

Professional Development of Inclusive Education Teachers and Their Performance at Secondary School Level: A Correlational Study

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ABSTRACT

The study examined the relationship between the professional development and performance of inclusive education teachers at secondary school level in Pakistan. The study was descriptive in nature, further it was correlational research. A sample of 60 inclusive education teachers at inclusive education system were selected for the purpose of the study. Simple random sampling technique was used to establish the sample of the study. The sample of the study was taken from District Lahore. Two self-developed questionnaires were used for data collection in the study. A questionnaire titled as professional development scale (PDS) to evaluate the level of professional development of inclusive education teacher was developed by the researcher. This scale was filled by the inclusive education teachers included in the study. the professional development scale (PDS) for teachers was comprised of 15 statements on five professional development indicators/factors for inclusive education teachers i.e Awareness about Inclusive Education, Attitude towards Inclusive Education, Teacher's peculiar features for Inclusive Education, Informational Aspect of Professional Development. Operational Aspect of Professional Development. Another scale titled as Performance evaluation scale (PES) to assess the performance of inclusive education teachers was developed by the researcher. This scale was also filled by the teachers at inclusive education system included in the study. the professional development scale (PDS) for teachers was comprised of 20 statements on four performance indicators/factors for inclusive education teachers i.e Planning for Special Students in an Inclusive Classroom, Teaching Special Students in Inclusive Education, Classroom & Behavioral

Management of Special Students, Assessment & Evaluation of Special Students. Both descriptive and inferential statistics were applied to draw out the results. The results of the study revealed that there is a strong positive relationship between the professional development and performance of inclusive education teachers at secondary school level.

Keywords: Inclusive Education, Teachers, Secondary Schools, Professional Development, Performance, Relationship

INTRODUCTION

Kliewer (2007) "Inclusion involves all kinds of practices that are ultimately practices of good teaching. What good teachers do is to think considerately about children and extend ways to reach all children. Eventually, good teaching is a relationship between two people. Good results acquire to the teachers because they enter into that relationship. Inclusion is significant and provides more options for children to learn. It's structuring schools as a society where all children can learn. But there's no formula for becoming an inclusive teacher or an inclusive school. It's not a preset system." Etscheidt (2005) "Inclusion is based on the belief that people/adults work in inclusive communities; work with people of different races, religions, aspirations, disabilities. In the same stratum, children of all ages should learn and grow in environments that look like the environments that they will ultimately work in." Heston (2000) "When good inclusion is in place, the child who needs the inclusion does not stand out. Strong parental participation includes in the inclusive curriculum, students making choices, and a lot of hands-on and heads-on involvement." East (2005) "Inclusive education means working teachers with the students in that situation suitable to a miscellaneous population of students. It also means the teacher may need another prospect and goals for students, and it's complex to get teachers to do this."

To the greatest extent feasible, every kid should have the opportunity to get a quality education in a mainstream school under the banner of inclusion. As a result, the child will be able to benefit from being in class due to receiving support services at home. This means that all kids, regardless of any distinguishing characteristics, will be enrolled in a regular classroom/program at all times, regardless of their ability. The child's needs must be met in that environment. As inclusive education methods have gained popularity, more and more children with disabilities are placed in regular classes alongside their usually developing peers. It is estimated that over 60 percent of all children with disabilities spend at least 80 percent of their school days in general education classrooms. By offering thoughtful, tailored education and encouraging individuality and equity, inclusive learning promotes all kids in the classroom, according to Crockett (2002a). An autistic kid may feel more at ease in a diverse classroom, while a nondisabled student may learn to build healthy relationships with a broader range of students. Teachers, administrators, and parents all play a role in creating a thriving integrated learning environment. It is common for special-needs and general-needs teachers to collaborate on curriculum and student culture.

