

Challenges and Barriers Faced by Teachers in Inclusive Classrooms: A Study

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ABSTRACT

This study explores the challenges and barriers faced by teachers in implementing inclusive education using secondary data from scholarly articles, policy reports and institutional publications. Findings indicate that teachers consistently struggle with inadequate training, limited knowledge of diverse learning needs, insufficient resources, overcrowded classrooms and lack of support from multidisciplinary teams. Additional obstacles include negative attitudes toward disability, limited administrative backing, time constraints and increased workload, all of which hinder effective classroom practices. The study highlights the need for stronger teacher preparation programs, adequate resource allocation, improved policy implementation and collaborative support systems to ensure meaningful participation of all learners in inclusive classrooms.

Keywords: Inclusive Education, Teacher Challenges and Barriers to Inclusion

INTRODUCTION

Inclusive education is an educational approach that ensures all learners regardless of their abilities, disabilities, cultural backgrounds, socioeconomic status or other differences learn together in the same classrooms and schools. It emphasizes valuing diversity, promoting equity and providing every child with equal access to learning opportunities, resources and participation. Inclusion does not only refer to integrating children with disabilities into regular classrooms; rather, it extends to all learners who may be marginalized due to social, economic, cultural, linguistic or developmental factors. The core aim of inclusive education is to guarantee equal learning opportunities and meaningful participation for every child.

In India, the Right of Children to Free and Compulsory Education (RTE) Act, passed by the Parliament in 2009, ensures free and compulsory education for children aged 6 to 14 years, as mandated under Article 21A of the Constitution. The educational rights of children with disabilities up to 18 years of age are provided under the Persons with Disabilities (PwD) Act and subsequent legislation. At the international level, the Universal Declaration of Human Rights and the World Declaration on Education for All affirm that every child is entitled to education. UNESCO (1994) further emphasizes that learners with disabilities have the right to express their educational preferences and receive appropriate support.

A major milestone in the global movement toward inclusive education was the Salamanca Statement (UNESCO, 1994), adopted at the World Conference on Special Needs Education held in Salamanca, Spain. This statement and its Framework for Action marked a significant shift from segregated to inclusive schooling. It asserted that schools must be prepared to accommodate all learners irrespective of their physical, intellectual, social, emotional or linguistic differences. The Salamanca Statement urged governments, NGOs, international organizations, and other stakeholders to adopt policies and practices that promote inclusive education and to create flexible learning environments that respond to diverse learner needs.

Although many countries have introduced policies supporting inclusion, the implementation of inclusive practices remains inconsistent. In several regions, children with disabilities or special needs continue to be educated in segregated settings due to limited resources, inadequate teacher training, infrastructural constraints and prevailing societal attitudes.

Recent research by Jabri (2025) indicates that challenges faced by teachers in Qatar's inclusive schools reflect broader global concerns. Teacher preparation is often hindered by unclear stakeholder roles, heavy workloads, insufficient practical training, and cultural factors. Many teachers continue to view inclusive classrooms as identical to regular classrooms, resulting in uniform teaching methods that fail to address diverse learner needs. Teachers often deliver content without adequately monitoring student participation, engagement, or comprehension.

Similarly, studies such as Ngadni et al. (2023) highlight that despite longstanding initiatives, many educational systems including those in South Asia still lack effective strategies and resources for successful implementation of inclusive education. Strengthening teacher capacity, providing adequate support systems, improving infrastructure and ensuring availability of learning materials are essential for achieving meaningful inclusion, particularly in Early Childhood Education (ECE).

In India, efforts to support inclusive education date back to the post-independence era. The Constitution of 1949 emphasized equality and equal opportunities for all. Over the years, various policies and programs have been introduced, such as the Integrated Education for Disabled Children (IEDC) Scheme (1974), the National Policy on Education (1986) and the Programme of Action (1992), all of which promoted the integration of children with special needs into mainstream schools. Earlier, the Kothari Commission (1966) had already recognized the importance of educating children with disabilities. These initiatives collectively shaped India's ongoing journey toward inclusive education (Suja & Elamaran, 2024).

Despite these national and international efforts, teachers continue to face significant challenges in implementing inclusive practices effectively. Limited training, lack of resources, insufficient administrative support, and societal misconceptions often hinder the successful realization of inclusive classrooms. Therefore, this study aims to explore the challenges and barriers faced by teachers in inclusive classrooms and to identify areas requiring improvement to strengthen inclusive education practices.

