Academician's Teaching Experiences In Inclusive Higher Education Classrooms: A Systematic Review On Students With Learning Disabilities

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Abstract

In Malaysia, tertiary education institutions are dedicated to offering inclusive education for all students with special needs, particularly those with autism spectrum disorder (ASD) and attention deficit hyperactivity disorder (ADHD). Inclusive education became an important and most in-trend approach. However, academicians working in inclusive classrooms face difficulties. The concept of inclusive education for all students makes it important for academicians to design a learning environment that supports engaging teaching and learning processes. This paper seeks to provide an overview of the teaching experiences of academicians in an inclusive classroom considering instructional practices and academician challenges. It is necessary to analyse previous findings systematically because of the variety of the prior data and the disparities that may be present. Therefore, in order to define, filter,

and synthesise studies that meet the study topic, established systematic literature is necessary since it offers benefits linked to quality controls and limits systematic bias.

Keywords: academicians, inclusive education, learning disabilities, teaching and learning, tertiary education

1. Introduction

Education is the most essential step in educating children to contribute to society. In order to produce graduates who will contribute to the country's future labour force, high-quality instruction is delivered in the university environment (Refugia, 2021). As a result, academicians make a considerable contribution to the quality of teaching and learning. Moreover, in educating special needs with learning disabilities, such as attention deficit hyperactivity disorder (ADHD), slow learners, autism spectrum disorder (ASD), and mental issues (mild), academicians need to identify the right method for transferring knowledge to students. This has led to the implementation of inclusive education in many schools across the globe.

Jelas and Mohd Ali (2012) state that Malaysia began integrating special needs children into the general education curriculum in 1994 as a result of participation in seminars and activities organised by the United Nations (UN) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO). In 1990, Malaysia participated in the World Declaration on Education for All, and as part of the effort to attain the caring Malaysian motto in Vision 2020, has included inclusion in the National Education Blueprint 2013-2025 (Muhamad Salleh, 2019). Education for special needs children was emphasised in the Salamanca Statement and Framework for Action (UNESCO, 1994), regardless of their "intellectual, physical, emotional, linguistic, or other conditions."

Two ministries are responsible for special education in Malaysia: Ministry of Education (MOE); and Ministry of Women, Family, and Community Development (KPWKM). The Malaysian Educational Act of 1996 (1998) incorporates inclusive education as a provision for children with learning challenges. Special schools are described as "a school providing special education as prescribed by regulations made under section 41 of the Educational Act 1996", and special education is defined under this act as education that caters to the special education needs of students.

Students with special needs include those who are blind, deaf, have a hearing impairment, or have learning difficulties. Down syndrome, mild autism, attention deficit hyperactivity disorder, minimal retardation, and specialised learning challenges like dyslexia are the categories that fall under learning impairment (MOE, 2013). These students were offered assistance in their education journey by the MOE. In the meantime, the KPWKM provides educational support and help to children with severe physical disabilities and multiple impairments and disabilities that prevent them from learning in the regular or mainstream schools by the MOE.

Schools implement two types of inclusions—either partial or full. This means that based on students' physical, intellectual, emotional, and learning abilities, they may be partly or fully

included in the mainstream classes (MOE, 2013). In this regard, five elements are highlighted in the inclusive education implementation—students' criteria, placement, teacher, teaching and learning, and assessment. The Malaysia Education Blueprint (2013-2025) and Higher Education Blueprint (2015-2025) also clearly stated the need to provide quality inclusive education for students with disabilities. This inclusion should not stop at schools only; students with disabilities should be provided opportunities to progress to the tertiary level. Therefore, Ahmad (2018) stressed that an inclusive environment is crucial in the university level to support disabled students, which help to build positive identities, develop a sense of belonging, and encourage better understanding among these students of their potential.

1.1. Statement of Problem

As outlined in the Educational Act of 1996 (1998), ideas for inclusive education first emerged as part of special education goals. Inclusive education refers to the process of adapting educational systems to meet the requirements of children with special needs, whereby in such education settings, students with and without disabilities attend the same class and follow the same curriculum, regardless of their abilities. Access to education, resources, and social interaction in regular classrooms is guaranteed to all students, including those with impairments. This compromises those who suffer from autism spectrum disorders (ASD) and attention deficit hyperactivity disorder. Based on the Person with Disabilities Act of 2008 and the KPWKM's action plan for Persons with Disabilities (PWDs) in Malaysia to have equitable access to education from preschool to higher education (Alias et al., 2020).

As stated by Omar (2018), in 1978, a rehabilitation programme for "inferior" students—those who struggle to grasp the abilities of reading, writing, and counting—was launched. The "Learning Disabilities" programme was launched much later, in 1988, in Sekolah Kebangsaan Jalan Batu, Kuala Lumpur, by the MOE. Such an initiative highlighted that Malaysia's development of special education has prioritised the needs of blind, deaf, and learning deficiencies groups (Omar, 2018). An adequate number of special education teachers are provided for each school by MOE, according to the National Report on the Provision of Inclusive Quality Primary and Secondary Education (2009). However, MOE faces difficulty supplying qualified teachers to manage inclusive classrooms and special need students at tertiary institutions.

