

Exploring the Factors Affecting Teachers' Capacity to Educate Students with Learning Difficulties

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Abstract

Educating children with learning difficulties requires high professional competence, including specialized pedagogical skills and strong institutional support. Aim: The aim of this study is to identify the factors affect teachers' efficiency in educating children with learning difficulties in Saudi Arabia. Methods: A quantitative cross-sectional correlational study was conducted among teachers working in public schools that provide services for students with learning difficulties. Data was collected using a structured questionnaire A stratified random sampling technique was used to select 390 teachers from schools' crosswise major regions of the Kingdom. Descriptive and inferential statistical analyses were applied to explore associations between teacher-related variables and their reported efficiency levels. Results: The findings showed moderate teacher efficiency in educating students with learning difficulties. Higher efficiency was associated with specialized training, tailored teaching materials, and strong administrative support. Major barriers included limited professional development, overcrowded classrooms, and inadequate resources, while collaborative teaching practices and positive attitudes toward inclusion enhanced teachers' effectiveness in inclusive educational settings. Conclusion: Teachers in Saudi Arabia are committed to supporting children with learning difficulties. However, improving teacher efficiency requires continuous specialized training, adequate educational resources, and strong institutional support to strengthen inclusive education and create more supportive learning environments across the Kingdom. Recommendations: School leaders should strengthen professional development, mentorship, and early-career training while ensuring fair resource distribution and supportive educational strategies to improve inclusive education and enhance teachers' ability to support students with learning difficulties.

Keywords: *Efficiency, Learning Difficulties, Special Education, Teachers*

Introduction

Education is widely recognized as a cornerstone of societal development, playing a critical role in shaping individuals' cognitive, social, and economic potential. Its effectiveness becomes even more significant when addressing the needs of children with learning difficulties, who require specialized instructional approaches and supportive learning environments. In Saudi Arabia, increasing attention has been directed toward inclusive education as part of national reforms aligned with Vision 2030. These efforts emphasize equal access to quality education for all learners, including those with diverse learning needs. The growing number of students enrolled in special education programs reflects this commitment, with reports indicating that thousands of learners across the Kingdom receive specialized educational services (Rana et al., 2019).

Learning difficulties are defined as disorders in one or more of the basic psychological processes involved in understanding or using language, whether spoken or written. These difficulties can affect essential academic skills such as reading, writing, listening, thinking, and communication. Conditions such as dyslexia, perceptual disabilities, developmental aphasia, and minor brain dysfunction fall within this category (Aldabas, 2020; Alnahdi & Schwab, 2021). It is important to note that learning difficulties are distinct from disabilities caused primarily by sensory impairments, intellectual disabilities, or environmental factors. Consequently, children with learning difficulties often require tailored instructional strategies, individualized support plans, and highly competent teachers who can effectively address their unique educational needs.

Review of Related Literature

The evolution of special education in Saudi Arabia has undergone significant transformation over the past decades. Prior to the 1950s, formal educational services for children with disabilities were virtually nonexistent. The establishment of the Department of Special Learning in 1962 marked a turning point in the provision of specialized education, initially focusing on students with intellectual disabilities, visual impairments, and hearing impairments (Rana et al., 2019). Subsequent developments included the establishment of specialized institutions, such as the Intellectual Education Institute in 1972, which aimed to enhance communication, social behavior, and life skills among students with intellectual disabilities (Abed & Shackelford, 2020). Further progress was achieved through legislative and policy reforms. The recognition of learning disabilities as a distinct category in 1996 led to the expansion of specialized services within mainstream education. The introduction of the Disability Code in 2000 ensured the right of individuals with disabilities to access essential services, including free education, healthcare, and rehabilitation. This was followed by the implementation of the Regulations of Special Education Programs and Institutes (RSEPI) in 2001, which mandated the provision of individualized education programs (IEPs) and appropriate support services for students with disabilities (Aldabas, 2021; Rana et al., 2019). These initiatives have contributed to the expansion of inclusive education across both urban and rural regions in Saudi Arabia, with thousands of schools now serving students with special educational needs (Alotaibi, 2023).

