Role of Shadow Teacher in the provision of Academic and Social Support for Children with Special Needs at Inclusive Schools

Abdul Hamid[1]
Hafiz Muhammad Irshad Ullah[2]
Zikra Faiz[3]

Abstract

The role of a shadow teacher is to help the children needing to support activities by helping fill in the Gaps in the learning procedure and overall assist the child to create academic and social abilities. Quantitative research design was used and the study was descriptive in nature. Cross-sectional survey method was used. Sample of 186 shadow teachers selected through random sampling technique from Lahore, Gujranwala, Islamabad and Faisalabad cities of Pakistan. Questionnaire was indigenously before developed Personal visit were made for observation the centres and collecting the data. Validity and Reliability the questionnaire were datelined. The responses were collected. The results of the study show that the shadow teacher's role is very important in inclusive schools and for special children to develop academic and social support in a child. Shadow teachers provide support to develop reading, writing, speaking, listing, peer to peer interaction, time management and development greeting skills in a child. It is recommended that shadow teachers must higher in every inclusive school. . Inclusive schools must organize training workshop and seminar to enhance the skills of shadow teachers.

Keywords: shadow teachers, academic support, social support, inclusive schools.

---

1. PhD Scholar, Allama Iqbal Open University, Islamabad.
2. Post of Doctoral Research Fellow Faculty of Education University of Johannesburg.
3. MPhil Scholar, University of Management and Technology, Lahore.

Introduction

Inclusive education is a most researchable part. In the field of education, it set a new standard. In a few nations, Inclusive education has become an investigation centre. Inclusive education has moreover become a significant issue to study in Pakistan (Yusuf 2017). Individuals with disabilities are the most depreciated bunch inside Pakistan and face extraordinary disparagement in the public arena. This might be because of the way that autonomous evaluations have discovered a noteworthy absence of data, rules and guidelines, recovery focuses, and concentrated administrations for individuals with disabilities. This additionally might be because of the way that some in the public arena, especially those with constrained training, see disabilities as a revile or discipline or view those with a handicap as a weight to society since restricted data is accessible in Pakistan, this may have added to an absence of attention to or misguided judgments about individuals with handicaps (Caceres, Awan et al. 2010). There are diverse cultural factors among Pakistan and western nations. These distinctions may clarify why Pakistan has followed an alternate approach course for individuals with disabilities than western nations.

The accessibility of instructive administrations for children with disabilities additionally changes extraordinarily. Most educational environment for those with disability are situated in urban regions and are principally uncommon schools given by the private part, NGOs, or the legislature. The Pakistan government has built up 46 specialized curriculum schools that give evaluation, indicative, and tradition curriculum education (Saba, Rehman et al. (2011). As worldview, the requirements of inclusive education are required to support negligible effects during its execution. Inclusive education, the executives incorporates seven viewpoints, in particular foundations, educational program and learning, HR, offices and framework, network jobs and financing. One significant perspective in inclusive education the board is HR, as the execution of inclusive schools requires shadow teachers(Andayani and Anwar 2016). Shadow teachers are tradition curriculum educators who control adolescents with

exceptional necessities to assist them with following the learning procedure in inclusive education. This proposes the nearness of Shadow teachers in inclusive schools is significant in the usage of inclusive education. Quick improvement of inclusive education in Pakistan stays an issue, particularly as far as the executives of shadow teachers in inclusive education schools. The requirement for shadow teachers in inclusive schools has not been caught up with clear guidelines relating to shadow teachers, for example, norms for capability and abilities, work status, obligations or jobs, gratefulness framework, just as vocation direction framework (MALIK and NAUMAN).

A few analysis on shadow teachers have concentrated on the most proficient method to set them up in inclusive schools (Vernon-Dotson, Floyd et al. 2014) Then, the planning of shadow teachers has not been led through ideal methods. There have been no reasonable guidelines in regards to principles for capability and abilities and undertakings and jobs of shadow teachers in inclusive schools (Takala, Pirttimaa et al. 2009). Shadow teachers assume a crucial job in inclusive schools, however, their insight and comprehension of inclusive education despite everything fluctuates. Shadow educators' absence of information and comprehension of inclusive education makes disappointment satisfactorily perform the vital errands and obligations and thus impacts their presentation. Another issue experienced by shadow teachers in Pakistan is a valuation for their work or compensation framework, which has not been obviously managed (Jahanzaib, Fatima et al. 2019). In this manner, numerous shadow teachers don't work longer and decide to move into another calling. Countries are investigating approaches to utilize pay motivating forces to select and hold educators and to improve adolescents learning (Noreen, Intizar et al. 2019). The different and hazy thankfulness framework in Pakistan can likewise influence execution of shadow teacher in inclusive school.

