

Barriers to Inclusive Education and Their Effect on Students'

Academic Achievements



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A thesis submitted in the partial fulfillment

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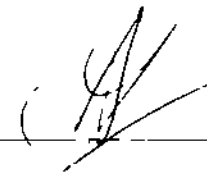
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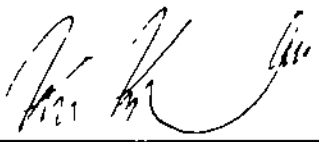
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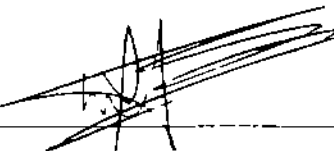
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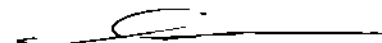
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DEDICATION

I dedicate this thesis to my beloved parents and my sympathetic family members.

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All acclamation and appreciations are for “Almighty Allah” who bestowed the mankind with knowledge and wisdom and granted him on earth and all the respect for his Prophet Muhammad (P.B U H) for enlightening with the essence of faith in Allah and guiding the mankind to the true path of life

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ABSTRACT

Inclusive education is a phenomenon that is gaining world-wide focus and attention. It has been described as a social movement against exclusion in education. It has been focused restructuring of mainstream schools so they will be better respond for the diversity of all students. In this regard, inclusive education is not concerned to reduce the disabilities of students rather it focuses to engage children to learn and exhibit their qualities and talent in the field of education. Main objective of the study was to find barriers to inclusive education and their effect on students' academic achievement. This study was conducted in Rawalpindi. Purposive sampling technique was used to select 140 respondents as a sample and interview schedule was used as a tool of data collection. Data was analyzed by using Statistical Package for Social Sciences (SPSS) 20. Study figured out a range of factors that acted to exclude children from being present, participating and learning at school and all these factors were considered as barriers to the children in the way of education. These findings point to five key areas for consideration which are parental care, teacher attitude, curriculum, communication and infrastructure. Results indicate that disabled students experienced problems in learning and these five factors effect academic achievement of the children.

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CHAPTER ONE

INTRODUCTION

The core of inclusive education lies in the assumption that education is the basic right of all children of the world. So, it is society's common function to take the children where they belong to school. A school should be a place where they seek knowledge and adopt better understanding of life and quality education will lead them to prosperous path and fill their lives with positive goals and ambitions. Disable children that are a prominent portion of pollution are becoming victim of isolation and burden for society because they do not have equal chances for education and schooling. Inclusive education advocates for the education of all children and insists that all schools and other educational institutions should broaden their perspective and put their interest and struggle towards general education as well as treat and consider the equal the children with special needs (UNESCO, 2005; Vare & Scott, 2007)

All children rather they are normal or with special needs should participate in a parallel educational environment and all children should have no restriction to get education from their least distant school. Inclusive education connate children with respect to their needs, are the duty of the teacher who is appointed to provide them quality education and should get better insight of children by working jointly with their parents and other experts of educations. Teacher should always look forward to meliorate the professional skills in order to meet with the needs of students and provide them guideline and assist students with his/her improved skills. However, there are some responsibilities of school administration too. School should make its structure more lineal that provide equal chances for student with disability. School should seek the students' need and do not hesitate to make amendment in syllabus and values if necessary (Mittler, 2012)

Inclusive education is becoming a global and popular thought as long as it is exploring the new opportunities for students with special needs and convincing the World about education for all and without any discrimination (Allan, 2006) In mainstream schools, students with special needs bring harmony and schools environments tend to improve. This variety of students makes the teacher demands the teacher to expand his/her quality and face new challenge. This egalitarian essence spawns the new way of competition among students (Stee, 2001)

Inclusive education demands facilities for the Children Children with special needs are already facing a plenty of problem So make it less by providing them the schools in their neighborhoods This step helps them a lot and would enable them to continue education It seems plausible because they would not have to struggle a lot to reach their schools if schools or facilities are limited. It also emphasizes the notion that children with special needs should be able to get education in parallel education system and if the lacks of services are becoming hurdle in education process then children should move to other schools with enough resources (Clark, Dyson, & Millward, 2005).

It is a good alternative for students able to pursue their education in an egalitarian environment and where they have no discriminations and restrictions regards to their disabilities in particular sphere (Whittaker, Salend, & Duhaney, 2001) Philosophies and common attitude are rudiments for the successful implementation of inclusive education in a given society (Berres, 1996)

Inclusive education illustrates the phenomena of social equality and justice which means all people on earth have the equal rights to live their lives and enjoy the fruits and benefits of the society no matter whom they are and where do they belong This could not be happened in one day but a process in which we gradually evolve to a society that is good, supportive and

egalitarian in nature. A society that is conscious about the evils like intolerance, inequality, discrimination, and prejudice. Society battles with evils and vanishes these malfunctions (Stoll & Louis, 2007).

Social justice is antithesis of demotion and segregation. Inclusive education is about social justice for all kinds of students in education. The purpose of it is to look around and provide a better environment with equal opportunities and equal chances for education. No children would stand outside because of restrictions in school environment. This policy is admirable but the illustrated philosophy of social justice has done little in regards to students with special needs (Slee, 2001).

The perception of society about the disability has been long moulded by the prevailed medical model of disability. According to this model, a disability is a personal insufficiency and these deficiencies are inherently a part of a disabled individual even after cure, but society's perception is changing from the last fifty years and people came to acknowledge that disability does not lie inherently in a disabled person but it is socially perceived and constructed. It was prescribed and invited to see disability as the matter of social and cultural construction (Oliver, M. 1993). Oliver also proscribed to view and analyse disability in social context not assume the person has any insufficiency. A disabled person is confined in a limited sphere not because of its fault but because society has faults in it that cannot allow a person to live in a normal way (Oliver, M. 1996).

The idea of inclusive education is a projection of the social model of disability (Mittler, 2005). The social model of disability investigates the barriers in a particular society that stop and create problems for the children with special needs in the way of equal participation in education.

system The movement of disability is turning its focus from traditional realm which was concerned with adults' right to rights for the children and also connects to with the organizations who are deliberately working for Inclusive education (Mittler, 2005)

Language is a strong medium to influence peoples' ideology Language avers as include or some exclude (Ballard, 2004) Exclusion is against the inclusion And if the society want to stop the forces against inclusion then, "Individuals *need to resist and reject the language that carriers the ideology of exclusion*" (Ballard, 2004) Language creates the difference with were not visible or not necessary for function. Specially the use of term like "special needs" effects negatively on the person and becomes a source of demotivation and low self-esteem(Clough & Corbett, 2000) Terminology like "disable or special" prevails in ideology and become a source of segregation (Mittler, 2005). Some people are views in different manners and treat them differently from majority (Ainscow, 2000).

Legislation plays a key role in the process of social change. By the legislation and comprehensive strategy people get motivated about specific phenomena and as restrictions reduced society embrace the social change (Sleek, Howie, Mitchell, & Singh, 1987) Inclusion in education now a day mentioned in the charter of human rights (Daniels & Garner, 1999) And it took attention in the international human right declarations *Universal Declaration of Human Rights* (Artiles & Dyson, 2005).

UDHR, (1948) suggests that education is for all and everyone has the right to get education. The purpose of education should be enhancing the human capacity and personality in order to make him a functional part of society and education must aware the people about the human rights and enable them to seek respect for others freedom as well as their own. This shall lead all nations to live in a friendly environment and through understanding and tolerance this World could be a better place for all humans By education people would struggle to overcome their difference and conflicts among religion, race, nationality, ethnicity and other bones of contentions (Assembly, 1948)

United Nations Convention on the Rights of the Child UNCROC (1989), suggests that education is right of all children and children receive education despite of their differences without biasness and discrimination Article 23 suggests that children with special needs should be able to spend a normal life and could participate in encouraging community and adore social structure that motivate them and help them in development of self-esteem and well-being ((UNCRC, 1989) *Salamanca Statement and Framework for Action on Special Needs Education, 1994*,(under sponsorship of UNSECO) defines that all children have right to get access in general education system and it is school's responsibility to provide them education in general schools At the Convention on the Rights of Person with Disabilities (CRDP), it has been vowed again to provide the equal human rights to all people (Nations, 2006)

Education for All (EFA, 1990), also advocates the basic education rights for children with special needs and others marginalized students EFA acknowledges children with disability needs more attention than normal children. But it's our responsibility to provide them access to education by bringing improvements in educational structure (Torres, 2000).

On 12 November 1990, Pakistan sanctioned the Convention on the Rights of Child. Pakistan has vowed to provide education which meet the current and advance standards of world and became one among 164 signatory states which showed the same commitments (Bindé & Matsuura, 2005). Pakistan's constitution affirms the equal rights not only for the children but all of the citizens without discrimination on any basis In Article 25(1), all citizens are equal before law and entitled to equal protection of law Authorities confirm that any kind of discrimination against children with disabilities, children from other geographic areas, different languages and religions or varies economics background should not be accepted and tolerated (Bengali, 1999) With all this constitution and vows equality, especially inclusive education is appearing very much challenging and hard to achieve in Pakistan (Pasha, 2012) With all certain obstacles and efforts for inclusion is in progress (Caceres, Awan, Nabeel, Majeed, & Mindes, 2010)

Inclusive education has become an important policy concern for the number of countries. Through the equality in education, we can build a society with high moral values which reflects the true essence of humanity It should be our primary goal to strengthen our future generation by giving them all same and equal chances of quality education in inclusive education we embrace the individual's basic right and these demand for education for all and without segregation (OECD., 2013)

One thurd of disable children are not getting education in global context Numbers are alarming in the developing countries where 90 % of disable children are not getting education. This is unfortunate because so many children are not able to get education and they have less chance to spend an independent and prosperous life

Special education is categorized into three basic types. In the first type, students get education in a school with other disabled children and become isolated from his/her peers group. In developing countries, special education with separate classroom is more common. Segregated education labels the children as disabled and not able to perform with normal conditions of society. Because of this, students are taught with different curriculum and treated with disabled standards. To some extent, integrated education seems like the inclusive. There are ideological gaps between both. Integration is characterized with less equity in school settings.

Students learn with their peer group in mainstream school but they do not share the same books and curriculum as their peers do. Sometimes they make social contexts for a particular time in mainstream school but most of the time they suffer isolation from peers. Integrated education is one step forward to inclusive but on ideological basis both are different from one another. Inclusive education system is a process which ensures the equality and equity in school for students and does not let the student perish in isolation with peers. Though the belief is all students have equal rights to education as they are equal human beings, inclusive advocates that no one has the right to label students as disabled or special on behalf of certain social standards.

The whole culture of school promotes and ensures positive response and attitude including administrators, teachers and students. Inclusion embraces diversity of students with different levels of learning ability in mainstream school and offers a least restrictive environment (LRE) in which every child should get the same quality education and teachers enhance their skills and methods to meet the needs of diversity of students.

- All students in mainstream education, including disabled and staff of school, are equal.

- Inclusive ensures the equal participation of all students and stands against the exclusion. It also advocates against the culture and curriculum which segregate students.
- It believes in more active and restructured policies and culture to fulfil the need of students' diversity.
- The major focus of inclusive is to minimize the barriers which create resistance and make the education tough for students.
- In inclusion, diversity of student is considered as resource not as the barriers
- Admitting the right of education for all students equally
- Suggesting capacity building of school staff and for students

School plays a role in the development of new culture and setting new values of education for all (Runswick-Cole, 2011)

The CSIE's notion clears the meanings and concepts of inclusive education. Inclusive education does not mean a student get education from the school near to his residence in special school or in mainstream, rather it emphasises on the right of education for all and prove fruitful for whole society. Inclusive education is not only about the children with special needs but it concerns with the school staff and policies which assure all students with different level of abilities in school. And no child left behind (Allan, 2006)

Inclusive education is considering phenomena as broader as the poverty, gender and race (Culham & Nind, 2003). It states schools need to modify their culture and need of enhancement for the new methods (Barton & Slee, 1999). Inclusive education is not about meeting held among special teachers to understand and meet the needs of special children in mainstream school neither it is the only function is to place disable children in a classroom with their non-disable

peers but it is all about how, why, where and what consequences we can educate the students of all (Barton & Slee, 1999).

