

**ANALYSIS OF SOCIAL SKILLS DEVELOPED IN
INCLUSIVE CLASSROOM ENVIRONMENT AT
SECONDARY SCHOOL LEVEL**



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DEPARTMENT OF TEACHER EDUCATION

FACULTY OF EDUCATION

INTERNATIONAL ISLAMIC UNIVERSITY

ISLAMABAD PAKISTAN

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A thesis submitted in a partial fulfillment of the requirements for the award of degree of Master Studies in Education at the Department of Teacher Education, Faculty of Education, International Islamic University, Islamabad.

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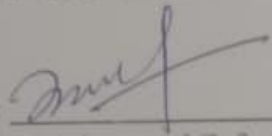
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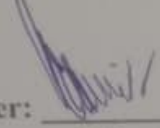
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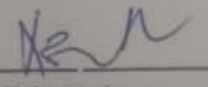
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The thesis titled Analysis of Social Skills Developed in Inclusive Classroom Environment at Secondary School Level, submitted by Mr. Muhammad Abdul Qayyum Reg. No. 16-FOE/MSTE/F23 in partial fulfillment of MS degree in Teacher Education, which has been completed under my guidance and supervision. I am satisfied with the quality of the student's research work and allow him to submit thesis for further processing as per IUI rules and regulations.

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AUTHOR'S DECLARATION

I, Muhammad Abdul Qayyum Reg. No. 16-FOE/MSTE/F23) as a student of MS in Teacher Education at International Islamic University, Islamabad do hereby declare that the thesis entitled Analysis of Social Skills Developed in Inclusive Classroom Environment at Secondary School Level, submitted for the partial fulfillment of MS in Teacher Education is my original work, except where otherwise acknowledged in the text and has not been submitted or published earlier and shall not in future, be submitted by researchers for obtaining and degree from this or any other university or institutions.

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The thesis titled Analysis of Social Skills Developed in Inclusive Classroom Environment at Secondary School Level, submitted by Mr. Muhammad Abdul Qayyum Reg. No. 16-FOE/MSTE/F23 in partial fulfillment of MS degree in Teacher Education, which has been completed under my guidance and supervision. I am satisfied with the quality of the student's research work and allow him to submit thesis for further processing as per IUI rules and regulations.

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DEDICATION

This work is lovingly dedicated to my dearest parents, whose unwavering support, endless prayers and silent sacrifices have been the backbone of my journey, to my respected teachers, whose wisdom, encouragement, and belief in my potential have lit the path of learning, and to my cherished companions and friends, whose presence, patience, and motivation turned challenges into strength. Each step of this academic pursuit was made possible because of the love, guidance, and inspiration I found in you all.

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ABSTRACT

This research explores the analysis of social skills developed in an inclusive classroom environment among secondary school students. Social skills enabled students to interact and communicate effectively with others, which are crucial for building relationships, working collaboratively, resolving conflicts, and functioning well in various social settings. An inclusive classroom environment welcomed and supported all students regardless of their abilities, disabilities, cultural backgrounds, or other differences providing equitable opportunities to participate in all aspects of the learning process. The goal was to foster a sense of belonging and promote the academic and social development of all students by removing barriers to participation and learning. The study aimed to examine the development of social skills among secondary school students in Haveli Kahutta. Inclusive education, integrating students with diverse learning needs and backgrounds into the general education classroom, was recognized as a critical approach in fostering social skills and reducing stigmatization. Utilizing qualitative and quantitative methods, the research collected data from teachers, students, and head teachers to provide insights into the effectiveness of current strategies. A mixed-methods design incorporated both quantitative and qualitative data to evaluate how inclusive practices influenced students' social interactions, empathy, communication, and collaborative skills. Data were collected through surveys and interviews from students, teachers, and head teachers in selected secondary schools. This study provide valuable insights for promoting social skills, Survey results and interview responses strongly align, confirming that teachers use diverse practices to foster social interaction. Qualitative data also add depth, showing that teachers intentionally create supportive, interactive, and student-centered classrooms. Both sets of data reflect optimism among educators. There is a clear intention to expand inclusive practices and strengthen student social skills. which are important for students' overall development and success. The findings aimed to help educators address challenges and implement more effective social competency programs tailored to the diverse needs of students in Haveli Kahutta.

Keywords: Social Skills, Inclusive Classroom, Teacher Perception, Inclusive Education, Empathy , Conflict Resolution, Communication,

CHAPTER 1

INTRODUCTION

Social skills are the abilities that allow students to interact and communicate effectively with others. These skills involve verbal and non-verbal communication, such as speaking, listening, body language, empathy, and emotional regulation. Social skills are crucial for building relationships, working collaboratively, resolving conflicts, and functioning well in various social settings. They include behaviors like cooperation, assertiveness, responsibility, and adaptability in group dynamics. Inclusive classroom environment is one where all students, regardless of their abilities, disabilities, cultural backgrounds, or other differences, are welcomed, supported, and provided with equitable opportunities to participate in all aspects of the learning process. In such an environment, teaching practices, curricula, and classroom materials are designed to accommodate diverse learning needs, ensuring that every student can engage meaningfully with the content and with their peers. The significance of inclusive education lies not only in its capacity to provide equitable learning opportunities but also in fostering social skills, such as communication, empathy, and collaboration among students (UNESCO, 2020). Research indicates that inclusive classrooms can significantly contribute to the social development of students by encouraging positive interactions, mutual respect, and understanding among peers (Mitchell, 2020). These environments provide opportunities for students to engage with diverse perspectives, which is crucial for developing social skills. Furthermore, inclusive classrooms are often associated with improved social cohesion, as they promote a sense of belonging and acceptance for all students, including those with special educational needs (Ainscow, 2021).

Teachers play a critical role in creating a supportive and collaborative environment, which can either enhance or hinder the development of social skills among students (Forlin & Chambers, 2021). Moreover, the success of inclusive practices often depends on the broader school community's involvement, including parental support and community engagement (Slee, 2020). Inclusive education is based on the principle that all students, regardless of their abilities or disabilities, have

the right to be educated alongside their peers in a supportive and accommodating environment. By fostering interactions among diverse groups of students, inclusive classrooms are believed to create opportunities for students to develop critical social skills.

In this study, the independent variable is the inclusive classroom environment, while the dependent variables are the various social skills that students develop as a result of this environment. Understanding these variables helps researchers analyze how and to what extent inclusive education impacts students' social development, allowing for meaningful conclusions and recommendations for educators in Haveli Kahutta. This research aims to explore development of social skills in inclusive classroom environment among secondary school students in Haveli Kahutta Azad Kashmir. By examining current practices, perceptions, and challenges related to social skills, the study aims to provide insights into how inclusive classroom can be optimized to better support the social development of students (Waqar et al. 2024).

1.1 Background of the Study

Social skills are important skills that enable individuals to interact effectively with others. For secondary school students, the development of social skills is crucial as they navigate through the complex social dynamics of adolescence. These skills include communication, empathy, cooperation, conflict resolution, and the ability to form and maintain relationships. Adequate social skills are linked to positive outcomes such as academic success, mental health and overall well being (Subban, 2022). The development of social skills is a crucial aspect of adolescent growth, particularly in secondary school students. Social skills encompass a range of behaviors that facilitate positive interactions, effective communication, and the ability to build relationships with peers, teachers, and others. In an inclusive classroom environment, where students of diverse abilities, including those with disabilities, are educated together, the cultivation of these skills becomes even more significant. Review Journal of Autism and Developmental Disorders.

Inclusive classroom accommodating all learners, regardless of their physical, intellectual, social, emotional, linguistic, or other conditions. This educational approach seeks to create a learning environment where every student, including those with disabilities, learns together with their peers in mainstream classrooms. The

underlying philosophy of inclusive education is rooted in the belief that all children can learn and should have equal opportunities to participate in educational activities (Waqar et al. 2024) is valuable if you want to connect social skills development to mental health and well-being of students in inclusive Pakistani schools.

1.2 Problem Statement

The development of social skills in inclusive classroom environments is important for fostering effective interpersonal interactions and academic success among secondary school students. However, in Haveli Kahutta, there is a lack of comprehensive understanding about the current level of social skills among students, the effectiveness of existing practices implemented by teachers, and the challenges faced in promoting these skills within inclusive classrooms. Additionally, Inclusive classrooms in Haveli Kahutta aim to support all learners, yet it remains unclear whether students are developing essential social skills such as communication, cooperation, and empathy. Limited evidence exists on how current teaching practices and classroom conditions influence social skill development at the secondary school level, the initiatives taken by head teachers to support social skills development are not well-documented. This gap in knowledge hinders the ability to develop targeted strategies and recommendations for enhancing social skills development in these educational settings. Therefore, it is essential to investigate the current state of social skills among students, evaluate the practices used by teachers, identify the challenges faced, and assess the effectiveness of head teachers' initiatives to address these issues in secondary schools of Haveli Kahutta. Analysis of Social Skills Developed in Inclusive Classroom Environment among Secondary School level in Haveli kahutta Azad Kashmir.

1.3 Objectives of the Study

Following were the research objectives of the study:

1. To assess the current level of social skills in Inclusive classroom among secondary school students in Haveli Kahutta Azad Kashmir.
2. To investigate the current practices used by teachers by providing inclusive classroom environment for developing social skills among secondary school students.

3. To find out the challenges faced in promoting social skills by secondary school teachers in inclusive classroom environment.
4. To investigate the initiatives taken by head teachers to provide an inclusive classroom environment for development of social skills among secondary school students.

1.4 Research Questions

Following were the research questions of the study:

1. What is the current level of social skills in inclusive classroom among secondary school students?
2. What practices are currently being implemented in inclusive classrooms for develop social skills at secondary school level?
3. What challenges are faced by secondary school teachers in promoting social skills within an inclusive classroom environment?
4. How effective are the existing practices used by teachers in inclusive classroom in Haveli Kahutta for promoting social skills among students?
5. What training and professional development opportunities are provided to teachers in secondary schools to equip them with the skills needed for inclusive classroom?
6. What initiatives have been taken by head teachers to provide an inclusive classroom environment for the development of social skills in secondary schools?

1.5 Significance of the Study

This study is significant because it provides valuable insights into how inclusive classrooms in Haveli Kahutta support the development of essential social skills among secondary students. The findings help teachers and school leaders improve inclusive practices and strengthen students' social development.

Enhancing Educational Equity: The study is significant in promoting educational equity by examining how inclusive classrooms can support the social development of all students, regardless of their abilities. By highlighting the benefits of inclusive environments, the study can contribute to practices that ensure every student has access to an education that meets their needs, ultimately fostering a more equitable educational system.

Improving Social Skills: Social skills are critical for the overall development and future success of students. This study will provide empirical evidence on how inclusive classroom environments contribute to the development of these skills among secondary school students. Understanding this relationship can help educators design interventions and strategies that enhance social skills, which are essential for academic success, peer relationships, and long-term mental health.

Informing Teaching Practices: It will be help in identifying effective teaching methods, classroom management techniques, and interaction patterns that foster the development of social skills in an inclusive classroom. Teachers can use this information to create more supportive and inclusive learning environments that benefit all students.

1.6 Delimitation of the Study

The study was delimited to the

- i. Government boys' Secondary Schools having inclusive classroom environment in district Haveli Kahutta Azad Jammu and Kashmir.
- ii. Students, teachers, and head teachers of selected school.
- iii. Ninth class students of selected school of selected school.

1.7 Concept of Social Skills

Social skills encompass a range of behaviors including communication, cooperation, empathy, emotional regulation, and conflict resolution. These skills are crucial for academic success, peer relationships, and future employ ability (Gresham, 2021). At the secondary level, where peer influence becomes more significant, fostering social competencies is especially critical.

1.8 Operational Definitions

Social Skills: Social skills refer to the abilities necessary for effective interpersonal functioning, including communication, cooperation, empathy, conflict resolution, and the ability to build and maintain relationships.

Inclusive Classroom Environment: Inclusive classroom setting where students with and without disabilities or special needs are educated together. This environment is characterized by the implementation of inclusive practices such as differentiated instruction, cooperative learning, and the provision of necessary accommodations and support services.

1.9 Theoretical Framework

Social Learning Theory (Bandura, 1977) Social Learning Theory posits that individuals learn behaviors, skills, and attitudes through observation, imitation, and modeling. In the context of an inclusive classroom, students observe and interact with peers who have diverse abilities, backgrounds, and experiences. In an inclusive environment, students have the opportunity to learn social skills by observing and interacting with peers who may demonstrate a wide range of social behaviors. This setting provides a rich environment for modeling positive social interactions, cooperation, empathy, and communication.

Vygotsky's Sociocultural Theory (1978) Vygotsky's Sociocultural Theory emphasizes the role of social interaction in cognitive and social development. According to Vygotsky, learning occurs through social interaction and is mediated by language and culture. In an inclusive classroom, students from diverse backgrounds and with varying abilities engage in shared activities, leading to the co-construction of knowledge and the development of social skills. The presence of peers who may require different levels of support fosters a sense of collaboration and mutual respect, which are essential components of social development.

Integrative Summary These theories collectively suggest that an inclusive classroom environment, where students with diverse needs and abilities learn together, provides unique opportunities for the development of social skills. Social Learning Theory and Vygotsky's Sociocultural Theory highlight the importance of peer interactions, while the Theory of Planned Behavior and Ecological Systems Theory emphasize the broader context of attitudes, norms, and environments that shape social behaviors. The Contact Hypothesis further supports the idea that inclusive settings can improve social relations and reduce prejudice, contributing to the development of social competencies among secondary school students.

This theoretical framework provides a solid foundation for investigating how inclusive classroom environments contribute to the development of social skills in secondary school students, guiding the design and interpretation of your study. These theories support the idea that inclusive environments, by encouraging collaboration and peer-assisted learning, foster the acquisition of social skills (Bandura, 2020; Daniels, 2021).

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter aims to provide a thorough review of existing literature concerning the development of social skills in inclusive classroom environments at the secondary level. The focus is on understanding how inclusive education impacts social interactions among students, particularly in fostering communication, collaboration, and empathy. The chapter will explore various theoretical frameworks, empirical studies, and the implications of inclusive practices for educators and students. The inclusive classroom environment is designed to accommodate students of diverse abilities, including those with disabilities. This setting promotes cooperation and acceptance, which are crucial for the development of social skills among elementary school students. This literature review examines the current research on how inclusive classrooms foster social skills development. Inclusive education has gained increasing attention globally, with a focus on integrating students of all abilities into mainstream classrooms. One of the key outcomes of inclusive practices is the development of social skills essential abilities that enable individuals to interact effectively and harmoniously with others. This chapter reviews existing literature related to the development of social skills within inclusive classrooms, focusing on secondary school settings (Waqar et al. 2024).

2.1 Literature Review

The development of social skills in inclusive classroom environments, particularly among secondary school students, is crucial. This review explores the concept of social skills, the significance of inclusive education, and the roles of teachers and students in fostering social integration. It also identifies the challenges and opportunities in developing social skills in inclusive classrooms. Inclusive education has become a cornerstone of modern educational practices, emphasizing the importance of integrating students of all abilities and backgrounds into the same classroom environment. This approach not only aims to provide equitable access to education but also to foster social skills among students. Social skills refer to the ability to interact effectively with others, manage social situations, and build positive

relationships. This literature review explores recent research on how inclusive classroom environments impact the social competence of students at the secondary school level. (Alvarez, 2025)

The concept of inclusive education has gained significant attention over the past decade, particularly concerning its impact on student social competence at the secondary school level. Social competence, which includes skills such as communication, collaboration, and empathy, is crucial for students' overall development and success. Inclusive classrooms, where students of diverse abilities and backgrounds learn together, have been shown to play a critical role in fostering these social skills (Anderson et al. 2020)

2.2 Importance of Social Skills

Social skills are fundamental to navigating various aspects of life. They enhance academic performance, foster positive relationships, and are crucial for personal development and career success. Investing in the development of social skills from an early age can lead to lifelong benefits, making it a vital component of education and personal growth. Social skills, such as communication skills, empathy, conflict resolution, and collaborative abilities, are vital for students' successful integration into the school community and their future professional and social lives. These skills enable students to build positive relationships, effectively navigate social situations, and develop a sense of belonging within the classroom (Caplan et al., 2019).

2.2.1 Academic Success

Students with strong social skills are more likely to participate in class discussions, collaborate on group projects, and seek assistance when needed. Peer relationships, positive social interactions enhance friendships and peer support, which can lead to improved academic performance (Alvarez, 2025).

2.2.2. Effective Communication

Expressing Ideas, Social skills facilitate clear and effective communication of thoughts and feelings, which is vital in both academic and personal contexts. Active Listening Good social skills include the ability to listen actively, fostering more meaningful conversations and understanding (Yang, 2023).

2.2.3. Collaboration and Teamwork

Group Work, Many academic tasks require collaboration. Students who can work well in teams can contribute to and benefit from group dynamics. Conflict Resolution, Strong social skills help individuals navigate disagreements constructively, promoting a more harmonious environment (Huang, 2023).

2.2.4. Emotional Intelligence

Understanding Emotions, social skills are closely linked to emotional intelligence, enabling individuals to recognize and respond to their own emotions and those of others. Empathy, the ability to empathize fosters compassion and builds stronger relationships, enhancing social cohesion (Kulsoom, 2023).

2.2.5. Personal Development

Self-Confidence, mastering social skills can boost self-esteem and confidence, encouraging individuals to engage in social situations more readily. Resilience, good social skills enable individuals to build supportive networks, helping them cope with challenges and stressors (Siah, Y. S., et al. 2023).

2.2.6. Career Advancement

Professional relationships, in the workplace, social skills are critical for networking, collaboration, and building rapport with colleagues and clients. Effective leaders possess strong social skills, which help them motivate teams, communicate vision, and resolve conflicts (Alvarez, 2025).

2.2.7. Mental Health

Support systems, strong social skills lead to better relationships, which can provide emotional support and reduce feelings of isolation. Stress reduction, engaging positively with others can alleviate stress and contribute to overall well being (Ahmed et al. 2024/2025).

