Challenges Faced by Teachers in Implementing Inclusive Education: A Case from Changangkha Middle Secondary School, Thimphu.

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Abstract
The issue of ineffective implementation of inclusive education by teachers highlighted the importance of finding challenges faced by teachers in implementing inclusive education. Inclusive education, though it differs its definition in different context, it is accepted by many scholars as creation of conducive school setting to ensure equal access to education regardless of their physical or mental disabilities. This study was conducted within the context of Changangkha Middle Secondary School to examine the challenges faced by teachers in implementing inclusive education. It also attempts to find kind of teaching methods used in the inclusive classrooms. A case study was conducted at Changangkha Middle Secondary School, the first school which incorporated inclusive education. Qualitative approach including interviews and observations was used for collecting data. Some of the challenges faced by the teachers of Changangkha Middle Secondary School in implementing inclusive education are lack of knowledge in inclusive education, insufficient teaching learning materials, and shortage of trained teachers, poor teachers–parent collaboration, unclear policy, attitudinal problem, students’ mischievous behavior and rigidity of curriculum. Further, this study recommends some measures to address those challenges. These include need of strong policy to support, monitor and evaluate the inclusive education. There should be cooperation among teachers, students and parents and educate the public to dispel the negative attitude towards disabilities, providing trainings to instill skills required in inclusive classrooms and revising curriculum to make flexible enough to respond to the different needs of the students.

*Keywords*: inclusive, education, implementation, policy, Special Educational Needs (SEN) challenges
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Many countries across the world remain committed to success of inclusive education. Similarly, for Bhutan, with introduction of modern education, the concept of inclusive education laid its foundation in 1973 with establishment of Zangley Muenselling institute for visually impaired students. However, mainstreaming in general classes began only in 1990s and 2000 (Chhetri, 2015). Today there are 14 general schools with 2 Special Educational Needs (SEN) programme in Bhutan (Kuensel, 2018). In Bhutan, the term SEN can be referred to disability (Subba, et al., 2018). This policy endeavors to provide equal education for all children including children with physical, intellectual and other disabled students. Those mainstream schools with SEN programme are called as inclusive education in Bhutan (Subba, et al., 2018). As part of this policy, Bhutan became state member of Economic and Social Commission for Asia in 2002. In addition, Bhutan confirmed Biwako Millennium Framework for Action towards Inclusive, Barrier free, Rights based Society for disabilities in Asia and Pacific (ESCAP). In 2008, Bhutan became signatory member in ESCAP commission and full participation of students with disabilities (National Policy on Special Educational Needs (Draft), 2012).

Inclusive education is beneficial in numerous ways. For example, McMillan (2008) laid some of the benefits such as acceptance, higher educational standards and removal of negative attitudes towards disabilities. Similarly, inclusive setting provides disabled students to develop social skills and behavior by following their peers. As a result, inclusive education enables children to develop their fullest potential.

However, the inclusion of disabled students in common class is always been challenging (Nishan, 2018). There is increasing demand to enrich knowledge in existing educational programmes to equip teachers with relevant skills and teaching learning knowledge to provide quality education for all (Lewis & Norwich, 2005).
Teachers’ role in implementation on inclusive education is critical in success of the policy. Some scholars, Schuelka (2014) for example argued that teachers in Bhutan need to sufficiently professionalize to teach students with special needs. In addition, Subba et al. (2018) stressed that SEN programme is introduced only in selected school for inclusion in Bhutan and therefore it’s investigating the implementation of inclusive education and challenges they face have become important. Furthermore, there is limited research being conducted focusing on teachers’ challenges in Bhutan. For example, Dukpa (2017) pointed that although Bhutan has embraced inclusive education policy, there is limited research being done focusing on the challenges faced by teachers in inclusive schools. This issue prompted researcher to explore challenges faced by teachers in implementing inclusive education. Thus, this study is aimed at creating awareness on the challenges faced by the teachers in inclusive schools for policy makers for their consideration.

