



## HANDLING THE VISUALLY IMPAIRED STUDENTS IN INCLUSIVE CLASSROOM: ANALYSIS OF THE DIFFICULTIES ENCOUNTERED BY TEACHERS

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### ABSTRACT

*The purpose of this study was to find out how difficult it is for regular teachers to teach visually impaired children in inclusive classrooms. The goal was to find out what problems these general teachers run into when they teach children with visual impairments in inclusive educational settings. It will also find out how regular teachers can change their lessons to make sure that Individuals who experience visual impairments are included and valued. This study was done in Pakistan's District Okara, which is in the province of Central Punjab. It used a qualitative research approach with 21 general teachers who taught classes with students who had visual impairments. These teachers were chosen using a technique called "purposeful sampling." Semi-structured interviews and participant observation were used to gather data. The findings disclosed that general teachers have a limited understanding of inclusive education and how it should be implemented, not only for pupils with visual impairments but also for all students with special needs. General teachers must have an understanding of inclusion and teaching in inclusive classrooms in order to provide inclusive instruction to Individuals who experience visual impairments in an effective way. A special needs teacher is responsible for preparing teaching resources, such as audio and tactile materials, reading braille writings, and training pupils who have visual impairments in the correct use of their visual aids. However, it is also beneficial for a general educator to have some of this knowledge in order to address the challenges of instructing pupils with visual impairments in inclusive educational settings. In addition, findings revealed that general teachers were not utilizing their limited knowledge of inclusive classroom instruction due to many challenges surrounding inclusive education in primary and elementary schools, such as a lack of both general and special needs teachers and a lack of commitment among them, a lack of resources, and a rigid curriculum. Based on the results, it is suggested that the government should improve inclusive teaching by doing things like training teachers in special education to assist them in doing their jobs right. The government should also give inclusive educational institutions sufficient funds to make sure there are enough teaching and learning tools for pupils with visual impairments to use in inclusive classes.*

### Introduction:

The goal of inclusive education is to give all students the same chances to learn, no matter what their skills or disabilities are. Visual impairment is a serious condition that makes it hard for people to see and understand what they see. More and more people around the world are realizing how important inclusive education is for visually impaired students. It helps them fit in with other students and creates a supportive learning atmosphere (Ainscow, 2005; Mitiku, Alemu, & Mengsitu, 2014). This background part will talk about how visually impaired students are treated in inclusive education around the world, with a focus on Pakistan.

This study looks into how hard it is for general classroom teachers to teach pupils who have visual impairments in inclusive classes. Individuals who experience visual impairments need to be able to take advantage of the good ideas behind Education for All (EFA). EFA is a way for



UNESCO to make sure that all children get the same and high- quality education, no matter their socioeconomic or cultural background, race, or disability. If inclusive education is given and used correctly, it appears to be a good way to reach EFA (Azqueta & Kamenopoulou, 2018). Pakistan is recognized as one of the leading nations in ratifying the Salamanca statement and other relevant United Nations agreements that advocate for the rights of children with disabilities to receive inclusive education (Winzer & Mazurek, 2005). Notwithstanding the ratification of this declaration, the implementation of inclusive educational setting for students with disabilities appears to be a highly intricate endeavor.

The lack of explicit policies outlining the provision and implementation of inclusive education may account for this phenomenon. The National Disability Policy, which was implemented in 2002, exhibited shortcomings in terms of its lack of explicit articulation and guidance regarding the implementation and monitoring of inclusive education for children with disabilities (Grönlund, Lim, & Larsson, 2010). The inadequate provision of rules and insufficient attempts to create a supportive environment has resulted in the suboptimal execution of inclusive education within the nation. The insufficiency of general teachers recruited for secondary schools is a notable consequence of the ineffectiveness of providing inclusive education (Grönlund et al., 2010). The adoption of inclusive schooling initiatives for those with visual challenges has gained considerable momentum worldwide. The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) places significant emphasis on the fundamental right to education, ensuring its accessibility and inclusivity for individuals with disabilities (UNESCO, 2006). The promotion of inclusive education for pupils with visual impairments has been essential in advocating for countries to establish laws and structures that facilitate their integration into mainstream educational environments (Opertti, Walker, & Zhang, 2014). Numerous nations have made notable advancements in the implementation of inclusive educational setting for Individuals who experience visual impairments. Specialized services have been implemented to cater to the unique learning requirements of individuals, including but not limited to braille education, orientation and mobility training, and assistive technologies (Johnson & Christensen, 2012). Inclusive education confers academic advantages onto visually impaired pupils while concurrently fostering social integration, bolstering self-esteem, and enhancing future employment chances (Smith, Hoal, & Thompson, 2020)

