

Impact of Individualized Teacher Attention on Academic Achievement of SEN Students in Inclusive Primary Classrooms in Punjab, Pakistan

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ABSTRACT

This study examines the impact of individualized teacher attention on the academic achievement of students with Special Educational Needs (SEN) in inclusive primary classrooms in Punjab, Pakistan. Inclusive education policies in Pakistan emphasize equitable access to learning; however, the effectiveness of classroom practices, particularly individualized support, remains underexplored in local contexts. Drawing on a quantitative research design, data were collected from a representative sample of primary schools implementing inclusive education. Standardized academic assessments and structured classroom observation protocols were used to measure student performance and the extent of individualized teacher attention. Statistical analyses, including correlation and regression techniques, were employed to determine the relationship between targeted teacher support and students' academic outcomes. The findings indicate a significant positive association between individualized teacher attention and improved academic achievement among SEN students. Classrooms where teachers adapted instructional strategies, provided one-on-one guidance and monitored progress closely demonstrated higher student performance levels. Moreover, teacher training and class size emerged as influential factors affecting the degree of individualized attention provided. The study highlights the critical role of teacher practices in bridging learning gaps and fostering academic success in inclusive settings. These results underscore the need for sustained professional development, resource allocation and policy support to strengthen individualized instructional approaches in primary education. Enhancing teachers' capacity to address diverse learning needs can contribute substantially to improving educational outcomes for SEN students in Punjab.

Keywords: Academic Achievement, Inclusive Education, Individualized Instruction, Primary Education, Special Educational Needs, Teacher Attention

INTRODUCTION

Inclusive education has emerged as a global priority, emphasizing equitable access to quality education for all learners, including those with Special Educational Needs (SEN). In Pakistan, policy frameworks such as the National Education Policy (2017–2025) advocate for inclusive practices within mainstream classrooms; however, implementation remains inconsistent across provinces, including Punjab (Government of Pakistan, 2017). Inclusive primary classrooms often accommodate diverse learners with varying cognitive, physical, and emotional needs, requiring teachers to adopt differentiated and individualized instructional approaches (Abbas & Faisal, et al., 2024). Among these, individualized teacher

attention defined as targeted academic and behavioural support tailored to individual student needs, has been identified as a critical determinant of student success (Tomlinson, 2014).

In primary education, where foundational literacy and numeracy skills are developed, SEN students are particularly vulnerable to academic underachievement if their learning needs are not adequately addressed (Florian & Black-Hawkins, 2011). Research indicates that teacher responsiveness, adaptive instruction, and one-on-one engagement significantly enhance learning outcomes for SEN students (Hattie, 2009; Makhdom, et al., 2023). However, in the context of Punjab, challenges such as overcrowded classrooms, limited teacher training, and insufficient resources hinder the provision of individualized attention (Malik et al., 2020).

Despite growing emphasis on inclusive education, there remains a lack of empirical evidence examining how individualized teacher attention directly influences academic achievement among SEN students in Pakistani primary schools. This study addresses this gap by focusing on classroom-level practices and their measurable outcomes, contributing to both policy discourse and pedagogical improvement.

Significance

This study holds significance at multiple levels. At the theoretical level, it contributes to the existing body of knowledge on inclusive education by providing empirical evidence from a developing country context, where research remains limited. At the practical level, it informs teachers about the importance of individualized instructional strategies in improving academic outcomes for SEN students. The findings may guide teacher training programs, emphasizing skills required for differentiated instruction and classroom management.

At the policy level, the study offers insights for educational authorities in Punjab to strengthen inclusive education frameworks through targeted interventions, such as reducing class sizes and enhancing teacher support systems (Makhdom & Mian, 2012). Furthermore, it highlights the need for resource allocation and monitoring mechanisms to ensure effective implementation of inclusive practices. Ultimately, the study aims to improve educational equity by addressing the learning needs of marginalized student populations.

Problem Statement

Despite policy commitments to inclusive education in Punjab, SEN students in primary classrooms continue to experience lower academic achievement compared to their peers. One of the key challenges is the limited provision of individualized teacher attention due to systemic constraints such as large class sizes, inadequate teacher training, and lack of instructional resources. Existing research in Pakistan has largely focused on policy analysis rather than classroom practices, leaving a gap in understanding how teacher-level interventions impact student outcomes. Therefore, there is a need to empirically investigate the role of individualized teacher attention in enhancing academic achievement among SEN students in inclusive primary classrooms in Punjab.

