

ANALYSIS OF INCLUSIVE EDUCATION IN DISTRICT MUZAFFARGARH-PAKISTAN.

Shaheen Sadiq¹, Dr. Abdul Jabbar Bhatti², Prof.Dr.Abdul Ghafoor Awan³

ABSTRACT: *The objective of this research paper was to analyze the state of inclusive education in District Muzaffargarh. For this purpose, we developed a questionnaire, containing 44 questions for collection of primary data and distributed among 100mteachers and 20 head teachers from 20 Boys and Gilrs Elementary schools of District Muzaffargarh. Convenience sampling method was used and only those teachers were included in the sample who have got training in special education and were teaching such classes. The data collected through questionnaire was analyzed 5-point Likert Scale. Our results show that the students having minor disabilities can get education along with their peer and show better results in the examinations. We suggest that relevant material and qualified teachers must be provided in schools for special education.*

Key words: *Inclusive education, special classes, trained teachers.*

Type of study: **Original research paper**

Paper received: 19.04.2019

Paper accepted 15.05.2019

Online published: 01.07.2019.

1. M. Phil Scholar, Department of Education, Institute of Southern Punjab.
Amnaakbar84@gmail.com
2. Assistant Professor, Department of Education, Institute of Southern Punjab.
abduljabbarss@gmail.com. Cell # +92-300-6863425
3. Dean, Faculty of Management and Social Sciences, Institute of Southern Punjab.
ghafoor70@yahoo.com .Cell # +0923136015051.

1. INTRODUCTION

1.1. Background of study:

Education is a right, like the right to have proper food or roof over our head. No doubt, education has been a universal means of getting and spreading awareness in all walks of life. No one can deny from the importance of education “Everyone has a right for education” (Universal Declaration of human rights in 1948). Education opens doors, and expands opportunities and freedom. Education contributes to fostering peace, democracy and economic growth as well as improving health and reducing poverty. The ultimate, aim of “Education for All” is sustainable development. There are many types of education through which everyone gets benefitted according to his needs, interest and requirements. The important category of education is inclusive education that is an innovative concept in our country. Although it has been started in other countries for a long time, but it has introduced in Pakistan a few years back. Now it has become very popular. Inclusive education is defined as, “Go with their neighborhood friend to their neighborhood schools where they further get their growth and development”. Inclusive education means, all students attend and are welcomed by their neighborhood schools in their appropriate age and attend regular classes and are supported to learn, contribute and participate in all aspects of life of the schools. Inclusive education means providing quality education to all children especially those who have been excluded from main stream education.

1.2 Main Research Problem:

Our main research problem is to analyze inclusive education in District Muzaffargarh.

1.3. Objectives of study:

The objectives of study are outlined as under: -

- To enhance the awareness about inclusive education among common people.

-
- To analyze whether inclusive education is fruitful or not.
 - To judge the academic and social competence of children with special needs.
 - To examine whether appropriate supports and services are available for inclusive education.
 - To make suggestions how to improve special education.

1.4 Scope of Study:

The scope of this research study is very wide because inclusive education is very important for our society. The researchers, managers of educational institutions and policy makers reap benefits from the results of this research study.

2. LITERATURE REVIEW:

Comprehensive instruction implies giving quality education to all kids particularly the individuals who have been avoided from standard training. It respects all youngsters paying little mind to their sex, physical, scholarly, social, enthusiastic, linguistic or different qualities. It benefits understudies with incapacities as well as gives an assortment of advantages to understudies without disabilities, Teacher, Schools and groups. ("Special Education Inclusion",2001) Most youngsters with disabilities or unique needs are not selected in normal schools. They are kept separated from society by labeling them with names like "Gonga" "Behra" "Langra" and taught in discrete uncommon schools, where there are couples of chances for them to create and get esteemed in our group. By incorporating them in standard instruction, they are offered chance to gain from their associates. They watch the *manners* by which different understudies are fruitful and hone these practices. An understudy who experiences issues imparting can learn powerful techniques by being with understudies who utilize dialect throughout the day. Mobility aptitudes can be tended to while understudies return to classes after break. An understudy having issue in perusing work one next to the other with different per users. Now and again understudies may locate their best instructors among the companions. We can never

instruct " REAL WORLD SKILLS' 'by segregating an understudy from" REAL WORLD (Hallahan, D., &Kauffman, J. (1991)

