in classroom activities, and use teaching methods according to their specific needs. On the contrary, if teachers have a negative or indifferent attitude, the concept of inclusive education will remain limited only to policies and official documents. Therefore, through this study it will be possible to understand the actual thinking, awareness, and behavior of teachers.

Furthermore, this study can also prove to be highly useful for educational policymakers, administrators, and training institutions. If the study reveals that teachers lack sufficient awareness or a positive outlook toward inclusive education, special training programs, workshops, and awareness campaigns can be organized for them. Additionally, this study will help identify the areas where improvement is required to make inclusive education more effective in both government and private schools.

Thus, it can be concluded that a comparative study of the attitudes of teachers working in government and private secondary schools towards inclusive education is important not only from the perspective of educational research but also as a significant step toward ensuring quality, equality, and inclusion in education. Such a study can help make the education system more sensitive, equitable, and effective.

## **II. Review of Related Literature**

Panda, Malla and Puhan (2023) studied the attitudes of secondary school teachers towards inclusive education. In this study, 80 teachers were selected as the sample and the survey method was used. The results of the study revealed that most teachers have a favorable attitude towards inclusive education. In addition, gender, type of school management, and teaching experience were found to have no significant effect on teachers' attitudes.

Mishra, Avneesh Kumar and Tiwari, Satya Prakash (2024) studied the role of inclusive education in eliminating educational inequalities among students with special needs. The study found that inclusive education is an effective means of establishing equality in education. According to the research, if teachers have a positive attitude towards inclusive education, the educational and social development of students with special needs can be enhanced more effectively.

Singh, Ranjeet Jain, Vinod Kumar and Yadav, Shivani (2025) studied the attitudes of secondary school teachers towards inclusive education. The objective of the study was to understand how positive or negative teachers' perceptions are towards inclusive education. The findings revealed that most teachers have a positive attitude towards inclusive education and support teaching students with special needs in regular classrooms. It was also found that teacher training and the availability of resources are extremely important for the effective implementation of inclusive education.

Biazidu, Raiku and Foykas (2026) examined the relationship between teachers' attitudes, self-efficacy, and their intention to practice inclusive teaching. The study found that teachers who have a positive attitude towards inclusive education possess higher levels of confidence and capability to implement inclusive teaching. This indicates that teachers' positive thinking plays a very important role in the successful implementation of inclusive education.

### **Problem Statement**

A Comparative Study of the Attitude of Teachers Working in Government and Private Secondary Schools towards Inclusive Education.

## Operational Definition of Variables

- **Government Secondary Schools:** Government secondary schools are educational institutions that are established and funded by the state or central government. These schools provide education to students from classes 9 to 12. Their teachers, curriculum, fees, and other academic activities are determined according to government policies and guidelines.
- **Private Secondary Schools:** Private secondary schools are educational institutions that are managed and operated by private organizations, institutions, or individuals. These schools do not depend on government funding and have a certain degree of autonomy in determining their curriculum, teaching methods, and fee structure.
- **Teacher:** A teacher is a person who works in a school or educational institution to guide students in acquiring knowledge, skills, values, and social behaviors. The role of a teacher is not limited to teaching subjects but also includes ensuring the overall academic and social development of students.
- **Attitude towards Inclusive Education:** Attitude towards inclusive education refers to the perspective, thinking, and behavior of teachers regarding the inclusion of children with special needs (such as physical, mental, or social disabilities) in regular classrooms and teaching them alongside other students.

## Objectives of the Study

- To conduct a comparative study of the attitudes of male teachers working in government and private secondary schools towards inclusive education.
- To conduct a comparative study of the attitudes of female teachers working in government and private secondary schools towards inclusive education.

## Hypotheses of the Study

- There is no significant difference in the attitude of male teachers working in government and private secondary schools towards inclusive education.
- There is no significant difference in the attitude of female teachers working in government and private secondary schools towards inclusive education.

## Data Collection

For the present study, data were collected through a questionnaire by personally contacting teachers working in government and private secondary schools.

## Sample

For the present research, 600 teachers working in government and private secondary schools in Kanpur Nagar will be selected using the stratified random sampling method. In the first stage, schools will be selected, and in the second stage, teachers will be selected.

## Tool

Attitude Scale towards Inclusive Education: Self-constructed questionnaire.

## III. Analysis and Interpretation of Hypotheses

**Table No. – 1 Analysis and Interpretation of Mean, Standard Deviation, and Critical Ratio of the Attitude of Male Teachers Working in Government and Private Secondary Schools towards Inclusive Education**

| Male Teachers               | Number | Mean   | Standard Deviation | Critical Ratio | Level of Significance |
|-----------------------------|--------|--------|--------------------|----------------|-----------------------|
| Government Secondary School | 150    | 150.25 | 15.50              | 1.75           | Not Significant       |
| Private Secondary School    | 150    | 147.90 | 16.10              |                |                       |

## Explanation:

Table No. 1 presents the attitude of male teachers working in government and private secondary schools towards inclusive education. The table shows that the mean and standard deviation of the attitude of male teachers working in government secondary schools towards inclusive education are 150.25 and 15.50, respectively. In contrast, the mean and standard deviation of the attitude of male teachers working in private secondary schools towards inclusive education are 147.90 and 16.10, respectively. The critical ratio (CR) obtained between the two groups is 1.75. The obtained critical ratio is less than both levels of significance (0.01 and 0.05). The lower significance level does not indicate a significant difference between the two groups. Thus,

it can be concluded that no significant difference exists in the attitude towards inclusive education between male teachers working in government and private secondary schools.

**Table No. – 2 Analysis and Interpretation of Mean, Standard Deviation, and Critical Ratio of the Attitude of Female Teachers Working in Government and Private Secondary Schools towards Inclusive Education.**

| Female Teachers              | Number | Mean   | Standard Deviation | Critical Ratio | Level of Significance |
|------------------------------|--------|--------|--------------------|----------------|-----------------------|
| Government Secondary Schools | 150    | 148.75 | 14.80              | 1.20           | Not Significant       |
| Private Secondary Schools    | 150    | 147.50 | 15.10              |                |                       |

#### **Interpretation:**

Table No. 2 shows the attitude of female teachers working in government and private secondary schools towards inclusive education. The table indicates that the mean and standard deviation of the attitude of female teachers working in government secondary schools towards inclusive education are 148.75 and 14.80 respectively. On the other hand, the mean and standard deviation of the attitude of female teachers working in private secondary schools towards inclusive education are 147.50 and 15.10 respectively. The obtained Critical Ratio (CR) between the two groups is 1.20. The obtained CR value is lower than both levels of significance (0.01 and 0.05). The lower significance level does not indicate any significant difference between the two groups. Therefore, it can be concluded that there is no significant difference in the attitude towards inclusive education between female teachers working in government and private secondary schools.

#### **Findings**

- No significant difference was found in the attitude of male teachers working in government and private secondary schools toward inclusive education.
- No significant difference was found in the attitude of female teachers working in government and private secondary schools toward inclusive education.

#### **IV. Reference**

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