

Challenges Encountered by Teachers Working in Special Educational Institutes in Peshawar City

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Abstract: Children living with learning disabilities deal with unique challenges that spread throughout their lives. Across the world special importance is given by government to children with such disabilities and they receive education with updated technology. Learning disability (LD) is a broad term used to characterize particular types of learning challenges. People with learning disabilities have special needs and such children with learning disabilities also exhibit behavioral problems. This study aimed to identify and describe the challenges faced by teachers working in special educational institutes. A quantitative descriptive research design was employed to collect data from teachers in four special schools by collecting data from 60 teachers through questionnaire. Basic objective of this study was to highlight the methods used and problems faced by teachers in special schools. The findings of this study provided valuable insights into the specific difficulties encountered by teachers like the training of the special education instructor must be according to the impairment of the children contributing to a better understanding of the resources required to enhance the teaching and learning process for students with special needs like specialized tactics and even audio and visual exposure to students for much better understanding.

Keywords: Learning Disabilities (LD), Challenges, Special Education, Specific Learning Disabilities (SLD), Classroom Management, Student Behavior



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Introduction

Levine, (1996) defined education as the successful acquisition of knowledge with the intention of disseminating the knowledge acquired by all people for their own advancement. Education, which literally means "training, nourishment, or leading out the internal capabilities," is derived from the Latin words "educare," "educatum," or "educere," according to McAlister, (2014). Living through a constant reconstruction of everyday experiences is the process of education. (Malik & Reba, 2020).

Education provide us with the tools we need to navigate the world pursue our passions and contribute to society. It's an exciting and empowering process of continuous learning and growth. An essential part of any culture or community is education. Focusing on mental skills, which are the fundamental building blocks for achievement required to finish the educational journey and enter the workforce, is crucial for strengthening the fundamental aspects of the individual in order to stay up with societal demands. (Bruner, 2013; Masemann, 2003). Since the teaching profession works with students of various skills and traits, it carries a lot of responsibility and is one of the cornerstones of the educational process. As a result, training effective teachers is essential to improving the effectiveness of the educational process in both general education and special education (Dignath et al., 2022).

Special Education

Special education is a specialized approach to education that provides tailored support and accommodations for students with disabilities or special needs. It aims to address their unique learning requirements and help them achieve their full potential. Special education programs may include individualized instruction, modified curriculum, assistive technology, and support services such as speech therapy or occupation therapy (Dissinger, 2003; Watson et al., 2010). Students regardless of their abilities have access to a quality education and the opportunity to thrive academically, socially, and emotionally. In special education, individualized education plans (IEPs) are developed for each student, outlining specific goals, accommodations, and support services (Findley et al., 2022). It is important to note that special education promotes inclusivity and equal opportunities for all students regardless of their abilities. It recognizes that every student has unique strengths and challenges and it strives to create an environment that supports their individual needs. Special education helps students with disabilities thrive and succeed in their educational journey (Blackwell & Rossetti, 2014).

Special Education Teachers

Working with students who have a wide range of challenges, including cognitive, learning, developmental, psychological, and physical disabilities, is a big challenge for special education teachers. These educators encounter difficulties while interacting with individual students, necessitating a greater emphasis on classroom procedures. (Arca et al., 2021).

Special Students

Special students refer to the students with mild to severe physical, emotional, mental, or psychological impairment which significantly decreases the daily activities of an individual, showing low academic achievements. Special Children may vary in their disability, including health, mental, and physical conditions that need special care. Dealing with a child with special needs can be obviously challenging and more complicated for teachers (Damer, 2001). Obviously, teachers of special education face a lot of challenges because there are many different types of disabilities. Nancy Mamlin, (2012).

There are several types of special education programs that cater to the unique needs of students with disabilities or special needs. Some common types include:

- 1 Learning disabilities
- 2 Speech and language therapy
- 3 Autism Spectrum Disorder (ASD)
- 4 Intellectual Disability Support
- 5 Emotional and Behavioral disability
- 6 Physical Disabilities
- 7 Deaf and Blind Disabilities
- 8 Visual Disabilities
- 9 Sensory Processing disorder
- 10 Hearing Disorder

Definition of Disability

A disability is a condition that affects a person's physical, cognitive, sensory, or mental abilities. It can impact various aspects of their life, such as mobility, communication, learning, or daily activities. Disabilities can be visible, like using a wheelchair, or invisible, like a learning disability. They can be present from birth or acquired later in life due to illness, injury, or aging. It's important to remember that each person's experience with a disability is unique, and they should be treated with respect and inclusivity. Society should strive to create an environment that supports and accommodates individuals with disabilities, ensuring equal opportunities for all (Michalko, 2002).