2.1 Distinction of study:

This research work distinguishes from the previous work as it has conducted in the area of Tehsile Alipur, District Muzaffargarh. Many works have been done inclusion but no research has so far been done on inclusive education in Tehsile Alipur Distict Muzaffargarh. This research is conducted in those schools where disable students are being taught. Therefore, our research work will fulfill the gap between the previous and present research work. So, ultimately it can be said that the current study is more explorative, analytical and beneficial in order to judge the impacts of inclusion on students with miner disabilities.

3. RESEARCH METHODOLOGIES:

Quantitative survey is used in this research. Questionnaire containing 44 questions were developed as a research tool. This questionnaire was distributed among 20 Girls' and Boys' Elementary schools of Tehsile Alipur. Data was collected from 20 Head teachers and 100 teachers who had taken the inclusive education training. The data was converted into numbers and mean and percentage of each question was concluded. The results were drawn from this data.

3.1. Type of data:

We used primary data collected through a structured questionnaire in this study.

3.2 Sample of the Study

The sample of this research was all the elementary schools both for girls and boys in Tehsil Alipur. The data were collected from 100 teachers and 20 Head

teachers of these schools. All these teachers and Head teachers have taken the inclusive training.

3.3 Analytical techniques

Descriptive statistics is used to analyze the data. The results are presented in the form of tables, graph and percentage.

4 DATA ANALYSIS:

4.1 Demographic statistics.

There are two types of participant's male and female teachers.

Table 1 Percentage of Respondents

Category of Teachers	%age
Female	47%
Male	53%

Table 2 Grade Level Taught by Respondents

Category of disability	Grade 6	Grade 7	Grade 8
	%age	%age	%age
Hard of Hearing	28.7%	25.75%	13.3%
Weak Eye sight	49.4%	51.5%	56.6%
Physically handicapped	3.44%	4.54%	6.66%
Mentally retarded	10.34%	12.12%	10%
Slow learner	8.04%	6.06%	13.3%

Table 3 Years of Teaching Experience of Respondents

Experience category	Percent of Respondents
First Year	4%
1 to 5 Years	28%
6 to 10 Years	14%
11 to 15 Years	16%
16 to 20 Years	6%
21 to 30 Years	23%
31 to 35 Years	9%

