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Training Need Assessment for Teachers Working in an Inclusive Setting for Children with Disabilities

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ARTICLE DETAILS	ABSTRACT
History: Accepted 22 Feb 2021 Available Online March 2021	<p><i>In an inclusive setup, general education teachers are expected to handle students with different needs. These teachers should always be supported to meet these problems. The purpose of the present research study addresses the importance of teachers' training attitudes towards inclusive education of children with disabilities. Training enhances teachers 'self- efficiency' and information regarding adapting their teaching methodologies in an inclusive environment for the individual needs of exceptional children. Literature review studies the areas such as perception about disability, the notion of inclusive education, movement from special education to inclusive setup and teachers training provided to use teaching skills. An inclusive set up is advantageous for learners with disabilities. A total of 280 respondents, male 79 and female 201 from 15 schools and centers of special education, District Multan were selected as a population in the study. A sample of 125 participants selected through stratified random sampling techniques. In this research, a questionnaire was the only instrument for the collection of data. After planning the questionnaire, the researchers administered it to 5 members for pilot testing. The results were analyzed and finally, the questionnaire contained 30 items covering all the components of training need assessment for teachers working in an inclusive setting for children with disabilities. The descriptive and qualitative research method was applied to analyze the collected data. It was highly recommended that teachers' training programs are designed to share information about awareness of disability and enhance teaching skills and knowledge for an efficacious inclusive system for children with disabilities.</i></p>
Keywords: Inclusive Education, Teachers Training, Information Regarding Diverse Disabilities, Modified Teaching Strategies, Reform Curriculum, Inclusive Education Policies	
JEL Classification: P36, P39	
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1. Introduction

Children with disabilities (CWDs) have unique qualities but disability affects their potentials in different ways. Children with special needs come across various challenges which deprive them of their deserving human rights such as segregation, discernment, services fences, social acceptance, stigma, and prejudice (European Union Monitoring and Advocacy Programme report, 2005). Education is the basic right of every individual including children with disabilities (CWDs).

At present, the most controversial topic is about the inclusion of pupils with diverse requirements in inclusive settings (Kauffman & Badar, 2014a). These children require schooling that is suitable to fulfill their specific requirements of disability. An international manifestation of inclusive education can be defined in numerous ways. It addresses a multitude of necessities regarding dissimilar types of learners with diverse disabilities in supporting the environment of inclusive institutes and classes. Besides, inclusion means acceptance in society. The major goal of inclusive education services is requiring special educational needs and integration for individuals with disabilities to build their confidence for their successful lives (Ainscow., 2005). These students with different needs face multiple difficulties because of their limitation in calibrating in the regular schools/classroom settings. These limitations relate to pupils with disabilities in the area of intellectual, emotional, and physical disabilities (Smith, Austin, etc., 2005). Inclusive education is addressing the special requirements of every child, in inclusive placements (Praisner, 2003).

In underdeveloped countries like Pakistan, Special education centers/schools are established in different areas to serve four categories of children with disabilities. These include mentally challenging children with hearing impairment, children with blindness, and children who are physically impaired. Various studies were conducted at the national and international level to consider the educational services according to the needs of the expository child and facilitating them accordingly CWDs. Although many Special education centers and organizations are serving these children teaching of CWDs remains a significant concern for teachers, administrators, and experts. It is an important query regarding the environment that is suitable for teaching children with disabilities, but the key concern is shifted towards the direction regarding the methodology that is adopted for teaching CWDs. Worldwide, society is accepting the approach towards segregation to inclusive settings to support and provide educational amenities to empowering these children (Ainscow, 2005). Teachers performing their duties in special and general institutes have diverse assessments regarding academic requirements and techniques of teaching for pupils with disabilities (Dupoux, Hammond & Ingalls, 2006).

Professionals have great emphasis to provide equal opportunity to CWDs in educational fields like children without disabilities and teachers of inclusive settings develop a satisfactory environment for children with disabilities (Hameed, 2015). Intentions to develop teachers' training programs for inclusive setting provides a clear vision and guiding principles for policymakers to implement instructional tactics to facilities children with diverse disabilities. Education for all is mainly contemplated to be a multifaceted perception that encompasses the concerning of different equity issues, social justice, consideration of human rights, and disability model for social adjustment. It also comprises the procedure of transformation about institutions and significance on learners' prerogative towards inclusive education. (Kozleski, 2011). The study defined inclusive education as an academic setting in which special needs children have the right to use the curriculum of public institutes also participate in school activities with peers who do not have a

disability (Bryant, Smith, & Bryant, 2008, P. 605).