Learning Disability

The term "learning disability" refers to a broad category of learning difficulties. Different countries have different statutory definitions for learning disorders. Nonetheless, a discrepancy clause, an exclusion clause, and an etiology clause are typically included as three fundamental components (Cancio et al., 2018). The exclusion clause asserts that the discrepancy is not primarily caused by intellectual, physical, emotional, or environmental issues; the etiologic



clause discusses causation involving genetic, biochemical, or neurological factors; and the discrepancy clause asserts that there is a significant difference between aspects of specific functioning and general ability. (Fletcher et al., 2018). When assessing whether a kid has a learning disability, the phrase "difference between areas of functioning" is most frequently used. A learning disability is identified in children who exhibit a significant gap between their areas of functioning where they perform well and those where they struggle significantly (Shakespeare, 2017; Wong, 2004).

A diverse range of children have learning impairments. These children are a varied collection of people who may struggle in a variety of categories. For instance, a child with a learning disability may struggle greatly with reading, while another may not have any reading issues at all but struggles greatly with written communication. Additionally, learning difficulties might be slight, moderate, or severe. Additionally, students' coping mechanisms vary (Dapudong, 2013). A person who is unable to obtain a lucrative job or profession due to an injury, inborn deformity, or disease may be classified as disabled under Pakistan's National Policy 2002, according to Ahmed et al., (2011). This includes those who are mentally or physically retarded, as well as those who have visual or hearing impairments. In the world, about 15% of people have some kind of disability, such as mental or physical impairment, or hearing or vision impairment. The presence of these students in general education classrooms has caused several issues for all parties involved, not just the students themselves. According to (Ashraf & Jahan, 2022) teaching pupils with disabilities of any kind is therefore a growing concern in Because teaching people with disabilities and varying learning styles is undergoing a revolutionary shift, it presents difficulties for higher education administrators, teachers, families of students with special needs, and even members of the general public.(Gul, 2020; Nisa et al., 2021).It is advantageous to define special educational needs (SNE) since it is used to replace disability categories and encompasses all children with developmental challenges that impact their behaviour, learning, emotional and social development, communication, and capacity to take care of themselves and become independent (Cross, 2011). Learning disabilities particularly impact the academic performance of students who perform below average (Paul, 2001).

A learning impairment is often defined as a problem that impacts a person's psychological process, while it can occasionally impact many abilities, such as speaking, writing, and reading (Gersten et al., 2001). Disabilities, such as hearing loss, vision problems, and poor motor skills coordination, can, nevertheless, be brought on by brain injuries or developmental deficiencies. A physically impaired individual cannot be referred to as having a learning disability. A learning impairment is any learning disorder that causes a person to have difficulty speaking, listening, understanding math problems, reading texts, writing, and other skills (Geary, 2011).

Pakistan and other developing nations have a variety of challenges for students with impairments. The National Commission for Child Welfare and Development in 2005 states that even though the government has implemented a number of initiatives to improve the lives of special education pupils, providing facilities for this marginalized group of people remains a low priority (Léveillé & Chamberland, 2010). Although the Right to Free and Compulsory Education Bill was introduced in accordance with Article 25-A of the 1973 Constitution of Pakistan, Singal, (2016) claims that the Act has no special provisions for pupils with special needs. Zadi et al., (2021). These kids are from the groups that are stigmatised, disgraced, and judged by society, and they have less access to high-quality education (Shpigelman et al., 2022). For the teacher to ascertain the ultimate intended behaviours from the students, the goals should be precisely defined and structured in an executive manner (Stronge, 2018).

(Cancio et al., 2018) reported that teachers in special education deal with a variety of issues, such as heavy workloads, little resources, inadequate professional development, emotional and behavioral problems, obstacles to teamwork, and emotional exhaustion .Comprehensive support networks, sufficient funding, and focused professional development are needed to address these problems and enhance student outcomes and teacher effectiveness (Cancio et al., 2018).

Rationale of the Study

For the last few years the special education has gain the focus of many researches as there are many disabilities related to special education. The learning disability is one of these disabilities. The current study will explore the challenges faced by teachers while designing teaching methods and strategies for special students. The desired aim of this study is to find better understanding of the support and resources required to enhance the teaching and



learning process for students with special needs like specialized tactics and even audio and visual exposure to students for much better understanding.

Research Objectives

1. To explore the methods, teachers use in teaching students with learning disability.
2. To investigate the problems faced by teachers of students with learning disability.

Research Hypotheses

1. Teaching methods used by teachers in teaching students with learning disabilities are not effective and significant.
2. There are no problems faced by teachers of students with learning disabilities.

Significance of the Study

Children living with learning disabilities deal with unique challenges that spread throughout their lives. Across the world special importance is given by government to children with such disabilities and they receive education with updated technology. The current study has target population of Peshawar and it will highlight that what kind of methods are using for teaching children with learning disabilities and it can throw light that the teaching methods are conventional or updated methods of teaching. This is already understood that if approaches are updated ones then it can influence the ability of individuals with learning disabilities to receive and process information normally. This study will also help parents because they have lifelong fear about their children that they will fail in their future life so the current study will equip both teachers and parents that how they can use effective methods to handle and teach children with learning disabilities because such students can be helped through good teaching methods but parents and teachers have fears due to ignorance about learning disabilities.