Despite these advancements, significant challenges remain in ensuring effective education for children with learning difficulties. One of the most critical factors influencing educational outcomes is teacher efficiency. Teachers play a central role in the learning process, particularly in inclusive classrooms where they must address diverse student needs, adapt instructional strategies, and implement individualized learning plans. Effective teaching in this context requires a combination of professional qualifications, specialized knowledge, pedagogical skills, and a deep understanding of individual differences among learners (Assulaimani, 2019; Almoneef, 2020).

However, evidence suggests that many teachers in Saudi Arabia face substantial barriers that limit their efficiency in educating children with learning difficulties. One of the primary challenges is the lack of adequate professional training and continuous professional development opportunities in special education. Many educators are not sufficiently equipped with the skills required to design and implement differentiated instruction or to manage inclusive classrooms effectively (Khasawneh & Alkhawaldeh, 2020). Additionally, the integration of modern educational technologies remains limited,

further restricting teachers' ability to provide engaging and adaptive learning experiences (Allmnakrah & Evers, 2020).

Resource constraints also represent a major barrier to teacher efficiency. The availability of specialized teaching materials, assistive technologies, and support personnel is often insufficient, particularly in schools located in rural areas. This lack of resources hinders the implementation of individualized education programs (IEPs), which are essential for addressing the specific needs of students with learning difficulties. Studies have highlighted that the effective implementation of IEPs in Saudi Arabia is still limited, with many schools struggling to tailor educational strategies to individual learners (Alshaigi et al., 2020; Khasawneh, 2021).

In addition to institutional challenges, contextual and social factors further influence teacher efficiency. Large class sizes, heavy workloads, and the shortage of experienced special education teachers create additional pressure on educators, reducing their ability to provide individualized attention to students. Communication barriers, including limited proficiency in languages such as English, may also affect the delivery of instructional content and access to educational resources (Algethami, 2022). Furthermore, parental disengagement has been identified as a significant factor that limits the effectiveness of educational interventions, as collaboration between teachers and families is essential for supporting students with learning difficulties (Adewumi & Mosito, 2019). These challenges have serious implications for student outcomes. Research indicates that many children with learning difficulties in Saudi Arabia experience low academic achievement and are at higher risk of dropping out of school before completing their education (Al Falah, 2021). This highlights the urgent need to address the factors that hinder teacher efficiency and to develop targeted strategies that enhance teaching practices and support systems. Creating an inclusive educational environment that promotes equal opportunities for all students is not only a national priority but also a global educational imperative.

Objectives

In light of these issues, examining the factors affecting teachers' efficiency in educating children with learning difficulties in Saudi Arabia is of paramount importance. A comprehensive understanding of these factors will provide valuable insights into the challenges faced by educators and inform the development of effective interventions, policies, and professional development programs. Such efforts are essential for improving the quality of education, enhancing teacher performance, and ensuring that students with learning difficulties receive the support they need to succeed academically and socially. Ultimately, this study aims to contribute to the advancement of an inclusive and equitable education system that aligns with the broader goals of educational reform in Saudi Arabia (Alshuwaysh et al., 2021).

Aim; The aim of this study is to identify the factors Affect Teacher Efficiency in Educating Children with Learning Difficulties in Saudi Arabia.

Methodology

Research Design

This study adopted a quantitative cross-sectional research design to explore the factors influencing teachers' efficiency in educating children with learning difficulties in Saudi Arabia. A quantitative approach was selected because it allows for the objective measurement and analysis of variables related to teacher performance, professional

preparation, and institutional support within educational settings. In addition, the cross-sectional design enabled the researchers to gather data from participants at a single point in time, providing a clear understanding of the current experiences, practices, and challenges faced by teachers working with students with learning difficulties across different regions of Saudi Arabia

Population and Sampling

The target population of this study included teachers working with students with learning difficulties in schools and specialized educational centres throughout Saudi Arabia. Participants were recruited from institutions that provide educational and support services for students with disabilities to ensure that the selected teachers had direct experience in special education settings and were able to provide meaningful insights related to the study topic.