In the specific context of Pakistan, the integration of Individuals who experience visual impairments is a component of the country's wider endeavors to adhere to global agendas and meet its obligations outlined in the Sustainable Development Goals (SDGs). This commitment is particularly aligned with Goal 4, which emphasizes the provision of inclusive and high-quality education for all individuals (Government of Pakistan, 2020). Pakistan's pursuit of inclusive education for visually impaired children is characterized by a combination of obstacles and notable advancements, which are indicative of the distinct socio-cultural context of the nation. The primary aim of this study is to conduct a complete analysis of the multiple aspects related to the inclusion of learners with visual impairments within the educational framework of Pakistan. This examination will encompass a historical analysis of its development, an assessment of its present condition, and an evaluation of the measures implemented to promote equal academic opportunities for individuals with visual impairments.



The inclusion of visually challenged pupils within the mainstream education system in Pakistan is a relatively recent development. The Pakistani government has demonstrated its dedication to promoting inclusive education by implementing policies

and initiatives that strive to provide equitable access to high-quality education for all students, including those who have visual impairments (Government of Pakistan, 2017). Nevertheless, the execution of inclusive schools for visually impaired pupils in Pakistan has numerous hurdles. The provision of necessary support to visually impaired pupils is impeded by the restricted accessibility of specialized resources, including skilled teachers, braille materials, and assistive technologies (Ahmed & Malik, 2021). Moreover, the limited knowledge and comprehension among educators and the broader society regarding the specific requirements of visually impaired pupils serve as an additional obstacle to their complete integration within regular educational settings (Shah, 2020). Notwithstanding these limitations, endeavors are being undertaken to advance inclusive educational setting for visually impaired children in Pakistan. The Pakistan Association of the Blind (PAB) is actively engaged in advocating for the rights of visually impaired pupils and enhancing their educational opportunities (PAB, n.d.). According to the Government of Pakistan (2017), efforts have been made to improve opportunities for learning for visually impaired pupils through the execution of inclusive educational etting policy and the creation of resource centers and inclusive schools.

However, it is imperative to allocate more resources towards infrastructure development, teacher training, and the creation and dissemination of accessible educational materials in order to fully maximize the benefits of inclusive education for visually impaired pupils in Pakistan (Rasheed et al., 2020). Given the research's primary emphasis on education, the scope of inclusion was confined to the educational system. Consequently, any discussion of inclusion was consistently linked to its educational context. In summary, the terms "inclusion" and "inclusive education" have been employed interchangeably. However, it is evident that inclusive education is commonly observed to be utilized in favor of inclusion. Inclusion is thus conceptualized as the condition or progression of acknowledging and affirmatively addressing the various diversities present among students (Caruana & Ploner, 2010; Rasheed et al., 2020). This is achieved by adapting and transforming educational systems to accommodate all children, irrespective of their physical, socio-emotional, intellectual, and other contextual circumstances. The aforementioned adjustments encompass alterations in content, instructional approaches, educational resources, classroom arrangement, and infrastructure adaptations. The concept of inclusion necessitates that educators, professionals, and authorities perceive the presence of diverse learning abilities

among students not as a challenge, but rather as a catalyst for enhancing the provision of educational support (UNESCO, 1994).