2.3 Impact of Inclusive Education on Social Skills

Research indicates that inclusive classroom environments positively influence the social skills of students by promoting diverse peer interactions and collaborative learning opportunities. According to (Anderson et al. 2020), students in inclusive settings are more likely to develop stronger social skills, such as empathy and

cooperation, due to their regular interaction with peers from different backgrounds and abilities. This interaction helps students understand and respect diversity, which is essential for effective communication and collaboration.

Recent studies have consistently highlighted the development of social skills in inclusive classroom environments. According to Anderson, found that students in inclusive classrooms demonstrated significantly better communication skills and greater empathy compared to their peers in non-inclusive settings. The study suggests that the diversity of peer interactions in inclusive classrooms enables students to understand and appreciate different perspectives, a key component of social skills. Furthermore, (Johnson and Smith 2021) conducted a longitudinal study that tracked students' social skills development in inclusive versus traditional classroom settings. Their findings revealed that students in inclusive environments showed substantial improvements in collaboration and conflict-resolution skills over time. These skills were less developed in students who were educated in more homogeneous classroom environments, indicating that inclusion may play a critical role in fostering social skills.

2.4 Strategies for Promoting Social Skills

Modeling and Direct Instructions: One effective approach to teaching social skills is through modeling and direct instruction. Studies have shown that providing individuals, especially children and adolescents, with clear examples of appropriate social behaviors and explicitly teaching relevant skills can significantly improve their social competency (Smith et al., 2020). This can involve role-playing, behavior rehearsal, and feedback to help individuals practice and internalize desired social behaviors.

Social Skills Training Programs: Comprehensive social skills training programs have also demonstrated efficacy in enhancing social skills. These programs typically involve a combination of instruction, role-playing, and structured opportunities for social interaction and feedback (Laugeson et al., 2020). Such programs have been particularly beneficial for individuals with social-emotional challenges, such as those with autism spectrum disorder or social anxiety.

2.5 Peer Relationships and Social Skills Development

Peer relationships are a fundamental aspect of social competence development in inclusive classrooms. According to (Brown and Williams, 2022) shows that inclusive settings facilitate the formation of friendships between students with and without disabilities, leading to enhanced social skills such as perspective-taking and conflict resolution. These interactions provide students with opportunities to practice and refine their social skills in a real-world context, which is particularly beneficial at the secondary school level when social relationships become increasingly complex.

2.6 Role of Teachers in Promoting Social Skills

The role of teachers in inclusive classrooms is pivotal. Teachers who are equipped with the necessary skills and training can effectively foster an environment that promotes social skills among students. According to (Miller and Williams, 2022), teachers who use inclusive teaching strategies, such as cooperative learning and differentiated instruction, are more successful in encouraging positive social interactions among students. These strategies allow students to work together in diverse groups, thereby enhancing their communication and collaboration skills.

Moreover, the study by (Thompson et al. 2023) highlights the importance of teacher attitudes and expectations in inclusive settings. Teachers who hold positive attitudes toward inclusion and have high expectations for all students contribute to a classroom atmosphere that supports social skills development. Teacher support and the establishment of a safe and supportive learning environment are critical factors that influence students' social outcomes in inclusive classrooms.

The role of teachers in inclusive classrooms is pivotal in enhancing students' social competence. Teachers who adopt inclusive teaching practices, such as differentiated instruction and cooperative learning, create an environment that encourages all students to participate and interact positively with their peers. (Miller and Johnson 2021) emphasize that teacher support and the use of inclusive teaching strategies significantly contribute to the development of students' social skills. The ways teachers manage classroom dynamics, mediate conflicts, and encourage teamwork are crucial in fostering an inclusive environment that promotes social skills.

2.7 Importance of Inclusive Education

Inclusive education is vital for several reasons. Inclusive education not only benefits individual students but also enriches the entire educational community, fostering a more equitable and just society (Anderson et al. 2020).

1. Equity and Accessibility: Inclusive education promotes equal opportunities for all students, regardless of their backgrounds or abilities. It helps to dismantle barriers and ensures that every child has access to quality education. Equal opportunities, provides all students, regardless of their backgrounds or abilities, equal access to quality education. Embracing diversity in classrooms helps to break down barriers and promote understanding among students (Butterworth, 2024).

2. Diverse Learning Environments: By integrating students with varying abilities and perspectives, inclusive classrooms foster a richer learning environment. This diversity enhances creativity, problem-solving, and critical thinking among all students (Bhuttah, 2024).

3. Improved Academic Outcomes: Research shows that inclusive education can lead to better academic performance for all students, as it encourages tailored teaching methods that address varied learning styles. Diverse learning environments can lead to improved academic outcomes for all students through varied teaching strategies. Critical thinking, exposure to different perspectives encourages critical thinking and problem-solving skills (Reddi, 2025).

4. Social Skills Development: Students in inclusive settings learn to interact with peers from different backgrounds. This interaction builds empathy, respect, and collaboration skills, which are crucial for their future personal and professional lives. Students learn to interact with peers from different backgrounds, fostering empathy, cooperation, and social skills. Inclusive classrooms create a sense of belonging and community, reducing stigma and isolation (Rončević, 2025).

5. Preparation for Real-World Experiences: Inclusive education mirrors the diversity of society. By learning in an inclusive environment, students are better prepared for real-world interactions and workplaces, which are increasingly diverse. Students learn to navigate a diverse society, preparing them for future workplaces and community interactions. Global citizenship, Inclusive education promotes values of tolerance and respect, essential for functioning in a globalized world (Jobir, 2024).

6. Legal and Moral Obligations

Access to education is a fundamental human right, and inclusive education aligns with this principle. Compliance with Laws, Many countries have laws mandating inclusive practices in education settings (Oswal, 2025).

7. Teacher Development

Professional Growth: Educators develop skills in differentiating instruction and accommodating diverse learning needs, enhancing their teaching practices (Li, S., & Omar, 2024).

2.8 Theoretical Review

Social Learning Theory (Bandura, 1977): Social Learning Theory posits that individuals learn behaviors, skills, and attitudes through observation, imitation, and modeling. In the context of an inclusive classroom, students observe and interact with peers who have diverse abilities, backgrounds, and experiences. In an inclusive environment, students have the opportunity to learn social skills by observing and interacting with peers who may demonstrate a wide range of social behaviors. This setting provides a rich environment for modeling positive social interactions, cooperation, empathy, and communication.

Vygotsky's Sociocultural Theory (1978): Vygotsky's Sociocultural Theory emphasizes the role of social interaction in cognitive and social development. According to Vygotsky, learning occurs through social interaction and is mediated by language and culture. In an inclusive classroom, students from diverse backgrounds and with varying abilities engage in shared activities, leading to the co-construction of knowledge and the development of social skills. The presence of peers who may require different levels of support fosters a sense of collaboration and mutual respect, which are essential components of social development.

Integrative Summary: These theories collectively suggest that an inclusive classroom environment, where students with diverse needs and abilities learn together, provides unique opportunities for the development of social skills. Social Learning Theory and Vygotsky's Sociocultural Theory highlight the importance of peer interactions, while the Theory of Planned Behavior and Ecological Systems Theory emphasize the broader context of attitudes, norms, and environments that shape social behaviors. The Contact Hypothesis further supports the idea that inclusive settings can

improve social relations and reduce prejudice, contributing to the development of social competencies among secondary school students.

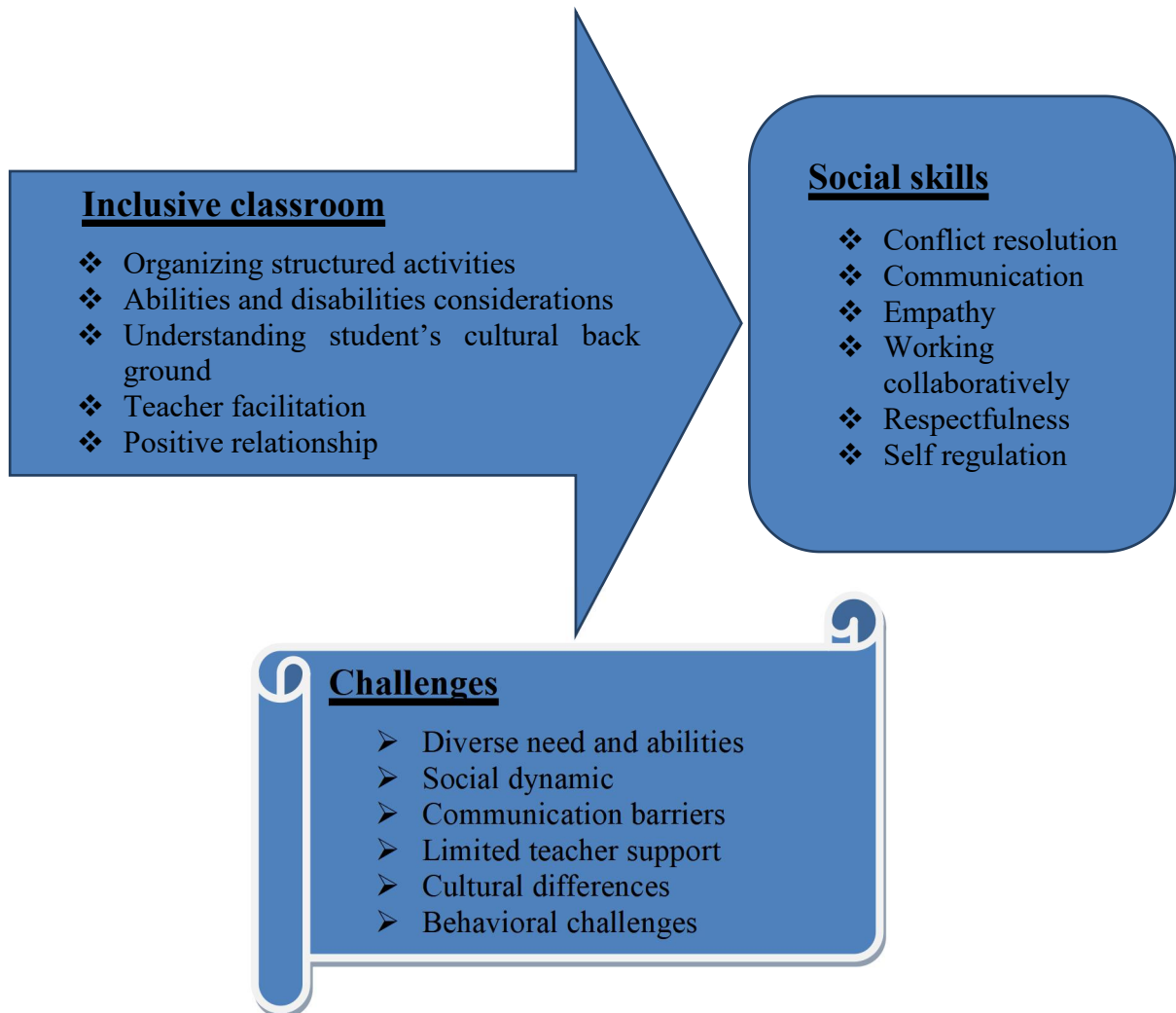
This theoretical framework provides a solid foundation for investigating how inclusive classroom environments contribute to the development of social skills in secondary school students, guiding the design and interpretation of the study. These theories support the idea that inclusive environments, by encouraging collaboration and peer-assisted learning, foster the acquisition of social skills (Bandura, 2020; Daniels, 2021).

2.9 Empirical Review

An empirical review provides a synthesis of research findings on the effect of inclusive classroom environments on the development of social skills among secondary school students. This section highlights key empirical studies that offer insights into how inclusive practices influence social skill development, particularly in secondary education settings. The review focuses on studies relevant to understanding these dynamics within the context of Haveli Kahutta. The empirical evidence indicates that inclusive classrooms can be highly effective in promoting social skill development among secondary school students. However, the realization of these benefits requires a concerted effort to overcome existing challenges and to create environments where all students can thrive socially and academically. Empirical research consistently supports the notion that inclusive classrooms can positively impact social skills development. For instance, a study by Mitchell (2020) found that inclusive education settings often lead to improved social competencies such as communication, empathy, and cooperation. The research indicated that interactions between students with diverse needs and abilities in inclusive classrooms fostered a supportive environment that promoted mutual respect and understanding.

The role of peer interactions in developing social skills in inclusive classrooms has been extensively studied. Brown and Williams (2022) reported that inclusive settings promote the formation of friendships between students with and without disabilities. Their study showed that these interactions are instrumental in improving social skills such as perspective-taking and conflict resolution. The presence of peers with diverse abilities encourages students to practice and refine their social behaviors in a real-world context.

2.10 Figure 2.1 Conceptual Framework:



2.11 Inclusive Education and Social Skills Development

Inclusive classrooms are designed to support the learning of all students, including those with special educational needs (SEN), by promoting equitable participation. Studies show that inclusive settings offer increased opportunities for interaction, collaboration, and peer modeling key components in the development of social skills (Booth & Ainscow, 2020).

2.12 Current Practices in Inclusive Classrooms

Research identifies several effective practices that support social skill development in inclusive settings:

Cooperative Learning Strategies: Group work encourages communication, empathy, and teamwork (Johnson & Johnson, 2021).

Peer Tutoring and Buddy Systems: These foster interaction between students with and without disabilities, enhancing mutual understanding.

Social Skills Training (SST): Programs aimed at explicitly teaching communication and interpersonal skills show significant positive outcomes (Matson & Matson, 2022).

2.13 Challenges in Developing Social Skills in Inclusive Settings

Despite the potential benefits, several challenges hinder effective social skill development in inclusive classrooms:

Lack of Teacher Training; Teachers often feel unprepared to manage diverse needs and facilitate social interaction (Florian & Beaton, 2020).

Negative Peer Attitudes; Students with disabilities may face stigma or exclusion, limiting opportunities for social engagement.

Curriculum Constraints; A heavy academic focus may leave little time for activities that promote social learning.

2.14 Role of Head Teachers and School Leadership

Leadership plays a critical role in creating an inclusive culture. Head teachers who promote inclusive policies, encourage collaborative teaching, and allocate resources for social skill development can significantly impact student outcomes (Ainscow, 2020).

2.15 Impact of Inclusive Education on Students' Social Skills

Empirical studies consistently show that inclusive education positively impacts students' social skills. Students in inclusive settings often exhibit:

- A. Higher levels of empathy and tolerance
- B. Improved conflict resolution abilities
- C. Greater cooperation with peers (Carter et al., 2021)

2.16 Key Features of an Inclusive Classroom

Key features of the Inclusive classroom are Following:

- ◆ Diverse Student Population

- ◆ Students with and without disabilities learn together.
- ◆ Supports cultural, linguistic, and individual diversity.
- ◆ Teaching methods are adapted to meet different learning needs and styles.
- ◆ Teachers use a variety of strategies, materials, and assessments.
- ◆ Special educators, teaching assistants, or therapists may work with general educators.
- ◆ Individualized Education Plans (IEPs) are implemented for students who need them.
- ◆ General and special education teachers often co-teach or collaborate.
- ◆ Emphasis on teamwork among staff to support all learners.
- ◆ Promotes respect, acceptance, and a sense of belonging for every student.
- ◆ Encourages peer interaction and social skills development.
- ◆ Lessons are planned so all students can access and engage with the content.
- ◆ Emphasizes flexibility in how students learn and demonstrate their knowledge.

2.17 Benefits of Inclusive Classrooms

Benefits of Inclusive classroom are following:

- ◆ Promotes equity and access to quality education.
- ◆ Fosters empathy, cooperation, and understanding among peers.
- ◆ Helps students with special needs reach their potential in a general education setting.
- ◆ Enhances academic and social outcomes for all students.

CHAPTER 3

RESEARCH METHODOLOGY

The research methodology outlines the approach for gathering and analyzing, as well as the survey aspect of study. It explains how data collection instruments were developed and provides a brief overview of the data analysis conducted by using qualitative and quantitative methods. Moreover, this session deals with population, sample, procedure of the study research instrument development and research ethics and data collection.

3.1 Research Design

This study adopted a mixed-methods approach and use convergent parallel design combining qualitative and quantitative research methods. Both qualitative and quantitative data collect simultaneously, then analyzed separately and integrated result for a holistic interpretation of the result. A descriptive survey design was employed to assess the current level of social skills, investigate practices, and explore challenges faced by teachers and initiatives taken by head teachers in inclusive classrooms. Quantitative data obtained through the questionnaire was analyzed by using descriptive statistics. Qualitative data obtained through Interviews was analyzed thematically to identify common themes related to challenges, initiatives, and inclusive practices. The mixed-methods design was enabled to the researcher to have comprehensive understanding of the social skills development process adopted in the inclusive classroom environment of secondary schools situated in Haveli Kahutta. This mixed-methods approach was use to have a holistic analysis, providing both numerical data and contextual insights.

3.2 Population and Sample

Population: The populations of this study include secondary school students, teachers, and head teachers in Haveli Kahutta Azad Jammu and Kashmir. Total population consists of 60 students, 10 teachers and 2 head teachers.

Table 3.1 Population of the Study

| Sr.# | Population | Total Numbers |
|------|---------------------------|---------------|
| 1 | Head teachers | 2 |
| 2 | SST. Teachers | 10 |
| 3 | Secondary School Students | 60 |
| 4 | Total | 72 |

Sample: A universal Sampling technique was used to select the sample. The sample was consisting of 60 secondary school students from selected schools, 10 teachers who were include inclusive classrooms and 2 head teachers from same schools.

Table 3.2 Details about Sample of the Study

| Sr.# | Sample | Population | Sampling |
|------|-------------------------------|------------|----------|
| 1 | Head Teachers | 02 | 02 |
| 2 | SST. Teachers | 10 | 10 |
| 3 | Secondary Schools Students | 60 | 60 |
| 4 | Total | 72 | 72 |

3.3 Data Collection Instruments

Data was gathering through personal visit, a combination of questionnaires and interview schedule was used to collect data.

Questionnaire for Students: This instrument was assess the current level of social skills among secondary school students. It was based on a Five Likert scale to measure students' responses in key areas such as cooperation, communication, conflict resolution, and empathy.

Questionnaire for teachers: This instrument was focused on collecting data about the current practices used by teachers in inclusive classrooms to foster social skills, the challenges they face and the effectiveness of the methods.