REVIEW OF RELATED LITERATURE

A growing body of literature highlights the persistent challenges that hinder the effective implementation of inclusive education in mainstream schools. Although many countries have developed policies to support inclusion, barriers continue to exist at the level of teachers, schools, and the broader education system.

Ainscow (2005) argued that systemic barriers such as rigid curricula, insufficient leadership, and weak support structures continue to impede the progress of inclusive education. He highlighted the need for collaborative school cultures where teachers can share strategies and learn from each other.

Gwala (2006) conducted a study in the EThekweni Region of KwaZulu-Natal to examine the challenges teachers experience in implementing inclusive education. The study revealed that many teachers possessed limited knowledge and inadequate understanding of their roles in inclusive classrooms. Teachers also showed negative attitudes towards inclusion due to insufficient pre-service and in-service training. Gwala emphasized the need for comprehensive, high-quality training programs that adequately prepare teachers for working with learners with diverse needs.

Sharma, Forlin, and Loreman (2008) investigated teachers' attitudes across various countries and found that attitudes towards inclusion strongly depend on the availability of resources, appropriate training, and teachers' self-efficacy. Teachers with more training demonstrated more positive attitudes and were more effective in inclusive settings.

Forlin (2010) stressed that the workload associated with inclusive education often overwhelms teachers, especially when they lack classroom assistants or specialist support. Heavy workloads and high learner–teacher ratios can reduce teachers’ ability to provide individualized instruction.

Teacher beliefs have also been widely identified as influential factors in inclusion. Fuchs (2010) noted that teachers’ attitudes and beliefs significantly affect their confidence and willingness to work with learners with disabilities. Teachers who understand inclusive education principles tend to implement practices more effectively, while negative attitudes can lead to poor learning environments and hinder the success of inclusion efforts.

Florian and Black-Hawkins (2011) proposed the concept of *inclusive pedagogy*, emphasizing teaching strategies that promote participation and achievement for all learners. Their research showed that teachers struggle to adopt inclusive pedagogies when they lack confidence or receive inadequate institutional support.

Similarly, Tseliso (2012) found that educators were not fully prepared or adequately trained to handle inclusive classrooms. Teachers with little experience in inclusive education faced serious difficulties when supporting learners with special needs in mainstream settings. The study also noted infrastructural barriers, such as school buildings that were inaccessible to learners with physical disabilities. Tseliso recommended that governments ensure new school buildings are accessible and that teachers receive proper training on implementing inclusive practices.

Mitchell (2014) emphasized the importance of evidence-based inclusive practices, including differentiated instruction, universal design for learning (UDL), and cooperative learning. However, he also noted that many teachers lack the practical skills required to apply these strategies effectively.

Abongdia et al. (2015) also found that teachers encounter multiple challenges when working with learners with learning difficulties. These include inadequate training, difficulty identifying learners’ needs, overcrowded classrooms, minimal parental involvement, and weak collaboration among teachers.

In the Maldives, Nishan (2018) explored challenges faced by regular teachers in government primary schools while implementing inclusive education. Findings indicated shortages of resources, overcrowded classrooms, limited instructional time, and a lack of trained and knowledgeable teachers. The study recommended that policymakers strengthen resource allocation, improve teacher-training programs, and reform teacher deployment policies to support inclusive education more effectively.

In South Africa, Nembambula (2023) reported that despite progressive inclusive education policies, implementation remains incomplete. During the COVID-19 pandemic, teachers experienced reduced instructional time, limited resources, and minimal support from school-based support teams. Using Bronfenbrenner’s ecological theory, the study suggested that effective inclusion requires coordinated support between teachers and school-based support teams that draw on community resources.

Nxumalo and Moletsane (2025) argued that effective learning support in schools requires collaborative teamwork among all stakeholders, including district officials, school leaders, teachers, parents, psychologists, and social workers. Each stakeholder plays a complementary role in ensuring that learners with diverse needs receive appropriate support.