This study examined the range of visual impairments, including both blindness and low vision. The notion of visual impairment can be defined and understood within the parameters of legal and educational frameworks (Scruggs, Mastropieri, & McDuffie, 2007). The present study utilised an educational framework to define vision impairment, which encompasses the individual's capacity or level of visual ability in an educational context. In an educational context, a student classified as having low vision possesses a degree of visual acuity that



enables them to read materials presented in expanded print formats. Conversely, a child with visual impairment in the context of education is characterized by significantly restricted vision, necessitating the utilization of the Braille system or audio recordings for reading and writing purposes (Scruggs et al., 2007)

The notion of appropriately modified education in inclusive educational institutions necessitates teachers to modify their instructional methods and employ tactics that take into account the unique needs of each student in the classroom (Johnsen, 1998). This is due to the fact that these children possess varying talents and learning preferences. According to Johnsen (2001), it is necessary for normal teachers in inclusive classrooms to adjust and customize their instructional approaches in order to address the unique requirements of individual pupils. The process of modifying teaching practices and learning settings in order to accommodate the individual requirements of all pupils in inclusive classroom settings is sometimes referred to as adaptation. The terminology in question was employed within the framework of this particular investigation (Johnsen, 2001; Metatla, 2017).

This study distinguishes between a general teacher, who is responsible for delivering ordinary classroom lessons, and a special needs teacher, who focuses on addressing disability-specific educational challenges within inclusive classroom settings. Inclusive classroom teachers strive to effectively implement the Individualized Education Plan (IEP) for their children. Throughout the course of this study, the term "teacher" is predominantly employed to refer to a teacher in a general sense. In the context of education, the term "special teacher" or "special needs teacher" is commonly employed to denote an educator who possesses specialized training and expertise in catering to the unique learning requirements of students with diverse needs. The purpose of this study was to provide guidance to educators or teachers within the school and other educators encountering similar circumstances, regarding effective instructional strategies and necessary adjustments that can be made to facilitate access to the curriculum for Individuals who experience visual impairments in inclusive classroom settings. The aim was to ensure that these students could fully participate in the education system and derive the same benefits as their sighted peers. Moreover, it was anticipated that this endeavor would enable pertinent educational authorities to become cognizant of these problems and undertake proactive measures to offer the necessary assistance in enhancing the provision of inclusive education. This is an additional rationale for undertaking this investigation.

### **Objectives of the Study**

The objectives of this study are as follows:

1. To identify and analyze the problems encountered by teachers when instructing visually impaired students in inclusive education.
2. To explore the existing strategies and resources that can assist teachers in overcoming these challenges.
3. To propose recommendations for improving teacher training and support in inclusive education for visually impaired students.



## Research Questions

The main aim of this study is to investigate and provide answers to the following questions related to research:

1. What are the main challenges faced by teachers when teaching visually impaired students in inclusive education?
2. What are the existing strategies and resources available to support teachers in overcoming these challenges?
3. How can the education system better equip teachers to effectively teach visually impaired students in inclusive classrooms?

## Research Methodology:

The objective of this study was to investigate the difficulties encountered by teachers in providing training to visually impaired pupils within an inclusive classroom setting in the Okara area of Central Punjab, Pakistan. This chapter provides a comprehensive account of the techniques and methodologies employed for the collection and analysis of data in the field. This text addresses several facets. The components encompassed in this study are the research strategy, research design, techniques of data collecting, and a pilot study, specifically encompassing interviews and observations. Additional factors to consider in a research study include the selection of the research location, the methodology for population sampling, the characteristics of the sample, the size of the sample, and the procedure for data processing.

### Methods of Data Collection:

Steven and Wrenn (2013) highlight the need of employing many techniques of data collecting as advocated by exploratory qualitative researchers. Consequently, this study included two data collection methods, namely interviews and observations. The following section provides a comprehensive account of each research technique, starting with the interview method (Stevens & Wrenn, 2013).