Equity is not easy to achieve. Actually it always remains in minds and changes with context. With the same token, inclusion is not destination but a process which lead to more equity (Armstrong, 2005). From the past ten years, inclusion bring benefit for the students as well as for the schools and society too (Mangope, Kuyini, & Major, 2012) Children with special need should learn alongside with their peers (Mangope et al , 2012) Inclusive concepts believe that each child belongs to school and education is the right for all children

1.1 Statement of the problem

Education is a serious issue which needs a lot of attention and work in general, in Pakistan. Condition for getting education varies among different classes and it considers privileged to get education People with special needs have an alarming disadvantage of getting education Specially, inclusive education is new idea and that is not implicated Very few students with special needs are getting the chance to learn in mainstream schools where they can get education with their peers group as well as with non-disable children

1.2 Objectives of the study

Assessing the practical barriers for the provision of inclusive education in schools was the general objective of this study The research will have the following specific objectives to:

- Identify the practical challenges to apply inclusive educational system in these schools
- Identify the practical opportunities for the provision of inclusive education in the schools
- Teaching barriers for teacher in inclusive education
- Learning barriers for students in inclusive education
- Teacher strategies to reduce these barriers in inclusive education

- To identify some measures to reduce the barriers in inclusive education

1.3 Hypotheses of the study

1.3.1 Hypothetical Correlates

H₁; There is a correlation between teacher attitude and curriculum of school.

H₁; There is correlation between infrastructure and curriculum

H₁, There is a correlation between parental care and communication

H₁, there is a correlation between parental care and teachers attitude

H₁, There is a correlation between communication and curriculum

1.3.2 Hypothetical Differences

H₁, There is a significant difference of parental care between male and female.

H₁; There is a significant difference of parental care among educational classes

H₁, There is a significant difference of curriculum between male and female.

H₁, There is a significant difference of curriculum among educational classes.

H₁, There is a significant of difference of teachers' attitude between male and female

H₁, There is a significant difference of teachers' attitude among educational classes

H₁, There is a significant of difference infrastructure between male and female

H₁; There is a significant difference of infrastructure among educational classes

H₁; There is a significant difference of communication between male and female.

H₁, There is a significant difference of communication among educational classes

1.3.3 Hypothetical Effects

H₁, There is a positive effect of parental care, communication, curriculum, infrastructure and communication on academic achievements

1.4 Purpose and Significance of the Study

Formal and informal education studies has been studied widely and it has encompasses several amendments in it due to the significant findings of several researches in the domain but education for special person has been neglected or has very least attention whereas, it needs more than the given concentration and considerations because they are not the paralysis part of the

society They could be functional if appropriate policy for their engagement into the society would be in function but a policy to be functioned regarding them needed to provide them education with the same respect, attention, concentration and dignity a normal person has.

Such integrated approach of education is known as inclusive education that has been applied in Pakistan. Owing to the newly application of inclusive education the present research endeavored to explore the barriers that students and teachers are confronting during teaching and learning respectively. Therefore, any kind of service provision needs to consider disability. Among the services education is one, and inclusive education is the focal point of this research while conducting a research in this area may have the following significance

- The finding will clearly indicate the challenges and opportunities for the provision of inclusive education in schools
- It will reveal the neglected aspect of teacher-student perspective in inclusive education that are barriers being faced by teacher and student in inclusive education during teaching and learning respectively
- It will alarm the administrators to think about what could be constructed in schools to accommodate people with different disabilities

1.5 Theoretical Framework

In this research Pierre Bourdieu's Theory of Practice and Symbolic Power (Bourdieu, 1977) is adopted as a framework to explain how the accrual of resources mediates enrolment practices creating unequal power relations Bourdieu sought to expose the unquestioned structures that underlie the cognitive practices and behaviors of persons and to explain the functioning of the social world His framework emphasizes how individuals become dominant or will be dominated based on the distribution of various forms of capital that are encountered and negotiated within relationships (Bourdieu, 1977)

Capital is defined as any valued resource worth fighting for and Bourdieu's theoretical framework includes four main forms of capital. Economic capital encompasses income and assets. Cultural capital is the accrual of information through formal education, specialist training, lived experiences and socialization processes. Social capital, accrued by membership of social networks, is the support persons receive on shared concerns, interests and needs. Symbolic capital is given by way of prestige or status, such as the appointment of school principal and is deemed to afford the holder an ascribed (dis)position of legitimate power shared by a community.

Further concepts habitus, doxa, fields of force and symbolic violence are pivotal to the current research and so require some definition. Habitus is an individual's perception of their position within social structures which is the result of their experience of the practices of the structure. 'Habitus is constructed through and in turn constructs, capital' (Hillier & Rooksby 2002, p. 13). Doxa are the deep-founded and unquestioned societal beliefs that are taken as a given. They are the underlying norms of experienced practices such as the historically accepted legitimacy of segregation. Bourdieu's 'fields of force' is used to analyze conflictual relationships. It refers to the power relationships in social spaces constructed by way of relational differences in the habitus of persons in the pursuit of goals. Success in the field requires an understanding of the rules and a 'sense of the game'. Symbolic violence, defined as the inappropriate use of symbolic power against those with a lesser status, is conceptualized as very powerful and is adapted in this study as a powerful tool of exclusion. Hierarchical symbolic societal structures, such as the education system, are generally accepted and shared by a community, legitimating power relations. Due to the legitimate positioning of the holder of

symbolic capital (e.g. school principal) agents (e.g. parent or pupil) may be complicit in their subordination

Using this framework, this research examined the capacities within inclusive education system to empower its actors, to enhance an inclusive habitus. Specifically, it explores, (i) the resources available to families in the pursuit of educational placements (e.g., Socio-economic status of family) (ii) enrolment practices experienced by teachers (iii) enrolment practice of principals, (iv) economic, social and cultural capital attained and (v) conclusions and recommendations to reduce inclusive educational barriers and enhancement of the potential of student-teacher to make it more functional

CHAPTER TWO

REVIEW OF LITERATURE

Any discussion about the definition of inclusive education needs to use the Salamanca statement and framework for action UNESCO-1994 as a reference point. The statement re-affirms the right to education of every individual as enshrined in the 1948- universal declaration of Human rights and renews the pledge made by the world community at the 1990 World conference of education for all to ensure that right is for all, regardless of individual differences (Miles, 2000). Furthermore details from Salamanca statement, "The statement also mentions the 1993 UN standard rules on equalization of opportunities which states that the education disabled children should be an integral part of the education system" (Miles, 2000). Furthermore details from Salamanca statement, "The statement also mentions the 1993 UN standard rules on equalization of opportunities which states that the education disabled children should be an integral part of the education system" (Miles, 2000)

The above idea of Salamanca statement is consolidated by Professor Tirussew in his book of *Disability in Ethiopia, issues, insights and implication*. In favor of the move towards the inclusive approach, the Salamanca statement and frame work for action on special needs education provides the clearest and most unequivocal call in its article 2 and 7 respectively (Eleweke & Rodda, 2002)

Inclusive Education is a shift of emphasis on the task of persons providing educational services to make sure that the educational settings were adjusted to accommodate the special educational needs rather than trying to make the children with disabilities fit into the given educational settings (Ainscow, 1997). Article 2 states that ordinary school should accommodate all children regardless of their physical, intellectual, emotional, social and linguistic or any other

requirements. It further states that all educational policies should stipulate that children with disabilities attend their neighborhood school (Tirussew, 2005). Article 7 also states that every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning and every child has unique characteristics, interests, abilities and learning needs (Tilstone & Rose, 2003).

All children should learn together whenever possible regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students' accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnership with communities (Tirussew, 2005).

Enrolment practices of pupils with a prior diagnosis of intellectual or pervasive developmental disabilities are considered. It argues that inclusive policy adoption is resource sensitive at multiple levels. Provision of appropriately resourced policies, services, personnel and communities is central to achieving inclusive education. Differentially available, distributed or applied resources, this argument, may affect attitudes, willingness and perceived ability of personnel to provide universal enrolment. Much research on inclusive education systems focuses on the structures and pedagogical programs within placements. Enrolment processes and equal opportunity of access to placements is rarely if ever considered (Watson, 2009). Reality for many families, however, is everything that you want you have to really find out about - there's no information given to you (All children deserve a chance at mainstream before being placed in a special school to be able to be part of a normal life (Watson, 2009). How are schools assessed and evaluated for inclusive environments and practices? A good first step is the assessment of structural environments some of which have been conducted by governments, disability

organizations, engineers, researchers and health care professional for a list of organizations examining architectural accessibility). Also important is then examination of school climates and cultures for promoting inclusive efforts within schools (Newmann, King, & Youngs, 2000)

Elements of climate and culture in a school considered a model for inclusive practices. Using qualitative methods these authors concluded that a successful inclusive school climate depended on the attitudes and actions of the principal, a supportive school community and shared values and language (Pivik, McComas, & Laflamme, 2002) Inclusive efforts on the part of teachers and school staff regarding accommodation instructional needs and curriculum have also been examined (Destefano, Shriner, & Lloyd, 2001) These authors found that teacher training in these areas improved participation and accommodation efforts as well as teacher confidence. Another valuable method for determining the quality of inclusion within schools is to ascertain the experiences of the parents of children with disabilities In an exemplary study used focus groups and interviews with the parents of 22 children with disabilities to explore cultural, economic, institutional, physical and social environmental factors associated with home, neighborhood, school and community environments (Lipsky & Gartner, 1994)

Specific to school environments interviewed parents to determine their perspective of their children's school experiences in order to identify those factors that influenced inclusive placement decisions Although the majority of parents valued inclusive placement, concerns about class size, availability of therapeutic services, acceptance by other children, attitudes about the child's disability as well as teachers' level of training and experience were expressed (Hanson, McMahon, Johnson, & Bennett, 2001) Parental opinions (along with those of teachers and therapists) were also garnered to examine the environmental influences of children's social experiences in school (Baker & Donnelly, 2001)

The physical barriers noted most often included steep ramps, uncut curbs, heavy doors, and one-inch thresholds. One facilitator (a solution which ameliorates barriers), according to these parents would be the involvement of individuals with disabilities in the planning stages of public facility development. Structural or physical barriers within the child's environment included a lack of knowledge, bureaucratic inflexibility and beliefs toward resource availability. Although physical barriers were considered an impediment to full participation, the most frequently reported barriers to activity and participation limitations for children with disabilities were institutional and attitudinal. Institutional barriers referred to those reflecting the institutional bureaucracy. An interview was conducted of students with physical disabilities about their accommodation needs in relation to a specially adapted school in Sweden. Even in a school designed to remove architectural barriers for students with severe physical disabilities, 83% of the students reported unmet accommodation needs, particularly, in the areas of reading, remembering and speaking. This study stresses the need to assess and address individual accommodation needs and supports the concept of student reporting (Hemmingsson & Borell, 2000)

No studies were found where students with disabilities were asked about their opinions of accessibility and inclusion within an integrated school setting. Therefore, the present study examined barriers and facilitators to accessibility and inclusion within eight different school settings based on comments from students with physical disabilities. Barriers found across the eight schools were categorized into the following themes: (a) environmental barriers, (b) intentional attitudinal barriers, (c) unintentional attitudinal barriers and (d) limitation inherent to the physical disability.

2.1 Environmental barriers:

The reported environmental barriers included the following categories: doors, passageways, elevators, washrooms, stairs and ramps, lockers, water fountains and recreational areas. A major problem identified by many of the students was physically getting into school. Passageways were another concern for the students. Reported barriers included too little space between desks within classrooms, narrow aisles within the library and crowded hallways. Especially difficult were hallways filled with students during class changeover, requiring the students using a wheelchair to leave class earlier than their peers to get to the next class or activity. As well as access within the halls was said to become more difficult during colder months when the hallways are filled with winter boots and clothing. Movement within the school can also be impeded if facilities in the school are located on different floors. If an elevator exists, it is often slow or requires a key to access. The students reported that often only one staff member had the elevator key which required them to search for that teacher for access to the elevator.

Another major barrier regarding the elevators was that they do not function during fires or fire drills. One student reported that all those who use wheelchairs were ordered to congregate in an upstairs classroom to await assistance. "If the fire alarm goes off, we are told to meet in a room upstairs and just wait. You can't do anything but just sit and wait and hope they remember about you." Other reported environmental barriers included inaccessible washrooms, lockers with hooks placed too high or with combination locks which were difficult for students with manual dexterity problems and water fountains which were too high for wheelchair access and inaccessible recreational facilities. For the youth in high school, the lack of accessibility for recreational activities was of paramount concern.