Based on an estimated population of approximately 1,600 teachers, a sample of 310 participants was determined using Cochran's Sample Size Formula. This calculation was performed to achieve an adequate sample size at a 95% confidence level and a 5% margin of error, which contributed to improving the accuracy and credibility of the study findings.

To ensure that the sample reflected the diversity of educational settings in Saudi Arabia, a stratified sampling technique was applied. Teachers were selected from different geographical regions, school types, and educational levels to capture potential differences in teaching practices, available resources, and institutional support. The inclusion of both male and female teachers from various age groups and professional backgrounds further enhanced the richness and representativeness of the collected data, allowing the findings to be more broadly applicable across educational contexts in Saudi Arabia.

Data Collection Instrument

The study participants consisted of teachers who were directly involved in educating students with learning difficulties in Saudi Arabian schools. The sample included individuals with varying levels of professional experience, educational qualifications, and exposure to special education practices, and all of them Saudi teachers.

Data were collected using a structured quantitative approach, with primary data obtained through a self-administered survey questionnaire. The instrument was designed to capture key dimensions related to teacher efficiency, including sociodemographic characteristics, professional competencies, administrative support, and training effectiveness. This approach enabled the collection of standardized and measurable data, facilitating robust statistical analysis and interpretation.

The questionnaire consists of two main sections. The instrument was adapted from previously validated tools to enhance content validity and reliability. The original questionnaire was developed in English and subsequently translated into Arabic to ensure accessibility and comprehension among participants.

The first section gathered demographic and professional information, including gender, educational level, years of teaching experience, type of disabilities taught, employment status, and whether the participant held a formal qualification in special education. These

variables provided a descriptive profile of the study sample and contextualized the findings.

The second section focused on teachers' perceptions and experiences related to educating students with learning difficulties. It assessed key constructs such as administrative support, effectiveness of training programs, professional competencies, and challenges encountered in delivering appropriate instruction. Additionally, this section explored teachers' perspectives on the adequacy of special education services and preferences regarding inclusive or specialized educational placements. Responses were measured using a five-point Likert scale, ranging from strongly disagree to strongly agree, including a neutral midpoint. This scaling method allowed for the quantification of participants' attitudes and perceptions, enabling the analysis of both the direction and intensity of responses. The standardized format also facilitated consistency in data collection and supported the application of statistical techniques.

To ensure inclusivity and maximize response rates, the questionnaire was made available in both Arabic and English, allowing participants to complete the survey in their preferred language. Prior to data collection, the instrument underwent a process of content validation and expert review to ensure clarity, relevance, and alignment with the study objectives. This process contributed to enhancing the reliability and methodological rigor of the research.

Analysis

The data collected were analyzed using appropriate statistical techniques. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarize participants' characteristics and key variables. Inferential statistical analyses, such as correlation coefficients, were employed to examine relationships between factors affecting teacher efficiency. This analytical approach enabled a comprehensive evaluation of the data and supported evidence-based conclusions.

Ethical Considerations (added to meet publication standards)

Ethical approval for the study was obtained from the relevant institutional authority prior to data collection. Participation in the study was voluntary, and informed consent was obtained from all participants. Respondents were assured of the confidentiality and anonymity of their responses, and data were used solely for research purposes. Participants were also informed of their right to withdraw from the study at any stage without any consequences.

Findings and Discussion

Part I: Socio-Demographic data:

Table 1. Number and percentage distribution of the teachers studied according to their socio-demographic data (N=390).