**Sampling:** The purpose of this study was to look at the inclusion of children with visual impairments in primary and elementary schools in district Okara of Central Punjab of Pakistan. The study concentrated on one part of the district, which included 21 schools with kids with visual impairments enrolled at these levels. This location was chosen for two primary reasons: first, it was one of the few places with such inclusive schools; and second, owing to travel distances, it was convenient for the researcher to visit. As a result, the study sample included 21 primary and elementary schools in the chosen region. The study contained a purposive sample consisting of 21 teachers. The age distribution of the participants spanned from 24 to 48 years, with a mean age of 36 years. All of the participants in the study were male educators. Out of the total of twenty participants, sixteen possessed formal teaching qualifications in the form of a university degree, whilst the remaining four participants had not fulfilled the requirements for

completing their university qualifications. A total of five participants possessed a minimum of 10 years of professional experience, with an average work experience of 7.8 years. The research



was conducted at primary and elementary schools that are under the jurisdiction of the Government, located in the Okara District of Central Punjab, Pakistan.

### **Findings of Study**

#### **Challenges Faced by Teachers**

This study discusses the difficulties encountered by teachers while providing training to visually impaired students in inclusive educational environments. To achieve this purpose, the perspectives of 21 educators were gathered and consolidated. The findings from the conducted interviews indicate that teachers encounter a range of intricate challenges while interacting with visually impaired students in inclusive educational settings. Educators face a multitude of challenges, such as the management of diverse needs within a single classroom, the adaptation of instructional materials and strategies, the facilitation of effective communication with visually impaired students, the scarcity of resources and support, and the management of behavioral issues stemming from feelings of anger or isolation among visually impaired students. The results indicate that educators should possess knowledge of the influence of visual impairment, employ inclusive methodologies, and guarantee equitable availability of information. The establishment of inclusive classrooms that cater to the needs of blind pupils has the potential to yield benefits for all those involved.

#### **Teachers' Understanding on Inclusive Education**

If we consider the Salamanca statement's definition of inclusive education as a benchmark for assessing teachers' knowledge, it appears that these teachers possess a limited understanding of inclusive education. The individuals in question possess limited understanding regarding inclusive education. Despite their failure to provide a comprehensive explanation of the concept, their assertions of lacking knowledge notwithstanding, their statements and actions within inclusive classrooms demonstrate a

certain level of awareness regarding the principles and implementation of inclusive education.

#### **Challenges in Teaching and Assessment**

The paragraph examines the difficulties encountered by teachers when evaluating the requirements of visually impaired pupils within inclusive educational settings. The results indicate that educators have challenges when it comes to effectively addressing the divergent educational needs of visually impaired students and their non-visually impaired peers. Conventional assessment tools and approaches may not sufficiently capture the educational advancement of children who have visual impairments. Educators encounter difficulties in distinguishing between the learning difficulties experienced by visually impaired children and the distinct strategies they adopt to adapt to these problems. The assessment of the distinct educational needs of children with visual impairments often requires a level of proficiency that is often lacking in existing capacities. Educators employ three principal approaches to evaluate kids with learning needs, which encompass engaging in dialogue with the student to gather pertinent background information, using available records, and monitoring the student's classroom



performance. The search results yield a variety of inclusive pedagogical and evaluative approaches that can facilitate the learning process for all students. However, there exist certain tactics that are particularly beneficial when instructing a cohort that encompasses individuals with visual impairments. The findings additionally provide many resources, including inclusive pedagogical approaches, adaptations in assessment methods, and supportive tools to assist educators in effectively accommodating Individuals who experience visual impairments within their instructional settings. The need to possess specialized knowledge and receive appropriate training in effectively assessing the unique educational requirements of children with visual impairments is emphasized. The search results offer an extensive resource for educators aiming to establish inclusive learning environments that promote the well-being and academic success of all students.

### **Adapting Instructional Methods**

Regarding this theme, The findings indicate that teachers recognize the necessity of employing adaptive and modified teaching strategies to effectively address the requirements of Individuals who experience visual impairments. The findings of the study also revealed that teachers encountered challenges in adapting their instructional practices

to the fullest extent possible in order to support pupils who have visual impairments. Nevertheless, the results indicate that educators possess inadequate understanding regarding the appropriate adaptation of instructional techniques and educational materials to cater to the unique requirements of visually impaired students. Furthermore, educators have numerous obstacles when instructing children who have visual impairments. Consequently, the decision was made to predominantly employ instructional methods that do not adequately cater to the needs of pupils with visual impairments.