Problem Statement

According to Linklater & Florian (2010), although inclusive education has received global attention, it’s viewed as major challenge in the educational system around the world. Similarly, in Bhutan, implementing the policy is key challenge of the policy. While implementing the policy, teachers are encountered with various challenges which hinders the success of inclusive education. Introduction of inclusive education has exposed teachers to challenges while discharging their normal duties (Gandiya, 2002). For instance, Sakurai, (2017) found that Bhutan has lack of school capacity such as trained teachers, equipment and legal framework. Likewise, Schuelka (2014) noted that Bhutan has only limited trained teachers and no strong policy to support inclusive education.
Therefore, the researcher was triggered to find what are the challenges face are by teachers in implementing inclusive education? In finding the major research question, this study also sought to find kind of methods teachers use in inclusive classrooms. Further, this study will help other researchers to build on the knowledge that was accumulated through the literature survey.

**Significance of the Study**

This study has significance in various way. Firstly, it seeks to find challenges faced by teachers in implementation of inclusive education. This findings will bring intervention in reducing challenges to implement inclusive education in better ways. Secondly, it explores the factors associated in implementing inclusive education through implementers’ real experiences. As a result, it advises policy makers and educational stakeholders to introduce corrective measures to overcome those challenges. Thirdly, in exploring the king of teaching methods, it will serve as reference to future researchers. Thereby, it contributes to existing knowledge on inclusive education.

**Limitations of the Study**

There are certain limitations of this study. This study was mainly focused on investigating challenges face by teachers in implementing inclusive education at Changangkha School. Since the concept of inclusive education is new in Bhutanese education system, limitation in gathering adequate information on inclusive education was encountered. Similarly, this research has limited scope to generalize the findings across all inclusive schools in Bhutan. And, due to lack of enough financial resource and time, this research could not cover inclusive schools from other
districts. Thus, a case study has been devised to study challenges faced by teachers in inclusive education.

**Literature Review**

**Inclusive Education**

The global definition of inclusive education varies depending on its context and policy, to the point where there is no universal definition (Ainscow & Booth, 2006). Similarly, Singal (2005) argued that especially in South Asia there is terminology ambiguity and attributed to lack of understanding on inclusive education by educators, parents and policy makers. However, some scholars, (Carrington & Robinson, 2004) for example, explained inclusive education as valuing and treating all students as full member of community. (Norwegian Directorate for Education and Training, 2008) Explained inclusion as both process and goal where educational institutions provide accommodation for different students’ aptitudes and needs in best possible manner. Inclusive education is defined as process of reducing barriers of diverse learners’ needs to and within learning environment. It means attending appropriate in school with individually tailored school (UNICEF, 2017). Similarly, Inclusive education has been defined by McCanky (1996) as learning educational system to be open to all children and identifies barriers that hampers the learning. Likewise, inclusive education according to Farrell (2007) is powerful tool to maintain relationship and networks among schools, parents, and communities for solving family and system issue which are identified as barriers to inclusive education.

**Importance of Inclusive Education.**

Inclusive education recognizes learners’ need to feel that they belong, are understood and they are valued (Badza, 2010). According to Nziramasanga, (1999) inclusive education is not just for charity or obligation, rather it is based on both national and international legal rights. To
guarantee access to education in a conducive manner by disabilities to the fullest possible of social integration, individual development and to ensure maximum social skills and academic proficiency (Kurumei, 1991). Adeoyin & Okere identified six benefits of inclusive education, 1) Inclusion help teachers to support, respect, manage and appreciate students including students with disabilities, 2) Inclusion creates conducive environment to teach, 3) Inclusion call teachers to prepare appropriate lessons for students learning in the classroom. 4) Inclusion establishes cooperative, helpful and nurturing settings for students to develop academically and teachers for professional development. 5) Inclusion allows teachers to learn new teaching techniques that can help all students in the classroom. 6) Inclusion enables classroom teachers to be creative with their pedagogic techniques which can avoid tediousness in the class (2017).

**Elements of Inclusive Education.**

According to Mmbaga (2002), customary education has inculcated process of socialization, child rearing and providing non-formal education facilitated by parents, siblings, peers and leaders. The process is non-discriminatory, functional and took place in local community. Thus, it gives current indicators of inclusive education. The use of adaptive teaching learning materials, flexible curriculum, organization of class, physical friendly environment and infrastructure (Suanne, 1999). The core elements of the inclusive education includes effective team collaboration, administrative leadership, welcomed membership, full participation in general education and social interactions in the classrooms and community (Jorgensen, Mroczka, & Williams, 1997). Similarly, McMaster (2014) five essential elements of the inclusion as relationships, shared experience, advocacy, sense of identity and accountability. However, The
Jewish Federation of North America, has identified four key elements of inclusion as accountability, acceptance, accommodation and accessibility (2014).

