

Educational Environment and Teacher Performance in the Context of Special Education Institutions in Pakistan: A Review Paper

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Abstract

This review synthesizes key insights to improve special education practices and foster inclusive education, especially within the context of Pakistan. The review highlights the significance of tailored approaches, cooperative methods, and instructional techniques grounded in evidence, including explicit teaching and Universal Design for Learning (UDL). Integrating technology, which involves assistive technologies and educational applications, is considered essential for enhancing learning experiences. Partnerships between home and school, along with early intervention, are crucial elements for providing consistent support. The review emphasizes the importance of teacher professional development that centers on inclusive methods and tailored teaching approaches, as well as a supportive educational setting and assessments tailored to individual needs. To achieve equitable learning opportunities, it is essential to implement substantial policies, allocate necessary resources, and adopt a holistic approach to overcome systemic obstacles.

Keywords: Inclusive Education, Special Education, Teacher Training, Pakistan, Educational Reforms

1. Introduction

The educational environment within special education institutions in Pakistan plays a pivotal role in influencing teacher performance and the overall efficacy of inclusive education. Teachers are central to fostering inclusive practices, which involve adopting innovative pedagogical strategies, cultivating positive attitudes toward inclusion, and leveraging evidence-based training to enhance

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teaching effectiveness. This review aims to explore these critical aspects and examine their implications for teacher performance in the context of special education institutions in Pakistan.

1.1. Inclusive Educational Environment

An inclusive educational environment is essential for supporting students with special educational needs (SEN). This entails organizing activities that promote essential life skills, such as communication and self-care, as evidenced by the successful application of Montessori methods in elementary schools (Bilavych et al., 2022). Differentiated instruction and individualized education plans (IEPs) are vital strategies that enable teachers to tailor their teaching methods to the diverse needs of SEN students, ensuring their active participation in classroom activities (Damyanov, 2024).

1.2. Teacher Attitudes and Training

Teacher attitudes influence their practices and effectiveness as well as status of integration for learners with disabilities. One should also note that positive attitudes can be developed with special training programs that focus on incorporation issue, as well as that offer step-by-step instructions on how to incorporate them (Yaraya et al., 2018). Research-based dialogic training interventions have been found to positively affect teachers' capacity to develop discussion-based SEN students' classroom participation and peer group social inclusion interactions and experiences (Rodríguez-Oramas et al., 2021).

1.3. Challenges

However, these inclusive strategies have the following challenges that hamper their implementation; inadequate resource, lack of trained staff, and polices. These are the barriers that require constant training of the pharmacy professionals, as well as support from institutions in order to remove them. Practical activities in the school context can contribute to creating positive attitudes towards learner differences and help teachers connect their practice to reflect on concern with inclusion hence promoting their efficiency in teaching special needs students (Damyanov, 2024). Pakistan special education institutions have the responsibility to fulfil the educational requirement of disable children since they fail to receive adequate attention in normal school systems (Farooq, 2012). These institutions offer services for children with hearing, visual, physical and intellectual disability (Farooq, 2012; Pakistan Ministry of Women Development, Social Welfare & Special Education, 2002). However, several limitations affect their scope:

Limited Reach and Resources: According to Farooq (2012), special education schools are established mainly in urban areas and few children who live in rural areas can access special services. Besides, many of these schools do not have appropriate structures, functional amenities, and supportive technology (Khan & Anwar, 2023).

Outdated Practices and Curriculum: In many cases, there is a use of traditional and ineffective teaching learning techniques and lack of appropriate curriculum and course content based on the learning needs of all students (Kanwal & Bashir, 2022). For instance, there are some schools that deprive learners with hearing impairment of subjects such as science (Akram & Bashir, 2012).

Lack of Trained Teachers: The current literature reveals that many teachers are unprepared to teach learners with disabilities and implement the principles of inclusion, differentiation, and the use of ICT (Smith & Green, 2004; Akram & Bashir, 2012).

