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## Creating Inclusive Early Childhood Education Environments: Challenges and Opportunities

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### Abstract

*This paper aims to understand the problems experienced in inclusive setting early education by special educators and how the strategies to improve it can be developed. These gaps pose critical barriers including insufficient teaching tools and poor professional development which affects support to disability students. Management supports especially regarding the administrative structures as well as restrictions that are inherent in the classroom also pose a challenge to the integration of inclusive practices. In addition, there is evidence that supports that extant resource distribution, personnel training, administrative support for teachers, and better facilities are mandatory. Some of the promising interventions are; provision of staff development that is targeted mentally, cooperation between sections of general and special education teachers, modifications of curriculum to fit children of different learning abilities and involving parents. This study emphasizes on the role of assistive technologies and ensuring the students' classrooms' diverse and inclusive nature. As for the improvements, it is stated that communication and policy should be carried out frequently and there should be a procedure for addressing changes and possible sustainability issues. In conclusion, the study supports the recycling of all stakeholders into practice acceptable education environments for all learners as pointed by the study.*

**Keywords:** Challenges, Early Childhood Education, Inclusive, Opportunities

### Introduction

In this paper, the significance of facilitating ECE for children of all abilities is stressed. Main ideas of inclusive education are that every child irrespective of his or her ability or disability has a right to learn. Beyond that, it ensures the conceptualization and construction of comprehensive development for all children and the experience of belonging and acceptance from an early age (Bartolo et al. , 2021). Inclusive ECE settings also aim at serving children with learning difficulties and herein, all children can learn well. Over the years, there has been a rising concern on the importance of practicing diversity and inclusion particularly in early learning centers to promote the development of every child to the full potential (Dalton, 2022).

Although there is much consensus as to the importance and effectiveness of then incorporation of the learners with disabilities into mainstream schools, the process of formation of such environments is not free from complexities. This deficit entails the necessity for appropriate staffing and training of teachers as well as curriculum accommodations. Teachers and other educators need to be prepared for being able to meet all learning and developmental needs, as

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well as for being able to properly integrate IEP into learning processes (Mitchell & Sutherland, 2020). Moreover, inclusive school needs sufficient human resource especially special education teachers and assistants who are willing to help children with disabilities. These resources are usually not equally available, which likely causes variations in the implementation of the EFA in different territories and by different universities (Hayes & Bulat, 2017).

This ultimately means that, for the implementation of the inclusive ECE environments to be successful, it has to involve attitudes and beliefs of the educators, parents and the community as well. The current society requires the acceptance of diversity and to start seeing diversity as an asset not a liability. This calls for continuous campaigning against prejudice and ignorance about disabilities (Nkhowani, 2020). Further on, the roles of parents, schools, and communities are closely connected to form a single system aimed at effective education for the young. If the intentions of all the stakeholders embrace social inclusion, it becomes easier to obtain good result for all children (Óskarsdóttir et al., 2020).

Thus, literatures have revealed that although there have been positive developments regarding the enforcement of integrated schooling systems, a gulf still exists in the body of knowledge as well as the practice domain. While analyzing the positive effects of the inclusive ECE, there is a lower number of detailed works that would focus on the potential consequences of the implementation of the aforementioned attempts on children's academic and social achievements in the further teaching (Mitchell & Sutherland, 2020). Furthermore, future studies should also consider efforts aimed at exploring the best ways of integrating children with disabilities into school since barriers recorded hinder the chances of children in such neighboring underprivileged settings (Kakooza-Mwesige et al., 2022). Filling these gaps is important in the formulation of policies and practices which in this case should be informed by research in order to be scalable. An effort made in this article is to identify the issues and prospects in constructing the early childhood care setting that can support all children's learning to succeed, therefore, calling for further investigation and promotion of early childhood education.

### **Research Objectives**

1. Explore the challenges that teachers of special needs children encounter when designing quality early childhood education learning spaces.
2. Evaluate the prospects for increasing the protection of integration in early year's services.

### **Research Questions**

1. What challenges affect the facilitation of integrated early childhood education environments among special education teachers?
2. What are the prospects and approaches to improve the integration in the context of early childhood education?

### **Literature Review**

Mainstream ECE environments are now considered as core components in educational sciences and policies. Inclusion as an idea tries to offer equal chances in learning to all students, especially those who have as well as do not have disabilities. It is an approach not only helpful for the development of all children but could also pave the road for the social integration and decrease

of discrimination from the early age (Mezzanotte, 2022). Inclusion of children with disabilities into school has increasingly received attention due to the various international frameworks and national policies, which call for children's rights to have access to quality education like other children as follows (European Agency for Special Needs and Inclusive Education, 2021).