2.2 Intentional attitudinal barriers:

All of the students in the focus groups reported instances of isolation, physical bullying or emotional bullying. Isolation took the form of either being ignored or having difficulty forging friendships. Physical bullying usually related to people pushing the student's wheelchair without permission and in one instance being purposely knocked out of the wheelchair. The most frequent attitudinal barrier mentioned was that of emotional bullying. The students indicated that this was the most hurtful and included name calling, pointing, mouths dropping open, being ridiculed, being labelled as "stupid" condescending attitudes by teaching staff and generally being treated differently from other students. For example, one youth reported that her peers "just stare at you and point and then whisper to each other and all they have to do is ask me about my disability, but they don't."

2.3 Unintentional attitudinal barriers:

Unintentional attitudinal barriers relate to a lack of knowledge, education, understanding, or effort on the part of the educational system or staff. The most frequently reported barrier in various studies (Hemmingsson & Borell, 2000) was a lack of understanding by teachers and support staff. This took the form of being given inappropriate substitute work when too busy to adapt the curriculum, always being assigned as a teacher's helper in physical education classes instead of adapting or equalizing the playing field, excluding children with special needs from certain classes without reason, or not understanding their physical capabilities or limitations.

2.4 Physical barriers:

Along with the environmental and attitudinal barriers they had faced on a daily basis, these youth also bear the difficulties associated with their condition or disability. For example, many of the students require a personal assistant or teaching aide for such basic activities as getting dressed for recess, personal care, remedial education efforts or maneuvering within the school. The other major barrier noted by the students was their need for extra time to get to class, eat lunch or complete school work. Along with information about their disability or condition, these physical requirements were the type of information. The students wanted school staff to understand (Pivik et al , 2002)

Cultures can be seen as having a reality-defining function, enabling those within an institution to make sense of themselves, their actions and their environment. A current reality-defining function of culture, he suggests a problem-solving function inherited from the past (Hargreaves, 1995). In this way today's cultural form created to solve an emergent problem often becomes tomorrow's taken-for-granted recipe for dealing with matters shorn of their novelty. Changing the norms that exist within a school is difficult to achieve, particularly, within a context that is faced with so many competing pressures and where practitioners tend to work alone in addressing the problems they face (Fullan & Hargreaves, 1991). On the other hand, the presence of children who are not suited to the existing 'menu' of the school can provide some encouragement to explore a more collaborative culture within which teachers support one another in experimenting with new teaching responses. In this way, problem-solving activities gradually become the reality-defining taken-for-granted functions that are the culture of a school that is more geared to fostering inclusive ways of working. The implication of all of this is that becoming more inclusive is a matter of thinking and talking, reviewing and refining practice and

making attempts to develop a more inclusive culture. Such a conceptualization means that we cannot divorce inclusion from the contexts within which it is developing, either the social relations that might sustain or limit that development (Ainscow, Booth, & Dyson, 2006).

Their explorations have convinced us that it is in the complex interplay between individuals and between groups and individuals that shared beliefs and values exist and change that it is impossible to separate those beliefs from the relationships in which they are embodied. A 'culture of collaboration' developing as both the product and the cause of shared social and moral beliefs. In turn consideration of these beliefs and values, and their connections with curricular and extracurricular activities, can contribute to a growing commitment to inclusion (Day, Kington, Stobart, & Sammons, 2006). One aspect of education is friendship. Advocates of inclusion believe that friendships between students with disabilities and typical students develop best in inclusive settings. For any student one of the most important outcomes of education is that he or she will have friends (Downing, 1996). Friendship leads to a variety of other positive outcomes. Children's cognitive growth and social development are optimized when they feel they belong and have relationships with others, especially friends (Vandercook, York, & Forest, 1989). However, note the dearth of literature on the development of friendships in inclusive settings when it comes to supporting those who advocate inclusion (Downing, 1996). A confounding factor is research pointing to negative effect on friendship development for students with disabilities in regular classroom settings. Students with disabilities traditionally have lower positions of status than their nondisabled peers and this pattern of rejection holds both in general or special classes (LeRoy & Simpson, 1996).

Higher levels of teasing/bullying than experienced by other children and fewer friends for students with mild learning difficulties in regular classes (Martlew & Hodson, 1991). Group

of students becomes the butt of jokes, taunting and teasing. Both sides of the discussion bring up issues around friendship and abusive behavior with both arguing that the literature supports their position. The literature is anything but clear and definitive. Related to both reactions is social referencing theory which suggests that one gains information about a social setting from a familiar and trusted person. If a teacher, for instance, responds to a student with disability in a manner marking that student as different from typical students and typical students also would see the student as different. No secondary student claimed friendship with any peer with disability. Secondary students also believed that students with disabilities had friends but that these were other students with disabilities. The following points summarize findings on friendships in special education model schools:

- Structures such as grouping and special treatment of students with disabilities acted as barriers to relationships
- Typical students believed peers with disabilities had friends though these friends were other students with disabilities. Students are aware of teasing and insulting. Such behavior appeared not common. Some people do make fun of him cause he has disabilities, describing the behavior as covert and behind the individual's back. Lorne, grade 5, agreed that name-calling occurs at school, saying 'People I know call them different things'. At the secondary level higher degrees of abusive behavior were apparent. Only one secondary student, Patty, grade 11 stated unequivocally that people in her group did not name call. Other students mentioned negative interactions often stating that they halted such behavior if they could. Jane grade 9 said that some students would tell peers with disabilities 'something that's not true' simply to take advantage of them. Such behavior was both overt and covert. Joyce grade 9 knew people who dismissed

peers with disabilities saying, 'Oh' he's retarded He shouldn't be in here'. (Bunch* & Valeo, 2004)

Abusive behavior at the secondary level took a variety of forms. name calling, embarrassment in public, whispering and active rejection Most secondary students indicated awareness of abuse by typical peers Abusive behavior was an acknowledged aspect of life in elementary and secondary inclusive education schools However, it did not involve all typical students being limited to relatively few individuals, particularly at the elementary level

- The majority of students from grade 5 to OAC mentioned instances of abusive behavior.
- Teasing and insulting were both overt and covert
- Abusive behavior tended to take the form of name-calling, public embarrassment, whispering and making faces when those with disabilities were nearby though less direct harassment also was noted
- Teasing and insulting behavior was attributed to student focus on differences in peers with disabilities, opportunities to create situations humorous to other typical students, and sheer dislike (Bunch* & Valeo, 2004)

The first assumption described children are deficient and schools fix them This is driven by the focus on conformity as a core value of the industrial age (Senge, 2000) As a consequence of this assumption in play, our school systems can be weighed down with discourses of deficit and disadvantage manifested in categories used to sort children Categorized labels that have defined the universe of educational exceptionality are formal explanations of educational success and failure that are institutionalized in important ways in the practices that separate the more or less successful students from each other (Carrier, 1983) These cultural constructions of difference,

school success and failure are represented in personal beliefs, attitudes and values and shape how educators interact with students (Carrington & Skelton, 2003)

Inclusive education assumes a different set of beliefs and assumptions that demand different practices in schools (Carrington & Skelton, 2003) The second assumption is learning takes place in the head, not in the body as a whole The pedagogical implications for this assumption result in students placed as passive recipients of so-called knowledge. Some learners in schools are described as passive and disengaged which could be due to a lack of engaging pedagogy and curriculum designed to meet students' learning needs (Cohen, MacWhinney, Flatt, & Provost, 1993) The primary mode of instruction in some classes may still be teacher directed to a large group, so many of the students are not actively engaged in the learning process This passive style of learning allows some students to get through the school day with minimum difficulty but also with little accountability and respect for their learning (Brozo, 1990)

The third assumption is everyone learns or should learn in the same way While most educators would not espouse this assumption, teaching and assessment may not reflect the alternative The one-size-fits-all approach to teaching and assessment continues in some schools despite the plethora of research reporting on child and adolescent development, learning styles, multiple intelligences, cooperative learning, authentic learning and assessment and rich tasks to name just a few The fourth assumption is that learning takes place in the classroom, not in the world This belief influences the way learning in the classroom is connected to the real world and student prior knowledge. In addition, this assumption influences teachers' respect for learning and skill development that occurs outside the classroom The fifth and final assumption is there are smart kids and dumb kids, as the cumulative effect of the above assumptions (Senge, 2000) This is because the dominant group in our society defines the features of the culture that

differentiate those who can and those who cannot (Turner & Louis, 1996) Knowledge and understanding of school success and failure and of ability and disability need to be considered as cultural constructions that are reflected not only in the beliefs and attitudes of people, but also in the behavior of individuals in organizations (Carrier, 1983)

The match or mismatch between values, school culture and practice and these five assumptions may be explored further by considering what is described as educational platform (Kagan, 1992) In the school context, the components of educational platforms may not be well known and discussed. That is teachers tend to be unaware of their assumptions, theories or educational beliefs and the implications of these for behavior and practice (Carrington, 2000)

Sometimes educational leaders and teachers adopt components of a platform that seem right that have the ring of fashionable rhetoric or that coincide with the expectation of certain others such as teachers they admire or groups with whom they wish to affiliate For example, 'publicly they may say one thing and assume that their classroom behavior is governed by this statement but privately or even unknowingly they may believe something else that actually governs their classroom behavior (Carrington, S & Robison, R 2006)

Therefore an educational platform exists at two levels What educators say they assume, believe and intend (their espoused theory) and the assumptions, beliefs and intent as evidenced by their behavior or their uses of discourses Espoused theories are generally known to the teacher, however, theories in use are generally not apparent to the teacher but can be elucidated through observation of teacher behavior and discourse (Carrington, S 1999) This incongruence between espoused beliefs and theory in use can be observed within the current inclusive education movement For example a specialist teacher who was working in an Australian secondary school to support refugee students in her school community, stated in exasperation,

'These girls! They have such limited life experiences!' She did not understand that her white middle class beliefs about difference and expectations for schooling were influencing (in a destructive sense) her plans for an inclusive approach in the school. This may be an example of someone who has power and is unknowingly emphasizing the beliefs valued by their group, while espousing an inclusive approach in their work in schools (Smith, 1999)

A school principal of a large secondary school in Australia indicated in an interview that he was supportive of inclusive schooling and spoke of the benefits of this approach. However, he continued to drive a heavy focus on high achievement and standards for each grade in his school. This meant that if students were not able to meet the high expectations, then opportunities were provided for them to complete modified work or complete the set work with specialist support. Time and effort were frequently spent on the development of alternative resources and modified teaching programs that were often taught away from the 'normal' teaching program for that grade. By ignoring responsibility to provide active and successful learning experiences for the learners in each class staff at the school continued to reinforce the deficit perception of learners who were not responding appropriately to the set curricula. These examples have been selected to highlight the challenges of working towards a more inclusive approach in schools. The question is: How can school leaders, students, teachers and parents work together to create more socially just school environments? In addition, how can we increase the social capital and connectedness which are 'the features of social life, networks, norms and trust that enable participants to act together more effectively to pursue shared objectives' (Putnam & Borko, 2000)

Attitude research regarding inclusion has provided varied results. Some studies suggest attitudes toward inclusion were strongly influenced by the nature of disabilities (Bradshaw &

Mundia, 2006) Other studies have indicated that teachers were positive about including only those children whose characteristics were not likely to require extra instructional or management skills (Brandes, McWhirter, Haring, Crowson, & Millsap, 2012) An analysis of international research indicates that some change in attitude has occurred over the past 10 years partly as a result of teachers experiencing working with students with special needs and whether they had developed some competencies teaching students with learning difficulties (Avramidis & Norwich, 2002). More recently in a meta-analysis of American attitude studies from 1958-95 found no correlation between positive attitude toward inclusion and date of publication, suggesting teachers' attitudes have not substantially changed over time (Baker & Donnelly, 2001). Three types of variables seem to influence inclusion child related variables, teacher related variables and educational-environmental related variables A description of each type follows

