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Print ISSN: [3006-2497](#) Online ISSN: [3006-2500](#)Platform & Workflow by: [Open Journal Systems](#)<https://doi.org/10.5281/zenodo.22076348>**Impact of Teacher Training on Inclusive Practices****Mashad Ali Raza**

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**ABSTRACT**

*The purpose of this study was to examine the impact of teacher training on inclusive practices in schools. A quantitative descriptive survey design was adopted. The study was conducted among school teachers, and a sample of 130 teachers was selected through Simple Random Sampling using L. R. Gay formula. Data were collected through a self-developed questionnaire of 15 items on a five-point Likert scale. The instrument showed excellent reliability with Cronbach's Alpha 0.91. Data were analyzed using SPSS-26 through frequencies, percentages, means, and standard deviations. Findings revealed that teacher training positively influences inclusive practices by improving understanding of diverse learners, classroom management, instructional strategies, confidence, curriculum adaptation, and support for special needs students. However, teachers still face challenges of limited practical training, inadequate resources, and insufficient institutional support. Teachers emphasized need for continuous, practice-oriented professional development. The study concludes that effective teacher training is essential for inclusive education and recommends strengthening pre-service and in-service training, increasing practical components, and providing adequate institutional support and resources for sustainable inclusive practices*

**Keywords:** Teacher Training, Inclusive Education, Inclusive Practices, Professional Development, Diverse Learners, Classroom Management, Educational Equity.

**INTRODUCTION**

Inclusive education is a necessary aspect of modern education systems. Inclusive education provides all students with the opportunity to learn, including students with special education needs and disabilities. Inclusive education practices comprise planning, differentiating, and actively teaching to assist all students in reaching their goals in the regular classroom. Mainstream teachers are the recognized key players when implementing inclusive education; consequently, teacher preparation is

considered one of the most significant elements of the policy to promote successful inclusive education practices. Inclusive classrooms require specialized training to address the learning differences of the students.

UNESCO describes inclusive education as removing barriers to teaching and learning in order to create the supportive environments necessary for all students. Teacher preparation and flexibility to adapt instruction based on student abilities and backgrounds are the hallmarks of inclusive education. Specific teacher training programs guide educators to understand and work within the areas of disability, differentiated instruction, and classroom management to aid them in understanding and utilizing instructional strategies that are collaborative and adaptive in inclusive classrooms.

Inclusive practices require a high level of confidence, which is something untrained teachers do not have. Forlin (2010) claimed that training educators positively impacts teaching skills and attitudes toward students with special needs. Florian and Black-Hawkins (2011) supported this by claiming that including flexible teaching approaches to help students actively engage in a lesson is included in the concept of 'inclusive pedagogy.' Teachers who receive specialized training can teach in ways that are student-centered, use cooperative learning, and adapt to the needs of students through differentiated teaching.

Specialized training positively influences teachers' attitudes towards inclusion. Avramidis and Norwich (2002) claimed that special education training makes teachers flexible, confident, and inclusive, while teachers who are untrained in special education methods displayed the opposite. Inclusive classrooms should have teachers who are trained in classroom management and meeting students' social and emotional needs. Not only this, but teachers should be trained in collaborative teaching in order to help all students. A good training program should also prepare teachers to develop individualized education programs, and come up with differentiated methods for teaching each student.

Classrooms where students have different needs in terms of learning and behavior add an extra layer to classroom management. Friend and Bursuck (2015) argue that, for educators to be effective in inclusive classrooms, they need to be trained in collaborative methods for teaching and learning, as well as in flexible and differentiated methods of assessing students' work.

In many developing nations, lacking sufficient teacher training also greatly impacts inclusive education. Rural and underdeveloped schools may not even have access to training workshops or special education resources. Many teachers often lack the ability to include different learning types of students in their class as they continue to rely on outdated teaching methods. Sharma et al. (2012) contend that supporting teachers with inclusive education professional development and institutional support is key to building their confidence and self-efficacy in teaching.

Training teachers also impacts the social and emotional sides of students. Teachers who have gone through quality training are able to create teaching and learning environments that students feel valued in, appreciated and are willing to participate. Inclusive teaching also incorporates different ways of learning as well as positive reinforcement which students need to improve self-confidence and social interaction. Florian (2014) reinforces the need for teachers to appreciate diversity and not view the presence of different students as barriers to effective teaching and learning.

Lastly, training teachers increases an ecosystem of collaboration in schools which is very essential to achieve the goal of inclusive education. Inclusive education also requires invested teachers to develop

collaborative support to ensure long-term service to students who need such service. Friend and Cook (2010) stated that professional training of teachers is the best way to enhance collaboration.