Operational Definitions

Special Education

Special education is a customized education program designed to meet the unique needs of students with disabilities or special learning requirement.

Special Student

A special student is an individual with unique learning needs often requiring personalized educational program or accommodations to support their academic progress.

Research Design

This study employs quantitative research design. The study aims to investigate challenges encountered by teachers working in special educational institutes in Peshawar District. Purposive sampling technique was used for data collection. The quantitative approach facilitates precise measurement and statistical analysis, providing an objective understanding of the relationship between teaching methodologies and student engagement. It follows a systematic procedure for data collection and analysis, ensuring the integrity of the research process from inception to conclusion.

Research Instruments

In this study, data collection plays a crucial role and is facilitated through the use of accustom-designed questionnaire. The rationale behind opting for a self-constructed instrument lies in its practicality and efficacy in eliciting the precise information required to address the research inquiries effectively. Careful attention has been given to crafting a questionnaire that is thorough yet easily navigable for participants, ensuring their responses are provided with ease and accuracy. This approach is selected for its capacity to generate standardized data, facilitating the quantitative analysis integral to this research endeavor.

Questionnaire was divided in to 2 sections; each section included 10 questions encompassing the both objectives respectively. Open ended questions were designed and the answers were organized accordingly ranges from agree to strongly agree by using 5point- Likert scale.



Population of the Study

A group that is considered while doing statistical analysis is known as the study population. There are more than just people in the research population. It is an assemblage of attributes that are linked together in some manner. They may have several attributes within a group and may be things beings or measure (Gay, 2018). There are four special schools in vicinity of district Peshawar so data was collected from all 4 schools. The data collected from 4 special schools (from male and female teachers) in district Peshawar. So, all the 4 government special schools in Peshawar constitute population for this study. There were total of 78 teachers and 45 teachers were males and 33 were females.

Table 1

Sample size Selection

Participant Type	Total Population	Sample Size	Total participant included in study
Number of Special Schools	4	-	78
Male Teachers	45	40	Participant selected for questionnaire
Female Teachers	33	20	

Sampling Technique

Sampling technique used in this current study is purposive sampling. Purposive sampling is non-probability methods use in quantitative research, in which specific and selected participants. All of the selected special schools in vicinity of Peshawar visited and took the data 100% from the population of target school by questionnaire.

Data Analysis Technique

For the analysis of collected data, the study employs SPSS software, a powerful tool for statistical analysis in social science research. The use of SPSS allows for a comprehensive analysis of the data, including various statistical tests and procedures that can uncover complex patterns and relationships within the data. The results of this analysis will be presented in a clear, tabular format, facilitating easy interpretation and understanding. This approach ensures that the findings are not only statistically sound but also accessible and meaningful to a wider audience, including educators, policymakers and researchers in the field of education.

Study Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion criteria
All the teachers were included in the study that had better understanding and had no linguistic problems.	All the teachers who had visual impairment.
All the teachers were included who have no visual impairment.	All the Teacher who were problem in understanding English language
60 teacher were included from total of 78 teachers (sample size 60)	18 teachers were excluded from the total of 78 teachers as they were blind.

Results & Discussions

Statement 1: Using Pictures and Drawings in Teaching Help to teach Better

By making difficult subjects easier to understand, accommodating different learning styles, and encouraging creativity and active participation, using pictures and drawings in the classroom improves students' comprehension, engagement, and retention.

Table 1

Percentage and Frequency for Using of Pictures and Drawings in Teaching

Scale	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	24	40	2.4	12.88
Agree	28	47		
Undecided	4	7		
Disagree	2	3		
Strongly Disagree	2	3		
Total	60	100		



The table 1 shows the findings of question asked from the respondents included in the process of data collection. The responses of the respondents were collected and then arrange on the basis of five point Likert scale. The table has included the frequencies and percentages on the basis of data collected. The mean and standard deviation has been calculated for the significance of the responses. The results showed that the 24 respondents with 40 percent were found strongly agree, 28 respondents with 47 percent were agreed, 4 respondents with 7 percent were remains neutral in the data collection, 2 respondents with 3 percent were found disagree and 2 respondents with 3 percent were found strongly disagreed. The mean value of the responses was found 2.40 which mean that he most of the replies were lie between agree and strongly agree with standard deviation of 12.88.

Statement 2: I Enjoy Teaching when Activities Engage all of my Student's Senses

Since a multisensory approach encourages deeper knowledge, active engagement, and meaningful learning experiences, I most enjoy teaching when activities appeal to all of my students' senses.

Table 2

Percentage and frequency for enjoy teaching.

Scale	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	22	37	2.16	15.21
Agree	34	57		
Undecided	2	3		
Disagree	1	2		
Strongly Disagree	1	2		
Total	60	100		

Table 2 shows the findings of question asked from the respondents included in the process of data collection. The responses of the respondents were collected and then arrange on the basis of five point Likert scale. The table has included the frequencies and percentages on the basis of data collected. The mean and standard deviation has been calculated for the significance of the responses. The results showed that the 22 respondents with 37 percent were found strongly agree, 34 respondents with 57 percent were agreed, 2 respondents with 3 percent were remains neutral in the data collection, 1 respondent with 2 percent were found disagree and 1 respondent with 2 percent were found strongly disagreed. The mean value of the responses was found 2.16 which mean that he most of the replies were lie between agree and strongly agree with standard deviation of 15.88.

