

**PREPARING FUTURE EDUCATORS: A STUDY OF PRE-SERVICE TEACHERS'  
ATTITUDES TOWARDS INCLUSIVE EDUCATION**

**\*Dr. Raino Bhatia**

**\*\*Ms. Jagneet Kaur**

**ABSTRACT**

*Inclusive education is a leading light in our education systems, which reaches out to every kind of learner in society. It also embraces diversity and provides opportunities to all learners by ensuring equitable opportunities for learning along with the necessary modifications for particular groups of young people instead of separating them. It involves the right kind of attitude from different educators, which focuses on providing plenty of opportunities to diverse students in the same classroom in order to bring productivity among these students. Studying inclusive education as a discipline during the pre-service training phase is of utmost importance, as it enables potential teachers to develop a favourable attitude towards inclusive education. The present study conducted a descriptive survey on 100 pre-service teachers of BhagwanMahavir College, Sonipat, Haryana, from the arts and science stream to realize the attitude towards inclusive education, which has become the trending issue in the education domain in the coming years. The collected data is analyzed using several methods, including calculating the mean, standard deviation (SD), and conducting t-tests. For the purpose of collecting data, the researcher utilized a standardized instrument the "Teachers' Attitude Scale towards Inclusion Education (TASTIE)" which is designed by Vishal Sood and ArtiAnand (2011). B.Ed. 2<sup>nd</sup> year pre-service teachers showed tremendously higher results than 1st-year prospective teachers. And the science stream showed a moderately higher attitude than the arts stream teachers. They depicted significant positive results towards inclusive setups in our education sector in order to equalize every student's needs and diversify our education system.*

**Key Words: Inclusive education, Equity, Positive attitude, Pre-service teachers, diverse needs**

---

\*Principal, Akal College of Education, Eternal University, H.P., India

\*\*Research Scholar, Dept. of Education, Akal College of Arts and Social Sciences, Eternal University, Baru Sahib

## **INTRODUCTION**

Education creates the foundation for autonomy and equality for everyone in the nation. It is an effective vehicle for improvements in society, constantly fostering opportunities for advancement within the social strata and consequently working to close the discrepancies between different parts of the community (Al-Hroub & Jouni, 2023). Inclusive education is a leading light in the education process, which reaches out to every kind of learner in society. Inclusion is an entirely new approach in enlightening children with disorders and cognitive complications in the same educational setting as their classmates who are normally developing. Inclusion is basically the crux of accepting, welcoming, and respecting the child, irrespective of caste, creed, language, colour, minorities, exceptional cases, or being differently abled. The sole aim of inclusive education is to promote the well-being of every child, including their physical and mental health. Educational institutes should endeavour the right set of opportunities to all students with a multiplicity of resources and a positive ecosystem for their participation in educational activities, social activities, co-curricular activities, and recreational activities (Reynolds, 2001). It involves the right kind of attitude from different educators, which focuses on providing plenty of opportunities to diverse students in the same classroom in order to bring productivity among these students. Schools should be committed to accepting everyone as they are and just work on how to make them comfortable and make their learning meaningful, full of positivity and utmost zeal (Kumar, 2016). In the contemporary education system, inclusive education is a relatively progressive notion. Inclusive learning encompasses a lot more than addressing the needs of marginalised individuals or students. It also embraces diversity and provides opportunities to all learners by ensuring equitable opportunities for learning along with the necessary modifications for particular groups of young people instead of separating them (Aksamit & Alcorn, 1988; Varcoe & Boyle, 2014). Prior to the advent of inclusive education, these children were taught in segregated settings, faced exclusion from the educational sphere, and were subjected to marginalization within society. According to the 2011 census, approximately 21 million people in our country are impacted by disability or any kind of deformity, which restricts them from becoming part of mainstream education. Sadly, a significant percentage of students with exceptional requirements have suffered rejection from a school's system that finds it challenging to meet their exact needs. It is commonly accepted that education for all is a particularly effective platform to nurture our natural capacities and promote overall human development (Bhatia, 2023). It endeavours to cater to the educational expectations of