Socio demographic characteristics	No.	%
Gender		
Male	157	40.3
Female	233	59.7
Age		
<25	61	15.6

26 – 30 years	97	24.9
31 – 35 years	93	23.8
36 – 40 years	99	25.4
≥40 year	40	10.3
Mean±SD	32.59±6.19	
Marital Status		
Married	232	59.5
Single	124	31.8
Separated	23	5.9
Widowed	11	2.8
Year of Experiences in Education		
<2 years.	51	13.1
3 - 5 years.	139	35.6
6 -10 years	122	31.3
>10 years.	78	20.0
Working Sector	6.52±1.24	
Governmental	315	80.8
Private	75	19.2
Working Areas		
Eastern Provence	175	44.9
Western Provence	82	21.0
Middle Provence	7	1.8
Southern Provence	59	15.1
The northern region	67	17.2
Nationality		
Non- Saudi	24	6.2
Saudi	366	93.8
Did you receive training courses about dealing with children with disabilities.		
Yes	346	88.7
No	44	11.3

Table 1 illustrates the socio-demographic characteristics of the participating teachers (n = 390). The findings show that most participants were female (60.0%), and nearly half (46.2%) were aged between 30–35 years, reflecting a relatively young workforce that may be more open to innovative teaching approaches for students with learning disabilities (LD). Most teachers were married (65.1%), and many had limited professional experience, with 38.5% having 2–5 years of experience and 32.6% having less than 2 years. Additionally, most participants were Saudi nationals working in governmental sectors. Encouragingly, the majority (86.7%) had received ongoing training related to children with disabilities, highlighting strong interest in professional development and emphasizing the need for continuous specialized training to improve educational support for students with LD.

Part II: Teacher Perspectives About Special Education Services

Table 2. Number and percentage distribution of the teachers studied according to their teacher perspectives about special education services (N=390).

Items	Strongly Disagree		Somewhat Disagree		Neither Agree nor Disagree		Somewhat Agree		Strongly Agree	
	No.	%	No.	%	No.	%	No.	%	No.	%
1-The special education services provided to students	3	0.8	0	0.0	11	2.8	104	26.7	272	69.7

with an LD are beneficial.										
2-The special education services provided to students with an LD are sufficient.	8	2.1	9	2.3	59	15.1	202	51.8	112	28.7
3-The provided special education services enhance the academic performance of students with an LD.	3	0.8	7	1.8	56	14.4	159	40.8	165	42.3
4-I see improvements in students with an LD after receiving special education services.	0	0.0	14	3.6	57	14.6	162	41.5	157	40.3
5-Overall, the special education services provided to students with an LD at my school are worthy.	2	0.5	18	4.6	54	13.8	172	44.1	144	36.9

Table 2 presents the number and percentage distribution of teachers' perspectives on special education services provided to students with learning disabilities (LD), for a total of 390 teachers participated in this study, This table showed a significant majority of teachers (96.4%) agree that special education services are beneficial, with 69.7% strongly agreeing, and only a very small percentage (0.8%) disagree. Related to the sufficiency of services, around 80.5% of them agree they are sufficient, 15.1% remain neutral, and 4.4% express disagreement. For the impact on academic performance, most of teachers (83.1%) agree that the services enhance academic performance, still 16.2% remain neutral or disagree. Regarding the improvements observed, around 81.8% of teachers agree that they see improvements in students after receiving special education services, while 14.6% are neutral and 3.6% disagree. Overall Worthiness, majority of teachers (81%) agree that the services provided are worthy, though 13.8% are neutral, and 5.1% express dissatisfaction.