Actually, one of the tasks in the development of inclusive ECE is the dearth of well-trained professionals to accommodate all children. According to the existing literature, one of the challenges revealed is that classrooms teachers lack adequate preparation to enhance the learning of children with disabilities because they received inadequate preparation in embracing inclusive education (Zabeli & Gjelij, 2020). Continuing education in inclusive schooling should be pursued as it is important in raising the competencies of the educators. Such programs should cover different categories of integration like teaching techniques that involve; individualization, how to modify the tests, and implementing ways of handling students in class (Vantieghem et al., 2020).

Another challenge that is associated with the implementation in inclusive ECE environments is resource allocation. There are also limited resources including appropriate equipment and teaching/learning materials, and qualified supporting human resources available in schools and early childhood learning centers to meet the needs of disabled children (Ackahjnr & Fluckiger, 2023). Thus, it becomes crucial to strive for sufficient funding and resourcing to repossession the setting that every child should experience. Such stakeholders as governments and schools should ensure they resource themselves and other institutions for effective implementation of the practices as well as provision of equal opportunities for all the students (Cerna et al., 2021).

Inclusive education calls for the consideration of parents in enhancing the programs to be a success. Research has, therefore, indicated that when parents participate in their child's learning process, the results are far much better. This participation involves attending IEP meetings whereby parental involvement entails agreeing on methods for providing additional help to the child, offering to serve in some volunteer work in the classroom, and supporting your child's learning programs at home. Professionals working with pupils in schools must endeavor to build stable partnerships with the families since inclusion is a collective responsibility. Giving parents what they require to know and the support they need, can assist them as parents to fight effectively for the child's rights (Cioè-Peña, 2020).

The educational ambitiousness of students, instructors, family members, and peers as well as the knowledge that they possess concerning the rights of disabled persons greatly shapes the effectiveness of inclusive education. It became clear that there is a positive correlation between subjects' perceiving attitudes towards inclusion and children with disabilities acceptance and support. Thus, it can be stated that alongside acquiring new knowledge or developing a particular set of competencies, professional development programs should be aimed at enhancing the perception and attenuating prejudice. Forte's (2014) research outlines how fostering tolerance across educational contexts can result in positive change that benefits all entity's children.

Another consideration pointed out was the importance of professional cooperation between teachers in general education or general classroom teachers and teachers with specialized training in educating persons with learning disabilities or learning disorders. This paper under discussion co-teaching models in which general and special education teachers are both in the classroom to support learners. Evidently, this way of work distinguishes productive cooperation among teachers, as well as the analysis of students' characteristics and achievement to make proper

interventions and recommendations. More effort and cooperation should be fostered by schools with regards to the provision of quality inclusive education (Jurkowski et al., 2023).

Despite the advantages claimed by providing education to learners with disability, there are still disparities on provision of the provision. Inconsistent implementation and access to inclusive practices have been noted in the literature regarding their geography with some regions and schools being more progressive in the application of inclusion than others. Such disparities are perhaps attributed to aspects such as funding, support in form of policies, and resources available. As Hunt (2019 stated, to address these inequality, there is a need of collaborative efforts by policy makers, educators and community to make every child have a right to education no matter their geographical location.

Therefore, the effectiveness of inclusive ECE for the children's academic and social development is another important research focus. Research today has indicated that children with disability who have been enrolled in inclusive basis education have better academic performance, social behavior and higher self esteem. However, considerable controversy still surrounds the impact of integration for learners with disability in the long-term. More large-scale, long-term studies should be conducted for understanding the long-term effects of inclusive practices on children's development and to find out the works the best inclusions (Dalgaard et al. , 2022).

Technological opportunities can be of immense use in assisting the process of integration of children with disabilities and learners encountering various difficulties. Some children with disabilities are still in such a position of learning disability because there are still barriers in the form of language. There are however communication devices as well as educational software that can assist children with disabilities by reducing this barrier. Some of them can help improve learning and foster independence, which in turn allows children to engage in classroom tasks more actively. Technology in inclusive education should be planned and trained in such a way that they are used optimally as well as fairly (Devi & Sarkar, 2019).