Interview Guide for Head Teachers: Semi-structured interviews was conducted with head teachers to gather insights about the initiatives they have taken to promote inclusive classroom environments and to develop social skills among students.

3.4 Procedure (Validity, Pilot testing & Reliability)

Validity: The instruments was validated through expert reviews from educational research specialists to ensured content and construct validity. A pilot study was also be conducted with a small sample to refine the tools.

Content Validity: The instruments used in the study, including surveys and social skills assessment tools, was reviewed by a panel of experts in the field of education and psychology. These experts was evaluate the extent to which the items in the instruments cover the range of social skills and inclusive practices being studied. Feedback from these experts was be used to refine the instruments, ensuring that they adequately represent the constructs of interest.

Pilot testing: Researcher used the pilot study's feedback to improve the instruments. A small sample of 20 students and 2 teachers from secondary schools in Haveli Kahutta, who are not part of the main study, were selected for pilot testing. This sample were representative of the target population in terms of demographics and educational background.

Pilot Procedure: During the pilot study, the survey and social skills assessment tools was administered to the selected students. Teachers were participate in the semi-structured interviews. The primary purpose of the pilot testing is to identify any issues with the clarity, wording, and length of the instruments, as well as the appropriateness of the questions.

Refinement: Based on the feedback from the pilot study, necessary revisions was made to the instruments and data collection procedures. This may include rewording ambiguous questions, adjusting the length of the survey, and refining the interview protocol to ensure clarity and relevance.

Reliability: Cronbach's Alpha was used to determine the reliability of the questionnaires, ensuring internal consistency of the items.

Internal Consistency: The internal consistency of the survey and social skills assessment tools was assessed using Cronbach's alpha. A Cronbach's alpha value of 0.7 or higher was considered acceptable, indicating that the items within each instrument are consistently measuring the same construct.

Test-Retest Reliability: Test-retest reliability was evaluated by administering the survey and social skills assessment tools to the pilot sample on two occasions, two

weeks apart. The correlation between the two sets of scores were calculated to determine the stability of the instruments over time. A high correlation coefficient (typically 0.7 or above) was indicate that the instruments are reliable.

3.5 Data Collection (Practicalities)

Step 1: Permission was sought from the District Education Officer and the head teachers of the selected schools in Haveli Kahutta Azad Jammu and Kshmir .

Step 2: Survey questionnaires were distributed to students and teachers. The interview sessions was scheduled with head teachers.

3.6 Data Analysis

Quantitative Data: Data from the questionnaires was analyzed using descriptive statistics (mean, standard deviation, frequencies) and inferential statistics (ANOVA) to compare social skill levels and the effectiveness of teaching practices across different schools.

Qualitative Data: Interviews data was transcribed and analyzed thematically to identify common themes related to challenges, initiatives, and inclusive practices. Data was analyzed descriptively to complement the findings from interviews and questionnaires. Nvivo (v. 14) software was used to code the data and identify recurring pattern.

3.7 Ethical Considerations

Informed Consent: All participants were receive detailed information about the study's purpose, procedures, and their rights, including the right to withdraw at any time. Written informed consent was obtained from all participants.

Confidentiality: Participants' identities were protected by using pseudonyms, and all data was stored securely. Only the research team have access to the data.

Voluntary Participation: Participants were informed that their participation is voluntary, and they can withdraw from the study at any time without any consequences.

Ethical Approval: The study was reviewed and approved by an Institutional Review Board (IRB) to ensure adherence to ethical standards.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of data collected for the study “Analysis of Social Skills Developed in Inclusive Classroom Environment at Secondary School Level” The main purpose of this chapter is to analyze the responses of students, teachers, and head teachers to determine the current level of social skills, teaching practices, challenges, and initiatives related to inclusive classrooms.

Table 4.1 Feeling comfortable while talking with classmates

| | Frequency | Percentage | Mean | Standard Deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 11 | 19% | | |
| Nutural | 21 | 36.5% | 3.41 | 1.30 |
| Agree | 23 | 36.5% | | |
| Strongly agree | 4 | 6.3% | | |

Table 4.1 shows the result according to interpretation, feeling comfortable while talking with classmates, The mean score is 3.41 and standard deviation is 1.30. The statement “I feel comfortable while initiating conversation with my class” received a mean score of 3.41, which indicates a moderate to high level of agreement among the respondents. This suggests that, on average, students feel fairly comfortable initiating conversations in class. The standard deviation of 1.30 reflects a considerable variation in responses, meaning that while many participants agreed, some expressed lower levels of comfort.

Figure 4.1

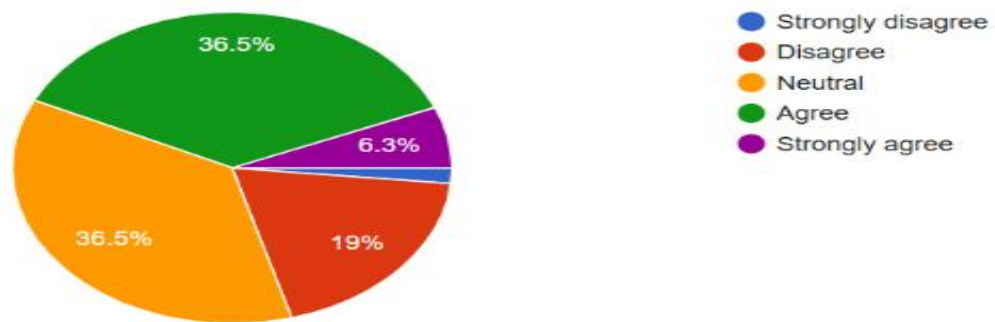


Figure 4.1 In this pie chart, Feeling comfortable while talking with classmates, About this statement 0% students are strongly disagree with the statement 19% students are disagree with the statement 36.5% of students are neutral, 36.5% of students are agree and 6% of students are strongly agree with the statement. So in this pie majority of sampling are neutral and agree with the statement. This mean indicates that respondents generally feel comfortable while initiating conversation with their classmates and opinions among participants.

Table 4.2 Actively listen to peer when they are speaking

| | Frequency | Percentage | Mean | Standard Deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 9 | 14.3% | | |
| Nutural | 19 | 34.9% | 2.55 | 1.153 |
| Agree | 21 | 34.9% | | |
| Strongly agree | 10 | 14.3% | | |

Table 4.2 shows the result according to interpretation, Actively listen to peer when they are speaking, The mean score is 2.55 and standard deviation is 1.153. This mean score falls below the midpoint of the scale, indicating that respondents showed a relatively low level of agreement with the statement. The results suggest that active listening skills among participants are not strongly practiced, and there is a need for improvement in peer attentiveness during classroom interactions. The moderate standard deviation reflects that while some participants do engage in active listening, a significant portion reported otherwise.

Figure 4.2

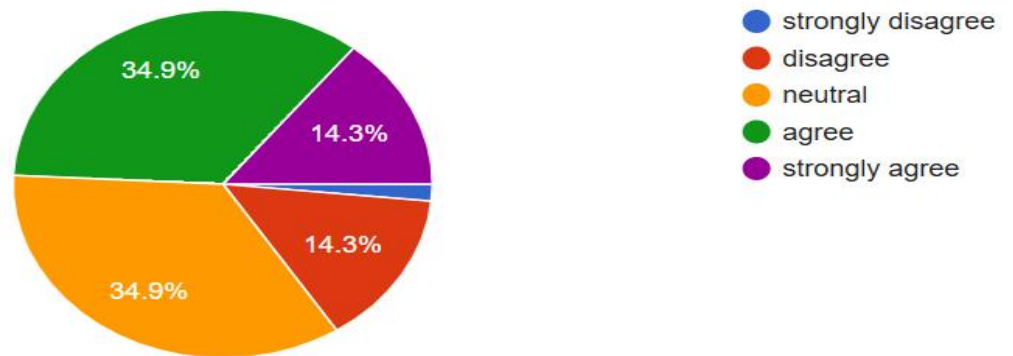


Figure 4.2 In this pie chart, Actively listen to peers when they are speaking, About this statement 0% students are strongly disagree with the statement 14.3% students are disagree with the statement 34.9% of students are neutral, 34.9% of students are agree and 14.3% of students are strongly agree with the statement. So in this pie majority of sampling is neutral and agree with the statement. This mean it indicates that respondents were less inclined towards actively listening to their peers, highlighting weaker peer engagement in the classroom.

Table 4.3 Expressing thoughts clearly to others

| | Frequency | Percentage | Mean | Standard Deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 5 | 8.2% | | |
| Nutural | 12 | 19.7% | 3.26 | 1.373 |
| Agree | 32 | 52.5% | | |
| Strongly agree | 11 | 18% | | |

Table 4.3 Shows the result according to interpretation, Expressing thoughts clearly to others, The mean score is 3.26 and standard deviation is 1.373. This mean value indicates a moderate level of agreement among the respondents, suggesting that participants generally feel somewhat capable of expressing their thoughts and feelings, though not with strong consistency. The relatively higher standard deviation shows that there was considerable variation in responses, meaning some respondents expressed confidence in their communication abilities, while others reported difficulties in expressing themselves clearly.

Figure 4.3

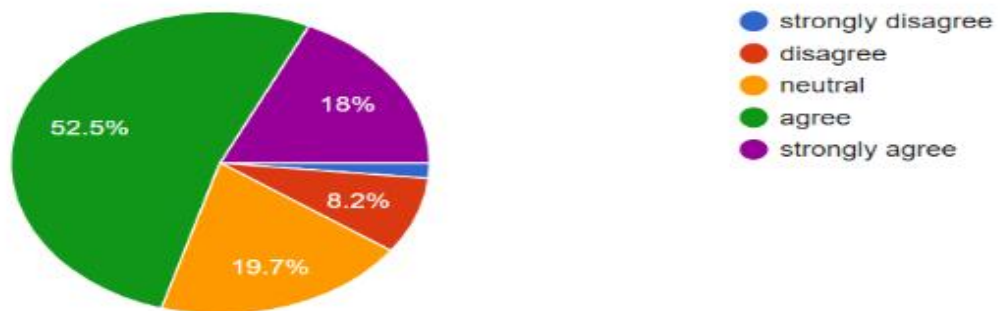


Figure 4.3 In this pie chart, Expressing thoughts clearly to others, About this statement 0% students are strongly disagree with the statement 8.2% students are disagree with the statement 19.7% of students are neutral, 52.5% of students are agree and 18% of students are strongly agree with the statement. So in this pie majority of sampling are agree with the statement, shows a moderate level of agreement, indicating that respondents are fairly able to express their thoughts and feelings, although opinions varied widely.

Table 4.4 Working in group activities with classmates

| | Frequency | Percentage | Mean | Standard Deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 0 | 0% | | |
| Natural | 12 | 20% | 3.20 | 1.470 |
| Agree | 26 | 43.3% | | |
| Strongly agree | 20 | 33.3% | | |

Table 4.4 shows the result according to interpretation, Working in group activities, The mean score is 3.20 and standard deviation is 1.470. This mean score reflects a moderate level of agreement among respondents, suggesting that students generally perceive themselves as being able to work cooperatively in group activities. However, the relatively high standard deviation indicates wide variation in responses, meaning that while many respondents reported positive collaboration skills, others showed lower levels of agreement, pointing to differences in students' comfort and effectiveness in group work.

Figure 4.4

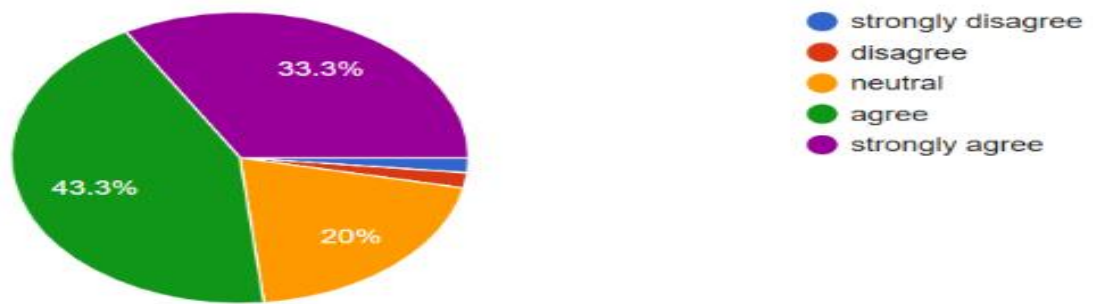


Figure 4.4 In this pie chart, Working in group activities, About this statement 0% students are strongly disagree with the statement 0% students are disagree with the statement 20% of students are neutral, 43.3% of students are agree and 33.3% of students are strongly agree with the statement. So in this pie majority of sampling are agree with the statement. which indicates a moderate agreement that respondents work well in group activities, though responses varied considerably.

Table 4.5 Showing empathy with classmates

| | Frequency | Percentage | Mean | Standard Deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 5 | 7.9% | | |
| Natural | 17 | 27% | 3.11 | 1.490 |
| Agree | 28 | 46% | | |
| Strongly agree | 12 | 19% | | |

Table 4.5 shows the result according to interpretation, Showing empathy with classmates, The mean score is 3.11 and standard deviation is 1.490. The mean score suggests a moderate level of agreement among respondents, indicating that, on average, students demonstrate some degree of empathy toward their classmates. However, the relatively high standard deviation reveals a large variation in responses, implying that while certain participants strongly agreed with showing empathy, others reported lower levels of empathetic behavior, highlighting differences in students' social and emotional engagement.

Figure 4.5

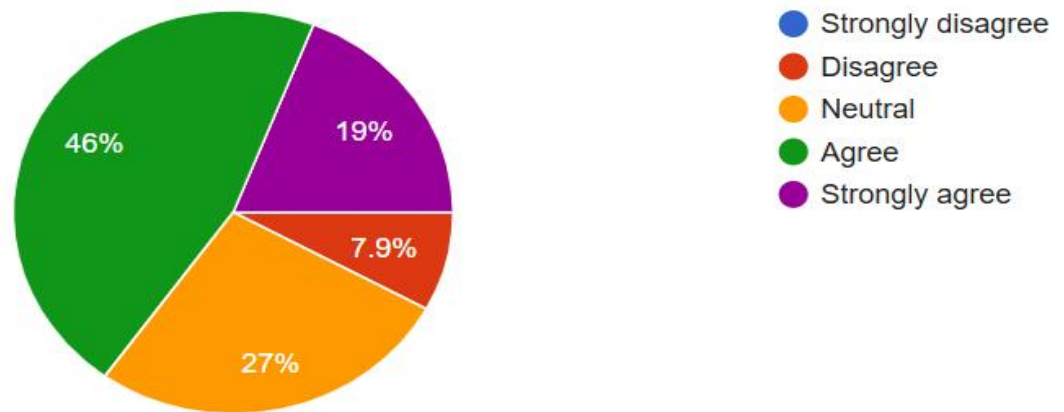


Figure 4.5 In this pie chart, Showing empathy with classmates, About this statement 0% students are strongly disagree with the statement 7.9% students are disagree with the statement 27% of students are neutral, 46% of students are agree and 19% of students are strongly agree with the statement. So in this pie majority of sampling are agree with the statement that indicates moderate agreement regarding showing empathy, with wide variation in respondents' views.

Table 4.6 Giving respect to the ideas of classmates

| | Frequency | Percentage | Mean | Standard Deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 0 | 0% | | |
| Natural | 15 | 25.4% | 3.14 | 1.357 |
| Agree | 32 | 54% | | |
| Strongly agree | 9 | 15.9% | | |

Table 4.6 shows the result according to interpretation, Giving respect to the ideas of classmates, The mean score is 3.14 and standard deviation is 1357. The mean value reflects a moderate level of agreement among respondents, suggesting that most participants generally respect differing opinions in the classroom. However, the relatively high standard deviation indicates noticeable variation in responses, meaning that while many students expressed openness and respect toward diverse viewpoints, others were less inclined to do so.

Figure 4.6

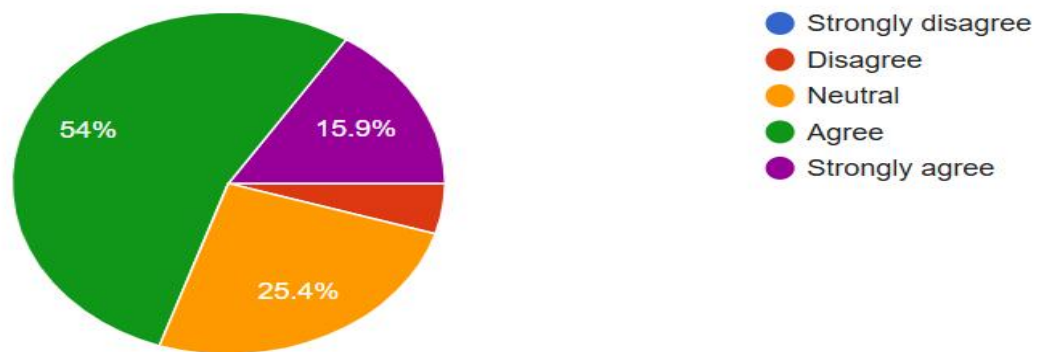


Figure 4.6 In this pie chart, Giving respect to the ideas of classmates, About this statement 0% students are strongly disagree with the statement 0% students are disagree with the statement 25.4% of students are neutral, 54% of students are agree and 15.9% of students are strongly agree with the statement. So in this pie majority of sampling is neutral and agree with the statement. This reflects moderate agreement that respondents respect classmates' ideas, though responses varied considerably.

Table 4.7 Handling conflicts with peers

| | Frequency | Percentage | Mean | Standard Deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 0 | 0% | | |
| Nutural | 18 | 30.2% | 3.14 | 1.518 |
| Agree | 27 | 44.4% | | |
| Strongly agree | 12 | 20.6% | | |

Table 4.7 shows the result according to interpretation, Handling conflicts with peers, The mean score is 3.14 and standard deviation is 1.158. The mean value reflects a moderate level of agreement, indicating that respondents generally attempt to manage conflicts positively. However, the relatively high standard deviation shows a wide variation in responses, suggesting that while some participants are confident in resolving conflicts constructively, others may struggle to do so, highlighting differences in conflict management skills among the group.

