

Sustainable Teaching: Analysis of Teachers' Competencies in Inclusive Education

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Abstract

The purpose of current research study is to explore the level of awareness and knowledge of primary school level regular and special education teacher, working in an inclusive classroom setting for both typically diversified learners and individuals with special educational needs. The terminology "integrated" was changed to "inclusive," and the term diversity' replaced 'disability'. The basic objective of this current research study is to explore the awareness and knowledge of teachers working at primary school level in normal and special education teachers, working in an inclusive education setting for both typically diversified learners and individuals with special educational needs. This study is based on an investigation of teachers' knowledge and awareness regarding diversity and inclusive education. A purposive design has been included in the general education sectors. a questionnaire for data collection was completed online. Responded (n = 50) by teachers' knowledge about inclusion of diversified individuals, a statistical analysis was combined with the data obtained through a questionnaire. According to research on inclusive education, researchers suggest that, without knowledge and proper training, effective inclusion cannot take place in regular classrooms, regardless of how excellent the infrastructure of the building, educational policy, and how well-resourced it may be. As a result, teachers must know about inclusive education and aware to modify their lessons for diversity, give them tailored education, collaborate with professionals and parents, using modern techniques to support learners to resolved the issues, and overcome the weaknesses.

Keywords: Inclusion, Diversified, Learner with Diversity, Individualized Program, Educational Technology

Introduction

The inclusion of diversified individuals in mainstream classroom is the basic focuses' of the Special Education department. It is an agenda and mission to develop a progressive community. The community's basic goals are to provide high-quality to everyone. At school level different types of initiatives were taken for increasing teacher's competency and their interest in inclusion. Researches indicate that the learning process of individuals with diverse needs focuses on experiences to achieve good comprehension and cognition of the content. One way to increase teachers' competency, especially in an inclusive setting knowledgeable about the curriculum's content, skill-full application of a variety of teaching techniques the safety of learners while teaching diversified individuals. Diversified learners are not accustomed to general education classroom learning process. During teaching process, an opportunity should be given to learners, to ask some questions which arouse learners' interest and motivation in learning proces.

In addition to conducting and preparing for learning process, assessment is the process to determine the achievement of educational objectives. Ainscow (2029), defines learning assessment as a process or an activity to get feedback to determine a progression (Ainscow, 2020). Learning process feedback the evaluation function or assessment support to improve the performance provides an opportunity for teacher to improve their learning process and implement remedial programs for unsuccessful individuals (Sharma, 2015).

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The efficiency, potential and capacity of teachers in an inclusive classroom support to conduct a positive learning activity. The learning process will have a positive impact on an individual's learning orientation (Vaughn, 2012). Teachers are also needed to provide accurate and authentic learning experiences and create interaction with the learners. Therefore, teachers must be competent and motivated for teaching in an inclusive classroom. For inclusive education, teachers' competency in planning and creating will provide an important impact on teaching activity and this activity will influence learners to develop a change their behaviors.

The UNOs World Declaration on education for all (1999) reaffirmed that all learners including those with special needs, must have the right to access education in a conventional classroom setting. The inclusive education tenet, "*Change the environment to suit the child, not the child to suit the environment,*" is a famous quotation in this context. Inclusion is essential to ensure that each learner receives a quality education regardless of their emotional, intellectual, or physical challenges or other conditions. Inclusion in the classroom is accepting everyone (Hayes, 2017). An inclusive class might include, groups of children from marginalized or other underprivileged populations among other learners.

The term "inclusive education" refers to the ability of all individuals including those with and without disabilities (Daniels, 2013), being able to learn together in regular pre-school settings, with an appropriate and proper support services. Schools must prepare learners for life and ensure that all learners particularly diversified receive an equal and quality education (Hayes, 2017). Overall, inclusive education denotes these essential components or key elements: Inclusive education is a way to stimulate diversified learner through multiple learning approaches, capacity building, creativity and approach of problem- solving in learners, and provides an opportunity for the learner to attend school, share their thoughts and opinion, engage in worthwhile learning opportunities, have good learning experiences, gaining meaningful and useful learning results. Inclusive Education put a moral responsibility to signify learners who are being at risk, excluded from school and underperforming (Ainscow, 2020).