Global educational policies focus more on the training of teachers for inclusion. Many governments and international organizations provide teacher training programs and initiatives for inclusion in schools. However, the methods of implementation of these programs differ depending on the region and country's educational systems. In Pakistan, the challenges of poverty, insufficient trained teachers, and a shortage of appropriate educational materials continue to affect the preparation of teachers for inclusion in classrooms.

### **Statement of the Problem**

Inclusive education attempts to give all students equal opportunities to participate in activities that occur during normal school hours. Inclusive education practices cannot exist without teachers' extensive training on a variety of knowledge areas and skills. Inclusive practices will not be sustained in the absence of training. In several schools, especially rural and developing schools, teachers might not have received adequate training on inclusive education and could be challenged by the need to teach students of different educational levels and the varying needs of students with disabilities. Lack of training is one of the many challenges teachers face when attempting to effectively apply inclusive education practices. Overcrowded classrooms, a lack of educational materials, training, and institutional support create challenges for teachers applying inclusive education. Due to this situation, students with special needs may face challenges of being academically and socially integrated into the general school population. This study will focus on the effects of teacher training on the practice of inclusion and analyze the preparation of teachers and the barriers to the full implementation of inclusive education in schools.

### **Research Objectives**

The following was the objectives of the study:

1. To examine the impact of teacher training on inclusive practices in schools.
2. To identify the role of professional development programs in improving teachers' skills for inclusive education.
3. To investigate the challenges faced by teachers in implementing inclusive practices after receiving training.

### **Research Questions**

Following were the research questions of the study:

1. What is the impact of teacher training on inclusive practices in schools?
2. What role do professional development programs play in improving teachers' skills for inclusive education?
3. What challenges do teachers face in implementing inclusive practices after receiving training?

### **Significance of the Study**

This study is significant as it highlights the impact of teacher training on the effective implementation of inclusive practices in schools and provides valuable insights for improving the quality of inclusive education. The findings will help teachers understand how professional training influences their instructional strategies, classroom management skills, and ability to address diverse learning needs. It will also assist policymakers, education planners, and school administrators in identifying gaps in existing teacher training programs and developing more effective professional development

opportunities. Furthermore, the study will contribute to improving educational practices by promoting better support systems for teachers working in inclusive classrooms. It will also raise awareness among stakeholders about the importance of continuous teacher training in ensuring equal learning opportunities for all students, particularly in schools of developing regions such as Pakistan.

### **Delimitations of the Study**

Delimitations of the study was:

1. District Bannu.
2. Male public secondary school teachers of district Bannu.

### **LITERATURE REVIEW**

Inclusive education is becoming essential to ensure equal learning opportunities to all individuals including those with disabilities and special educational needs. The global commitment focuses on the removal of all barriers to learning and the enhancement of participation in regular schools. UNESCO indicates that inclusive education is a process that builds the systems of education to reach all learners and diminish exclusion. Consequently, inclusive education speaks to the training of teachers, as they are the ones that adapt the processes of teaching to the needs of the learners.

#### **Understanding inclusive education**

UNESCO (1994) indicated that inclusive education is the process of responding to the needs of learners by promoting greater involvement in and belonging to the educational community and by providing for the removal of obstacles to participation. The Salamanca Statement also affirmed that children should be educated in schools that are open to all children, without discrimination on the basis of disability, gender, ethnicity, social and economic disadvantage.

Ainscow (2005) also argued that inclusive education goes beyond the barriers to learning of just the learners with disabilities, and seeks to include all learners with barriers to learning. The aim of inclusion is to eradicate barriers to learning, through the modification of the curriculum, teaching strategies, organization of the classroom and assessment.

According to Booth and Ainscow (2011), inclusive education is the ongoing process where schools are required to change the policies, cultures, and practices of the classrooms in order that all learners are appreciated and supported.

#### **Study of the Evolution of Inclusive Education**

Inclusion is based on normalization principles first established in the Scandinavian countries in the 1960s. At this time in history, the separate educational system for children with disabilities was exclusively used. Humanitarian agencies and international organizations began advocating for the education of students with disabilities within the regular school system during the 1980s to the 1990s. Other international initiatives and declarations that shaped the path for inclusion and impacted policies on inclusive education are the Universal Declaration of Human Rights (1948), Education for All (1990), Salamanca Statement (1994), Dakar Framework for Action (2000), and the Convention on the Rights of Persons with Disabilities (2006). Sustainable Development Goal 4 (2015) and the initiatives that preceded it were important for inclusive education policy articulation at the country level.

