

Shaping Minds and Learning: The Impact of Teacher Behaviour on Students' Self-Concept and Learning Management in Inclusive Classrooms of Pakistan

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Abstract

Inclusive education emphasizes providing equitable learning opportunities to all students, including those with special needs, by integrating them into mainstream classrooms. This study examines the effect of teacher behaviour on students' self-concept and learning management in inclusive educational settings in Lahore, Pakistan. Using a quantitative research design, data were collected from 200 students, including 100 typically developing students and 100 students with special needs, through a structured questionnaire. The responses were analyzed using PLS-SEM in SmartPLS, assessing reliability, validity, and the structural model's relationships. The results demonstrate that teacher behaviour has a significant positive impact on students' self-concept and learning management, indicating that supportive, fair, and inclusive teaching practices enhance students' confidence, motivation, and ability to regulate their learning activities effectively. The study contributes empirical evidence to the field of inclusive education and provides practical insights for teacher training programs and policy development aimed at fostering inclusive and supportive learning environments in Pakistan.

Keywords: Inclusive Education, Teacher Behaviour, Self-Concept, Learning Management, Pakistan, SmartPLS, Students with Special Needs.

Introduction

Allah has given each person different competencies and requirements. Whereas the majority of students grow normally, others need extra assistance because of their disabilities or learning differences. Education being a basic human right should thus be available and flexible to various needs of learners. In September 2015, the United Nations adopted the Sustainable Development Goal 4 (SDG 4) that acknowledges the significance of inclusive, equitable, and high-quality education and promotes lifelong learning opportunities to everyone (Fairbrother et al., 2025).

SDG 4 also encompasses seven outcome targets with a universal literacy and numeracy, equal access to early childhood education and eliminating discrimination in education being some of the outcomes and three implementation targets which involve increasing number of qualified teachers and safe and inclusive learning environments. Considering that it is necessary to reach universal literacy and numeracy, it is not only necessary to build new educational buildings but also to renovate and improve the existing ones to provide safe and efficient learning conditions. The systems of education are usually composed of two major systems, which are mainstream and institutions. Mildly disabled learners are typically included in general classrooms with normally developing students, whereas moderately to severely disabled students typically go to special institutions that accommodate their needs, including the visually impaired schools (Fairbrother et al., 2025).

The Ministry of Education is important in promotion of the inclusive education through the facilitation of the change of segregated system of special education to inclusive educational system. This involves use of inclusive practices in the training of teachers, provision of learning resources as well as establishment of accessible learning environments. According to the Special Education Services Regulation (Karal, 2021), the concept of inclusive education (IE) can be defined as the process of placing students with disabilities and students without disabilities in common and non-formal educational institutions. Inclusive settings offer students with disabilities a chance to interact socially, to be accepted by peers, to actively engage in the classroom setting, and therefore promote both social and

academic growth (Westwood, 2018; Fairbrother et al., 2025). Researchers debate that students with disabilities can effectively learn in normal classrooms in case proper support mechanisms and inclusion measures are put in place (Bennet, Deluca & Bruns, 1997; Cowne, 2013).

Yet, the successful adoption of inclusive education is significantly influenced by the attitude of society, policies of education, and beliefs and competencies of teachers. Educators should have a clear concept on the rights of the students and inclusive pedagogy practices so that they can make equitable education to all learners (Foreman, 2009). The inclusive education involves change in conventional teaching methods to meet the requirements of different learners and enable all students to be active learners (Avramidis & Norwich, 2002). Inclusive education can only be successful when there are positive classroom interactions, supportive learning conditions, and appropriate social integration strategies (Fairbrother et al., 2025; Odluyurt & Batu, 2010). The role of teachers is the most important of them since they are the agents of learning and role models, the attitude and behaviour of which play a crucial role in determining academic performance, motivation, and social development in students (Bhatia, 2014; Odluyurt & Batu, 2010).

Behaviour of teacher has been accepted as a primary factor that predetermines both academic and social performance of students. The behavioural aspects of the classroom learning include cognitive, affective and psychomotor levels that affect the involvement, motivation and performance of students. Structured teaching, patience, empathy, and effective communication are some of the positive teacher behaviours which increase the participation of students, boost their academic performance, and enhance their social competence (Birch & Ladd, 1998; Erden, 2011). On the other hand, unfavourable perspectives or behaviours, such as frustration or reluctance to accommodate students with disabilities, could interfere with the inclusive activities and influence the learning experiences of students adversely (Woodcock & Jones, 2020).

