Teaching Students with Learning Disabilities in Mainstream Classrooms: The Challenge of Teacher Preparedness

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Volume: 34 Issue: 2 Page: 319-338

Published 2026

Indexed 2026-05-14

Document Type Article

Abstract The global movement from special education to inclusive education has transformed mainstream classrooms. Students with physical and learning disabilities are now increasingly educated alongside other students who do not have these conditions. Although inclusive education is aimed at protecting the right to education of all students, this conceptual and

analytical article focuses specifically on students with learning disabilities, because they present certain teaching challenges for classroom teachers. Outlining both the arguments supporting inclusion as well as the doubts regarding its feasibility, this article underscores the crucial importance of teacher preparedness in supporting these learners, whose ability to engage in learning depends largely on teachers' knowledge, skills, and confidence in meeting their learning needs. It concludes with implications for Malaysia and other contexts, including Muslim-majority countries where inclusive education initiatives are increasingly being implemented.

Keywords

Author Keywords: Inclusive Education; Inclusive Classrooms; Inclusion; Teachers' Readiness; Teachers' Preparedness; Learning Disabilities

Keywords Plus: INCLUSIVE EDUCATION; PRESERVICE TEACHERS; ATTITUDES; KNOWLEDGE; CHILDREN; SCHOOLS

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Categories/ Classification

Research Areas: Religion

Citation Topics: 1 Clinical & Life Sciences › 1.136 Autism & Development Disorders › 1.136.536 Disabilities

Sustainable Development Goals: 04 Quality Education

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Journal information

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ISSN	0128-4878
eISSN	2289-5639
Current Publisher	INT ISLAMIC UNIV MALAYSIA, PRESS RESEARCH MANAGEMENT CENTER, PO BOX 10, KUALA LUMPUR 50728, MALAYSIA
Research Areas	Religion
Web of Science Categories	Religion

0.4

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