**Inclusive Education in Bhutan**

Globally, the idea of inclusive education conceived during nineteen fifties when voluntary organizations and religious initiatives supported for establishment of schools for disabled people (Callan, 2013). The inclusive education occurred in response to international concern that very child should be right to access free and compulsory education. (UNESCO, 2000). In Bhutan core principles of inclusive education in Bhutan can be identified in wholesome education (Dorji J., 2005). Moreover, Dorji (2015) agreed that Bhutanese culture already promotes values necessary for inclusive education approach. The Buddhist believe of compassionate thinking and interconnectedness with other sentient beings allows disabled people to treat kindly (Matthew, 2014).

The first special school was established in 1973 as Zangley Muenselling School for blind at Khaling. And in 2001, Changangkha Lower Secondary School became first school to provide inclusive education in Bhutan (Chhogyal, 2013). The need for inclusive education in Bhutan is apparent in 10th, 11th and 12th fiver plans’ priorities (Subba, et al., 2018). According Dorji & Schuelka, Bhutan’s development philosophy of GNH and the Educating for GNH initiative offers opportunity to develop inclusive education (2016). There are many key policy documents including constitution which pays due regards to educational rights of all children (Dorji & Schuelka, 2016). Likewise, Schuelka (2014) claimed that, inclusive education resonates in all development policies especially, in Ministry of Education policies.
Research Objectives

1. To examine challenges faced by teachers in implementing inclusive education.
2. To study the teaching methods used in inclusive classrooms.

Research Questions

Following research questions were developed to help fulfil the research objectives.

1. What are the challenges faced by teachers in implementing inclusive education?
   In finding above answer, researcher used following sub question:
   2. What teaching methods do teachers use in inclusive classrooms?

Method

To find the challenges face teachers in implementing Inclusive education and teaching methods used by teachers in inclusive classrooms, interview and observation methods were used.

Interview.

This study involved open and semi-structured interview questions to interviewee. Researcher has used field notes and recorder to keep record of participants’ views on two research objectives. Interview was used to gather more accurate information. Interview in qualitative research allows researcher to get most efficient and valid perspectives (Maxwell, 2005). Further, it enabled me to gather variety of information and time to immediate follow up questions. However, for novice researcher like me, not being able to manage respondents’ reactions and not being able conduct interview in professional way were major drawback of interview.
Observation

Observation is an important method to validate the teachers’ claim of using inclusive teachings methods in classrooms. The observation may supplement what interview might not have covered (Chaula, 2014). Similarly, observation provides in-depth insights and rich data source rich data source (Gall & Borg, 2003). Accordingly, researcher took note observation made. See table 1 showing observation schedule.

Participants

Since this study deemed qualitative approach with purposive sampling method, eight teachers from Changangkha Middle Secondary School were sampled.

Target population

In this study, population was formed by eight teachers from Changangkha Middle Secondary School. Teachers from this school were chosen mainly as this was the first school to have incorporated inclusive education.

Sampling Method

Purposeful sampling method was used in this study. Authors like Creswell & Clark VL (2011) argued that this method involves identifying and selecting individuals who are knowledgeable or experienced with the event or phenomena. In addition, the ability to express their views, opinions, willingness to participate and able to communicate experiences are important aspect of purposeful sampling method (Bernard, 2002). Hence, eight teachers were sampled according to their experience and knowledge they possess on inclusive education.
Design

Research design is actual plan of the study. In other word, research design is “Blue Print” of research that looks for four questions, what questions to study, what data are relevant, what data to collect and how to analyze them (Yin, 1993). Similarly, Bryman (2012) asserted that it provides framework for data collection and analyzing the results. Further, it helps researchers to organize ideas to keep in good flow. Therefore, for this study, researcher has selected case study design to answer the research questions.

