



# INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION & DEVELOPMENT



[www.hrmars.com](http://www.hrmars.com)

ISSN: 2226-6348

## Preparedness of Special Education Teachers in The Implementation of Inclusive Education

Abdul Rahim Razalli, Haniz Ibrahim, Nordin Mamat, Manisah Mohd Ali, Nasir Masran, Grace Annamal A/P Gnana Piragasam, Noor Aini Ahmad & Noratiqah Satari

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v10-i2/10363>

DOI:10.6007/IJARPED/v10-i2/10363

**Received:** 04 April 2021, **Revised:** 05 May 2021, **Accepted:** 27 May 2021

**Published Online:** 24 June 2021

**In-Text Citation:** (Razalli et al., 2021)

**To Cite this Article:** Razalli, A. R., Ibrahim, H., Mamat, N., Ali, M. M., Masran, N., Piragasam, G. A. A. G., Ahmad, N. A., & Satari, N. (2021). Preparedness of Special Education Teachers in The Implementation of Inclusive Education. *International Journal of Academic Research in Progressive Education and Development*, 10(2), 823–838.

**Copyright:** © 2021 The Author(s)

**Published by** Human Resource Management Academic Research Society ([www.hrmars.com](http://www.hrmars.com))

This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen

at: <http://creativecommons.org/licenses/by/4.0/legalcode>

**Vol. 10(2) 2021, Pg. 823 - 838**

<http://hrmars.com/index.php/pages/detail/IJARPED>

**JOURNAL HOMEPAGE**

Full Terms & Conditions of access and use can be found at  
<http://hrmars.com/index.php/pages/detail/publication-ethics>



# INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION & DEVELOPMENT



[www.hrmars.com](http://www.hrmars.com)

ISSN: 2226-6348

## Preparedness of Special Education Teachers in The Implementation of Inclusive Education

Abdul Rahim Razalli, Haniz Ibrahim, Nordin Mamat, Manisah Mohd Ali, Nasir Masran, Grace Annamal A/P Gnana Piragasam, Noor Aini Ahmad & Noratiqah Satari

Faculty of Human Development, Sultan Idris Education University, 35900 Tanjong Malim, Perak

Email: [rahim.r@fpm.upsi.edu.my](mailto:rahim.r@fpm.upsi.edu.my)

### Abstract

This study aims to examine the readiness of special education teachers (SET) to implement Inclusive Education Program (IEP) in terms of their attitudes, knowledge and strategies. Additionally, the researchers also seek to analyze different approach of IEP implementation based on their work experience as special education teachers. This survey study involves a total of 75 special education teachers, using questionnaire instrument and analyzed by descriptive statistics. The overall study findings revealed the readiness of SETs towards IEP is at a high level (mean = 3.195, s.d = .259). Readiness in terms of attitude is also at high level with (mean = 3.359, s.d = .525), while knowledge aspect found to be at moderate level with (mean = 2.623, s.d = .561) and high level for strategy aspect (mean = 3.602, s.d = .503). One -way ANOVA of this research further discovered that there was no significant difference between aspects of attitude, knowledge and strategy with teaching experience. Hence this paper presents the readiness of SETS to IEP in attitudes and strategies aspects for effective IEP practice while knowledge aspect needs to be improved.

**Keywords:** Inclusive Education, Attitudes, Knowledge, Strategies, Special Education Teachers.

### Introduction

The Malaysian Education Development Plan (MEDP 2013-2025) was formulated to prepare the education needs of young generation in the 21st century. Developments of the education system worldwide have strongly influenced the Malaysian education system in line with the rapid pace and global development of the world today. This development should be seen as a positive change and challenge in the education field. Such changes and challenges are necessary to ensure good life quality and to benchmark the education accessibility and development in Malaysia so that it can be improved and sustained to suit the people needs in the competitive era of modernization. According to Conrad & Brown (2011) developments of education at international level has possibly received positive acceptance and reform the society's mindset towards

