

Exploring Early Graders Teachers' Perception of Teaching in Inclusive Classrooms: A Case Study of Private Schools, Karachi

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Abstract

This qualitative study explores the perceptions of kindergarten II teachers regarding inclusive classrooms teaching in private schools of Karachi. Data were collected through semi-structured interview with six teachers selected through purposive sampling. Thematic Analysis was used to analyse the data. Findings revealed that teachers generally hold positive attitude towards inclusive education; however, they face challenges such as lack of training, insufficient resources and limited institutional support. The study highlights the need for continuous professional development, improved resource allocation, and stronger administrative support to enhance inclusive practices. The finding provides useful insight for policymakers and school administrators to strengthen inclusive education in private schools.

Keywords: *Inclusive Education, Teacher Attitudes, Classroom teaching, Resource allocation, Support networks*

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Introduction

In order to create supportive environment for every child, inclusive education aims to integrate all students, including those with diverse learning need, into general education setting (B.2021). even with its widespread acceptance, inclusive education is still difficult to implement, especially in diverse areas like Karachi, Pakistan. Private kindergarten primary school in this city which serve a wealthy and diverse student body, encounter challenges that affect their capacity to provide inclusive education. This study looks at how teachers in Karachi's private school perceive their experience and difficulties. Because they affect instructional strategies and classroom dynamic, teachers' attitude, beliefs, and knowledge are vital (M. 2018)

Inadequate resources, inadequate training and few opportunities for professional development are major obstacles. The study also explores the interaction between policy and practice, resource allocation, and the overall school culture as essential for successful inclusive education.

While there is literature on inclusive education and teacher attitude towards it in different context, there is a significant gap in our understanding of how kindergarten II teachers in private schools in Karachi see and experience inclusive practice.

Therefore, the purpose of this study is to explore teachers' perceptions, challenges and experiences related to inclusive classroom teaching in private schools of Karachi.

Objectives of the Study

1. To explore teachers' perception towards inclusive classroom teaching.
2. To identify challenges faced by teachers while implementing inclusive education.
3. To examine the availability of training resources and institutional support for inclusive teaching.
4. To suggest measures for improving inclusive education in private schools

Literature Review

Inclusive Education in Primary Schools:

According to (Mongwaketse, 2018), inclusive education means that no student receives separate special education and all students are placed full-time in a regular classroom with appropriate support in that classroom. The purpose of inclusive education is not to deprive anyone of the opportunity to attend school, but to provide everyone with an equal opportunity to become full members of the school and integrate into society.

Nind, Sheehy and Simmons (2003) warn that the transition from separate special education in special schools to the integration and development of disciplines within schools and the integration of students into the general education environment has been underpinned by a variety of ideologies and perspectives. Above all, Mongwakese (2018) contains a philosophy of acceptance that respects and respects all people. Leitch (2006) points out that general concepts such as acceptance, value and respect are noble for defining inclusion but are not particularly useful for defining what is found in an inclusive environment.

Teachers' perceptions of teaching in inclusive classrooms

General education teachers often face challenges when implementing inclusive instruction because meeting the needs of these multifaceted and diverse environments can be complex and difficult (Garrett, 2017). Successful inclusion requires special education and general education teachers to be prepared to work with students with disabilities (Garrett, 2017). Based on their research, Dicker and Hines (2013) concluded that the benefits of inclusion at all levels far outweigh the challenges it poses.

A key finding is that although teachers generally agree with the goals of inclusion, many feel unprepared to work in an inclusive environment (Garrett, 2017).

Professional development and training for inclusive education

One of the key challenges is the wide range of learning needs that teachers must address within a single classroom, from students with disabilities to high ability students (P. 2018). This means that the teacher will have to employ the skills of differentiated instruction and support the students in ways that respond to the varied needs and abilities of all earners. It is however, important to note that the

resources and skills of the teacher might be affected by such limitations as money and training, thus making it even more difficult for the teacher to reach the need of the student (P.2018). This curriculum empowers teachers with the skills, knowledge and attitudes essential in managing the classrooms.

