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SPECIAL EDUCATION TEACHERS' PERCEPTIONS OF CHALLENGES IN MANAGING STUDENTS WITH INTELLECTUAL DISABILITIES

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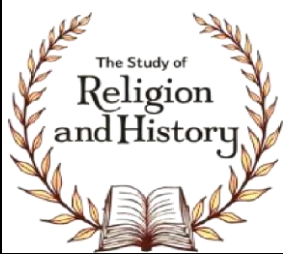
ABSTRACT

This quantitative survey study explored special education teachers' perceptions of challenges in managing students with intellectual disabilities in district Faisalabad, Pakistan. The population comprised all special education teachers working in special education institutes within the district. Using purposive sampling, 66 available teachers were selected as the sample. A self-developed 30-item questionnaire measured three dimensions-financial challenges (8 items), instructional challenges (10 items), and environmental challenges (12 items) using a five-point Likert scale from "Absolutely Unsatisfied" (1) to "Absolutely Satisfied" (5). Face-to-face data collection over two months maintained ethical standards including anonymity and voluntary participation. Descriptive statistics (frequency, percentage, mean, standard deviation) were analyzed using SPSS version 25. The study findings revealed that while teachers acknowledged government-provided training as satisfactory (68.2% satisfied, Mean=3.74) and reported proper IEP implementation (77.2% satisfied, Mean=3.97), significant challenges emerged. Notably, 66.7% agreed that poor funding adversely affects the educational process (Mean=3.89), and 51.5% reported spending personal money on educational materials. Intensive behavioral problems of students were identified as the most critical instructional hurdle (80.3% agreement, Mean=4.12). Environmental assets included disabled-friendly buildings (78.8% satisfied, Mean=4.02) and CCTV surveillance (83.4% satisfied, Mean=4.08), while canteen facilities (Mean=3.03) and funding for modern technological tools (Mean=3.08) represented notable deficiencies. Teachers reported a strong commitment to individualized instruction and activity-based teaching practices despite systemic constraints. The most significant challenge identified is managing intensive behavioral problems, followed by inadequate funding particularly for technology and assistive devices requiring teachers to subsidize classroom needs personally. While physical infrastructure and security measures are generally adequate, gaps remain in comprehensive environmental supports. The disconnect between education policies and classroom realities (large class sizes, behavioral issues, resource shortages) demands a multifaceted intervention approach: increased dedicated funding, enhanced behavior management training, improved facilities, and stronger policy-practice alignment.

Keywords: Special Education, Challenges, Intellectual Disabilities.

INTRODUCTION

Students with Intellectual disabilities (ID) need special care to achieve success academically and socially, organization of teaching and learning, and specific behavior management. ID is a disability type that has serious intellectual functioning and adaptive behavior constraints, which impact on their communication, learning, social, and daily living capabilities. Consequently, special education teacher are faced with special challenges when dealing with students with ID, and in order to support the needs of these students, teachers



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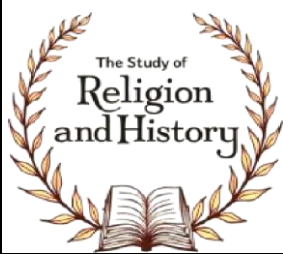
need to adjust their teaching methods, classroom settings, and behavior management interventions to suit the varying student needs.

It is very difficult to educate, assist, and develop kids with moderate and severe impairments (e.g. Hallahan et al., 2012; Wehmeyer & Shogren, 2017). Teachers must deal with a variety of paradoxes, inconsistencies, and challenging circumstances in both inclusive and special education settings (Norwich, 2013). This high load is emphasized by both conventional and special needs educators (e.g. Hinds et al., 2015; Jennings and Greenberg, 2009; Shen et al., 2015). Regular instructors, in particular, lament inadequate training and ignorance of how to handle behaviors they find challenging in the classroom (e.g. de Boer et al., 2010; Savolainen et al., 2012).

The teachers can be instrumental in providing the students with intellectual disability with proper education opportunities. Nevertheless, educators tend to face challenges of student behaviors, inadequacy of academic skills, communication as well as insufficient attention capacity, and reliance on the adult assistance. Such difficulties may have an impact on the quality of teaching and classroom management and the general learning experience of students. It is important to learn the perceptions of teachers regarding these challenges so as to help in enhancing the teaching practices, support programs, and to have good student outcomes.

The way that educational initiatives are implemented is strongly impacted by the attitudes of teachers. The success or failure of mainstreaming initiatives is determined by the views, attitudes, and contributions of teachers, who are the essential stakeholders in the process (Burke, 2019). Teachers are steadfastly committed to creating successful mainstreaming classrooms to provide every student with an equitable advantage, despite the difficulties associated with implementing successful mainstreaming teaching programs (Rekaa et al., 2019). Therefore, teachers' expertise, optimism, and capacity to provide all students with high-quality learning opportunities are essential for the effective implementation and acceptance of mainstreaming education approaches. Therefore, it is crucial to find ways to monitor the attitudes of education professionals in order to enhance service delivery. Particularly little empirical research has been done on how professionals see mainstreaming programs for students with intellectual disabilities (Feiler & Watson, 2011). By examining the viewpoints of Makkah city's special education instructors, the research helped close this crucial gap.

The behaviors that instructors find challenging are among the issues that are most often mentioned (Hinds et al., 2015; Kokkinos and Davazoglou, 2009). Numerous (meta)studies have empirically shown that emotional and behavioral problems are frequently linked to moderate and severe intellectual disabilities (Dekker et al., 2002; Einfeld and Tonge, 1996); in particular, severe forms of disability, language ability limitations, and family disturbances are associated with higher rates (Hulbert-Williams and Hastings, 2008; Koskentausta et al., 2007). According to Chadwick et al. (2008) and McClintock et al. (2003), teachers complain about behaviors including kicking, hitting, pulling each other's hair, and spitting; refusal; annoying behaviors such yelling or stereotyping; damaging or destroying items; anxiousness, restlessness, and sexualized behavior. These behaviors are documented in both inclusive and special education settings, and since instructors and students are not used to them, they produce annoyance and worry (Weiss et al., 2017). Numerous educators have said that they are unable to soothe these pupils or lessen their behavioral issues. One of the main reasons why the inclusion of this student group is failing is because many instructors



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and students refuse to engage with kids or teenagers they find intimidating or hostile (Weiss et al., 2017).

The current study explored the views of teachers in the special education system about the issues that they encounter when handling students with intellectual disabilities. The analysis of these perceptions may assist in revealing resource, training and institutional support gaps that should be filled in to make classroom management more efficient.

Background of the Study

Intellectual disabilities can be mild and severe and students can have an extremely diverse array of learning and behavioral needs. Management of such students' needs special skills, patience, strategies of teaching adaptation, and continuous support. Teachers need to deal with the academic delays, behavioral problems, communication problems and social emotional needs and maintain a safe and structured learning environment.

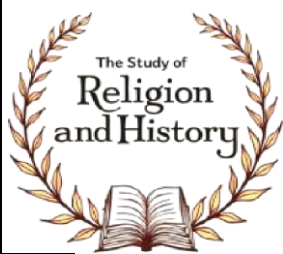
Educators have a lot of problems with the management of intellectually disabled students. These issues usually involve the problem of changing the curriculum that suits individual learning needs and behavioral problems like aggression, non-compliance and self-stimulatory behaviors. The teachers should also deal with low levels of communication of the students that can act as an obstacle to learning and communicating with others. Also, there are inadequate teaching resources and assistive materials which also make classroom management more difficult. These problems are magnified by overcrowded classrooms and excessive workload of the teachers who are faced with challenges of offering individualized attention. Moreover, poor professional development opportunities and lack of administrative or parental assistance is part of the entire complexity of dealing with intellectual disabled students in terms of quality of teaching and outcomes of students.