Teachers are the key to success, and effectiveness for inclusion and play a vital role in developing environment has necessitated a change in order to make the transition from general education to inclusive education as easy as possible (Ehsan, 2018). A change will neither accord nor provide desired impact, if the individuals implement the change are neither committed and nor willing to change. In order to prepare for the transition, teachers must re-evaluate their competency, reconsider the nature of their role, redesign the nature of responsibilities, revive new knowledge, and acquire new abilities, also require accumulating new competencies and rejecting outdated practices and beliefs (Tican, 2019) because teachers are playing an essential role in inclusive education (Scruggs, T. E., Mastropieri, M. A., Berkeley, S., & Graetz, J. E. , 2010).

According to researchs in a regular classroom teachers cannot deliver meaningful and relevant instruction to diversified learner without knowledge of diversity and proper training, regardless of how excellent the infrastructure of the building is, or how well-resourced it may be (Ainscow, 2020). With regard to learners with diversity, the teacher has to provide comprehensive assistance and focused involvement based on a shared networking, perspective, and understanding. Effective strategies for removing obstacles to learning in the inclusive classroom should be developed by teachers with the assistance of special teachers, parents and professionals (Ehsan, 2018). For the inclusion of diversified learners, general education teachers need to upgrade their abilities, and unable to meet the new difficulties presented by their shifting positions and responsibilities (Scruggs, T. E., Mastropieri, M. A., Berkeley, S., & Graetz, J. E. , 2010).

Current Research:

- 1 To understand the actual concept of inclusive education.
- 2 To make recommendations for the effective implication of inclusive education.
- 3 To understand the level of competency in inclusive education teachers.

Research Questions:

Following were the basic research questions:

- 1 What was the existing information regarding diversity in general education teachers?
- 2 What measures had been taken for teacher's knowledge and information?
- 3 What were the problems in implementing inclusive education at provincial level?

Methods

The research study was a descriptive study in its nature. For data collection from participant survey method was used. A questionnaire was used as the tool for data collection. The modified four-point rating leckit scale was used to obtain teachers opinion.

The basic tool of data collection was questionnaires administered in two districts of Southern Punjab. The study's objectives were taken into consideration when allaying the research data. For appropriate interpretation, the percentage of each factor under each question was calculated; the data were then further presented and shown in the form of tables.

The study was conducted in ten primary and elementary schools where diversified learners are enrolled, these schools are located in southern Punjab where 198 teachers are employed. The administrative structure of the school consisted of a Headmaster who was responsible for “day-to-day” activities within the school premises. The Headmaster’s role was to coordinate the school’s institutional and service goals and to serve as the liaison officer between Government and local communities, as well as other staff of the school. Permission to conduct this study was granted by the heads of the institutions. Prior to beginning data collection for this study, the researcher informed the teachers about the purpose and methods of this study during one of their regularly scheduled teacher’s meetings.

Sample Demography

In table 1. shows *Age range of the total participant*, teachers selected from the sample were from 20 years to 40 years and above age almost 60 years of age. Sample distribution according to age of the general school teachers is presented in Table 1. It reveals that more than half of the sample was in age group of 30 years and 39 years.

Table 1 Age range of the total participant

Sr. No.	Age rang	m	% age	f	% age	m	% age
1	20 ~ 29 years	09	18.00	08	16.00	17	34.00
2	30 ~ 39 years	11	22.00	11	22.00	22	44.00
3	40 and above years	05	10.00	06	12.00	11	22.00
	Total	25	50.00	25	50.00	50	100.00

Table 2 Shows the *Designation range of the General participant* data of total sample the maximum number of participant of PST from general education is 28, and Maximum 19 male PSTs are participated in the study, analysis presented in table 2.

Table 2 Designation range of the General Education participant

Designation	PST			ESE			SST			Total
	m	f	Total	m	f	Total	m	f	Total	
Respondents	19	11	28	06	12	18	02	02	04	50

Table 3 regarding *Academic Qualifications of participants* shows that The Public Education school teachers selected in the sample were under Graduate , Graduate, M.A, M.Sc, and M. Phil. PhD. Sample distribution according to the *Academic Qualifications* of the Public school teachers is presented in table 3 It reveals that maximum participants obtain M.A, M.Sc (Post Graduate degree).

