



THE ATTITUDE OF PRE-PRIMARY SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION IN VADODARA CITY

Dr. Pratiksha Modi

(M.Com., M.Ed., M.Phil., GSET, Ph.D(Education))

Assistant Professor ,

Department of Education ,

Faculty of Education and Psychology,

The M.S. University of Baroda, Vadodara

E-Mail : pratiksha.modi-edu@msubaroda.ac.in

Abstract

This study examined the attitudes of pre-primary school teachers towards inclusive education in English-medium private schools of Vadodara city. Using a descriptive qualitative research design, data were collected from teachers through questionnaires, interviews, and an attitude scale. The findings revealed that most teachers hold positive attitudes towards inclusive education and recognize its importance in providing equal learning opportunities for children with special needs. However, challenges such as inadequate training, limited resources, insufficient infrastructure, and lack of specialized support were identified. The study highlights the need for professional development, institutional support, and improved facilities to strengthen inclusive practices in pre-primary education.

Introduction

Inclusive education involves modifying the educational system and structure to meet the diverse needs of Children with Special Needs (CWSN), ensuring accessible, equitable, and quality education for all. India has promoted inclusive education through initiatives such as the Salamanca Statement (1994), Integrated Education for Disabled Children (1974), Plan of Action (1992), Sarva Shiksha Abhiyan (2001), and the National Education Policy (2020). Despite these efforts, many CWSN still lack access to quality education, leading to high dropout rates. Inclusive education, based on rights-based and twin-track approaches, encourages collaboration among stakeholders and the use of individualized learning plans and



Universal Design for Learning (UDL). However, challenges such as attitudinal, financial, physical, and policy barriers hinder effective implementation. Adequate resources, monitoring, and support are essential to achieve successful inclusion and build an inclusive society.

Inclusive Education

Inclusive education ensures equal learning opportunities for all children, including those with special educational needs, within regular classrooms. It values diversity and promotes participation by adapting curriculum, teaching methods, school environments, and policies to meet the needs of all learners. According to UNESCO (2005), inclusive education aims to reduce exclusion and enhance participation in education. Successful inclusion requires trained teachers, collaboration among educators, parents, and communities, and the use of strategies such as differentiated instruction, peer learning, and assistive technologies. Supported by international frameworks like the Salamanca Statement (1994) and the UN Convention on the Rights of Persons with Disabilities (2006), inclusive education promotes equality, social inclusion, respect for diversity, and the development of a just and democratic society.

Need And Importance of Inclusive Education

Inclusive education ensures that all children, including Children with Special Needs (CWSN), have equal access to quality education in regular classrooms. It promotes participation, belonging, and holistic development while reducing discrimination. Supported by policies such as the National Education Policy (2020), the Rights of Persons with Disabilities Act (2016), and international frameworks of UNESCO and UNICEF, inclusive education emphasizes early identification, teacher training, accessible infrastructure, and parental involvement. It benefits both children with disabilities and their peers by fostering empathy, cooperation, and respect for diversity, thereby contributing to a more inclusive and equitable society. As per Policy Framework in Nep 2020, Inclusive education in India has evolved through policies such as the Integrated Education for Disabled Children (1974), the National Policy on Education (1986), the Right to Education Act (2009), and the Rights of Persons with Disabilities Act (2016). Building on these initiatives, the National Education Policy (2020) promotes an equitable and inclusive education



system by removing barriers to learning, strengthening teacher training, encouraging the use of assistive technologies, and creating flexible and inclusive learning environments for all learners, in alignment with Sustainable Development Goal 4 (SDG-4).

Inclusive Education in India

Inclusive education in India is supported by constitutional provisions, educational policies, and legislations such as the RTE Act (2009), RPWD Act (2016), NPE (1986), POA (1992), and NEP (2020). These initiatives promote the inclusion of children with special needs in mainstream education through teacher training, early intervention, and accessible infrastructure. Despite significant progress, challenges such as inadequate resources, limited teacher preparation, and lack of awareness continue to hinder effective implementation, highlighting the need for stronger policy execution and community participation.