Statement 3: I Found it Help when Students Break Big Task in to Smaller and Easier Steps

Students approach problems more confidently, have a better comprehension, and achieve better learning outcomes overall when big activities are broken down into smaller, more manageable steps.

Table 3

Percentage and frequency for students break big task in to smaller and easier steps.

Scale	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	20	34	2.36	13.12
Agree	31	53		
Undecided	4	7		
Disagree	2	3		
Strongly Disagree	2	3		
Total	60	100		

Table 3 shows the findings of question asked from the respondents included in the process of data collection. The responses of the respondents were collected and then arrange on the basis of five point Likert scale. The table has included the frequencies and percentages on the basis of data collected. The mean and standard deviation has been calculated for the significance of the responses. The results showed that the 20 respondents with 34 percent were



found strongly agree, 31 respondents with 53 percent were agreed, 4 respondents with 7 percent were remains neutral in the data collection, 2 respondent with 3 percent were found disagree and 2 respondent with 3 percent were found strongly disagreed. The mean value of the responses was found 2.36 which mean that he most of the replies were lie between agree and strongly agree with standard deviation of 13.12.

Statement 4: I Feel more Comfortable in Class when Students Learn more with Learning Disabilities

When I can successfully support students with learning challenges and provide an inclusive environment that promotes their development and learning, I feel more at ease in the classroom.

Table 4

Percentage and Frequency for more Comfortable in Class when Students Learn

Scale	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	23	38	2.40	12.46
Agree	28	47		
Undecided	4	7		
Disagree	3	5		
Strongly Disagree	2	3		
Total	60	100		

The Table 4 shows the findings of question asked from the respondents included in the process of data collection. The responses of the respondents were collected and then arrange on the basis of five point Likert scale. The table has included the frequencies and percentages on the basis of data collected. The mean and standard deviation has been calculated for the significance of the responses. The results showed that the 23 respondents with 38 percent were found strongly agree, 28 respondents with 47 percent were agreed, 4 respondents with 7 percent were remains neutral in the data collection, 3 respondent with 5 percent were found disagree and 2 respondent with 3 percent were found strongly disagreed. The mean value of the responses was found 2.40 which mean that he most of the replies were lie between agree and strongly agree with standard deviation of 12.46.

Statement 5: I enjoy teaching when incorporating activities that involve hands-on experience and movement for students.

Because they actively engage students, improve learning via experience, and create a dynamic classroom environment, I most enjoy teaching when I use movement and hands-on activities.

Table 5

Frequency and Percentages for more Comfortable in Class when Students learn more with Learning Disabilities

Scale	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	25	42	2.41	14.76
Agree	31	52		
Undecided	2	3		
Disagree	1	2		
Strongly Disagree	1	2		
Total	60	100		

Table 5 shows the findings of question asked from the respondents included in the process of data collection. The responses of the respondents were collected and then arrange on the basis of five point Likert scale. The table has included the frequencies and percentages on the basis of data collected. The mean and standard deviation has been calculated for the significance of the responses. The results showed that the 25 respondents with 42 percent were found strongly agree, 31 respondents with 52 percent were agreed, 2 respondents with 3 percent were remains neutral in the data collection, 1 respondent with 2 percent were found disagree and 1 respondent with 2 percent were found strongly disagreed. The mean value of the responses was found 2.41 which mean that he most of the replies were lie between agree and strongly agree with standard deviation of 14.76.



Statement 6: I feel more engaged and involved in class when I create opportunities for active participation and encourage student input.

By encouraging student input and providing opportunities for active engagement, I feel more interested and engaged in class and help to create a dynamic and cooperative learning environment.

Table 6

Frequency and Percentages for more Engaged and Involved in Class when Create Opportunities for Active Participatio

Scale	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	21	35	2.42	11.31
Agree	27	45		
Undecided	7	12		
Disagree	2	3		
Strongly Disagree	3	5		
Total	60	100		

Table 6 shows the findings of question asked from the respondents included in the process of data collection. The responses of the respondents were collected and then arrange on the basis of five point Likert scale. The table has included the frequencies and percentages on the basis of data collected. The mean and standard deviation has been calculated for the significance of the responses. The results showed that the 21 respondents with 35 percent were found strongly agree, 27 respondents with 45 percent were agreed, 7 respondents with 12 percent were remains neutral in the data collection, 2 respondent with 3 percent were found disagree and 3 respondent with 5 percent were found strongly disagreed. The mean value of the responses was found 2.42 which mean that he most of the replies were lie between agree and strongly agree with standard deviation of 11.31.

Statement 7: I create a welcoming and inclusive environment for all students in the class.