Table 3 Academic Qualifications of participants

Qualification	m	% age	f	% age	t	% age
Under-Graduate	04	08.00	02	04.00	06	12.00
Graduate	06	12.00	04	08.00	10	20.00
M.A / M.Sc	11	22.00	15	30.00	26	52.00
M.Phil. PhD	04	08.00	04	08.00	08	16.00
Total	25	50.00	25	50.00	50	100.00

In table 4 shows *Teaching Experience range of the participant*, teachers selected from the sample were from 0 years to 40 years of experience in general education. Sample distribution according to experience of the general school teachers is presented in Table 4. It reveals that maximum participants of the sample were in *Experience* group of zero to five (0 ~ 5) years.

Table 4 Teaching Experience range of the participant

Gender	m	% age	f	% age	t (m + f)	Total %age
0 ~ 5	08	16.00	08	16.00	16	32.00
6 ~10	06	12.00	03	09.00	09	21.00
11 ~15	04	08.00	04	08.00	08	16.00
16 ~20	07	14.00	06	12.00	13	26.00

21 ~ 40	00	00.00	04	08.00	04	08.00
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*(m)+(f)= (t)

In table 5 shows Teaching *Experience range of the participant*, teachers selected from the sample were from 0 years to 40 years of experience in general education. Sample distribution according to experience of the general school teachers is presented in Table 4. It reveals that maximum participants of the sample were in *Experience* group of zero to five (0 ~ 5) years.

Table 5 Teaching Experience range of the participant with diversified Learner

Gender	m	f	r (m + f)	% age
0 ~ 5 years	04	12	16	08.00
6 ~ 10 years	10	08	18	09.00
11 ~ 15 years	08	03	11	05.50
16 ~ 20 Years	03	02	05	02.50
21 ~ 40 years	00	00	00	00.00

Factor wise Data Analysis

Analysis of research factor One

The first research statement of the present study focused to explore teacher's understanding of diversity and inclusive classroom. It means whether they could informed and aware about diversity and manage their inclusive classroom similar to regular classes or apply a teaching techniques which allowed to facilitate learning process through guidance.

Table 6 shows the respondents' and % ages of responses for each questionnaire itstatement relavent to the diversified learners. Statements start with (Being a teacher, I ...) for example, Being a teacher, I know the basic concepts of acquiring knowledge regarding an inclusive education. The details about this description can be seen in the table 6 below.

Table 6 The respondents' numbers and the %ages of responses for all statements of the questionnaire relevant to awareness and acceptance toward diversified learner

Sr.	Statement	Frequency	v	r	% age	Gender			Mean Score
						m	f	% age	
1	Being a teacher, I knows the basic concepts of acquiring knowledge regarding an inclusive education	<i>Strongly agree</i>	4	04	08.00 %	01	03	72.00 %	3.05
		<i>Agree</i>	3	32	64.00 %	15	17		
		<i>Disagree</i>	2	08	16.00 %	05	03		
		<i>Strongly Disagree</i>	1	06	12.00 %	04	02		
2	Being a teacher, I know about the various forms of diversity among learners.	<i>Strongly agree</i>	4	08	16.00 %	05	03	78.00 %	3.20
		<i>Agree</i>	3	31	62.00 %	19	12		
		<i>Disagree</i>	2	09	18.00 %	01	08		
		<i>Strongly Disagree</i>	1	02	04.00 %	00	02		
3	Being a teacher, I know the ways to facilitate diverse learners by using various instructional methods.	<i>Strongly agree</i>	4	03	06.00 %	01	02	60.00 %	3.1
		<i>Agree</i>	3	27	54.00 %	17	10		
		<i>Disagree</i>	2	18	36.00 %	06	12		
		<i>Strongly Disagree</i>	1	02	04.00 %	01	01		
4	Being a teacher, I know various forms of content presentation to diverse learners in classroom.	<i>Strongly Agree</i>	4	08	16.00 %	03	05	72.00 %	3.22
		<i>Agree</i>	3	28	56.00 %	18	10		
		<i>Disagree</i>	2	10	20.00%	04	06		
		<i>Strongly Disagree</i>	1	04	08.00 %	00	04		
5	Being a teacher, I know different forms of adaptive assessment.	<i>Strongly agree</i>	4	06	12.00 %	03	03	88.00 %	3.13
		<i>Agree</i>	3	38	76.00 %	18	20		
		<i>Disagree</i>	2	04	08.00 %	04	00		
		<i>Strongly Disagree</i>	1	02	04.00 %	00	02		

