Attitudes Of Primary School Teachers Toward Strategies For Implementing Inclusive Education In Karnataka

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Abstract: This Study Investigated Primary School Teachers' Attitudes Toward Six Classroom Strategies That Enable Inclusive Education: Cooperative Group Teaching, Peer Teaching And Peer Influences, Social Skills Training, Parental Involvement, Self-Regulated Learning, And Collaborative Teaching. A Survey Of Karnataka Teachers (N = 396) Using A 22-Item Likert Subscale Showed Uniformly Positive Attitudes (M = 3.47-3.52) With High Reliability (A = 0.93). Exploratory Factor Analysis Supported A Four-Factor Solution, And An 18-Item Refined Scale Maintained Strong Reliability (A = .92) And Explained 60.73% Variance. Gender Differences Were Trivial, But Urban Teachers Showed More Favorable Views Of Cooperative Group Teaching, Social Skills Training, And Parental Involvement (D ≈ 0.21-0.29). No Differences Emerged By Age, Qualification, Or Education Division. All Domains Were Strongly Correlated, As Teachers Viewed These Strategies As Interconnected. Regression Showed A Small Effect Of Teaching Experience And Urban Location. Overall, Positive And Coherent Attitudes Highlight The Need For School-Based Professional Development And Improved Rural Resources To Support Inclusive Practices.

Index Terms - Inclusive Education; Teacher Attitudes; Primary Education; Strategies; Karnataka

1. INTRODUCTION

Inclusive Education Has Emerged As A Global Educational Priority Aimed At Ensuring Equitable Learning Opportunities For All Children, Regardless Of Ability, Background, Or Circumstance. Over The Last Three Decades, The Concept Has Evolved From Simple Physical Integration To A More Comprehensive Approach That Values Participation, Collaboration, And Equity (Nilholm, 2021). Yet, Despite Strong Policy Advocacy Across Nations, The Translation Of Inclusive Ideals Into Effective Classroom Practice Continues To Depend Largely On The Attitudes, Beliefs, And Preparedness Of Teachers. Smyth Et Al. (2014) And Tsokova And Becirevic (2009) Highlight That While Legislative Frameworks In Europe And Other Regions Have Endorsed Inclusive Schooling, Inconsistent Implementation, Inadequate Teacher Training, And Resource Shortages Remain Persistent Barriers. This Gap Between Policy And Practice Underscores The Importance Of Understanding How Teachers Perceive And Apply Inclusive Education Strategies In Their Classrooms.

Teacher Attitudes Are Widely Recognized As A Decisive Factor Influencing The Success Or Failure Of Inclusive Education Initiatives. As Breyer Et Al. (2020) Demonstrated In Austria, Teachers And Learning Assistants With Higher Self-Efficacy And Collaborative Skills Display Stronger Commitment To Inclusion, Whereas Limited Professional Training Correlates With Uncertainty And Resistance. Similarly, Holmqvist And Lelinge (2021) Found That Collaborative Professional Development Enhances Teachers' Sense Of Ownership, Reflection, And Efficacy-Key Psychological Factors That Sustain Positive Attitudes Toward Inclusive Practices. These Findings Align With Broader International Research Emphasizing That Inclusive Education Cannot Be Mandated Solely Through Policy; It Must Be Nurtured Through Professional Growth, Peer Collaboration, And Systemic Support.

In Developing Contexts, The Relationship Between Teacher Attitude And Inclusive Practice Appears Even More Critical. Singal (2005, 2006) Observed That In India, Inclusive Education Policies Often Coexist With Entrenched Special-Education Models And Fragmented Administrative Structures. Consequently, Teachers Frequently Interpret Inclusion As Integration, Focusing On Physical Placement Rather Than Pedagogical Adaptation. Sharma Et Al. (2015) Reported Similar Challenges Across Pacific Island Countries, Where Community Participation And Culturally Embedded Approaches, Rather Than Externally Imposed Policies, Emerged As Key Predictors Of Sustainable Inclusion. These Findings Suggest That Teachers' Willingness To Adopt Inclusive Strategies Depends Not Only On Their Knowledge But Also On The Degree To Which Educational Reforms Align With Local Contexts And Values.

Recent Comparative Studies Further Confirm That Teacher Attitudes Vary According To National Culture, Training Exposure, And Perceived Institutional Support. The Cross-National Analysis By Breyer Et Al. (2020) And The Tri-Country Study By Krull Et Al. (2023) On Germany, Finland, And Norway Both Reveal That Teachers In Environments With Strong Social-Justice-Oriented Policies And Robust Support Systems Exhibit The Most Positive Attitudes Toward Inclusion. Conversely, High Workloads And Limited Collaboration Opportunities Act As Negative Predictors. The Vietnam Study (2023) Also Found That Professional Training And Supportive School Environments Significantly Enhance Teachers' Acceptance Of Inclusive Practices, Particularly At The Primary Level Where Direct Interaction With Children With Disabilities Is Most Frequent. Underlying These Variations Are Fundamental Psychological Constructs-Self-Efficacy, Attitudes, And Concerns-That Shape Teachers' Readiness To Implement Inclusive Education. The 2024 European Study Demonstrated That Self-Efficacy And Positive Attitudes Serve As Strong Positive Predictors Of Teachers' Willingness To Adopt Inclusive Strategies, Whereas Concerns Related To Workload, Classroom Management, And Resource Constraints Exert A Negative Influence. Collectively, These Results Emphasize That Teachers' Beliefs About Their Ability To Implement Inclusive Strategies Function As The Engine Driving Inclusive Reform. Despite This Extensive International Evidence, Relatively Few Studies Have Examined Teachers' Attitudes Specifically Toward *Strategies* That Operationalize Inclusion In Classrooms-Such As Cooperative Group Teaching, Peer Tutoring, Social Skills Training, Parental Involvement, Self-Regulated Learning, And Collaborative Teaching. Nilholm (2021) Cautions That Without Stronger Theoretical-Practical Linkage, Inclusive Education Research Risks Remaining Abstract And Detached From The Realities Of Classroom Instruction. Hence, There Is A Pressing Need To Investigate How

Teachers At The Foundational Level-Primary Education-Perceive And Employ These Concrete Strategies To Foster Participation And Learning For All Students.

The Present Study Addresses This Gap By Exploring The Attitude Of Primary School Teachers Toward Strategies In Inclusive Education. By Examining Teachers' Perceptions Across Multiple Domains Of Classroom Strategy, This Study Seeks To Contribute Both Empirically And Theoretically To The Ongoing Discourse On Inclusive Practice. Understanding These Attitudes Is Crucial For Guiding Teacher Education, Shaping Policy Implementation, And Building School Environments That Truly Embody The Principles Of Inclusion.

2. REVIEW OF LITERATURE

2.1 CONCEPTUAL BACKGROUND

Inclusive Education Has Evolved As A Global Educational Reform Grounded In The Principles Of Equity, Diversity, And Participation. It Extends Beyond Mere Physical Placement Of Children With Disabilities To A Broader Commitment To Creating Learning Environments That Value Difference And Remove Barriers To Participation (Black-Hawkins, 2014). Philosophical Discussions Highlight That Inclusion Is Both An Educational And Moral Pursuit, Requiring Teachers To Embrace Diversity As An Ethical Responsibility Rather Than An Instructional Burden. The Moral And Social Justice Orientation Of Inclusive Education Underpins Teachers' Beliefs And Attitudes Toward Implementing Effective Classroom Strategies. Positive Teacher Attitudes, Therefore, Are Essential For Transforming Inclusive Education From A Policy Aspiration Into A Lived Classroom Reality.

