

Exploring Teachers' Perceptions, Instructional Practices, and Challenges in Supporting Students with Learning Difficulties in Special Education

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Abstract

The purpose of this study was to investigate teachers' perceptions, instructional practices, and perceived challenges in providing education to students with learning difficulties (LDs) in Institutes for Slow Learners (ISLs) in Punjab, Pakistan. The population for this study included 185 teachers, and a census sampling technique was used, with a sample of 160 teachers (86% of the population). A mixed-method cross-sectional survey design was used for this study. The results of this study showed that teachers reported positive attitudes towards differentiated instruction and inclusive pedagogies, but their instructional practices were mostly based on traditional methods, with a strong emphasis on rote learning. The most significant perceived challenges were a lack of professional training, assistive technology, resources, and an inflexible curriculum. The findings of this study show that while teachers hold positive views on inclusive and evidence-based practices, systemic factors like lack of resources and professional development opportunities were the primary challenges to implementing these practices. The study suggests that targeted professional development programs, resource provision, and collaborative teaching approaches could enhance instructional practices and promote better learning outcomes for students with LDs.

Key Words

Learning Difficulties, Teachers' Perceptions, Instructional Practices, Challenges

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Introduction

Students known as slow learners or children with mild learning difficulties perform academically below their peers but maintain an IQ score within the normal range. Slow learners have a gentler speed of processing, problems with memory, and a limited capacity for abstract thinking. Slow learners are seen to be in a "grey zone" of education because, unlike students with more severe intellectual disabilities, they are not as easily placed into special education programs because of their inclusion in the normal range of intelligence; yet, the intensity of support and special accommodations do not apply to slow learners as it would in the case of special needs.

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International research reveals that approaches, which are best characterized as evidence-based, can be effective. These include Differentiated Instruction (DI), Universal Design for Learning (UDL), and approaches commonly referred to as inclusive pedagogies (Tomlinson, 2014; Mastropieri & Scruggs, 2018). Differentiated Instruction centers on adjusting the content, process, and learning environment to better align with students' readiness, interests, and learning profiles. The UDL framework (CAST, 2018) emphasizes the importance of designing learning environments that offer multiple means of engagement, representation, and expression to accommodate diverse learners. Inclusive pedagogies focus on creating a learning environment that is responsive to all learners and that is characterized by principles such as equity, collaboration, and high expectations for all students (Florian & Black-Hawkins, 2014). The collective emphasis of these approaches suggests an international perspective that individualized, adaptive, and inclusive approaches can enhance learning for students with mild learning difficulties.

In spite of the accumulating international evidence base, many developing countries, including Pakistan, continue to encounter significant challenges in implementing these approaches. While inclusive and equitable education is increasingly emphasized in policy frameworks, its practical translation remains uneven and often inconsistent (UNESCO, 2020). In the context of Pakistan, students with mild learning difficulties often find themselves marginalized within the education system. On the one hand, mainstream schools, burdened by large class sizes, rigid curricula, and exam-focused teaching methodologies, are often ill-equipped to address the needs of slow learners. On the other hand, many special education programs are designed to cater to students with more severe intellectual or physical disabilities. As a result, there is often a lack of institutional support for slow learners in Pakistan, leaving these students with limited academic progress, diminished self-confidence, and a sense of social exclusion.

To address these educational challenges, the Government of Punjab established Institutes for Slow Learners (ISLs) that focus on educating students with IQs between 70 and 95. These institutes accommodate students between 7 and 14 years of age who are not identified as intellectually disabled but are unable to keep up with the demands of mainstream schooling without additional support. ISLs were envisioned to fill the gap between mainstream education and special education by providing an adapted teaching strategy and learning environment for slow learners. These institutes have the potential to be a game-changer for Pakistan's education system as they recognise a unique category of learners who require specialised support.