These challenges are heightened in most education situations particularly in developing nations by the lack of resources, specialized training and infrastructure. The perceptions of the teachers towards these difficulties determine their motivation, their effectiveness of teaching, and their capability to manage the classroom. Consequently, it is important to learn these perceptions to enhance support systems and establish effective learning environments of students with intellectual disabilities.

Statement of the Problem

In spite of the fact that the special education has gained considerable progress, the teachers still have to struggle with considerable difficulties when managing the intellectually disabled students. These challenges may cause stress in the teachers, irregular teaching methods and diminished student participation. Numerous issues exist because of the learning and behavioral needs of students, but also other are associated with external factors like ineffective training, resource deficiency, and institutional support.

Unless the policymakers understand the perceived challenges by the teachers, then it would be challenging to formulate effective intervention. The studies on the perceptions of teachers towards the difficulties they encounter in the management of students with intellectual disabilities are underdeveloped, especially in the local education settings. This research aims at addressing the said gap by exploring such perceptions and establishing where we need to support and improve. The current study was carried out to explore the special education teachers' perceptions of challenges in managing students with intellectual disabilities.



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Objectives of the Study

The research attempted to fulfill the following objectives:

- 1 To investigate the perception of special education teachers toward financial challenges in handling students with intellectual disabilities.
- 2 To explore the perception of special education teachers toward instructional challenges in dealing students with intellectual disabilities.
- 3 To assess the perception of special education teachers toward environmental challenges in dealing students with intellectual disabilities.
- 4 To offer suggestions on how better support systems and professional development of teachers can help to address such challenges.

Research Questions

Following were the research questions:

- 1 What is the perception of special education teachers toward financial challenges in handling students with intellectual disabilities?
- 2 Which instructional issues are the most frequently reported by the special education teachers in handling the students with intellectual disabilities?
- 3 What are the resource/environment-based issues faced by the special education teachers while dealing with students with intellectual disabilities?
- 4 What are the suggestions to overcome difficulties and challenges to assist the special education teachers for handling students with intellectual disabilities?

Significance of the Study

The concerns of special education teachers are brought forth in the study and there is an insight on what they need to be able to manage the classroom. Results can inform the decisions about teacher training, staffing, classroom resources, and policy formulation. The research contributes to the scarcity of research on the issue of classroom management among teachers that deal with students with intellectual disability. It also emphasizes the importance of continuous professional development and support systems for teachers. The study highlights the need for adaptive teaching methods to meet the diverse needs of learners with intellectual disabilities.

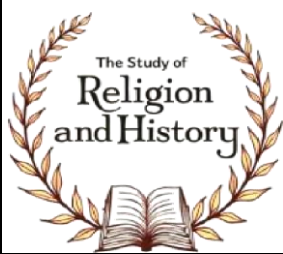
Delimitations of the Study

Following were the delimitations of the study:

- 1 The research is specific to special education teachers in schools that deal with students with intellectual disabilities.
- 2 It only looks at the perceptions of the teachers, but does not look at classroom behavior.
- 3 The research is restricted to the selected schools of special education.

LITERATURE REVIEW

A literature review is a systematic and critical analysis of existing research related to a specific topic. It involves identifying, evaluating, and synthesizing scholarly works such as books, journal articles, and research reports to provide a comprehensive understanding of the subject area. According to John W. Creswell, a literature review helps researchers to locate their study within the existing body of knowledge and establish a framework for the research problem (Creswell, 2014). Similarly, Berg and Lune state that a literature review serves to demonstrate the researcher's familiarity with current knowledge and to justify the need for further investigation (Berg & Lune, 2012). The present study was conducted to gain insight into special education teachers' perception of challenges in managing students with



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intellectual disabilities. This study's review literature focused on the nature of special education and challenges in managing students with intellectual disability.

In special education, a literature review is essential to gain insight into the challenges teachers face in managing students with intellectual disabilities. It offers insight into the understanding, teaching, behavior management and the effect of environmental and institutional factors on teachers. By examining previous research, researchers can identify similarities, differences and contradictions, which assists in clarifying research purpose and questions.

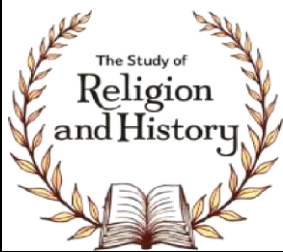
Furthermore, a well-conducted literature review not only synthesizes but also evaluates past research in the field, and demonstrates how it relates to the current study. As Machi and McEvoy have highlighted, the aim of a literature review is to establish a logical argument to justify the importance of the research question and the design of the study (Machi & McEvoy, 2016). As such, a comprehensive literature review is a crucial component of rigorous and valid research in special education.

Special education is specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability" (IDEA, 2004). Special education is the education of children who deviate from the normal in a way that they need special education services (Kirk et al., 2012).

Special education is an education for children with special need. Children with special needs are those who have learning or education problems due to internal and external factors (Forbis et al., 2016). Children with special needs can be divided into two groups according to the source of their difficulties: (1) children whose special needs are related to permanent conditions of the child, such as internal or physical factors (Haryanto, 2011) and (2) children whose special needs are temporary, arising from external factors or environmental conditions (Soendari, 2008).

According to the Individuals with Disabilities Education Act (IDEA), intellectual impairment is defined as a disorder that manifests throughout the developmental stage and is characterized by considerably subaverage general intellectual performance that coexists with deficiencies in adaptive behavior. A child's academic performance is negatively impacted by these restrictions, necessitating special education assistance (Individuals with Disabilities Education Act, 2004).

Students with intellectual impairments require supportive, flexible and challenging educational services. The study shows that there are behavioural, institutional, structural and pedagogical barriers to effective teaching and learning processes (Darwish et al., 2025). The objective of this study is to find out the challenges faced by teachers in teaching students with intellectual impairments in inclusive classrooms. Inclusive education seeks to uphold social justice and universalize education for all, regardless of their individual disabilities. The lack of qualified teachers, facilities, curricular ideas, resources and policies in inclusive classrooms today is preventing the innovative development of inclusive education in India. Inclusive education is considered a holistic approach, and it involves all students. As a result, it is important to examine the barriers and challenges faced by schools in providing education to SwIDs in an inclusive classroom environment. Teachers find it hard to manage SwIDs in their classrooms to promote learning as inclusive education is education for all. The article also stresses the importance of teachers overcoming obstacles and barriers to improve teaching and learning through innovative methods and strategies in inclusive classrooms. The lack of properly trained teachers, teaching and learning resources, infrastructure services, discrimination, the lack of parent-teacher co-operation, unclear inclusive education policies



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and attitude issues are some of the problems teachers face in working with students with intellectual disabilities. In this article, the authors present strategies to overcome the obstacles, including improving infrastructures and resources and modifying the curriculum to make it more flexible to cater to the needs of SwID in the inclusive classroom (Thomas & Kumar, 2020).

SWIDs vary in intelligence, adaptive functioning and learning rates, so traditional teaching methods are not suitable. Teachers need to continuously differentiate teaching (Singh, 2023). Creating and monitoring IEPs takes time and skill, raising teacher workload (Wong & Rashid, 2022).

