



Challenges and Attitude of Teachers in Implementing Inclusive Education System in Public Schools

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Abstract

Inclusive education began as special education. Today's global agenda includes inclusive education. Many guidelines and policies are created to execute such laws and rules. Every signatory country must respect the rights of all children, including disabled children. The present study was a descriptive survey. It was done to examine teachers' and parents' attitudes towards inclusive education and school-related issues with its implementation. The study sample includes head teachers, teachers, parents, Taluka Education Officers (TEOs), and District Education Officers (DEOs) from Jamshoro government schools. Data was collected using the 5.0 Likert scale. In data analysis, descriptive statistics were employed. Regarding the first objective, most respondents were aware of inclusive education. The mean score is 3.46 and the SD is 0.806. The second objective showed that government schools struggle to implement inclusive education with a mean score of 3.62 and a standard deviation of 0.694. The third objective of the research found that most respondents were satisfied with educating pupils with mild impairments but not large difficulties. scores average 3.30 with a standard deviation of 0.637. Most respondents agreed with the study's fourth objective: parents prefer mainstream schools over special education institutions. This averages 3.66 and SD is 1.971. Parents also support inclusive education in conventional schools. Today, inclusive education is crucial. Teachers must be trained to conduct inclusive education in regular schools. To allow all special children in rural and urban areas to attend mainstream schools and define their careers, the government should act quickly. The government should help appoint a third-party private instructor in government schools so they can properly educate such children alongside ordinary pupils.

Keywords: Inclusive Education, Children with disabilities, Special Needs, Mainstream School, Awareness, Attitude, Teacher, Parents, Problems, Implementation

Introduction and Background

Pakistan is a country that has been blessed by Allah with numerous blessings, and it has four seasons. The land of Pakistan is considered ideal for agriculture due to the presence of the Indus River and abundant resources of rainfall and sweet water, which provide nourishment to our agricultural sector. In Pakistan, there are numerous minerals and natural resources that, if

properly utilized, could eradicate poverty. Unfortunately, due to mismanagement, these resources are not being utilized effectively, resulting in widespread hunger, illiteracy, and various other problems. Currently, the biggest issue is the high number of out-of-school children, with more than 22% of children not attending school. There are several reasons for this, but one that the government has not paid enough attention to is children with disabilities. Despite Pakistan being a signatory, the inclusive education system has not been successfully implemented. Due to this, many of our children are deprived of going to school.

The number of out-of-school children (OSC) is rising at a concerning pace, despite grand promises made by successive administrations to register these children. The number of OSC has increased to 26.2 million, as per a study generated by the Pakistan Institute of Education in partnership with UNESCO using data from 2021 and 2022. Punjab had the highest number of children without access to school at 10.11 million, followed by Sindh at seven million, Khyber-Pakhtunkhwa at 3.6 million, and Baluchistan at 3.1 million, as stated in the study. Islamabad, the capital of Pakistan, also has 80,000 children who aren't in school. According to the research, 39% of these children aren't in school for numerous reasons, with 65% of OSC occurring in Baluchistan. Even though Khyber-Pakhtunkhwa's educational system is better than average, 30% of children in the province still do not attend school.

Statistical analysis shows that 60% of intermediate school students do not have access to an education, compared to 44% of matriculation students, 30% of middle school students, and 36% of elementary school students. After Nigeria and India, Pakistan has the third-highest OSC population worldwide.

Today, Pakistan also reported as in the world's second maximum number of out of school children with a likely 22.8 million children aged 5 years to 16 years not appearing in school, representative 44% of the total population in this age group (UNICEF, 2024). The Pakistani educational system is upsetting massive challenges to attain the aims and objectives of inclusive education (Education & Government, 2017). Its add-ons to deliver equivalent and impartial quality education for all children with and without disabilities by producing inclusive educational atmospheres. Pakistan Bureau of Statistics (1998) and (2017) indicated that about 67.5% and 63.6% Pakistani population live in rural areas without facility for special schools (Pakistan, 2017; 1998, 1998). It means that there are as many as 27 million persons with some kind of disabilities affecting. The province of Sindh also has large number of disabled populations which is ranging from the 929,400 (British, August 2014). It is of main importance that all youngsters regardless of their abilities and disabilities have right of entry to education. However, it is similarly considerable that they are able to contribute in school activities and achieve predictable learning results from their educational experiences (Ahmed, 2012).

