

Challenges Faced by the Teachers in Managing Anti-Social and Challenging Behavior of Children with Autism Spectrum Disorder: Contemporary Case of South Punjab

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Abstract

This research was initiated, consequently, to answer the challenges faced the teacher in handling anti-social and challenging behavior of children having Autism Spectrum Disorder (ASD) in special education institutes in south Punjab. The questionnaire was prepared by the researchers themselves to learn more about the instructors' collective outlook about ASD children and investigate the problems teacher face in managing the behavior of autistic children in Southern Punjab. Each component was designed with consideration for individual and institutional issues like humiliation, stands accountable, limited Option, scolding from other staff, working with too many roles, large class size, can't use diversity (evenness), minimal resources, sensory Issues effect One-on-One session are the departmental problems and effect self-efficacy, feeling fatigue, anxiety, awkward feeling, physical harm and mental stress are the personal problems teachers face in managing the behavior of autistic child. In the present study, 286 special education instructors from across three districts in southern Punjab participated. Data from a quantitative study was used in this investigation. Professionals working in the field of special education drafted and reviewed the questionnaires. Conclusions were drawn from the participants' replies. The results of the study support our statements that teachers face

many problems in managing the autistic behavior. The research recommends that trainings for teachers should be conducted especially for behavior management of autistic children so they can effectively manage the anti-social and challenging behavior of children having autism spectrum disorder in a better way.

Keywords:

Special Education, Autism Spectrum Disorder, Special Educators

Introduction

More than just a profession, working in special education is a passion. To be a productive special educator or teacher must have a thoughtful mind and a kind heart. Due to conflicting social network descriptions and a shortage of knowledge about autism spectrum disorder (ASD) has gained notoriety as a controversial subject. Educators relating the child having autism spectrum disorder relied on TV shows, newspaper and magazine publications, and online to learn about an extensive range of issues, including autism spectrum disorder (ASD). Unfortunately, people's knowledge about autism spectrum disorders (ASD) is often inaccurate (Holton et al., 2012).

Educators who work with autistic children may have received training on the disorder, that they have learned about it via course and media coverage, or that they have done a further study on themes of concern or requirement. Teachers' broad understanding of children with ASD which often cover features, causes, evaluation, and therapy, has been the subject of limited research. Educators at all levels should have a firm grasp on the basics of autism, but that understanding isn't universal (Alexander et al., 2015).

Until recently, autism has been an enigma to neurologists, psychiatrists, and researchers alike. In the West, autism is recognized as a disorder but has still to be conceded in Pakistan (Khan, 2006). The American Psychiatric Association (APA) says that DSM 5 defines ASD's uniqueness as a combination of (a) social and communication difficulties and (b) repetitive and restrictive activities. Those who have been afflicted with some activities like Hand flapping, body swaying, counting, or other strange routines may also be observed in those. Even though aggressive, destructive, and self-harming behaviors are not considered diagnostic criteria, most people with ASD exhibit these traits. As an outcome, challenging behaviors have been investigated widely (Matson et al., 2011).

The main issue in children having autism spectrum disorder is behavior problems. Autistic people sometimes show signs of distress. Physically violent conduct includes slapping, biting, spitting, and hair-pulling; it may also involve antisocial behavior if it has a detrimental influence on the individual or their family. It seems that researchers haven't paid much attention to the connection between teachers' perceptions of the reasons for problematic conduct in autism and their selection of management techniques. Instead, most research has focused on how people perceive the essential factors of challenging behavior (Lambrechts et al., 2011).

Therefore, antisocial behavior in autistic children is linked to a variety of factors that may be found in the family, school, and society. Much attention is paid to how schools underwrite to antisocial performance and what instructors can do to avoid it, and the presence issues that go along with it because of the school's crucial part in our society. A slew of elements in our schools have been linked

to antisocial behavior, and some of these factors have also been seen in the homes of students. Instead of focusing on fast solutions, we need to pay greater attention to these establishing events to create safe school settings that effectively prevent antisocial behavior and associated attendance issues (Mayer et al., 2018).

Psychologists have been educated on the new facts in special education centers, but classroom instructors may or may not have received the same education. It's possible that a teacher dealing with autistic youngsters would be unable to intervene effectively. It is essential to establish the instructors' degree of expertise for them to help their students. The views of cause should also be considered when assessing knowledge levels. Autism's etiology remains a mystery. It seems from the available data that both genetic and environmental factors may have inclusion in the onset of autism, but still unclear the exact cause. Although some people feel that the most significant effect is exerted by factors such as immunizations and religion (Landrigan, Lambertini & Birnbaum, 2012). Many teachers' certification programs have been overlooked for their training requirements and relevant information (Scheuermann et al., 2003).

