DOI: 10.71317/jgst.2.11.2026.987
Journal of Global Social Transformation
Journal homepage: https://rjsaonline.org/index.php/JGST

Evaluating the Effectiveness of Inclusive Education Training Programs: Insights From Prospective Teachers

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ARTICLE INFO

Submission:
October 08, 2026
Revised:
October 22, 2026
Accepted:
October 30, 2026
Available Online:
November 07, 2026

Keywords:
Inclusive Education, Teacher Training Programs, Professional Development, Self-Efficacy, Classroom Management, Co-Teaching, Institutional Support, Teacher Preparedness, Special Educational Needs (SEN).

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ABSTRACT

This study investigates the perspectives of prospective teachers regarding inclusive education, focusing on their preparedness, attitudes, and the challenges they face in implementing inclusive teaching practices. Using qualitative research methods, semi-structured interviews were conducted with a diverse sample of prospective teachers to explore their experiences with teacher training programs, their confidence in applying inclusive education strategies, and the institutional support available to them. The findings reveal that while teachers express strong theoretical support for inclusive education, they often struggle with its practical application due to a lack of hands-on experience, inadequate resources, and insufficient institutional support. Participants also highlighted the importance of ongoing professional development, self-efficacy, and collaborative teaching models in fostering confidence and competence in inclusive education. The study emphasizes the need for more practical training components in teacher education programs, better access to resources, and greater institutional backing to ensure the successful implementation of inclusive education practices.The study contributes valuable insights to the field of inclusive education by providing a deeper understanding of the challenges and opportunities in teacher preparation. It also offers recommendations for improving teacher training programs and institutional support systems to enhance the effectiveness of inclusive education.

Introduction

Background of the Study

Introduction to Inclusive Education

The education of students with special needs depends on additional conditions which exceed standard practice since it requires multiple supporting components. The success of inclusive education depends on the characteristics of teachers along with children and parents while teaching methods and classroom support systems together with significant stakeholder views (Blandul, 2010;

Sharma, Moore, Sonawane, 2009; Hassan, Parveen, Riffat-un-Nisa, 2010; Wehbi, 2006; Nind, Wearmouth, 2006). Research from across nations proves teachers play a vital role in successful inclusive education but findings show their perspective on inclusive teaching along with their training requirements for teaching students with unique needs

Importance of Inclusive Education

The importance of inclusive education is paramount since it generates essential advantages for social development and learning development as well as ethical advancement. Educational inclusion ensures students get quality learning access without restrictions based on their abilities or life circumstances (Forlin, 2018). Nationwide educational laws expect schools to place students with disabilities in standard classrooms besides typical students. The educational benefits generated by inclusive practices help both disabled students alongside their peers who do not have disabilities. Research by Graham (2016) shows that classroom integration makes students develop better understanding of diversity among others. Students who learn alongside diverse ability peers develop empathy and social awareness and learn to understand different perspectives that exist worldwide today.

The Role of Teacher Training Programs in Promoting Inclusive Education

Overview of Teacher Training Programs

Training sessions at education institutions show teachers how to create and implement educational practices that welcome diverse students. The different segments of educational programs teach teachers established theoretical knowledge and practical skills which improve their ability to create inclusive learning spaces (Forlin, 2018).

Essential Competencies for Inclusive Education

Teacher training needs to develop specific competencies that teachers require addressing the challenges they will encounter in their diverse classrooms for the purpose of fostering inclusive education. Teachers need detailed understanding of multiple disabilities together with students' social cognitive emotional and learning differences (Florian & Linklater, 2010).

Effectiveness of Teacher Training Programs

Numerous previous research investigations show that teacher training produces better results for inclusive education delivery. Numerous studies reveal teachers gain self-assurance in supporting diverse educational requirements after completing inclusive teaching instruction (Sharma et al. 2015).

Statement of the Problem

The international effort toward inclusive education works to place students with diverse learning needs within typical classroom environments. Many major hurdles exist when implementing this approach even though educational fairness and better results would be potential benefits. Developing nation schools experience significant challenges when it comes to supporting disabled students due to dual obstacles of insufficient resources and unskilled teachers and widespread social discrimination against these students. Teacher training programs miss standards from both United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and Sustainable Development Goals (SDGs) when teaching teachers to serve students' different educational requirements.

Research Objectives

This thesis has the following Objectives

- **To evaluate the overall effectiveness of inclusive education training programs**.

This objective seeks to assess the extent to which these training programs equip prospective teachers with the necessary knowledge, skills, and strategies to facilitate inclusive classroom environments.

- **To identify specific areas where prospective teachers feel adequately prepared or underprepared:**

This objective aims to explore the particular aspects of inclusive education training in which prospective teachers feel confident or lack sufficient preparedness, with a focus on areas such as differentiated instruction, behavior management, and collaborative teaching.