With the adoption of the Zero Reject policy in 2019 and the growing demand for inclusive and equitable education, a change towards offering education for all students with special education needs is required in Malaysia; such effort will enable an increasing number of people to pursue higher education (Chin, 2020; Khairuddin et al., 2020). The Department of Statistics Malaysia reported that there were 20,3000 newly reported cases of people with disabilities in 2019 compared to 17000 in 2018 (2020). Based on the projection in the "Institute for Public Health - NHMS 2019" (2020), 11.1% of Malaysians over the age of 18 are disabled in one of the areas, either vision, hearing, remembering, walking, self-care, and communicating. NHMS 2019 also reported that 4.7% of children between the ages of 2 and 17 have functional impairment in at least one domain, including hearing, vision, communication/ comprehension, learning, mobility, and emotions.

Furthermore, as of the end of January 2023, there were 637,537 people with disabilities, according to the Department of Social Welfare (JKM), which administers the Person with Disabilities (OKU) registry (Disabled Registration Statistics OKU by State and Category until January 21, 2023). These statistics clearly showed that learning disabilities are 235,731 as of January 31, 2023, which is about 37% of the total number of Disable (OKU) Registry. However, research on Malaysia's inclusive education in higher education, mainly on intellectual deficiency, has been insufficient. Moreover, the focus of research is varied from primary to secondary, students' perceptions, parents' perceptions, teachers' perceptions, and so on. Furthermore, the research focuses on educators' challenges and experiences in inclusive education is still lacking.

The mandate to improve education for Special Needs Students (SNS), including the Disability Support Office has been assigned to Malaysian Public Higher Education (PHE) (Muhamad Zaki & Ismail, 2021). Nevertheless, amid initiatives over the years to go forward with an inclusive education model, the majority prioritise the student's instruction setting over its quality (Dewald-Kaufmann et al., 2021). Alias et al. (2020) also highlighted the importance of lecturers' support for the objective of inclusive education.

This research aims to analyse higher education academicians' practices in teaching and learning and the challenges they encounter in inclusive classrooms through a systematic review approach. Additionally, this research will also help the Ministry of Education and Malaysia's Private Institutions to understand more about current practices and difficulties faced by academicians. Therefore, in providing high-quality and effective inclusive practices, the related parties could take appropriate steps including providing proper training for educators at tertiary level.

1.2 Research Objective

The objective of this study is to explore higher education academician's experiences on teaching and learning practices in inclusive classrooms that involve students with learning disabilities.

1.3 Research Question

What are higher education academician's experiences on teaching and learning practices in inclusive classrooms that involve students with learning disabilities?

2. Methods

The researcher performed a systematic review through Google Scholar using search terms like inclusive education, teaching and learning, academicians, attention deficit hyperactivity disorder (ADHD), autism spectrum disorder (ASD), learning disabilities, higher education, and education. Studies involving academicians, experiences, issues, and challenges faced in learning and teaching in inclusive education, English-language publications, and full-text were all required for inclusion. Aside from that, the researcher made use of Google Scholar's extensive index of scholarly literature, including journal articles, conference papers, theses, dissertations, and more. This scope makes it possible for researchers can access a wide range

of academic literature from different fields and sources. Other than that, Google Scholar offers an easy-to-use interface that is straightforward and intuitive. Without the need for complex database interfaces or advanced search abilities, researchers may easily run searches, filter results, and access full-text publications. All researchers worldwide can use Google Scholar for free, irrespective of institutional affiliations or subscription access, as it is available to everyone with an internet connection.

In addition, both domestic and international literature on the chosen topic were reviewed. Studies that were not in English, unrelated to inclusive education, and for which were unable to access the full-text paper were excluded. This systematic review's goal is to evaluate the academician's teaching experiences in inclusive classrooms in higher education. Figure 1 provides a summary of the systematic review methodology used in this study.

Systematic Literature Review
Finding studies with database searches on sites like ResearchGate, Eric, and Google Scholar

Step 1: Keyword Search
inclusive education, teaching and learning, academicians, attention deficit hyperactivity disorder (ADHD), autism spectrum disorder (ASD), learning disabilities, higher education, and education.
(n= 247)

Step 2: Exclude Papers that;
- Studies that were not in English
- Unrelated to inclusive education
- Unable to access the full-text paper were excluded.
(n = 196)

Step 3: Examine each paper manually and excluded those that don't include an empirical study.
(n = 145)