On the other hand, continuing education provides a chance to improve teaching abilities so that instructors can stay up to date on the most recent developments in instructional strategies and adapt to the requirement of inclusive classrooms. Numerous studies demonstrate that teacher's enthusiasm to teach varies depending on their grades and areas of interest (Gotz, 2023)

Targeted instantiates based on local conditions have proven beneficial in Karachi. Teachers who took part in the program demonstrated a deeper comprehension of inclusive education. The teacher demonstrated positive attitude towards students with special needs and were able to differentiate instruction more effectively.

Support Systems for Teachers in Inclusive Classrooms

School administrators' involvement is fundamental to the enhancement of inclusivity measures among schools. Inclusive school administrators ensure that their schools embrace a culture of inclusiveness through focus on inclusive education, offering guidance, sending strong messages to teachers through high expectations for all pupils. School administrators can assist their teachers through provision of opportunities for continuous professional development, motivation, fostering a positive environment that fosters collaboration and innovation. School administrators can motivate teachers to embrace inclusivity through their expression of dedication. Teachers with more positive attitude towards inclusion than other teachers were those who felt secure in their support system and adequate access to instructional resources, like teaching assistant in the classroom (Salvoita,2020). A key element of effective inclusive education is the availability and utilization of resources and support services. To meet the varied needs of their students, teachers in inclusive classroom frequently enquire extra resources like specialized learning material, adaptive technology and differentiate instructional tools. Teachers also benefit greatly from support services like counselors, speech therapists and special education counselors.

Research Methodology

Research Methodology

The case study investigate is based on qualitative approach. Qualitative research is sometimes thought to be better when a comprehensive, nuanced understanding of complex phenomena is required. This approach allows researchers to capture subtleties and complexity that cannot be fully conveyed by numbers alone while delving deeply into participant experiences, perceptions, and emotions. By using methods like focused groups, interviews and observation to delve deeper into the context and meaning of behavior and attitude, qualitative research offers a more thorough and person-centered perspective. Systematic and meticulous in its approach, qualitative research aims to reduce bias and mistakes while identifying the data that contradicts preliminary or emergent theories (S.199). Thus, breadth of knowledge is especially beneficial in domain like education, the social-sciences, and medicine

Population

The population for this study consists of primary level teachers working in private inclusive schools in Karachi,

Sample Selection: The sample of this study is limited to only 6 teachers of a private inclusive school in Karachi. The criterion for sample selection is convenience and purposeful sampling. Convenience and purposive sampling are advantageous because it allows researchers to quickly and easily collect data from easily accessible subjects, which is efficient and cost-effective (Obilor, 2023). This method is particularly useful in exploratory research where speed and availability are priorities, and provides preliminary insights that can inform further, more comprehensive studies. The criterion for sample selection is

- Teachers must have at least 3 years of experience with inclusive education.
- The school must be inclusive
- The school must be elementary.

Data Collection

Data have been collected using observation sheet and a semi-structured interview guide. Field notes taken during the process of data collection are also considered.

Validation of Research Tool

The semi-structure interview guide was validated through an expert review. The tool was reviewed by two senior faculty members in the field of education regarding clarity, relevance and appropriateness to ensure that the objectives set for study were met. This was followed by revisions to accommodate their valuable comments.

Data Analysis

Data analysis was done through a thematic analysis approach. Interview transcripts were read and coded. Similar code was categorized, and the themes were developed to interpret teachers' perception and experiences. Since the study design followed a qualitative approach, no statistic test was applied.

Findings & Results

The current study analyzed the raw data with the help of thematic analysis. Codes were generated at first and after developing various categories, similar codes were combined. Lastly several themes were created by combining similar categories.