Table 6 represents the opinion of the participants given in "Percentages" and "Mean Score" to show the "Awareness and Acceptance toward diversified learner." The table shows that 72.00% of the respondents were agreed with the statement 1 and 28.00 % of the participants were disagreed with the statement. The data reveal that 78.00 % of the respondents are agreed with the statement 2, and 22.00% of the teachers are disagreed with the statement. The data reveal that 60.00 % of the respondents are agree with the statement 3, and 40.00% of the teachers are disagreed with the statement. The data reveal that 72.00 % of the respondents are agree with item 4, and 28.00% of the teachers are disagreed with it. The data reveal that 88.00% of the respondents are agree and strongly agree with the statement 5, and 12.00% of the teachers are disagreed with the statement.

On the other hand mean score determining level of information and understanding among teachers taught diversified learners in an inclusive classroom setting. The researcher found that the whole dimension of educational technologies and inclusion was determined according to the mean score interpretation method as shown in table 6 based on the percentage and mean score interpretation, a detailed analysis of information and understanding levels among teachers in primary schools, shows that the overall highest mean is 3.22 for awareness and acceptance toward diversified learner.

As pointed out in Table 6, the number respondents who answers the statements with an inclination regarding agreed and strongly agree, was substantially batter than those who answered to the statements with a tendency regarding disagree and strongly disagree. For instance, scrutiny of item 5 (Being a teacher, I know different forms of adaptive assessment.) indicates that 44 (88.00%) of the responses belonged to agree and strongly agree, 06 (12.00%) of the responses out of 10. Other statements in table 6 follow the same pattern, and few respondents marked as agree & strongly agree. Thus, it can be assumed that teachers had less awareness and information toward diversified learner and inclusive classroom.

Analysis of research factor Two

The secondt research factor of the current study focused to investigate teachers understanding regarding diversity and inclusive classroom. It means whether they could aware about diversity and accept them, as well as they manage their inclusive classes similar to regular classes or these teachers choose those teaching techniques which facilitated and support in learning process through guidance.

Table 1 shows the respondents' and %ages of answers for every statement relavent to the diversified learners. Statements start with (Being a teacher, I ...) for example, Being a teacher, I utilize continuous internal assessment for evaluation of diversified learner's learning. The details about this description can be seen in the table 7 below.

Table 7 The numbers of participants and the responses in percentage for each statement of the questionnaire related to knowledge of assessment regarding diversified learner.

Statement	Frequency	v	r	% age	Gender		Total % age	Mean Score
					m	f		
1 Being a teacher, I utilize continuous internal assessment for evaluation of diversified learner's learning.	<i>Strongly agree</i>	4	02	04.00 %	02	00	84.00 %	3.00
	<i>Agree</i>	3	40	80.00%	18	22		
	<i>Disagree</i>	2	05	10.00 %	03	02		
	<i>Strongly Disagree</i>	1	03	06.00%	02	01		
2 Being a teacher, I assess the students through formal and informal methods according to the capability of diversified learners.	<i>Strongly agree</i>	4	07	14.00%	04	03	92.00 %	3.39
	<i>Agree</i>	3	39	78.50 %	19	20		
	<i>Disagree</i>	2	02	04.00 %	01	01		
	<i>Strongly Disagree</i>	1	02	04.00 %	01	01		
3 Being a teacher, I understand to improve " learning" of diversified learner's through assessment.	<i>Strongly agree</i>	4	04	08.00 %	03	01	86.00 %	3.09
	<i>Agree</i>	3	39	78.00 %	21	18		
	<i>Disagree</i>	2	06	12.00 %	00	06		
	<i>Strongly Disagree</i>	1	01	02.00 %	01	00		
4 Being a teacher, I understand to make reliable and valid assessment to assess the learners with diversity.	<i>Strongly agree</i>	4	06	12.00 %	03	03	88.00 %	3.13
	<i>Agree</i>	3	38	76.50 %	18	20		
	<i>Disagree</i>	2	04	08.00 %	03	01		
	<i>Strongly Disagree</i>	1	02	04.00 %	01	01		
5 Being a teacher, I report the learning achievement of learners with diversity to their parents.	<i>Strongly agree</i>	4	03	06.00 %	03	00	60.00 %	3.10
	<i>Agree</i>	3	27	54.00 %	13	14		
	<i>Disagree</i>	2	17	34.00 %	07	10		
	<i>Strongly Disagree</i>	1	03	06.00 %	02	01		