Inclusive Education

Inclusive education means that all children in their community schools have the right to an education. The term "inclusive education" refers to a system in which classroom teachers have complete control and authority over the students they teach. Not every student will get the same education in the typical classroom. As stated by Kronberg (2002), "inclusive education does not

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mean that students must spend every minute of the school day in general education classes, and that students never receive small-group or individualized instruction, or that students are only in general education classes to learn the core curriculum." By that, I mean children who require services beyond what their classroom teachers can provide (such as mobility training or speech reading) will be provided for in their community school by a trained disciplinary team, which will include their classroom teacher. In addition, classroom teachers are responsible for coordinating all of the program's components. Some educators have suggested a continuum of services to ensure that all students are included in the general education classroom (e.g., individualized instruction and tutoring). We believe that inclusion means incorporating these aspects into the regular educational environment. Every person has something to contribute, and a child's educational experience should be maximized rather than constrained, according to the principles of inclusion. We agree with Rogers, J. (2002) that inclusion means that the kid's educational curriculum is modified to fit their academic or social needs. The child and teacher receive the support they need to succeed in the classroom. When we say "full inclusion," we don't just mean throwing a child with special needs into a regular classroom and hoping for the best. Collier's (2007) "There are various ways that inclusive education can work. Depending on the student's handicap severity, they may participate in the general education classroom for a portion of the day. Inclusive education means that all kids can attend regular classes instead of being separated from their peers in special education. A special education classroom might theoretically be eliminated as a result of this. Encouraging the development of social and emotional skills and self-reliance in students with disabilities is an essential aspect of comprehensive, inclusive education. Age-appropriate placement, integrated services, social integration, curricular expectations that are adapted to the level that best challenges a student with a disability; homeschool partnership; staff development; team collaboration; systematic evaluation and related services" should be considered when developing a full inclusion classroom.

Education for all vulnerable children, including those with special needs, who dropped out of school, and who live on the street, is inclusive. To integrate students, a school's entire curriculum needs to be changed. To ensure that students with disabilities or special needs receive a quality education, special education teachers play a crucial role in inclusive classrooms (Cohen et al., 2009). This is because inclusive education cannot be realized unless teachers are appropriately trained and equipped.

Inclusive Teacher

Pre-service teachers must appreciate and comprehend diversity for an inclusive education program to be successful. Pre- and in-service training are necessary to ensure that teachers are prepared to teach general and special education subjects (training program). Pre-service teachers must also learn to be adaptable and innovative early in their training. We've seen a lot of changes in our classrooms, and there will be more in the future. The difficulty of many educators to switch from one operational norm to another has been one of the most significant hurdles to inclusion. This can be accomplished by providing instructors with experiences that require them to build creative problem-solving skills and see issues from various angles.

Educators' attitudes and beliefs towards inclusive education Many teacher qualities, such as the type and quality of educational training and the number of years of teaching experience, influence the process of inclusive education. A teacher's ability to successfully apply educational

approaches based on inclusive education is supposedly enhanced by their training and expertise in special-needs education and programming. Effective inclusive education has a much better chance of success if teachers are willing to work with students with different learning and behavioral requirements. The success of inclusive education is also predicated on a set of core values. As educators, we must value learning as a lifelong process in which we share responsibility with parents for the quality of their children's love; the need to enrich children's academic and social competencies; our colleagues and the benefits of collaboration; and, perhaps most importantly, the goals of inclusive education."

There can be no successful inclusion program without teachers committed to ensuring that all students have access to the same resources and opportunities (Anderson, 2007). Teachers in general education may have difficulty adapting to students' varying learning styles and disabilities as their student populations become increasingly varied, primarily due to a lack of understanding, training, and preparedness (Sze, 2009). Consequently, general education instructors may develop attitudes and ideas that are unfavorable to the inclusion strategy. Many studies have shown that teachers' attitudes are critical to a successful inclusion program, according to Pace (2003). Van Reusen, Soho endorsed support for inclusion programs and Barker (2001) in their paper; however, the reality of this paradigm in everyday practice is contested. Teachers generally favour the idea of including students with disabilities in regular classes, but their views may change if they are tasked with instructing in inclusion classrooms (Van Reusen et al., 2001).

The learning environment and instructional models must be carefully constructed so that solid learning opportunities for all students may be provided, according to McLeskey (2017). Teaching kids with disabilities requires a strong commitment from administrators and a well-rounded understanding of how to provide a learning environment accessible to all students, including those with impairments.

