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Gender and Institutional Patterns Among Special Education Teachers in Manipur: A Cross-Sectional Analytical Study

Thongam Binita Devi¹, Akoijam Pete Meitei², Naorem Ingochouba Singh³
and Shubhaarati Oinam⁴

¹Department of Education, Manipur University, Canchipur- 795003

²Department of Education, Manipur University- 795003

³Ibotombi Institute of Education, Canchipur- 795003

and Department of Education, Dhanamanjuri University, Manipur

⁴NG College, Uripok, Imphal-795004

¹Mobile: 9856479570, ORCID ID: <https://orcid.org/0009-0009-5326-6519>

²Mobile: 9077181728, ORCID ID: <https://orcid.org/0009-0009-6705-4613>

³Mobile: 7005052795, ORCID ID: <https://orcid.org/0009-0004-7543-031X>

⁴Mobile: 8256990841, ORCID ID: <https://orcid.org/0009-0002-4381-2247>

E-mail: ¹<binitathongam40@gmail.com>, ²<romapete@gmail.com>,

³<ingochoubanaorem2@gmail.com>, ⁴<subhaaratioinam@gmail.com>

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ABSTRACT This study examines how gender dynamics and institutional patterns shape the professional landscape of special education teachers in Manipur, India. A cross-sectional research design was employed, using a census survey of 250 teachers across 23 registered special institutions. Data collected through a structured questionnaire were analysed using descriptive statistics to examine professional background, qualifications, subject specialisation, institutional type, and rural-urban placement that influence educational equity. The findings highlight pronounced feminisation, with women comprising 84.8 percent of special educators, concentrated in urban areas (55.66%) and private institutions (88.7%). Gender segregation persists, with males dominating science teaching (65.8%) while females largely teach Arts (61.7%). Urban regions account for 54.8 percent of the workforce, indicating a moderate geographic imbalance. The findings suggest that gender and institutional disparities impact professional equity and educational quality, underscoring the need for targeted policy reforms to enhance training, infrastructure, and community engagement in Manipur.