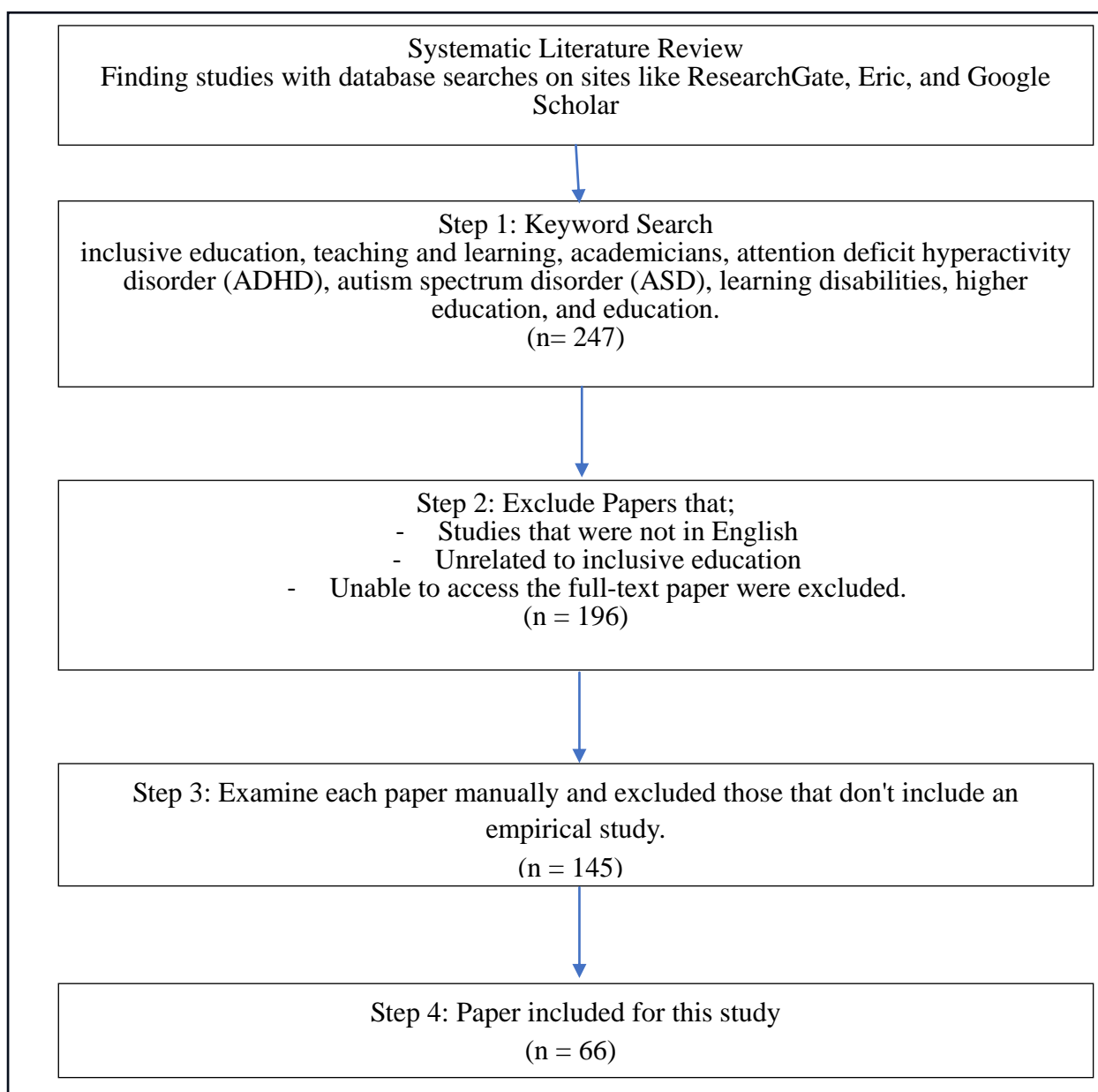Step 4: Paper included for this study
(n = 66)

Figure 1. Steps in conducting Systematic Literature Review

Sixty-six (66) open-access journal papers published between 2010 and 2023, derived from Google Scholar, ERIC, and Research Gate provided the empirical data. The search in the leading and supporting databases yielded a total of 247 articles. By combining content and thematic analysis, this methodological approach allowed textual data to be transformed into meaningful codes, themes, and categories (such as keywords, practices, experiences, challenges, and obstacles) and allowed for the synthesis of all the data (i.e., phrases) into themes (e.g., practices and challenges). Based on this outcome, developed detailed inclusion and exclusion criteria, as shown in Table 1.

Table 1. Inclusion and Exclusion Criteria

Criterion	Inclusion	Exclusion
Topic	Inclusive Education refers to including students with learning disabilities in the normal class	Using inclusion to refer to physical disabilities, racial, social class, economic condition, and other diversity.
Education Level	Higher Education	Other settings than Higher Education (e.g., work, medical, elementary school) or no educational level stipulation
Participant	Academicians	Students, parents, institutions and other education stakeholders
Study Focus	Empirical work in a classroom	articles that merely discuss the implementation of an inclusive classroom setting or an inclusive class without mentioning any actual research
Others	NA	Recurring articles, not accessible due to cost, cannot be located, and review papers.

The inclusion criteria include papers referring to learning disabilities in inclusive classrooms. Some studies were excluded as they did not adhere to the inclusion and exclusion criteria listed. These studies used terms like inclusive education and referred to physical disabilities, racial, social class, economic condition and other diversity. The researcher also excluded studies on education level other than higher education and settings such as work, medical, and elementary schools.   Studies that involved participants other than academicians such as students, parents, institutions and educational stakeholders, were excluded.

This review study utilises a systematic approach, serving to explore research trends on thematic and content analysis in the field of inclusive education. Between 2010 and 2023, the review methodically investigated the broad trends in research in the field of inclusive education. In this review, we looked at the most popular keywords, theoretical and conceptual foundations, research designs, data collecting tools, data analysis methodologies, kinds of variables, targeted population, participant groups, cited references, and cited authors.

3. Result

Results of the reviewed papers using thematic analysis showed that three main themes emerged, such as the concepts of inclusive education, teaching and learning practices in inclusive classrooms, and issues of teaching and learning in inclusive classrooms. Table 2 summarizes the journals by publication period, while Table 3 presents the themes that emerged. Figure 1 illustrates the number of journals by publication year, providing a visual representation of publication trends over time.

