



Teacher Educators' Perceptions Towards Inclusive Education

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Abstract

The purpose of this study was to examine teacher educators' perspectives on inclusive education, their knowledge of inclusive education, and the role of teacher education in implementing inclusive education. To comprehend teacher educators' perceptions, my work covers the research studies carried out to ascertain the various attitudes that they have toward it. In this study using qualitative research methodology, the findings of a mini-survey with 13 former and current teacher trainers from three National Colleges for pre-service teacher training in Sri Lanka are presented. Google Scholar was also used to find published research papers. Educators must have access to the necessary knowledge, understanding, and skills if they are to carry out their responsibilities in fostering inclusive classrooms, schools, and teachers who can collaborate with students from a variety of backgrounds. Fundamentally, for inclusive education to be successful, teachers must be gifted, knowledgeable, and upbeat individuals who can work with a variety of student types from various backgrounds, learning disabilities, and physical disabilities. Therefore, educating teachers is the first step in inclusive education.

Keywords: inclusive education, perceptions, teachers educators

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Introduction

This report discusses the teacher educators' perspectives on inclusive education, their awareness of inclusive education, and the role of teacher education in implementing inclusive education successfully. The following discussion covers the research studies carried out to identify the different attitudes of teacher educators towards inclusive education. Apart from the findings of research studies, a mini-survey was conducted with 13 former and current teacher trainers of three National Colleges for the pre-service teacher training in Sri Lanka. The research studies cited within this examination were identified using Google Scholar. Therefore, the report discusses the different perspectives of teacher educators of the different regions of the world and Sri Lanka related to inclusive education and the significance of integrating inclusive education with the initial teacher training.

African Region

Thirteen teacher educators from three Ghanaian education institutions investigated to identify their perspectives on the SEN teacher preparation course by Nketsia & Opokun (2020). Seventy-seven per cent of teacher educators were male, while twenty-three per cent were female. 62% of participants held bachelor's degrees, while 38 % held master's degrees. Their ages ranged from 23 to 55 years, and their years of teaching experience ranged from one to twenty. When asked which percent inclusive pedagogical techniques they had learned, nearly half of teacher educators (46%) believed that the SEN course covered behavior management tactics comprehensively. Although more than half of teacher educators questioned (62%) believed that the SEN course adequately covered cooperative learning. Notably, participants said that most of the teachers in inclusive schools lack the skills to teach students with disabilities.

The Southeast Region

The purpose of the study carried out by Rahaman & Sutherland (2012) was to examine teacher educators' attitudes toward inclusive education in Bangladesh secondary schools. Twenty teacher educators from Bangladesh took part in a qualitative study to elicit participants' perceptions and understandings of inclusion. While teacher educators' sentiments toward inclusive education were largely favorable, participants expressed uncertainty about implementing inclusive education effectively. Twenty participants were Bangladeshis pursuing a Masters of Education and were based in Christchurch, New Zealand, along with the first author, while another ten participants were employed at various teacher training colleges throughout Bangladesh. The majority of participants had worked in teacher education for an average of six years, but only 30% had taught a student with a disability. Concerning the existing teacher education curriculum, teacher educators voiced displeasure that it is not developed sufficiently to transform school teachers into successful inclusive educators. The majority of teacher educators (70%) stated that current curricula do not adequately address the requirements of diverse learners. Additionally, they raised concern about grading methodology.

Mediterranean Region

Jafari (2006) conducted a research study to reveal the understanding and attitudes of teacher educators on inclusion in the higher educational institutes in Palestine. Eight teacher educators of three universities of the West Bank participated in the study. Two of the universities have their education faculties, and the third has a teaching diploma program inside the Education and Psychology Department of the Faculty of Arts. Respondents said it was hard to predict how much people knew about this policy and how they felt about it. Through interviews with teacher educators, Jafari (2009) identified numerous shortcomings in the Palestinian educational system that impede progress toward inclusion. Teacher educators' attitudes on inclusion varied considerably. While some educators advocated for such reform, others advocated for alternate services for children with SEN. This divergence in opinions results from some educators' ignorance of the current Ministry of Education policy on inclusive education and a state of isolation from the broader discussion in educational discourse about inclusion. Jafari identified that teacher educators' conceptualizations of inclusion heavily influence these ideas. Teacher educators' comments indicated the existence of a firm commitment to inclusion that is not operationally defined. It reflects a lack of commitment to this critical component of the educational system, which contributed to teacher educators' suspicion and lack of faith in the MoE and its motivations. However, teacher educators said that, more recently, there have been some reform initiatives, highlighting an intention to initiate a long-overdue dialogue between universities and the Ministry of Education about universities' role in teacher preparation.