each student, with focused attention on those who are at increased risk of segregation and marginalization (Kalita, 2017). In inclusive education, the academic achievement and personal growth of every learner, notwithstanding their various socioeconomic circumstances, occur in the same educational environment and under the supervision of the same instructors (Kaur & Kaur, 2015). Nonetheless, establishing a welcoming atmosphere is a groundbreaking challenge for traditional classroom teachers, as their students have a wide variety of learning needs. In the past, pupils viewed primarily teachers as agents of knowledge. Teachers are now empowered to embark on a more important role as facilitators, supporting students as they learn while cultivating their multiple intelligences and capacity for lifelong learning. The attitude towards inclusive education includes a full discussion of the right perspective of prospective educators with the broadening horizons of modifying our traditional classrooms. Normal classrooms in today's world not only accept students with disabilities but also cherish their uniqueness, recognise their individuality, and provide possibilities for them to take part in all aspects of educational programmes, enabling them to achieve their highest possible achievement (Guria & Tiwari, 2016). The effective functioning of inclusive education depends substantially on the active participation and collaboration of teachers, parents, and members of the community. A positive perspective is an essential component for facilitating the successful execution of inclusive education (Saloviita, 2020). Parents also make efforts to promote accessibility, as they have the expectation that their children would actively participate in social and academic activities with their peers (Stewart, Willard, Steiner, & Tikkanen, 2023). This objective can be accomplished through interactions with others. However, the successful outcome of this approach is hinged upon the dedication and attitudes of teachers towards students with unique requirements who are being educated in an inclusive environment. Numerous programmes have been implemented worldwide to increase individuals' participation in educational prospects. These initiatives have resulted in increased enrollment rates, lessened rates of dropping out, and an overall decrease in the proportion of children who aren't enrolled in school (Fayaz, 2019). This perspective is grounded in the principle that access to education is an essential human birthright. It asserts that all children and adolescents, irrespective of their unique attributes and challenges, should be accommodated by local educational institutions. The World Declaration on Education for All adopted in 1990 provided additional impetus to the country's continuing efforts. Additionally, the Rehabilitation Council of India Act of 1992 established an education programme designed to cultivate professionals capable of meeting the specific needs of students with

disabilities. The National Educational Policy of 1986 emphasized the integration of individuals who have disabilities as equal participants into the larger community. Its purpose was to assist them for normal progress and endow them with the resiliency and self-assurance necessary for enduring life.

Inclusive education extends to multiple strategies, actions, and methodologies planned at achieving an all-encompassing privilege to of a high standard appropriate and accessible education. It recognizes that learning starts at birth and continues throughout a person's life, including learning in the home, in the society, and in both formal and non-formal spaces.

- It is a changing process that adapts all the time depending on the cultural background and circumstances.
- We aim to empower communities, systems, and organizations to stand against discrimination, acknowledge plurality encourage participation, and minimize roadblocks to learning and engagement for everyone.
- Various forms of diversity, including age, gender, ethnicity, language, health, economic status, religion, handicap, lifestyle, and others, are recognized.
- This strategy aims to promote equitable development by fostering mutual respect, optimal resource utilization, fostering equity, and meeting basic rights and necessities for everyone.
- It is about modifying the system to accommodate the learner, not the learner modifying himself to adapt the system.
- The design highlights the "concern" of exclusion clearly within the system, as opposed to the individual or the features they have.

In the realm of competencies and the execution of inclusive practices, it has been ascertained that the progress in achieving inclusion is primarily contingent upon the positive mindset shown by teachers towards individuals who have special needs (Bender, Vail, & Scott, 1995).

### **LITERATURE REVIEW**

In the study of (Lambe & Bones, 2006) observed that attitudes of pre-service teachers towards the notion of inclusive education were generally favourable, with more than 80% of the respondents holding that every educator must have experience interacting with kids with exceptional needs. In contrast, there appeared to be symbolised importance concerning preparing and due diligence, with nearly half of those interviewed imagining that they lacked sufficient experience to work successfully with pupils who possess special education needs.

