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Addressing the Educational Needs of Students with Visual Impairment in Inclusive Classrooms: Challenges Faced by Teachers

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Abstract

This study examines the challenges encountered by teachers in effectively addressing the educational needs of students with visual impairment in inclusive classroom environment. The aim is to gain insights into the specific challenges faced by teachers and to identify areas for improvement in facilitating the educational pursuits of students with visual impairment. Data was collected from a group of ten secondary school teachers working in general and special students' classrooms (5 from each) using interviews as a qualitative research technique. The results show that teachers face a number of significant challenges, such as a lack of specialized training in teaching students with visual impairment, lack of motivation on the part of teachers, limited access to resources and assistive technology, challenges in adapting lesson plans, communication and collaboration barriers with parents and the community. This study adds to the existing literature by providing valuable insights in the form of the experiences and perspectives of teachers,

Key words: Quality education, inclusive classroom, visually impaired students, assistive technology, and educational pursuits

1. Introduction

Inclusive classroom refers to sending the students with impairments to general education classroom rather than shifting them to special educational classrooms and provide them all the facilities into general educational classrooms without any discrimination (Pasha 2012; Adams et al., 2021).

As educating children with disabilities in regular schools has been a major goal in many nations, the educational institutions have significantly improved over the past few decades. The term

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inclusion is the most appropriate to describe this movement toward keeping students with multiple disabilities, such as those with visual and hearing impairment, in ordinary educational settings rather than referring them to special schools (Rafferty, Boettcher, & Griffin, 2001). When students with hearing and visual impairments are accepted as competent individuals, they can build strong social relationships with classmates, and are fully active members of the school community in inclusive education (Jelas & Ali, 2014; Lamichhane, 2017). A student's potential to fully engage in all of the educational, employment, consumer, recreational, communal, and home activities that characterize everyday society is known as inclusion (Florian, 2005). Every child must get a high-quality education in inclusive schools, and inclusive education takes this obligation very seriously. In an inclusive education system, the child is brought to the educational services rather than the other way around (Khan et al., 2014).

The right of every child to free primary education is supported by both Article 25 of the Pakistani Constitution and the national education strategy of 2009. Building confidence and cultivating a positive attitude toward include children with visual impairments require inclusive education teacher development, according to Hsien (2007). In accordance with UNICEF (2003). Teachers in general education schools are enthusiastic to serve willingly and facilitate students with impairments, if they are simplified with suitable exercise. Students who have visual impairments experience great suffering and exclusion from the educational system, which has an impact on them in various ways. The international community has taken a variety of actions to acknowledge education as a fundamental human right of every student. Articles 28 and 29 address the right to education and call on state parties to guarantee that every child receives a primary education that is both accessible and excellent on an equitable basis and free from prejudice (UNCRPD, 2006 cited in Powell & Pfahl (2019)). Students with visual impairment feel the fear of rejection, label, and also facing sometimes bullying from their visual peers and teachers. They are feeling shy and sometimes frustration (Taller-Azulay, 2015). According to the United Nations Educational, Scientific and Cultural Organization (2008) “inclusive education is a continuous endeavor aimed at providing quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, and removing all forms of discrimination”.

But inclusive education is still a challenge in third world countries like Pakistan. Pakistan is facing many difficulties in their classrooms to implement this system. One of the most highlighted factors is the difficulties encountered by teachers when it comes to effectively addressing the educational requirements of visually impaired students within inclusive classroom environments.

1.1 Statement of the Problem

This study focuses on the difficulties teachers encounter in meeting the educational needs of visually impaired students in inclusive classrooms. In order to identify areas for improvement and develop strategies to better support visually impaired students in inclusive educational settings, it specifically looks into the challenges, barriers, and obstacles that teachers face when attempting to provide an inclusive and effective learning environment for these students. The main goal of the

study is to comprehend and resolve the difficulties teachers encounter when educating students with visual impairment in inclusive classrooms.

1.2 Objectives of the study

- To know the perceptions of the teachers towards students with visual impairment in an inclusive classroom
- Identify and document the specific challenges that teachers encounter in an inclusive classroom

1.3 Research Questions

- What are the perceptions of the teachers on teaching the students with visual impairment in classroom?
- What are the specific challenges experienced by teachers in an inclusive classroom regarding students with visual impairment?