Teachers' contributions to students' emotional and psychological well-being have received considerable attention in the fields of education and psychology, while teachers' experiences of stress and anxiety have received far less attention. Teachers who practiced mindfulness and meditation had lower levels of psychological discomfort, biases, and burnout, according to research. Even though teachers confront a variety of obstacles and pressures, it is essential that they surrounded themselves with people who can help them cope, and participate in activities that may help them avoid burnout (Flook et al., 2013).

Review of Related Literature

More than a century later, in 1910, Swiss psychiatrist Paul Eugen Bleuler first introduced the term "autism" to describe certain features of schizophrenia patients where they withdrew from others for no apparent reason. The "problem generator" of schizophrenia, according to Bleuler's former pupil Eugene Minkowski, was coined years later in 1927 (Minkowski et al., 2001).

Autism Spectrum disorder is a complicated variety of neurodevelopmental disorders, sometimes commonly termed autism spectrum disorder (ASD) (Strock, 2007). Developmental difficulties such as autism (ASDs) are permanent. (ASDs) have difficulty interacting with others and communicating verbally and nonverbally. Some of their hobbies and actions, known as "stemming," are uncommon or even compulsive. Pervasive developmental disorders, including ASDs, are a subset of the more general term "developmental disabilities" (PDD). Autistic syndrome, Asperger's condition, and Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS) are only a few of the conditions that fall under this umbrella term Word "spectrum" used to describe the wide variety of symptoms, including developmental delays, that come along with autism spectrum disorder in young people (Centers for Disease Control and Prevention, 2002).

Children with modest ASD symptoms may also have more severe forms of the disorder (Strock, 2007). Criteria of Diagnosis about ASD had changed dramatically when the first patient described was published in the 1800s. The early Diagnosis Statistical Manual (DSM) defined autism

spectrum disorder as a infant variety of psychotic, however; Autism was eventually detached from mental disorders, generating its diagnosis. DSM-5 was released in 2013 and included a diagnostic range for Autism. Autism grows increasingly frequent, and the clinical diagnosis and terms are anticipated to continue to alter in the future (American Psychiatric Association, 1952).

Children with autism have an issue in social interactions, difficulty in language and communication, and repeated acts or obsessive interests. The consequences of these activities might range from trivial to severe. Autism varies significantly in severity and symptoms, and it might go unnoticed in children who are just mildly affected or when more debilitating conditions obscure it. Autism's origins aren't known for sure, genetic and environmental variables may have a role, and however this is not a certainty (National Institute of Neurological Disorders & Stroke, 2015).

ASD affects 147 out of every 10,000 kids in the America. According to the most current estimate (Autism and Developmental Disabilities Monitoring Network, 2018). There have been reports of variances in the frequency of ASD crosswise different racial groups. ASD is estimated to impact 264 out of every 10,000 South Koreans and 12 out of every 10,000 Chinese in 2011 (Sun et al., 2013). ASD prevalence figures across areas can't be compared because of the variety of methods used to identify suspected cases (Sun et al., 2015).

Pakistan has just recently begun to become aware of the condition of ASD. In many studies from Pakistan has a higher rate of learning disabilities and autism, it is considered the higher prevalence of autism because of the handy relationship linking the pair of disabilities. According to research conducted on the 6,365 youngsters, 6.5% had moderate intellectual disability and 1.9% had a severe cognitive impairment. In Karachi, an estimated 19.0 out of every thousand children suffer from intellectual disability or learning disabilities (Bashir et al., 2002).

According to another study, around 16 out of every 1,000 children aged 3 to 9 are severely mentally retarded. There was a higher number of autism and cerebral palsy in Pakistani children (2.57/1,000), as well as more severe learning challenges, hearing and vision abnormalities. Morton also found that Pakistani infants had higher rates of serious hearing and vision impairments (Mubbashar & Saeed, 2001).

Teachers' perspectives have shed light on educating children having ASD in special schools and normal classrooms. Unfortunately, a bit of documented about teachers' impressions of social-skills education in schools. Several criteria have been identified in the research on how to best educate kids with ASD. It seems that preserves and on-the-job training are both in short supply. The training requirements of certain researchers have been identified by others (Ostmeyer & Scarpa, 2012).