Figure 4.7

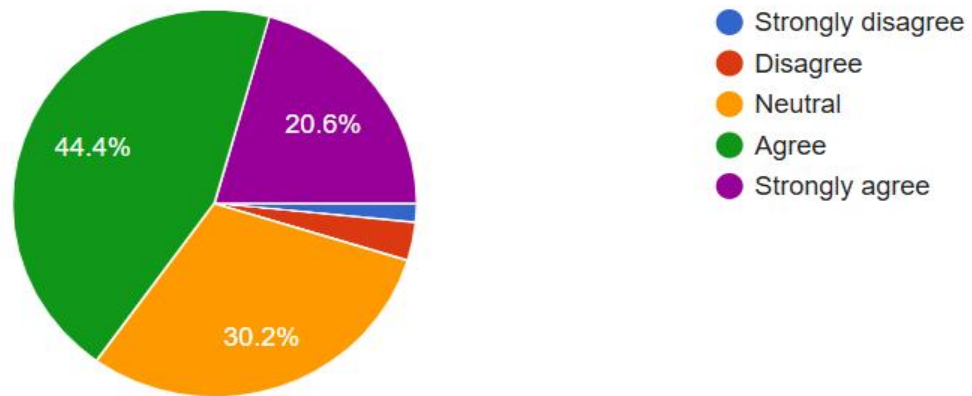


Figure 4.7 In this pie chart, Handling conflicts with peers, About this statement 0% students are strongly disagree with the statement 0% students are disagree with the statement 30.2% of students are neutral, 44.4% of students are agree and 20.6% of students are strongly agree with the statement. So in this pie majority of sampling are agree with the statement. The mean score indicates moderate agreement that respondents handle conflicts constructively, though responses varied widely.

Table 4.8 Participation in class discussion

| | Frequency | Percentage | Mean | Standard Deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 7 | 11.3% | | |
| Nutural | 13 | 21% | 2.76 | 1.290 |
| Agree | 23 | 37.1% | | |
| Strongly agree | 18 | 30.6% | | |

Table 4.8 Shows the result according to interpretation, Participation in class discussion, The mean score is 2.76 and standard deviation is 1.290. The mean score is below the midpoint of the scale, indicating a low to moderate level of agreement among respondents. This suggests that many participants showed some reluctance or hesitation in engaging in class discussions. The standard deviation reflects a moderate variation in responses, meaning that while some students actively participated without hesitation, a considerable number expressed reservations, highlighting differences in confidence and willingness to engage in classroom dialogue.

Figure 4.8

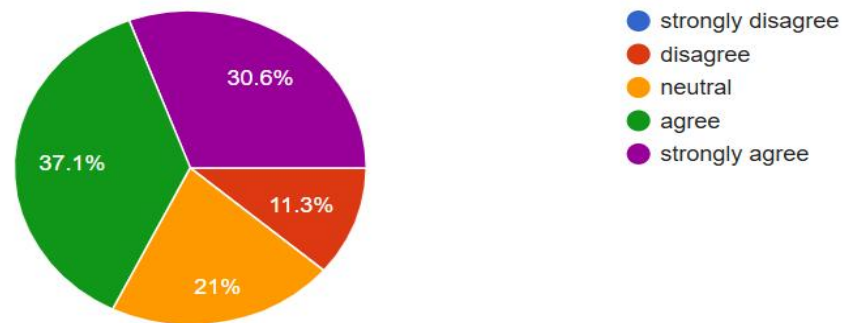


Figure 4.8 In this pie chart, Participation in class discussion, About this statement 0% students are strongly disagree with the statement 11.3% students are disagree with the statement 21% of students are neutral, 37.1% of students are agree and 30.6% of students are strongly agree with the statement. So in this pie majority of sampling is neutral and agree with the statement. This reflects low to moderate agreement that respondents participate in class discussions without hesitation, with some variation in responses.

Table 4.9 Acceptance of individual in groups settings

| | Frequency | Percentage | Mean | Standard Deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 0 | 0% | | |
| Nutural | 18 | 30.6% | 2.97 | 1.252 |
| Agree | 22 | 35.5% | | |
| Strongly agree | 15 | 25.8% | | |

Table 4.9 show the result according to interpretation, Acceptance of individual in groups settings, The mean score is 2.97 and standard deviation is 1.252. The mean value indicates a moderate level of agreement, suggesting that students, on average, feel somewhat accepted by their classmates in group settings. However, the mean score being slightly below 3 shows that the sense of acceptance is not very strong. The standard deviation reflects a moderate variation in responses, implying that while some respondents felt accepted in group sittings, others reported lower levels of acceptance, pointing to differences in peer relationships and inclusivity within the classroom.

Figure 4.9

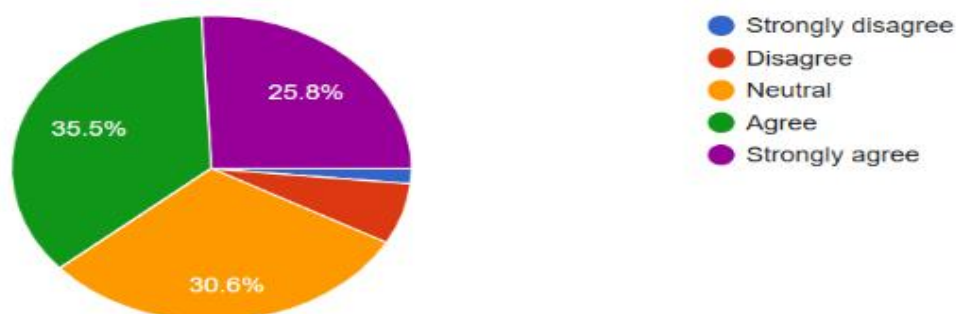


Figure 4.9 In this pie chart, Acceptance of individual in groups settings, About this statement 0% students are strongly disagree with the statement 0% students are disagree with the statement 30.6% of students are neutral, 35.5% of students are agree and 25.8% of students are strongly agree with the statement. So in this pie majority of sampling are agree with the statement. This indicates moderate agreement that respondents feel accepted in group sittings, though responses varied to some extent.

Table 4.10 Collaboration with classmate on projects

| | Frequency | Percentage | Mean | Standard Deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 0 | 0% | | |
| Nutural | 9 | 14.5% | 2.50 | 1.417 |
| Agree | 31 | 51.6% | | |
| Strongly agree | 18 | 30.6% | | |

Table 4.10 shows the result according to interpretation, Collaborate with classmates on projects, The mean score is 2.50 and standard deviation is 1.417. The mean score is below the midpoint of the scale, indicating a low level of agreement among respondents. This suggests that students were less inclined to collaborate effectively on projects and assignments. The relatively high standard deviation shows a wide variation in responses, meaning that while some participants reported good collaboration, a significant number showed limited cooperation, highlighting challenges in teamwork and collective learning within the classroom.

Figure 4.10

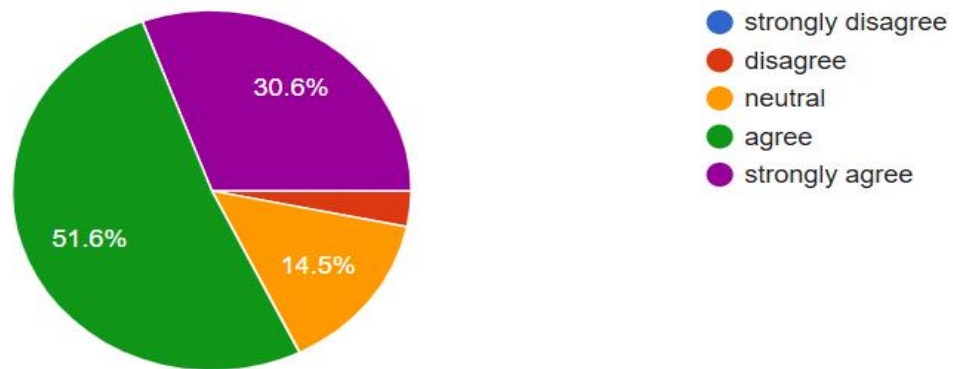


Figure 4.10 In this pie chart, Collaborate with classmates on projects About this statement 0% students are strongly disagree with the statement 0% students are disagree with the statement 14.5% of students are neutral, 51.6% of students are agree and 30.6% of students are strongly agree with the statement. So in this pie majority of sampling are agree with the statement. This indicates low agreement regarding collaboration on projects and assignments, with responses showing wide variation.

Table 4.11 Teacher encourage students in discussions

| | Frequency | Percentage | Mean | Standard Deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 0 | 0% | | |
| Nutural | 14 | 22.6% | 3.20 | 1.384 |
| Agree | 22 | 35.5% | | |
| Strongly agree | 23 | 38.7% | | |

Table 4.11 shows the result according to interpretation, Teacher encourages students in discussions, The mean score is 3.20 and standard deviation is 1.384. The mean value reflects a moderate level of agreement, suggesting that many respondents acknowledged their teacher's efforts to motivate inclusive participation in discussions. However, the relatively high standard deviation shows considerable variation in responses, indicating that while some students strongly agreed that teachers promote equal participation, others felt this encouragement was less consistent.

Figure 4.11

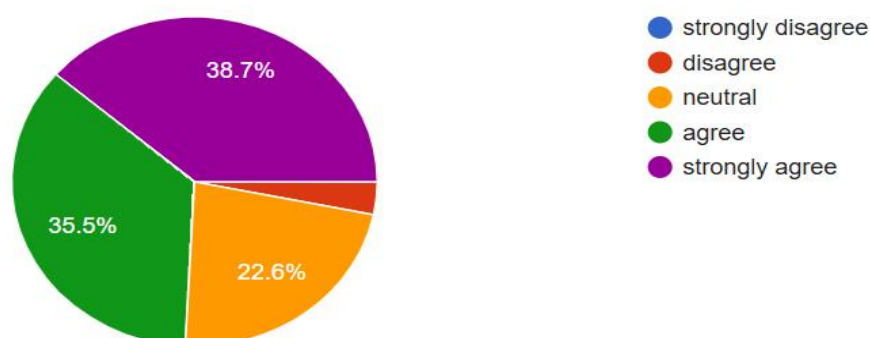


Figure 4.11 In this pie chart, Teacher encourages students in discussions, About this statement 0% students are strongly disagree with the statement 0% students are disagree with the statement 22.6% of students are neutral, 35.5% of students are agree and 38.7% of students are strongly agree with the statement. So in this pie majority of sampling are strongly agree with the statement. This indicates moderate agreement that teachers encourage students' participation in discussions, though responses varied noticeably."

Table 4.12 Teachers provide opportunities to the student for collaborations during class

| | Frequency | Percentage | Mean | Standard Deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 0 | 0% | | |
| Natural | 14 | 23.8% | 3.06 | 1.435 |
| Agree | 32 | 52.4% | | |
| Strongly agree | 12 | 19% | | |

Table 4.12 shows the result according to interpretation, Teachers provide opportunities for collaboration, The mean score is 3.06 and standard deviation is 1.435. The mean score reflects a moderate level of agreement, suggesting that respondents generally acknowledged their teacher's efforts to create collaborative opportunities for diverse learners. However, the relatively high standard deviation indicates considerable variation in responses, implying that while some students experienced meaningful collaboration across abilities, others perceived fewer opportunities, pointing toward inconsistency in the practice.

Figure 4.12

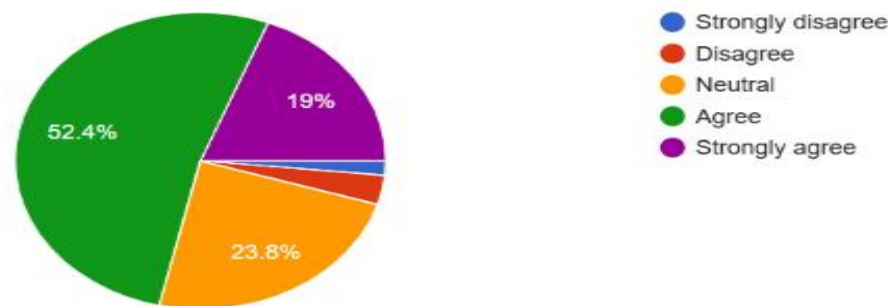


Figure 4.12 In this pie chart, Teachers provides opportunities for collaboration, About this statement 0% students are strongly disagree with the statement 0% students are disagree with the statement 23.8% of students are neutral, 52.4% of students are agree and 19% of students are strongly agree with the statement. So in this pie majority of sampling are agree with the statement. This reflects moderate agreement that teachers provide opportunities for collaboration among students with different abilities, though responses varied widely.

Table 4.13 Teachers are approachable to the student

| | Frequency | Percentage | Mean | Standard Deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 0 | 0% | | |
| Nutral | 16 | 26.7% | 3.15 | 1.417 |
| Agree | 33 | 55% | | |
| Strongly agree | 8 | 13.3% | | |

Table 4.13 shows the result according to interpretation, Teachers are approachable, The mean score is 3.15 and standard deviation is 1.417. The mean value indicates a moderate level of agreement, suggesting that most respondents generally perceive their teacher as approachable and supportive when assistance is needed. However, the relatively high standard deviation reflects considerable variation in responses, implying that while many students felt comfortable seeking help, others expressed hesitation or uncertainty about approaching their teacher.

Figure 4.13

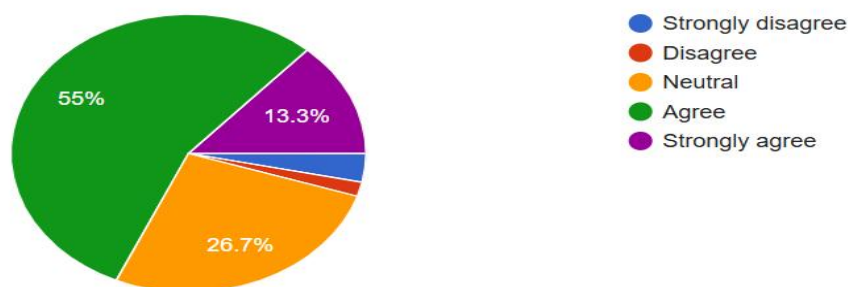


Figure 4.13 In this pie chart, Teachers are approachable to the student, About this statement 0% students are strongly disagree with the statement 0% students are disagree with the statement 26.7% of students are neutral, 55% of students are agree and 13.3% of students are strongly agree with the statement. So in this pie majority of sampling are agree with the statement. This shows moderate agreement that teachers are approachable for help, though students' views varied noticeably.

Table 4.14 Teachers treats students equally

| | Frequency | Percentage | Mean | Standard Deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 0 | 0% | | |
| Nutural | 18 | 30.2% | 3.14 | 1.424 |
| Agree | 24 | 39.7% | | |
| Strongly agree | 18 | 30.2% | | |

Table 4.14 shows the result according to interpretation, Teachers treats students equally, The mean score is 3.14 and standard deviation is 1.424. The mean score reflects a moderate level of agreement, suggesting that respondents generally believe their teacher promotes fairness and equality in the classroom. However, the relatively high standard deviation shows considerable variation in responses, meaning that while many participants strongly agreed with equal treatment, others perceived differences in how teachers address students with varying abilities.

Figure 4.14

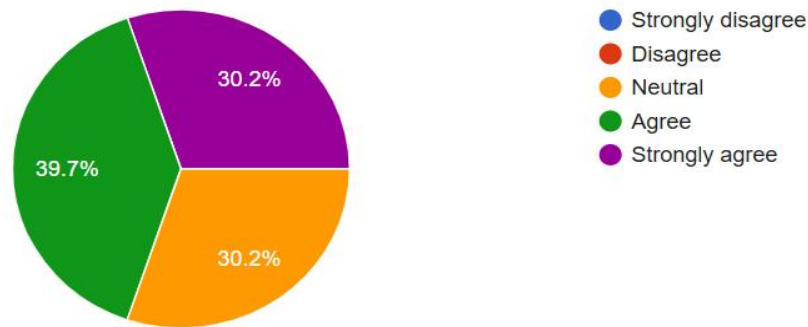


Figure 4.14 In this pie chart, Teachers treats students equally, About this statement 0% students are strongly disagree with the statement 0% students are disagree with the statement 30.2% of students are neutral, 39.7% of students are agree and 30.2% of students are strongly agree with the statement. So in this pie majority of sampling are agree with the statement. This indicates moderate agreement that teachers treat all students equally, though responses varied considerably.

Table 4.15 Teachers promoting respect in classroom

| | Frequency | Percentage | Mean | Standard Deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 0 | 0% | | |
| Natural | 15 | 25.4% | 3.17 | 1.223 |
| Agree | 29 | 47.6% | | |
| Strongly agree | 14 | 22.2% | | |

Table 4.15 shows the result according to interpretation, Teacher promoting respect in classroom, The mean score is 3.17 and standard deviation is 1.223. The mean value indicates a moderate level of agreement, suggesting that respondents generally acknowledged their teacher's role in encouraging mutual respect and understanding in the classroom. The comparatively lower standard deviation shows less variation in responses, meaning that most students held fairly similar views, with a majority recognizing their teacher's contribution to building a respectful and supportive classroom environment.

Figure 4.15

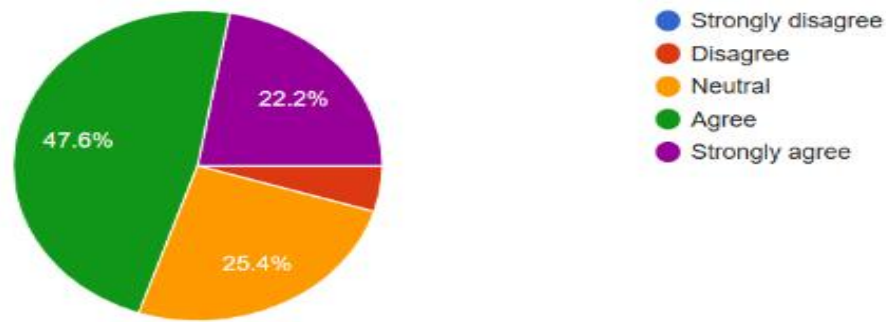


Figure 4.15 In this pie chart, Teacher promoting respect in classroom, About this statement 0% students are strongly disagree with the statement 0% students are disagree with the statement 25.4% of students are neutral, 47.6% of students are agree and 22.2% of students are strongly agree with the statement. So in this pie majority of sampling are agree with the statement. This reflects moderate agreement that teachers promote respect and understanding, with relatively consistent responses among students.