educational needs. Changes in special education should also take place likewise the rapid development of mainstream education. Studies show that special education requires major transformation both at policy level and implementation stage in schools due to expansion of the Special Education Integration Program (SEIP). The increasing number of Special Needs Pupils (SNS) requires many educational opportunities to be opened for them such as the expansion of the Inclusive Education of Integration Special Education Program (IEP) was gazetted in 2013 (Education Regulations, Special Education 2013). In the early stages of its implementation, IEP has received good acceptance of SNS among the school community (Friend & Cook, 2010). Special Education Teachers (SET) need to work with Mainstream Teachers (MT) to ensure effective teaching for SNSs who are placed in inclusive classrooms. For a successful IEP implementation, the teachers involved need to understand the rationale for its implementation. This rationale aims to provide teachers with an understanding on aspirations and goals of IEP implementation. Hence, the objectives of IEP implementation need to be understood. As noted by Friend & Cook (2010) teachers need to know their roles, form relationships, aware of student needs, understand logistical issues, and strive to reduce stigma against the students involved. Results of a study conducted by found that there are many issues that need to be addressed by teachers in realizing the IEP. Among the challenges faced are related to finding time to plan, ensuring support from the administration (Friend, 2010), reducing teaching style differences, using interpersonal differences of teachers as a strength of IEP as well as addressing teachers' attitudes toward teaching and learning in inclusive classrooms. From the challenges addressed, their study proposed various strategies to address the shortcomings and weaknesses found in IEP. They stated that teachers need to consider six teaching models as introduced by Friend (2010). Moreover, the Ministry of Education Malaysia (MOE) needs to clearly address the advantages and strengths of IEP to ensure high participation of teachers in the program (Friend & Cook, 2010).

### **Problem Statement**

The implementation of special education in Malaysia has begun since the Education Act 1996. Section 41 of the Education Act 1996 and additions to the Education (Special Education) Regulations 2013 (PPPK 2013). PPPK 2013 states about the need to create Inclusive Education in ordinary schools for students with visual impairment, hearing impairment or learning difficulties. In the First Wave of PPPM 2013-2025, SNS should be given the opportunity to be in the IEP at a rate of 30% of the current population of a school by 2015. As for the Third Wave (2021-2025), the government targets 75% of SNS to follow the IEP. This percentage is in line with the Malaysian Persons with Disabilities Act, 2008 in Article 28 which states that SNS should be given support to help them achieve the objective of equality in education. Nevertheless there are several problems related to the IEP implementation in an inclusive classroom setting. There is knowledge issue that revolve around teachers' and administrators' understanding of the co-teaching components as stated by Friend (2010) namely understanding on the IEP philosophy, the personal and professional nature of the teachers involved, the dynamic classroom and the external support required in the implementation of IEP. All content in the co-teaching component do affect teachers' understanding and knowledge in determining goals, addressing challenges and also adapting teaching strategies that should be used in the IEPs (Razalli et al.,

2021). According to Florian (2014) the implementation of inclusive education in Malaysia requires reformation for a quality education based on new ideas. Friend (2010) highlighted the need to implement a 'Shared Teaching' strategy to replace the use of 'Companion Teacher' term which fails to represent the relationship between mainstream teachers (MT) and special education teachers (SET) as well as their effective functions and roles in practicing inclusive education policy.

Nevertheless, there are a number of constraints that need to be resolved before administrators are highly assured to implement the IEP. As noted by Gurgur & Uzuner (2010), there are many issues that cause students with special needs (SNS) difficulty to be placed in mainstream classes (MS), among which is large number of students in each class, teachers' lack of skills in addressing the needs of SNS in controlling behavior, preparing teaching materials like Braille writing system and sign language skills. According to Florian (2014) barriers in conducting IEP from the knowledge aspect and organizing strategies to plan lessons and implement such planning goals in a shared classroom. According to Sukumaran, Loveridge, & Vanessa (2014) SNS who are placed in IEP classes need full support from SETs to remain in the class and benefit directly from the teaching and facilitation activities readily available. While Sukumaran, Loveridge, & Vanessa (2014) further addressed that the IEP implementation that places SNS students in mainstream classes without special assistance of special education teachers in inclusive classrooms does not help much to improve academic and social learning of the students. Assistance from Special Education teachers in inclusive classrooms along with the mainstream teachers is a better approach and will bring positive impact on students (Friend & Cook, 2010; Murawski & Hughes, 20092). In Malaysia, the IEP implementation has not yet been fully carried out (Hussin & Hamdan, 2012), although studies (Friend & Cook, 2010) stated that SNSs can be given direct guidance on the content of lessons learned. Accordingly, a study that focuses on the readiness of SETs for IEP in terms of attitudes, knowledge and strategies should be carried out to support the Ministry of Education Malaysia effort to achieve 75 percent of SNSs to enroll in the IEP.