1. Teachers Attitude to Inclusive Education.

Regarding the actual implementation of inclusive education, much will depend on the teachers' attitude towards it. Many educators have a very positive view of inclusive education and see its full potential in developing empathy, collaboration and mutual respect among student with different abilities. Teachers cherish the privilege of contributing to the growth and development of all children in classroom that:

Teacher A: "Of course, the finding suggested that integrated education is fundamentally important. Every child deserves equal opportunities to learn, irrespective of ability or background".

Teacher B: The best part is seeing how children with different needs can thrive if give the right support. It amazes me how this builds a sense of community and foster empathy among all students. In the same light, it was also agreed by Teacher C.

According to the researcher's observations, teachers' attitudes toward inclusive education in schools often reflect expectations and fears. Positive attitudes are often undermined by concerns about lack of training, resources, and support. Instructors may feel unprepared to handle the various needs of students who have special needs and impairments. Therefore, even with a great

willingness to take part, effective competition may prevent many institutions from being able to offer a decent education

2. *Difficulties instructors have in inclusive classrooms*

The difficulties educators encounter in inclusive classrooms are numerous and intricate. One major obstacle is the large range of student ability, which necessitates that teachers create and carry out customize lesson plans to successfully address a variety of learning demands (Subban,2018). Additionally, instructors may not be able to give every student the support they need due to lack of resources such as specialized instructional material and support workers.

Teacher B: "There is undoubtedly an issue. Lack of resources and assistance.... To adequately serve the wide range of demands of our students, we frequently need....."

Teacher A: There are numerous issues connected to the implementation of inclusive education. "The variety of needs and abilities among the students in my class is one of the biggest challenges I face".

Teacher E: "I frequently as though I am juggling numerous tasks without getting enough help". This is particularly valid when attempting to deal with behavioral problems that come up in the classroom.

This was also approved by teachers C and D.

Scholars have noted that educators in inclusive classroom deals with a variety of issue that may compromise the effectiveness of inclusive education, one of the biggest problems is that numerous instructors lack the necessary professional development and training to fulfil the demand of inclusive education, which leaves them ill-equipped to address the requirements of their students.

3. *Training and professional development for educators*

The goal of professional development and training programs for teachers in inclusive schools is to give them the tools they need to serve different students in the classrooms (Garcia-Martinez,2022). The initiative is designed to augment the comprehension of inclusive practices by educators, foster cooperation among teachers, and furnish continuous assistance to cater to the distinct requirements of students with disabilities and varied learning styles.

Teacher F: "Those were quite basics, I've attended a couple workshops and seminars.... More specialized

training that tackle the particular difficulties we have in our classroom would be....”

Teacher A: “Although the seminars offer valuable information, they frequently lack follow-up support and practical implementation.” Continual professional development opportunities that are suited to the unique learning requirement of our students and the needs of our school are imperative.

Their observations emphasize how important it is to have continual assistance, teamwork and opportunity for practical learning to successfully execute inclusive practices. School administration may better prepare teachers to establish inclusive settings where all children receive the assistance they need to achieve by incorporating teachers’ feedback and giving relevant, pertinent training top priority.

4. *Psychological and emotional components of integrated classrooms.*

Teachers must cultivate empathy, resilience and thorough awareness of the range of experiences their students must effectively manage the emotional and psychological components of learning in inclusive classrooms.

Teacher B: it can be emotionally taxing at times to be a teacher in an inclusive classroom. One experiences a range of feelings when witnessing the hardships and successes of students with different needs, including excitement, empathy and frustration as well as anxiousness.

Teacher D: “It’s an emotional roller coaster”. While we celebrate each milestone and accomplishment with our students, we also feel a great feeling of responsibility and occasionally powerlessness when we are unable to satisfy all their needs.

Teacher C and Teachers D’s exchange demonstrates the emotional complexity of teaching in inclusive classrooms.

The researcher pointed out that teachers must control a range of emotions, from joy and empathy to impatience and fear, to support students with variety needs. The educators’ open opinions brought this to light. Despite challenges, their commitment to acknowledge success and building trustworthy relationships highlights how important is it to create a nurturing environment where every child feels valued and capable of succeeding.