I try to establish a warm, accepting, and inclusive learning atmosphere in the classroom where each student feels appreciated, respected, and encouraged to engage.

Table 7

Frequency and Percentages for Welcoming and Inclusive Environment for all Students in the Class

Scale	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	23	38	2.44	12.52
Agree	28	47		
Undecided	5	8		
Disagree	3	5		
Strongly Disagree	1	2		
Total	60	100		

Table 7 shows the findings of question asked from the respondents included in the process of data collection. The responses of the respondents were collected and then arrange on the basis of five point Likert scale. The table has included the frequencies and percentages on the basis of data collected. The mean and standard deviation has been calculated for the significance of the responses. The results showed that the 23 respondents with 38 percent were found strongly agree, 28 respondents with 47 percent were agreed, 5 respondents with 8 percent were remains neutral in the data collection, 3 respondent with 5 percent were found disagree and 1 respondent with 2 percent were found strongly disagreed. The mean value of the responses was found 2.44 which mean that he most of the replies were lie between agree and strongly agree with standard deviation of 12.52.

Statement 8: I believe technology can be beneficial in supporting teachers to effectively teach students with learning disabilities.

Technology, in my opinion, is a potent instrument that helps educators better meet the various requirements of kids with learning difficulties, improving their engagement and academic results.



Table 8

Frequency and Percentage for Believe Technology can be Beneficial in Supporting Teachers

Scale	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	24	40	2.46	11.91
Agree	26	43		
Undecided	4	7		
Disagree	4	7		
Strongly Disagree	2	3		
Total	60	100		

Table 8 shows the findings of question asked from the respondents included in the process of data collection. The responses of the respondents were collected and then arrange on the basis of five point Likert scale. The table has included the frequencies and percentages on the basis of data collected. The mean and standard deviation has been calculated for the significance of the responses. The results showed that the 24 respondents with 40 percent were found strongly agree, 26 respondents with 43 percent were agreed, 4 respondents with 7 percent were remains neutral in the data collection, 4 respondent with 7 percent were found disagree and 2 respondent with 3 percent were found strongly disagreed. The mean value of the responses was found 2.45 which mean that he most of the replies were lie between agree and strongly agree with standard deviation of 11.91.

Statement 9: I appreciate it when teachers personalize their lessons to accommodate the individuals' needs of each other.

Since it promotes inclusion, engagement, and successful learning for all, I value it when teachers adapt their lessons to meet the unique requirements of each student.

Table 9

Frequency and Percentage for Appreciate it when Teachers Personalize their Lessons to Accommodate the Individuals' Needs of Each Other

Scale	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	26	43	2.41	14.19
Agree	29	48		
Undecided	2	3		
Disagree	2	3		
Strongly Disagree	1	2		
Total	60	100		

Table 9 shows the findings of question asked from the respondents included in the process of data collection. The responses of the respondents were collected and then arrange on the basis of five point Likert scale. The table has included the frequencies and percentages on the basis of data collected. The mean and standard deviation has been calculated for the significance of the responses. The results showed that the 26 respondents with 43 percent were found strongly agree, 29 respondents with 48 percent were agreed, 2 respondents with 3 percent were remains neutral in the data collection, 2 respondent with 3 percent were found disagree and 1 respondent with 2 percent were found strongly disagreed. The mean value of the responses was found 2.41 which mean that he most of the replies were lie between agree and strongly agree with standard deviation of 14.19.

Statement 10: I know there are helpful books and classes available to help teachers to learn more about teaching students with learning disabilities.

I acknowledge the importance of books and professional development courses in giving educators the skills and information they need to instruct individuals with learning difficulties.



Table 10

Frequency and Percentage for now there are Helpful Books and Classes Available to help Teachers to Learn more about Teaching Students with Learning Disabilities

Scale	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	29	48	2.43	13.78
Agree	25	42		
Undecided	3	5		
Disagree	1	2		
Strongly Disagree	2	3		
Total	60	100		

Table 10 shows the findings of question asked from the respondents included in the process of data collection. The responses of the respondents were collected and then arrange on the basis of five point Likert scale. The table has included the frequencies and percentages on the basis of data collected. The mean and standard deviation has been calculated for the significance of the responses. The results showed that the 29 respondents with 48 percent were found strongly agree, 25 respondents with 42 percent were agreed, 3 respondents with 5 percent were remains neutral in the data collection, 1 respondent with 2 percent were found disagree and 2 respondent with 3 percent were found strongly disagreed. The mean value of the responses was found 2.43 which mean that he most of the replies were lie between agree and strongly agree with standard deviation of 12.78.

Objective 2

To investigate the problem faced by teachers while teaching students with learning disabilities.

In this objective I reached to look at the difficulties teachers have when instructing kids who have learning problems and to consider possible solutions.

Statement 11: I find it challenging to meet the individual learning needs of students with learning disabilities.

Since meeting the unique learning needs of kids with learning disabilities necessitates specialized tactics, extra resources, and constant work to ensure their success, I find it difficult.