This research therefore posited that policy support or lack thereof directly contributes to the implementation of inclusive education. The general and specific legislation should focus on the IDEA and offer direction and assistance to schools (UNESCO, 2020). The recommendations should cover issues of inclusion, such as teacher education, teacher availabilities and the community involvement especially the parents. While policy is formulated at the governmental level, it forms systems that source encouraging environment and ensures that all children get the best chance at education (European Agency for Special Needs and Inclusive Education, 2021).

Mr. and Mrs. Wills and other scholars have enumerated the following study-proven methods of increasing 'inclusion' in ECE settings: Among them there are such strategies as differentiation, when teacher change the approach to the task solving according to the learners' needs, and Universal design for learning (UDL), which is the approach to learning design that affords equal learning opportunities and full participation to all children. Also, improvements in estimated requirements of teachers and colleagues for making an appropriate and friendly atmosphere in the classroom such as diversity acceptance can also boost the success of the inclusive education. What has to be understood is that the outright application of such strategies unequivocally necessitates sustained, considered professional development for educators (Bruns, 2024).

It seems that certain progresses have been made in the aspect of early childhood education inclusion, but there still are many issues that need to be solved. The problem of qualified staff

and preparedness of teachers, availability of resources and supportive policies are some of the major issues in making classrooms accessible to everyone. In addition, the attitude and belief of the educators, parents, and peers refer to other important factors in inclusion. Solving these problems, it is necessary to use an integrated and cooperative model that implies the engagement of policymakers, educators, families, and communities. The future steps should be a purposeful continuity of the researches and advocacy that would help to deliver each child the possibility to study in an inclusive fashion (Siller et al. , 2021).

## Research Methodology

### Research Design

This study uses a phenomenological quantitative approach to understand the issues and possibilities of creating manageable environments for young children with disabilities. Phenomenological research is aimed at revealing the essence of the phenomenon under study; thus, it can effectively address the purpose of identifying and analyzing the views of special education teachers on inclusion. The quantitative aspect enables assessment and collection of arithmetic data to determine trends within the business setting.

### Target Population

The target population refers to special education teachers who work in early childhood education settings. These teachers are to implement inclusive practices and support the needs of children with learning disabilities in the school environment.

### Sample Size and Sampling Method

Total of 350 special education teachers were chosen for the study by simple random sampling. For instance, this way of sampling permits every teacher from the population to be chosen in a program that can reduce selection bias and improve the generality of the findings

### Data Collection Instrument

In this study, the primary data collection instrument used was a structured questionnaire developed by the researchers. The questionnaire was intended to cover different aspects of inclusive education in the early years. The survey contained a teachers' section specifying some difficulties both of the community's teachers and students; these could comprise such items as the lack of essential materials, professional development opportunities, and inadequate social assistance.

### Validity and Reliability

To assure the validity and reliability of the questionnaire, a pretest study was carried out with a small sample of special education teachers. The feedback from the pretest was used to modify the questionnaire, making it faithful to the desired constructs. Cronbach's alpha (0.83) was also calculated to measure the internal consistency of the questionnaire items; the threshold of 0.7 was predetermined to be an indication of the acceptable reliability level, and if the value of the coefficient was below this figure the item was removed.

### Data Collection Procedure

The questionnaires were sent to the selected group of 350 special education teachers via multiple channels like email and through giving them the questions in person during their professional

development workshops. Participants were given a specific time frame in which they had to answer questions posted to them. Increase of the response rate was also a factor in the research process. Notification was done by sending a weekly report of the responses.

### **Data Analysis**

Information provided by the respondents was analyzed with the help of special computer programs. The most common of these programs were the mean, frequencies, and percentages which the researchers made good use of to describe the data. Inferential statistics, for instance, were employed to show whether there were differences among the groups in relation to the variables. Factor analysis, in the case, was a kind of identifying subconscious dimensions behind the items of the questionnaire that referred to the inclusion theme.