Case study is general term used for the study of individuals or group phenomenon (Sturman, 2005). Similarly, case study according to Simons (2009), is an exploration of multiple complexities and unique particular project, policy, institutions or system in real life. Case study is employed when research analyze and describe process and phenomenon or event in detail. For example, life situation, life history, special needs and his or her activity (Sagadin, 2004). Therefore, selecting case study helped researcher in finding challenges faced by teachers in implementing inclusive education and kind of teaching methods use in inclusive classrooms in Changangkha Middle Secondary School. In doing so, researcher used observations and interviews to collect sufficient data from small population. Case study explores case over time through in-depth data collection. It includes through interview, observation, audio-visual, documents and reports (Creswell, 2009).

Qualitative Approach.

In order to find out challenges teachers face in implementing inclusive education and teaching methods use in inclusive classrooms, qualitative research approach was used. This study was undertaken which involves peoples’ perceptions and understanding of the situation. Qualitative research approach is used in research problem where you do not know variables and
need to discover (Creswell, 2009). Likewise, De Vaus (2002) argued that qualitative approach method is suitable in providing rich information about real life and situations to understand human behavior in wider context. The setting of this study was in inclusive classrooms where teaching learning process occur. Teachers were interviewed and observed while they teach those students with mixture of diverse needs. Through interviews, researcher was able to get participants’ view on challenges faced by teachers in implementing inclusive education. Similarly, interviews and observations helped to explore kind of teaching methods teachers use in inclusive classrooms. Consequently, it helped researcher in analyzing data, describing findings and establishing those dominating themes. This research has used thematic analysis to analyze data. Thematic analysis is method for identifying, analyzing and reporting themes (Gall & Borg, 2003).

Procedure
The processes followed in collecting primary data are as listed below.

- Approval of letter of authorization from institute to conduct study in Changangakha Middle Secondary School,
- Inform school management about purpose of the study,
- After getting permission from the school, introduced personally and shared nature and purpose of the study,
- Seek permission from particular teachers to observe the class while teaching in inclusive class occur,
- Seek appointment to interview through frequent phone calls, and
- Request for permission to use recorders in gathering their views.
- Information gathered through interviews and observations were noted.
Most of the interviews were held in staff room while a few interviews were held in open spaces to their convenience. As appointments were made beforehand, all the interview sessions could be conducted smoothly. Similarly, for making observation of the teaching methods used by teachers, the researcher spent time with students in four different classrooms.

**Ethical Considerations**

This research has identified potential ethical issues prior to beginning of the study. First, school management was informed about the purpose of the study. Second, the consent from participants was made through phone calls. Third, consent from each participant before conducting interviews and recordings were made. Fourth, confidentiality of the data or information gathered will keep while conducting the study and after the study. Finally, any information or data obtained from interviews and fieldworks will be properly stored and will be accessible only with prior permission.

**Results and Discussion**

In each section, researcher start by presenting findings and discussions. For ensuring anonymity of the participants, researcher used letters A, B, C, D, E, F, G and H. The findings and discussions are presented below in following.

**Challenges Face by Teachers in Implementing Inclusive Education**

Following findings were made from the observation and interviews with the teachers.
Lack of Knowledge on Inclusive Education.

Majority of respondents expressed that they have not been trained or little exposed to inclusive education which hampers teachers to implement inclusive practices in better way. Some teachers shared that some students are with severe disabilities which requires more medical attention and adaption. Lack of experience or qualification pose major challenge in implementing inclusive practices. According to the teacher A noted, “We face lots of issue with disabled students because we don’t have background I inclusive education.” Similarly, teacher D claimed. “I don’t have any intensive trainings on inclusive education but I have attended few workshops”.

Insufficient teachings and learning materials

Having sufficient stock of teaching and learning materials is one of the key factors in inclusive classrooms. In addition, good teaching should be well understood by learners. However, insufficient supply of teaching –learning materials make difficult for teachers to deliver their lessons. As a result, teachers face formidable challenge in implementing inclusive education in situation like this.

Teacher A said, “It would be better if we could provide them with different teaching aids such as pictures and audios”.

Teacher E said, “The school should be well equipped with facilities to cater the needs of the different disabilities”.