The United Nations Educational, Scientific and Cultural Organization (UNESCO), 1944 defines inclusive Education (IE) as a practise and process of giving an address and reacting to facilitate the diversity of requirements of all learners through collective contribution in learning, cultures and communities and reducing marginalisation within and from education. It includes variations and reforms in content, methods, structures and approaches, with a common visualisation which guards all children of the suitable age range and conviction that it is the accountability of the state to educate all children (UNICEF & UNICEF, 2003). Inclusion in education system is not only access to education but it is more than the access to education. This perception has guided the requirement to transformation traditional methods, strategies and approaches and replicating inclusive education as:

- Education for all
- Flexible individualized teaching
- Learning in integrated settings
- Emphasis on learning
- Child centred approach
- Holistic approach
- Equality for all children in all opportunities

- Consider abilities
- Stigma and label free (Rombo, 2006).

National and International Policies on Inclusive Education

Pakistan has implemented several policies to promote inclusive education for those with disabilities, following the example of many other nations that have already adopted national strategies to foster inclusion. In Pakistan, the idea of inclusive education is not a recent development. In 1986, a National Policy for Rehabilitation of the Disabled was established with a focus on inclusive education. This policy aimed to integrate students with disabilities into regular schools via foundational efforts. The 1988 policy used a reformist approach by establishing a separate and exclusive system for children with special needs. This decision was based on the belief that integration was not an achievable objective. The federal government has built special education facilities in major cities throughout federal and provincial regions, where children are still classified as either "handicapped" or "mentally retarded". The National Policy for Special Education in 2002 reiterated the concept of inclusive education, however it was subsequently excluded from the National Action Plan of 2006. Right to Education Act, 1973, Article 25 guarantees to all the children regardless of their caste, religion, ability, disability and so on. It is vital to shape an inclusive society through an inclusive approach. In doing so, we have confronted commonly held beliefs and established a new set of core conventions. Inclusive education system is a broader concept than a method of only educating children with disabilities. It pressures that each child, irrespective of the strength and severity of his or her disabilities, is a respected participant of society and is gifted of participating in that society. A decent inclusive education system is one in which all the children participate in all sides of classroom equally or near to equal. To meet the challenges, the participation and support of teachers, instructors, parents, and community representative is important for the formation of better and more inclusive schools.

However, the long-standing approach of governments in Pakistan towards education does not resolve the issue that children with disabilities should have the same right as children without disabilities to attend regular schools. Contrary to conflicting claims, a mere 1% of students with disabilities have the opportunity to attend government schools, mostly owing to constraints related to legislation, financial resources, and infrastructure.

Today, it is very important to include with fundamental rights through the powerful rules and procedures of Article 25 of the Constitution that offers for the code of non-discrimination for all Citizens or Equality of Citizens. UN Convention on the Rights of the Child 1989, article 29 says that "Every child has the right to an education. Schools should intact the respect, dignity and rights of every child in school. Article 23 says that "A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

The Education for All (EFA) initiative was established in 1990. The EFA Movement, after the Dakar 2000 conference, has undeniably motivated developing nations in Asia, Latin America, and Africa to intensify their efforts in ensuring educational access for impoverished and marginalized people, including handicapped children. The UN Standard Rules (on Disability) 1993 provide that governments should determine the level of equitable educational opportunities for individuals with disabilities in primary, secondary, and higher education, within inclusive environments. It is essential to guarantee that the education of children or individuals with disabilities is an integral component of the educational system. The Salamanca Statement and Framework for Action (UNESCO, 1994) endorses the obligation of schools to cater to the needs of all students, regardless of their physical, intellectual, social, emotional, linguistic, or other circumstances. The Dakar Framework for Action (2000), as stated by the World Education Forum, emphasizes the importance of Inclusive Education. It emphasizes that including children with various educational disadvantages, such as children with special needs, from ethnic minorities, isolated communities, and others who are excluded from education,

should be a crucial component of efforts to achieve universal primary education (UPE). The UN Convention on the Rights of Persons with Disabilities was established in 2006. Article 24 of the document recognizes the right of individuals with disabilities to receive education within a system that promotes inclusivity. The basic components required to guarantee the right to access education, the right to receive high-quality education, and the right to be treated with dignity in the learning environment are outlined.

Importance of inclusive education

- It progresses education for all children including children with disabilities.
- It advances understanding, reduces biasness and reinforces social assimilation and integration.
- It guarantees that disable population of children are prepared to effort and become a productive and functional member of the society and contribute economically and socially to their communities (Khokhar & Ahmed, 2023a).

Status of inclusive education

In Pakistan various legislations have done but practically it seems and realized that inclusive education is still a dream, and it will take time to become reality. However, the Pakistan policy makers trying to achieve the goals of inclusive education and such efforts are on task on the international pressure (Shaikh et al., 2023).