Anyhow, lack of training and proper knowledge about shadow teacher in Pakistan problems focus and encountered. This study is limited to the experiences and role of teachers who work at inclusive schools with special needs child as a shadow teacher. Shadow teachers require proper guidance, space, name in a field and training but in Pakistan these teachers considered as a

supplement teachers and no proper guidance given by the schools heads. Shadow teacher work 8 hours with a child and help to develop different schools skills in a child. No proper systematic plan offer for these teachers that affect the performance of the shadow teachers at inclusive schools. Shadow teachers assume a significant job in the usage of inclusive education in inclusive schools. Subsequently, their exhibition in obligations and duties in inclusive schools is of concern. Shadow teachers at inclusive schools in Pakistan will manage an assortment of complex issues that can influence their exhibition, counting issues of understanding their work, valuation for their work and profession direction.

In Pakistan, shadow teacher consider as a side teacher who only help or provide assistance to the child but the main skill or changing develop with the help of a shadow teachers. Parents and principals have many misconceptions about shadow teachers. At schools, class teachers cannot focus properly to the child but the achievement and appraisal go the court of the teacher. This study will be very helpful for shadow teachers to find out and tell which skills build in a child with the help of shadow teacher. The purpose of the present study was to find out the role of shadow teachers provide academic support and social support children with special needs at inclusive schools. With the help of this research, everyone knows howshadow teachers helpthe child to work and move on independently in a school and society.

Objective of the Study

Objective of the study was:
To find out the academic support and social support develop in a children with special needs with the help of shadow teacher at inclusive school.

Research Methodology

Quantitative research design was used for this study and the nature of the study was descriptive in nature. Cross-sectional survey method was used for this study. The main subject of this

study was including shadow teachers in Pakistan, with total sample of 186 shadow teachers selected through random sampling technique from Lahore, Gujranwala, Islamabad and Faisalabad cities of Pakistan.

Data related shadow teachers about academic support and social support were collected with the help of 4 point Likert type scale (Strongly disagree, Disagree, agree, and strongly agree).The instrument was then approved utilizing proficient judgment, a sort of content validity (Kryklywy,2009) The result if the questionnaire item validity and reliability attested and some statements are valid to use. Questionnaire was self-developed before developing questionnaire researcher personally visited the centres and sees the role of a shadow teachers and how it help. After the observation researcher find out the related literature and develop the questionnaire. The reliability test was performed with Cranach's alpha .843 which were accepted and suitable. Validity was making sure from the experts.

The results of validity and reliability show that the questionnaire statements are valid. Instrument was divided into four factors. First factor represent demographic information about shadow teachers (age, gender, education, certification experience, city, institute). Second part based on the factor of academic support which includes (reading, writing, listening and speaking). Third factors are social support which is based on support in group activities, support in greeting support in time management and follow instruction) and the fourth parts based on shadow teachers experience's related job. Questionnaire statements were developed with the help of each factor subheading. The data were collected through google docs. Researcher develop questionnaire in google Docx after this share the link of the questionnaire with all shadow teachers and collect the responses of the teachers. Instrument was distributed through What'sApp, E-mail and Face book apps throughout the selected cities of Pakistan where the rate of the shadow teacher more as compare to other cities. Researchers connected them through telephonic conversations and after the detail chit chat mail instruments to the participants. The responses were collected within 1 month. In this time duration, the researcher work on the literature and introduction of the study. Questionnaire was distributed to inclusive education schools and

in Lahore famous schools also covered in this study (Beacon house new land, Lahore Grammar, Smart school, Bloom field, Lahore school of inclusive education and primer education, cornerstone inclusive schools) and many from other cities collects responses from participants. Only those shadow teachers include in this study who work children with autism and ADHD. Participants have at least 1-year experience and working as a shadow teacher nowadays. All participants are behaviour therapists and did an internship in a clinic or hospital. All participants belong to selected cities and work in a government or private centre. They are working 8 to 1 with a child as a shadow teacher in a school. The participants have less than 1-year experience not included in this study. All participants provide services to the children. After this data were analyzed through SPSS software. The results of the study shows with the help of independent sample t-test, one way ANOVA, frequency distribution and regression analysis.