Table 4.16 Teachers resolve conflicts in constructive way

| | Frequency | Percentage | Mean | Standard Deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 0 | 0% | | |
| Nutral | 13 | 21% | 2.68 | 1.394 |
| Agree | 31 | 51.6% | | |
| Strongly agree | 11 | 19.4% | | |

Table 4.16 shows the result according to interpretation, Teachers resolve conflicts in constructive way, The mean score is 2.68 and standard deviation is 1.394. The mean score is below the midpoint of the scale, indicating a low to moderate level of agreement. This suggests that respondents felt teachers were not consistently effective in helping students manage or resolve conflicts positively. The relatively high standard deviation highlights considerable variation in responses, implying that while some students recognized constructive conflict resolution support from their teacher, others did not experience such guidance, pointing to inconsistency in this practice.

Figure 4.16

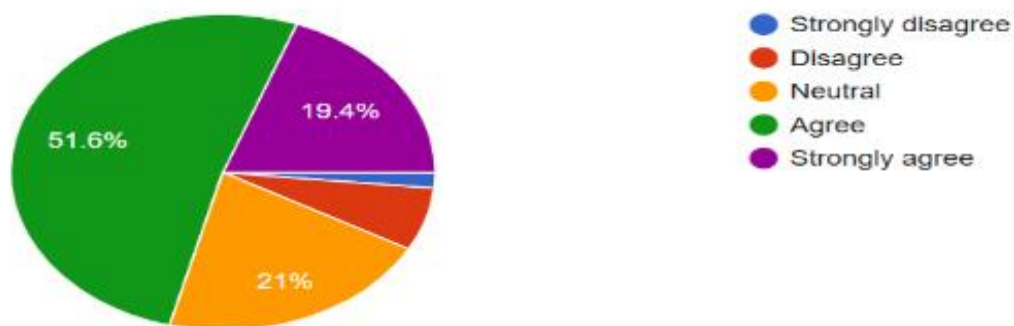


Figure 4.16 In this pie chart, Teachers resolve conflicts in constructive way, About this statement 0% students are strongly disagree with the statement 0% students are disagree with the statement 21% of students are neutral, 51.6% of students are agree and 19.4% of students are strongly agree with the statement. So in this pie majority of sampling are agree with the statement. This reflects low to moderate agreement that teachers help students resolve conflicts constructively, with wide variation in responses.

Table 4.17 Teacher discuss social skills during class

| | Frequency | Percentage | Mean | Standard Deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 5 | 8.1% | | |
| Nutural | 6 | 9.7% | 3.12 | 1.307 |
| Agree | 23 | 37.1% | | |
| Strongly agree | 26 | 43.5% | | |

Table 4.17 shows the result according to interpretation, Teacher discuss social skills, The mean score is 3.12 and standard deviation is 1.307. The mean score reflects a moderate level of agreement, suggesting that teachers integrate discussions on social skills into lessons to some extent. However, the standard deviation shows a moderate level of variation in responses, meaning that while some students regularly observed social skills being discussed, others experienced this practice less frequently, indicating that such integration is not consistent across all classrooms.

Figure 4.17

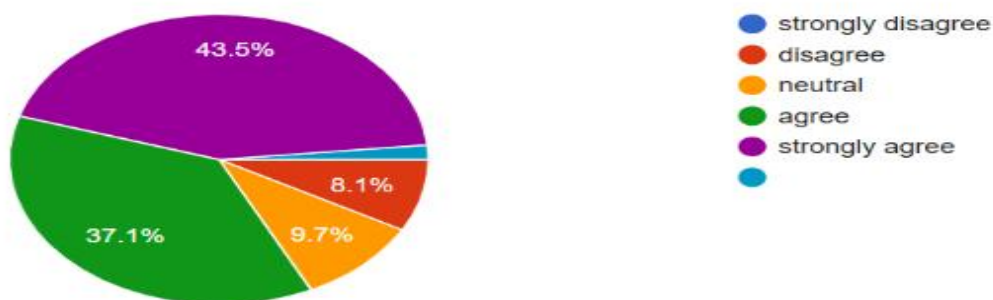


Figure 4.17 In this pie chart, Teacher discuss social skills, About this statement 0% students are strongly disagree with the statement 8.1% students are disagree with the statement 9.7% of students are neutral, 37.1% of students are agree and 43.5% of students are strongly agree with the statement. So in this pie majority of sampling are strongly agree with the statement. This indicates moderate agreement that teachers discuss social skills during lessons, though responses varied moderately.

Table 4.18 Teachers recognizes students diverse skills

| | Frequency | Percentage | Mean | Standard Deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 8 | 12.7% | | |
| Nutural | 14 | 22.2% | 2.67 | 1.293 |
| Agree | 29 | 49.2% | | |
| Strongly agree | 8 | 12.7% | | |

Table 4.18 shows the result according to interpretation, Teachers recognizes students diverse skills, The mean score is 2.67 and standard deviation is 1.293. The mean value is below the midpoint of the scale, indicating a low to moderate level of agreement among respondents. This suggests that many students felt their diverse abilities were not consistently acknowledged by teachers. The standard deviation shows a moderate variation in responses, implying that while some students believed their skills were recognized, others did not share the same experience, highlighting inconsistency in teachers' recognition of individual student strengths.

Figure 4.18

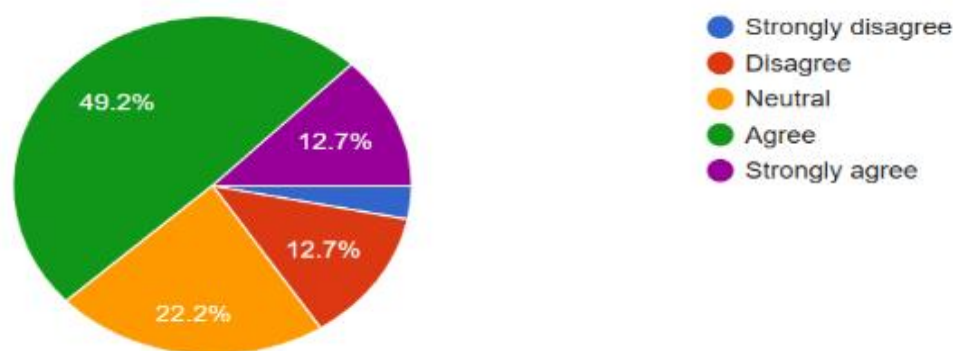


Figure 4.18 In this pie chart, Teachers recognizes students diverse skills, About this statement 0% students are strongly disagree with the statement 12.7% students are disagree with the statement 22.2% of students are neutral, 49.2% of students are agree and 12.7% of students are strongly agree with the statement. So in this pie majority of sampling are agree with the statement. This indicates low to moderate agreement that teachers recognize students' diverse skills, with moderate variation in responses.

Table 4.19 Teacher creates a safe environment

| | Frequency | Percentage | Mean | Standard Deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 0 | 0% | | |
| Natural | 20 | 34.9% | 3.17 | 1.505 |
| Agree | 25 | 41.3% | | |
| Strongly agree | 10 | 14.3% | | |

Table 4.19 shows the result according to interpretation, Teacher creates a safe environment, The mean score is 3.17 and standard deviation is 1.505. statement The mean score reflects a moderate level of agreement, suggesting that, on average, students felt their teacher made efforts to establish a supportive and open classroom atmosphere where ideas could be freely expressed. However, the relatively high standard deviation indicates considerable variation in responses, meaning that while some students strongly agreed that the environment was safe for sharing, others were less confident, pointing to inconsistency in how this practice was experienced across the classroom.

Figure 4.19

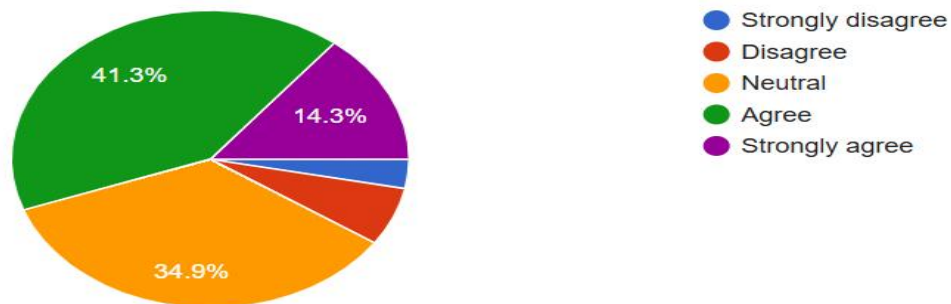


Figure 4.19 In this pie chart, Teacher creates a safe environment, About this statement 0% students are strongly disagree with the statement 0% students are disagree with the statement 34.9% of students are neutral, 41.3% of students are agree and 14.3% of students are strongly agree with the statement. So in this pie majority of sampling are agree with the statement. This indicates moderate agreement that teachers created a safe environment for sharing ideas, though responses varied considerably.

Table 4.20 Teacher influenced the students social skills

| | Frequency | Percentage | Mean | Standard Deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 5 | 8.1% | | |
| Natural | 11 | 17.7% | 3.05 | 1.419 |
| Agree | 30 | 50% | | |
| Strongly agree | 15 | 24.2% | | |

Table 4.20 shows the result according to interpretation, Teacher influenced the student social skills, The mean score is 3.05 and standard deviation is 1.419. The mean score shows a moderate level of agreement, suggesting that most students felt their teacher played a constructive role in shaping and improving their social skills. However, the relatively high standard deviation indicates that students' opinions were diverse, with some strongly agreeing while others expressed less agreement. This highlights that the teacher's influence on social skill development was positive overall but not uniformly experienced by all students.

Figure 4.20

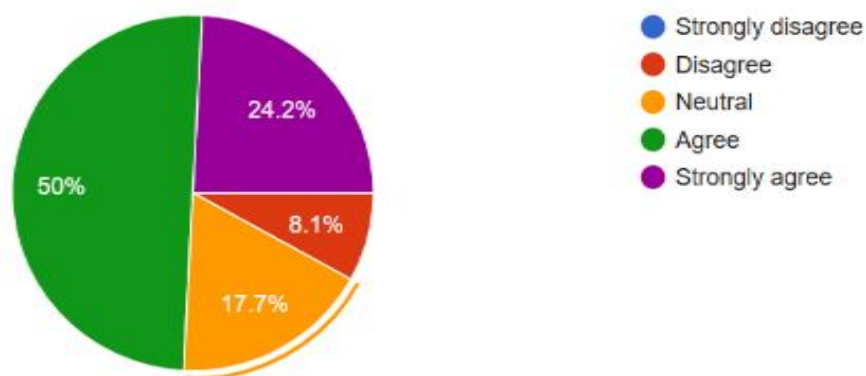


Figure 4.20 In this pie chart, teacher influenced the student social skills, About this statement 0% students are strongly disagree with the statement 8.1% students are disagree with the statement 17.7% of students are neutral, 50% of students are agree and 24.2% of students are strongly agree with the statement. So in this pie majority of sampling are agree with the statement. This reflects moderate agreement that teachers positively influenced students’ social skills, though responses varied considerably.”

Table 4.21 Classroom catering to diverse learning needs of students

| | Frequency | Percentage | Mean | Standard deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 1 | 10% | | |
| Disagree | 0 | 0% | | |
| Neutral | 2 | 30% | 3.70 | 0.675 |
| Agree | 5 | 50% | | |
| Strongly agree | 2 | 10% | | |

Table 4.21 shows the result according to interpretation, Classroom catering to diverse learning needs of student, The mean score is 3.70 and standard deviation is 0.675. The high mean score reflects a strong level of agreement among teachers, indicating that the classroom environment is generally seen as supportive in meeting diverse learning needs. The relatively low standard deviation shows that responses were consistent, meaning most students shared the same perception. This suggests that teachers have successfully created an inclusive environment that caters to different abilities and learning styles in the classroom.

Figure 4.21

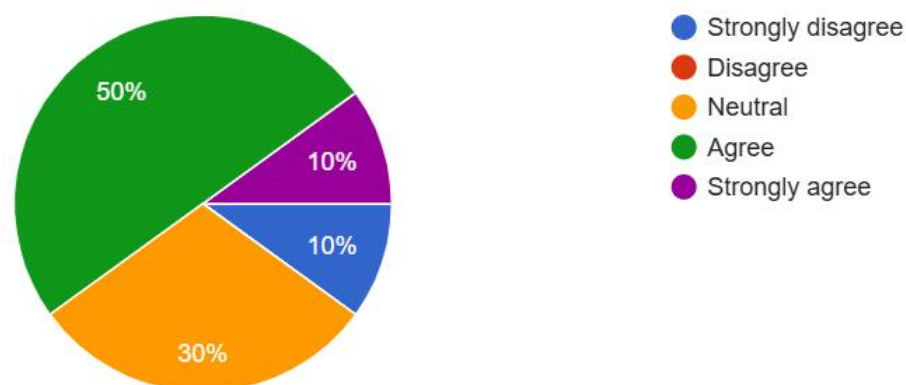


Figure 4.21 In this pie chart, Classroom catering diverse learning needs of students, About this statement 10% teachers are strongly disagree with the statement 0% teachers are disagree with the statement 30% of teachers are neutral, 50% of teachers are agree and 10% of teachers are strongly agree with the statement. So in this pie majority of sampling are agree with the statement. This shows strong agreement that the classroom environment supports diverse learning needs, with consistent responses among students.

Table 4.22 Teacher use cooperative learning strategies in classroom

| | Frequency | Percentage | Mean | Standard deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 0 | 0% | | |
| Neutral | 4 | 40% | 3.80 | 1.619 |
| Agree | 4 | 40% | | |
| Strongly agree | 2 | 20% | | |

Table 4.22 shows the result according to interpretation, Teacher use cooperative learning strategies in classroom, The mean score is 3.80 and standard deviation is 1.619. The high mean value strong level of agreement, suggesting that cooperative learning strategies are frequently practiced in classrooms and widely recognized by students as part of their learning environment. However, the high standard deviation reveals considerable variation in responses, meaning that while many students agreed strongly, others reported less frequent use of cooperative learning strategies. This suggests that the application of cooperative learning may be effective overall but not uniformly implemented across all classrooms.

Figure 4.22

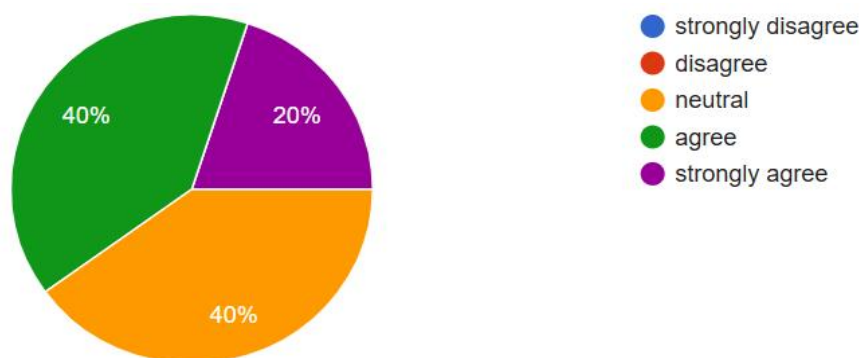


Figure 4.22 In this pie chart, Teacher use cooperative learning strategies in classroom, About this statement 0% teachers are strongly disagree with the statement 0% teachers are disagree with the statement 40% of teachers are neutral, 45% of teachers are agree and 20% of teachers are strongly agree with the statement. So in this pie majority of sampling is neutral and agree with the statement. This shows strong agreement on the regular use of cooperative learning strategies, though responses varied widely among students.

Table 4.23 Teacher providing social feedback to the student

| | Frequency | Percentage | Mean | Standard deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 2 | 22.2% | | |
| Neutral | 0 | 0% | 4.00 | 0.667 |
| Agree | 3 | 33.3% | | |
| Strongly agree | 5 | 44.4% | | |

Table 4.23 shows the result according to interpretation, Teacher providing social feedback to the student, The mean score is 4.00 and standard deviation is 0.667. The high mean score indicates a very strong level of agreement, suggesting that teachers consistently provide constructive feedback on students' social behaviors and interactions. The low standard deviation reflects high consistency in responses, meaning most students shared a similar perception. This shows that teachers play a significant and reliable role in monitoring and guiding students' social skill development through regular feedback.

Figuer 4.23

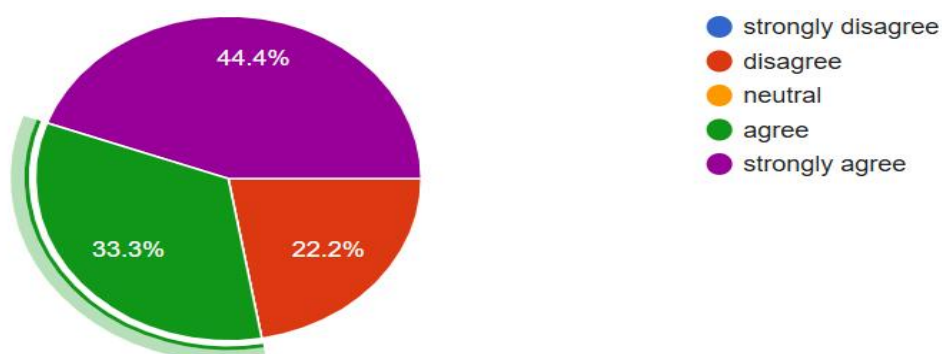


Figure 4.23 In this pie chart, Teacher providing social feedback to the student, About this statement 0% teachers are strongly disagree with the statement 22.2% teachers are disagree with the statement 0% of teachers are neutral, 33.3% of teachers are agree and 44.4% of teachers are strongly agree with the statement. So in this pie majority of sampling are strongly agree with the statement. This reflects very strong agreement that teachers provide feedback on students’ social activities, with responses highly consistent.