Currently, understanding inclusive education for students with disabilities is a global and most important issue of concern for teachers. In south Asian countries, inadequate teacher training has been observed as a key barricade to inclusive education (Sharma, 2013). Participation in an inclusive setup instead of a segregated environment is a right of every individual with disabilities (Tatlah, 2014). The study of Walker (2011) identified inclusion for all as “societal acceptance of people within the school, work, and community setting”. Indeterminate perception of inclusion of CWDs is significant obstruction of inclusive education (Amando, 2013). Teachers’ insufficiency of knowledge regarding disabilities and how to handle them in the area of general education create an experience of segregation for CWDs. Furthermore, freshly qualified educators do not have the compulsory information, expertise, and attitudes to perform tasks in inclusive environments (Florian & Rouse, 2009). Researchers explore that the negative attitude of instructors, administrators, and parents are the main fundamental reason for the exclusion of children with exceptional needs (Mittler, 2002). Consequently, it is recommended that the development of training schemes enhances the attitudes of teachers to support all students with and without disabilities. This provides orientation of inclusive education which embraces values multi-disciplinary approach as well as dissimilarities (Florian, 2008).

For the purpose to promote the independence and well-being life of CWDs in the area of education, the development of teachers' training programs and their implementation is essential according to the need of a child. Initial training and continuing professional development related to optimal learning of understanding of the educational needs of all children are helpful for teachers throughout their careers. Inclusive education creates chances and opportunities for children and to attain equal rights (Burke & Sutherland, 2004). Usually, the teachers are not well aware of the potentials, challenges, and necessities of pupils with different disabilities. Moreover, the educator's training program in pre-service and during their job is not continuously organized which influences the academic efficiency of children with special needs (Atique & Mushtaq, 2005). Trained teachers for an inclusive environment play a remarkable role in an unbiased attitude towards teaching for both children with and without disabilities. Teachers' training can deliver an optimistic change in the environment of school culture (Hui, 2015). If children with disabilities feel improvement as well as comfort in the general classroom with the affirmative support of teachers, then it is a sure sign of a progressive step regarding inclusion (Haider, 2008). Providing proper training of teachers is the only way to handle the educational complications of CWDs. Teachers' training programs need the modification of the pattern of teaching strategies in inclusive schools.

The study showed that teachers' training in the areas of adapting curriculum and instructional needs for inclusive education to meet diverse learning requirements for CWDs enhanced the involvement and confidence of teachers (Hui, 2015). Successful placement for children with special needs in inclusive academic classes, structured teaching techniques, and appropriate resource support are indispensable components. The supportive attitude of teachers is a crucial factor for solving issues faced by children with exceptional needs in an inclusive school environment. In addition, teacher training is beneficial for raising awareness regarding the disability of children and acknowledge modified skills to adopt in their teaching techniques (Tatlah, 2015). The effective inclusive program depends on a teacher's training program which encompasses important elements such as appropriate usage of interventions to discourse special educational requirements of students’ resilient collaboration among parentages and teachers and meaningful modifications to the

curriculum (Cross, 2004). Furthermore, Salisbury (2006) stated that principals self-confessed the need for instructors to come to be more proficient to obtain ancillary training so they are capable of teaching children facing various disabilities.

Educational consideration for children with disabilities is the significant goal of developing countries like Pakistan. Keeping in view, this study highlights the fact that appropriate teacher training is essential for the achievement of special needs children in an inclusive environment.

It is expected that study will provide information and raise awareness among all main stakeholders such as decision-makers, educators, and officials by providing useful information regarding children with different disabilities and implementation of teachers' training for inclusive setup. New Policies are being developed according to the advanced teachers training programs for inclusive education in the future. Teachers' training experiences promote academic as well as social development in children with disabilities and change their perspectives while studying in an inclusive setting. Training enables teachers to place pupils with diverse disabilities in an inclusive environment, find their academic issues and suggest possible solutions to their problems according to their individual needs of disability.

