

## Towards Effective Inclusive Education: A Comprehensive Review of Teacher Attitudes, Parental Perspectives, and Leadership Influences Across Global Contexts

Ms. Jyoti<sup>1\*</sup>, Dr. Sumitra Devi<sup>2</sup>

### ABSTRACT

In order to give children with disabilities fair learning opportunities within mainstream educational systems, inclusive education has become a global priority. In order to investigate how teacher attitudes, parental viewpoints, and school leadership impact inclusive practices, this review summarizes the results of recent international studies. According to research, teachers' willingness to implement inclusive practices is a significant predictor of student well-being and parent-teacher relationships, but attitudes alone are not enough to guarantee positive inclusion (Guillemot et al., 2025). Although socio-demographic factors influence awareness and acceptance, parental support for inclusion is consistently high (Sultana & Hameed, 2024; Bansal, 2024). Principals' values and expertise significantly influence school-wide inclusive practices, making leadership a crucial factor (Vlachou & Tsirantonaki, 2023; Khaleel et al., 2021). Systemic obstacles like poor training, a lack of resources, and social stigma continue to exist despite policy improvements (Kaur & Salian, 2025; Padmanabhan & Karibeeran, 2024). In order to make inclusive ideals a reality, the review emphasizes the necessity of strong family-school collaboration, practical teacher training, and value-driven leadership. Cross-cultural research, leadership-focused interventions, and long-term studies on the application of inclusive practices are examples of future directions.

**Keywords:** *Inclusive Education, Teacher Attitudes, Parental Perspectives, School Leadership, Disability Inclusion, Mainstream Schools, Educational Policy, Teacher Training*

Based on the idea that all students should have equal opportunities to learn alongside their peers in mainstream settings, regardless of their background, disability, or socio-emotional needs, inclusive education has emerged as a key priority in global educational reform. These principles have been strengthened by international frameworks like the United Nations Convention on the Rights of Persons with Disabilities (UN, 2006) and the Salamanca Statement (UNESCO, 1994), which call for the removal of structural, attitudinal, and systemic barriers that prevent participation. The emphasis has shifted from policy commitment to practical implementation as nations adopt inclusive education policies. However, the quality and consistency of inclusive practices differ greatly between

<sup>1</sup>Ph.D. Research Scholar, Department of Special Education, SKD University, Hanumangarh

<sup>2</sup>Associate Professor, Department of Education, SKD University, Hanumangarh

\*Corresponding Author

Received: November 17, 2025; Revision Received: February 05, 2026; Accepted: February 09, 2026

## **Towards Effective Inclusive Education: A Comprehensive Review of Teacher Attitudes, Parental Perspectives, and Leadership Influences Across Global Contexts**

cultural, socioeconomic, and institutional contexts, even though inclusive ideals are widely accepted.

The stakeholders who interact directly with children-teachers, parents, and school administrators are essential to the success of inclusive education. How well students with disabilities are integrated into classrooms depends on teachers' attitudes and willingness to modify their teaching methods. Children's experiences and the degree of support they receive at home and at school are influenced by the attitudes and expectations of their parents. The broader organizational climate and the degree to which inclusive policies are operationalized are determined by the values, choices, and leadership styles of school leaders, who are equally significant. Nevertheless, these stakeholders work in systems that frequently encounter limitations like inadequate training, scarce resources, infrastructure obstacles, and social stigma. Given this complexity, it is essential to comprehend how these interconnected elements affect inclusive education in order to direct future practice, research, and policy. In order to investigate how teacher attitudes, parental viewpoints, and school leadership collectively contribute to the opportunities and challenges of inclusive education, this review synthesizes recent international research.

### ***Teacher Attitudes and Inclusive Practices***

The main proponents of inclusive education are teachers, and classroom experiences are greatly influenced by their perspectives. Positive attitudes by themselves, however, may not ensure high-quality inclusion, according to new research. Guillemot et al. (2025) discovered no connection between parents' opinions of the quality of inclusion in mainstream classrooms and the attitudes of teachers. Rather, students' emotional well-being and better parent-teacher relationships were positively correlated with teachers' intentions to adopt inclusive practices, such as changing assessments, modifying curricula, and participating in professional development.

This view is further expanded by cross-national findings. Significant differences in teacher attitudes were found in Greece, Turkey, Malaysia, the UK, and the USA, according to Charitaki et al. (2024). Their research showed that teaching experience, educational attainment, and highest degree attained all influence attitudes toward inclusion. Teachers in the USA and the UK showed relatively lower levels of positive attitudes, whereas those in Greece showed the strongest affective and behavioral attitudes. Islamia and Ray (2025) also discovered that many teachers still lack the pedagogical expertise, self-assurance, and resources required to successfully implement inclusive practices, even in spite of small advancements over the previous ten years.