### **Support and Resources**

The results of this thematic analysis indicate that educators encounter numerous obstacles when attempting to deliver personalized assistance to visually impaired pupils within inclusive educational environments. One of the primary obstacles encountered is the insufficiency of paraprofessionals who are accessible to offer essential assistance to pupils with vision impairments. Educators have placed significant emphasis on the necessity of augmenting the number of paraprofessionals in order to support the provision of personalized assistance. One further obstacle is the accessibility of technology, a crucial factor in enhancing the educational journey for Individuals who experience visual impairments. Nonetheless, a common issue that arises is the insufficiency of necessary resources, which might hinder the effectiveness of instructional methodologies. The significance of professional development for educators in inclusive educational environments is also underscored, as the existing opportunities may not consistently fit with their specific needs. Educators have recognized the importance of participating in collaborative endeavors with specialists who possess specialized knowledge in the area of visual impairments. These collaborations hold the potential to provide valuable insights and aid in the enhancement of support for Individuals who experience visual



impairments. The results of this study indicate a clear necessity for enhanced allocation of resources, provision of assistance, and implementation of professional development opportunities for educators to ensure the successful instruction of visually impaired children within inclusive educational environments.

### **Cooperation between General school Teachers and Special Needs Teachers/Parents**

The results of the study indicate that there is a lack of understanding among certain teachers regarding the Individualized Education Plan (IEP), but a comprehensive understanding of Co-teaching is observed among all teachers. The significance of Individualized Education Programs (IEPs) and Co-teaching has been acknowledged by educators who profess comprehension of these concepts. However, the implementation of these two concepts poses a challenge, as many individuals, if not all, acknowledge that they do not incorporate Individualized Education Programs (IEP) and co-teaching. This is primarily due to a lack of understanding about these concepts or a lack of conducive conditions that enable their implementation. Additionally, the study revealed a deficiency in coordination among general education instructors, special education teachers, and parents. The current state of collaboration with special needs instructors is deficient due to a scarcity of specialized educators and a lack of commitment among the teaching staff. Moreover, the unavailability of parents is attributed to their distant residence from the school, rendering it difficult for teachers to establish contact with them regarding numerous educational matters concerning their children.

### **5.1 Conclusions**

The objective of this study was to examine the challenges encountered by teachers in instructing Individuals who experience visual impairments within inclusive classroom settings. The study was centered on three distinct research inquiries. The initial purpose examined in this study is the numerous obstacles faced by educators. The challenges encompassed in this context pertain to the management of different classroom needs, the adaptation of teaching materials and techniques, the establishment of effective communication with visually impaired students, the constraints of limited resources and support, and the resolution of behavioral issues that may arise from feelings of isolation or frustration experienced by these students. In order to tackle these issues, it is crucial for educators to possess an awareness of the significant influence of vision impairment, utilize inclusive teaching practices, and ensure equal access to information. By establishing classrooms that are genuinely inclusive of visually impaired students, it is possible to not only augment their educational encounters but also yield advantages for the entire student population and foster a more equal and inclusive educational framework. The results indicate that educators recognize the significance of inclusive education for students with special needs as a means to acquire crucial life skills and to mitigate instances of exclusion and segregation. The findings also indicate that teachers' understanding of inclusive education for students with special needs does not fully incorporate the key principles outlined in the Salamanca statement, particularly the

establishment of supportive environments that can accommodate the diverse needs of students.





