

## Recognition or Rebuff? Inclusion of Students with Special Education Needs in Ordinary Schools in Pakistan

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Doi: 10.5901/jesr.2012.02.01.73

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**Abstract** Question of including students with special education needs is being answered in “yes” or “no” manner. Empirical evidences taken from Pakistan elaborate the response in this research paper. Both quantitative (questionnaire) and qualitative (interviews) data facilitates in illustrating the answer. The questionnaires were distributed to 723 teachers posted in urban, rural, public and private ordinary schools. Finally, a total of 506 questionnaires could be collected back. A total of 37 teachers who didn't fill out the questionnaire were also selected for interviews. The analyses disclose that an immensity of teachers of ordinary schools reject while other enormity accept students with special education needs in their ordinary classes and schools. We analyzed both forms of data and interpreted teachers' responses on acceptance and rejection of students with special education needs. Quantitative analysis shows that significant difference exists on acceptance among teachers due to schools' type and their academic and professional qualification while no significant difference exists due to schools' locality and their gender.

**Keywords:** special education, student with disabilities, public and privat school

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### 1. Introductions

In general sense the word “inclusion” means the act of including or the state of being included. Ebersold (2009) provides the origin of the term ‘inclusion’ that gradually prevails in public, scientific or political discourse instead of the integration or insertion. According to him, from a lexical point of view, this term comes from the Latin ‘inclusio’ and refers to the incorporation of an element in an environment of a different nature and it is antonym for the concept of exclusion. The essence of inclusion lies with ordinary schools. Ordinary schools have to change in a way so that they can accommodate each and every child and the teachers have to welcome and accept all students irrespective of their ability or disability. This is quite contrary to the old concept of school where student had to adjust him/herself according to the school requirement.

Booth & Ainscow (2002) explain in “index for inclusion” that an inclusive school always committed and fights to transform into a democratic school to accept all students. Armstrong (2005) explains that “inclusion” is not only perceived as accepting students with disabilities but also concerned with all students including students at risk to be marginalized for social, economic, and political reasons. Inclusive education is also intrinsically related to the notions of context and community and raises questions for schools about the way in

which they respond to change and diversity at both national and local level (Armstrong, 2008: p. 8). Plaisance (2006) presented the views of teachers in nursery schools who state that the fact of including a disabled child has led them to change their behavior towards, and for the greater benefit of, the other children. According to him this integration has led the teachers to think differently about their practices and, indeed, to modify their classroom practices. Richards (2008) argues that there is a need for all voices to be heard, not just those who are more articulate and socially confident. Increased demand for educational accountability in the form of higher levels of student academic achievement is also an emerging issue in inclusive education. Either accountability demands will lead to improvement or restrict education of students with disabilities in regular schools and classrooms. Some believe that increased scrutiny of the academic achievement of students with disabilities, and other subpopulations of at-risk students, will motivate schools to implement curricula and pedagogy that will address diverse learners.

In Pakistan, there are separate public schools for girls and for boys. But majority of the private schools are mixed. These schools accept both girls and boys and grant them admissions. However, few private schools are exception in this case. Generally it is thought that there exists segregation in the society on the basis of socio-economic status and disability. Andrabi, Das, & Khwaja (2002) pointed out that in terms of girl enrollment, private schools seem to cater just as much to girl as boy students and in fact the majority of private schools are in fact coeducational, dispelling the notion that the public demands gender segregated schooling. Disability, as society views, becomes the cause of segregation in our society. Based on "difference" like gender, disability is also considered as "something else". The private schools seem flexible in approach in accepting differences and welcoming diversity. For example, gender acceptance in private schools is better as Andrabi et al's findings indicated. Based on Andrabi et al's. (2002) findings we constituted that private schools are more flexible in approach in accepting and welcoming differences. We tried to show through this study whether private schools accept students with disabilities as they accept girls. This aspect also explores whether recognition and acceptance of children with disabilities as viewed by teachers in private school system is better as compared to public school system in Pakistan. Based on various hypotheses the questionnaire was developed. This questionnaire contains the components related to demographic information, recognition and acceptance, or rejection and rebuff, and advantages of including students with impairment in ordinary classes of ordinary schools. Quantitative and qualitative methods used in this study test the following hypotheses formulated for the teachers of ordinary schools:

## 2. Hypotheses

1. Teachers accept and include students with disabilities in their classes in ordinary schools.
2. Teachers positively view the possibilities of inclusive classes in ordinary schools.
3. There is a significant difference in the responses of urban, sub-urban and rural schools' teachers about accepting students with disabilities in their classes.
4. There is a significant difference in the responses of private public schools' teachers about accepting students with disabilities in their classes.
5. There is a significant difference in teachers' academic qualification and their acceptance of students with disabilities in their classes.
6. There is a significant difference between teachers' professional qualification and their acceptance of students with disabilities in their classes.
7. There is a significant difference in the responses of male and female teachers about accepting students with disabilities in ordinary classes.
8. There is a significant difference in the responses of married and unmarried teachers about accepting students with disabilities in their classes.
9. Teachers feel that including students with disabilities in their classes is beneficial for all students.

10. There is a significant difference among urban, sub-urban and rural school teachers' responses about the advantages of accepting students with disabilities in their classes.
11. There is a significant difference in the responses of public and private school teachers about the advantages of accepting students with disabilities in their classes.

### 3. Population of the Study

Teachers of public and private schools located in urban, sub-urban and rural areas of Punjab make the population of the study. These teachers who were selected from three districts i.e. Lahore, Sargodha and Chiniot are not in proportionate number. The reason is that Lahore is populous district and in each school a large number of teachers are available as compared to other districts. Secondly, in rural schools of each district, less number of teachers is available hence researcher couldn't collect large number of questionnaires from schools located in rural areas. This population is selected because inclusion means to include students with disabilities in such schools where students without disabilities study.

### 4. Sampling for Quantitative Data

Multistage sampling technique was used for this study. A total of 723 teachers from general education schools of Lahore, Sargodha, and Chiniot districts were purposively and conveniently sampled to participate in this study. However, out of the 723 questionnaire distributed among teachers, 506 questionnaires could be collected back. The districts Lahore, Sargodha, and Chiniot are selected which are the parts of central Punjab (Pakistan). Schools at districts and tehsil headquarters have been considered as urban and sub-urban schools. Further, schools existing in the union council's premises have been considered as rural schools. These all schools were purposively selected. In this way, a total of 22 schools were selected from each district. Out of these 22 schools, 10 schools were selected from urban area of each district and 10 were selected from rural area of each district. Further, 2 schools were selected from sub-urban area of each district. A total of 30 schools were selected from urban areas of all three districts, 30 schools from all rural area of each district and 6 schools were selected from all sub urban area of all three districts. In this way a total 66 schools were selected. Among them, 33 schools were public and 33 were private. Among them 11 public schools from each district were selected and similarly 11 private schools were selected from each district. A complete sampling frame chart is in Table given below:

**Table 1. Sampling frame chart of schools**

Sr. No.	District	Schools						
		Urban	Sub-urban	Rural	Total	Public	Private	Total
1	Lahore	10	2	10	22	11	11	22
2	Sargodha	10	2	10	22	11	11	22
3	Chiniot	10	2	10	22	11	11	22
<b>Total</b>	<b>3</b>	<b>30</b>	<b>6</b>	<b>30</b>	<b>66</b>	<b>33</b>	<b>33</b>	<b>66</b>

All teachers from these randomly selected schools of three districts were purposively selected from each school for data collection.