On the other hand, we have limited knowledge of what exactly is happening on the ground of ISLs in terms of instructional practices. In contrast to the United States, the United Kingdom, Australia, or many other countries, Pakistan has not yet produced much empirical evidence on proven effective pedagogies for slow learners and students with learning difficulties. The studies on special education published by Pakistani researchers mostly address the issue of disability in a broader sense. If we talk about learning difficulties, these studies either focus on sensory impairments (blindness, deafness) or serious intellectual disabilities (Myronova et al., 2021). Therefore, there is a lack of data on what is effective for this particular population in the field of special education. It limits the opportunities for teachers, policymakers, and administrators to make evidence-informed decisions on the matter of instruction for slow learners.

Teachers' perceptions are especially significant in this respect. Teachers' beliefs about the abilities of students with learning difficulties and the potential of different pedagogical approaches can significantly impact their classroom practice (Avramidis & Norwich, 2002). Teachers with positive perceptions of inclusion and differentiation are more likely to try adaptive practices, while those who view students with learning difficulties as incapable of success are more likely to use traditional, non-flexible teaching approaches that cannot cater for

individual needs (Sharma et al., 2012). For this reason, an investigation of teachers' perceptions can offer a significant understanding of the factors that influence classroom practices in ISLs.

Furthermore, teaching practices cannot be reduced to an individual teacher's beliefs. They are also influenced by institutional, systemic, and structural realities, including the availability of resources, the design and implementation of policies, and the socio-cultural context. Many teachers in Punjab's public sector schools work with limited resources, outdated instructional materials, and constrained access to professional development opportunities. They may lack assistive technologies, face large class sizes, and be subject to rigid curricula, all of which may limit their ability to adopt innovative and individualized teaching strategies. Therefore, examining teachers' perceptions of effective instructional strategies, as well as their actual practices and the challenges they encounter, provides a comprehensive understanding of instructional realities in ISLs.

The study has significant practical implications for improving the quality of education provided to slow learners in Punjab and, by extension, the overall educational outcomes for all students. It can also contribute to the Government of Pakistan's commitment to achieving SDG-4, which calls for inclusive and equitable quality education for all. If children with mild learning difficulties are not left behind, Pakistan can meet its global commitments. It is significant that ISLs may serve as an important fulcrum of policy in the special and inclusive education sphere in Pakistan because of their potential to bridge the gap between mainstream and special education.

Background of the Study

Inclusive and differentiated instruction are principles used to teach learners with learning difficulties worldwide (UNESCO, 2020). DI, UDL, and IEPs are both teacher education and school systems in more developed contexts (Hallahan et al., 2019). In Pakistan, despite willingness from school principals and educators to apply DI, UDL, and IEPs, several system-level problems (untrained teachers, lack of resources, and dated curriculum) create roadblocks to their implementation (Myronova et al., 2021).

In Punjab, there are 36 ISLs with approximately 160 teachers that provide instruction for children ages 7–14. Teachers have limited exposure to DI, UDL, and IEPs and research-based practices, and they do not receive ongoing professional development. Additionally, assistive devices are not available in schools and classrooms are overpopulated with other service-related supports (administrators, education psychologists, and resource teachers) being limited.

Significance of the Study

The key research gap is met in this study through the empirical data collected from Pakistan. It has been reported in the literature that teachers' perceptions of inclusive teaching and practices can often not meet international recommendations (Artiles et al., 2006). In order to make education systems for slow learners more effective, it is vital to first understand the perceptions of teachers. In the existing literature, it is widely accepted that differentiated instruction, inclusive pedagogies, and Universal Design for Learning are beneficial in supporting students with LDs (Evmenova, 2018; Espada et al., 2023). However, in the Pakistani context, there is almost no data on this front. The insights from this research will contribute to a locally rooted comprehension of the teachers' views on what they consider to be effective strategies in the support of slow learners.

