

Critical Analysis of the Challenges Faced in Implementing Inclusive Education Practices for Students with Intellectual Disabilities in Saudi Arabia

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Abstract

The main purpose of this research is to conduct a critical analysis of the challenges faced in implementing inclusive education practices for students with intellectual disabilities in Saudi Arabia. Inclusive education has gained attention in the current education system because it is beneficial for the individuals who are facing issue of disability. In the inclusive education, students with special needs can be benefited in terms of their overall development; however, the implementation of inclusive education is challenging due to varied issues.

Thus, the research is focused on exploring the number of challenges that restrict schools to implement the practices of inclusive education. In addition to this, for addressing the aim of this research, different methodologies will be undertaken, as the data is acquired by conducting with 8 teachers, 8 parents and 4 supervisors, who work in the ministry of education. Moreover, for conducting the procedure of analysing the interview data, the thematic method will be applied for presenting better and accurate outcomes.

The thematic analysis will be conducted by developing appropriate and relevant themes. On the basis of the analysis, it can be concluded that there is a high need for implementing inclusive education for students with intellectual disabilities, as it is helpful for them to learn about new things and enhance their academic performance.

For dealing with such challenges, some crucial recommendations such as developing a training programme for teachers, creating awareness in communities about the benefits of inclusive education, and gaining information about inclusive educations can be given to the organisation.

Keywords: Critical Analysis, Inclusive Education, Intellectual Disability.

Introduction

In the present world, students with intellectual disabilities are facing varied challenges in achieving their goals. It is found that children with intellectual disabilities confront difficulties in achieving appropriate educational outcomes and the rate of completion the elementary education is very low (Garcia-Carrion, Molina Roldan and Roca, 2018). In this relation, inclusive education has gained attention around the world, as it provides a better learning environment for children with special needs and enables them to engage in social interaction and improve their intellectual skills. However, there is a number of children with intellectual disabilities are going to a special school for education. In addition to this, it is found that 90% of children with special needs in Europe are going to mainstream schools, which is a significant step towards the growth and development of children with special needs (Garcia-Carrion, Molina Roldan and Roca, 2018). Moreover, varied mainstream schools are confronting challenges in implementing the practices of inclusive education, as lack of experience of teachers to provide educational services to children with special need create a problem for mainstream schools to implement the inclusive education practices. Furthermore, communication and language are also considered as major challenges that restrict schools to implement the practices of inclusive education, and it has negative consequences on the development of children with special needs (Mag, Sinfield and Burns, 2017; Zwane and Malale, 2018).

Inclusive education is a non-traditional form of education that put emphasis on outdoor educational activities such as field-trip, and after-school activity and games.

These all the education activities enable the teacher to understand the psychology of students who are facing intellectual disability (Hasan, Halder and Debnath, 2018). For the students also, these types of learning can be considered quite effective as it helps in understanding complex concepts in the most interesting and effective manner. However, the implementation of this type of strategy is quite difficult to be implemented, which needs to be explored in the research work (Zwane and Malale, 2018). In the same manner, there are two different kind of inclusive education in Saudi Arabia, For example in one kind of inclusive education students with disabilities are put in same classes with non-disabled students and in the second type of inclusive education disabled students are put in the separate classes in the public school. In the specific reference to Saudi Arabia, second type of inclusive education pattern is followed in most cities, in which students with intellectual disability study in the public school but in separate classes. This is a traditional system, which lead to make the students with intellectual disabilities feel that they are different from the non-disabled students. In this regard, this type of inclusive education leaves their confidence shattered when they return in the mainstream society.

Concerning this context, the research is centred towards critically analysing the challenges faced in implementing inclusive education practices for students with intellectual disabilities in Saudi Arabia.

Research Question

What are the challenges faced in implementing inclusive education practices for students with intellectual disabilities in Saudi Arabia?