Teacher training is considered a fundamental element for improving professionals' attitudes concerning pupils with different disabilities. Furthermore, the study provides the opportunity to understand well the attitude of Pakistani educators and policymakers towards inclusive setup. Teachers will get aware of the disability of children and how to handle their educational activities in an inclusive classroom. Teacher training program enables all pupils with exceptional needs to enhance their capabilities to become productive participants in society. The study will assist the government to overwhelm the complications of inclusive education programs. In the future, this study will prove to be very favorable in the formation of inclusive education policies for the training of teachers working with children with disabilities.

The objectives of the study were to:

1. Raise awareness regarding the programs of teachers training to provide barrier-free inclusive environment and information about disability to children with exceptional needs in Pakistan.
2. To improve the current conditions of the pre-service teachers training program by adapting advanced teaching techniques.
3. Inclusive Education provides opportunities to educators by the implementation of their positive attitude to change behavior and improve the academic skills of children with disabilities.

The study answered the following questions:

1. What are the major issues faced by the teachers in an inclusive setting for children with disabilities in Pakistan?
2. Are sufficient resources for effectively trained professionals and teachers' positive attitude towards inclusive education important factors for successful inclusive set up for children with disabilities?
3. Is reformed curriculum along with modern teaching strategies fulfill the individual academic requirements for exceptional children at inclusive institutions?
4. How could a developing country like Pakistan be able to support teachers' training programs for an inclusive environment for CWDs?

2. Literature review

This position of the literature review contains the study areas such as awareness regarding disability, the concept of inclusive education, movement from the segregated education system to an inclusive setting, teachers training impact on the inclusive system of education, challenges for inclusive setting, inclusive set up is beneficial for pupils with disabilities, teachers training and essential skills for teaching.

2.1 Concept of Inclusive Education

The concept of Inclusive education is deeply connected to an international scenario of teaching. Education is the basic right of everyone no matters having any type of disability. Involvement of all categories of individuals in an inclusive setting is a surety to engage all categories of children in the developmental process of learning. In addition, Inclusive education is the attitudinal change of society's perception concerning all students included regardless of their disabilities. Inclusive education is a setting that includes all sections of individuals in general education schools to make educational arrangements according to the special needs of disability along with children without disabilities (Kugelmass, 2004).

The Foundation of inclusive setting is based on the fact to accepts and honors children with diverse needs in society with full respect. This system provides opportunities to all children despite their disabilities in the area of emotional, physical, intellectual, social, or other disorders. It is a great challenging decision for public school administrators to include children with diverse capabilities who belongs to different cultural backgrounds in an inclusive environment to successfully educate along with students without disabilities.

The idea of inclusion has changed over a long time and has a vast history in instructive innovation and highlights institute developments on different levels for all learners (Skrtic, 1996). Inclusion means to include all newcomers by actively involved in gaining academic experiences in a regular classroom, they have the feeling of full-confidence among others in the school atmosphere and to have a better understanding of an inclusive system that provides an adequate learning environment to address and fulfill the multitude requirements of children with unique capabilities (Ainscow, 2000).

The idea of inclusive education is already existing before but this concept requires the training of educators. So, they implement the methods of teaching according to situations and individual needs of multi-grade students. It is about the reshaping of guidelines and practicing culture in school which represents the multiplicity of pupils. Gaining attention and knowledge in inclusive school together with children with disabilities change the mindset and actions of non-disabled children towards disability. Moreover, inclusion education promotes effective social collaborations and improvement for developing social skills which have a great influence on the personality of individuals with dissimilar abilities. Therefore, non-disabled peers realize in inclusive settings regarding their real potential and gain chances for contributing to academic and non-academic activities.

For Pakistan, inclusive education is an important challenge. Pakistan is also signatory like other 164 nations in the world who have dedicated to accomplishing the task to deliver primarily basic education for all type of children whether able or disable before or by 2015 (UNESCO, 2000).

Asian developing countries like Pakistan is full of diversity in geographical conditions, cultural background, numerous believers of different religions, and implementation of educational policies compare to western countries. The majority of children with disabilities are live in countryside regions in Pakistan. Insufficient numbers of schools for special children cannot facilitate all students with exceptional needs. It seems that inclusion in the education of pupils with all categories is a difficult task to achieve in the country because of particular challenges of inclusive settings (Haider, 2008).

