

**Perception of Teachers and Administrators about Barriers to the Implementation of
Inclusive Education for Children with Disabilities**

Renu Bala* and Sandeep Berwal**

Abstract

This paper examined the perceptions of teachers and school heads regarding factors that impede the implementation of inclusive education in primary schools of Haryana. The sample comprised 56 teachers and 28 school heads selected from 28 government primary schools. A self-developed perception scale, containing 30 items divided into three sections namely perception towards physical barriers, perception towards administrative barriers and perception towards attitudinal barriers, was administered. The score value for each item of the scale was calculated and item rating was assigned. The administrative barriers were perceived as top factors by teachers and head teachers for impeding inclusion. The teachers perceived lack of encouragement by the school head to use technology in the classroom as the highest barrier to inclusion, whereas head teachers perceived faulty norms of appointment of special teachers as the topmost barriers to the implementation of inclusive education. It is recommended that barriers perceived by head teachers and teachers should be removed to ensure successful inclusive practices in compliance with legislative measures. The study has its implications for the policymakers, parents, school administrators, media personnel, rehabilitation professionals and children with disabilities.

Keywords: Perception, Teachers, Administrators, Barriers to Inclusive Education

*Special Education Teacher, Directorate of Education, NCT, Delhi, Corresponding Author, Email: renuberwal2004@gmail.com

**Professor, Department of Education, Chaudhary Ranbir Singh University, Jind, Haryana, Email: berwal_suhani@yahoo.com