### **Ethical Considerations**

The ethical issues are followed closely in the study. Survey response rates were still very good because of the collecting of the data from the Urbana-Champaign surveys, which is one of the ways represents the majority of the world and another being the whole world itself. Survey methodology was predominantly the usage of the most reliable sampling methods such as random sampling as a part of the qualitative research. Readers are more likely to accept the findings as valid if they are supported by evidence collected with scientifically sound survey instruments. The first example is: A survey was conducted on the impact of a new product on the market. The results are used by the company to improve their brand and ultimately their sales.

| <b>Title</b>       | <b>Description</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|--------------------|--------------------|------------------|-----------------------|
| Gender             | Male               | 117              | 33.4%                 |
|                    | Female             | 233              | 66.6%                 |
|                    |                    | <b>350</b>       | <b>100%</b>           |
| Age of Respondents | 21-30 Y            | 36               | 10.3%                 |
|                    | 31-40 Y            | 150              | 42.9%                 |
|                    | 41-50 Y            | 163              | 46.6%                 |
|                    | 51-60 Y            | 1                | 0.3%                  |
|                    |                    | <b>350</b>       | <b>100%</b>           |
| Designation        | SSET               | 202              | 57.7%                 |
|                    | JSET               | 148              | 42.3%                 |
|                    |                    | <b>350</b>       | <b>100%</b>           |
| Qualification      | Master             | 126              | 36.0%                 |
|                    | M.Phil.            | 224              | 64.0%                 |
|                    | PHD                | 0                | 0.0%                  |
|                    |                    | <b>350</b>       | <b>100%</b>           |
| Place of Posting   | School             | 203              | 58.0%                 |
|                    | Center             | 147              | 42.0%                 |
|                    |                    | <b>350</b>       | <b>100%</b>           |

|                 |         |            |             |
|-----------------|---------|------------|-------------|
| Area of Posting | Rural   | 201        | 57.4%       |
|                 | Urban   | 149        | 42.6%       |
|                 |         | <b>350</b> | <b>100%</b> |
| Experience      | 1-5 Y   | 0          | 0.0%        |
|                 | 6-10 Y  | 348        | 99.4%       |
|                 | 11-15 Y | 2          | 0.6%        |
|                 | >15 Y   | 0          | 0.0%        |
|                 |         | <b>350</b> | <b>100%</b> |

Table 1: Frequency distribution at the basis of demographics

The demographic analysis of the respondents reveals a higher participation of females (66.6%) compared to males (33.4%). Age-wise distribution shows that the majority are in the 31-40 (42.9%) and 41-50 (46.6%) age groups, with minimal representation from the 21-30 (10.3%) and 51-60 (0.3%) age brackets. In terms of professional designation, Senior Special Education Teachers (SSET) constitutes 57.7%, while Junior Special Education Teachers (JSET) make up 42.3%. Regarding educational qualifications, a significant portion holds an M.Phil. degree (64.0%), followed by those with a Master's degree (36.0%), and no respondents possess a Ph.D. The posting locations are divided between schools (58.0%) and centers (42.0%), with a slightly higher number of postings in rural areas (57.4%) compared to urban areas (42.6%). Experience levels indicate that almost all respondents have 6-10 years of experience (99.4%), with only a small fraction having 11-15 years of experience (0.6%), and none have more than 15 years or less than 6 years of experience.

| Sr. | Statements of Questions  | SA  | A   | UD | DA | SDA | M    | SD   |
|-----|--|-----|-----|----|----|-----|------|------|
| 1   | There is a shortage of essential teaching materials for supporting children with disabilities in my classroom. | 63  | 269 | 18 | 0  | 0   | 4.13 | 0.46 |
|     |  | 18% | 77% | 5% | 0% | 0%  |      |      |
| 2   | I receive inadequate professional development opportunities specifically focused on inclusive education.       | 115 | 234 | 1  | 0  | 0   | 4.33 | 0.48 |
|     |  | 33% | 67% | 0% | 0% | 0%  |      |      |
| 3   | The lack of administrative support hampers my ability to implement inclusive practices effectively.            | 116 | 232 | 1  | 0  | 1   | 4.32 | 0.51 |
|     |  | 33% | 66% | 0% | 0% | 0%  |      |      |
| 4   | There are insufficient resources available for adapting the curriculum to meet the needs of all students.      | 118 | 216 | 7  | 9  | 0   | 4.27 | 0.62 |
|     |  | 34% | 62% | 2% | 3% | 0%  |      |      |
| 5   | I find it challenging to address the diverse needs of students due to limited classroom space and facilities.  | 52  | 270 | 18 | 10 | 0   | 4.04 | 0.56 |
|     |  | 15% | 77% | 5% | 3% | 0%  |      |      |
| 6   | I experience difficulties in collaborating with other professionals  | 144 | 201 | 5  | 0  | 0   | 4.40 | 0.46 |
|     |  | 41% | 57% | 1% | 0% | 0%  |      |      |