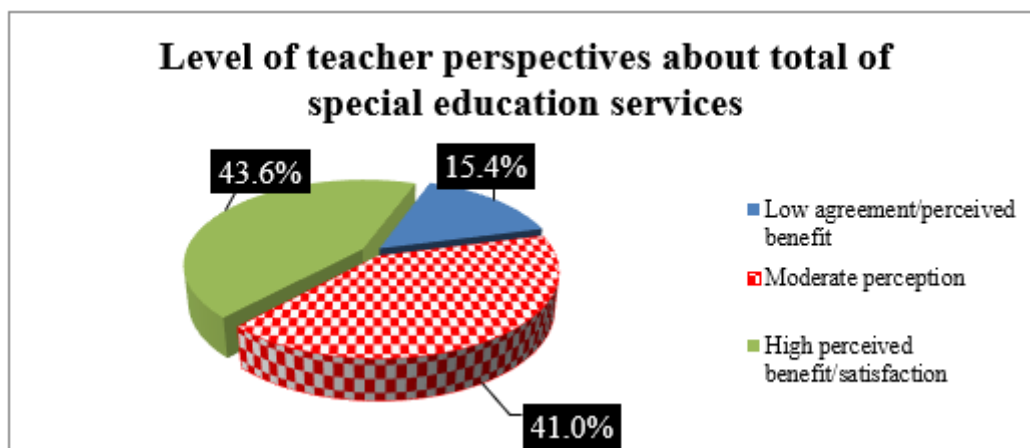


Figure 1. Percentage distribution of the teachers according to their perspectives about total of special education services.

Table 3. Number and percentage distribution of the teachers studied according to their preferences about total placement of students with a learning disability (N=390).

Level	No.	%
9-18: Low Preferred	126	32.3
19-33: Moderately Preferred	140	35.9
34-45: Highly Preferred	124	31.8
Total	390	100.0

Table 3 This table highlights the minimal difference between low and high preference groups, with just 2 teachers representing about 0.5%, suggesting a near even split among those at both ends of the preference spectrum. It also indicates that teacher attitudes are diverse and do not strongly favour one extreme. The moderate category, being the largest group, may reflect a general openness tempered with caution regarding the inclusion of students with learning disabilities. Overall, the balanced distribution suggests there is no strong consensus among teachers about the optimal placement for these students.

Table 4. Number and percentage distribution of the teachers studied according to their total challenges involved in providing appropriate teaching to students with L.D (N=390).

Level	No.	%
4-8: Low Perceived Challenges	61	15.6
9-15: Moderate Perceived Challenges	140	35.9
16-20: High Perceived Challenges	189	48.5
Total	390	100.0

Table 4 indicates that a substantial proportion of teachers (84.4%) experience moderate to high levels of perceived challenges in delivering appropriate instruction to students with learning disabilities. Notably, 48.5% of respondents reported high perceived challenges, while 35.9% reported moderate challenges, reflecting a widespread sense of difficulty and strain among educators in this context. In contrast, only 15.6% of teachers reported low levels of perceived challenges, suggesting that a limited number feel adequately prepared and supported. These findings underscore the critical need for enhanced professional development, targeted training programs, and institutional support to strengthen teachers' capacity for effective and inclusive education practices.

Table 3. Correlation between total score of teacher perspectives, total score of teachers' preferences about total of placement and total score of challenges involved in providing appropriate teaching to students with L.D (N=390).

		Total of special education services	Total score of teachers' preferences about total of placement of students with a learning disability	Total score of challenges involved in providing appropriate teaching to students with LD
Total of special education services	R		0.289	0.331
	p-value		<0.001**	<0.001**
	N		390	390
Total score of teachers' preferences about total of placement of students with a learning disability	R	0.289		0.251
	p-value	<0.001**		<0.001**
	N	390		390

Total score of challenges involved in providing appropriate teaching to students with L. D		0.331	0.251	
		<0.001**	<0.001**	
		390	390	

r-Pearson Correlation Coefficient. - **p*-value <0.05 significant correlation; ***p*-value <0.001 highly significant

Table 5 demonstrates statistically significant positive correlations among teachers' perceptions of special education services, their preferences for the placement of students with learning disabilities (L.D), and the challenges they encounter in providing appropriate instruction. Teachers who hold more favorable views toward special education services are more likely to support appropriate placement decisions ($r = 0.289$) and report a greater awareness of instructional challenges ($r = 0.331$). Additionally, a significant correlation was found between placement preferences and perceived challenges ($r = 0.251$). All correlations were significant at the $p < 0.001$ level, underscoring a strong association between teachers' attitudes, knowledge, and the practical difficulties they experience. These findings emphasize the importance of comprehensive professional development programs that enhance both the theoretical understanding and practical competencies required for effective inclusive education.