Professional Development of Inclusive Education Teachers

Teaching students with special educational needs in inclusive classrooms is a challenge for many teachers, according to Adusei et al. (2016). According to Gyimah and colleagues (2009), instructors lack the confidence to educate children with disabilities. However, Avoke and Hayford (2000) contend that teachers lack the expertise to teach special needs kids in a classroom setting. Gyimah and Amoako (2016) say that teachers in general education classrooms lack the skills necessary to identify and assess children with impairments. Many teachers believe that the curriculum in inclusive education classes is not appropriate for students with disabilities because they lack the skills to make necessary accommodations, according to Deku and Vanderpuye (2017). These studies show that teachers' lack of expertise in special education may be a significant obstacle to providing an inclusive education for kids with disabilities that is both successful and efficient. That the instructors are unprepared for their roles in special education might be traced to a scarcity of or poor-quality special education pedagogical education (Kuyini, Yeboa, Das, Alhassan, & Mangope, 2016)

Teachers' pedagogical expertise improves when they have access to high-quality pre-service and in-service professional development programs (Pryor, Akyeampong, Westbrook, & Lussier, 2012). It is argued that pre-service teacher preparation programs and in-service teacher professional development should be reviewed and implemented, emphasizing special education pedagogy and

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inclusive education, respectively, by these current authors. According to Hang and Rabren (2009), for inclusive classrooms to be successful, instructional practices must be tailored to meet the requirements of individual students. Education teachers in both special and regular classrooms must be prepared to evaluate student progress (e.g., performance-based assessment, group projects, or portfolio assessment). Teachers must be aware of the appropriate accommodations for each student to respond in a lawful, caring, and effective manner while dealing with students with disabilities. Although there is no single plan for inclusive education, the fundamental notion that all professions promote academic excellence is central to Dukes and Lamar-Dukes' (2006) work.

Problem Statement

The aim of the study was to investigate the relationship between professional development of inclusive education teachers and their performance at secondary school level.

Objectives of the Study

Objectives of the study were following:

1. To investigate the professional development of inclusive education teachers at secondary school level.
2. To examine the performance of inclusive education teachers at secondary school level.
3. To assess the relationship between professional development and inclusive teaching performance at secondary school level.

Hypothesis of the Study

HO:1 There is no significant relationship between the professional development of inclusive education teachers and how they perform in Punjab.

Sample and Sampling Procedure

For this study the selected sample size were 60 teachers of inclusive education school. Simple random sampling technique was used to obtain the study sample.

Instruments for Data Collection

For the purpose of data collection, two self-developed questionnaires were used. For the evaluation of professional development of teachers of inclusive education school were evaluated through professional development scale (PDS). This scale was comprised of 15 items on five professional development dimensions for inclusive education teachers' i.e Awareness about Inclusive Education, Attitude towards Inclusive Education, and Teacher's peculiar features for Inclusive Education, Informational Aspect of Professional Development. Operational Aspect of Professional Development.

The performance of inclusive education teacher were evaluated through another scale titled as Performance evaluation scale (PES) which is developed by researchers. This scale was comprised of 20 items on four performance dimensions for inclusive education teachers' i.e planning for Special Students in an Inclusive Classroom, Teaching Special Students in Inclusive Education, Classroom & Behavioral Management of Special Students, and Assessment & Evaluation of Special Students.

Validity and Reliability of the Instrument

The validity and reliability of the questionnaires were checked through pilot testing and issues were resolved through pilot testing and experts' opinion. These experts were professors, associate professors and assistant professors holding PhD degrees in field of education and research.

Table: 1.1. Reliability score for Professional Development Scale (PDS) for Inclusive Education Teachers & Performance Evaluation Scale (PES) for Inclusive Education Teachers.