Teachers' expertise at a school for autistic children has shown that educating a kid with autism requires more work and challenging duties, such as dealing with significant academic and behavioral challenges. Teachers are continuously on the lookout for the most effective techniques to teach their students. Attending professional development seminars and other special events is a common way for teachers to discover successful teaching methods they may use in their classes (Koellner & Jacobs, 2015).

West, Jones, Chambers, and Whitehurst (2012) initiate those Pre-service teachers who had

received training on autism thought that there was a need for greater hands-on experience, mentoring, and a better understanding of assistive technologies for them. Ostmeyer and Scarpa's (2012) action study underlined the need of teaching usually developing peers about the features of ASD and how to engage with peers with ASD, as well as the importance of time restrictions. The difficulties posed by cultural differences, such as linguistic hurdles that obstruct accurate analysis and dissemination of data about autism spectrum disorders, have received less attention in the literature (Wilder, 2004).

It's not only teaching that teachers are expected to do outside of the classroom. Regular gatherings with teachers and parents as well as student-led discussions are just some examples. Educators' stress levels have been linked to education and training in the field of behavior control and individual differences. Extra time is needed for diversified learning. Teachers must provide a variety of activities and worksheets to differentiate teaching. Teachers may gradually lose their desire to put up the same amount of effort and effort for the sake of their students, and this may lead to burnout (Flook et al., 2013).

Teachers engage diligently not only in the classroom, even out of the class, and their efforts have resulted in several excellent consequences. There is no doubt that teachers have and will continue to have a beneficial impact on a child's achievement. Teacher motivation and encouragement may be important factors in student success. Technology and innovative teaching approaches may help teachers enhance education. Understanding the difference in education and assisting a student in reaching his or her objectives are both possible when teachers bring fresh ideas to the class and expose the students to new activities. As a consequence, instructors are in a unique position to influence a student's progress in school (Walker et al., 2012).

Research Methodology

Research Design

The primary purpose of this study is to recognize the problems faced the teacher in handling anti-social and puzzling behavior of children with Autism Spectrum Disorder in south Punjab. This study will use a survey as its primary method of data collection. Data is gathered quantitatively using a survey and questionnaire about the challenges faced the teacher in handling anti-social and problematic behavior of children with Autism Spectrum Disorder in south Punjab.

Population/Sample

The targeted population to which the inference was made included all the government and private teachers and psychologists, speech therapists, ABA therapists, occupational therapists, social workers, related field of intellectual and developmental disability in special education institutes in South Punjab constituted the population of this research study, however, only 286 individuals were chosen for the sample of this study.

Instrumentation

In an effort to better understand the difficulties teachers in south Punjab encounter while dealing with children who have Autism Spectrum Disorder, they created their own questionnaire to get responses from local educators. At the outset of the questionnaire, participants were asked to provide some basic demographic information. Educators and other professionals working with autistic children validated the poll to ensure its accuracy.

Data Collection & Analysis

The researcher intended to use a quantitative (questionnaire survey) approach to data collection, A google form of the survey questionnaire was developed and the link was sent to the teachers and psychologists, speech, ABA, occupational therapists, and social workers through what's app and other social media who deal with the children having autism spectrum disorder in special education and the data was collected.

This study used a wide range of statistical methods to analyze the data like mean, median, mode, frequency distribution etc. through SPSS. The findings, on the other hand, were segmented into the tables below.

Table 1

Sample Description based on demographics			
Sr #	Respondents	Frequency(f)	Percentage (%)
Gender			
1	Male	130	45.5
2	Female	156	54.5
	Total	286	100
Age			
1	25 to 35 years	201	70.3
2	36 to 45 years	68	23.8
3	46 to 55 years	17	5.9
	Total	286	100
Employee Status			
1	ST	63	22
2	SSET	57	19.9
3	JSET	54	18.9
4	Psychologist	17	5.9
5	Educator	54	18.9
6	ABA Therapist	9	3.1
7	Social Worker	15	5.2
8	Speech Therapist	11	3.8

9	occupational Therapist	6	2.1
	Total	286	100
Professional Qualification			
1	M.A , M.Ed. (Spl Edu)	178	62.2
2	M.Phil. (Spl Edu)	89	31.1
3	Ph.D.	19	6.6
	Total	286	100
Respondent's Experience			
1	1 - 10 year	197	68.9
2	11 - 20 year	69	24.1
3	20 - 30 year	20	7
	Total	286	100
Area of Posting			
1	Rural	146	51
2	Urban	140	49
	Total	286	100
Respondent's Division			
1	Multan	81	29.3
2	Bahawalpur	107	47.4
3	DG Khan	98	34.3
	Total	286	100

Table 2: Challenges faced the teacher in managing anti-social and challenging behavior of children with Autism Spectrum Disorder in south Punjab.