### **Objectives**

- a. To assess the level of readiness among special education teachers towards the implementation of Inclusive Education from the aspect of attitudes, knowledge and strategies.
- b. To assess the level of differences on readiness of special education teachers towards the implementation of Inclusive Education in terms of attitudes, knowledge and strategies based on their experience.

### **Literature Review**

Researches by Pappamihel (2012) stated that learning in IEP is important and can be further improved with SET involvement who can teach according to the needs of SNS students. Another work by Gurgur & Uzuner (2010) showed that teachers' attitudes play a significant role in collaborative teaching practice. The study of Ida & Erin (2010) proved that there is positive attitude between SETs and MTs in their collaboration. Nevertheless, a study by Pancsofar & Petroff (2016) revealed that teachers with negative attitude towards co-teaching will be more

likely to use a collaborative teaching approach with only one teacher plays the active role while another one remain passive in the inclusive classroom.

Johnstone (2010) discovered that there is an increasing demand for inclusive education due to its importance for students with special needs apart from positive attitude of the community today. The importance of IEP can be assessed from the academic, emotional and social aspects of special education students when they started to enrol in the inclusive classroom. Special education students as well as mainstream students can benefit from advantages of inclusive education, not only in terms of academic achievement but also non-academic skills such as basic life skills like motor skills, communication and functional life skills (Jennifer Katz and Pat Mirenda, 2002). The attitude of accepting and embracing differences, appreciating the rights of all students not only to learn together in their school community, but also to appreciate them as important members is an early definition of inclusive education. Razalli, et al (2021) stated that inclusive education is an educational strategy where students with special needs are placed in normal classes along with normal students to follow the teaching and learning process together.

In relation to strategies of teachers involved in the IEP implementation, attitude factors seem to greatly influence the extent to which teachers can learn and master IEP the soonest possible (Razalli, et al., 2021). Zalizan (2009) addressed that attitude factors influence the positive idea of inclusive education. Mutual trust is an important element in the IEP implementation. (Friend, 2010). Self-confidence is very important in preparing as well as the willingness of a teacher to collaborate for task completion. The core in building a personal belief system is the value of trusting each other. The concept of mutual trust can be established among team members and will accordingly turn into positive relationship. Inclusive Education Programs that implement collaboration between mainstream teachers and Special Education teachers will successfully shape and create positive attitude to share clear vision and goals. Mamat et al (2021) revealed that relationship building between fellow members of the partnership will be able to curb negative attitudes by partners and will make them more willing to share despite their different life backgrounds. The aspect of self-readiness is highly emphasized in creating a collaborative relationship between teachers.

Positive attitudes bring benefits to students' achievement and teachers' professional development (Zalizan, 2009). Studies show that teachers who are involved in co-teaching experiences will be more positive compared to teachers who are not involved in co-teaching (Pancsofar & Petroff, 2016; Mamat et al., 2021). The study of Lina & Indre (2012) proved that pedagogists and special education teachers found to have positive attitudes in teaching IEP in schools. This is evidenced from strong motivation of the teachers to collaborate with their teaching partners to meet the needs of special education students and their willingness to be consulted on inclusive education. Pancsofar & Petroff (2016) showed that teachers with negative attitude towards co-teaching will be more likely to use a collaborative approach in teaching with only one teacher playing the active role and another is passive in an inclusive classroom. Moreover, Tamuri & Azman (2010) emphasized that teaching skills, linking knowledge, skills and values, fun and happy learning environment can gauge interest of students to learn. A study by



Ahmad and Abu Hanifah (2015) found that high knowledge of special education teachers to manage behavior. Their skills to manage the behavior of students with learning difficulties during lesson can be improved by upgrading in -service courses, building modules and holding workshops related to behavior management among special education teachers should be given prior attention by the authorities. Whereas Yoon-Suk & Evans (2011) stated that teachers do have the basics of IEP but do not have the knowledge and training for effective implementation of inclusive education. There is a big challenge of teaching a class of special need students because teachers will have to face those who are having problems and need to adjust their approaches in delivering information. Meanwhile, Friend (2010) presented that in theory, collaboration between Special education teachers and mainstream teachers is based on the knowledge and expertise of the teachers. The outcome from the joint expertise will ensure success in collaboration. Even so, this collaborative process will not be successful with only cooperation between two individuals who participate in an activity and spend time together. According to Yehuda et al (2010), this collaborative process demands effort, perseverance and continuous training. Friend (2010) further suggested that knowledge in teaching will provide opportunities for teachers to share their knowledge, skills and experiences and in turn will provide opportunities for students to get more support from teachers and acquire varied educational teaching patterns. This statement is supported by Lina & Indre (2012), who argued that collaborative teaching is the most effective and universal approach to educate special education students.