Besides in-classroom activities, national and international policies have a major contribution to the enhancement of inclusive education. Article 25(A) of the Constitution in Pakistan ensures free and compulsory education to all children regardless of their disability. The provincial laws,

including the Punjab Free and Compulsory Education Act (2014) also acknowledge the significance of special education as the component of the general educational system. Pakistan The ground work before inclusive education initiatives was first-hand in the establishment of the Directorate General of Special Education in 1983 and the introduction of the first Special Education Policy in 1986. Regardless of these promises, there are still some challenges in the form of cultural, religious, geographical, and administrative disparities that affect the adoption of inclusive practices in Pakistan (Gachochi, 2017; Helfin & Bullock, 1999).

Self-concept is another important aspect of student development in an inclusive education. Self-concept is what a person thinks about his or her capabilities, identity and self-worth. It has the elements of self-image, ideal self, and self-esteem that are all formed in the interaction with parents, teachers, and peers (Lawrence and Vimala, 2013). Positive reinforcement and approval by important people helps in enhancing the self-confidence and emotional stability of students and academic motivation as compared to rejection or negative interaction that can make them have low self-esteem and less academic interest (Rohner, 1980).

The behaviours of teachers and their attitudes are thus especially effective in influencing the self-perception of the students, namely, students with special needs. The findings of the studies on self concept in students with disabilities have had diverse outcomes. According to some studies, children with disabilities tend to have lower conception about themselves as compared to their peers (Han, 2003). The other studies however point out that in cases where students with disabilities are actually incorporated in inclusive education environments, students with disabilities can develop perceptions that are equal to those of students that develop normally (Cambra, Silvestre, 2003). There is also some evidence that collaborative teaching models and social integration strategies are able to increase the levels of motivation, social competence, and self-concept of students in inclusive classes.

The other important aspect of successful inclusive education is the proper management of learning in the classroom. The learning process is facilitated by the pedagogical cycle, which includes structure, question, answer, and reaction to define the teacher-student interactions in the

learning process. Through questioning, teachers give students time to respond, and react by providing praise, acceptance, remediation, or constructive criticism (Rowntree, 2015). There are several instructional strategies that ensure good learning management, which are project-based learning, cooperative learning, mastery learning, and direct instruction, but all of them are based on guided practice, feedback, and an individual study pacing (Shah, 2014).

Educators who are aware of the interests of students, their strengths, and learning needs alongside encouraging problem-solving, research skills, and classroom engagement make a significant contribution to the academic competence of the students and their learning performance. The general issue that was being discussed in this study is that there is a necessity to comprehend the role that the teacher behaviour plays in the inclusion, self-concept, and learning management of the students in regular classes. The success of inclusive education depends on the self-efficacy, attitudes, and instructions of teachers (Schipper et al., 2018; Abraham, 2021; Woodcock et al., 2022; Perrin et al., 2021; Kuronja et al., 2019).

In Pakistan, however, little empirical studies have been conducted on how teachers behave towards students with special needs in a mainstream classroom, thus the need to conduct additional research. The research is important as the behaviour of teachers in inclusive education may be of great benefit to policy-makers, teachers, and learning institutions. The positive teacher behaviour is a critical aspect of the successful inclusion and the formation of academic, social and personal growth of students. The results of this study can be used to conceptualize the inclusion education, evaluate teacher behaviours, and design standardized behaviour scales in the Pakistani education system. Moreover, the research can help the educational authorities to get better planning, teacher training programs and policy decisions on inclusive education.

Study Objectives

- To examine how general education teachers interact with students with special needs and their typically developing peers.
- To evaluate the impact of teacher behaviour on students' self-concept.

- To investigate the influence of teacher behaviour on students' learning management.

Literature Review

Inclusion and Classroom diversity:

The notion of inclusive education has acquired critical attention in today's global education system, with the understanding that all students, regardless of physical, cognitive, or social disability, have equal access to learning opportunities. The concept promotes integrating students with exceptional needs into regular classes alongside pupils who are typically developing. In addition to ensuring that every student has access to a high-quality education, this will encourage social interaction, collaboration, and respect among students (Ainscow, 2020). Inclusion classes, educators are instrumental in creating the learning atmosphere. Their emotions, methods of teaching and their interpersonal actions directly affect the students engagement, participation and their sense of belonging. The more the teachers exhibit supportive and inclusive practices, the higher the chances that the students with special needs will feel appreciated and accepted in the classroom setting (Florian & Black-Hawkins, 2011).