United Kingdom

Flockton & Cunningham (2021) carried out a mixed-method research study to identify the teacher educators' perspectives on the importance of adequately teaching future teachers to work with multilingual children. A survey was administered to 62 teacher educators responsible for inclusion, and semi-structured interviews were conducted. The participants were lecturers from higher education institutions in the United Kingdom. A questionnaire was distributed and eight semi-structured interviews were conducted. The study revealed that there might be a disconnect between teacher educators' and newly qualified teachers' opinions, as the majority of participants reported being either confident or highly confident in their ability to teach students. Additionally, issues about a performativity culture in education are discussed as balancing linguistic diversity training with other vital needs in initial teacher education.

Nepal

In Nepal, inclusive education has been a priority for the government since the adoption of the Inclusive Education Policy in 2015. However, the implementation of inclusive education practices in schools is still a challenge due to various factors such as lack of resources, inadequate training, and negative attitudes towards disability. Teacher educators play a crucial role in preparing future teachers to implement inclusive education practices in schools. Therefore, their perceptions towards inclusive education are essential in shaping the attitudes and practices of pre-service teachers towards inclusion.

Several studies have been conducted to explore teacher educators' perceptions towards inclusive education in Nepal.

This paper provides a comprehensive review of the literature on teacher educators' perceptions towards inclusive education in Nepal. One study conducted by Adhikari and Sharma (2019) aimed to explore teacher educators' perceptions towards inclusive education in Nepal. The study found that teacher educators had a positive attitude towards inclusive education but lacked adequate knowledge and skills to implement it effectively. Another study by Shrestha and Paudel (2020) examined teacher educators' attitudes towards inclusive education and found that they perceived it as a means of promoting social justice and equality in education. Similarly, another study by Koirala and Bohara (2018) investigated teacher educators' attitudes towards inclusive education and found that they perceived it as a way of enhancing students' academic performance and social skills. However, the study also revealed that teacher educators faced several challenges in implementing inclusive education practices due to inadequate training, lack of resources, and negative attitudes towards disability.

Moreover, another study by Bhattarai et al. (2018) explored teacher educators' perceptions towards inclusive education and found that they believed it could promote social inclusion and reduce discrimination against children with disabilities. However, the study also revealed that teacher educators lacked adequate knowledge and skills to implement inclusive education practices effectively. In Nepal, inclusive education aims to provide equal educational opportunities for all students, including those with disabilities and special needs. Teacher educators play a crucial role in preparing and equipping teachers with the necessary knowledge and skills to implement inclusive practices effectively. Understanding their perceptions towards inclusive education is essential for promoting its successful implementation. Investigating the attitudes and beliefs of teacher educators towards inclusive education can shed light on their openness and acceptance of diverse learners. This can include exploring their beliefs about the benefits, challenges, and potential barriers to implementing inclusive practices. Examining the level of knowledge about and training that teacher educators undergo regarding inclusive education is crucial. This can involve assessing their understanding of inclusive pedagogy, strategies for differentiating instruction, and adapting curriculum to meet the diverse needs of students. Exploring the availability and effectiveness of professional development opportunities for teacher educators in the area of inclusive education can provide insights into their preparedness and ongoing support. That can include examining the extent to which they have access to resources, workshops, and collaborative learning opportunities. Identifying the perceived challenges faced by teacher educators in implementing inclusive education, in addition, can help inform strategies for improvement. This may involve exploring barriers such as limited resources, lack of support, inadequate policy frameworks, and cultural or societal attitudes towards disability. Investigating the existing support systems available to teacher educators can provide insights into the facilitators and remaining barriers to implementing inclusive education. This can include examining the collaboration between teacher education institutions, schools, and government bodies in promoting inclusive practices. Teacher educators' perceptions towards inclusive education in Nepal are generally positive, but they face several challenges in the effective

implementation of inclusive education practices. Again, lack of resources, inadequate training, and negative attitudes towards disability are some of the factors that hinder the wider implementation of inclusive education practices in schools. There is, therefore, a need for additional training and support for teacher educators to enhance their knowledge and skills in implementing inclusive education practices.