Inadequate Assessment Practices: The system's weakness is that its operating model in the education of children is a medical model adapted to identifying learning difficulties and deviations in children based on their deficits, excluding environmental conditions (Palla, 2022). It limits

admission to children with certain disabilities while denying others the right to education support, they need (Punjab Special Education Policy, 2020).

Social Stigma: Prejudice against special needs children reduces their acceptance in society and their chances of getting an equal chance of education (Social Stigmatization of Special Needs Children 2022; Ott, 2015). Such challenges call for increased concern about inclusive education for children with disabilities in Pakistan, with a view to facilitating their education in the mainstream school so that they are offered maximal support and fully integrated gadgets (Khan & Anwar, 2023; Pakistan Ministry of Women Development, Social Welfare & Special Education, 2002). Therefore, this review emphasizes the importance of an educational environment that influences teacher performance in special education institutes in Pakistan. By analyzing the information in the existing body of literature, the paper can answer questions regarding the issues and possibilities of promoting equity for learners with disabilities in education. Do the results support the necessity of professional training and educational funding?

Maintenance of favorable organizational environments. This review seeks to give policy suggestions on raising teacher standards and increasing the quality of education for children with learning disabilities.

2. Objectives

Content: Clearly state the objectives of the review paper.

Objectives:

1. To identify and analyze theoretical frameworks commonly used in studies on special education institutions.
2. To synthesize findings on the challenges and opportunities related to teacher performance in these institutions.
3. To evaluate research methodologies and highlight gaps in the existing literature.
4. To propose actionable recommendations for improving teacher performance and the educational environment.

3. Theoretical Frameworks in Special Education Research

Principles are significant in the guidelines of research in special education, as such frameworks present different viewpoints for teaching and learning issues that have always come with a number of challenges. These frameworks do not only apply to research and its design but also help in crafting suitable education practices.

3.1. Equitable Collaboration Framework

In analyzing the state of the affairs of parent-professional relationships in the special education setting, the Equitable Collaboration Framework by Ishimaru et al. (2016) is helpful. This framework highlights three critical principles:

Power Dynamics explores the distribution of power in relationships and differentiates between power-over and power-with frameworks so that the effect of power on the mutual work process can be examined, with the goal of finding ways to promote partnership.

Levels of Intervention: This principle helps distinguish between micro- and macro-level analysis of stakeholder involvement and can be applied to analyze both personal behaviors and structural transformations.

Directionality of Relationships: It determines whether the relationships are one-way or two-way, but they argue that parent skills and assets should be appreciated and thus considered for institutional change.

Relevance: Related to this framework is especially useful for studying specific cultural perceptions related to family involvement and cooperation. It directs research to practical ways of fostering parental partnership among professionals.

3.2. Constructionist research methodology, specifically Constructivist Grounded Theory. Categorically, Co-Grounded Theory combines Constructivism with Grounded Theory in that there are many constructions of knowledge and social worlds. This framework combines deductive and inductive analysis of data collected during practice-based projects.

Inductive and Deductive Approaches: This method allows the researcher to discover additional themes while analyzing them against existing theories.

Data Analysis: The data generated are analyzed using a constant comparative approach, in which the information gathered is coded to arrive at focused codes, categories, and themes.

Relevance: Constructivist Grounded Theory is indeed useful in studying rich contexts of social phenomena in special education and helping construct rich meanings for participants' experiences. This theory is useful to develop theories direct from the data, instead of relying solely on the existing theories.

3.3. Equity Theory

Equity Theory postulates justice in education operations and policies, which means that good quality education should be provided for every student regardless of his or her status and capability.

Access and Participation: This theory ensures that students in their early learning age get resources, access, and participation in quality learning activities. It calls for inclusionary education based on the varied students' needs.

Relevance: Equity Theory is a significant framework used in designing and implementing inclusive education policies and research strategies. It investigates obstacles to fair education and finds solutions to reduce inequities. It stresses the innovative approaches and services required to support every child's optimum learning.