Thus, the establishment of inclusive setup is the urgent need for all types of persons in Pakistan, for providing equal learning probabilities in their particular areas where they live. In the future, teachers' training programs and policies are being developed for a better understanding of the educational requirements of all students in an inclusive setting. Furthermore, individuals with different abilities are not ignored in an inclusive setup but it is cost-effective in emergent nations like Pakistan and can be practiced here in upcoming years. In Pakistan successful efforts about the execution of inclusive setting is in progress (USAID, 2010). Perception of professional and authorities play the essential role to address the issues regarding the implementation of inclusive education for all classes of students in this state. Inclusive education is a future concern area that needs government support and attention.

2.2 Teachers training impact on inclusive education

Worldwide educational society comes across the substantial problems of inclusion of children with disabilities into the inclusive setting. The main obstacle of inclusive setup is the lack of teachers' informative knowledge regarding children with disabilities. There is an epidemic notion that effective training of teachers is a guarantee to face diversity among pupils with exceptional needs. Researchers highlighted the fact that an efficacious inclusive system of education is established on the keen desire of teaching and positive attitudes of teachers to involve individuals with exceptional needs in general classrooms with a great focus on their abilities (Avramidis & Norwich, 2002).

Teachers implement their knowledge in a meaningful way to benefit children with all groups in a general classroom environment. According to the recommendation of Florian (1998), teachers should be well-aware of the academic complications of exceptional children and how to handle them skillfully by using structural techniques. Training of teachers changes the administrative system of institutions and their knowledgeable assistance for all learners. Teachers need to identify that children in inclusive classrooms are different from one another. They have various dimensions; it is the teacher's ability how to reply according to additional requirements of a child with a disability. Practical information is considered a valuable program for the training of teachers to provide optimistic vision as well as supportive surroundings in inclusive schools for all children.

Teacher's delivery of knowledge depends upon the opportunities they receive to achieve quality training to concern dissimilar classes of special educators in general institutions. Transforming trainer's attitudes through training strategies mean preparing educators for future teaching. Indeed, teaching competence with adequate training is deeply allied to pupil's results which exhibit their performance in both curriculum and extra-curriculum areas. Inclusive education is a platform where devoted instructors learn to work with children with disabilities to gain their attention and motivation. Teachers achieve their main objective through training and related knowledge about diverse disabilities to improve student's academic strengths.

In the future, well-skilled trainers can get several advantages through appropriate training which influences the accurate assessments of juvenile disability according to the need (Futernick, 2007). The positive direction of teacher's attitudes towards disability is linked to the achievement of educational ability and social adjustment of learners with disabilities. The study demonstrates that educationalists who are proficient in their field generate remarkable changes in the lives of children of all groups (Darling-Hammond 2005).

Dissimilarity among children with disabilities demands suitable instructional consideration. In Pakistan, inclusive education rationalizes the basic need of educator's preparation for teaching to achieve a successful outcome for children with different abilities. The heterogeneous category of individuals is a fact that does not only exist in all communities but an educational setting in Pakistan. This diversity of pupils need to be addressed by the administrative organizations and instructors. Providing equivalent quality education opportunities to all students requires pre-service or in-service teachers' training. A commitment of teachers is a crucial element for inclusion to attend all children equally in the schoolroom ((Sharma, 2009).

It is only possible in this way when educators acknowledge that teacher training must be related to the need of a child's disability for an inclusive system. Furthermore, they fully engage themselves to acquire new skills to achieve student's trust and interests and reconsider implementing their teaching methodologies according to the response of special needs students. It is an urgent need of time that in developing countries like Pakistan, policymakers step forward to facilitate teachers' training programs and enable them to share effective resources in the country to make inclusive education access able for all students around the country.

2.3 Challenges and benefits of inclusive education for children with disabilities

Disability is a complex, dynamic and multidimensional concept (WHO, 2007), which includes the multitude of barriers, persons with disabilities face in accessing services and community assets. The scarcity of information regarding diverse disabilities is intrinsically allied to the segregation of individuals with disabilities from planning and management of inclusive education. The worldwide stigma, stereotypes, and prejudice contribute to the discernment as well as experience of exclusion among persons with disabilities perceived in all walks of life. People better understand disability through their individual experiences, education raise awareness of disability causes. One of the foremost challenges is a curriculum that is required to design and adapt sensibly to help children with disabilities practice inclusive education appropriately. Educators endeavor flexible and different approaches to facilitate an individual learner to understand the content. In inclusive school's language obstruction is a possible cause of quarantine and aloneness for children with disabilities that may lead to a communal and educational connection among teachers and students. According to Salend & Whittaker (2012) effectiveness of inclusive education depends on the development of professional links among teachers and learners.