Present Status of Inclusive Education in Pre-Primary School Level

The present status of inclusive education at the pre-primary school level in India shows gradual progress, supported by policies such as the National Education Policy (NEP, 2020) and initiatives promoting Early Childhood Care and Education (ECCE). Data from UDISE (2021–22) indicates increasing enrolment of children with disabilities in the education system, while ASER (2024) reports a significant rise in early childhood participation. Despite these developments, challenges remain, including limited teacher training, shortage of special educators, inadequate infrastructure in anganwadi and pre-primary centres, and insufficient community awareness. Strengthening teacher preparation, improving accessible infrastructure, promoting community participation, and utilizing assistive technology are essential to ensure effective implementation of inclusive education at the foundational level.

Teacher's Attitude Towards Inclusive Education

Teacher attitude is a key factor in the success of inclusive education. Positive attitudes help teachers effectively include students with special educational needs in regular classrooms. Research shows that teachers who receive proper training, support, and professional development are more likely to implement inclusive practices successfully. However,



challenges such as limited resources and inadequate training can affect their readiness. Therefore, fostering positive teacher attitudes through continuous support and training is essential for creating inclusive learning environments.

Barriers in Implementing Inclusive Education

Inclusive education faces several challenges, including inadequate teacher training, limited resources, insufficient infrastructure, and financial constraints. Attitudinal barriers among teachers, parents, and society, along with sociocultural stigma, can hinder acceptance of inclusive practices. Other challenges include rigid curricula, inadequate support services, policy gaps, weak stakeholder collaboration, and traditional assessment methods. These barriers affect the effective inclusion and retention of children with special needs in mainstream education.

Strategies to Improve Inclusive Education

Improving inclusive education at the pre-primary level requires the use of flexible teaching strategies, supportive policies, and collaborative efforts among teachers, families, and communities. Approaches such as Universal Design for Learning (Rose & Meyer, 1990) encourage the use of diverse teaching methods so that children with different abilities and learning styles can actively participate in the classroom. Early identification and intervention, along with individualized support like IEPs, help address developmental needs at an early stage (Guralnick, 1997). Inclusive pedagogy, collaborative learning, and peer-assisted activities further promote social interaction and equal participation among all learners (Florian & Black-Hawkins, 2011; Carter et al., 2009). Additionally, teacher training, supportive policies such as the Rights of Persons with Disabilities Act (2016), and active involvement of parents and community organizations play an essential role in creating effective and sustainable inclusive educational environments.

Implication of the Review of Literature

Teachers' attitudes towards inclusive education are crucial for the successful inclusion of students with disabilities in regular classrooms. Research indicates that factors such as



teaching experience, teaching efficacy, professional commitment, special education training, awareness of inclusive policies, and availability of support services significantly influence these attitudes. Most studies have focused on in-service teachers and have used various standardized tools to assess attitudes, though their reliability may vary across different contexts. Positive teacher attitudes contribute to the academic and social development of children with special needs and play an important role in their enrolment and retention. Therefore, the present study focuses on examining the attitudes of pre-primary teachers towards inclusive education in Vadodara city.

Rationale of The Study

Inclusive education is essential for building an inclusive society by ensuring that children with special needs receive quality education alongside their peers in regular classrooms. Despite various policies and initiatives in India, many children with disabilities still face educational barriers and high dropout rates. Teachers play a crucial role in creating inclusive learning environments, and their attitudes significantly influence the success of inclusion. Positive attitudes help teachers respond effectively to diverse learning needs, while factors such as training, support, and local contexts shape these attitudes. Although several studies have examined teachers' attitudes toward inclusive education, research focusing on pre-primary teachers in Gujarat remains limited. Therefore, the present study aims to examine the attitudes of pre-primary teachers towards inclusive education in Vadodara city and develop a suitable tool for assessing these attitudes.

Statement of The Problem

The attitude of pre-primary school teachers towards Inclusive education in schools of Vadodara city

Objectives of the Study

1. To identify the challenges faced by pre-primary school teachers in implementing inclusive education.
2. To explore the role of school leadership and administrative support in shaping



teachers' attitude towards inclusive education.

3. To explore the teachers' suggestions for improving inclusive practices in pre-primary education.

Explanation of Terms

Attitude: It is a relative enduring general evaluation of an object, person, group, issue, or concept on a dimension ranging from negative to positive. In this study, it means a positive or negative attitude of pre-primary school teachers towards inclusive education.