Sr. No	Scale	No of Items	Range of Score on Each Item	Cronbach Alpha
1.	Professional Development Scale (PDS)	15	1-5	.94
2.	Performance Evaluation Scale (PES)	20	1-5	.95

Cronbach's alpha is perhaps the most frequent estimate of the internal consistence of the elements of a scale. (Cronbach & Shavelson, 2004). The alpha size is a function of the number of elements on the scale. (Streiner, 2003). The acceptable standard value for CA (Cronbach Alpha) is greater than 0.70. (Hair et al. 2019). Table 1.1 reveals that the value of CA (Cronbach's Alpha) for Professional Development Scale (PDS) for the teachers Inclusive Education schools was .94, showing a good reliability index. The value of Performance Evaluation Scale (PES) for Inclusive Education Teachers CA (Cronbach's Alpha) was .95, showing a good reliability index. The descriptive and inferential statistical techniques were used to analyze the data by implementing i.e mean score, t-test and Pearson r coefficient of correlation. For the analysis of data for the study Statistical Package for social science (SPSS-26) was used.

Table: 1.2: Level of Agreement (%ages) of all Teachers at Inclusive Education (N=60) on Professional Development Scale (CIS) for Students.

No of Statements on PDS	No of Inclusive Teachers	SD	D	UD	A	SA
		1	2	3	4	5
15	60	6.2%	30.6%	20.2%	34%	9%

Table: 1.2 reveals that 6.2% of the respondents were strongly disagreed with the statement regarding level of professional development which is underlined in the Professional Development Scale (PDS). 30.6% of the Inclusive Education Teachers were disagreed on statements regarding status of professional development statements as pointed in the Professional Development Scale (PDS). However 20.2% respondents remained undecided on statements regarding level of professional development statements as mentioned in the Professional Development Scale (PDS). 34% of the Inclusive Education Teachers were agreed on statements regarding level of professional development statements as mentioned in Professional Development Scale (PDS), and 9% of the Inclusive Education Teachers were strongly disagreed on statements regarding level of professional development statements as pointed in Professional Development Scale (PDS). Overall, 43% of Inclusive Education Teachers were agreed on statement regarding level of professional development as emphasized in Professional Development Scale (PDS), i.e Awareness about Inclusive Education,

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Attitude towards Inclusive Education, Teacher’s peculiar features for Inclusive Education, Informational Aspect of Professional Development and Operational Aspect of Professional Development.

Table: 1.3. Mean Score of all Teachers at Inclusive Education (N=60) on Professional Development Scale (PDS).

Statement	Range of Score	Cut Score	St. Dev	Mean Score
15	1-5	3	2.1	3.3

Table: 1.3 reveals that the mean scores of All Teachers at Inclusive Education (N=60) on the Professional Development Scale (PDS). The range of score on likert scale against each item was 1-5 which means the Teachers could score a minimum of 1 and a maximum of 5 on each item. Score 3 was decided as the cut score or median score which means the score below 3 shows the disagreement of Teachers on the statements of Professional Development Scale (PDS) and the score above 3 shows the agreement of the Teachers to the statements of Professional Development Scale (PDS). Table shows that the mean score of all 60 teachers on each item of Professional Development Scale (PDS) was above 3 and the overall mean score of teachers on all items of the Professional Development Scale (PDS) was **3.3** which mean the teachers shown their good level of agreement on the statements on Professional Development Scale (PDS) i.e Awareness about Inclusive Education, Attitude towards Inclusive Education, Teacher’s peculiar features for Inclusive Education, Informational Aspect of Professional Development and Operational Aspect of Professional Development.

Table: 1.4: Level of Agreement (%ages) of all Teachers at Inclusive Education (N=60) on Performance Evaluation Scale (PES).