2.2 TEACHER ATTITUDES TOWARD INCLUSIVE EDUCATION

A Considerable Body Of International Research Underscores The Importance Of Teachers' Attitudes In Determining The Success Of Inclusive Education. De Boer, Pijl, And Minnaert (2015) Conducted A Systematic Review Of 26 Empirical Studies And Found That Teachers' Positive Attitudes Toward Inclusion Were Strongly Associated With Professional Training, Teaching Experience With Students With Special Needs, And Self-Efficacy. Conversely, Lack Of Resources And Large Class Sizes Were Consistent Barriers. Similarly, Saloviita (2020) Examined Finnish Teachers And Revealed That Although Overall Attitudes Were Moderately Positive, Teachers With Higher Self-Efficacy And Specialized Training Exhibited More Favorable Perceptions. Both Studies Confirm That Teacher Preparation And Institutional Support Are Critical Predictors Of Inclusive Orientation.

Cross-Cultural Findings By Butakor, Ampadu, And Mensah (2018) In Ghana Also Emphasize The Role Of Demographic Variables. They Found That Teachers' Attitudes Were Positively Influenced By Inclusive Training And Teaching Experience But Negatively Affected By Workload And Insufficient Classroom Support. These Results Parallel Findings In Bhutan, Where Dorji Et Al. (2019) Reported That Inclusive Attitudes Were Enhanced By Collaboration, Peer Learning, And Leadership Support. Such Evidence Reinforces That Teachers' Beliefs Are Dynamic And Shaped By Contextual And Institutional Conditions, Not Merely Personal Preference.

2.3 INCLUSIVE STRATEGIES AND TEACHER READINESS

While Positive Attitudes Are A Necessary Foundation, The Effective Implementation Of Inclusion Depends On Teachers' Willingness To Employ Specific Instructional Strategies. Studies By Pavlović Babić, Simić, And Friedman (2017) Identified School-Level Facilitators That Promote Inclusion, Including Teamwork, Individualized Education Plans, Peer Tutoring, And Parental Engagement. These Strategies Reflect The Essential Components Of Inclusive Pedagogy: Cooperation, Communication, And Shared Responsibility. Boyle, Topping, And Jindal-Snape (2018) Found That Teachers Who Practiced Collaborative Learning And Peer-Assisted Instruction Reported More Positive Experiences And Stronger Belief In The Feasibility Of Inclusion. Their Study Demonstrated That Strategy-Based Training Has A Direct Effect On Shaping Attitudes, Bridging The Gap Between Theory And Classroom Practice.

Angelides, Stylianou, And Gibbs (2009) Provided Qualitative Evidence From Cyprus Showing That Teacher Preparation Programs Emphasizing Collaboration And Reflective Practice Significantly Improved Teachers' Openness Toward Inclusive Education. Similarly, Moriña (2017) Emphasized That Faculty Development And Professional Reflection Enhance Inclusive Pedagogical Competence, Even In Higher Education. These Findings Collectively Affirm That Teachers' Confidence And Positivity Toward Inclusion Are Strengthened Through Structured Exposure To Cooperative Learning, Team Teaching, And Problem-Solving Approaches-Strategies That Can Be Directly Translated Into Primary Classroom Contexts.

2.4 INTERNATIONAL PERSPECTIVES AND SYSTEMIC INFLUENCES

Comparative Studies Also Highlight How Systemic And Cultural Contexts Influence Teachers' Attitudes Toward Inclusion And Strategic Implementation. Amor Et Al. (2018) Conducted A Large-Scale Systematic Review Of 2,380 Papers And Identified Teacher Attitudes As One Of The Most Frequently Researched And Influential Variables In Inclusion Research Worldwide. They Concluded That While Attitudinal Research Is Abundant, There Remains A Significant Gap Between Theoretical Advocacy And Practical Classroom Application. This Gap Often Arises From Insufficient Emphasis On Teacher Training In Specific Inclusive Strategies. Dorji Et Al. (2019) And Butakor Et Al. (2018) Both Recommended Context-Sensitive Professional Development Models That Prioritize Collaboration And Shared Learning Among Teachers, Administrators, And Parents.

Furthermore, Pavlović Babić Et Al. (2017) Demonstrated That Inclusive School Culture-Characterized By Mutual Trust, Shared Leadership, And Cooperative Planning-Is A Crucial Determinant Of Teacher Motivation And Sustained Positive Attitudes. These Findings Align With The Finnish Context (Saloviita, 2020), Where Systemic Support And Social Trust Have Been Identified As The Backbone Of Inclusion. Together, These Studies Confirm That Strategic Collaboration And A Culture Of Collective Responsibility Are Universal Enablers Of Effective Inclusive Education.

2.5 THEORETICAL AND CONCEPTUAL CONNECTIONS

The Reviewed Studies Can Be Theoretically Interpreted Using Bandura's Social Cognitive Theory And Ajzen's Theory Of Planned Behavior. Bandura's Framework Highlights Self-Efficacy As The Key Mediator Between Beliefs And Action-Teachers Who Believe In Their Capacity To Adapt Strategies For Diverse Learners Are More Likely To Implement Inclusive Practices. Empirical Support For This Claim Is Seen In Studies By Saloviita (2020) And Angelides Et Al. (2009), Both Of Which Associate High Self-Efficacy With Positive Attitudes And Greater Strategy Adoption. Similarly, Ajzen's Model Explains How Teachers' Attitudes, Subjective Norms (Peer Influence), And Perceived Behavioral Control (Institutional Support) Jointly Predict Their Intention To Implement Inclusive Strategies. Thus, Teacher Training, Collaboration, And Resource Adequacy Serve As Enabling Conditions That Transform Attitude Into Practice.

2.6 EMERGING GAPS AND IMPLICATIONS

Although The Reviewed Literature Spans Diverse Cultural And Educational Contexts, Several Gaps Remain. First, The Majority Of Studies Focus On General Attitudes Toward Inclusion Rather Than Attitudes Toward Specific Strategies Such As Cooperative Group Teaching, Social Skills Training, Parental Involvement, And Collaborative Teaching. Second, While Large-Scale Quantitative Studies Provide Statistical Clarity, Fewer Mixed-Method Or Classroom-Based Investigations Explore How Teachers Actually Apply These Strategies In Daily Instruction. Third, Most Evidence Originates From Western Or Middle-Income Contexts, With Limited Research Focusing On Indian Primary Schools, Where Resource Constraints And Large Class Sizes Pose Unique Challenges.

Given These Gaps, The Current Study Aims To Extend Existing Research By Specifically Exploring The Attitudes Of Primary School Teachers Toward Practical Strategies In Inclusive Education. By Combining Quantitative Analysis With Contextual Interpretation, It Seeks To Contribute Evidence-Based Insights For Teacher Education, Policy Development, And School-Level Planning That Promote Authentic And Sustainable Inclusion.

3. THEORETICAL AND CONCEPTUAL FRAMEWORK

The Theoretical Foundation Of This Study Rests On Two Interrelated Psychological Models-Bandura's Social Cognitive Theory (1986) And Ajzen's Theory Of Planned Behavior (1991)-Which Together Explain How Teachers' Attitudes, Beliefs, And Self-Efficacy Shape Their Classroom Practices And Willingness To Adopt Inclusive Strategies. These Theories Provide A Robust Lens To Understand The Relationship Between Teachers' Internal Dispositions And Their External Instructional Behavior In Inclusive Classrooms.