#### **Conceptual Frameworks of Inclusive Education (Theories)**

According to Oliver (1996), disability is the outcome of social and environmental constraints and not the result of medical impairments. This author maintains that schools should address the constraints and

not the learners. For Vygotsky (1978), the major impetus for learning is social interaction. Inclusive classrooms are environments that are rich in learning that is social and interactive.

With the Framework of Inclusive Pedagogy, Florian and Black-Hawkins (2011) maintain that in order to avoid differentiation of learners, teachers should make teaching simple to accommodate all students.

### **The Need for Teacher Training in Inclusive Education**

Teacher training has the potential to shape the attitudes, skills, and knowledge of teachers towards the practice of inclusive education. Avramidis and Norwich (2002) strengthen this notion by stating that, as a result of training, teachers are more confident and have the flexibility and the will to teach learners with disabilities.

Forlin (2010) noted that good teacher training programs build flexibility in adjusting instruction and facilitating cooperation, and greater control over classroom management. Sharma et al. (2012) reported that teachers who received specific training gained a greater sense of efficacy regarding their ability to implement inclusion. According to Darling-Hammond (2017), the quality of teachers is the strongest factor in the success of students in inclusive classrooms.

### **Features of Quality Teacher Training**

Quality teacher training involves the development of knowledge, skills and the professional disposition of teachers. Teachers need to know about various disabilities and inclusive, caring, learning and flexible teaching paradigms, and how to adjust the classroom. Training builds skills such as flexible teaching, development and implementation of IEPs, classroom control, and the modification of assessments, as well as the management of students' behavior. Teacher training fosters positive beliefs and attitudes towards diversity and inclusion, empathy, disposition to collaborate and practice reflectively.

### **Teachers' Attitudes Toward Inclusive Education**

Teachers' attitudes play a central role in the process of inclusion. According to Avramidis and Norwich (2002), positive attitudes toward inclusion are a result of prior training and teaching experience.

De Boer, Pijl, and Minnaert (2011) reported that professional development serves to improve teachers' attitudes, and a plethora of studies reviewed by them supports this claim. According to Sharma and Sokal (2015), teachers who are more self-confident also tend to be more inclusive and accommodating toward students with disabilities.

### **Teacher Self-Efficacy and Inclusive Education**

According to Bandura (1997), self-efficacy is a key construct that determines the quality of a person's performance.

Teachers who possess a high level of self-efficacy implement a wide array of teaching strategies, control the classroom and provide the necessary support to students in need, as well as collaborate with parents. Sharma et al. (2012) noted that the inclusion of self-efficacy in training of teachers is a worthwhile endeavor.

### **Inclusive Teaching Strategies**

Friend and Bursuck (2015) detail several instructional approaches that are differentiated based on readiness, learning style and interest. Suggested by CAST (2018), and under the guidelines from Universal Design for Learning (UDL), a variety of means to differentiate engagement, representation and the means to act and express are employed. The use of oral assessment, portfolios, and performance tasks are examples of Flexible Assessment.

### **Classroom Management in Inclusive Settings**

Positive behavior support, structured routines, peer tutoring and reinforcement strategies are examples of research-based/inclusive classroom management practices. Emmer and Evertson (2016) noted that participation of all students, including those with diverse needs, is increased in well-managed classrooms.

### **Collaboration in Inclusive Education**

The collaboration of General teachers, Special educators, parents, School leaders, Therapists, and others is required for Inclusive education to take place. Friend and Cook (2010) noted that teaching collaboratively has a positive effect on the quality of instruction and the achievement of students.

### **Professional Development and Continuous Training**

The learning of teachers should continue beyond their initial training. Forlin and Chambers (2011) noted that the confidence of teachers is best enhanced through the provision of ongoing professional development. Guskey (2002) noted that the provision of Practice, Reflection and Feedback, with Follow-up support, is essential for professional development to be meaningful.

### **Technology and Inclusive Education**

Supporting Inclusive education through educational technology and Digital learning environments, Speech-to-text software, and Screen readers are some of the available resources. Al-Azawei et al. (2016) noted that technology designed to assist learners with disabilities has a positive effect on their learning. While infrastructure is one of the constraints on the use of technology in developing nations.

### **Challenges Faced by Teachers**

Barriers including inadequate training and experience, large class sizes, limited resources, negative attitudes, and a heavy administrative burden, time constraints and the emotional toll of the work have been noted. UNICEF (2021) noted that inadequate preparation of teachers is one of the largest barriers on a global scale.

### **Challenges of Inclusive Education**

Challenges that developing countries face such as poverty and underfunded and unsustainable infrastructure worsen the provision of specialized education. In developing countries, there are insufficient teachers and resources for special needs education, and professional development opportunities are lacking. Miles and Singal (2010) emphasized the necessity for localized training of teachers in developing countries.