Table 7 represents the opinion of the participant were given, indicate in "Percentages" and "Mean Score" to show the "knowledge of assessment toward diversified learner." The table shows that 84.00 % of the respondents were agreed and strongly agreed with the statement 1 and 16.00 % of the participants were disagreed with the statement. The data reveal that 92.00.00 % of the respondents are agree and strongly agree with the statement 2, and 08.00% of the teachers are strongly disagreed and disagree with the statement. The data reveal that 86.00.00 % of the respondents are agree and strongly agree with the statement 3, and 14.00% of the teachers are strongly disagreed and disagree with the statement. The data reveal that 88.00 % of the respondents

are agree and strongly agree with the statement4, and12.00% of the teachers are strongly disagreed and disagree with the statement. The data reveal that 60.00 % of the respondents are agree and strongly agree with the statement 5, and 20.00 % of the teachers are strongly disagreed and disagree with the statement.

On the other hand mean score determining level of information and understanding among teachers taught diversified learners in an inclusive classroom setting. The researcher found that the whole dimension of educational technologies and inclusion was determined according to the mean score interpretation method as shown in table 9 based on the percentage and mean score interpretation, a detailed analysis of information and understanding levels among teachers in primary schools, pointed out that the overall maximum mean score is 3.39 for knowledge of assessment toward diversified learner.

Analysis of research factor three

The third research factor of the present study focused to investigate teacher’s understanding regarding diversified learner’s capacity building & learning environment in an inclusive inclusive classroom. It means whether they could informed and aware about diversity and manage their inclusive classroom similar to regular classes or they could adopt a teaching techniques that allowed for the facilitation of learning through guidance.

Table.1 displays the participants’ numbers and the respective percentages of responses for each questionnaire item related to diversified learners. Every item begins with (Being a teacher, I ...) for example, Being a teacher, I know the different techniques to enhance learning potential of individuals with diversity The details about this description can be seen in the table 1 below.

Table 8 Learner’s Capacity Building and Learning Environment

Statement	Frequency	v	r	% age	Gender		Total % age	Mean Score
					M	F		
1 Being a teacher, I know the different techniques to enhance learning potential of individuals with diversity.	<i>Strongly agree</i>	4	07	14.00 %	06	01	78.00 %	3.17
	<i>Agree</i>	3	32	64.00%	14	18		
	<i>Disagree</i>	2	10	20.00 %	04	06		
	<i>Strongly Disagree</i>	1	01	02.00 %	01	00		
2 Being a teacher, I understand how inclusive classroom participation enhances learning of diversified learners	<i>Strongly agree</i>	4	02	04.00 %	00	02	82.00 %	3.04
	<i>Agree</i>	3	39	78.05 %	18	21		
	<i>Disagree</i>	2	06	12.00 %	04	02		
	<i>Strongly Disagree</i>	1	03	06.00 %	03	00		
3 Being a teacher, I value the role of learners with diversity to create learning climate.	<i>Strongly agree</i>	4	04	08.00 %	31	19	86.00 %	3.09
	<i>Agree</i>	3	39	78.00 %	10	90		
	<i>Disagree</i>	2	06	12.00 %	51	57		
	<i>Strongly Disagree</i>	1	01	02.00 %	14	28		
4 Being a teacher, I take responsibility to establish a constructive learning in an inclusive classroom environment.	<i>Strongly agree</i>	4	08	16.00 %	02	06	84.00 %	3.19
	<i>Agree</i>	3	34	68.00 %	18	16		
	<i>Disagree</i>	2	06	12.00 %	03	03		
	<i>Strongly Disagree</i>	1	02	04.00 %	02	00		
5 Being a teacher, I understand strategies to enhance learning abilities of diversified learners.	<i>Strongly agree</i>	4	06	12.00 %	04	02	96.00 %	3.12
	<i>Agree</i>	3	42	84.00 %	20	22		
	<i>Disagree</i>	2	01	02.00 %	01	00		
	<i>Strongly Disagree</i>	1	01	02.00 %	00	01		