Results of the Study

Results show that most of the shadow teachers agreed that shadow support develop reading and writing ability in child. Shadow support is very important for a child to build the ability of listening and speaking. They are enough skillful to provide support in reading to a child at inclusive class room. Shadow teachers also eligible to provide the support of writing to autism and ADHD children at inclusive setup. Overall all participants' responses show that with the help of shadow teacher child is able to read, write, and speak in a class individually. All the shadow teachers are enough skillful to develop the social support and skills in a child. Shadow support also helps to build academic skills in a child. Shadow teacher is compulsory at initial level for improving child ability of speaking. Children with ASD or ADHD don't have a ability to manage the time properly with the help of shadow teachers children will be able to manage their time according to the situation and understand the importance of time. Individually child takes time to complete class work and cannot follow the instruction of a class teacher properly.

Table 1

Independent sample t-test based on gender of shadow teachers academic, social support and experience.

	Male		Female		t	df	p	95% CI
	M	SD	M	SD				
AS	24.7701	3.83285	21.3737	5.87556	4.599	184	.000*	(1.93941, 4.85335)
SS	32.6667	4.01644	29.9798	7.26324	3.063	184	.000*	(.95607, 4.41767)
TE	19.1724	2.86603	16.4141	4.89900	4.604	184	.000*	(1.57623, 3.94032)

Note: AS= Academic Support; SS= Social Support, TE= Teachers Experience's and * = $p < 0.005$.

The independent sample *t* test shows that there is a statistical significant difference between male and female perceptions about the academic support, social support and teachers experiences as perceived by shadow teachers ($t = 4.599$; $p = .000$,) ($t = 3.063$; $p = .000$) and ($t = 4.604$; $p = .000$). Perception of all participants belong to different cities according to gender is different according to their work experiences.

Table 1.2

Independent sample t-test based on institution of shadow teachers academic, social support and teachers experience.

	Public		Private		t	df	p	95% CI
	M	SD	M	SD				
AS	25.5632	4.20880	20.6768	5.10268	7.066	184	.036*	(3.52202, 6.25088)
SS	33.6322	45.93005	29.1313	5.46724	5.834	184	.828*	(2.85168, 6.15006)
TE	19.8161	3.23329	15.8485	4.26510	7.072	184	.019*	(2.86074, 5.07448)

Note: AS= Academic Support; SS= Social Support, TE= Teachers Experience's and * = $p < 0.005$.

The independent sample *t* test shows that there is a statistical significant difference between public and private institutions in two factors (Academic support and Teachers Experience's). Shadow teachers perceptions about the academic support and teachers experiences shows difference (*t* = 7.066; *p* = .036,) (t = 7.072; *p*= .019). Factor of social support shows no significant difference between public and private institutions (t = 5.834; *p*= .828). Perception of all participants belong to different cities according to institutions is same different in two factors according to their work experiences and same in one factor.

Table 3

Fisher's LSD post hoc between academic and social support on shadow teachers experiences

Dependent Variable (I-J)	(I) Teachers Experience	(J) Teachers Experience	Mean Difference	*p*
Academic Support	1 year	2years	2.02050*	.027
	3 years	4.15485*	.004
		4 years	1.73646*	.046
	2 years	1 year	-2.02050*	.027
		3 years	2.13434	.107
		4 years	1.4272	.370
	3 years	1 year	-4.15485*	.004
		2 years	-2.13434	.107
		4 years	-.66162	.739
	4 years	1 year	-3.49323*	.046
		2 years	-1.47273	.370

				Sig.
		3 years	.66162	.739
Social Support	1 year	2 years	2.57292*	.015
		3 years	1.11939	.505
		4 years	3.33656	.101
	2 years	1 year	-2.57292*	.015
		3 years	-1.45354	.345
		4 years	.76364	.690
	3 years	1 year	-1.11939	.505
		2 years	1.45354	.345
		4 years	2.21717	.339
	4 years	1 year	-3.33656	.101
		2 years	-.76364	.690
		3 years	-2.21717	.339

Table 3 fisher's LSD Post hoc between academic and social support on Shadow teachers experiences results shows that in Academic Support shadow teachers 1 year experience has significant difference with 2, 3 and 4 years' experience (2 years, Mean difference= 2.02050, p= .027; 3 years, Mean difference= 4.15485, p= .004; 4 years, Mean difference= 1.73646, p= .046). Social Support result shows that shadow teachers 1 year experience has significant difference with 2 and 4 years' experience (2 years, Mean difference= 2.57292, p= .015; 4 years, Mean difference= 3.33656, p= .101).