5. *The accessibility of resources and supplies*

To fulfill their requirements, it is imperative that all students have access to necessary information and educational resources (Kerber,2020). A variety of specialized tools, such as an assistive device, visual aids, hearing aids and adaptable technology should be available in inclusive classrooms to accommodate students with different learning styles and abilities. Unfortunately, a lack of money and out-of-date resources causes many teachers to struggle in their attempts to instruct and mentor students. Enhancing learning outcomes of every student can be achieved by guaranteeing that educators have ongoing access to new resources and training on their use

Teacher B: More learning aids and adaptive technology are required. Having enough visual aids, sensory tools and assistive technology can make a huge difference in how effectively we can support our students.

Teacher A: Without adequate resources, it is difficult to provide the individualized support that many of our students need. This can slow their progress and they can sometimes feel left out.

Teacher C: It's also frustrating for us. We know what our students but when we don't have the tools to support them, we feel like we're not doing enough. It can be quite demoralizing.

As per researcher determined that instructors expressed a vast need for greater adaptive technology and mastering aids to successfully aid students in inclusive lecture rooms. The inability to provide individualized assistance due to a lack of adequate resources, visual aids, sensory equipment and assistive technology slowed college students progress and occasionally made them feel excluded.

6. Classroom Management Strategies

Strategies for managing the classroom with inclusive learning target the development of an enabling and innovative class where the needs of all learners taken care of. Furthermore, designing a cooperative class with malleable seating can facilitate meeting the needs of thoughts as well as movement. to address behavior concerns within the classroom, it is equally important to be skilled in communication, problem-solving, and taking prompt action.

Teacher C: "I change the way that I teach according to the different learning styles and abilities of the students. This results in fewer behavioral problem and gets all of involved."

Teacher D: "One strategy for me would be to disregard the

ground rules from the start and commit to them. This finding shows that students were aware of what the teacher wanted from them, and there was created a structure that was successful for all in the environment.

Teacher E: another important tactic is positive reinforcement. I make it a point to acknowledge and commend good behavior. Students are encouraged to participate fully and abide by regulations as a result.

Researchers found that a range of efficient classroom management techniques were employed in inclusive classrooms. To reduce behavioral issues and maintain student engagement, teachers must be proactive in tailoring their teaching strategies to the many learning styles and skills of their students. The significance of developing a controlled atmosphere that promotes student performance is emphasized by the focus on setting clear constant norms. Teachers use positive reinforcement also emphasizes how important it is to acknowledge and reward desired behavior to promote engagement and adherence to rules and regulation in the classrooms.

Discussion

This study closes a large vacuum in the literature by concentrating on this setting and offers contextualized insight that can guide more general educational techniques. This aligns with Ehsan (2018), who emphasized the need for context-specific studies in Pakistan. There is a movement towards inclusive education as people realize how important it is to give all students, regardless of ability, equal access to the learning process. Similar trends have been reported globally (Morina, 2019; Lopez-Gavira et al., 2021). Apart from presenting informative findings from an environment where learning methodologies and tools may be far from what can be afforded by developed nations, this study follows worldwide trends, this is supported by earlier observations that resources deficits seen in developing nations play an important role in implementing inclusive education (Sloviita, 2020).

Insights into the inclusive education processes of private schools of Karachi may provide a comparative outlook and enable the acknowledgment of issues and solutions. As they play an important role within the framework of inclusive education, the influence of the teaching staff attitude and impression about the topic may be significant.

This study can affect the development of more efficient teaching modules that could prepare teachers better to be taught inclusively because it can point to areas of improvement. This recommendation has also been echoed by Saloviita (2022) regarding more efficient teacher training. One of the major finding of this research is that private schools don't have enough facilities. This is very important because it can point to major deterrents to successfully educating inclusively. How school administrations focus on inclusive policies and their teachings to their pupils could be modified because of these results.