Attitudinal and institutional are the foremost barriers that limit the active participation of children with disabilities in an inclusive setting. Attitudinal barriers can remove by addressing destructive approaches through raise a positive attitude towards disability and develop beneficial inclusive educational policies that practice in inclusive education institutions. Teachers make sure after a teachers' training program that they are well-informed and having the ability to modify their teaching methodologies to include all learners with disabilities in an inclusive classroom. Teachers learn assessment skills, different educational strategies to accommodate children with disabilities (Avramidis, 2000).

The study indicates that inclusion is an optimistic training towards all types of individuals and the triumph of inclusion along with the well-being of pupils with exceptional needs is determined by the attitude of people who are involved in the teaching profession (Jones, 2002). For an effective inclusive setup role of professional teachers is highly important. Information regarding needs and severity of impairment, change in behavioral, the emotional attitude of people with disabilities make connections towards a positive attitude of educators and their practical experiences in an inclusive environment (Jordan, 2009).

2.4 Teachers training and essential skills for teaching

Teachers and administrative staff have the direct concern to take initial steps by modifying their general education system to a practical inclusive setting. Teachers who are trained work for pupils with disabilities deprived of taking it as an extra assignment for the efficacious implementation of inclusive setting. Trained teachers work for pupils with disabilities deprived of taking it as an extra assignment for the efficacious implementation of inclusive setting. Inclusive education has various benefits for special needs students, enhance their confidence and education. According to researchers that learners who are getting an education in inclusive schools enhance their educational abilities more proficiently with the guidelines of professionals (Topping, 2012). Teachers could require a variety of information and support regarding disability needs to address the inclusive educational issues in schools of pupils with different disabilities in a specific way. In other words inclusion of learners with disabilities means moving towards a system of schools that is suitable for all (Ainscow, 2005). Teachers who are not sufficient in latest information and expert in the field of disability study require a training program that consists of current knowledge in teaching strategies, to prepare activities that is beneficial for children with special requirements, and significantly require major support in teaching techniques for inclusive setup.

Successful implementation of inclusive educational setup is greatly dependent on pre-service teachers' training which has a substantial impact on learners with different needs (Sharma, 2011). Also, policymakers, educators, and administrators make sure regarding a strong framework of policies for the improvement of institutions of inclusive education, teachers, and children with dissimilar needs. Teachers who take part in teachers' training programs showing a hospitable attitude and teachers' efficiency in the inclusive classroom (Sharma, 2009). Consequently, from the review of literature, it has been found that teacher training, positive attitude, and effective teaching for the inclusive setting is an essential element for the education of children with disabilities.

3. Research Design

In Pakistan, very little researches have been conducted on "Training to need assessment for teachers working in an inclusive setting for children with disabilities". The type of research is "descriptive". Therefore, the qualitative data from the previous researches of different countries and literature reviews from articles, journals, reports, and books will be used to identify the research issues. Descriptive research studies are planned to acquire valid and particular information about the present position of a phenomenon and wherever probable to draw the effective overall conclusion from the particulars discovered (Kombo & Tromp, 2006).

4. Population & Sampling

The population of the study includes teachers of different Special Education schools in District Multan. Fifteen schools with a total of 280 (approximately) respondents were used for the study. A total of 280 teachers, male 79 and female 201 in the study. A simple random sampling procedure was

used to select participants. The sample size has consisted of 125 educators who were conveniently selected from the following institutions! 15 schools of Special Education of District Multan.