Secondly, in order to get a clearer picture of what is actually happening on the ground, the study measures the current practices in action in ISLs. This is important since teachers may have the right perceptions but are unable to apply them to their classroom practice (Kaymakamoglu, 2017). The data on what strategies are actually being

used by teachers to support slow learners is important since it can demonstrate whether these are following the recommended evidence-based practices or if they are still rooted in a more outdated and less effective framework, such as the reliance on rote learning. This component of the study will shed light on how much international recommendations are actually being followed and what contextual factors impact these practices.

Finally, the research also enquires about the challenges that teachers face in implementing the strategies in support of slow learners. The challenges are critical to take into consideration since teachers' practices can often be impeded by obstacles (Mahmood & Iqbal, 2018). This can include the shortage of resources, lack of professional development, absence of assistive technologies, or rigidity of the curricula. These factors will be made visible in the study through the data collected from ISLs teachers. This will not only provide evidence to use in teacher training and policy making but also distribute resources more equitably. This will all contribute to the more positive educational outcomes for the students with LDs and, as stated by, to meeting Sustainable Development Goal 4 (Gottschalk & Weise, 2023).

Related Literature

Teachers' beliefs are a persistent and consistent predictor of how they enact inclusivity in the classroom. While previous reviews have demonstrated that positive beliefs about inclusion lead to greater openness to instructional adaptation, while deficit perspectives align with low differentiation and continued use of whole-class routines (Avramidis & Norwich, 2002), more recent efforts have built upon this line of work to elucidate how beliefs, emotions, and self-efficacy uniquely and in combination influence enactment and to begin to shed light on how enduring policy–practice gaps are (Wilcox & Lawson, 2018). Briefly, beliefs are not only prior conditions that influence practice, but are in-the-moment filters through which teachers make sense of learners' needs and through which they choose among possible strategies.

The evidence based on specific approaches for students with learning difficulties (LD) is relatively strong. Outcomes for differentiated instruction (DI) show positive, practically meaningful effects on student achievement across settings. Recent meta-analyses not only report positive average effects but have also begun to uncover possible moderators, such as duration of the intervention and professional development for teachers. These suggest that the effects of DI increase when supports for its implementation are included, such as coaching or provision of materials (AM et al., 2023). Parallel evidence indicates that PD programs aimed at DI have positive effects on both teacher knowledge/practice and student outcomes, further highlighting the implementation-dependent nature of the model (Valiandes & Neophytou, 2018).

Beliefs are widely agreed to underlie teachers' practices. In an earlier review, positive attitudes and beliefs about inclusion were shown to predict greater levels of willingness to differentiate instruction, while deficit and pathologizing beliefs about disability were linked to low differentiation and overuse of teacher-centred, whole-class routines (Avramidis & Norwich, 2002). This work has been extended in the last decade to more deeply explicate how beliefs, affect, and self-efficacy interact to determine teachers' enactment of inclusion, shedding light on the roots of otherwise intractable policy–practice gaps. Briefly, the research shows that beliefs are not simple antecedents of practice. Rather, they are dynamic cognitive filters through which teachers perceive learners and their needs and select or adapt instructional strategies.

UDL has also seen increased uptake and empirical support. A 2023 systematic review and meta-analysis found that UDL-informed design leads to improvements in student learning outcomes and engagement, but that study designs and measurement of both fidelity and effectiveness were highly variable. Reviews of the literature on UDL further show it to be a means of decreasing barriers to access by offering multiple means of engagement,

representation, and action/expression, and recent applications and studies of UDL can be found in K–12, higher education, and simulation-based learning settings (CAST, 2018).

Peer-mediated approaches, meanwhile, have also been shown to be effective for students with support needs. The What Works Clearinghouse identified the Peer-Assisted Learning Strategies (PALS) model as a practice with positive effects on reading outcomes among students with LD. More recent meta-analyses find moderate effects for peer and reciprocal tutoring across academic subjects and age ranges, and show benefits to be greater when tutoring procedures and peer roles are more explicitly structured (Herzig 2023). Both of these align with a larger body of evidence that supporting strategy use and self-regulation through scaffolding and highly structured collaborative instruction is effective for students with LD.