Table 8 represents the opinion of the participant given in “Percentages” and “Mean Score” to show the “Knowledge of “Learner’s Capacity Building and Learning Environment.” The table shows that 78.00% of the respondents were agreed and strongly agreed with the statement 1 and 22.00 % of the participants were disagreed with the statement. The data reveal that 82.00 % of the respondents are agree and strongly agree with the statement 2, and 18.00 % of the teachers are strongly disagreed and disagree with the statement. The data reveal that 86.00 % of the respondents are agree and strongly agree with the statement 3, and 14.00 % of the teachers are strongly disagreed and disagree with the statement. The data reveal that 84.00 % of the respondents are agree and strongly agree with the statement4, and 16.00 % of the teachers are strongly disagreed and disagree with the statement. The data reveal that 96.00 % of the respondents are agree and strongly agree with the statement 5, and 04.00 % of the teachers are strongly disagreed and disagree with the statement.

On the other hand mean score determining level of information and understanding among teachers taught diversified learners in an inclusive classroom setting. The researcher found that the

whole dimension of “Learner’s Capacity Building & Learning Environment” was determined according to the mean score interpretation method as shown in table 9 based on the percentage and mean score interpretation, a detailed analysis of information and understanding levels among teachers in primary schools, shows that the overall highest mean score is 3.19 for information and understanding of learner’s capacity building & learning environment.

Analysis of research factors four:

The fourth question of the present research focused to find out teachers understanding and knowledge regarding “Educational Technologies and Inclusion” and inclusive classroom. It means whether they could informed and aware about diversity and manage their inclusive classroom similar to regular classes or they could adopt a teaching techniques that allowed for the facilitation of learning through guidance. They could choose different teaching techniques which facilitate learning activities through guidance.

Table 9 shows the respondents’ and the %ages of answers for every statements relatvent to diversified learners. Statements begin with (Being a teacher, I ...) for example, Being a teacher, I understand the importance of educational technologies and communication skills in teaching process. The details about this description can be seen in the table 9 below.

Table 9 Educational Technologies and Inclusion

Statement	Frequency	v	r	% age	Gender		Total % age	Mean Score
					M	F		
1 Being a teacher, I understand the importance of communication skills in teaching process.	<i>Strongly agree</i>	4	08	16.00 %	06	02	90.00 %	3.11
	<i>Agree</i>	3	37	74.00 %	14	23		
	<i>Disagree</i>	2	02	04.00 %	02	00		
	<i>Strongly Disagree</i>	1	03	06.00 %	03	00		
2 Being a teacher,, I know how to operate educational technologies in an inclusive classroom.	<i>Strongly agree</i>	4	07	14.00 %	05	02	90.00 %	3.08
	<i>Agree</i>	3	38	76.00 %	16	22		
	<i>Disagree</i>	2	03	06.00 %	03	00		
	<i>Strongly Disagree</i>	1	02	04.00 %	01	01		
3 Being a teacher, I know the effective use of information communication and technologies in an inclusive classroom.	<i>Strongly agree</i>	4	07	14.00 %	03	04	96.00 %	3.14
	<i>Agree</i>	3	41	82.00 %	21	20		
	<i>Disagree</i>	2	01	02.00 %	01	00		
	<i>Strongly Disagree</i>	1	01	02.00 %	00	01		
4 Being a teacher, I understand the importance of art and craft work in an inclusive classroom.	<i>Strongly agree</i>	4	08	16.00 %	07	01	96.00%	3.14
	<i>Agree</i>	3	40	80.00 %	16	24		
	<i>Disagree</i>	2	02	4.00 %	02	--		
	<i>Strongly Disagree</i>	1	00	00.00%	--	--		
5 Being a teacher, I understand to appreciate the cultural diversity in an inclusive classroom.	<i>Strongly agree</i>	4	12	24.00 %	67	51	80.00 %	3.30
	<i>Agree</i>	3	28	56.00 %	13	12		
	<i>Disagree</i>	2	06	12.00 %	00	15		
	<i>Strongly Disagree</i>	1	04	08.00 %	01	08		