Research Aim and Objectives

The primary aim of this research is to conduct a critical analysis of the challenges faced in implementing inclusive education practices for students with intellectual disabilities in Saudi Arabia. In the context of this research aim, some of the specific objectives are framed below that can be helpful in accomplishing the research aim:

- To explore the importance of inclusive education practices
- To analyse the need of implementing the inclusive education practices in Saudi Arabia
- To determine the challenges faced in implementing inclusive education practices for students with intellectual disabilities in Saudi Arabia
- To propose the mitigating strategies for overcoming the challenges faced in implementing inclusive education practices for students with intellectual disabilities in Saudi Arabia

The Importance of This Study

In the context to Saudi education system, integrated schools are often found, but there is a lack of inclusive schools in the country. Integrated schools are the commonly found and traditional way of including students with disabilities with non-disabled students within a school premises but in different classes. In the country, there is a lack of inclusive study pattern in which, students with disabilities are mixed in the same classes with non-disabled students (Miles, and Singal, 2010). Students with an intellectual disability still suffer from the lack of focus on teaching plans and isolation in special classes in mainstream schools, they are looking to be fully included with their non-disabled peers so that they can develop all their skills, especially social skills, and also to feel in justice and equality and achieve opportunities for competition between their peers. In addition, many developed countries such as America and Britain have emphasized the benefits of inclusive education for all students, teachers, and society, even for the state, by reducing financial expenses for classes and special education programs. Hence the importance of this research, which discusses these benefits scientifically and in detail and explains to decision makers in Saudi Arabia how students with intellectual disabilities could benefit from such programs.

Theoretical Framework

As per the perspective of Olufunke and Oluremi (2014), inclusive education is recognised as an effective approach to provide enhanced education services to children with disability and special needs. The main focus of inclusive education is to meet the needs of children with special needs related to learning. This approach of education is applied for every child, including with or without special needs or disabilities, as they can access to similar school to acquire education. Inclusive education is considered as an effective approach that can add value to the growth and development of children who are facing issues in learning (Olufunke and Oluremi, 2014). In addition, Miles and Singal (2010) and Vaz *et al.* (2015) expressed that inclusive education is an advantageous approach for every child regard to their overall growth and development because it is an opportunity for every child to explore the new concepts and have experience of different situations. Inclusive education is a significant strategy that centred on facilitating education to all in order to ensure the proper development of children (Miles and Singal, 2010; Vaz *et al.*, 2015).

In the views of Armstrong, Armstrong and Barton (2016), inclusive education defines the ways in which students with intellectual disabilities can take part and learn regardless of any challenges or issues that they possess. It is also important in identifying different teaching methods so that the students with intellectual disabilities can learn effectively along with other children (Armstrong, Armstrong and Barton, 2016). Inclusive education can help to provide support to children and teachers. In addition, inclusive education also helps in improving the quality of classroom and its programs.

O'Hanlon (2017) emphasized that inclusive education plays a vital role in the overall development of students with intellectual disabilities in several ways. Firstly, inclusive education allows all the children to engage with their community and develop the skills to meet life's challenges (O'Hanlon, 2017). Armstrong, Armstrong and Barton (2016) also reviewed that second main role of inclusive education is to create a culture, in which the children feel a sense of belongings regardless of their intellectual disabilities.

In addition to this, it can allow all the children to develop and maintain a bond of friendship with each other, which can provide more opportunities to the students with intellectual disabilities for growth and development (Armstrong, Armstrong and Barton, 2016).

It was suggested by Priyadarshini and Thangarajathi (2017) that inclusive education can allow the students with intellectual disabilities to learn in a better manner. They also added that these students are able to grab the concepts in a better way when they are surrounded by non-disabled students. As a result, students with intellectual disability are provided with the opportunity to focus on their goals while they are part of the classroom that includes children who do not possess any disabilities (Priyadarshini and Thangarajathi, 2017). Inclusive education allows the children with disabilities and without disabilities to interact with each other on a regular basis which helps them in developing communication and social skills.