Table 2. Teachers of public and private schools (district-wise)

Sr. No.	District	Teachers					
		Public	percent	Private	percent	Missing	Total
1	Lahore	137	44.48	172	55.84	6	314
2	Sargodha	42	35.59	76	64.40	1	119
3	Chiniot	47	64.38	26	35.61	0	73
<b>Total</b>		<b>224</b>	<b>44.88</b>	<b>275</b>	<b>54.11</b>	<b>7</b>	<b>506</b>

Quantitative data shows that out of 506 teachers 314 (62.1%) were from Lahore, 119 (23.5%) from Sargodha, and 73 (14.4%) teachers were from Chiniot districts. Out of 506 teachers, 79 (15.6%) were from rural areas, 389 (76.9%), a great majority, were from urban areas, and 22 (4.3%) teachers were from sub-urban areas (other details concerning teachers' background can be seen in annexe). Similarly, a total of 506 teachers completed the questionnaire but 7 were those who didn't mention the type of their school; i.e. public or private. A total of 314 teachers were selected from district Lahore, 119 teachers from district Sargodha and a total of 73 teachers were selected from district Chiniot. Teachers selected from these three districts are not in proportionate number. The reason is that Lahore is a populous district. A total of 224 (44.3%) teachers were selected from public schools and 275 (54.3%) were private schools. From a total of 506 teachers, 164 (32.4%) teachers' age was from 15 to 30 years, 143 (28.3%) teachers' age was from 31 to 45 years, 70 (13.8%) teachers' age was from 46 to 60 years and 1.4% teachers' age was from 61 to 75 years. The youngest teacher who participated in the sample was of 17 years old and the older one was of 72 years. A total of 122 (24.1%) teachers didn't respond to this item. Out of 506 teachers, 347 (68.6%) were female and 154 (30.4%) were male. A total of 271 (53.6%) teachers were married and 211 (41.7%) were unmarried out of 506 teachers. Out of 506 teachers, 60 (11.9%) had (S.S.C) secondary school certificate, 61 (12.1%) had FA (Faculty of Arts) or F.Sc (Faculty of Science) degrees which is equal to baccalaureate, 167 (33.0%) had BA (Bachelor of Arts) or BSc (Bachelor of Science) degrees and 216 (42.7%), a great majority, had MA (Master of Arts) or M.Sc (Master of Science) degrees. A total of 130 (25.7%) teachers, second in order of majority as far as professional qualification is concerned, had PTC (Primary Teaching Certificate) or CT (Certificate of Teaching), 162 (32.0%), a great majority, had B.Ed (Bachelor in Education) degree, 74 (14.6%) had M.Ed (Master of Education) or MA Education (Master of Arts in Education) degree, and 5 (1.0%) had MA Special Education (Master of Arts in Special Education) degree out of a total of 506 teachers. The number of students per class ranges from 1 to 125. A total of 61 (12%) teachers out of 506 have average class size around 25, 243 (48.0%) teachers have their class size from 26-50, 43 (8.5%) have 51-75 students per class and 12 (2.4%) teachers have 76-100 students, and 2 (0.4%) teachers have 101-125 students in their classes. Out of 506 teachers, 206 (40.7%) have no experience, 76 (15.0%) have 1 to 10 years of experience, 73 (14.4%) have 11 to 20, 96 (19.0%) have 21 to 30, 1 (.2%) has 31 to 40, and 1 (.2%) teacher has 41 to 50 years of teaching experience in public schools. Out of 506 teachers, 156 (30.8%) have no experience, 272 (53.8%) have 1 to 10 years of experience, 36 (7.1%) have 11 to 20, 3 (.6%) have 21 to 30, 1 (.2%) teacher has 31 to 40 years of teaching experience in private schools. Out of 506 teachers, 389 (76.9%) have no experience, 40 (7.9%) have 1 to 10 years of experience, 3 (.6%) have 11 to 20, and 2 (.4%) have 21 to 30 years of experience to teach special students. Out of 506 teachers, 400 (79.1%) have no experience, 26 (5.1%) have 1 to 10 years of experience in welfare institution/association for special students. Out of 506 teachers, 361 (71.3%) have no experience, 57 (11.3%) have 1 to 10 years of experience, 6 (1.2%) have 11 to 20, and 2 (0.4%) teachers have 21 to 30 years of experience of interaction with special students outside school.

## 5. Teachers Selected for Interviews

For qualitative data, a total of 37 teachers who didn't fill out the questionnaire were interviewed from three districts of Punjab province of Pakistan. The choice was also based on teachers' willingness for interview. Among them 19 from Lahore, 11 from Sargodha, and 7 teachers were from Chiniot districts. Out of 37 teachers interviewed, 11 were female and 26 were male. Out of 37 teachers interviewed, 4 had (S.S.C) secondary school certificate, 4 had FA (Faculty of Arts) or FSc (Faculty of Science) degrees which is equal to baccalaureate, 17 had BA (Bachelor of Arts) or BSc (Bachelor of Science) degrees, 11, a great majority, had MA (Master of Arts) or M.Sc (Master of Science) degrees and 1 had PhD degree. A total of 37 teachers were interviewed and 10 had PTC (Primary Teaching Certificate) or CT (Certificate of Teaching) and were second in order of majority as far as professional qualification is concerned, 20, a great majority, had B.Ed (Bachelor in Education) degree, 6 had M.Ed (Master of Education) or MA Education (Master of Arts in Education) degree, and 1 had Diploma in Special Education (SP.Ed Diploma) degree. Out of 39 teachers interviewed, 17 were selected from rural areas, and 20, a great majority, were selected from urban areas. A total of 37 teachers were interviewed and 21 were from public schools and 16 were from private schools. A total of 37 teachers were interviewed and 11 were from public urban schools, 10 were from public rural schools, 9 were from private urban schools, and 7 were from private rural schools. From a total of 37 teachers, 6 teachers' age was from 15 to 30 years, 16 teachers' age was from 31 to 45 years, 14 teachers' age was from 46 to 60 years and 1 teachers' age was above 60 years. The youngest teacher who participated in the sample was of 24 years and the oldest one was of 62 years. A total of 22 teachers were married and 15 were unmarried out of 37 teachers. Out of 37 teachers, 10 have 1 to 10 year of experience, 17 have 11 to 20 year, 8 have 21 to 30 year, 2 has 31 to 40 year of teaching experience in schools.

**Table 3. Abbreviation used for urban, rural, public & private schools' teachers**

Sr. No.	Teachers	Abbreviation
1	Public urban school	GU
2	Public rural school	GR
3	Private urban school	PU
4	Private rural school	PR

## 6. Methods for Analysis

The methodological part explains how quantitative and qualitative approaches have been used for this study. How were the teachers selected for filling out questionnaire and for interviews. What was their background i.e. terminal academic and professional qualification, posting in urban and rural areas, public or private schools, their gender, marital status etc? What was the procedure for collecting all these data? Using quantitative and qualitative approaches together in research study are complementary to each other. According to Cragun & Cragun (2006: p. 24) results from one approach can fill gaps in the other approach. For example, quantitative methods could describe large or general patterns in society while qualitative approaches could help to realize how individuals understand those patterns. The blend of quantitative and qualitative research using together for my research problem is beneficial in a way that the survey questionnaire find out the teachers' perceptions about including students with disabilities in general education classes, barriers coming in the way of its accomplishment and need for their training to teach such students in general education schools. On the other hand in interviews, general education teachers express their views and voices in detail about acceptance of students with disabilities in general classes, qualms/barriers coming in the way of doing so, potentialities/possibilities of inclusive classes in Pakistan.

### *6.1 Development of Survey Instrument (Questionnaire)*

The questionnaire developed for this study contained the questions related to teachers' demographic information such as qualification, age, teaching experience etc., teachers' perceptions to inclusion of students with disabilities in general classes, advantages/benefits of inclusive practices e.g learn to live and work together. All questions were rated on a five-point Likert scale. If the respondent strongly agreed with the statement then response was coded as 5, if agreed then 4, if unknown then 3, if disagreed then 2, and if strongly disagreed then 1. To validate the questionnaire, expert opinion was incorporated.