Teacher B said, “I feel that it would be much benefits to students with special educational needs if there is enough facilities for them to practice different skill”.
Shortage of teachers

A good number of participants expressed that shortage teachers in the inclusive class is one of the pressing issues. Moreover, it was observed that shortage of teachers coupled with lack proper trainings in inclusive education, teachers struggle to handle students with diverse needs. Teacher D said, “One teacher in inclusive classroom make difficult help those special needs students. So we need teachers’ assistant in such situation”.

Attitudinal challenge

One of the noticeable challenges faced by teachers is due to negative attitude towards special needs students from teachers and parents. Firstly, teachers think that they are not trained to teach those special needs students. Similarly, some parents feel that special needs students are burden for them and fail to accept them. Teacher D said, “The school is facing difficulty in reducing negative attitudes towards accepting them”. Teacher F complaint that one of the challenges they face is attitudinal problem arising from both teachers and students’ part.

Large class size

Large size of the class was cited as one of the main challenge by respondents. In addition it was observed that large class is difficult to conduct inclusive practices. For example, teacher G said, “Due to large class strength, normal teaching approaches often fail to meet the needs of the diverse students”. Likewise, teacher E said, “it’s quite difficult to manage classroom due to enormous number of students”.

Lack of teachers- parents collaboration

Inclusion of special need students require strong cooperation between teachers and parents. However, it was revealed that poor collaboration between teachers and parents is another
challenge to implement inclusive education. Thus, implementation of inclusive practices become difficult in the absence of little or no collaboration between teachers and parents. For instance teacher E shared, *first thing there is lack of parents’ involvement in supporting those special need students. Parents support can boost children’s confidence.*

**Unclear policy on inclusive education**

Having no clear policy on inclusive education is another major challenge for teachers in implementing inclusive education. Respondents stated that inclusive education policy could guide how to implement inclusive education in better way. Participant D claimed, “In the absence of strong guiding policy to support inclusive education policy, no enough initiatives has been done to ensure implementation”. Likewise, Participant E stated, “policy on inclusive education can sensitize people on inclusive education and make people to accept disabilities”.

**Mischievous Behavior Problem**

Mischievous behavior of the students results in disciplinary issue in the school. For example, respondents expressed that students with disabilities are in risk of being bullied by friends. Participant A stated, “insulting and bullying in the in the school is major issue in our school”.

*Participant E stated, “Events like in sporting activities, disabled students are left in severe case which demotivates those students”.*

**Inadequate support for Teachers**

Inadequate support for teacher from school and institutional level is central challenge shared by majority of the participants. Findings indicated that teachers in SEN programme are in need of assistive teachers to handle students with special needs. For instance, participant G
stated, “we need teachers’ assistant in inclusive room to help disabled students in reading, writing and sporting activities”.

Curriculum Rigidity

The rigidity of curriculum is seen as one of the major challenges faced by teachers in inclusive education. Teachers shared their difficulty in making responsive enough to meets the diverse needs of the students. According to teacher B, the inflexibility of curriculum makes difficulty for me to implement the policy while teaching.
Discussion

The study showed that teachers face large number of challenges in implementing inclusive education in Changangkha Middle Secondary School. Yet, all findings may not be representative of all other inclusive schools in Bhutan. This study covered only one school with sample of eight teachers. So, there can be different challenges in other inclusive schools across the country. However, it was fascinating to note that majority of respondents face challenge in implementing inclusive education due to lack of knowledge on inclusive education. This can be linked to literature as noted by Chhetri (2015) that mainstreaming approach has caused confusion among teachers as they lack skills and exposure in inclusive education. When students with disabilities are handled by teachers with no background on inclusive education, the system become non-working educational system (Gandhiya, 2013). This suggest that government should train teachers on inclusive education to address this issue.

Government schools in Bhutan are fully funded by government which further depends on external donors. Hence, there is unsteady flow of resources and consequently, purchasing teaching learning materials is problem for school in the absence of adequate financial resources. Further, it was observed that Changangkha School is facing insufficient teaching aids such as audio tapes and visual electronics for special educational needs. There is strong relationship between instructional resources and academic performance (Okogo, Ngao, Rop, & Nyongsa, 2015). Thus, students find difficult to access quality education. During interview, it was revealed that there are only few teachers who are trained in inclusive education. This become setback in implementation of inclusive education because to handle diverse students as it requires more number of trained teachers. The negative attitude of teachers toward special need students is also one of the main challenges in implementing inclusive education. The negative social attitude
towards disabled people results in some parents not sending their children to school (Steinback, 1996). It was revealed during interview that special need students are taken as cause of distraction and reason for delay in syllabus coverage. In addition, it was observed that teachers are not able to gain attention of those special need students. Huge size of class may act as barrier in implementation of inclusive education in developing countries (Ainscow & Sandil, 2010). Changangkha School is no exception to this. Teachers stressed that huge class strength makes teachers difficult in conducting better inclusion. This issue of huge class size has to be addressed through development of infrastructure is highlighted.