Yehuda et al (2010) study pointed out that SETs are proven to have less knowledge of subject content to be taught to mainstream students and students with special needs, just as mainstream teachers need more training on PPIs. The fact is, mainstream teachers and Special Education teachers desperately need to be together in their teaching approach in an Inclusive classroom. Strategies in conducting strengths and needs assessments can be carried out through written or online questionnaires and formal or informal interviews. Assessment can also be implemented through discussion in school meetings. Moridan (2013) stated that teaching strategies for students are based on knowledge with regard to development of mainstream students that can be applied to SNSs while teaching in the classroom. This statement is supported by Gee & Gonsier-Gerdin (2018) who accorded that schools need to ensure pre-school meetings are held to discuss standard setting, assessment, facilities, modifications, instructional strategies and classroom organization to minimize self -barriers to success (Bryan & Henry, 2012).

### **Research Methodology**

This study is carried out using survey method with a set of questionnaires as the instrument for gathering of data. The data is collected through the use of questionnaire containing 30 items with five options using 5-point Likert scale of 1 (Strongly Disagree), 2 (Disagree), 3 (Not Sure), 4 (Agree) and 5 (Strongly Agree). The items represent three aspects under study. They are knowledge level, attitude and strategy. A total of 75 teachers were selected as the study sample through stratified random sampling. Data were then analyzed descriptively using mean and percentage.

## Result and Discussion

TABLE I Attitude Aspect on Readiness of Special Education Teachers to Implement Inclusive Education Programs (IEP) for Students with Special Needs

NO	STATEMENT	Scale and Percentage of Agreement (%)				Mean	SD
		SD 1	D 2	A 3	SA 4		
A1	I am happy to be selected to implement the Inclusive Education Program in schools.	0 (0)	0 (0)	52 (69.3)	23 (30.7)	3.306	.464
A2	I understand what needs to be done for the implementation of the Inclusive Education Program.	0 (0)	3 (4)	45 (60)	27 (36)	3.320	.549
A3	I feel the Inclusive Education Program is very easy to implement in schools.	0 (0)	6 (8)	40 (53.3)	29 (38.7)	3.306	.614
A4	The implementation of the Inclusive Education Program does not pressure me.	0 (0)	6 (8)	42 (56)	27 (36)	3.280	.605
A5	I am trying to understand the Inclusive Education Program.	0 (0)	0 (0)	41 (54.7)	34 (45.3)	3.453	.501
A6	I have good relationship with mainstream teachers involved in the Inclusive Education Program.	0 (0)	0 (0)	47 (62.7)	28 (37.3)	3.373	.486
A7	I am interested in learning more about the Inclusive Education Program in the future.	0 (0)	3 (4)	45 (60)	27 (36)	3.320	.549
A8	I am always looking for resources related to the Inclusive Education Program.	0 (0)	0 (0)	42 (56)	33 (44)	3.440	.499
A9	I agree that the Inclusive Education Program can increase self - confidence and bring positive change for special education students	0 (0)	0 (0)	46 (61.3)	29 (38.7)	3.386	.490
A10	I am proud to be a special education teacher involved in the Inclusive Education Program.	0 (0)	0 (0)	44 (58.7)	31 (41.3)	3.413	.495
	Total	0	2.4	59.2	38.4	3.359	0.525
SD-strong disagree; D- disagree; A-agree; SA-strong agree							

Findings from table I show A5 with mean = 3.453; s.d = 0.5010 and A8 with mean = 3.440; s.d = 0.499 very positive attitude with mean on readiness of special education teachers to implement

IEP by trying to understand IEP and always seek resources related to the IEP program. The attitude of being willing to understand and always seek resources related to IEP is similar to the findings of Lina and Andre (2012) that special education teachers strive to meet the needs of special education students and are willing to receive advice related to IEP. With regard to understanding on advantages and strengths of IEP can be clearly stated (Friend & Cook, 2010). Item A4 which is the Implementation of Inclusive Education Program does not put pressure on me shows low mean value of 3.280. The study findings are supported by the study of Gee and Gonsier-Gerdin (2018), showing that most special education teachers recognize the realities of special education teaching as they started to teach and need to balance between the stress and behavior of SNSs with teaching skills. Overall, the study findings showed a high level for attitude with the mean value of = 3.359; s.d = 0.525 or 97.8 percent agreed that the attitude of special education teachers is important in the IEP implementation.