Teachers find it difficult to adapt the regular curriculum to a simpler format for SWIDs (Darwish et al., 2025). Students need multiple instruction, reinforcement, and support, hindering classroom advancement (Singh, 2023). Standardised tests are often inappropriate, requiring teachers to create and score other tests, which takes time and skill (Darwish et al., 2025).

Behaviors such as aggression, self-injury, and noncompliance may require unique handling strategies (Aljohani, 2023). Students have poor self-control, resulting in frustration and disruptive behavior (Darwish et al., 2025).

Limited attention spans pose challenges for teachers to keep students engaged and learning (Singh, 2023). A lack of peer interaction skills means teachers need to teach appropriate social skills (Arjumandi et al., 2014).

Students may have slow speech or be nonverbal, complicating teaching and feedback (Arjumandi et al., 2014). Students may not understand complex instructions and may need simple, repeated instructions (Singh, 2023).

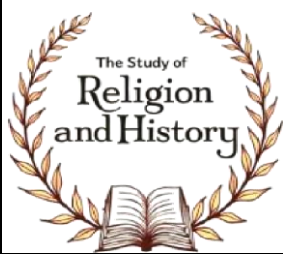
Teachers feel inadequately prepared for managing intellectual disabilities and inclusion. Teachers lack confidence with moderate to severe intellectual disabilities (Aldabas, 2020). Selecting suitable teaching strategies for a range of learners is difficult (Singh, 2023). Teacher burnout is caused by high demands, behaviour problems and feelings of isolation (Darwish et al., 2025).

Lack of assistive technology, resources and teaching materials hampers teaching (Darwish et al., 2025). Scarcity of aides, therapists, and specialists adds to teaching loads (Darwish et al., 2025). Classroom management of large numbers of students with different needs decreases attention to teaching (Singh, 2023).

IEPs, reports, and documentation take time, detracting from teaching (Wong & Rashid, 2022). While inclusive education policies are in place, they are not well implemented due to lack of resources and training (Darwish et al., 2025).

Adequate financial support is essential for the successful delivery of special education services, especially for students with intellectual disabilities. Such students need tailored teaching approaches, materials, resources, technologies, and ongoing assessment via Individualized Education Programs (IEPs). But financial limitations are still a major issue in many educational systems, particularly in developing nations. Examining special education teachers' views on these resource issues is crucial as teachers are the key service providers and most impacted by financial constraints.

Their perceptions not only affect their teaching but also the effectiveness of inclusive education. Lack of financial resources can hinder teachers' ability to address the varied needs of students with intellectual disabilities, affecting their teaching practices and student learning (Sharma & Sokal, 2016). This review of the literature examines the research on financial



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challenges in special education, teacher perceptions and impact on students with intellectual disabilities.

Special education demands the use of modified teaching materials, visuals and manipulatives. But schools often do not have the funds to access these materials. Lack of resources restricts access to learning materials, ultimately impacting inclusive education (Ainscow, 2020). Children with intellectual disabilities may need appropriate classroom and infrastructure. Insufficient funding can lead to crowded classrooms, a lack of necessary equipment and inadequate infrastructure, which can make it challenging for teachers to accommodate different learning requirements (UNESCO, 2020).

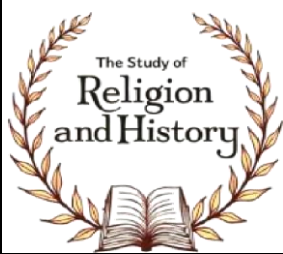
Ongoing professional development is critical for special education teachers to keep up-to-date with best practice. But lack of funding can limit access to training programs. This undermines their ability and confidence, in managing students with intellectual disabilities (Billingsley et al., 2020). The workload of special education teachers can be overwhelming, with low compensation. Poverty pay and lack of incentives lead to a lack of job satisfaction and high attrition rates (Billingsley et al., 2020). This then impacts on the sustainability of special education programs.

The American Association on Intellectual and Developmental impairments [AAIDD] 2013, state students with intellectual impairments typically have significant limitations in thinking and adapting skills that impact on their practical, social and conceptual skills. They therefore require individual education plans (IEPs), repetition, visual supports and systematic instruction. But teachers' perceptions about the availability of resources, training and support often affect their ability to effectively meet these needs.

There are specific teaching strategies that students with intellectual disabilities need that are different to those used with other students. These include breaking tasks into smaller steps, repetition, visual cues, physical manipulation and flexible pacing. Hallahan et al. (2019) stress how effective teaching requires curriculum adjustments, smaller group sizes, and special teaching materials for these students. And inclusive educational practices require students with intellectual disabilities to access general education classrooms, which adds to the instructional demands on teachers. Research indicates that as the curriculum becomes more advanced through the grade levels, students' struggles with the curriculum increase and effective instruction becomes more challenging (Ainscow, 2020). Teachers also need to provide Individualized Education Programs (IEPs), which require ongoing monitoring, evaluation and revision of learning targets. But due to a lack of training and resources, many teachers find this difficult.

The lack of teaching and learning resources is one of the most common issues. Special education teachers frequently do not have access to manipulatives, visual supports, assistive technologies and textbooks. Lack of funding plays a critical role in limiting access to teaching and learning resources, thus impeding inclusive education (Ainscow, 2020). This limits the range of teaching approaches that can be used, which may not be suitable for students with intellectual disabilities. This reduces student participation and hampers learning.

Class sizes and teacher workload pose another significant issue. Children with intellectual disability need extra support, but large class sizes make this challenging. UNESCO (2020) states budget constraints can result in under-staffing and overcrowding, diminishing the quality of teaching. Teachers also need to plan lessons, assess learning, manage behaviour and document IEPs. This leaves less time for teaching and stress. Professional development plays an important role in instruction. Ongoing training allows



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teachers to learn new approaches to teaching students with special needs. But a lack of access to training is a common concern among teachers. According to Billingsley et al. (2020), a lack of professional development makes teachers less confident and skilled in teaching students with disabilities. Likewise, untrained teachers report feeling inadequate to address complex classroom situations, resulting in lower quality teaching.

A common environmental issue is poor classroom design. Accessible buildings, accommodating furniture and sensory-friendly spaces are often absent in schools, which means students with intellectual disabilities are frequently excluded. Evidence shows overcrowding and poor infrastructure limit the capacity of teachers to provide quality individualized instruction (UNESCO, 2020). Overcrowding affects the ability to address the needs of students with special needs, thereby limiting opportunities to learn.

Other environmental issues include a lack of assistive technologies and teaching resources, including visual aids, manipulatives and communication devices. Ainscow (2020) has explained that lack of funding often leads to the lack of availability of learning materials, which in turn impacts inclusive pedagogies.

This leaves teachers with little choice but to use traditional teaching strategies that may not match the learning needs of students with intellectual disabilities. This leads to engagement and participation challenges.

RESEARCH METHODOLOGY

Research methodology presents the research methodology adopted for the study on Special Education Teachers' Perceptions of Challenges in Managing Students with Intellectual Disabilities. The research methodology incorporates the processes for data collection, analysis and interpretation. The aim of this methodology is to ensure that the research is carried out in a systematic, reliable and valid way. Methodology contains important elements such as the research design, study population, sampling methods, research instruments, data collection procedures, and data analysis. It also includes information on validity and reliability and ethical considerations taken during the research. In summary, this chapter outlines the approach adopted to conduct the study in order to determine special education teachers' perceptions of the challenges encountered when handling students with intellectual disabilities.