Children with special needs (CWSD): The children with disabilities are the children who have a disability or a combination of disabilities.

Pre-primary school teacher: The teacher presently working in schools. In the present study, all the teacher working in English medium school of Vadodara city will constitute the population.

Inclusive education: Although inclusive education refers to the inclusion of all students from marginalized groups in regular schools. This study is restricted to the inclusion of students.

Delimitations of The Study

The present study is delimited to pre-primary school teacher in English medium private schools of Vadodara city.

Methodology

Research methodology refers to the design, structure, and strategy used to obtain answers to research questions. This study explains the research method, research design, population, sample, data collection procedures, description of tools, and methods of data analysis. For the present study, the descriptive survey method was used, as it focuses on collecting, describing, and analyzing data from respondents.

Research design

Research design is normally a master plan which guides the researcher to collect the data



and analysis for their research work. It deals with the research methodology, tools and techniques to be adopted for the study. It also presents the details off the sample used for the investigation and the statistical techniques which can provide scientific analysis and can help in providing results in an appropriate way. The present study was conducted based on descriptive survey research.

Population

The population of the present study was the pre-primary schools working in English medium private school of Vadodara city. The list of English medium pre-primary private schools was obtained from D.E.O of Vadodara city. According to the list, there are appx.192 English medium private pre-primary schools in Vadodara city.

Sample

The Random Sampling technique was used for the present study. The sample of the present study was consisting of 20 pre-primary schools for the survey. (Private English medium schools of Vadodara city).

Description of Tool

The Pre-primary School Teachers Attitude towards Inclusive Education was constructed by the researcher.

Questionnaire

An open ended and close ended questionnaire tool was adopted by the investigator for the present study to identify difficulties in areas.

Semi-structured Interview

To identify the area or components in which students faced difficulties in inclusive education. Semi-structured interview schedule consisting of some questions for teacher was developed by the investigator with respect answers getting from the teachers of



inclusive education.

Data Collection

The data for the present study were collected using a hard-copy attitude scale consisting of an observation, questionnaire and semi-structured interview schedule. Prior permission was obtained from the principal of the respective schools before administering the tools. The instruments were distributed and collected in printed form. In cases where schools specifically requested offline administration, the survey on pre-primary school teachers' attitudes towards inclusive education was conducted through hard copies only.

Data Analysis

The collected data was analyzed by using appropriate Triangulation and content analysis frequency and percentage.

Major Findings of The Study

1. Pre-primary school teachers in private English-medium schools of Vadodara city generally demonstrate a positive attitude toward inclusive education and support the idea of providing equal learning opportunities for all children.
2. Many teachers attempt to create supportive classroom environments by encouraging participation of children with diverse abilities in classroom activities.
3. Teachers reported using visual aids, activity-based learning materials, and interactive teaching methods to support children with different learning needs.
4. A major challenge identified is the limited availability of inclusive learning resources and facilities, which sometimes restricts the effective implementation of inclusive education.
5. The study reveals that many teachers have not received sufficient professional training specifically focused on inclusive teaching strategies and classroom management for children with special educational needs.
6. The findings highlight the need for stronger institutional support, including



collaboration among teachers, parents, and school administrators, as well as the availability of specialized staff, counselling services, and resource rooms to support inclusive practices.

Finding related to explore the role of school leadership and administrative support in shaping teachers' attitudes toward inclusive education

School leadership and administrative support play an important role in shaping teachers' attitudes toward inclusive education. When school authorities provide guidance, encouragement, and clear policies, teachers feel more confident and motivated to implement inclusive practices in their classrooms.

1. Professional development programs help teachers understand and implement inclusive education effectively. Workshops, seminars, and training programs provide teachers with knowledge about inclusive strategies and help them adapt their teaching methods to meet the needs of diverse learners.
2. Training in inclusive practices helps teachers use strategies such as differentiated instruction. Through such training, teachers learn how to modify lesson plans, teaching techniques, and classroom activities to support children with different learning abilities.
3. Administrative encouragement increases teachers' confidence in teaching children with special needs. When school leaders promote inclusive values and provide necessary resources, teachers feel more supported in practicing inclusive teaching methods.
4. Collaboration among teachers, special educators, and parents strengthens inclusive education. Working together helps teachers better understand the individual needs of students and develop appropriate learning support strategies.
5. Limited access to resources and training can create challenges in implementing inclusive education. Some schools lack adequate infrastructure, materials, or professional support, which makes it difficult for teachers to practice inclusive



teaching effectively.