- **To explore prospective teachers' attitudes and perceptions towards inclusive education:**

This objective intends to investigate the attitudes of prospective teachers toward inclusive education, their perceived readiness to implement inclusive practices, and the factors influencing their willingness to foster inclusive learning environments.

Research Questions

1. How effective are inclusive education training programs in preparing prospective teachers for inclusive classroom environments?
2. In what areas do prospective teachers feel adequately or underprepared to implement inclusive practices?
3. What are the attitudes and perceptions of prospective teachers toward inclusive education and their readiness to foster inclusive learning environments?

Significance of Study

This research gives important insights to schools, decision makers and teaching schools as they work with inclusive education training.**For Educational Institutions**: The research results will show educational institutions where their inclusive education training programs excel and need improvement. Educational institutions can improve their teaching methods by analyzing how well their future teacher programs teach students to handle diverse student learning needs. Better educational results for students with disabilities will create a learning space that welcomes all students equally.**For Policymakers**: The research findings will help policymakers understand what is currently happening in inclusive education training programs. The findings help policymakers understand where teachers lack preparation and which educational needs require new policy support. The research findings will help us design targeted educational policies that support inclusive practices as well as meet government requirements for inclusive education.**For Teacher Training Programs**: Teacher education programs will benefit greatly from applying these research results to their coursework.

Scope and Limitations

This research examines the University of Education Lahore's Township Campus students who are studying to become teachers. Our study tests whether inclusive education programs effectively train these prospective teachers. Delimitations of the study include:

Geographic Scope

Our research only includes the University of Education Lahore Township Campus to focus on analyzing its training programs.

Demographic Considerations

We will choose school students for this study but especially focus on final-year education trainees preparing to teach.

Specific Types of Disabilities

We investigate inclusive education as a whole but test specifically how the program works for people with different disabilities such as learning difficulties, physical conditions, and developmental problems.

The Review of Literature

Inclusive education aims at ensuring the ability of all students get education services in the regular classroom without discrimination. Teacher initiated strategies are also dependent with teachers' personal readiness and disposition besides their training quality.

Teacher Training for Inclusive Education

Trained programmers combine course theory with efficient strategies to meet a variety of classroom requirements. Loreman et al. (2021) suggest that experiential learning components, such as teaching practicums, significantly enhance teacher readiness for inclusive education. Sharma and Deppeler (2023) emphasis three spheres, concerned with effective approaches that form the basis of good teaching of teachers in inclusive education.

Effective Teaching Practices for Inclusive Education

Mc Leskey et al. (2018) has synthesized research about best instructional approaches used in integrated learning contexts for disabled students. The authors emphasize that research-backed instructional methods such as differentiated instruction combined with formative assessment and collaborative teaching practice bear the key to better educational delivery for students with disabilities.

Teacher Attitudes and Their Influence on Inclusion

Ainscow (2005) also highlights the fact that perceptions of teachers as well as their beliefs on inclusion have a large influence on integrated learning. He sees that despite the fact that many teachers in principle are in favor of implementation of the inclusion in the class, their readiness to perform inclusive actions in classroom depends on factors like prior training, experiences in class and perceived support.

Inclusive Education Models and Teacher Perspectives

Al-Assaf (2017) highlights the importance of teacher training programs to better support the successful inclusive education process mainly in KSA. The study found out that although some pre-service teacher had more positive attitudes towards inclusion after the specific training, they still have inadequate information, especially on the students with SEN. Thus, it emphasizes the need for closing this gap through enhancing better and stronger training programs that puzzles concentration as well as practice frameworks for including disabled learners in formal schools effectively.

Effectiveness of Inclusion Training Programs

The evaluation conducted by Al-Assaf (2017) indicates that while a number of training programs in Saudi Arabia have begun to embrace change toward inclusive education for learners with special needs, they remain insufficient in most cases to prepare teachers for inclusive learning environments.

Challenges in Implementing Effective Inclusive Education Training

Al-Assaf (2017) pinpoints the following as the major issues in the enhancement and practice of inclusive education training programs. A specific concern is that prospective teachers are not exposed sufficiently to realistic inclusive education practice settings. Much of the work that takes place remains somewhat simulated, and teachers in training do not get as many of the practical experiences teaching students with SEN.

Challenges in Inclusive Education Training

Various challenges are observed as impediments to inclusive education training; these include the unavailability of skilled trainers, teaching and learning resources together with cultural barriers, and institutional constraints Florian & Black-Hawkins (2023). Research by Ainscow and Miles (2022) also stresses on having positive structure of the school and on constant professional development in order to maintain and improve the inclusion. Nevertheless, current literature has found out that enhancement of the resources, proportionate planning hours, and large group portions can enhance the concepts of the teachers education related to inclusive environments Inclusive education funding and policy changes are key to the provision of quality education for children with disabilities (Tavares, 2024).