Table 2. Summary of Journals by Publication Period

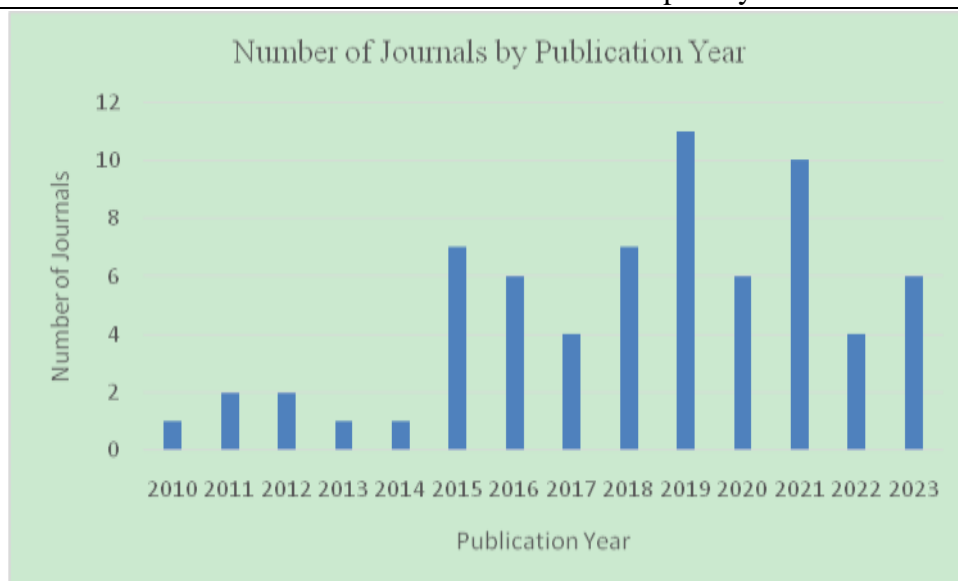| Publication Period	Number of Journal	Key Discipline Represented	Region Represented
2010 – 2013	3	Education, Social Sciences	Asia, Europe
2014 – 2017	16	Education, Psychology, Social Sciences	Asia, Europe, Americas
2018 - 2023	47	Education, Multidisciplinary	Global

Figure 2. Number of Journals by Publication Year

Thematic analysis was conducted following Braun and Clarke's (2006) six-phase framework. First, all 66 journals were read repeatedly to ensure familiarity with the content. Second, initial codes were generated to capture recurring ideas across the studies. Third, these codes were collated into potential themes reflecting key aspects of inclusive education. Fourth, the themes were reviewed and refined to ensure internal consistency and distinctiveness. Fifth, the final three themes, concepts of inclusive education, teaching and learning practices in inclusive classrooms, and issues of teaching and learning in inclusive classrooms, were clearly defined. Finally, Table 3 summarizes how each reviewed study aligns with the identified themes.

Table 3. Summary of Reviewed Studies by Theme

Theme	Number of Studies
Concept of Inclusive Education	30
Teaching & Learning Practices in Inclusive Classrooms	22
Issues of Teaching & Learning in Inclusive Classrooms	14

3.1 Concept of Inclusive Education

Inclusive education has become a well-known educational trend nowadays. The adoption of inclusive education has caused a paradigm shift in the social environment, as well as in the educational system. The Salamanca Statement (1994) introduced the idea of inclusive education to develop the educational system in mainstream schools that involve students regardless of their learning abilities. The opportunity to engage, learn, and play with other students who have impairments would be provided in the same educational setting and environment (Huang et al., 2021). In general, inclusive education has not been specifically defined, and various scholars have presented varied opinions and concepts about inclusive education. Inclusive education can be differentiated from the "non-segregationist" approach called mainstreaming, which stresses putting all the diverse learning needs of students in the classroom without eliminating them (Suzanne, 2015).

Ahmad (2018) defined an inclusive classroom as one where students with mild learning difficulties are enrolled in general classrooms. Moreover, according to Rasmitadila et al. (2021), inclusive classrooms include students with various and distinctive features, whereas Kryszewska (2017) stated inclusive classrooms with disabilities mean learners with learning deficiencies and communication disorders. Besides, UNESCO defined inclusive education as "a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities and reducing exclusion from education and from within education." Furthermore, empirical evidence from Malaysia international school teachers reveals that positive attitudes towards diversity, perceptions of the school climate, and high self-efficacy are significantly interrelated and contribute to successful inclusive education implementation (Yee & Ahmad, 2022). Thus, an inclusive learning environment is one where students with intellectual disabilities are given the same educational opportunities as their peers without disabilities.

Inclusive education also comprises methods of emphasising the delivery of education for diverse learners, such as the disparities in need, strength, and skills, through involvement in learning and activities (Muñoz-Martínez et al., 2021). Salleh and Woollard(2019) defined inclusive education as "related to the field of special education and disability as well as a full involvement of students in coming across the aspect of school life and gain the quality education."Enhancing social norms and behaviours that have an impact on how people interact with their surroundings is what inclusion is all about. Inclusion is about developing and preserving a social environment in which all individuals experience the realities of

inclusive interactions and ideals (Barton, 1977, cited by Marimuthu &Cheong, 2015).