Table 4 Inclusive Education Trained Teacher

Gender of Respondents	Percent of Respondents
Male Teacher	53%
Female Teacher	47%

Figure # 1 Gender percentage of Respondents

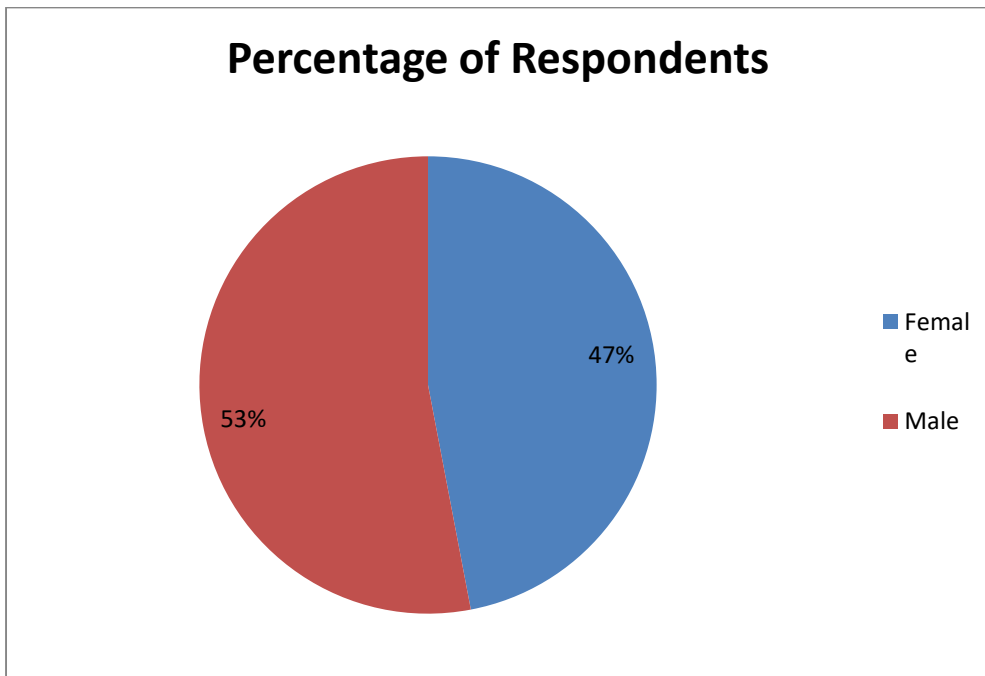


Table 5 Special Education Trained Teacher

Gender of Respondents	Percent of Respondents
Male Teacher	10%
Female Teacher	17%

Figure # 2 Trained teachers in Special Education

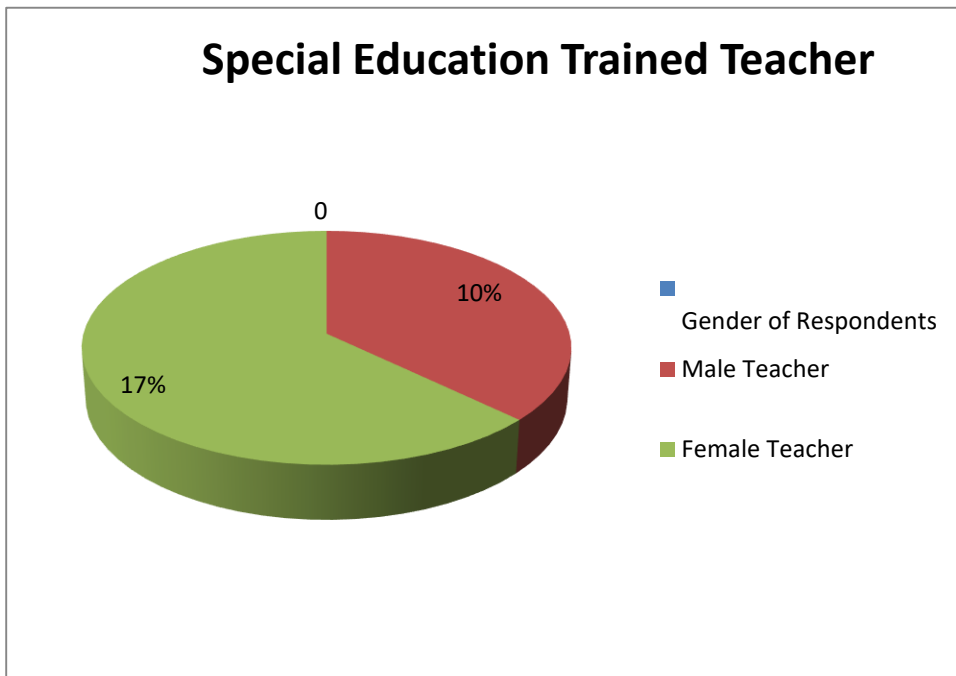


Table 6 Current Academic Status of Respondent

		C T	B.Ed	M.Ed
	n	2	23	28
Male Teacher	%age	2%	23%	28%
	n	1	26	20
Female Teacher	%age	1%	26%	20%

5. ANALYSIS OF STATEMENTS:

The results obtained through 5 points Likert scale are shown in Table 7.

Table 7 Results of teachers' response

	Statements	Teacher/ Head teacher	SA	A	UD	DA	SDA	Total	Mean
1	Every child regardless of disabilities has the right to be educated in the regular class.	Teacher	45	40	5	3	7	100	4.13
		Head teacher	8	9	0	2	1	20	4.05
2	It is difficult to teach to students with disabilities in inclusive classes.	Teacher	8	14	6	31	41	100	2.17
		Head teacher	1	3	0	14	2	20	2.3
/ 3	Students with special needs benefits to academically and socially from being placed in inclusion	Teacher	20	60	6	14	0	100	3.86
		Head Teacher	5	12	0	3	0	20	3.95
4	Students with disabilities learn better with their	Teacher	26	49	5	18	2	100	3.79
		Head teacher	7	7	1	5	0	20	3.8

	peer in inclusive class								
5	It is considered that special needs students perform equally with other students in learning.	Teacher	10	25	4	35	26	100	2.58
		Head teacher	1	4	0	10	5	20	1.8
6	Special needs students should learn separately in special class/ in a separate school.	Teacher	10	25	1	40	24	100	2.57
		Head teacher	1	2	4	10	3	20	2.4
7	Teaching students who have a wide range of needs Makes any subject teaching particularly important.	Teacher	15	55	24	4	2	100	3.77
		Head teacher	1	14	3	2	0	20	3.7

