Teachers Training Towards Implementation of Inclusive Education in Public Primary Schools in Dodoma Region-Tanzania

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Abstract
This study examined teachers' training towards implementation of inclusive education in public primary schools in Dodoma Region. The study was focused on examining teachers' preparedness towards the implementation of inclusive education in Public Primary schools in Dodoma region. The study was grounded in Theory of Justice pioneered by John Rawls and was be guided by one research question. The study employed convergent design under mixed approach. Both probability and non-probability sampling techniques was used to sample respondents. Purposive and stratified sampling techniques followed by simple random sampling technique were used to get the respondents. The target population involved 08 DEO's, 13 head teachers, 280 teachers and 11,460 pupils. Probability and non-probability sampling procedures were employed to determine the study sample of 12 schools, 07 DEO's, 12 head teachers, 84 teachers and 386 pupils, making a total of 489 respondents. The instruments used to collect data were questionnaires and interview guides. Reliability of the questionnaire was tested by using Cronbach Alpha formula; while conformability of qualitative data was ensured by increasing transparency with regards to adherence to data collection procedures and ethics. The quantitative data were analyzed using descriptive and inferential statistics with the aid of Statistical Packages for Social Sciences version 25.0. The findings revealed that, government primary school teachers need to be involved in long-term pre-service training in special needs education to be equipped with knowledge and skills regarding teaching and learning strategies and inclusive classroom management. The study concluded that, special education training in inclusive education practices is essential element to enhance teachers' preparedness to work with special needs pupils as well as enhances their effectiveness in implementing classroom practices, which is a contributing factor to success in inclusive education. The study recommended that Ministry of Education, Science and Technology should organize seminars, workshops and in-service training courses to enhance teachers' effectiveness in implementation of inclusive education.

Keywords: Inclusive education, teachers training, special education

1. Introduction

Education of persons with special needs is going inclusive after several years of exclusivist and separatist paradigm. The change in approach came as a result of a number of influences, Chief among them were the paradigm shift from defect to social model and the UN education programmes (Majoko, 2017). Inclusive education has become an official education outcome in many countries as well as a cornerstone of the Education for All agenda of the UNESCO (UNESCO, 2020). Teachers face constant dilemma that includes training, learning styles, seating arrangements, and individual attention in inclusive classrooms. Inclusive education refers to a process of strengthening the capacity of education systems to reach out to all learners, including learners with disabilities (UNESCO, 2017). Increasing access and ensuring learning and achievement for all children is critical for human capital and economic growth. In Tanzania's context inclusive education is defined as, an approach that transforms the education system, including its structure, policies, practices, and human resources, to accommodate all learners in mainstream education by addressing and responding to learners' diverse needs (URT, 2017).

There is a considerable change and movement toward inclusive education worldwide, where many countries today are reviewing and adjusting special education policies to suit the current changes to inclusive education (Majoko, 2018). These attributed changes are aiming at increasing educational opportunities, participation, and learning of the children with special education needs in regular classes. Studies suggest that teachers are the foremost and important element in making inclusive education a reality (Florian, 2019; Chopra, and Giangreco, 2019).If teachers are well trained in the area of special needs and inclusive education why then pupils with disability are separated in public primary schools. This study investigated the extent in which teachers are trained in implementation of inclusive education.

The international move towards inclusion of special needs children into mainstream classes, rather than educating them in an isolated environment, has been the main concern among educators, policy makers, and researchers in recent times (UNESCO, 2020). Statistics and estimates show that there are about 258 million children today; including many children with disabilities, remain out of school (UNICEF, 2019).In addition, many children from disadvantaged groups do not learn enough while in school (World Bank, 2019). Children with disability in Tanzania represent a significantbut largely invisible population. According to 2017 reporton adolescence in Tanzania by UNICEF, about 4.5% ofchildren enrolled in primary schools were children withdisabilities. These percentages are extremelylow when compared with the estimated 17.8% ofTanzanians' population with disabilities (UNESCO,2020).These statistics raise a concern on whether primary school teachers are well trained to implement inclusive education to the extent of making children with special needs remain in schools. The study was set to find out the training of teaches in implementation of inclusive education in primary public schools.