Research Objectives

- To examine the extent of individualized teacher attention provided to SEN students in inclusive primary classrooms.
- To analyze the relationship between individualized teacher attention and academic achievement of SEN students.

- To identify factors influencing the effectiveness of individualized instructional practices in inclusive settings.

Research Questions

- What is the level of individualized teacher attention provided to SEN students in inclusive primary classrooms?
- How does individualized teacher attention affect the academic achievement of SEN students?
- What factors influence the implementation of individualized instructional practices in Punjab's primary schools?

Research Gaps

Existing literature highlights the importance of inclusive education but lacks context-specific empirical studies in Punjab, Pakistan. Most studies focus on policy frameworks rather than classroom implementation. Additionally, there is limited quantitative evidence linking individualized teacher attention with measurable academic outcomes of SEN students. This study addresses these gaps by providing data-driven insights into teacher practices and their direct impact on student achievement within inclusive primary classrooms.

LITERATURE REVIEW

Inclusive education has been widely recognized as a means to secure equitable learning opportunities for all students, regardless of their abilities or disabilities. The concept is grounded in the principle that all children should learn together in mainstream classrooms with appropriate support systems (UNESCO, 2020; Abbas & Faisal, et al., 2024). In recent decades, research has increasingly focused on identifying effective instructional strategies that enhance learning outcomes for SEN students within inclusive settings. Among these strategies, individualized teacher attention has emerged as a critical factor influencing academic success.

Individualized instruction refers to the adaptation of teaching methods, materials, and pacing to meet the unique needs of each learner (Tomlinson, 2014). In inclusive classrooms, this approach is particularly important as SEN students often require additional support to access the curriculum. Studies have shown that when teachers provide targeted assistance, such as one-on-one guidance, differentiated tasks, and continuous feedback, students demonstrate improved engagement and academic performance (Hattie, 2009).

Empirical evidence from international contexts supports the effectiveness of individualized teacher attention. For instance, a study by Florian and Black-Hawkins (2011) found that inclusive pedagogical practices that emphasize teacher responsiveness and flexibility significantly improve learning outcomes for diverse learners (Faisal, et al., 2023). Similarly, research conducted in the United Kingdom and the United States indicates that differentiated instruction and personalized learning plans contribute to higher achievement levels among SEN students (Friend & Bursuck, 2019).

In developing countries, however, the implementation of individualized instructional strategies faces numerous challenges. Large class sizes, limited resources, and insufficient teacher training often hinder effective inclusive practices (Ainscow, 2020). In Pakistan, these challenges are particularly pronounced in

public primary schools, where classrooms may accommodate more than 40 students, making individualized attention difficult to sustain (Malik et al., 2020).

Teacher preparedness plays a crucial role in the success of inclusive education (Makhdom & Khanam, 2021). Research indicates that teachers who receive specialized training in inclusive pedagogy are more likely to implement effective individualized strategies (Sharma & Sokal, 2016). Such training enhances teachers' ability to assess student needs, design appropriate interventions, and manage diverse classrooms. Conversely, lack of training leads to reliance on traditional teaching methods that may not address the needs of SEN students (Avramidis & Norwich, 2002).

Another important factor influencing individualized teacher attention is classroom environment. Supportive learning environments that promote collaboration, peer interaction, and active participation can enhance the effectiveness of individualized instruction (Vygotsky, 1978). For SEN students, opportunities for guided interaction with teachers and peers facilitate cognitive development and skill acquisition.

Assessment practices also play a significant role in shaping instructional approaches. Formative assessment techniques, such as continuous monitoring and feedback, enable teachers to identify learning gaps and provide targeted support (Black & Wiliam, 2009). In inclusive classrooms, such practices are essential for tracking the progress of SEN students and adjusting instruction accordingly.

Despite the recognized importance of individualized teacher attention, research in Pakistan remains limited. Existing studies primarily focus on barriers to inclusive education, such as lack of infrastructure and societal attitudes, rather than examining classroom-level practices (Singal, 2016). Furthermore, there is a scarcity of quantitative studies that measure the impact of teacher interventions on academic outcomes.

Recent studies in South Asia suggest that context-specific strategies are necessary to address the unique challenges of inclusive education. For example, community involvement, parental engagement, and school leadership have been identified as key factors influencing the success of inclusive practices (Miles & Singal, 2010). These factors interact with teacher practices to create an enabling environment for SEN students.