Research Design

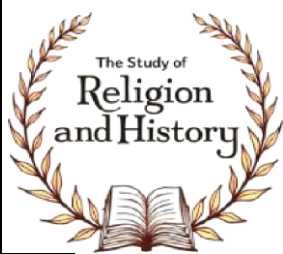
The present study was quantitative and it adopted the survey design to gather data on the topic special education teachers' perspectives of challenges in managing students with intellectual disabilities.

Population of the Study

The study population includes special education teachers who teach students with intellectual disabilities in special education institutes of district Faisalabad, Pakistan. This background helps to cover a broad spectrum of classroom issues.

Sample and Sampling Techniques

This study's target population was special education teachers teaching students with intellectual disabilities. Purposive sampling was used to recruit special education teachers who were available and had experience teaching students with intellectual disabilities. Thus a sample of 66 special education teachers was used for the data collection. The sample has teachers from a range of educational settings, including special schools. In all, this ensures the data on classroom challenges collected is relevant and accurate.



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Research Instrument

Data was collected from the respondents of the study using a questionnaire. The questionnaire was made up of 30 items to collect data from special education teachers of students with intellectual disabilities. It was designed using a five-point Likert scale to determine the respondents' attitudes.

1. Absolutely Unsatisfied (AU) – 1
2. Slightly Unsatisfied (SU) – 2
3. Nor Satisfied Nor Unsatisfied (NSNU) – 3
4. Slightly Satisfied (SS) – 4
5. Absolutely Satisfied (AS) – 5

Validity and Reliability

To ensure the validity and reliability of the research instruments:

- 1) Expert review was conducted to establish content validity. Research supervisor helped to refine the questionnaire.
- 2) A pilot study was carried out to test the clarity and effectiveness of the instruments.
- 3) Reliability was measured using Cronbach's Alpha for quantitative tools. Reliability coefficient was as under:
 - Factor-1 Financial Challenges - $\alpha = 0.64$
 - Factor-2 Instructional Challenges - $\alpha = 0.88$
 - Factor-3 Environmental Challenges - $\alpha = 0.91$

Data Collection Procedure

Data collection involved several steps:

- A. The school administrators and authorities were contacted to grant permission.
- B. The questionnaire was administered face-to-face to teachers during their working hours.
- C. Clear instructions were given to the teachers and they were assured of confidentiality and voluntary participation.
- D. The process of collecting data took a period of around two months.

All completed questionnaires were checked for completeness before data entry into the statistical software.

Data Analysis Techniques

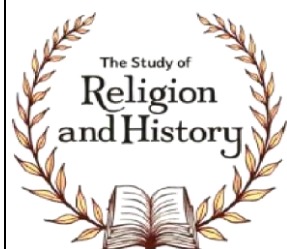
The SPSS software (version 25) was applied to analyze the data. The demographic characteristics, financial challenges, instructional and environmental challenges faced by the special education teachers were summarized using descriptive statistics (frequency, percentage, mean, standard deviation). Results were tabulated various graphs were drawn to make the data easy to understand and presentable.

Ethical Considerations

Ethical guidelines were highly adhered to in order to safeguard the rights of the participants. The purpose of the study, voluntary participation of teachers and anonymity of responses were explained to teachers. No personal identifiers were gathered and the information was used only to conduct the research. Only those respondents were included in the study who consented to share the research data.

RESULTS

The collected facts of the study were analyzed through frequency, percentage, mean and standard deviation as under:



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Table 1

Demography of respondents

Demographic Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	8	12.1
	Female	58	87.9
Qualification	B.Ed./M.A./M.Sc. Special Education	35	53.0
	M.Phil.	30	45.5
	Ph.D.	1	1.5
Sector	Public	23	34.8
	Private	43	65.2
Marital Status	Single	39	59.1
	Married	27	40.9
Locality	Urban	54	81.8
	Rural	12	18.2
Age	20–25 years	27	40.9
	26–30 years	17	25.8
	30 years and above	22	33.3
Experience	1–3 years	38	57.6
	4–6 years	12	18.2
	7 years and above	16	24.2

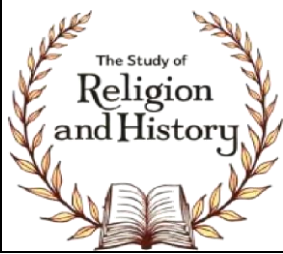
The demographic characteristics of the 66 respondents indicate that the majority were female (87.9%), while 12.1% were male. Regarding qualification, 53.0% held a B.Ed./M.A./M.Sc. in Special Education, 45.5% were M.Phil. qualified, and 1.5% held a Ph.D. In terms of sector, most respondents (65.2%) belonged to private institutions, whereas 34.8% were from the public sector. With respect to marital status, 59.1% of the respondents were single and 40.9% were married. The locality-wise distribution showed that a substantial majority (81.8%) belonged to urban areas, while 18.2% were from rural areas. Regarding age, 40.9% of respondents were aged 20–25 years, 25.8% were aged 26–30 years, and 33.3% were 30 years or above. In terms of professional experience, the largest proportion (57.6%) had 1–3 years of experience, followed by 24.2% with 7 years or above and 18.2% with 4–6 years of experience. Overall, the sample was predominantly female, urban-based, employed in the private sector, and relatively early in their professional careers.

Financial Challenges

Table 2

Face financial challenges in teaching students with intellectual Disability

Response	Frequency	Percentage	Mean	S.D
AU	7	10.6%	3.56	1.314
SU	8	12.1%		
NSNU	11	16.7%		
SS	21	31.8%		
AS	19	28.8%		
Total	66	100.0%		



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Note: AU-Absolutely Unsatisfied, SU-Slightly Unsatisfied, NSNU-Nor satisfied Nor unsatisfied, SS-Slightly Satisfied, AS-Absolutely Satisfied

Table 2 represented that 28.8% respondents were absolutely satisfied, 31.8% slightly satisfied, 16.7% were nor satisfied nor unsatisfied, 12.1% were slightly unsatisfied, while 10.6% respondents absolutely unsatisfied with the statement that they face financial challenges in teaching students with intellectual disability. It was also aligned with mean score ($M=3.56$, $S.D=1.314$) as well.

Table 3

School administration provides appropriate funds for educational material

Response	Frequency	Percentage	Mean	S.D
AU	6	9.1%	3.36	1.172
SU	9	13.6%		
NSNU	16	24.2%		
SS	25	37.9%		
AS	10	15.2%		
Total	66	100.0%		

Table 3 represented that 15.2% respondents were absolutely satisfied, 37.9% slightly satisfied, 24.2% were nor satisfied nor unsatisfied, 13.6% were slightly unsatisfied, while 9.1% respondents absolutely unsatisfied with the statement that school administration provides appropriate funds for educational material. It was also aligned with mean score ($M=3.36$, $S.D=1.172$) as well.

Table 4

Free assistive devices are provided inspite of high expenses.

