

STUDY OF ATTITUDES OF PARENTS, TEACHERS AND MANAGERS TOWARDS INCLUSIVE EDUCATION IN PAKISTAN

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ABSTRACT: Inclusive Education has gained sufficient ground in developed systems. Its extension to Pakistan and elsewhere emerged as a result of "Islamabad Declaration on Inclusive Education 2005". Government of Pakistan Ministry of Education in collaboration with UNESCO organized this National Consultation on Inclusive Education. This study intended to measure the attitudes of key stakeholders, teachers, head teachers, (managers) of the pilot project towards this initiative. Attitudinal scale and interview process will be evolved to collect the field-based data, together with school profiles to measure the level of their commitment. Statistical treatment in the form of tables, charts and graphs was assigned to the raw data. Factor analysis and other relevant analytic tools were equally used. Analysis of the data yielded that the teachers and head teachers were well aware of the concept of inclusive education. Integration of the two groups was at initial stage. Its full reorganization would gain ground with increased training. Socialization and developing belongingness, patterns of personality development and Health facilities, increased mothers' involvement formed major gaps for future research.

KEYWORDS: Inclusive Education, Attitude, Parents, Teacher, Manager.

INTRODUCTION

Inclusive education is a new term in the terminology of education. It traces its origin to the special education. Its integration to the mainstream of education is a recent phenomena. The theme is that the children having disabilities should have the right to learn with the normal children. The theme is to integrate their learning in the overall structure of mainstream. The concept is that general and special education be integrated as an inclusive system. This is the concept of inclusive education in global and elsewhere.

In education inclusion is an approach says that all pupils in the catchment area who have a disability, or who experience difficulties in learning, should enjoy the same rights of membership of the mainstream as all other pupils. They should be fully part of our school community and receive an education and social life according to their age, needs, aptitudes and ability. Education for All (EFA) is an international initiative and in this prospective the World Conference on Inclusive Education for All, Jomtien (1990) declared that education disparities existed especially vulnerable to discrimination and exclusion. Basic education should provide and improve the quality of education for the all children and also special attention should be provided to disabled.

An effective teacher in an inclusive classroom has the ability and skills to plan for the content coverage and takes into account the difference between students by scope and sequences their objectives. Moreover, effective teachers have good strategies to take advantage of time by maximizing academic time on- task and have good presentation skills including the

variables which might influence the teaching process, thus making the presentation very clear and keeping the students active and engaged, monitoring the academic practices in the inclusive classroom with frequent questioning and giving immediate feedback (Mastropieri and Scruggs, 2004; Westwood, 2003).

Including the students with disabilities and having the knowledge of how to treat them are important characteristics of the effective school in this regard, Ainscow (1991) indicated that the effective school has effective leadership and staff who are able to deal with all students and their needs, is optimistic that all the students can progress and develop their abilities toward successful achievement, has a willingness to support its staff by meeting their needs and taking into account the curriculum and ensuring that the curriculum meets all the students needs and also effective school reviews its programs (teachers, curriculum, students progress) frequently making sure there is progress in terms of the effective teacher. Successful teachers challenge the students' abilities by setting good quality tasks, providing students with opportunities to choose their tasks, variegating learning strategies and providing facilities that contribute to student learning.

ATTITUDE

Allport (as cited in Deppler, et al, 2004, p.4) suggests that an attitude is basically a readiness to respond in a particular kind of way: but attitude also are very emotional because they reflect the ways we evaluate people (including ourselves) and things. Attitudes guide a person whether he/she likes or dislikes and whether he/she wants to avoid or approach something or some person. People do not come on the earth with attitudes. They learn them from their society. Social psychology considers how attitudes are formulated during interaction with people and how people perceive one another. When we meet or avoid other people, our perception and our behavior are strongly influenced by a long period of time.