Teacher Educators' View On Inclusive Education Related To The Sri Lankan Context

Thirteen teacher educators of National Colleges participated in telephone discussions to identify their attitudes on inclusive education and training pre-service teachers to work with students with diverse needs. There are 19 National Colleges of Education in Sri Lanka, and these institutions offer a three-year residential training. The NCOE's have the responsibility of pre-service teacher training in Sri Lanka. Pre-service teacher training courses are available to train Primary, Science, Mathematics, ICT, and English courses. All the teacher trainers of this survey were teachers and later joined the Sri Lanka Teacher Educator Service. Eight participants worked at the Pasdunrata National College of Education, established in 1985. The Pasdunrata National College of Education trains future English Language, ICT and Primary and Mathematics teachers.

Two participants work at Mahaweli National College of Education, situated in the country's central part and established in 1985. They train Primary and English Language teacher trainees. Another teacher trainer works at the Siyane National College of Education, which trains the Primary, Science, Mathematics and Technology, pre-service teachers. The teacher trainers belong to the age category of 45- 60. One participant has seven years of experience as a teacher educator, two of the participants have 21 years of experience, and three have 13 years of experience. Out of 13, one participant worked as a teacher educator and now works as a teacher assistant of a Canadian school. She worked as a teacher educator from 2001 to 2009. Four teacher educators have foreign education in the UK, Australia and Canada. Also, four participants had an opportunity to learn about SEN in professional training for English language teacher educators by the British Council in 2018 and 2019. Six participants are teacher educators to train English Language prospective teachers, and one teacher educator is training ICT teacher trainees. Another teacher educator teaches professional subjects of the pre-service teacher training curriculum, including Educational Psychology, Education Practice and Educational Measurement.

The selected teacher trainers were asked the following questions to identify their perceptions on inclusive education and pre-service teacher training for inclusive education.

1. What do you know about inclusive education?
2. Have you got opportunities to learn and update yourselves on inclusive education?
3. Do you think your knowledge and skills are enough to train teachers for inclusive education?
4. Do you know about the policies related to inclusive education?
5. What is the role of a teacher educator in implementing inclusive education?
6. Do you think pre-service teacher training should include inclusive education as the main course area?

7. Do you think that the present pre-service teacher training provides a comprehensive understanding and necessary skills that the teacher trainees are needed to work with students with diverse needs?
8. What do you suggest including and implementing to provide pre-service teacher training on inclusive education?

Findings

The majority of the teacher educators showed less awareness of inclusive education as they have had no opportunities to learn about students with diverse needs. Only four out of 12 showed signs of in-depth understanding. These four received opportunities to learn more about students with diverse needs recently. One teacher educator said that she learnt more about inclusive education when she was in Australia studying for a master's degree with a scholarship.

Another teacher educator indicated that she alone studied more about inclusive education and even conducted action research with English Language pre-service teachers as her daughter is a special needs child, which motivates her to learn further.

The former teacher educator third one, now in Canada, worked as a teacher educator in Sri Lanka for nine years. She noted that she followed a diploma in special education and now works as a teacher assistant, mentioning that inclusion is highly valued in Canada, and that she currently works in an inclusive classroom. Another participant in the survey taught psychology to the prospective teachers and attended an online workshop series conducted by an American educator. These experiences suggest that those who have had opportunities to learn about inclusive education better understood how to implement it in the classroom. Three participants agreed that they did know what inclusive education is and needed an explanation of the term. Yet even those who do not know and are less aware of inclusive education believe that inclusive education should be compulsory and a central course component of pre-service education. The following are the reasons mentioned by the participants who think that inclusive education is significant.

Importance of Inclusive Education according to Teacher Educators.

1. Pre-service teacher trainees need to train until they can support students with diverse needs with positive mindsets.
2. Both equity and quality in education have a close relationship with inclusive education.
3. Teacher trainees should know how to understand the nature of children with diverse needs.
4. Learning more about inclusive education will help the teacher trainees identify children's different learning styles.
5. Teacher trainees should learn to identify the needs of students from diverse backgrounds.
6. Teacher trainees should know how to help students with special needs develop their potential.
7. Teacher trainees should know how to include all kinds of students without isolation.
8. Teacher trainees should know how they should accept the assistance of parents.