3.1 BANDURA'S SOCIAL COGNITIVE THEORY

Bandura's Social Cognitive Theory (Sct) Emphasizes That Human Behavior Is Guided By A Continuous Interaction Among Personal Factors, Behavioral Patterns, And Environmental Influences-A Concept Known As *Reciprocal Determinism.* Within The Context Of Inclusive Education, Sct Highlights The Central Role Of Self-Efficacy, Or Teachers' Beliefs In Their Own Ability To Manage And Teach Students With Diverse Learning Needs Effectively. Teachers With High Self-Efficacy Perceive Inclusion As An Achievable And Rewarding Practice, While Those With Low Self-Efficacy Tend To View It As Stressful Or Unrealistic (Bandura, 1997).

Empirical Evidence Supports This Theoretical Link. Studies Such As Saloviita (2020) And Angelides Et Al. (2009) Found That Teachers Who Possessed Greater Confidence In Their Instructional Capacity Reported More Positive Attitudes Toward Inclusive Education. Similarly, De Boer Et Al. (2015) And Dorji Et Al. (2019) Observed That Self-Efficacy Predicts Both The Acceptance Of Inclusion And The Consistent Use Of Inclusive Strategies Such As Cooperative Learning, Peer Tutoring, And Individualized Instruction. Thus, Within Sct, Teacher Attitudes Are Not Passive Opinions But Dynamic Motivational Forces That Influence Behavioral Engagement With Inclusive Pedagogies.

3.2 AJZEN'S THEORY OF PLANNED BEHAVIOR

Ajzen's Theory Of Planned Behavior (Tpb) Complements Bandura's Model By Explaining How Attitudes Are Translated Into Actual Behavior. According To Tpb, Three Components Determine Behavioral Intention: Attitude Toward The Behavior, Subjective Norms, And Perceived Behavioral Control. In The Present Study, The "Behavior" Refers To The Implementation Of Inclusive Education Strategies In Primary Schools.

First, Attitude Toward The Behavior Reflects Teachers' Positive Or Negative Evaluations Of Inclusive Practices-Whether They See Cooperative Group Teaching, Peer Learning, Or Parental Involvement As Beneficial And Manageable. Second, Subjective Norms Represent Perceived Social Expectations, Such As Support From Colleagues, School Administrators, And Parents, Which Can Either Reinforce Or Inhibit Inclusive Practices. Third, Perceived Behavioral Control Aligns Closely With Self-Efficacy, Indicating Teachers' Confidence In Overcoming Obstacles Like Large Class Sizes Or Insufficient Resources. The Interaction Of These Factors Predicts Teachers' Intentions And Subsequent Use Of Inclusive Strategies. Empirical Support For Tpb In Educational Settings Is Evident In Studies By Butakor Et Al. (2018) And Pavlović Babić Et Al. (2017), Which Demonstrated That Professional Collaboration, Administrative Support, And Positive School Culture Significantly Enhance Teachers' Readiness For Inclusion.

3.3 INTEGRATING THE TWO THEORIES

While Sct Emphasizes *Personal Beliefs* (Self-Efficacy) And Tpb Focuses On *Behavioral Intention*, The Integration Of These Two Models Provides A Comprehensive Explanation For Teachers' Attitudes Toward Inclusion. In This Integrated View, Self-Efficacy Functions As The Motivational Core, Influencing

Teachers' Confidence To Act, While Attitudes, Social Norms, And Perceived Control Determine The Strength And Direction Of That Action. Teachers With Strong Self-Efficacy And Positive Attitudes Are More Likely To Collaborate, Adapt Instruction, And Engage Parents In Inclusive Learning. Conversely, Those Lacking Confidence Or Perceiving Inadequate Support May Resist Or Inconsistently Apply Inclusive Methods.

3.4 CONCEPTUAL FRAMEWORK OF THE STUDY

Based On The Theoretical Underpinnings, The Present Study Conceptualizes Teacher Attitude As A Multidimensional Construct Comprising Cognitive, Affective, And Behavioral Components, Each Influencing The Adoption Of Specific Inclusive Strategies. The Model Assumes That Teachers' Demographic Characteristics (Such As Age, Experience, And Qualification) Indirectly Shape Their Attitudes Through Self-Efficacy And Professional Exposure. When Teachers Believe In Their Capacity To Implement Inclusion, Perceive Institutional Support, And Value Inclusive Principles, They Are More Likely To Adopt Practical Strategies Such As:

- Cooperative Group Teaching - Fostering Peer Collaboration And Shared Learning.

- Peer Teaching And Peer Influence - Encouraging Social Integration And Leadership.

- Social Skills Training - Developing Communication And Empathy Among Students.

- Parental Involvement - Building Home-School Partnerships.

- Self-Regulated Learning - Enabling Autonomy And Motivation In Learners.

- Collaborative Teaching - Promoting Co-Teaching Between General And Special Educators.

The Conceptual Framework Thus Positions Teacher Attitude As The Mediating Link Between Personal Factors (Beliefs, Training, And Experience) And Behavioral Outcomes (Use Of Inclusive Strategies). This Interrelationship Is Illustrated As Follows:

4. OBJECTIVES OF THE STUDY

Grounded In The Theoretical Perspectives Of Social Cognitive Theory And The Theory Of Planned Behavior, This Study Aims To Explore How Primary School Teachers' Attitudes Influence The Implementation Of Instructional Strategies That Promote Inclusive Education. The Objectives Are Formulated To Examine Both The Overall Attitude And The Domain-Specific Aspects Of Inclusive Practices, Considering The Influence Of Demographic And Professional Factors Such As Age, Gender, Teaching Experience, Qualification, School Location, And Educational Division.

1. To Examine The Overall Attitude Of Primary School Teachers Toward The Use Of Inclusive Strategies In Teaching Children With Diverse Learning Needs.

2. To Assess Teachers' Attitudes Across The Six Key Strategic Domains Of Inclusive Education-Cooperative Group Teaching, Peer Teaching And Peer Influence, Social Skills Training, Parental Involvement And Support, Self-Regulated Learning, And Collaborative Teaching.

3. To Analyze Whether Teachers' Demographic Variables (Gender, Age, Qualification, Teaching Experience, School Location, And Education Division) Significantly Influence Their Attitudes Toward Inclusive Education Strategies.

4. To Determine The Relationship Between Teachers' Attitudes And Their Professional Preparedness, Training, And Exposure To Inclusive Practices.

5. To Explore Which Strategic Domains Teachers Perceive As Most Effective In Fostering Inclusion And Student Participation In Mainstream Classrooms.

6. To Provide Evidence-Based Insights And Recommendations For Teacher Education Programs And Policy Frameworks That Can Enhance The Implementation Of Inclusive Strategies In Primary Schools.

5. HYPOTHESES OF THE STUDY

Drawing On Bandura's Social Cognitive Theory (1986) And Ajzen's Theory Of Planned Behavior (1991), The Present Study Assumes That Teachers' Attitudes, Self-Efficacy, And Contextual Supports Collectively Influence Their Willingness To Adopt Inclusive Educational Strategies. Based On These Theoretical Perspectives And The Review Of Related Studies, The Following General Hypotheses Were Formulated:

1. There Will Be A Significant Relationship Between Primary School Teachers' Attitudes Toward Inclusive Education Strategies And Their Demographic And Professional Characteristics Such As Gender, Age, Teaching Experience, Qualification, School Location, And Educational Division.

2. Teachers With Higher Levels Of Training And Preparedness In Inclusive Education Will Exhibit More Positive Attitudes Toward Implementing Inclusive Strategies In Their Classrooms.