Callan, et al (199, p.49) describes that attitudes are often defined as learned reactions for or against an object or a class of objects. In the definitions of attitudes there are aspects worth emphasizing. First, attitudes are always directed towards objects here should be understood generally to include physical objects, social objects, behaviors, social objects, second attitudes are learned, presumably through socialization. Third, attitudes are always concerned with evaluated dimensions of for or against, like or dislike, or approach or avoidance.

INCLUSIVE EDUCATION IN GLOBAL PERSPECTIVE

Every society has long limited opportunities for an appropriate education to persons labeled disabled but now the concept of inclusive education is spreading all over the world.

INCLUSIVE EDUCATION IN NORWAY

Mithu, A and Michael, B (2005) reveals in their studies that in Norway inclusion is a political issue. From the 1930's Norway had a compulsory unitary school system, which was free and open to every child regardless of social background and class. The schools have fixed catchment areas, there was no parental choice. All the children from the neighborhood went to the same schools. In Norway they created maximum 4500 students, which means that most of the children with special needs attended their local schools. In the 1960's when the ideas of integration and normalization reached the shores of Norway, things started to change. The government of Norway took initiatives and developed educational policies, revised teaching methods and curriculum. Now the inclusive education program is running successfully.

PROGRESS OF INCLUSIVE EDUCATION IN AUSTRIA

A Global Report (2009) reported that inclusive education is rapidly progressing in Austria. The highest numbers of students are included in the province of Styria. In 1993, after a tradition of more than 200 years of special education in a separate program in Austria, a new national law based on the positive results of several inclusionary pilot project programs in the years before suddenly changed the situation. Parents were given the choice either to place their children with a disability in a regular classroom setting or in a special school. Since then a dramatic transfer of special education resources and expertise has taken place from the special to the regular system. More than half of the school children considered having severe disabilities and about 80% of all students with special education needs are now already included in the regular system.

INCLUSIVE EDUCATION IN CANADA

Canada is a nation of tremendous size and modest population, home to the first entire system to achieve inclusion for every learner, but also a nation split on the issue of educational inclusion for all. In 1986, the concept of inclusive education started

to approaches and practices in several schools. Supports were developed for teachers and students and training was focused on schools and classrooms practices. Instructional strategies were developed that emphasized multi-level instruction and curriculum adaptation. Officials at the OECD as well as UNESCO have recognized the success of the efforts of inclusive education of Canada (A Global Report 2009).

INCLUSIVE EDUCATION IN INDIA

Gary Bunch and Angela Valeo (2008) stated in their research that India is a huge in population, and more, which face daunting challenges in meeting the many needs of its people. India recently announced a national policy of inclusive education to signal its intent to move forward. The National Resource Center for Inclusion (NRCI) initiatives was an Indo-Canadian Project. This project enabled over 2,200 children to be placed in regular schools. The largest Slum in Asia, in public and private schools beyond NRCI engaged over 40 NGOs, 140 colleges and universities, 167 broadcast media, 32 government departments and 25 international agencies. These various interventions enable the project to initiate change across the level- from micro to mezzo-level change.

INCLUSIVE EDUCATION IN ENGLAND, GERMANY AND SPAIN

A nation in which number of school systems have moved to inclusion, but also one in which resistance to change remains strong. Germany is a recently reunified state with the need to come conservative attitudes towards disability and education.

The Salamanca Statement associated with Spain, but also a state yet to move strongly towards inclusion (Gary Bunch and Angela Valeo, 2008).

PAKISTAN PROSPECTIVE

In Pakistan, educational authorities also recognize that all the children have equal right to freedom of expression, quality education and have access to a safe and healthy environment.

HISTORICAL BACKGROUND

In 1972, the country witnessed a revolutionary change in the education system when the government nationalized all private institutions including private special schools. The Education Policy 1972 allocated funds for providing special education services for the first time in Pakistan (MoE 2008). In conclusion, the right of students with special needs to be educated in an inclusive classroom rather than educating them in an isolated environment has been a main concern, raising issues and interest for educators, policy-makers and researchers in recent times and eventually became the basic issue in terms of teaching students with special needs. Effective school and teacher characteristics influence positively students' achievement or outcome in an inclusive classroom, school characteristics such as: qualified leadership, learning environment, high expectation, positive reinforcement, monitoring student's progress and parent-school co-operation. Teacher characteristics such as: efficient use of time; good relationships with students; provides positive feedback; has a high student success rate; and in general provides support for the students with and without disabilities.

