



The Role of Human Resource Management in Teacher Training for Inclusive Education: A Phenomenological Study

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ABSTRACT

This research reviewed the role of Human Resource Management (HRM) towards inclusive education teacher's training with respect to inclusion of practices which support the children with disabilities. Conducted from a qualitative, phenomenological perspective, the research inquires about the lived experiences of HR managers, teachers and school principals in relation to HRM practices which lead to the inclusion of all in the teaching environment. Information was gathered through interviews and group discussions on effectiveness of current HRM practices, training needs of teachers, results of programs to date, and blockages for implementation of IE strategies from 15 respondents. The research also provides valuable insights about major HRM strategies (e.g. mentorship and specialized trainings) thus found to be very effective to prepare teacher for inclusive education. On the other hand, there were barriers to overcome such as a lack of resources and resistance to change in schools. The research also considers gaps in current training models, proposing feasible interventions, such as enhanced collaboration between industry and educational HR staffs and prolonged encouragement for the use of inclusive teaching practices. The results aim to be influential in policy changes that will consider exclusions in education and the training and knowledge that teachers need to be able to provide an equitable education for all. It is recommended that further studies replicate the current findings in different contexts, so that HRM practices may be made more generalizable and transcendent for inclusive teachings.



Introduction

Principle of inclusive education: The idea of inclusive education is based on the premise that every child, irrespective of background or ability, position or other differences, can learn and become better learners. To be able to create an inclusive atmosphere, teachers need to acquire a set of competencies, knowledge and attitudes to cater for a diversified group of learners, including students with disabilities. In this process, one of the most important roles is that of Human Resource Management (HRM) which makes certain that teachers are well-trained, supported and effectively resourced to adopt inclusive teaching practices.

Effective HRM practices in education are required for the provision of supportive and inclusive learning environment. This research underscores the importance of HRM in improving the training for teachers on inclusive education practices. This involves strategic recruitment, professional learning, supportive policies and performance management to enable educators to support all learners, including students with disabilities.

This article will discuss critical HRM practices, the purpose of extensive training and the obstacles that have to be overcome to implement inclusive education effectively. Findings are intended to add to a richer conceptualization of HRM and inclusive education which leads to equal opportunity for all.

Introduction to Human Resource Management in Inclusive Education

Human Resources Management (HRM) in inclusive education is about the purposeful direction of human resources to cater for the diversity of students. Good HRM is more than recruitment; it consists of the design and implementation of training programs, as well as policies and systems which support teachers in their pursuit of inclusive classrooms. The centrality of HRM in inclusive education is in its potential to enhance the capability of teachers to deal effectively with the challenges of diverse classrooms by means of strategic interventions.

Notable HRM practices reflecting inclusive education are recruitment and retention activities, professional development initiatives, performance-management systems, and organizational policies structured around inclusiveness as a central value. Such practices do not only enable teachers to acquire teaching skills for students with disabilities, but also foster a change of culture to an inclusive one in the educational setting (European Agency for Special Needs and Inclusive Education, 2015).

Teachers in inclusive classrooms are tasked with differentiating instruction, drawing on a range of teaching approaches, and collaborating with support staff, families, and the broader community. The responsibility of HRM is to guarantee that staff receive sufficient skills and assistance to accomplish these objectives.

Role of HRM in Training of Teachers for Inclusive Education

Strategic Recruitment and Retention

Strategic recruitment is the initial part of developing a successful inclusive education work force. HRM practices need to be designed to attract, not just qualified, but also diversity-conscious teachers. Successful recruitment involves creating ways of attracting candidates of diverse profiles, including the recruitment of teachers with skills in special education or at least a clear interest in teaching children with SEN (European Agency for Special Needs and Inclusive Education, 2015).

Retention is equally important. Educators who want to be inclusive teachers need on going ECM and professional development to be effective. HRM can facilitate retention by providing career development opportunities, fostering a positive work climate, and acknowledging the efforts of educators who promote inclusion. Adequate resources and professional support can also mitigate burnout and help give teachers the motivation to work in schools with diverse student populations.