All of these findings are supported by the studies of Pancsofar & Petroff (2016) showing that teachers who are involved in co-teaching experience will be more positive compared to teachers who are not involved in co-teaching. While the study of Gurgur & Uzuner (2010) showed that attitudes of teachers play an important role for a successful IEP implementation. Similarly, positive attitude brings benefits to students' achievement and teachers' professional development (Razalli et.al., 2021) The study of Ida & Erin (2010) proves there is positive attitude between special education teachers and mainstream teachers in their collaboration teaching. Inclusive Education Programs that implement collaboration approach between mainstream teachers and Special Education teachers will successfully shape and have positive attitude to share clear vision and goals. Similarly, according to Mamat et al., (2021) positive attitude by school community should present in the partnership.



TABLE II Knowledge Aspect on Readiness of Special Education Teachers to Implement Inclusive Education Programs (IEP) for Students with Special Needs

NO	STATEMENT	Scale and Percentage of Agreement (%)				Mean	SD
		SD 1	D 2	A 3	SA 4		
B1	I understand about the Inclusive Education Program.	16 (21.3)	59 (78.7)	0 (0)	0 (0)	2.78 6	.412
B2	I have taken courses related to the Special Need Students in Inclusive Education Program.	50 (66.7)	25 (33.3)	0 (0)	0 (0)	2.33 3	.474
B3	The courses given helped me to carry out the Inclusive Education Program at school.	0 (0)	54 (72)	12 (16)	9 (12)	2.40 0	.697
B4	I know the goals of the students being placed in the Inclusive Education Program.	0 (0)	41 (54.7)	25 (33.3)	9 (12)	2.57 3	.700
B5	I know the right program for students with special needs is either a Full Inclusive Program or a Partial Inclusive Program.	0 (0)	28 (37.3)	38 (50.7)	9 (12)	2.74 6	.659
B6	I know the characteristics and criteria of students that need to be included.	0 (0)	28 (37.3)	47 (62.7)	0 (0)	2.62 6	.486
B7	I know the duties of resource teachers and escort teachers that can be used during the Inclusive Education program.	0 (0)	29 (38.7)	46 (61.3)	0 (0)	2.61 3	.490
B8	I know my role as a special education teacher in the Inclusive Education Program.	0 (0)	28 (37.3)	47 (62.7)	0 (0)	2.62 6	.486
B9	I need to collaborate with mainstream teachers in implementing the Inclusive Education Program.	0 (0)	16 (21.3)	37 (49.3)	22 (29.3)	3.08 0	.712
B10	I know the problems and ways to overcome in implementing the Inclusive Education Program in schools.	0 (0)	41 (54.7)	34 (45.3)	0 (0)	2.45 3	.501
	Total	8.8	46.53	38.13	6.53	2.62 3	0.56 1
SD-strong disagree; D- disagree; A-agree; SA-strong agree							

Findings from table II show that B9 recorded the highest level of agreement for knowledge aspect with the mean value of = 3.080 and s.d = 0.712 that refers to the need to collaborate with mainstream teachers in implementing the IEP. This findings are similar to the study of Razalli et al., (2021) cwho addressed collaboration as key elements in determining the success of IEP implementation in special Education classes. While the lowest mean was recorded in item B2 that refers to I have received courses related to IEP of Special Needs Students with its mean value = 2.333; s.d = 0.474.

The result shows that special education teachers are still less prepared in terms of knowledge related to the IEP implementation as supported by the study of Yoon-Suk & Evans (2011) stating that teachers have the basics of IEP but do not have the knowledge and training for effective IEP practice. Majority of special education teachers are highly knowledgeable in handling the behavior of SNSs (Noor Aini Ahmad and Norhafizah Abu Hanifah, 2015). Overall, the study results showed a moderate level of agreement for the aspect of knowledge, with mean value of = 2.623; s.d = 0.561 or 42.7 percent agreed and 57.3 percent disagreed that the knowledge aspect is a factor for readiness of SETs special education teachers to implement IEP. This overall finding is supported by Tamuri & Azman (2010) study which asserted that SETs lack of knowledge on subject content to be taught to primary and SNS students, as well as mainstream teachers who require more training on IEP. The same argument is also supported by Takala & Uusitalo-Malmivaraa (2012). that recorded teachers have high willingness to increase their knowledge through the process of adapting to teaching strategies and strives to help SNSs to better understand the IEP learning process.