In the views of Rosman and Ville (2016), there are several challenges faced in implementing inclusive education practices for students which include physical and environmental challenges, lack of resources and curriculum challenges and others (Rosman and Ville, 2016). In addition to this, the authors also reviewed that physical and environmental challenges can hamper the implementation of educational practices in the form of poor-quality roads and the long distances that students have to cover in order to reach school. Adding to this, the lack of effective and adequate transportation system in the locality can also act as a physical issue in the implementation of inclusive education practices. Lack of sufficient classrooms can act as a barrier for the students in learning effectively. Likewise, curriculum challenges can arise due to the lack of awareness and technical knowledge of the educational policy creators and ministries (Rosman and Ville, 2016).

According to Alnahdi, Saloviita and Elhadi (2019), the biggest challenge faced in implementing inclusive education practices for students with intellectual disabilities in Saudi Arabia is the lack of technical knowledge and teaching methods among teachers. Moreover, the implementation of inclusive education is also difficult in Saudi Arabia due to the lack of proper modules for the teachers in the initial stages.

The lack of technical knowledge and teaching methods in the teachers makes it difficult for the children to learn and grow (Alnahdi, Saloviita and Elhadi, 2019).

Walker and Rao (2016) reviewed that in Saudi Arabia, the policies are focused on the growth and development of the students but do not have much emphasises on the students with intellectual disabilities, which can take away opportunities from those students to learn effectively. The lack of adequate resources and educational policies also act as a major barrier in the implementation of inclusive educational practices in Saudi Arabia (Walker and Rao, 2016).

Methodology

The research methodology section is pivotal in collecting and interpreting data for addressing the problem of the research. However, the researchers are needed to implement only those methods that can benefit the credibility of the research (Flick, 2015). Thus, the plans for this study include a selection of qualitative approach, which can present elaborative findings in the study. The reason for integrating qualitative method is that it has the ability to allow researchers to adopt those methods that can further help in accessing the data required to analysing the main problem (Jamshed, 2014; Taylor, Bogdan and DeVault, 2015).

Research philosophy also has an integral role in enriching the research credibleness. Thus, for carrying out this research, the interview data is comprehended by integrating the interpretivism philosophy. The role of interpretivism philosophy in a qualitative study is found effective because it can strengthen the researchers to better understand the human perceptions in context to the specific subject by exploring the studies that are similar in nature (Goldkuhl, 2012; Leitch, Hill, and Harrison, 2010).

Under the qualitative approach, the main consideration is provided to inductive research approach because it is helpful in developing new concepts and presenting appropriate data that can benefit research (Barratt, Choi and Li, 2011). However, the reason for avoiding the deductive approach is that it can only be applied in a quantitative study, as with the use of this approach, researchers can conduct testing of hypothesis and theories (Rahi, 2017).

The application of relevant design is also critical for improving the degree of research authenticity, and thus, with the use of exploratory design, in-depth data has been accumulated from the selected interviewees. The exploratory design is applied in research when there are fewer studies available regarding a specific subject, and it is helpful in filling the gaps by exhibiting new and reliable information (Ponelis, 2015).

Data Collection

Data collection is identified as an integral part of research because it provides directions to access the required and appropriate data that further help in addressing the research aim. The research data can be obtained with the application of relevant methods like primary and secondary methods. These methods of data collection are widely utilised in past studies in regard to the accumulation of specific data (Palinkas *et al.*, 2015). In this research, for accessing the first-hand and factual data for analysing the challenges faced in implementing inclusive education practices for students with intellectual disabilities in Saudi Arabia, primary method is undertaken because it comprises methods like interview, experimental, and survey that help in obtaining personal experiences and knowledge from people regarding a particular phenomenon (Palinkas *et al.*, 2011).

The selected instrument for data collection was an interview questionnaire, as it can help in collecting useful information about the main problem identified in the study in a detailed and subjective manner. The reason for utilising interview method for this study is that through interview method, the researchers can select the people who have excellent knowledge about the similar subject and can gain detailed data from them (Anyan, 2011; Robinson, 2014). In addition to this, the sample of the research will be 8 teachers, 8 parents and 4 supervisors, who work in ministry of education and responsible about inclusive education for students with intellectual disabilities in primary schools in Riyadh as it can help in identifying different critical challenges creating a safe learning environment for the students with special needs.