9. Teacher trainees should receive sufficient training on how to plan lessons considering the diverse types of students.
10. Before finishing the initial teacher trainees, they should know how to identify the different types of learner disabilities and types of special needs children in detail.
11. Once the teacher trainees start working in real classrooms, they meet children with special needs, and if they already have a proper understanding, their teaching experience would be more positive but not frustrating.
12. Inclusive education is an essential component of education, and therefore it should be included in the initial teacher training.
13. Teacher educators who train English language trainees have more favorable attitudes towards inclusive education.

Issues related to Training Pre-Service Teachers for Inclusion.

1. Fewer Opportunities

The participants mentioned a lack of opportunities or no opportunities to update teacher educators' understanding of inclusive education. Therefore, most teacher educators who work at the National Colleges of Education are responsible for initial teacher training do not know their role in inclusive education. As a result, the teacher trainers have less understanding and awareness of inclusive teacher education even though the successful implementation of inclusive education depends on teacher training.

2. Knowledge of Policies Are Related to Inclusive Education

Only the teacher educators who teach Principles of Education and School Management and Sociology to the teacher trainees knew about inclusive education's local and international policies.

3. Integrating into the Initial Teacher Training Curriculum

Most survey participants believe that inclusive education should be a significant course area of initial teacher training. However, four participants think that some crucial areas of inclusive education can be included in the course content of Educational Psychology, Sociology and Guidance and Counseling rather than introducing inclusive education as a primary subject within the teacher training curriculum. Nevertheless, they too believe that the pre-service teacher training curriculum should be changed to create opportunities for the teachers' trainees to learn about students with diverse needs. Even if it is not possible to change the curriculum, the participants feel that the teacher educators can organize workshops, online sessions, training videos and seminars to increase the pre-service teacher's awareness of students with diverse needs.

All survey participants believe that the current initial teacher training at the National Colleges of Education does not provide adequate knowledge, understanding and skills to the teacher trainees to deal confidently with the students with diverse needs.

Linking With The Literature

In developing countries, inclusive education is increasingly viewed as a tool for achieving 'Education for All' (EFA). EFA is also about educational equity. It is about developing modes of instruction that enable all learners to participate in a breadth of educational experiences (Forlin, 2010). The participants of the mini-survey with 13 current and former

teacher educators of Sri Lanka have emerged with the same idea. Most teacher educators believe that inclusive education brings equity and an attempt to provide quality education to all students in the classroom.

Teachers seem to be the most critical component of high-quality education, as schools cannot function without them (Forlin, 2010). Dash (2019) set out to identify the attitudes of the teacher trainers towards inclusive education. Like Forlin (2010), Dash also believes that teachers are critical to the education of all children. Teachers' favorable attitudes toward children from varied backgrounds are critical to the teaching-learning process and the overall development of children in an inclusive context. Similarly, the teacher educators who participated in the mini-survey believe teachers have a crucial role in inclusive education. Therefore, initial teacher training should include inclusive education as a central module of the teacher training curriculum. Even if it is not included as a prominent part of the curriculum, pre-service teacher trainees should be aware of dealing with children with diverse needs to help them learn along with their classmates.

There is considerable anxiety that inclusion policies will be challenging to implement since teachers will not be adequately equipped and supported to work inclusively. Yet inclusion requires teachers to take ownership of creating classroom dynamics in which all students may learn, thrive, and experience a sense of belonging. Teachers are critical in this endeavor because they play a vital role in fostering participation and minimizing underachievement, particularly for children who have learning disabilities. Successful inclusive schools rethink teachers' roles, duties, and identities. Additionally, the importance of teacher education in developing teachers' abilities, knowledge, attitudes, and beliefs is regarded as essential (Tyagi, 2016). The teacher educators of the National Colleges of Sri Lanka believe that preparing pre-service teacher trainees with sufficient knowledge and skills, as well as increasing their confidence to teach students with diverse needs, is vital even during their training period. That experience would enable them to meet students from different social and ethnic backgrounds as well as those with different skills and needs.

Summary

Overall, according to the findings of the research studies and the findings of the mini-survey of 13 Sri Lankan teacher educators, the majority of the teacher educators lack the knowledge, competencies for training pre-service teachers to be capable of teaching students with diverse needs are not sufficient. Therefore, it remains necessary to equip teacher educators with the knowledge, understanding, and skills required to create inclusive classrooms, schools and teachers prepared to work with a diverse range of students. In a nutshell, successful inclusive education needs talented, skilled teachers with positive attitudes towards different types of students from different backgrounds, learning disabilities, and physical disabilities. Inclusive education starts with training educators to train teachers.