Inclusive education in most of African countries is not well realized due to lack of both human and technical materials to accommodate children with special needs in inclusive schools (Wodon et al, 2018). Beyond that fact, most of general teachers fail to implement inclusive education, and at the same time the whole concept of inclusion and its practice is a dilemma to them (Chopra and Giangreco, 2019). While this is the case, UNESCO (2017) suggested that pre-service

teachers training institutes need to develop inclusive teacher education curricular for diversity to develop effective use of human resources for full participation of all learners.For inclusion to be successful in the classroom there is the need for teachers to acquire knowledge and skills necessary to handle all categories of children with special needs. It is assumed that the teachers teaching in inclusive schools in Dodoma region are well trained in inclusive education. It is not known whether the teachers have the required skills and knowledge to implement inclusive education in public primary schools thus, the need for the study.

Statement of the Problem

Children with disability experience stigma, discrimination, and violence which exclude them from the education system (African Initiatives, 2018). This is an ongoing social problem and an area of concern among activists, parents, and organizations dealing with human rights, to mention but a few. The situation has made children with disabilities feel discriminated against. Hence to live a poor and dependent life. Tanzania has approximately 3.5 million children and youth who are not receiving education (Fute et al., 2022). Equally, there is a significant number of children and youth with disabilities who are at risk of dropping out and exclusion from the education system (URT, 2017). If children with disabilities are allowed to access education, then the number of dependents will be minimized. Thus, increasing productivity and addressing the three concerns of the country which are ignorance, poverty, and diseases. Most disabled children live in poverty. In this regard, disability is both a cause and a consequence of poverty.

In implementing inclusive education, teachers' training is an essential element. Teachers should have the prerequisite knowledge, methodology, skills, and right attitude that are necessary to manage a classroom with diverse learners' needs. Most of the studies conducted in Tanzania for instance (Mbunda, 2017; Katanga, 2017and Revelian, 2021), in the area of inclusive education, have highlighted the implementation of inclusive education in terms of curriculum, policies, and school infrastructure. None of these studies has shown the relationship between teachers' training and implementation of inclusive education. This study, therefore, was meant to ascertain the teachers' training towards the implementation of inclusive education in Tanzanian public primary schools in the Dodoma region.

Research Question

To what extent are teachers trained to implement inclusive education in primary schools in Dodoma region?

Significance of the Study

It is expected that the findings of the study have been of great significance to educational stakeholders such as district education officers, heads of schools, quality assurance officers and pupils with and without disability in the education sector as it is expected to widen their understanding on the implementation of inclusive education in primary schools. The study has provided insight to policy makers with data and information to be used to design appropriate policy based on implementation of the National Strategy on inclusive education in primary education. The result of the study has provided knowledge, experience and realities on how inclusive primary education is practiced in Tanzania in the era of implementing the National Strategy on Inclusive Education. The findings might further influence to review and develop

plans, policies and programmes pertaining to implementation of the national strategy on Inclusive Education in primary schools to prepare quality teachers to carter for the needs of inclusion in primary schools. Finally, and most importantly, the study offers a significant contribution to the wider body of knowledge based on teachers' training towards implementation of inclusive education in primary schools. Teachers, parents and other education stakeholders can access the materials for improvement of inclusion practices in Tanzania society.

Theoretical Framework

This study was guided by the Theory of Justice which has been pioneered by John Rawls in 1971. Rawls (1971) assert that, inclusive education originated from the idea of a "just and fair society" in contrast to discriminatory educational systems. Rawls (1971) also strongly argue that the notion of inclusive education evolves from human rights and social justice. As a result, the notion of inclusive education is widely supported by international human rights declarations such as the United Nations Convention on the Rights of the Child (1989), the Universal Declaration of Human Rights (1948) and the Convention on the Rights of Persons with Disabilities (2006). Many theories of justice have evolved, John Rawls is one of the theorists who developed the Theory of Justice in 1971(Arneson, 2008). The concept of social justice in education is described by Bali et al (2020)as education that enables learners to participate fully and be involved in decisions about teaching and learning. Similarly, Skubikowski et al (2023). define "Social Justice Education as the conscious and reflexive blend of content and process intended to enhance equity across multiple social identity groups (e.g. race, class, gender, sexual orientation, ability), foster critical perspectives, and promote social action."