Table 11

Frequency and Percentages for find it Challenging to Meet the Individual Learning needs of Students with Learning Disabilities

Scale	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	20	33	2.45	8.27
Agree	22	37		
Undecided	6	10		
Disagree	5	8		
Strongly Disagree	7	12		
Total	60	100		

Table 11 shows the findings of question asked from the respondents included in the process of data collection. The responses of the respondents were collected and then arrange on the basis of five point Likert scale. The table has included the frequencies and percentages on the basis of data collected. The mean and standard deviation has been calculated for the significance of the responses. The results showed that the 20 respondents with 33 percent were found strongly agree, 22 respondents with 37 percent were agreed, 6 respondents with 10 percent were remains neutral in the data collection, 5 respondent with 8 percent were found disagree and 7 respondent with 12 percent were found strongly disagreed. The mean value of the responses was found 2.45 which means that he most of the replies were lie between agree and strongly agree with standard deviation of 8.27.

Statement 12: I feel confident in my ability to support students with learning disabilities.

By using efficient techniques, creating an inclusive atmosphere, and adjusting to each student's unique needs, I am sure that I can help students with learning challenges.



Table 12

Frequency and percentages for feel confident in my ability to support students with learning disabilities.

Scale	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	23	38	2.42	9.82
Agree	22	37		
Undecided	8	13		
Disagree	5	8		
Strongly Disagree	2	3		
Total	60	100		

Table 12 shows the findings of question asked from the respondents included in the process of data collection. The responses of the respondents were collected and then arrange on the basis of five point Likert scale. The table has included the frequencies and percentages on the basis of data collected. The mean and standard deviation has been calculated for the significance of the responses. The results showed that the 23 respondents with 38 percent were found strongly agree, 22 respondents with 37 percent were agreed, 8 respondents with 13 percent were remains neutral in the data collection, 5 respondent with 8 percent were found disagree and 2 respondent with 3 percent were found strongly disagreed. The mean value of the responses was found 2.42 which mean that he most of the replies were lie between agree and strongly agree with standard deviation of 9.82.

Statement 13: I encounter specific difficulties when adapting to teaching material for students with learning disabilities.

When I modify instructional materials to accommodate the various needs of students with learning disabilities, I face particular difficulties that call for ingenuity, patience, and specialized techniques.

Table 13

Frequency and Percentage for Encounter specific Difficulties when Adapting to Teaching Material for Students with Learning Disabilities

Scale	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	13	22	2.40	7.58
Agree	22	37		
Undecided	4	7		
Disagree	16	27		
Strongly Disagree	5	8		
Total	60	100		

Table 13 shows the findings of question asked from the respondents included in the process of data collection. The responses of the respondents were collected and then arrange on the basis of five point Likert scale. The table has included the frequencies and percentages on the basis of data collected. The mean and standard deviation has been calculated for the significance of the responses. The results showed that the 13 respondents with 22 percent were found strongly agree, 22 respondents with 37 percent were agreed, 4 respondents with 7 percent were remains neutral in the data collection, 16 respondent with 27 percent were found disagree and 5 respondent with 8 percent were found strongly disagreed. The mean value of the responses was found 2.40 which mean that he most of the replies were lie between agree and strongly agree with standard deviation of 7.58.

Statement 14: I effectively handle behavioral challenges from students with learning disabilities.

I successfully handle behavioral issues from students with learning difficulties by employing customized techniques, compassionate communication, and a methodical yet adaptable approach to foster their development.



Table 14

Frequency and percentage for effectively handle behavioral challenges from students with learning disabilities.

Scale	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	21	35	2.45	9.82
Agree	24	40		
Undecided	8	13		
Disagree	3	5		
Strongly Disagree	4	7		
Total	60	100		

Table 14 shows the findings of question asked from the respondents included in the process of data collection. The responses of the respondents were collected and then arrange on the basis of five point Likert scale. The table has included the frequencies and percentages on the basis of data collected. The mean and standard deviation has been calculated for the significance of the responses. The results showed that the 21 respondents with 35 percent were found strongly agree, 24 respondents with 40 percent were agreed, 8 respondents with 13 percent were remains neutral in the data collection, 3 respondent with 5 percent were found disagree and 4 respondent with 7 percent were found strongly disagreed. The mean value of the responses was found 2.45 which mean that he most of the replies were lie between agree and strongly agree with standard deviation of 9.82.

Statement 15: I face obstacles in providing individualized attention to students with learning disabilities in the classroom.

Due to time limits, class size, and the requirement for individualized tactics, I find it difficult to provide kids with learning difficulties with the individualized attention they require in the classroom.

Table 15

Frequency and percentage for face obstacles in providing individualized attention to students with learning disabilities in the classroom.