Research Gaps

Despite extensive research on the challenges of implementing inclusive education, several gaps remain. Much of the existing literature focuses on identifying barriers such as inadequate training, negative teacher attitudes, limited resources and systemic constraints but fewer studies examine how these challenges interact within specific school contexts or how teachers practically navigate them on a daily basis. While previous research highlights the importance of collaboration, institutional support and inclusive pedagogies, there is limited empirical evidence on the effectiveness of current training programs and support structures in improving teacher readiness for inclusion. Moreover, most studies emphasize teacher-related barriers but pay less attention to the

dynamic relationships between policy, school leadership, community involvement and classroom practice. This leaves a gap in understanding how multi-level factors collectively shape teachers' experiences in inclusive classrooms. Therefore, further research is needed to explore the real-world implementation of inclusive practices, evaluate the adequacy of existing support systems, and identify context-specific strategies that can better equip teachers to address diverse learner needs.

Significance of the Study

This study is significant because it identifies the real challenges teachers face in inclusive classrooms and highlights the areas where additional support is required to make inclusion effective. By synthesizing findings from credible secondary sources, the study provides evidence-based insights that can guide policymakers, teacher educators and school administrators in strengthening inclusive education systems. The findings emphasize the need for comprehensive teacher training, availability of assistive resources, effective classroom support structures and stronger administrative commitment. Ultimately, the study serves as a foundation for improving instructional practices, enhancing teacher readiness and promoting equitable learning environments for learners with diverse needs.

Statement of the Problem

Inclusive education seeks to ensure that all students, including those with diverse learning needs, have access to meaningful and equitable learning opportunities. Despite this objective, teachers in many schools continue to encounter significant challenges in implementing inclusive practices effectively. Many educators lack sufficient training and professional development to address the wide range of abilities and needs present in inclusive classrooms. Inadequate instructional resources, limited support services and insufficient school infrastructure further hinder their ability to create supportive learning environments. Additionally, large class sizes, time constraints and high workloads make it difficult for teachers to provide individualized attention to students with special needs. As a result, inclusive education often falls short of its intended goals, and students may not receive the appropriate support required for their academic and social development. Therefore, it is essential to examine the specific challenges and barriers faced by teachers in inclusive classrooms in order to inform improved policies, targeted training programs and effective support systems that can strengthen the implementation of inclusive education.

Objectives of the Study

- i. To identify the major challenges teachers face while implementing inclusive education in classrooms.
- ii. To examine the barriers that hinder effective teaching and learning within inclusive classroom settings.

Research Questions

- i. What challenges do teachers encounter when teaching in inclusive classrooms?
- ii. What barriers prevent teachers from effectively implementing inclusive education?

METHOD OF THE STUDY

The present study followed a secondary data analysis method to explore the challenges and barriers faced by teachers in inclusive classrooms, relying solely on information gathered from existing and credible sources rather than collecting any primary data from teachers or schools. Data were obtained from research papers, peer-reviewed journal articles, books, government reports, policy documents and institutional publications related to inclusive education. Relevant literature was identified through systematic searches using key terms such as "inclusive education," "teacher challenges," "inclusive classrooms," "barriers to inclusion," and "teachers' experiences in inclusive settings," and only studies that specifically discussed teachers' roles and challenges in inclusive environments were selected. The collected materials were carefully reviewed to identify common ideas and recurring themes, and the information was organised according to the objectives and research questions of

the study. A thematic analysis approach was used to compare findings across multiple studies and highlight major issues such as limited resources, inadequate teacher training, classroom management difficulties, attitudinal barriers and institutional constraints. The use of secondary data enabled the researcher to gain a broad understanding of the topic in a short time, draw insights from diverse authors and contexts and identify well-established patterns without the need for time-consuming and resource-intensive primary data collection.

Analysis Based on Objectives and Research Questions

The study was guided by two objectives and their corresponding research questions, which aimed to explore the challenges teachers face in implementing inclusive education. The analysis based on these objectives and research questions is presented below.

Objective 1: To identify the major challenges teachers face while implementing inclusive education in classrooms.

Research Question 1: What challenges do teachers encounter when teaching in inclusive classrooms?

The analysis revealed that teachers face several significant challenges in inclusive classroom environments. A major challenge is the lack of adequate training, particularly in handling learners with diverse needs such as physical, cognitive, emotional and learning disabilities. Many teachers reported feeling unprepared to differentiate instruction or use specialized strategies required for inclusive teaching. Another challenge concerns limited teaching resources and instructional materials tailored to learners with special needs. Insufficient assistive devices, inadequate classroom space and the absence of specialized learning aids hinder teachers' ability to support all learners effectively. Additionally, large class sizes further complicate the inclusive teaching process. Managing diverse learners within overcrowded classrooms limits the amount of individual attention teachers can provide. Time constraints also make it difficult for teachers to plan and implement differentiated lessons. Finally, behavioral challenges among some learners with special needs create additional pressure, especially when teachers lack proper guidance or support from trained professionals.