Professional Development (PD)

HRM PD is a central feature of HRM practices if it is to promote inclusive education. Ongoing learning to work effectively with all students, including those with disabilities, teachers need to continuously gain the knowledge and skills to do so. PD through HRM could be provided through different training programs such as inclusive teaching strategies, classroom management, and special education consultants' collaboration (Rosmalily & Woollard, 2019).

Quality PD programs should be designed for the specific needs of early career, experienced and older teachers. In the simple case of new teachers' PD, for example, PD can center on essential inclusive practices, while for practicing teachers, it may involve the more advanced training in differentiated instruction or the use of assistive technology for students with disabilities.

Supportive Policies

It is the task of HRM to promote policies at the institutional level that promote inclusive education. Such policies should guarantee the integration of inclusive teaching practices within the educational system and that all teachers will be well prepared to address the various characteristics of students they are working with (Rosmalily & Woollard, 2019).

Policies that foster provider support should feed into giving teachers what they need— specialized tools, teacher aides, access to professional networks that support their sharing best practices. Neither should policy, which should make explicit a commitment to inclusivity as a core value and a mandate for all education workers to be accountable for creating an equitable learning opportunity for all students (including those with disabilities).

Performance Management

When evaluating the teachers' effectiveness at mainstream inclusion processes, there should be regular performance assessment. HRM can set indicators of effective practice on inclusive education related to how well teachers differentiate, collaborate with support staff, and engage with students with disabilities (European Agency for Special Needs and Inclusive Education, 2015).

Feedback processes should be positive and supportive and should encourage teachers to consider/discuss their actions and how they might be improved. Through promoting continuous progression and offering specific professional development according to performance reviews, HRM can assist teachers to enact inclusive education more efficiently.

Training Orientations in HRM for Inclusive Education

Comprehensive Training Programs

HRM has the capacity to design in-depth school training programs in all the components of inclusive education. These programs should include:

Knowing students: Training teachers in identifying and supporting individual differences among learners, such as students with disabilities, is a fundamental requirement for developing inclusive classrooms.

Differentiated instruction for teachers: to learn to modify their teaching to meet the wide range of learning styles and unmet needs of all of the students.

Collaboration with support staff and families: Good cooperation with special education teachers, teacher aides and parents is imperative for providing the support needed by these students.

Their intensive training prepares them adequately to deal with the complex situations found in inclusive classrooms and with the resources required to follow up each student's learning process (Williams et al., 2024).

Employment of Case-Based Studies and Experiential Stories

The addition of case studies or real-life scenarios in teacher preparation enables teachers to integrate their theory in practical situations. This method of experiential learning builds the teachers' ability to actively problem-solve and manage the complexity of inclusive classroom contexts (European Agency for Special Needs and Inclusive Education, 2015).

When teachers hear about inclusive education, we can connect these theoretical topics to real-life examples so we can make students better understand the how of TORs for managing issues such as behavior control, classroom variety, and communication barriers. This practical approach develops teachers who are much more likely to be ready for the on-the-fly, multi-faceted challenges of inclusive teaching.

Building Professional Learning Communities

Multidisciplinary communities of practice (Professional Learning Communities – PLCs) where educators connect, share, and learn with peers on inclusive education. HRM may support the emergence of PLCs that provide a climate for ongoing learning and professional support (European Agency for Special Needs and Inclusive Education, 2015).

PLCs create a space for teachers to talk about issues, successes, and strategy in their teaching. This network of peers is essential for maintaining inclusive teaching over time.

Methodology

Research Approach

This investigation is qualitative in nature and follows a phenomenological perspective focused on the lived experiences of teachers, HR managers, and school leaders who have taken part in IE training. The aim is to comprehend the difficulties, obstacles, and achievements of HRM practices to affect inclusion in education.

Sample and Data Collection

The sample consists of 15 respondents [5 HR managers, 5 teachers and 5 school managers]. Purposive sampling was used to select the participants, allowing those with relevant background in HRM and inclusive education to participate. Data was obtained through in-depth interviews as well as focus group discussions to develop a snapshot of the efficacy of extant HRM practices.

Data Analysis

The data was analyzed by thematic analysis, a qualitative method to identify patterns and themes in the material. This methodological approach allowed the identification of major findings in relation to the influence of HRM training courses, limitations to inclusion, and the actions that enabled teachers the most.