Table 4.24 Students feel confident in expressing ideas

| | Frequency | Percentage | Mean | Standard deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 0 | 0% | | |
| Neutral | 0 | 0% | 3.90 | 0.994 |
| Agree | 7 | 60% | | |
| Strongly agree | 3 | 40% | | |

Table 4.24 shows the result according to interpretation, Students feel confident in expressing ideas, The mean score is 3.90 and standard deviation is 0.994. The high mean score indicates a strong level of agreement, suggesting that students generally feel encouraged and supported to share their ideas during classroom activities. The relatively low standard deviation shows that responses were fairly consistent, meaning most students had a similar perception. This finding highlights that the classroom environment is fostering confidence, open communication, and active participation, which are essential components of social skill development.

Figure 4.24

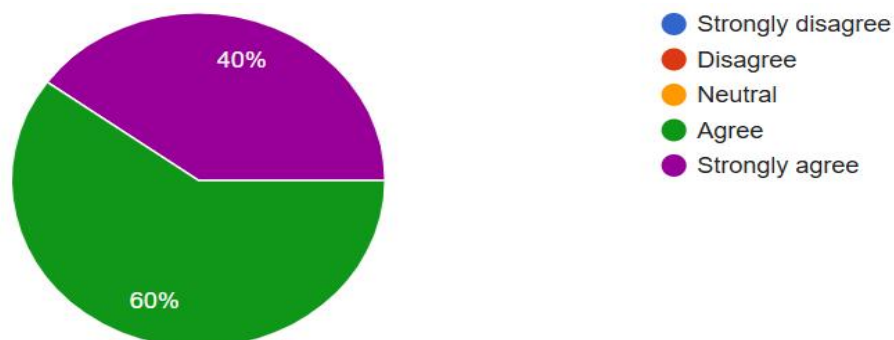


Figure 4.24 In this pie chart, Students feel confident in expressing ideas, About this statement 0% teachers are strongly disagree with the statement 0% teachers are disagree with the statement 0% of teachers are neutral, 60% of teachers are agree and 40% of teachers are strongly agree with the statement. So in this pie majority of sampling are agree with the statement. This shows strong agreement that students feel confident expressing their ideas, with responses remaining fairly consistent.

Table 4.25 Teacher adapting teaching methods in classroom

| | Frequency | Percentage | Mean | Standard deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 0 | 0% | | |
| Neutral | 2 | 20% | 4.20 | 1.229 |
| Agree | 6 | 60% | | |
| Strongly agree | 2 | 20% | | |

Table 4.25 shows the result according to interpretation, Teacher adapting teaching method in classroom, This indicates that the majority of teachers agreed that they frequently adapt their teaching methods to cater for students with varying abilities. The high mean score shows a positive trend toward inclusive teaching practices, while the standard deviation suggests a moderate variation in responses among teachers.

Figure 4.25

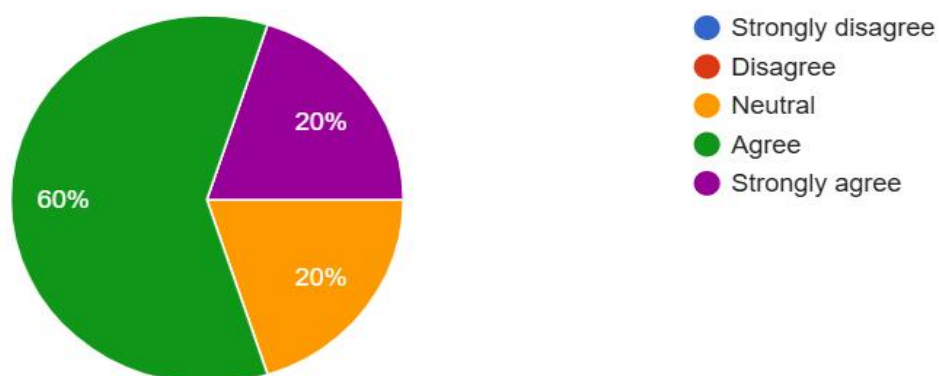


Figure 4.25 In this pie chart, Teacher adapting teaching method in classroom, About this statement 0% teachers are strongly disagree with the statement 0% teachers are disagree with the statement 20% of teachers are neutral, 60% of teachers are agree and 20% of teachers are strongly agree with the statement. So in this pie majority of sampling are agree with the statement. This shows a positive trend toward inclusive teaching practices.

Table 4.26 The teacher encouraging peer interactions during class

| | Frequency | Percentage | Mean | Standard deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 1 | 10% | | |
| Disagree | 1 | 10% | | |
| Neutral | 2 | 20% | 3.80 | 1.549 |
| Agree | 5 | 50% | | |
| Strongly agree | 1 | 10% | | |

Table 4.26 shows the result according to interpretation, the teacher encouraging Peer interactions during class, The mean score is 3.80 and standard deviation is 1.549. The high mean score reflects a strong level of agreement, indicating that teachers frequently promote peer interactions as part of the learning process. However, the relatively high standard deviation suggests that students' responses were varied while many students strongly agreed, others expressed less agreement. This means that peer interaction is recognized as an important classroom practice, but its implementation may differ across classes or teaching styles.

Figure 4.26

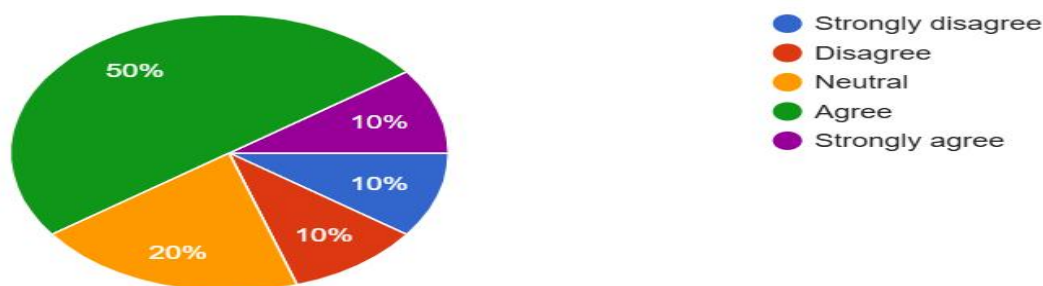


Figure 4.26 In this pie chart, The teacher encouraging peer interactions during class, About this statement 10% teachers are strongly disagree with the statement 10% teachers are disagree with the statement 20% of teachers are neutral, 50% of teachers are agree and 10% of teachers are strongly agree with the statement. So in this pie majority of sampling are agree with the statement. This indicates strong agreement that peer interactions are encouraged, though responses varied considerably.

Table 4.27 Teacher receiving adequate training about inclusive education

| | Frequency | Percentage | Mean | Standard deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 0 | 0% | | |
| Neutral | 2 | 20% | 4.20 | 1.059 |
| Agree | 5 | 50% | | |
| Strongly agree | 3 | 30% | | |

Table 4.27 shows the result according to interpretation, Teacher receiving adequate training in inclusive education, The mean score is 4.20 and standard deviation is 1.059. The high mean score indicates a very strong level of agreement, suggesting that teachers largely feel well-prepared and adequately trained to implement inclusive education strategies in their classrooms. The moderate standard deviation shows some variation in responses, meaning while many teachers strongly agreed, a few may not have had the same experience. Overall, this result reflects that teacher training in inclusive education is generally effective and positively perceived, though further support may still be needed for consistency.

Figure 2.27

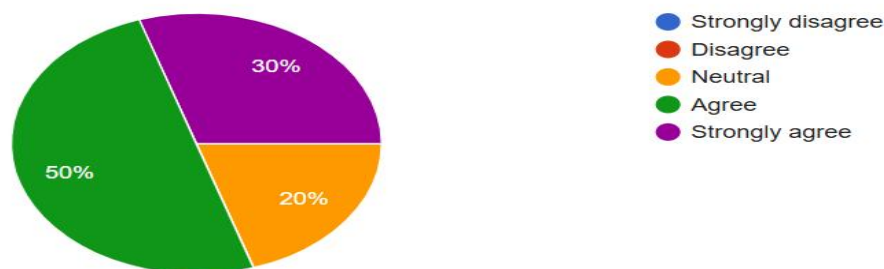


Figure 4.27 In this pie chart, Teacher receiving adequate training in inclusive education, About this statement 0% teachers are strongly disagree with the statement 0% teachers are disagree with the statement 20% of teachers are neutral, 50% of teachers are agree and 30% of teachers are strongly agree with the statement. So in this pie majority of sampling are agree with the statement. This reflects very strong agreement that teachers receive adequate training on inclusive education practices, with moderate variation in responses.

Table 4.28 Teacher Observe improvement of social skills of student

| | Frequency | Percentage | Mean | Standard deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0 | | |
| Disagree | 0 | 0% | | |
| Neutral | 2 | 20% | 3.60 | 0.919 |
| Agree | 4 | 40% | | |
| Strongly agree | 4 | 40% | | |

Table 4.28 shows the result according to interpretation, Teacher observe improvement of social skills of student, The mean score is 3.60 and standard deviation is 0.919. The mean value indicates a high level of agreement, suggesting that teachers generally recognize positive progress in the social skills of their students. The relatively low standard deviation shows that responses were consistent, with most participants sharing similar views. This implies that efforts made by teachers and classroom strategies are effectively contributing to the gradual enhancement of students' social competencies.

Figure 4.28

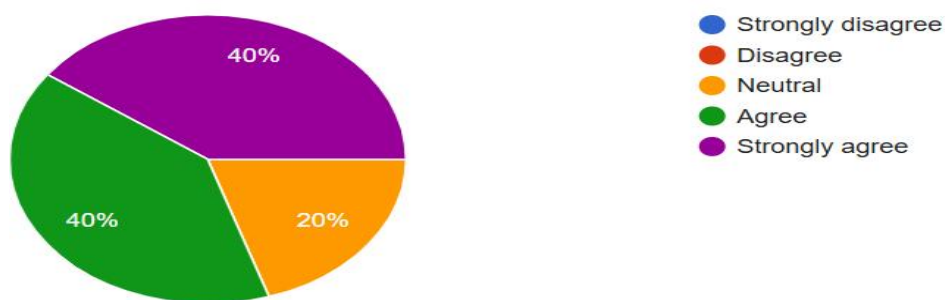


Figure 4.28 In this pie chart, Teacher observe improvement social skills of students, About this statement 0% teachers are strongly disagree with the statement 0% teachers are disagree with the statement 20% of teachers are neutral, 40% of teachers are agree and 40% of teachers are strongly agree with the statement. So in this pie majority of sampling are agree with the statement. This shows high agreement that students’ social skills improve over time, with consistent responses across participants.

Table 4.29 Teacher designs activities for students

| | Frequency | Percentage | Mean | Standard deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 0 | 0% | | |
| Neutral | 0 | 0% | 3.90 | 1.430 |
| Agree | 5 | 50% | | |
| Strongly agree | 5 | 50% | | |

Table 4.29 shows the result according to interpretation, Teacher designs activities for students, The mean score is 3.90 and standard deviation is 1.430. The high mean score reflects a strong level of agreement, indicating that classroom activities are generally planned with inclusive in mind, ensuring participation of students with diverse abilities. However, the relatively high standard deviation suggests variation in responses, meaning that while many students strongly agreed, others perceived inclusive less consistently in their classroom experiences. This implies that inclusive activity design is recognized as a positive practice, but its application may not be uniform across all classrooms.

Figure 4.29



Figure 4.29 In this pie chart, Teacher designs activities for students, About this statement 0% teachers are strongly disagree with the statement 0% teachers are disagree with the statement 0% of teachers are neutral, 50% of teachers are agree and 50% of teachers are strongly agree with the statement. So in this pie majority of sampling are agree and strongly agree with the statement. This shows strong agreement that classroom activities are designed to include all students, though responses varied considerably.

Table 4.30 working together to improve inclusive education

| | Frequency | Percentage | Mean | Standard deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 1 | 10% | | |
| Neutral | 2 | 20% | 3.90 | 1.595 |
| Agree | 5 | 50% | | |
| Strongly agree | 2 | 20% | | |

Table 4.30 shows the result according to interpretation, working together to improve inclusive education, The mean score is 3.90 and standard deviation is 1.595. The high mean score indicates a strong level of agreement, suggesting that collaboration among teachers is widely practiced to strengthen inclusive education approaches. However, the relatively high standard deviation shows that responses were quite diverse, meaning that while many teachers strongly engaged in collaborative practices, others reported less frequent involvement. This implies that peer collaboration is valued and effective but not consistently implemented across all schools or classrooms.

Figure 4.30

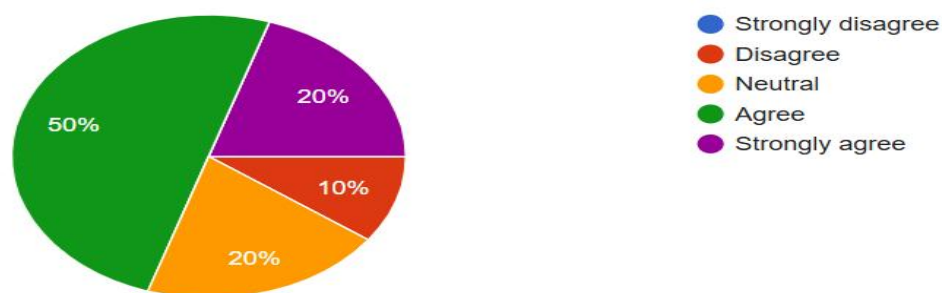


Figure 4.30 In this pie chart, working together to improve inclusive education, About this statement 0% teachers are strongly disagree with the statement 10% teachers are disagree with the statement 20% of teachers are neutral, 50% of teachers are agree and 20% of teachers are strongly agree with the statement. So in this pie majority of sampling are agree with the statement. This reflects strong agreement that teachers collaborate to improve inclusive education practices, though responses varied considerably.

Table 4.31 Time constraints affects ability

| | Frequency | Percentage | Mean | Standard deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 2 | 10% | | |
| Disagree | 0 | 0% | | |
| Neutral | 2 | 30% | 3.20 | 1.135 |
| Agree | 4 | 40% | | |
| Strongly agree | 2 | 20% | | |

Table 4.31 shows the result according to interpretation, Time constraints affects ability, The mean score is 3.20 and standard deviation is 1.135. The mean score indicates a moderate level of agreement, suggesting that teachers generally feel that limited time can impact their ability to devote sufficient attention to social skills development. The standard deviation shows moderate variation in responses, meaning that while many teachers agreed that time constraints are a challenge, others felt less affected. This highlights that time management is a significant factor influencing the effectiveness of social skill development in the classroom.

Figure 4.31

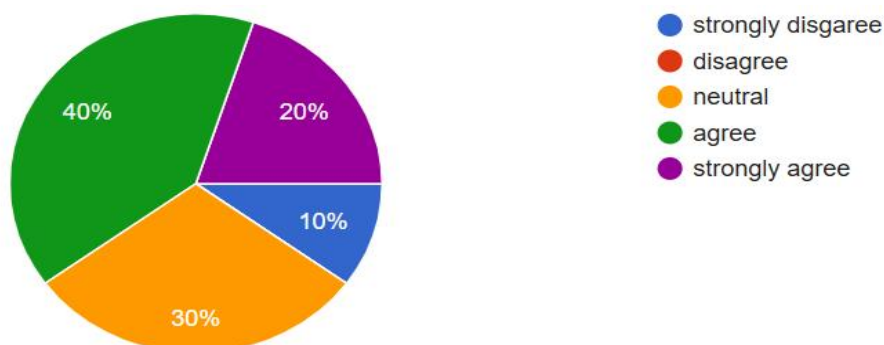


Figure 4.31 In this pie chart, Time constraints affects ability, About this statement 10% teachers are strongly disagree with the statement 0% teachers are disagree with the statement 30% of teachers are neutral, 40% of teachers are agree and 20% of teachers are strongly agree with the statement. So in this pie majority of sampling are agree with the statement. This indicates moderate agreement that time constraints affect teachers' ability to focus on developing students' social skills, with some variation in responses.

Table 4.32 Classroom behavior during social activities

| | Frequency | Percentage | Mean | Standard deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 0 | 0% | | |
| Neutral | 2 | 22.2% | 3.20 | 1.033 |
| Agree | 6 | 55.6% | | |
| Strongly agree | 2 | 22.2% | | |

Table 4.32 shows the result according to interpretation, Classroom behavior during social activities, The mean score is 3.20 and standard deviation is 1.033. The mean score reflects a moderate level of agreement, indicating that teachers generally experience some challenges in managing student behavior during social skill activities. The relatively low standard deviation shows responses were fairly consistent, suggesting that most teachers shared a similar perception about behavioral management challenges. This highlights that classroom behavior management is a notable factor affecting the smooth implementation of social skill development activities.

Figure 4.32

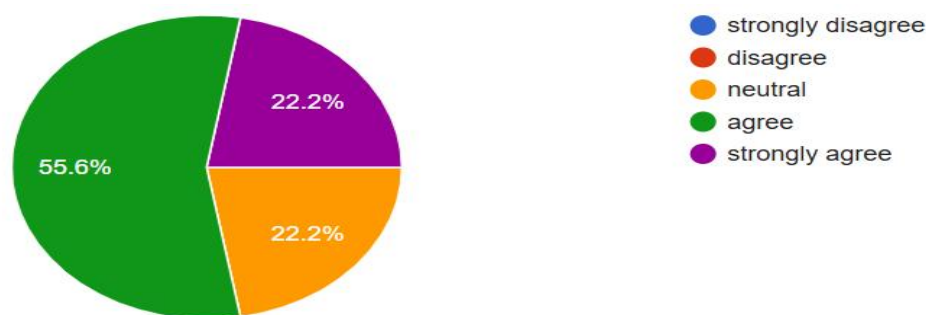


Figure 4.32 In this pie chart, Classroom behavior during social activities, About this statement 0% teachers are strongly disagree with the statement 0% teachers are disagree with the statement 22.2% of teachers are neutral, 55.6% of teachers are agree and 22.2% of teachers are strongly agree with the statement. So in this pie majority of sampling are agree with the statement. This indicates moderate agreement that teachers face difficulties in managing classroom behavior during social activities, with fairly consistent responses.