Inclusive education has a number of challenges to teachers despite its advantages. Teachers need to respond to the varying learning capacities, how to deal with classroom dynamics, and embrace the instructional strategies which can accommodate different students learning needs. Other studies have shown that the behaviour, attitudes, and competencies of teachers towards the students with different learning needs determine the success of the inclusive education to a great extent (Sharma, Loreman, & Forlin, 2012). Positive teacher behaviour assists in establishing a positive classroom atmosphere that encourages cooperation, self-confidence and student learning. The educational attitudes formed by the students when teachers are empathetic, encouraging, and fair-minded result in improved academic performance (Avramidis & Norwich, 2002). Therefore, it is necessary to comprehend the teacher behaviour in the inclusive classrooms to enhance the education experience to students with special needs as well as their peers.

Inclusion Classroom Teacher Behaviour:

Teacher behaviour can be described as the attitudes, behaviours and interactions that the teachers portray during interactions with the students in learning institutions. It encompasses the instructional practices, the style of communication, feedback mechanisms and the provision of emotional support to the learners. The behaviour of teachers has a strong impact on classroom climate and impacts on academic outcomes of students, their motivation, and psychological growth (Wentzel, 2022). Teacher behaviour takes on even greater significance in inclusive classrooms since learners have varied skills and backgrounds, as well as, learning needs. Educators need to be flexible in the ways they deliver their lessons to support these differences without being offensive. Some of the supportive behaviours of the teachers are encouraging participation, giving constructive feedback, as well as equaling the opportunities of all the students to learn (Hattie, 2008).

According to research, behaviours of teachers are very sensitive to students. Praise, encouragement, and active listening are some of the positive behaviours that help to increase student engagement and participation. Conversely, negative behaviours that include criticism or not paying attention can also decrease motivation and have adverse effects on the self-esteem of the students (Pianta, Hamre, & Allen, 2012). Fairness and respect modeling by the teachers also affect the interactions of peers with peers in the classroom. Through displays of inclusive behaviours, teachers will be promoting such behaviours in students towards their peers, thus enhancing social cohesion and minimizing cases of bullying or discrimination among students (Jennings&Greenberg, 2009). Thus, teacher conduct is put at its core to create inclusive learning environments and make access to education beneficial to every student.

Teacher Behaviour and Self-concept of the students:

Self concept is about how a person views and judges their capabilities, traits, as well as, their self-worth. Self-concept in students in education context is directly linked to academic success, motivation as well as emotional health and comfort of students (Marsh & Craven, 2006). Teachers play an important role in the shaping of the self-concept of the

students by their expectations, feedback and interactions. Good teacher actions like encouraging and recognition can make students develop confidence in their academic skills. In the case where educators recognize the efforts of the students and offer positive advice, the students would be more than willing to believe that they have a chance of success (Wentzel, 2022).

The inclusive classrooms also put students with special needs at risk of further difficulties connected with self-esteem and self-perception. Such students might be different with their peers or they may not perform well at school. The roles of teacher behaviour consequently come in as essential in creating a setting where students can feel respected, supported, and able to work to accomplish their objectives (Sharma et al., 2012). Positive self-concept is also developed through constructive feedback of the teachers. Teachers raise the confidence and motivation of students to be active in learning processes by pointing out their strengths and giving them advice on areas where they can improve (Marsh and Martin, 2011).

Learning Management and Teacher Behaviour:

Learning management can be described as the skill that students have in controlling and managing their learning processes. It encompasses the ability to plan their time, fulfil their tasks, engage in classroom activities and consult when necessary. Learning management helps a student to be in charge of their academic development and have self-initiated learning (Zimmerman, 2002). The behaviour of the teachers is crucial in aiding the management of learning in students. Educators who give clear instructions, sequence of activities and consistency of guidance can enable students to acquire good learning strategies (Hattie, 2008). Students can need more support in order to cope with learning activities in inclusive classrooms. A teacher who is flexible in his/her teaching techniques and offers personalized assistance can assist the students to overcome the learning difficulties and keep them interested in the classroom tasks (Florian & Black-Hawkins, 2011). Moreover, positive teacher behaviour would make the students engage in classroom conversations and share their thoughts without being afraid. A friendly and positive learning atmosphere will also allow the students to acquire self-regulated learning abilities and take

greater responsibilities in regards to their academic successes (Zimmerman, 2002).