Response	Frequency	Percentage	Mean	S.D
AU	6	9.1	3.20	1.166
SU	11	16.7		
NSNU	23	34.8		
SS	16	24.2		
AS	10	15.2		
Total	66	100.0%		

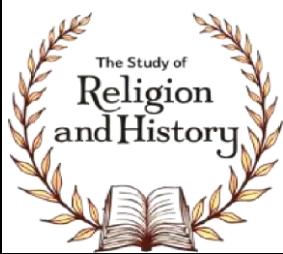
Table 4 represented that 15.2% respondents were absolutely satisfied, 24.2% slightly satisfied, 34.8% were nor satisfied nor unsatisfied, 16.7% were slightly unsatisfied, while 9.1% respondents absolutely unsatisfied with the statement that free assistive devices are provided inspite of high expenses. It was also aligned with mean score ($M=3.20$, $S.D=1.166$) as well.

Table 5

Stationary items are always available for the instructional purposes.

Response	Frequency	Percentage	Mean	S.D
AU	5	7.6	3.27	1.247
SU	17	25.8		
NSNU	11	16.7		
SS	21	31.8		
AS	12	18.2		
Total	66	100.0%		

Table 5 represented that 18.2% respondents were absolutely satisfied, 31.8% slightly satisfied, 16.7% were nor satisfied nor unsatisfied, 25.8% were slightly unsatisfied, while



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7.6% respondents absolutely unsatisfied that stationary items are always available for the instructional purposes. It was also aligned with mean score ($M=3.27$, $S.D=1.247$) as well.

Table 6

School administration funds for modern technological tools for the classroom management.

Response	Frequency	Percentage	Mean	S.D
AU	9	13.6%	3.08	1.256
SU	15	22.7%		
NSNU	11	16.7%		
SS	24	36.4%		
AS	7	10.6%		
Total	66	100.0%		

Table 6 represented that 10.6% respondents were absolutely satisfied, 36.4% slightly satisfied, 16.7% were nor satisfied nor unsatisfied, 22.7% were slightly unsatisfied, while 13.6% respondents absolutely unsatisfied that school administration funds for modern technological tools for the classroom management. It was also aligned with mean score ($M=3.08$, $S.D=1.256$) as well.

Table 7

Govt. arranges good quality teacher's training for effective management of students with intellectual disabilities.

Response	Frequency	Percentage	Mean	S.D
AU	6	9.1	3.74	1.244
SU	5	7.6		
NSNU	10	15.2		
SS	24	36.4		
AS	21	31.8		
Total	66	100.0%		

Table 7 represented that 31.8% respondents were absolutely satisfied, 36.4% slightly satisfied, 15.2% were nor satisfied nor unsatisfied, 7.8% were slightly unsatisfied, while 9.1% respondents absolutely unsatisfied that Govt. arranges good quality teacher's training for effective management of students with intellectual disabilities. It was also aligned with mean score ($M=3.74$, $S.D=1.244$) as well.

Table 8

Had to spend own money for purchase of educational material.

Response	Frequency	Percentage	Mean	S.D
AU	15	22.7%	3.15	1.481
SU	8	12.1%		
NSNU	9	13.6%		
SS	20	30.3%		
AS	14	21.2%		
Total	66	100.0%		

Table 8 represented that 21.2% respondents were absolutely satisfied, 30.3% slightly satisfied, 13.6% were nor satisfied nor unsatisfied, 12.1% were slightly unsatisfied, while 22.7% respondents absolutely unsatisfied with the statement that they had to spend own money for purchase of educational material. It was also aligned with mean score ($M=3.15$, $S.D=1.481$) as well.



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Table 9

Poor funding adversely affect the educational process.

Response	Frequency	Percentage	Mean	S.D
AU	5	7.6%	3.89	1.326
SU	7	10.6%		
NSNU	10	15.2%		
SS	12	18.2%		
AS	32	48.5%		
Total	66	100.0%		

Table 9 represented that 48.5% respondents were absolutely satisfied, 18.2% slightly satisfied, 15.2% were nor satisfied nor unsatisfied, 10.6% were slightly unsatisfied, while 7.6% respondents absolutely unsatisfied with the statement that poor funding adversely affect the educational process. It was also aligned with mean score (M=3.89, S.D=1.326) as well.

Instructional Challenges

Table 10

Curriculum is fully adapted to meet the needs of students with intellectual disabilities.

Response	Frequency	Percentage	Mean	S.D
AU	6	9.1%	3.62	1.262
SU	8	12.1%		
NSNU	9	13.6%		
SS	25	37.9%		
AS	18	27.3%		
Total	66	100.0%		

Table 10 represented that 27.3% respondents were absolutely satisfied, 37.9% slightly satisfied, 13.6% were nor satisfied nor unsatisfied, 12.1% were slightly unsatisfied, while 9.1% respondents absolutely unsatisfied with the statement that curriculum is fully adapted to meet the needs of students with intellectual disabilities. It was also aligned with mean score (M=3.62, S.D=1.262) as well.

Table 11

IEP is properly executed on regular basis.

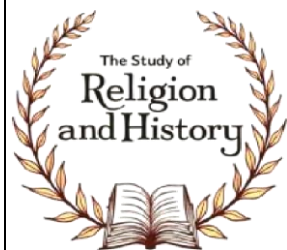
Response	Frequency	Percentage	Mean	S.D
AU	2	3.0%	3.97	1.052
SU	6	9.1%		
NSNU	7	10.6%		
SS	28	42.4%		
AS	23	34.8%		
Total	66	100.0%		

Table 11 represented that 34.8% respondents were absolutely satisfied, 42.4% slightly satisfied, 10.6% were nor satisfied nor unsatisfied, 9.1% were slightly unsatisfied, while 3.0% respondents absolutely unsatisfied with the statement that IEP is properly executed on regular basis. It was also aligned with mean score (M=3.97, S.D=1.052) as well.

Table 12

Professional share student data with teachers for effective instructional output.

Response	Frequency	Percentage	Mean	S.D
AU	5	7.6%	3.77	1.093
SU	1	1.5%		



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NSNU	15	22.7%
SS	28	42.4%
AS	17	25.8%
Total	66	100.0%

Table 12 represented that 25.8% respondents were absolutely satisfied, 42.4% slightly satisfied, 22.7% were nor satisfied nor unsatisfied, 1.5% were slightly unsatisfied, while 7.6% respondents absolutely unsatisfied with the statement that professional share student data with teachers for effective instructional output. It was also aligned with mean score (M=3.77, S.D=1.093) as well.

Table 13

Teach students according to their individual needs.

Response	Frequency	Percentage	Mean	S.D
AU	4	6.1%	4.08	1.086
SU	2	3.0%		
NSNU	6	9.1%		
SS	27	40.9%		
AS	27	40.9%		
Total	66	100.0%%		

Table 13 represented that 40.9% respondents were absolutely satisfied, 40.9% slightly satisfied, 9.1% were nor satisfied nor unsatisfied, 3.0% were slightly unsatisfied, while 6.1% respondents absolutely unsatisfied with the statement that they teach students according to their individual needs. It was also aligned with mean score (M=4.08, S.D=1.086) as well.

Table 14

Large class size highly affects the instructional delivery.

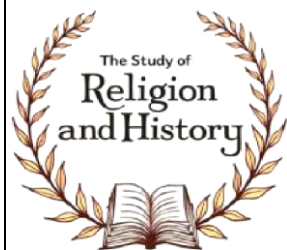
Response	Frequency	Percentage	Mean	S.D
AU	8	12.1%	3.92	1.328
SU	12	18.2%		
NSNU	15	22.7%		
SS	31	47.0%		
AS	8	12.1%		
Total	66	100.0%		

Table 14 represented that 12.1% respondents were absolutely satisfied, 47.0% slightly satisfied, 22.7% were nor satisfied nor unsatisfied, 18.2% were slightly unsatisfied, while 21.1% respondents absolutely unsatisfied with the statement that large class size highly affects the instructional delivery.. It was also aligned with mean score (M=3.92, S.D=1.328) as well.