|    |  |            |            |          |         |         |      |      |
|----|--|------------|------------|----------|---------|---------|------|------|
|    | (e.g., therapists, counselors) to support inclusive education.   |            |            |          |         |         |      |      |
| 7  | There is a lack of support from parents and caregivers in implementing inclusive education strategies at home.                         | 70<br>20%  | 278<br>79% | 2<br>1%  | 0<br>0% | 0<br>0% | 4.19 | 0.48 |
| 8  | The current policies and regulations regarding inclusive education are not effectively communicated or implemented in my school.       | 73<br>21%  | 255<br>73% | 14<br>4% | 8<br>2% | 0<br>0% | 4.12 | 0.51 |
| 9  | Providing targeted professional development can significantly improve my ability to implement inclusive education practices.           | 72<br>21%  | 277<br>79% | 1<br>0%  | 0<br>0% | 0<br>0% | 4.20 | 0.62 |
| 10 | Collaborative approaches between general and special education teachers are effective in enhancing inclusive education.                | 99<br>28%  | 227<br>65% | 23<br>7% | 1<br>0% | 0<br>0% | 4.21 | 0.56 |
| 11 | Adapting the curriculum to include multiple learning modalities can support diverse learning needs in the classroom.                   | 144<br>41% | 201<br>57% | 5<br>1%  | 0<br>0% | 0<br>0% | 4.40 | 0.52 |
| 12 | Increasing parental involvement in classroom activities can positively impact the success of inclusive education.                      | 144<br>41% | 201<br>57% | 5<br>1%  | 0<br>0% | 0<br>0% | 4.40 | 0.41 |
| 13 | Access to assistive technologies can enhance the learning experiences of students with disabilities.                                   | 70<br>20%  | 278<br>79% | 2<br>1%  | 0<br>0% | 0<br>0% | 4.19 | 0.41 |
| 14 | Creating a classroom environment that celebrates diversity promotes a more inclusive atmosphere for all students.                      | 73<br>21%  | 255<br>73% | 14<br>4% | 8<br>2% | 0<br>0% | 4.12 | 0.57 |
| 15 | Ongoing communication and collaboration with other professionals (e.g., therapists) improve the implementation of inclusive practices. | 72<br>21%  | 277<br>79% | 1<br>0%  | 0<br>0% | 0<br>0% | 4.20 | 0.41 |
| 16 | Regular reviews and updates of inclusive education policies are necessary to address evolving challenges and needs.                    | 99<br>28%  | 227<br>65% | 23<br>7% | 1<br>0% | 0<br>0% | 4.21 | 0.13 |

Table 2: Frequency distribution for question asked

The frequency distribution analysis for the survey questions reveals several insights about the respondents' views on inclusive education. A significant majority (77%) perceive a shortage of essential teaching materials, with a mean score of 4.13 and a standard deviation of 0.46. Inadequate professional development opportunities are highlighted by 67% of respondents (mean



= 4.33, SD = 0.48). Similarly, 66% feel that a lack of administrative support hinders effective inclusive practices (mean = 4.32, SD = 0.51). Insufficient resources for adapting the curriculum are noted by 62% (mean = 4.27, SD = 0.62). Limited classroom space and facilities pose challenges for 77% (mean = 4.04, SD = 0.56). Difficulties in collaboration with other professionals are expressed by 57% (mean = 4.40, SD = 0.46). A lack of parental support is seen by 79% (mean = 4.19, SD = 0.48). Current inclusive education policies are deemed ineffective by 73% (mean = 4.12, SD = 0.51). The importance of targeted professional development is agreed upon by 79% (mean = 4.20, SD = 0.62). Collaborative approaches between general and special education teachers are effective for 65% (mean = 4.21, SD = 0.56). Adapting the curriculum for multiple learning modalities is supported by 57% (mean = 4.40, SD = 0.52), and increasing parental involvement is valued by 57% (mean = 4.40, SD = 0.41). The role of assistive technologies is acknowledged by 79% (mean = 4.19, SD = 0.41). Promoting a diverse classroom environment is supported by 73% (mean = 4.12, SD = 0.57). Regular communication with professionals and ongoing policy reviews are necessary according to 79% (mean = 4.20, SD = 0.41) and 65% (mean = 4.21, SD = 0.13) respectively.

| Gender | N   | M     | SD   | df  | t    | Sig. |
|--------|-----|-------|------|-----|------|------|
| Male   | 117 | 68.84 | 4.51 | 348 | 4.18 | 0    |
| Female | 233 | 67.18 | 2.85 |     |      |      |