Parameters of the problems of educating children with special needs

1. Every special child is present in limited quantities and is geographically dispersed.
2. Every special child has unique characteristics and comes from diverse familial and social backgrounds.
3. Giftedness may either be concentrated in a particular, distinct domain or be broader and encompassing.
4. Students' opinions about their talents might evolve due to education, experience, or development.
5. Gifted children exhibit a high level of demand, often towards themselves and consistently towards others.
6. Gifted children need a comprehensive and varied education, regardless of their specific talents, and should be exposed to a wide range of engaging and enriching experiences.
7. Gifted children need the intellectual engagement and interaction with peers of comparable abilities. Additionally, kids need the life experience of maturing alongside others who possess varying levels of ability.
8. Additionally, they need the life experience of maturing alongside others who possess varying levels of ability.
9. Their social and emotional growth should be given equal care and attention as the cultivation of their gifts or abilities.
10. Giftedness does not always coincide with high levels of general ability, physical impairments, sensory impairments, or mental problems.
11. Gifted children, like other children, need education that aligns with their developmental stages, internal motivations, and the teaching they get.
12. Gifted youngsters often use their talents as a means of avoiding tasks that provide less gratification but are nonetheless important for their overall development and long-term success.
13. Overzealous parents, mentors, or peers may also prevent kids from engaging in games, socializing, relaxing, or participating in other studies or activities that are crucial for their intellectual, social, and emotional development.
14. Gifted students need instruction from exceptionally skilled educators, mentors, or instructors.

15. The education and development of brilliant children should not be solely determined by the children themselves, nor should their cooperation be relied upon (Alzahrani, 2020; Azam & Rafique, 2017; Ehsan, 2018; Khokhar & Ahmed, 2023b; Suleymanov, 2015; UNESCO, 2016).

Statement of the problem

Since the international pressure has increased on the signatory countries of many conventions about the inclusive education in Pakistan the implementation and practice of the inclusive education has also got attention at national and provincial level. In this regard the teachers' attitudes and poor practices towards the inclusive education and the children with special needs are responsible for low self-respect of students and high dropout ratio, ignored behaviour and receiving low attention in general classrooms in mainstream schools. This research was aimed to examine the attitudes of teachers and parents towards inclusive education, as well as the challenges faced in implementing the inclusive education system in schools. It also investigates the extent of knowledge among teachers and school administrators on inclusive education.

Objectives of the Study

The main objective of this study was to know the attitude, knowledge and practice of inclusive education system. The study sought to discuss the awareness about the inclusive education system, attitude of teachers and parents towards inclusive education, and challenges in implementing inclusive education system.

1. To know about the awareness of the inclusive education in public Schools.
2. To find out the challenges faced by public schools in implementing inclusive education system.
3. To assess the teachers' attitude towards inclusive education in public schools.
4. To assess the parents' attitudes towards inclusive education in public schools.

Research Questions

1. At what extent teachers have knowledge and awareness regarding the inclusive education system?
2. What are the challenges public schools face in implementing inclusive education system?
3. At what extent teachers at public schools have positive behaviour towards inclusive education system?
4. At what extent parents of the children with disability have positive attitude towards inclusive education system?

Review of Related Literature

Pakistan, as a state, is obligated to uphold the right to education without any form of discrimination. This obligation arises from its commitment to various international human rights agreements and Article 25-A of the Constitution of Pakistan (1973). The Government of Sindh, in accordance with the Sindh Right of Children to Free and Compulsory Education Act (2013), is responsible for ensuring that disadvantaged children are not discriminated against or hindered from pursuing and completing their education on any grounds.

The concept of inclusion, as it is now understood, may be traced back to the field of special education. In some instances, special education has been offered as an adjunct to regular education, while in other others it has constituted a distinct and independent domain. The suitability of having distinct educational systems has been called into question in recent times, both in terms of human rights and the efficacy of addressing the needs of children with special requirements (NEP, 2017). Only private schools in major cities in Pakistan are able to showcase inclusive approaches. The majority of these resources are not available to individuals

who are marginalized or children with special needs living in distant or rural regions. Children with special needs in remote locations often lack access to special education help. Parents are reluctant to enroll their children with disabilities in school due to concerns about potential stigmatization and their ability to keep pace with the rest of the class (Kanter, 2019).