STATISTICS OF PEOPLE WITH DISABILITIES

A census in Pakistan was conducted by Govt of Pakistan and It was found that there were thirty two Lac eighty six thousand six hundred thirty (32, 86,630) people with disability constituting 2.54 percent of the population. 2 of the total population with disability, 0.82 million (24.8 percent) are of school-going age (5-14 years). It is estimated that about 20,000 children with disability are aged between 5-20 years, 2.4 percent of the total are enrolled in special schools. The figure is underestimated, as the definition of disability did not include moderate and mild disability and data collectors for the census enumerators were not trained to identify and classify all forms of disability. A survey of the special needs children indicated that 10 percent of the population had some sort of disability, such as visual impairment, hearing impairment, mental retardation, physical disability, learning disability or multiple disabilities. Of these, only two percent had access to institutional facilities.

Table 1. Percentage with disability by nature, sex and areas

Nature of Disability	All Areas			Rural Area			Urban Area		
	Both Sexes	Male	Female	Both Sexes	Male	Female	Both	Male	Female
All	2.54	2.85	2.21	2.52	2.83	2.19	2.59	2.88	2.26
Blind	8.06	7.61	8.68	7.92	7.44	8.59	8.32	7.93	8.88
Deaf and hard of hearing	7.43	7.27	7.66	7.53	7.40	7.71	7.24	7.02	7.56
Physically handicap	18.93	19.84	17.65	20.52	21.40	19.30	15.81	16.83	14.34
Severely mentally retarded	6.39	6.22	6.63	5.94	5.72	6.23	7.28	7.18	7.44
Manually retarded	7.60	7.02	8.41	7.32	6.78	8.07	8.15	7.50	9.62
Having more than one disability	8.23	7.33	9.48	8.23	7.37	9.41	8.22	4.25	9.60
Other	43.36	44.71	41.49	42.55	43.89	40.69	44.97	46.29	43.07

(Bureau of Statistics 2008).

INITIATIVE OF PAKISTAN GOVERNMENT

The National Policy of Education 1998 envisaged about Inclusive Education and national policy for persons with disabilities 2002 also states about provision of education for such children and adults. In January 2004, Minister of Education in collaboration with UNESCO organized a series of Sub-Regional Meetings of Ministers of Tehran Cluster group on "EFA Planning". "Early Childhood Education" as well as on "Inclusive Education" culminating on Joint Declarations. Another National Consultation on Inclusive Education was arranged at Islamabad on 27th April 2005, which concluded by adopting a joint declaration called "Islamabad Declaration on Inclusive Education" (MoE 2008).

ROLE OF NGOS

According to the organization of Save Disabled Women Pakistan held that Inclusive Education in Pakistan needed promotion, awareness, attention, and clear understanding of the concept for true implementation at grass root level in marginalized communities. Government and NGOs must have clear policy for training of concerned staff members in every district schools and institutions. General public lacked understanding of inclusive education, there was lot of discrimination seen and observed at community level. Mostly children disliked and did not accept their fellow children, who were deprived, needed care and love for inclusive environment. Teachers did not care to attend disabled, disadvantaged, poor and neglected children in classroom environment. In a current scenario a pilot project is running on Inclusive Education in 16 mainstream schools (boys/girls) of Islamabad under the Federal Directorate of Education, MoE Islamabad in collaboration with International Development Partner (IDP) Norway, Education, and Islamabad.