No of Statements on PES	No of Inclusive Teachers	SD	D	UD	A	SA
		1	2	3	4	5
20	60	7.00%	25%	15%	43%	10%

Table: 1.4 shows that 7% of the Teachers at Inclusive Education were strongly disagree on statements regarding their level of performance statements as highlighted in Performance Evaluation Scale (PES). 25% of the Teachers at Inclusive Education were disagree on statements regarding their level of performance statements as highlighted in Performance Evaluation Scale (PES). 15 % of the Teachers at Inclusive Education remained neutral on statements regarding their level of performance statements as highlighted in Performance Evaluation Scale (PES). 43% of the Teachers at Inclusive Education were agreed on statements regarding their level of performance statements as highlighted in Performance Evaluation Scale (PES) and 10% of the Teachers at Inclusive Education were strongly agree on statements regarding their level of performance statements as highlighted in Performance Evaluation Scale (PES). In overall **53%** of Teachers at Inclusive Education were agreed on statements regarding their level of performance as highlighted in performance Evaluation Scale (PES) i.e.Planning for Special Students in an Inclusive Classroom, Teaching Special Students in Inclusive Education, Classroom & Behavioral Management of Special Students, Assessment &

Evaluation of Special Students. Which means that the level of performance of Arts teachers on performance evaluation scale (PES) was high or above average.

Table: 1.5. Mean Score of All Teachers at Inclusive Education (N=60) on Performance Evaluation Scale (PES).

Statement	Range of Score	Cut Score	St. Dev	Mean Score
20	1-5	3	2.1	3.4

Table: 1.5 shows the mean scores of all Teachers at Inclusive Education (N=60) on the Performance Evaluation Scale (PES). The range of score on likert scale against each item was 1-5 which means the Teachers could score a minimum of 1 and a maximum of 5 on each item. Score 3 was decided as the cut score or median score which means the score below 3 shows the disagreement of Teachers on the statements of Performance Evaluation Scale (PES) and the score above 3 shows the agreement of the Teachers to the statements of Performance Evaluation Scale (PES). Table shows that the mean score of all 60 teachers on each item of Performance Evaluation Scale (PES) was above 3 and the overall mean score of all teachers on all items of the Performance Evaluation Scale (PES) was **3.4** which mean the all teachers shown their good level of agreement on the statements on Performance Evaluation Scale (PES). Planning for Special Students in an Inclusive Classroom, Teaching Special Students in Inclusive Education, Classroom & Behavioral Management of Special Students, Assessment & Evaluation of Special Students.

Section: 4: Inferential Statistics & Hypotheses Testing

HO:1 There is no significant relationship between the professional development of inclusive education teachers and how they perform in Punjab.

Table: 1.6. Coefficient of correlation Pearson ‘r’ analysis for HO:1 “There is no significant relationship between the professional development of inclusive education teachers and how they perform in Punjab”

Sr. No	Variables	No of Teachers	Mean Score	Pearson Correlation ‘r’	Sig. (2-tailed) p-value
1.	Professional Development of Inclusive Teachers	60	3.30	.978**	.000
2.	Performance of Inclusive Teachers	60	3.40		

** . Correlation is significant at the 0.01 level (2-tailed).

Table 1.6 shows that the value of Pearson Correlation ‘r’ .978 was significant at 0.05 level of significant as the p-value .000 is less than 0.05. The relationship between the professional development and performance of inclusive education teachers was found to be strongly positive and significant with ‘r’=.978** with p=.000 (p>0.05). The null hypothesis HO:1 stating is There is no significant relationship between the professional development of inclusive education teachers and

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how they perform in Punjab was rejected as the relationship was found to be significantly strong positive between the two variables. It means the increase or decrease in the level of professional development of inclusive education teachers will lead them to increase or decrease in their performance accordingly.