2. Literature Review

Ghuri et al. (2010) conducted their research in Karachi to look into the attitudes of secondary school principals and teachers regarding inclusive education. Principals were in view that there was a requirement of interaction and collaboration, team work, team teaching, team planning and working for inclusive education. This study found that the principals' attitudes and self-egos were also a hurdle to implementation of inclusive education. There is a need of training for the principals as the heads of institutes because they are also good motivators, coordinators, counsellors and also providers of direction to all their teaching and non-teaching staff (Ibid, 2010). The implementation of the inclusive education plan can be facilitated by enough money and teacher training, as these resources enable the provision of accommodations for students with multiple impairments, such as those with visual and hearing impairments. For the training of educational institution teachers holding special education degrees can train the teachers of general education teachers. It will be cost and time effective. By training we can change, modify the behavior and motivate all the employees of educational organization for the development of inclusive education.

Abbas et al, (2016) conducted the study about the perceptions of primary and elementary school teachers towards inclusive education in rural areas. Inclusive education is a new term in the field of education in Pakistan. Inclusive education is a challenge for traditional teachers. In Pakistan, education is the responsibility of government, and state according to the article 25 A of constitution. Pakistan has signed the statement at Salamanca for promoting inclusive education. Most of the students with different disabilities are considered burden for inclusive education classrooms. For the awareness purpose, it is necessary to create an awareness regarding the needs of the students in inclusive classrooms so teachers can easily accept these students in inclusive setup. Students who are not able to perform with normal students, for example, i.e. students with impairments, the teachers have to do special effort on them. That's why they are not accepting them into normal classes. As they are feeling annoyed and disturbed by these students in normal

classes. Pakistan is lagging behind in the implementation of inclusive education. Population-wise the largest sixth country, Pakistan, is having poor educational infrastructure, facing corruption, poor illiterate families, terrorism issues, dishonesty, and unfair means of jobs and also facing the problems with the inclusive education application. As most of the teachers do not have enough knowledge and information about inclusive education and also not well aware about technical and advanced technology, they are having negative attitudes towards inclusion of students with disabilities. Only one thing can change their behavior and that is the training. It can manage their behavior and change their thoughts. We can put the students with multiple disabilities in inclusive education. The teachers who are well qualified and competent having enough knowledge about inclusive education, they have positive attitudes towards inclusive education. These teachers can handle and deal with these students very efficiently in inclusive education. The researcher also highlighted that the age factor also had an effect on the level of awareness about dealing with special educational needs of the students. Younger teachers are having more knowledge and dealing skills as compared to aged teachers. Majority of teachers did not have any experience with special needs of students in inclusive classrooms and they also did not know about the laws and constitutions about inclusive education. In this research, the researcher targeted the villages and towns population because these areas were not having even special educational institutions for special educational needs. Teachers do not know even about special education or inclusive education.

Bugti and Kazimi (2021) brought forth some fruitful insights for the promotion of inclusive education. According to them, the role of the stakeholders for the promotion of inclusive education and for the promotion of inclusive education parents, students with disabilities, staff of educational institutes, administration and also the peer students with multiple impairment e.g. students with impairments. Properly trained teachers are the focal point for the process of inclusive education. Inclusive education approaches which are supporting for the development of inclusive education and stakeholders are the assets for the promotion of inclusive education. Conduction of training, workshops, and seminars among teachers, parents and administrators of educational organizations can bring positive change towards inclusive education. According to them, training can change the behavior and support to realize that there is an extreme need for inclusive education. Study proved that the students were facing issues and problems in ordinary schools but the inclusion of special needs students could reduce expenses of education. It is cost effective especially in Pakistani context; it is very hard to run a public special school for the student with special needs. The knowledge of inclusive education is necessary for private schools as well as government school teachers. The owners of different NGOs and private schools' association need to start inclusive education in their institutions. Firstly, train the teachers regarding the special needs of the students with impairments. In addition, there is a need of introduction to the courses of inclusive education. Inclusive education can be promoted through campaign by using different modes of communication. For the motivation of society and community mass media and print media can play an important role. Financial instability of the parents of hearing impairment students, transportation issues, parent's selfish attitude and non-participation, sociological and psychological issues, training of teachers about information communication technology and

advanced method of teaching, for example flipped classrooms, and some limited subjects for students with various impairment are the main issues. Proper funds should be provided to the schools to fulfill the needs of inclusive education. Proper facilities are also the requirement of inclusive education. Inclusive education can be promoted by starting small projects with the support of international organizations and donors can play a vital role for the assurance of inclusive education. Better coordination between educational organization and government organization is necessary to promote the inclusive education. Law and constitution are compulsory for all schools to accept the students with special needs into normal schools.