These two theories provide essential paradigms of research in special education. The Equitable Collaboration Framework is helpful in the process of developing sound relationships between the family and practitioners. Constructivist Grounded Theory is appropriate for developing theoretical constructs closely related to specific contexts to improve the analysis of profound social phenomena. Equity Theory guides research for equitable distribution of quality education for all learners, particularly those with disabilities. When using these frameworks, the researchers can design better and more suitable intervention strategies to enhance learning achievement.

4. Research Methodologies in Reviewed Studies

Methodology	Source	Purpose	Strengths	Limitations
Equitable Collaboration Framework	A Study of Latina Mothers... (2022)	Analyze relationships of between parents and professionals, focusing on power dynamics, intervention levels, and reciprocity.	Highlights power imbalances for equitable partnerships. Focuses on systemic, individual changes. Culturally responsive and values family engagement.	- Time-intensive trust-building. - Context-specific findings, limiting generalizability. - Hard to measure reciprocity. - Challenging implementation in deeply unequal settings.

Methodology	Source	Purpose	Strengths	Limitations
Constructivist Grounded Theory	Latina Mothers..., 2022; The Role of Resource Centers..., 2023	Generate theories from data using inductive and deductive approaches, allowing multiple interpretations of social realities.	<ul style="list-style-type: none"> - Context-specific theory generation. - Systematic coding improves rigor. - Balances inductive and deductive analysis. - Captures nuanced participant experiences. 	<ul style="list-style-type: none"> - Time-intensive iterative process. - Requires skilled researchers. - Context-specific findings limit generalization. - Potential researcher bias in applying existing theories.
Equity Theory	Promoting Inclusion..., 2023	Ensure fair access to quality education by providing tailored resources and support to achieve equitable outcomes.	<ul style="list-style-type: none"> - Emphasizes fairness and justice. - Highlights need-based support. - Promotes inclusive practices. - Identifies barriers to equity. 	<ul style="list-style-type: none"> - Measuring equity is subjective. - Implementation hindered by resource constraints. - Requires systemic changes. - May face resistance to equitable practices.
Thematic Analysis	Encouraging Factors... (n.d.); Inclusive Education..., 2023	Identify patterns and themes within qualitative data.	<ul style="list-style-type: none"> - Flexible and adaptable. - Provides rich, descriptive insights. - Highlights similarities and differences. - Relatively easy to implement. 	<ul style="list-style-type: none"> - Subjectivity in interpretation. - Time-consuming with large datasets. - Over-categorization risks losing nuanced data. - Researcher biases can influence findings.
Phenomenology	Special Education Teachers... (n.d.); Role of Resource Centers..., 2023	Explore shared lived experiences and of identify the essence of a phenomenon.	<ul style="list-style-type: none"> - Deep understanding of experiences. - Context-specific insights. - Richness of human perception. - Highlights 	<ul style="list-style-type: none"> - Limited generalizability. - Labor-intensive data collection. - Researcher biases can affect findings. - Requires advanced analytical skills.

Methodology	Source	Purpose	Strengths	Limitations
			subjective viewpoints.	

5. Key Themes in Literature

5.1. Challenges in Special Education Institutions

Pakistan's education system is severely disadvantaged, negatively influencing learning and development processes. Among the priorities that face significant challenges are problems such as low levels of access to education, low quality, short supply of adequate facilities and infrastructure, and socioeconomic status factors. These challenges call for policy and funding measures accompanied by community initiatives.

- Currently, about 16 percent of children 5-16 years old are not in school, and this number depends on socio-economic class and culture (Khalid, 2023).
- Girls seem to be the most affected by education barriers-based cultural norms and the lack of adequate resources (Ullah & Khan, 2023).
- Equity of education differs significantly, but the majority of these institutions are reported to have either no qualified teachers or limited resources (Akram, 2020).
- In order to improve performance, educational curriculum developments and teacher training are recommended.
- Poor infrastructure is prevalent in many learning institutions and influences the learning environment (Ullah & Khan, 2023).
- Funding in school infrastructure is important to cater for the increased number of students (Danish et al., 2024).
- The education system reinforces socio-economic injustice, hindering marginalized groups' chances (Akram, 2020).
- These gaps could be filled through public-private partnerships, which, if formed, would have supplementary funding and support (Ullah & Khan, 2023). include limited access to education, inadequate quality, insufficient infrastructure, and socio-economic disparities. Addressing these issues requires a multifaceted approach involving policy reforms, increased funding, and community engagement.