Table 4.33 Teacher addressing diverse social need of students

| | Frequency | Percentage | Mean | Standard deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 0 | 0% | | |
| Neutral | 3 | 30% | 3.20 | 1.033 |
| Agree | 3 | 30% | | |
| Strongly agree | 4 | 50% | | |

Table 4.33 shows the result according to interpretation, Teacher addressing diverse social need of students, The mean score is 3.20 and standard deviation is 1.03. The mean score reflects a moderate level of agreement, suggesting that teachers generally perceive addressing the varied social needs of students as somewhat challenging. The low standard deviation indicates responses were fairly consistent, meaning most teachers shared similar concerns regarding the management of diverse social needs. This highlights that catering to the social development of all students remains a common challenge in inclusive classroom environments.

Figure 4.33



Figure 4.33 In this pie chart, Teacher addressing diverse social need of student, About this statement 0% teachers are strongly disagree with the statement 0% teachers are disagree with the statement 30% of teachers are neutral, 30% of teachers are agree and 50% of teachers are strongly agree with the statement. So in this pie majority of sampling are strongly agree with the statement. This indicates moderate agreement that teachers face challenges in addressing students' diverse social needs, with fairly consistent responses.

Table 4.34 Challenges of cultural difference in developing social skills

| | Frequency | Percentage | Mean | Standard deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 2 | 10% | | |
| Neutral | 0 | 0% | 3.70 | 1.339 |
| Agree | 6 | 80% | | |
| Strongly agree | 2 | 10% | | |

Table 4.34 shows the result according to interpretation, Challenges of cultural difference in developing social skills, The mean score is 3.70 and standard deviation is 1.339. The high mean value indicates a strong level of agreement, suggesting that most teachers perceive cultural differences among students as a significant challenge in promoting social skills. The relatively high standard deviation shows that opinions varied, meaning some teachers strongly felt the impact of cultural differences, while others experienced fewer difficulties. Overall, this highlights that while cultural diversity enriches the classroom, it also poses considerable challenges for teachers in ensuring inclusive social skill development.

Figure 4.34

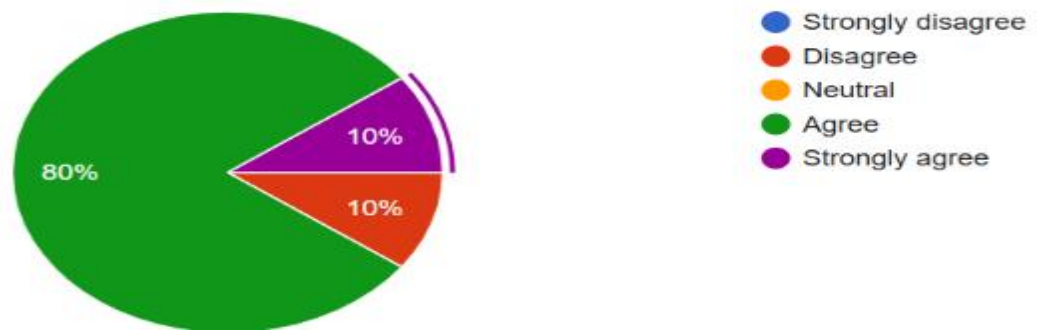


Figure 4.34 In this pie chart, Challenges of cultural difference in developing social skills, About this statement 0% teachers are strongly disagree with the statement 0% teachers are disagree with the statement 0% of teachers are neutral, 80% of teachers are agree and 10% of teachers are strongly agree with the statement. So in this pie majority of sampling are agree with the statement. This reflects strong agreement that cultural differences create challenges for teachers in developing social skills, with some variation in responses.

Table 4.35 Students struggle to meet the diverse social needs

| | Frequency | Percentage | Mean | Standard deviation |
|-------------------|-----------|------------|------|--------------------|
| Strongly disagree | 0 | 0% | | |
| Disagree | 0 | 0% | | |
| Neutral | 4 | 40% | 3.80 | 0.919 |
| Agree | 4 | 40% | | |
| Strongly agree | 2 | 20% | | |

Table 4.35 shows the result according to interpretation, Student struggle to meet the diverse social needs, The mean score is 3.80 and standard deviation is 0.919. The high mean score reflects a strong level of agreement, suggesting that many teachers face notable challenges in addressing the varied social skill requirements of their students. The relatively low standard deviation indicates that responses were fairly consistent, meaning most teachers shared similar concerns. This finding highlights that while teachers recognize the importance of developing students' social skills, meeting the diverse needs of all learners in inclusive classrooms remains a significant challenge.

Figure 4.35

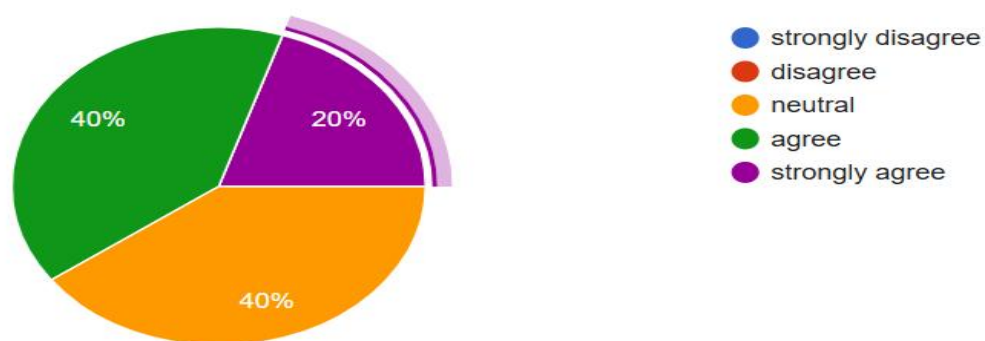


Figure 4.35 In this pie chart, Student struggle to meet the diverse social needs, About this statement 0% teachers are strongly disagree with the statement 0% teachers are disagree with the statement 40% of teachers are neutral, 40% of teachers are agree and 20% of teachers are strongly agree with the statement. So in this pie majority of sampling are neutral and agree with the statement. This indicates strong agreement that teachers struggle to meet students' diverse social skill needs, with responses fairly consistent.

4.36 Interviews Finding (Qualitative themes)

| Theme | Conduct Evidence |
|---|---|
| Initiatives for Inclusive Classroom. | Safe environment, friendly classroom, modern teaching techniques. Creating a supportive and innovative inclusive environment |
| Teacher Support in Inclusive Practices. | Teacher guidance, modeling, technology use, professional development. Capacity building of teachers through guidance, training, and technology. |
| Training Programs for Inclusive. | Workshops, refresher courses, training sessions Professional development enhances inclusive teaching skills. |
| Teacher Collaboration. | Teamwork, group activities, sharing best practices. Collaboration and teamwork promote inclusive. |

| | |
|-------------------------------------|---|
| Resources for Social Skills. | Sports, scouts, festivals, trips, modern activities. Extracurricular activities play a vital role in social skills development |
| Parental and Community Involvement. | PTM, school management committees, social media groups. Parental and community engagement strengthens inclusive. |
| Evaluation of Inclusive. | Classroom observation, teacher meetings, student testing. Monitoring and evaluation ensure effective inclusive. |
| Inclusion of Diverse Needs. | Monitoring, active participation, assessment. Students with diverse needs are included through participation and monitoring. |
| Challenges in Inclusive. | Lack of parental support, limited resources, lack of cooperation from Govt/society. External barriers hinder inclusive (parental apathy, lack of resources, systemic issues). |
| Future Plans, | Co-curricular activities, planning, innovation, parent involvement. Future focus on co-curricular activities, new teaching methods, and stronger parental involvement. |

Qualitative and Quantitative data Analysis:

This section presents the mixed-methods analysis by combining the quantitative data from student and teacher questionnaires with the qualitative findings from interviews. The integrated analysis provides a more comprehensive understanding of the social skills developed in inclusive classroom environments at the secondary school level in Haveli Kahutta.

1. Social Skills of Students in Inclusive Classrooms

Quantitative Findings: Survey results indicated that most students feel comfortable interacting, participating in group activities, and communicating with peers and teachers. Mean scores for cooperation, communication, and classroom participation were generally in the high to moderate range, reflecting positive social skill development.

Qualitative Findings: Interview data confirm that students are encouraged to participate through friendly classroom environments, motivational teaching practices, and extracurricular activities such as sports, scouting, cultural events, and trips.

Mixed Interpretation: Both quantitative and qualitative findings show consistency. Students demonstrate good levels of social skills, especially in cooperation and communication. Teacher encouragement, friendly environments, and co-curricular activities significantly enhance these skills.

2. Teaching Practices Supporting Social Skills Development

Quantitative Findings: Teachers reported frequent use of group work, collaborative learning, peer interaction, and active learning strategies. Mean scores show that these practices are regularly implemented.

Qualitative Findings: Interviews reveal that teachers also rely on modeling behavior, guidance, and technology use. Modern strategies and interactive methods are widely practiced across schools.

Mixed Interpretation: Survey results and interview responses strongly align, confirming that teachers use diverse practices to foster social interaction. Qualitative data also add depth, showing that teachers intentionally create supportive, interactive, and student-centered classrooms.

3. Challenges in Promoting Social Skills in Inclusive Settings

Quantitative Findings: Survey items highlight challenges such as; Limited resources, Time constraints, Large class sizes, Cultural and social differences and Diverse learning needs. Mean scores for challenge-related items were moderately high, indicating frequent obstacles.

Qualitative Findings: Interviews describe similar challenges; Lack of parental support, Inadequate resources, Limited cooperation from government and community and Teachers overloaded with responsibilities

Mixed Interpretation: Both data sets agree that teachers face significant external and internal challenges. Qualitative findings provide richer explanation of survey trends, showing that systemic issues and parental apathy worsen resource limitations.

4. Role of School Leadership and Administration

Quantitative Findings: Survey data indicate that head teachers provide moderate to strong support through monitoring, evaluation, and classroom visits. Teachers rated administrative support in the moderate-high range.

Qualitative Findings: Head teachers mentioned initiatives such as; Creating a safe and friendly environment, Encouraging innovative teaching, Monitoring student participation, Conducting PT Ms and involving communities

Mixed Interpretation: Quantitative and qualitative findings consistently show that head teachers play an active and supportive role. Leadership is crucial in shaping inclusive environments and motivating teachers.

5. Training and Professional Development

Quantitative Findings: Survey results indicate that teachers attend workshops, refresher courses, and training sessions, though the frequency varies.

Qualitative Findings: Interviewees explained that training includes inclusive teaching methods, ICT integration, and classroom management strategies. Teachers feel that more frequent and updated training is needed.

Mixed Interpretation: Quantitative data confirm the availability of training. Qualitative data explain the nature, usefulness, and gaps in existing training programs.

6. Parental and Community Involvement

Quantitative Findings: Survey findings suggest that parental involvement is low to moderate, especially in activities related to social skills development.

Qualitative Findings: Interview participants reinforced this by stating that parents often show limited interest, though PT Ms and social media groups are used for communication and involvement.

Mixed Interpretation: Both data sources agree that parental involvement is insufficient, affecting student socialization. Qualitative input explains why parents' busy schedules, low awareness, and communication gaps.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions drawn from the data analysis, and the recommendations based on the results. Its purpose is to provide a comprehensive understanding of the study and to suggest possible directions for practice and further research.

5.1 Summary

The study explored the development of social skills among students in inclusive classroom environments at the secondary school level in Haveli Kahutta. A mixed-methods approach was used to collect data from students, teachers, and head teachers. Quantitative data were gathered through structured questionnaires, while qualitative insights were obtained through semi-structured interviews. Data analysis involved descriptive statistics (frequency, percentage, mean, and standard deviation) and thematic analysis. The results from both datasets were triangulated to ensure validity.

Chapter One introduced the study on promoting social skills in inclusive classrooms at secondary schools. The chapter highlighted the importance of social skills for student development, including communication, empathy, cooperation, and conflict resolution. It also discussed how inclusive classrooms, which integrate students with diverse learning needs, offer opportunities for social interaction yet present challenges for teachers. The chapter presented the problem statement, research objectives, research questions, and significance of the study, thus establishing the foundation for investigating current practices, challenges, and initiatives related to social skill development in inclusive settings.

Chapter Two reviewed relevant literature on inclusive education and social skills development. The literature showed that inclusive classrooms enhance peer interaction and social learning when effectively managed. Teachers' practices such as collaborative activities, peer mentoring, and cooperative learning were identified as

essential for fostering social skills. Challenges highlighted in the literature included insufficient teacher training, lack of resources, and diverse student needs. Studies emphasized the role of school leadership and structured programs in supporting inclusive practices. The review also identified gaps in research at the secondary school level in Pakistan, providing a rationale for the present study.

Chapter Three described the research design, which was descriptive and exploratory, employing both quantitative and qualitative approaches. The population included secondary school students, teachers, and head teachers. Data collection tools comprised questionnaires for teachers and students, interviews with head teachers, and observation checklists. Both thematic analysis (qualitative) and statistical techniques (quantitative) were used. Ethical considerations such as informed consent, confidentiality, and voluntary participation were ensured. This chapter established the methodological framework for assessing social skills and inclusive practices in classrooms.

Chapter Four presented the analysis of the collected data. Regarding social skills levels, students demonstrated moderate social skills, although some struggled with empathy, communication, and collaboration. Teacher practices included group activities, discussions, and peer learning, but these were applied inconsistently. Teachers reported challenges such as lack of training, limited resources, and classroom management difficulties. Head teachers had introduced some workshops and support programs, but these lacked systematic implementation. Although certain strategies contributed to the improvement of social skills, gaps persisted due to inconsistent practices and the absence of structured programs

5.2 Findings

Based on the results, following findings were obtained:

Quantitative Finding

1. The results indicated that the majority of students (36.5% neutral and 36.5% agree) generally felt comfortable talking with their classmates. With very few students expressing disagreement, the overall trend suggests that students typically experiences and confidence in initiating conversations within the classroom environment. This reflected a moderately positive level of social interaction among students (Mean= 3.41, SD= 1.30). (Linked to table 1)

2. The majority of students (34.9% neutral and 34.9% agree) reported a moderate tendency to actively listen to their peers. However, the high proportion of neutral responses suggests that many students are not fully engaged in active listening. This indicates relatively weak peer engagement, reflecting that students are only somewhat attentive during peer interactions in the classroom. (Mean = 2.55 SD = 1.153). (Linked to table 2)
3. The results showed that a majority of students (52.5% agree and 18% strongly agree) reported that they are able to express their thoughts clearly to others. Although some variation in responses exists, the overall trend reflected a moderate to strong level of confidence among students in communicating their ideas and feelings effectively (Mean = 3.26, SD = 1.373). (Linked to table 3)
4. The data indicated that a clear majority of students (43.3% agree and 33.3% strongly agree) reported that they worked effectively in group activities. With no students expressing disagreement, the overall trend reflected a moderately strong level of cooperative behavior among students (Mean = 3.20, SD = 1.470). (Linked to table 4)
5. The results showed that most students (46% agree and 19% strongly agree) demonstrated empathy toward their classmates. Although a considerable portion of students remained neutral, the overall pattern reflected a moderate level of empathetic behavior among students, with noticeable variation in individual responses (Mean = 3.11 SD =1.490).(Linked to table 5)
6. The majority of students (54% agree and 15.9% strongly agree) reported that they respected to their classmates' ideas. Although a notable proportion (25.4%) remained neutral, the overall trend suggested a moderate level of respect for peers' viewpoints (Mean = 3.14 SD = 1.357). (Linked to table 6)
7. The results showed that most students (44.4% agree and 20.6% strongly agree) were able to handle conflicts with peers constructively. Although nearly one-third of students remained neutral, the overall pattern indicates a moderate level of conflict-resolution skills among students (Mean = 3.14 SD = 1.518). (Linked to table 5)
8. The majority of students (37.1% agree and 30.6% strongly agree) reported that they participate in class discussions, while a smaller portion (21%) remained

neutral. Although some students expressed disagreement, the overall trend suggested a low to moderate level of active participation in class discussions, with noticeable variation in students' confidence and willingness to speak in class (Mean = 2.76 SD = 1.290).(Linked to table 8)

9. The results showed that the majority of students (35.5% agree and 25.8% strongly agree) reported felt accepted in group settings. With 30.6% remaining neutral, the overall pattern indicated a moderate level of acceptance among students in group interactions(Mean = 2.97 SD = 1.252).(Linked to table 9)
10. The results revealed that the majority of students (55% agree and 13.3% strongly agree) reported that teachers are approachable. With 26.7% of students remaining neutral, the overall trend indicated a moderate level of agreement that teachers are accessible for guidance and support (Mean = 3.15 SD = 1.417). (Linked to table 13)
11. The result showed that most students (39.7% agree and 30.2% strongly agree) reported that teachers treated students equally. With 30.2% remaining neutral, the overall pattern indicated a moderate level of agreement regarding fair treatment by teachers (Mean = 3.14, SD =1.424).(Linked to table 14)
12. The results indicated that the majority of students (47.6% agree and 22.2% strongly agree) reported that teachers promoted respect in the classroom. With 25.4% remaining neutral, the overall trend reflected a moderate level of agreement that teachers encouraged respect and understanding among students behaviour. (Mean = 3.17 SD = 1.223).(Linked to table 15)
13. Student reported a moderate level of agreement that teachers discussed about social skills as part of classroom instruction. Responses varied, indicated that this practice is not consistent across classrooms. (Mean = 3.14, SD =1.424). (Linked to table 14)
14. The results indicated that the majority of students (41.3% agree and 14.3% strongly agree) reported that teachers create a safe environment for sharing ideas in the classroom. With 34.9% remaining neutral, the overall trend reflected a moderate level of agreement that teachers foster a safe and supportive classroom environment, although responses varied considerably (Mean = 3.17, SD =1.505). (Linked to table 19)

15. The results showed that the majority of students (49.2% agree and 12.7% strongly agree) reported that teachers recognize students' diverse skills. With 22.2% of students neutral and 12.7% disagreeing, the overall pattern indicated a low to moderate level of agreement regarding teachers' recognition of students' individual abilities, with moderate variation in responses (Mean = 2.67, SD =1.293).(Linked to table 18)
16. The results showed that the majority of teachers (80% agree and 10% strongly agree) reported that cultural differences pose challenges in developing students' social skills. With no neutral or disagreeing responses, the overall trend reflected strong agreement that cultural diversity creates significant challenges for teachers, although some variation in responses is observed (Mean = 3.70, SD =1.339).(Linked to table 21)
17. The results showed that the majority of teachers (50% agree and 10% strongly agree) believed that the classroom catered to diverse learning needs. With 30% remaining neutral and 10% strongly disagreeing, the overall pattern indicates a strong agreement that the classroom environment supported students with varying learning requirements, with generally consistent responses among teachers (Mean = 3.70, SD = 0.675).(Linked to table 21)
18. The results indicated that the majority of teachers (60% agree and 20% strongly agree) adapted their teaching methods in the classroom. With 20% remaining neutral, the overall trend reflected a positive inclination toward inclusive teaching practices, demonstrating teachers' efforts to accommodate diverse student needs (Mean = 4.20, SD =1.229).(Linked to table 25)
19. The results showed that the majority of teachers (50% agree and 30% strongly agree) reported receiving adequate training in inclusive education. With 20% remaining neutral, the overall pattern indicated a very strong agreement that teachers are sufficiently trained in inclusive education practices, although some variation in responses is observed (Mean = 4.20, SD =1.059).(Linked to table 27)
20. The results indicated that the majority of teachers (50% strongly agree and 30% agree) reported challenges in addressing the diverse social needs of students. With 30% remaining neutral, the overall trend reflected a moderate level of agreement that teachers face difficulties in meeting students' varied social

requirements, with fairly consistent responses (Mean = 3.20, SD = 1.033). (Linked to table 32)

Qualitative Findings:

1. The finding indicated that schools had taken meaningful initiatives to establish a supportive and innovative inclusive environment.
2. The result indicated that teachers' capacity was enhanced through guidance, technology integration, and ongoing professional development.
3. The qualitative data indicated that professional development initiatives significantly enhance teachers' competencies for inclusive classroom practices.
4. The result showed Collaboration among teachers promoted inclusive and strengthens classroom practices.
5. The data indicated that extracurricular and co-curricular activities played a vital role in students' social skill development.
6. The finding showed that Parental and community engagement contributed significantly to strengthening inclusive practices.
7. The result showed that continuous monitoring and evaluation ensured the effectiveness of inclusive classroom practices.
8. The data indicated, that Inclusive strategies such as participation and monitoring helped integrate students with diverse learning needs.
9. The result showed that external barriers such as parental apathy, resource shortages, and systemic issues hindered effective implementation of inclusive practices.
10. Finding showed, that schools aimed to expand co-curricular activities and adopt innovative strategies to strengthen inclusive in the future.