Findings & Conclusions

- 6.2% of the respondents were strongly disagreed with the statement regarding level of professional development which is underlined in the Professional Development Scale (PDS). 30.6% of the Inclusive Education Teachers were disagreed on statements regarding status of professional development statements as pointed in the Professional Development Scale (PDS). However 20.2% respondents remained undecided on statements regarding level of professional development statements as mentioned in the Professional Development Scale (PDS). 34% of the Inclusive Education Teachers were agreed on statements regarding level of professional development statements as mentioned in Professional Development Scale (PDS), and 9% of the Inclusive Education Teachers were strongly disagreed on statements regarding level of professional development statements as pointed in Professional Development Scale (PDS). Overall, **43%** of Inclusive Education Teachers were agreed on statement regarding level of professional development as emphasized in Professional Development Scale (PDS), i.e. Awareness about Inclusive Education, Attitude towards Inclusive Education, Teacher's peculiar features for Inclusive Education, Informational Aspect of Professional Development and Operational Aspect of Professional Development.
- the mean score of all 60 teachers on each item of Professional Development Scale (PDS) was above 3 and the overall mean score of teachers on all items of the Professional Development Scale (PDS) was **3.3** which mean the teachers shown their good level of agreement on the statements on Professional Development Scale (PDS) i.e. Awareness about Inclusive Education, Attitude towards Inclusive Education, Teacher's peculiar features for Inclusive Education, Informational Aspect of Professional Development and Operational Aspect of Professional Development.
- 7% of the Teachers at Inclusive Education were strongly disagree on statements regarding their level of performance statements as highlighted in Performance Evaluation Scale (PES). 25% of the Teachers at Inclusive Education were disagree on statements regarding their level of performance statements as highlighted in Performance Evaluation Scale (PES). 15 % of the Teachers at Inclusive Education remained neutral on statements regarding their level of performance statements as highlighted in Performance Evaluation Scale (PES). 43% of the Teachers at Inclusive Education were agreed on statements regarding their level of performance statements as highlighted in Performance Evaluation Scale (PES) and 10% of the Teachers at Inclusive Education were strongly agree on statements regarding their level of performance statements as highlighted in Performance Evaluation Scale (PES). In overall **53%** of Teachers at Inclusive Education were agreed on statements regarding their level of performance as highlighted in performance Evaluation Scale (PES) i.e. Planning for Special Students in an Inclusive Classroom, Teaching Special Students in Inclusive Education, Classroom & Behavioral Management of Special Students, Assessment & Evaluation of Special Students. Which means that the level of performance of Arts teachers on performance evaluation scale (PES) was high or above average.

- The mean score of all 60 teachers on each item of Performance Evaluation Scale (PES) was above 3 and the overall mean score of all teachers on all items of the Performance Evaluation Scale (PES) was **3.4** which mean the all teachers shown their good level of agreement on the statements on Performance Evaluation Scale (PES i.e Planning for Special Students in an Inclusive Classroom, Teaching Special Students in Inclusive Education, Classroom & Behavioral Management of Special Students, Assessment & Evaluation of Special Students.
- The value of Pearson Correlation 'r' .978 was significant at 0.05 level of significant as the p-value .000 is less than 0.05. The relationship between the professional development and performance of inclusive education teachers was found to be strongly positive and significant with 'r'=.978** with p=.000 (p>0.05). The null hypothesis HO:1 stating is There is no significant relationship between the professional development of inclusive education teachers and how they perform in Punjab was rejected as the relationship was found to be significantly strong positive between the two variables. It means the increase or decrease in the level of professional development of inclusive education teachers will lead them to increase or decrease in their performance accordingly.

Discussion

The aim of study was carried out to an examination of relationship between professional development and performance of teachers at inclusive education setup. In the study a positive correlation were founded between the Teachers' performance and their commitment to professional development in inclusive education setup. Previous investigations in this field have corroborated these findings. According to Chapman and Harris (Winter 2004), a well-trained teaching staff can have a positive impact on a whole school's performance. School improvement and school effectiveness are based on the idea that instructors are also learners. One of the most significant criteria in ensuring that instructors perform well was professional development, according to the study authors. Furthermore, a lack of investment in staff development resulted in an erosion of professional confidence and capacity and a substantial impediment to the performance of instructors. However, while comparing the professional development and performance of scientific and arts instructors, it was discovered that science teachers were not as good as arts teachers in their professional growth. Teachers' attitudes and professional abilities were lacking. A number of earlier investigations have also backed up these conclusions. Teachers' attitudes regarding inclusive education in the country were explored by Sarfo (2011) and found that most teachers were opposed to it. Teachers may be reluctant to promote inclusive education because they are unsure of their ability to teach pupils with varying levels of ability (Adusei et al., 2016). There are many scientific teachers that lack the pedagogical abilities to properly teach students with special educational needs in inclusive classrooms, as stated by Adusei et al (2016), Rather than arguing that teachers lack confidence in teaching students with disabilities, Gyimah and Amoako (2016) contend that teachers lack awareness of methods and principles for working with children who have special needs. Gyimah and Amoako (2016) say that teachers in general education classrooms lack the skills necessary to identify and assess children with impairments. Quality pre-service teacher training and professional development programs for teachers in the field have been found to positively impact teachers' professional knowledge and competencies (Pryor, Akyeampong, Westbrook, & Lussier, 2012). As a result, the present author proposes that Pakistan's inclusive education system reexamine its pre-service teacher preparation programs and undertake continuous professional development for in-