Developing Teachers' Competences for Effective Inclusive Education

According to Vantieghem et al. (2023), teachers require the differentiated skills, collaborative skills, inclusive attitudes, and reflective practices with which to effectively encourage inclusion. As is seen, these competences have the potential to make classrooms inclusive and diverse learning environments but inadequate training practice and systematic constraints hinder the process. To rectify these problems, the authors recommend that teacher education programs should integrate the U into good practice in various dimensions of teacher education curricula, CPD, and collaborative learning. This paper holds the premise that by filling these gaps, education systems will enhance the capacity of teachers in managing and supporting diverse learners to enhance the implementation of inclusive education.

Challenges in Implementing Effective Training Programs

The study conducted by Mitchell and Sutherland (2020) demonstrates that teachers need special preparedness to meet different student learner needs through inclusive education. The programs succeed in producing positive results yet they operate poorly due

to minimal resources and insufficient mentor support. The authors advocate extensive practical education with proven techniques that improve teacher preparedness. Educational experts plan to research more deeply and update teaching guidelines which will result in competent delivery of inclusive education from future educators systems can effectively train special learners.

Theoretical Framework

Mainstream classrooms that operate under the ideas of inclusion offer quality education opportunities to the same level to each student regardless of his or her abilities and background or disability. An analysis of the success of training programs for future educators to teach inclusion can only be conducted through the three theoretical models that are Vygotsky's Sociocultural Theory, Bandura's Social Learning THEORY and the Universal Design for Learning (UDL). The social aspect of learning while taking into the consideration cultural environment as major factors lies in the heart of Vygotsky's theory. To explain how training with experienced educators is helpful in the development of inclusive teaching competencies among the future teachers, the Zone of Proximal Development conceptualizes this phenomenon.

Methodology

Research Design

This particular study employs a qualitative exploratory research approach in order to determine future teachers' perception of efficacy and relevance of their inclusive education training. Especially in the areas that have had no or little research in the past, the exploratory nature of this approach allows the researcher to delve into the lived experience of the participants (Merriam & Tisdell, 2016). Important Ingredients of the Qualitative-Special exploratory design approach

Participant Selection

Dealing with final year prospective teachers who have registered themselves in the B.Ed. (Hons) program at the University of Education, Lahore, participants were selected on the purposive basis. Such individuals were based on their willingness to reflect on their learning experiences as well as on their participation in inclusive education training.

Data Collection

In the study, only one data collection method namely semi-structured interviews method was utilized in the study. This approach allowed the researcher to direct a discussion with open-ended questions and gave the subjects' liberty to elaborate on ideas, sentiments and reflections pertaining to inclusive education. The interviews were conducted in Urdu, recorded audio with the permission and later on translated in English for examination. This strategy guaranteed depth and flexibility to grab some subtle participant insights.

Data Study

Thematic analysis of six phase model by Braun and Clarke (2006) was used to analyse data sample. After the transcription and translation of the interviews, the researcher involved himself in familiarization, coding, theme creation, and interpretation. Such an approach allowed to identify the existing repeating patterns associated with perceived training efficacy, spheres of readiness and underreadiness, and attitudes to inclusive education.

Study Population

Students finishing educational training for inclusive education at the University of Education Lahore Township Campus make up the study population. The study comprises students still enrolled in inclusive education coursework or have completed their inclusive education coursework at the University of Education Lahore actively participating in educational programs. The study goal is to gather several people with teacher training desires to provide universal survey data that reflects a broad range of experiences and knowledge.

Sample Size

This study aims for a total sample group of 15 to 20 potential instructors. Fifteen to twenty interviews will ensure data saturation since this number offers enough participant representation for achieving data saturation. Though allowing sufficient flexibility to have large research interviews throughout the study time, twenty individuals provide sufficient depth in the exploration of personal experiences.

Sampling Method

Purposive sampling will serve as the sampling method because it proves highly beneficial for qualitative investigations. The research makes use of purposive sampling to select participants who possess characteristics essential for the research objectives. The participants in this research will be selected using these characteristics. Only participants enrolled in active inclusive education courses or who have finished their studies will be allowed to join the study. The researcher will use participants from diverse educational backgrounds including primary card secondary special education trainees with varying demographic characteristics such as age and gender and ethnic backgrounds. The participants will come from different stages of teaching experience because some will work with diverse learners for the first time while others bring practical skills in inclusive education practices.

The research design applies purposive sampling to collect qualitative data which reveals the effectiveness of inclusive education training from trainee teacher perspectives. The chosen sampling technique matches the exploratory study orientation because it helps researchers recruit participants who bring valuable first-hand accounts about their training exposure and their understanding of inclusive education.