Additional nuance is added by research specific to disabilities. Teachers generally supported the inclusion of children with hearing impairments, according to a systematic review by Sai Keerthan et al. (2025), although many voiced concerns because of inadequate training and a lack of assistive listening technologies. These results demonstrate the urgent need for focused professional development and better school facilities to support inclusive practices that are specific to people with disabilities.

### ***Parental Perspectives and Socio-Demographic Influences***

When it comes to supporting inclusive educational frameworks, parents are essential. In a study of parents of children with intellectual disabilities in Lahore, Sultana and Hameed (2024) found that parents strongly supported inclusive placements due to the perceived

## **Towards Effective Inclusive Education: A Comprehensive Review of Teacher Attitudes, Parental Perspectives, and Leadership Influences Across Global Contexts**

advantages of socialization, academic advancement, and skill development. In a similar vein, Sirem (2023) discovered that parents in Turkey thought inclusive education improved their children's social, behavioral, psychological, and academic growth.

However, socioeconomic and demographic factors have an impact on parental support. According to Bansal (2024), parents who were older, had higher incomes, and had more education showed more favorable attitudes toward inclusion. Additionally, these parents were more knowledgeable about the support networks and rights of people with disabilities. On the other hand, parents from lower socioeconomic backgrounds frequently experienced financial strain, a lack of awareness, and worries about being ready for school. These results highlight the necessity of focused awareness campaigns and parent involvement programs to lessen gaps in knowledge and support for inclusive education.

### ***The Role of School Leadership***

One of the most important factors influencing inclusive school culture is school leadership. Principals' values are the best indicators of their attitudes, beliefs, and adoption of inclusive practices, according to Vlachou and Tsirantonaki (2023). Strong value-based commitments to equity and inclusion make principals more likely to create welcoming environments, positively impact teacher attitudes, and put in place school-wide initiatives that improve access and involvement for students with disabilities. Their research showed how principals' willingness to implement inclusive policies and practices is influenced by both knowledge and values.

In a similar vein, Khaleel et al. (2021) discovered in a qualitative study conducted in the United Arab Emirates that principals with a thorough understanding of inclusive education were able to establish settings where determined students consistently received support. Through open communication and inclusive modeling, supportive principals reduced stigma, promoted staff collaboration, and facilitated training, according to teachers. In addition to being an administrative role, leadership has evolved into a transformative force that influences parental trust, teacher motivation, and school climate. Despite this, a lot of principals don't have specific training or explicit policies regarding inclusive leadership. Principals find it difficult to uphold consistent inclusive practices in situations where policies are unclear or resources are scarce. To guarantee that principals are sufficiently prepared to spearhead long-lasting inclusive reform, inclusive values, moral leadership, and cooperative problem-solving must be given top priority in leadership development programs.

### ***Systemic Barriers and Implementation Challenges***

Despite the global expansion of inclusive education policies, substantial systemic obstacles impede their successful implementation. According to Kaur and Salian (2025), there are ongoing issues in Indian schools, such as packed classrooms, a lack of instructional resources, and insufficient infrastructure support, such as accessible buildings or assistive technologies. In addition to managing diverse classrooms, teachers frequently have to deal with the lack of support services like behavioral specialists, therapists, or special educators. Additional obstacles pertaining to societal attitudes, stigma, and cultural misconceptions about disability were noted by Padmanabhan and Karibeeran (2024). These ingrained prejudices affect how educators, peers, and communities view inclusive education as well as how expectations for children with disabilities are shaped. These prejudices may lead to bullying, exclusionary actions, or reluctance to work with families.

## **Towards Effective Inclusive Education: A Comprehensive Review of Teacher Attitudes, Parental Perspectives, and Leadership Influences Across Global Contexts**

Another significant issue is policy fragmentation. In order to successfully implement inclusive practices, many schools lack funding structures, monitoring tools, and clear guidelines. Infrastructure improvements, professional development, and inclusive technologies remain unattainable without consistent financial investment. Instead of functioning as integrated networks, support systems frequently function independently, depriving educators of coordinated support. These obstacles underscore the necessity of a thorough systems-level transformation that includes enhanced funding mechanisms, interdisciplinary support services, policy frameworks, and community awareness campaigns. If these structural problems are not resolved, inclusive education runs the risk of remaining an idealistic policy rather than a workable reality.