Children with exceptional needs are categorized into several categories, including street children, rural female children, marginalized children, vulnerable children, working children, and children facing challenging situations. They are largely marginalized from mainstream education and development, which might have significant consequences for the national unity and cohesion of the country (Government of Pakistan, 2005). The existing National Education Policy (2009) and (2017) places significant emphasis on integrating marginalized children into the mainstream school system, which might enhance social and national unity. Social exclusion is manifested in many ways, such as ethnic conflicts, sectarianism, and extremism (MOE, 2009, 2017). Inclusive education is a progressive and comprehensive process that extends beyond just integrating students with disabilities into the normal educational setting. The primary objective is to address the diverse requirements of various ethnic, religious, cultural, and socioeconomic groups via educational reforms and programs, while also promoting the distinctiveness and individuality of every kid. It is possible that this approach is more cost-effective, since it helps to reduce drop-out rates and may have a beneficial effect on the attainment of better learning outcomes (Brownell, Ross, Colon, and McCallum, 2005). Students' self-identity, self-awareness, and self-esteem are formed via connections with others. Providing instruction on how to connect with individuals with various impairments would enhance peer engagement in a supportive setting (UNICEF, 2003).

The research found that instructors in inclusive education institutions lack the training to effectively interact with pupils who have special needs. Furthermore, the availability of educational facilities fails to meet the requirements of every student. The curriculum, equipment, instructional aids, and assessment procedures all need reevaluation and adjustment. Principals and teachers have divergent views, both good and negative, on the efficacy of the inclusive education system in mainstream schools. The recommendation is to provide more financial and technical resources to the government for the purpose of training teachers and supplying technological equipment. This would facilitate the integration of children with special needs into normal classes (Ehsan, 2018; Farooq & Rafiq, 2019; Hayes, A. M., and Bulat, 2017; UNESCO, 2016).

To successfully adopt inclusive practices, it is important to engage in a range of behaviours, activities, and conversations involving several professions, including administrators and instructors. The attitudes of educators towards inclusive education, their awareness of the criteria for implementing new practices, and subjective norms, which include the expectations of principals, all impact the behaviours, activities, and interactions in the context of inclusive education (Hussain, 2022; Punch & Duncan, 2022; Shaikh et al., 2023).

The research aims to investigate the implementation of inclusive education in the schools in Islamabad, Pakistan. The research results indicate a lack of appropriate information of inclusion, as well as other problems such as inadequate understanding of inclusion, teacher attitudes, and the need for necessary resources to effectively implement inclusive education (Basit et al., 2022; By et al., 2006; Dimitrellou et al., 2020; Hussain, 2021).

Madiha Ehsan in the year 2018. Based on the study's findings, it was determined that mainstream school instructors maintain a good and favorable attitude towards include children with impairments, although facing various hurdles. They are willing to participate in such interventions as long as the necessary conditions for implementing inclusive education are guaranteed (Ehsan, 2018). Teachers play a crucial role in supporting the effective implementation of inclusion programs by providing equitable opportunities that encourage the achievement of all children (Hehir et al., 2016; Khokhar & Ahmed, 2023a; Sharma, 2015).

Inclusive education instructors may have challenges in effectively addressing the varied learning styles and impairments of their students, mostly due to a lack of information, training,

and preparation (Khan K.I. Ahmed & L.Ghaznavi, 2012; Onuigbo et al., 2020; Petkovska, 2015). The effective execution of inclusive policies and programs heavily relies on the educators (implementers) being open-minded and optimistic (Baglieri & Shapiro, 2018; Hoerst & Whittington, 2009; Miles, 2010; Valeeva, 2015).

Consequently, inclusive education instructors may develop attitudes and ideas that are unfavorable towards the inclusion program. On inclusive education much research has been carried out to validate the notion that instructors' attitudes play a crucial role in the success of inclusion programs (Ahmad, 2012; Ahmed, 2012; Göransson et al., 2019; Mag et al., 2017).

Many studies have conducted to investigate instructors' views regarding the inclusion of children with special educational needs/disabilities. In recent years, the concept of inclusive education has been more popular. The achievement of inclusion and the implementation of inclusive education depend on the views, perspectives, and attitudes of the teachers who are primarily responsible for its implementation (Ali, 2018; Das & Kuttumuri, n.d.; Govt of Pakistan, 2002; Haddad et al., 1990; Qureshi, 2017; UNICEF & UNICEF, 2003). A significant number of educators have encountered challenges in completely adopting inclusive teaching methodologies (Boyle et al., 2013). One of the research projects which found that inclusive education instructors in Iowa schools did not have a negative opinion of pull-out programs, but they were not in favor of full inclusion (Avramidis & Norwich, 2002). According to Shade and Stewart (2001), pull-outs have been suggested as a way to alleviate general education instructors from their responsibilities and interactions with kids who have special needs.