Sanjay Singh (2013), carried out study regarding the readiness of prospective teachers for inclusive education. The purpose of this research is to determine how male and female potential teachers, as well as those from rural and urban areas, perceive about inclusive education. Considering comprehensive education, he discovered a significant difference in the perspectives of male and female teachers, but no significant difference between rural and urban teacher candidates.(Goddard & Evans, 2018)discovered that elementary attitudes of pre-service educators towards inclusion were mostly favourable and enhanced over the course of their training. According to the study (Dash, Purohit, Padhy, & Hota, 2019) the majority of aspiring teacher educators (>93%) have a rather positive outlook on inclusive education. the calculated t-value of 0.33 is smaller than the table value of 2.00 at the 0.05 level of significance, suggesting that prospective teacher educators are in favour of inclusive education. The study(Mistry & Skutil, 2022)examined 217 pre-service teachers' attitude of Gujarat University towards inclusive education.The survey found that respondents supported inclusive schooling. Young professionals' instructors were most optimistic about meeting various youngsters' educational requirements in inclusive instructional settings.

#### **RATIONALE OF THE STUDY**

We've observed an amazing journey towards diversity and inclusion in our institutions of learning. While challenges persist, there's an increasing awareness of the distinctive abilities within every child, even those who are disabled and from disadvantaged backgrounds. The society we live in accepts the philosophy that everyone has autonomous educational needs. By addressing and catering to each of these diverse needs, we are fostering an equitable and radiant educational ecosystem where every student can flourish(Bhatia, 2021).Educators and institutions of education must think of inclusiveness as an ongoing process of consistent researching and learning from other learners and from multiple circumstances, as well as identifying and removing constraints that block equal prospects for accessibility, engagement, and outcomes for every learner, especially those susceptible to the effects of discrimination, social exclusion, or inability to succeed(Ainscow, 2005). In the 21st century where we are reforming our education sectors from every aspect requires the fresh and dynamic mind-set of coming teachers towards the implementing the inclusive education successfully(Shiba Singh, Kumar, & Singh, 2020).Not just discussing and showing sympathetic attitude towards them is enough for them. and ultimately nation. We need to come to the ground levels and positively and religiously work in this sector which needs a creative mind with empathetic attitude providing a conducive environment where everyone learns joyfully. In order to comprehend

the success of inclusive education in the classroom and/or community it is imperative to acknowledge the significance of teachers' attitudes towards inclusion. According to reports (Costello & Boyle, 2013), educators who have a healthier mind-set towards inclusion maintain more regulated learning environments than educators who have a less favourable outlook towards diversity and inclusion. In order to fulfil this objective, it is necessary to ascertain the potential teachers' perspectives on inclusive education. This can provide us with valuable insights into the understanding of prospective teachers' perceptions, allowing us to take appropriate measures to adequately equip teachers to embrace the subject in its genuine essence. Inadequate endeavours have been made to comprehend the attitudes of teachers in this regard. The present study aims to examine the attitudes of potential educators towards inclusive education for children.

#### **OBJECTIVES OF THE STUDY**

- To study the levels of attitude of pre-service teachers towards inclusive education.
- To compare the attitudes of B.Ed. 1<sup>st</sup> year and 2<sup>nd</sup> year pre-service teachers towards inclusive education
- To compare the attitude of science and arts pre-service teachers towards inclusive education.

#### **HYPOTHESES OF THE STUDY**

- There is no significant difference between B.Ed. 1<sup>st</sup> year and B.Ed. 2<sup>nd</sup> year preservice teachers towards inclusive education.
- There is no significant difference between science and arts preservice teachers in terms of inclusive education.

#### **METHODOLOGY**

Descriptive Survey method was employed for the current study. This methodology is intended to gather accurate data regarding the phenomenon's present situation and to derive reliable generalisations from the data that has been gathered.