The sample population was chosen with the use of purposive sampling, which helped in identifying those people who have relevant knowledge related to the challenges in implementing the inclusive education practices. This sampling technique helped in identifying and selecting the appropriate sample for accessing their personal insight and collect require data (Barratt, Ferris and Lenton, 2015).

The method that has been adopted to analyse the information gathered through the interview is thematic analysis; because this method helps develop different themes in alignment with the study previously developed objectives and interview questions developed so that conclusions can be derived easily. It is found that the thematic method is widely applied in the past researchers for conducting the process of analysing the qualitative information (Gale *et al.*, 2013). Thus, the utilisation of this method has enhanced the quality of results and contributes to the real world.

Data Analysis

The data analysis is one of the most crucial section of research because the method selected in this section helps the researchers to analyse the accumulated data and exhibits the final outcomes (Gale *et al.*, 2013). Concerning this context, the current research is carrying out with the use of thematic analysis that helped in converting the raw data accessed from interviewees regarding the analysis of the challenges faced in the process of implementation of inclusive education practices for students with intellectual disabilities in Saudi Arabia. Moreover, for analysing the interview data, particular themes have been formulated below in the considerations of the interview questions, aim, and predetermined objectives:

Table 1: The Study Themes

Number	Themes
Theme 1	"The Concept of Inclusive Education"
Theme 2	"Importance and Need for Inclusive Education for Students in Saudi Arabia"
Theme 3	"Challenges faced by the Saudi Schools in Implementing the Inclusive Education Practices for Students with Intellectual Disabilities in Saudi Arabia."
Theme 4	"Mitigating Strategies for Overcoming the Challenges faced in Implementing Inclusive Education Practices for Students with Intellectual Disabilities in Saudi Arabia."

Table 2: The Respondents' Categories

Respondents' Category	Respondents
Teachers	A, B, C, D, E, F, G, H
Supervisors	I, J, K, L
Parents	1, 2, 3, 4, 5, 6, 7, 8

Views of Teachers

Theme 1: “The Concept of Inclusive Education”

In regards to the concept of inclusive education, Respondent A, B, E, and F have expressed that *"Inclusive education is considered diverse learning practices provided to every student in the same classroom. In inclusive education, the students with or without special needs are provided with a different type of learning experiences by engaging student in gaming activities, education practices, and field trip activities. This is helpful for students for their overall growth and development"* In a similar context, Respondent C and D also said that *"in inclusive education, students from diverse background are welcomed in a mainstream school and provided with equal treatment and learning experience."* Moreover, G and H were agreed with the response of A, B, E, and F that *"students with intellectual disability are welcomed in a mainstream class and provided with the equal learning environment and enhance their learning abilities."* It can be reflected from the responses that the effective participation of disabled students with non-disabled students in all educational, social, cultural and sports activities and merge with each other in classes according to their age is known as inclusive education.

Theme 2: Importance and Need for Inclusive Education for Students in Saudi Arabia

In regards to the importance of inclusive education, Respondent B and C stated that *"the role of inclusive education is found pivotal for students with or without special needs because it is helpful for students to improve their social relationships and to involve in multiple activities. This helps students to enrich their skills and abilities to perform better in school activities. Thus, implementing the inclusive education practice in the schools of Saudi Arabia is important for providing a better educational experience to students"* In addition, Respondents A and D also expressed their views that *"inclusive education is becoming importance nowadays because it enhances the academic performance of students. Students with special needs develop a feeling of competitiveness among them and try to perform better."* Furthermore, Respondent E, F, G, and H have presented their perception that *"inclusive education gained importance in the current educational environment because the purpose of this education is to contribute to the growth and development of students with special needs. Inclusive education is profitable for physically or intellectually disabled students to engage in social activities and enrich their confidence and intellectual skills."* It can be reflected from the responses that children with disability in Saudi Arabia have the right to be included in the classes with their peers in order to be supported by their community and teachers regardless of their disabilities, which can be considered as the benefits and cornerstone of inclusive education.

Theme 3: Challenges faced by the Saudi Schools in Implementing the Inclusive Education Practices for Students with Intellectual Disabilities in Saudi Arabia.