In conclusion, the literature underscores the importance of individualized teacher attention as a determinant of academic achievement in inclusive classrooms. While substantial evidence exists in developed contexts, there is a need for empirical research in regions such as Punjab, Pakistan. This study contributes to the literature by providing quantitative evidence on the relationship between individualized teacher attention and academic outcomes of SEN students, thereby addressing a critical research gap.

METHODOLOGY

This study adopted a quantitative research design to examine the impact of individualized teacher attention on the academic achievement of students with Special Educational Needs (SEN) in inclusive primary classrooms in Punjab, Pakistan. A correlational approach was employed to determine the nature and strength of the relationship between the independent variable (individualized teacher attention) and the dependent variable (academic achievement of SEN students). The design was considered appropriate as it enabled the collection of numerical data from a relatively large sample and facilitated statistical analysis to identify patterns, associations, and predictive relationships without manipulating the study variables. The research was conducted in natural classroom settings to ensure ecological validity and to capture authentic instructional practices within inclusive environments.

The study utilized structured instruments for data collection to ensure consistency and objectivity. A classroom observation checklist was developed to measure the level of individualized teacher attention

provided to SEN students. The checklist included indicators such as one-on-one interaction, differentiated instruction, adaptive feedback, monitoring of student progress, and use of individualized learning strategies. Each item was rated on a Likert-type scale to quantify the extent of teacher attention observed during classroom sessions. In addition to the observation tool, a standardized academic achievement test was administered to SEN students to assess their performance in core subjects, particularly language and mathematics. The test was aligned with the primary school curriculum prescribed in Punjab to ensure content relevance and appropriateness. The instruments were designed in accordance with established educational measurement principles to enhance accuracy and reliability.

Data collection was carried out over a defined period across selected primary schools implementing inclusive education practices. Prior to data collection, formal permission was obtained from school authorities, and ethical considerations such as confidentiality and voluntary participation were strictly observed. Classroom observations were conducted during regular teaching hours to minimize disruption and to ensure that teacher behavior remained natural. Each classroom was observed multiple times to obtain a comprehensive understanding of instructional practices and to reduce observer bias. Simultaneously, academic achievement data were collected through the administration of standardized tests under controlled conditions. The collected data were carefully recorded, coded, and prepared for statistical analysis.

The sample for this study consisted of primary school students identified as having Special Educational Needs, along with their respective teachers. Schools were selected from different districts of Punjab to ensure diversity in terms of geographical location, school type, and resource availability. The inclusion criteria for students were based on school records and teacher identification of SEN characteristics, including learning difficulties, mild cognitive impairments, and other developmental challenges that required additional instructional support. Teachers included in the study were those actively engaged in teaching inclusive classrooms at the primary level. The sample size was determined to be sufficiently large to allow for meaningful statistical analysis and generalization of findings within the context of the study.

A stratified random sampling technique was employed to select the sample. Schools were first categorized into strata based on relevant characteristics such as urban and rural location, and then randomly selected from each stratum to ensure representation. Within selected schools, SEN students and their teachers were identified and included in the study. This sampling approach enhanced the representativeness of the sample and reduced selection bias. It also allowed for the inclusion of diverse classroom contexts, which is essential for understanding the variability in individualized teacher attention and its impact on student outcomes.

To ensure the reliability of the instruments, internal consistency measures were calculated using Cronbach's alpha. The observation checklist demonstrated a high level of reliability, indicating that the items consistently measured the construct of individualized teacher attention. Similarly, the academic achievement test was subjected to reliability analysis to confirm its consistency across different administrations. Pilot testing of the instruments was conducted prior to the main study to identify and address any ambiguities or inconsistencies in the measurement tools. Necessary revisions were made based on pilot results to improve clarity and effectiveness.

Validity of the instruments was established through multiple procedures. Content validity was ensured by consulting experts in the fields of inclusive education and educational measurement, who reviewed the instruments for relevance, comprehensiveness, and alignment with research objectives. Construct validity was examined by ensuring that the items in the observation checklist accurately reflected the theoretical dimensions of individualized teacher attention. Additionally, criterion-related validity was addressed by aligning the academic achievement test with established curriculum standards and learning outcomes. These steps ensured that the instruments measured what they were intended to measure, thereby enhancing the credibility of the study findings.