TABLE III Strategy Aspect on Readiness of Special Education Teachers to Implement Inclusive Education Programs (IEP) for Students with Special Needs

NO	STATEMENT	Scale and Percentage of Agreement (%)				Mean	SD
		SD 1	D 2	A 3	SA 4		
C1	Special education teachers need to be given exposure such as training and courses to implement the Inclusive Education Program more effectively.	0 (0)	0 (0)	44 (58.7)	31 (41.3)	3.41 3	.495
C2	Administrators need to be aware and involved to ensure successful implementation of the Inclusive Education Program in schools.	0 (0)	0 (0)	36 (48)	39 (52)	3.52 0	.502
C3	Special education teachers need to have good relationships with mainstream teachers who will be involved in the Inclusive Education Program.	0 (0)	0 (0)	26 (34.7)	49 (65.3)	3.65 3	.479
C4	Special Education students need to have good relationships with mainstream students involved in the inclusive programs.	0 (0)	0 (0)	22 (29.3)	53 (70.7)	3.70 6	.458
C5	Ongoing exposure needs to be given to mainstream students who are involved with special education students.	0 (0)	0 (0)	26 (34.7)	49 (65.3)	3.65 3	.479
C6	The involvement of non-governmental organizations is necessary to support the success of this program.	0 (0)	0 (0)	26 (34.7)	49 (65.3)	3.65 3	.479
C7	The provision of appropriate classrooms, furniture and textbooks is necessary in implementing the Inclusive Education Program.	0 (0)	0 (0)	27 (36)	48 (64)	3.64 0	.483
C8	Special education teachers need to work with subject teachers in mainstream classrooms to diversify more effective teaching methods.	0 (0)	3 (4)	29 (38.7)	43 (57.3)	3.53 3	.577
C9	Parties involved in inclusive programs may provide additional classes for special education	0 (0)	0 (0)	26 (34.7)	49 (65.3)	3.65 3	.479

	students who are sitting for examinations.						
C10	A mentoring program between special education teachers and mainstream teachers is necessary to exchange views and suggestions for improve	0 (0)	0 (0)	40 (30)	60 (45)	3.60 0	.493
	Total	0	4.0	37.95	59.15	3.60 2	0.50 3
SD-strong disagree; D- disagree; A-agree; SA-strong agree							

Findings from table III show that C4 recorded the highest level of agreement for the strategy aspect with mean value of = 3.706 and s.d = 0.458 that refers to the need for SETs to have good relationship with MTs involved in IEP. This finding is supported by Yehuda et al (2010), who stated that co-teaching is a collaborative teaching practice that is suitable in the context of inclusive education.

The Co-teaching strategy involves a combination of skills by SETs and the knowledge of MTs in the academic field. Although this finding is contrary to the study of Tamuri & Azman (2010) who emphasized that co-teaching is difficult for teachers to plan and create work, despite the fact that they need to collaborate with other teachers to teach in Inclusive classrooms. In fact co-teaching exists when the teachers are together in planning, teaching and assessing students' achievement (Murawski & Hughes, 2009; Takala & Uusitalo-Malmivaara, 2012). Overall, the study results showed a high level of agreement for the strategy aspect, with mean value of = 3.603; s.d = 0.503 or 96 percent agreed and 4.0 percent only disagreed on the strategy aspect as a factor on the readiness of SETs to IEP implementation. This finding is in line with Razalli et al (2021) that addressed all the content in co-teaching component has an impact on teachers' understanding in setting goals, addressing challenges and also adapting teaching strategies to be used in the inclusive classrooms. Such strategy is a directly effective measure to improve academic level (Isherwood & BargerAnderson, 2008) and enhance the acquisition of social skills of SNSs (Elizabeth, et al. 2010) in addition to provide them the opportunities of learning in inclusive education program. Teaching and learning strategies should be given priority in designing the IEPs based on the students'needs and following the development of teaching techniques in education sphere (Florian, 2014).

TABLE IV Experience Aspect on Readiness of Special Education Teachers to Implement Inclusive Education Programs (IEP) for Students with Special Needs.

Readiness of Special Education Teachers Towards Program Implementation	Total Sum of Squares	Degrees of freedom	Mean Squared	F Value	Significant
Inclusive Education based on duration of working experience (1 to 5 years, 6 to 10 years, 11 to 15 years and over 16 years)					
Between Groups	.071	3	.024	.341	.796
Within Group	4.906	71	.069		
Total	4.976	74			

$p < 0.05$

Findings of the study from table IV show no significant difference with the mean score ( $F_{3,71} = .341$ ;  $P < 0.05$ ) for readiness aspects of knowledge, attitudes and implementation strategies of inclusive education program based on duration of working experience from 1 to 5 years, 6 to 10 years, 11 to 15 years and over 16 years.