Data Collection Tools

The main research technique for collecting qualitative data involved conducting semi-structured interviews. The method provides extensive opportunities to study the complete spectrum of participants' outlooks on inclusive education training programs. The researchers applied the semi-structured approach to conduct discussions with participants and to develop further exploratory inquiries based on what interviewees share. The researcher conducted interviews along with focus groups as methods to collect combined insights from prospective teachers.

Data Collection Process

Interview Protocol

Open-ended interview questions will be developed to direct semi-structured interview sessions. The participants will feel relaxed in interview sessions which take place in comfort zones. Key questions include:

1. Please describe your current academic year and how far you have progressed in your teacher education journey.
2. What is your area of specialization or subject focus in the teacher training program? Please explain why you chose this field.
3. Can you describe any formal training, workshops, or coursework you have received related to inclusive education? When and in what context did this training take place (e.g., during a practicum, a specific semester, or course)?
4. How would you describe your overall experience with the inclusive education training you've received so far?
5. In what ways do you feel the training has prepared/not prepared you to work in inclusive classroom settings?
6. Can you share any inclusive strategies, tools, or methods you've learned during your training?
7. Were there any practical components (e.g., teaching practice, workshops, role plays) in the training? If so, how helpful were they in building your confidence?
8. As a prospective teacher, do you feel adequately prepared to adapt your teaching methods to support students with different learning needs (e.g., disabilities, learning difficulties)? Why or why not?
9. How comfortable do you feel with behavior management techniques in an inclusive classroom? Have you received any training in this area?
10. Do you feel confident in your ability to plan and implement differentiated instruction to **Data Analysis**

A comprehensive analysis of each theme is presented, supported by direct quotations from the study participants. This chapter aims to illuminate the experiences of prospective teachers in public teacher education institutions by exploring the interplay of emotional, academic, institutional, and social factors that contribute to procrastination behaviours.

Data Organisation and Themes

Semi-structured interviews that were carried out with prospective teachers were used in analyzing the data for this study. These responses were grouped to eight main themes which arose to the fore after a systematic coding process.

Theme 1: Readiness and Confidence in the Care of Inclusive Students

This issue concerns the eagerness of future teachers to use inclusive teaching strategies and their surety in altering their instruction in accordance with all the students, especially those who have special educational needs. The respondents interviewed demonstrated that though many of them had a good theoretical basis for inclusive education, they were not so sure of their ability to actually act upon those concepts in the classroom. This is a great challenge that the future teachers will experience because of the gap between knowing what to do and how to actually carry out in a real classroom.

Subtheme 1.1: Confidence in Changing Teaching Strategies

Issue of confidence of participants' regarding their ability to change their teaching tactics was one of the most recurrent topics during the interviews. While it was not so clear to them concerning how they could do so in earnest, most of them admitted the necessity to have to do so to suit the different needs of their students. Although they were aware of the ideas of universal design for learning (UDL) and differentiated instruction, they were not always confident how to use them in real classrooms in which there were students of different abilities.

Subtheme 1.2: Training Deficiencies and Unpreparedness Areas

The gap in what it was that the training attendees thought they needed to be actually ready for inclusive classrooms as opposed to what they had gotten was another significant sub-theme. Though the theoretical knowledge was addressed, many teachers felt that they do not have adequate practical training to handle real situations, particularly, those with students having

Subtheme 1.3: Result of Training on Teacher Confidence

The last subtheme, an impact of training on teacher confidence, disclosed how strongly the type and volume of training influenced the confidence of teachers in the field of inclusive education. Teachers experienced more practical, in the real world settings – such as teaching intern ships, co teaching with other instructors or classroom observations – felt more confident. This practical knowledge enabled them to watch inclusive teaching techniques in actions hence allowing them to feel more comfortable about using them in their classrooms.

Theme 1 Summary: Preparedness and Comfortability with Inclusive Teaching

"Readiness and Confidence in Inclusive Teaching" focuses on an interactive relationship between the theoretical knowledge and actual experience in preparing would-be teachers for inclusive education. Even though the attendants showed great support of the ideas of inclusive education, they confessed that the implementation of the ideas launched a great challenge. What transpired during their training proceedings had a direct bearing on how confident they became on using inclusive approaches.

Theme 2: Effectiveness of Teacher Training Programs

The effectiveness of teacher training programs toward prospective teachers to prepare for inclusive education is one of the key issues that materialized from the interviews. The participants talked about to what extent their training programs prepared them to deal with challenges of teaching classes in inclusive classrooms. Although many participants recognized the benefit of the training they received, they also listed a number of areas in which their programs could have been more effective, namely through the provision of hands on training and responding to the specific needs of the student's with disabilities.

Summary of Theme 2: Effectiveness of Teacher Training Programs

Theme 2 is able to single out crucial strengths and weaknesses of teacher training programs for preparing future teachers to inclusive education. Although the participants recognized the importance of the gained theoretical knowledge, they highlighted the need to have more practice in the use of inclusive teaching strategies. The gap between theory and practice was largely the idea although many participants stated that the theoretical knowledge, in itself was not adequate for the struggles of inclusive teaching.