Data analysis was conducted using appropriate statistical techniques to examine the relationship between individualized teacher attention and academic achievement. Descriptive statistics, including means and standard deviations, were used to summarize the data and provide an overview of observed patterns. Inferential statistics, particularly correlation and regression analysis, were employed to determine the strength and direction of the relationship between variables. The use of regression analysis further allowed for the identification of individualized teacher attention as a predictor of academic achievement among SEN students. Statistical significance was determined at an appropriate level to ensure the robustness of the results.

Throughout the research process, efforts were made to maintain methodological rigor and minimize potential biases. Observer training was conducted to ensure consistency in data recording during classroom observations. Standardized procedures were followed for test administration to ensure fairness and accuracy in measuring student performance. Data were cross-checked and validated to prevent errors during entry and analysis. Ethical standards were upheld by ensuring anonymity of participants and secure handling of data.

In summary, the methodology of this study was carefully designed to provide a systematic and reliable investigation of the impact of individualized teacher attention on the academic achievement of SEN students in inclusive primary classrooms. The use of a quantitative correlational design, structured instruments, representative sampling, and rigorous reliability and validity procedures ensured the credibility and generalizability of the findings. The methodological approach enabled the study to generate empirical evidence that can inform educational practices and policies aimed at improving inclusive education in Punjab, Pakistan.

Descriptive Analysis

Descriptive statistics were employed to summarize and present the characteristics of the data collected on individualized teacher attention and the academic achievement of students with Special Educational Needs (SEN) in inclusive primary classrooms in Punjab, Pakistan. The analysis included measures of central tendency (mean) and dispersion (standard deviation), providing an overview of the patterns observed in the dataset. Descriptive analysis is essential in quantitative research as it allows researchers to understand the general distribution of variables before proceeding to inferential techniques (Field, 2018).

The level of individualized teacher attention was measured using a structured observation checklist rated on a five-point Likert scale ranging from 1 (very low) to 5 (very high). The results indicated a moderate level of individualized teacher attention across the sampled classrooms. Similarly, academic achievement scores were derived from standardized tests and converted into percentages for uniformity.

Table 1: Descriptive Statistics of Individualized Teacher Attention and Academic Achievement

Variable	N	Mean	Standard Deviation
Individualized Teacher Attention	150	3.42	0.68
Academic Achievement (SEN Students)	150	67.85	8.91

The findings in Table 1 show that the mean score for individualized teacher attention ($M = 3.42$, $SD = 0.68$) suggests that teachers provide a moderate level of individualized support in inclusive classrooms. The relatively low standard deviation indicates that responses were not widely dispersed, implying some consistency in teaching practices across the sampled schools.

For academic achievement, the mean score ($M = 67.85$, $SD = 8.91$) reflects an average level of performance among SEN students. However, the higher standard deviation compared to teacher attention indicates greater variability in student achievement, suggesting that some students perform significantly better or worse than others. This variation may be attributed to differences in the level of support provided, student abilities, or contextual factors such as classroom environment and resource availability.

Further descriptive analysis was conducted to examine the distribution of teacher attention levels across different classrooms.

Table 2: Frequency Distribution of Individualized Teacher Attention Levels

Level of Attention	Frequency	Percentage
Low (1–2)	28	18.7%
Moderate (3)	74	49.3%
High (4–5)	48	32.0%

Table 2 indicates that nearly half of the classrooms (49.3%) demonstrated a moderate level of individualized teacher attention, while 32% exhibited high levels and 18.7% showed low levels. This distribution highlights the variability in instructional practices within inclusive classrooms and underscores the need for consistent implementation of individualized teaching strategies.

The descriptive findings suggest that while individualized teacher attention is present in many classrooms, it is not uniformly applied. This inconsistency may influence the academic outcomes of SEN students, necessitating further analysis through inferential statistics.

Inferential Analysis

Inferential statistics were used to examine the relationship between individualized teacher attention and academic achievement of SEN students. Pearson correlation and linear regression analyses were conducted to determine the strength, direction, and predictive nature of this relationship. Inferential analysis enables researchers to draw conclusions about a population based on sample data and to test hypotheses regarding relationships between variables (Pallant, 2020).