The intersectionality between social justice and inclusion is the fact that both seek to ensure equity between learners of different backgrounds, including those who would otherwise have been excluded from education. Therefore, understanding social justice in inclusion is critical. While there are other ways in which social justice is framed for inclusive education. Even though scholars define social justice in different ways, they agree on the idea that social justice is about fairness, equality, freedom and democracy(Roshid et al, 2022; Pijanowski & Brady,2021).According to Roshid et al, 2022, the concept of social justice has become a vital necessity in the field of education. Learners have a better chance of acceptance, status and social inclusion in their community.

2. Literature Review

In Hong Kong Forlin and Sin (2017) conducted the study on Teachers training in implementing inclusive education. The study aimed at assessing In-service teachers training on implementing Inclusive education. The study found that when teachers are appropriately trained, have positive attitudes toward including students with diverse abilities, and have access to appropriate resources and support, there are many good practices that become evident. Conversely, inadequate teacher education and a lack of suitable resources often inhibit teachers from developing the appropriate beliefs or attitudes necessary for becoming inclusive practitioners.As the demand for better training of teachers about the inclusion of students with diverse abilities increases, a number of questions rise as well. This study had focus on in- service teachers training. The current study investigated training for up skilling teachers in both pre- service and in-service teachers training about inclusive education.

In Bangladesh Siddik and Kawai (2020) conducted the study on Government Primary School Teacher Training Needs for Inclusive Education. The primary purpose of this study was to investigate teachers' training needs to implement inclusive education. This study also addressed the challenges of limited teacher training resources and discussed the critical components of teacher training. The study used a content document review in data collection. The study did not specify the design and instead went straight to documentary review which is a tool in data collection. Failure to disclose the research design could compromise the quality of data collected hence the current study used of mixed method under convergent design to improve the reliability of findings. The study found that government primary school teachers need to be involved in long-term pre-service training. The result of this study can be used to develop a teacher training program for inclusive education in the future to fulfill government primary school teachers' training needs in Bangladesh. The findings from this study can pave a way to investigate what is concern of primary school teachers in training in relation to the implementation of inclusive education in Tanzanian primary schools.

Crispel and Kasperski (2019) conducted a study on the impact of teacher training in special education on the implementation of inclusion in mainstream classrooms. The study aimed at examining how general education teachers turn to training programmes to compensate for special education knowledge they lack and to acquire special education teaching techniques for implementation of inclusive education. The study employed qualitative approach and ten (10) teachers who completed their special education training programme were interviewed. The study revealed that, teachers were frustrated in view of the absence of any training that would enable teachers in mainstream classes to accommodate students with learning disabilities. The study further found out that there was a vital need to introduce courses that develop knowledge about learning disabilities early in the teacher training programme, specifically for teachers in mainstream frameworks. The current study employed only ten teachers as respondents, the use of teachers alone as respondents in the study limits trustworthy of the findings to improve the trustworthy of the findings the current study will involve district education officers, head teachers, teachers and pupils to investigate the implementation of inclusive education in Tanzanian public primary schools.

Mphwina (2022) conducted the study in Southern African Countries the study aimed at examining how inclusive education understood in Southern Africa countries. The study employed comprehensive literature search method and was conducted in 5 databases, and the retrieved articles were screened in two phases leading to the selection of final sixteen articles. The results were analyzed in a thematic approach under the ecological theory. The study found that, most Southern African countries teachers lacked training in inclusive pedagogy. The study of Mphwina had sound findings in area of teachers training. However, the study utilized ecological theory which its main weakness is lack of motivation for change in the environment.The whole inclusion policy is about change of paradigm from regular classroom to inclusive classes.The application of ecological theory may hamper teachers' changes in attitudes. The current study applied Justice Theory which accommodate flexibility in environmental changes. Flexibility in curriculum implementation allows teachers to make transitions from one learning pathway to another. In turn the goal assisting learners with disabilities in inclusive classes could be realized.

Miles et al. (2018) carried out the study in Tanzania on Inclusions and Exclusions in Rural Tanzanian Primary Schools. The aim of the study was to examine teachers training in inclusion of pupils of disability in primary schools.The study findings indicate that the teachers' practice is moving unevenly towards disability equality, and involves processes of inclusions and exclusions. This involves teacher autonomy, agency and reflective practice in the context of structural and curricular barriers. The teachers' expertise has potential to inform national and international policy developments and lessons are drawn for the further fulfillment of the rights of children with disabilities to equal participation in education. The previous studies acknowledge the issue of training in implementation of inclusive education. Nevertheless, the study had focus in training on structure and curricular issues, while the current study focused its attention on teachers training in as change agents in teachers' attitudes and in teaching and learning strategies.