THE PROJECT ENVISAGES TO:

- Develop systems which enables, accommodates and stimulates effective implementation of education reforms and innovation
- To support the efforts of the Government of Pakistan to reach the goal of compulsory primary education for ALL by 2015;
- Develop quantitative and qualitative indicators for inclusive and child friendly education systems, schools and communities;
- Create and further develop inclusive and child friendly schools in Islamabad and under the authority of FDE;
- Set up small number pilot schools for demonstration and research purposes where all key elements of the three movements [Education For All; Inclusive education and Child friendly schools] are incorporated and
- Develop practical research programs related to implementation of inclusive practices in schools as well innovation and reform within established education systems (FDE, 2008).

OBJECTIVES OF THE STUDY

- To understand the concept, content and scope of Inclusive Education in global context.
- To measure the attitudes (in terms of perception) of parents, teachers and head teachers towards inclusive education.

RESEARCH QUESTION

The following research questions are formulated:

- i. What are the current concepts and scope of Inclusive Education in global in global terms?
- ii. What are the institutional facilities in terms of training and supporting services were provided for implementation of the project?

METHODOLOGY

The survey method was used during the research. Both quantitative and qualitative methods were used for analyzing the data. Research Was descriptive and it described the attitude of parents, teacher and manager towards inclusive in Pakistan.

Population of the study comprised of the pilot schools where the inclusive education has been launched in ICT. The teachers, head teacher and mothers of those schools constituted the population of the study. Sampling in research refers to a selection of units chosen to represent the target population. It is also knew subjects or respondents with in a study. It's that group(s) who are included in data collection and selection from the whole population. In this case 16 pilot project schools constituted the population, where inclusive education as in innovation in local context has commenced. Three typical schools in consultation with Federal Directorate of Education were selected for this exploratory study. In depth study of those schools was undertaken.

Two questionnaire were developed for teacher, head teacher and interview of parents. As the study was delimited to mothers, so third instrument was designed for the collection of data from mothers. The focus of decision was on family background, causes of disabilities, treatment of children, difficulty during admission, awareness of inclusive education, socialization, participation in co-curricular activities, over burden syllabus and visits of schools. Pilot testing of these instruments were done and refined on the bases of feedback. Expert opinion was sought to determent the validity of the instrument. The parental instrument was a kind of interview, which combined both structured and non-structured. This was regarded to necessary so the mothers might come up with their vision and experiences.

RESULTS

Data collected through questionnaires was tabulated and descriptively analyzed on the basis of different statistical tool i.e

Table 1 List three success of Inclusive Education at your school

No	Factors / Variable	Frequency	No	%
1	Availability of instructional materials		4	36.3
2	Social adjustment		3	27.2
3	Friendly atmosphere		3	27.2
4	Adequate Learning		3	27.2
5	Participation in activities		2	18.1
6	Remove gender disparity		2	18.1

Table 19 presents the factors or variables of the benefits. The highest attribute was 4(36.3. percent) assigned to availability of the instructional materials where as 3 (27.2 percent) in case of a set of variables (social adjustment, friendly atmosphere and adequate learning) were equally reported, that is three in each case. Two in the rest (participation and removing gender disparity) were reported 2(18.1 percent) in each cause.

Tabel-2 Awareness of Education

No	Factors	Frequency	No	%
1	Awareness about of inclusive education		3	100.0
2	Educational opportunity for all students		3	100.0
3	Friendly atmosphere among all students		2	67.6
4	Social adjustment		1	33.3

Table 2 presents the results about the listing at least three success of program. All 3-head teachers positively respondent that program has demonstrated awareness of the concept of inclusive education and providing equal educational opportunity to all students. Two respondents reported 2(67.6 percent) that the development of friendly atmosphere among the students. One expressed the value of social adjustment between teachers and students.

Table -3 Need of Inclusive Education

No	Factors	Frequency	No	%
1	Need more training program		3	100.0
2	Need more instructional facilities		3	100.0
3	Students with disabilities are suffer in mainstream schools		2	67.6
4	Lack of satisfaction by the parents of students with disabilities		2	67.6
5	Fake implementation by the educational authorities		1	33.3
6	No technical assistance from the special instruction		1	33.3

Table 3 of the instrument intended the result about listing at least three problems according to their experience. All head teachers 3(100.0 percent) were unsatisfied by the training program and facilities. Two respondents were reported that the students with disabilities were suffered in mainstream schools and lack of satisfaction by parents of the students with disabilities. One expressed that the fake implementation by the educational authorities and lack of technical assistance from the government.