### *6.2 Administration & Pilot Testing of the Questionnaire*

The researcher himself visited each school of the selected districts of Punjab and distributed the questionnaires in the schools. Sometimes, questionnaire was explained to the Headmaster of the schools in order to eliminate the ambiguity from the subjects. For the purpose of the pilot testing of the instrument, the researchers visited the schools and administered/distributed the questionnaires among 33 teachers, teaching at primary, elementary, secondary and higher secondary levels in different schools of districts Lahore, Sargodha, and Chiniot, to determine its reliability. A reliability analysis was undertaken with the help of Statistical Package for the Social Sciences (SPSS version 15.0). The value of alpha coefficient (coefficient of consistency of items of the questionnaire) was found to be 0.867 when N=33 (N means number of teachers), which indicates that the instrument has high internal consistency. A questionnaire was developed for teachers of rural and urban both public and private schools. The questionnaire was developed in English as well as in Urdu language for the better comprehension of the teachers. Content validity of this questionnaire was validated by the experts and necessary changes were made in accordance with the suggestions of the experts. A questionnaire survey and interviews were conducted from general education teachers of public and private schools located in both urban and rural areas of Punjab, Pakistan.

### *6.3 Developing Questions for Interview*

Almost 15 questions were developed to ask for interviews. These questions were not asked in hard and fast manners. The interviews were open ended and sometimes researcher change the order of asking interviews depending on the situation and the mode of the explanation given by the interviewees. Sometimes, interviewees explain the situation earlier before asking the questions.

### *6.4 Procedure for Qualitative Data Analysis*

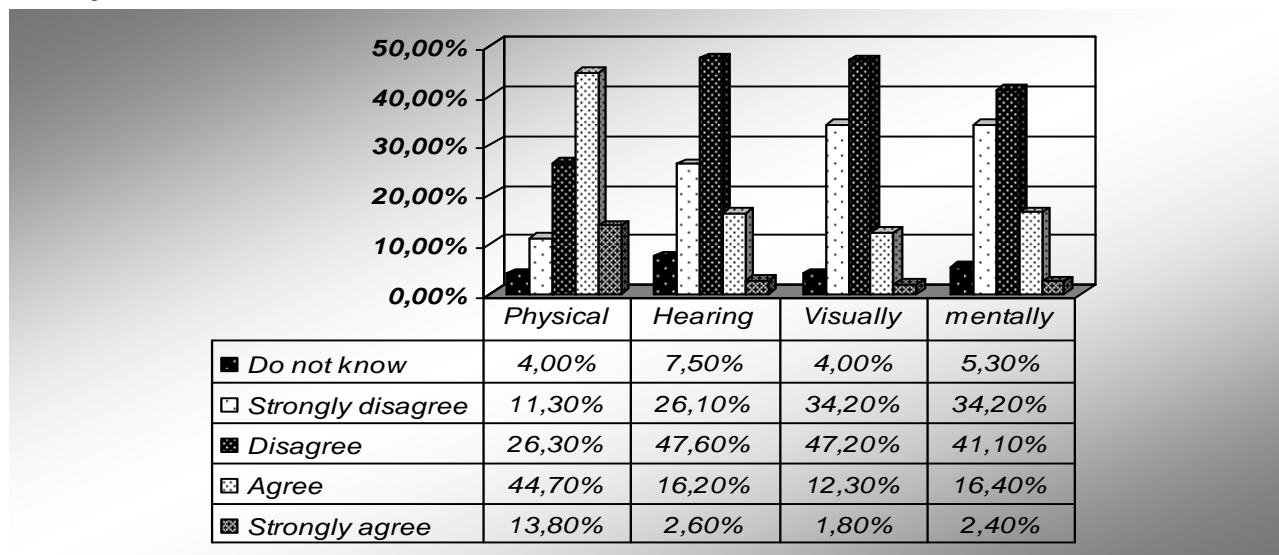
According to Creswell (2007 : p. 38-39), qualitative researchers build their patterns, categories, and themes from the "bottom-up," by organizing the data into increasingly more abstract units of information. This inductive process involves researchers working back and forth between the themes and the database until they establish a comprehensive set of themes. It may also involve collaborating with the participants interactively, so that they have a chance to shape the themes or abstractions that emerge from the process. The research plan employed a method of approach featuring the use of open ended interviews that explored questions related to the primary aims of the study. 'Interviews provide texts of identity', claims Drzewiecka (2001, 250), and 'in these texts, social relations and distinctions become visible as interviewees locate themselves in relationship to cultures, communities, and others' as explained by Naidoo (2009 : p. 265). This study is designed to collect and 'read' these 'texts of identity' offered by participants.

#### *6.4.1 Teachers' Rebuff: Quantitative Analysis*

In quantitative data, the first component is related to acceptance of students with impairments in general

classes. After analysis of teachers' responses, hypothesis i.e. teachers include children with disabilities in their classes in ordinary schools, has been tested. For this, analyses of different statements included in the questionnaire were done. Statement-wise analysis e.g. simple percentage analysis with comparison and statistical analysis by using various tests like t-test and ANOVA (Analysis of Variance) are presented. The analysis of the statement i.e. students with physical impairments may be taught in general classes, shows that out of 506 teachers, 20 (4.0%) do not know, 57 (11.3%) strongly disagree, 133 (26.3%) disagree, 226 (44.5%) agree, and 70 (13.8%) strongly agree with the inclusion of students with physical disabilities in ordinary classes. Analysis of the statement i.e. students with profound hearing impairment may be included in general classes, shows that out of 506 teachers, 38 (7.5%) do not know, 132 (26.1%) strongly disagree, 241 (47.6%) disagree, 82 (16.2%) agree, and 13 (2.6%) strongly agree with the inclusion of students with profound hearing impairments in general classes. Analysis of the statement i.e. students with severe visual-impairment may be included in general classes, shows that out of 506 teachers, 20 (4.0%) do not know, 173 (34.2%) strongly disagree, 239 (47.2%) disagree, 62 (12.3%) agree, and 9 (1.8%) strongly agree with the inclusion of students with severe visual-impairments in general classes (also see Table 4.15 in annexe). Analysis of the statement i.e. students with intellectual impairment or mentally retarded students may be included in general classes, shows that out of 506 teachers, 27 (5.3%) do not know, 173 (34.2%) strongly disagree, 208 (41.1%) disagree, 83 (16.4%) agree, and 12 (2.4%) strongly agree with the inclusion of students with mental retardation in general classes (also see Table 4.15 in annexe). Analysis of the statement i.e. over-active students may be included in general classes, shows that out of 506 teachers, 25 (4.9%) do not know, 9 (1.8%) strongly disagree, 54 (10.7%) disagree, 307 (60.7%) agree, and 97 (19.2%) strongly agree with the inclusion of over-active students in general classes. Analysis of the statement i.e. students who do not follow instruction may be included in general classes, shows that a total of 27 (5.3%) out of 506 do not know, 22 (4.3%) strongly disagree, 100 (19.8%) disagree, 296 (58.5%) agree, and 59 (11.7%) strongly agree with the inclusion of students who do not follow instruction in general classes.