5.1.1 Limited Access to Education

- Approximately 16% of children aged 5-16 are out of school, primarily due to socio-economic and cultural factors (Khalid, 2023).
- Girls face exceptionally high barriers to education, exacerbated by traditional norms and economic constraints (Ullah & Khan, 2023).

5.1.2 Quality of Education

- The quality of education varies significantly, with many institutions lacking trained teachers and adequate resources (Akram, 2020).
- Curriculum improvements and teacher training are essential to enhance educational outcomes (Danish et al., 2024).

5.1.3 Infrastructure Challenges

- Many schools suffer from poor infrastructure, which affects the learning environment (Ullah & Khan, 2023).
- Investment in educational facilities is crucial for accommodating the growing student population (Danish et al., 2024).

5.1.4 Socio-Economic Disparities

- The education system reflects broader socio-economic inequalities, limiting opportunities for marginalized groups (Akram, 2020).
- Public-private partnerships could help bridge these gaps by providing additional resources and support (Ullah & Khan, 2023).

However, other authors point to these challenges as the major ones, which might indicate that reform is possible if stakeholders continue investing and seeking ideas to change the education system in Pakistan.

5.2. Contextual and Cultural Factors

The role of culture in teaching, the attitudes of teachers and students toward exceptionalism, and the availability of teaching resources are extensive.

5.2.1 Cultural Norms

Perceptions of Exceptionality: Cultural norms and expectations vary in every community, so what is typical and what is not also varies. Exceptionality has been defined differently by society, peers, and/or family.

Cultural Values: Culture plays a big positive role in the interaction between teachers and parents. For instance, sharing and exchanging favors is an important cultural practice among some Latinx users as a reflection of the roles that depict family affiliations. These values can decide how families see the special education programs and their participation.

Communication Styles: Differences in cultural clash behavior greatly hinder communication between teachers and families. The inability to communicate fluently due to the limited use of communication mediums is a major factor that makes it difficult to form a healthy partnership between two companies.

Inclusion and Diversity: Therefore, the acceptance of inclusive education is due to eliminating barriers, such as attitudes and values, with which diversity is associated.

Teacher Competencies: A teacher must have sociocultural competencies and self-development to increase their understanding of culturally diverse students (Falloon, 2020).

Equitable Practices: Writing classroom practices include valuing diversity, forming a group, and practicing tolerance to accept all students (Abildina et al., 2020).

5.2.2 Socioeconomic Contexts

Resource Availability: Socioeconomic status defines the funding the school and the teachers receive to facilitate its functions (Ashraf & Ismat, 2016). Education facilities in poor districts have poor availability of teaching resources, assistive technologies, and even poorly maintained infrastructures.

Teacher Training: Most teacher training programs do not equip teachers with adequate knowledge of how to interact with families from diverse backgrounds, let alone from disadvantaged backgrounds.

Parental Engagement: Studies indicate some demographic influences on the level of parents' participation in school affairs (Barnard, 2004). He was able to identify some difficulties of parents from marginalized communities, like being unable to communicate in English, coming by private means, or because of their working schedule.

Access to Education: Socioeconomic factors affect the allocation of quality education and facilities for students with disabilities.

Teacher's Role: Indeed, scholars have posited that socioeconomic status influences how teachers perceive their roles and duties toward scholars.