In context to the challenges faced by the Saudi Schools in implementing the inclusive education practices for students with intellectual disabilities in Saudi Arabia, Respondent B, C, and D have presented their views that *"lack of experienced teachers is a major challenge faced by Saudi schools while implementing the inclusive education practices. Due to inexperienced teachers, schools are unable to provide effective learning to diverse students, and this affects their overall development adversely."*

Moreover, in the views of Respondent A, E, and F, *"societal norms are considered a major challenge for schools to accommodate the students with special needs or physical disability. Community people are creating barriers for schools to implement inclusive education practices because they do not want their children to study with children having a physical or intellectual disability."* In addition to this, Respondent G and H also exhibited their views that *"teachers with less knowledge and lack of experience regarding dealing with students with intellectual disability. Thus, due to these issues, schools are confronting difficulties in implementing inclusive education practices for students."*

Theme 4: Mitigating Strategies for Overcoming the Challenges faced in Implementing Inclusive Education Practices for Students with Intellectual Disabilities in Saudi Arabia

With respect to the mitigating strategies in order to resolve the problem in implementing inclusive education practices in Saudi Arabia, Respondent A, B, and C stated that *"it is important for schools to develop an effective teachers training programme for improving the skills of teachers and provide them specific knowledge regarding inclusive education. Training can be beneficial for teachers to develop an improved learning environment for each student. This can be helpful for schools in Saudi Arabia to successfully implement inclusive education practices."* In a similar context, Respondent F, G, and H expressed their perspective that *"The ministry of education in Saudi Arabia must generate the awareness about the need and importance of inclusive education for students and their overall development. The ministry can also aware people about the benefits of inclusive education such as improvement in 'student's social interaction, enhancement in learning ability, and involvement of the student's in multiple activities."* In addition to this, Respondent D revealed that *"Schools are required to develop appropriate policies in the alignment of regulations developed by the ministry of education of Saudi Arabia regarding inclusive education. This can help the schools to implement inclusive education practices appropriately."* Moreover, respondent E has reflected, *' there is a need for more training for special needs teachers and more education for non disabled students teachers regarding disabled students and for all parents.'*

Views of Parents

Theme 1: “The Concept of Inclusive Education”

As per Respondent 1,5 and 7 stated that *“Inclusive education is a concept, wherein schools focus on providing the students with learning experiences, irrespective of the fact that the students require special care.”* On the other hand, Respondent 2,3 and 4 stated that *“Inclusive education is an aspect which is adopted in schools to include students with special needs within the learning practices and is also included in equal learning environments.”* Lastly, Respondent 6 *Inclusive education can be referred to as a model of teaching practices, where the special needs students are provided with an education along with the non-special needs students.”* In the views of respondent 8, *“Students with disability do not come from another world, they are Saudis and they should learn in same classes with other with nature teaching and they should feel welcomed by their community that will make them happy to learn and compete with other and enthusiastic to participate.”*

Theme 2: Importance and Need for Inclusive Education for Students in Saudi Arabia

Respondent 1,2, 6 and 8 presented their views as *“Inclusive education is important in the schools of Saudi Arabia because it helps the students with special needs to engage with other students in schools and enhance their skills to a great extent.”* Further, Respondent 3 and 4 stated that *“In the schools of Saudi Arabia, inclusive education is required because it can provide the students with special needs a social knowledge and also provide them with a sense of belonging in the social surroundings.”* Lastly, Respondent 5 and 7 stated that *“Inclusive education is required in the schools of Saudi Arabia because it can help in the overall growth and development of the students with special needs.”*

Theme 3: Challenges faced by the Saudi Schools in Implementing the Inclusive Education Practices for Students with Intellectual Disabilities in Saudi Arabia.

- Respondent 2, 5, 6, 7 and 8 stated that *“The schools in Saudi Arabia do not involve high-skilled teachers, which creates a challenge for them in implementing inclusive education practices in the schools.”*

Further, Respondent 1, 3 and 4 stated that *“Societal obligations and norms is another challenge that the schools of Saudi Arabia face and lack in implementing inclusive education practices.* “In addition to this, the analysis of the responses has also reflected that officials, who are working in the ministry of education, do not feel responsible toward disabled people. Moreover, schools are not equipped in Saudi Arabia for implementing real inclusive education regimes, i.e. including disabled students within the same classroom without any discrimination.