Research Ideas of the paper

According to the literature, teacher behaviour has become one of the determinants of psychological and academic growth of the students in inclusive classes. These supportive teacher behaviours provide students with learning environments that make them feel respected, motivated and confident. The theoretical model of the proposed research is that the behaviour of teachers has an effect on two significant student outcomes, which are self-concept and management of learning in students. The positive teacher behaviour which is defined as encouragement, fairness and constructive feedback is likely to raise the perception students have of their abilities and their effectiveness in handling learning activities. Self-concept indicates the beliefs of the students regarding their academic competence and personal capabilities whereas learning management is the capability of the students to control and coordinate their learning activities. The two are vital in education and growth in an individual. This study intends to offer an empirical data on the relationship between teacher behaviour and self-concept with learning management in an effort to ascertain the impact of teaching practices on student achievements in inclusive learning institutions.

H1: Students' self-concept is positively and significantly impacted by teachers' actions.

H2: Students' learning management is positively and significantly impacted by teacher behaviour.

Methodology

In this research, the researcher used a structured research methodology to investigate how teacher behaviour affects the student outcome in the inclusive classrooms. This research was founded on the positivist research philosophy that focuses on objective measurement and studying observable phenomena. A deductive research method was therefore embraced, which provided an opportunity to test the hypotheses based on ready theory and literature with the help of quantitative data (Collis and

Hussey, 2009; Saunders, 2012). As it allows gathering standardized data on a relatively large number of respondents, a survey research strategy was deployed to retrieve data concerning the participants. The researched had a cross-section time horizon, which entailed the collection of data at one time to examine the relationship among variables (Saunders, 2012). The nature of the research design was causal as it was aimed at studying the influence of teacher behaviour (independent variable) on two student outcomes self-concept and learning management (dependent variables) (Kang and Martin, 2018; Cambra and Silvestre, 2003). The use of a structured questionnaire in two major sections was the way data were gathered. The study population comprised of the students in the education field in Lahore, Pakistan. The sample of 200 students was chosen, 100 of them were students with typical development and 100 students with special needs. Purposive sampling and convenience sampling methods were combined in order to derive the sample. The questionnaires were also administered in various learning institutions and departments. Among the administered questionnaires, 80 percent valid responses were received and analyzed to analyze data. Analysis of quantitative data was performed with SPSS version 21 and (PLS-SEM). The ethical issue was strictly considered in the course of the research. The participants were provided with information as to the scholarly aim of the research and were promised that their answers would be kept confidential and anonymous. The participants did not need to provide any personal identifiers and participation was all voluntary (Trimble and Fisher, 2005).

Results

This chapter presents the statistical analysis conducted to evaluate the hypotheses of the study. Data from 200 respondents were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) through the SmartPLS software. PLS-SEM is widely applied in social science research to test predictive models and examine complex relationships among latent variables (Hair et al., 2021). To ensure the accuracy and consistency of the measurements, the reliability and validity of the constructs were assessed. Reliability examines whether the measurement is consistent, while validity confirms that each construct accurately captures the concept it is intended to measure. The evaluation process

considered internal consistency reliability, convergent validity, and discriminant validity. Internal consistency was specifically assessed using Cronbach's Alpha (CA) and Composite Reliability (CR). According to Hair et al. (2021), values above 0.70 for both metrics indicate satisfactory reliability, demonstrating that the constructs were measured consistently and appropriately for the purposes of this study.

Table 1

Construct Reliability and Convergent Validity

Construct	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Teacher Behaviour	0.872	0.903	0.612
Self-Concept	0.846	0.887	0.571
Learning Management	0.861	0.895	0.596

With both Cronbach's Alpha and Composite Reliability surpassing the suggested standard of 0.70, the results demonstrate that all constructions have excellent internal consistency and are reliably tested. The degree to which indicators of a concept correlate and capture a shared underlying dimension is measured by convergent validity. The Average Variance Extracted (AVE) is used to assess this. An AVE value greater than 0.50 indicates that a concept accounts for more than half of the variance of its indicators, according to Hair et al. (2021). All constructs have AVE values greater than 0.50, as shown in Table 4.1, indicating sufficient establishment of convergent validity.