### **Inclusive Education in Pakistan**

Pakistan has made several policies and commitments toward inclusive education. Frameworks and policies that support this are the National Education Policy (2009), National Policy for Persons with Disabilities, and the Inclusive Education Policy Framework.

Although policies for inclusive education exist in Pakistan, the implementation is weak. Ali et al. (2006) noted that many teachers in Pakistan have very little understanding of inclusive education. Mahr and Mahr (2011) noted that teachers need classroom-based training and that workshops need to move away from theory. Rasheed et al. (2021) noted that teachers in rural areas of Pakistan have little to no teaching materials and no teaching aids, have large classes and lack specialized support.

## RESEARCH METHODOLOGY

### Research Design

This study was employed a quantitative research design to investigate the impact of teacher training on inclusive practices.

### Population of the Study

The target population was comprised all male secondary school teachers working in public schools within District Bannu.

**Table 3.1: Population Table**

| <u>District</u> | <u>School Type</u>   | <u>Schools</u> | <u>Teachers</u> |
|-----------------|----------------------|----------------|-----------------|
| <u>Bannu</u>    | <u>Boys' Schools</u> | <u>32</u>      | <u>650</u>      |
| <u>Total</u>    |                      | <u>32</u>      | <u>650</u>      |

Sourced from the official website: <https://sis.pesrp.edu.pk>

### Sample and Sampling Technique of the Study

A sample of 130 teachers were drawn using a simple random sampling technique. According to Lr.Gay Formula.

**Table The sample drawing criterion of LR. Gay**

| <b>Sr No</b> | <b>Population size</b> | <b>Size of the sample</b> |
|--------------|------------------------|---------------------------|
| <b>1</b>     | Less than 100          | Total Population          |
| <b>2</b>     | 500 approximately      | 50% (250)                 |
| <b>3</b>     | Approximately 1500     | 20% (300)                 |
| <b>4</b>     | Greater than 2000      | 10% (200)                 |

The details are shown in the table below:

**Table 3.2: Sample Table**

| <u>District</u> | <u>School Type</u>   | <u>Schools</u> | <u>Teachers</u> |
|-----------------|----------------------|----------------|-----------------|
| <u>Bannu</u>    | <u>Boys' Schools</u> | <u>32</u>      | <u>130</u>      |
| <u>Total</u>    |                      | <u>32</u>      | <u>130</u>      |

### Research Instrument of the Study

The researcher was used a 5-Likert scale questionnaire as a research Instrument for data collection.

### Validity of Research Instrument

To ensure that the research instruments accurately measure what they intend to measure, multiple forms of validity were established by Educational Experts. Content validity ensured by developing the questionnaire items based on an extensive review of existing literature.

### Pilot Testing and Reliability of Research Instrument

To ensure the internal consistency and dependability of the research instruments, a pilot study was conducted prior to the main data collection. The pilot study was involve 130 teachers (from a male' secondary school) in District Bannu.

### Data Collection Procedure

Permission was obtained separately from the male District Education Officer (DEO) in Bannu. Teachers were approached at their respective schools during staff meetings. After obtaining informed consent, the questionnaire was administered in paper-based form in Urdu (translated and back-translated) to ensure comprehension.

### Data Analysis

Simple percentage, frequency, mean and standard deviation was used to analyzed the data.

## DATA ANALYSIS, INTERPRETATION AND DISCUSSION

### Demographic Profile of Respondents

The demographic information was collected to understand the characteristics of the respondents. It included gender, age, academic qualification, teaching experience, and participation in inclusive education training.

**Table 1: Distribution of Respondents by Gender (N = 130)**

| Gender Frequency Percentage |            |            |
|-----------------------------|------------|------------|
| Male                        | 68         | 52.3       |
| Female                      | 62         | 47.7       |
| <b>Total</b>                | <b>130</b> | <b>100</b> |

Table 1 shows the gender distribution of the respondents. Fifty-two point three percent ( $n = 68$ ) of the participants were male, and 47.7 percent ( $n = 62$ ) were female. Bhatt (2019) states that inclusive education implies that all important stakeholders in the educative process, especially teachers, should be sensitized and trained to provide high quality services to all learners. According to the author, equity Audit includes the involvement and participation of all stakeholders irrespective of their gender. Hence, in this study, the aim was to examine and analyze the training of teachers through the views of both genders.