Theme 3: Difficulties Putting Inclusive Policies into Practice

The theme of “Challenges of Making the Inclusive Policies a Reality” describes challenges of prospective teachers when attempting to implement the inclusive education policies in the real-life classroom environment. Notwithstanding the training on inclusive education, most of the participants complained about difficulties in transferring theories to action. Although, the advantages of inclusive education were widely recognized, the practice was turned to be more complicated than it was expected.

Subtheme 3.1: Insufficient Resources and Institutional Backing

The major challenge that emerged during the research according to the respondents was that there were not enough resources and institutional support for an inclusive education. Many teachers reported that, even though the inclusive education policies were advocated at the institutional level of schools, some of the schools failed to provide resources that could make these policies effective. Such a difference between the policy and practice often left teachers feeling unsupported in trying to use inclusive strategies.

Subtheme 3.2: Problems with Classroom Management

The other important challenge cited by the participants is the challenge of managing a classroom, which is becoming more diverse in terms of student needs, especially in the inclusive setting. It was hard for teachers to exert an effort in balancing the demands of the students with disabilities and students without disabilities in terms of academia. Classroom management in inclusive settings represents a fine walk between individual attention and order in the classroom with the overall engagement level and it was a challenge for many teachers.

Subtheme 3.3: Combining Theory with Practical Application

Although most of the participants were exposed to inclusive education policies and strategies during the training, most of the time they found it difficult to apply such theories. This gap between a theoretical understanding of things and its practical application or development would be quite an obstacle for many teachers in this regard. The diverse and needs of individual students, differing classroom dynamics, and erratic aspect of the teaching process made it impossible for the participants to use Inclusive strategies with the same degree of efficiency as they were taught.

Summary of Theme 3: Difficulties Putting Inclusive Policies into Practice

Theme 3 demonstrates the great difficulties that the prospective teachers face while trying to implement inclusive education policies in their classes. Even though inclusive education is commonly referred to as being effective, the participants admitted that the actual implementation of the policies is more complex compared to just knowing about the principles.

The three subthemes- inadequate resources and institutional support, flaws in classroom management, and incorporating theory with practice – emphasize on the issues that teachers face in an attempt to make a classroom inclusive. Numerous teachers indicated that the idea of inclusive education was not supported by their schools in terms of provisions of such resources as special materials, teaching assistants and appropriate classroom arrangements, among others.

Theme 4: Teacher Attitudes on Inclusive Education

The theme behind "Teacher Attitudes on Inclusive Education” explores the attitudes and beliefs on the part of prospective teachers regarding inclusive education. It examines how teachers see the advantages and the disadvantages of introducing inclusive classrooms, along with their own personal beliefs which direct them to the attitude towards teaching of the people of special educational needs (SEN). Attitudes on inclusion among teachers are important because they determine how much teachers are capable of applying inclusive practices in the classrooms.

Subtheme 4.1: Faith in advantages of Inclusive Education

A great sub theme that came out in the interviews was that the participants had high level of belief in benefits of inclusive education. Much of the participants showed a strong will for building an equitable learning environment for all the students irrespective of their abilities.

inclusion emerged from a better understanding of the wider benefits that inclusive education entails to the students, schools and the society in general.

Subtheme 4.2: There are Many Reasons for the Teachers to Implement Inclusive Practices.

The second sub theme, “Reasons for Teachers to use Inclusive practices” depicts the reason as to why the teachers must do so to embrace the inclusive practices. For a great number of participants, there was a personal value and professional belief that the importance of equality and fairness in education were imperative. Teachers were driven with the responsibility of ensuring that each of them gets a chance to succeed irrespective of their learning needs.

Participant 3 said, “I use inclusive practices because I think that it is my role to ensure that all students feel welcomed and valued.” Everyone should be included notwithstanding their different needs. This statement reflects one of the core beliefs in regards to right of each student to get equal education and emphasizes on the moral and ethical reasons which push teachers towards usage of inclusive approaches.

Subtheme 4.3: Negative Aspects of Including Implementation

In terms of the general attitudes to inclusive education, it should be noted that the great number of participants raised both the negative aspects and challenges of implementing it. Although they believed in the advantages of inclusion, they did not underestimate the challenges of teaching a class that includes kids of different degrees of needs, and when there are limited resources. Such challenges usually translated into feelings of frustration and confusion on how to serve all the students with needs in a mixed environment.

Summary of Theme 4: Teacher Attitudes on Inclusive Education

The fourth theme concerns with the views and attitudes that prospective teachers have about inclusive education. Although most of the participants strongly believed in the positive implications of inclusive education and they had the sense of responsibility to offer equally possible learning to all the students, they were also aware of the difficulties in the inclusion process.

resources and support is deficient culminated in feelings of frustration and anxiety within the possibility of inclusive practices.