Sr #	Statements of Questions	SA f(%)	A f(%)	UN f(%)	DA f(%)	SDA f(%)	M	SD
1	An autistic child's teacher may have to suffer public humiliation or threats while they attempt to control the child's antisocial behavior.	151(52.8)	109(38.1)	9(3.2)	11(3.8)	6(2.1)	4.3	.8
2	When dealing with problematic autistic behavior in the	80(28.0)	164(57.3)	24(8.4)	17(6.0)	1(.3)	4.0	.7

	classroom, teachers							
	have very few options							
	When dealing with an							
	autistic student's							
3	difficult behavior, teachers might expect criticism from their colleagues.	97(33.9)	141(49.3)	29(10.1)	17(6.0)	2(.7)	4.1	.8
	Managing an autistic							
	child's problematic							
4	conduct is difficult when the instructor has too many responsibilities.	114(39.9)	134(46.9)	17(5.9)	18(6.3)	3(1.0)	4.1	.8
	When a teacher							
	attempts to help a kid							
5	with autism but is unsuccessful, she faces criticism from the child's parents	95(33.2)	132(46.2)	26(9.1)	22(7.7)	11(3.8)	3.9	1.0

Table 2 explain the calculation of section-1 (Problems handled by teachers in handling anti-social and puzzling conduct of child having ASD) of the questionnaire. This section includes the problems, teachers in special education institutes face in handling the anti-social and puzzling behavior of the child having autism spectrum disorder. Respondents strongly agreed (52.8%) that An autistic child's teacher may have to suffer public humiliation or threats while they attempt to control the child's antisocial behavior with M (4.3) & SD (.8) and agreed (57.3%) that when dealing with problematic autistic behavior in the classroom, teachers have very few options having M (4.0) & SD (.7), This table also elaborates that teachers face problems (in managing the behavior of autistic child) not only from autistic child, they also bear the parodic situation from their colleagues such as (49.3%) respondents agreed that when dealing with an autistic student's difficult behavior, teachers might expect criticism from their colleagues with M (4.1) & SD (.8), agreed (46.9%) that managing an autistic child's problematic conduct is difficult when the instructor has too many responsibilities having M (4.1) % SD (.8).

Table 3: Challenges faced the teacher in managing anti-social and challenging behavior of children with Autism Spectrum Disorder in south Punjab.

Sr #	Statements of Questions	SA f(%)	A f(%)	UN f(%)	DA f(%)	SDA f(%)	M	SD
6	When a teacher's attempts to manage a child's conduct with autism are unsuccessful, her sense of self-efficacy suffers	97(33.9)	136(47.6)	32(11.2)	17(5.9)	4(1.4)	4.0	.9
7	Often exhausted by autistic child's antisocial and demanding conduct.	88(30.8)	151(52.8)	28(9.8)	14(4.9)	5(1.7)	4.0	.8
8	Teachers often have to deal with the problematic and antisocial conduct of autistic students in large classes	115(40.2)	117(40.2)	33(11.5)	19(6.6)	2(.7)	4.1	.9
9	Teachers' lack of tools to deal with autistic students' demanding and sometimes antisocial conduct is a further issue.	98(34.3)	140(49.0)	22(7.7)	22(7.7)	4(1.4)	4.0	.9
10	Refusal behavior in autistic children indicates instructors' nervousness in handling anti-social and demanding behavior	93(32.5)	129(45.1)	36(12.6)	18(6.3)	10(3.5)	3.9	1.0

Table 3 also explain the calculation of section-2 (Problems handled by teachers in handling anti-social and puzzling conduct of child having ASD) of the questionnaire. This section includes the problems like when a teacher's attempts to manage a child's conduct with autism are unsuccessful, her sense of self-efficacy suffers with M (4.0) & SD (.9), agreed (52.8%) that Often exhausted by autistic child's

antisocial and demanding conduct along M (4.0) & SD (.8), respondents strongly agree (40.2%) that teachers often have to deal with the problematic and antisocial conduct of autistic students in large classes with M (4.1) & SD (.9), agreed (49.0%) that Teachers' lack of tools to deal with autistic students' demanding and sometimes antisocial conduct is a further issue having M (4.0) & SD (.9), agreed (45.1%) that Refusal behavior in autistic children indicates instructors' nervousness in handling anti-social and demanding behavior with M (3.9) & SD (1.0).