8	The inclusion of students with	Teacher	11	20	2	38	29	100	2.46
---	--------------------------------	---------	----	----	---	----	----	-----	------

	disabilities in regular Class room is beneficial to other students	Head teacher	2	3	0	10	5	20	2.35
9	The best way to ensure equality of provision of education is to make all students learn in inclusive Classes.	Teacher	30	45	0	18	7	100	3.73
		Head teacher	6	8	1	4	1	20	3.7
10	Inclusive education system is more cost effective than special education.	Teacher	2	21	4	55	18	100	2.34
		Head teacher	1	3	0	14	2	20	2.35
11	Inclusive teaching requires collaboration among teachers, school	Teacher	39	56	2	3	0	100	4.31
		Head teacher	8	11	1	0	0	20	4.35

	administrators, and parents.								
--	---------------------------------	--	--	--	--	--	--	--	--

5.1 Interpretation of Results

Statement # 1 in Table 7 shows opinion of head-teachers and teachers about special child's right to be educated in the regular class. It shows that majority of (45%) teachers strongly agreed and majority of (45%) head-teachers agreed that special children have the right to be educated in the regular classes. On the whole, most of teachers (85% mean 4.13) and head teachers (85% mean 4.05) were of the opinion that every child regardless of disabilities has the right to be educated in the regular class, only few teachers (10%) and head teachers (15%) thought that the student did not have the right to be educated in the regular class. Most of the teachers (Mean: 4.13) and head-teachers (Mean: 4.05) agreed with the statement that special children have the right to be educated in the regular class.

Statement # 2 in Table 7 highlights opinion of head-teachers and teachers about teaching students in inclusive class is difficult. It shows that majority of (41%) teachers strongly disagreed and most of (70%) head-teachers disagreed that it is difficult to teach special children in the regular class. On the whole, majority of teachers (72% mean 2.17) and head teachers (80% mean 2.3) were of the opinion that it is not difficult to teach students with disabilities in an inclusive class, while some teachers (22 %) and head teachers (20%) thought that it is difficult to teach students with disabilities. Most of the teachers (Mean: 2.17) and head-teachers (Mean: 2.3) disagreed with the statement that it is difficult to teach special children in the regular class.

Statement # 3 in Table 7 shows opinion of teachers and Head teachers about the role of inclusive classroom setting .It shows that majority of (60%) teachers agreed and majority of (60%) head teacher agreed .On the whole, Majority of

teachers (80% mean 3.86) and head teachers (85% mean 3.95) were of the opinion that students with special needs benefit to academically and socially from being placed in inclusive setting, while some teachers (14%) and head teachers (15%) were of the view that students with special needs did not benefit to academically and socially being placed in an inclusive setting. Inclusive classroom setting in academic and social is useful for special child. , Most of teachers (mean 3.86) and head teachers (mean 3.95) agreed with the statement that inclusive classroom setting is useful for special child in his academic and social needs.

Statement # 4 in Table 7 shows opinion of teachers and head teachers about special children's better learning with their fellows. It shows that majority of (49%) teachers and head teachers (35%)strongly agreed that special children better learning with their fellows. On the whole, majority of teachers (75% mean 3.79) and head teachers (70% mean 3.8) were of the opinion that students with disabilities learn better with their peers in inclusive class, while some teachers (20%) and head teachers (25%) thought that students with disabilities did not learn better with their peers in inclusive class. Most of teachers (mean 3.79) and head teachers (mean 3.8) agreed with the statement that special children learn better with their fellows.