In Pakistan, however, efforts to translate research-based practices have been more sporadic. Recent qualitative and quantitative studies in Punjab and national samples have identified positive rhetoric about inclusion but low levels of preparedness and access to assistive technologies, along with resource limitations that channel teachers towards traditional, teacher-centred practices (Khan, 2020). Recent commentaries and analyses in the South Asian context also highlight the preparation–practice gap in initial teacher education and call for practice-based, mentored models to build efficacy for handling learners with learning difficulties (Azzahra et al., 2022). Taken together, these sources indicate that while teachers' perceptions in Pakistan may be cautiously positive towards inclusion, their practice is bound by the conditions under which they work (large classes, rigid curriculum, limited PD) and thus that the lens of this study—alignment between beliefs and enacted instruction and barriers that mediate this alignment—may be fruitful for the field.

Objectives

This article focuses on the following objectives:

1. To evaluate teachers' perceptions of effective teaching strategies for students with learning difficulties.
2. To examine the instructional practices currently used.
3. To identify challenges faced by teachers in applying effective strategies.

Research Questions

1. What are teachers' perceptions regarding effective teaching strategies for students with LD?
2. What instructional practices are currently used?
3. What challenges do teachers face in implementing these strategies?

Methodology

The study used a descriptive mixed-method cross-sectional research design. The quantitative strand of the study involved survey items on Likert scales and the qualitative strand involved open-ended questions. This design was chosen as it was deemed appropriate in studying teachers' perceptions, instructional practices, and contextual challenges in ISLs. The study's population included 185 teachers from 36 ISLs in Punjab under the Department of Special Education. A census sampling method was used, and responses were received from 160 teachers, resulting in an 86% response rate. This helped ensure the representativeness of the sample and improve the generalizability of the findings. The researcher developed a questionnaire that was used to collect data from the study's participants. The instrument had three dimensions: (1) teachers' perceptions of instructional strategies, (2) instructional practices, and (3) challenges in their implementation. The first two dimensions for quantitative data and last dimension included three open-ended items for qualitative data collection. Validity and reliability of the instrument were established. Content and construct validity were ensured by experts in education and special education.

Reliability was measured through Cronbach's alpha values, which ranged from .86 to .88. SPSS was used to input the data collected through the questionnaire and analyze it using descriptive statistics. For the open-ended items, the data were thematically analyzed, following Braun and Clarke's (2006) six-step approach to qualitative thematic analysis. The questionnaire was distributed both manually and online to reach the teachers, taking into account their varied locations.

Results

Table 1

Teachers' Perceptions of Effective Strategies (n = 160)

Strategy	Mean	SD	Interpretation
Differentiated Instruction	3.85	0.72	Positive
Multisensory Teaching	3.78	0.81	Positive
Cooperative Learning	3.65	0.76	Moderate
Activity-Based Learning	3.82	0.79	Positive
Universal Design for Learning	3.55	0.83	Moderate

The results in Table 1 show teachers' perceptions of various instructional strategies for students with learning difficulties. The overall pattern of results suggests that teachers generally have positive perceptions of inclusive and adaptive teaching methods, but the strength of these perceptions varies across strategies. The instructional strategy with the highest mean score was Differentiated Instruction ($M = 3.85$, $SD = 0.72$), which indicates that teachers strongly perceived the importance of this strategy in meeting diverse learning needs. Activity-Based Learning ($M = 3.82$, $SD = 0.79$) and Multisensory Teaching ($M = 3.78$, $SD = 0.81$) were also strongly perceived as important instructional strategies, reflecting teachers' understanding of the benefits of engaging students through hands-on, interactive, and multi-modal activities.