Table 4

One-Way ANOVA between academic and social support and teachers experience's based on teachers age

Factors p	Age	N	M	SD	df*f*
AS 5.333	23-26 .002	56	23.4107	4.93145	185
	27-30	41	24.9756	4.71958	
	31-34	47	22.8085	5.30233	
	35-38	42	20.5714	5.50008	
SS .663	23-26 .576	56	31.3929	6.31500	185
	27-30	41	32.2683	5.43610	
	31-34	47	30.6170	6.05968	
	35-38	42	30.7143	6.53802	
TE 6.370	23-26 .000	56	18.0357	3.87516	185
	27-30	41	19.4634	3.63385	
	31-34	47	15.5714	4.37933	
	35-38	42	17.7043	4.55397	

Note: AS= Academic Support; SS= Social Support, TE= Teachers Experience's and $* = p< 0.005$.

Table 4 one way ANOVA shows shadow teachers academic, social support and teachers experiences based on teacher's age. Results show that there is a significant difference in the views of shadow teachers based on different age group. In Academic Support (23-26, 27-30, 31.34, 35-38) *f*= 5.333, *p= .002.* Teacher's experiences results also shows significant difference in different age group of shadow teachers. In Teachers experiences factor age (23-26, 27-30, 31.34, 35-38) *f*= 6.370, *p= .000.*

Table 5

Regression analysis on experiences of shadow teacher on academic and social support of children with special needs at inclusive school

Factors	B	R^2	β	F	t
Academic Support	1.209	.962	.981	4717.502	.000
Social Support	1.018	.513	.716	193.711	.000

Table 5 shows the Experience of Shadow Teachers (independent variable) on mainstream special children academic support and social support (dependent variable) through linear regression analysis. Linear regression results were calculated to see the relationship of social support and academic support at inclusive classroom on teacher's experiences. A significant regression on Academic Support found (F =119.502, B= 1.209, p<.000), and with an R^2 of .962, with 96% participants confidently said that shadow teachers experience have a great role to develop academic skills in a child at inclusive classroom. A significant regression on social support found (F= 193.711, p<.000), and with an R^2 of .513, with 51% participants confidently said that social support strongly effect the shadow teachers support at inclusive class room.

Discussion

The results of this study show that there is a strong and positive role of shadow teachers at inclusive education. Shadow teachers help to develop academic and social support in inclusive classroom. Children with special needs (autism and ADHD) after mainstream at inclusive schools needs some assistance to fill the gap between normal children abilities and their abilities. To develop the reading, writing support in a child at inclusive education system shadow teachers provide full support and help to build these support that helps child to move on like a normal children. This study indicates that shadow teachers have the ability and they are enough skillful to build the basic academic skills

reading, writing, listening in a child. Adolescents in schools are instructed to create academic abilities, social skills, and autonomy. Shadow teachers help children to create information and addition a comprehension of their general surroundings. Other than learning academic, shadow teachers help kids to comprehend the standards of play and social collaboration, sharing and mindful. Be that as it may, not all children learn at a similar pace as their companions and may require extra help in certain territories. This is the place the job of the shadow teachers, or one on one help, starts.

Experience of Shadow teachers are not good and they are not satisfied because the lack of training of shadow teachers in Pakistan. Most of the shadow teachers strongly disagreed that they are not enough skillful to improve the skills of a child to follow the instructions of a teacher regularly because of the non-appearance of clear guidelines with respect to work game plans of shadow teachers in inclusive schools; thus, there is a nonattendance of clarity of work measures and arrangement of energy about work, just as profession direction for shadow teachers in inclusive schools. The findings of the results relate to the study of (Yusuf 2017),In this study, find out the performance of shadow teachers in inclusive schools of Indonesia in a view of working understanding, work appreciation and guideline for carrier (Yusuf 2017).

In this study also find out those experiences of teacher on academic support and social support has significant difference. This shows that behalf of teacher's experiences both support develop in a child. Teacher's age also have a significant difference in all factors to develop skills in a child rather than social support. Shadow teachers age only affect the academic support and experience of teachers. Behalf of the results of factor academic support majority of the participants (39-45%) thought with the help shadow teachers many academic skills develop in a child in inclusive schools. Majority of the participants also thought that social support can be develop with the help of shadow teachers because shadow teacher assist child whole day and cheer the child in every minute, help to build confidence and help to speak in a class. Shadow teachers also help in a group activities and how to develop peer to peer relationship. Shadow teacher manage the time table of a child with other children. When to meet

other peers and teachers how to start conversation like hello, welcome etc. according to the situation use of different words and how to express his or her feelings in a group.