Table 4: Challenges faced the teacher in managing anti-social and challenging behavior of children with Autism Spectrum Disorder in south Punjab.

Sr #	Statements of Questions	SA f(%)	A f(%)	UN f(%)	DA f(%)	SDA f(%)	M	SD
11	Autistic children appreciate evenness, therefore teachers can't utilize variation to manage antisocial behavior.	80(28.0)	138(48.3)	31(10.8)	31(10.8)	6(2.1)	3.8	1.0
12	Feeling weird trying to control an autistic child's anti-social conduct	77(26.9)	146(51.0)	36(12.6)	19(6.6)	8(2.8)	3.9	.9
13	When dealing with a kid's difficult behavior, a teacher may be put in danger by the youngster.	82(28.7)	138(48.3)	42(14.7)	20(7.0)	4(1.4)	3.9	.9
14	Teacher mental fatigue from dealing with autistic students' antisocial conduct is a direct result of their excessive on teachers.	79(27.6)	157(54.9)	25(8.7)	21(7.3)	4(1.4)	4.0	.8
15	One-on-one instruction is effective in addressing the problem behaviors associated	76(26.6)	152(53.1)	26(9.1)	22(7.7)	10(3.5)	3.9	.9

with autism, but
autistic children's
sensory issues may
make this difficult.

Table 4 elaborates the 3rd section of this survey that teachers face problems (in managing the behavior of autistic child) agreed (48.3%) that Autistic children appreciate evenness, therefore teachers can't utilize variation to manage antisocial behavior along M (3.8) & SD (1.0), agreed (51.0%) that feeling weird trying to control an autistic child's anti-social conduct with M (3.9) & SD (.9), agreed (48.3%) that When dealing with a kid's difficult behavior, a teacher may be put in danger by the youngster having M (3.9) & SD (.9), agreed (54.9%) teacher mental fatigue from dealing with autistic students' antisocial conduct is a direct result of their excessive on teachers among M (4.0) & SD (.8), agreed (53.1%) that one-on-one instruction is effective in addressing the problem behaviors associated with autism, but autistic children's sensory issues may make this difficult having M (3.9) & SD (.9).

Analysis of Variance

Analysis of Variance of Responses about Challenges faced the teacher in handling anti-social and challenging behavior of autistic children in south Punjab

Table 4.3

Comparison of Opinion of Respondents at the Base of Gender (Independent Sample t-test)

Gender	N	M	SD	Df	t	Sig.
Male	130	60.74	7.53	284	.167	.868
Female	156	60.59	7.59			

**P > .05 Level of Significance*

Table 4.3 indicates that the empirical information for male ($N=130$ $M=60.74$, $SD=7.53$) and for female ($N=156$, $M=60.59$, $SD=7.59$) with t-statistics ($t(284) = -1.67$, $P > .05$) this leads us to conclude that the viewpoints are not significantly different about difficulties met by teachers in handling anti-social and problematic conduct of child having autism spectrum disorder on basis of gender of participants. Moreover, it illustrates that difference of means is 0.15 for male and female respondents which is also not significant.

Table 4.4

Comparison of Opinion of Respondents at the Base of Area of respondents (Independent Sample t-test)

Area of Posting	N	M	SD	Df	t	Sig.
Rural	146	60.30	7.34	284	-.829	.408
Urban	140	61.04	7.77			

**P > .05 Level of Significance*

Table 4.4 indicates that the empirical information for rural ($N=146$, $M=60.30$, $SD=7.34$) and for urban ($N=140$, $M=61.04$, $SD=7.77$) with t-statistics ($t(284) = -.829$, $P > .05$) which shows that respondents from rural and urban areas had similar views, with no significant differences about complications tackled by teachers in dealing offensive and challenging conduct of child having ASD on basis of area of participants. Moreover, it illustrates that difference of means is 0.74 which is not significant.