Theme 4: Mitigating Strategies for Overcoming the Challenges faced in Implementing Inclusive Education Practices for Students with Intellectual Disabilities in Saudi Arabia

It has been suggested by Respondent 2, 5, 7 and 8 that *“Schools of Saudi Arabia must hire skilled teachers for successfully implementing inclusive education practices. This can also enhance the education level of the students.”* Lastly, Respondent 1, 3, 4 and 6 stated that *“The schools of Saudi Arabia must initiate training programmes for the teachers, which can overlook traditional societal obligations and also help the teachers to implement the practices.”* Moreover, it has been also depicted from the responses that Saudi media should publish the benefits of inclusive education for all the community and the difference between integrated school and inclusive education

Views of Supervisor

Theme 1: “The Concept of Inclusive Education”

Respondent I, J, and K expressed that *“Inclusive education provided an improved learning experience to students and enabled them to participate in varied activities. Inclusive education is for all students, including students with any kind of disability.”* Similarly, Respondent L said that *“every student gets an opportunity to study with diverse students in inclusive education and improve their learning.”* The presented theme has reflected that Inclusive education means that students with intellectual disabilities should learn in the same classrooms with non-disabled students, not when we put them in the public school in separated classrooms .

Theme 2: Importance and Need for Inclusive Education for Students in Saudi Arabia

In regards to importance and needs of inclusive education in Saudi schools, Respondent K and L stated that *"inclusive education is recognised vital because it is helpful for students to experience varied kind of leaning experience and study with diverse students. This also increases the social interaction among them and improves their performance. "Moreover, Respondent I and J also said that "providing students with inclusive education can bring enhancement in their confidence and feeling of competition, which enables the students to give their best performance. Inclusive education is also profitable for students with disability to interact with diverse people and enrich their learning."* Moreover, from the responses, it has been reflected that with the help of inclusive education, teachers can share same curriculums after adjusting and amends of some books for such students, also when students with disabilities integrate with other non-disabled students they will not feel inferiority .

Theme 3: Challenges faced by the Saudi Schools in Implementing the Inclusive Education Practices for Students with Intellectual Disabilities in Saudi Arabia.

Respondent I, J and L stated that *"There are various challenges that schools face; however, lack of skilled teachers and improper training is the major challenge."* However, Respondent K stated that *"Lack of experience with respect to the handling of disable students is the main challenge."* Moreover, respondents have also reflected that the process of including students with disabilities in the same class rooms with non-disabled students are difficult, for example the process of including those individuals with non-disabled students in the public school took years and now we are trying to include some students with mild intellectual disabilities in the same classes with non-disabled students. Also, interviewees have respondents that they need spatial equipment and other supported services for students with intellectual disabilities and all that needs more financial support from the government

Theme 4: Mitigating Strategies for Overcoming the Challenges faced in Implementing Inclusive Education Practices for Students with Intellectual Disabilities in Saudi Arabia

In order to mitigate the challenge Respondent, I and J stated that *"Proper training programmes must be introduced for the teacher so as to enhance the experience of handling the students with special needs."* Lastly, Respondent K and L stated that *"New teachers must be hired who are skilled in handling and implementing the inclusive education practices."* On the basis of this perspective, it can be reflected that to move from the stage of including intellectually disabled students from separated classes in the public school to the same classes with non-disabled students we need educated all the Saudi community about the importance of inclusive education

Results

From the analysis of data, it is found that inclusive education is considered crucial for the overall development of students, including students who are physical or intellectual disable. Inclusive education is for all and students can engage in multiple activities and develop their academic performance. In addition, it is evaluated that schools must implement inclusive education and welcome diverse students, as it can be beneficial for each student to interact with different students and increase the degree of confidence.