5.3. Impact on Teaching Practices

Pedagogical Choices: In fact, teaching approaches may vary depending on the context, the content, the general learning level of students, and the learning requirements of the students. Special education teachers may prefer need-based teaching techniques such as demonstrations,

drills, task analysis, and activity techniques. On the other hand, inclusive education teachers may use lecture-based techniques.

Instructional Strategies: It is crucial to understand the cultural and socioeconomic conditions that affect the instructional practices that are used. Student diversity may require teachers to learn how to teach culture to students so that they understand students from different cultural backgrounds.

Classroom Management: Lecturers may also encounter specific difficulties related to their tasks and responsibilities in multicultural contexts when students have different needs. Student behavior and motivation should be linked to their socioeconomic conditions.

Assessment: Teachers should be able to make necessary changes in learners because societies' cultures and economic standards are not flexible enough for traditional modes of assessment.

Teacher-Student Relationships: Twenty teachers provided input about their interactions regarding the cultural and socioeconomic determinants. In this civil manner, we can ensure that teachers who respect students, show empathy, and make genuine requests when viewing student backgrounds will be of more value than mere orders.

5.4. Teacher-Parent Partnerships

Reciprocal Relationships: Haines et al. (2017) describe a home-school partnership model focused on the partnership based on the mutual of parents and teachers, where both are expected to put in their best and share knowledge and information. When one is in a position to engage with customers directly, he or she needs to communicate often and, in both directions, which should be supported by the ideal of shared tactics and mutual reverence.

Power Dynamics: It is because of the current traditional systems of power relations in which the educators have total control units the formation of the partnerships. Inequalities in power distribution of the partnership have been demonstrated to result in better outcomes (Ishimaru et al., 2016).

Language and Communication: Lack of language in communication limits the possibility of developing good home-school relationships. Families must be provided with bilingual employees and interpreters to help schools maintain effective communication.

5.5. Addressing Challenges

Professional Development: Assuming personal practical knowledge, teacher training programs should, therefore, be designed to enhance multicultural understandings, practitioner classifications, and teaching ability. In training, leaders should promote community with families, focusing on teamwork, communication, and relationships (Bartels & Eskow, 2010).

Culturally Responsive Practices: This means that teachers should apply cultural sensitivity in the classroom and respect cultural differences in their prejudices.

Equitable Resources: Schools also have to ensure that all kids, poor and otherwise, have the things they require in their learning process.

First of all, and in summary, the teaching practices and the relationships between teachers and students depend on cultural barriers and socioeconomic factors. This paper is helpful in describing the various elements that influence students and educators, thus helping them to design better learning environments for learners from diverse backgrounds. Cultural competency, family engagement, and fair education practices are important for teachers to understand to help all kids succeed.

5.6. Innovative Practices

The strategies and interventions used in special education are complex and comprehensive, considering individual needs and collaborative considerations, and based on researched and evidence-based frameworks (Fazil et al., 2023). All these strategies are intended to increase learner participation, learning achievement, and participation in learning environments. IEP is important to support teachers in delivering instruction that fits the student (Khan & Tsuchiya, 2023).