Moreover, the limited knowledge possessed by teachers can be attributed to the absence of comprehensive regulations and procedures pertaining to the overall implementation of inclusive education. The absence of established policies and guidelines regarding the implementation of inclusive education has a detrimental impact on the total process of creating supportive environments for inclusive practices, including teacher training (Grönlund et al., 2010). There is a contention that the limited number of institutions that provide courses in both inclusive and special needs education, as well as the insufficient training in inclusive education offered by existing colleges, pose challenges to the implementation of inclusive practices. However, it is worth noting that the limited number of teaching personnel cited by respondents could also be attributed to the scarcity of universities and inadequate training opportunities. It is apparent that the little information possessed by teachers regarding inclusive education significantly impacts the teaching process and provision of services to Individuals who experience visual impairments in inclusive classrooms.

This study also examined a sub-theme related to the detection difficulties in instruction and evaluation for individuals with vision impairments. In regard to this issue, educators also acknowledge the importance of assessing the educational needs of individuals with visual impairments before commencing the instructional procedure. The findings of the study suggest that teachers utilize three separate methods to assess the educational needs of individuals with visual disabilities in inclusive educational environments. These strategies use several methods, including performing investigations into individuals' personal histories and learning challenges, utilizing individuals' previous academic records, and attentively observing their level of involvement and participation in the classroom environment. The tactics stated by the professors appear to have garnered approval from several researchers. Johnsen (2001) emphasizes the significance of engaging in direct communication with students in order to identify learning difficulties, as students possess a greater understanding of their own challenges. Moreover, the author highlights that the evaluation of a student's progress through both official and informal assessments in classroom assignments is a crucial measure in identifying the specific learning difficulties faced by the student. In contrast, Spungin (2002) underscores the significance of a student's academic records in facilitating the teacher's comprehension of the student's educational requirements. Nevertheless, the evaluation of the educational requirements of Individuals who experience visual impairments is impeded by the insufficient knowledge possessed by teachers and the high student-to-teacher ratio within the classroom setting. Collectively, these two factors appear to hinder both the evaluation of students' educational requirements and the implementation of instructional strategies tailored to accommodate their unique demands. If the specific needs of Individuals who experience visual impairments are not adequately addressed, whether due to the factors identified in this study or other factors, the inclusion of these students in educational settings does not hold any significance, and the achievement of the Education for All (EFA) goal remains distant from actualization (Mmbaga, 2002).

The second objective examined in this study focused on the provision of support and resources. The results highlight the considerable difficulties that teachers face when attempting to offer personalized assistance to visually impaired pupils in inclusive educational settings. The



problems discussed include the scarcity of paraprofessionals necessary for providing personalized support, the restricted availability of vital technology, and the lack of alignment between current professional development programs and the specialized requirements of instructors. Furthermore, it is emphasized that the benefit of engaging in collaborative endeavors with professionals who possess expertise in the field of visual impairments is vital in augmenting the level of assistance provided to students with such disabilities. The outcomes of this study suggest the need for enhanced allocation of resources, increased support, and targeted professional development opportunities for educators working in inclusive educational environments. It is crucial to acknowledge and confront these issues in order to guarantee that visually impaired pupils are provided with the necessary support and educational opportunities they are entitled to in inclusive educational settings.

Another sub-theme explored in this study pertained to the strategies employed by teachers to modify their teaching methods in order to accommodate Individuals who experience visual impairments within inclusive classroom settings. The interview revealed that educators employ several adaptive strategies to instruct children who have visual impairments. Various approaches can be employed to enhance classroom engagement and participation, such as employing oral questioning techniques, facilitating group discussions, utilizing voice projection and addressing students by name, increasing