The study results are supported by works of Bashan & Holsblat (2012) that discovered no relationship between teachers' knowledge and teachers' readiness in the curriculum implementation.

The level of readiness for program implementation is not necessarily influenced by teaching experience of the teachers. The findings of the study also contradict with a research by Moridan (2013), the teaching effectiveness to students with learning difficulties depends entirely on readiness of teachers in terms of their attitudes and levels of knowledge in using appropriate teaching strategies and approaches that suit the needs of their students. This statement is also supported by Friend & Cook (2010) who stated that teachers with their readiness in terms of knowledge, skills, attitudes and interests play significant role to ensure successful outcomes from the students. Additionally, another similar study by Mohd Yasin et al. (2019) highlighted that positive teacher attitudes are not influenced by factors of knowledge and duration of teaching experience. In line with the study of Lina & Indre (2012) proved that pedagogists and special education teachers found to have positive attitudes in teaching IEP in schools. The teachers who are involved in co-teaching experiences will be more positive compared to teachers who are not involved in co-teaching Pancsofar & Petroff (2016). This result similar with Zalizan (2009) addressed that attitude factors influence the positive idea of inclusive education. While Razalli et al., (2021) study on negative attitudes towards the school system and carelessly underestimating

the IEP policy will jeopardise the inclusive education programs. Mutual trust is an important element in the IEP implementation. In relation to strategies of teachers involved in the IEP implementation, attitude factors seem to greatly influence the extent to which teachers can learn and master IEP the soonest possible. The study of Lina & Indre (2012) proved that pedagogists and special education teachers found to have positive attitudes in teaching IEP in schools.

### Conclusion

The success of Inclusive Education Program implementation depends on special education teachers along with their positive attitude, experience and strategy. Two main aspects, namely attitudes and strategies, have proven to be the main factors predicted to accomplish Inclusive Education Program for Special Needs Students. While the knowledge aspect of special education teachers needs to be improved through relevant courses and collaboration. While issues related to IEP need to be exposed to new teachers in special education and mainstream field to ensure a successful IEP realization, in line with the aspiration to reach for readiness of 75% students with special needs in the mainstream setting by 2025.

### Acknowledgement

This research has been carried out under Fundamental Research Grant Scheme (FRGS/1/2016/SSI09/UPSI/02/4) provided by Ministry of Education of Malaysia. The Authors would like to extend their gratitude to Universiti Pendidikan Sultan Idris (UPSI) for their assistance in managing the grants.

### Corresponding Author

Associate Prof. Dr. Abdul Rahim Razalli

Associate Professor Department of Special Need Education Faculty of Human Development

Universiti Pendidikan Sultan Idris Perak Malaysia

Email: rahim.r@fpm.upsi.edu.my

### References

- Ahmad, N. A., & Abu Hanifah, N. (2015) Tahap Pengetahuan Guru Pendidikan Khas Apabila Mengurus Tingkah Laku Murid Bermasalah Pembelajaran. *Asia Pacific Journal of Educators and Education*, 30, 73-88.
- Bashan, B., & Holsblat, R. (2012). Co-teaching through modeling processes: Professional development of students and instructors in a teacher training program. *Mentoring and Tutoring: Partnership in Learning*, 20(2), 207-226
- Bryan, J., & Henry, L. (2012). A Model for Building School-Family-Community Partnerships: Principles and Process. *Journal of Counseling & Development*. 90, 408-420.
- Conrad, D. A., & Brown, L. I. (2011). Fostering Inclusive Education: Principal's Perspectives in Trinidad and Tobago. *International Journal of Inclusive Education* 15(9) 1017-1029.
- Education Regulations, Special Education. (2013) Ministry of Education Malaysia.
- Friend, M., & Cook, L. D. (2010). Co teaching: An Illustration of the Complexity of Collaboration in Special Education.: *Journal of Educational and Psychological Consultation* 20, 9-27.