Coordination is present in IEPs since an integrated service plan is provided that involves more than one team member. They are applied to assist teachers in identifying the starting point, content selection, time required, and assessment. Finally, co-teaching as well as teaching in pair and in group also have an important factor in inclusion (Byrd & Alexander, 2020). The actual insertion of the general as well as special education teacher on the same classroom is known to have more student benefits as identified by Otis-Wilborn et al. (2005). This model can take many forms, including: One person teaches; one person supports; station teaching; parallel teaching; alternative teaching; team teaching. For instance, the shuttle technique permits small group teaching, which may be helpful to some children for additional practice, extension, or extension. Integrating of special and general education teachers can result to increased opportunities for integration of learners with disabilities (Jahan & Fatima, 2020). This collaboration entails planning, instruction and assessment since they are key to teaching for diverse student needs (Fazil et al. 2023). The preservice teachers must also be empowered on how to collaborating with the parents (Anderson-Butcher & Ashton, 2004). Universal Design for Learning (UDL) involves designing for variability from the ground up and being a more fluid approach to curriculum, instruction and assessment (Smith & Williams, 2017). In assisting to teach students, UDL employs multimedia support, and classroom activities which can suit the diverse learning abilities of the students. It guarantees learners equal opportunity to learn and recognizes the fact that no mode of delivery of information or delivery of the information will suit all learners. Teachers can teach in many methods whereby they include: white boards, demonstrations, role play, games, use of manipulatives or object building. Teacher skills and approaches are also critical in this circumstance. The kind of instruction that can be incriminated is direct teaching during instruction, besides displaying positive reinforcements, which can assist specific learner impairment (Hughes et al., 2017). Special education teachers quite frequently incorporate demonstration, drill, task analysis, and activity techniques to accommodate student needs in comprehending an idea or concept. Directions couched in clear and accurate language and supported by visualization aids are helpful; sure, students may require real-life objects. The tasks can be divided into parts for some learners; simultaneously, the tasks can be more complex for others (Jahan & Fatima, 2020). Other structures are also possible, such as peer or buddy systems. Teachers should not categorize students; they should develop mixed groups. Technology can also aid teaching in special education classes (Jameel et al., 2022). Complex presentation of material through multimedia, including videos, subtitles, or sign language, still makes the presentation of learning material quite possible (Alieksieieva et al., 2018). Application and games in education can improve language skills (Jameel et al., 2022). Organizations have called for assistive technologies to help and supplement student learning. Young children with Disabilities should receive early intervention (Franck, 2021). Problems may worsen if a child is left for a longer period without getting to school or is promoted to higher classes without receiving enough attention. Parings are crucial in the determination of students' performance. Both teachers and parents can implement the same strategies and use similar materials, and students have the same academic vocabulary and behavioral conduct at home and in school. An interaction between the teachers and the parent is necessary to improve the child's performance. Information sharing between parents and teachers might be text messages (Sana & Ahmad, 2022). Some schools are forced to employ people who can speak both the teacher's and the student's native language to ease communication constraints. Professional development and training are needed in education. There is a need to ensure that training curriculum and practice revolves around such principles as instructional pedagogy, differentiation, and inclusion. Training should include teaching topics, strategies, handling of children's misconduct, and how to include children in activities. Teachers can benefit from workshops and seminars to handle problems in inclusive education classrooms. Cultural competence and awareness of diverse students are also important to the growth of teachers (Byrd

& Alexander, 2020). Inclusive education needs a favorable classroom climate (Jahan & Fatima, 2020). Teachers should go a step further to embrace each child, which should mean embracing each child as he or she is. Both individual and group work with the child is described as the optimal learning model for students with disabilities. Hence, assessment must be made to meet the needs of diversity. The sources provided can recommend individualized strategies such as checklists or rubrics in the classroom to determine students' progress. Low-stakes and often implemented tests could provide the basis for changes in instructional methods (Ciullo et al., 2016). Ultimately, empirical treatment strategies stress individualized student accommodations, cooperation, and knowledge of evidence-based practices by teachers of special education (Fazil et al., 2023). The following strategies help when it comes to the provision of a proper and proper educational setting that disabled students need in their educational settings:

6. Research Gaps and Future Directions

A recent body of work addressing educational contexts and teacher output in special education schools in Pakistan has emerged with some serious shortcomings, notably in terms of time influence and policy perspective. These gaps prevent any detailed evaluation of the efficacy of educational approaches and policies over time.

6.1 Lack of Longitudinal Studies

The majority of research is cross-sectional, which offers a static picture of educational practices and achievement in contrast to a dynamic picture (Mirza et al., 2023).

Developmental research is important for measuring the impact of policies and practices, as well as the necessary instructional strategies, on learners' performance and teachers' growth.

6.2 Insufficient Focus on Policy Impacts

Research conveniently tends to focus on the analysis of the current educational policies yet fails to assess how these policies are executed in actual educational environments (Kamran & Bano, 2023; Khan et al., 2023).