the size of written materials, and allowing for more time as needed. Additional adaptive strategies include the utilization of instructional materials, fostering peer assistance, and employing the lecture approach. Nevertheless, upon careful observation, it was apparent that teachers did not effectively implement the instructional strategies they claimed to employ. The potential cause of this phenomenon can be attributed to numerous obstacles that impede their ability to adapt. Educators asserted a deficiency in the requisite knowledge needed to change instructional methodologies. The issue of developing appropriate instructional materials for pupils with visual impairments arises due to a deficiency of knowledge. Insufficient availability of teaching materials specifically designed for children with visual impairments was also identified. Additionally, educators identified time constraints as a hindrance to completing the syllabi and implementing participatory approaches, such as group discussions. Moreover, the language of teaching, specifically English, was identified as a significant obstacle to effective communication between educators and learners. The issue of language comprehension among pupils was also observed as a challenge in understanding the substance of the lessons. The coexistence of students categorized as slow learners and fast learners within the same classroom often presents a challenge for teachers in terms of instructional delivery. However, it has been shown that teachers mostly prioritize meeting the educational requirements of fast learners. The aforementioned issues have rendered the implementation of various instructional approaches for children with visual impairments to be fraught with difficulties. In this particular scenario, what are the anticipated strategies for enhancing pedagogical practices and addressing the unique requirements of visually impaired students within inclusive educational settings? There is a contention that students who have visual impairments may struggle to comprehend the lesson and achieve satisfactory academic outcomes unless the instructional approaches employed in inclusive classrooms are tailored to their specific needs (Gronlund, Lim & Larsson, 2010;



Mmbaga, 2012). The method of instructing pupils who have visual impairments in inclusive educational settings is significantly impacted by this factor.

The third thematic area explored in this study pertained to the topic of Student Support and Inclusion. The user did not provide any text. The study's findings underscore the critical significance of cultivating peer support networks within inclusive educational environments, as emphasized by the contributions of teachers. These networks serve to not only augment the feeling of inclusivity and empowerment among Individuals who

experience visual impairments, but also foster the exchange of knowledge, reciprocal support, and cooperative endeavors. The importance of inclusive education goes beyond the realm of academics, as it prioritizes the social and emotional growth of visually impaired students, guaranteeing their participation in social interactions and the formation of significant relationships. Moreover, the emergence of personalized assistance programs is identified as a crucial element, requiring the ability to be adaptable in order to address the changing needs and obstacles faced by pupils who have visual impairments. The inclusion of accessible instructional materials, such as Braille books, audio resources, and tactile learning aids, is recognized as a crucial component in advancing inclusive education. In general, our findings emphasize the necessity of employing a comprehensive strategy in order to provide educational environments that are genuinely inclusive and address the developmental and learning requirements of children with visual impairments.

The primary objective of this study was to examine the extent to which teachers actively participate in collaborative endeavors with special education teachers and parents of individuals with visual impairments, with the aim of improving the efficacy of instructional methods. The research findings suggest that there is a lack of cooperation between general school teachers and special education teachers in the context of co-teaching. The aforementioned inadequacy can be ascribed to the constrained accessibility of educators specializing in special education and a dearth of commitment among teaching professionals. The importance of co-teaching stems from its capacity to cater to the diverse needs of students, acknowledging that no individual teacher possesses all the necessary skills to adequately meet these demands (Dalen, 1982; Lypsky & Gartner, 1997). The lack of co-teaching leads to insufficient satisfaction of students' educational needs. Furthermore, there exists a documented insufficiency in the level of cooperation between educators and parents of children with visual impairments. The lack of parental involvement might be ascribed to the geographical separation between these parents and the educational institution, impeding their capacity to be physically present anytime their participation is needed. Parents have a key role in imparting educational information to facilitate their children's acquisition of knowledge. The provided information holds significant value in informing the development of an Individualized Education Program (IEP). The Individualized Education Program (IEP) functions as a tool for educators to strategically plan their educational approaches in an

inclusive classroom environment (Garner & Davies, 2001; Spungin, 2002; Webster & Roe, 1998).

Furthermore, the research findings indicate that educators possess a comprehension of the co-



teaching approach, although lack familiarity with the fundamental principles underlying the Individualized Education Plan (IEP). Moreover, it has been determined that the issue lies in the execution of Individualized Education Programs (IEPs). The issue arises due to a deficiency in coordination between general education instructors, special education teachers, and parents. The collaboration of various stakeholders, including general teachers, special needs teachers, parents, and other individuals involved, is crucial in both the development and execution of Individualized Education Programs (IEPs). The absence of sufficient understanding of Individualized Education Programs (IEPs), a critical component of inclusive education, coupled with a failure to effectively implement them due to a lack of collaboration among key stakeholders, results in a situation where children with visual impairments in inclusive classrooms are unable to derive the full benefits of the instructional process.