2.5 Variables affecting inclusion:

2.5.1 Child related variables:

Child related variables refer to the type of disability and its effect on teacher acceptance As stated earlier some studies indicate teachers are more accepting of some disabilities than others Behavioral disabilities are seen as the most difficult for teachers to include followed by severe sensory disabilities such as visual impairment and hearing impairment The least disruptive to teacher routine is mild to moderate learning difficulties and are usually the easiest of the child related variable for teachers to include

2.5.2 Teacher related variables:

Teacher related variables include teacher efficacy, training/ in-service, experience and teacher beliefs about students. Studies reinforce views that courses in special education acquired

pre- or in-service were associated with less resistance to inclusive practices (Bradshaw & Mundia, 2006) Staff development was concluded by many as a key to successful inclusion Teacher beliefs' about students also affects their acceptance of inclusion If teachers believe students' problems are a result of interaction between the student and the environment they are more able to successfully meet student needs (recognizing the contribution their teaching has on student progress). If they believe in a more path gnostic perspective where the problem is inherent in the student, their interaction with the students or teaching is less effective (Bradshaw & Mundia, 2006) In studies where teachers had active experiences of inclusion results favored inclusion (Avramidis & Norwich, 2002) indicating that teacher commitment often emerges after implementation inclusion or from the experience of contact Avramidis & Norwich, 2002)

2.5.3 Educational-environment related variables:

Educational-environmental related variables include materials and physical resources and support for inclusion available for teachers Availability of support services has consistently been found to be associated with more positive attitudes to inclusion (Avramidis & Norwich, 2002) Other factors reported to negatively affect inclusion included overcrowded classrooms, lack of pre-prepared teaching materials, inflexible timetable, inadequate time for planning and meeting and inadequate specialist support (Chhabra, Srivastava, & Srivastava, 2010) Staff more distant from the classroom (administrators and advisors) expressed more positive attitudes than those closer to the classroom context (teachers) Special education teachers were the most positive, school heads next, followed by classroom teachers Bradshaw & Mundia, 2006) Educational-environmental factors are the most frequently mentioned variables that affect inclusion, because they are most obvious and possibly due to a feeling of control by someone

The most challenging and critical aspects of Inclusive Education (Culham & Nind) development in terms of inputs include (1) student access, retention and drop-out rates; (2) finding, identifying, and encouraging children to go to school, (3) poverty and associated characteristics of student background, (4) attitudes toward SEN and students with disabilities; (5) conditions of teachers' work, (6) flexible, adaptive and functional life - skills curriculum relevant to students' lives. In terms of process, school climate, collaboration, support, and integrated services/teacher training prove challenging as process domains (Peters, 2003) There could be many barriers for educating children with disabilities in regular classrooms It is evident from the experiences of children with disabilities and their families, in an inclusive school environment These barriers could emanate from scarcity of resources, negative attitudes of teachers, non-disabled peers and their parents The peers in school, being the closest on par, play an important role in the lives of the children with disabilities There is general support for the hypothesis that children who are not accepted by peers are generally at risk for difficulties later in life (Ochoa & Olivarez, 1995) Acceptance by peers provides a much greater challenge for children with disabilities Children with disabilities are often an easy target for being teased and bullied by their non-disabled peers as reported by children interviewed in this study (Mishna, 2003)

Curriculum as everything a school does to support student learning including what is taught, and the knowledge and skills acquired by students (Rottier, Kelly, & Tomhave, 1983) Curriculum is all about the learning which is planned and guided by the school whether it is carried on in groups or individually, inside or outside the school A curriculum was developed as a discipline in the United States as an administrative category within education and was seen as a management tool from its origin (Aoki & Pogroszewski, 1998) In Latin, the word curriculum referred to a racing chariot and it is taken from the word "curer" which means to run (Bargh,

Scott, & Smith, 1996). Curriculum is not a concept but a cultural construction that is not an abstract concept which has some existence outside and prior to human experience rather it is a way of organizing a set of human educational practices. They continue to explain that to understand the meaning of any set of curriculum practices, we need to know about the composition and organization of the society and we also need to understand the fundamental premises upon which it is constructed (Gore & Zeichner, 1991). A curriculum in terms of what is rather than what should be (Nunan, 1988). The definitions provided by (Denton) have both guided a working definition of curriculum for this particular study: Curriculum is a key component during instruction and a process that requires decision-making which includes identification of goals and objectives, articulation of the expectations for the learner's performance and determination of the content to be taught. Defining the curriculum as a set of performance objectives to be achieved is a very practical orientation to curriculum and this approach focuses upon specific skills or knowledge which is considered to be attained by students. Curriculum has always been one of the major obstacles or tools in the education system to facilitate the development of more inclusive provision, the reason being that it is frequently extensive and demanding, often rigid and non-flexible leaving teachers with little or no room to try out new approaches. Sometimes the content might be too distant to the reality in which the student lives and therefore inaccessible and that curriculum is an obvious barrier in inclusion because students with different needs also need a different approach (Armbruster & Lehr, 2001). Curriculum is a challenge that many believe is at odds with the practical reality of meeting the needs of all learners within an inclusive setting (Davies, Evans, & Reid, 2005).

CHAPTER THREE

RESEARCH METHODOLOGY

Methodology defined as procedures, materials and methods used by researcher to complete the process of data collection, analysis and interpretation (Frankfort-Nachmias, 1992) The scientific method is a logic process (Merton, 1957) The major objective of this chapter is to explain various tools and techniques employed for collection, analysis and interpretation of the data, relating to present problem under investigation

3.1 Research design

The research design is a logical sequence that links the empirical data to answer their research questions It is an action plan or blueprint for an empirical research study and includes the main ideas of the study like research method, sample and tools and procedures adopted for collecting and analyzing information or data (Churchill, 1995, Nachmias & Nachmias, 1996, Gay, 1996).

A research design is a framework or blue print for conducting the research projects. It depicts the measures necessary for obtaining the information needed to construct and solve research problems (Malhotra, 2004) The quantitative research design was used to conduct this study In a quantitative research design a set of a small number of structured questions are administered to a large number of respondents (Cresswell, 2003) and the data thus collected can be statistically compared and contrasted Moreover the findings are clear and exact which have broad generalizability (Aaker *et al* , 1995)

3.2 The universe

The universe is commonly defined as the totality of everything that exists (WBI, 2010). The universe of the present study was all students studying in inclusive education

3.3 Population of the study

The abstract idea of a large group of many cases from which a researcher draws a sample and to which results are generalized is called population in research. The population of the study was the special students studying in Hassan Academy, Rawalpindi Punjab, Pakistan
Total population of the study was 215

3.4 Sampling and sample size

Simple random sampling technique was used to draw the sample from the targeted population of the study. For the calculation of sample size of this study, Taro Yamane's formula had been applied. The particulars are as under:

$$n = \frac{N}{1+N(e)^2}$$
$$n = \frac{215}{1+215(0.05)^2} = 140$$

Where n represents sample size, N represents total population and 'e' shows margin of error (0.05). The estimated sample size for this study was 140.

3.5 Tool for data collection

The most important-art of statistical work is data collection. The data were collected with the help of a teacher as communicator between the researcher and the respondents in a face to face situation.

The researcher devised a tool to measure the identified barriers in inclusive education. The tool was comprised of 54 questions. The tool was subdivided into school profile, socioeconomic status, parental care, communication, curriculum, teacher attitude and infrastructure of school. The summary of the tool is as follows:

Major section	Sub-parts	Items /questions
Demographic	School profile	8
	Socioeconomic status	17
Barriers	Parental care and practices	08
	Communication	07
	Curriculum	03
	Teacher attitude	06
	Infrastructure	05
Total		

Owing to communication problems during interview, the researcher realized that it was hard for teachers to comprehend the questionnaire to get responses from their students on the devised questionnaire. Therefore, the researcher translated the tool into Urdu language. The translated questionnaire was reliable (Alpha, 0.8534) to get responses from students.

As it was explicit that the researcher could not attain responses directly so he took help from teachers of the school. The researcher visited teachers of the school to discuss the questionnaire and some modifications were made as teachers recommended. The modifications were made on the basis of the sign language because teachers had to translate the questionnaire to students in sign language due to their inability of listening.

3.6 Limitations of the study and UNICEF report

The UNICEF reports mentioned that seven schools were promoting inclusive education in Pakistan. These schools were mainly in urban areas. Names of these schools were as follows:

- 1 International School of Studies, Karachi.
- 2 Collegiate School System, Lahore.
3. Parvarish School, Lahore.
- 4 Hassan Academy, Rawalpindi/Islamabad
- 5 Association for the Rehabilitation of the Physically Disabled, Peshawar
6. Amin Maktab (outreach programme)
- 7 Teacher development initiatives

As researcher further explored six of the schools were not inclusive in educational structure as it was clearly oppositely ensured in the report. One of the schools Hassan academy, Rawalpindi was found promoting inclusive system of education. So, for the researcher one school was left to conduct the research. Therefore, all the students in the school became the population of the present study.

3.7 Statistical Techniques

The following statistical techniques were used for data analysis

1. Descriptive statistics including frequencies and percentages was used to summarize different variables
- 2 Inferential statistics, Two Independent Sample t-test, One Way Analysis of Variance, Pearson correlation and Linear Regression were used to assess the relationship between independent and dependent variables

3.7.1 Percentage

To describe the variables, Simple frequency tables were constructed out of data. To find out the frequency distribution of the variables, simple percentages were calculated.

The percentages were calculated by following formula

$$P = \frac{F}{N} \times 100$$

Where,

P = Percentage

F = Frequency

N = Total Number of frequencies

3.7.2 Correlation

Bivariate correlation test was applied to check the relationship between independent and dependent variables. It shows that how much strongly or weakly independent and dependent variables are associated. Formula for calculation of correlation

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

3.7.3 Regression:

Linear Regression test was applied to check the relationship between independent and dependent variables. It shows that how much strongly or weakly independent and dependent variables are associated. The regression equation is as follow

Linear Regression: $Y_i = \beta_0 + \beta_1 X_i + \varepsilon_i$

- Y_i - Outcome of Dependent Variable (response) for i^{th} experimental/sampling unit
- X_i - Level of the Independent (predictor) variable for i^{th} experimental/sampling unit
- $\beta_0 + \beta_1 X_i$ - Linear (systematic) relation between Y_i and X_i (aka conditional mean)
- β_0 - Mean of Y when $X=0$ (Y -intercept)
- β_1 - Change in mean of Y when X increases by 1 (slope)
- ε_i - Random error term

Note that β_0 and β_1 are unknown parameters. We estimate them by the least squares method.

Normal Equations (Based on Minimizing SSE by Calculus)

$$\sum_{i=1}^n Y_i = nb_0 + b_1 \sum_{i=1}^n X_i$$

$$\sum_{i=1}^n X_i Y_i = b_0 \sum_{i=1}^n X_i + b_1 \sum_{i=1}^n X_i^2$$

Computational Formula for the Slope, b_1

$$b_1 = \frac{SS_{XY}}{SS_{XX}}$$

$$SS_{XY} = \sum_{i=1}^n (X_i - \bar{X})(Y_i - \bar{Y}) = \sum_{i=1}^n X_i Y_i - \frac{\left(\sum_{i=1}^n X_i\right)\left(\sum_{i=1}^n Y_i\right)}{n}$$

$$SS_{XX} = \sum_{i=1}^n (X_i - \bar{X})^2 = \sum_{i=1}^n X_i^2 - \frac{\left(\sum_{i=1}^n X_i\right)^2}{n}$$

Computational Formula for the Y -intercept, b_0

$$b_0 = \bar{Y} - b_1 \bar{X}$$

Computational Formula for the Total Sum of Squares, SST

$$SST = \sum_{i=1}^n (Y_i - \bar{Y})^2 = \sum_{i=1}^n Y_i^2 - \frac{\left(\sum_{i=1}^n Y_i\right)^2}{n}$$

Computational Formula for the Regression Sum of Squares, SSR

$$SSR = \sum_{i=1}^n (\hat{Y}_i - \bar{Y})^2 = \frac{(SSXY)^2}{SSXX} = b_0 \sum_{i=1}^n Y_i + b_1 \sum_{i=1}^n X_i Y_i - \frac{\left(\sum_{i=1}^n Y_i\right)^2}{n}$$

Computational Formula for Error Sum of Squares, SSE

$$SSE = \sum_{i=1}^n (Y_i - \hat{Y}_i)^2 = SST - SSR = \sum_{i=1}^n Y_i^2 - b_0 \sum_{i=1}^n Y_i - b_1 \sum_{i=1}^n X_i Y_i$$