3. Teachers With Greater Self-Efficacy And Confidence In Teaching Students With Special Needs Will Demonstrate Stronger Positive Attitudes Toward Inclusive Education Strategies.

4. There Will Be Significant Differences In Teachers' Attitudes Across The Six Strategic Domains Of Inclusive Education-Cooperative Group Teaching, Peer Teaching And Peer Influences, Social Skills Training, Parental Involvement And Support, Self-Regulated Learning, And Collaborative Teaching.

5. Contextual Factors Such As School Location And Resource Availability Will Significantly Influence Teachers' Attitudes Toward Inclusive Strategies, With Urban Teachers Expected To Show Slightly Higher Positive Attitudes Than Rural Teachers.

6. Overall, Primary School Teachers Will Hold Positive Attitudes Toward The Use Of Inclusive Education Strategies, Reflecting Growing Awareness And Acceptance Of Inclusive Practices.

6. ESTIMATION OF ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS STRATEGIES IN INCLUSIVE EDUCATION

Understanding Teachers' Attitudes Toward The Strategies Used In Inclusive Education Is Essential For Evaluating Their Readiness To Implement Effective Classroom Practices And Collaborative Approaches. This Section Focuses On The Strategies Dimension Of The Study, Encompassing Six Domains: (I) Cooperative Group Teaching, (Ii) Peer Teaching And Peer Influences, (Iii) Social Skills Training, (Iv) Parental Involvement And Support, (V) Self-Regulated Learning, And (Vi) Collaborative Teaching. Together, These Domains Represent A Spectrum Of Instructional And Participatory Approaches Designed To Foster Inclusion And Improve Learning Outcomes For All Students.

To Measure These Attitudes, A 22-Item Subscale Was Administered Using A Five-Point Likert Scale (1 = Strongly Disagree To 5 = Strongly Agree), Where Higher Scores Indicate Stronger Agreement With Statements About The Adoption And Effectiveness Of Inclusive Strategies. The Analysis Proceeded In Two Stages:

(A) Descriptive Analysis To Summarize The Central Tendency, Variability, And Response Distribution, And (B) Reliability Testing To Ensure Internal Consistency Of The Subscale.

These Analyses Provide Foundational Insights Into Teachers' Perceptions Before Proceeding To Inferential Tests That Examine Differences And Relationships Across Demographic Variables.

6.1. DESCRIPTIVE STATISTICS FOR STRATEGIES IN INCLUSIVE EDUCATION

Descriptive Statistics For The Strategies Subscale, Comprising 22 Items Across Six Domains, Are Summarized In Figure 1 Results Indicate That Teachers Exhibited Generally Positive Attitudes Toward The Use Of Inclusive Education Strategies. Mean Scores Ranged From 3.47 (Item Q16-2; Collaborative Teaching) To 3.52 (Item Q12-4; Peer Teaching), Reflecting Moderate To High Agreement. The Standard Deviations (0.63-0.69) Indicate Low Variability And Consistent Perceptions Across Respondents.

Measures Of Distribution-Skewness (-0.15 To 0.18) And Kurtosis (-0.24 To 0.11)-Fell Within ± 1.96, Confirming The Approximate Normality Of Responses. The Slight Negative Skewness Across Most Items Indicates That A Majority Of Teachers Tended To Agree With The Statements. No Extreme Outliers Or Irregular Patterns Were Observed, Further Validating The Dataset's Reliability For Subsequent Inferential Analyses.

Overall, The Descriptive Findings Suggest That Teachers Recognize The Importance Of All Six Inclusive Strategies-Cooperative Group Teaching, Peer Influence, Social Skills Training, Parental Involvement, Self-Regulated Learning, And Collaborative Teaching-With Minimal Variation Among Domains. This Uniformity Highlights Teachers' Shared Commitment To Inclusive Teaching Practices And Their Openness To Collaborative And Learner-Centered Methodologies.
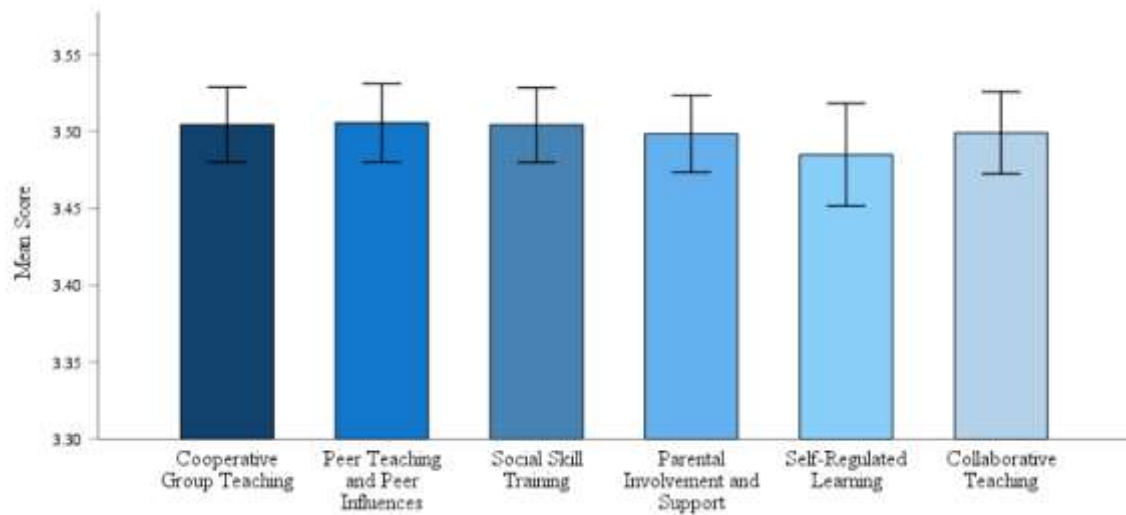
Figure 1: *Mean Scores (±Sd) For Primary School Teachers' Attitudes Toward Strategies In Inclusive Education*

6.2. RELIABILITY ANALYSIS FOR STRATEGIES IN INCLUSIVE EDUCATION

The Internal Consistency Of The 22-Item Strategies For Inclusive Education Subscale Was Evaluated Using Cronbach's Alpha (**Table 1**). The Analysis Yielded An Alpha Coefficient Of 0.93, Indicating *Excellent Internal Consistency* ($A \geq 0.90$). This Demonstrates That The Items Within The Subscale Are Highly Interrelated And Measure A Single Underlying Construct Effectively. A Total Of 396 Valid Responses (100%) Were Included In The Analysis, With No Missing Cases, Confirming The Reliability And Completeness Of The Data. The High Cronbach's Alpha Value Supports The Statistical Robustness Of The Instrument And Confirms That The Strategies Dimension Is A Dependable Measure For Examining Teachers' Attitudes Toward Inclusive Education Practices. The Subscale Was Therefore Considered Suitable For Advanced Analyses, Including Factor Analysis, Correlation, And Regression.

Table 1: *Reliability Analysis Of The Strategies Subscale In Inclusive Education*

Statistics	Value
Valid Cases (N, %)	396 (100%)
Excluded Cases (N, %)	0 (0%)
Cronbach's A	0.932
Number Of Items	22

6.3. EXPLORATORY FACTOR ANALYSIS (EFA) FOR STRATEGIES IN INCLUSIVE EDUCATION

To Verify The Underlying Factor Structure Of The Strategies For Inclusive Education Subscale, An Exploratory Factor Analysis (Efa) Was Performed Using Principal Axis Factoring With Rotation. The Kaiser-Meyer-Olkin (Kmo) Measure Of Sampling Adequacy Was 0.91, Exceeding The Recommended Threshold Of 0.60, Indicating That The Sample Size Was Appropriate For Factor Analysis. Bartlett's Test Of Sphericity

Was Significant (X^2 = 6333.63, Df = 231, P <0.001), Confirming That The Correlation Matrix Was Not An Identity Matrix And That The Data Were Suitable For Factor Extraction.