Table 3: Gender (T-test analysis)

The t-test analysis for gender differences reveals that males (N=117) have a mean score (M) of 68.84 with a standard deviation (SD) of 4.51, while females (N=233) have a mean score of 67.18 with a standard deviation of 2.85. The t-test results, with a degree of freedom (df) of 348, show a t-value of 4.18 and a significance level (Sig.) of 0. This indicates a statistically significant difference between male and female respondents' scores, with males scoring higher on average.

| Designation | N   | M     | SD   | df  | t    | Sig. |
|-------------|-----|-------|------|-----|------|------|
| SSET        | 202 | 68.73 | 3.52 | 348 | 6.44 | 0    |
| JSET        | 148 | 66.37 | 3.20 |     |      |      |

Table 4: Designation (T-test analysis)

The t-test analysis for designation differences indicates that Senior Special Education Teachers (SSET) (N=202) have a mean score (M) of 68.73 with a standard deviation (SD) of 3.52, whereas Junior Special Education Teachers (JSET) (N=148) have a mean score of 66.37 with a standard deviation of 3.20. With a degree of freedom (df) of 348, the t-value is 6.44, and the significance level (Sig.) is 0. This signifies a statistically significant difference between the scores of SSET and JSET, with SSETs scoring higher on average.

| Place of Posting | N   | M     | SD   | df  | t    | Sig. |
|------------------|-----|-------|------|-----|------|------|
| School           | 203 | 68.57 | 3.65 | 348 | 5.31 | 0    |
| Center           | 147 | 66.59 | 3.14 |     |      |      |

Table 5: Place of posting (T-test analysis)

The t-test analysis for place of posting reveals that respondents posted at schools (N=203) have a mean score (M) of 68.57 with a standard deviation (SD) of 3.65, while those posted at centers (N=147) have a mean score of 66.59 with a standard deviation of 3.14. With a degree of freedom (df) of 348, the t-value is 5.31 and the significance level (Sig.) is 0. This indicates a statistically significant difference in scores based on the place of posting, with those at schools scoring higher on average.

| Area of Posting | N   | M     | SD   | df  | t    | Sig. |
|-----------------|-----|-------|------|-----|------|------|
| Rural           | 201 | 68.59 | 3.61 | 348 | 5.42 | 0    |
| Urban           | 149 | 66.58 | 3.20 |     |      |      |

Table 6: Area of posting (T-test analysis)

The t-test analysis for the area of posting shows that respondents in rural areas (N=201) have a mean score (M) of 68.59 with a standard deviation (SD) of 3.61, while those in urban areas (N=149) have a mean score of 66.58 with a standard deviation of 3.20. With a degree of freedom (df) of 348, the t-value is 5.42, and the significance level (Sig.) is 0. This indicates a statistically significant difference in scores between rural and urban postings, with respondents in rural areas scoring higher on average.

| Age            | Sum of Squares | df  | Mean Square | F      | Sig. |
|----------------|----------------|-----|-------------|--------|------|
| Between Groups | 426.228        | 3   | 142.076     | 12.162 | .000 |
| Within Groups  | 4042.060       | 346 | 11.682      |        |      |
| Total          | 4468.289       | 349 |             |        |      |

Table 7: Age (One-way ANOVA analysis)

The one-way ANOVA analysis for age indicates significant differences in scores across different age groups. The analysis shows that the sum of squares between groups is 426.228 with 3 degrees of freedom (df), resulting in a mean square of 142.076. Within groups, the sum of squares is 4042.060 with 346 degrees of freedom, giving a mean square of 11.682. The F-value is 12.162, and the significance level (Sig.) is 0.000. This signifies that the differences in scores among the various age groups are statistically significant.

| Qualification  | Sum of Squares | df  | Mean Square | F    | Sig. |
|----------------|----------------|-----|-------------|------|------|
| Between Groups | .150           | 1   | .150        | .012 | .914 |
| Within Groups  | 4468.138       | 348 | 12.839      |      |      |
| Total          | 4468.289       | 349 |             |      |      |

Table 8: Qualification (One-way ANOVA analysis)

The one-way ANOVA analysis for qualification indicates no significant differences in scores across different qualification levels. The sum of squares between groups is 0.150 with 1 degree of freedom (df), resulting in a mean square of 0.150. Within groups, the sum of squares is 4468.138 with 348 degrees of freedom, yielding a mean square of 12.839. The F-value is 0.012,

and the significance level (Sig.) is 0.914. This indicates that the differences in scores among respondents with different qualification levels are not statistically significant.