Equity in education dictates that no one is deprived of their educational potential because of personal or societal factors such as gender, ethnicity, or family history and that everyone achieves at least a baseline minimum level of abilities or inclusion (Organisation for Economic Co-operation and Development [OECD], 2019). The process of inclusion necessitates the adaptation of academicians, the majority of whom are affected by the "medical model", which emphasises the inadequacies of the disabled person. However, academicians must grasp that inclusion requires changes in mindset as well as changes in the instructional techniques of teaching. This involves equal access to all curricular materials and classrooms, equitable involvement in extracurricular activities, and recognition that these students have particular abilities and expertise that may be cultivated via education.

There is no one-size-fits-all approach to inclusive education because its definition and implementation differ by country and educational system. According to the OECD (2019), regardless of an individual's personal and socioeconomic circumstances, most students in this educational system have the potential to develop high-level skills. However, some key principles that are shared by all-inclusive education implementations include an emphasis on providing students with a safe and supportive environment, a focus on promoting student autonomy and self-determination, and an awareness of the unique strengths of students with intellectual disabilities.

3.2 Teaching and Learning Practices in Inclusive Classroom

The primary incentives for international legislation in support of inclusion have been moral and human rights commitments, but it is critical to develop a case for the efficacy of inclusive education. Higher education professionals must establish a flexible learning environment for various learners in order to maximise their potential as higher education classes become increasingly diverse. According to Gale and Mills (2017), as cited by Awang-Hashim and P.Valdez (2019), regardless of physical, cognitive, emotional, or cognitive-affective differences, classroom practices, design, and ecosystems must ensure participation and fair chances for all students.

As identified by Mannathoko (2013), teaching practices include lesson planning, classroom management and layout, and classroom instruction. Teaching practices were also noted by Mannathoko (2013) as the application of acquired theories into practice. Based on the findings of Draffan et al. (2017), "successful inclusive teaching and learning practices involve curriculum planning, design, delivery, and evaluation." This suggests that teaching and learning practices reinforce teaching while also encouraging learning (Muñoz-Martñez et al., 2021). As explained by Ellis and Goodyear (2019), student learning is fundamental, and understanding effective teaching without understanding successful learning is challenging.

The success of instruction in inclusive classrooms is mainly determined by the academician's instructional design (Rasmitadila et al., 2021). Lumpkin (2020) identifies five sequential steps for an effective teaching and learning process, which are course discipline content

preview, persuading students with benefits, interactive classroom, learning reinforcement, and students' use of learned information and skills. Khairuddin et al. (2020) added teaching practices such as instructional methodologies, classroom management skills, monitoring, time processing, group discussion, and motivation. Similarly, Abba and Rashid (2020) highlight that academicians require key competencies such as managing the teaching and learning environment, understanding student behaviour, and fostering social interaction skills to effectively support students with disabilities (p.61). According to Hazlin and Safura. (2019), "dedicated lecturers always ensure they use the appropriate teaching strategy for students with special needs" (p.97).

Muhamad Zaki and Ismail (2021) mentioned improvements such as upgrading policies, methods, procedures, and initiatives to support higher education towards inclusive education. Furthermore, they also proposed funding allocation from the authority, then training for academicians to prepare them to handle and assist special needs students and partnership between international universities to provide standardised support and constant communication, particularly in determining the optimal strategy. Professor Frank Tuitt coined the term "inclusive pedagogy" in higher education in 2003, and it is compatible with a family of pedagogies including critical pedagogy, engaged pedagogy, feminist pedagogy, liberatory pedagogy, open pedagogy, humanising pedagogy, and Universal Design for Learning, among others.

There are multiple lesson plans and classroom layouts that can be employed for students with various intellectual disabilities. Explicit Instruction (EI) methods, according to Hughes (2011), stand out as an essential aspect of instruction for assisting individuals with learning disabilities to acquire and generalise academic abilities, including task-specific learning strategies based on effective teaching techniques. Hughes's (2011) research provides examples of how EI features could be used in the planning and delivery of instruction required to acquire the techniques. Hussin and Hamdan (2016) asserted that the presence of a group of academicians can have a positive impact, particularly when it comes to developing an individualised education plan (IEP), comprehending students' various needs, and documenting students' achievement, all of which have demonstrated the value of learning information.

Besides, mainstream academicians and specialised academicians must work together to create instruction that meets the requirements of all students without discrimination (Rasmitadila et al., 2021). Co-teaching has underlined the significance of providing student success. Direct instruction (DI), as identified by Blik, Harskamp, and Naayer (2016), expanded the linguistic abilities of students with intellectual disabilities while also improving their practical skills, social communication skills, reading skills, and autonomy in task completion. Furthermore, Blik et al. (2016) discovered strategy instruction (SI) as an alternate way to instruction strategy that could promote students' autonomy and improve the accuracy with which they complete tough assignments. Students learn how to execute tasks in SI through interactive instruction, which requires them to plan ahead of time and articulate the activities required to complete a task.