Discriminant Validity

The model's discriminant validity guarantees that every construct is conceptually different from the others. The Heterotrait–Monotrait Ratio (HTMT) was used in this study to assess discriminant validity. According to Henseler et al. (2015), constructs are sufficiently distinct when HTMT values are less than 0.85, which validates the model's discriminant validity. All of the constructs' HTMT values were found to be below the suggested cutoff of 0.85, proving the constructs' empirical distinctness and establishing discriminant validity.

Table 2
Discriminant Validity (HTMT Ratio)

Constructs	Teacher Behaviour	Self-Concept	Learning Management
Teacher Behaviour	—		
Self-Concept	0.641	—	
Learning Management	0.658	0.603	—

Once the validity and reliability of the measurement model were confirmed, the structural model was assessed to examine the hypothesized relationships between the constructs. This evaluation involved several steps, including checking for multicollinearity among predictor variables using the Variance Inflation Factor (VIF), determining the Coefficient of Determination (R^2) to assess the explanatory power of the model, and analyzing the path coefficients to understand the strength and direction of the relationships. Additionally, bootstrapping procedures were employed to test the significance of the hypotheses and ensure the robustness of the estimated relationships between the constructs.

Multicollinearity Assessment

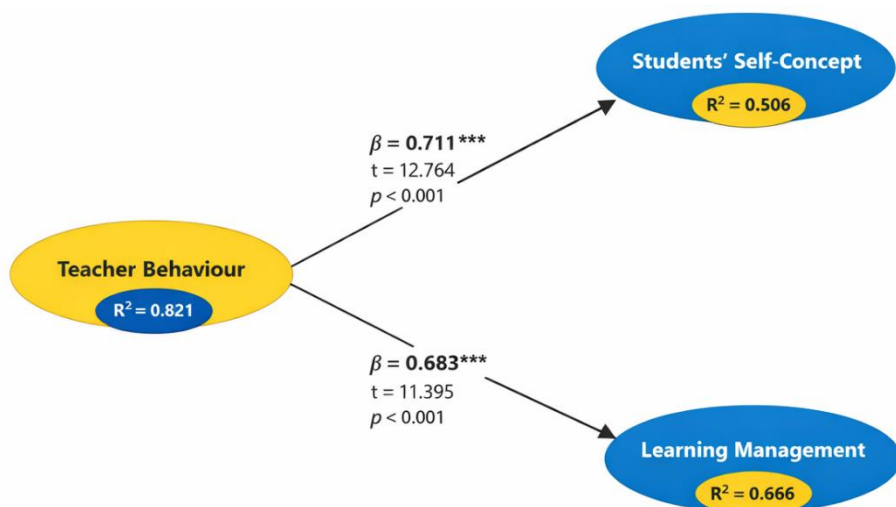
It is crucial to look for multicollinearity among predictor constructs before examining the structural correlations. The Variance Inflation Factor (VIF) was used to evaluate multicollinearity. VIF values should be less than 5 to show that multicollinearity is not an issue, guaranteeing that the predictor variables do not skew the model results, according to Hair et al. (2021).Multicollinearity is not a problem in the structural model because the VIF values are far below the threshold of 5.

Table 3
Variance Inflation Factor (VIF)

Predictor Construct	Self-Concept	Learning Management
Teacher Behaviour	1.000	1.000

Coefficient of Determination (R^2)

The percentage of variance in the dependent constructs that the independent variable can account for is shown by the coefficient of determination (R^2). Hair et al. (2021) state that 0.75 is significant, 0.50 is moderate, and 0.25 is weak. The findings show that Teacher Behaviour has a moderate explanatory power, explaining 41.2% of the variance in Self-



Concept and 43.8% of the variance in Learning Management.

Table 4

Coefficient of Determination

<i>Endogenous Construct</i>	<i>R²</i>	<i>Interpretation</i>
<i>Self-Concept</i>	0.412	Moderate
<i>Learning Management</i>	0.438	Moderate

Figure 4.1 Structural Model of the Study

Hypothesis Testing (Path Coefficients)

Bootstrapping with 5000 resamples was conducted to examine the significance of the hypothesized relationships between constructs.