Table 15

Parents properly collaborate for student effective learning.

Response	Frequency	Percentage	Mean	S.D
AU	4	6.1%	3.55	1.192
SU	11	16.7%		
NSNU	11	16.7%		
SS	25	37.9%		
AS	15	22.7%		
Total	66	100.0%		



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Table 15 represented that 22.7% respondents were absolutely satisfied, 37.9% slightly satisfied, 16.7% were not satisfied nor unsatisfied, 16.7% were slightly unsatisfied, while 6.1% respondents absolutely unsatisfied with the statement that parents properly collaborate for student effective learning. It was also aligned with mean score (M=3.55, S.D=1.192) as well.

Table 16

Inappropriate assessment makes it hard to properly handle the students with intellectual disabilities in class.

Response	Frequency	Percentage	Mean	S.D
AU	5	7.6%	3.71	1.237
SU	7	10.6%		
NSNU	11	16.7%		
SS	22	33.3%		
AS	21	31.8%		
Total	66	100.0%		

Table 16 represented that 31.8% respondents were absolutely satisfied, 33.3% slightly satisfied, 16.7% were not satisfied nor unsatisfied, 10.6% were slightly unsatisfied, while 7.6% respondents absolutely unsatisfied with the statement that inappropriate assessment makes it hard to properly handle the students with intellectual disabilities in class. It was also aligned with mean score (M=3.71, S.D=1.237) as well.

Table 17

Use activity based learning method to engage the students with intellectual disabilities.

Response	Frequency	Percentage	Mean	S.D
AU	3	4.5%	3.94	1.149
SU	6	9.1%		
NSNU	9	13.6%		
SS	22	33.3%		
AS	26	39.4%		
Total	66	100.0%		

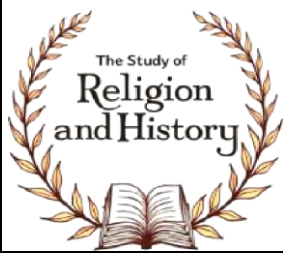
Table 17 represented that 39.4% respondents were absolutely satisfied, 33.3% slightly satisfied, 13.6% were not satisfied nor unsatisfied, 9.1% were slightly unsatisfied, while 4.5% respondents absolutely unsatisfied with the statement that use activity based learning method to engage the students with intellectual disabilities. It was also aligned with mean score (M=3.94, S.D=1.149) as well.

Table 18

Hands-on practices are executed to teach the students with intellectual disabilities.

Response	Frequency	Percentage	Mean	S.D
AU	4	6.1%	3.78	1.139
SU	5	7.6%		
NSNU	11	16.7%		
SS	26	39.4%		
AS	19	28.8%		
Total	66	100.0%		

Table 18 represented that 28.8% respondents were absolutely satisfied, 39.4% slightly satisfied, 16.7% were not satisfied nor unsatisfied, 7.6% were slightly unsatisfied, while 6.1% respondents absolutely unsatisfied with the statement that hands-on practices are executed to



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teach the students with intellectual disabilities. It was also aligned with mean score (M=3.78, S.D=1.139) as well.

Table 19

Intensive behavioral problems of students with intellectual disabilities create hurdles in delivery of instruction.

Response	Frequency	Percentage	Mean	S.D
AU	3	4.5%	4.12	1.130
SU	5	7.6%		
NSNU	5	7.6%		
SS	21	31.8%		
AS	32	48.5%		
Total	66	100.0%		

Table 19 represented that 48.5% respondents were absolutely satisfied, 31.8% slightly satisfied, 7.6% were not satisfied nor unsatisfied, 7.6% were slightly unsatisfied, while 4.5% respondents absolutely unsatisfied with the statement that intensive behavioral problems of the students with intellectual disabilities create hurdles in effective delivery of instruction. It was also aligned with mean score (M=4.12, S.D=1.130) as well.

Environmental Challenges

Table 20

Classrooms are spacious enough to teach the students with intellectual disabilities.

Response	Frequency	Percentage	Mean	S.D
AU	6	9.1%	3.65	1.170
SU	5	7.6%		
NSNU	9	13.6%		
SS	32	48.5%		
AS	14	21.2%		
Total	66	100.0%		

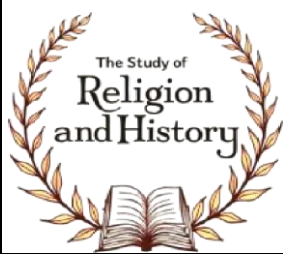
Table 20 represented that 21.2% respondents were absolutely satisfied, 48.5% slightly satisfied, 13.6% were not satisfied nor unsatisfied, 7.6% were slightly unsatisfied, while 9.1% respondents absolutely unsatisfied with the statement that classrooms are spacious enough to teach the students with intellectual disabilities. It was also aligned with mean score (M=3.65, S.D=1.170) as well.

Table 21

There is a sufficient lighting and ventilation in the classrooms.

Response	Frequency	Percentage	Mean	S.D
AU	3	4.5%	3.77	.973
SU	4	6.1%		
NSNU	10	15.2%		
SS	37	56.1%		
AS	12	18.2%		
Total	66	100.0%		

Table 21 represented that 18.2% respondents were absolutely satisfied, 56.1% slightly satisfied, 15.2% were not satisfied nor unsatisfied, 6.1% were slightly unsatisfied, while 4.5% respondents absolutely unsatisfied with the statement that there is a sufficient lighting and ventilation in the classrooms. It was also aligned with mean score (M=3.77, S.D=.973) as well.



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Table 22

School building is disabled friendly.

Response	Frequency	Percentage	Mean	S.D
AU	3	4.5%	4.02	1.074
SU	4	6.1%		
NSNU	7	10.6%		
SS	27	40.9^		
AS	25	37.9^		
Total	66	100.0%		

Table 22 represented that 37.9% respondents were absolutely satisfied, 40.9% slightly satisfied, 10.6% were nor satisfied nor unsatisfied, 6.1% were slightly unsatisfied, while 4.5% respondents absolutely unsatisfied with the statement that school building is disabled friendly. It was also aligned with mean score (M=4.02, S.D=1.074) as well.

Table 23

School environment is very safe and secure for students with intellectual disabilities.

Response	Frequency	Percentage	Mean	S.D
AU	1	1.5%	3.97	1.052
SU	8	12.1%		
NSNU	7	10.6%		
SS	26	39.4%		
AS	24	36.4%		
Total	66	100.0%		

Table 24 represented that 36.4% respondents were absolutely satisfied, 39.4% slightly satisfied, 10.6% were nor satisfied nor unsatisfied, 12.1% were slightly unsatisfied, while 1.5% respondents absolutely unsatisfied with the statement that school environment is very safe and secure for students with intellectual disabilities. It was also aligned with mean score (M=3.97, S.D=1.052) as well.

Table 24

Therapy rooms are easily accessible for the students with intellectual disabilities.

Response	Frequency	Percentage	Mean	S.D
AU	3	4.5%	3.82	1.176
SU	9	13.6%		
NSNU	7	10.6%		
SS	25	37.9%		
AS	22	33.3%		
Total	66	100.0%		

Table 25 represented that 33.3% respondents were absolutely satisfied, 37.9% slightly satisfied, 10.6% were nor satisfied nor unsatisfied, 13.6% were slightly unsatisfied, while 4.5% respondents absolutely unsatisfied with the statement that therapy rooms are easily accessible for the students with intellectual disabilities. It was also aligned with mean score (M=3.82, S.D=1.176) as well.