Additionally, Suzanne (2015) identified three effective inclusion tactics, which are (1) a flexible approach to providing students with the assistance they require, (2) the incorporation of universal design and differentiated education, and (3) the "normalisation" of the reality of human variation. Moreover, according to Kubat (2018), to create learning based on classroom characteristics, academicians must understand students' learning styles and personal abilities. Moriña and Carballo (2017) further explained that several factors contribute to the development of inclusive classrooms, and one of them is the teaching and learning strategies such as peer tutoring, project-based learning, collaborative learning, and multi-level learning to effectively meet the educational needs.

The research of Marín-Díaz (2017) shows that they believe that Augmented Reality can be a valid instrument for working with students who have special educational needs or who are in socially unstructured environments. Similarly, Chen et al. (2015) reflected the potential application of this method with children diagnosed with autism, as did McMahon et al. (2015), who presented their advances with children with autism or other intellectual disabilities. Moriña Díez et al. (2014) suggested offering students early access to course materials. This is because special needs students frequently require more time to prepare for class, understand in class, and study for tests.

3.3 Issues of Teaching and Learning in Inclusive Classroom

As stated by Salleh and Woollard (2019), academicians view inclusive education as a "challenging concept." Academicians perceive inclusive education as a challenge, which is influenced by several factors, including educational systems, sociocultural attitudes towards disability, a lack of facilities, and academicians' expertise on special education needs (Salleh & Woollard, 2019). Furthermore, a finding of an empirical research study conducted in Austria, the academicians believe that accommodating students with cognitive impairment is more challenging than accommodating students with mobility issues or learning disabilities (Pappas et al., 2018). Moreover, Ediyanto et al. (2023) found that stress and frustration caused 47% of instructors to resign from their employment before retirement.

Academicians have trouble handling inclusive classrooms as a result of the issues and are unsure of how to solve them. In a study by Nishan (2018), teachers confront obstacles since students with special needs in inclusion classrooms have varying capacities, as well as a shortage of resources and qualified teachers and teaching assistants. There are numerous additional factors why inclusive education or classes can be difficult, including a lack of understanding about the types of students that attend, an intense workload, the negative attitudes of academicians, a shortage of facilities for both academicians and students, a lengthy process, student absenteeism, parental disagreement, monetary constraints, and discrimination or unfair treatment (Oosero, 2015). Besides, Mokaleng and Möwes (2020) found that inclusive education is challenging due to a lack of supportive leadership and a rigid curriculum. Based on Sales (2019), academicians are faced with confusion that illustrates their concern about what would be best for all students. Sales (2019) also stated that "academicians lacked confidence when special needs students were included into classes and made no progress when challenges were encountered, resulting in a negative attitude

towards inclusive education" (p.64). Dalun Zhang et al. (2009) found that strengthening academicians' personal views may be critical to improving services for students with disabilities.

Suzanne (2015) discovered that academicians confront three sorts of obstacles in classroom management. The initial difficulty is "how to create and maintain the order, structure, and safety for a successful learning environment"; next is "how to meet the learning, social, and development needs of all students in implementing academic and social curricula that can reach to all and maximising each individual's potential" and the final difficulty is "how to confront the ever-present risk of stigmatising those who are perceived as different". Based on Ab Halim et al. (2019), special needs students admitted to higher education have a variety of difficulties, and academicians must employ a variety of approaches and procedures to assist them. Therefore, academicians face difficulties in treating special needs students based on their abilities. Academicians struggle to manage the behavioural and emotional discomfort of special needs students because they lack the necessary knowledge and abilities, as Khairuddin et al. (2020) pointed out.

According to Beijaard, D. (2018) on his finding through reflection, he found that most of the academicians talked about the preparedness to negotiate multiple demands. Inclusion with diverse student disabilities creates numerous problems for educators and institution management. Svendby (2021) agreed with the statement from Madriaga et al. (2010), Matthews (2009), and Svendby (2020) that lecturers are unaware of this diversity among the students. Academicians' experiences in inclusive classrooms can vary greatly based on factors such as their training, the type of support they receive from the institution and others, the student's individual needs depending on the student's disabilities, and the resources accessible to the academicians. Moriña (2017) also pointed out that the three common issues of inclusive education are academicians' attitude towards students with disabilities, training for academicians about disability issues and inclusive education, and implementing universal learning design.

According to Podolsky et al. (2019), academician experience refers to the knowledge and talents that increase productivity. According to Shulman's proposal, academician knowledge can be divided into three categories: content knowledge, pedagogical content knowledge, and general pedagogical knowledge, as well as knowledge obtained through practical training such as internships, relief teacher experiences, and teaching without certification (Berger et al., 2018). Teaching resources, tools, facilities, training (Joiciane de Souza et al., 2015), academic readiness, and an early intervention plan (Nasir &Efendi, 2016) are among the experiences. Muhamad Zaki and Ismail (2021) state that the government has prioritised and encouraged the provision of an inclusive campus environment by 2025, as well as the disability assistance offices at all Malaysian public higher education institutions. Furthermore, the government encourages student affairs or student service departments to initiate and ensure that special needs students have full access to education.

However, Muhamad Zaki and Ismail (2021) found that Malaysian public higher education administrators and academicians face concerns and challenges when it comes to

accommodating inclusive education. This is reinforced by the fact that more impaired are enrolled in classes, requiring academicians to develop longer and more effective skills to deal with various classes in terms of learning abilities. As a result, studies have identified that academicians need the training to work with special needs students, as well as education to minimise issues in dealing with special needs students.