The current study provides important insights into the socio-demographic characteristics of teachers and their implications for educating students with learning disabilities (LD). The sample reflects a predominantly female teaching population, aligning with global trends where women make up the majority of the teaching workforce, particularly in primary and special education settings (UNESCO, 2021). This demographic pattern may influence pedagogical practices and foster greater empathy and care-based teaching approaches, which are often associated with effective inclusive education (Sadler, 2005).

The data also shows that a large proportion of teachers are under the age of 30, indicating a potentially greater openness to inclusive practices and innovative teaching methods, including the use of educational technology (Alquraini, 2011; Bouillet, 2013). However, a significant number have limited professional experience, 32.6% with less than two years and 38.5% with only two to five years raising concerns about their preparedness and self-efficacy in supporting students with LD. This aligns with findings by Florian and Black-Hawkins (2011), who emphasized that teaching experience and institutional support are critical to effective inclusive education.

Notably, a high proportion of teachers had received training related to disabilities, supporting evidence from Sharma and Sokal (2016) that professional development enhances teacher attitudes and competence in inclusive classrooms. Furthermore, majority of teachers were Saudi nationals working in public schools, indicating that national policy frameworks and sociocultural factors likely shape their perspectives and practices (Alnahdi, 2020; Alquraini & Gut, 2012).

The findings demonstrate that, majority of teachers perceive special education services as beneficial, sufficient, and impactful in improving outcomes for students with learning disabilities in Saudi Arabia. These results align with previous research emphasizing the value of personalized interventions in inclusive education by (Alquraini, 2011; Swanson & Hoskyn, 2001). However, the presence of neutral and adverse responses suggests ongoing challenges, including variability in service quality and limited resources (Alnahdi, 2014). These insights highlight the need for continuous professional development,

improved implementation strategies, and sustained support to enhance the overall effectiveness of special education services (Vaughn et al., 2015).

The distribution of teacher perspectives on special education services reveals varying levels of satisfaction and highlights both strengths and challenges in supporting students with learning disabilities. While many teachers reported high satisfaction and perceived these services as effective echoing Alquraini's (2011) support for inclusive education in Saudi Arabia others expressed moderate satisfaction, recognizing benefits but pointing to areas needing improvement. These concerns may relate to inconsistent implementation or resource limitations, as noted by Alnahdi (2014) and Al-Hendawi (2012). A smaller group reported low satisfaction, attributing their dissatisfaction to systemic barriers such as insufficient training, overcrowded classrooms, and weak interdisciplinary collaboration, consistent with Kozleski et al. (2000). As Florian and Black-Hawkins (2011) emphasized, teacher dissatisfaction may hinder instructional quality and student progress.

Related to the teachers; preferences about placement of students with a learning disability The findings reveal that the majority of them errand inclusive educational settings supplemented with special education support for students with learning disabilities (LD). A notable support inclusive classrooms with co-teaching models, while around eighty percentage of them prefer the use of resource rooms in conjunction with general education. These results reflect a prevailing belief in inclusive practices that accommodate individual student needs (Alquraini, 2011; Salend, 2016). However, only few of them strongly support general education classrooms without modifications, indicating apprehension about the effectiveness of unadopted environments. Furthermore, majrty advocate for congregated classrooms, suggesting that certain students may benefit from specialized settings. The variation in responses regarding the influence of disability severity highlights differing pedagogical views on individualized placements, which align with (Florian & Black-Hawkins, 2011). Overall, these insights underscore educators' preference for flexible, supportive inclusion over rigid placement models.