| Experience     | Sum of Squares | df  | Mean Square | F     | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 15.039         | 1   | 15.039      | 1.175 | .279 |
| Within Groups  | 4453.250       | 348 | 12.797      |       |      |
| Total          | 4468.289       | 349 |             |       |      |

Table 9: Experience (One-way ANOVA analysis)

The one-way ANOVA analysis for experience reveals no significant differences in scores based on the years of experience. The sum of squares between groups is 15.039 with 1 degree of freedom (df), resulting in a mean square of 15.039. Within groups, the sum of squares is 4453.250 with 348 degrees of freedom, giving a mean square of 12.797. The F-value is 1.175, and the significance level (Sig.) is 0.279. This indicates that the differences in scores among respondents with varying years of experience are not statistically significant.

## Findings

Research into inclusive education practices indicates different trends and challenges being faced by teachers. Overtime respondents have increased in saying that they do not have essential teaching equipment, which signals a systemic problem in resource distribution. Moreover, the lack of ongoing training that is focused on inclusive education is another problematic area of professional development. Administrators lack awareness and engagement, which is causing problems in the adoption of inclusive techniques. These results illustrate a necessity for a more functional hash network both on administrative and professional development levels to better equip educators in inclusive settings. What's more, the limited resources available for the adaptation of curriculums are also a difficult factor that indicates the need for more adjustable and flexible teaching materials that are customized for all students' learning needs.

The confined space and insufficient facilities have been identified as the critical problem of class spaces rooms and the lack of facilities is the issue of the inability to respond to the multiple needs of children. This problem is directly related to the absence of a proper interdisciplinary infrastructure and support system leading to lack of parental participation to enable success of the inclusive education project. Ineffective policy and regulation of the education system exist as another obstacle that needs to be overcome thus the clarification of policy-making practices is a tremendous initiative to guarantee that they are impactful and practicable at the classroom level.

The research also underscores the possible positive effects of targeted professional development on educators' capability to put into practice the principle of inclusive education as a whole. The interactions between general and special education teachers are also considered advantageous, which, as a result, might promote the overall learning experience of students with disabilities. It is indicated that a flexible curriculum including various methodologies and the active involvement of the parents are the most essential actions that can be taken to support diversity in learning. The technology solution called assistive technologies is mapped as an example of learning facilitator, while the idea of teaming up the diverse culture with a classroom environment is the major driver of inclusivity and the eventual development of a diverse world. Continuous cooperation and discussion with colleagues, along with the consistent revisiting and revising of

the things learned in the inclusive education policies, are noted as the actions to be taken to adapt to the changing situation and keep inclusive education projects running.

## Discussion

A very clear and detailed study results in the identification of the key issues and perceptions of educators with regard to inclusive education. One of the most important findings is the visual perception of a deficiency in essential teaching materials, which supports the earlier research exposing the resource shortage of inclusive settings (Aalatawi, 2023). This deficit is a major obstacle that prevents teachers from creating suitable environments for pupils with unique needs and therefore, schools need to provide appropriate and accurate teaching materials to deal with this urgent issue. The lack of opportunities for teachers' training and development is one of the issues that resulted to making the case worse, as a large number of teachers answered that they have not taken a full-length professional development session that was only focused on inclusive education. This is in line with Brennan's (2017) point of view expressed in his work that constant and aimed training is pivotal in inclusive practices implementation.

The identification of the unavailability of administrative support as a leading obstacle, which participants argue impairs the positive results of inclusive education, is the next item on the list. It is the same case of where the study of De Matthews et al. (2011) shows support that a clear and effective administrative policy is necessary in a school to create a culture of inclusion. The lack of the curriculum adaptation resources is another point that becomes a critical concern. Akintayo, et al., in support of what we just talked about, have previously claimed that changing the curriculum so that it will be a central part of good inclusive education. The jamming of classroom spaces and facilities and teachers consequently making minimal adaptations of their practices to meet diverse learner needs have primarily been the reason for the barriers. The detailed analysis of this point provided by Ludago (2020) also indicates the importance of providing sufficient infrastructure to enable effective inclusive education.