The cooperation between teachers and parents in the context of inclusive education, it implies parameters that affects quality and course of child’s education (Lazarevic & Vukainovic, 2013). For parents disability is considered as misfortunate event and parent often feel guilt and emotional reaction which lead to creation of strong boundaries for differently abled students. However, cooperation between teachers and parents can bring synergy in supporting child’s education. Respondents stressed that school is striving in bring parents’ partnership in implementing inclusion. This action is important because learning is long process and cannot achieve overnight. Similarly, lack of clear policy on inclusive education makes unsustainable. Although the idea of inclusive education is fairly evident, teachers in Bhutan are not sure of actual practices in the absence of clear policy (Chhetri, 2015). Similarly, Dorji (2015) asserted that, a decade ago inclusive education in Bhutan is challenged by lack of strong working policy. Further, he also argued that, even if National Special Education Needs gets endorsed, there will be still need for practical and relevant legislation such as Disability and Discrimination Act of Bhutan. Hence, having clear strong policy on inclusion will enforce government mobilize enough fund to ensure implementation.
It was revealed that learners with disabilities are frequently insulted and bullied. Special Educational Needs are often so involved in the bullying (Rose & Gage, 2017). In addition, when disabled students are mainstreamed, they are more exposed to attacks from their peers (Gil & Costa, 2010). As a result, it jeopardizes self-esteem and confidence of disabled students thereby leading to exclusion and marginalization of disabled students. It suggests that the school should educate the idea of inclusive education. Likewise, inadequate support for teachers in inclusive education makes difficult to implement. Teachers believe that, support from various level of institutions is critical for them to implement. However the teachers try to implement well, if there is only limited administrative support then only little can be achieved (Smith, 2010). Changangkha school teachers are facing lack of support. For example, some participants shared that other than teaching disabled students, there are many administrative burdens. As a result, teachers can’t practice practices. This finding suggested that teachers teaching SEN must reduce their workload. Finally, rigidity of curriculum prevents students from participating in better inclusion. Curriculum flexibility reduces chance of child being stigmatized in the class and can adjust the instructional practices in order to meet different learning needs of the students (Operati & Brady, 2011). However, at the moment, the school is facing trouble in making single curriculum capable of making necessary adjustments to students’ differences.

**Teaching Methods use in Inclusive Classrooms**

This is another important area of this study. It is believed that good teaching methods could enable students with special needs to learn and perform better. Teachers should use varieties of teaching methods to meet the diverse requirements of the students (Callan, 2013). These teaching methods can address needs of the students with different learning styles and abilities. Hence, these teaching approaches contribute in developing conducive learning
environment for students with special needs to learn. The question that I put forward was, *please can you tell me kind of teaching methods you normally use in order to improve students with special needs?*

Large number of respondents claimed that they use mixed teaching methods in inclusive classrooms as they are required to fulfill the different needs of the special need students. It was interesting to note that different teachers use different teaching methods in different inclusive classrooms. Majority of these findings were observed during observation in different classes. Some of the teaching methods observed in the inclusive classrooms are, lecture, peer –teaching, group discussion, demonstration, questions and answers, collaborative teaching and equal participation.

**Lecture method**

This method is one of the prominent method used by many respondents. It was observed that this method is essentially delivered through spoken lesson. In addition, in order to cover the syllabus in time without compromising the quality of lesson, it can be used where there are large size of the class room. However, some teachers argued that this method is applicable in combination with some other teaching methods.