Theme 5: Required Assistance and Resources for Effective Inclusion

The theme “Need of Help and Resource for the Purpose of successful Inclusion.” ventures into the kinds of assistance, resources and tool that potential teachers think are required for effective implementation of inclusive education in their classrooms. Notwithstanding their belief in the advantages of the inclusive education many of the participants showed an obvious necessity for more support to ensure that inclusive practices work.

Subtheme 5.1: Professional Growth and Mentoring

Professional growth and mentoring for the teachers to realize the inclusive education were a dominant issue of this theme. Although, many participants were aware of the significance of their first training numerous of them also stressed the point that there should be continuous training provision for enhancing the skills and up-to-date information about strategies, techniques and studies in the area of inclusive education.

Subtheme 5.2: Classroom Resources and Tools

The second subtheme reflects the piece-meal classroom resources and tools that participants felt were important for good inclusive education. Many participants pointed out to the absence of proper learning resources, in the forms of assistive technologies, flexible learning spaces, and even special teaching materials which made it hard for them to implement the inclusive teaching strategies properly.

Summary of Theme 5: Required Assistance and Resources for Effective Inclusion

Theme 5 brings the crucial nature of the external assistance, (i.e. professional development as well as classroom resources, institutional support) in ensuring the successful introduction of inclusive education. Although, a large number of participants expressed great belief in the necessity of inclusive education for all, they understood that the extent for which they could implement the inclusive practices significantly relied on the availability of sufficient resources and support.

Theme 6: Experiences in Co-Teaching and Collaborative Teaching

"Exploits of Co-Teaching and Collaborative Teaching” theme illuminates the worth and pitfall of coordination with other educators, especially in the setting of inclusive learning environments. Cooperative teaching and co-teaching are important aspects of inclusive

education because both involve the sharing of responsibilities by teachers to provide different views and an opportunity to attend to the needs of every individual student. This theme confirms the experiences of the representatives of these collaborative models of teaching as well as their understanding of the pros and cons of working with colleagues, primarily for inclusive settings.

Subtheme 6.1: Exposure to Cooperative Teaching Models

Under this theme, one of the sub-themes was participants' exposure to cooperative teaching models and these embrace different forms of team-teaching (i.e. co-teaching, collaborative planning) etc. Several of the participants have indeed had positive experiences in dealing with other teachers, especially during co-teaching when they collaboratively planned and prepared lessons. Such experiences enabled them to experience the impact that coordination could have on the dynamics in a classroom and the learning outcomes of the students with special educational needs (SEN).

Subtheme 6.2: Benefits of Collaborative Teaching

The second subtheme is concerned with the advantages of working in collaboration, especially in relation to diversity of needs in the students. Several participants identified collaboration with other educators so as to be able to share knowledge, skill, and resources that helped in creating more inclusive learning environments. Co-teaching and collaboration allowed the participants to offer individualized instruction to the learning process and give more personal participation to the students thereby creating an inclusive classroom culture.

The build-up effect of collegial setting was also a factor that helped to grow professionally. Participant 9 narrated, "I learnt so much from my co-teacher". We had the possibility to share strategies, speak about what worked and speak about practice. It turned me into a good teacher. The implication of this statement is that professional growth has the potential of happening in a team teaching environment. Co teaching creates a culture of mutual learning and improvement where both the teachers learn from each other.

Subtheme 6.3: Obstacles to Successful Teamwork

Although most of the participants shared positive experiences in collaborative teaching, some of them listed several barriers, which made such a teaching difficult. Another popular challenge was the absence of time that was dedicated to collaborating. Teachers reported feeling frustrated about the lack of opportunities for planning and working in collaboration since the work associated with the curriculum, and day-to-day activities in the classroom left little time for joint planning or reflection.

Summary of Theme 6: Experiences in Co-Teaching and Collaborative Teaching

Theme 6 depicts the important role played by co-teaching and collaborative teaching to bring the inclusive classrooms. Although many of the participants were positive about their experiences adding that it is more beneficial to share responsibility and ideas and to provide more personalized support to the students, they also indicated the problem of effective collaboration.

Theme 7: Professional Development and Self-Efficacy in Inclusive Education

The theme, "Professional Development and Self-Efficacy of Inclusive Education", touches upon the aspect of the continuous learning, professional development, and self-self-efficacy, which makes the future teachers effective in the establishment of inclusive education. Self-efficacy is a notion of a teacher's confidence in his/her ability to teach and make the difference in students' learning processes, especially in difficult ones such as inclusive classrooms. This theme emanated out of interviews as an important factor that determines teachers' success in the implementation of inclusive practices.