Computational Formula for the Standard Error of the Slope, S_{b_1}

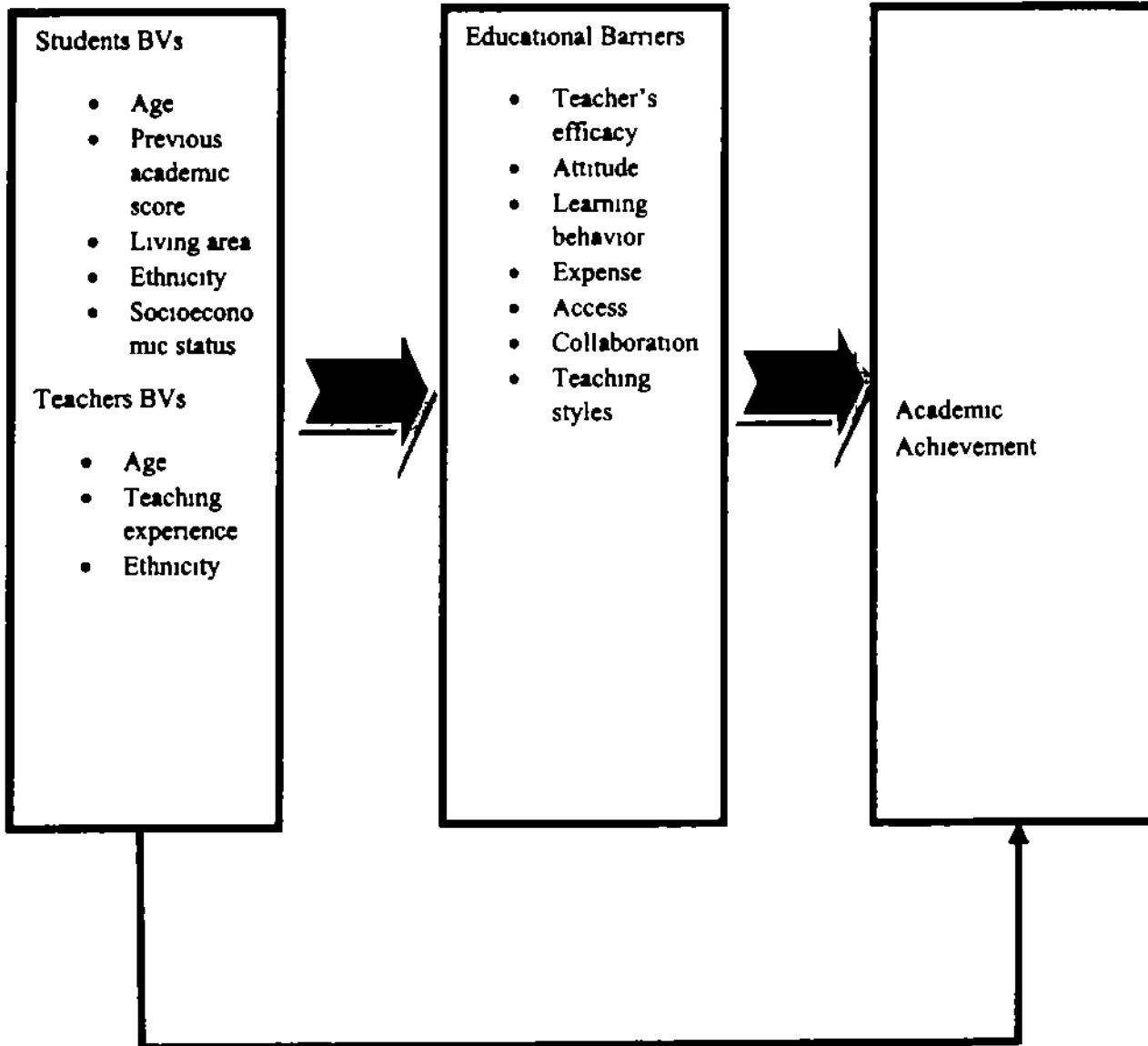
$$S_{b_1} = \frac{S_{yx}}{\sqrt{SSXX}} = \frac{S_{yx}}{\sqrt{\sum_{i=1}^n (X_i - \bar{X})^2}}$$

3.8 Conceptual Framework

Background Variables

Independent Variables

Dependent variable



CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1: Univariate analysis

It is method for analyzing data on single variable. In univariate analysis, each variable in any data set is explored separately. It measures the central tendency values.

Table 4.1.1 *Percentage distribution of the respondents according to their gender and area of residence*

Scale	Frequency	Percentage
Male	89	63.6
Female	51	36.4
Total	140	100.0
Urban	131	93.6
Rural	9	6.4
Total	140	100.0

Table 4.1.1 shows the percentage distribution of respondents according to their gender and area of residence. It shows that both male and female were included in the study. Majority of the respondents 63.6% were male. There were 36.4% of the respondents were female. The table also shows the locality of the respondents. The present study was conducted in Rawalpindi consisted of both urban and rural areas. The table depicts that overwhelming majority of the respondents 93.6% belonged to urban area, while 6.4% respondents belonged to rural area. It

shows that the urban students were securing more admission than rural students. The reason is that the rural areas are deprived of basic facilities.

Table 4 1 2. Percentage distribution of respondents with respect to current residence

Scale	Frequency	Percentage
School hostel	55	39 3
Private hostel	2	1 4
Own house	83	59 3
Total	140	100 0

Table 4 1.2 shows the percentage distribution of respondents with respect to current residence status. Majority of respondents 59 3% were belonged to urban area and had their own house with families, while statistical percentage of respondents 39 3% was living with school hostel because most of them were poor and their families could not afford their education expenses. And also some of them belonged to rural area. The 1 4% of respondents were living with private hostel.

Table 4 1 3· Percentage distribution of the respondents according to their level of educational qualification

Scale	Frequency	Percentage
Primary	85	60 7
Middle	48	34 3
High	7	5 0
Total	140	100 0

Table 4 1 3 shows the percentage of distribution of respondents according to their level of educational qualification. The table shows majority of respondents 60 7% were in primary standard and 34 3% were in middle standard. Only 0 5% respondents were in high standards. School was new and did not have community awareness, but community was showing response towards this new field of education and as a matter of fact most people were trying to enroll their special children in special education system.

Table 4.1 4. *Percentage distribution of the respondents according to their percentage in last exam*

Scale (percentage)	Frequency	Percentage
41-50	34	24.3
51-60	74	52.9
61-70	24	17.1
71-80	8	5.7
Total	140	100.0

Table 4.1.4 shows the percentage distribution of the respondents according to their percentage in last exam. The table shows that there were 24.3% of the respondents scored 41-50 percent in last examination. Majority of percentage 52.9% of students scored between 51-60 percent. Very few 17.1% scored 61-70 percent. There were 5.7% of respondents successfully scored 71-80 percent. Most students belonged to poor families and had problems to continue the education. They were not getting any sort of encouragement toward their families also facing for education career. It seemed obvious percentage increased with the well economic conditions.

Table 4 1 5 *Percentage distribution of the respondents by duration in inclusive school*

Scale (in years)	Frequency	Percentage
1-3	96	68.6
4-6	44	31.4
Total	140	100.0

Table 4 1.5 shows the percentage distribution of the respondents by duration in inclusive school. The table indicates that two third almost 68.6% students were studying from last 1-3 years, and 31.4% were also getting education from last 4-6 years. Such problem occurred because of school did not have easy access as well as school was private. School did not have any kind of external help from other sectors and was running under the contribution of local community self-created resources mostly belongs to principal's own social contacts.

Table 4.1.6: Percentage distribution of the respondents according to area of special needs

Scale	Frequency	Percentage
Intellectual	9	6.4
Hearing	77	55.0
Speaking	36	25.7
Visual	18	12.9
Total	140	100.0

Table 4.1.6 shows the percentage distribution of the respondents according to area of special needs. The table indicates that 6.4% of the respondents were suffering with intellectual disabilities, while 55.0% of the respondents were facing hearing problems. There were 25.7% of the respondents with speaking disorder, and 12.9% of the respondents were with visual impairment. Most of the students were appeared with hearing and speaking disability. It was because school did have lack of infrastructure as well as low resources to manage diversity of disable students. Staff was not capable to perform their jobs effectively at different levels.

Table 4 1.7: Percentage distribution of the respondents according to distance from school

Scale (in km)	Frequency	Percentage
1-5	103	73.6
6-10	23	16.4
11-15	14	10.0
Total	140	100.0

Table 4 1 7 shows the percentage distribution of respondents according to distance from school. The table shows that 73.6% of students came to school from 1-5 km far. There were other 16.4% who traveled from 6-10 km, and 10.0% who travelled almost 11-15 km to reach school. Students of local community mostly came to get education and students who were living far from the school location did not show significant enrollment. It was the gap between the school and students who were distant from that particular location of school.

Table 4 1 8 *Percentage distribution of the respondents with mode of transportation*

Scale	Frequency	Percentage
School bus	20	14 3
Public	26	18 6
Private	36	25 7
On foot	58	41 4
Total	140	100 0

Table 4 1.8 shows the percentage distribution of the respondents with mode of transportation. The table shows 14 3% of students came to school on school bus. Students who used public transport were 18 6%. Students 25 7% had private mode of transportation, and 41 4% students came to attend school on foot. There were very few who used school bus, public or private mode of transportation. Majority of students lived within school hostel or in neighborhood. Students who lived within school hostel belonged to lower class and their families were not interested in education or a respectable career. School was situated in poor local community and people were not capable to send their children in expensive private schools.

Table 4 1 9: Percentage distribution of the respondents by number of siblings

Scale	Frequency	Percentage
1-4	59	42 1
5-8	81	57 9
Total	140	100 0

Table 4 1 9 shows the percentage distribution of respondents by number of siblings. Majority of the respondents (57 9%) were with large number 5-8 of sibling. There were 42 1% of the students with 1-4 siblings. Families with low income consisted of more children rather than families with average or high income, but the difference was not so significant and they had slightly less or more numbers of siblings.

Table 4 1 10: Percentage distribution of respondents by mothers' job

Scale	Frequency	Percentage
Government	2	1.4
Private	4	2.9
House wife	134	95.7
Total	140	100.0

Table 4 1 10 shows the percentage distribution of respondents by mothers' job. The table indicates that 1.4% of respondents mothers were Government servant, and 2.9% of respondents mothers were with private career, while overwhelming majority 95.7% of respondents mothers were performing their duties as house wives. The reason of this significance difference was culture and family background. Culture of research area was not in favor of female job. Low education and poverty was reason overwhelming majority performing as house wives.

Table 4.1.11 *Percentage distribution of respondents with respect to father's profession*

Scale	Frequency	Percentage
Non agriculture	131	93.6
Agriculture	9	6.4
Total	140	100.0

Table 4.1.11 shows the percentage distribution of respondents with respect to father's profession. The table shows 6.4% of the respondents' fathers were affiliated with the non-agriculture. Overwhelming majority 93.6% of the respondents' fathers were in non-agriculture profession. Most of the respondents belonged to urban areas and there were no trend of agriculture in urban centers.

Table 4 1 12: Percentage distribution of respondents by nonagricultural profession of father

Scale	Frequency	Percentage
Government job	66	50.4
Business	15	11.5
Unskilled laborer	27	20.6
Skilled laborer	11	8.4
Retire	12	9.2
Total	131	100.0

Table 4 1 12 shows the percentage distribution of respondents by non-agriculture profession of father. Almost half 50.4% of the fathers of respondents worked as Government employees. Remaining 11.5% of the fathers of respondents worked as businessmen, and 20.6% of the fathers of respondents worked as unskilled laborer. Skilled laborer consisted of 8.4%, while 12% were as retired employees.

Table 4.13 *Percentage distribution of the respondents with respect to father's monthly income*

Scale(income)	Frequency	Percentage
Up to 15000	60	42.9
15001-30000	46	32.9
300001-450000	20	14.3
45001-60000	14	10.0
Total	140	100.0

Table 4.13 shows the percentage distribution of respondents with respect to father's monthly income. Statistical percentage 42.9% were up to 15000, while 32.9% was earning 15001- 30000 rupees, and there were 14.3% earning 300001-450000 rupees, while 10.0% were 45001-60000. This table clearly indicated most of the respondents' fathers were from poor families with low income. There were very few who were earning the considerable monthly income and able to provide facilities to their children.