Ashraf et al. (2020) conducted research as a part of the ENGAGE project in Pakistan which started from Bagh (AJK). According to him inclusive education is possible when all the resources are available for teaching learning process. This project highlighted that the teachers of normal school could better perform when teachers were well trained regarding special education and the needs of the students. The trained teacher can perform better. The ENGAGE project trains the teachers of ordinary school for the progress of inclusive education. This project shows that there is a need of funds for the quality education of all students and specially the students with special needs in inclusive education. For the promotion of incisive education, it is necessary for the foreigner donors to donate the funds and support to government and educational organizations. On behalf of this project, all teachers were provided training to deal with the special needs of the students in inclusive classrooms. And the output of this training was fruitful for all of teachers. Pre-service teachers training sessions trained to teachers for inclusive education and its application of this training in practical field. For in-service teachers training project there is a need of integration of syllabus for inclusive education, arrangement of training and help to all teachers for inclusion of students with special needs, sharing of material that can improve projects which are cost and time effective.

3. Methodology

For achieving the objectives and answering the research questions, the overall plan of the study included the collection, analysis and interpretation of data. Its approach was qualitative in nature. Two secondary schools were taken for the collection of samples. One was Government Institute for the Visually Impaired Children (GIVIC), Nanakpura, Peshawar, KPK, Pakistan. While the other was Government Secondary School Hayatabad Peshawar KPK, Pakistan. The structured interviews method for data collection was used from teachers of these two schools.

Out of 10 teachers, five teachers from Government Institute for the Visually Impaired Children (GIVIC), were pre-service trained for inclusive classrooms and five teachers from Government Secondary School were not trained for inclusive classrooms. Both types of teachers were teaching to the students of classes 5th to 10th in their respective schools. The questions of structured interviews were self-made. As a researcher, I had to maintain flexibility for change in my research and also relevancy in my study, as was defined by Patton (2000). This strategy is helpful to keep in line for analysis. The purpose was to know about the interviewee. The data was confidential, nothing was shared with other interested parties. Before starting the interviews from respondent

teachers, it was described that the information was confidential and was to be used for research purpose only. All the teachers of this research participants were informed about the aims, goals, purpose and objectives of the study. All teachers who were research participants were treated with confidentiality.

4. Data Analysis and Interpretations

The researcher collected all the data in the form of interviews, made transcriptions and themes of them and highlighted the headings of these themes. All the interviews of teachers of visual impaired students were themed, sub-themed and interpreted for researcher's and readers' better understanding. From the transcriptions of the interview, the following 10 coded themes were manually highlighted:

1. Attitudes
2. Extra burden
3. Psychological and social adjustment
4. Curriculum reforms
5. Examination system
6. Teachers' training
7. Technology
8. Class size
9. Parental and communal involvement
10. Financial Issues

Theme 1 concerned the attitudes of the teachers towards the visually impaired students whether they need to be included in inclusive classroom or not. Majority of the pre-service trained teachers were in favor of inclusion. The recurring idea in their interview was:

“Visually impaired students must be educated in normal classes. This problem can be overcome in inclusive classroom. If we move the visually impaired students to special education, they will feel more special and slowly gradually they will adopt the habits of students with severe level of condition and students with mild or moderate level of condition will also act like a special one. If we include them in normal education classroom, they will not feel that they are special. As a result, they will act like normal ones. So, I agree that it is an effective policy to include them” (Pre-service trained teachers)

It is an effective policy for inclusion of the visually impaired students. As these students will learn social skills; they will be more social with their peers in normal classes. While these students are not more social and confident in special environment. Thus inclusive education is an effective policy for them. Visual impairment can have a detrimental impact on all developmental areas and spans from low vision to complete blindness. These students need be included to normal classrooms rather than moving them to special education classrooms.