Knowledge Gap

Several studies including, (Siddik and Kawai, 2020; Halder, 2023;Forlin and Sin, 2017) have highlighted in service training as necessary measure to prepare teachers in implementation of inclusive education, the current study investigated both in service and pre-service teachers training as measures to effectively implement inclusive education.

3. Research Methodology

The study employed convergent research design under mixed research approach. Both probability and non-probability sampling techniques was used to sample respondents. Purposive and stratified sampling techniques followed by simple random sampling technique were used to get the respondents. The target population involved 08 DEO's, 13 head teachers, 280 teachers and 11,460 pupils. Probability and non-probability sampling procedures were employed to determine the study sample of 12 schools, 07 DEO's, 12 head teachers, 84 teachers and 386 pupils, making a total of 489 respondents. The instruments used to collect data were questionnaires and interview guides. Reliability of the questionnaire was tested by using Cronbach Alpha formula; while conformability of qualitative data was ensured by increasing transparency with regards to adherence to data collection procedures and ethics.The quantitative data were analyzed using descriptive and inferential statistics with the aid of Statistical Packages for Social Sciences version 25.0. The quantitative data were coded and analyzed through frequencies, percentages, and mean scores in tables and interpreted in relation to research questions. The qualitative data were analyzed by coding contents into themes, interpreting direct quotations and presented in narrative form.

4. Findings and Discussions

Extent of teachers training in the implementof inclusive education

This research question aimed at finding out an extent to what teachers are trained to implement inclusive education in primary schools at Dodoma Region. The data from teachers are presented and described along with supportive findings from other respondents like head teachers and District Education Officers who were interviewed on the same aspect. Table 1 shows the responses of teachers on teachers' training in implementation of inclusive education.

Table 1

Teachers' Responses on Teachers' training in implementation of inclusive education(n=80)

S/N	Statement	SD		D		U		A		SA		Mean
		f	%	F	%	F	%	f	%	f	%	
1.	Training in inclusive education is essential for its implementation	1	1.3	-	-	2	2.5	26	32.5	51	63.8	4.58
2.	Training on inclusive education has helped me to organize my classes in a way suitable for learners with diverse educational needs	1	1.3	-	-	-	-	53	66.3	26	32.5	4.29
3.	My training on inclusive education has enabled me to develop positive attitude towards pupils with diverse educational needs	1	1.3	-	-	3	3.8	48	60.0	28	35.0	4.28
4.	My training on inclusive education has helped me to support pupils with diverse educational needs	-	-	1	1.3	-	-	53	66.3	26	32.5	4.30
5.	My training on inclusive education has helped me to be more knowledgeable about pupils with diverse educational needs	1	1.3	-	-	2	2.5	60	75.0	17	21.3	4.15
6.	I don't have sufficient training to teach pupils with special education needs	-	-	1	1.3	8	10.0	64	80.0	7	8.8	3.96
7.	Training on inclusive education has assisted me to improvise teaching and learning materials in inclusive classes	-	-	2	2.5	2	2.5	71	88.8	5	6.3	3.99
8.	I believe that training on Inclusive education has not helped me in my teaching practice	15	18.8	59	73.8	6	7.5	-	-	-	-	4.11
9.	Training on inclusive education does not help me to support pupils with diverse educational needs	21	26.3	58	72.5	1	1.3	-	-	-	-	4.25
10.	My training in inclusive education has helped to improve teaching practice	-	-	2	2.5	1	1.3	68	85.0	9	11.3	4.05
Average Mean												**4.20**

Source: Field Data, (2022) Key: SD- Strongly Disagree, D- Disagree, U- Undecided, A-Agree, SA -Strongly Agree

Data presentation on the teacher preparedness towards implementation of inclusive education is presented in a way that the percentage of Disagree (D) and Strongly Disagree (SD) are joined together to form disagreement opinion, the percentage of Undecided (U) is presented in the same manner participants responded and the percentage of strongly Agree (SA) and Agree (A) are combined together to form agreement opinion. This method of interpretation was considered the best because it comprised the representation of the general opinion of respondents. The combination of scores was guided by Warmbrod (2014) who argued that scores derived from a Likert scale are summated scores determined by a composite of responses to multiple items and not responses from individual items.