#### **SAMPLE OF THE STUDY**

For the current study, 100 pre-service teachers of BhagwanMahavir College, Sonipat Haryana were selected by using Stratified Random sampling technique.

#### **TOOL USED IN THE STUDY**

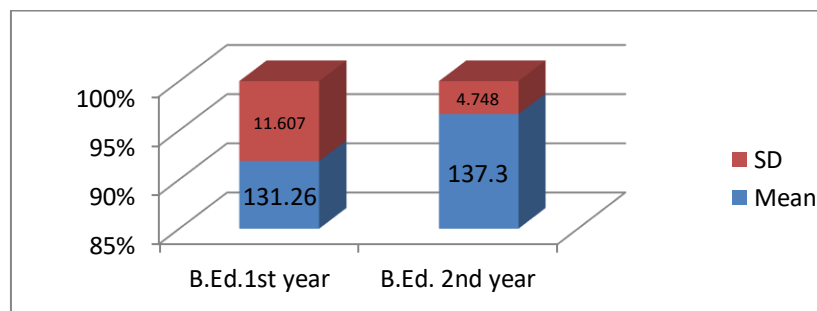
For the purpose of gathering data, the researcher employed a standardised instrument called the "Teachers' Attitude Scale towards Inclusion Education (TASTIE)" developed by Vishal Sood and ArtiAnand (2011). This is a three-point Likert-type scale with four sections based

on various important facets of inclusive education. 1) Aspects of inclusive education that are psychological or behavioural; 2) Aspects of inclusive education that are social and parent-related; 3) Aspects of inclusive education that are curricular and extracurricular; and 4) Aspects of inclusive education that is administrative. Every component of the inclusive education tool has several assertions, both positive and negative. As a result, this tool included 47 items in total that related to inclusive education. This tool contains favourable as well as unfavourable items. The TASTIE scale was used to assess the items by assigning a value of 1 for disagree, 2 for undecided, and 3 for agree to favourable items, and 3 for disagree, 2 for undecided and 1 for agree to unfavourable items.

**ANALYSIS AND INTERPRETATION**

**Table 1 Comparison of 1<sup>st</sup> year and 2<sup>nd</sup> year Pre-service teachers attitude towards Inclusive Education**

	Category	N	Mean	Std. Deviation	't'	Remarks
<b>Attitude Scores</b>	B.Ed. 1st year	50	131.26	11.607	3.406	Significant at 0.01 level
	B.Ed. 2nd year	50	137.30	4.748		



**Figure 1 Comparison of 1<sup>st</sup> year and 2<sup>nd</sup> year Pre-service teachers attitude towards Inclusive Education**

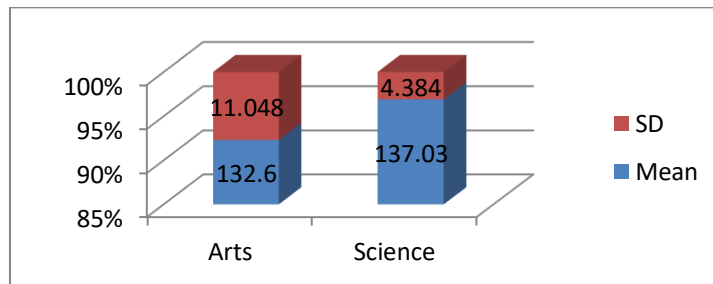
Table 1 describes the attitude of pre-service teachers towards inclusive education; it shows the comparison between B.Ed. 1<sup>st</sup> year & B.Ed. 2<sup>nd</sup> year students who are showing highly positive attitude towards inclusive setting. The mean score of 1<sup>st</sup> year is 131.26 & 2<sup>nd</sup> year



students mean score is 137.3. It reveals that B.Ed. 2<sup>nd</sup> year pre service educators have slightly higher attitude towards Inclusive education than B.Ed. 1<sup>st</sup> year pre service teachers who are just learning different methodologies and trying to understand different conceptual knowledge about children with their uniqueness which makes classroom lively. The t value (3.406) which is significant at 0.01 level. The null hypothesis there is no significant difference between B.Ed. 1<sup>st</sup> year and B.Ed. 2<sup>nd</sup> year pre service teachers towards inclusive education is rejected.