Statement # 5 in Table 7 shows the opinion of teachers and head teachers about the equal learning capacity of children with disabilities. It shows that majority of (35%) teachers and majority of (50%) head teachers disagreed that children with disabilities. have the equal learning capacity. On the whole, majority of teachers (61% mean 2.58) and head teachers (75% mean 1.8) were not in favor that children with disabilities have the equal capacity of learning only a few teachers (35%) and head teacher (25%) a were in view that children with disabilities have the equal capacity of learning. Most of teachers (mean 2.58) and head teachers (mean 1.8) disagreed with the statement that children with disabilities have the equal learning capacity.

Statement # 6 in Table 7 of questionnaire shows the opinion of teachers and head teachers about the improved learning of special children in regular class/school.

It shows that majority of (40%) teachers disagreed and majority of (50%) head teachers disagreed that regular school/class has improved the learning of special children. On the whole, Majority of teachers (65% mean 2.5) and head teachers (65% mean 2.4) were in opinion that regular school/class did not improve the learning of children with disabilities. Only few teachers (35%) and head teachers (15%) thought that regular school/class improve the learning of special children. Most of teachers (mean 2.57) and head teachers (mean 2.4) disagreed with the statement that regular class/school has improved the learning of special children.

Statement # 7 in Table 7 highlights opinion of teachers and head teachers about the class consisting of multi-needs student's results in enhanced learning. It shows that majority of (55%) teachers and majority of (70%) head teachers agreed that classroom consisting of multi needs students have resulted in enhanced learning. On the whole, majority of teachers (70% mean 3.77) and head teachers (75% mean 3.7) were in favor that Teaching students who have a wide range of needs makes any subject teaching particularly important. Some teachers (6%) and head teachers (10%) were of the view that that Teaching students who have a wide range of needs did not make any subject teaching particularly important. Most of teachers (mean 3.77) and head teacher (mean 3.7) agreed with the statement that classroom consisting of multi-needs students has enhanced learning.

Statement # 8 in Table 8 of reflects opinion of teachers and head teachers about the inclusive education benefits the normal students. It shows that majority of (38%) teachers and majority of (50%) head teachers have disagreed that inclusive education benefits the normal students. On the whole, Majority of teachers (67% mean 2.46) and head teachers (75% mean 2.46) were in opinion that inclusive education did not benefit the normal students. Only few teacher (31%) and head teachers (12%) were in opinion that the inclusion of students with disabilities in regular class room is beneficial to other students. Most of teacher (mean 2.46) and

head teacher (mean 2.35%) have disagreed with the statement that inclusive education benefits the normal students.

Statement # 9 in Table 7 shows opinion of teachers and head teachers about inclusive classes ensure provision of equal education for all. It shows that majority of (45%) of teachers agreed and majority (40%) head teachers agreed that inclusive classes ensured the provision of equal education for all. On the whole, Majority of teachers (75% mean 3.73) and head teachers (75% mean 3.7) were in opinion that the best way to ensure equality of provision of education is to make all students learn in inclusive classes. Some teachers (25%) and head teachers (25%) were in opinion that that it is not the best way to ensure equality of provision of education is to make all students learn in inclusive classes. Most of teachers (mean 3.73) and head teachers (mean 3.7) agreed with the statement that inclusive classes have ensured the provision of equal education for all.

Statement # 10 in Table 7 shows opinion of teachers and head teachers about inclusive education system more effective than the special education system. It shows that majority of (55%) teachers disagreed majority of (70%) head teachers disagreed that inclusive education system is more effective than the special education system. On the whole, Majority of teachers (73% mean 2.34) and head teachers (80% mean 2.35) were in opinion that inclusive education system is not more cost effective than special education. Only a few teachers (23%) and head teachers (20%) were not in opinion that Inclusive education system is more cost effective than special education. Most of teachers (mean 2.34) and head teachers (mean 2.35) disagreed with the statement that the inclusive education system is more effective than the special education system.

Statement # 11 in Table 7 shows the views of teachers and head teachers about inclusive teaching demands collaboration of all the community. It shows that majority of (56%) teachers agreed and majority of (55%) head teachers agreed that inclusive teaching demands collaboration of all the community. On the whole, majority of

teachers (95% mean 4.31) and head teachers (95% mean 4.35) were of the opinion that inclusive teaching requires collaboration among teachers, school administrators, and parents. However, some teachers (5%) and head teachers (5%) were of the view that Inclusive teaching did not require collaboration among teachers, school administrators, and parents. Most of teachers (mean 4.31) and head teachers (mean 4.35) agreed with the statement that inclusive education demands collaboration of all the community.