Table 25

School building is noise and distraction free.

Response	Frequency	Percentage	Mean	S.D
AU	3	4.5%	3.62	1.160
SU	10	15.2%		



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NSNU	13	19.7%
SS	23	34.8%
AS	17	25.8%
Total	66	100.0%

Table 25 represented that 25.8% respondents were absolutely satisfied, 34.8% slightly satisfied, 19.7% were not satisfied nor unsatisfied, 15.2% were slightly unsatisfied, while 4.5% respondents absolutely unsatisfied with the statement that school building is noise and distraction free. It was also aligned with mean score (M=3.62, S.D=1.160) as well.

Table 26

Staff always remains available to monitor and ensure security of the students with intellectual disabilities.

Response	Frequency	Percentage	Mean	S.D
AU	6	9.1%	3.56	1.314
SU	12	18.2%		
NSNU	5	7.6%		
SS	25	37.9%		
AS	18	27.3%		
Total	66	100.0%		

Table 26 represented that 27.3% respondents were absolutely satisfied, 37.9% slightly satisfied, 7.6% were not satisfied nor unsatisfied, 18.2% were slightly unsatisfied, while 9.1% respondents absolutely unsatisfied with the statement that staff always remains available to monitor and ensure security of the students with intellectual disabilities. It was also aligned with mean score (M=3.56, S.D=1.314) as well.

Table 27

School surveillance is ensured through CCTV cameras.

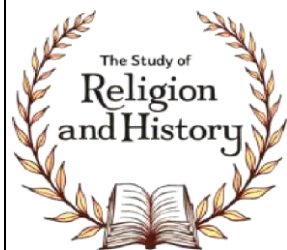
Response	Frequency	Percentage	Mean	S.D
AU	2	3.0%	4.08	.982
SU	4	6.1%		
NSNU	5	7.6%		
SS	31	47.0%		
AS	24	36.4%		
Total	66	100.0%		

Table 27 represented that 36.4% respondents were absolutely satisfied, 47.0% slightly satisfied, 7.6% were not satisfied nor unsatisfied, 6.1% were slightly unsatisfied, while 3.0% respondents absolutely unsatisfied with the statement that school surveillance is ensured through CCTV cameras. It was also aligned with mean score (M=4.08, S.D=.982) as well.

Table 28

Canteen facility is available inside the school building.

Response	Frequency	Percentage	Mean	S.D
AU	18	27.3%	3.03	1.509
SU	6	9.1%		
NSNU	11	16.7%		
SS	18	27.3%		
AS	13	19.7%		
Total	66	100.0%		



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It revealed that 19.7% respondents were absolutely satisfied, 27.3% slightly satisfied, 16.7% were nor satisfied nor unsatisfied, 9.1% were slightly unsatisfied, while 27.3% respondents absolutely unsatisfied with the statement that canteen facility is available inside the school building. It was also aligned with mean score ($M=3.03$, $S.D=1.509$) as well.

Table 29

Facility of hygienic water is available in the school premises.

Response	Frequency	Percentage	Mean	S.D
AU	4	6.1%	3.79	1.117
SU	3	4.5%		
NSNU	16	24.2%		
SS	23	34.8%		
AS	20	30.3%		
Total	66	100.0%		

Table 29 represented that 30.3% respondents were absolutely satisfied, 34.8% slightly satisfied, 24.2% were nor satisfied nor unsatisfied, 4.5% were slightly unsatisfied, while 6.1% respondents absolutely unsatisfied with the statement that facility of hygienic water is available in the school premises. It was also aligned with mean score ($M=3.79$, $S.D=1.117$) as well.

Table 30

Staff ensures proper identification of outsiders visiting the school.

Response	Frequency	Percentage	Mean	S.D
AU	7	10.6%	3.98	1.259
SU	1	1.5%		
NSNU	7	10.6%		
SS	22	33.3%		
AS	29	43.9%		
Total	66	100.0%		

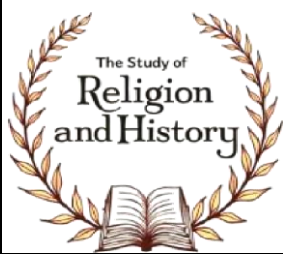
Table 30 represented that 43.9% respondents were absolutely satisfied, 33.3% slightly satisfied, 10.6% were nor satisfied nor unsatisfied, 1.5% were slightly unsatisfied, while 10.6% respondents absolutely unsatisfied with the statement that staff ensures proper identification of outsiders visiting the school. It was also aligned with mean score ($M=3.98$, $S.D=1.259$) as well.

Table 31

Play ground is available to engage the students with intellectual disabilities in co-curricular activities.

Response	Frequency	Percentage	Mean	S.D
AU	7	10.6%	3.91	1.249
SU	2	3.0%		
NSNU	6	9.1%		
SS	26	39.4%		
AS	25	37.9%		
Total	66	100.0%		

Table 31 represented that 37.9% respondents were absolutely satisfied, 39.4% slightly satisfied, 9.1% were nor satisfied nor unsatisfied, 3.0% were slightly unsatisfied, while 10.6% respondents absolutely unsatisfied with the statement that play ground is available to engage



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the students with intellectual disabilities in co-curricular activities. It was also aligned with mean score ($M=3.91$, $S.D=1.249$) as well.

FINDINGS

Following were the study findings:

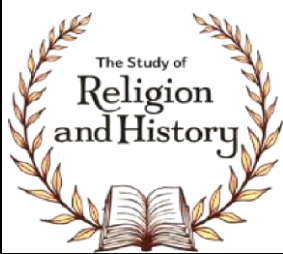
Findings regarding the financial challenges

The findings regarding financial resources and administrative support indicated several challenges faced by teachers in educating students with intellectual disabilities. A combined 60.6% of teachers (28.8% absolutely satisfied and 31.8% slightly satisfied) acknowledged facing financial challenges in teaching students with intellectual disabilities ($M=3.56$). Regarding the provision of funds for educational materials, only 15.2% of teachers were absolutely satisfied, while 37.9% were slightly satisfied ($M=3.36$). Similarly, the provision of free assistive devices received a moderate response, with 34.8% of teachers remaining neutral and only 15.2% reporting absolute satisfaction ($M=3.20$). Half of the teachers (50.0%) reported that stationery items were always available for instructional purposes ($M=3.27$). The availability of funding for modern technological tools was comparatively weak, as only 10.6% of teachers were absolutely satisfied with the provision of such resources for classroom management ($M=3.08$). In contrast, 68.2% of teachers reported that the government arranges good-quality teacher training for the effective management of students with intellectual disabilities ($M=3.74$). Moreover, 51.5% acknowledged that they had to spend their own money to purchase educational materials ($M=3.15$). A strong majority of 66.7% agreed that inadequate funding adversely affects the educational process ($M=3.89$).