Data in table 1 indicate that extreme majority (96.3%) of teachers agreed and strongly agreed that training in inclusive education is essential in order to facilitate teachers' preparedness in implementation of inclusive education and the means score for this statement was 4.58. This

implies that, majority of teachers agreed that for any new innovation training is crucial to be conducted in order to effect the changes. This can further be interpreted that training changes the attitude of teachers and imparts new knowledge. Since teachers are key implementers of curriculum they need to be well informed and updated with modern skills in order to transmit the knowledge to learners. This finding concurs with the theory of diffusion of innovation by Rogers, (2003) which states that for any innovation (such as inclusive education) to be adopted, implemented and institutionalized, key implementers must be exposed to the innovation to understand how it works. Responding on the same statement during interview, School Head Teacher 1 said that,

> Training is very important for teachers. In our school, we had opportunity to receive training in inclusive education which was facilitated by Free Pentecostal Church of Tanzania with collaboration with the office of education in the city council (SHT1, Personal communication, September 09, 2022).

This point out that since knowledge is dynamic it is imperative for the teachers to keep on updating themselves. The findings agreed with Siddik and Kawai (2020) who found out that, government primary school teachers need to be involved in long-term pre-service training. This could be used to develop a teacher training program for inclusive education.

Data in table 1 indicate that great majority (88.8%) of teachers agreed and strongly agreed that, I don't have sufficient training to teach pupils with special education needs and the mean score in this item was 3.96. This implies that majority of teachers are not well prepared to implement inclusive education as they lack necessary knowledge and skills of inclusive education. This finding is supported by previous study(Ozel et al, 2015) who assert that, majority of teachers lack training in inclusive education, which implies that they have little understanding of inclusive practices. Teachers play a key role in curriculum implementation and if they are not exposed to training in inclusive education, could be difficult for them to be ready to include learners with special needs in regular classes. Head teacher interviewed declared a need for more training. During interview with School Head Teacher 2 pointed out that, *"While the limited training that some teachers had received did not change attitudes in this study, the teachers identified a need for more extensive training on practical strategies for teaching children with disabilities to improve their confidence and abilities to provide quality inclusive education"*(SHT2, Personal communication, September 08, 2022).

This suggests that, the in-service seminars for teachers had limited amount of time to affect the changes which could assist to implement inclusive education. This might be partly due to shortage of funds or time allocation for seminars/workshop. These findings are in line with, Crispel and Kasperski (2019) who, revealed that, teachers were frustrated in view of the absence of any preparation that would enable teachers in mainstream classes to accommodate students with learning disabilities. The study further revealed there is a vital need to introduce courses that develop knowledge about learning disabilities early in the teacher training programme, specifically for teachers in mainstream schools. It is likely therefore that, training has an impact on improving the attitudes of teachers but concerns could be still being raised on content of courses falls short on providing relevant practical skills. The lack of specific knowledge and

training in inclusive methodologies disempowers mainstream teachers from supporting children with special educational needs in their classroom.

Data in table 1 indicate that extreme majority (98.8%) of teachers agreed and strongly agreed that, training on inclusive education has helped me to organize my classes in a way suitable for learners with diverse educational needs. This item had the mean score of 4.29 which implies that there was extreme agreement on the statement that, classroom organization is essential factor toward teachers' preparedness in implementation of inclusive education. Teaching pupils with hearing impairment in the mainstream classroom no doubt these pupils should seat in front of the class to enable them to see the sign and the rips of the teacher. Pupils with hearing impairment learn best either through sign language or rip reading methods. Hence classroom organization becomes vital while instructing in inclusive classes. These findings are inconsistency with Forlin and Sin (2017) who revealed that training facilitates teachers to have good classroom organization. During interview School Head Teacher 3 insisted that; *"The teachers need to possess knowledge on classroom organization of how to develop interactions among pupils. Teachers' and pupils' relationship should supportive; teacher should encourage pupils in a wide range of activities"*(SHT3, Personal communication, September 13, 2022).
This statement shows that, head teachers understand the role of classroom organization in teaching inclusive classes. It is clear that caring for pupils with special needs is not only a question of the necessary resources at classroom level. It should be recognised that the organizational structure at the school level also determines the amount and type of resources teachers can use in teaching pupils with special needs. Flexible support from inside the school, for example through colleagues, the head teacher, and/or a specialist teacher is needed. Support can also be made available through other services such as school advisory centers or special visiting support staff. In interview with District Education Officer1 commented; *"Attention should be given to classroom organization to help teachers to fulfill their task effectively. Congested classroom with too many desks provides difficult time for a teacher to assist individual pupils and particular those with IEP in inclusive classes"* (DEO1, Personal communication, September 08, 2022).
This implies that the issue of classroom organization in inclusive classes is necessary requirement to facilitate learning to pupils with disability in regular classroom. Teachers need to be familiar with what type of disability they have in class to prepare the class in suitable manner to accommodate all learners regardless of their diverse needs.