The research studies in which revealed that instructors were aware that they did not have the authority to disregard the inclusion regulations. Furthermore, they expressed no dissatisfaction with a special education system that implemented pullout special education programs. In the schools that were examined, kids with disabilities were not completely integrated into the general curriculum and classroom, resulting in a significant lack of exposure. This situation largely removed the inclusive education teacher from their responsibilities and accountability for these students (Semmel et al., 1991) (Ahmad, 2018; Alkazi & Aggarwal, n.d.; Avramidis & Norwich, 2002; Elif, 2014; Greene, 2013; Harmuth, 2012; Rombo, 2006; Sutton & Sutton, 2013).

Research Methodology

Design of the Study

Descriptive research was conducted, and survey method was adopted for collecting the primary data.

Population of the Study

The population of this present study included all regular teachers at Government Primary Schools of taluka Kotri District Jamshoro, Head of the Schools, Officers which included Taluka Education officer and District Education Officer and community representatives.

The Sample of the study

Participants (**N=125**) were teachers of 20 Public Primary and Secondary Schools in the Taluka Kotri District Jamshoro who had been engaged in teaching students with some kind of disabilities in mainstream classes for a minimum of two to three years. About half of them (45%) still engaged in inclusive classes. A sample of 20 Head of the schools and 1 TEO and DEO working in Taluka Kotri District Jamshoro and 20 parents of the students with special needs were also selected by using purposive sampling technique. Sampling frame is given below:

Table No.1: Sample of the study

Participants/Respondents	Sample (n)
HMs	20
Teachers	83
Taluka Education officer	1
District Education officer	1
Parents	20
Total	n=125

Development of Instrument

A self-developed Likert Scale questionnaire was constructed. The validity of the Self-developed questionnaire was confirmed and checked by experts, and pilot testing was also done before gathering data from all the respondents. Thirty-two items were finalized with the support of the literature review, study objective and consultation with experts and pilot testing. Each item was rated on a five-point Likert scale from ‘Strongly Disagree’ to ‘Strongly Agree’.

RESULT AND DISCUSSION**Table No. 2: At what extent teachers have knowledge and awareness regarding the inclusive education system?**

Awareness about the Inclusive Education	Mean	SD
Awareness1 Inclusive Education (IE) is a need of today’s world.	3.6240	1.34802
Awareness2 Inclusive Education (IE) aims to ensure that children with special needs are taught alongside their typically developing classmates in regular classes.	3.1440	1.52243
Awareness3 Inclusive Education (IE) is a philosophy and practice that is based on the human rights and social justice.	3.5040	1.45704
Awareness4 Inclusive education means all children must learn together in the same schools including children with disabilities.	3.3840	1.41868
Awareness5 Inclusive education is a child’s right, not a privilege.	3.7440	1.34946
Awareness6 Inclusive Education (IE) policies play a key role in influence the way teachers practice their attitudes towards inclusion in mainstream education system.	3.3600	1.45580
Overall Mean Score	3.46	.806

Note: n=125

Analysis: The primary criterion for inclusive education in public schools is the level of awareness and understanding of inclusive education. In this respect, above table indicated that a majority of the respondents felt that inclusive education is a need in today's society. The majority of respondents also agreed that children with special needs should receive education alongside their typical classmates in mainstream classes. The majority of teachers expressed that inclusive education is connected to the principles of human rights, as it recognizes that all children, including those with special needs, deserve equal access to education and social justice. They believe that all children should learn together in the same school, as this embodies the true essence of inclusive education. Additionally, most respondents agreed that education is a right for children with special needs, rather than a privilege. Furthermore, the majority of respondents acknowledged that government policies regarding inclusive education play a

crucial role in shaping teachers' attitudes and practices towards inclusion in the mainstream education system. The average score is 3.46 and the standard deviation is 0.806. The data suggests that the respondents possess a certain level of knowledge about inclusive education, and they also express their endorsement for inclusive education.

Table No. 3: What are the problems which public schools face in implementing inclusive education system?

School related problems	Mean	SD
Problem1 Public Schools face Non – Availability of instructional material resources for teaching children with special needs in mainstream schools	3.5200	1.40621
Problem2 Public Schools have shortage of experienced teachers who have remained in contact with such kind children with special needs in mainstream schools	3.8880	1.10873
Problem3 Ineffective inclusive education system is due to the lack of training to teachers in implementing inclusive education policies	3.5440	1.47836
Problem4 Lack of family involvement is the big challenge in implementation of inclusive education	3.7040	1.36797
Problem5 Students with special needs are not being enrolled by their parents is the main cause of not implementing inclusive education system	3.5840	1.27117
Problem6 Inclusive Education face problems due to curriculum diversity.	3.6320	1.48398
Problem7 Discriminating attitude is main barrier towards the implementation of inclusive education	3.4480	1.41111
Overall Mean Score	3.62	.694

Note: n=125

Analysis: The survey focusses on the school-related problems faced in implementing the inclusive education system. The majority of respondents expressed that public schools lack instructional material for educating children with special needs. Additionally, they agreed that public schools lack experienced teachers who are capable of teaching children with special needs. Respondents also agreed that teachers are not provided with updated training in the context of inclusive education, and there is a lack of induction training. This lack of training hinders teachers' ability to effectively handle children with minor disabilities. Furthermore, respondents agreed that family and community members are also uninterested in the inclusive education system.