4.1 Demographics of Sample

Category	Respondents	Frequency (f)	Percentage (%)
Gender			
	Male	50	40
	Female	75	60
Designation			
	SSET	69	55.2
	JSET	38	30.4
	Headmaster	5	4
	Speech Therapist	13	10.4
Academic Qualification			
	B.A/B.Sc./BS (Hons)	4	3.2
	M.A./M.Sc.	92	73.6
	MS/M.Phil.	29	23.2
Professional Qualification			
	M.Ed. Special Education	54	43.2
	B.Ed. Special Education	5	4
	Diploma in Teaching to Deaf	2	1.6
	PDG in SLT	14	11.2
	Others (if any)	50	40
Teaching Experience			
	1-5 Years	72	57.6
	6-10 Years	27	21.6
	11-15 Years	21	16.8
	16-20 Years	2	1.6
	21-25 Years	2	1.6
	26-30 Years	1	.8
Age of the Respondents			
	25-30 Years	42	33.6
	31-35 Years	40	32
	36-40 Years	29	23.2
	41-45 Years	8	6.4
	46-50 Years	2	1.6
	51-55 Years	3	2.4
	56-60 Years	1	.8
Salary Package			
	60000-70000	96	76.8
	70001-80000	17	13.6
	800001-90000	6	4.8
	90000-100000	6	4.8

4.2 Research Instruments

The questionnaire was the only instrument for the collection of data for this research. The questionnaire was prepared and presented to the experts for the opinion about the format and the contents in English, to determine the validity. The experts returned the questionnaire along with their comments and suggestions. Finally, the questionnaire contained 30 items covering all the components of training need assessment for teachers working in an inclusive setting for children with disabilities. After planning the questionnaire the researchers administered it to 5 for pilot testing. The results were analyzed and the same 30 items were approved for the final questionnaire

5. Data Collection and Analysis

**Table: Frequency Distribution of the responses
Teaching practice for children with disabilities**

Sr.	Items	SA	UND	SDA	M	SD
1	Motivational skills are required for teachers to welcome all students in inclusive schools?	122(97.6%)	3(2.4%)	0(0%)	4.6	.53
2	Necessary training is essential for newly appointed teachers in the field of Special Education for inclusive setting?	123(98.4%)	2(1.6%)	0(0%)	4.6	.50
3	Teaching strategies are needed for instructors to develop Individualize Educational Plan (IEP) for children with disabilities (CWDs) in inclusive setting?	122(97.6%)	3(2.4%)	0(0%)	4.4	.54
4	Teachers training is obligatory for teachers to uplift the quality of education which is based on new teaching design and research-based methods?	118(94.4%)	6(4.8%)	1(.8%)	4.4	.62
5	Professional training is required for teachers to effectively clear educational concepts in inclusive setting?	121(96.8%)	3(2.4%)	1(.8%)	4.4	.58

**Table: Frequency Distribution of the responses
Students behaviour in inclusive setting**

Sr.	Items	SA	UND	SDA	M	SD
6	Training skill is significant for teachers to transform their behaviour according to the need of CWDs in inclusive classroom?	117(93.6%)	8(6.4%)	0(0%)	4.2	.56
7	Training for teachers is compulsory for mentors to build positive relationship working with CWDs in inclusive classroom?	123(98.4%)	2(1.6%)	0(0%)	4.4	.52
8	Teachers training is important for educators to handle challenging	123(98.4%)	2(1.6%)	0(0%)	4.4	.53

	behaviour of CWDs?					
9	Professional development skills are necessary for teachers to enhanced behavioural performance of CWDs in inclusive classroom?	119(95.2%)	6(4.8%)	0(0%)	4.4	.58
10	Training is essential for teachers to transform proper instructions to CWDs in inclusive setup?	121(96.8%)	3(2.4%)	1(.8%)	4.4	.58

Table: Frequency Distribution of the responses
Classroom management strategies for children with disabilities

Sr.	Items	SA	UND	SDA	M	SD
11	Classroom management skills are required for teachers working with CWDs in inclusive settings?	120(96%)	4(3.2%)	1(.8%)	4.40	.59
12	Teachers training needed professional development skills according to the special needs of child in inclusive	120(96%)	4(3.2%)	1(.8%)	4.40	.59
13	Professional training plays a central role for teachers to improve learning of CWDs in inclusive setting?	116(92.8%)	7(5.6%)	2(1.6%)	4.29	.68
14	Professional growth plays a vital role in preparing teachers for CWDs to meet the sustainability challenges of present	117(93.6%)	8(6.4%)	0(0%)	4.31	.58
15	Professionalism is required training induction for teachers to learn various classroom teaching approaches for CWDs?	114(91.2%)	10(8%)	1(.8%)	4.23	.62