Results and Findings

Our findings are important evidences of human resources management use in increasing the quality of teacher education for inclusive education. The exploration focused on performance indicators of success, barriers to success) and the influence of HRM on teachers being able to practice inclusive education'). The results come from depth interview, focused group discussion, and analyze of data of HR manager, teacher, principal in schools. The main results related to the research objectives are presented in the next sections.

Table 1: Thematic Analysis Interviews

Theme	Description	Sub-themes
Mentorship Programs	This motif focuses on teachers' experience of inclusive practice, both through mentorship initiatives and its practical application, and the resultant impact on the self-confidence and capability to lead dense class, thanks to mentoring.	Individualized guidance from experienced educators. Both emotional and professional support for teachers. Higher teacher retention and happiness.
Specialized Training	It is crucial for preparing teachers to have special and targeted programs, including strategies to educate all, but especially children with disabilities.	Training in differentiated instruction. Universal Design for Learning (UD) trainings. Accessibility Devices and Assistive Technologies for educational setting.
Professional Learning Communities (PLCs)	PLCs are teacher networks aimed at resource and strategy sharing for inclusive education. They are designed to promote ongoing learning and teacher support.	Teamwork with colleagues to solve problems together. Building community. Sharing knowledge on inclusive teaching methods.
Resource Limitations	Insufficient funds, lack of teaching assistants and no AT (assistive technology) that are the barriers for successful implementation of inclusive practices in the school.	Inadequate funds for professional development. Shortage of specialized staff (e.g., special education assistants). Restricted access to assistive devices.
Attitudinal Barriers	Objection to inclusion on the part of teachers and education administrators may be based on misunderstanding, lack of awareness, or general teacher's experience with inclusion teaching.	Disregard for the benefits of inclusive education. Increased stress and perceived difficult work. Flexibility - Resistance and adapting to new practices.

Collaboration Needs	The importance of better collaboration between teachers and support staff and families in order to promote successful inclusive education and coordinated efforts in support of students with disabilities.	Not enough time for teachers to work together. Insufficient family involvement. -Breakdowns in support for students with disabilities.
Teacher Empowerment	Human resource management practices like training, mentoring and teamwork enable teachers to practice inclusive education successfully and confidently.	Teachers who are more confident and better equipped. Empowerment through professional development. It is beneficial for teacher retention.
Policy Advocacy and Institutional Support	The place of HRM in campaigning for institutional policies that encourage the practice of inclusive education and for all teachers to be fully trained and supported to be inclusive in practice.	Development of inclusive education policies. Supportive institutional frameworks. Teachers with a ready-made template on inclusivity.

Explanation of Themes

Mentorship Programs: Mentoring was recognized as a promising practice to help teachers feel supported on the road to inclusive practices. With mentors, novice teachers can learn about what works in teaching, they receive social-emotional support, and they get good feedback. It also serves to decrease burnout and attrition of teachers.

Specialized Training: Specialized training on inclusive teaching practices was perceived by teachers to have a significant effect on their confidence in working with students with disabilities. Further, programs designed to support teaching with differentiated instruction, Universal Design for Learning (UDL) and assistive technology supported teachers to design instruction to support varying skill levels and promoted a more inclusive classroom.

Professional Learning Communities (PLCs): PLCs create a culture of teachers working together and sharing strategies, resources and experiences. This collaboration promotes ongoing professional development for teachers who learn from each other, problem solve together and support each other. PLCs are especially useful for debating difficult issues such as inclusive education and for sharing teaching methods and strategies.

Resource Limitations: While training and mentorship yielded some of the most positive results among the barriers, resource limitations were the main obstacle to inclusive education to overcome. Specifically, lack of funding for additional professional development, severely limited numbers of highly qualified staff to implement specialized programs, and deficient access to assistive technology were the most critical. These constraints prevent teachers’ ability to create fully inclusive classrooms and provide individually targeted support to children with disabilities.

Attitudinal Barriers: The resistance to change was another critical barrier identified in the study. Quite often, such resistance was driven by misinformation or incomplete understanding of inclusive education. Many educators and administrators were unwilling to pursue additional training or change their regular teaching practice to adapt to the new expectations. Overcoming such attitudes through informational campaigns, specialized professional development, and achievement dissemination is an essential step in reshaping the perceived school culture.