Scale	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	24	40	2.41	10.22
Agree	22	37		
Undecided	7	12		
Disagree	2	3		
Strongly Disagree	5	8		
Total	60	100		

Table 15 shows the findings of question asked from the respondents included in the process of data collection. The responses of the respondents were collected and then arrange on the basis of five point Likert scale. The table has included the frequencies and percentages on the basis of data collected. The mean and standard deviation has been calculated for the significance of the responses. The results showed that the 24 respondents with 40 percent were found strongly agree, 22 respondents with 37 percent were agreed, 7 respondents with 12 percent were remains neutral in the data collection, 2 respondent with 3 percent were found disagree and 5 respondent with 8 percent were found strongly disagreed. The mean value of the responses was found 2.41 which mean that he most of the replies were lie between agree and strongly agree with standard deviation of 10.22.

Statement 16: I often struggle to effectively communicate with students who have learning disabilities.

Since communicating with children who have learning difficulties necessitates modifying my communication style and coming up with tactics that speak to their particular needs, I frequently find it difficult.



Table 16

Frequency and Percentage for often Struggle to Effectively Communicate with Students who have Learning Disabilities

Scale	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	27	45	2.39	10.04
Agree	17	28		
Undecided	3	5		
Disagree	9	15		
Strongly Disagree	4	7		
Total	60	100		

Table 16 shows the findings of question asked from the respondents included in the process of data collection. The responses of the respondents were collected and then arrange on the basis of five point Likert scale. The table has included the frequencies and percentages on the basis of data collected. The mean and standard deviation has been calculated for the significance of the responses. The results showed that the 27 respondents with 45 percent were found strongly agree, 17 respondents with 28 percent were agreed, 3 respondents with 5 percent were remains neutral in the data collection, 9 respondents with 15 percent were found disagree and 4 respondents with 7 percent were found strongly disagreed. The mean value of the responses was found 2.39 which mean that he most of the replies were lie between agree and strongly agree with standard deviation of 10.04.

Statement 17: I encounter difficulties when modifying assessments for students with learning disabilities.

Adapting tests for students with learning disabilities presents challenges since it must strike a balance between accessibility, fairness, and precisely assessing their knowledge and abilities.

Table 17

Frequency and percentage for encounter difficulties when modifying assessments for students with learning disabilities.

Scale	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	29	48	2.45	10.04
Agree	12	20		
Undecided	7	12		
Disagree	9	15		
Strongly Disagree	3	5		
Total	60	100		

Table 17 shows the findings of question asked from the respondents included in the process of data collection. The responses of the respondents were collected and then arrange on the basis of five point Likert scale. The table has included the frequencies and percentages on the basis of data collected. The mean and standard deviation has been calculated for the significance of the responses. The results showed that the 29 respondents with 48 percent were found strongly agree, 12 respondents with 20 percent were agreed, 7 respondents with 12 percent were remains neutral in the data collection, 9 respondent with 15 percent were found disagree and 3 respondent with 5 percent were found strongly disagreed. The mean value of the responses was found 2.45 which mean that he most of the replies were lie between agree and strongly agree with standard deviation of 10.04.

Statement 18: I often face challenges when collaborating with other professionals to support students with learning disabilities.

Working with other professionals to serve students with learning disabilities presents many obstacles for me since it calls for efficient collaboration, communication, and strategy alignment across disciplines.



Table 18

Frequency and percentage often face challenges when collaborating with other professionals to support students with learning disabilities.

Scale	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	11	18	2.11	10.86
Agree	5	8		
Undecided	6	10		
Disagree	31	52		
Strongly Disagree	7	12		
Total	60	100		

Table 18 shows the findings of question asked from the respondents included in the process of data collection. The responses of the respondents were collected and then arrange on the basis of five point Likert scale. The table has included the frequencies and percentages on the basis of data collected. The mean and standard deviation has been calculated for the significance of the responses. The results showed that the 11 respondents with 18 percent were found strongly agree, 5 respondents with 8 percent were agreed, 6 respondents with 10 percent were remains neutral in the data collection, 31 respondent with 52 percent were found disagree and 7 respondent with 12 percent were found strongly disagreed. The mean value of the responses was found 4.11 which mean that he most of the replies were lie between agree and strongly agree with standard deviation of 10.86.

Statement 19: I do find it challenging to engage and motivate students with learning disabilities.

Engaging and motivating children with learning difficulties is difficult for me since it calls for specialized methods, perseverance, and a thorough comprehension of their particular learning requirements.

Table 19

Frequency and percentage for find it challenging to engage and motivate students with learning disabilities.

Scale	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	14	23	3.36	5.43
Agree	11	18		
Undecided	12	20		
Disagree	19	32		
Strongly Disagree	4	7		
Total	60	100		

Table 19 shows the findings of question asked from the respondents included in the process of data collection. The responses of the respondents were collected and then arrange on the basis of five point Likert scale. The table has included the frequencies and percentages on the basis of data collected. The mean and standard deviation has been calculated for the significance of the responses. The results showed that the 14 respondents with 23 percent were found strongly agree, 11 respondents with 18 percent were agreed, 12 respondents with 20 percent were remains neutral in the data collection, 19 respondent with 32 percent were found disagree and 4 respondent with 7 percent were found strongly disagreed. The mean value of the responses was found 3.36 which mean that he most of the replies were lie between agree and strongly agree with standard deviation of 5.43.