**Table 2 Comparison of Arts and Science Pre-service teachers’ attitude towards Inclusive Education**

	<b>Stream</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>‘t’</b>	<b>Remarks</b>
<b>Attitude Scores</b>	Arts	62	132.60	11.048	2.357	Significant at 0.05 level
	Science	38	137.03	4.384		



**Figure 2 Comparison of Arts and Science Pre-service teachers’ attitude towards inclusive Education**

- Table 2 depicts the comparison between Arts and Science pre-service teacher’s attitude towards inclusive education and it shows that there is a significant difference between arts and science background pre-service teachers. The mean score of arts pre-service teachers is 132.6 and science pre-service teachers is 137.03. It reveals that science pre-service teachers’ attitude towards inclusive education is higher than arts teachers. The t value (2.357) at 0.05% level of table 2 describes that null hypothesis that there is no significant



difference between Science and Arts pre service teachers towards inclusive education is rejected and alternative hypothesis is accepted.

### **FINDINGS AND DISCUSSIONS**

- It can be revealed from the above findings that pre-service teachers also the coming future teachers of 21<sup>st</sup> century have positive and welcoming attitude towards inclusive education. The results are supported by (Costello & Boyle, 2013; Parveen, Batool, & Arif, 2022; Shiba Singh et al., 2020) which shows favourable attitude towards inclusive setting. It demonstrates that pre-service teachers anticipate most regarding having adequate time to design various student education programmes.
- The attitude of B.Ed. 2<sup>nd</sup> and B.Ed. 1<sup>st</sup> year towards inclusive education is significant but 2<sup>nd</sup> year students attitude is slightly higher than 1<sup>st</sup> year. The findings are in conformity with the study of (Dash et al., 2019)
- The attitude of Science potential teachers toward inclusive education is significantly more positive compared to the perspective of Arts prospective educators.

### **SUGGESTIONS**

- In order to cultivate a positive attitude, it is imperative to offer pre-service training to aspiring teacher educators regarding the principles and practices of inclusive education.
- Educational institutions organise innovative training sessions for aspiring educators. Gaining practical classroom experience alongside students from diverse backgrounds is crucial for developing a comprehensive understanding of the value of an inclusive educational system.
- It is necessary to give potential teacher educators with professional knowledge on universal education with the goal to strengthen their welcoming attitudes towards every learner with diverse needs.
- It is crucial to furnish student teachers with comprehensive educational activities that foster understanding and sensitivity toward diverse learners.

### **CONCLUSION**

Teachers are of the utmost significance for making sure that all of students in the school are feeling at home and free of obstruction. It is highly important to establish competencies and expertise throughout the pre-service training mode with the objective to properly carrying out inclusive standards of conduct. Therefore, it is paramount to instil within educators the requisite mind-set, abilities, and proficiencies essential for successfully dealing with the diverse needs of children with exceptional educational requirements. This study supports

the implementation of educational seminars and courses for future educators as a means to enhance the depth of their understanding of the concept of inclusion, hence improving their readiness for inclusive education. In order to enhance the knowledge and abilities of pre-service teachers in the domain of diversity and individuals with disabilities, it is urged that teacher educator institutes in India provide sessions or specialised training that are expressly geared towards "inclusive education".