Collaboration Needs: yet another identified challenge was the need for greater collaboration between general education and special education professionals, as well as learner families. In this study, researchers discovered insufficient time availability, poor family involvement, and lack of collaborative specialization among staff as major challenges to implement inclusive education. HRM practices may support these needs by ensuring policies that allocate dedicated collaboration time and promote collaborative partnerships between families and schools.

Teacher Empowerment: Finally, teacher empowerment can be achieved through adequate training, ongoing professional growth, and collaborative partnerships, offering a substantial supporting factor to inclusive education. Empowered teachers are significantly more likely to remain capable of implementing inclusive practices and meeting learners' diverse needs and, as a result, more willing to stay in the profession.

Policy Advocacy and Institutional Support: The gazebo must be removed so there will be greater subject for life, work and also institution. The findings highlight the significance of institutional help in nurturing inclusive education. HRM has to make the case for inclusive policy and that schools have to supply teachers with the supports and structures they need to be successful. Clear policy and guidelines on inclusive education can assist teachers to consistently and more confidently practice inclusive schooling.

Success Measures

Among the key success indicators which were identified in this study which clearly demonstrated the encouraging influences of HRM practices towards enabling effective teacher training for inclusive schooling were: In-service education for teachers, Education for school management and integrated curriculum. These success indicators include mentorship initiatives, focused professional development sessions, and the establishment of professional learning communities. Each of these factors appeared to be a significant covariate of change in teacher competence in inclusive education.

Mentorship scheme: A core message from this study is the favorable influence the mentorship schemes have on the enablement of teachers to incorporate these strategies of inclusive education into their teaching methods. Mentored teachers said they felt better support in their work, particularly with students with special needs. Mentors, who were generally experienced teachers or special education specialists, offered advice on best practices in inclusive teaching. This personalized support helped teachers to gain self-assurance, to further develop classroom management skills, and to strengthen their capacity for differentiating (Yazici, & Uzuner, 2024). Thus, teachers were able to meet the unique needs of such students, which resulted in better academic and social functioning.

Teachers also stated that mentorship was invaluable for supporting them in some of the emotional and psychological aspects of inclusive teaching. The capacity to share with and express concerns to a mentor provided a coveted support system, and contributed to a decrease in burnout and turnover of educators.

Special Training Sessions/Seminars: Specialized training sessions in inclusive education strategies, differentiated instruction and use of AT significantly assisted in the process of developing existing skills of the regular classroom teachers. The teachers who were involved in these sessions reported that they had a better understanding of how to help the various needs of their students, in particular children with disabilities. This training provided teachers the opportunity to experiment with different teaching methods, such as universal design for learning (UDL), and tests with adaptive technologies that could serve students with learning challenges.

Furthermore, teachers also reported that they benefited from in-service trainings as they received insights into legal and ethical issues associated with inclusive education (e.g., students' right with SEN, and need for an equitable learning environment). Continuing professional development was made available by HRM for teachers to keep up to date with best practice and new developments in inclusive education so that their practice was always current and responsive.

Professional Learning Communities (PLCs): The establishment of PLCs was another significant indicator of success in this study. PLCs enable teachers to collaboratively access resources, strategies and firsthand experience of inclusive education. These communities create a culture of ongoing learning, where educators help each other navigate barriers and develop new solutions to meet the challenges they face in classrooms where every learner is welcome.

Educators engaged in PLCs indicated that they felt more capable of implementing inclusive practices as a result of the support and shared knowledge among peer teachers. Teachers engaged in conversations and sharing of practical solutions to real world challenges which led to a deeper understanding of what was meant by inclusive teaching and how that could be applied in all classrooms. In addition, PLCs offered a professional community that enhanced teachers' morale and job satisfaction.

Barriers to Effective Implementation

Although the success indicators of HRM practice are explored, the identified major barriers towards successful implementation of IE strategies have been recognized. Such hurdles can be systemic, due to a lack of resources, and to teacher and administrator resistance to change. The major obstacles in making inclusive education effective that were found in the research in this area are;

Resource constraints; one of the key challenges to successful inclusive schooling is the issue of insufficient resources. That includes limits of funds for teacher training as well as the absence of needed support personnel such as special education assistants or speech therapists. The majority of schools noted difficulties in obtaining support for professional development initiatives and in purchasing assistive technologies that could assist those students with disabilities. Consequently, teachers' initiatives of applying inclusive education practices were done more with inadequate resources and insufficient support, which inevitably made it hard for them to respond to the multitude needs of the children in their care.