Table 3: Correlation between Individualized Teacher Attention and Academic Achievement

Variables	1	2
1. Individualized Teacher Attention	1	0.62**
2. Academic Achievement	0.62**	1

Note: ** $p < .01$

The results in Table 3 indicate a statistically significant positive correlation ($r = 0.62$, $p < .01$) between individualized teacher attention and academic achievement. This suggests that higher levels of teacher attention are associated with improved academic performance among SEN students. The strength of the correlation can be considered moderate to strong, indicating a meaningful relationship between the variables.

To further explore the predictive effect of individualized teacher attention, a linear regression analysis was conducted.

Table 4: Regression Analysis Predicting Academic Achievement

Predictor	B	SE	Beta	t-value	p-value
Constant	41.25	3.12	—	13.22	.000
Individualized Teacher Attention	7.78	0.89	0.62	8.74	.000

The regression results demonstrate that individualized teacher attention significantly predicts academic achievement ($\beta = 0.62$, $p < .001$). The unstandardized coefficient ($B = 7.78$) indicates that a one-unit increase in teacher attention is associated with an approximate 7.78-point increase in academic achievement scores. This finding confirms the importance of individualized instructional practices in enhancing student outcomes.

Table 5: The model's explanatory power was also examined

R	R ²	Adjusted R ²	Std. Error
0.62	0.38	0.37	7.12

The R^2 value of 0.38 indicates that approximately 38% of the variance in academic achievement can be explained by individualized teacher attention. While this is a substantial proportion, it also suggests that other factors contribute to student performance, highlighting the complexity of educational outcomes.

To visually represent the relationship between the variables, a scatter plot with a regression line was generated.

Table 6: Relationship between Individualized Teacher Attention and Academic Achievement

Academic Achievement

90 | *

85 | *

80 | *

75 | *

70 | *

65 | *

60 | *

55 | *

50 | *

1 2 3 4 5

Individualized Teacher Attention

The graph illustrates a clear upward trend, indicating a positive relationship between individualized teacher attention and academic achievement. As teacher attention increases, student performance also improves. The clustering of data points around the regression line suggests a consistent relationship, further supporting the correlation and regression findings.

The inferential results align with existing research, which emphasizes the role of teacher effectiveness and individualized instruction in improving student outcomes (Hattie, 2009; Tomlinson, 2014). The statistically significant findings provide empirical support for the hypothesis that individualized teacher attention positively influences academic achievement among SEN students in inclusive classrooms.

Overall, the data analysis demonstrates that individualized teacher attention is a critical factor in enhancing academic performance. The combination of descriptive and inferential statistics provides a comprehensive understanding of the data, highlighting both the current state of instructional practices and their impact on student outcomes. These findings have important implications for educational policy and practice, particularly in the context of inclusive education in Punjab, Pakistan.

FINDINGS

The findings of this study reveal a clear and statistically significant relationship between individualized teacher attention and the academic achievement of students with Special Educational Needs (SEN) in inclusive primary classrooms in Punjab, Pakistan. The descriptive analysis indicated that the overall level of individualized teacher attention in classrooms was moderate, suggesting that while teachers are attempting to address diverse learning needs, such practices are not consistently or fully implemented. Academic achievement scores of SEN students were also found to be moderate, with noticeable variability among students, indicating uneven learning outcomes across different classroom contexts.

The inferential analysis further strengthened these observations by demonstrating a significant positive correlation between individualized teacher attention and academic achievement. This suggests that as teachers increase their level of personalized support such as providing one-on-one guidance, adapting instructional methods, and offering continuous feedback students with SEN tend to perform better academically. The regression analysis confirmed that individualized teacher attention is a strong predictor of academic achievement, accounting for a substantial proportion of the variance in student performance.

Additionally, the findings highlighted variability in the implementation of individualized instructional practices. Some classrooms exhibited high levels of teacher attention, while others demonstrated minimal engagement with SEN students beyond general instruction. This inconsistency points to systemic challenges, including differences in teacher training, classroom size, and availability of resources. The study also found that classrooms with more structured and intentional individualized practices tended to show higher student achievement levels, reinforcing the importance of targeted instructional strategies.

Overall, the findings provide empirical evidence that individualized teacher attention plays a crucial role in enhancing academic outcomes for SEN students. However, the moderate levels observed suggest that there is considerable room for improvement in the consistent application of such practices across inclusive classrooms in Punjab.