**Bar graph 1 & Table 4: A comparison among teachers on acceptance of students with disabilities in ordinary classes**



N= 506

(Total Number of Teachers)

Bar graph & table 5 shows that a total of 58.5% teachers agree to include students with physical disabilities, 18.8% to include with hearing impairment, 14.1% to include with visual impairment, and 18.8% to include with

mental retardation in general classes. 73.7%, 81.4% and 75.3% teachers disagree to include students with hearing impairment, visual impairment and mental retardation respectively. Remaining proportions in total are missing because respondents who have filled out the questionnaire didn't respond. The statistical data presented in the table above provide the picture of "big no, and little yes". It means that a great number of teachers are not ready to accept students with impairment except physical impairment. Data collected through questionnaire although show that what is the percentage of teachers who do not accept students with impairment. This analysis also shows that what impairments are acceptable for students to include in ordinary classes and what are not. Quantitative analysis does not inform about the reason behind teachers' refusal to include students. Analysis of qualitative data helps to understand the reasons behind teachers' refusal to include students in ordinary classes. Teachers of ordinary schools have many justifications against inclusion. They support segregation in one way or another but they have arguments.

#### 6.4.2 Qualitative Analysis: Refuse to Accept: "Big no, Because..."

A total of 25 teachers out of 37 had in one or another way support segregation. Although, these teachers support segregation but it is not exclusive because they at some points support integration as well as inclusion. When the views emerging from the interviews are further examined and the relevant aspects are selected, theme 'why segregation' is emerged. A total of 10 categories were extracted with 83 responses under the theme. Teachers responded argued that why it is better to segregate students with disabilities from ordinary students. Out of 37 respondents, 26 teachers argue about segregation and they made justification based on their perceptions. During qualitative analysis it has been found that some of the teachers equally show inclination towards inclusion while pointing out some of the barriers they perceive in the way of accepting and including students with impairments in ordinary classes. In the subsequent work, it has been discussed that why teachers say "big no"? as far as inclusion of students with impairment in general schools and classes are concerned. The themes emerged which are based on teachers arguments under the category "big no, because" (why segregation) are explained.

**Severe impairments:** Segregation, integration and inclusion are the processes of accommodating students with impairments in special schools, integrated in ordinary schools and including these students in ordinary schools respectively. Analysis of interviews of teachers of ordinary schools shows that views of teachers resonate in these three processes. Sometimes they seem as inconfident to include these students in ordinary schools however sometimes they support to include them. Mostly they come up with arguments either they support or refuse to include students with impairments but sometimes they don't have argument and in a straight-way they refuse. The analysis of "segregation" reflects their perceptions about accepting students with impairments in ordinary classes. The teachers refuse to include students with impairments and this is what Gyimah, Sugden & Pearson (2009) explained and referred Avramidis, Bayliss, & Burden (2000) who investigated that teachers are said to have the tendency to reject students with significant disabilities because the severity of disability affects perception and expected educational outcomes. Further a public-urban school teacher who refuses to include students with visual impairment argued "[...] yes, *blinds can listen and memorize but they cannot see and we use extensively black board in class so it will be difficult for them to learn hence they cannot be taken together with other students so there must be special teacher who will take care of these students*" (GU2).

**Maladjustment:** schools will not adapt themselves according to needs of the students however students have to adapt with the school. Many teachers think students will not adjust in our school. For example in district Sargodha, a private urban school teacher gives argument: "[...] *if a child is mentally retarded he cannot talk like others in normal routine then we will not accept him. We need a specific class environment if child is not according to that we will not accept*" (PU11). Adjustment in school will lead to adjustment in society. For example a public rural school teacher elaborated: "*these children, who are trained in special*



*schools, can adjust themselves in society and they get confidence as well. But in ordinary school, there is no encouragement, so they will not adjust in the society"* (GR25).

**Mental abilities:** Some teachers came up with their own opinion and share the policy of their schools. How do schools deal with students with different ability? One of private school teacher elaborated: *"It is difficult to teach students having different mental abilities collectively. We have different sections and in each one we have the children of equal abilities. We put them in the same section according to the mental abilities they have. So we have one to ten sections of students depending on their mental abilities. Students in the first section are intelligent and students in the last section are very weak"* (PU17). As far as including students with impairments are concerned the teacher suggested that they may be included according to mental abilities. A private urban school teacher commented on questionnaire: *"these students should be separated because their abilities are different"*.

**Low expectations towards learning ability:** According to Mason (2008) children with higher-level support needs are often limited by the low expectations of those who care for them. Ordinary teachers deal with different ability level students in ordinary classes. Some of them can manage while some have difficulty in managing them. Their reflection about including students with impairments in ordinary classes indicates that these students should be in separate classes. One of them reflects: *"it is already difficult to accommodate various abilities students in ordinary classes"* (GU1). Teachers, who have difficult experiences with students with hearing impairment, support segregation. Probably they perceive that these students are weak and their cognitive abilities are not equal to other ordinary students. A lady teacher expresses herself as: *"Their mental ability is also less due to deafness. You can teach one task in a day. For example, if you are teaching you can make them learn one question or two, not more than that. They just learn one word or one line in a day. They can only write what you make them taught. They cannot write that you didn't teach them. They cannot express their feelings in words. Their vocabulary is less"* (PU22).

**Special schools and professionals:** Sometimes resistance against integration and inclusion came out from the professionals working in the field as Vislie (2003) investigated that the most critical voices against integration as practiced in Italy came from professionals with close links to special education, as well as from persons representing the disabled persons' own organizations. Separate schools for students with impairments exist in urban areas. That is why teachers justified that the students should be in these institutions. For example one public rural schools teacher expresses: *"their schools are separate so their parents send them there"* (GR2). Based on their logic they justify segregation. Some of the teachers even perceive that students with some impairment can only learn in special school. Most of the time, it seemed to researcher that teachers had strong perception that students with impairments are bound to go to special schools because they have all the resources required for these students. They never think in the perspective of transforming and adapting their way of teaching, classes and schools. That might be one of the reasons of existence of strong segregated special schools in cities in the country. The teachers have a strong belief that the students cannot learn in ordinary classes because they are having impairments.

**Resources in special schools:** Teachers who support segregation have arguments based on their observation and awareness they have in that environment. They observe that there are no resources available for including students with impairments in ordinary schools whereas in special schools all resources are available. *"I have this experience, and I think these students should not be included because resources are not available"* (GR26). A public school teacher shared his college experience of his class fellow: *"I remember that in B.Sc (Bachelor of Science) we had one physical disabled student. One of our periods was in Jinnah block that was very far away from the other building and he had to walk and he took a lot of time to reach the building and ultimately he missed the period. I think, in special institution, everything is there so I think it is difficult to teach students with disabilities in normal school"* (PU16). In urban areas, there are accessible special schools complexes according to the type of disability. A teacher responded in this respect: *"according to the type of disability we have special schools which can make them better citizens"* (GU18).

**Guide parents:** As in the country there are no special schools in villages hence many parents do not know about these schools. Ordinary schools do not accept them so their children remain at home. A teacher of public rural school shares this point of view: "*[...] and for the guideline of these students, people must tell their parents that there are special schools*" (GR28). He further explains: "*[...] in our village there is deaf student. His parents can afford so he is in urban special school and in this way he is something getting beneficial*" (GR28).

**Useful for society:** Mostly teachers are of the view that normal students are beneficial for the society. For example a semi-public school teacher gives argument: "*[...] normal students are useful for society because ultimately they take the responsibility of the country so it is good to concentrate on them*" (GU15).

**Combine co-curricular activities:** A teacher of semi-public school who was teaching mathematics and was also coordinator of co-curricular activities comes up with his thinking: "*students who are studying in special institutions, should not be included in ordinary classes rather they should be provided opportunities to interact with normal students at some kind of festivals/meeting etc. in which they may socialize and mix up together*" (GU15). He further elaborated: "*[...] no, I think, if student is disable and his IQ (Intelligence Quotient) is according to normal student then he can sit*" (GU15). A public school teacher suggests: "*they should participate in gatherings/functions and in other curricular activities. They should be together in quiz programmes or in other social activities so that they can remove their complexes that their institutions are separated*" (GU4).