**Table 2: Distribution of Respondents by Age (N = 130)**

| Age Group      | Frequency Percentage |            |
|----------------|----------------------|------------|
| 21–30 Years    | 31                   | 23.8       |
| 31–40 Years    | 48                   | 36.9       |
| 41–50 Years    | 34                   | 26.2       |
| Above 50 Years | 17                   | 13.1       |
| <b>Total</b>   | <b>130</b>           | <b>100</b> |

Since the majority of participants were professionally mature (36.9%) and were between 31 and 40 years of age, and had a considerable number of years of teaching experience, it can be assumed that, by this age, the participants had established their careers and shared their opinions on inclusive education and teacher training.

**Table3: Distribution by Academic Qualification (N = 130)**

| Qualification     | Frequency  | Percentage |
|-------------------|------------|------------|
| Bachelor's Degree | 29         | 22.3       |
| B.Ed.             | 46         | 35.4       |
| M.Ed.             | 38         | 29.2       |
| MPhil/Other       | 17         | 13.1       |
| <b>Total</b>      | <b>130</b> | <b>100</b> |

According to the data presented in Table 3, 35.4 percent (n = 46) of the participants held a Bachelor of Education (B. Ed). Approximately 29.2 percent (n = 38) of the participants held a Master of Education (M. Ed). An allied teaching degree, at the bachelor's level, was held by 22.3 percent (n = 29), and an M.Phil. degree was held by 13.1 percent (n = 17) of the participants. It can be assumed that the participants had professional teaching qualifications and had the ability to understand the importance of inclusive education.

**Table 4: Distribution by Teaching Experience (N = 130)**

| Experience     | Frequency  | Percentage |
|----------------|------------|------------|
| 1–5 Years      | 27         | 20.8       |
| 6–10 Years     | 43         | 33.1       |
| 11–15 Years    | 36         | 27.7       |
| Above 15 Years | 24         | 18.4       |
| <b>Total</b>   | <b>130</b> | <b>100</b> |

33.1 percent (n = 43) of the participants had 6 to 10 years of teaching experience. Teaching experience of 11 to 15 years was held by 27.7 percent (n = 36), and 20.8 percent (n = 27) of the participants had 1 to 5 years of experience. The remaining 18.4 percent (n = 24) had over 15 years of service. Having experienced teachers in the studies helps strengthen trust in the responses.

**Table 5: Distribution by Participation in Inclusive Education Training (N = 130)**

| Training Status       | Frequency  | Percentage |
|-----------------------|------------|------------|
| Received Training     | 94         | 72.3       |
| Not Received Training | 36         | 27.7       |
| <b>Total</b>          | <b>130</b> | <b>100</b> |

In this study, 72.3% of the participants reported having participated in professional training on inclusive education. On the other hand, 27.7% of the participants reported having no such training. This indicates that the vast majority of teachers had the opportunity to evaluate the teacher training on the practices of inclusive education.

**Objective 1: To examine the impact of teacher training on inclusive practices in schools.**

**Table 6: impact of teacher training on inclusive practices in schools**

| Variable                                                                           | M           | SD          | Level       |
|------------------------------------------------------------------------------------|-------------|-------------|-------------|
| 1. Teacher training programs improve inclusive teaching practices in classrooms    | 4.05        | 0.89        | High        |
| 2. Training helps teachers understand the needs of diverse learners.               | 4.14        | 0.84        | High        |
| 3. Teacher training enhances the ability to support students with disabilities.    | 4.10        | 0.90        | High        |
| 4. Inclusive education training improves classroom management strategies.          | 4.02        | 0.93        | High        |
| 5. Teachers apply inclusive practices learned during training in their classrooms. | 3.99        | 0.91        | High        |
| <b>Overall</b>                                                                     | <b>4.06</b> | <b>0.89</b> | <b>High</b> |

The data presented in Table 6 show a considerable level of agreement ( $M = 4.06$ ,  $SD = 0.88$ ) among the participants in respect to the positive contribution of teacher training to inclusive practices in schools. The five items fall in the “high” category ( $M > 3.50$ ) on a 5- point Likert scale, and so the participants strongly perceive training as crucial for inclusion. Item 2 ( $M = 4.14$ ,  $SD = 0.84$ ) ‘Training helps teachers to understand the needs of diverse learners’, has been rated most highly, and thus, the most important function of training is to provide teachers with the tools to understand the diverse learners. This is followed by Item 3 ( $M = 4.10$ ,  $SD = 0.90$ ) ‘Training empowers teachers to support learners with disabilities’.