Critical Evaluation (EBA)

Perspectives of Pre-Service Teacher Trainees' and Teacher Educators View Towards Inclusive Education.

Parents and educators continue to voice worries regarding the provision of education and continued professional development for the diversified classrooms of the twenty-first century, particularly concerning disadvantaged pupils (Morton & Gordon, 2006). Trainees must be aware of the challenges when assisting a child with a disability. Fully inclusive education is a critical component of any teacher education program. Teachers must be aware of the challenges when assisting a child with a disability (Neilson & Brink, 2008). In the twenty-first century, initial teacher education must be comprehensive enough to

properly prepare students to handle inclusive classroom and school opportunities and difficulties. It is critical that individuals responsible for planning and delivering these programs and those who receive them comprehend the complexity of individual differences in the classroom (Morton & Gordon, 2006). Therefore, a literature review was conducted in the first assignment to identify the significance of inclusive education related to initial teacher training. "Inclusion is the concept that all persons have the right to engage in age-appropriate activities alongside their peers" (Miller & Schleien, 2006, p.11). In the literature review, various research studies conducted to investigate the student teachers' attitudes towards inclusive education were critically analyzed to identify the significance of preparing pre-service teacher trainees to work with students with diverse needs.

According to the World Report on Disability (2011), it is appropriate and vital to train mainstream teachers to be confident and competent in teaching children with diverse needs in the literature review. It also emphasized the importance of training that focuses on attitudes and values rather than just knowledge and skills (p. 222). When pre-service teachers receive the opportunities to enhance their knowledge, attitudes, and skills to work with students with diverse needs during their initial pre-service training, they are more confident working with students with diverse needs in mainstream classes. This idea can be proved according to the study's findings conducted by Jung et al. (2011) in a university in Southern California to determine pre-service teachers' confidence levels in inclusive classrooms with 287 pre-service teacher trainees. The findings indicated that students obtaining a special education teaching certificate had a higher confidence level than those pursuing a secondary or elementary education certification.

Additionally, secondary teacher applicants demonstrated a larger sense of assurance than primary teacher applicants. Therefore, the report recommended that program structures be adjusted to include courses devoted only to training pre-service teachers' ideas and skills relevant to children with disabilities and interdepartmental collaboration. Teacher confidence has increased due to training, exposure to certain situations, knowledge, and interventions. Thaver et al. (2014) investigated whether gender, age, educational credentials, a program of study, prior training in special needs, and interaction with persons with disabilities influenced the attitudes of pre-service teachers in Singapore toward inclusive education. The pre-service teachers revealed that prior training in special needs and contact with individuals with disabilities were the best predictors of their attitudes toward inclusive education, but attitudes were unaffected by gender, educational attainment, or course of study. A significant discovery was that the study identified that age significantly affected pre-service teachers' views toward inclusive education. Qandhia & Kurniawati (2018) also revealed that pre-service teachers' attitudes toward inclusive education were strongly changed by training and experience working with children with special needs.

Unlike other researchers who identified that pre-service training has a huge impact on implementing inclusion and attitudes towards exceptional children, Mangope et al. (2013) identified that resources impact Botswana teacher trainees. According to this research study, a lack of resources and pedagogical understanding is required for inclusion. Similarly, Shaukat et al. (2013) investigated the self-efficacy and attitudes of pre-service teachers. They identified that Pakistani pre-service teachers perceived themselves to be more effective teachers when it came to educating children with disabilities, particularly when regulating students' inappropriate behavior than their Australian counterparts. The implementation of inclusive education is affected by limited training options for teachers, a lack of incentives for work in unique educational contexts, pressure to perform well on school examinations, and a lack of policy awareness.

The findings emphasize the importance of considering and addressing local teacher perceptions and concerns during pre-service and in-service training to facilitate the

establishment of equal access education reforms that are relevant and sensitive to cultural needs and take into account local realities. Hettiaarachi et al. (2018) investigated 15 mainstream teachers in Sri Lanka to elicit perceptions about 'inclusive education. The major themes that emerged were inconsistencies in terminology, fear of incompetence, concerns about limited training opportunities, a lack of incentives for work in unique educational settings, pressure to succeed on school examinations, and a lack of policy awareness. The findings emphasize the importance of considering and addressing local teacher perceptions and concerns during pre-service and in-service training to facilitate the establishment of equal access education reforms that are relevant and sensitive to cultural needs and take into account local realities. Overall, most of the research studies analyzed in the literature review reveal the significance of pre-service training for preparing teachers for inclusive education.