There is a shortage of research that scrutinizes policies and evaluates how they influence classroom practices and teacher performance over time.

6.3 Demand for Global Integer Valuations

Contemporary research concerns discussed are, for instance, that there is insufficient funding and teacher training but fails to review these deterministically in the context of the impact on learning (Jahanzaib et al., 2024; Shah & Jabeen, 2024).

Future studies should employ both qualitative and quantitative methodologies to explore more possibilities for presenting the current educational environment.

Of course, the limitations mentioned raise several questions and point to a set of important directions for further research that might contribute to the development of efficient educational policies and practices in special education.

6.4 Significant Barriers to Effective Education in Pakistan:

There are four key areas of systematic weakness in education in Pakistan: Deficiency in curriculum development, skill training, and result evaluation. Solving these problems presupposes the critical analysis of the literature and the realization of specific changes in higher education systems (Noor et al., 2024).

7. Implications for Policy and Practice

Based on the analysis of the questionnaire, some practical suggestions can be given for improving teacher performance and the educational environment. These include Professional development, Lightening the teaching load, and Improving the Educational facilities.

7.1 Professional Development

Continuous Professional Development (CPD): There is a strong need to develop and enact procedures for upgrading the professional competency of teachers, practicing them recurrently, and revising them. Such programs should correspond to the competency standards of special

education teachers and trainers (Rahman, 2014) and should stress the “continuum of learning opportunities.”

Specialized Training: Teachers must be trained to improve teaching techniques, such as using SIPs and other teaching tools. They must also be trained to handle communicatively impaired children, especially those with hearing impairments. More emphasis should be laid on how the curriculum can be changed (Jahanzaib et al., 2021) and what content is better to use to achieve the intended learning outcomes.

Evidence-Based Practices: Continuing education ought to promote the use of research-based teaching practices, high-quality instruction (Goddard et al., 2015), and, differentiated instruction (Akpan & Beard, 2016).

Curriculum and Content: Special education teachers must be prepared on the general education curriculum content and how they teach those content. In particular, special education teachers require professional development for bolstering curricular modifications for students (Kemple et al. 1994).

7.2 Reduced Teacher Workload

Utilize Technology: Utilise ICT to allow administrative processes to be far more efficient therefore the subject teacher is not burdened with aspects such as IESPs.

Address Staff Shortages: Hire more teachers and related professionals and reduce workloads and increase productivity (Billingsley, Carlson and Klein 2004).

Review Initiatives: Check previous commitments and cut or modify irrelevant plans and strategies according to the school’s current objectives.

Class Size: Provide an ideal class size which will help prevent student multiplicity, as well as teacher multiplicity situations.

7.3 Enhanced Infrastructure

Appropriate Resources: Ensure that every teacher is equipped with necessary teaching resources, accommodation for assistive teaching tools and learning materials that accommodate learner’s disabilities.

Improved Facilities: Upgrade the facilities of schools and guarantee the provision of good window flow, electric lighting, and cross ventilation (Liu et al. 2021).

Technology Infrastructure: Enhance the technological environment of organizations for purposes of embracing technologies. The following instructional devices, as well as technological tools, must be supplied (Uygarer & Uzunboylu, 2017):

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Curriculum and Content: Special education teachers must be prepared on the general education curriculum content and how they teach those content. In particular, special education teachers require professional development for bolstering curricular modifications for students (Kemple et al. 1994).

Collaborative Practices: Enhance teacher training especially in models of co-operation between teachers in special schools and inclusion schools. Promote collaborative teacher pairs and teams so that they can plan their work together, and provide instruction, as well as assessments as a team.

Technology Integration: Gain knowledge of effective instructional practices and other relevant innovative technologies in order to improve abilities as a teacher. Barak, Kaplan, and Jaquon-Zinner identify it as the professional development of educators regarding the usage of technologies (Robin et al. 2011).

Regular Assessments: Pre-formative, and post-assess for constant feedback of the instruction, conduct.