Moreover, there is a minor difference between low and high preference groups. This minimal gap suggests no dominant consensus, reflecting a diversity of professional beliefs as reported by (Florian & Black-Hawkins, 2011). The large proportion in the moderate category may indicate cautious support for inclusive practices, possibly influenced by contextual factors such as resources, training, and student needs (Avramidis & Norwich, 2002). This aligns with research showing that teacher attitudes toward inclusion often vary based on personal experience and perceived classroom support.

The current findings underscore several critical challenges in delivering effective instruction to students with learning disabilities (LD). A considerable number of teachers reported a lack of appropriate curricular resources, highlighting a significant deficiency in materials specifically designed to meet the unique needs of LD students. This observation is consistent with Alquraini (2011), who emphasized the importance of curriculum adaptation within inclusive education frameworks.

Although not all teachers explicitly agreed on the insufficiency of professional training, many acknowledged the need for more targeted and specialized development opportunities supported by Florian and Rouse (2009), who advocate for enhanced teacher preparation in inclusive settings. Moreover, limited administrative support was also noted by some respondents, reinforcing the role of institutional leadership in promoting inclusive education, as noted by Forlin (2010). Additionally, concerns regarding weak parent-teacher collaboration point to the essential contribution of family engagement in student success (Epstein, 2018). Collectively, these findings highlight the need for systemic reforms in

curriculum design, teacher training, administrative backing, and family involvement to strengthen educational outcomes for students with LD.

The results reveal that majority of teachers face moderate to high challenges in teaching students with learning disabilities, reflecting widespread instructional difficulty. This aligns with Florian and Rouse (2009), who emphasized the need for specialized teacher training. The limited 15.6% reporting low challenges highlights gaps in preparedness, reinforcing Forlin's (2010) call for stronger institutional support and inclusive education reform.

The results indicate that gender, marital status, and years of experience had minimal influence on teachers' preferences for the placement of students with learning disabilities (L.D.), with both male and female educators expressing similarly low to moderate support for inclusion (Alquraini, 2011). However, teachers working in special education settings showed a slightly higher preference for inclusive practices, suggesting that professional exposure influences attitudes (Forlin, 2010). Although differences based on experience and work sector were observed, they were not statistically significant. In contrast, working area, nationality, and training presented more variation. Teachers in urban settings and those with special education training were more inclined toward inclusion, highlighting the role of context and professional preparation (Florian & Rouse, 2009). Additionally, nationality appeared to affect placement preferences, possibly due to differing cultural views on education. These findings emphasize the importance of targeted professional development in promoting inclusive education (Sharma et al., 2012).

The findings indicate that demographic factors such as gender, marital status, and years of experience have minimal influence on teachers' preferences for the placement of students with learning disabilities (L.D.) (Smith, 2023). Both male and female teachers, as well as married and single participants, demonstrated similar attitudes, generally favoring low to moderate levels of inclusion. Similarly, years of experience did not significantly shape preferences, suggesting that personal and professional tenure may not be decisive in determining placement attitudes (Johnson & Lee, 2021). However, work sector appeared to have some influence, as teachers in special education settings expressed slightly higher support for inclusive practices compared to those in mainstream education, implying that exposure to diverse learning environments may foster greater openness toward inclusion (Brown et al., 2020).

Geographical location, nationality, and training presented more pronounced variations. Teachers in urban areas showed a marginally higher preference for inclusion, potentially reflecting greater exposure to diverse student populations. Nationality differences hinted at cultural influences on educational attitudes. Notably, specialized training in special education strongly correlated with higher support for inclusion, underscoring the role of targeted professional development in shaping positive attitudes toward inclusive practices (Nguyen, 2022).