### ***Synthesis and Implications***

Together, the reviewed studies show that a variety of interrelated and multifaceted factors influence inclusive education. Although they serve as the cornerstone, teacher attitudes need to be strengthened through leadership support, resources, and training. Although parents are crucial advocates, their capacity to do so is impacted by cultural and socioeconomic factors. School administrators act as change agents, directing educators, parents, and students toward common, inclusive objectives. One of the main implications is that inclusive education needs to shift from being practice-driven to attitude-driven. Effective inclusive strategies are unlikely to be implemented by teachers who have positive attitudes but lack the necessary resources. As a result, leadership must guarantee continuous professional growth, encouraging mentoring, and cooperative problem-solving frameworks. Programs that raise awareness must increase parental involvement so that families can actively participate in school decision-making. Sustained funding, transparent accountability procedures, and resources tailored to disabilities should be given top priority in policy frameworks. Future research should examine cross-cultural differences in inclusive practices, analyze leadership interventions, and gauge students' long-term inclusion outcomes.

## **CONCLUSION**

Although inclusive education offers a revolutionary approach to equitable education, its success hinges on shared accountability and persistent dedication. Although there have been noticeable positive changes in the attitudes of educators, parents, and leaders, meaningful inclusion necessitates converting these attitudes into practical, empirically supported practices. Teachers need to have the tools and training they need to confidently support diverse learners. Instead of being observers, parents need to be involved as partners. School administrators need to set an example of inclusive values and foster settings where every child feels respected, safe, and supported. To close the gap between policy aspirations and practice implementation, systemic reforms pertaining to funding, infrastructure, professional development, and policy are crucial. It is important to recognize that inclusion is an ongoing, dynamic process that calls for cooperation and adaptation at all educational levels. In order to ensure that all children with disabilities have fair access to meaningful learning opportunities in mainstream settings, inclusive education can move from a theoretical ideal to a lived reality by addressing attitudinal, pedagogical, and structural barriers collectively.

## **REFERENCES**

Bansal, N. (2024) A Comparative Study on Attitude of Parents of Children with Disability (Divyangjan) towards Inclusion. *Oeil Research Journal*, 23(10), 57-71.

## Towards Effective Inclusive Education: A Comprehensive Review of Teacher Attitudes, Parental Perspectives, and Leadership Influences Across Global Contexts

- Charitaki, G., Kourti, I., Gregory, J.L. *et al.* (2024). Teachers' Attitudes Towards Inclusive Education: a Cross-National Exploration. *Trends in Psychol.* 32(4), 1120–1147. <https://doi.org/10.1007/s43076-022-00240-0>
- Guillemot, Françoise & Lacroix, Florence & Nocus, Isabelle. (2025). Link between the attitude of teachers towards inclusive education and the quality of inclusive education as perceived by parents of children with a disability. *Learning Environments Research.* 28(2), 1-19.
- Islamia, M., & Ray, S. (2025). Teachers' Attitude towards Inclusive Schools for Children with Special Needs. *Journal of Pedagogical Insights & Technological Advancements,* 1(2).73-85.
- Kaur, R., & Salian, R. H. (2025). Teacher perspectives and barriers in implementing inclusive education for Indian children with special needs: A pilot study. *British Journal of Special Education,* 52(1), 4-17.
- Padmanabhan, A., & Karibeeran, S. (2024). Attitude Towards Inclusive Education: Understanding Parental Perspectives. *Science, Technology And Development Journal,* 13(8). 1-10.
- Sai Keerthan, K., Gunjawate, D. R., Ravi, R., & Kumar, K. (2025). Exploring teachers' knowledge and attitudes towards the inclusion of children with hearing impairment in mainstream education-A systematic review. *International Journal of Pediatric Otorhinolaryngology,* 190(1), 1-5.
- Sirem, Ö. (2023). A study on parents' awareness of inclusive education. *European Journal of Special Needs Education,* 39(2), 297–310. <https://doi.org/10.1080/08856257.2023.2283271>
- Sultana.R., & Hameed.A., (2024). Parental Attitudes Towards Educational Placement of Their Children with Intellectual Disabilities in Regular Schools, *Journal of Asian Development Studies,* 13(1), 198-207.<https://doi.org/10.62345/jads.2024.13.1.17>
- UNESCO. (1994). The Salamanca Statement and Framework for Action on Special Needs Education. UNESCO.
- United Nations. (2006). Convention on the Rights of Persons with Disabilities (CRPD). United Nations.
- Vlachou, A., & Tsirantonaki, S. S. (2023). The Importance of School Principals' Values towards the Inclusive Education of Disabled Students: Associations between Their Values and Knowledge, Beliefs, Attitudes and Practices. *Education Sciences,* 13(4), 360. <https://doi.org/10.3390/educsci13040360>

### **Acknowledgment**

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

### **Conflict of Interest**

The author(s) declared no conflict of interest.

**How to cite this article:** Jyoti & Devi, S. (2026). Towards Effective Inclusive Education: A Comprehensive Review of Teacher Attitudes, Parental Perspectives, and Leadership Influences Across Global Contexts. *International Journal of Indian Psychology,* 14(1), 362-366. DIP:18.01.032.20261401, DOI:10.25215/1401.032