6. FINDINGS:

The current research has been based on the following objectives. These objectives have been achieved and the results are stated as under: -

First objective was to enhance the awareness about inclusive education in common people. This objective has been materialized in the way as the researcher has done an empirical research through questionnaire to check the awareness of the common people. Although the researcher has applied the present format on the teacher community yet the results obtained from them can be applied on the whole population and the outcomes of their objectives prove that this research has enhanced the awareness of common public to some extent. Second objective was to analyze whether it has been fruitful or not. This objective was to evaluate how for inclusive education has been beneficial for all as well as how much extent this analysis may contribute in the positive outcomes of inclusive education in the society. The output of this research depicts that it has created a sense of responsibility and obligation towards special children. They realize their duty and become motivated to do something good for them. Third objective was to judge the academic and social competence of children with special needs. This objective was to assess about the social and academic skills of special children. The data of different questions in the questionnaire related to the expertise of social and academic competence show the

speed of the progress of these children with special needs. Fourth objective was to examine whether appropriate supports and services are available for inclusive education. It was found in this study that proper supports and services are not available for inclusive education.

7.RECOMMENDATIONS:

Following recommendations were made on the basis of findings:

- 1 It is necessary to review that knowledge on disabilities and teaching of diverse learners with special needs is pertinent and crucial to the teacher's development of positive attitudes toward inclusion. Such knowledge may be disseminated.
2. More inclusive training allows teacher to be more accommodating towards diverse learners in the class room irrespective of the disabilities. So training to teachers must be given.
- 3 Complete content of inclusion should be included in both in-service and pre-service teachers training programmers.
- 4 There are many areas in inclusive education which are suggested for further researcher to explore them in future. These areas include the role of inclusion on the children of different kind of disabilities, child friendly atmosphere in inclusion, different type of processes of evaluation and assessment for special children in inclusion, role and importance of assistive aids in inclusion, significance and need of various adaptation in inclusion, curriculum adaptation and modification, how to utilize minimum resources for a successful inclusion etc.
5. Dissemination of written inclusive documents may be circulated to every concerned person i.e. teachers, educational managers, etc.
- 6 While implementing the inclusive education, the available educational resources particularly teachers, reading material and classroom facilities may be provided.
- 7 Inclusive education programs should be started in other districts of Punjab Province.

REFERENCES

- Abbott, L. (2006). Northern Ireland head teachers' perceptions of inclusion. *International Journal of Inclusive Education*, 10 (6), 627-643.
- Awan H, Khan N, Saqib A (2012). Why inclusive education in Punjab? Policy Brief, Awan, Abdul Ghafoor (2012). "Emerging versus Aging Economies: A Comparative study of Advanced and Emerging Economies" *International Journal of Management Research and Emerging Sciences*, Vol 2 (1): 45-65
- Awan, Abdul Ghafoor (2015) "Comparative analysis of the Literature of Economic Growth in the perspective of Advanced and Emerging Economies", *Science International*, Lahore, Vol.27 (3):3579-3587
- Awan, Abdul Ghafoor; Waqas Ahmad (2014). Role of Policies in Economic Growth: A case study of China's Economic Growth, *Global Journal of Arts Humanities and Social Sciences*.Vol.2 (8):45-64.
- Awan, Abdul Ghafoor (2015). State Versus Free Market Capitalism: A comparative Analysis,' *Journal of Economics and Sustainable Development*, Vol.6(1):166-176.

