

Pre-service Educators' Attitude towards Inclusive Education: A Case Study

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ABSTRACT The present research study reports on the attitude of pre-service teachers towards inclusive education and the extent to which specific factors may influence their attitudes towards inclusion. The following theoretical hypotheses were tested: (1) Pre-service students' attitudes towards inclusive education are neither positive nor negative. (2) The following variables do not have an influence on pre-service student attitude towards inclusive education: age, gender year level and phase. A purposive sample of eighty-eight students responded to a five-point Likert scale questionnaire on attitudes towards inclusive education. Data was analysed quantitatively. The results informed that pre-service students display negative attitude towards inclusive education. The research also revealed that variables such as gender, age, year level and phase registered for, have an influence on the educators' attitude towards inclusive education. Implications of the findings are discussed and recommendations are made to assist lecturers to understand how to manage attitudes towards inclusion and identify variables that might influence it negatively.