Table 5

Structural Model Results

Hypothesis	Relationship	Path Coefficient (β)	t-value	p-value	Result
H1	Teacher Behaviour → Self-Concept	0.642	9.214	0.000	Supported
H2	Teacher Behaviour → Learning Management	0.662	10.036	0.000	Supported

The outcomes demonstrate that Teacher Behaviour impacts positively on Self-Concept and Learning Management significantly. The regression coefficient of Teacher Behaviour to Self-Concept (= 0.642) shows that the presence of supportive teacher behaviour plays a vital role in boosting the perceptions of students in relation to their abilities and academic confidence. Likewise, correlation of Teacher Behaviour and Learning Management (= 0.662) shows that positive teacher behaviour is a significant contributor to the learning activities of students in terms of organising and managing learning activities. Both hypotheses are hence empirically validated. The findings of the SmartPLS analysis prove the fact that measurement model proves to be very reliable and valid. The values of Cronbach Alpha, Composite Reliability and AVE are within the recommended ranges, whereas the values of HTMT prove the discriminant validity. The analysis of structural model also shows that teacher behaviour plays an important role in shaping the self-concept and management of learning of students. The R 2 values indicate a medium level of explanatory ability indicating that teacher behaviour is a significant effect in determining the psychological and academic performances of students in inclusive classrooms. On the whole, the results confirm the given conceptual model and emphasize the significance of positive teacher behaviour concerning the development of interactive and inclusive learning settings.

Discussion

This study's main goal was to investigate how teacher behaviour affects students' learning management and self-concept in inclusive classroom environments. The PLS-SEM analysis using SmartPLS revealed that teacher behaviour significantly influences both the psychological and

academic outcomes of students. Positive teacher behaviour was shown to enhance students' self-concept, supporting the view that teachers, through their attitudes, support, communication, and feedback, play a critical role in how students perceive their abilities and develop academic confidence (Lawrence & Vimala, 2013; Rogers, Smith & Coleman, 1978). These results are consistent with prior research emphasizing that encouragement, constructive feedback, and supportive teacher-student relationships strengthen students' self-esteem and motivation (Wentzel, 2022; Marsh & Craven, 2006; Sharma et al., 2012). Inclusive settings further amplify this effect, as students with special needs benefit from empathetic, fair, and high-expectation teaching, which fosters positive self-perception and social acceptance (Hattie, 2008).

The study also demonstrates that teacher behaviour significantly impacts students' learning management. Clear instructions, structured activities, and timely feedback help students develop self-regulated learning skills, including time management, task completion, and active classroom participation (Zimmerman, 2002; Hattie, 2008; Wentzel, 2022). Flexible and individualized instructional approaches in inclusive classrooms empower students to engage more effectively in learning tasks, promoting both academic competence and motivation (Florian & Black-Hawkins, 2011). Furthermore, teacher behaviour contributes to a positive classroom climate, fostering cooperation, respect, and social cohesion while minimizing discrimination or exclusion (Jennings & Greenberg, 2009). Since teachers' attitudes, beliefs, and self-efficacy are crucial to the effective application of inclusive practices, the results highlight the significance of teacher training and professional development (Avramidis & Norwich, 2002). These findings demonstrate that teacher attitude is a crucial factor in determining the efficacy of inclusive education in Pakistan, where inclusive education is still evolving despite supportive regulations. In addition to improving students' academic performance, positive teaching practices also promote their mental health. Thus, attaining meaningful and equitable learning results requires enhancing teacher competencies and encouraging inclusive educational practices.

Conclusion

This study was aimed at investigating, the effects of teacher behaviour on self concept and management of learning in students in the inclusive classroom setting. Inclusive education has now been an ingredient of the contemporary educational systems that argues based on equal learning opportunities and integration of students with different abilities into general classes. In this regard, the role of teacher behaviour in determining the psychological development, academic interaction and general learning experience of the students is very critical. The results of the research, which are determined in the PLS-SEM analysis based on SmartPLS, reveal that the behaviour of teachers has a significant role in the self-concept and learning management of students. The findings suggest that positive teacher behaviour, which is the encouragement, fairness, supportive communication and constructive feedback, can also play a very important role in building student confidence and academic self-perception. Teachers will be more likely to promote the positive attitudes towards the students and build the inclusive classroom environment, which will make the latter more likely to develop a higher level of self-belief and motivation towards the learning activity.