**For others, other schools & other teachers:** Booth, Nes, & Stromstad. (2004) explained that the mere existence of well-developed traditions of special needs education undermines the calls for inclusion and the school for all, signalling that some children are 'others' and not the responsibility of the general teacher. Goffman (1975) explained that in everyday interactions, certain individuals are 'stigmatised' by the others because of their characteristics (race, disability, behaviour, etc.), that is, they are the victims of discredit and disfavour. As they are victims of disfavour, resultantly they become other. So for others there are other schools called special schools. As school teachers perceive that students with impairments are deficient; so they are different from others and they should be in other schools i.e. special schools. These schools can fulfill their deficiencies. A public school teacher explains: "*they are different and deficient and should be taught separately. They cannot learn along with healthy students. There is missing something, for example, some senses. These students wouldn't be able to follow teachers as normal students do.*" (GU18).

**Improve special schools:** Some teachers are of the view that special schools should be improved. These schools should be extended. Their capacity should be built so that if these students are not getting enough benefits from them they would be able to get maximum advantages from the schools. for example a public urban school teacher pointed out: "*[...] instead including these students in ordinary schools, special schools should be improved to achieve better results*" (GU15).

**No inferiority:** Teachers think that there are many benefits of special schools. One of that is environment of the school which is free of inferiority. For example, a teacher of public urban school expresses his view: "*[...] in special school, there is no inferiority complex due to guidelines given by their teachers. They are happy in special schools because all children are similar*" (GU15). Not only they think there is no inferiority but also they consider that special schools are helpful in making students more confident. The same teacher continue to explain: "*They (deaf) will gain confidence if we give them love and attention; the inferiority complex will be finished automatically however they should be in special schools*" (GU15). Teachers are afraid of including these students in ordinary schools. They have qualms about these students. One of them focuses: "*behavior of normal students is not good towards special education students. Special students will suffer and will be in inferiority complex*" (PU22). Another teacher pointed out: "*there will be negative effect. Other students will lose their attention and will not learn*" (GR28). Similarly he further expresses that there is negative effects on students with impairments. For example, "*[...] if disabled students are weak and others are able then they will go to inferiority complex*" (GR28).

**Attitudes:** Teachers expect the students to perform as other can. They require the same kind of behavior and results as other have in the ordinary class. A public school teacher has view: *"teachers have expectation that these special students should behave like normal students. Their result should be like other normal students. But practically it will not happen"* (PU10). Teachers have arguments about the negative attitudes of people in a society. Some teachers have negative attitudes towards these students. Their attitudes are not only negative but also aggressive. For example, *"[...] if nature has been unkind to them so how we can be so very kind"* (PU10). Teachers have fear that these students may not carry on their studies in ordinary schools. One of them thinks in this way: *"if there is student in ordinary class he/she will leave due to the behavior of other students. In such environment other students may hoot them in the absence of teacher"* (GR2). Some teachers explain that this society doesn't accept them and they remain segregated. Sometimes ordinary students may not accept them, perhaps. So they think that inclusion might not be accepted in our culture and this may be implemented in other culture but not in ours.

**Stigma free environment:** According to Goffman (1975), in everyday interactions, certain individuals are 'stigmatised' by the others because of their characteristics (race, disability, behaviour, etc.), that is, they are the victims of discredit and disfavour. Teachers in ordinary schools refuse to accept these students because they are different from rest of students. There might be a chance of stigma and teachers are of the view that the frequency of stigmatization may increase in ordinary schools. A private school teacher gives his argument: *"if students make joke of them in ordinary class then it will be a disaster for disabled students"* (PU17). A semi-government school teacher of Lahore district who teaches at elementary level opposes to include students in ordinary classes because of chances of stigmatization. He is of the view: *"[...] if in absence of teacher other students are making fun of them (students with impairments) then inferior feelings will arise in them". "You know in our villages there are 'kami' (servant), they are equal however other people consistently make them feel that they are an off-spring of kami"* (GU15).

**Standards:** Apart from the learning and management of students with impairments, achieving targets and finishing syllabus are very important for ordinary schools teachers. Teachers are bound to complete their prescribed syllabus within a specific period of time. They perceive that for students with impairments it is difficult to learn this curriculum at least within specific period of time. Resultantly they would be held responsible for low achievers and also for not finishing syllabus in time. Most of the teachers of private schools gave this argument because private schools administration gives tough time to teachers in achieving such type of targets. A private urban school mathematics teacher explained: *"We might not teach students with impairments in ordinary classes. We have target to complete syllabus in classes. For example; we have target to complete six questions of Mathematics during a period in the class and we have to meet this target and weak children like students with impairments might not attain it"* (PU10). As it is obvious that this teacher although give argument of achieving targets and finishing syllabus on time also at the same time, analysis of his expression also reflects his assumption that all students with impairments are weak in studies hence they may not be included in ordinary classes. These teachers also underestimate them when they compare with other students. They keep students with impairment in the place of other ordinary students.

**Teaching suffers:** Artiles, Kozleski, Dorn & Christensen (2006) explained that parents, students, researchers, educators, and advocates focus on whether most general classroom teachers had skills or time to reward good behavior. Some teachers are of the view that the teaching pace will suffer. These special students perhaps cannot learn with that pace as other can learn and resultantly teaching and learning will suffer. For example a teacher from Chiniot district stresses: *"[...] in such a way the teaching speed may suffer due to these special children. Due to this other children will suffer because they have more curiosity for knowledge and their learning pace will suffer due to these special children"* (GU8). Perhaps traditional way of teaching exist in which teacher just use one method of teaching. This is perhaps obvious from this expression: *"a teacher cannot teach by using two methods at the same time. It is very difficult"* (GU8). Some teachers have experience of teaching slow learner students. They try to compare these slow learners with average students in their classes. When they think that in ordinary schools the duration of class is limited to

teach and when students with impairments will be included then they cannot cope with time. A teacher from private urban school focuses on the rate of learning of student and time: *"I have experience of teaching a slow learner. He takes much time and this is not possible in ordinary classes. One student completes a page in three minutes and other one completes it in ten minutes (PU10).*

**Same school, separate class:** Another teacher who is teaching in Chiniot district also suggested a separate class in ordinary schools. He explains: *"it is justifiable that you teach them by using special method and use normal method of teaching for normal students. If you use special method in the same class then normal students will be under tension. There is no problem if these students come in normal school but class should be different particularly of blind and deaf (GU7).* A teacher from public urban school suggests that if it is necessary then within ordinary school, it may be possible in separate section. He argues: *"if one separate department/cell for special education begins within the same school then they may be taught in separate class" (GU7).* Another private rural school teacher from Sargodha district also supports this argument: *"in the same class, it is not possible however separate class in our school may work" (PR35).* Teachers have reasons to support separate class for students with impairments in ordinary school. This teacher has been teaching science in High School. He stresses in this way: *"[...] but their class will be separated because their teaching system is separated. For example, to teach blinds you need braille system. You can have same school but not class because there will be problem for other students. For example if you conduct a written test then how blind will take it? Here, we mostly use lecture method and if deaf cannot listen then how you will make her/him learn?" (PR35).* These are the arguments that provide the answer of "big no" for including students with impairments. Teachers who favoured segregation sometimes seemed to slip towards integration. They favoured to accept students with impairment in ordinary schools but in separate class. At the same time these teachers have "little yes".