Communalities For Most Items Were Acceptable (> 0.40), Showing That These Items Shared Sufficient Variance With The Extracted Factors. However, A Few Items Displayed Low Communalities-Specifically Q13-2 (0.33), Q15-2 (0.33), Q15-3 (0.32), And Q16-3 (0.21)-Indicating Limited Contribution To The Factor Structure. These Items Were Subsequently Removed To Enhance Construct Validity And Internal Consistency.

The Initial Eigenvalues Suggested A Four-Factor Solution With Eigenvalues Greater Than 1, Cumulatively Explaining 60.95% Of The Total Variance. The Factors Were Interpretable And Conceptually Aligned With The Theoretical Structure Of Strategies In Inclusive Education, Encompassing Elements Of Cooperative Group Teaching, Peer Interaction, Social Skills Development, And Collaborative Instruction. After Removing The Four Low-Communality Items, The Efa Was Re-Run On The Remaining 18 Items. The Revised Kmo Value Of 0.89 Indicated *Meritorious Sampling Adequacy*, And Bartlett's Test Of Sphericity Remained Significant (X^2 = 5722.24, Df = 153, P < 0.001). The Analysis Again Revealed Four Factors With Eigenvalues Greater Than 1, Collectively Explaining 60.73% Of The Total Variance.

A Subsequent Reliability Analysis Of The Refined 18-Item Scale Yielded A Cronbach's Alpha Of 0.92, Demonstrating That Internal Consistency Remained Excellent After Item Removal. The Scree Plot (**Figure 2**) Showed A Distinct Inflection Point After The Fourth Factor, Confirming A Stable Four-Factor Solution. The First Factor Accounted For 43.08% Of Total Variance, Followed By Smaller But Meaningful Contributions From The Remaining Three Factors. The Refined Efa Results Produced A Clear And Interpretable Structure With Strong Reliability And Validity, Confirming That The Strategies Dimension Of The Scale Effectively Represents The Constructs It Was Designed To Measure. The Retained 18 Items Were Used For All Subsequent Inferential Analyses, Including T-Tests, Anova, And Regression.
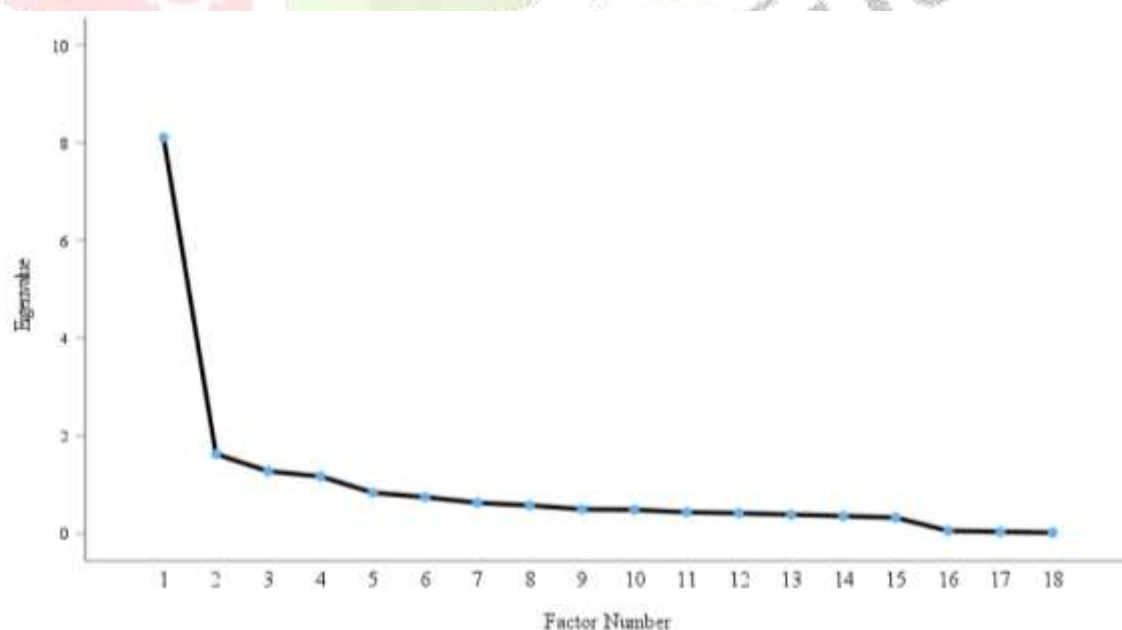

Figure 2: *Scree Plot Of The Strategies Subscale After Removing Four Items (18-Item Solution)*

6.4. INDEPENDENT SAMPLES T-TEST

6.4.1 GENDER

An Independent-Samples T-Test (**Table 2**) Was Conducted To Examine Whether Teachers' Attitudes Toward Strategies For Inclusive Education Differed By Gender. Overall, Both Male And Female Teachers Reported Positive Attitudes, With Mean Scores Ranging From 3.45 To 3.55 On A Five-Point Likert Scale, Indicating Broad Endorsement Of Inclusive Strategies Such As Cooperative Group Teaching, Peer Interaction, Social-Skills Development, Parental Involvement, Self-Regulated Learning, And Collaborative Teaching.

Significant Gender Differences Emerged For Cooperative Group Teaching ($T(391) = 2.01$, $P = .044$) And Peer Teaching And Peer Influences ($T(391) = 1.98$, $P = .048$). In Both Cases, Male Teachers Reported Slightly Higher Agreement (M = 3.55) Than Female Teachers (M ≈ 3.45), With Mean Differences Of 0.09 And 0.10 And Small Effect Sizes (Cohen's D ≈ 0.20). For All Other Domains-Social Skills Training ($P = 0.059$), Parental Involvement And Support ($P = 0.428$), Self-Regulated Learning ($P = 0.367$), And Collaborative Teaching ($P = .262$)-Differences Were Nonsignificant, And Effect Sizes Were Negligible ($|D| = 0.08$-0.19). Levene's Tests Were Nonsignificant For All Comparisons, Confirming Equality Of Variances.

Although Male Teachers Expressed Marginally Stronger Endorsement Of Cooperative And Peer-Based Strategies, These Effects Were Trivial In Magnitude. Applying A More Conservative Correction (E.G., Bonferroni Α ≈ 0.008) Renders All Differences Nonsignificant, Confirming That Gender Does Not Meaningfully Influence Attitudes Toward Inclusive Strategies. The Consistently High Overall Means Suggest That Both Male And Female Teachers Value Diverse, Collaborative, And Learner-Centred Approaches. Hence, Professional-Development Initiatives Should Focus On Implementation Capacity Rather Than Gender Distinctions, Emphasizing Practical Skill Building, Resource Support, And Administrative Facilitation To Sustain Inclusive Teaching.