5.3 Discussions

The findings of this study revealed that the development of social skills among secondary school students in Haveli Kahutta remains at a moderate level. Although teachers in inclusive classrooms apply strategies such as group activities, cooperative learning, and peer support, the effectiveness of these approaches is limited due to insufficient training and inadequate resources. This aligns with the findings of

Alnahdi (2020), who emphasized that inclusive practices are most effective when teachers receive proper training to meet the diverse needs of students within inclusive settings.

Another significant finding concerns the role of head teachers. The results indicated that while some school leaders initiate programs to support inclusive practices, their efforts lack consistency and systematic implementation. This is supported by Ainscow (2020), who highlighted that strong and committed leadership plays a crucial role in fostering inclusive school cultures and enhancing students' social competencies. The study further confirmed that peer interaction is central to social skill development. Students who actively engaged in group discussions, cooperative tasks, and collaborative projects demonstrated higher levels of confidence and interpersonal competence. These findings are consistent with the work of Farooq and Ahmed (2022), who reported that peer learning strategies significantly strengthen social-emotional development among secondary school students.

The quantitative findings indicated that students exhibited moderate levels of social skills, particularly in communication and basic cooperation. However, relatively lower scores were observed in empathy, conflict resolution, and adaptability during group interactions. These results suggest that although inclusive classrooms create opportunities for social interaction, the structured development of higher-order social skills remains insufficient. Additionally, the challenges faced by teachers including large class sizes, limited instructional materials, and inadequate professional development mirror the concerns raised by Sharma and Salend (2021), who argued that structural barriers continue to impede the effectiveness of inclusive education.

The qualitative findings revealed that teachers rely on group work, peer tutoring, and classroom discussions to promote social skills. Observational data confirmed that while students participate in collaborative activities, these practices are often unstructured and inconsistent. Teachers also noted that the success of these strategies is influenced by student engagement, classroom size, and the availability of teaching resources. The moderate quantitative scores align with qualitative evidence showing inconsistency in how social-skill-building activities are implemented. While some students benefit from interactive and collaborative learning experiences, others do not reach their full potential due to limited guidance, lack of structure, and inconsistent teacher support.

Interviews with teachers and head teachers highlighted several challenges affecting social skill development, including insufficient training in inclusive pedagogy, lack of classroom resources, and difficulty managing diverse student needs. These qualitative findings reinforce the quantitative results, which show that many students struggle with teamwork, communication, and peer interaction. Together, these findings suggest that environmental and instructional barriers significantly influence social skill outcomes. Head teachers reported introducing initiatives such as teacher workshops and collaborative activities to support inclusive practices. However, these initiatives were irregular and lacked systematic follow-up. This inconsistency was reflected in the quantitative data, which demonstrated only moderate student performance in social skills. The findings underscore the need for structured programs, planned interventions, and regular monitoring to strengthen inclusive practices and enhance social skill development.

The integration of qualitative and quantitative findings suggests that although inclusive classrooms offer opportunities for social interaction, their impact depends heavily on teacher preparedness, structured classroom strategies, and strong leadership support. The results highlight the importance of professional development for teachers, adequate resource provision, and consistent implementation of collaborative learning approaches to promote meaningful social skill development among all students, including those with special needs.

A major implication is the need for ongoing and specialized training for teachers. Without continuous professional development, teachers may lack the skills necessary to address the diverse social, emotional, and behavioral needs of students in inclusive classrooms. This is consistent with the findings of Katz and Sugden (2021), who stressed the importance of sustained teacher education to enable effective inclusive practices. Overall, the study demonstrates a clear link between classroom practices and the development of students' social skills. The mixed-method findings confirm that inclusion alone is insufficient. Purposeful planning, structured instructional strategies, trained teachers, and consistent leadership support are essential for meaningful social skill development in inclusive secondary school classrooms.

5.4 Conclusion

The purpose of this study was analysis the development of social skills among secondary school students within inclusive classroom environments, focusing on the practices, challenges, and initiatives implemented by teachers and head teachers. Based on the analysis of the data collected, several important conclusions can be drawn:

1. **Current Level of Social Skills,** The study indicates that students in inclusive classrooms exhibit a range of social skills, including communication, collaboration, empathy, and conflict resolution. However, there are variations in skill levels, with some students demonstrating stronger interpersonal abilities than others. Inclusive classrooms provide opportunities for peer interaction, which positively influences social development, but the extent of this benefit depends on the quality of teacher facilitation and classroom dynamics. (linked to objective 1)
2. **Effectiveness of Current Practice,** Teachers employ a variety of strategies to promote social skills, such as group work, peer mentoring, role-playing activities, and collaborative projects. These practices have been effective in fostering social interaction, teamwork, and emotional understanding among students. However, inconsistencies in implementation and lack of structured planning sometimes reduce their overall impact.(Linked to objective 2)
3. **Challenges Faced by Teachers,** The research highlights several challenges in promoting social skills within inclusive classrooms. These include large class sizes, limited resources, lack of formal training in inclusive education, and difficulties in addressing diverse student needs simultaneously. Such challenges can hinder the full development of students' social competencies and may create barriers to effective inclusion. (Linked to objective 3)
4. **Overall Impact of Inclusive Classroom,** Inclusive classrooms, when effectively managed, significantly enhance social skills development. They offer students opportunities to interact with peers of diverse abilities, learn empathy, and practice collaborative problem-solving. The study confirms that inclusive settings, combined with appropriate teaching practices, create a conducive environment for holistic student growth. (Linked to objective 3)

5. Inclusive classrooms provide opportunities for developing basic social skills, but advanced social skills are less effectively nurtured. Teachers are motivated but lack systematic training and resources to implement effective inclusive strategies. Challenges such as large class sizes and lack of professional development hinder effective social skills promotion. There is a pressing need for capacity building and continuous teacher training in inclusive education.(Linked to objective 2, 3)
6. Initiatives by Head Teachers, Head teachers play a significant role in supporting inclusive education by providing resources, encouraging professional development, and fostering a positive school culture. Their initiatives contribute to a more supportive learning environment, although the study suggests that continuous monitoring and stronger policy implementation are needed to ensure consistency and effectiveness. (Linked to objective 4)

5.5 Recommendations

Based on the findings and conclusions, the following recommendations are proposed, to improve the development of social skills among students in inclusive classroom environments.

Recommendations for Teachers

1. Teachers may use collaborative learning strategies more frequently to promote peer interaction in the Inclusive classrooms to facilitate the students with different abilities. In this regard they need to study relevant literature and need to participate in seminars and conferences.
2. Teachers may focus on developing students' active listening, conflict resolution, empathy, and student participation in classroom activities. Activities organized according to students' capabilities, such as assigning roles, leader, recorder and presenter to encourage active engagement.
3. Teachers may participate regularly in ongoing professional development program, including refresher courses and training workshops.
4. Teachers may Implement tailored support strategies for students with diverse needs. This includes setting personalized goals based on each students' strengths and challenges and breaking tasks into small manageable steps.

5. Teachers may incorporate structured social skills training programs into classroom activities. Including rules for respectful communication, active listening and cooperation behaviour.
6. Teachers may use diverse and inclusive teaching methods such as role-playing, cooperative learning, and peer mentoring. Participate in professional development workshops to improve inclusive practices.
7. Teachers may employ strategies that address the diverse learning needs of students, ensuring that both students with special needs and typically developing students can actively participate in social learning activities.
8. Teachers may promote Cooperative Learning, Implement group activities, peer tutoring, and collaborative projects to enhance social interaction, communication skills, and teamwork among students.
9. Teachers may integrate activities that foster empathy, respect for differences, and understanding among students to create a supportive social environment.
10. Teachers may receive ongoing training on inclusive pedagogical practices, classroom management, and strategies for promoting social skills among all students.

Recommendations for School Administration

Following are recommendations for Administration:

1. Provide adequate financial and material resource to support inclusive education. Allocate a dedicated budget for inclusive programs, learning materials, classroom modifications, and accessibility improvements.
2. Head teachers may arrange large-scale teachers training programs focused on inclusive education. Collaborate with training institutions, universities, and NGOs to organize periodic training sessions and certification courses.
3. Modern instructional devices and trained staff may be ensured to support students with diverse needs. Ensure availability of special educators, speech therapists, and psychologists, along with devices such as hearing aids, visual aids, and learning support tools.

4. Regular in-service training and workshops may be arranged on inclusive education and social skills development. Develop an annual training calendar and ensure that teachers receive continuous professional development opportunities related to classroom inclusion and social competence.
5. Head teachers and school administrators may ensure effective implementation of inclusive education policies. Create monitoring committees, conduct policy review meetings, and provide administrative support to teachers implementing inclusive strategies.
6. School administration may provide essential resources such as teaching aids, assistive technologies, and learning materials to enhance social skills development in inclusive classrooms. Maintain an updated inventory of instructional resources and ensure their timely availability to teachers and students.
7. Head teachers may create a safe, supportive, and welcoming school environment where all students feel valued and encouraged to participate. Promote anti-bullying campaigns, establish counselling services, and implement school-wide programs that celebrate diversity and inclusion.
8. Administrators may regularly monitor inclusive practices and evaluate their effectiveness in promoting social skills among students. Conduct classroom observations, use feedback tools, and organize review meetings to identify gaps and take corrective measures for continuous improvement.

Suggestions for Future Researchers:

1. Researcher Conduct longitudinal studies to measure the long term impact of inclusive practices on social skills.
2. Explore the role of parents and community in promoting social skills in inclusive education settings.
3. Investigate the impact of specific training models on teachers' ability to foster inclusive classrooms.
4. Longitudinal Studies, Conduct long-term studies to assess the sustained impact of inclusive classroom practices on social skill development.

5. Comparative Studies, Compare inclusive and non-inclusive classrooms to identify best practices for social skill enhancement.
6. Teacher Training Impact, Investigate the effect of targeted teacher training programs on the effectiveness of inclusive practices for social skill development.
7. Further studies can focus on primary or higher secondary levels to explore differences in social skills development at various stages of schooling.
8. Qualitative research (e.g., interviews, focus groups) could be carried out to gain deeper insights into teachers' and students' lived experiences in inclusive classrooms.
9. Comparative studies may be designed to examine differences between inclusive and non-inclusive classrooms regarding social skill outcomes.

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ANNEXTURE I

I am MS scholar in the Department of Teacher Education and conducting research on the topic "**Analysis of Social Skills Developed in Inclusive Classroom Environment at Secondary School level**". In this regard researcher is required to collect data from secondary level teachers, head teachers and students. Your participation is highly valued and I request to you kindly fill out this questionnaire. Please be assured that your responses will remain confidential and will only be used for research purposes.

Instruction for the filling out the questionnaire: The questionnaire is based on 5 point Likert scale. Please tick the relevant box to reflect your views about the following statements.

Name.....

Age group: (lessthen14 (14-15 (16-18 (19-20 (more then 20

| | | | | |
|-------------------|----------|---------|----------------|-------|
| Strongly Disagree | Disagree | Neutral | Strongly Agree | Agree |
| 1 | 2 | 3 | 4 | 5 |

| Sr. No | Statement | SD 1 | D 2 | N 3 | A 4 | SA 5 |
|--------|--|---------|--------|--------|--------|---------|
| 1. | I feel comfortable while initiating conversations with my classmates | | | | | |
| 2. | I actively listen to my peers when they are speaking | | | | | |
| 3. | I am able to express my thoughts and feelings clearly to others | | | | | |
| 4. | I work well in group activities with my classmates | | | | | |
| 5. | I show empathy towards my classmates who might be having a hard time | | | | | |
| 6. | I respect the ideas of my classmates, even if they differ from mine | | | | | |
| 7. | I handle conflicts with my peers in a constructive way | | | | | |
| 8. | I participate in class discussions without hesitation | | | | | |

| | | | | | | |
|-----|---|--|--|--|--|--|
| 9. | I feel acceptance by my classmates in group settings | | | | | |
| 10. | I collaborate with my classmates on projects and assignments | | | | | |
| 11. | My teacher encourages all students to participate in class discussions | | | | | |
| 12. | My teacher provides opportunities for collaboration among students with different abilities | | | | | |
| 13. | I feel that my teacher is approachable when I need help | | | | | |
| 14. | My teacher treats all students equally, regardless of their disabilities | | | | | |
| 15. | My teacher promotes respect and understanding among classmates | | | | | |
| 16. | My teacher helps students resolve conflicts in a constructive manner | | | | | |
| 17. | My teacher discuss about social skills during the lessons | | | | | |
| 18. | My teacher recognizes the diverse skills of each student | | | | | |
| 19. | My teacher creates a safe environment for sharing ideas | | | | | |
| 20. | I believe my teacher has positively influenced my social skills in the classroom | | | | | |

ANNEXTURE II

I am MS scholar in the Department of Teacher Education and conducting research on the topic "**Analysis of Social Skills Developed in Inclusive Classroom Environment at Secondary School level**". In this regard researcher is required to collect data from secondary level teachers, head teachers and students. Your participation is highly valued and I request to you kindly fill out this questionnaire. Please be assured that your responses will remain confidential and will only be used for research purposes.

Instruction for the filling out the questionnaire: The questionnaire is based on 5 point Likert scale. Please tick the relevant box to reflect your views about the following statements.

Name.....

Qualification.....

| | | | | |
|-------------------|----------|---------|----------------|-------|
| Strongly Disagree | Disagree | Neutral | Strongly Agree | Agree |
| 1 | 2 | 3 | 4 | 5 |

| Sr. No | Statement | SD 1 | D 2 | N 3 | A 4 | SA 5 |
|--------|--|---------|--------|--------|--------|---------|
| 1. | The classroom environment prevailing in the school diverse learning needs of their student | | | | | |
| 2. | I regularly use cooperative learning strategies in classroom | | | | | |
| 3. | I provide feedback to my students on their socially activities | | | | | |
| 4. | Students feel confident to express their ideas in classroom | | | | | |
| 5. | I adapt my teaching methods for my students with different abilities. | | | | | |
| 6. | Peer interactions are encouraged during lessons | | | | | |
| 7. | I receive adequate training on inclusive education practices | | | | | |
| 8. | I observe improvement in students' social skills over time | | | | | |

| | | | | | | |
|------------|---|--|--|--|--|--|
| 9. | Classroom activities are designed to include all students | | | | | |
| 10. | I work together with my colleagues to improve my inclusive education practices | | | | | |
| 11. | Time constraints affect my ability to focus development of social skills of my student | | | | | |
| 12. | I experience difficulties in managing classroom behavior during social activities | | | | | |
| 13. | I find it challenging to address the diverse social need of students in my classroom | | | | | |
| 14. | Cultural differences prevailing among students created challenges for teacher in developing social skills | | | | | |
| 15. | I struggle to meet the diverse social skill needs of my students | | | | | |

ANNEXTURE III

INTERVIEWS

I am MS scholar in the Department of Teacher Education and conducting research on the topic "**Analysis of Social Skills Developed in Inclusive Classroom Environment at Secondary School level**". In this regard researcher is required to collect data from secondary level teachers, head teachers and students. Your participation is highly valued and I request to you kindly fill out this questionnaire. Please be assured that your responses will remain confidential and will only be used for research purposes.

Name.....

Qualification.....

Grade.....

1. What specific initiatives have you implemented to foster an inclusive classroom environment?
2. How do you support teachers in developing their inclusive teaching practices?
3. Can you describe any training programs offered to staff regarding inclusive?
4. How do you promote collaboration among teachers to share best practices for inclusive?
5. What resources do you provide to help students develop their social skills?
6. How do you involve parents and the community in creating an inclusive environment?
7. What measures do you take to assess the effectiveness of your inclusive initiatives?
8. How do you ensure that students with diverse needs are included in social activities?
9. Can you share any challenges you face in implementing inclusive practices?
10. What future plans do you have for enhancing inclusivity in your school?