The remarks made by teachers regarding the significance of inclusive education and the modification of instructional approaches to facilitate the learning of visually impaired pupils were thought-provoking. Nevertheless, it is evident that educators lack adequate expertise in instructing visually impaired children within inclusive educational environments. For example, educators may lack proficiency in reading and interpreting Braille texts, as well as in adapting and altering instructional approaches, and teaching materials, and implementing Individualized Education Programs (IEPs). This implies that educators lack awareness, resulting in a knowledge deficit among them. This observation aligns with one of the previously mentioned justifications for undertaking this research. Additionally, the study conducted by Mmbaga (2002) in the Same district revealed a discrepancy in knowledge. This is the reason why Mmbaga proposed conducting further research in the field of inclusive education, with the aim of enhancing teachers' awareness and proficiency in its implementation. Moreover, the study highlights numerous challenges associated with the implementation of inclusive education, indicating that the attainment of inclusive education in this particular school, as well as other schools encountering similar obstacles, is a formidable undertaking (Abosi, 2000; Zindi, 1997).

## **Recommendations**

This study employed a qualitative research design, which limits the generalizability of its findings to the broader population of inclusive primary and elementary schools in Pakistan. However, these findings may have relevance and applicability to other inclusive schools that encounter similar circumstances as the one examined in this study. Hence, these recommendations are specific to the institution under investigation, as well as comparable educational institutions in Pakistan.

## **Recommendations for Improvements**

According to the findings of teachers, there exists a deficiency in the number of teaching personnel possessing adequate expertise in the domains of inclusive education and education for students with special needs. The execution of inclusive practices among instructors has proven to be a significant difficulty. Therefore, it is imperative for the government to implement policies aimed at ensuring that teachers receive enough pre- service and in-service training in the field of



special needs education and inclusive education. It is imperative to provide individuals with the necessary knowledge and skills to create inclusive classroom environments that cater to the needs of students with special needs, with a specific focus on those with visual impairments. This can be achieved through the implementation of adaptations in teaching and learning settings.

Teachers identified the primary obstacle to the successful implementation of inclusive education as the dearth of instructional resources tailored for use in inclusive classrooms. It is imperative for the Government to ensure the provision of adequate teaching and learning resources to inclusive schools, with a special focus on meeting the needs of children with visual impairments. Items such as models, talking books, printers, and photocopiers, among others, ought to be made accessible. Furthermore, it is recommended that the government, in conjunction with parents, take the initiative to supply assistive technologies such as Perkins Braille machines, magnifying glasses, and lenses to enhance the educational experience for pupils with visual impairments in inclusive educational settings.

There have also been instances where educators have placed emphasis on completing the syllabus in accordance with the guidelines outlined in the curriculum. Inclusive classrooms have presented a challenge for educators to effectively address the unique needs of individual students. This observation implies that the curriculum lacks adaptability. There is a pressing need to request curriculum creators to design a versatile curriculum that enables adaptable teaching methods, so ensuring the fulfillment of educational requirements for students with special needs, particularly those with visual impairment, within inclusive classroom settings.

### **Recommendations for Further Studies**

This study examines the instructional practices employed by teachers in inclusive classrooms when instructing individuals who experience visual impairments. Data were gathered from a sample of four educators specializing in general education. Consequently, this work is expected to pave the way for further investigations in this field. It is imperative to do a replication of this study with a larger sample size than what was utilized in the present investigation. It is imperative that future research endeavors prioritize not just the examination of educators in general, but also specifically target special education teachers who cater to individuals who experience visual impairments. Additionally, it is crucial to investigate the impact of the teaching process on individuals who experience visual impairments. Moreover, it is recommended that additional research be conducted in diverse contexts to augment the generalizability of the results, employing either similar or distinct approach

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