

## **An Overview of Challenges, Readiness, and Roles of Special Education Teachers on Co-Teaching Component in Inclusive Classrooms**

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### **ABSTRACT**

The purpose of this study was to determine the challenges, readiness, and roles of special education teachers in implementing co-teaching in inclusive classrooms. Experience as a moderator was used to determine the effect of the co-teaching component. A sample of 270 respondents was selected from the population of special education teachers in Malaysia. The main result show that there is a positive relationship between the active role played by a special education teacher and the success of the co-teaching. However, the finding of this study rejected experience as a mediator. Experience cannot be used as a measurement of the teachers' roles in improving the acceptance of the co-teaching approach. Even without previous co-teaching experience, a special education teacher could play an active role, provide guidance, and raise awareness about the need to provide services to students. Overall, this study show that the effectiveness co-teaching in inclusive classrooms depend on the roles played by the special education teachers.

**Keywords:** Special education, readiness, inclusive education, co-teaching, Malaysia