### 6.5 Quantitative analysis: Rebuff Comparison on the Basis of Schools' Locality

Within their "little yes", some of the hypotheses tested on analysis of quantitative data to verify either significant difference exists or not among teachers about acceptance of students with impairment in ordinary class. It has been found that sometimes, significant difference prevails and sometimes, it doesn't prevail among teachers on the basis of schools' locality, school type, academic and professional qualification, gender and marital status. The second hypothesis i.e. *there is a significant difference in the perception of urban, sub-urban and rural schools' teachers about accepting students with disabilities in their classes*, is tested through Analysis of Variance "ANOVA" on quantitative data. It is found that there is significant difference in the attitude/perceptions of teachers on the basis of their schools' locality ( $F = 3.931$ ,  $Sig. = .020$ ). Post hoc multiple comparison in Table 5.4 shows that on including students with disabilities in general classes, there exists a significant difference between the attitude/perceptions of teachers of rural schools and sub urban schools. (Mean Diff. = 2.28117,  $Sig. = .018$ ) and between the teachers of urban and sub urban schools (Mean Diff. = 2.45804,  $Sig. = .005$ ). No significant difference exists between rural and urban teachers.

#### 6.5.1 Rebuff Comparison on the Basis of Type of School

The hypothesis i.e. *there is a significant difference in the perception of private public schools' teachers about accepting students with disabilities in their classes*, is tested. The independent sample t-test table shows that there is significant difference in the attitude/perceptions of public and private schools' teachers towards including students with disabilities in general classes ( $t = 3.990$ ,  $Sig. = .000$ ,  $Mean_{public} = 17.6250$ ,  $Mean_{private} = 16,2406$ ). Public school teachers are more inclined to accept children with disabilities in their classes as compared to private schools' teachers.

### 6.5.2 Rebuff Comparison on the Basis of Teachers' Terminal Academic Qualification

Another hypothesis i.e. there is a significant difference in teachers' academic qualification and their perception of accepting students with disabilities in their classes, is tested by applying ANOVA. In parametric statistics, ANOVA is used when the means of more than two independent groups are to be compared to see the significant difference. Here ANOVA was used to calculate the significant difference among teachers' different terminal academic qualification towards including students with disabilities in general classes. LSD post hoc multiple comparisons were also used to see the significant difference between any two groups. The groups having significant difference are reported only. It is found that there is significant difference in the attitude/perceptions of teachers on the basis of terminal academic qualification ( $F = 5.514$ ,  $\text{Sig.} = .001$ ). Post hoc multiple comparison in Table 5.7 shows that on including students with disabilities in general classes, there is significant difference in the attitude/perceptions of teachers having :Secondary School Certificate (SSC) from teachers having FA/FSc, (Mean Diff. = 1.41759,  $\text{Sig.} = .042$ ), BA/BSc degrees (Mean Diff. = 2.21655,  $\text{Sig.} = .000$ ), and teachers having MA/MSc degrees (Mean Diff. = 2.02440,  $\text{Sig.} = .000$ ) (Table 4.42). Teachers having SSC are more inclined to accept students with disabilities in their classes as compared to teachers having FA/FSc, BA/BSc or MA/MSc degrees. There is no significant difference in the attitude/perceptions of teachers having FA/FSc degrees from teachers having BA/BSc and MA/MSc degrees. There is also no significant difference in the attitude/perceptions of teachers having BA/BSc degrees from teachers having MA/MSc degrees.

### 6.5.3 Rebuff Comparison on the Basis of Teachers Terminal Professional Qualification

The hypothesis i.e. there is a significant difference between teachers' professional qualification and their perception about including students with impairment in their classes is tested through ANOVA. It is found that there is significant difference in the attitude/perceptions of teachers on the basis of their terminal professional qualification ( $F = 5.701$ ,  $\text{Sig.} = .001$ ). Post hoc multiple comparison in Table 5.9 shows that on including students with disabilities in general classes, there is significant difference in the attitude/perceptions of teachers having Primary Teaching Certificate (PTC) / Certificate of Teaching (CT) from teachers having Bachelor of Education (BEd) (Mean Diff. = 1.64705,  $\text{Sig.} = .000$ ) and teachers having Master of Education (MEd)/ Master of Arts in Education (MA Education) ( (Mean Diff. = 1.33429,  $\text{Sig.} = .017$ ). There exists significant difference of those having BEd from those MA Special Education degree (Mean Diff. = -3.79221,  $\text{Sig.} = .028$ ) and further there also exists significant difference of those having MEd/MA Education from those having MA Special Education (Mean Diff. = -3.47945,  $\text{Sig.} = .048$ ). No significant difference exists among other professional qualifications of teachers on including students with disabilities in general classes.

### 6.5.4 Rebuff Comparison on the Basis of Gender

The hypothesis i.e. there is a significant difference in the perception of male and female teachers about accepting students with disabilities in ordinary classes, by applying independent sample t-test. In parametric statistics, independent sample t-test is used when the means of two independent groups are to be compared to see the significant difference. Here independent sample t-test is used to compare the means of male and female teachers' attitude/perceptions towards including students with disabilities in general classes. The independent sample t-test table shows that there is no significant difference in the attitude/perceptions of male and female teachers towards including students with disabilities in general classes ( $t = -.654$ ,  $\text{Sig.} = .513$ ,  $\text{Mean}_{\text{male}} = 16.7590$ ,  $\text{Mean}_{\text{female}} = 17.0068$ ). Over all male teachers are more inclined to accept children with disabilities in their classes as compared to female teachers.

### 6.5.5 Rebuff Comparison on the Basis of Teachers' Marital Status

The hypothesis i.e. there is a significant difference in the perception of married and unmarried teachers about accepting students with disabilities in their classes, is tested through independent sample t-test. The independent sample t-test in Table shows that there is no significant difference in the attitude/perceptions of married and unmarried teachers towards including students with disabilities in general classes ( $t = 1.665$ ,  $\text{Sig.} = .096$ ,  $\text{Mean}_{\text{married}} = 17.1283$ ,  $\text{Mean}_{\text{unmarried}} = 16.5279$ ). Over all married teachers are more inclined to accept children with disabilities in their classes as compared to unmarried teachers.