The majority of respondents agreed that children with special needs are not given admission in public schools. Even if admission is granted, parents are not interested in enrolling their children. Government officials collect data every year on the number of such children enrolled in mainstream schools in order to provide them with necessary support. However, our head teachers do not provide this data as they do not officially enroll children with special needs. They simply allow them to attend school and send them back home after school hours. The majority of teachers agree that our curriculum is not sufficiently diverse to fully accommodate differentiated instruction. Additionally, the majority of respondents also acknowledged that discriminatory behaviours poses a significant challenge in implementing inclusive education. The overall mean score is 3.62 with a standard deviation of 0.694, indicating that public schools encounter numerous problems in relation to the implementation of inclusive education.

Table No. 4: At what extent teachers at public schools have positive behaviour towards inclusive education system?

Teacher Attitude	Mean	SD
Teacher_Attitude1 All children must have an equal chance to study in a regular classroom.	3.2880	1.45810
Teacher_Attitude2 All the marginalized including disable, without disabled children should be teach in the same regular classroom in mainstream schools.	3.4000	1.25724
Teacher_Attitude3 Students with some weakening e.g. visual impairments who can read Standard printed material should be teach in mainstream schools.	3.6240	1.14768
Teacher_Attitude4 Children with minor disability for example Hearing impaired children, who are not deaf, should be enrolled in mainstream schools.	3.1840	1.48858
Teacher_Attitude5 Children with major disability for example who are deaf should be enrolled and teach in regular classrooms.	2.8000	1.47013
Teacher_Attitude6 Children with minor disability for example children who are in wheel cheers should be teach in mainstream schools.	3.5680	1.31576
Teacher_Attitude7 Children with major disability for example who are gifted should be teach in regular classrooms.	2.8880	1.37498
TeacherAttitude8 children with intellectual disability should be in regular classrooms	2.9760	1.33479
Teacher_Attitude9 Children with speech disability should be enrolled in mainstream schools.	2.9680	1.46978
Teacher_Attitude10 Students with disabilities are social with other class fellows in school.	3.5360	1.26710
Teacher_Attitude11 Normal students make fun on students with disability due to their different look.	3.5920	1.32041
Teacher_Attitude12 You are able to teach students with disability.	3.3600	1.23393
Teacher_Attitude13 You are trained to use teaching method and instructional material for the children with disabilities.	2.8880	1.46031
Teacher_Attitude14 Extra care and support should be there in regular classrooms for the children with disabilities.	3.6560	1.20552
Teacher_Attitude15 You adopt careful and polite language in responding students with disabilities	3.4320	1.50449
Teacher_Attitude16 Effectiveness of Inclusive Education is only possible with the attitudes and beliefs of the teachers and parents.	3.5520	1.47263
Teacher_Attitude17 You are glad to teach Student with disabilities	3.3840	1.47989
Overall Mean Score	3.30	.637

Note: n=125

Analysis: The table above displays the teachers' perspective on inclusive education. The majority of respondents felt that all students should have an equitable opportunity to learn in a normal classroom. The majority of respondents agreed that marginalized children should be enrolled in mainstream schools. Additionally, the majority of respondents also agreed that

minor disabled children should also be enrolled in mainstream schools. However, it was the consensus among the majority of respondents that children with major disabilities should be enrolled in special schools. Furthermore, the majority of respondents agreed that students with special needs thrive socially and gain confidence when placed in mainstream schools. The majority of respondents also agreed that typical students in school sometimes mock and bully children with special needs, and that teachers lack proper guidance and strategies to address such bullying and mockery. The majority of respondents disagreed with the notion that they are not trained to educate children with special needs. Additionally, the majority of respondents agreed that there is a lack of extra care and support for children with special needs in schools. They also agreed that teachers do not consistently use polite and considerate language when interacting with students with special needs. Furthermore, the majority of respondents agreed that the effectiveness of inclusive education relies on the attitudes and beliefs of both teachers and parents. Lastly, the majority of respondents expressed satisfaction in teaching students with disabilities. The average score is 3.30 with a standard deviation of 0.637.

Table No. 5: At what extent parents of the children with disability have positive attitude towards inclusive education system?