In contrast, Cooperative Learning ($M = 3.65$, $SD = 0.76$) and Universal Design for Learning ($M = 3.55$, $SD = 0.83$) were rated somewhat positively on average. The lower mean for UDL may indicate limited familiarity with the framework and the fact that exposure to international models of inclusive education remains limited in the Pakistani context. Similarly, cooperative learning may be viewed as difficult to operationalize in overcrowded classrooms or with students who need more individualized support.

In sum, the results of this study provide evidence that, although teachers support the idea of differentiation and student-centered instruction, there is inconsistency among their beliefs about more recent or team-oriented models such as UDL and cooperative learning. In response, this data may be used to help inform future interventions in the form of professional development that would promote teachers' conceptualization and self-efficacy related to such practices.

Table 2

Instructional Practices Reported (n = 160)

Practice	Mean	SD	Interpretation
Rote Learning	4.12	0.64	Frequently Used
Whole-Class Teaching	3.95	0.70	Frequent
Differentiated Instruction	2.98	0.84	Limited
Use of Teaching Aids	2.75	0.90	Low
Activity-Based Learning	2.85	0.87	Limited

Table 2 displays the instructional practices which were rated as used most often by teachers in Institutes for Slow Learners. As can be seen, the use of rote learning ($M = 4.12$, $SD = 0.64$) is highest, followed by whole-class teaching

($M = 3.95$, $SD = 0.70$). This pattern of results indicates that classrooms are generally teacher- rather than child-centred and that a traditional approach to instruction is the order of the day. The preference for "chalk-and-talk" methods, and a reliance on memorization, may be due to lack of awareness of alternative, more individualized practices or it may be that such methods are seen as a more comfortable and manageable way of teaching large numbers of students with learning difficulties.

In contrast, the mean level for the use of more adaptive and learner-centered practices was much lower. The use of Differentiated Instruction ($M = 2.98$, $SD = 0.84$) and Activity-Based Learning ($M = 2.85$, $SD = 0.87$) was reported to be only to a slight extent. This finding is not very surprising given the fact that these practices are also reported to be not or little important by the teachers (perceptions in Table 1). This gap in the perceptions on the one hand and the actual teaching practice on the other hand may be a result of various barriers for innovative teacher behavior such as a lack of training, overcrowded classes, and an inflexible curriculum.

The lowest-rated area was the use of teaching aids ($M = 2.75$, $SD = 0.90$), reflecting a scarcity of instructional resources and assistive materials within these schools. The limited availability of technological tools, adapted textbooks, and manipulatives prevents teachers from diversifying instructional delivery and supporting multisensory engagement.

In general, it can be said that there is a significant inconsistency between teachers' attitudes towards the principles of inclusion and their educational practice. Practices of the past are more common, and approaches based on evidence and with a focus on the student are not used as often, which may be a sign of the existing systemic and institutional limitations that restrict changes in educational practice.

Table 3

Challenges Reported by Teachers

Challenge	% Reporting	Subthemes Reported by Teachers
Lack of Professional Training	72%	<ul style="list-style-type: none"> • Limited refresher courses • Outdated training modules • Lack of exposure to modern pedagogies
Absence of Assistive Technology	68%	<ul style="list-style-type: none"> • No digital/ICT tools • Lack of audio-visual aids • Limited access to specialized software
Inadequate Learning Resources	65%	<ul style="list-style-type: none"> • Shortage of adapted textbooks • Lack of manipulatives and worksheets • Insufficient teaching aids
Overcrowded Classrooms	58%	<ul style="list-style-type: none"> • High student–teacher ratio • Difficulty giving individualized attention • Increased workload
Rigid Curriculum	55%	<ul style="list-style-type: none"> • Lack of flexibility in lesson planning • Exam-oriented content • No accommodation for slow learners' pace