**Accommodation and Modification**

It was responded that teachers give additional time and accommodation to students with special needs to understand the lesson taught in the class. Similarly, modification of lesson into simplified form is another teaching method used in the inclusive classrooms. Respondent H said, “*I always give more time and simplify the activities for those differently abled students*”. Similarly, respondent A said, “*I prefer taking remedial class for disabled students if required*”. 
Peer Teaching

Peer teaching entails students to engage in teaching each other. This method increases communication skills among students in the inclusive classrooms. Further it was observed that students feel more comfortable and understandable if taught by fellow friends than teachers.

Group discussion

This teaching method is used in order to make students involved themselves in teaching learning process. Teachers use whole group discussions and small group discussions to enrich learning as it involves learners themselves and can generate deeper understanding through various opinions.

Questions and Answers

This method is notable teaching strategy used through oral and written questions in the inclusive classrooms. For example, it was noted that most of the mathematics teacher start their lesson by giving question on the chalk board. Similarly, in social sciences, teachers use oral question and let students speak according to their understanding. Questions and answers allow teachers to evaluate the learning progress of those needy students. It was observed that this method enables teachers to evaluate students’ ability to comprehend lesson.

Equal participation

This method calls for giving equal opportunity to participate in the class. During teacher A and C’s classes, they were seen encouraging special need students to participate equally in the class. By doing this, they help in building self–confidence of students as they learn. This method allows students to explore different skills.
Teaching Methods in Inclusive Classroom

It was fascinating to note that, teachers deploy different teaching methods. This is important because it enables teacher to create conducive learning environment for special educational need students. Teachers should use varieties of teaching methods to meet the diverse requirements of the students (Callan, 2013). It was acknowledged by the teachers that every child has different level of understanding, so teachers use mixed teaching methods to meet the needs of diverse students. Different students have different cognitive development level as child is born in different historical and cultural environment (Vygotsky, 1978). Lecture method, although conventional way of teaching, it was observed that it proved to be useful despite introduction of technology in new pedagogy practices. In this method, teachers use oral presentation to introduce the concepts and teaching in organized manner. This lecture method can capture students’ imagination and enthusiasm (Kaur, 2011). However, it was observed that lecture explanation in the inclusive classrooms leaves students passive where it requires to listen.

Accommodation and Modification gives extra time to understand the lesson and modify the lesson for special educational needs. Accommodation enables teachers to provide individualized time, setting and support for special educational needs help to learn independently. For example, participant B gives extra time to complete class work. Similarly, modification in course of study, instructional content or assessment criteria makes easy for disabled to learn. In order to practice this method, teachers require sufficient teaching aids. Teacher D uses pictorial representation of the lesson for students with difficulty in learning. This allow teachers to identify weaknesses and strengths and it serves as basis for taking remedial classes. It was noticed during observation, peer teaching was frequently used in inclusive classrooms. The inclusive environment is fertile environment of peer teaching (Causton
Theoharis & Malmgren, 2005). In addition, Abaoud (2016) stated that peer teaching is one of the teaching methods use inclusive classrooms targeting both behavioral and academic deficiency in students. It was noted during observation that, students in group were sent outside to write essay about what they have seen during while going outside. Then, students were made to teach each other about their essay. Furthermore, it was believed that students feel more comfortable when taught by their peer. Similarly, group discussion was another notable teaching method in the inclusive classrooms. This method allows students to explore their views on the subject matter and encourages students to be respectful listener. Moreover, it enables disabled students to contrast and compare their views with those of peers.

This school uses questions and answers method in majority of the subjects. Teachers float oral and written questions to the class to answer it. For example, teacher D uses written questions during mathematics on chalk board. Using this method, teachers are able to assess the children’s independent mastery over subject matter. Lastly, equal participation technique in the inclusive classrooms helps learners to engage throughout the session. Further, it was observed that students were found more engrossed in participation which prevents sessions from becoming monotonous. For example, teacher B gives equal opportunity to participate in the class despite intellectual disability. In addition, students were found more encouraged to participate in questions and answers. One of the notable observation was that inclusive classrooms were well organized which facilitates the learning of pupils with difficulties. For instance, it was observed that, students with learning difficulties were placed in the front so that teachers give additional attention such as clearing doubts. Hence, students with disabilities are given priority by creating conducive environment to learn.
Conclusion

Inclusive education nature in itself respects human diversity. Through the qualitative methods of observation and interviews, the study explored various challenges faced by the teachers in implementing inclusive education in Changangkha Middle Secondary School. The challenges included lack of knowledge on inclusive education, insufficient teaching and learning materials, less trained teachers for inclusive teaching, negative attitude toward special needs students, large class size, lack of teacher-parents collaboration, unclear policy on inclusive education, inadequate support for teachers and curriculum rigidity.

