

CHALLENGES FACED BY TEACHERS IN IMPLEMENTING PROCESS OF INCLUSIVE EDUCATION IN BATTICALOA DISTRICT SCHOOLS

Abilash K.^{1*}, and Hassan N. M.²

¹*BT/KK/Akkuranai Bharathy Vidyalayam, Sri Lanka*

²*British Modern International School, Doha*

**abiabilash716@gmail.com*

Inclusive education is considered a lofty goal that every country should strive to achieve. However, implementation of inclusive education and related policies remains difficult in developing countries like Sri Lanka. Therefore, this study is based on knowing the challenges faced by teachers in implementing inclusive education, especially in Batticaloa area and to improve the quality of teaching in the future. The purpose of this study is to examine the strengths, weaknesses and challenges in the implementation of inclusive education within government schools in Batticaloa District. This study was conducted in five educational zones in Batticaloa District. Five consultants for special education, 05 principals, 120 class teachers, 300 subject teachers, 25 students and 25 parents were selected from five zones and five government schools in Batticaloa district on the basis of purposive sampling and random sampling. Questionnaires, interviews and documents were used as data collection tools to get information from them. Also, data was collected through group discussions with subject teachers. Data were analyzed by using SPSS software. Reinforcement of appropriate practices, lack of parental support, peer teacher-student interaction, teacher skills, teaching methods, curriculum adaptation, assessment and student achievement, social attitudes towards disabilities, heavy workload, government attitude, proper classroom technique, lack of safe infrastructure, resource allocation, several challenges were identified related to inconsistency in implementing the Individualized Education Program (IEP) and inadequate explanation of SNE to teachers. However, IE policies should be developed at the school level to facilitate IE practices. The study recommended improving school infrastructure, enhancing funding for inclusive education (IE), organizing specialized training for teachers, and conducting further research on student achievement, skills development, ICT integration, and resource management. Future studies should focus on enhancing student achievement, developing students' soft and hard skills, integrating information communication technology (ICT), and improving resource management in inclusive education (IE) schools.

Keywords: *Challenges, Implementation inclusive education, Individual education programs, Special needs education.*