The respondents were in view that visually impaired students had to be included in normal education, in this way they will not feel that they have some type of disability and psychologically

they will feel good and they will feel themselves that they are not special. They will spend their lives like normal persons.

“Students with visual impairment should be a part of inclusive education as they will be provided the same facilities and the same environment to socialize them. It’s an effective policy to include them into inclusive classroom.”(Respondent teacher 2.)

Majority of respondents said that visually impaired students were extremely needed to be in the inclusive classrooms. If we send them into special education they will feel like special persons so they will become like special persons even with the mild or moderate level of situation.

Theme 2 was coded as inclusion burden. Most of untrained teachers for impaired students expressed their views that if they include the students with visual impairment to inclusive classroom, they will create extra workload because they need special effort and attention so it a challenge for inclusive classroom teacher. Teachers are resisting the acceptance of the visually impaired students.

“I think that the inclusion of visually impaired students depends on the severity of situation, it depends on teachers; if teachers try to cover severity, it could be covered. Therefore teachers should cover it. Teacher should know “how to cover the situation and how to encourage? For example, teachers should pay some extra attention; only then this situation can be easily overcome. But the problem is that the students with visual impairment are creating extra burden” (respondent teacher 4)

Majority of the respondent teachers expressed that visually impaired students could be included into normal classes. If teachers would do efforts to cover the situation. If teachers would try and put an effort even a little bit, the severity of condition could also be overcome easily.

The focus of themes 3 was social and psychological adjustment of visually impaired students. Students with visual impairment are facing some social and psychological issues in inclusive classrooms but once they become social they will communicate with their peers; their communication will be boosted. Their relationship will make them friendlier and more social. So, they are able to adjust in society.

“Social and psychological adjustments are necessary for visually impaired students for their socialization and effective communication. When the students with visual impairment admitted to inclusive education, they will communicate and become more social” (Respondent teacher 4)

Most of the respondents quoted that visually impaired students were facing bullying from their peers. They are shy and sometimes due to fear of rejection from teachers or class fellows, they do not participate in curricular and co-curricular activities. Teachers should try to adjust them to inclusive education.

“To overcome the bullying from some class mates, teachers can play their role and should deliver some moral lesson to the class. Obviously, the behavior of class can be modified. Encouragement by teachers can overcome this situation by building up confidence. If teachers help them, cooperate with them, guide them, assist them, and console them, they can be easily socially adjusted to inclusive classrooms.” (Respondent teacher 3)

Majority of the respondents stated that social adjustment of visually impaired students within the class and with their class fellows. It is the teachers that can create true sense of sympathy towards the students with visual impairment.

“By dividing into group activities, we are adjusting the visually impaired students. And the other peers will help them to complete their tasks. To fulfill this requirement, we are conducting some meetings with other classmate to adjust the students within the visual impairment classrooms and outside the classroom.”

Students with visual impairment are psychologically disturbed because when teachers are teaching them, they cannot see properly due to low vision. Vision and cognitive process are doing work side by side. Students perceive knowledge through sense of vision and then passes a message to our brain but due to low vision they are frustrated sometimes and having some psychological problems. One of respondent also stated that proper light should be arranged for visual impaired students. As sometimes if a room is not well-lighted, they are face issues as they cannot see the black/white board properly so they will be disturbed. All the teachers and management staff are doing efforts to adjust them psychologically and socially in inclusive education.

“Proper lights should be arranged for visually impaired students. Teachers have to check that they are sitting in the front of the class. Mostly teachers are doing effort to adjust them to inclusive environment and obviously side by side school management is also helping the students with visual impairment to adjust them socially, psychologically and physically and to make them confident.” (Respondent teacher 2)

Many of respondent teachers were in view that students faced problems in classroom which resulted in disturbance in classroom and that affected teaching learning process. For example, when they cannot see properly, they will ask their classmates or they will ask teachers, “Madam!”/ “Sir! Please repeat the content again or speak out loudly as you are writing on the board”, the class will be disturbed and thus the teachers cannot cover their course content on time.

