CHALLENGES FACED BY TEACHERS IN ADMINISTERING INCLUSIVE EDUCATION PROGRAMS

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Inclusive education aims to provide equal learning opportunities for all students, regardless of their abilities, backgrounds, or social situations. Although the implementation of inclusive education programs has gained considerable attention in many countries, including the Philippines, preceptors often encounter significant obstacles in turning these programs into effective classroom practices. It is crucial for policymakers, academic leaders, and preceptors to understand these challenges to create effective strategies that ensure the successful implementation of inclusive education.

One of the main challenges is insufficient training and professional development. Many preceptors have limited knowledge of special education or inclusive teaching methods, which leaves them unprepared to address the diverse learning needs of their students. Preceptors often struggle with adapting lesson plans, differentiating instruction, and using evidence-based teaching strategies without adequate training. As a result, students with disabilities or learning challenges may not receive the necessary support to succeed academically.

Another critical issue is large class sizes and heavy workloads. In many public schools, preceptors are responsible for teaching classes with over 30 students, making it difficult to provide personalized attention. Implementing inclusive practices such as one-on-one support, differentiated instruction, or accommodations for students with special needs becomes extremely challenging when preceptors manage large groups. This workload can lead to stress, reduced teaching quality, and frustration for both preceptors and students.

Limited financial resources and an inadequate infrastructure also hinder the success of inclusive education. Many schools lack the necessary assistive technologies, learning materials, and specialized equipment required to support students with disabilities. In addition, classrooms may not be physically accessible for students with mobility challenges. Without adequate funding, preceptors are unable to provide equitable and effective learning experiences for all students.

Attitudinal barriers and societal misconceptions further complicate the implementation of inclusive education. Preceptors may face resistance from colleagues, parents, or the community due to misconceptions about disabilities or doubts regarding the feasibility of inclusion. In some cases, low expectations or bias against marginalized learners can affect both teaching practices and student engagement. Overcoming these attitudes requires awareness campaigns, training in inclusive practices, and collaborative efforts to build an inclusive school culture.

Policy gaps and lack of clear guidelines also pose challenges. Although inclusive education programs are often promoted at the policy level, their practical application in classrooms is sometimes unclear. Preceptors may be unsure about their responsibilities, assessment methods, and classroom management strategies, which can hinder the effective delivery of inclusive practices. Clear communication, practical guidance, and consistent support from school leaders and education authorities are essential to bridge this gap.

In conclusion, preceptors encounter various challenges in implementing inclusive education programs, including inadequate training, heavy workloads, limited resources, societal attitudes, and unclear policy directions. Addressing these challenges requires a holistic approach that involves professional development, proper resource allocation, community involvement, and supportive school leadership. By equipping preceptors with the necessary skills, knowledge, and resources, inclusive education can become a

reality, ensuring that all learners have equal opportunities to succeed academically and socially.

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