Moreover, the study discovered that the teacher behaviour is also a major influence on the learning management of students. When teachers give systematic instructions, guidance, and feedback, then the students will be able to handle their learning activities in a better way. These positive instructional practices will improve the ability of the students to coordinate their learning processes, engage in the classroom dialogues, and be accountable towards their academic success. These results demonstrate the great significance of teachers in the cultivation of self-regulated learning skills in students. The outcomes of the research are in line with the literature that indicates that interactions between teachers and students play a core role in

academic attitude formation and behaviour of students (Wentzel, 2022; Hattie, 2008). In inclusive learning environments, where students possess a wide range of learning needs and abilities, teacher behaviour is even more imperative in providing equal learning opportunities to students and encouraging positive learning outcomes. On the whole, this research adds to the existing literature concerning the inclusion education because it empirically clarifies that the behaviour of teachers is a primary factor that defines the psychological and academic growth of the students. The results underline the fact that the encouragement of supportive and inclusive teaching methods can have a strong beneficial impact on the social self-concept and learning-management of the students and, thus, on the efficiency of the inclusive education systems.

Policy Recommendations and Practical Implications.

The findings of the research have a number of significant implications to the policymakers, educational organizations, and educators in the context of the successful realization of the inclusive education. To begin with, teacher training and professional development initiatives ought to be enhanced to provide teachers with the required skills in the management of inclusive classrooms. The training programs ought to aim at enhancing the knowledge of the teachers on inclusiveness in teaching, teaching techniques that can be used to handle the classroom and good communication skills that can help the students with special needs. Inclusive pedagogy can significantly improve classrooms and achievements of students, which is possible through increasing the competencies of teachers in this area.

Second, the learning institutions are expected to foster inclusive teaching and favorable classroom conditions. Teaching methods in schools and universities that focus on cooperation, involvement of students, and customized learning support should be encouraged by

schools and universities. The instructional strategies that can assist in meeting various learning needs of students in inclusive classrooms are cooperative learning, project-based learning, and differentiated instruction. Third, the policymakers ought to consider reinforcing the educational policies that promote inclusive education. Despite the policies highlighting equal learning opportunities in the country, including the Punjab Free and Compulsory Education Act (2014), the realization of these ideas in practice needs sufficient institutional support, training of teachers, and educational equipment. The government must make sure that schools are well fitted and furnished with the relevant facilities, learning material and access services to learners with special needs.

Fourth, schools are supposed to come up with teacher support mechanisms such as counseling, teacher mentoring and group instruction models. Professional support and resource provision to teachers may boost their self-esteem in inclusive classroom management and enable them to properly attend to the needs of the various students. Fifth, there is need to carry out awareness programs that encourage good attitude towards inclusive education among the teachers, students and parents. Stigma can also be minimized by raising awareness of the advantages of inclusive education, which will help to gain more acceptance of students with special needs in general classrooms. In general, the practical significance of the present study emphasizes the necessity of improving teacher capacity, institutional support, and educational policies in the way to improve successful implementation of inclusive education.

Research Limitations and Future Directions.

There are a number of limitations that should be acknowledged, even if the current study offers some insightful information about the function of teacher behaviour in inclusive education.

Firstly, the research was designed based on the cross-sectional research design that limits the possibility to determine the long-term causal relationships between teacher behaviour and student outcomes. The longitudinal research designs can be used in future research to study the effectiveness of teacher behaviour on self-concept and learning management of students in the long run. Second, the research was conducted on a group of education sector students in Lahore and this could decrease the relevance of the study to other areas or educational backgrounds. The research can be extended in the future by involving more participants who represent various cities, provinces or countries to be able to derive more holistic information about inclusive education practices.

Third, the research used self-reported data of questionnaires, which could be susceptible to response bias or personal perceptions. Mixed research method, including classroom observations, interviewing, as well as qualitative case studies, might be included into further research in order to gain a better insight into teacher behaviour and classroom dynamics. Fourth, the research also investigated two outcomes of a student including the self-concept and learning management. Nevertheless, other relevant factors that may be affected due to teacher behaviour include student motivation, academic performance, socialization and emotional health. To provide a more complete picture of the behaviour of teachers in inclusion classrooms, more research may examine these additional factors. Lastly, future research should look at moderating or mediating factors that could affect the association between teacher behaviour and student results, such as family support, school culture, or teacher self-efficacy. Notwithstanding these drawbacks, the current study adds significantly to the body of knowledge on inclusive education and emphasises the significance of positive teacher conduct in fostering productive learning environments. Education policies and instructional strategies that promote inclusive

and equitable educational systems will be strengthened by more study in this field.

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