Respondents said that due to pressure of work load students with visual impairment were feeling mentally disturbed as well as socially disturbed as they wanted special efforts on the part of the teachers.

Theme 4 was coded as curriculum reforms. For the inclusion visually impaired students, curriculum needs reforms for locally relevant themes and for the needs of that particular area. As there is a big difference found between cities, towns and villages. These changes are required according to the geographical conditions to make the learning/teaching process effective, purposeful and meaningful.

“There is a need of curriculum reforms for the students with visual impairment, for example, font size of books needs to be large. Moreover, in curriculum, audio aids need to be included so that the students with visual impairment can easily learn by audial sense”

Majority of the respondents stated that curriculum reforms needed according to human rights policy. And they should be implemented; if they are implemented, it will be an effective policy.

“In the developing countries like Pakistan there should be curriculum reforms for those students who are suffering from some special issues for example visual impairment. They should be divided into some categories e.g. Average, below average and above average and step by step we should sort out this problem. This area of sorting the problems we have a large amount of space for curriculum reforms”. (Respondent teacher 7)

The developing countries are having multiple gaps in curriculum reforms for those students who are visually impaired. These students are facing a lot of problems. Some reforms and modifications are needed for visually impaired students.

Another recurring idea in interviews was coded as examination system as themes 5. Examination system is not much satisfactory and applicable to inclusive education as the students with visual impairment are reading the same content as their visual peers. All the learning methods and assessments and evaluation processes are the same for visually impaired and for normal students. Examination system also needs to be improved.

“Examination system is not encouraging and satisfying. Papers are same for the normal and students with visual impairment. There is no relaxation in the examination hall for the students with visual impairment (respondent teacher 6).

Teachers stated that syllabus of general education was not fulfilling the needs of students with visual impairment. Curriculum reformers are not educationist; they do not know the realities and geographical situations of different areas.

The 6th theme appeared and was coded as ‘Teachers’ training’. For the inclusive education, teachers need trainings to overcome the challenges like psychological and sociological issues while including the students with visual impairment.

“There should be established inclusive education schools for teacher training at government level. Training of teachers should be conducted by the government” (respondent teacher 9)

The respondents of the study discussed that at government level some mandatory trainings for teachers were needed to be conducted for the motivation of teachers.

“There is a need of training for the teachers; if we cannot train the teacher for inclusive education, he/she should not be motivated. When teachers will not be motivated, they will consider inclusion as a burden. So first of all we should train and motivate general education teachers (respondent teacher 8)

The participants of the study talked that there should be some specific institutes for inclusive education at government level for teachers training; government should provide this training to the pre-service and in-service teachers.

The 7th theme of lack of proper instructional technology was coded as 'Technology'. There is a need of instructional technology to meet the needs of global world while we are including the visually impaired students in inclusive classroom. So due to advanced technology best result could be achieved.

“Individuals with impairment can be active participants and respected members of the society with the provision of information communication technologies (ICT). We can achieve better results with advanced technology in inclusive educational environment”
(respondent teacher 10).

Majority of the respondents were of the view that the information communication technology could be helpful for the teachers and learners for the better academic outcomes in inclusive classrooms.

Class size was the code for the theme 8 of having huge size of the class. In inclusive education, class size also has an impact on how well students with visual impairment achieve. A large class size is not easy to manage. The teachers are not able to diagnose the needs of visually impaired students due to lack of time.

“In our country facilities are not available for those students who are deaf especially infrastructure is poor. General education teachers, due to lack of knowledge and training, mostly consider students with visual impairment as a burden. (Respondent teacher 4)

The respondent said that the class size was large in inclusive class rooms and teachers were, due to class strength, felt the students with visual impairment a burden. They need training and motivation for dealing with these types of students.

The 9th themes which focused on the involvement of the parents and community in promoting inclusive classroom was coded as 'Parental and communal involvement. Involvement of parents is essential for the inclusion of the visually impaired students. Teachers and parents are the best support for the visually impaired students to include them in inclusive classrooms.