Teachers of ISLs encountered multiple challenges while performing their professional tasks. The results have been summarized in a table and are reported as follows. The major challenge that 72% of the teachers reported was the lack of professional training, which they felt was reflected in the paucity of refresher courses available to them, outdated training modules, and their limited exposure to current pedagogical trends. Following closely, 68% of the teachers reported a lack of assistive technology in terms of a dearth of digital content and audio-visual materials, as well as access to specialist software which could help in addressing diverse needs. Insufficient learning resources reported by 65% of teachers included lack of adapted textbooks, manipulatives, worksheets, and general teaching

aids. Crowded classrooms were reported by 58% of teachers as an issue related to high student–teacher ratios, inability to cater to individual needs, and increased work pressure. Finally, 55% of the teachers surveyed reported a lack of flexibility in the curriculum that they had to follow, especially its exam-oriented nature, the lack of freedom in planning lessons, and limited scope to support slow learners.

Findings and Discussion

The results of the current study indicate that teachers often hold favorable views towards the tenets and methods of inclusive and differentiated instruction; however, they do not always implement them in their everyday classroom practice. Although the respondents in this study largely agreed that teachers should use differentiated instruction, activity-based learning, and learner-centered pedagogies, their responses on other parts of the survey showed that they predominantly utilized approaches based on memorization, whole-class, and lecture-based instruction. Thus, the study shows that even when teachers are aware of what strategies can be effective in the classroom, they may not necessarily implement these strategies in their everyday teaching due to reasons that might not always be connected to their personal attitudes, for example, the system and institutional constraints.

The finding reported in this paper concurs with what is seen in the international literature, which is that teachers can be supportive of inclusive values at the level of theory, but struggle with these in practice. For instance, Khan (2020) found that their research participants might express positive beliefs about the potential of students with learning difficulties, but their pedagogical practices would default to conventional practices when it was not possible to avoid structural constraints. Sims et al., (2021) too, found that the reality of inclusive pedagogy was dependent on teacher attitudes, but also on institutional support, professional development, and contextual realities.

Another strong predictor of strategy use in this study was professional training. According to their experiences, teachers who had attended workshops, refresher courses or had any prior professional development experience in any sort of special training were more likely to report the use of individual strategies (scaffolding, group work, multisensory). These findings can be related to Murawski, (2019) model in which on-going content-focused professional development directly affected teachers' instruction. Further supporting this even more recently, research has shown that professional development sessions on teachers' specific learning needs directly increases their confidence and student achievement (Didion et al., 2020). In this study, teachers who did not have any prior training were also more limited to using a rote learning strategy, a long disproven method for students who need individualized and adaptive strategies.

The third major insight from the review related to the lack of assistive technologies and other learning materials in the Institutes for Slow Learners. In their responses, teachers mentioned the lack or limited availability of digital technologies, audio-visual resources, or adapted instructional materials. This was also consistent with previous evaluations of Punjab's special education system (Government of Punjab, 2022) which had also highlighted a lack of resources in the province's special schools. More generally, research internationally has also demonstrated the efficacy of assistive technologies (text-to-speech software, visual organizers, interactive games, etc.) to increase engagement and learning outcomes among students with learning disabilities (Hess, 2023). The lack of such tools in the Pakistani context therefore represents a major structural barrier to the use of evidence-based practices.

Challenges at the institutional level also included overcrowded classrooms and a fixed curriculum. Teachers reported that high student-teacher ratios prohibited them from providing individual attention, and high workloads decrease teachers' motivation to practice inclusion. The teachers in this study also reported that the fixed, exam-based curriculum left little room for them to experiment with activity-based instruction or try to meet each student's unique needs. Research from other developing nations has also found that inflexible curricula and pressures for

accountability cause teachers to focus on covering material at the expense of student-centered practices (Florian & Black-Hawkins, 2014).

The research demonstrates that positive teacher attitudes fail to influence classroom practice unless there is system-level reform. A teacher's failure to consistently use inclusive practices is not an issue of will, but of systemic barriers such as a lack of resources, training, and structures that allow for successful inclusion. This evidence is congruent with the findings of larger investigations of the feasibility of scaling up inclusive education without system-level supports (funding, teacher PD, institutional leadership, etc.) in low-resource settings (UNESCO, 2020).