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service teachers focusing on special and inclusive education skills. The findings of this study shed light on the professional development needs of general education teachers in Pakistan for special and inclusive education. Professional development training is essential for inclusive education schools' science teachers. In the study's findings, science teachers felt unprepared to teach in inclusive and special education settings.

Suggestions & Recommendations

A profound and long-lasting impact is made on students' lives by teachers who excel in their profession. The art and science of teaching are intertwined in this intricate process (Marzano, 2007). Teachers' flexibility, inventiveness, and capacity to follow their instincts are critical to the art of teaching, as Cayirdag (2017) stated. In inclusive education, the teaching-learning process is built on a foundation of professional knowledge and skills. To better prepare students for lifelong learning, teachers must gain a better grasp of how teaching influences learning (Paniagua & Istance, 2018). To be an effective teacher, one must have a wide range of professional teaching skills, including the ability to plan lessons, deliver lessons, and establish rapport with students. These skills can be developed through professional activities such as lesson planning and delivery, instructional skills development, and mastery of the subject area. Students are more likely to improve their grades when their teachers have more professional and personal experience. Having a favorable attitude toward teaching and a grasp of the subject matter is critical to students' educational success, according to Ajayi., Onibeju, and Olutayo (2019).

Continuous Professional Development (CPD) enhances the knowledge, skills, attitudes, and values of teachers. In our period of school reform and transformation, professional development for teachers is essential. In this study, teachers' perceptions of professional growth and their performance are examined. Teachers' attitudes toward professional growth were found to have a favourable impact on their personal success. To put it another way, teachers are more likely to invest in continuing education if they see a link between the work they put in and the results they get. Recommendations from the study include that education policymakers and/or school administrators at inclusive education should implement required measures to encourage teacher professional development and give effective techniques for creating better inclusive classrooms. Teaching tactics in inclusive classrooms must be tailored to each student's unique learning style, as demonstrated by Hang and Rabren (2009). Education teachers in both special and normal classrooms must be prepared to evaluate student progress (e.g., performance-based assessment, group projects, or portfolio assessment). Teachers must be aware of the appropriate accommodations for each student in order to respond in a lawful, caring, and effective manner while dealing with students with disabilities. According to Treder, Morse, and Ferron (2000), teachers with more positive attitudes toward inclusion are more likely to participate in effective training programmes designed to increase their knowledge of what should take place in inclusive classrooms and to acquire teaching skills, classroom management skills, confidence, and time management skills. Trainers must focus on the requirements of both instructors and students in an inclusive setting to achieve success, according to Bull, Overton, and Montgomery (2000). As a result, it is advised that Pakistan's secondary school instructors in inclusive education receive the most training possible. Humphrey and Martinez (2006) found that principals can assist regular education teachers in improving inclusive classrooms by providing training support. Principals have the power to guarantee that familiar education instructors

have the resources and materials they need to work with all pupils in their classes. Teachers' training and consultation requirements can be better identified using needs assessments.

Providing numerous opportunities to attend workshops for professional development can help principals support regular education teachers. Teachers can receive on-the-job training and financial incentives to participate in regional and national conventions to learn new skills and broaden their knowledge bases. The ideals of inclusive education should encourage instructors to conduct research-based interventions in their inclusive classrooms via the Internet or the local library. The researcher proposes that future research explore culturally relevant professional development strategies that can promote the sustainable development of inclusive education in the country to promote the successful professional development of inclusive education teachers.

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