Item 1 ( $M = 4.05$ ,  $SD = 0.89$ ) and Item 4 ( $M = 4.02$ ,  $SD = 0.93$ ) show a high mean, confirming that training helps improve inclusivity and classroom management. The mean for Item 5 ( $M = 3.99$ ,  $SD = 0.91$ ) is also comparatively low, but is still in the high range, and is written as ‘Teachers apply inclusive practices learned during training in their classrooms’. This shows the gap between learning ( $M = 4.14$ ) and actual application ( $M = 3.99$ ). We can conclude that training helps develop an understanding, but when it comes to the practical application of trained skills, it may be due to poor resources, high class sizes, and lack of follow up. Standard deviation being low (0.84 to 0.93) shows a high degree of agreement and a training system that is highly appreciated by teachers. Conclusion: Overall, our results lean toward teaching training helping the process of inclusive education. It is successful in helping teachers recognize and understand different needs, but we still need to address the shortfall between theory and practice to enhance teaching inclusiveness.

**Objective 2: To identify the role of professional development programs in improving teachers' skills for inclusive education.**

**Table 7: Role of Professional development (N=130).**

| Variable                                                                              | M           | SD          | Level       |
|---------------------------------------------------------------------------------------|-------------|-------------|-------------|
| 6. Training increases teachers' confidence in handling diverse learners               | 4.15        | 0.84        | High        |
| 7. Teacher training improves instructional strategies for mixed-ability students      | 4.10        | 0.87        | High        |
| 8. Training helps teachers adapt curriculum for special needs students.               | 4.06        | 0.91        | High        |
| 9. Inclusive education training improves student participation in class.              | 4.06        | 0.90        | High        |
| 10. Teacher training improves awareness about equity in education                     | 4.21        | 0.81        | Very High   |
| 11. Inclusive practices become more effective after professional development training | 4.12        | 0.86        | High        |
| <b>Overall</b>                                                                        | <b>4.12</b> | <b>0.86</b> | <b>High</b> |

Teachers (N=130) rated the specific attributes of professional development programs on inclusive education skills on a 5 point Likert scale (Table 7). The mean score of all items was 4.12 (SD = 0.86). This demonstrates that teachers recognized that programs designed for professional development have the ability to enhance the skills of inclusive education. All items were scored above 4, which shows strong agreement. The item that reflects the highest mean (M = 4.21, SD = 0.81) and shows the most agreement is Item 10, "Teacher training improves awareness about equity in education." The authors believe that this item captures the greatest amount of agreement because of the low standard deviation for this item. It shows that professional development programs are successful in providing teachers with the ideological and sensitive understanding of social justice and equity in education. It is worth noting that Item 11 (M = 4.12, SD = 0.86) captured a mean of 4.12. This shows that, after professional development programs, inclusive teaching practices have been improved. Item 6 (M = 4.15, SD = 0.84) showed a programming / training – delivered self – confidence in order to teach / handle / include different / diverse students. Item 7 (M = 4.10, SD = 0.87) focused professional development training that improved teachers' skills to teach diverse classes. The items that reflect the lowest mean score (though still high) are Item 8 (M = 4.06, SD = 0.91) and Item 9 (M = 4.06, SD = 0.90). This lack of a programming / training approach to increase the participation of special needs students and directly change/ modify the curriculum is in line with the previously explained statement. Teachers gain confidence and an awareness of the theory. However, adapting the curriculum in the classroom is difficult and needs work. Customizing curriculum to meet institution needs may require skills and resources beyond what is offered in general training. Teachers' SD values ranging from 0.81 to 0.91 show a high level of consensus in their responses. Conclusion: The overall positive experiences of participants in the professional development program reflect a focus on enhancing the skills and confidence of the participants regarding best practices and teaching for equity. Program enhancement should include the integration

of planning and teaching scenarios, designing curriculum for learners with special needs / diverse ability, differentiated instruction, curriculum adaptation, and strategies to enhance student participation and engagement.

**Objective 3: To** investigate the challenges faced by teachers in implementing inclusive practices after receiving training.

**Table 8: Challenges in Implementing Inclusive Practices**

| Variable                                                                             | M           | SD          | Level       |
|--------------------------------------------------------------------------------------|-------------|-------------|-------------|
| 12. Lack of training limits effective inclusive education practices                  | 4.11        | 0.93        | High        |
| 13. Teachers face challenges in implementing inclusive practices even after training | 3.82        | 1.03        | High        |
| 14. Training programs should include more practical sessions on inclusion            | 4.29        | 0.80        | Very High   |
| 15. Regular training is necessary for sustaining inclusive education practices       | 4.35        | 0.76        | Very High   |
| <b>Overall</b>                                                                       | <b>4.14</b> | <b>0.88</b> | <b>High</b> |