Table : Frequency Distribution of the responses
Curriculum Adaptation

Sr.	Items	SA	UND	SDA	M	SD
16	Professional training is substantial for teachers for the implementation of adapted curriculum in inclusive setting for CWDs?	113(90.4%)	10(8%)	2(1.6%)	4.22	.65
17	Teachers training is needed to develop flexible curriculum for CWDs according to the Universal Design for Learning (UDL)?	117(93.6%)	7(5.6%)	1(.8%)	4.32	.61

18	Teachers training strategies are obligatory for teachers to overcome the knowledge barriers for shaping the curriculum for CWDs?	118(94.4%)	5(4%)	2(1.6%)	4.24	.60
19	Professional teaching skills are requisite for teachers to engage CWDs in co-curriculum activities to enhance their positive self-image?	117(93.6%)	6(4.8%)	2(1.6%)	4.21	.60
20	Professional learning is required advanced sports skills for teachers to manage CWDs psychological and physical wellbeing through co-curriculum activities?	113(90.4%)	11(8.8%)	1(.8%)	4.24	.64

Table :Frequency Distribution of the responses
Assistive technologies for persons with disabilities

Sr.	Items	SA	UND	SDA	M	SD
21	Professional skills are essential in assistive technology for teachers to operate assistive devices for CWDs?	117(93.6%)	7(5.6%)	1(.8%)	4.34	.62
22	Training is fundamental for teachers to promote awareness regarding the benefit of assistive technology for all students in inclusive setting?	117(93.6%)	6(4.8%)	2(1.6%)	4.34	.68
23	Teachers training is needed in assistive technology for teachers to modify education activities regarding individual needs of exceptional children?	112(96%)	4(3.2%)	1(.8%)	4.36	.58
24	Professional education is noteworthy for teachers in assistive technology to improve education skills for pupils with disabilities?	114(92%)	8(6.4%)	3(2.4%)	4.21	.66
25	Current teachers training program in Pakistan is needed in assistive technology to boost teachers' competencies in educational field?	117(93.6%)	7(5.6%)	1(.8%)	4.40	.63

**Table: Frequency Distribution of the responses
Teachers' attitude towards inclusive education**

Sr.	Items	SA	UND	SDA	M	SD
26	Professional knowledge regarding teachers' attitude towards CWDs is necessary in inclusive environment?	117(93.6%)	7(5.6%)	1(.8%)	4.32	.61
27	Teachers training is crucial for teachers to improve their capabilities working with CWDs in inclusive setting?	112(89.6%)	9(7.2%)	4(3.2%)	4.20	.70
28	Professional development program is required for teachers to derive a positive attitude in inclusive classroom?	115(92%)	8(6.4%)	2(1.6%)	4.23	.64
29	Professional growth is needed for teachers to modify their behaviour according to the needs of CWDs in inclusive schools?	116(92.8%)	9(7.2%)	0(0%)	4.32	.60
30	Training session is required for teachers to solve future behavioural and academic challenges related to CWDs in the inclusive classroom?	111(96.8%)	3(2.4%)	1(.8%)	4.39	.58

Table : Overall Descriptive Analysis

Sr. No	Items	M	SD
1	Teaching practice for children with disabilities	4.48	.55
2	Students behaviour in inclusive setting	4.36	.55
3	Classroom management strategies for children with disabilities	4.32	.61
4	Curriculum Adaptation	4.24	.62
5	Assistive technologies for persons with disabilities	4.33	.63
6	Teachers' attitude towards inclusive education	4.29	.62

5.1 Difference in the opinion among teachers about the Training Need Assessment

Table: Difference in the opinion among teachers about the Training Need Assessment on the basis of Gender

Gender	N	M	df	t	Sig.
Male	50	132.32	123	1.21	.199
Female	57	129.44	122		
*P < .05 Level of Significance					

Above table shows that there is no significant difference in the opinion of the male and female respondents regarding the training need assessment of teachers for the children with disabilities in the inclusive setting in the province of Punjab.

Table : *Difference in the opinion among teachers about the Training Need Assess on the basis of type of designation (Independent Sample t-test)*

Designation Type	<i>N</i>	<i>M</i>	<i>S.D.</i>	<i>t</i>	<i>Sig.</i>
Academic	104	129.63	12.64	-1.96	.052
Managerial	21	135.33	8.90		
* <i>P</i> < .05 Level of Significance					

Above table shows that there is no significant difference in the opinion of the academic and the staff working male and female respondents regarding the training need assessment of teachers for the children with disabilities in the inclusive setting in the province of Punjab.