Parental Attitude	Mean	SD
Parental_Attitude1 You care and support more your disabled child than other normal children.	4.4800	6.63155
Parental_Attitude2 You allow your disabled child study in mainstream school near to you	3.6880	1.20761
Parental_Attitude3 You feel happy when your child with special needs study in regular class with other your normal children	3.2320	1.50877
Parental_Attitude4 You give preferences your child study in regular classes rather than the special education school.	3.2400	1.48324
Overall Mean Score	3.66	1.971

Note: n=125

Analysis: The table above illustrates the parental attitude towards their special children. The majority of respondents agreed that parents provide care and support to their children with disabilities more than their normal children. Additionally, most parents agreed to allow and enroll their special children in mainstream schools located near their homes. Furthermore, the majority of respondents expressed happiness when their special needs children study in regular classes alongside other normal children. The majority of respondents agreed that parents prioritise their children's enrolment in ordinary classrooms over special education schools. The overall mean score of this question is 3.66 and SD is 1.971. It means that parents have also positive attitude towards the inclusive education in mainstream schools.

Discussion and findings

The background and origin of inclusive education as is known today basically it is a special education. Due to lack of resources and interest from parents and school, the children with disabilities were primarily treated as annoying, burden, curse and isolated from other normal children. After that their education was carried out in special schools in this purpose many special schools were constructed in all over the Pakistan including in Kotri Jamshoro. Recently there has been a change towards having children with disabilities attend the mainstream schools where non disable children are studying on the international pressure. The educational experts now feel that each child should be permitted to learn in his own way. The idea of inclusive education has been brought out in the Salamanca statement and the framework for action on

special needs education 1994. It states that all Governments advised to "accept inclusive education as a matter of law and policy, the standard of inclusive education system is enrolling all children in mainstream schools of government unless there are convincing reasons for doing otherwise". The basic principle is that the school must meet the educational needs of all children regardless of their disabilities or restrictions.

Inclusive education is an international agenda today. In this regard many guidelines and policies are developed and framed for implementation of those documented laws and policies. This agenda is for every country who is a signatory, and they are the responsible and bound for protecting the rights of all children including the rights of children with disabilities. As Pakistan is a signatory country of this international agenda and bound to initiate and implement inclusive education system in country with full resources and attention. Now the Sustainable Development Goals 2030 Plan for Sustainable Development, Goals (SDGs) with its emphasis on leaving no one child behind, provide a chance without any discrimination and be responsible for the unique opportunity to make inclusive and unbiased societies. This should initiate with inclusive education systems.

Sustainable Development Goal (SDG) 04 on education demands for inclusive and equal quality education and ultimate learning opportunities for all the children with and without disabilities by 2030. It stresses inclusion and impartiality as placing basics for quality education and learning. Sustainable Development Goal (SDG) 04 also demands for making and upgrading education facilities that are child disability and gender-sensitive based and for providing safe, non-violent, inclusive and operative learning environments for all.

For effective implementation of inclusive education system first of all knowledge/awareness of stakeholders about the inclusive education is very important on the second the attitude of teachers towards inclusive education play a main and important role. So, this study was conducted to investigate the knowledge/awareness, attitude and problems of inclusive education in schools of taluka Kotri District Jamshoro.

This current research study was descriptive survey research in nature. It was conducted to achieve the following objectives: to know the knowledge and awareness of inclusive education, to investigate the attitude of teachers and parents towards the inclusive education, to know the problems of inclusive education in schools. Sample of the research was schools, head teachers, teachers, parents, Taluka Education officers (TEO) and District Education Officer (DEO) from the district Jamshoro were selected who were engaged in the inclusive education which comprised (20) schools (83) teachers (20) head teachers and (20) Parents were selected purposively from the public schools of taluka Kotri district Jamshoro. Five-point (5.0) Likert scale was used as a tool for data collection. For data analysis descriptive and inferential statistics were used.

Generally in Pakistan and particularly in Jamshoro the majority of the children with disabilities are not attending school for many reasons some of them were highlighted in this research study for example no proper resources are provided to public schools, lack of trained and experienced teachers and not effective curriculum are general problems of the school for teaching the children with disabilities, whereas the children who are enrolled and studying in taluka Kotri are receiving the education with full attention and care but the parents are afraid to send their children with disabilities to the mainstream schools because of their disabilities and the fear of non-availability of the resources. Eradicating such problems and hurdles for easy access to quality education and to learning for children with disabilities. Quality education is the fundamental right for all children. To guarantee that all children including children with disabilities have right of entry to quality education in public schools, education policies and attitude of teachers and parents must be inclusive of all learners, ensure the full contribution of all children with uniformity and this should be a policy not a hurdle. Inclusive education for all will bring the prosperity in the lives of the children with disabilities and in society as general at large. This prosperity and uniformity will in turn, lead to a more peaceful and sustainable development of society.