The present research foresaw improved teaching preparations, resource allocation and support policies in calling for more inclusive and equitable learning environment. It is in line with work of Mngo & Mngo (2018), who emphasized the importance of teacher preparation and support policies in terms of inclusion.

This research on teachers' opinions on inclusive education at Karachi's private schools fills in important gaps in the literature, offers helpful suggestions for enhancement and advance the conversations about inclusive education around the world. These findings contribute to ongoing global discussions on inclusive education (Yeo et., 2019; Ofori,2018)

Conclusion

Teachers' perspectives on collaborative learning are essential to curriculum success. Interviews with many educators revealed that they had a favorable view of inclusive education and that it can improve relationships between students from various backgrounds in term of mutual understanding, teamwork and quality. All students should have equal access to learning opportunities, regardless of their background, according to Teacher A. Teacher B also talked about the advantages of seeing the success of kids with a variety of needs when they get the appropriate assistance, as this promotes understanding among all students and the community. Teachers C's agreement demonstrates the consensus among educators about the importance of inclusive education. Teachers face different challenges in the classroom, ranging from dealing with behavioral issues to catering to the different needs of the learners. Along with this lack of support in terms of human resources and teaching material, many teachers have been experiencing feeling of inadequacy in dealing with different needs of their learners. Teachers keep looking for answers and

resources despite these difficulties to make sure that every kid receives the assistance and tools they require to succeed. It is crucial that educators possess the knowledge and concept required for group work.

To enhance learning, it's also critical to provide more resources, offer expert assistance and work in tandem with communities and parents. Recognizing possibilities and difficulties, promoting positive conduct and engaging in ongoing reflection and improvement are all crucial recommendations for enhancing the procedure used in Karachi's private schools. Private schools can foster a more equal and egalitarian education by implementing these suggestions and establishing classroom environments where each student feels respected. Academic, social and emotional achievements should be assisted, supported and encouraged.

Recommendations and Suggestions

Several recommendations can be made to enhance the implementation of inclusive teaching methods based on findings and discussions of the study on teachers' opinions of inclusive elementary classroom teaching in private schools in Karachi. First and foremost, teacher professional development must be strengthened. This includes creating and implementing a thorough, focused program for teacher training that emphasizes classroom management techniques, differentiated instruction, comprehensive instructional methodologies, and satisfying the various learning requirements of students.

Increasing the distribution of resources is also crucial. The main goal of advocacy should be to increase financing and resources so that private schools can acquire the necessary supplies, equipment, and personnel to successfully execute inclusive education. Providing assistive technology, special education materials and other support for staff like teaching assistance or special education teachers may fall under this category. These networks can offer teachers helpful information and direction while also reducing feeling of loneliness. Initiative for inclusive education also requires the active cooperation of a larger community and parents. Partnerships with business and community organizations can be developed to provide extra resources and support for inclusive education and involve them in discussion making process. Supporting legislation at the state, local, and federal levels is a

crucial additional piece of advice. Prioritizing and promoting inclusive education practices is crucial. This can be done by enacting laws requiring inclusive education for teachers to be trained in the field and providing more funds for inclusive education programs. To fully comprehend the special opportunities and difficulties associated with implementing inclusive education in Karachi's private schools, more investigation and assessment are also required. This entails evaluating the efficiency of current initiatives and practices as well as informing the policy formulation and discussion making using insights derived from evidence. Encouraging educators, administrators, students, and public to have positive attitudes towards inclusive education is also essential. By highlighting the benefits of inclusive education in fostering empathy, collaboration, and respect among students with a range of abilities, a supportive environment for inclusive practices can be created. With the help of these recommendations, private schools in Karachi will be able to create inclusive classrooms where all students are valued, supported and given the tools they need to succeed academically, socially, and emotionally. This will help create an educational system that is more inclusive and equitable.

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