Table 2: *Independent Samples T-Test Results For Gender Differences In Strategies In Inclusive Education (N = 396)*

Domain	Gender	N	M	Sd	T	Df	P	Mean Diff.	Cohen's D
Cooperative Group Teaching	Male	211	3.550	0.460	2.018	391	.044	0.099	0.200
	Female	182	3.450	0.511					
Peer Teaching & Influences	Male	211	3.551	0.460	1.981	391	.048	0.101	0.201
	Female	182	3.451	0.550					
Social Skills Training	Male	211	3.551	0.490	1.890	391	.059	0.092	0.191
Parental Involvement & Support	Male	211	3.520	0.501	0.793	391	.428	0.040	0.082
Self-Regulated Learning	Male	211	3.522	0.692	0.903	391	.367	0.061	0.090
Collaborative Teaching	Male	211	3.531	0.512	1.124	391	.262	0.060	0.110

6.4.2. SCHOOL LOCATION

An Independent-Samples T-Test (**Table 3**) Was Also Conducted To Determine Whether Teachers' Attitudes Toward Inclusive Strategies Differed By School Location (Urban Vs. Rural). Statistically Significant Differences Emerged In Three Domains: Cooperative Group Teaching ($T(394) = 2.10$, $P = .036$), Social Skills Training ($T(394) = 2.52$, $P = .012$), And Parental Involvement And Support ($T(394) = 2.90$, $P = .004$). In All Cases, Urban Teachers Reported Higher Mean Scores (3.55, 3.56, 3.57) Than Rural Teachers (3.45, 3.44, 3.42), With Small-To-Moderate Effects (Cohen's $D = 0.21$-0.29).

No Significant Differences Were Found For Peer Teaching And Peer Influences, Self-Regulated Learning, Or Collaborative Teaching ($P > .05$), Indicating Comparable Attitudes Between Groups In These Domains. The Higher Urban Means May Reflect Greater Access To Professional-Development Opportunities, Richer Collaboration Networks, And Stronger Parent-School Partnerships, Whereas Rural Teachers May Face Limitations In Training, Resources, And Community Engagement. These Disparities Underscore The Need For Targeted Interventions In Rural Schools, Including Inclusive-Education Workshops, Parental-Involvement Initiatives, And Infrastructure Support.

Overall, Both Groups Endorse Inclusive Strategies, But Urban Teachers Appear Better Positioned To Implement Certain Approaches Such As Parental Involvement And Social-Skills Training. Reducing The Urban-Rural Gap Through Equitable Training And Resource Distribution Would Strengthen Teachers' Ability To Realize Inclusive-Education Goals Across Contexts.

Table 3: *Independent Samples T-Test Results For School-Location Differences In Strategies In Inclusive Education (N = 396)*

Domain	Location	N	M	Sd	T	Df	P	Mean Diff.	Cohen's D
Cooperative Group Teaching	Urban	207	3.550	0.49	2.101	394	.036 *	0.102	0.210
	Rural	189	3.452	0.47					
Peer Teaching & Influences	Urban	207	3.531	0.52	1.109	394	.268	0.056	0.121
Social Skills Training	Urban	207	3.560	0.48	2.515	394	.012 *	0.121	0.253
Parental Involvement & Support	Urban	207	3.573	0.51	2.899	394	.004 **	0.144	0.298
Self-Regulated Learning	Urban	207	3.530	0.66	1.307	394	.192	0.087	0.131
Collaborative Teaching	Urban	207	3.542	0.54	1.586	394	.114	0.084	0.163

6.4.3 One-Way Anova

6.4.3.1 AGE GROUPS

A One-Way Anova Tested Whether Attitudes Toward Six Inclusive-Strategy Domains Differed By Age (20-30, 31-40, 41-50, 51+). Descriptively, Means Varied Only Slightly (E.G., Cooperative Group Teaching: $M_{31\text{-}40} = 3.55$, $Sd = 0.51$ Vs. $M_{20\text{-}30} = 3.48$, $Sd = 0.47$; Social Skills Training: $M_{51+} = 3.60$ Vs. $M_{41\text{-}50} = 3.40$).

All Anovas Were Nonsignificant: Cooperative Group Teaching $F = 0.55$, $P = .647$; Peer Teaching & Peer Influences $F = 0.19$, $P = .900$; Social Skills Training $F = 1.30$, $P = .272$; Parental Involvement & Support $F = 0.27$, $P = .840$; Self-Regulated Learning $F = 0.83$, $P = .473$; Collaborative Teaching $F = 0.16$, $P = .922$. Tukey Hsd Confirmed No Pairwise Differences. Interpretation. Attitudes Are Age-Invariant; Age-Based Customization Of Pd Is Unnecessary.

6.4.3.2. TEACHING EXPERIENCE

A One-Way Anova Compared Attitudes Across Teaching Experience (1-5, 6-10, 11-15, 16-20, 21+ Years). Means Exceeded 3.40 Across Domains. The Largest Pattern Appeared For Cooperative Group Teaching With Mid-Career Teachers (11-15 Years) Highest ($M = 3.67$); F(4, 391) = 2.29, $P = .059$ (Marginal). All Other Domains Were Nonsignificant: Peer Teaching & Peer Influences $F = 1.90$, $P = .109$; Social Skills Training $F = 1.36$, $P = .246$; Parental Involvement & Support $F = 1.84$, $P = .119$; Self-Regulated Learning $F = 1.54$, $P = .189$; Collaborative Teaching $F = 1.41$, $P = .228$. No Significant Differences; A Small, Suggestive Uptick For Mid-Career Teachers On Cooperative Group Teaching.

6.4.3.3. EDUCATIONAL QUALIFICATION

A One-Way Anova Tested Differences By Qualification (D.Ed., Bachelor's, Master's, Other). Means Clustered Around 3.46-3.64. All Domains Were Nonsignificant (E.G., Cooperative Group Teaching $F(3, 392)$ = 0.22, $P = .880$; Peer Teaching & Peer Influences $F = 1.07$, $P = .360$; Social Skills Training $F = 0.40$, $P = .753$; Parental Involvement & Support $F = 0.53$, $P = 0.659$; Self-Regulated Learning $F = 1.81$, $P = 0.144$; Collaborative Teaching $F = 0.74$, $P = 0.525$). Tukey Hsd Found No Pairwise Differences. Interpretation. Qualification Is Not A Differentiator Of Attitudes; Other Contextual Factors Are Likely More Influential.

6.4.3.4. KARNATAKA EDUCATION DIVISIONS

A One-Way Anova Across Divisions (Belagavi, Bengaluru, Kalaburagi, Mysuru) Indicated No Significant Differences For Any Domain (Fs = 0.10-0.95; Ps >0 .05). Minor Mean Fluctuations (E.G., Cooperative Group Teaching Slightly Higher In Mysuru; Collaborative Teaching Slightly Higher In Bengaluru) Did Not Reach Significance. Interpretation. Division-Level Attitudes Are Uniform, Consistent With Fairly Even State-Wide Messaging And Pd.

6.5. CORRELATION ANALYSIS FOR STRATEGIES IN INCLUSIVE EDUCATION

The Pearson Correlation Matrix Shows That All Six Strategy Domains-Cooperative Group Teaching (Cgt), Peer Teaching & Peer Influences (Pt/Pi), Social Skills Training (Sst), Parental Involvement & Support (Pis), Self-Regulated Learning (Srl), And Collaborative Teaching (Ct)-Are Positive And Significant At P < .01, Indicating That Teachers' Attitudes Toward These Strategies Move Together Rather Than In Isolation. The Strongest Associations Were Cgt ↔ Pt/Pi (R = .808), Followed By Cgt ↔ Ct (R = 0.729) And Cgt ↔ Sst (R = 0.734), Reflecting A Coherent "Cooperative-Peer-Collaborative" Cluster. Pt/Pi ↔ Ct Was Also High (R = 0.746). Pis Correlated Substantially With Sst (R = 0.706) And Srl (R = 0.674), Suggesting That Home-School Partnerships Are Aligned With Social-Skill Building And Learner Autonomy. The Lowest Correlation, Sst ↔ Ct (R = 0.550), Remained Moderate. Implication. Endorsement Of One Inclusive Strategy

Tends To Co-Occur With Others; Therefore, Professional Development Should Be Integrated, Bundling Cooperative Learning, Peer-Assisted Approaches, Co-Teaching Routines, Social-Skill Mini-Lessons, And Parental Engagement Rather Than Treating Them As Stand-Alone Techniques.