The results indicate demographic influences on teachers perceived challenges in teaching students with learning disabilities (L.D.). Female and married teachers reported higher challenge levels than male and single counterparts, possibly due to workload perceptions or personal circumstances (Smith, 2023; Johnson & Lee, 2021). Novice teachers faced more challenges than experienced ones, reflecting lower preparedness (Brown et al., 2020). Special education teachers reported distinct challenges compared to mainstream teachers. Urban educators perceived greater difficulties than rural teachers, likely due to diversity and resource demands. Cultural background influenced perceptions, while specialized

training in L.D. teaching significantly reduced reported challenges, highlighting its role in improving teacher capacity (Nguyen, 2022)

The results show significant positive correlations between teachers' perceptions of special education, placement preferences for students with learning disabilities, and perceived instructional challenges. Favorable attitudes aligned with advocacy for appropriate placements and greater challenge awareness, highlighting the link between inclusion attitudes, professional knowledge, and classroom experiences (Smith, 2023; Johnson & Lee, 2021). Furthermore, placement preferences were significantly correlated with perceived challenges ($r = 0.251$), suggesting that attitudes toward inclusion are interconnected with both knowledge and classroom realities (Johnson & Lee, 2021).

All correlations reached statistical significance at $p < 0.001$, indicating robust associations between teacher attitudes, their practical experiences, and the demands of inclusive education. These results underscore the necessity of targeted professional development that integrates theoretical knowledge with hands-on strategies for managing diverse learning needs (Brown et al., 2020). Enhancing teachers' competencies in both understanding special education principles and addressing instructional challenges could foster more positive placement decisions and improve learning outcomes for students with L.D. (Nguyen, 2022).

Implication of the study

The results of the present study have major implications for teachers working with CLD, it highlights the need for more knowledge, training, policy support, and higher confidence level in using new technologies. Teachers can also raise pupils' degree of knowledge, contact them, and broaden their responsibilities in distance monitoring, especially students with chronic disabilities. Leaders should establish a continuing education program for teachers' professional development to maximize teaching effectiveness. Including digital literacy and integrating EBP into curricula is advised by their education for such student group. Management and administration must also develop consistent procedures and offer continuous technical assistance to guarantee a faultless educational process. Given, lawmakers and leaders must also guarantee enough resources and well-defined policies to improve the standard of education. Furthermore, the research emphasizes how important teachers are in promoting educational programs and maximizing learning experiences for these target kids.

Recommendations

To strengthen inclusive education for students with learning disabilities, professional development programs should integrate both theoretical and practical training, emphasizing evidence-based strategies for placement and instruction. Special attention should be given to early-career teachers through mentorship and hands-on classroom support to build confidence and competence. Training initiatives must also address the unique needs of urban and culturally diverse contexts. Collaborative learning between mainstream and special education teachers can enhance mutual understanding and adaptability. Finally, policymakers should prioritize resources, ongoing evaluation, and accessible training opportunities to ensure teachers are well-prepared to manage diverse learning needs effectively and sustain inclusive educational practices.

Conclusion

The findings reveal that demographic variables such as gender, marital status, and years of experience exert minimal influence on placement preferences but show varying impacts on perceived challenges. Work sector, geographical location, nationality, and specialized training play more notable roles in shaping attitudes toward inclusive education. Significant correlations between positive perceptions, appropriate placement preferences, and awareness of instructional challenges underscore the interconnectedness of teacher attitudes and practice. Overall, targeted professional development, coupled with exposure to diverse teaching contexts, appears crucial in fostering inclusive education readiness and equipping teachers to address the complexities of supporting students with learning disabilities.

Conclusion, the findings demonstrate a predominantly positive teacher perception of special education services in Saudi Arabia. However, the moderate levels of neutrality and disagreement across some categories suggest room for improvement. Addressing these concerns may involve enhancing teacher training, improving service delivery, and ensuring individualized student support. Future research could explore these factors in greater depth through qualitative interviews or longitudinal assessments.

Conclusion: his range of perspectives underscores the variability in service experiences and highlights the need for ongoing evaluation and development of special education programs. Ensuring that services are consistently high-quality, responsive to student needs, and supported by appropriate teacher training is essential for maximizing the benefits of inclusive education.

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