Table 4. 5

Comparison of Opinion of Respondents at the Base of training (Independent Sample t-test)

Training	N	M	SD	Df	t	Sig.
No	66	58.84	7.82	284	-2.241	.026
Yes	220	61.20	7.40			

**P < .05 Level of Sianificance*

Table 4.5 indicates that the empirical information for male ($N=66$, $M=58.84$, $SD=7.82$) and for female ($N=220$, $M=61.20$, $SD=7.40$) with t-statistics ($t(284) = -2.241$, $P < .05$) which shows that there is significant difference in the opinions of yes and no about complications faced by teachers in handling unsociable and puzzling conduct of child having ASD on the base of training on specifically about the child having autism spectrum disorder. Moreover, it illustrates that difference of means is 2.36 for male and female respondents which is also not significant.

Table 4. 6

Comparison of Opinion of Respondents at the Base of their Age (One-Way ANOVA).

Age of Respondents	Sum of Square	df	Mean Square	F	Sig
Between Groups	383.81	2	191.90	3.417	.034
Within Groups	15893.96	283	56.162		
Total	16277.77	285			

**P < .05 Level of Significance*

Table 4.6 indicates that the empirical information for Between Groups (*Sum of squares*=383.81, $df=2$, *Mean square*=191.90) and for Within Groups (*Sum of squares*=15893.96, $df=283$, *Mean square*=56.162) with one way ANOVA ($F(285) = 3.417$, $P < .05$). This leads us to conclude that the viewpoints are significantly different of teachers from Between Groups and Within Groups regarding difficulties handled by teachers in dealing unsociable and problematic conduct of child having ASD.

Table 4. 7

Comparison of Opinion of Respondents at the Base of Employee Status (One-Way ANOVA).

Designation	Sum of Square	Df	Mean Square	F	Sig
Between Groups	673.12	8	84.141	1.494	.159
Within Groups	15604.65	277	56.334		
Total	16277.77	285			

**P > .05 Level of Significance*

Table 4.7 indicates that the empirical information for Between Groups (*Sum of squares*=673.12, *df*=8, *Mean Square*=84.141) and for Within Groups (*Sum of squares*=15604.65, *df*=277, *Mean square*=56.334) with one way ANOVA ($F(285) = 1.494$, $P > .05$) consequently, it may be concluded that there is little to no substantive difference in educators' perspectives from Between Groups and Within Groups regarding problems faced by teachers in handling anti-social and thought-provoking behavior of child having ASD.

Table 4. 8

Comparison of Opinion of Respondents at the Base of Qualification (One-Way ANOVA).

Qualification	Sum of Square	df	Mean Square	F	Sig
Between Groups	45.819	2	22.909	.399	.671
Within Groups	16231.95	283	57.357		
Total	16277.77	285			

**P < .05 Level of Significance*

Table 4.8 indicates that the empirical information for Between Groups (*Sum of squares*=45.819, *df*=2, *Mean square*=22.909) and for Within Groups (*Sum of squares*=16231.95, *df*=283, *Mean square*=57.357) with one way ANOVA ($F(285) = 399$, $P < .05$) consequently, it may be concluded that there is little to no substantive difference in educators' perspectives from Between Groups and Within Groups regarding complications tackled by teachers in dealing anti-social and puzzling conduct of child having ASD.

Table 4. 9

Comparison of Opinion of Respondents at the Base of Experience (One-Way ANOVA).

Experience	Sum of Square	df	Mean Square	F	Sig
Between Groups	544.223	2	272.11	4.894	.008
Within Groups	15733.55	283	55.596		
Total	16277.77	285			

**P < .05 Level of Significance*

Table 4.9 indicates that the empirical information for Between Groups (*Sum of squares*=544.223, *df*=2, *Mean square*=272.11) and for Within Groups (*Sum of squares*=15733.55,

$df=283$, $Mean\ square=55.59$) with one way ANOVA ($F(285) = 4.894$, $P < .05$) which leads to the decision that there is a significant difference in the opinions of teachers from Between Groups and Within Groups regarding difficulties tackled by teachers in handling anti-social and problematic performance of child having ASD.

Table 4. 10

Comparison of Opinion of Respondents at the Base of Division (One-Way ANOVA).