Subtheme 7.1: Self-Efficacy Growth via Training

One of the major subthemes produced was the involvement of training in creating teachers' self-efficacy, or their reassurance that they can teach inclusively. Various participants have confessed that their self-efficacy in inclusive education also increased with the passage of time, exposure, and experience in the practical teaching surroundings. Although the initial training was informative, a combination of formal education and on hands explorations highly increased their confidence in teaching diverse students.

Subtheme 7.2: Self-Reflection and Teacher Beliefs

The other subtheme that was significant was the usage of self-reflection to enhance the teachers' self-efficacy. A lot of participants discovered that reflection on their teaching practices, identification of areas of improvement, and changes were important in the development of confidence in Inclusive teaching. Reflective practices enabled the teachers to learn their strongholds, identify their areas of improvement, and come up with more viable ways of handling the diverse classrooms.

Participant 8 said “I try to reflect on every lesson”. I ask myself what I have done well and what I’m going to improve next time. My reflections on my teaching practices shape me and instill in me confidence that I am able to cater for every student’s needs. This demonstrates the worth of self-reflection as a mechanism of personal and professional growth. Reviewing successes and difficulties helps teachers to point out the areas where they can develop oneself and allows feeling responsibility for professional development at their own level.

Subtheme 7.3: Ongoing Learning and Development

The last subtheme addresses learning and development as a significant factor in strengths teachers’ self-efficacy in inclusive educational set up. Several participants believed that professional development was a lifelong process that should include teachers’ constant craving for new knowledge, enhancement of skills, and knowledge of best practices with inclusive education.

Summary of Theme 7: Professional Development and Self-Efficacy in Inclusive Education

Theme 7 highlights the important role of professional development and self-efficacy in facilitating the ability to implement inclusive education from the side of teachers. Although initial training creates an initial understanding of inclusive education, many of the participants emphasized the need to continue learning, be mentored, and even reflect upon things personally in order to grow the confidence and competence required in inclusive teaching.

Table of Themes and Codes

The table below presents the summary of the themes, codes and categories based on the analysis of interviews carried out on prospective teachers. In this table, the key findings are arranged, indicating the different aspects as to the effectiveness and issues of inclusive education in the context of teacher training programs.

Table 1: Table of themes and codes

Theme	Code	Category
Readiness and Confidence in Inclusive Teaching	Confidence in Changing Teaching Strategies, Training Deficiencies and Unpreparedness Areas, Effect of Training on Teacher Confidence	Anxiety, Low Self-Esteem, Avoidance, Emotional Regulation, Stress
Effectiveness of Teacher Training Programs	Training in Theory vs. Practice, Practical Training Elements, Training Areas for Development	Theory, Practice, Hands-on Experience, Professional Development
Difficulties Putting Inclusive Policies into Practice	Insufficient Resources and Institutional Backing, Problems with Classroom Management, Combining Theory with Practical Application	Lack of Resources, Classroom Management, Application of Theory, Practical Implementation
Teacher Attitudes on Inclusive Education	Belief in the Advantages of Inclusive Education, Reasons for Teachers to Use Inclusive Practices, Negative Aspects of Including Implementation	Motivation, Beliefs, Teacher Self-Reflection, Inclusivity
Required Assistance and Resources for Effective Inclusion	Professional Growth and Mentoring, Classroom Resources and Tools, Institutional Support for Teachers	Mentoring, Classroom Resources, Support, Professional Development
Experiences in Co-Teaching and Collaborative Teaching	Exposure to Cooperative Teaching Models, Benefits of Collaborative Teaching, Obstacles to Successful Teamwork	Co-Teaching, Collaboration, Benefits, Obstacles

Professional Development and Self-Efficacy in Inclusive Education	Self-Efficacy Growth via Training, Self-Reflection and Teacher Beliefs, Ongoing Learning and Development	Professional Development, Teacher Confidence, Reflection, Growth

Conclusion

Chapter four has offered an extensive analysis of the data collected from the prospective teachers by conducting interviews with them with a view of throwing light on their experiences, perceptions, and impediments concerning the subject of inclusive education. The outcomes were summarised under major themes, which captured essential features of teacher preparedness, confidence, and reasons that can contribute towards successful implementation of inclusive education techniques.

Discussion

Summary of Key Findings

This chapter offers a summary of the emerging findings from the study that have disguised the views and experiences of prospective teachers as far as inclusive education is concerned. From the analysis, it was identified several significant themes, each of those revealing various aspects of how prospective teachers see and approach inclusive education in their classroom. The rest of this section describes the highlights of each of the themes.

Preparedness and Confidence in Inclusive Teaching

It was the findings that even though there were many prospective teachers that had felt well-enough prepared in theory to implement an inclusive education practice, they just did not feel ready to do so in the real classroom setting. Theory versus application gap was one of the important challenges. Experience was mentioned by participants to increase their confidence however lack of practical training at the outset was said to have left staff lacking in confidence as to how they could change their teaching to accommodate the different needs of students.