It can be determined on the basis of findings that teachers of taluka Kotri District Jamshoro have positive attitude towards inclusive education. They are of the view that all the marginalized include disabled, without disabled children should be teach in the same regular classrooms and all have an equal opportunity to study in mainstream schools. Majority teachers have same opinion that they can teach the children with minor disabilities, but they have almost same opinion that students with major disabilities cannot be included in inclusive education system. Teachers have same opinion and views that effectiveness of Inclusive Education is only possible with the attitudes and beliefs of the teachers and parents.

Teachers have same opinion that inclusive education is beneficial for all children, Students with disabilities are social with other class fellows in school, some teachers were agreed that normal students sometime make fun of the children with disabilities, but the teachers give them extra care and support in the classrooms as they can feel themselves a productive and valuable human being. The idea of inclusion supports the faith of impartiality and improves student-teacher interaction. Inclusive education grows students as they feel balanced personality throughout their lives, and they also feel encouraging and optimistic attitude towards school, positive self-concept and good behaviour. Most of the parents were agreed that they feel happy and give preferences when their child with disabilities study in regular classes with normal children. Majority of the head teachers have same opinion that public schools face non – availability of instructional material resources for teaching children with special needs in mainstream schools and it also agreed that there is shortage of experienced teachers in schools of taluka Kotri who could work the children with disabilities. However, biggest challenge they face is lack of resources and trained teachers in schools to implement the inclusive education.

Conclusion

School heads and teachers have limited knowledge and awareness of inclusive education. While they may have heard of inclusive education, they often fail to provide accurate data on disabled children in their schools. This is because they do not officially admit or register these children, resulting in a lack of data on them. If the school heads were to provide accurate data on these children, it could prompt the government to take the issue more seriously and consider including these children in the inclusive education system. This would allow for the provision of proper training and instructional materials for these children.

Schools have several challenges, particularly when it comes to providing adequate facilities for students with disabilities. School administrators face a significant task in effectively addressing the needs of these children. Children with disabilities face a significant challenge in schools, primarily due to the attitudes of teachers, school heads, and parents. These children are often considered a neglected segment of society, and it is crucial for our schools' leaders, teachers, and parents to admit them into schools and provide them with the necessary skills and support to build their confidence and enable them to become skillful and contributing members of society.

Teachers in mainstream schools often struggle to handle children with disabilities due to a lack of training. They believe that if they were provided with proper training and instructional materials, they would be able to educate these children effectively. Currently, there are about 5 or 6 children with minor disabilities enrolled in each school. These disabilities include partial deafness, partial blindness, polio affecting mobility, facial abnormalities, missing limbs, or deformed fingers. With some effort, resources, and training, these children can be successfully integrated into mainstream schools. Currently, school administration do not face any pressure from the government to implement an inclusive education system. However, mainstream schools are currently engaged in activities that make it difficult to implement such a system. Teachers make some effort to educate these children, but it is not done in a systematic manner and does not cater to their special needs.

However, parents of children with disabilities often have concerns that their special children will not be admitted to mainstream schools, that they will be teased by other children, that

teachers will not accept them, and that they will be expelled from classes. Parents also worry about who will drop off and pick up their children from school on a daily basis. Many parents express the belief that having a child with disabilities is a form of divine punishment or a test from God, and some of our relatives even suggest leaving such children at shrines. These comments leave us feeling disappointed.

Recommendations

1. Parents of children with disabilities should be encouraged to enroll their special children in local mainstream schools.
2. Parents of children with disabilities should ensure that they admit their children to special centers established by the government.
3. The government should promptly gather accurate data on such children and provide facilities for them in every school.
4. The Education Department of the Government of Sindh should ensure that instructors have appropriate training to effectively handle children with modest impairments, enabling them to interact with these children in a professional manner.
5. The government should initiate the education of exceptional children in government schools via third-party involvement, using private instructors who are specialized in providing education to such children, inside the same school grounds.
6. The government should provide monthly remuneration to parents of such children in order to encourage them to enroll their children in school.
7. The government should provide vocational education at the secondary school level to children with disabilities who have completed primary education, so that they may contribute economically to their own families and society.
8. Civil society should strive to advocate for and provide assistance to such children.
9. Civil society members should also prioritise enrolling disabled children, regardless of the severity of their disabilities, in free-of-cost schools run by NGOs.
10. Parents and civil society members should also ensure that these children are admitted and integrated into mainstream schools so that the government can provide them with necessary support.

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