Objective 2: To examine the barriers that hinder effective teaching and learning within inclusive classroom settings.

Research Question 2: What barriers prevent teachers from effectively implementing inclusive education?

Based on secondary data sources, including scholarly articles, UNESCO reports, policy reviews and previous empirical studies, several major barriers continue to hinder teachers' ability to implement inclusive education effectively. These barriers include:

- i. Lack of Training and Limited Professional Preparedness:** A significant number of teachers have limited knowledge about special needs, learning disabilities, and inclusive teaching strategies due to inadequate training. Many pre-service programs provide minimal exposure to inclusive pedagogies, and in-service training opportunities are often irregular or insufficient. As a result, teachers may not know how to design individualized instruction, adapt lesson plans, or use assistive tools. This inadequate preparation lowers teachers' confidence and reduces their readiness to handle diverse learner needs.
- ii. Limited Resources and Teaching Materials:** Successful implementation of inclusive education depends heavily on the availability of appropriate resources. However, many schools lack essential assistive devices, accessible learning materials in multiple formats (visual, auditory, tactile), and supportive infrastructure. Without these resources, teachers struggle to meet the diverse learning needs of students. The absence of disability-friendly classrooms or accessible school buildings further restricts meaningful participation of learners with special needs.
- iii. Limited Space and Overcrowded Classrooms:** Many schools, particularly government schools, face the challenge of small classrooms that accommodate large numbers of students. Overcrowding limits the teacher's ability to provide individual attention, manage diverse behaviours and offer differentiated instruction. In such constrained environments, both teaching and learning become less effective, making inclusion even more difficult to achieve

- iv. **Lack of Support Staff and Multidisciplinary Assistance:** Inclusive education requires the involvement of various professionals, such as special educators, speech therapists, counsellors and classroom aides. However, many schools lack these support personnel, leaving general teachers to manage all responsibilities alone. When a single teacher must complete the syllabus, manage behaviour and modify instructional materials, there is very little time left to address the specific needs of children with disabilities or learning difficulties.
- v. **Negative Attitudes and Limited Awareness:** Research indicates that negative attitudes among teachers, parents and even students remain a major barrier. Misconceptions about disability, fear or hesitation toward inclusion and lack of acceptance of diverse learners create a hostile learning environment. Teachers who are not trained to handle conditions such as ADHD, autism, or emotional and behavioural difficulties may become overwhelmed, especially when support services are lacking. Such attitudes reduce the effectiveness of inclusive practices and hinder student participation.
- vi. **Lack of Administrative and Policy Support:** School leadership plays a crucial role in promoting inclusive education. However, in many cases, school heads do not prioritize inclusion, leading to limited support for teachers. Educators may not receive flexibility in timetables, additional resource allocation, or opportunities for training. When policies are unclear or poorly implemented, teachers' motivation to practice inclusion decreases, and sustainable progress becomes difficult.
- vii. **Time Constraints and High Workload:** Adapting lessons to meet diverse needs such as modifying content, simplifying instructions, and adding visual supports requires considerable preparation time. Creating differentiated worksheets and instructional materials for students with varied abilities increases teachers' workload significantly. Providing individual feedback and attention to learners with special needs during and after class also demands additional time. With large class sizes and multiple subjects to handle, many teachers find it challenging to manage these responsibilities within the limited school timetable.

FINDINGS OF THE STUDY

Based on the analysis of the study's objectives and research questions, several findings emerged regarding the challenges teachers face and the barriers that hinder effective implementation of inclusive education. They are:

- i. **Inadequate Teacher Training and Professional Preparedness:** The study found that a major challenge for teachers is the lack of adequate training in inclusive pedagogies. Many educators reported limited knowledge of diverse learning needs, including physical, cognitive, emotional and learning disabilities. Both pre-service and in-service training were found to be insufficient, leaving teachers feeling unprepared to differentiate instruction, design individualized learning plans or use assistive technologies effectively.
- ii. **Insufficient Teaching and Learning Resources:** Findings indicated that schools often lack essential instructional materials and assistive devices required to support learners with special needs. The absence of accessible learning resources such as tactile materials, audio-visual aids and specialized learning tools hinders effective teaching and prevents learners with disabilities from fully participating in classroom activities.
- iii. **Overcrowded Classrooms and Limited Space:** The study revealed that overcrowded classrooms are a major obstacle to inclusive teaching. Limited physical space and large numbers of students reduce teachers' ability to provide individualized support. Managing diverse behaviours in such environments becomes difficult, resulting in reduced learning outcomes for students with special educational needs.
- iv. **Lack of Support Staff and Multidisciplinary Expertise:** A significant finding is the shortage of specialized personnel such as special educators, speech therapists, counsellors and classroom aides. The absence of multidisciplinary support forces general teachers to manage all instructional, behavioural and administrative responsibilities alone, increasing their workload and reducing their capacity to address learners' individual needs.
- v. **Negative Attitudes and Low Awareness toward Inclusion:** The study found persistent negative attitudes among teachers, parents and peers toward learners with disabilities. Misconceptions, fear and lack of

acceptance create barriers to successful inclusion. Teachers who are unfamiliar with conditions like ADHD, autism or emotional disorders may feel overwhelmed, especially when support systems are inadequate.

- vi. **Limited Administrative and Policy Support:** Another important finding is that school leadership often does not prioritize inclusive education. Lack of administrative support in terms of flexible timetables, resource provision, training opportunities and clear policy implementation reduces teachers' motivation and affects the sustainability of inclusive practices.
- vii. **Time Constraints and Heavy Workload:** Teachers reported significant time-related challenges. Planning differentiated lessons, modifying materials and providing individualized attention require substantial time, which becomes difficult to manage alongside their daily responsibilities. Heavy workloads and multiple subjects further limit teachers' ability to effectively implement inclusive strategies.

DISCUSSION OF THE RESULTS

The findings of the study reveal a complex interplay of factors that continue to hinder the effective implementation of inclusive education. These findings align closely with existing literature, which emphasizes that despite progressive policies, teachers and schools face persistent challenges at multiple levels of the education system. The discussion below integrates the study's results with the reviewed literature to demonstrate how the current findings confirm, extend, or differ from previous research.

- i. **Inadequate Teacher Training and Professional Preparedness:** The study found that teachers lack adequate training in inclusive pedagogies, leaving them unprepared to address diverse learning needs. This finding strongly echoes Gwala (2006), who reported that teachers possess limited knowledge and understanding of their roles in inclusive classrooms, largely due to insufficient pre-service and in-service training. Similarly, Sharma, Forlin, and Loreman (2008) emphasized that the quality and quantity of training directly influence teachers' attitudes, self-efficacy, and instructional competence. The current findings support this by showing that teachers feel unprepared to differentiate instruction, develop individualized learning plans, or use assistive technologies. Tseliso (2012) also confirmed that educators often enter classrooms without adequate exposure to inclusive education practices, reinforcing the pressing need for robust, sustained training programs.
- ii. **Insufficient Teaching and Learning Resources:** The study's revelation that schools lack essential instructional materials and assistive devices is consistent with research from both local and international contexts. Nishan (2018) found that resource shortages severely limit teachers' ability to support learners with special needs. Similarly, Ainscow (2005) noted that systemic barriers such as limited resources impede schools from fully realizing inclusive practices. The absence of tactile materials, audio-visual aids, and specialized learning tools, as highlighted in this study, aligns with Abongdia et al. (2015), who found that inadequate resources negatively affect the identification and support of learners with learning difficulties. Thus, the current findings reinforce the argument that resource provision remains a fundamental requirement for effective inclusion.
- iii. **Overcrowded Classrooms and Limited Space:** Overcrowding emerged as a significant obstacle, reducing opportunities for individualized attention and effective behavioural management. This challenge reflects findings by Forlin (2010), who emphasized that high learner–teacher ratios overwhelm educators, limiting their ability to implement inclusive strategies. Similarly, Nishan (2018) and Abongdia et al. (2015) observed that overcrowded classrooms compromise instructional quality and make differentiation difficult. The present study's results affirm these concerns, demonstrating how limited space and large class sizes hinder the participation and progress of learners with special educational needs.
- iv. **Lack of Support Staff and Multidisciplinary Expertise:** The shortage of specialized personnel such as speech therapists, counsellors, and teacher aides emerged as a major barrier in the study. This finding aligns with Nxumalo and Moletsane (2025), who argued that effective inclusive education requires collaborative teamwork involving teachers, specialists, parents, and district officials. Forlin (2010) also emphasized that

without classroom assistants or specialist support, teachers become overburdened and unable to provide individualized instruction. Nembambula (2023) similarly reported that during the COVID-19 pandemic, teachers in South Africa struggled due to weak support from school-based support teams. The current study reinforces the literature by showing that inclusive education cannot succeed without coordinated, multidisciplinary support structures.