“Concentration and engagement of parents lead the visually impaired students to high achievement. Sufficient engagement of parents in educational program could lead to an output in higher cognition growth and development, emotional, psychological, and social well-being. (Respondent teacher 2)

Respondent teachers reported that the parents' involvement was necessary for the cognitive development of the students with visual impairment. Effective concentration of parents could lead to lead a good educational achievement of these students. In addition, respondents also said that

the contact of parents also helped them to create good growth and development of emotional, psychological, and social well-being.

Respondents reported that visual impaired students' parents facilitated their children; they attended the parents-teachers meeting after exams or at the end of the session to improve their children's educational progress and to facilitate them as well.

They further reported that they had to involve parents into planning and implementation processes for the students of visual impairment. They had to guide them about the mental caliber of students but finally decision would be taken by the parents of visual impaired students.

“There is misconception about students with visual impairment that they can't be educated in normal schools as they often feel frustration and they misbehave with the teachers and classmates. This creates discrimination among students with visual impairment and their peers. This can be minimized through different social media means e.g. Facebook, television, radio and others social media and print media for the involvement of parents, teachers and community and society”. (Respondent teacher 5)

Respondents were of the opinion that some people had the perception that the students with visual impairment were aggressive and misbehaved and they were not able to be included in inclusive classroom. This type of image can create discrimination among the students with visual impairment. We can change the thinking of people by using print and social media.

The 10th theme focused on the lack of funds for promoting inclusive education and was coded as 'Financial issues. For the inclusion of visually impaired students, there is a need of funds for their support, their transportation or other facilities like provision of aural and tangible aids to promote inclusive education.

“Lack of funds is a hindrance in inclusive education. Sometimes teachers and our school's staff are funding but it is very much meagre for the facilitation of visually impaired students. Financial assistance can be helpful for the visually impaired students, for their families support and also for their encouragement” (Respondent teacher 5).

Analytical view is that the students with visual impairment need some funds for the support and encouragement. Funding is required to enable the inclusive education for these students.

Discussion and Conclusion

The findings of the conducted research are that the students with visual impairment need time, special attention, love, little bit effort, cooperation, help, supervision, guidance and affection of the teachers. Students with visual impairment need full equipment like hearing aids and the knowledge about operating these aids. They need proper light and need seats near to black/with board if they are at the lowest degree of impairment so that they can easily see the board. Teachers of students with visual impairment need proper training to deal with these students in inclusive classrooms. There are some suggestions from respondent teachers that there should be some training for in-service teachers for handling the students with visual impairment. Parents and teachers need to communicate in their meetings in school boundaries. There are the evidences in

teachers' interviews to put more emphasis on parents-teachers' meeting to solve the communication barriers between both of them. Parents who are less educated mostly belong to poor families and they cannot concentrate on the education of their children with visual impairment. As they are busy with some other responsibilities like working on daily wages and to handle their other children, they can't attend the parents-teachers' meeting and they do not come to school. The respondents are in favor of conducting seminars and workshops to interact with parents, community and peers of these students for awareness and advantages of inclusive education. The purpose of these interactions is to discuss parental issues, problems facing by teachers, barriers to inclusive education, problems faced by visually impaired students in inclusive practices and to make sure the involvement in general education classrooms. It is necessary to include the students with visual impairment. Proper check and balance and monitoring system is needed to accommodate and arrange to make sure that all buildings, classroom pedagogy, teaching methods, and teaching approaches are accessible in order to enable a successful teaching/learning process for the inclusion of children with visual impairment in general education classes. Proper assessment procedures, curricular modifications, better, innovative, flexible, and needs-based teaching practices, objective evaluation, the construction of a barrier-free environment, and accessible educational infrastructure are required as prerequisites for successful and efficient inclusion. The purpose and goals for inclusive education are only possible and can be implemented when the regular normal schools are fully involved and cooperative to accommodate and committed to include the students with visual impairment. For the elevation of inclusive classroom, there is the requirement of planning and implementing policies and procedures of inclusive education at national level. There is requirement of participation of local community, parents, teachers and normal peers of hearing and visual impaired students through different means of communication.

Inclusive education is an encouraging sign that it is possible in Pakistan, when appropriate resources, supports, help, and professional in-service and pre-service trainings are provided to the teachers and bring awareness of the needs of students with hearing and visual impairment, as they are able to make changes in their pedagogy and they can inculcate more accepting positive changes in the students with hearing and visual impairments. These resources are necessary initial steps to making classrooms and schools more inclusive. The implementation of inclusive education in developing nations to give education to regular schools must also be supported by funders and stakeholders via the use of tactics and approaches to promote inclusive education.