Despite these challenges, the teachers of the school use various teaching methods in implementing inclusive education in the school. The teaching methods of providing more time, accommodating to students’ special needs, and simplifying or modifying the lessons were found to be used as complimentary and supporting methods of teaching the students with special needs to make teaching an inclusive and more equitable phenomenon. Actual teaching methods such as lecturing, peer teaching, group discussions and question and answer sessions are also used by the teachers of the school in a class general students and special needs students mixed.

Recommendations

It was found that several issues are causing hindrance in implementing the policy in the school. Based on the results and findings from the study, following recommendations can be made to implement inclusive education successfully:

Strong policy on inclusive education should be made to take full account of disabled students in every domain. In absence of strong policy, there is discontinuity in funds being allotted to inclusive education. Further, this issue has cascading effect in developing enough
infrastructure and purchasing sufficient teaching learning aids. However, framing strong policy would mean injection of enough resources.

There should be cooperation among teachers, parents and students to implement the policy smoothly. This will ensure healthy interactions and the issues experienced by children must be seen as collective and calls for larger community to address the issue.

Educate public on inclusive education. One impeding factor in implementation of inclusive education is negative attitude held by parents and teachers. This recommendation will help in dispelling social stigma of being disabled.

Curriculum needs to be revised to make current curriculum in inclusive education more adaptive and flexible. This will enable teachers to use more suitable teaching styles to meet the requirements of the diverse students without compromising the outcome.

There should have trainings on inclusive education. Due to lack of knowledge on inclusive education, teachers are encountered different problems in implementing the policy. Providing extensive trainings and workshops will enrich teachers’ knowledge on inclusive education.

There should have provision to procure sufficient teaching learning materials. In order to respond different learning abilities of the students, this provision should be there to provide enough teaching learning materials.

**Future Research.**

Since, this study was conducted only in Changangkha Middle Secondary, it is important that in future, other researchers study in other inclusive schools to make comparison with this particular study. Similarly, it was highlighted that future study should be undertaken to find teachers preparation to teach students with diverse needs. It is crucial to explore how colleges in
Bhutan prepare teachers in SEN. It is also important to examine how teachers use technology as teaching learning aid in the inclusive classrooms. Finally, longitudinal research should be conducted to investigate in-service teachers’ experience of teaching in inclusive school over time. This will help in identification of issues pertaining to inclusive education and bring improvements in inclusive practices.


The Jewish Federation of North America. (2014). *Four Key Elements of Inclusion*.


Table 1

*Table Showing Observation Schedule*

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Observation</th>
<th>Time</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher A</td>
<td>2</td>
<td>30 minutes</td>
<td>English</td>
</tr>
<tr>
<td>Teacher B</td>
<td>2</td>
<td>30 minutes</td>
<td>Dzongkha</td>
</tr>
<tr>
<td>Teacher C</td>
<td>2</td>
<td>30 minutes</td>
<td>English</td>
</tr>
<tr>
<td>Teacher D</td>
<td>2</td>
<td>30 minutes</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>120 minutes</td>
<td>4 subjects</td>
</tr>
</tbody>
</table>
Appendix

Interview guide for teachers.

1) What challenges do you face in implementing inclusive education?

2) How long you have been teaching in an inclusive class? (follow up)

3) Do you have any background in inclusive education?

4) Please can you tell me kind of teaching methods you normally use in order to improve students with special needs?

5) Can you describe how do you teaching methods to meet the needs of students with disabilities?

6) How do you use teaching aids in your lesson to teach students with difficulties?

7) What general suggestions that you think can improve the implementation of inclusive education?

Observation Guide.

1) Looking at the classroom arrangement and organization if it facilities inclusive education.

2) Observing interactions between teachers and students.

3) Identifying teaching methods use in the inclusive classrooms.
   a)
   b)
   c)

4) Observing the use of teaching aids.

5) Observing the time with special educational needs to complete task.