- v. **Negative Attitudes and Low Awareness toward Inclusion:** The persistence of negative attitudes among teachers, parents, and learners mirrors findings from several studies. Fuchs (2010) highlighted that teacher beliefs significantly influence their willingness to implement inclusive strategies, and negative attitudes often act as barriers to effective inclusion. Gwala (2006) also found that lack of training contributed to teachers' negative perceptions of learners with disabilities. Similarly, Sharma et al. (2008) revealed that inadequate resources and training lead to scepticism and low teacher confidence. The study at hand confirms that misconceptions and limited awareness fuel resistance to inclusive practices, further hindering the learning experiences of students with diverse needs.
- vi. **Limited Administrative and Policy Support:** The study found that school leadership often fails to prioritize inclusive education, leading to limited access to resources, insufficient training, and unclear policy implementation. This aligns with Ainscow's (2005) assertion that systemic and institutional barriers particularly weak leadership and inflexible systems impede inclusive education efforts. Nembambula (2023) also documented that poor coordination between teachers and school-based support teams weakens policy implementation. The present findings underscore the importance of administrative commitment, policy clarity, and leadership-driven support for sustaining inclusive practices.
- vii. **Time Constraints and Heavy Workload:** Teachers in the study reported significant time-related challenges due to the demands of planning differentiated lessons and modifying materials. Forlin (2010) has similarly stressed that inclusive education increases teacher workload, especially when support staff are unavailable. Abongdia et al. (2015) also identified workload pressures as key barriers to meeting learners' diverse needs. The current findings strengthen the argument that without adequate time allocation, reduced workload, or additional staffing, teachers will continue to struggle with effective inclusive education implementation.

CONCLUSION

The present study highlights that while inclusive education is widely recognized as a critical component of equitable and democratic schooling, its effective implementation remains constrained by multiple interrelated challenges faced by teachers. Secondary data analysis reveals that teachers frequently struggle with inadequate training, limited preparedness, and insufficient knowledge of diverse learner needs, which directly affects their confidence and instructional effectiveness. Additional issues such as lack of assistive resources, insufficient learning materials, overcrowded classrooms, and limited classroom space further hinder the realization of inclusive practices. The absence of multidisciplinary support systems, particularly the shortage of special educators, counsellors, therapists, and classroom aides, places excessive responsibility on general teachers and contributes to increased workload and stress. Moreover, attitudinal barriers including misconceptions about disability and low awareness among teachers, parents, and peers continue to undermine the development of inclusive school cultures. Weak administrative support, unclear policy implementation and systemic constraints exacerbate these challenges and limit teachers' ability to adapt their teaching strategies to diverse learner needs. Overall, the study emphasizes that inclusive education cannot be sustained without comprehensive teacher preparation, adequate resource allocation, collaborative support networks and strong leadership that prioritizes inclusion at every level of the education system. Addressing these barriers is essential to ensuring that all learners are provided with meaningful, equitable, and dignified participation in mainstream classrooms.

RECOMMENDATIONS OF THE STUDY

- i. Teacher preparation programs should include intensive, practice-based training on inclusive pedagogy, disability awareness, differentiated instruction and classroom accommodations. Regular in-service

workshops and continuous professional development must be made mandatory to strengthen teacher competence in inclusive settings.

- ii. Schools should be equipped with adequate assistive devices, accessible learning materials, disability-friendly infrastructure, and technological tools for diverse learners. Multidisciplinary teams such as special educators, counsellors, psychologists and therapists should support teachers in addressing complex learning needs.
- iii. School leaders and policymakers must prioritize inclusive education through clear guidelines, consistent monitoring, flexible timetables and reduced teacher workload. Effective implementation requires collaboration among teachers, administrators, families and community stakeholders to build an inclusive school culture.

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