The Education Policy of Pakistan (2023) does not require general education/ordinary schools to provide accommodations for students with visual impairments, but these institutions are generously supporting inclusive education. These schools' teachers lack the necessary training to deal with the demands of special schools. Due to ignorance and psychological stress, parents and instructors prefer hearing-impaired pupils over visually impaired students since they believe the latter cannot engage in extracurricular and common activities. The difficulties faced by teachers of students with visual impairments in regular schools may include societal attitudes, poverty, inadequate government leadership, a lack of adequate human and material resources, fragmented approaches, a lack of suitable role models involved in the process, such as Disabled People's

Organizations (DPOs), and a lack of sufficient programs for increasing children's self-confidence. Teachers were mostly unable to fix structural issues since the government can fix them by setting policy and allocating funds for proper structures.

The best tool for changing public perceptions of the students with visual impairments may be teachers. Their instruction has the potential to alter school culture for the better. It will be a step in the right direction toward inclusion if the majority of students with visual impairment feel secure and make progress in the general education classroom. With the help of the parents of visually impaired students, they must lead the society. Teachers can assist in resolving educational issues if they are given the right training. The study plan for programs that prepare teachers has to be revised.

The issues surrounding the inclusion of students with visual impairments in regular classrooms can be resolved by fostering positive attitudes among educators and the general public, adapting the curriculum to meet the needs of students with visual impairments, implementing success-oriented assessment methods, involving the community and family in the education of students with visual impairments, and changing the current policy framework. The inclusive worldview requires a serious political commitment to be adopted. The advocacy and awareness movement in relation to the issues faced by teachers of the students with visual impairment and how to address them may be greatly aided by the media. Problems faced by the teachers of the students with visual impairment should be taken as an eye opener for the elimination of barriers to accept and promote student diversity. These problems are not to be fixed but be taken as opportunity for experimentation to design effective measure.

5.1 Implications of the Study

The study explored the difficulties that teachers encounter when providing education to visually impaired students within inclusive classroom settings. Here are some potential implications of the study:

The study can raise awareness about the challenges faced by visually impaired students in inclusive classrooms, highlighting the need for educators, policymakers, and other stakeholders to understand their unique educational requirements.

The study may emphasize the importance of specialized training and professional development programs for teachers to enhance their knowledge and skills in effectively instructing visually impaired students. It could lead to the development of training initiatives or workshops to equip teachers with the necessary strategies and tools.

The findings of the study could prompt educational institutions to consider modifying curricula and instructional approaches to fulfil the needs of the students with visual impairment. This may involve implementing accessible materials, assistive technologies, and alternative teaching methods to ensure equal learning opportunities for all students.

The study might contribute to the improvement of inclusive classroom practices, encouraging teachers to create an inclusive environment that supports the participation and engagement of

visually impaired students. It could highlight the importance of teachers of regular and special education working together, as well as the involvement of support of professionals, to address the diverse needs of visually impaired students effectively.

The study's findings could potentially influence educational policies at the local, regional, or national level. Policymakers may consider implementing measures to support visually impaired students in inclusive classrooms, such as allocating resources for assistive technologies, providing funding for specialized training programs, or ensuring accessibility standards in educational materials and facilities.

5.2 Need for the Future Inquiry

The field of assistive technologies is rapidly advancing, offering innovative tools and devices that can enhance the learning experiences of visually impaired students. Further research can investigate the effectiveness of these technologies, their integration into inclusive classrooms, and how they can be optimized to address specific educational requirements.

While the current research looked at the difficulties teachers encounter, future research could explore the experiences and perspectives of visually impaired students themselves. Understanding their unique needs, preferences, and barriers can provide valuable insights into designing inclusive educational environments that empower them to thrive. Different cultural, societal, and regional contexts can influence the educational experiences of visually impaired students in inclusive classrooms. Future studies can explore the variations in challenges, resources, and support systems across different cultural and regional contexts to inform more inclusive and context-specific educational practices.

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