Data in table 1 indicate that great majority (96.3%) of teachers agreed and strongly agreed that, my training on inclusive education helped me to be more knowledgeable about pupils with diverse educational needs and the mean score was 4.15 This suggests that, training in Special needs and inclusive education support teachers to gain the knowledge of screening, assessment, diagnosis and innervations for pupils with special educational needs. Knowledge of screening and assessment is crucial assert in inclusive education. Through this knowledge is whereby teachers can make proper education intervention to pupils with disability. This finding relates with theory of diffusion of innovation (Rogers, 2003) states that before an innovation such as inclusive education is diffused in a social system, potential adopters must go through the innovation-decision process which is an information-seeking and information-processing

activity. Knowledge of different categories of learners with special needs is a significant predictor of teachers' preparedness in effective implementation of inclusive education.

In order to understanding a student's learning needs in inclusive classes, teachers should be well prepared in formal assessment of pupils with special education needs. Teachers gather information from parents, general educators, other stakeholders that are sensitive to analyze and describe pupils' strengths and needs and analyze the school-based learning environments to determine potential supports and barriers to students' academic progress. This calls for regular teachers to have knowledge and skills from special education. This finding is consistency with Katanga (2017) who observed that it is essential for regular teacher to have knowledge and skills in special needs education for effective implementation of inclusive education.

Interview conducted with the head teachers at inclusive schools revealed that teachers were trained on basic issues related to inclusive education for example, School Head Teacher 5 indicated that;

> Most of our teachers were trained in some basic concept of special education and inclusive education. This was an advantage for regular teachers who were not previously exposed to inclusive education concepts. For example, my school has only 6 teachers specialized in special education out of 34 current teaching staff and the subjects are given to them all to classes with normal and disabled pupils. In fact, our curriculum puts out less emphasis on inclusive education. (SHT5, Personal communication, September 14, 2022).

This implies that, if hard task to implement inclusive education if teachers are not well prepared to embark on the new paradigm of shift. Absence of proper knowledge of the problems that the learner encounters will deny teachers a chance to address the barriers. Teachers may regard these learners' lack of academic achievement as the result of stubbornness, laziness or lack of motivation. This finding concurs with Sharma et al (2015) contended that; districts have to spend time in developing inclusive practice in fostering implementation of inclusive education.

Data in table 1 indicate that the average mean score was 4.20 this implies that, majority of teachers agreed that training is essential factor to effect teachers' preparedness in implementation of inclusive education. The paradigm of shift from regular and special education to inclusive is the national and international agenda. Whenever there is a shift of paradigm in education sector teachers are supposed to be prepared to face new innovation. In terms of attitude, skill, knowledge and philosophy which guides the innovation. Hence training becomes essential element to provide solution in inclusive education.

5. Conclusion

Based on the analysis of findings it can be concluded that, teachers training and classroom organization are essential elements in implementation of inclusive education in primary schools. The study found most of teachers had inadequate training to positively implement inclusive education practices in primary schools.

Recommendations

To achieve truly inclusive education in Tanzania the government should take the necessary steps, to allocate sufficient funding to ensure that teachers are properly recruited, trained and supported to implement inclusive education. The ministry of education should capacitate teachers' college

with necessary equipment to facilitate preparation of teachers to work with pupils with disability in inclusive schools. The Ministry of Education, Science and Technology should expand the carder of teachers specialized in special needs education at the university levels and organize seminars,

Recommendation for Further Studies

The study recommends further studies to be undertaken to find out attitude of pre-service teachers towards implementation of inclusive education.

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