The study also illustrates the fact that once the support from the likes of therapists and counselors is not enough, and then the professional settings of education need to be as such, inclusive (Sue et al., 2022). The absence of parents' support in the application of inclusive strategies at home additionally complicates these challenges, thus making clearer the need for a paradigm that is integrated to include both the school and the home environment. This result reflects the contribution of Selolo (2018), who attributes the parental involvement to the inclusivity of the students at schools. Moreover, the idea of the absence of policies and regulations, which is not effective enough, means that there is something wrong between the policy and the practice of it, which in the end makes these policies' effectiveness at the local level be only imaginary. Thus, they state, without a doubt, that measures should be clearly stated, shared, and agreed on by everyone in order to be impactful in the classrooms (Kervin et al., 2023).

With regards to the potential resolutions, the discoveries pinpoint that tailor-made training sessions can have a huge impact on the capability of teachers to realize and apply the inclusive practices. It had been appreciated, among other things, the co-teaching models along with approach work among general and special education teachers as the most successful and effective ways to set. Moreover, using various teaching methods to teach different students is just one of the other many strategies of some different people, for instance Tomlinson (2017) who vouches for the idea of differentiated instruction to cater to the multiple intelligences. The fact of the matter is that in inclusion of more parents is the bubbling factor, with the study specifying how

a parent can get involvement that contributes to the success of inclusion. The finding originates from Crea et al. (2015) and their involvement model, which talks about the advantages of strong home-school partnerships.

The use of assistive technologies is acknowledged as a means to enhance learning opportunities for students with disabilities, which is in line with the conclusions of Nordström et al. (2019) on the positive impact of assistive technologies in inclusive education. Additional to that the creating of a classroom atmosphere that values diversity is also seen as one of the most important elements of the inclusive learning community, and this also becomes the reason that the school culture that is positive and inclusive should be the center of focus for the success of inclusive education. To sum up, the study highlights the significance of regular communication and collaboration with other professionals, as well as the constant review of the update inclusive education policies to respond to new challenges and guarantee the sustainability of inclusive practices. This discovery is the same as the suggestion of Loreman (2014) that is the continuous evaluation of the policy and making professional collaboration more and stronger is the key to success of inclusive education initiatives.

## Conclusion

The conclusion of this study is that inclusive education is a network of difficulties and opportunities. The shortage of necessary teaching materials and the inadequate professional development possibilities are the most critical ones in the subsystems, with the shapely of educators' handling approaches to students with disabilities being directed. Hence, the issue needs to be tackled through the allocation of better resources and the enhancement of training programs so that the teachers will be able to efficiently teach the students in inclusive education settings.

The leadership shortage and classroom spatial constraints also increase the complexity of inclusive education. The research findings are indicative of the necessity of holistic changes both at the managerial and infrastructural levels for the educational system to be all-inclusive. Besides, no interaction with other professionals and the absence of cooperation by the parents would indicate that a combined method, which embraces every stakeholder, substantiates the best course for inclusive education strategies.

In addition to these problems, the study also gives some solutions to increase the quality of the inclusive education. The main benefits of targeted professional development, training partnerships between regular education teachers and those in the special education unit, and the altered materials are all mentioned. Help technology and creating an environment that celebrates the differences of students in the class get added to the list of essential changes in the curriculum and some of them are expressed as the beneficial causes of the problem. They also call for the need for regular contact with individuals and continuous updating of the rules as there are inevitable problems due to various dynamic issues and making the inclusive practices sustainable.

To summarize the results, the study stresses the fact that a whole-school approach is needed for successful implementation of inclusive education which must include addressing the barriers to resources, improvement of teaching, administrators' encouragement and collaboration among participants. The schools would thus be able to prepare such installations that enable the students to study and learn according to their abilities and preferences.

## Recommendations

1. **Increase the Funds for a Better Allocation of Funds:** By allocating the funds required for materials and continuous learning of teachers in inclusive education.
2. **Enhance Staffing and Infrastructure Ability:** Implement a standardized organizational structure and upgrade the classroom infrastructure, so as to be in a position to accommodate all the different kinds of learners.
3. **Improve Involve of Collaboration:** Introduce regular lines of communication and collaborative processes in schools to provide opportunities for regular communication between parents, teachers and other stakeholders and, at the same time, to support inclusive education programs.
4. **Suggestions for Future Researchers:** Examine the long-term effects of the adoption of inclusive education, and if it is effective or not by conducting a study that would involve surveys of students and teachers taking into account the programs offered and students as well as a study of teaching methods used.

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