The results of the study show that all the shadows teachers have ability to move in a inclusive schools with special needs children. The role of a shadow teacher is to help the mainstream children at school by helping fill in the holes in the learning procedure, to enable the children to fabricate self-confidence, just as to advance positive association in the study hall by helping the children center around significant ideas, and generally help the kids to create scholarly and social abilities. Each kid is one of a kind; in this way, the methodology and instructing strategies and procedures utilized by each shadow teacher is planned dependent on the necessities of the individual child. Shadowing astudent's necessitates that one see how a adolescents age, grade-level and learning style to decide systems for progress. Periodically, the teacher's character and instructive way of thinking are additionally key components. The shadow teacher underpins the child from numerous points of view, remembering filling for the holes that exist in the learning procedure, helping the child fabricate self-confidence, advancing connection in the study hall, and guaranteeing the understudy remains centered in the study hall. The shadow teacher likewise enables the kids to be arranged and sorted out for class, helps the children with the ways to deal with learning and reminds him/her to be capable and submitted children.

Conclusions

Present study is based on regression analysis and ANOVA to find out the relationship between shadow teachers and academic and social support of children at inclusive schools. There is a positive relationship and role of shadow teachers at inclusive schools to develop the academic support and social support in a special needs children. In Pakistan, shadow teachers are now important for a child that moves on to mainstream schools. Shadow teacher higher parents for their children. It is concluded that shadow teachers support is very important for children to

move on in inclusive schools. Shadow teachers build confidence in a child and help in reading, writing, speaking, listening, peer relationship, eye contact, time management, greetings, work finish at time, play with others children and develop the concept of right and wrong. Shadow teachers support is very necessary for a child, especially for a starting year. Shadow teacher if have a minimum 1-year experience is able and enough skillful to develop all these skills and support in a child.

Recommendations

Behalf of the results and conclusion of the study it is strongly recommended that shadow teachers must higher in every inclusive school. Government must promote the role of shadow teachers and announce separate seats for shadow teachers. Not in inclusive schools, shadow teachers must higher at government schools that help other teachers in a class. Inclusive schools must organize some training workshop and seminar to enhance the skills of shadow teachers.

References

Andayani, T. and M. Anwar (2016). Pedagogic Mapping of Teacher Competence in Inclusive Schools. Proceeding of International Conference on Teacher Training and Education.

Caceres, S., et al. (2010). *Inclusive education in Pakistan: Experiences and lessons learned from the ENGAGE project. American Institute for Reserearch Washington DC.*

Jahanzaib, M., Fatima G. Nayab, D. (2019). "Inclusive Education facilities in secondary schools of Pakistan: A gender based comparison." *Responsible Education, Learningg and Teaching in Emerging Economies,1*(2), 75-83.

Kryklywy, J. "Kaplan, RM & Saccuzzo, DP (2009). *Psychological testing principles, applications, and issues. –*abbreviated paperback edition printed especially for this course.(Belmont, CA.: Wadsworth).

Malik, M., Y. & Nauman D., S. The Reasons For Teachers' turnover In Private Primary Schools In Rural Areas of Sindh. (Unpublished Master Thesis), Institute of Business Management, Karachi,Paksitan.

Noreen, H., Intizar, F, Gulzar, S. (2019). Teachers' Multidimensional Attitude Towards Inclusive Education. *UMT Education Review,2*(2), 72-89.

Saba, T., Rehman, A (2011). An investigation of the parental participation in the education of their visually impaired children and their perceptions towards the services of the institute for blinds. Retrieved from https://www.semanticscholar.org/paper/An-Investigation-Of-The-Parental-Participation-In-Saba-Rehman/74ac3e5522c8a42070f42500479138fc3afa54cb

Takala, M., Pir Himma R. Toranen, Medicine MRK (2009). Research Section: Inclusive special education: the role of special education teachers in Finland. *British Journal of Special Education, 36*(3), 162-173.

Vernon-Dotson, L. J., Floyd, L.O., Dukes, C., Dakin, S.M (2014). Course delivery: Keystones of effective special education teacher preparation. *Teacher Education and Special Education, 37*(1), 34-50.

Yusuf, M. (2017). Development of Inclusive education course at the faculty of teacher training and education, universitas sebelas maret.