## **REFERENCES**

- Ainscow, M. (2005). Developing inclusive education systems: what are the levers for change? *Journal of educational change*, 6(2), 109-124.
- Aksamit, D. L., & Alcorn, D. A. (1988). A preservice mainstream curriculum infusion model: Student teachers' perceptions of program effectiveness. *Teacher Education and Special Education*, 11(2), 52-58.
- Al-Hroub, A., & Jouni, N. (2023). Inclusive Education in Lebanon: An Overview of the Concept and Its Implementation. *School Inclusion in Lebanon: Integrating Research on Students with Giftedness and Learning Disabilities into Practice*, 25-36.
- Bender, W. N., Vail, C. O., & Scott, K. (1995). Teachers attitudes toward increased mainstreaming: Implementing effective instruction for students with learning disabilities. *Journal of learning disabilities*, 28(2), 87-94.
- Bhatia, R. (2021). Journey Towards Inclusion. *Virtually Hosted, Florida, USA*, 131.
- Bhatia, R. (2023). Inclusion: Historical Perspectives, Inclusive Education And Current Status. *Elementary Education Online*, 20(1), 8587-8587.
- Costello, S., & Boyle, C. (2013). Pre-service secondary teachers' attitudes towards inclusive education. *Australian Journal of Teacher Education (Online)*, 38(4), 129-143.
- Dash, J., Purohit, S., Padhy, S., & Hota, S. (2019). A study on attitude of prospective teacher educators towards inclusive education. *International Journal of Applied Research*, 5(5), 22-26.
- Fayaz, R. (2019). Inclusive education In India: Concept, need and benefits. *International Journal of Advanced Multidisciplinary Scientific Research (IJAMSR)*, 2(3), 71-81.
- Goddard, C., & Evans, D. (2018). Primary pre-service teachers' attitudes towards inclusion across the training years. *Australian Journal of Teacher Education*, 43(6), 122-142.
- Guria, N., & Tiwari, R. (2016). Attitude of Upper Primary School Teachers regarding Inclusive Education of Bilaspur City in Chhatisgarh State, India. *International Journal of Current Research*, 8(3), 28713-28718.
- Kalita, U. (2017). A study on attitude of primary school teachers towards inclusive education. *International Journal of Advanced Education and Research*, 2(3), 127-130.
- Kaur, M., & Kaur, K. (2015). Attitude of secondary school teachers towards inclusive education. *International Journal of Behavioral Social and Movement Sciences*, 4(1), 26-32.
- Kumar, A. (2016). Exploring the Teachers' Attitudes towards Inclusive Education System: A Study of Indian Teachers. *Journal of Education and Practice*, 7(34), 1-4.

- Lambe, J., & Bones, R. (2006). Student teachers' attitudes to inclusion: implications for initial teacher education in Northern Ireland. *International Journal of Inclusive Education*, 10(6), 511-527.
- Mistry, H., & Skutil, M. (2022). Attitudes of pre-service teachers towards inclusive education for all in India. *Journal of Exceptional People*, 11(20), 39.
- Parveen, Z., Batool, S. B., & Arif, A. (2022). Attitudes and Concerns towards Inclusive Education in Pakistani Context: Pre-Service Teachers' Perspectives. *Human Nature Journal of Social Sciences*, 3(4), 82-91.
- Reynolds, M. (2001). Education for inclusion, teacher education and the teacher training agency standards. *Journal of In-Service Education*, 27(3), 465-476.
- Saloviita, T. (2020). Attitudes of teachers towards inclusive education in Finland. *Scandinavian journal of educational research*, 64(2), 270-282.
- Singh, S. (2013). A study on perception of teacher trainees towards inclusive education. *International Journal of Education*, 1, 2347-4343.
- Singh, S., Kumar, S., & Singh, R. K. (2020). A Study of Attitude of Teachers towards Inclusive Education. *Shanlax International Journal of Education*, 9(1), 189-197.
- Stewart, T. L., Willard, J., Steiner, H. H., & Tikkanen, M. (2023). A "mindful" approach to inclusive education. *Scholarship of Teaching and Learning in Psychology*.
- Varcoe, L., & Boyle, C. (2014). Pre-service primary teachers' attitudes towards inclusive education. *Educational Psychology*, 34(3), 323-337.