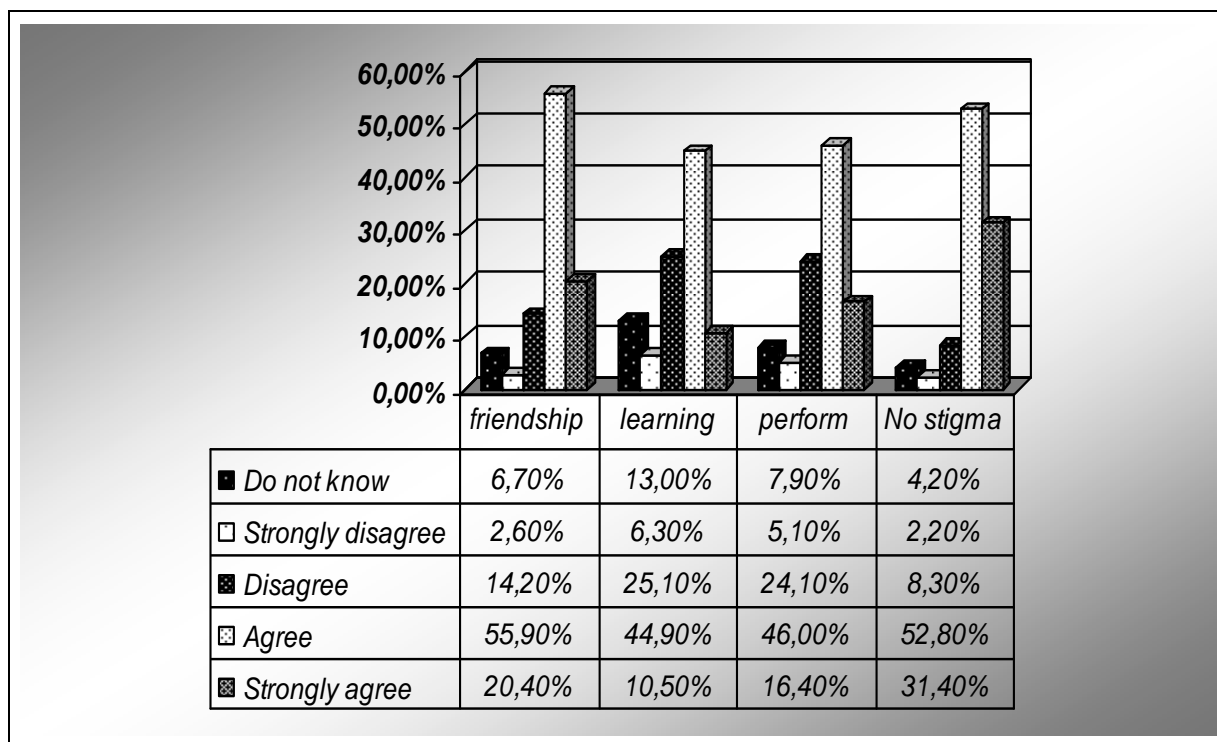
### 6.5.6 Teachers' Tilt to Inclusion

All the data reflected in this portion shows that teachers also favour inclusion. It was indeed interesting to explore that some teachers took u-turn quite contrary to the previous discussion and converged towards "little no, big yes" end. This means that ordinary teachers have inclination towards inclusion. Why this is so? Details presented clarify the situation. In the beginning of this chapter, Analyses concerning "big no, little yes" and explanation of "big no, because..." is given. It means that if teachers do not accept these students then why they do so and what logics and arguments they have behind their "big no"?

### 6.7.7 Teachers' Acceptance: "Little no, Big yes"

Second component of quantitative data is related to advantages of including students with impairments in general classes. After analysis of teachers' responses, hypothesis i.e. *teachers perceive/feel that including students with impairment in ordinary classes is beneficial for all students*, has been tested. For this, analyses of different statements included in the questionnaire were done. Statement-wise analysis e.g. simple percentage analysis with comparison and statistical analysis by using various tests like t-test and ANOVA (Analysis of Variance) are used. The analysis of the statement i.e. *students with and without impairment can build friendship and help each other in general classes*, shows that out of 506 teachers, 34 (6.7%) do not know, 13 (2.6%) strongly disagree, 72 (14.2%) disagree, 283 (55.9%) agree, and 103 (20.4%) strongly agree that students with and without disabilities can build a friendship in ordinary classes. The analysis of the statement i.e. *students without impairment can understand that students with impairment can learn like them in ordinary classes*, shows that out of 506 teachers, 66 (13.0%) do not know, 32 (6.3%) strongly disagree, 127 (25.1%) disagree, 227 (44.9%) agree, and 53 (10.5%) strongly agree that students with disabilities can equally learn in general classes. The analysis of the statement i.e. *students with impairment do not affect other students' performance in general classes*, shows that 45 (8.9%) out of 506 teachers do not know, 48 (9.5%) strongly disagree, 201 (39.7%) disagree, 169 (33.4%) agree, and 36 (7.1%) strongly agree that students with impairment do not affect other students' performance in general classes. The analysis of the statement i.e. *students with impairment can also perform well in general classes*, shows that out of 506 teachers, 40 (7.9%) do not know, 26 (5.1%) strongly disagree, 122 (24.1%) disagree, 233 (46.0%) agree, and 83 (16.4%) strongly agree that students with impairment can also perform well in general classes. The analysis of the statement i.e. *students with impairment can be protected from stigmas by delivering moral lesson in ordinary classes*, out of 506 teachers, 21 (4.2%) do not know, 11 (2.2%) strongly disagree, 42 (8.3%) disagree, 267 (52.8%) agree, and 159 (31.4%) strongly agree that students with disabilities can be protected from stigmas by delivering moral lesson in ordinary classes.

Bar graph 2 & table 5: *A comparison of teachers' response with regard to benefits of inclusion*



N= 506

(Total Number of Teachers)

Bar graph & table above show that a total of 76.3% teachers agree and strongly agree that students with disabilities can build friendship with their counterparts, 55.4% think (agree + strongly agree) that these students can equally learn like others in ordinary classes, 62.4% perceive (agree + strongly agree) that these students can also perform well in ordinary classes. Artiles, Kozleski, Dorn & Christensen (2006) concluded that inclusion of students with special needs and disabilities in regular schools does not have a negative effect on the academic and social performance of students without special needs and disabilities. About 84.2% agree and strongly agree that students with impairment can be protected from stigmas by delivering moral lesson in ordinary classes. The statistical data presented above provides the picture of "little no, and big yes". It means that a great number of teachers are convinced that students with impairment can make friends in ordinary classes, learn like other peers, do not affect other peers' performance negatively and can be protected from stigma through moral stories. Data collected through questionnaire also show the percentage of teachers who think that including and accepting these students in ordinary class is advantageous to segregated class. However, informed results from this quantitative data are very limited. This deficiency is compensated by the analysis of qualitative data which helps to further explore the teachers' perspective concerning acceptance of students with impairment in ordinary classes.

#### 6.6 Qualitative Analysis: Teachers' Acceptance: "Big yes, Because..."

A total of 16 teachers out of 37 have inclination towards inclusion. A total of 4 categories were extracted with 47 responses under this theme. Teachers responded argued in favour of inclusion. Out of 37 respondents, 17 teachers argue in favour of inclusion and they made justification based on their perceptions. Teachers who took a turn from segregation to inclusion. It was remarkable to explore that 8 teachers out of 26 who were in the beginning of interviews favouring segregation during the interview took a turn and started to incline towards inclusion. In the subsequent work, categories emerged under theme "little no, big yes" (inclination towards inclusion) are discussed.

**Acceptance of physical & minor impairments:** Mostly the teachers are of the view that students with impairments may be included in ordinary classes if they are having physical & minor impairments. For them, those students have minor impairments who can hear with the help of hearing aid, who can see with the help of glasses, and who are physically disabled but can move with the help of wheel chair. While favouring inclusion of these students in ordinary class, a teacher from public urban school agrees: *"students with minor disabilities can be included, for example, if any student who can listen with the help of hearing aid, he can learn in general class"* (GU6). Another teacher also accepted such students with minor impairments: *"I think they can be taught if they haven't severe disabilities. Physical or minor disabilities may be accepted in general education school"* (GU7).

**Outstanding:** As above public school teacher talked about the performance and achievement of deaf students similarly a private urban school teacher of Lahore district share his experience about the performance of blind student. He explains: *"once we taught student with visual impairment and he secured position in 10<sup>th</sup> grade. The president of Pakistan has awarded him a prize on his achievement. We taught him along with other ordinary students in the class and we developed system in our school to cope with that student. We asked and assigned ordinary students to dictate for him in examination* (PU9). Sometimes teachers demand for support or special education teachers while accepting students with hearing impairments. For example, a teacher demands: *"you will not be 100% comfortable with that student. We are ordinary class teacher if we want to include such student then we must have a special teacher in our school and we will do better* (PU16).

**Benefits of inclusion:** Teachers view acceptance of students with impairments in terms of its benefits. According to them including students in ordinary classes affect all students positively. These students can learn how to socialize with peers and how to make friendship. Not only they learn socialization but also they get motivated and can co-operate with each other.

**Socialization and friendship:** Many teachers think that inclusion makes all students social among themselves including students with impairments. Ordinary schools and ordinary classes can aid in this process. A teacher focuses this process: *"perhaps they can interact with students without disabilities and during this interaction students without disabilities can also understand sign language and can help them. Perhaps they can develop adjustment with the passage of time"* (GU6). A semi-government school teacher who teaches mathematics to 8<sup>th</sup> grade student throws light on how students with impairment socialize in ordinary classes: *"Most often he (student with impairment) makes group and he becomes very active and laugh with his peers and he thinks that we have very strong group in our class"* (GU14). Supporting socialization in ordinary class, a public rural school teacher thinks: *"they (ordinary students) can develop friendship and help students with impairment in many ways"* (GR32).