Table 4 2.1 *Percentage distribution of the respondents with respect to parental pay fee on time*

Scale	Frequency	Percentage
Strongly disagree	20	14.3
Disagree		35.0
Undecided	0	0.0
Agree	58	41.4
Strongly agree	13	9.3
Total	140	100.0

Table 4 2 1 shows percentage distribution of respondents with respect to parents pay fee on time. The table shows that 14.3% were strongly disagree, while statistical percentage 35.0% was disagree, and 41.4% selected agree, though 9.3% selected strongly agree. There was lot of students who getting education free of cost as well as if someone's family could afford the fee. There were no others financial resources so school was relying on the fee of students whose families were able to pay fee and for the poor school tried to provide them education free.

Table 4.2.2: Percentage distribution of the respondents to know parents encourage for getting their goals

Scale	Frequency	Percentage
Strongly disagree	23	16.4
Disagree	23	16.4
Undecided	11	7.9
Agree	64	45.7
Strongly agree	19	13.6
Total	140	100.0

Table 4.2.2 shows percentage distribution of the respondents to know parents encourage for getting their goals. The table shows 16.4% was strongly disagree, and the equal 16.4% selected disagree. The 11% was undecided, while statistical percentage 45.7% was agree, and 19% were strongly agree. School was not expensive and its objective was not to earn profit. Fee structure was not so established and students paid fee as much as they can. Mostly there was no strict rule for fee context.

Table 4 2 3 Percentage distribution of the respondents with respect of parents' assistance in doing home work

Scale	Frequency	Percentage
Strongly disagree	32	22.9
Disagree	53	37.9
Undecided	0	0.0
Agree	51	36.4
Strongly agree	4	2.9
Total	140	100.0

Table 4 2 3 shows percentage distribution of the respondents with respect of parents' assistance in doing homework. The table shows that 22.9% of the respondents were strongly disagree about their parents interested or participation in school activities, while the statistical percentage of the respondents 37.9% were disagree. And (36.4%) showed agree, and 2.9% of the respondents were strongly agreed. The students were not from the rich families and most of the families were not interested in their education rather they were looking for any kind of labor for children to assist their self economically.

Table 4 2.4: Percentage distribution of the respondents according to parents' support for different school activities

Scale	Frequency	Percentage
Strongly disagree	44	31.4
Disagree	31	22.1
Undecided	0	0.0
Agree	65	46.4
Strongly agree	0	0.0
Total	140	100.0

Table 4 2.4 shows percentage distribution of the respondents according to parents' support for different school activities. The table indicates 31.4% of the respondents were strongly disagree, while 22.1% of the respondents were disagree, and 46.4% were agree. Majority of respondent claimed no support from their family and there were no kind of intention on respondents' education. This was most obvious with the families of low income and economic profile seemed to change this support trend.

Table 4.2.5: Percentage distribution of the respondents with respect to know parents' understanding and fulfilling desired needs

Scale	Frequency	Percentage
Strongly disagree	8	5.7
Disagree	41	29.3
Undecided	11	7.9
Agree	72	51.4
Strongly agree	8	5.7
Total	140	100.0

Table 4.2.5 shows percentage distribution of the respondents with respect to know parents' understanding and fulfilling desired needs. The table indicates 5.7% of the respondents were strongly disagree, while 29.3% of respondents were disagree. There were 7.9% of respondents undecided, and slightly more than half 51.4% of the respondents were agree, and 5.7% of the respondents were strongly agree. This showed mostly respondents considered desired needs for food and clothing. It was clear all families' practices were not same and majority failed to prove good parents for the respondents.

Table 4.2 6: Percentage distribution of the respondents according to know parents' participation in games and support

Scale	Frequency	Percentage
Strongly disagree	18	12.9
Disagree	83	59.3
Undecided	0	0.0
Agree	38	27.1
Strongly agree	1	.7
Total	140	100.0

Table 4.2 6 shows percentage distribution of the respondents according to know parents' participation in games and support. The table indicates that 12.9% of the respondents were strongly disagree, while majority of the respondents 59.3% of the respondents were disagree, and 27.1% was agree, and .7% of the respondents were strongly agree. It mentioned that mostly parents did not consider games and other activity necessary. Parents showed less response to their children games and sports. This was also because of some cultural restriction and family background. And low income parents spent most of their day time in earning money to fulfill the basic needs of the family. So, there left no time for them to participate with games and supports at the day time.

Table 4.2.7: Percentage distribution of the respondents according to parents pays more attention other than siblings

Scale	Frequency	Percentage
Strongly disagree	12	8.6
Disagree	60	42.9
Undecided	15	10.6
Agree	49	35.0
Strongly agree	4	2.9
Total	140	100.0

Table 4.2.7 shows percentage distribution of the respondents according to parents pay more attention other than siblings. The table indicates 8.6% of the respondents were strongly disagree, while statistical percentage 42.9% was disagree. There were 10.6% of the respondents undecided and statistical percentage 35.0% of the respondents were agree, and 2.9% was strongly agree. It was clear that respondents with the poor family had no specific care and attention according to their special conditions. It was still unfamiliar to deal with the special needs and understand them as a person who requires more help to continue his/her daily life. Parents mostly refused to give them more attention because they were not able to look into the problem and for them it was not their duty to show more attention.

Table 4 2 8 Percentage distribution of the respondents according area of parents more attention

Scale	Frequency	Percentage
Health	53	37.9
Studies	32	22.9
Food	38	27.1
All of them	17	12.1
Total	140	100.0

Table 4.6 4 shows the percentage distribution of respondents according area of parents more attention. The table shows that statistical percentage 37.9% of respondents, parents focused more on their children health, and 22.9% was much concerned with the studies, while 27.1% was more focused on food, though 12.1% was interested all of the needs. This shows that families with high income considered all the area of needs necessary and tried to pay equal attention, while other parents were unable to show same intensity of interest in different area of student's needs.

Table 4 3.1. Percentage distribution of the respondents by communication with teacher

Scale	Frequency	Percentage
Strongly disagree	2	1.4
disagree	0	0.0
undecided	1	0.7
Agree	71	50.7
Strongly agree	66	47.1
Total	140	100.0

Table 4 3 1 shows percentage distribution of the respondents by communication with teacher. The table indicates that 1.4% of the respondents strongly disagree, and 0.7% was undecided while half 50.7% of the respondents were agree, and 47.1% was strongly agree. This showed there were a huge communication gap between the teachers and students. Teachers were with lack of professional expertise and were not able to deliver their messages and ideas to students in proper way. This was also because the lack of teachers' professional trainings and teachers were not able to deliver their lessons in effective way.

Table 4.3.2 Percentage distribution of the respondents' according to communicate with class fellows

Scale	Frequency	Percentage
Strongly disagree	0	0.0
Disagree	0	0.0
Undecided	0	0.0
Agree	104	74.3
Strongly agree	36	25.7
Total	140	100.0

Table 4.3.2 shows percentage distribution of the respondents according to communicate with class fellows. Three fourth almost 74.3% of respondents were agree, and 25.7% of the respondents were strongly agree. It indicated there was a huge communication gap between the class fellows. The respondents with disability were not able to communicate with their class fellows at all. Normal students also were not showing any interest to build social relationships with their fellows with special needs. Students were not trained to communicate with fellows who looked a bit different to them. They were not able to cope up with this difference. Normal students were not familiar with sign languages and there were complete absence of medium between special and normal students.

Table 4.3.3: Percentage distribution of the respondents with respect to communicate with peer groups

Scale	Frequency	Percentage
Strongly disagree	4	2.9
disagree	31	22.1
undecided	0	0.0
Agree	75	53.6
Strongly agree	30	21.4
Total	140	100.0

Table 4.3.3 shows percentage distribution of the respondents with respect to communicate with peer groups. This table shows that 2.9% of the respondents were strongly disagree, and 22.1% was disagree, while little more than half 53.6% of the respondents were agree and 21.4% was strongly agree. It indicated there were few students who were not facing communication problem among their peer group, while there were a lot of students not able to communicate effectively with their peer group. This was because of the physically differences. And there was lack of social training to accept the diversity.

Table 4 3 4 *Percentage distribution of the respondents according to make new friends*

Scale	Frequency	Percentage
Strongly disagree	32	22.9
Disagree	71	50.7
Undecided	1	7
Agree	28	20.0
Strongly agree	8	5.7
Total	140	100.0

Table 4 3 4 shows percentage distribution of the according to make new friends. The table indicates that 22.9% of the respondents were strongly disagree, and half 50.7% of the respondents were disagree, and 20.0% were agreed, while 5.7% was strongly agree. This indicated that most of respondents were not able to develop new friendship in schools. It seemed a problem for the majority to look for companionship in inclusive school settings. There were very few for whom it was easy to get adjust in new environment and able to seek new social contacts. It was because of communication gap among them and also difference of social backgrounds.

Table 4 3 5 *Percentage distribution of the respondents with respect to answer the question in class room*

Scale	Frequency	Percentage
Strongly disagree	0	0 00
Disagree	0	0 00
Undecided	0	0 00
Agree	76	54 3
Strongly agree	64	45 7
Total	140	100 0

Table 4 3 5 shows percentage distribution of the respondents with respect to answer the question in class room. The table indicates that there were little more than half 54 3% of the respondents were agree, and statistical percentage 45 7% of the respondents were strongly agree. This indicated that most of the respondents were facing problem to answer the question in the class. This was because of communication gap between the teachers and students and also teacher failed to collaborate the diversity of students.

Table 4 3 6: Percentage distribution of the respondents by answer the question in class room

Scale	Frequency	Percentage
Strongly disagree	0	0.00
Disagree	1	7
Undecided	0	0.00
Agree	88	62.9
Strongly agree	51	36.4
Total	140	100.0

Table 4 3 6 shows percentage distribution of respondents by answer the question in class room. The table indicates that 7% of the respondents were disagree, while majority 62.9% of the respondents were agree, and statistical percentage 36.4% of the respondents were strongly agree. This indicated that most of the respondents were facing problem to ask the question in the class. And this was because of communication gap between the teachers and students and also teacher failed to collaborate the diversity of students.

Table 4 3.7: Percentage distribution of the respondents with respect to understand the lesson in class

Scale	Frequency	Percentage
Strongly disagree	20	14.3
disagree	73	52.1
undecided	24	17.1
Agree	23	16.4
Strongly agree	0	0.00
Total	140	100.0

Table 4 3 7 shows percentage distribution of the respondents with respect to understand the lesson in class. The table indicates there were 14.3% of respondents were strongly disagree, while little more than half 52.1% of the respondents were disagree, and 17.1% was undecided. There as 16.4% of the respondents agree. It indicated that most students were not able to understand the lesson in the class. It was lack of teacher professional capacity and training to deliver the concept and ideas properly keeping in mind the diversity of all students.

Table 4.4 1: Percentage distribution of the respondents according to understand the syllabus

Scale	Frequency	Percentage
Strongly disagree	23	16.4
Disagree	83	59.3
Undecided	24	17.1
Agree	0	0.00
Strongly agree	10	7.1
Total	140	100.0

Table 4.4 1 shows percentage distribution of respondents according to understand the syllabus. The table indicates that there were 16.4% of the respondents strongly disagree, and little less than majority 59.3% of the respondents were disagree, while 17.1% were undecided, and 7.1% was strongly agree. This showed students also had problem to understand syllabus. And most of them did not feel syllabus were easy or understandable. Very few agreed that syllabus was quite good for particular standards.

Table 4 4 2: Percentage distribution of the respondents according to know books are specially design for them

Scale	Frequency	Percentage
Strongly disagree	40	28.6
disagree	76	54.3
undecided	10	7.1
Agree	4	2.9
Strongly agree	10	7.1
Total	140	100.0

Table 4 4 2 shows percentage distribution of the respondents according to know books are specially design for them. The table indicates that there were 28.6% of the respondents strongly disagree, and little more than half 54.3% were disagree, while 7.1% was undecided, and 2.9% were agree. Though, 7.1% of the respondents were strongly agreed. This mentioned that course contents were not specially design for the special students. All students were getting education from the same books and there were no discriminatory standards for special students. The environment of this inclusive school was demonstrating more equity and equality in this course contents.