4. Discussion

Inclusive education strives to fulfil the affective, and psychomotor learning outcomes. Academics play a crucial role in teaching students with special needs, specifically children with autism and ADHD. However, because of the diverse behaviours and characteristics of Autism and ADHD learners, research has revealed that some academicians neglect to personalise their teaching and learning strategies or materials according to the student's preferences (Umiera Hashim et al., 2021). Umiera Hashim et al. (2021) highlighted that this failure is due to time restrictions and a shortage of academicians. Academicians in charge sometimes strive to adapt and adopt materials based on the differences of students. Aside from that, studies also highlighted a lack of specialised training and the need for ongoing support to effectively manage the challenges. The training will impact teaching practises and strategies to enhance the preparedness of academicians.

In addition, the success of inclusive education depends on the quality of instructional experiences (Charitaki et al., 2022). Moreover, Crișan et al. (2020) found that receiving additional hands-on instruction will boost the essential abilities, self-assurance, and sense of accountability for instructing students with special needs. Additionally, in the research of Moriña and Carballo (2017), the findings pointed out that students themselves expressed their appreciation for faculty training, believing that many of the challenges confronted by the students could be avoided if the academicians were equipped to meet the student's requirements. Moriña and Carballo (2017) also stated that students consider training as necessary. A researcher suggests that all university employees receive training on disability (Hurst, 2006, cited by Moriña & Carballo, 2017). According to Moria (2017), faculty members need specific training to deal with special needs students, and the development of inclusive education environments, faculty attitudes towards SNS, and application of universal design for learning techniques are crucial. This emphasises the importance of fostering positive attitudes, beliefs, empathy, and understanding among academicians towards students with learning disabilities.

The authority ought to uphold the demand and requirements put forth by higher education academicians and administrators to strive for education that is inclusive. Al-Shammari et al. (2019) identified that adopting an eclectic approach to theory-driven curricula and instructional methodologies, as well as a blend of behaviourism, cognitivism, and constructivism, will benefit inclusive education practises the most. The requirement for SNS can be met with an approach that is innovative and versatile, such as using gamification in learning applications, and encouraging active interaction from university members to boost SNS involvement in higher education setting. López Gavira and Moriña (2014) pointed out growing importance of inclusive policy and practice in higher education since the 1990s.

However, as evidenced by data from a variety of research conducted in many worldwide contexts, students with disabilities seldom have a positive higher education experience; in fact, the university system is one of the least inclusive settings with respect to access and longevity. In the research of López Gavira and Moriña (2014), students emphasised hiring and training lecturers, the reason that academicians failed to accommodate impaired students in their classes.

5. Research Recommendations

Malaysian public higher education institutions are taking progressive steps to ensure that special needs students can engage in higher education and develop their skills and knowledge. However, academicians face various challenges in adapting instructional strategies, addressing individual student needs, regulating classroom atmosphere, and coping with inadequate resources and support systems. In the midst of these obstacles, this review also emphasised some teaching techniques such as differentiated instruction, collaborative learning methods, assistive technology integration, and creating a supportive and diverse classroom atmosphere. As a result, some changes need to be made to guarantee the success of all special needs students in tertiary education. To support academicians in implementing the essential changes, training programmes, and novel interventions are required. When evaluating an academician's preparedness, it is important to take into consideration the development of positive attitudes and strong self-efficacy as a part of inclusion awareness and training programs to help academicians become more eager and prepared to play a role in inclusive education.

Therefore, the findings emphasised the essential role of academicians' attitudes, beliefs, and perceptions in shaping the inclusive classroom environment. In addition, empathy and flexibility were recognised as vital attributes for academicians to successfully traverse the obstacles and create an atmosphere that promotes learning. This could be demonstrated by remaining self-assured and adopting an empathic mindset by placing oneself in the shoes of both students with and without special needs. This study provides a relatively clear picture of the challenges that inclusive education program continues to encounter, including both basic and complicated problems as well as the experiences of academicians. Hence, the review revealed the importance of continued support and access to resources designed to meet the various requirements of students with learning disabilities for improving instructional strategies and encouraging positive learning outcomes.

6. Conclusion

In conclusion, while reviewed studies revealed challenges and practises that come with learning disabilities in inclusive classrooms, the studies also emphasised the need for continued research, a better support system and improved policies. This systematic literature review also offers insightful information that helps educators, decision-makers, and other stakeholders in the education industry create focused interventions and curriculum modifications that will promote an inclusive learning environment that meets the various needs of all students. Therefore, the researchers urge that more research be conducted for each stakeholder in Malaysia, particularly for special needs students, professors, parents, the

Ministry of Higher Education, and the Ministry of Education, as well as a field study.