Table 9 represents the opinion of the respondents was given in “Percentages” and “Mean Score” to show the knowledge regarding “Educational Technologies and Inclusion” The table shows that 90.00 % of the participants are agreed with the item 1 and 10.00 % of the participants disagreed with the statement. The data reveal that 90.00 % of the participants are agreed with the item 2 and 10.00 % of the teachers are strongly disagreed and disagree with the statement. The data indicate that 96.00% of the participants were strongly agree and agreed with the statement 3, and 04.00 % of the participants do not support the statement. The data reveal that 96.00% of the teachers, teaching diversified learners in inclusive classroom are strongly agreed and agreed with the statement 4, and 04.00% of the participants do not support the statement. The data reveal that 80.00 % of the teachers, teaching diversified learners in inclusive classroom are strongly agreed and agreed with the statement 5, and 20.00 % of the participants do not support the statement.

On the other hand mean score determining level of information and understanding among teachers taught diversified learners in an inclusive classroom setting. The researcher found that the whole dimension of “Learner’s Capacity Building & Learning Environment” was determined according to the mean score interpretation method as shown in table 9 based on the percentage and mean score interpretation, a detailed analysis of information and understanding levels among teachers

in primary schools, shows that the overall highest mean score is 3.3 for information and understanding of learner's capacity building and learning environment.

Results

There are some specified key factors that are supported as conceivable techniques for delivering effective instruction to the learners with diversity. These are:

Knowledge toward Inclusion,

As showed in Table 6, the number of respondents who answered to the statement with an inclination regarding agreed and strongly agreed, was substantially better than those who answered to the statement with a tendency regarding the disagree and strongly disagree. For instance, scrutiny of item 5 (Being a teacher, I know different forms of adaptive assessment.) indicates that 44 (88.00%) of the responses belonged to agree and strongly agree, 06 (12.00%) of the responses out of 10. Other statements in that table follow the same pattern, and few respondents marked as agree & strongly agreed. Thus, it can be assumed that these teachers had less awareness and information regarding diversified learner and inclusive classroom.

Awareness and Acceptance toward diversified learner

As pointed out in Table 7, the respondents who answered the statements with an inclination regarding agreed and strongly agreed were substantially better than those respondents who answered the statements with a tendency regarding disagreed and strongly disagreed. For instance, scrutiny of item 5 (Being a teacher, I assess the students through formal and informal methods according to the capability of diversified learners.) indicates that 45 (92.00 %) of the responses belonged to agree and strongly agree, 05 (08.00%) of the answers belonged to the disagree and strongly disagree. Other statements in the table 7, follow the same pattern, and some participants marked scale of agree & strongly agree. Thus, it can be assumed that these teachers had less awareness and information regarding diversified learner and inclusive classroom.

Educational Technologies and Inclusion

As pointed out in Table 8, the respondents who answered the statements with an inclination regarding agreed and strongly agreed were substantially better than those respondents who answered the statements with a tendency regarding disagreed and strongly disagreed. For instance, scrutiny of item 5 (Being a teacher, I understands strategies to enhance learning abilities of diversified learners.) indicates that 48 (96.00 %) of the responses belonged to agree and strongly agree, 02 (04.00%) of the answers belonged to the disagree and strongly disagree. Other statements in the table 8, follow the same pattern, and some participants marked scale of agree and strongly agree. Thus, it can be assumed that these teachers had less awareness and information regarding diversified learner and inclusive classroom.

Learner's Capacity Building & Learning Environment

As pointed out in Table 9, the respondents who answered the statements with an inclination regarding agreed and strongly agreed were substantially better than those respondents who answered the statements with a tendency regarding disagreed and strongly disagreed. For instance, scrutiny of item 5 (Being a teacher, I understands strategies to enhance learning abilities of diversified learners.) indicates that 48 (96.00 %) of the responses belonged to agree and strongly agree, 02 (04.00%) of the answers belonged to the disagree and strongly disagree. Other statements in the table 8, follow the same pattern, and some participants marked scale of agree and strongly agree. Thus, it can be assumed that these teachers had less awareness and information regarding diversified learner and inclusive classroom.