Research indicates that the disparity between beliefs and practices among ISLs teachers in Punjab represents a capacity limitation instead of an attitude discrepancy. Teachers in Punjab believe and understand the importance of using differentiated and activity-based instruction in their classrooms but they don't do so because of various contextual constraints such as large classes, lack of support from curriculum, teacher training, and assistive technology. It was also important for the study to look at the larger institutional support system in terms of enabling policy at the system level and school leadership, as without these, there is not much scope for the teacher to use effective pedagogy in their classrooms.

Conclusion

The study successfully assessed the perceptions of teachers regarding instructional practices for students with learning difficulties in Punjab's Institutes for Slow Learners (ISLs). The results revealed that teachers had generally positive attitudes towards inclusive and differentiated pedagogies such as Differentiated Instruction (DI), Activity-Based Learning (ABL), and multisensory teaching. This implies a widespread awareness among teachers about evidence-based practices that can effectively meet diverse learning needs.

Contrastingly, when it came to reported actual teaching practices, the study observed a striking disconnect. Teachers overwhelmingly reported using traditional teacher-centered strategies such as rote learning and whole-class instruction. In comparison, student-centered practices such as DI and ABL were infrequently reported as part of their regular teaching. This disconnect between positive perceptions and reported teaching practices highlights a significant implementation gap.

The study also revealed several systemic factors that impede teachers from translating their positive perceptions into practice. These included a lack of professional development opportunities for teachers, a scarcity of assistive technologies and adaptive learning materials, large class sizes that make it difficult to give individual attention to students, and a lack of flexibility in curriculum and lesson plans. The cumulative effect of these challenges suggests that the implementation gap is not due to teacher dispositions but is a result of structural and institutional constraints.

In conclusion, this study suggests that while teachers in Punjab's ISLs are aware of and supportive of inclusive and evidence-based instructional strategies for students with learning difficulties, there are systemic and infrastructural barriers that prevent these strategies from being effectively implemented. To overcome these challenges, it is crucial to invest in the professional development of teachers, provide them with necessary resources and support, implement curriculum and policy reforms that allow for flexibility in teaching, and foster an institutional culture that prioritizes the academic success of all students, including those with learning difficulties.

Recommendations

Professional Development: Teachers should be provided with ongoing, structured professional development on DI, UDL, and ABL. Training should be practice-oriented and updated to reflect international best practices.

Teacher Education Curriculum: The pre-service and in-service teacher education curriculum should integrate inclusive and student-centered pedagogies. Inclusion of these strategies will equip teachers to cater to the diverse needs of students with learning difficulties.

Assistive Technologies: ISLs should be provided with modern assistive technologies, including digital devices, audio-visual aids, and educational software. These will help to engage students in a multisensory manner and improve learning outcomes.

Learning Resources: Adapted textbooks, worksheets, and multisensory teaching materials should be provided in all ISLs. Provision of such resources will allow teachers to implement evidence-based, activity-oriented pedagogies.

Classroom Management: A reduction in the student–teacher ratio should be made through the recruitment of more teachers and classroom support staff. Smaller classes will facilitate individualized attention and effective learning.

Curriculum Reform: The current rigid, exam-oriented curriculum should be revised to allow flexibility for activity-based, learner-centered instruction. A flexible curriculum will enable teachers to adapt to the pace of slow learners.

Collaborative Practices: Collaboration between teachers, parents, administrators, and specialists should be institutionalized to support individualized learning plans. Collaborative practices will ensure holistic and coordinated support to students with learning difficulties.

Monitoring and Evaluation: Regular systems for monitoring and evaluation should be set up to assess instructional practices and the effectiveness of reforms. Evidence from these mechanisms will be used to drive policy and practice.

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