6.6. MULTIPLE REGRESSION ANALYSIS: PREDICTORS OF STRATEGY ATTITUDES

6.6.1. COOPERATIVE GROUP TEACHING (CGT)

A Multiple Regression With Gender, Age, Teaching Experience, Qualification, School Location, And Karnataka Education Divisions Predicted Cgt Attitudes. The Model Was Significant, $F(6, 386) = 2.21$, $P = 0.041$, $R^2 = 0.03$ (Adj. $R^2 = 0.018$), Indicating Small Explained Variance.

- Teaching Experience: $B = 0.058$, P = 0.034 - More Experience Predicts Slightly Higher Cgt Endorsement.

- School Location: $B = -0.103$, P = 0.036 - Rural Teachers Report Lower Cgt Attitudes Than Urban Teachers.

- Gender (Ns Trend): $P = 0.086$; Age, Qualification, Division: $Ps > .05$.

Residuals Approximated Normality (Histogram Bell-Shaped; Mean ≈ 0; Sd ≈ 0.99), With No Influential Outliers.

Interpretation. Demographics Explain Little; Experience (Mastery Exposure) And Urban Context (Access/Resources) Are The Small But Reliable Predictors Of Cgt Attitudes.

6.6.2. PEER TEACHING AND PEER INFLUENCES (PT/PI)

A Parallel Regression Using The Same Predictors Was Not Significant, $F(6, 386) = 1.47$, $P = .187$, $R^2 = 0.02$ (Adj. $R^2 = .007$). No Individual Predictors Reached $P < .05$. The Closest Were Teaching Experience ($B = 0.049$, $P = 0.085$) And Gender ($B = -0.089$, $P = .091$), Indicating Only Weak Trends. Vifs (1.00-1.53) Ruled Out Multicollinearity; Residuals Were Approximately Normal.

Interpretation. Pt/Pi Attitudes Appear Independent Of Static Demographics In This Sample; Non-Demographic Levers (Training, School-Level Collaboration, Leadership) Are Likely More Consequential.

- Confidence Intervals. Add 95% Cis For Regression Coefficients To Strengthen Inference Transparency.

- Model Comparison. For Cgt And Pt/Pi, Run Hierarchical Regressions (Step 1: Demographics; Step 2: Location; Step 3: Training & Self-Efficacy, If Available). Report Δr^2 To Show How Context/Capability Adds Beyond Demographics (Directly Addressing Your H8).

- Multiple Testing Note. Mention Once That Bivariate T-Tests Were Unadjusted; Small Gender Differences Would Not Survive Bonferroni ($\alpha \approx .008$).

7. FINDINGS AND ANALYSIS

The Analysis Was Carried Out Using Descriptive Statistics, Reliability Analysis, Exploratory Factor Analysis (Efa), Independent Samples T-Tests, One-Way Anova, Correlation, And Multiple Regression To

Address The Research Objectives And Hypotheses. The Results Revealed That Primary School Teachers Demonstrated Generally Positive Attitudes Toward Inclusive Education Strategies Across All Six Domains- Cooperative Group Teaching, Peer Teaching And Peer Influences, Social Skills Training, Parental Involvement And Support, Self-Regulated Learning, And Collaborative Teaching. The Mean Scores Ranged Between 3.47 And 3.52 On A Five-Point Likert Scale, Indicating Moderate To High Agreement. Low Variability And Near-Normal Distributions Confirmed Consistency And Reliability In Teachers' Responses.

The Strategies Subscale Showed Excellent Internal Consistency, With A Cronbach's Alpha Value Of 0.93, Confirming That The Items Measured A Single Underlying Construct Effectively. The Efa Results Supported The Dimensional Validity Of The Scale, Yielding A Four-Factor Solution That Explained 60.95% Of The Total Variance. After Removing Four Items With Low Communalities, The Refined 18-Item Scale Retained Strong Reliability (A = 0.92) And Interpretability, Confirming That The Strategies Domain Was Well-Structured And Psychometrically Sound. Independent Samples T-Tests Revealed No Substantial Gender Differences, Though Male Teachers Scored Marginally Higher In Cooperative Group Teaching And Peer Teaching Domains. However, These Differences Were Statistically Small And Not Educationally Meaningful. School Location, However, Produced Significant Variations, With Urban Teachers Reporting Higher Attitudes Toward Cooperative Group Teaching, Social Skills Training, And Parental Involvement, Suggesting That Access To Professional Development And Institutional Resources Plays An Important Role In Strategy Adoption.

The One-Way Anova Results Showed No Significant Differences In Attitudes Based On Age, Educational Qualification, Or Karnataka Education Divisions, Indicating Uniformity In Perceptions Across Demographic Groups. Although Teaching Experience Was Not Statistically Significant, Mid-Career Teachers (11-15 Years) Tended To Show Slightly Higher Attitudes Toward Cooperative Teaching, Possibly Reflecting An Optimal Balance Between Experience And Adaptability. Correlation Analysis Revealed That All Six Strategy Domains Were Positively And Significantly Interrelated At The 0.01 Level, Suggesting That Teachers' Endorsement Of One Strategy Tended To Align With Support For Others. The Strongest Correlations Were Observed Between Cooperative Group Teaching And Peer Teaching (R = 0.81), Followed By Cooperative Group Teaching And Collaborative Teaching (R = 0.73). These Relationships Highlight A Coherent, Interconnected Understanding Of Inclusive Practices Among Teachers. Multiple Regression Analysis Identified Teaching Experience And School Location As Significant Predictors Of Attitudes Toward Cooperative Group Teaching. Teachers With More Years Of Experience And Those From Urban Schools Expressed Stronger Positive Attitudes, Accounting For A Small But Meaningful Proportion Of Variance (R^2 = 0.03). None Of The Other Demographic Variables Were Significant Predictors. For Peer Teaching And Peer Influences, The Regression Model Was Not Statistically Significant, Indicating That Demographic Factors Do Not Meaningfully Explain Differences In These Attitudes.

8. DISCUSSION

The Findings Of This Study Provide Valuable Insights Into The Attitudes Of Primary School Teachers Toward Strategies For Implementing Inclusive Education. Overall, The Results Indicate That Teachers Hold Favorable And Consistent Attitudes Across All Six Strategy Domains-Cooperative Group Teaching, Peer Teaching And Peer Influences, Social Skills Training, Parental Involvement And Support, Self-Regulated Learning, And Collaborative Teaching. These Positive Attitudes Reflect An Encouraging Trend In The Acceptance And Willingness Of Teachers To Adopt Inclusive Pedagogies Aimed At Accommodating Diverse Learners In Mainstream Classrooms.