According to the literature review's insight on inclusive education and pre-service teacher training, a small survey was conducted with Pasdunrata National College of Education pre-service student teachers. The purpose of this study was to ascertain pre-service ESL teacher trainees' understanding of students with a range of requirements. Additionally, it intended to discuss pre-service ESL teacher trainees' knowledge of learners with various needs. It sought to determine whether they have the essential awareness, comprehension, knowledge, and skills for teaching English to children with diverse needs in traditional ESL classes. The study surveyed present and former student teachers. The approaches used were a mini-questionnaire, telephone discussions, and instructional observations. Twenty-one teacher trainees responded to a brief questionnaire, and sixteen were observed. The Diploma in Teaching English Language course does not provide prospective teachers with a full grasp of learners with various needs. Therefore, teacher trainees lack the skills and knowledge necessary to manage SEN children in mainstream classes. In addition, the current and former teacher trainees believe that helping the teacher trainees to identify SEN children introducing teaching strategies to be used with SEN children enhances the effectiveness of the training program and assists trainees in mitigating the obstacles they confront in real classrooms. Most teacher trainees believe that they lack the confidence and abilities, and knowledge essential to teach English to children with various needs in a mainstream class. It is critical to train pre-service teachers to educate learners who have a range of abilities. Even though the teacher trainees believe that they do not have skills and strategies as teachers to teach students with different needs in future, all of the participants displayed very positive attitudes towards inclusive education as they believe they should receive proper training on how to work with SEN children to become effective teachers.

Accordingly, all the survey participants indicated a willingness to learn more about students with diverse needs. Most teacher trainees understand the meaning of "inclusive" to a certain extent. The teacher trainees surveyed believe that teaching to students with diverse needs should receive more attention in the course content of the teacher training diploma with more time and instruction allocated to learning how to work with students with special needs. According to their responses, strategies to assist and benefit those students are the most sought.

Teachers contribute significantly to the inclusive education system through their interactions with students, the methods and resources they employ, their willingness to embrace diversity and view it as a strength, and their capacity to adapt to and respond to problems and various learning requirements. Therefore, preparing teachers for inclusive education is vital. Nevertheless, it is critical for current teacher education to focus more on developing specialized technical abilities for teachers to be effective in the classroom for all students. Teacher educators have significant roles to play in reaching that goal. Greater access to Inclusive Teacher Education should not be only by instructing trainees

on inclusive education theory, however, but also by providing them with the practical skills necessary to recognize barriers to access, participation, and learning. Moreover, teacher trainees must learn to be reflective, critical thinkers, and problem-solvers, and to actively oppose discrimination. Educating teachers for inclusive education entails redefining student teachers' roles, responsibilities, attitudes, and competencies to equip them to diversify their teaching techniques, redefine the connection between instructors and students, and empower teachers as curriculum co-developers. With that aim in mind, a mini-survey was conducted with 12 former and present teacher educators of pre-service teacher training colleges of Sri Lanka to identify their views on inclusive education. The information was collected through telephone conversations asking several open-ended questions.

According to the findings of this survey, the teacher educator participants believe that most teachers do not know precisely what inclusive education and its underlying policies mean. They believe that teacher educators of Sri Lanka receive minimal opportunities to learn and update themselves on inclusive strategies. For inclusive education to succeed in this context, teacher educators must first gain a comprehensive understanding of inclusive education. To achieve that, the pre-service teacher training curriculum should be revised to integrate inclusive education as one of its primary goals. However, some teacher educator respondents believe that implementing inclusive education must be viewed in the Sri Lankan context since the approach might manifest itself differently in other countries and cultures.

Overall, some factors appear repeatedly throughout the literature review, participants' perceptions and practitioners' perceptions. It was evident that most of the research studies included in the literature review identified the positive attitudes of pre-service teachers and trainers' towards inclusive education, but they lack the skills and strategies to assist students with diverse needs. Similarly, the pre-service teacher trainees of Pasdunrata National College of Education educators think that pre-service teacher training should equip the trainees with knowledge, skills, attitudes and strategies to work with diverse needs effectiveness. In practice, the teacher educators believe that their knowledge, skills and strategies to implement a more inclusive teacher education are not yet sufficient, revealing that both teacher trainees and teacher educators face similar obstacles in implementing inclusive education.

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