Table-4 Mother's interview

Respondent	No of children	Sibling	Nature of disability	Cause of disability	Any disable in Family	Treatment of child	Admission in special school in past
Mother	2	1	Low vision	By birth	No	Special attention	NO
Moth	4	1	Over size head	Birth	NO	Special attention	NO
Mother	5	3	Right side paralyze	Polio	NO	Special attention	NO

FACTORS

Following factor leads:

1. All mothers reported that they were much worried when they came to know about disability.
2. All mothers reported that they didn't face any difficulty during admission.
3. Through teachers they were aware to this school offering inclusive schooling.
4. All mothers were not fairly satisfied with the process of socialization.
5. Also the peer group lacked the characteristics were developing belongs.
6. All the mothers expressed dissatisfaction of the participation of the children having disabilities in the co-curricular activities.
7. All the parents reported that the syllabus was lengthy, over burdened classes and inadequate attention of the teachers.
8. Parents reported few or far between they invited in school by head teachers.

FINDINGS

There were three sets of findings relating to teachers, head teachers and parents. Analysis of the data yielded the following majors findings

FINDING OF TEACHER

10(91 percent) teachers out of 11 knew the concept of inclusive education very well.7(64 percent) teachers were favorable to conduct classes for all learners together. All the teachers agreed about the need of inclusive training. 9(82 percent) teachers were satisfied about the appropriateness of lesson planning. All the teachers were consisted that inclusive education developed understanding and friendly relationships.8(73 percent) teachers expressed the learning quality of the students with disabilities was fairly affected.6(55 percent) teachers expressed that quality of the other students was relatively affected.7(64 percent) teachers were satisfied about the appropriateness of instructional materials.7 teachers (64 percent) expressed that students with disabilities participated very well.9 (82 percent) teachers agreed that only inclusive trained teachers could teach students with disabilities.10 (91 percent) teachers were very well satisfied with assistance of other teachers. (45 percent) teachers were satisfied with the concept, content and delivery of inclusive education. One question was open-ended relating to the benefits of inclusive education. 4(36 percent) expressed to availability of instructional materials, 3(27 percent) were satisfied with social adjustment, friendly atmosphere and adequate learning. Overburdened syllabus, overcrowd classes, Lack of training, lack of encouragement of the teachers and lack of A V aids formed the key concern.

FINDING OF HEADS

All the three head teachers were very well aware of the purpose of inclusive educative education. All the heads agreed that student having disabilities is taught together. All the heads were satisfied with the facilities to run inclusive program. All head teachers expressed that inclusive education developed socialization between both groups Two heads (67 percent) disagreed that inclusive education would lead the creation of stress and anxiety for teachers. Two head teachers were satisfied with the appropriateness of mainstream. Only one (33 percent) head was satisfied with the appropriateness of instructional materials. All heads teachers felt that teachers need of continuous inclusive teaching training to handle inclusive education.2 (67 percent) head teachers disagreed about the willingness of teachers to teach both groups together. All the head teachers agreed that students with disabilities were academically benefiting from inclusive education. All the head teachers agreed that students with disabilities participated in co-curricular activities. All the heads teachers disagreed that the learning quality of students with disabilities was affect (67 percent) reported that students with disabilities academically suffered in mainstream schools, lack of parental participation of students with disabilities..

FINDING FROM PARENTS

A special interview was conducted for parents of students with disabilities. The school head teachers invited the parents for holding the interviews. A glance at the table would indicate size of each family along with the sibling of each case. The three children had different set of disability, one with low vision and other with large head and the third clinical disability. The two cases related to birth and third due to medical in care. No case related to heritage. The mother provided special care at home to their children with disabilities. All of them favored inclusive schooling instead of exclusive.

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