DISCUSSION

The results of this study align with existing literature emphasizing the importance of individualized instruction in inclusive education. The positive relationship between teacher attention and student achievement supports the argument that tailored instructional approaches are essential for addressing the diverse learning needs of SEN students (Tomlinson, 2014). When teachers actively engage with students on an individual level, they are better able to identify learning difficulties, provide targeted interventions, and facilitate meaningful learning experiences.

The findings are also consistent with the work of Hattie (2009), who identified teacher effectiveness and feedback as among the most influential factors affecting student achievement. Individualized teacher attention inherently involves continuous assessment and feedback, which contribute to improved understanding and retention of knowledge. In the context of SEN students, such practices are particularly important, as these learners often require additional support to access the curriculum effectively.

Furthermore, the study supports the concept of inclusive pedagogy proposed by Florian and Black-Hawkins (2011), which emphasizes the role of teachers in creating learning environments that accommodate all students. The observed variability in teacher attention across classrooms highlights the challenges of implementing inclusive practices in real-world settings. While some teachers demonstrate strong commitment to individualized instruction, others may struggle due to constraints such as large class sizes and limited training.

The moderate level of individualized teacher attention observed in this study reflects broader systemic issues within the educational context of Punjab. Previous research has identified factors such as inadequate teacher preparation, lack of professional development opportunities, and insufficient resources as barriers to effective inclusive education (Ainscow, 2020; Malik et al., 2020; Makhdom & Mian, 2012). These challenges limit teachers' ability to provide consistent and meaningful support to SEN students, thereby affecting their academic outcomes.

Another important aspect highlighted by the findings is the role of teacher training in enhancing individualized instructional practices. Teachers who are equipped with the necessary skills and knowledge are more likely to implement effective strategies that cater to diverse learning needs (Sharma & Sokal, 2016). This underscores the need for targeted professional development programs that focus on inclusive pedagogy, differentiated instruction, and classroom management.

The variability in academic achievement among SEN students also suggests that factors beyond teacher attention may influence learning outcomes. These may include student-specific characteristics, parental involvement, school infrastructure, and peer interactions. While individualized teacher attention accounts for a significant portion of the variance in achievement, it is not the sole determinant. This highlights the complexity of educational processes and the need for a holistic approach to improving student outcomes.

In addition, the findings have important implications for educational policy and practice. The positive impact of individualized teacher attention suggests that policymakers should prioritize strategies that enable teachers to provide personalized support. This may include reducing class sizes, allocating additional resources, and integrating inclusive education principles into teacher training programs. Such measures can enhance the capacity of teachers to address the needs of SEN students effectively (Faisal, et al., 2024)

Overall, the discussion reinforces the significance of individualized teacher attention as a key factor in promoting academic success in inclusive classrooms. It also highlights the need for systemic improvements to support teachers in implementing effective instructional practices.

CONCLUSION

This study concludes that individualized teacher attention is a critical determinant of academic achievement among students with Special Educational Needs in inclusive primary classrooms in Punjab, Pakistan. The findings provide strong empirical evidence that personalized instructional practices significantly enhance student performance, confirming the importance of teacher engagement in inclusive education.

Despite the positive relationship identified, the study also reveals that the current level of individualized teacher attention is only moderate, indicating that inclusive practices are not yet fully optimized. This suggests a gap between policy intentions and classroom realities, where teachers face challenges in implementing effective strategies due to various constraints. Addressing these challenges is essential for improving the quality of education for SEN students.

The study emphasizes the need for comprehensive teacher training programs that focus on inclusive pedagogy and differentiated instruction. Equipping teachers with the necessary skills and knowledge can significantly enhance their ability to provide individualized support. Additionally, structural changes such as reducing class sizes and increasing resource availability can create a more conducive environment for inclusive education.

From a policy perspective, the findings highlight the importance of strengthening the implementation of inclusive education frameworks in Punjab. Policymakers should consider evidence-based interventions that promote individualized teaching practices and ensure that schools are adequately supported in meeting the needs of SEN students. Monitoring and evaluation mechanisms should also be established to assess the effectiveness of inclusive education initiatives.

In conclusion, individualized teacher attention plays a vital role in bridging learning gaps and promoting academic success among SEN students. While progress has been made in adopting inclusive education practices, there is a need for sustained efforts to ensure their effective implementation (Makhdum, et al., 2023). By prioritizing teacher support, resource allocation, and policy development, the education system in Punjab can move towards a more inclusive and equitable future (Makhdum & Mian, 2012).

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