- Friend, M. (2010). *Special Education: Contemporary Perspectives for School Professionals*. Boston: Pearson Education Inc.
- Florian, L. (2014). What Counts as Evidence of Inclusive Education. *European Journal of Special Needs Education*. 29(3), 289-294.
- Gurgur, H., & Uzuner, H. Y. (2010). *A Phenomenological Analysis of the Views on Co Teaching Applications in the Inclusion Classroom*. Educational Sciences: Theory and Practise.
- Gee, K., & Gonsier-Gerdin, J. (2018). The First Year as Teachers Assigned to Elementary and Middle-School Special Education Classrooms. *Research and Practice for Persons with Severe Disabilities*, 43(2), 94–110. <https://doi.org/10.1177/1540796918771708>.
- Hamdan, A. R., & Hussin, M. K. (2013) Persepsi Guru Aliran Perdana Terhadap Inklusif. *2nd International Seminar on Quality and Affordable Education*: 265-270
- Ida, M., & Erin, M. (2010). Co teaching beliefs to Support Inclusive Education: Survey of Relationships between General and Special Educators in Inclusive Classes. *Electronic Journal for Inclusive Education* 2, 6-12.
- Johnstone, C. J. (2010). Inclusive education policy implementation: Implications for teacher workforce development in Trinidad and Tobago. *International Journal of Special Education*. 25(3) 33-42.
- Lina, M., & Indre, V. (2012). Teacher collaboration in the context of inclusive education. *Specialusis Ugdmas Special Education* 2 (27), 111-123
- Mamat, N., Razalli, A. R., Hashim, A. T. M., Hamdan, A. R., & Awang, M. M. (2021). Cooperative Behaviour in Peer Interactions During Child's Initiated Activities. *International Journal of Academic Research in Progressive Education and Development*, 10(2), 402–409.
- Murawski, W. W., & Hughes, C. E. (2009). Response to intervention, collaboration, and co-teaching: A logical combination for successful systemic change. *Preventing School Failure* 53(4): 267-277.
- Yasin, M. H., Azirun, R., & Zaratang, R. (2019). School Administrators' Willingness to Receive Inclusive Education. Religación. *Revista De Ciencias Sociales Y Humanidades*, 4(22) 121-126.
- Moridan, S. (2013). Kesediaan guru melaksanakan rancangan pendidikan individu dalam pendidikan Islam bagi pelajar pendidikan khas. Tesis Sarjana Pendidikan Kurikulum dan Pengajaran, Fakulti Pendidikan, Universiti Teknologi Malaysia. <http://fp.utm./epusatsumber/pdffail/ptkghwP2/Suhaimie%20Bin%20Moridan.TP.pdf>.
- Pancsofar, N., & Petroff, J. G. (2016). Teacher's experience with co teaching as a model for inclusive education. *International Journal of Inclusive Education*. 20(10)1043-1053
- Pappamihel, N. E. (2012) "Benefits and Challenges of Co-teaching English Learners in One Elementary School in Transition," *TAPESTRY*: 4(1),2.
- Razalli, A. R., Ibrahim, H., Ali, M. A., Masran, N., Grace, A. G. P., Ahmad, N. A., & Satari, A. (2021). Schools Readiness to Accept 75% of Children with Special Needs in Mainstreaming Learning Environment by 2025. *International Journal of Academic Research in Progressive Education & Development*, 10 (1) 2020,354-369.
- Sukumaran, S., Loveridge, J., & Vanessa, A. G. (2014). Inclusion in Malaysian integrated preschools *International Journal of Inclusive Education*, 19 (8) 821– 844. <http://dx.doi.org/10.1080/13603116.2014.981229>

- Takala, M., & Uusitalo-Malmivaraa, L. (2012). A one year study of the development of co-teaching in four Finnish schools. *European Journal of Special Needs Education*, 27 (3).
- Tamuri, A. H., & Azman, A. M. K. (2010). Amalan Pengajaran Guru Pendidikan Islam Berkesan Berteraskan Konsep Mu'allim. *Journal of Islamic And Arabic Education Universiti Kebangsaan Malaysia* 2(1).43-56.
- Yoon-Suk, H., & Evans, D. (2011). Attitudes towards inclusion: gaps between belief and practice. *International Journal of Special Education*. 26(1), 136-147.
- Yehuda, S. B., Leyser, Y., & Last, U. (2010). Teacher educational belief and sociometric status of special educational needs (SEN) students in inclusive classrooms. *International Journal of Inclusive Education*. 14(1), 17-34. Inclusive Education in Malaysia. *International Journal of Special Education*. 21(3), 36-44.
- Zalizan M. J. (2009). *Pendidikan Inklusif dan Pelajar Berkeperluan Khas*. Penerbit: Universiti Kebangsaan Malaysia.