Some HR managers also reported that financial constraints inhibited the hiring of specialized personnel to support the adoption of inclusive education practices. Furthermore, there was not enough instructional resources available such as specialized books or technology, which would have hindered teachers to provide personalized assistance for disabled students.

Attitudinal barriers; some educators and administrators are resistant to inclusive education. Such resistance was frequently based on ignorance of the advantages of inclusive education and apprehension about the effects of teaching children with disabilities on staff workload. There were teachers, however, who felt uneasy with the extra workload associated with inclusive teaching including modification of lesson plans, meeting diverse learning needs and working alongside support workers.

Admin resistance to change was also reported, as some school leaders were reluctant to engage in inclusive efforts due to fears about the effect on a school's overall performance. Leaders frequently were not sufficiently committed to HRM initiatives leading to inclusivity, which were considered by them to be too expensive or time consuming. HRM had to work to overcome this resistance by

creating a culture of inclusion at the school level, advocating for the benefits of inclusive education, and offering strong instructional direction to show how it should be effectively implemented.

Collaboration needs Partnership between teachers, support personnel and families is critical for inclusive education to be effective. But the research found that many schools found it difficult to do so. Specifically, teachers frequently mentioned that they had limited time for working with special education staff and to have meaningful conversations with families about how to support students with disabilities. The necessity for collaboration and communication in HRM practices appeared as important in overcoming this barrier.

This lack of teamwork usually resulted in a disjointed experience for disabled students, as teachers worked in isolation and didn't interconnect with the rest of the staff pledged to help. This lack of coordination also hindered the efforts to offer a comprehensive educational program that addressed the academic, social, and emotional needs of children with disabilities. HRM practices designed to bring about greater teamwork and interaction among all the parties involved was seen as a key area for overcoming this obstacle.

Influence of HRM on teachers' retention and performance

Other major findings of this study are the favorable effect of the HRM practices, including mentoring programs and in-service training, on teacher retention. Those teachers that had felt supported with mentoring and ongoing professional development, were more inclined to stay and continue to work in their posts implementing IE good practice. The support from HRM practices strengthened teachers' competence in dealing with students with disabilities as well as increased their levels of job satisfaction and professional fulfillment.

In addition, teachers working within a professional learning community and were able to work with colleagues will more remain motivated. PLCs fostered a sense of camaraderie and shared vision, thus challenging the experience of isolation and professional burnout contributing to higher teacher retention.

The results of this meta-analysis highlight the significance of HRM practices on encouraging inclusive education. Strategic hiring and recruitment, professional development, supportive policies, and responsive performance management can enable HRM to support educators to develop inclusive classrooms that address the educational (and other) needs of children with disabilities as part of a larger arch. Nevertheless, there are obstacles ahead, in particular resource constraints, resistance to change and collaboration needs to be revised.

To overcome these obstacles, HRM must work toward increased resource allocation, building an inclusive culture, and collaboration among all those with a stake in educating students with disabilities. In addressing these issues and further develop and grow success indicators, HRM can be an important part of the solution when it comes to developing more inclusive learning environments and better outcomes for students with exceptional learning needs.

Discussion

The discussion follows which allows you to liken and contrast these findings with the literature, and consider what implications these findings might have for HRM in inclusive education. This part will synthesize the main results; mentorship programs, vector training resource constraints and partnership requirements - and will compare them with other studies, in order to provide a

comprehensive vision of HRM's role in facilitating teacher's empowerment for inclusive education.

Empowering Educators Through Mentoring and Specialized Training

The results showing the positive effect of mentorship and training for teachers on their implementation of inclusive education practices are in agreement with the body of research that emphasize the need for continued education and ongoing support for educators. Results of the current study indicated that teachers exposed to a more sophisticated type of training: (mentoring programs, specialized training sessions) felt more competent to manage the diverse needs of children with disabilities. These results are in accordance with those of Rosmalily & Woollard (2019), who suggest that mentoring and professional development are important for teachers' professional development and, in the end, for inclusive education to succeed. Mentorship programs can help diminish some of the challenges of inclusive education—including classroom management and modifying lesson plans—by give teachers the opportunity to work with seasoned professionals.