Individualized Education Programs (IEPs): Teachers should be equipped to make accurate IEPs through the observation of the performance of the students as well as; assessment of instructional needs.

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8. Key Insights

Individualized and Collaborative Approaches: In special education, IEPs are important, and a number of teaching practices entail cooperation. IEPs can act as tools in client-centered academic intervention, as co-teaching and collaborations between parents and teachers improve the implementation of inclusion and co-teacher strategies (Khan & Tsuchiya, 2023; Sana & Ahmad, 2022).

Effective Teaching Strategies: Specific software, task analysis, and UDL, for example, increase the involvement of students with special needs, making the classroom environment more comprehensible (Hughes et al., 2017; Smith & Williams, 2017).

Technological Integration: Technology, helpers, and multimedia are useful and enhance the learning process in students with disabilities and help them meet their needs (Aliksieieva et al., 2018; Jameel et al., 2022).

Importance of Early Intervention and Home-School Partnerships: Education for children with developmental delays needs to be offered as early as possible to avoid complications. The relationship between parents and teachers plays a significant role in the child's success since parents and teachers tend to offer similar strategies (Franck, 2021; Sana & Ahmad, 2022).

Professional Development: It is imperative that educators participate in Professional Learning and Development continuously so as to provide evidence-based practices and empower them with inclusive practice. Such training should also involve culture and technology as elements to enhance the teaching-learning process in class (Byrd & Alexander, 2020).

Supportive Environment and Assessment Adaptation: The accessibility of the classroom environment for learners and the modification or accommodation of assessments are essential for equitable classroom environments (Jahan & Fatima, 2020; Ciullo et al., 2016).

9. Improving Educational Environments and Teacher Performance

The review also focuses on the locus of agency in inclusive education, such as being with the teachers. Teachers' net flexibility of instruction has a profound influence on the learners in regard

to their accomplishments. Several students have supported the hypothesis that a favorable educational climate, including sufficient resources, knowledge, and management support work, improves teachers' and students' performance (Moore et al., 2021; Fazil et al., 2023). Strengthening the teachers' content knowledge and supplying them with the necessary resources to solve existing educational practice setbacks is crucial (Smith & Green, 2004).

10. Broader Implications for Educational Reform in Pakistan

The findings carry significant implications for educational reform in Pakistan:

Policy and Implementation: It is alarming that despite these facts, there remains a glaring lack of integrated and coordinated policies in our education systems that cater to every disabled school-going child. For the successful implementation of such policies, uniform training packages and a return on behavioral change are mandatory (Government of Pakistan, 2008; Fazil et al., 2023).

Teacher Training and Support: Pre-service and in-service training should be improved to emphasize the utilization of evidence-based teaching practices and the use of technology in teaching special needs students (Punjab Special Education Policy, 2020).

Resource Allocation and Collaborative Practices: Another important need is sufficient funding and proper availability of provisions such as building structures, equipment, etc. Establishing a supportive learning environment to promote cooperation between educators, parents, and other stakeholders is important (Jahanzaib et al., 2019; Fazil et al., 2023).

Curriculum Development: Such curricula should thus be able to adapt to the meant curricula to and from the teaching-learning needs of learners. The curriculum must be modified for curriculum design to address the principles of policy on inclusive education to promote equity in providing education to all students (Jahanzaib et al., 2021).

Systemic Approach: Academic leaders need to adopt a systemic approach to practical concepts like students' inclusive education by changing organizational culture, leadership, and climate. Developing an organizational culture that encourages such practices can help support the successful integration of the aforementioned concept (Moore et al., 2021).

Addressing Barriers: Cultural factors, prejudice, poverty, and ignorance constitute society's structures and must be dismantled to provide equal educational opportunities to young people (Farooq, 2012).

Hence, enhancing educational ambiance, promoting interaction, and deploying empirical methods could enhance education in Pakistan's contexts to promote inclusion. All such reforms must be undertaken holistically to solve identified problems at individual and organizational levels.

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