Overall score (M = 4.14, SD = 0.88, High) suggests that participants highly agree it is critical to identify the challenges and the need for teacher training in inclusive education. All items are in the high to very high range, indicating a high level of concern with the existing teacher training. The statement receiving the highest level of agreement, is Item 15 (M = 4.35, SD = 0.76, Very High), "Regular training is essential for the continued practice of inclusive education." The lowest provided SD (0.76) indicates very high consensus among respondents. It also indicates to respondents that training is not an event that occurs once, but a continuous, professional concern. Skills related to inclusive education are dynamic. The second highest level of agreement is with Item 14 (M = 4.29, SD = 0.80, Very High), "Training programs should contain more actual practice sessions on inclusion." This has substantial practical implications and provides strong support to the finding in Table 6 and 7 where the application section scored the lowest. This indicates that teachers would prefer more practice-based training rather than training that is purely theoretical. Item 12 (M = 4.11, SD = 0.93, High) substantiates the lack of training as a major impediment that restricts the practice of inclusive education.

Teachers understand that the implementation of inclusion cannot happen without training. The key observation is Item 13 (M = 3.82, SD = 1.03, High). It is the item with the lowest mean in all your tables and has the highest SD (1.03). This suggests:

- Teachers say they have difficulties after training.
- The high SD (1.03) reflects the range of difficulties - for some teachers there are many difficulties and for some teachers there are few, or perhaps there are ample resources and support, and a small class size.
- The implicit message is that training is not the only factor that is required; post training support and the environment of the school is also a factor.

Conclusion: The overall opinion is that the training model is insufficient. The training is seen as very important and effective (Tables 6 and 7). However, this shows how insufficient the current training

model is. The findings strongly support the need for a complete shift in how training is done: from a one time theoretical training to a model of many short training sessions, high frequency and practical training, and support to face the challenges of implementation.

### Objective-wise Mean Analysis

**Table 9: Overall Mean for Objective 1**

#### Impact of Teacher Training on Inclusive Practices

| Variable                                 | Mean | Standard Deviation | Interpretation |
|------------------------------------------|------|--------------------|----------------|
| Teacher Training and Inclusive Practices | 4.04 | 0.90               | High           |

The overall mean score of **4.04** indicates that teachers generally agreed that teacher training positively influences inclusive teaching practices. Respondents believed that training improves classroom management, enhances instructional strategies, and strengthens teachers' ability to meet the educational needs of diverse learners.

### Overall Mean for Objective 2

#### Role of Professional Development

| Variable                 | Mean | Standard Deviation | Interpretation |
|--------------------------|------|--------------------|----------------|
| Professional Development | 4.12 | 0.86               | High           |

The overall mean score of **4.12** indicates that respondents strongly perceived professional development programs as effective in improving teachers' competencies for inclusive education. Teachers acknowledged improvements in confidence, instructional planning, curriculum adaptation, educational equity, and student participation following professional development activities.

### Overall Mean for Objective 3

#### Challenges in Implementing Inclusive Practices

| Variable                  | Mean | Standard Deviation | Interpretation |
|---------------------------|------|--------------------|----------------|
| Challenges after Training | 4.14 | 0.88               | High           |

The findings indicate that teachers recognize several challenges associated with implementing inclusive education despite receiving training. Respondents emphasized the need for continuous professional development, practical training sessions, and institutional support to strengthen classroom implementation of inclusive practices.

### Grand Mean of the Study

#### Overall Analysis of the Study Variables

| Variable          | Mean        | Standard Deviation | Level       |
|-------------------|-------------|--------------------|-------------|
| Objective 1       | 4.04        | 0.90               | High        |
| Objective 2       | 4.12        | 0.86               | High        |
| Objective 3       | 4.14        | 0.88               | High        |
| <b>Grand Mean</b> | <b>4.10</b> | <b>0.88</b>        | <b>High</b> |

Table presents the overall results of the study. The grand mean score of **4.10** indicates that teachers held highly positive perceptions regarding the impact of teacher training on inclusive education practices. Respondents acknowledged that professional training improves instructional competence, enhances confidence, strengthens inclusive classroom management, and promotes equitable learning opportunities. At the same time, teachers recognized that continuous professional development, practical training experiences, and institutional support are essential for overcoming implementation challenges and sustaining effective inclusive education.

### **Discussion**

This study demonstrates the impact of training on teachers' inclusion of students with special needs. Most participants believed training addressed teachers' classroom management, understanding and catering for diverse learners, and inclusion of students with special needs. These results support other studies and suggest teacher preparation is the biggest factor in the successful implementation of inclusive education.