Discussion

These general education teachers are now required to deal with issues and offer solutions to difficulties brought about learners with diversity, which may have a range of ability levels and anticipated to generate issues. Inclusive education needs different, specific and a large vision for professionalism for teachers. The teachers are required to understand that there is diversity in the classroom thus different needs for these diversified learners will have different requirements, and they should be catered to. Every teacher who takes interest to teach in an inclusive classroom must know three most important educational aspects for the inclusion: (Sharma, 2015)

- Quality:** Offering meaningful and functional learning
- Equality:** Promoting equal opportunities for everyone.
- Equity:** Responding to the needs of diversified learners.

In schools, where inclusive education is implemented, there teachers are highly active, have plenty of interactions and roles being played, in comparison to the conventional classroom, learning is emphasized over teaching. Teachers are now compelled to establish circumstances that promote a learner's learning potential (Kochhar-Bryant, 2000) In present era, a conventional classroom teacher is seen as a "thoughtful professional" who can understand the connection between learning and teaching (Kochhar-Bryant, 2000). Therefore, it is crucial that general education class teachers possess the necessary information, abilities and attitudes in order to carry out their new tasks and obligations.

Teachers are improving their expertise in classroom management skills so that more time can be dedicated to teaching techniques: becoming more knowledgeable about how to teach mixed-ability classes; about innovative teaching techniques like cooperative learning or "whole language" approaches to learning, becoming able to adapt the different learning styles (Hargreaves, 1992). Teachers can boost their students' learning chances by paying close attention to all of these factors. Teachers from regular education should have understanding about the different learning styles and also know the motivational patterns of learners with different potential and capability (Mastriopieri, 2010).

It is necessary that teachers have knowledge regarding available resources which can be helpful during the teaching to diversified learners and learner assimilate the given information easily in a regular classroom. In this regard researches pointed out those different teaching techniques are needed to the teacher in order to accommodate learners with diversity in inclusive classroom setting (Vaughn, 2012). These teaching techniques are applied to behavior analysis cooperative learning, peer tutoring, and mastery learning.

In 2010 CEC (Council for Exceptional Children) validated and developed a common core of minimum essential skills and knowledge which are necessary for newly inducted as a professional practice in special education. "The common core approaches include:- philosophical , historical background (perspective and legal foundations of special education); diagnosis the disability, assessment techniques, evaluation and particularly learner's characteristics; planning and managing the learning environment; managing learners behavior and their social interaction skills; instructional content and practice; teachers communication skill, collaborative partnerships with other professionals; ethical practices and professionalism." While all these are core skills for inclusive education teacher.

Conclusion

In conclusion, enrolling diversified learners in general education classrooms or institutions is not the only method to guarantee their educational equity and integration. It implies that there are no longer any barriers, either physical or psychological, separating these learners from the others. Teachers who use the traditional mode and standard teaching approach are inclined to view these learners as incompetent, challenging to manage, difficult to handle, incapable, or simply deserving of segregation and enrolled into special education institutions. Diversified learners needs acceptance at school as well as at home. They required "restriction free environment", modified teaching practices, teaching aids, modifiable curriculum, system of assessment and evaluation. It is necessary that a teacher working in an inclusive classroom become sensitive, sympathetic and self accountable for enhancing the learning and participation of all learners in their classroom.

For this purpose, teachers required to enhance their knowledge that comprise basic components "awareness and acceptance" and "skills" (pedagogical techniques) to encourage and to teach equitably the learning of all learners. Moreover, Teachers must be able to pursue and put into practice the support of other individuals who can serve as useful resources in inclusive education, such as parents, support staff, and communities, as well as to not ignore the essential ones. Therefore, achieving inclusive education in its truest sense requires to understanding the diversity of each individual, realising that each individual has potential and strengths, emphasising individualised instruction, finding innovative solutions of issues, developing problem-solving skills, and fostering a sense of teamwork.

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