Table 4.4.3: Percentage distribution of the respondents with respect to know course contents are according to present needs

Scale	Frequency	Percentage
Strongly disagree	18	12.9
Disagree	73	52.1
Undecided	27	19.3
Agree	22	15.7
Strongly agree	0	0.00
Total	140	100.0

Table 4.4.3 shows percentage distribution of the respondents with respect to know course contents are according to present needs. The table indicates that 12.9% of the respondents were strongly disagreed and little more than half 52.1% of respondents were disagree, while 19.3% was undecided, and 15.7% of the respondents were agree. This mentioned most of the students were not satisfied with the course contents and considering it as a syllabus that could not fulfill the present needs. The books were mostly with old contents and science books were not advanced. There was also a computer lab but in the course books students were not studying computer as a subject.

Table 4.5.1: Percentage distribution of the respondents according to know teachers make the lesson easy to understand

Scale	Frequency	Percentage
Strongly disagree	8	5.7
disagree	61	43.7
undecided	2	1.4
Agree	49	42.1
Strongly agree	10	7.1
Total	140	100.0

Table 4.5.1 shows percentage distribution of the respondents according to know teachers make the lesson easy to understand. The table indicates that there were 5.7% of the respondents strongly disagreed, while statistical percentage 43.75% of the respondents were disagree, and 1.4% was undecided, while statistical percentage 42.1% of the respondents were agree. Though, 7.1% was strongly agree. These results advocated that most of the students perceived that teacher did not try to make the lesson easy to understand. It was because teachers were not so efficient to perform in inclusive school as well as they also had lack of professional training and capacity.

Table 4 5 2: Percentage distribution of the respondents with respect to know teacher help them out in difficulties

Scale	Frequency	Percentage
Strongly disagree	1	7
Disagree	70	50.0
Undecided	13	9.3
Agree	56	40.0
Strongly agree	0	0.00
Total	140	100.0

Table 4 5 2 shows percentage distribution of the respondents with respect to know teacher help them out in difficulties. The table indicated that there was 7% of the respondent strongly disagreed, while half 50.0% of the respondents were disagree, and 9.3% was undecided, and statistical percentage 40.0% of the respondents were agree. This proved that there were many students who understood teachers were less corporative and usually did not help them while they need them most. It was like teachers seemed less interested in doing their jobs and also unable to understand the needs of different students

Table 4 5 3 Percentage distribution of the respondents according to know teachers pay special attention in class

Scale	Frequency	Percentage
Strongly disagree	8	5.7
Disagree	105	75.0
Undecided	1	0.7
Agree	26	18.6
Strongly agree	0	0.00
Total	140	100.0

Table 4 5 3 shows percentage distribution of the respondents according to know teachers pay special attention in class. The table mentions that there was 5.7% of the respondents strong disagree. Three fourth almost 75.0% of the respondents were disagree, and 0.7% was undecided, while 18.6% of the respondents were agree. This identified lot of teachers was not paying attention to students regarding their education. In inclusive students with special need claimed that teacher did not help them properly and also did not try to solve our problem.

Table 4.5 4. Percentage distribution of the respondents with respect to know teachers give extra time to special needs

Scale	Frequency	Percentage
Strongly disagree	65	46.4
Disagree	57	40.7
Undecided	7	5.0
Agree	1	7
Strongly agree	10	17.1
Total	140	100.0

Table 4.5.4 shows distribution of the respondents with respect to know teachers give extra time to special needs. The table indicates that little less than half 46.4% of the respondents were strongly disagree, while statistical percentage 40.7% of the respondents were disagree and 5.0% was undecided, and 7% was agree, while 17.1% were strongly agree. Majority of student claimed that teachers were not giving them extra time if they needed. These identified lots of teachers were not paying attention to students regarding their education. In inclusive students with special need claimed that teacher did not help them properly and also did not try to solve our problem.

Table 4.5 5 *Percentage distribution of the respondents according to know teachers snub them on asking questions*

Scale	Frequency	Percentage
Strongly disagree	2	1.4
Disagree	11	7.9
Undecided	0	0.00
Agree	100	71.4
Strongly agree	27	19.3
Total	140	100.0

Table 4.5 5 shows distribution of the respondents according to know teachers snub them on asking questions. The table indicates that there as 1.4% of the respondents were strongly disagree, while 7.9% were disagree, and little more than two third 71.4% of the respondents were agreed, and 19.3% was strongly agree. This indicated that most of the teachers misbehaved with students. Teachers did not perform their duties well and not promoting the environment for good learning.

Table 4.5 6. Percentage distribution of the respondents with respect to know teachers treat them harshly on misconduct

Scale	Frequency	Percentage
Strongly disagree	0	0.00
Disagree	31	22.1
Undecided	10	7.1
Agree	89	63.6
Strongly agree	10	7.1
Total	140	100.0

Table 4 5 6 shows percentage distribution of the respondents with respect to know teachers treat them harshly on misconduct. The table indicates that 22.1% of the respondents were disagree, and 7.1% was undecided. Majority 63.3% of the respondents were agree, and 7.1% was strongly agree. This indicated that most of the teachers misbehaved with students. Teachers did not perform their duties well and not promoting the environment for good learning.

Table 4 6.1: Percentage distribution of the respondents according know class rooms are comfortable for sitting

Scale	Frequency	Percentage
Strongly disagree	0	0 00
Disagree	70	50 0
Undecided	24	17 1
Agree	44	31 4
Strongly agree	2	1 4
Total	140	100 0

Table 4 6 1 shows percentage distribution of the respondents according to know class rooms are comfortable for sitting. This table indicates that half 50 0% of the respondents were disagree, and 17.1% was undecided, while 31 4% of the respondents were agree, and (1.4%) was strongly agree. It predicted most of the students were not comfort and satisfied with the class situation. School building was not new and lots of things were missing. The building was basically for the house not for a school. So rooms were congested and it was not a good building for school.

Table 4.6 2 Percentage distribution of the respondents with respect to know problems access to class room

Scale	Frequency	Percentage
Strongly disagree	0	0 00
Disagree	44	31 4
Undecided	1	7
Agree	88	62.9
Strongly agree	7	5 0
Total	140	100 0

Table 4 6 2 shows percentage distribution of the respondents with respect to know problems access to class rooms. This table indicates that little more than majority 62 9% of the respondents were strongly disagree, while 31 4% of the respondents were disagree, and (7%) were undecided and 5.0% was strongly agreed. It predicted most of the students were not comfort and facing problems to reach the class rooms. School building was not new and lots of things were missing. The building was basically for the house not for a school. So, rooms were congested and it was not a good building for school. The thresholds were some high for the students to cross easily.

Table 4 6.3 Percentage distribution of the respondents with respect to know satisfaction with transport facility provided by school

Scale	Frequency	Percentage
Disagree	24	17.1
Undecided	4	2.9
Agree	22	15.7
NA	90	64.3
Total	140	100.0

Table 4 6 3 shows percentage distribution of respondents with respect to know satisfaction with transport facility provided by school. The table indicates that 17.1% of the respondents were disagree, while 4.0% as undecided, though 15.7% of the respondents were agreed. Little less than two third of majority 64.3% of respondents were not applicable. Most of the students came from the neighbours and a considerable numbers of respondents were living with in school hostel. So majority were not using school bus as mode of transportation for school.

INFERENCEAL STATISTICS

Table 4.7. Correlation matrix of selected variables

Variables	1	2	3	4
Parental care	-			
Communication	-.353** 000	-		
Curriculum	.161 058	.107 208	-	
Teacher Attitude	.191* .024	.127 135	.645** 000	-
Infrastructure	-.345** 000	.017 838	-.491** 000	-.449** 000

Correlational analysis revealed that teacher's attitude and curriculum is positively correlated with each other P value is .000 with value of $r = .645$ this shows that relationship between two variables is positive. Infrastructure and teachers' attitude is negatively correlated with each other P value is .000 with value of $r = -.449$. Infrastructure and curriculum is negatively correlated with each other P value is .000 with value of $r = -.491$. Parental care and communication is negatively correlated with each other P value is .000 with the value of $r = -.353$. Parental care and infrastructure is negatively correlated with each other. P value is .000 with value of $r = -.345$.

Table 4 8: Gender base comparison of academic achievement and major variables

Variables	Gender	Mean	SD	t	p	95% confidence of interval of the difference	
						Lower	Upper
Academic Achievement	Male	2 0000	89188	- 916	361	- 37176	13646
	Female	2 1176	62119				
Parental Care	Male	19 63	7 870	- 540	590	-3.011	1 720
	Female	20 27	6 113				
Communication	Male	25 70	1 352	-1 551	125	-1 141	142
	Female	26 20	2.059				
Curriculum	Male	6 03	1 457	-3 503	001	-2.688	- 735
	Female	7.75	3 310				
Teacher Attitude	Male	17 01	2 048	-2 212	031	-3 003	-151
	Female	18 59	4 850				
Infrastructure	Male	76 00	45 210	604	547	-11 336	21 258
	Female	71.04	47 644				

Male = 89, Female = 51, $p < .05$

Table 4 8 reveals that there is a significant difference of curriculum between male ($M=6.03$, $SD=1.5$) and female ($M=7.8$, $SD=3.31$) students ($p < 0.05$). Similarly, teacher supportive attitude towards female ($M=18.6$, $SD=4.9$) was greater than male ($M=17.0$, $SD=2.1$) students ($p < 0.05$). Additionally, no significant difference of academic achievement, parental care, communication and infrastructure was explored between male and female students ($p > 0.05$).

Table 4.9. Mean differences of academic achievement and major variables with respect to educational class

Variables		N	Mean	SD	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Parental care	Primary	85	21.05	7.616	19.40	22.69
	Middle	48	18.33	6.724	16.38	20.29
	High	7	16.00	0.000	16.00	16.00
	Total	140	19.86	7.263	18.65	21.08
Communication	Primary	85	25.62	1.480	25.30	25.94
	Middle	48	26.17	1.950	25.60	26.73
	High	7	27.00	0.000	27.00	27.00
	Total	140	25.88	1.655	25.60	26.16
Curriculum	Primary	85	7.29	2.815	6.69	7.90
	Middle	48	5.92	1.069	5.61	6.23
	High	7	4.00	0.000	4.00	4.00
	Total	140	6.66	2.443	6.25	7.07
Teacher attitude	Primary	85	17.91	4.087	17.02	18.79
	Middle	48	17.10	2.065	16.50	17.70
	High	7	17.00	0.000	17.00	17.00
	Total	140	17.59	3.420	17.01	18.16
Infrastructure	Primary	85	61.45	48.691	50.94	71.95
	Middle	48	91.98	35.276	81.74	102.22
	High	7	107.00	0.000	107.00	107.00
	Total	140	74.19	46.003	66.51	81.88
Academic Achievement	Primary	85	1.9765	68966	1.8277	2.1252
	Middle	48	2.1875	1.00332	1.8962	2.4788
	High	7	1.8571	37796	1.5076	2.2067
	Total	140	2.0429	80351	1.9086	2.1771

Table 4.9 shows mean differences of academic achievement, parental care, communication, curriculum, teacher's attitude and infrastructure. Parental care in primary education of 85 respondents has 21.05 mean with 7.616 SD while 48 respondents were in middle education having 18.33 mean and standard deviation was 6.724. Data reveals that mean difference in communication of respondents in primary education have 25.62 mean and 1.480 SD while 48 respondents in middle education were having 26.17 mean with 1.950 SD and only 7 respondents have 27 mean. Respondents distribution with respect to their educational class in curriculum have 7.29 mean in primary education with 2.815 SD, 48 respondents in middle education have

5.92 mean and 1.069 SD. Data depicts that teachers' attitude towards the students of inclusive education includes 85 respondents in primary education having 17.91 mean and 4.087 SD and 48 respondents of middle education have 17.10 mean and 2.065 SD. Infrastructure of inclusive education includes 85 respondents with mean 61.45 and 48.691 SD and 48 respondents have 91.98 mean and 35.276 SD in middle education. Academic achievement includes 85 respondents in primary education have 1.9765 mean and 68966 SD and in middle education 48 respondents have 2.1875 mean with 1.00332 SD in middle education. Only 7 respondents were in high class and they have 1.8571 mean and .37796 SD.

