



## International Journal of Arts & Education Research

### **PRE-SERVICE TEACHERS' ATTITUDES AND BELIEFS ABOUT DEMOCRATIC CLASSROOM PRACTICE: INFLUENCES ON INTENTIONS FOR PEDAGOGICAL INTEGRATION**

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#### **ABSTRACT**

This study investigated pre-service teachers' intentions to integrate democratic practice into their teaching and the influence of attitudes and beliefs on intentions. Participants were comprised of 250 student-teachers from 15 Colleges of Education affiliated to Gujarat University, S. N. D. T. University, and Sardar Patel University of Gujarat. Intention was determined solely by attitude, and attitude by two beliefs about outcomes of democratic practice. Pretest to posttest changes on knowledge of how to integrate democratic practice corresponded to levels of course implementation.