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Appendix A: Number of Journals According to Publication Year

Years Published In	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Advances in Social Science, Education and Humanities										1				

	1	2	3	4	5	6	7	8	9	10	11	12	13
Research													
Arab World English Journal											1		
Asia Pacific Journal of Education		1											
Asian Journal of University Education											1		
Asian Social Science											1		
Australian Journal of Teacher Education		1											
BITARA International Journal of Civilizational Studies and Human Science								1					
Bordon, Revista de Pedagogia								1					
Center for Educational Policy Studies Journal					1								
Disability and Society											1		
Economics of Education Review									1				
Educatia										1			
European Journal of Special Needs Education							2						
Evaluation and Program Planning							1						
Excellence in Higher	1												

Education														
Focus on Exceptional Children	1													
Frontier in Psychology														1
Higher Education													1	
Higher Education Research & Development				1										
Humanities and Social Sciences Communications														1
In Routledge eBooks										1				
International Journal for Innovation Education and Research					1									
International Journal for Studies on Children, Women, Elderly and Disabled										1				
International Journal of Academic Research in Business and Social Sciences											1			
International Journal of Academic Research in Progressive Education and Development									1					
International Journal of													1	

Environmental Research and Public Health													
International Journal of Higher Education				1									
International Journal of Disability, Development and Education													1
International Journal of Inclusive Education						1			1		1		
International Journal of Instruction												1	
International Journal of Multicultural and Multireligious Understanding												1	
International Journal of Research in Education and Science									1				
Journal of Classroom Interaction							1						
Journal of Educational, Cultural and Psychological Studies													1
Journal of ICSAR													1
Journal of Inclusive Practice in								1					

Further and Higher Education												
Journal of Professional Capital and Community										1		
Journal of Research in Special Educational Needs							1					
Journal of Social Studies Education Research										1		
Journal of Theory and Practice in Education						1						
Jurnal Pendidikan Bitara UPSI										1		
Jurnal Penyelidikan Sains Sosial (JOSSR)										1		
Malaysian Journal of Learning and Instruction										1		
Malaysian Journal of Society and Space							1					
People with Intellectual Disability Experiencing University Life										1		
PPSDP International Journal of												1

Education														
Procedia - Social and Behavioural Sciences							1							
Remedial and Special Education	1													
Research in Developmental Disabilities						1								
Research in Social Sciences and Technology												1		
Review of Educational Research												1		
Revista Portuguesa de Investigação Educacional										1				
SAGE Open										1				
Scientific Reports												1		
Shanlax International Journal of Education													1	
SHS Web of Conferences									1					
Social and Behavioural Sciences						1	2							
Social Sciences									1					
Studies in Higher Education										1				
Sustainability (Switzerland)												1		
Teaching in Higher Education						1								
Trends in Psychology													1	

Universal Journal of Educational Research										1			

Appendix B: Full List of 66 Reviewed Studies by Theme

Author(s)	Concept of Inclusive Education	Teaching & Learning Practices	Issues in Teaching & Learning
Ab Halim, F., et. al. (2019)		√	√
Ahmad, N. A. (2018)	√	√	
Ahsan, M. T., et. al. (2012).	√		√
Alias, R., et. al. (2020b)	√	√	√
Awang-Hashim, et. al. (2019)	√	√	
Berger, J.-L., et. al. (2018).	√	√	
Blik, H., et. al. (2016)		√	√
Charitaki, G., et. al. (2022).		√	√
Chen, C.-H., et. al. (2015)			
Chin, M. (2020)		√	√
Crișan, C., et. al. (2020).			√
Dalun Zhang, et. al. (2009).			
Ediyanto, E., et. al. (2023).		√	
Ellis, R. A., & Goodyear, P. (2019).			
Hazlin, F.R. & Safura, A.S. (2019).			√
Huang, B., Lu, H., & Zhu, R. (2021)	√		
Hughes, C. A. (2011).		√	√

Hussin, M. K. A. B., and Hamdan, A. R. B. (2016)	√	√	√
Joiciane de Souza, et. al. (2015).	√	√	
Khairuddin, K. F., et. al. (2020).	√		
Kubat, U. (2018).	√		
Lopez-Gavira, R., et. al. (2016).		√	√
López Gavira, R., & Moriña, A. (2014).		√	√
Machado, M., et. al. (2020).			√
Mannathoko, M. C. (2013).	√	√	
Marín-Díaz, V. (2017).	√		√
Moriña, A., & Carballo, R. (2017).		√	
Moriña, A., et. al. (2017)	√		
Moriña, A., et. al. (2015).	√		
Moriña, A., et. al. (2020).			√
Muhamad Salleh, M. A. (2019).	√		√
Muhamad Zaki, N. H., & Ismail, Z. (2021).		√	√
Muñoz-Martínez, Y., et. al. (2021).	√	√	√
Nasir, M.N., & Efendi, A.N. (2016).	√		√
Nishan, F. (2018).		√	√
Omar, S. R. (2018).	√	√	√
Oosero, P. O. (2015).	√	√	
Pappas, M., et. al. (2018).	√	√	√

Rasmitadila, R., et. al.(2021).			
Sales , R. (2019).	√	√	√
Salleh, R., & Woollard, J. (2019).			√
Umiera Hashim, H., et. al. (2021).	√		
Ab Halim, F., et. al. (2019)		√	
Ahmad, N. A. (2018)	√		
Ahsan, M. T., et. al. (2012).		√	√
Alias, R., et. al. (2020b)			√
Awang-Hashim, et. al. (2019)		√	
Berger, J.-L., et. al. (2018).			
Blik, H., et. al. (2016)	√	√	
Charitaki, G., et. al. (2022).		√	
Chen, C.-H., et. al. (2015)	√		√
Chin, M. (2020)	√		
Crişan, C., et. al. (2020).		√	

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