6. Strong leadership, proper infrastructure, and continuous professional support are essential for successful inclusive education. These factors help teachers sustain inclusive classroom practices and ensure that all children receive equal learning opportunities.

Finding related to examine teachers' perceptions and attitudes toward inclusive education in pre-primary schools

1. Pre-primary teachers show positive attitudes toward inclusive education. Most teachers believe that inclusive education is important for providing equal learning opportunities to all children, including those with diverse abilities and special educational needs.
2. Teachers believe inclusive classrooms support overall child development. They feel that when children with different abilities learn together, it helps them develop socially, emotionally, and academically in a supportive learning environment.
3. Teachers recognize that children with disabilities can learn effectively with proper support. They believe that appropriate teaching strategies, learning resources, and classroom adjustments can help children with special needs participate successfully in regular classrooms.
4. Inclusive education promotes positive social values among students. Teachers stated that inclusive classrooms encourage empathy, cooperation, and mutual respect among peers while reducing discrimination and promoting social integration.
5. Teachers are willing to adopt innovative and child-centred teaching methods. Many teachers expressed openness toward strategies such as differentiated instruction and flexible classroom management to support the learning needs of diverse students.
6. Training and prior experience increase teachers' confidence in inclusion.



Teachers who had professional training or experience with inclusive classrooms showed greater acceptance, patience, and creativity in addressing the needs of children with disabilities.

7. Teachers also face challenges in implementing inclusive education. Increased workload, limited resources, and lack of specialized support were highlighted as major concerns, indicating the need for further training, better infrastructure, and collaboration with special educators.

Implication of the Study

The researcher studied the attitude of pre-primary school teachers towards the inclusive education. The implication of present study is:

1. Teachers should be provided with specialized training based on the specific needs of the Children with Special Needs (CWSN) they are working with.
2. Schools should enhance accessibility by improving infrastructure, adapting the curriculum, and strengthening support services for Children with Special Needs (CWSN).

Suggestions for the further Researches

1. An intervention program can be developed for the teachers having CWSN in their classroom with respect to specific disability.
2. Studies with a larger sample size from different districts or states to obtain more comprehensive findings about teachers' attitudes toward inclusive education.

Comparative study can be conducted through government and private schools of Vadodara.

3. Explore the attitudes of parents and school administrators toward inclusive education for a broader perspective.
4. Examine the impact of teacher training programs on teachers' preparedness for inclusive classrooms.



5. Investigate the role of assistive technology and digital tools in supporting inclusive education at the pre-primary level.
6. Conduct similar studies with primary and secondary school teachers to compare attitudes across different educational stages.

Conclusion

Indian education is currently undergoing a significant transition in which inclusive education is gradually moving from a theoretical concept to a practical reality in schools. With the implementation of the National Education Policy 2020, the role and responsibilities of teachers have expanded, making their preparedness and attitudes toward inclusion increasingly important. The findings of the present study highlight the importance of teachers' perceptions, preparedness, and experiences in the effective implementation of inclusive education at the pre-primary level. Inclusive education aims to provide equal learning opportunities for all children, including Children with Special Needs (CSWN), within the same classroom environment. Since the pre-primary stage is crucial for the development of children's social, emotional, and cognitive skills, it becomes an appropriate stage for introducing inclusive practices. The study reveals that most pre-primary school teachers demonstrate a positive attitude toward inclusive education and recognize its value in promoting empathy, cooperation, and respect for diversity among children. Teachers also believe that inclusive classrooms support social interaction and the overall development of both children with special needs and their peers. However, the study also identifies several challenges in the implementation of inclusive practices. Many teachers report a lack of specialized training, limited professional development opportunities, inadequate teaching resources, and insufficient infrastructure. The absence of support services such as special educators, therapists, and counsellors further affects effective implementation. Therefore, strengthening teacher training, improving institutional support, and providing adequate resources are essential for successful inclusive education.



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