Effectiveness of Teacher Training Programs

Another key finding, which came forward, was the effectiveness of teacher training programs. Although the training had created a robust theoretical foundation for inclusive education, most of the participants felt like the training was not sufficient enough to equip them for challenges of teaching in inclusion. There was an obvious demand for the inclusion of more practical components, i.e., internships, co-teaching, as well as classroom observations, to improve teachers' skills to be able to teach inclusively.

Needs and Sources needed for the effective inclusion.

The need to get more support and resources was a constant bugbear. Participants identified the importance of professional development, classroom resources, and support by the institution, in designing effective inclusive classrooms. Many teachers felt that they required further training in particular areas such as learning to work with students with severe disabilities and with more resources such as Teaching assistants and the assistive tech to adopt inclusive practices fully.

Theoretical Knowledge vs. Practical Application in Inclusive Education

The first finding is the obvious gap between the theoretical understanding of the inclusive education and its application in real classrooms. Prospective teachers showed excellent academic understanding of the concepts of inclusive education, and many of the participants had doubts in terms of implementing the theories in real life. The lack of connection is by no means uncommon in teacher education programs, as implied by Allday & Pakurar (2017), who threw their focus on the challenge of teachers when it came to the manner in which they could transfer the theoretical knowledge into effective classroom steps.

Teachers' Beliefs and Perceptions on Inclusive Education

One of the important findings of this study was that most of the participants had positive belief in inclusive education. Although, while teachers had strong attitudes towards the adoption of inclusion, they also expressed great concerns regarding the practicality of inclusive education in real classrooms. The issues were usually related to the complexities of the diverse needs of students and the alleged challenges in catering for the educational needs of the severely disabled students while at the same time adhering to the academic standards of all the students.

Institutional Support: An Element in Inclusive Education

The finding of this study on the role of institutional support in ensuring the fulfillment of inclusive education was another important aspect. The participants indicated that their schools always promoted inclusive education on the policy levels, but the support, in reality, was inadequate

Difficulties of the Co-Teaching and Collaborative Models

Through the study, co-teaching and collaborative models of co – teaching were socially valued by the prospective teachers in that most of them identified the potential of these models to bring about more inclusive classrooms. However, it was identified that there are a number of challenges for implementing these models effectively. One of the biggest barriers was the unavailability of time to do joint planning and coordination.

The Part of Self-Efficacy on Effective Inclusive Education

An important outcome of this research was the role of self-efficacy that defined teachers' capability of working out inclusive education successfully. Those participants who possessed greater levels of self-efficacy and were frequently because of being exposed to hands-on practice or constant professional development, felt more assured to modify their teaching approaches in order to fit them to students of all levels

Conclusion

This study investigated the experience and perception of prospective teachers on implementation of inclusive education. The research was aimed at the study of challenges that teachers encounter, efficiency of their training, and conditions that contribute to boosting their confidence in implementing inclusive teaching practices. By interviewing prospective teachers the key themes were identified that revealed not only the bright sides but also a number of difficulties of inclusive education.

Recommendations for Future Research

Drawing the results of this study, there are a number of areas for the future research that could broaden the understanding of inclusive education and influence the teacher preparation programs refinement.

Exploiting the Implication of Practical Training Elements

Subsequent researches may include examination on how various forms of practical training (i.e. internships, co-teaching, classroom observations) influence confidence and capacity to apply inclusive practices of prospective teachers.

Longitudinal Studies on the Professional Development Effectiveness

Since professional development is a vital actor of self-efficacy, future research should be aimed at determining the long-term effects of incessant professional development among teachers in the capability of implementing inclusive education. Longitudinal studies could follow teachers for a few years in order to check what effect the continuous professional development has upon the teachers' practices, their confidence and their attitude towards inclusion. This would offer further details on the relationship between continuous learning and the effective inclusive teaching.

Developing the Teacher Success in the Light of Institutional Support.

There is room for further studies that may concentrate on the role of institutional support in a successful inclusive education. Though this study found out the lack of resources and support to be the major challenge, other studies can look at how various forms of institutional support such as leadership, funding and collaboration affect teachers' competencies in regards to inclusive education.

Exploration in the experiences of teachers in a diverse school environment.

This study was majorly concerned with prospective teachers in an educational context. Other avenues for future research could include the exploration of conditions in varied contexts of teachers, including urban and rural schools, public and private schools, etc., and those schools with more or less resources.

Special Education Teachers' Needs in Terms of the Inclusive Education

Specifically, further studies can concentrate on the experiences of the special education teachers in the setting of inclusivity. Although, general education teachers are faced with challenges of implementing inclusive practices, special education teachers are key in this regard. It will be beneficial for enhancing co-teaching and other joint models for teaching in inclusive classrooms to know the challenges the teachers are facing, resources they require and how they intersect with the general education teachers' role.

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