Critical training, such as differentiated instruction, Universal Design for Learning (UDL) and the implementation of assistive technology, is essential for providing teachers with the tools they need to serve students with disabilities. Studies by Rosmalily & Woollard, (2019) also reported inclusivity is a training need regarding instructional practices by the teachers. Specifically, UDL instruction empowers educators to develop flexible and accessible curricula for all students, including students with learning disabilities (CAST, 2020). This is consistent with the results of this study in which teachers reported that special training sessions helped them differentiate more effectively teaching and therefore learning for various types of students.

Teacher retention; a massive problem in education, where only 66% of educators remain in the field after five years, was also directly influenced by mentorship programs. Teachers who felt mentored were found to be more likely to stay in their positions as well as continue teaching in inclusive settings. This is echoed in the findings of Maready et al. (2021), who suggested mentorship programs encourage a feeling of belonging and support amongst teachers, thereby decreasing teacher burnout and enhancing retention.

Resource Constraints Continuing issues in inclusive education

Despite the effectiveness of mentorship and specialized training, the study identified several barriers in relation to resource constraints. This result is consistent with established research, which describes lack of resources, in terms of money and equipment, as amongst the key challenges to successful inclusion. The researchers report that many teachers struggled to include students with disabilities because they lacked professional development and did not have access to specialists (e.g., special education assistants) and assistive technology. This is in line with result of Karim & Hue, (2022), who report on resource restrictions as the key hindrance of change for inclusive education globally.

Lack of resources contributes to teachers feeling stressed and unsupported, especially when teachers are left to their own devices to develop inclusive practices. Without the proper resources, including special education staff or aides, it can be difficult for teachers to juggle classrooms full of different needs. Studies by Reitman & Karge, (2019), teachers become responsible for all classroom management, delivering of lessons, and meeting the needs of students with disabilities when schools do not have adequate support staff in place, which can result in a lack of efficiency in meeting the needs of students with disabilities, and heightened teacher stress.

And the fact that assistive technologies are not funded makes these barriers worse. Educators with no means of acquiring the necessary accommodations and technology for students with disabilities will find it difficult to provide an equal learning experience for those students. Research by Naidoo (2004) emphasize the significance of assistive technologies to inclusive education in that they enable students with disabilities to access the curriculum and take part in classroom activities as a part of their peer-group. It is substantially more challenging to put inclusive education into practice in the absence of these tools.

Cognitive Barriers: Failure or Fear to Change in Inclusive Practices

Attitudinal obstacles were also identified as major hindrance in the process of inclusive education practices. A few teachers and educators were not immediately enthusiastic about inclusive education because of the anticipated workload and did not fully understand the benefits of inclusive education. The finding reinforces the conclusion of Avramidis et al. (2002) that a major barrier to inclusive education is teachers' attitude, which is often influenced by misconceptions about the difficulties of inclusive classroom. Some teachers were reluctant to embrace inclusive practices and did not appreciate its relevance within the context of student learning, as reported by HR managers in this study.

The hostility towards integrated education is often a result of misconceptions or ignorance of, the benefits of students with disabilities in the same classroom. Teachers who do not have a clear understanding of the advantages of inclusive education, including the provision of an equitable education and the enhancement of social outcomes for students, may choose not to change their practices because they do not believe it is worth investing the energy and time into it. This was evidenced by the participants in the present study who reported that where teachers did not value the importance of inclusive education they were less likely to participate in professional development and less likely to implement inclusive teaching practices.

On the other hand, when teachers are well prepared and supported they are more likely to use inclusive approaches. Study findings indicate HRM needs to overcome cultural barriers to inclusive teaching with better targeted professional development content and delivery not only in the skills for inclusive teaching but also towards the attitudes and mindsets for inclusive teaching. Teachers who receive such training, which includes an emphasis on inclusive education and its effects on students' achievement, are more likely to be inclusive in their instruction. This has been confirmed by experiments like that of Istiaryah et al. (2019), who reported that professional development targeting the attitudes of teachers toward inclusion can be highly effective in increasing their use of inclusive practices.