Table 4.10. Comparison of academic achievement and major variables with respect to educational class

Variables		Sum of Squares	df	Mean Square	F	p
parental care	Between Groups	335.943	2	167.971	3.289	.040
	Within Groups	6996.478	137	51.069		
	Total	7332.421	139			
communication	Between Groups	18.316	2	9.158	3.460	.034
	Within Groups	362.620	137	2.647		
	Total	380.936	139			
Curriculum	Between Groups	110.229	2	55.115	10.497	.000
	Within Groups	719.314	137	5.250		
	Total	829.543	139			
Teacher attitude	Between Groups	22.245	2	11.123	.950	.389
	Within Groups	1603.726	137	11.706		
	Total	1625.971	139			
Infrastructure	Between Groups	36527.802	2	18263.901	9.712	.000
	Within Groups	257635.991	137	1880.555		
	Total	294163.793	139			
percentage in last exam	Between Groups	1.620	2	.810	1.259	.287
	Within Groups	88.123	137	.643		
	Total	89.743	139			

One way analysis of variance was computed to explore the difference of barriers within class status. The above mentioned table reveals that there is a significant difference of parental care regarding educational class of children $F(2,137)=3.289, p=0.04$. This table also reveals that there is a significant difference of communication regarding educational class of children $F(2,137)=3.460, p=0.034$. This table also reveals that there is a significant difference of curriculum regarding educational class of children $F(2,137)=10.497, p=0.000$.

Table 4.11: Multiple Regression model of barriers in inclusive education

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	P
Parental care	.665	.095	.567	6.981	.000
Communication	.977	.397	.190	2.460	.015
Curriculum	-.618	.337	-.177	-1.835	.069
Teacher attitude	.443	.237	.178	1.873	.063
infrastructure	.079	.016	.428	4.967	.000

R= .580, R Square= .336(34%); F=13.568

The above mention table of coefficient shows that parental care (B= .665), communication (B=.977) and infrastructure of school (B=.079) have significant positive effect on students' academic achievements ($p < .05$). However, curriculum and teacher attitude are insignificantly contributed into the model ($p > .05$).

CHAPTER FIVE

MAJOR FINDINGS, CONCLUSION AND RECOMMENDATIONS

- In present study two third almost 63.6% of the responded were male and statistical percentage 36.4% of the respondents were female almost
- One fourth 24.3% of the respondents achieved percentage in last examination between 41-50. Those who achieved their percentage between the category 51-60 were 52.9 percent
- The table indicates that (6.4%) were suffering with intellectual disabilities While 55.0% were indulged in hearing problems There were (25.7%) mentioned with speaking disorder
- Data revealed that little less than half 42.9% respondents' family income was up to 15000 PKR and only 10.0% have their family income between 45001-60000 PKR
- Study find out that 22.9% were strongly disagree that their parents interested or participation in school activities They showed strongly agreed response about their parent's interest and participation
- Students were of the view that their parents full fill their required needs on time In this regard little more than half 51.4% of the respondents were agreed while 5.7% were disagreed with this statement because of parental low income
- Children were suffering from communication problems in learning because of their disabilities Data revealed that little less than half 47.1% of the respondents were strongly agreed that they are facing problems related to communication with teachers Those who were facing same problems with peers were 21.4 percent

- Students had also problems to make new friend and they were asked to respond the statement that it is easy for them to make new friends, half 50.7% of the respondents were disagreed
- Students were of the view that they are not able to understand lessons in class and there were little more than 52.1% of the children showed they are disagreed.

CONCLUSION

The present study concluded that parental care, communication and infrastructure of the school were most important barriers of students' academic achievement in inclusive education. Additionally, it was also conjectured that parental care, curriculum design and infrastructure of school varying with respect to the educational class of the students. Gender based differences were found which showed that teacher had more supportive attitude in academic toward female students as compare to male students

Recommendations

Based on the findings of this study, the following recommendations are made to government and relevant government agencies

- **Support and promote the concept of inclusive education**
- **The nature of inclusive education and the rationale for its implementation**
- **The legislation that guarantees the rights of disabled children to attend their local neighborhood school and not be discriminated against**
- **The responsibilities of teachers and schools to uphold human rights conventions Pakistan legislation in relation to disabled students**
- **All relevant government policies and publications should promote the rights of disabled students to access their local neighborhood school**
- **Introduce policy guidelines on the use of teacher aides in Pakistani schools that promote the inclusion of disabled students**
- **Encourage the teaching of human rights in all schools**
- **Ensure that all initial teacher education providers (in their training programmes) are promoting the rights of disabled students to an inclusive education and the responsibilities of teachers and schools to provide this in a fair, just and equitable way**
- **Ensure that there is a fair and equitable funding system to support inclusive education**
- **Ensure that this funding is used in the way that promotes the inclusion of disabled students**

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QUESTIONNAIRE

Sr no	Item no				
	School profile				
1	Name of school				
2	Area of school.	Urban	Rural		
3	Level of school.	Primary	Middle	High	
4	Status of school.	Govt	Semi Govt	Private	
5	Number of class rooms at school				
6	Number of teachers at school				
7	Number of total students studying in this school				
8	Number of special students studying in this school				
	Socio Economic Profile				
9	Name of respondent				
10	Gender of respondent	Male	Female		
11	City				
12	Distric				
13	Area of Residence of the respondent	Urban	Rural		
14	Living with	School hostel	Private hostel	Own house	Any other— -
15	Class standard				
16	Your percentage in last exam				
17	Duration of study in inclusive school				
18	Area of need or disability	Intellectual	Emotional	Hearing	Speaking
		Visual	Behavioural	Other	No problem
19	Your distance from school				
20	Mode of transportation you use from house to school	School bus	Public	Private	If \rightarrow 26

21	Number of siblings				
22	Your mother's job	Govt	Private	House Wife	Any other
23	Your father's profession	Agriculture	Non agriculture		
24	If non agriculture then specify his occupation	Govt. job	Business	Unemployed	Labourer
		Skilled	Retired	Any other--	
25	Your father's monthly income. (PKRs)				

26: Parental care and Practices

Sr no	Item no	SD	D	UN	A	SA
i	Your parents pay fee on time					
ii	Your parents encourage you to get your goal					
iii	Your parents assist you in doing homework.					
iv	Your parents support you in different school activities.					
v	You think that your family understand and fulfil your desired needs.					
vi	Your parents participate with u in different games and support.					
vii	Your parents pay more attention and care other than your siblings					

27:Communication

i	You have problems to communicate with teachers.					
ii	You have problems to communicate with class fellows.					
iii	You have problems to communicate with peer groups in school.					
iv	It is easy for you to make new friends					
v	You have problems to answer the question in class.					
vi	You have problems to ask a question in class.					
vii	You can easily understand lesson.					

28: Curriculum

i	Syllabus is easy to understand.					
ii	Books are specially design for you.					
iii	Course contents are according to present needs.					

29:Teachers'Attitude

i	Teachers make the lesson easy to understand.					
ii	Your teachers help you out in difficulties.					

iii	Your teachers pay special attention towards your problems.					
iv	Teachers give you extra time if you need help in course.					
v	Teachers snub you on asking questions.					
vi	Teachers treat you harshly on any misconduct.					

30: Infrastructure

i	Class rooms are comfortable for sitting.					
ii	You face problem in access to class room.					
iii	You are satisfied with transport facility.					
iv	You are satisfied with condition of computer lab.					

31	Your parents pay more attention on your	Games	Health	Studies	Food	All of them
32	Do you have computers labs	Yes	No			

سکول کے کوائف				
1	سکول کا نام			
2	سکول کا محل وقوع	شہری	دیہاتی	
3	سکول کا درجہ	پرائمری	مڈل	ہائی
4	سکول کی حیثیت	سرکاری	نیم سرکاری	نجی
5	سکول میں کتنے کلاس روم ہیں؟			
6	سکول میں کتنے اساتذہ ہیں؟			
7	سکول میں کتنے طلبا ہیں؟			
8	سکول میں کتنے خصوصی طلبا ہیں؟			
معاشرتی — معاشی کوائف				
9	جواندہ کا نام			
10	جس:	لڑکا	لڑکی	
11	شہر			
12	صنع			
13	جواندہ کی رہائش	شہری	دیہاتی	
14	رہائش کی تفصیل	سکول ہاسٹل	نجی	داتی یا دیگر
15	کون سی کلاس میں پڑھتے ہیں؟			
16	امتحان میں کتنے فیصد نمبر ہیں؟			
17	آپ کتنے عرصے سے اس سکول میں ہیں؟			
18	معدوری کی قسم	گورنگا ہیں	اندھا ہیں	بہرہ ہیں
		حسداتی	کوئی اور—	نبی

				19	سکول آپ کے گھر سے کتنا دور ہے؟
پینل	سکول ہیں	نہی	عوامی	20	گھر سے سکول تک آنے کا طریقہ؟
				21	کتھے ہیں بہائی ہیں
کری اور	گھریلو	نہی	سرکاری	22	والدہ کا پیشہ
		غیر زرعی	زراعت	23	والد کا پیشہ؟
مردور	دستکار	تجارت	سرکاری	24	اگر غیر زرعی ہو تو وضاحت کریں۔
		یا کوئی اور۔	سے روزگار		
				25	والد کی ماہانہ آمدنی؟

SA	A	UN	D	SD	Item no	Sr no
					ماں باپ کی نگہداشت	26
					کیا آپ کے والدین وقت پر ہنس ادا کرتے ہیں؟	1
					کیا آپ کے والدین پڑھے میں آپکی حوصلہ اہرائی کرتے ہیں؟	2
					کیا آپ کے والدین آپ کے ہوم ورک میں آپکی مدد کرتے ہیں؟	3
					کیا آپ کے والدین سکول ہیکٹر میں مدد کرتے ہیں؟	4
					کیا آپ کے والدین آپکی خصوصی ضرورتوں کو سمجھتے اور پورا کرتے ہیں؟	5
					کیا آپ کے والدین آپ کے ساتھ کھیل میں حصہ لیتے ہیں؟	6
					کیا آپ کے والدین اور بہن بھائیوں سے زیادہ آپ کا خیال رکھتے ہیں؟	7
					رابطہ	27
					کیا آپ کو استاد سے بات کرنے میں مسئلہ ہوتا ہے؟	1
					کیا آپ کو کلاس ہیلور سے بات کرنے میں مسئلہ ہوتا ہے؟	2
					کیا آپ کو سکول کے دوسرے بچوں سے بات کرنے میں	3

					مسئلہ ہوتا ہے؟
					4 کیا آپ کے سکول میں بہت سے دوست ہیں؟
					5 کیا آپ کو کلاس میں سوال پوچھنے میں مسئلہ ہوتا ہے؟
					6 کیا آپ کو کلاس میں سوال کا جواب دینے میں مسئلہ ہوتا ہے؟
					7 آپ کو سبق آسانی سے سمجھ آتا ہے؟
					28 نصاب
					1 نصاب سمجھنے میں آسان ہے؟
					2 آپ کے لئے خصوصی کتابیں تیار کرانی گئی ہیں؟
					3 نصاب جدید دور کی ضرورتوں کے مطابق ہے؟
					29 اساتذہ کا رویہ
					1 اساتذہ سبق کو سمجھنے میں سبق کو آسان بناتے ہیں؟
					2 اساتذہ آپکی مشکل میں مدد کرتے ہیں؟
					3 اساتذہ آپ کے مسائل کو خصوصی طرح دیتے ہیں؟
					4 اساتذہ آپ کو سبق یاد کرنے میں زیادہ ٹائم مہیا کرتے ہیں؟
					5 اساتذہ سوال پوچھنے پر برا متھے ہیں؟
					6 اساتذہ غلطی کرنے پر بہت ڈانٹتے ہیں؟
					30 سہولیات
					1 کلاس روم پڑھنے کے لیے بہت اچھا ہے؟
					2 آپ کو کلاس تک آنے والے میں مسئلہ ہوتا ہے؟
					3 سکول سے آپ کو لینے ٹائم پر آتی ہے؟
					4 کمپیوٹر لیبر استعمال میں اچھی ہیں؟

					31 آپ کے سکول میں کمپیوٹر لیبر ہے؟
					32 آپ کے گھر والے کس چیز پر زیادہ توجہ دیتے ہیں؟
حوراک	صحت	کھیل	پڑھائی	بیاں	نہیں