**Motivation:** Teachers are of the view that students may get motivation if students with impairment perform well. It has been mentioned that students with impairment have performed extraordinary in ordinary schools. If these students can perform well other students may think that why don't they perform and get motivated. *"Other normal students should get motivation to see these special children in the class. They will be encouraged"* (GU12). A private school teacher also has this view: *"After seeing these children in their classes perhaps other normal students may think we have all things right and we should try to improve in learning"* (PU16).

**No inferiority:** It is interesting for researcher to find out that teachers sometimes argue in favour of segregation pointing out that there is no inferior feelings in segregated classes in special schools but equally some teachers while favouring inclusion argue that there is no inferiority to students with impairments in ordinary classes. This point is discussed in both themes of "why segregation" and "inclination towards inclusion" by quoting teachers' views. For example, a public urban school teacher indicates: *"[...] due to segregation they get indulged into inferiority complex"* (GU7). A teacher who has experience of teaching students with impairment explains: *"normal students also deal special students in a normal way. They never complain that he (Haroon) cannot speak. Children behave Haroon like normal students. They learnt that how*



*can we deal and can treat with Haroon. These children are aware of these things. They know we should treat special child like normal students" (PU19).*

**Acceptance with experience:** A teacher shares his experience that how he perceived students with impairments before having interaction with them and how his experience of teaching this student in ordinary class changes his attitudes towards him. He explains: *"I tell you, in the beginning, I myself was very disturbed but with the passage of time I understood him and I found that this student is like all other student. In the start, it seems me odd that why student with impairment is sitting here but later I feel normal" (GU14).* He further elaborates: *"he is progressing and becoming social and teachers are happy to see him (GU14).* Another teacher from private school support this argument that experience of teaching and interaction with student with impairment make me to think about these students. He shares his experience: *"as a teacher we welcome all disabled students. In the beginning I didn't accept but now I have experience of student with disability in normal class and it seems me quite normal" (PU9).*

**Explore their potentials:** As teachers get experience they not only accept these students in ordinary class but sometimes they are really surprise to explore their potentials. For example two teachers who have special education diploma and experience of interacting and teaching such student in their classes. One of them shares his experience in this way: *"first you will see that he (student with impairment) may not learn. Their outlook gives impression like that. But later you will feel he is ok, I mean normal. If you are polite then he will be very active and sometimes he copies someone and you are surprised that he can also do like this" (GU14).*

**Exploit their abilities:** Richards (2008) refers Rudduck et al's (1996) argument that there is a need for all voices to be heard, not just those who are more articulate and socially confident. Mr. Hussain Fida who teaches Mathematics at elementary level stresses that it is necessary to explore their abilities that remain unexplored because we usually underestimate these students. For example he shares: *"I see he (student with impairment) is very sensitive and I observe that he minds little things but they are very responsible. I asked him to become class representative (CR). He accepted this responsibility, and he managed and monitored the class very well" (GU14).* Another teacher from public urban school doesn't consider impairment as a barrier for learning. He explains: [...] also disability is not a problem to educate students. If one student is disabled and one ability is less, then they have other abilities and being teachers we should try to exploit their other abilities in an effective way" (GU7).

**Start from early classes:** Teachers are of the view that starting to include students with impairments at early year is more fruitful. Plaisance (2006) explains that including students with impairment at nursery level leads the teachers to think differently about their practices and, indeed, to modify their classroom practices. A teacher from private urban school elaborated: *"It should be started from lower grades because they (all students) are growing up and they will go together to upper classes then there will be no problem" (PU20).* Another teacher from public urban school supports to include these students in early years. He argues: *"[...] instead of including them in higher grades, they should be included in lower grades" (GU12).* Contrary to this, a private school teacher in Sargodha district argues that it is better to include these students after grade 10. She is of the view that ordinary students at this age are mature and they understand better. For example, she stresses: *"till matriculation there should not be inclusion but in college (grade 11) you can include because all are mature at that time so there will not be stigmatization" (PU11).* These are the arguments that provide the answer of "big yes" for including students with impairments. Teachers who favoured inclusion sometimes seemed to slip towards integration. They favoured to accept students with impairment in ordinary schools except students with severe impairments and suggest a separate class for them in the same school. At the same time these teachers have "little no".

### 6.7 Quantitative Analysis: Recognition/Acceptance Comparison on the Basis of Schools' Locality

Within their "big yes", some of the hypotheses tested on analysis of quantitative data to verify either significant difference exists or not among teachers about acceptance of students with impairment in ordinary class and its benefits for all students. The analysis of quantitative data inform us that sometimes significant difference prevails and sometimes not, among teachers on the basis of schools' locality, school type, academic and professional qualification, gender and marital status. The hypothesis i.e. there is a significant difference among urban, sub-urban and rural school teachers' perceptions about the advantages of accepting students with disabilities in their classes, is tested through Analysis of Variance "ANOVA" on quantitative data. It is found that there is no significant difference in the attitude/perceptions of teachers teaching in rural, urban and suburban schools about the advantages/benefits of including students with disabilities in general classes ( $F = .810$ ,  $Sig. = .445$ ). Post hoc multiple comparisons in Table 6.5 shows that there is no significant difference in attitude/perceptions of teachers teaching in rural, urban and suburban schools about the advantages/benefits of including students with disabilities in general classes.

#### 6.7.1 Advantages & Acceptance Comparison on the Basis of School's Type

The hypothesis i.e. there is a significant difference in the perception of public and private school teachers about the advantages of accepting students with impairment in their classes, is tested through independent sample t-test on quantitative data. The independent sample t-test shows that there is significant difference in the attitude/perceptions of public and private schools about advantages/benefits of including students with disabilities in general classes ( $t = 2.629$ ,  $Sig. = .009$ ,  $Mean_{public} = 17.8235$ ,  $Mean_{private} = 16.9962$ ). Public school teachers consider inclusion more beneficial for all students in general classes as compared to private schools' teachers. It is contrary to the assumption that private schools' teachers would be more flexible in approach in accepting students with impairment in ordinary classes.

## 7. Conclusion

This study has shown that ordinary schools' teachers by and large accept students with impairment in ordinary classes in Pakistan. They don't simply accept them but they have a lot of provisos. Sometimes they refuse to welcome these students by arguing logically. Basically behind their refusal, policies and practices work well which resultantly compel them to do so. When they see the situation in school and society then inclusive schooling becomes just a simple rhetoric for them. As it is mentioned earlier that teachers respond and talk in isolated chorus about accepting students with impairment in ordinary classes. Qualitative analysis shows that they reflect on accepting these students in "no because..." and "yes, but..." manner i.e. why they cannot include students with impairment and how they can include them by quoting suitable examples and arguing logically while recalling their teaching experiences. Our study clarifies that if teachers say "no" why they do this and if they say "yes" then why they say so. Actually these qualitative data take a snapshot of the situation in "no, because..." and "yes, but..." manner about accepting students with impairment in ordinary classes. Teachers refuse to include students with impairments and this is what Gyimah, Sugden & Pearson (2009) explained that teachers are said to have the tendency to reject students with significant disabilities because the severity of disability affects perception and expected educational outcomes. Low expectations towards them are also perceived by teachers. Analysis also shows that teachers usually have low expectation towards these students. This is exactly what Mason (2008) have explained that children with higher-level support needs are often limited by the low expectations of those who care for them. Teachers rejected to include because their teaching suffers due to time and diversion of teachers' attention. These are the arguments that provide the answer of "big no" for including students with impairments. Teachers who favoured segregation also sometimes seemed to slip towards integration and inclusion. The state of

recognition and rebuff of students with special education needs is rooted in barriers which need to minimize to accept "ALL" students including students with special education need in ordinary classes of schools in Pakistan.

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