Findings regarding the instructional challenges

The findings related to curriculum implementation and instructional practices were generally positive. A combined 65.2% of teachers reported that the curriculum was fully adapted to meet the needs of students with intellectual disabilities ($M=3.62$). Furthermore, 77.2% confirmed that Individualized Education Programs (IEPs) were properly implemented on a regular basis ($M=3.97$). Similarly, 68.2% reported that professionals share student-related data with teachers to facilitate effective instructional planning and delivery ($M=3.77$). The highest level of agreement in this area was observed regarding individualized instruction, with 81.8% of teachers reporting that they teach students according to their individual needs ($M=4.08$). However, 59.1% acknowledged that large class sizes significantly affect instructional delivery ($M=3.92$). Parent collaboration was also viewed moderately positively, with 60.6% of teachers reporting that parents properly collaborate to support students' effective learning ($M=3.55$). In addition, 65.1% agreed that inappropriate assessment practices make it difficult to effectively manage students with intellectual disabilities in the classroom ($M=3.71$).

The findings further demonstrated the use of appropriate instructional strategies by teachers. A combined 72.7% of teachers reported using activity-based learning methods to engage students with intellectual disabilities ($M=3.94$), while 68.2% confirmed the implementation of hands-on practices in teaching ($M=3.78$). Nevertheless, intensive behavioral problems emerged as a major challenge to effective instructional delivery, with a strong majority of 80.3% of teachers agreeing that such behavioral difficulties create hurdles in providing effective instruction ($M=4.12$). This was one of the highest mean scores among



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the reported challenges, indicating that behavioral difficulties constitute a significant concern in classroom management.

Findings regarding the environmental challenges

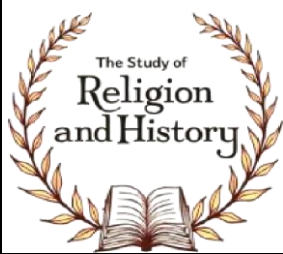
The findings concerning the physical environment and safety of schools were generally favorable. A combined 69.7% of teachers reported that classrooms were spacious enough for teaching students with intellectual disabilities ($M=3.65$), while 74.3% confirmed sufficient lighting and ventilation in classrooms ($M=3.77$). Furthermore, 78.8% reported that their school buildings were disability-friendly ($M=4.02$), and 75.8% considered the school environment safe and secure for children with intellectual disabilities ($M=3.97$). Similarly, 71.2% indicated that therapy rooms were easily accessible ($M=3.82$), while 60.6% agreed that school buildings were free from excessive noise and distractions ($M=3.62$). In addition, 65.2% reported that staff members remained available to monitor and ensure the safety of students with intellectual disabilities ($M=3.56$). School surveillance received particularly strong agreement, with 83.4% of teachers confirming that security was ensured through CCTV cameras ($M=4.08$).

Regarding other school facilities, the availability of a canteen appeared to be comparatively weak. Only 19.7% of teachers were absolutely satisfied with the availability of a canteen within the school building, whereas 27.3% were absolutely unsatisfied ($M=3.03$). In contrast, 65.1% reported that hygienic drinking water was available on the school premises ($M=3.79$). A substantial majority of 77.2% confirmed that staff properly identify outsiders visiting the school ($M=3.98$), indicating relatively strong security and visitor-management practices. Finally, 77.3% of teachers reported that a playground was available for engaging students with intellectual disabilities in co-curricular activities ($M=3.91$). The findings suggested that although schools demonstrated relatively favorable practices regarding individualized instruction, IEP implementation, teacher training, safety, accessibility, surveillance, and co-curricular facilities, significant challenges remained in the areas of financial resources, assistive and technological materials, class size, inappropriate assessment, and the management of intensive behavioral problems.

CONCLUSIONS

While teachers acknowledge the existence of financial challenges and agree that poor funding adversely affects the educational process, they also report that school administrations do provide some funding for materials and that the government arranges quality training. However, the fact that more than half of the teachers spend their own money on educational materials indicates a significant gap between available institutional funds and actual classroom needs. The low satisfaction with funding for modern technological tools is particularly concerning for 21st-century inclusive education. Special education teachers are highly committed to individualized teaching and implementation of IEP, activity-based and hands-on learning. The take-away message is that these good practices are marred by inadequately small class sizes, improper assessment techniques, and most of all, intense behavior problems of students with intellectual disabilities. The extremely high mean score (4.12) for behavioral problems causing difficulties indicates that behaviour management is the most significant teaching problem.

In general, teachers are happy with the physical and security environment of special education schools. Schools are generally accessible to the disabled, safe, well-lit, ventilated,



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and have CCTV. Playrooms are available, and playgrounds are safe. But it was found that many schools do not have canteens. While basic health and safety requirements are covered, there is a need for more comprehensive environmental supports, such as canteens.

The government is viewed as offering good teacher training, and professionals provide student information to teachers. While parental engagement is evident, it is at a moderate level (60.6%), suggesting improvements are needed. There is sufficient staff to ensure security, but the moderate noise/distraction-free environment implies that some schools may be in less than optimal locations. While there are policies for inclusive education and the curriculum is adapted, the realities of large class sizes, discipline issues, and teachers having to use personal funds to purchase teaching materials suggests that there is still a disconnect between policy and practice. The lack of satisfaction with teaching based on individual needs and the difficulty with behavioural disorders and large class sizes indicates a gap between the ideal and real classroom environment.

Modest to low mean rating for adequate funding for modern technology ($M=3.08$), free assistive devices ($M=3.20$) and canteen facilities ($M=3.03$) suggests resource constraints. These are not isolated problems but reflect under-investment in special education, especially in the private sector, where most teachers work. Despite various issues (financial, instructional and physical), most teachers are following best practices in teaching, including individual teaching, situational teaching and teaching through activities. This dedication and commitment need to be championed and nurtured.

The research concludes that to overcome problems in teaching students with intellectual disabilities, a multifaceted approach is needed. Funding needs to be boosted, teaching methods need to be improved through behaviour management training, and facilities like canteens need to be improved. Solving problems in one area alone will be insufficient as they are interrelated. The study is successful at showing teachers' perceptions are not just "gripes" but can be used to identify strengths and challenges in a system. Their positive attitudes about some factors (e.g., CCTV, accessible buildings) and their negative views about others (e.g., technology funding, canteens) guides administrators and policymakers.

RECOMMENDATIONS

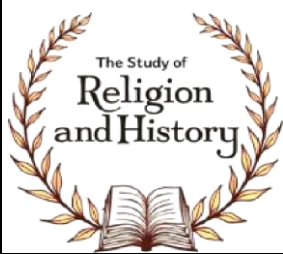
Based on the findings and conclusions of the study, the following recommendations are proposed to address the challenges perceived by special education teachers:

1. Governments and school administrations should establish dedicated, increased, and transparent funding allocations specifically for assistive technologies, modern classroom management tools, and instructional materials, while also creating reimbursement systems so that teachers no longer need to spend their own money on educational resources.
2. Teacher training programs must prioritize intensive, evidence-based behavioral management strategies alongside individualized instruction and IEP implementation, while also developing alternative assessment tools and reducing class sizes or providing teaching assistants to mitigate the negative impact of large class sizes on instructional delivery.

3. School administrations should complete environmental amenities by establishing canteen facilities, ensuring free provision of assistive devices, and maintaining disabled-friendly infrastructure, CCTV surveillance, safe school environments, and noise-free buildings to create fully supportive learning spaces.

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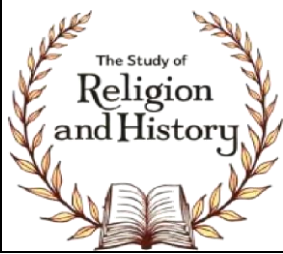
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