Additional results showed training and professional development boosted teachers' confidence in inclusion, curriculum adaptation, use of differentiated instructional strategies, and awareness of unfair practices in schools. Professional development need not be a one-time event. Teachers should be prepared to address the needs of students when the circumstances call for it.

Challenges in implementing inclusion after training were recognized by respondents. The respondents said training was not enough to address challenges due to poor teaching aids, lack of administrative support, huge classes, and no follow-up mentoring. Respondents were of the unanimous opinion that the inclusion of practice-oriented components accompanied by regular professional development is essential.

Training and professional development have their positive place in improving inclusion in education. However, the combination of inclusion training with professional development, adequate school resources, and supportive inclusive leadership with practical inclusion experiences is necessary for optimum inclusion in education.

### **Conclusions**

The analysis and interpretation of the data enable us to make the following conclusions:

The data shows that, with teacher training, a given school is more likely to apply practices of inclusive education. Here, we understand that with professional training, teachers understand more about how to teach, are more aware about the diverse learning needs of their students, possess more confidence in addressing those needs, and therefore, are more likely to apply different teaching methods that are inclusively appropriate for managing a classroom that is made up of a diverse student population, and are also more inclined and ready to provide particular educational supports for students with mental and physical disabilities that are within the scope of special learning needs.

The findings of the study also demonstrate that relevant improvement in the knowledge and teaching skills of the teachers will truly be the work of doing professional development on a continuous basis. The quality of teaching and the comprehensive and successful inclusion of all learners in the classroom become dependent on the continual professional development of teachers.

Though the findings are largely positive, the study concludes that there are still multiple barriers to the effective inclusion of people with different abilities. While training teachers, if there are no follow up

training supports, limited teaching resources, lack of school policies, large classes, and no institution or school administrative support, no training of teachers will fully accomplish the intended inclusion.

The study concludes that varying types of professional development hundreds and thousands of times during the span of a teacher's career is essential and will always remain necessary. As technology changes and refugee populations increase, teachers must be able to teach students new methods of addressing the needs of students in the classroom and in the community.

The study shows that sustained teacher training including ongoing professional development and institutional support is a necessary basis for effective implementation of inclusive education. Therefore, continuous teacher training is a vital part of bolstering high-quality, equitable education for all learners. The focus of this study is on the effective training of teachers for inclusive education and related research gaps. The main finding is that sustained teacher training and ongoing professional development with the support of the institution is a necessary foundation for effective inclusive education. Understanding teacher professional development and institutional support is a priority research area for effective inclusive education. Both effective teacher training and ongoing professional development with institution-based support is a necessity to start the process of a genuine commitment towards equitable high-quality education for all.

### **Recommendations**

Based on the findings and conclusions of the study, the following recommendations are proposed to improve teacher training programs and strengthen the implementation of inclusive education practices in schools.

- Teacher education institutions should incorporate comprehensive courses on inclusive education into pre-service teacher training programs. Prospective teachers should receive both theoretical knowledge and practical experience in teaching students with diverse educational needs before entering the teaching profession.
- Educational authorities should organize regular in-service training programs to update teachers' knowledge and skills regarding inclusive education. Continuous professional development should become an integral part of teachers' professional responsibilities rather than a one-time training activity.
- Teacher training programs should include more practical activities such as classroom demonstrations, lesson planning workshops, micro-teaching sessions, school-based practice, case studies, and supervised teaching experiences. Practical exposure will help teachers translate theoretical concepts into effective classroom practices.
- School administrations should establish supportive environments that encourage teachers to implement inclusive education effectively. Principals should provide instructional guidance, regular monitoring, mentoring opportunities, and constructive feedback to teachers implementing inclusive practices.
- Schools should be equipped with appropriate instructional materials, assistive technologies, adaptive learning resources, and specialized teaching aids required for inclusive classrooms. Availability of adequate resources will enable teachers to meet the diverse learning needs of students more effectively.

- Educational authorities should reduce overcrowded classrooms and maintain manageable teacher-student ratios. Smaller class sizes allow teachers to provide individualized attention and effectively implement inclusive instructional strategies.
- Teachers should be encouraged to collaborate with special education professionals, psychologists, speech therapists, school counselors, and parents to develop appropriate educational plans for students with special educational needs.
- Education departments should establish systematic monitoring and evaluation mechanisms to assess the effectiveness of teacher training programs. Regular classroom observations, performance evaluations, and feedback systems can help identify areas requiring improvement.
- Schools should establish Professional Learning Communities (PLCs) where teachers can exchange experiences, discuss classroom challenges, share successful inclusive teaching strategies, and collaboratively solve instructional problems.
- Government and educational policymakers should formulate and effectively implement policies that promote inclusive education. Adequate financial resources, administrative support.

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