Statement 20: I feel well supported in addressing the social and emotional needs of students with learning disabilities.

Thanks to teamwork, tools, and techniques created to promote the growth and well-being of students with learning difficulties, I feel well-supported in meeting their social and emotional needs.



Table 20

Frequency and percentage for feel well supported in addressing the social and emotional needs of students with learning disabilities.

Scale	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	21	35	2.4	12.90
Agree	30	50		
Undecided	6	10		
Disagree	3	5		
Strongly Disagree	0	0		
Total	60	100		

Table 20 shows the findings of question asked from the respondents included in the process of data collection. The responses of the respondents were collected and then arrange on the basis of five point Likert scale. The table has included the frequencies and percentages on the basis of data collected. The mean and standard deviation has been calculated for the significance of the responses. The results showed that the 21 respondents with 35 percent were found strongly agree, 30 respondents with 50 percent were agreed, 6 respondents with 10 percent were remains neutral in the data collection, 3 respondents with 5 percent were found disagree. The mean value of the responses was found 2.40 which mean that he most of the replies were lie between agree and strongly agree with standard deviation of 12.90.

Summary, Discussion & Recommendations

Summary

Children living with learning disabilities deal with unique challenges that spread throughout their lives. Across the world special importance is given by government to children with such disabilities and they receive education with updated technology. Learning disability (LD) is a broad term used to characterize particular types of learning challenges. People with learning disabilities have special needs and children with learning disabilities also exhibit behavioral problems and give a greater degree of stress to their families compared to children with learning disabilities who do not display behavioral issues. There are nine types of LD in children's. This study aimed to identify and describe the challenges faced by teachers working in special educational institutes. A quantitative descriptive research design was employed to collect data from teachers in four special schools. Basic objective of this study was to highlight the methods used and problems faced by teachers in special schools. The findings of this study was provide valuable insights into the specific difficulties encountered by teachers in this specialized field, contributing to a better understanding of the support and resources required to enhance the teaching and learning process for students with special needs.

Discussion

In the light of findings and discussion it was concluded that teachers for special education face challenging problems such as difficulty in communication with students, instructional strategies used by teachers in classroom, student's behavior and attitudes with learning disabilities, lack of support from parents and lack of professional development skills. The main theme of the study was to investigate the challenges faced by special education teachers in district Peshawar, KP. For this purpose 04 schools were visited and 60 questionnaires were distributed among the 78 teachers of primary school level to get the knowledge of problems faced while teaching to special students. The majority of resource instructors assist students with mild or moderate impairments by using modified standard teaching techniques derived from the general education curriculum to address each student's specific requirements

Owing to the significance of Special education for impaired children is a crucial component of our society, and neglecting it would constitute a severe injustice by the government. Special education is considered specifically very important to address the educational requirements of children with disabilities, including those who are hearing impaired, visually impaired, intellectually challenged, and physically disabled (Theoharis, 2024).



This study reveals that special teaching techniques have a major impact on special student's learning behavior, special education teachers as well as on teacher's performance. Based on the said objective, the researcher recognized that special education teachers face a lot of challenges in the classroom of special students. School administrations often do not understand the demands of special education and fails to support teachers (Avramidis et al., 2000). However, On the basis of data analysis it is revealed that the major problems for special education teachers are communication with students, instructional strategies used by teachers in classroom, student's behavior, classroom management, lack of support from parents and lack of professional development skills. The study also reveal that different instructional strategies are used by special education teachers in order to achieve their objectives for example, Translation method for instruction, Direct method for instruction, Collaborative strategies for instruction, Cooperative strategies for instruction (Kenny, 2007).

Reed, P (2014), stated that during facing communication problems, it is important to keep in view all the different ways that we communicate effectively throughout our day. Therefore, they should apply the same idea when thinking about the students and their communication needs. It is concluded that special education need more serious attention(Reed et al., 2014). It is a unique way of provision of education to students who are mentally or physically challenged. The ideal special education system should provide extremely good learning opportunities to students and need based learning structure for optimum results (Cancio et al., 2018).

Parent's participation cannot be underrated, as it affects children educational health. Rockwell, (2024) found that students whose parents and guardians take interest in their education developed academic achievement much better than others better, higher ambitions for-secondary education afterwards and career growth; improved social capability and lower rates of teenage high-risk performance (Dapudong, 2013).The primary aspect of special education is that children's education and training must start at an early age, and appropriate facilities should be made available for children with disabilities (Mangal, 2007).

Recommendation

The following recommendations were provided on the basis of the findings

1. On the basis of findings it is recommended that education department and training institutes arrange capacity building workshops focused on enhancing communication skill of the teachers in reference to special education.
2. It is recommended that teachers may be given continuous long term in-service teacher training to update their knowledge regarding classroom management skill.
3. It is highly recommended to use multisensory techniques incorporate visual, auditory and kinesthetic activities to enhance different learning styles



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