Table : *Difference in the opinion among teachers about the Training Need Assessment on the basis of teaching experience of the teachers (One Way ANOVA) Descriptive Statistics*

Teaching Experience	<i>N</i>	<i>M</i>	<i>S.D.</i>	Lower Bound	Upper Bound
1-10 Years	99	130.39	12.47	127.90	132.88
11-20 Years	23	129.95	10.99	125.20	134.71
21-30 Years	3	142	12.16	111.77	172.22

Table

Groups	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Squares</i>	<i>F</i>	<i>Sig.</i>
Between Groups	403.59	2	12.64	1.351	.263
Within Groups	18216.59	122	8.90		
* <i>P</i> < .05 Level of Significance					

The mean value of the three conditions was not the same as a One-Way ANOVA $F(2, 122) = 1.35$, $P = .26$. The pairwise comparison shows that mean value different for all three groups as $M = 130.39$, 129.95 , and 142 with the significant value $P = .263$, which indicated that there is no significant difference in the opinion of the teachers regarding the training need assessment on the basis of the number of years of experience working for the children with disabilities.

6. Findings

Most of the respondents agreed that motivational skills are required to motivate the students,

techniques required for developing an individualized educational plan (IEP), and the training required for the teachers in the inclusive setting for effective and quality teaching to educate the children with disabilities. The utmost number of the participants responded that the training skills are significant for the transformation of the behavior of teachers, meet the challenges facing during teaching, build-up the relationship between students and teachers, enhance the performance of students, and transform the proper instructions for the students with disabilities. Maximum teachers of the children with disabilities showed their interest in training in the areas of classroom management, awareness of special needs of students with disabilities, and present and future needs of the students in the inclusive setting. Majority of the respondents responded that the following areas of training needed attention which included curriculum adaptations, barriers for shaping the curriculum, engagement of students, and curricular and co-curricular activities of students with disabilities. A record number of participants agreed that training is needed to deal with the assistive technology for the students with disabilities, to modify the educational content as per disability, positive attitude development for inclusive setting, and to deal with the behavioral and academic challenges related to the children with disabilities in an inclusive setting.

7. Conclusion

It is concluded from the findings of the study the capacity building of the teachers for the inclusive setting playing a vital role to overcome the major challenges that occurred regarding the teaching and learning process of children with disabilities. Training programs should be framed by keeping in mind to prepare the teachers to provide an appropriate opportunity for professional development for students with disabilities and other diverse learning needs as education transitions towards a more inclusive approach to schooling in developing countries like Pakistan. Provided training should have the flexibility to meet the societal changes and community expectations in the new paradigm which is based on the knowledge and pedagogical skills for children with disabilities in an inclusive setting. Training in the area of pedagogical skills, curriculum adaptation, curricular, co-curricular activities, positive attitude development, management of special children, a behavior modification of the children with special needs considered more important. It is also concluded that the professional development of teachers for children with disabilities contained the skills like student's engagement, social and emotional adjustment, classroom management, a proper transformation of instructions, development of IEP, Quality instructions, effective teaching, relationship development, teaching methods, meeting the classroom challenges, handle physical and psychological problems of the students with disabilities in an inclusive setting.

8. Recommendations

Based on the finding of this research study,

1. Teachers' training programs are designed to share information regarding awareness of disability and enhance teachers' knowledge for an efficacious inclusive system of education with strategies for teaching children with exceptional needs; adjusting and modifying instruction; collaborative working of teachers.
2. Teachers require training to develop an individualized educational plan (IEP) for children in all categories.
3. Sufficient resources, support personnel, educational equipment for children with disabilities, and instructional material suitable for all students in an inclusive environment.
4. A clear concept of roles and accountabilities of teachers for teaching in inclusive education setting along with children with diverse needs.

5. To support inclusive education for children with disabilities, the Ministry of Special Education Pakistan should develop specific teachers training policies for practice in inclusive setup.
6. Policymakers and service providers may introduce educational training plans for teachers to eliminate behavioral, social, and emotional barriers, psychological and physical complications faced by students with disabilities in an inclusive environment.

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