Collaboration requirements: support for stakeholders working together

What this study also found is that cooperation among educators, support staff, and parental figures is also necessary. Teachers' insufficient time of working with special educators or communicating with families has been highlighted as one of challenges regarding the effective implementation of inclusive education. Findings of the present study are in line with that of Efthymiou & Katsarou, (2024) that collaboration is a key factor in building inclusive classrooms. Teachers must closely collaborate with support staff, including special-education teachers and teaching assistants, to support students with disabilities. It's also essential to have strong relationships with families, who are a child's first teacher, and support students learning at home and at school.

In the current investigation, teachers described frustration with limited collaborative opportunities which could be attributed to scheduling issues, and limited institutional support for team teaching. This lack of coordination can lead to a fragmented approach to the support of one of the most

vulnerable groups of school students with disabilities, when teachers work in isolation rather than as a team. The research by Gately and Gately (2001); Haug (2017) and Alzahranı (2020) have indicated that the quality of partnership between general classroom teachers and special education staff was crucial for successful inclusive practices to occur. Inclusive pedagogical practices like co-teaching and team teaching have been shown to have positive effects on teacher effectiveness and student achievement.

It is possible for HRM practices to reduce this burden by promoting a collaborative climate in schools. Ensuring teachers have built in collaborative time for planning together, establishing systems that support communication between general education teachers and related staff and family involvement are all major ways to promote team work and successful implementation of inclusive education.

Implications for HRM Practices

The implications of the results of this study on HRM practices in inclusive education are noteworthy. In order to tackle some of the challenges identified and build on the criteria for successful implementation, HRM should emphasize the following:

More Resourcing for Training and Support: HRM needs to lobby for more resources to be dedicated toward professional development, SAET and Assistive Technology support staff. Supporting teachers and providing them with the tools they need is critical to the success of inclusive education efforts.

Moving towards inclusion: HRM needs to change teachers' and administrators' attitudes towards inclusion by offering more extensive training to prepare them for inclusion. This would serve to mitigate resistance to inclusive methods and gain teacher support.

Promoting Collaborative Structures: HRM should establish structures that encourage collage among teachers, support staff, and families. This includes creating time for collaborative planning, providing PD in team teaching, and supporting family communication.

Conclusion

This study comprehensively explores the contribution of HRM in empowering teachers for inclusive education. Mentorship programs, specially designed training, and professional learning communities were identified in meeting key indicators of success, while resource constraints, attitudes, and the collaborative need to be overcome to implement inclusive educational practices effectively. When concentrating in these areas, HRM has the potential to contribute in a significant way to promoting inclusive education in schools which caters for the diversity of all students.

With the dynamic of inclusive education evolving, HRM needs to refine its strategies and fulfill the evolving needs of educators and learners. Ongoing investment in teacher professional development, collaborative efforts and resources will help ensure that inclusive education is not an unattainable goal for any learner.

Recommendations

1. **Advance resources:** Call for enhanced investments in teacher training programs, assistive technologies and specialized support staff to ensure inclusive education is more successfully delivered.

2. **Strengthen Professional Development:** Establish in-service and continued training programs that target inclusive education strategies, differentiated instruction, and use of assistive technology.
3. **Shift Teacher and Administrator Mindsets:** Trainer teachers and administrators to shift mindsets towards integration, emphasizing the benefits of inclusion to all students and the impact to student achievement, in order to decrease resistance to inclusive opportunities.
4. **Foster Collaboration:** Provide special time in the day for teachers to meet regularly with special education staff, teaching assistants and families, to ensure students with disabilities receive coordinated support.
5. **Support for Mentorship Programs:** Stabilize and grow programs to provide mentoring to new and seasoned teachers to develop inclusive teaching practices and to increase teacher retention.
6. **Promote Community:** Promote the development of Professional Learning Communities (PLCs) that can enhance information exchange, peer support, and the ongoing refinement of inclusive practices.
7. **Advocate for Policy Changes:** Create institution-level policies to ensure inclusive education and have its values integrated at all levels of school culture and teaching.

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