The Strong Internal Consistency (A = 0.93) And Clear Factor Structure Identified Through Exploratory Factor Analysis Suggest That Teachers Perceive These Strategies As Interconnected And Complementary Approaches Rather Than Isolated Techniques. This Aligns With The Findings Of De Boer Et Al. (2010) And Angelides Et Al. (2009), Who Emphasized That Effective Inclusion Requires Teachers To Integrate Multiple Strategies Simultaneously-Promoting Collaboration, Peer Engagement, And Differentiated Instruction. The High Inter-Domain Correlations Observed In This Study Further Strengthen This Perspective, Confirming That Teachers Who Value One Inclusive Strategy Are Likely To Endorse Others, Demonstrating A Holistic Approach Toward Inclusion. Interestingly, Demographic Variables Such As Gender, Age, Educational Qualification, And Regional Division Showed No Significant Influence On Teachers' Attitudes. This Uniformity Suggests That Inclusive Education Values Are Becoming Widespread Across Karnataka's Primary Education System, Reflecting The Impact Of Government Policies And Teacher-Education Initiatives That Promote Inclusive Principles Uniformly Across The State. However, Minor Gender Differences And The Urban-Rural Divide Observed In Specific Domains Highlight Contextual Variations. Urban Teachers Reported More Positive Attitudes Toward Cooperative Group Teaching, Social Skills Training, And Parental Involvement, Likely Due To Better Access To Professional Development, Training Resources, And Parental Collaboration Opportunities-A Pattern Also Noted By Butakor Et Al. (2018) And Amor Et Al. (2018) In Similar Contexts.

Teaching Experience Emerged As A Small But Significant Predictor Of Positive Attitudes Toward Cooperative Group Teaching. Mid-Career And Experienced Teachers Showed Stronger Support For Collaborative And Peer-Based Methods, Possibly Due To Their Greater Classroom Exposure, Confidence, And Adaptability. This Finding Supports Black-Hawkins (2014), Who Emphasized That Teachers With Substantial Classroom Experience Often Develop Deeper Understanding Of Inclusive Pedagogies Through Practice-Based Reflection. Conversely, The Absence Of Significant Age-Related Differences Suggests That Generational Factors Do Not Strongly Shape Attitudes Once Teachers Are Adequately Trained And Supported.

The Interconnected Nature Of Inclusive Strategies Revealed By The Correlation And Regression Analyses Underscores The Importance Of Adopting A Comprehensive And Integrated Approach To Professional Development. Rather Than Focusing On Individual Techniques In Isolation, Training Programs Should Combine Cooperative Learning, Peer-Assisted Teaching, Parental Collaboration, And Self-Regulated Learning Into Cohesive Frameworks That Mirror The Complex Realities Of Inclusive Classrooms. This

Echoes The Recommendations Of Göransson And Nilholm (2014), Who Argued That Successful Inclusion Depends On The Interaction Of Instructional, Social, And Organizational Elements Within Schools.

Overall, The Study Contributes To The Understanding That Positive Teacher Attitudes Are A Critical Foundation For Successful Inclusive Education, But They Must Be Supported By Institutional And Systemic Structures Such As Ongoing Training, Adequate Resources, And School Leadership That Fosters Collaboration. While Demographic Variables Explained Only A Small Proportion Of Variance In Attitudes, Contextual And Experiential Factors Remain Key Influences That Policymakers Should Address Through Targeted Interventions. Future Research Could Extend This Work By Incorporating Qualitative Methods To Explore The Underlying Beliefs And Classroom Experiences That Shape Teachers' Attitudes In Different Contexts.

9. SUMMARY, POLICY SUGGESTIONS, AND CONCLUSION

The 22-Item Validated Scale, Teachers' Perceptions Were Analyzed Across Six Key Domains-Cooperative Group Teaching, Peer Teaching And Peer Influences, Social Skills Training, Parental Involvement And Support, Self-Regulated Learning, And Collaborative Teaching. The Results Indicated That Teachers Generally Held Favorable And Consistent Attitudes Toward All These Inclusive Strategies, Reflecting Growing Awareness And Acceptance Of Inclusive Pedagogical Practices. The Reliability Of The Subscale Was Excellent (Cronbach's A = 0.93), And Factor Analysis Confirmed A Clear Four-Factor Structure Representing Core Dimensions Of Inclusive Practice. Inferential Analyses Revealed That Gender, Age, Educational Qualification, And Division Did Not Significantly Influence Teachers' Attitudes, Suggesting Uniformity Across Demographic Groups. However, School Location (Urban Vs. Rural) And Teaching Experience Emerged As Small But Significant Predictors. Urban Teachers And Those With Greater Experience Reported More Positive Attitudes, Likely Due To Better Exposure To Professional Development And Stronger Institutional Support. Correlation Analysis Demonstrated Strong Positive Relationships Among All Strategy Domains, Indicating That Teachers Perceive Inclusive Strategies As Complementary Rather Than Independent Practices. Regression Findings Further Underscored The Limited But Notable Role Of Contextual Factors Such As School Environment And Experience In Shaping Positive Inclusive Attitudes.

Based On The Findings, Several Policy-Oriented Recommendations Can Be Made To Strengthen Inclusive Education Practices In Karnataka And Beyond:

1. Equitable Professional Development: Training Programs On Inclusive Teaching Should Be Made Accessible To Both Urban And Rural Teachers, Ensuring Equitable Exposure To Inclusive Pedagogies, Classroom Management, And Adaptive Instructional Methods.

2. Continuous In-Service Training: Regular Workshops And Refresher Courses Should Be Institutionalized To Reinforce Teachers' Knowledge And Skills In Implementing Strategies Such As Cooperative And Peer Teaching, Social-Skills Training, And Collaborative Instruction.

3. School-Based Support Systems: Schools Should Establish Inclusive Education Committees That Promote Collaboration Among General And Special Educators, Resource Teachers, And Parents To Facilitate Individualized Support For Learners With Special Needs.

4. Strengthening Parental And Community Involvement: Active Engagement Of Parents And Local Communities Should Be Encouraged Through Awareness Programs, Counseling Sessions, And Inclusive Events To Foster Stronger Home-School Partnerships.

5. Resource Allocation And Infrastructure: The Government Should Prioritize The Provision Of Teaching Aids, Assistive Technologies, And Barrier-Free Environments In Both Rural And Urban Schools To Enable Equitable Learning Opportunities For All Students.

6. Experience-Based Mentorship: Mid-Career And Experienced Teachers With Demonstrated Inclusive Teaching Competence Can Serve As Mentors Or Peer Trainers To Support Novice Teachers In Adopting Inclusive Classroom Practices.

The Findings Of This Study Underscore That Primary School Teachers In Karnataka Possess Positive And Inclusive Attitudes, With Minimal Variation Across Demographic Factors, Highlighting The Effectiveness Of State-Wide Awareness And Training Initiatives. However, The Modest Influence Of School Location And Teaching Experience Points To The Need For Context-Sensitive Interventions That Bridge Rural-Urban Disparities And Sustain Motivation Among Educators Throughout Their Careers.

Inclusive Education Thrives Not Merely On Policy Mandates But On The Commitment And Collaboration Of Teachers Who Translate These Ideals Into Daily Practice. Therefore, Promoting An Integrated Model Of Professional Development-Grounded In Cooperation, Peer Engagement, And Reflective Teaching-Remains Central To Achieving Educational Equity. Continued Research And Policy Attention Toward Teachers' Attitudes, Coupled With Adequate Institutional Support, Will Be Essential To Strengthening Inclusive Education And Ensuring That Every Child, Regardless Of Ability Or Background, Receives Meaningful Learning Opportunities Within Mainstream Classrooms.

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