-
- Awan, Abdul Ghafoor & Hannan, Abdul (2014). The Determinants of Tax Evasion in Pakistan: A case study of Southern Punjab, *International Journal of Development and Economic Sustainability* Vol.2(4)50-69.
- Awan, Abdul Ghafoor & Akhtar, Naveed (2014). The impact of Corporate Social Responsibility (CSR) on profitability of firms: A case study of Fertilizer and Cement industry in Southern Punjab, *International Journal of Development and Economic Sustainability* Vol (2) 4:70- 79
- Awan, Abdul Ghafoor & Ahson, Nimra (2015). Impact of Quality Management Practices on the performance of employees: A case study of selected Banks of Pakistan. *Research Journal of Finance and Accounting*, Vol 6 (13): 134-146
- Awan, Abdul Ghafoor & Farhan, Hafiz Muhammad (2016). Talent Management practices and their impact on job satisfaction of employees: A case study of Banking sector in Pakistan. *Science International*, Vol 28 (2):
- Awan, Abdul Ghafoor (2015). Analysis of the impact of 2008 financial crisis on the economic, political and health systems and societies of advanced countries. *Global Journal of Management and Social Sciences*, Vol (1):1-16
- Awan, Abdul Ghafoor & Saeed, Farwa (2014). Impact of Professional Training on employee's performance: A case study of Pakistani Banking sector. *European Journal of Accounting, Auditing and Finance Research*, Vol 2 (8):70-80
- Awan, Abdul Ghafoor (2013). China's Economic Growth-21st Century Puzzle, *Global Disclosure of Economics and Business*, Vol 2 (2):9-29
- Awan, Abdul Ghafoor (2013). Environmental Challenges to South Asian Countries, *Asian Accounting and Auditing Advancement*, Vol 3(1):84-103.
- Campbell. J., & Gilmore, L. (2003). Changing student teachers' attitudes toward disability and inclusion. *Journal of Intellectual & Developmental Disability*, Vol. 28 (4): 369– 379, December 2003.
- Cook, B. G., Tankersley, m., Cook, L., & Landrum, T. J. (2000). Teachers' attitudes

- toward Their included students with disabilities. *Exceptional Children*, 67(1) pp115- 135.1955,629-636. doi: 10.1037/h0046408.
- De Vaus, D. (2002). *Surveys in Social Research* (5th ed) London: *Routledge*.
- Gallagher, D. J. (2001). Neutrality as a moral standpoint, conceptual confusion and the full inclusion debate. *Disability and Society*, 16 (5), 637-654 mainstreaming. *British Journal of Educational psychology*, 77, 1-24.
- Hall, E., W, (2007). The effects of disability awareness trainings with career and Technical Educators teaching in high need rural schools. *State university of New York-*
- Lindsay, G. (2007). Educational psychology and the effectiveness on inclusive education/ Mainstreaming. *British Journal of Educational psychology*, 77, 1- 24.
- Lupart, J., & Andrews, J. (2000) *the inclusive classroom: educating exceptional Children* (2nd Ed.).(Canada): *Thomson Learning*
- Metcalf, D., & Gargiulo, R.M. (2010) *Teaching in today's inclusive class room* .(USA). *Wadsworth CENAGE learning*.
- Sands, D.J., & Kozleski 16. {Abstract}, E.B., & French, N.K. (2000). *Inclusive education for the 21 Century*. (USA). *Wordsworth*.
- Tait, K., & Purdie, N., (2000). Attitudes toward disability: Teacher education for inclusive Environments in an Australian university. *International Journal of Disability*, United Nations Convention on Rights of Persons with Disabilities (UNCRPD).

CONTRIBUTION OF AUTHORS AND CONFLICT OF INTEREST

This research work was carried between collaboration of two authors.

Author 1: Shaheen Sadiq is an M.Phil scholar at Department of Education, Institute of Southern Punjab. She designed the study, collected and analyzed data. She also wrote first draft of the manuscript under the supervision of author 2.

Author 2: Dr. Abdul Jabbar is a Ph.D in Education and has been serving in the Department of Education, Government of Punjab. He is also serving as visiting Assistant Professor, Department of Education, Institute of Southern Punjab, Multan.

Author 2: Prof. Dr. Abdul Ghaffoor Awan is his first Ph.Ds in Economics from Islamia University of Bahawalpur-Pakistan and second in Business Administration from University of Sunderland, U.K. He contributed in this research paper by way of

guiding author first about title selection, data collection and statistical technique. He edited and gave final shape to the manuscript. In order to know about his fields of research please look at his Web of Science Researcher ID [M-9196 2015 or his Profile at Google scholar.](#)

Both authors read the manuscript carefully and declared no conflict of interest with any person or institution.