Division	Sum of Square	df	Mean Square	F	Sig.
Between Groups	337.10	8	42138	.732	.663
Within Groups	15940.67	277	57.548		
Total	16277.77	285			

* $P > .05$ Level of Significance

Table 4.10 indicates that the empirical information for Between Groups ($Sum\ of\ squares=337.10$, $df=8$, $Mean\ square=42138$) and for Within Groups ($Sum\ of\ squares=15940.67$, $df=277$, $Mean\ square=57.548$) with one way ANOVA ($F(285) = .732$, $P > .05$) consequently, it may be concluded that there is little to no substantive difference in educators' perspectives from Between Groups and Within Groups regarding problems handled by teachers in handling anti-social and problematic performance of child having ASD.

Findings and Conclusion

The major goal of this research was to learn how difficult it is for teachers in south Punjab to deal with students who have Autism Spectrum Disorder and exhibit challenging or anti-social behaviors. Because of this, a survey was carried out in south Punjab using a five-point Likert scale, with questions pertaining to the difficulties teachers encounter in dealing with the problematic and antisocial behavior of autistic children. Teachers and other members of the interdisciplinary team involved in the care of children with Autism Spectrum Disorder were surveyed for their perspectives on the difficulties they confront in dealing with the students' sometimes aggressive and hostile conduct in south Punjab. 52.8% respondents are in favor that an autistic child's teacher may have to suffer public humiliation or threats while they attempt to control the child's antisocial behavior. 57.3% responses were recorded that when dealing with problematic autistic behavior in the classroom, teachers have very few options. 49.3% agreed that dealing with an autistic student's difficult behavior, teachers might expect criticism from their colleagues. Managing an autistic child's problematic conduct is difficult when the instructor has too many responsibilities is supported by 46.9% respondents. 46.2% are in settle that when a teacher attempts to help a kid with autism but is unsuccessful, she faces criticism from the child's parents. When a teacher's attempts to manage a child's conduct with autism are unsuccessful, her sense of self-efficacy suffers is decided by 47.6% of respondents. As the aggregate of the experts' comments demonstrates that teachers often exhausted, feeling weird and mental fatigue in dealing with the

behavior of autistic children. Refusal behavior, sensory issues and appreciation of evenness of autistic children are the other problems teachers face during their behavioral modification, sometime teachers may in danger when she deal the challenging behavior of children having autism spectrum disorder. Some departmental issues are also recorded by respondents that like large class size and lack of tools in handling the anti-social and thought-provoking behavior of children having autism spectrum disorder. There were relatively few responses that were negative, thus this is not a significant point of disagreement.

Discussion

This survey was conducted with the purpose of gathering data from teachers on their understanding of ASD and the factors they believe are responsible for it. This study also examined the teacher's problem in handling the anti-social and thought-provoking behavior of autism For the betterment of child with autism spectrum disorder the only efforts of special teachers not enough, autistic child need a team (psychologists, speech therapist, ABA therapist, occupational therapist, vocational and rehabilitation teachers). Experts that relate with this spectrum disorder have more factual data than a special education teachers because they learn about overall those children who have different mental disorders, not specifically study on autism spectrum disorder, so they consider the behavioral and repetitive issues of autistic child as a part of mental retardation and not understand the actual condition of the child (Malmberg, 2007).

That's the point where teacher start to face problems in handling anti-social and puzzling behavior of autistic children. The anti-social behavior of autistic child like stealing, swearing, shouting, screaming, show aggression toward others without any specific reason (Eapen et al., 2017).. They also have lack of empathy, high rate of sensory issues and restricted and repetitive behavior make them challenging. Teacher does not have a problem in dealing the anti-social and challenging behavior of child having autism spectrum with just her own caste. On the contrary many other aspects of her surroundings are adding to her difficulties like instead of acknowledging the efforts of teacher, she stands answerable from parents when teacher trying to handle the performance of autistic child but found no result, face scolding from other staff members, the other difficulties like large class size, minimal resources facing from administration of special schools. Many other problems that teacher face in handling anti-social and challenging behavior of autistic child also effect teachers own caste like feeling fatigue, awkward feeling, mental stress, and some time physical harm from child having autism spectrum disorder.

Recommendations

Following recommendations were made on the results and conclusions:

1. Special advocacy and awareness campaigns should be launched to increase the awareness of parents and Teachers about the actual perception of children having autism spectrum disorder.
2. Training of Teachers should be conducted and introduce some international strategies for managing the behavior of autistic children from the special education department

3. Establish a resource room in overall special education centers in south Punjab, Punjab.
4. Further research is recommended at a macro level in line with this

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