However, the implementation of inclusive education is challenging for the schools of Saudi Arabia due to varied reasons such as shortage of skills teachers, inexperienced teachers, social barriers, and lack of awareness. These are some potential challenges that are restricting the schools to implement the practices of inclusive education successfully. In this relation, developing an effective teacher training programme is vital for schools for enabling teachers to gain knowledge about the process of inclusive education and facilitate services as per the needs of students. Moreover, the ministry of education is also needed to generate awareness in the societies and aware parents about the effectiveness and usefulness of inclusive education for their children with or without special needs or disabilities.

Discussion

It is discussed from the findings that for the overall development of students, inclusive education is pivotal because it allows the students to engage in multiple activities grab an opportunity to bring improvement in their academic performance. It is also evident from a study of Mag, Sinfield, and Burns (2017) that inclusive education is a new approach of providing an improved learning experience to students and it is primarily focused to welcome students with disabilities such as physical or intellectual for their development (Mag, Sinfield, and Burns, 2017). Moreover, it is discussed that schools of Saudi Arabia are confronting difficulties in conducting the process of implementing inclusive education for the betterment of students. The major challenges encountered from the findings are lack of awareness, inexperienced teachers, and social constraints from societies. These findings can be evident from the perspective of Pingle and Garg (2015) that lack of awareness among schools and teachers is found a major challenge that are restricting the schools to bring the practice of inclusive education (Pingle and Garg, 2015).

In addition, it is also discussed that there are varied ways to overcome the challenges regarding the implementation of inclusive education in Saudi schools, like facilitation of efficient training to teachers can aware them and develop skills to manage the children with intellectual disabilities, and fulfil their needs of education. Moreover, creating awareness regarding the benefits and effectiveness of inclusive education in societies and schools shall be an effective measure to deal with social constraints. It will encourage the schools to provide every student with inclusive education and foster their growth and development. These findings can be supported from the views of Shani and Hebel (2016) that providing enhanced training to teachers can aware them about specific needs of students and manner to deal with students with intellectual disabilities (Shani and Hebel, 2016). Kafia (2014) said that generating awareness is also critical for the government of the related country in relation to inclusive education benefits in societies and aware parents about its. This can help the schools to deal with the social constraints from societies and implement inclusive education for all (Kafia, 2014).

Recommendations

- It is found that due to the lack of experienced teachers, the schools faced challenges in implementing inclusive education practices. In this relation, the Saudi schools are recommended to facilitate effective training to teachers regarding managing the students with special needs. The teacher training programmes can be beneficial for teachers to develop confidence, skills, and abilities to provide students with a better learning environment and improve their learning skills. Training can enable teachers to understand the needs of students with special needs and further; it can help teachers to contribute to the development of students (Kirillova and Faizrakhmanova, 2016).
- Designing effective policy and reforms regarding inclusive education practices are essential for implementing inclusive education appropriately. The principles and administration of Saudi schools must gain detailed knowledge about the need, importance, and requirements for implementing inclusive education practices effectively (Kafia, 2014). Furthermore, it is suggested to the Ministry of Education of Saudi Arabia to promote and create awareness about the importance and effectiveness of implementing the inclusive education practices in schools. The education ministry can implement inclusive education in public schools by hiring teachers who are skilled, experienced, and knowledgeable about inclusive education. This can be helpful for the school to successfully implement inclusive education practice and provide a better learning environment for students with a disability (Kafia, 2014).

Conclusions

It is concluded from the primary results that inclusive education has gained attention from several schools because it is helpful for every student to engage in multiple activities and enrich their learning skills. The purpose of inclusive education is to provide better education services to all students, including students with disability problems. However, schools of Saudi Arabia are facing varied challenges in the procedure of implementing inclusive education practices such as inexperienced teachers, lack of awareness, and social barriers.

These challenges are restricting both private, as well as public schools of Saudi Arabia to implement effective and successful inclusive education practices. These challenges can be overcome by developing a training programme for teachers, creating awareness in communities about the benefits of inclusive education, and gaining information about inclusive educations. These steps can be helpful for schools of Saudi Arabia, to effectively implement the practices of inclusive education and facilitate enhanced academic services to every student, including students with special needs.

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